

ЎЗБЕКИСТОН RESPUBLIKASI OLIY VA ЎRTA MAHSUS
TAYLIM VAZIRLIGI
ЎЗБЕКИСТОН DAVLAT JAHON TILLARI UNIVERSITETI



1-курс

ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯСИ

фанидан

ЎҚУВ УСЛУБИЙ МАЖМУА



Тошкент 2016

Тил кўникмалари интеграцияси амалиётфанидан ўқув услубий мажмуа –
Тошкент: ЎзДЖТУ. 2016. – бет.

АННОТАЦИЯ:

Тил кўникмалари интеграцияси фани 1 ва 2 курсларда ўқитилади. Ушбу фан мавжуд тил кўникмаларини мустаҳкамлайди ҳамда ёзиш, сўзлашиш ва тинглаш маҳоратларини ўзаро бир бирига боғлаган ҳолда амалда қўллаш ва яхшилаш имкониятини беради. Талабалар кичик гуруҳларда ишлаб лойиҳа ишлари ва тақдимотлар топширадилар, хорижий матнларга асосланган ҳолда ўқишади, машқлар бажариб мунозара юритадилар ва иншолар ёзиш кўникмаларини ривожлантирадилар.

Тузувчилар: Инглиз тили назарий фанлари кафедраси ўқитувчилари:

С.Салиева

С.Баракаева

К.Раимова

Н.Лутфиддинова

М.Муҳаммадиева

Г.Содиқова

Тақризчи:

Ўқув-услубий мажмуа Ўзбекистон давлат жаҳон тиллари университети Инглиз тили 3-факультети илмий кенгашида кўриб чиқилган ва нашрга тавсия қилинган (20 йил ____ даги “ ____ ” баённома)

ЎҚУВ - УСЛУБИЙ МАЖМУА

ТАРҚИБИ

МУНДАРИЖА

1 **Фаннинг ўқув дастури**

Намунавий дастур

Ишчи ўқув дастури

2 **Ҳар бир мавзу учун ўқув – методик материал**

Lesson 1. Introduction to the course. Course syllabus, assessment specification

UNIT 1. People and personality

UNIT 2. National identities

UNIT 3. Food

UNIT 4. Health

UNIT 5. Family values

UNIT 6. Education

UNIT 7. City and country life

UNIT 8. Leisure and sport

UNIT 9. Technology and communication

3 **Глоссарий**

4 **Фойдаланилган адабиётлар**

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди:
№БД – 5111400 – 3.04
201__ йил “__” ____

Олий ва ўрта махсус таълим
вазирлиги

201__ йил “__” ____

ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯСИ
ФАН ДАСТУРИ

Билим соҳаси: 100000
Таълим соҳаси: 110000
120000

– Гуманитар соҳа
– Педагогика
– Гуманитар фанлар

Таълим 5111400
йўналишлари:
5120100

– Хорижий тил ва адабиёти (тиллар бўйича)
– Филология ва тилларни ўқитиш (роман-герман
филологияси)

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 201__ йил “__” _____даги __ -сонли буйруғининг __ -илоvasи билан фан дастури рўйхати тасдиқланган.

Фан дастури Олий ва ўрта махсус, касб-хунар таълими йўналишлари бўйича Ўқув-услубий бирлашмалар фаолиятини Мувофиқлаштирувчи Кенгашнинг 201__ йил “__” _____даги __ -сонли баённомаси билан маъқулланган.

Фан дастури Ўзбекистон давлат жаҳон тиллари университетида ишлаб чиқилди.

Тузувчилар:

С. Иргашева – ЎзДЖТУ, катта ўқитувчи
К. Алимова – ЎзДЖТУ, катта ўқитувчи
Я. Абдураимова – ЎзДЖТУ, катта ўқитувчи
Н. Эшонқулова – ЎзДЖТУ, ўқитувчи

Бош маслаҳатчи:

Род Болайто – Буюк Британия, Норич тил ўқитиш институти

Такризчилар:

И.Жўраева – ЎзМУ, Хорижий филология факультети декани, ф.ф.н., доцент
И.Тўхтасинов – ЎзДЖТУ қошидаги РИАИМ директори, ф.ф.н., доцент

Фан дастури Ўзбекистон давлат жаҳон тиллари университети Илмий кенгашида кўриб чиқилган ва тавсия қилинган (201__ йил “__” _____даги __ - сонли баённома)

Фаннинг долзарблиги

Мазкур дастурни ишлаб чиқишда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) ва Ўзбекистон Республикасининг узлуксиз таълим тизимида чет тилларни ўрганишга қўйиладиган талаблар эътиборга олинди. Унда чет тилини ўқитишга ихтисослашган таълим йўналишлари битирувчилари олий таълим муассасасидаги тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича C1 даражани эгаллашлари минимум сифатида белгилаб қўйилган. Тил кўникмалари интеграцияси фани айнан юқорида келтириб ўтилган вазифаларни амалга оширишга хизмат қилади. Тил кўникмалари интеграцияси фани лингвистик курс ҳисобланади ҳамда “Тил кўникмалари интеграцияси” ва “Оғзаки нутқ амалиёти” (тинглаш ва гапириш) модулларини ўз ичига олади. Мазкур курс тил ўрганишнинг тўрт кўникмаси: сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш бўйича кўникмаларни интеграллашган ҳолда ривожлантиришга хизмат қилади. Шунингдек, мазкур модулни ўқитишда оғзаки нутқ амалиётига алоҳида урғу берилади. Модул якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR) бўйича ўрганган чет тилларини 1-4 семестрлар бўйича босқичма-босқич B1 дан B2 даражагача амалда қўллай олишлари назарда тутилади.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвийлиги

“Тил кўникмалари интеграцияси” умумқасбий фанлар блокига киритилган курс ҳисобланиб, модуллар кетма-кетлиги ва мазмунига мос равишда 1-4 семестрлар давомида ўқитилади. Мазкур фан лингвистик курс ҳисобланади ва икки йил давомида икки қисмга: Тил кўникмалари интеграцияси ва Оғзаки нутқ амалиётига ажратилган ҳолда ўргатилади. Ўқув режанинг хорижий тилни ўқитишда маданиятлараро мулоқотни шакллантириш, тил аспекти амалиётиметодика, мамлакатшуносликка оид курслари ва ўрганилаётган чет тилининг назарий курслари - умумий тилшунослик, стилистика ва матн таҳлили, назарий фонетика, қиёсий типология, назарий грамматика фанларидан зарурий билимларни эгаллашда ушбу фан модуллари бўйича ўзлаштирилган кўникма ва малакалар муҳим аҳамият касб этади.

Фаннинг илм-фан ва ишлаб чиқаришдаги ўрни

“Тил кўникмалари интеграцияси” фани “Хорижий тил ва адабиёти” (тиллар бўйича), “Филология ва тилларни ўқитиш” (роман-герман филологияси) таълим йўналишларида асосий умумқасбий фан сифатида ўқитилади. Олий таълим муассасасини ушбу таълим йўналишлари бўйича тамомлаган бакалаврлар Республикамиз узлуксиз таълим тизимида ўқитувчилик фаолияти билан шуғулланидилар. Шунингдек, хорижий қўшма корхоналар, халқаро ташкилотлар ва уларнинг республикамиздаги бўлимлари, элчихона ва консулликлар, сайёҳлик агентликлари, нашриёт ва таҳририятлар, нотариал идоралар, таржимонлик бюрolariда касбий фаолият олиб борадилар.

Фанни ўқитишдаги замонавий ахборот ва педагогик технологиялар ҳамда ўқув машғулотларини лойиҳалаш

Фанни ўқитишда шахсга йўналтирилган таълим методи ва чет тилини ўқитишга коммуникатив ёндашувдан максимал даражада фойдаланиш талаб этилади. Машғулотларда дарслик ва ўқув қўлланмалардан ташқари аутентик материаллар: аудио, видео, газета ва журналлар, интернет манбаларидан, интерактив усулларни қўллаган ҳолда ақлий хужум, кейс-стади, лойиҳалар тайёрлаш, ролли ўйин, дебатлар, презентация методларидан кенг фойдаланилади.

Фан модулининг дастури (module syllabus)
(Инглиз тили)

Намуна

Ўқув курсининг тўлиқ номи:	ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯСИ		
Курснинг қисқача номи:	ТКИ	Код: ТКИ	
Кафедра:	Инглиз тилини интеграллашган ҳолда ўқитиш кафедраси		
Ўқитувчи ҳақида маълумот:	Ф.И.Ш. Абдураимова Яйра Рустамовна	E-mail. yauga_usb@mail.ru	
Семестр ва ўқув курсининг давомийлиги	1- 4-семестр, 76 ҳафта		
Ўқув соатлари ҳажми:	Жами:	538	
	Шунингдек:		
	Маъруза		
	Семинар		
	Амалий	304	
	Мустақил таълим	234	
Ўқув курсининг статуси	Умумукасбий фанлар блоки		
Дастлабки тайёргарлик	Курс таълим тизимининг олий таълимгача бўлган босқичида чет тили бўйича ўзлаштирилган билимларга асосланади.		
<p>Фаннинг предмети ва мазмуни: – Тил кўникмалари интеграцияси фани лингвистик курс ҳисобланади ҳамда “Тил кўникмалари интеграцияси” ва “Оғзаки нутқ амалиёти” (тинглаш ва гапириш) модулларини ўз ичига олади. Мазкур курс тил ўрганишнинг тўрт кўникмаси: сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш бўйича кўникмаларни интеграллашган ҳолда ривожлантиришга хизмат қилади.</p> <p>Фанни ўқитишдан мақсад –Мазкур фаннинг мақсади талабаларга тилнинг оғзаки ва ёзма шаклларини интеграллашган ҳолда ўргатиш, уларнинг турли контекстлардаги мулоқот малакаларини ривожлантириш, хусусан ўрганилаётган чет тили кўникмалари тўғрисидаги амалий ва назарий билимларини такомиллаштириш ҳамда эгалланган билим, кўникма, малакаларини касбий ва илмий фаолиятда эркин қўллай олишларини таъминлашдир.</p> <p>Фаннинг вазифаси- умумэътироф этилган халқаро меъёрларга кўра талабаларнинг ўрганилаётган чет тилини В2 даражада эгаллашлари учун зарурий тил кўникмаларини интеграллашган тарзда ўргатиш ва мулоқот малакаларини ривожлантиришдир.</p> <p>Мазкур дастур бўйича таълим олган талабанинг:</p> <ul style="list-style-type: none"> • чет тилини Умум Европа стандартларига кўра В2 даражада ўзлаштириши; • ўрганилаётган чет тилида ўқиш, тинглаб тушуниш, гапириш ва ёзиш кўникмаларини эгаллаши; • тил кўникмаларини такомиллаштириш билан бир қаторда трансфербал кўникмаларни ҳам шакллантириш; • ўзининг тил кўникмаларини ривожлантириш борасидаги фаолиятини баҳолай олиш ва рефлексия кўникмаларини қўллай олиш; • оғзаки ва ёзма нутқ амалиёти бўйича тасаввур, билим, малака ва кўникмаларга, компетенцияларга эга бўлиши талаб этилади. 			

Курснинг тематик таркиби ва мазмуни				
Т/р	Мавзулар мазмуни. Тил кўникмалари интеграцияси	Мавзулар мазмуни. Гапириш ва тинглаш	Амалий	Мустақил иш
1-семестр				
1	Фанга кириш, мақсад, вазифалар		4	2
2	Шахс ва шахсият тўғрисида Сухбат: Талабалар ўз таржимаи ҳолларини ёзадилар	Диалоглар, суҳбатлар	4	4
3	Хорижий мамлакат фуқароларининг ўзаро саломлашишлари ва суҳбатга киришишлари ҳақидаги диалогларни ўқийдилар ва ўзбекларнинг одатлари билан таққослайдилар	турли коммуникатив нутқ вазиятлари (саломлашиш, кечирим сўраш, хайрлашиш, миннатдорчилик билдириш ва ҳ.к.) ни тўғри ўзлаштириши;	4	4
4	Лойиҳа тақдимоти	телефон орқали мулоқот;	4	2
5	Миллий рамзлар ва ўрганилаётган чет тилида сўзловчи мамлакатлар ҳақида суҳбат	ўзига ёққан ва ёқмаган нарсалар, жиҳатлар ҳақида фикрини баён этиши;	4	4
6	Талабалар турли миллий рамзларни муҳокама қиладилар.	жамоат жойларидаги эълонлар (масалан, темир йўл вокзали, аэропортдаги эълонлар);	4	2
7	Талабалар диаграмма кўринишида ўрганилаётган чет тилида сўзлашувчи мамлакатлар ва Ўзбекистоннинг сиёсий давлат тузилишини тасвирлайдилар ва таққослайдилар.	ўзи ҳақида шахсий маълумотларни бера олиши;	4	4
8	Лойиҳа тақдимоти	сўзловчи нутқини тушунганлиги ёки яхши англай олмаганлигини ифодалаши	4	4
9	Озиқ-овқат мавзусига тегишли бўлган суҳбат	кўрсатмалар, ўриқномалар (масалан, аудиториядаги ўқитувчининг кўрсатмалари, овқат тайерлаш, велосипедни (техника воситаларини) таъмирлаш сингари осон кўрсатмалар);	4	4
10	Талабалар Венн диаграммасидан фойдаланган ҳолда турли мамлакатларда ким нима ейиши ёки емаслиги ҳақидаги маълумотларни келтирадилар ва бунинг сабабларини муҳокама қиладилар.	сўзловчидан гапини яна бир марта такрорлашни, изоҳлаш, савол бериш ва шу каби нарсаларни сўраш;	4	2
11	Талабалар ўзбек ва хорижий мамлакатлар миллий таомларини таққослайдилар	мулоқотни давом эттира олиш;	4	2
12	Лойиҳа тақдимоти	интервью олиш ва саволларга жавоб	4	4

		кайтариш;		
13	Сихат-саломатлик мавзусига тегишли бўлган суҳбат	тинглаб тушуниш қайдномалари (L Logs)	4	4
14	Талабалар хорижликларнинг бардам бўлиш учун нималар қилишлари ҳақидаги текстни ўқийдилар ва ўзбекларнинг бу борада нималар қилишларини аниқлаш мақсадида қиёсий сўровнома ўтказадилар.	теле ва радио хабарлар, об-ҳаво маълумотлари;	4	4
15	Талабалар турли мамлакатлардаги чекишни чегараловчи тартиб-қоидалар ҳақида маълумотларни тўплайдилар ва Ўзбекистондаги мавжуд тартиблар билан солиштирадилар.	теле ва радио хабарлар, об-ҳаво маълумотлари;	4	2
16	Лойиҳа тақдимоти таниш	мавзуларда муҳокамаларда қатнашиши	4	2
17	Оилавий қадриятлар: Талабаларга хорижий мамлакатлар ва ўзбекларнинг оилалари акс этган суратлар берилади ва қиёсий иншо ёзишлари сўралади.	навбат билан мулоқотга киришиши, сўзловчининг нутқини бўлмаслиги ёки бўлишга тўғри	4	2
18	Талабалар хорижий мамлакатларда турли миллат вакилларида таркиб топган оилалардаги тушунмовчиликлар акс этган фильмни томоша қиладилар (мисол учун, “My Big, Fat Greek Wedding”, “Bride and Prejudices” ва бошқалар) ва тушунмовчиликларни бартараф этиш мумкин бўлган йўللарни муҳокама қиладилар	Ўтилган мавзуларни такрорлаш	4	4
19	1 ва 2 модуллар асосида 4 та тил кўникмалар бўйича тест		4	2
1-семестр бўйича жами: 38		38	76	58
2-семестр				
1	Таълим Талабалар хорижий мамлакатдаги синф хонасининг суратини муҳокама қиладилар ва уни ўз синф хоналари (жиҳозланиши, парта ва стулларнинг жойлашиши) билан таққослайдилар	монологлар (масалан, презентациялар, нутқлар)	4	4
2	Талабалар хорижий мамлакатларда ўқитувчи – талабалар муносабатлари акс этган фильм ни(мисол учун, “Dead Poets’ Society”) ўрганилаётган чет тилида томоша қиладилар ёки текстни ўқийдилар ва	монологлар (масалан, презентациялар, нутқлар);	4	4

	Ўзбекистондаги ўқитувчи – талабалар муносабатлари билан солиштирадilar.			
3	Менинг орзуимдаги мактаб” (постер шаклидаги презентация)	бадий фильмлар томоша қилиш	4	2
4	Ўқитувчилар галереяси” (катта ҳажмли постер)	бадий фильмлар томоша қилиш	4	4
5	Шаҳар ва қишлоқ ҳаёти. Лойиҳа ишига кўшимча сифатида талабалар ўз шаҳар, қишлоқ ёки вилоятлари ҳақида сайёҳларга мўлжалланган китоб, кўлланма ёки веб-саҳифа яратадилар.	таниш мавзуларда муҳокамаларда қатнашиш	4	2
6	Талабалар турли мамлакатларда шаҳар ва қишлоқларда яшовчи кишиларнинг сони акс этган статистик маълумотларни кўриб чиқадилар ва муҳокама қиладилар.	Кўшиқлар билан ишлаш	4	4
7	“Шаҳримизга хуш келибсиз”(брошюра)	навбат билан мулоқотга киришиш, сўзловчининг нутқини бўлмаслик ёки бўлишга тўғри келган вазиятларда мулоқотни давом эттириш	4	4
8	“Шаҳар лойиҳаси” (шаҳар лойиҳаси презентацияси)	аудио китоблар ва ҳ.к.	4	2
9	Дам олиш ва спорт билан шуғулланиш Талабалар машҳур ўзбек сериалларидан бирини (мелодрама жанрида) муҳокама қиладилар ва турли маданиятлардаги сериалларга бўлган муносабатлар ҳақида мунозара уюштирадilar.	ўзи яратган монологни дискка ёзиб олиш ва ёзма таҳлили билан бирга топшириш; -тинглаб тушуниш тести	4	4
10	Талабаларга “ Чет эллик меҳмонни қайси спорт мусобақасини томоша қилгани олиб борган бўлар эдингиз ва нима учун?” (мисол учун, кураш ёки футбол) мавзусида топшириқ берилади.	мулоқотни бошлаш ва тугаллаш стратегияларини эгаллаш	4	2
11	“Мелодрама” (сюжет ёзиш)	матнни тинглаб унинг асосий ғоясини англай олиш;	4	2
12	“Турли маданиятларда спорт” (маълумотлар акс этган постер)	жумлаларни перифраза қилиш ва қайтадан таъкидлаш	4	2
13	Алоқа ва технологиялар Талабалар турли мамлакатлардаги телефонда суҳбатлашиш тартиблари ҳақидаги маълумотларни тўплайдилар.	матнни тинглаб, ундаги муайян маълумотни (масалан, саналар, исмлар) фарқлаш стратегияси		4
14	Талабалар ўз веб саҳифалари чет	оғзаки мулоқотда	4	4

	эллиқларга ҳам тушунарли ва қизиқарли бўлиши учун нималар қилиниши лозимлигини муҳокама қиладилар	тегишли миллий-маданий меъёрларни (масалан, илтимос ва раҳмат сўзларининг турли маданиятларда ишлатилиши, саломлашиш одоби) билиш ва уларни тўғри қўллаш;		
15	“Истеъмолчи баёноти”(уяли телефонлар ҳақида)	сўзлашувчининг кайфияти, ҳиссиётлари ва муносабатини аниқлай олиши;	4	4
16	“Бизнинг гуруҳ ҳақида” (веб-саҳифа ёки блог яратиш)	тинглаб тушуниш тести	4	2
17	Лойиҳа тақдимоти	мулоқот жараёнида тегишли имо-ишоралардан (масалан, диққат билан тинглаётганлигини кўрсатиш учун олдинга сал энгашиш, тушунаётганлигини ифодалаш учун бош ирғаши) ўринли фойдаланиш	4	4
18	Лойиҳа тақдимоти	Ўтилган мавзуларни такрорлаш	4	2
19	Яқуний ҳисобот	1 ва 2 модуллар асосида 4 та тил кўникмалар бўйича тест	4	2
2-семестр бўйича жами		38	76	58
Умумий			152	116

АСОСИЙ ҚИСМ

Фаннинг амалий машғулоти мазмуни

1-модул. Тил кўникмалари интеграцияси

Тил кўникмалари интеграцияси модули 1-4 семестрлар давомида ўқитилади. Мазкур курс тўрт кўникма: сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш бўйича кўникмаларни баравар ривожлантиришга хизмат қилади. Модул якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR) бўйича ўрганган чет тилларини 1-4 семестрлар бўйича босқичма-босқич В1 дан В2 даражагача амалда қўллай олишлари назарда тутилади.

2-модул. Оғзаки нутқ амалиёти (тинглаш ва гапириш)

Оғзаки нутқ амалиёти (тинглаш ва гапириш) модули 1-4 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган халқаро меъёрлари (CEFR) га кўра қарийб В1-В1+ ва 2 курс якунига бориб В2 даражада чет тилида тинглаб тушуна олишлари ва сўзлаша олишлари назарда тутилади. Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари (CEFR)” меъёрларида белгиланганидек оғзаки мулоқотни эгаллаш бўйича биринчи босқичда асосий эътибор мулоқот стратегияларини ривожлантиришга ва диалогда суҳбатга кира олишга қаратилса, иккинчи курсга келиб монолог (презентация, дебат, касбга доир интервью) кўринишдаги оғзаки мулоқотни ривожлантиришга қаратилади.

Амалий машғулотларнинг тахминий рўйхати

Мавзулар	Маданиятлараро муносабатни шакллантиришга йўналтирилган тавсия этиладиган вазифа ва топшириқлар	Тавсия этиладиган лойиҳа ишлари
Шахс ва шахсият	1. Талабалар ўз таржимаи ҳолларини ёзадилар. 2. Хорижий мамлакат фуқароларининг ўзаро саломлашишлари ва суҳбатга киришишлари ҳақидаги диалогларни ўқийдилар ва ўзбекларнинг одатлари билан таққослайдилар.	1. “Бизнинг китоб” (машҳур шахслар, дўстлар, ёки ота-оналар ҳақида китоб) 2. “Биринчи учрашувлар”(постер шаклидаги презентация)
Миллий рамзлар ва ўрганилаётган чет тилида сўзловчи мамлакатлар	1. Талабалар турли миллий рамзларни муҳокама қиладилар. 2. Талабалар диаграмма кўринишида ўрганилаётган чет тилида сўзлашувчи мамлакатлар ва Ўзбекистоннинг сиёсий давлат тузилишини тасвирлайдилар ва таққослайдилар.	1. “Миллий рамзлар” (постер шаклидаги презентация) 2. Ўрганилаётган чет тилида сўзлашувчи мамлакатларнинг давлат тузилиши (билимлар мусобақаси)
Озиқ-овқат	1. Талабалар Венн диаграммасидан фойдаланган ҳолда турли мамлакатларда ким нима ейиши ёки емаслиги ҳақидаги маълумотларни келтирадилар ва бунинг сабабларини муҳокама қиладилар. 2. Талабалар ўзбек ва хорижий мамлакатлар миллий таомларини таққослайдилар	1. “Соғлом овқатланишнинг 10 қоидаси” (қўлланма) 2. “Пазандалик китоби”(таомларнинг суратлари ва тайёрланиш жараёнлари акс этган китоб)
Сиҳат-саломатлик	1. Талабалар хорижликларнинг бардам бўлиш учун нималар қилишлари ҳақидаги текстни ўқийдилар ва	1. “Қандай қилиб соғлом турмуш тарзини олиб бориш мумкин” (постер

	<p>Ўзбекларнинг бу борада нималар қилишларини аниқлаш мақсадида қиёсий сўровнома ўтказадилар.</p> <p>2. Талабалар турли мамлакатлардаги чекишни чегараловчи тартиб-қоидалар ҳақида маълумотларни тўплайдилар ва Ўзбекистондаги мавжуд тартиблар билан солиштирадилар.</p>	<p>шаклидаги презентация)</p> <p>2. “Қандай қилиб чекишни ташлаш мумкин” (брошюра)</p>
Оилавий кадриятлар	<p>1. Талабаларга хорижий мамлакатлар ва ўзбекларнинг оилалари акс этган суратлар берилди ва қиёсий иншо ёзишлари сўралди.</p> <p>2. Талабалар хорижий мамлакатларда турли миллат вакиллари билан таркиб топган оилалардаги тушунмовчиликлар акс этган фильмни томоша қилдилар (мисол учун, “My Big, Fat Greek Wedding”, “Pride and Prejudices”, ва бошқалар) ва уларни бартараф этишнинг мумкин бўлган йўллари муҳокама қилдилар</p>	<p>1. “Оилавий альбом” (Қисқа фильм)</p> <p>2. “Оилавий қоидалар” (постер шаклидаги презентация)</p>
Таълим	<p>1. Талабалар хорижий мамлакатдаги синф хонасининг суратини муҳокама қилдилар ва уни ўз синф хоналари (жиҳозланиши, парта ва стулларнинг жойлашиши) билан таққослайдилар</p> <p>2. Талабалар хорижий мамлакатларда ўқитувчи – талабалар муносабатлари акс этган фильмни (мисол учун, “Dead Poets’ Society”) ўрганилаётган чет тилидатомоша қилдилар ёки текстни ўқийдилар ва Ўзбекистондаги ўқитувчи – талабалар муносабатлари билан солиштирадилар.</p>	<p>1. “Менинг орзуимдаги мактаб” (постер шаклидаги презентация)</p> <p>2. “Ўқитувчилар галереяси” (катта ҳажмли постер)</p>
Шаҳар ва қишлоқ ҳаёти	<p>1. Лойиҳа ишига қўшимча сифатида талабалар ўз шаҳар, қишлоқ ёки вилоятлари ҳақида сайёҳларга мўлжалланган китоб, қўлланма ёки веб-саҳифа яратадилар.</p> <p>2. Талабалар турли мамлакатларда шаҳар ва қишлоқларда яшовчи кишиларнинг сони акс этган статистик маълумотларни кўриб чиқадилар ва муҳокама қилдилар.</p>	<p>1. “Шаҳримизга хуш келибсиз”(брошюра)</p> <p>2. “Шаҳар лойиҳаси” (шаҳар лойиҳаси презентацияси)</p>
Дам олиш ва спорт билан шуғулланиш	<p>1. Талабалар бирини машҳур ўзбек сериалларини (мелодрама жанрида) муҳокама қилдилар ва турли маданиятлардаги сериалларга бўлган муносабатлар ҳақида мунозара уюштирадилар.</p> <p>2. Талабаларга “Чет эллик меҳмонни қайси спорт мусобақасини томоша қилгани олиб борган бўлар эдингиз ва нима учун?” (мисол учун, кураш ёки футбол) мавзусида топширик берилди.</p>	<p>1. “Мелодрама” (сюжет ёзиш)</p> <p>2. “Турли маданиятларда спорт” (маълумотлар акс этган постер)</p>

Алоқа ва технологиялар	1. Талабалар турли мамлакатлардаги телефонда суҳбатлашиш тартиблари ҳақидаги маълумотларни тўплайдилар. 2. Талабалар ўз веб саҳифалари чет элликларга ҳам тушунарли ва қизиқарли бўлиши учун нималар қилиниши лозимлигини муҳокама қиладилар	1. “Истеъмолчи баёноти” (уяли телефонлар ҳақида) 2. “Бизнинг гуруҳ ҳақида”(веб-саҳифа ёки блог яратиш)
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2. Оғзаки нутқ амалиёти (тинглаш ва гапириш)

1 курс давомида

Тинглаб тушуниш бўйича:

Тинглаш учун мўлжалланган матн турлари:

- диалоглар, суҳбатлар;
- телефон орқали мулоқот;
- жамоат жойларидаги эълонлар (масалан, темир йўл вокзали, аэропортдаги эълонлар);
- кўрсатмалар, йўриқномалар (масалан, аудиториядаги ўқитувчининг кўрсатмалари, овқат тайерлаш, велосипедни (техника воситаларини) таъмирлаш сингари осон кўрсатмалар);
- теле ва радио хабарлар, об-ҳаво маълумотлари;
- монологлар (масалан, презентациялар, нутқлар);
- теле ва радио ҳужжатли фильмлар;
- бадий фильмлар;
- кўшиқлар
- аудио китоблар ва ҳ.к.

Стратегиялар

- матнни тинглаб унинг асосий ғоясини англай олиш;
- матнни тинглаб, ундаги муайян маълумотни (масалан, саналар, исмлар) фарқлаш;
- сўзлашувчининг кайфияти, ҳиссиётлари ва муносабатини аниқлай олиши;

Оғзаки мулоқот(диалог) бўйича:

- турли коммуникатив нутқ вазиятлари (саломлашиш, кечирим сўраш, хайрлашиш, миннатдорчилик билдириш ва ҳ.к.) ни тўғри ўзлаштириши;
- ўзига ёққан ва ёқмаган нарсалар, жиҳатлар ҳақида фикрини баён этиши;
- ўзи ҳақида шахсий маълумотларни бера олиши;
- сўзловчи нутқини тушунганлиги ёки яхши англай олмаганлигини ифодалаш (масалан, сўзловчидан гапини яна бир марта такрорлашни, изоҳлаш, савол бериш ва ҳ.);
- мулоқотни давом эттира олиш;
- интервью олиш ва саволларга жавоб қайтариш;
- таниш мавзуларда муҳокамаларда қатнашиши;
- навбат билан мулоқотга киришиши, сўзловчининг нутқини бўлмаслиги ёки бўлишга тўғри келган вазиятларда мулоқотни давом эттириши;
- мулоқотни бошлаш ва тугаллаш стратегияларини эгаллаши;
- жумлаларни перифраза қилиш ва қайтадан таъкидлаши;
- оғзаки мулоқотда тегишли миллий-маданий меъёрларни (масалан, илтимос ва раҳмат сўзларининг турли маданиятларда ишлатилиши, саломлашиш одоби) билиши ва уларни тўғри қўллаши;
- мулоқот жараёнида тегишли имо-ишоралардан (масалан, диққат билан тинглаётганлигини кўрсатиш учун олдинга сал энгашиш, тушунаётганлигини ифодалаш учун бош ирғаши) ўринли фойдаланиши;

Талаффуз

- интонация (интонациянинг грамматик ва муносабат билдирувчи функцияларини фарқлаш)
- урғу (сўз урғуси, гап урғуси)
- товушларни транскрипциялар орқали ўқий олиши;
- она тили интерференцияси

Фойдаланиладиган адабиётлар рўйхати
Асосий адабиётлар

Инглиз тили

1. Virginia Evans & Jenny Dooley Enterprise (full set) Digital publishing UK, 2009
2. Mike Boyle, Ellen Kisslinger Skillful. Listening & Speaking (full set) Macmillan Education UK, 2013

Қўшимча адабиётлар

Инглиз тили

1. Platform (online & outline) Macmillan English Campus Platform (online & outline) Macmillan EducationUK, 2015

Интернет сайтлари

Инглиз тили

1. www.teachingenglish.org.uk
2. www.elgazette.com
3. www.learnenglish.org.uk
4. www.educationuk.org
5. www.bbc.co.uk/worldservice/learningenglish
6. www.channel4.com/learning
7. www.better-english.com/exerciselist.htm
8. www.englishclub.com/index.htm

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

Рўйхатга олинди: “ТАСДИҚЛАЙМАН”

№ _____ Ўқув ишлари бўйича

201__ й « ____ » _____

проректор _____

“ ____ ” _____ 2016 й

ТИЛ КЎНИКМАЛАРИ ИНТЕГРАЦИЯСИ
фанининг

ИШЧИ ЎҚУВ ДАСТУРИ
(1-курс)

Билим соҳаси: 100 000- Гуманитар соҳа

Таълим соҳаси: 110 000- Педагогика
120 000 - Гуманитар фанлар

Таълим йўналиши: 5111400 - Хорижий тил ва адабиёти
(роман-герман филологияси)
5120100 - Филология ва тилларни ўқитиш
(роман-герман филологияси)

Фаннинг ишчи ўқув дастури ўқув, ишчи ўқув режа ва ўқув дастурига мувофиқ ишлаб чиқилди.

Тузувчилар:

Хайруллаева Д. – “Инглиз тили назарий фанлари” кафедрасимудири,
катта ўқитувчи

Шералиева Ш. - “Инглиз тили назарий фанлари” кафедраси
ўқитувчиси

Такризчилар:

Ирискулов М. – ЎзДЖТУ, ф.ф.н., профессор

Иргашева С. – “Лингвистика ва инглиз адабиёти” кафедраси катта
ўқитувчиси

Фаннинг ишчи ўқув дастури “Инглиз тили назарий фанлари” кафедрасининг 2016 йил августдаги № -сон йиғилишида муҳокамадан ўтган ва факультет илмий кенгашида муҳокама қилиш учун тавсия этилган.

Кафедра мудири: _____ Хайруллаева Д.

Фаннинг ишчи ўқув дастури Инглиз тили 3 факультет Илмий кенгашида муҳокама этилган ва фойдалинишга тавсия қилинган (2016 йил ___августдаги ___-сонли баённома)

Факультет кенгаши раиси: _____ Қулматов Б.

Келишилди: Ўқув услубий-бошқарма бошлиғи _____ Яриев У.Э.

Кириш

Фан, техника ва технологиялар ютуқлари асосида таълим тизимини ислох қилишда давр синовларидан ўтган илғор тажрибаларни ўрганиш ҳамда миллий ва умуминсоний қадриятларни эътиборга олган ҳолда уларнинг жорий этилишини таъминлаш рақобатбардош кадрлар тайёрлашнинг муҳим омили саналади. Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сон қарорида белгиланган вазифалар ижросини таъминлаш мақсадида “Олий таълим муассасаларида чет тилларни ўқитиш тизимини янада такомиллаштириш чора-тадбирлар дастури” ишлаб чиқилган бўлиб, унда чет тиллар буйича Давлат таълим стандартлари, ўқув режалари ва дастурларини такомиллаштириш ва босқичма-босқич ўқув жараёнига тадбиқ этиш устувор вазифалардан бири сифатида белгиланган.

Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги ҳужжатида тил эгаллашга қўйиладиган талаблар ва меъзонлар эътиборга олинган ҳолда Ўзбекистон узлуксиз таълим тизимида чет тилларини ўрганишнинг ягона мақсад ва вазифалари белгиланиб, чет тиллари буйича таълимнинг барча босқичлари битирувчилари тайёргарлик даражасига қўйиладиган Давлат таълим стандарти талаблари ишлаб чиқилди. Чет тилини эгаллаш даражаларини ўзида акс эттирган мазкур стандарт Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар буйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” тўғрисидаги 124-сонли қарори билан тасдиқланди.

Мазкур дастурни ишлаб чиқишда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR - Common European Framework of Reference) ва Ўзбекистон Республикасининг узлуксиз таълим тизимида чет тилларни ўрганишга қўйиладиган талаблар эътиборга олинди. Унда чет тилини ўқитишга ихтисослашган таълим йўналишлари битирувчилари олий таълим муассасасидаги тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили буйича C1 даражани эгаллашлари минимум сифатида белгилаб қўйилган. Шунингдек, тегишли таълим йўналишларининг малака талабларида талабаларнинг тайёргарлик даражаси, билим, малака ва кўникмаларига қўйиладиган талаблар ҳамда турдош олий таълим муассасалари мутахассислари томонидан билдирилган таклифлар инобатга олинди.

Фаннинг мақсад ва вазифалари

Интеграллашган тил кўникмалари фани ўз ичига 2 та модулни олади ва бу модуллар 1-4 семестрлар давомида ўқитилади. Биринчи курс якунида талабалар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR)га кўра қарийб B1 даражада чет тилида тинглаб тушуна олишлари ва сўзлаша олишлари назарда тутилади. Ушбу фанни ўрганиш орқали талабалар тўртта тил кўникмалари: сўзлашиш, тинглаб тушуниш, ўқиш ва ёзиш амалиётларини УЕСнинг B1 даражасида қўллашни ўрганадилар ҳамда маданиятлараро мулоқот тушунчасини шакллантирадилар ва мақбул тарзда мулоқотга киришишни ўрганадилар.

Фан бўйича талабанинг малакасига қўйиладиган талаблар

Модул 1 бўйича талабалар қуйидаги билим ва кўникмаларга эга бўлишади:

- мавзуси қисман таниш ва тилнинг мураккаблик даражаси мос бўлган, асл ҳолатда олинган аутентик материалларни ўқиш, тинглаб тушуниш, уларни амалиётда қўллай олишни ўрганадилар.
- оғзаки презентациялар орқали ўз фикрларини имконият даражасида аниқ баён қилишга қодир бўладилар.
- тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини уйғунлашган ҳолда турли мавзуларга доир лойиҳа ишларини бажариш орқали ривожлантирадилар.
- тил кўникмаларидан ташқари бир қатор бошқа соҳаларда ҳам қўллаш мумкин бўлган амалий кўникмаларни ҳам ривожлантирадилар.
- тили ўрганилаётган мамлакат маданияти ва ўз маданиятларини қиёслаш ва таққослаш малакасини ривожлантирадилар.
- маданий муҳитнинг тилни қўллашдаги таъсири ҳақидаги ўз тушунчаларини оширадилар.
- ўзга маданиятни тушуниш ва унга нисбатан бағрикенглик ҳислатини шакллантирадилар.

Модул 2 бўйича талаба биринчи курс якунида қуйидаги билим ва кўникмаларни эгаллаши шарт:

- турли жанрдаги (теле янгиликлар, ҳикоялар, телерекламалар, эълонлар ва шу каби) матнларни тушуниш ва муҳокама қилиш учун тинглаши;
- тинглаб тушунишни осонлаштириш учун талаба турли стратегияларни қўллай олиши, жумладан, матннинг асосий ғоясини тушуниш, контекстдаги таянч сўзларни англай олиши;
- радио янгиликлар, теле дастурлар ва адабий (стандарт) чет тилида таниш мавзудаги фильмларнинг асосий мазмунини тушуниши;
- сўзлашувчининг кайфияти, оҳанги ва муносабатини англай олиши;
- таниш ёки ўзини қизиқтирган мавзуларда соддароқ гаплар воситасида юзма-юз мулоқотга эркин кириша олиши, мулоқотни самарали давом эттириши ва тугаллаши;
- норасмий муҳокамаларда ўз нуқтаи назарини ва фикрини бемалол баён эта олиши ва бошқаларнинг фикрини сўраши;
- ҳиссиётлари ва муносабатини тасвирлаган ҳолда кўрган-кечирганларини батафсил баён қила олиши;
- ўрганилаётган чет тилида тўғри ва аниқ талаффузда гапира олиши.

Фанни ўқитишда замонавий ахборот ва педагогик технологиялар

- амалий топшириқ
- жараён давомида ўрганиш
- муҳокама
- лойиҳа иши
- мустақил иш
- презентация
- потрфолио қайдлари
- сўровнома ўтказиш
- интернет ва бошқа манбалардан мавзуларга оид маълумотлар тўплаш
- ролли ўйинлар;
- турли ситуациялар;
- видео ва аудио воситаларга ёзилган тинглаш учун мўлжалланган матн, топшириқ ва вазифалар;
- таълим олиш кундалигини юритиши
- мустақил ўқиш (масалан, дарсдан ташқарида ўзи хоҳлаган матнни тинглаши, талаффузи устида ишлаши).

Кутилаётган натижалар:

Биринчи курс якунига келиб:

- курс давомида ўтилган мавзулар бўйича талабаларда турли матнларни тинглаб тушуна олиш стратегиялари шаклланади;
- ўтилган мавзулар бўйича норасмий вазиятларда мулоқотга кириша оладилар ва уни давом эттира оладилар.
- бошқа соҳаларда ҳам қўллаш мумкин бўлган кўникмалар устида ишлаш, масалан:
 - муаммолар ечими устида ишлаш (турли топшириқлар воситасида)
 - жамоа билан ишлаш (икки талаба биргаликда ёки кичик гуруҳларда)
 - тадқиқотчилик кўникмаларини қўллаш (лойиҳалар устида ишлаш орқали)
 - презентациялар қилиш (дарсда машқ қилиш орқали)
 - танқидий фикрлаш (матнлар, Интернет ва бошқа маълумотлар воситасида.)
 - интеллектуал салоҳиятни ривожлантириш (ўқув дастурда берилган мавзулар доирасида турли мушоҳадаларни ривожлантириш орқали)
 - таҳлил қилиш (фикрларни мувофиқлаштириш ва баён қилиш воситасида)
- Маданиятлараро мулоқотни шакллантиришга йўналтирилган кўникмалар устида ишлаш, масалан:
 - кузатиш ва аниқлаш-қиёслаш ва таққослаш-мазмунни таҳлил қилиш
 - ноаниқликни бартараф этиш ва ижобий ёндашиш
 - маълумотларни тўғри талқин этиш
 - тушунмовчиликларнинг олдини олиш
 - ўз нуқтаи назарини бошқаларнинг фикрларини ҳам ҳурмат қилган ҳолда илгари суриш
 - тафовутларни тан олиш
- кўникмаларни уйғунлашган ҳолда, ҳаётий вазиятларда қўллашга хос тарзда ривожлантирадилар;
- фикрларни оғзаки ва ёзма баён қилишдаги раволикни амалий топшириқларга асосланган машғулотлар ва лойиҳа иши асосидаги вазифалар воситасида яхшилайдилар;
- қатор бошқа соҳаларда ҳам қўллаш мумкин бўлган кўникмаларни ривожлантирадилар;
- маданиятлараро мулоқотнинг асосларини бошланғич босқичда шакллантирадилар;

Фаннинг амалий машғулотлари мазмуни

Мазкур курс бошқа тил кўникмалари бўйича фанларни бевосита тўлдиришга ва тилни маданиятлараро мулоқот воситаси сифатида қўлланилишини кучайтиришга хизмат қилади. Асосий урғу талабаларнинг нутқ раволиги ва эркинлигини ривожлантиришга йўналтирилади. Маданиятлараро муносабатни англаб етиш, тил ўрганишнинг зарурий қисми сифатида назарда тутилади.

Мавзулар	Маданиятлараро муносабатни шакллантиришга йўналтирилган тавсия этиладиган вазифа ва топшириқлар	Тавсия этиладиган лойиҳа ишлари
Шахс ва шахсият	1. Талабалар ўз таржимаи ҳолларини ёзадилар. 2. Британиялик/америкаликларнинг ўзаро саломлашишлари ва суҳбатга киришишлари ҳақидаги диалогларни ўқийдилар ва ўзбекларнинг одатлари билан таққослайдилар.	1. “Бизнинг китоб” (машҳур шахслар, дўстлар, ёки ота-оналар ҳақида китоб) 2. “Биринчи учрашувлар” (постер шаклидаги презентация)

<p>Миллий рамзлар ва инглиз тилида сўзловчи мамлакатлар</p>	<p>1. Талабалар турли миллий рамзларни муҳокама қиладилар. 2. Талабалардиagramма кўринишида Буюк Британия ва Ўзбекистоннинг сиёсий давлат тузилишини тасвирлайдилар ва таққослайдилар.</p>	<p>1.“Миллий рамзлар” (постер шаклидаги презентация) 2.Британиянинг сиёсий давлат тузилиши (билимлар мусобақаси)</p>
<p>Озиқ-овқат</p>	<p>1. Талабалар Венн диаграммасидан фойдаланган ҳолда турли мамлакатларда ким нима ейиши ёки емаслиги ҳақидаги маълумотларни келтирадилар ва бунинг сабабларини муҳокама қиладилар. 2. Талабалар ўзбек ва инглиз таомларини таққослайдилар</p>	<p>1.“Соғлом овқатланишнинг 10 қоидаси” (қўлланма) 2.“Пазандалик китоби” (таомларнинг суратлари ва тайёрланиш жараёнлари акс этган китоб)</p>
<p>Сиҳат-саломатлик</p>	<p>1. Талабалар британияликларнинг бардам бўлиш учун нималар қилишлари ҳақидаги текстни ўқийдилар ва ўзбекларнинг бу борада нималар қилишларини аниқлаш мақсадида қиёсий сўровнома ўтказадилар. 2. Талабалар турли мамлакатлардаги чекишни чегараловчи тартиб-қоидалар ҳақида маълумотларни тўплайдилар ва Ўзбекистондаги мавжуд тартиблар билан солиштирадилар.</p>	<p>1.“Қандай қилиб соғлом турмуш тарзини олиб бориш мумкин” (постер шаклидаги презентация) 2.“Қандай қилиб чекишни ташлаш мумкин” (брошюра)</p>
<p>Оилавий кадрятлар</p>	<p>1.Талабаларга инглиз ва ўзбекларнинг оилалари акс этган суратлар берилади ва қиёсий иншо ёзишлари сўралади. 2. Талабалар инглиз тилидаги турли миллат вакилларида таркиб топган оилалардаги тушунмовчиликлар акс этган фильмни томоша қиладилар (мисол учун, “My Big, Fat Greek Wedding”, “Bride and Prejudices”, ва бошқалар) ва уларни бартараф этишнинг мумкин бўлган йўллариини муҳокама қиладилар</p>	<p>1.“Оилавий альбом” (Қисқа фильм) 2.“Оилавий қоидалар” (постер шаклидаги презентация)</p>
<p>Таълим</p>	<p>1. Талабалар Британиядаги синф хонасининг суратини муҳокама қиладилар ва уни ўз синф хоналари (жихозланиши, парта ва стулларнинг жойлашиши)билан таққослайдилар 2. Талабалар инглиз тилидаги ўқитувчи – талабалар муносабатлари акс этган фильм ни(мисол учун, “DeadPoets’ Society”) томоша қиладилар ёки текстни ўқийдилар ва Ўзбекистондаги ўқитувчи – талабалар муносабатларибилан солиштирадилар.</p>	<p>1.“Менинг орзуимдаги мактаб” (постер шаклидаги презентация) 2.“Ўқитувчилар галереяси” (катта хажмли постер)</p>
<p>Шаҳар ва қишлоқ ҳаёти</p>	<p>1. Лойиҳа ишига кўшимча сифатида талабалар ўз шаҳар, қишлоқ ёки вилоятлари ҳақида сайёҳларга мўлжалланган китоб, қўлланма ёки веб-саҳифа яратадилар. 2. Талабалар турли мамлакатларда шаҳар ва қишлоқларда яшовчи кишиларнинг сони акс этган статистик маълумотларни кўриб чиқадилар ва муҳокама қиладилар.</p>	<p>1.“Шаҳримизга хуш келибсиз”(брошюра) 2.“Шаҳар лойиҳаси” (шаҳар лойиҳаси презентацияси)</p>
<p>Дам олиш ва спорт билан</p>	<p>1. Талабалар машҳур ўзбек сериалларидан (мелодрама жанрида) бирини муҳокама</p>	<p>1.“Мелодрама” (сюжет ёзиш)</p>

шуғулланиш	<p>киладилар ва турли маданиятлардаги сериалларга бўлган муносабатлар ҳақида мунозара уюштирадилар.</p> <p>2. Талабаларга “Чет эллик меҳмонни қайси спорт мусобақасини томоша қилгани олиб борган бўлар эдингиз ва нима учун?” (мисол учун, кураш ёки футбол)</p>	<p>2.“Турли маданиятларда спорт” (маълумотлар акс этган постер)</p>
Алоқа ва технологиялар	<p>1. Талабалар турли мамлакатлардаги телефонда суҳбатлашиш тартиблари ҳақидаги маълумотларни тўплайдилар.</p> <p>2. Талабалар ўз веб саҳифалари чет элликларга ҳам тушунарли ва қизиқарли бўлиши учун нималар қилиниши лозимлигини муҳокама қиладилар</p>	<p>1.“Истеъмолчи баёноти” (уяли телефонлар ҳақида)</p> <p>2.“Бизнинг гуруҳ ҳақида”(веб-саҳифа ёки блог яратиш)</p>

Тинглаб тушуниш бўйича:

Тинглаш учун мўлжалланган матн турлари:

- диалоглар, суҳбатлар;
- телефон орқали мулоқот;
- жамоат жойларидаги эълонлар (масалан, темир йўл вокзали, аэропортдаги эълонлар);
- кўрсатмалар, йўриқномалар (масалан, аудиториядаги ўқитувчининг кўрсатмалари, овқат тайерлаш, велосипедни (техника воситаларини) таъмирлаш сингари осон кўрсатмалар);
- теле ва радио хабарлар, об-ҳаво маълумотлари;
- монологлар (масалан, презентациялар, нутқлар);
- теле ва радио ҳужжатли фильмлар;
- бадий фильмлар;
- кўшиқлар;
- аудио китоблар ва ҳ.к.

Стратегиялар

- матнни тинглаб унинг асосий ғоясини англай олиш;
- матнни тинглаб, ундаги муайян маълумотни (масалан, саналар, исмлар) фарқлаш;
- сўзлашувчининг кайфияти, хиссиётлари ва муносабатини аниқлай олиши;

Оғзаки мулоқот(диалог) бўйича:

- турли коммуникатив нутқ вазиятлари (саломлашиш, кечирим сўраш, хайрлашиш, миннатдорчилик билдириш ва ҳ.к.) ни тўғри ўзлаштириши;
- ўзига ёққан ва ёқмаган нарсалар, жиҳатлар ҳақида фикрини баён этиши;
- ўзи ҳақида шахсий маълумотларни бера олиши;
- сўзловчи нутқини тушунганлиги ёки яхши англай олмаганлигини ифодалаш (масалан, сўзловчидан гапини яна бир марта такрорлашни, изоҳлаш, савол бериш ва ҳ.);
- мулоқотни давом эттира олиш;
- интервью олиш ва саволларга жавоб қайтариш;
- таниш мавзуларда муҳокамаларда қатнашиши;
- навбат билан мулоқотга киришиши, сўзловчининг нутқини бўлмаслиги ёки бўлишга тўғри келган вазиятларда мулоқотни давом эттириши;
- мулоқотни бошлаш ва тугаллаш стратегияларини эгаллаши;
- жумлаларни перифраза қилиш ва қайтадан таъкидлаши;
- оғзаки мулоқотда тегишли миллий-маданий меъёрларни (масалан, *илтимос* ва *раҳмат* сўзларининг турли маданиятларда ишлатилиши, саломлашиш одоби) билиши ва уларни тўғри қўллаши;
- мулоқот жараёнида тегишли имо-ишоралардан (масалан, диққат билан тинглаётганлигини кўрсатиш учун олдинга сал энгашиш, тушунаётганлигини ифодалаш учун бош ирғати) ўринли фойдаланиши;

Тил кўникмалари интеграцияси” (Integrated skills) фанидан машғулотларнинг мавзулар ва соатлар бўйича тақсимланиши:

Т/р	Ой номлари	Машғулот турлари	Мавзу номи	Текст турлари	Ажратил ган соат
1	2	3	4	5	6
1	Сентябрь	амалий	Introduction to the course: Course syllabus, assessment specs		2
2		амалий	People and personalities: horoscopes, genes	“Our book of people”	2
3		амалий	People and personalities: First impressions, stereotypes	“First encounters”	2
4		амалий	People and personalities: Talents, in-born talents	Project submission and discussion	2
5	Октябрь	амалий	National identities of Uzbekistan and English speaking countries: National symbols	“National symbols”	2
6		амалий	National identities of Uzbekistan and English speaking countries: Costumes, traditions	“System of government of Great Britain”	2
7		амалий	National identities of Uzbekistan and English speaking countries: Sightseeing, holidays	Project submission and discussion	2
8		амалий	National identities of Uzbekistan and English speaking countries: Language, political system	Project submission and discussion	2
Оралиқ назорат					
9	Ноябрь	амалий	National identities of Uzbekistan and English speaking countries: Customs and traditions	Project submission and discussion	2
10		амалий	Food: healthy food, keeping diet	“Ten tips for healthy eating”	2
11		амалий	Food: eating places, healthy food, keeping diet	“Recipe book”	2
12		амалий	Food: eating habits, vegetarian food	Project submission and discussion	2
13	Декабрь	амалий	Food: Eating outside	“How to develop a healthy life style” ”	2
14		амалий	Health: Healthy lifestyles, smoking	“how to give up smoking	2
15		амалий	Health: Traditional modern medicine	Project submission and discussion	2
16		амалий	Health: Opportunities for disabled people	Project submission and discussion	2
Оралиқ назорат					
17	Январь	амалий	Health: visiting a doctor, illnesses and human body	Project submission and discussion	2
18		амалий	REVIEW		2
19		амалий	Reflective writing		2
Якуний назорат					

2-семестр

Т/р	Ой номлари	Машғулот турлари	Мавзу номи	Текст турлари	Ажратил ган соат
1	2	3	4	5	6
1	Февраль	амалий	Family values: Family tree, Upbringing children	“Family Album”	2
2		амалий	Family values: Marriage, Divorce	“Family rules”	2
3		амалий	Family values: Multinational families, household	Project submission and discussion	2
4		амалий	Family values: Family celebration, extended and nuclear families	Project submission and discussion	2
5	Март	амалий	Education: school life, student life	“An ideal school” ”	2
6		амалий	Education: Comparison of educational schools	“Staff portrait gallery”	2
7		амалий	Education: Gap year, exchange students	Project submission and discussion	2
8		амалий	Education: Studying abroad, adult learning	Project submission and discussion	2
Оралик назорат					
9	Апрель	амалий	Education: Where to study	Project submission and discussion	2
10		амалий	Cities and country life: Hometowns, problems of big cities	“Visit my town”	2
11		амалий	Cities and country life: Best place to live	“City plan”	2
12		амалий	Cities and country life: Migration from countries to cities	Project submission and discussion	2
13		амалий	Cities and country life: Famous cities in the world	Project submission and discussion	2
14	Май	амалий	Leisure and sport: sports events, hobbies	“soap operas””	2
15		амалий	Leisure and sport: Show business, music	“Sports in different cultures”	2
16		амалий	Leisure and sport: Chat room	“Consumer report”	2
Оралик назорат					
17	Июнь	амалий	Technology and communication: Computer and internet	“Our group profile”	2
18		амалий	Technology and communication: Mobile phones, sms	Project submission and discussion	2
19		амалий	Reflective writing		2
Якуний назорат					

“Тил кўникмалари интеграцияси” (Listening and speaking) фанидан машғулотларнинг мавзулар ва соатлар буйича тақсимланиши
1-семестр

Т/р	Ой номлари	Машғул от турлари	Мавзу номи	Текст турлари		Ажрат илган соат
1	2	3	4	5		6
				speaking	listening	
1	Сентябрь	амалий	Introduction to the course: Course syllabus, assessment specs			2
2		амалий	People and personalities (Horoscopes, stereotypes)	<i>Describing people</i>	<i>narrating</i>	2
3		амалий	People and personalities (Talents, in born talents)	<i>Personality</i>	<i>Describing people</i>	2
4		амалий	People and personalities (First impressions, fashion)	<i>Giving and receiving instructions</i>	<i>Describing people</i>	2
5	Октябрь	амалий	National identities of Uzbekistan (National symbols, customs)	<i>Discussing</i>	<i>National anthems(Uzb - England)</i>	2
6		амалий	National identities of Uzbekistan (Traditions, holidays)	<i>Talking aboutcustoms</i>	<i>Describing, offering viewpoint</i>	2
7		амалий	National identities of English speaking countries. (National values, sightseeing)	<i>Predicting, relating to personal experience</i>	<i>Listening for specific purpose</i>	2
8		амалий	National identities of English speaking countries. (Political systems)	<i>Describing national symbols</i>	<i>Describing scenes, narration</i>	2
Оралик назорат						
9	Ноябрь	амалий	National identities of English speaking countries. (Traditions and holidays)	<i>Describing national holidays</i>	<i>Narration</i>	2
10		амалий	Food (Healthy food, keeping diet)	<i>Getting information from written text</i>	<i>Giving instructions</i>	2
11		амалий	Food (Fast food, junk food)	<i>Exchanging information</i>	<i>Describing recipes</i>	2
12		амалий	Food (national food)	<i>Describing recipes</i>	<i>Discussing opinions</i>	2
13	Декабрь	амалий	Food (Pubs, cafй, restaurants)	<i>Giving advice</i>	<i>Sharing narratives</i>	2
14		амалий	Health (visiting a doctor)	<i>Discussing emotions</i>	<i>Recounting experiences</i>	2
15		амалий	Health (Illnesses and human body)	<i>Making conjectures</i>	<i>Narrating</i>	2
16		амалий	Health (Healthy lifestyle)	<i>Giving advice</i>	<i>Social interaction, giving instructions</i>	2
Оралик назорат						
17	1 нв ар	амалий	<i>Listening log</i>			2

18		амалий	<i>Discussion</i>			2
19		амалий	REVIEW			2
Яқуний назорат						

2-семестр

Т/р	Ой номлари	Машғул от турлари	Мавзу номи	Текст турлари		Ажра тилга н соат
				speaking	listening	
1	2	3	4	5		6
1	Февраль	амалий	Family values (Family tree)	<i>Talking about the past</i>	<i>Interviewing</i>	2
2		амалий	Family values (Upbringing children)	<i>Justifying opinion</i>	<i>Narrating</i>	2
3		амалий	Family values (Multinational families)	<i>Agreeing and disagreeing, talking about behavior</i>	<i>Remembering childhood</i>	2
4		амалий	Family values (Planning the family)	<i>Discussing relations</i>	<i>Describing family members</i>	2
5	Март	амалий	Education (Comparison of educational systems)	<i>English in the classroom</i>	<i>Negotiating choices</i>	2
6		амалий	Education (Where to study)	<i>Narrating</i>	<i>Giving reasons</i>	2
7		амалий	Education (Exchange students)	<i>Describing</i>	<i>Asking for explanations</i>	2
8		амалий	Education (Studing abroad)	<i>Deducing and solving</i>	<i>Students' life</i>	2
Оралик назорат						
9	Апрель	амалий	City and country life (Problems of big cities)	<i>Describing city and coutry life</i>	<i>Student's life</i>	2
10		амалий	City and country life (Hometowns)	<i>Describing and commenting on pictures</i>	<i>Describing and commenting on pictures</i>	2
11		амалий	City and country life (transportation)	<i>Narrating</i>	<i>Two towns; describing places</i>	2
12		амалий	City and country life (Historical places)	<i>Describing the story</i>	<i>Travel and transport, sight, sound, smell</i>	2
13	Май	амалий	Leisure and sports (Sport events)	<i>Describing events</i>	<i>Describing personal experiences</i>	2
14		амалий	Leisure and sports (Celebrities)	<i>Narrating experiences</i>	<i>Describing public announcements</i>	2
15		амалий	Leisure and sports (Outdoors and indoors games)	<i>Describing</i>	<i>Talking about sports</i>	2
16		амалий	Leisure and sports (Leisure time)	<i>Review</i>	<i>Review</i>	2
Оралик назорат						

17	Июнь	амалий	Technology and communication (Internet)	<i>Describing likes and dislikes</i>	<i>Talking about likes and dislikes</i>	2
18		амалий	Technology and communication (Mobile phone, chat room, sms)	<i>Making conjectures</i>	<i>Expressing preferences</i>	2
19		амалий	Debate	<i>narrative</i>	<i>Talking about advantages and disadvantages</i>	2
Якуний назорат						

Талабалар билимини баҳолаш назорат турлари

1-семестр:

Жорий назорат:	40%
ЖБ 1: Лойиха иши 1 (Модул 1)	10 %
ЖБ 2: Ўзини ўзи баҳолаш машқи (дўсти билан чет тилидаги суҳбатни ёзиб олиш (аудио ёки видео тасмага) + ўз нутқини таҳлил қилиш + рефлексия (Модул 2)	10 %
ЖБ 3: Лойиха иши 2((Модул 1)	10%
ЖБ 4: Давомат ва дарсдаги фаоллик. Талабанинг фаоллиги ўқитувчининг кузатишларига асосланган ҳолда баҳоланади.(Модул 1 ва 2, баҳолаш мезонига қаралсин)	10%
Оралик назорат:	30%
ОБ 1: Муҳокама (фильм ёки аудио матнга асосланган)	15%
ОБ 2: Тинглаш бўйича тест (Listening test-тинглаш стратегияларини ривожлантиришга қаратилган)	15%
Якуний назорат:	30 %
Модул 1: Лойиха иши 3+ Таҳлилий ёзма сарҳисоб (баҳолаш мезонларига қаралсин)	10+5%
Модул 2: Жуфтликда муҳокамага асосланган интервью, тинглаш учун тест	15%
Изоҳ: Модул 1 бўйича семестрда талабалар тайёрлаган 4 та лойиха ишидан 2 тасини баҳо олиш учун танлашлари мумкин.	

2-семестр:

Жорий назорат:	40%
ЖБ 1: Лойиха иши 1 (Модул 1)	10 %
ЖБ 2: Ўзини ўзи баҳолаш машқи (дўсти билан чет тилидаги суҳбатни ёзиб олиш (аудио ёки видео тасмага) + ўз нутқини таҳлил қилиш + рефлексия (Модул 2)	10 %
ЖБ 3: Лойиха иши 2((Модул 1)	10%
ЖБ 4: Давомат ва дарсдаги фаоллик. Талабанинг фаоллиги ўқитувчининг кузатишларига асосланган ҳолда баҳоланади.(Модул 1 ва 2, баҳолаш мезонига қаралсин)	10%
Оралик назорат:	30%
ОБ 1: Муҳокама (фильм ёки аудио матнга асосланган)	15%
ОБ 2: Тинглаш бўйича тест (Listening test-тинглаш стратегияларини ривожлантиришга қаратилган)	15%
Якуний назорат:	30 %
Модул 1: Лойиха иши 3+ Таҳлилий ёзма сарҳисоб (баҳолаш мезонларига қаралсин)	10+5%

Модул 2: Жуфтликда муҳокамага асосланган интервью, тинглаш учун тест 15%
Изоҳ: Модул 1 бўйича семестрда талабалар тайёрлаган 4 та лойиҳа ишидан 2 тасини баҳо олиш учун танлашлари мумкин.

Тавсия этилаётган адабиётлар рўйхати

Асосий адабиётлар

1. Virginia Evans & Jenny Dooley. Enterprise (full set). Digital publishing. 2010. UK.
2. Skillful listening and speaking(full set). Digital publishing 2013. Oxford press UK

Қўшимча адабиётлар

1. Miles Crave. Listening Extra. A resource book of multi level skills activities. Cambridge university press. 2008.
2. Mick Gamidge. Speaking Extra. A book of multi level skills activities. Cambridge university press. 2008.
3. G.Bakieva, M.Iriskulov, F.Russek, G.Kan, S.Tahirjanova, N.Kambarov. Stay in touch. Uzbekistan state world languages university press. 2005.
4. John and Liz Soars. Headway fourth edition. Pre-intermediate student's book. Oxford press. 2012
5. Sarah Cunningham and Peter Moor. New cutting edge. Pre-intermediate student's book. Longman press. 2011
6. John and Liz Soars. Headway fourth edition. Workbook. Oxford press. 2011

Интернет сайтлари

- www.teachingEnglish.com
- www.macmillanenglish.com/readers
- www.bbc.co.uk/radio

Syllabus: Integrated Skills

INTEGRATED SKILLS 1

Introduction

Compulsory for English majors, 80 hours for practical classes over Year 1, semesters 1- 2

Aims

By the end of Year 1 students will:

- be able to use the four language skills in integrated ways to a level equivalent to Band B1 in the CEFR
- have developed intercultural awareness and learned how to communicate appropriately across cultures.

Objectives

In Year 1 students will:

- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information
- be able to initiate and sustain discourse in role-plays, discussions, pair and group work on the targeted topic areas
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar
- be able to express themselves clearly but at a basic level in oral presentations
- develop writing, reading, listening, and speaking skills in integration through accomplishing a wide range of project work built around the topic.
- develop a number of transferable skills.
- develop an ability to compare and contrast their native culture and the target culture
- develop awareness of how cultural contexts influence language use.
- develop tolerance and empathy towards otherness.

Indicative content

This course will complement the other skills courses, reinforcing the use of language for intercultural communication. Emphasis will be on developing students' fluency and confidence in language use. Intercultural awareness is considered as an integral part of language learning in this course.

Topics	Suggested Intercultural Awareness Activities	Suggested Projects
People and Personalities	1. Ss write a Cultural Autobiography describing their family origins including information on numbers of family members, cultural identity, neighborhood and others. 2. Ss read dialogues that describe how British/American people greet each other and compare these customs with customs in Uzbekistan by answering questions like, Who makes the introduction?, Who should be introduced to whom?, What should you say?, What body language should	1. "Our Book of People" (book about famous people, group mates, parents, friends) 2. "First encounters" (poster presentation)

	a person use?, etc. Optional: Then Ss can compare acceptable and unacceptable topics people usually talk about after meeting for the first time in Great Britain/USA with those in Uzbekistan	
National Identities and English Speaking Countries	<ol style="list-style-type: none"> Ss compare different samples of national symbols and what they represent. Ss describe in diagram form the political systems of Great Britain and Uzbekistan and discuss the similarities and differences. 	<ol style="list-style-type: none"> “National Symbols” (poster presentation) System of Government of Great Britain (quiz contest)
Food	<ol style="list-style-type: none"> Ss fill in a Venn diagram stating what people eat and do not eat in different cultures and discuss the reasons for doing that Ss compare and contrast Uzbek and English recipes and discuss what a British/American visitor to Uzbekistan would probably find strange in Uzbek cuisine and vice versa 	<ol style="list-style-type: none"> “Ten tips for healthy eating” (handbook) “Recipe book” (book of recipes with illustrations)
Health	<ol style="list-style-type: none"> Ss read a text about the British way of keeping fit and conduct a comparative survey to find out what Uzbek people do to keep fit. Ss search for information about policies on regulating smoking in different countries and compare them to smoking policy in Uzbekistan 	<ol style="list-style-type: none"> “How to develop a healthy life style” (poster presentation) “How to give up smoking” (brochure)
Family values	<ol style="list-style-type: none"> Ss are given pictures of a British nuclear family and Uzbek extended family and asked to write a written comparison Ss watch a British/American film (e.g. “My Big, Fat Greek Wedding”, “Bride and Prejudices”, etc.) describing the multinational family and work out possible suggestions that may help to avoid cultural clashes in multinational families 	<ol style="list-style-type: none"> “Family album” (short film) “Family rules” (poster presentation)
Education	<ol style="list-style-type: none"> Ss look at the images of a British classroom and compare it with their own classroom focusing on seating arrangement, how walls are decorated, etc. Ss discuss what would surprise a British student coming to Uzbekistan in a typical classroom or what would surprise an Uzbek student in a British classroom Ss watch a British/American film (e.g. “Dead Poets’ Society”) or read a text describing teacher –student relationships and compare and contrast it with teacher – student relationships in Uzbekistan. 	<ol style="list-style-type: none"> “An ideal school” (poster presentation) “Staff portrait gallery” (compiling a broadsheet)
Cities and country life	<ol style="list-style-type: none"> In addition to the project work students can produce a guidebook, poster or webpage for Visitors to their town, country or region. This should not only describe famous sites and places to visit, stay or eat, but also give visitors advice about what they may find strange or unusual about their own culture. Ss are given statistics about the percentage of people living in cities and in the countryside in different countries to stimulate discussion on the topic “Where do people prefer to live: in a city or country? (in Great Britain and Uzbekistan)” Ss may also state the reasons for people’s preferences. 	<ol style="list-style-type: none"> “Visit my town” (a brochure advertising the city) “City plan” (an illustrated city plan)
Leisure and sport	<ol style="list-style-type: none"> Ss first analyze one of the popular Uzbek soap operas and then state the themes that are common in foreign soap 	<ol style="list-style-type: none"> “Soap operas” (writing a script)

	<p>operas. Ss can also discuss attitudes toward soap operas in different cultures.</p> <p>2. Ss are given the following situation: “If you had an international visitor, what sport would you like to take him or her to watch? (e.g. “Kurash”, “Football”) Why?”</p>	2. “Sports in different cultures” (factsheet)
Technology and communication	<p>1. Ss are given the following information: To begin a telephone conversation, there are different conventions in different cultures: Americans verify the number they reach; French people make an apologetic statement first; Germans identify themselves without being asked to do so; Egyptians seem to be unwilling to be the first to be identified... Westerners living in Egypt found this behavior strange, and even offensive. (Wolfson 1989) Ss are asked to continue the given list (can be done as homework) Optional: Ss can be required to prepare a role play, e.g. Telephone conversation between British/German and Uzbek/Russian.</p> <p>1. Ss are asked to respond to the following situation: “Imagine an American or Japanese finds your group’s webpage/blog in the Internet. What things they may find unusual or strange in your webpage/blog. Are there any cultural elements that are known only to the residents of Uzbekistan? If there are, so what adjustments should you make to make it understandable to foreigners?”</p>	<p>1. “Consumer report” (research on mobile phones) .</p> <p>2. “Our group profile”(creating your own Web page/blog)</p>

- Approaches to teaching and learning
- Task-based practical work
- Process-oriented learning
- Discussion
- Project work
- Self study
- Presentation
- Writing portfolio entries
- Conducting survey
- Role play
- Internet searches and other means of investigating topics
- Work on transferable skills, e.g.

- problem solving (through a variety of tasks)

- team work (through group work and pair-work)

- research skills (through preparation of projects)

- presentation skills (through practice in class)

- critical thinking (through engaging with ideas in texts, internet etc.)

- development of intellectual awareness (through multiple perspectives on topics in Year 1 syllabus)

- reasoning (through planning arguments and expressing opinions)

- Work on intercultural awareness skills, e.g.

- observing, identifying and recognizing
- comparing and contrasting
- negotiating meaning
- dealing with or tolerating ambiguity
- effectively interpreting messages
- limiting the possibility of misinterpretation
- defending one's own point of view while acknowledging the legitimacy of others
- accepting difference

Learning outcomes

By the end of Year 1 students should have:

- developed an ability to use skills in conjunction with each other in ways that correspond to real-life situations
- improved fluency in expressing themselves in speech and writing through task-based sessions and project-based assignments
- developed a range of transferable skills
- developed a basic level of intercultural awareness

Assessment profile

Semester 1:

Continuous Assessment	85%
<ul style="list-style-type: none"> • Participation <p>Student participation is assessed based on teacher's observations. (see introduction for the specified criteria)</p>	10%
<ul style="list-style-type: none"> • Projects <p>Four projects in semester 1 based on the indicative content. Students may select three projects out of four to be assessed.</p>	
<ul style="list-style-type: none"> • Project 1 • Project 2 • Project 3 	25%
<p>(see the specified criteria for assessment of project)</p>	25%
Final Assessment	25%
<p>Reflective writing Submitted by students at the end of a semester (see the specified criteria for reflective writing)</p>	15%

2 semester

Continuous Assessment	85%
<ul style="list-style-type: none"> • Participation <p>Student participation is assessed based on teacher's observations.(see the specified criteria</p>	10%

for participation) <ul style="list-style-type: none"> • Project Five projects in semester 2 based on the indicative content. Students may select three projects out of five to be assessed. <ul style="list-style-type: none"> • Project 1 • Project 2 • Project 3 (see the specified criteria for assessment of project work)	25% 25% 25%
Final Assessment Reflective writing Submitted by students at the end of a semester (see the specified criteria for reflective writing)	15%

Syllabus. Listening and speaking

Introduction

Compulsory for English majors, 80 hours in Semesters 1-2.

Aim

By the end of Year 1 students will be able to understand and speak English to a level corresponding to Band B1 in the CEFR.

Objectives

By the end of Year 1 students will:

- have worked on a range of listening text types (TV news, stories, ads on TV, series of announcements) for understanding and discussions;
- be able to use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues;
- be able to understand main points of radio news bulletins, TV programs and some films in standard dialect on familiar topics;
- be able to identify a speaker's mood, tone and attitude;
- be able to start, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest;
- be able to give or seek personal views and opinions in an informal discussion;
- be able to give detailed accounts of experiences, describing feelings and reactions
- have a good standard of pronunciation.

Indicative content

Listening

Text types for listening

- Conversations, dialogues
- Telephone conversations
- Public announcements (e.g. train/airport announcements)
- Instructions (e.g. classroom instructions, instruction for carrying out simple tasks such as cooking, repairing a bicycle)
- TV and radio news, weather broadcasts
- Monologues (e.g. presentations, talks, speeches etc.)
- TV and radio documentaries

- Fiction films
- Songs
- Audio books

Strategies

- listening for main idea
- listening for specific information
- listening for identifying a speaker's mood, emotions, attitude

Spoken Interaction

- interactional talk (greetings, apologising, leaving, thanking and other main language functions for communication)
- expressing likes and dislikes
- giving personal information
- showing understanding (e.g. by echoing speaker's words or by comment/question)
- keeping conversation going
- asking for clarification
- participating in discussion on familiar topics
- turn-taking and interrupting
- strategies for starting and ending a conversation
- restating and paraphrasing
- recognising and using appropriate cultural conventions in spoken interaction (e.g. use of please and thank you, greeting conventions)
- using appropriate body language during interaction (e.g. leaning forward to show active listening, nodding to show understanding)

Pronunciation

- intonation (recognising grammatical and attitudinal functions of intonation)
- stress (word stress, sentence stress)
- checking pronunciation in dictionary
- areas of L1 interference

Approaches to teaching and learning

- Discussion
- Role-play
- Simulation
- A variety of listening tasks based on video and audio recorded texts
- Keeping a Learning Log
- Self-study (e.g. extensive listening, working on pronunciation)

Learning outcomes

By the end of Year 1 students should have:

- developed strategies to promote understanding of a range of listening text types on topics listed in the curriculum for Year 1;
- developed an ability to take part in and sustain a conversation on any of the topics in the curriculum for Year 1 in informal contexts.

Assessment profile

Semester 1:

<p>Continuous Assessment</p> <ul style="list-style-type: none"> • Listening Logs • Role-play • Discussion • Participation 	<p>40% 15% 5% 5% 10%</p>
<p>Mid-course Assessment</p> <ul style="list-style-type: none"> • Discussion (based on a film or an audio recording) • Listening test (focusing on developing listening strategies) 	<p>30% 15% 15%</p>
<p>Final Assessment</p> <ul style="list-style-type: none"> • Listening test (focusing on students’ use of effective listening strategies) • Role-play (see the specification) 	

2 semester

<p>Continuous Assessment</p> <ul style="list-style-type: none"> • Listening Logs • Interview (see the specifications) • Simulation • Participation 	
<p>Mid-course Assessment</p> <ul style="list-style-type: none"> • Self-assessment task (record a conversation with a friend + analysis of the speech + reflection on the performance (see the specifications)) • Listening test 	
<p>Final Assessment</p> <ul style="list-style-type: none"> • Pair discussion (see the specifications) • Listening test 	

**INTEGRATED SKILLS 1
Assessment specifications**

1. PROJECT WORK

Students will be involved in student-centred project work done in small groups. The project will be planned, discussed, and later evaluated.

The project work involves three stages:

1. Classroom planning (discussing the content and scope of the project).
2. Carrying out the project (conducting interviews, gathering materials, making recordings).

3. Reviewing and monitoring the work (discussions and feedback sessions, group analysis of the work, self-monitoring by the participants).

The percentage to be allocated to each criterion is determined by a teacher according to the content and scope of the project, and the specifications can be modified to cater for the project content, Ss' level, institutional requirements and others.

Sample of Project Work “Our Book of People”

The project “Our Book of People” requires the following procedures:

- In groups of 3-4 select people who will be described in your book and make a list of things about them
- Use books, newspaper/magazine articles, or the Internet to come up with a list of facts/illustrations about them.
- Go through the list and choose the most interesting facts/illustrations in your groups.
- Take the agreed facts/illustrations and write them in your book.
- When books are ready, present them in the class

Your work will be assessed according to the following criteria:

1. Process-oriented 10 %

- Contribution to the process (teamwork, research skills, etc)
- Language used in the process (negotiation, interaction, interim products e.g. questionnaires) etc

2. Product-oriented 15 %

- Task response (focused on topic, use of resources; relevant and well supported by evidence of research)
- Language (in the outputs, e.g. presentation, brochures, posters etc)
- Organization and delivery (a logical organizational structure)
- Design (creativity, layout, format, attractiveness)

2. REFLECTIVE WRITING

Ss write a reflection about the work they have done in each project stating what they have learned, what caused difficulty, and what were their individual contributions. This reflective writing should be assessed at the end of a semester.

Sample Task for Reflective Writing

Write a piece of reflection (600-550 words) focusing on the following questions:

1. What have you learned from the projects? (language, transferable and intercultural awareness skills)
2. What problems have you faced during the work?
3. How have you contributed to the completion of the work?
4. How well have you worked as a team member?
5. In what ways has your knowledge and awareness of the target culture increased at the end of the course compared to the beginning of the course?
6. How have your attitudes and perceptions changed?
 - Task fulfillment (appropriate writing style, keeping to word limit, degree of frankness)
 - Adequate support with examples
 - Quality of reflection (signs of critical thinking, intercultural competence and ability to self-

evaluate)

LISTENING & SPEAKING 1

Assessment specifications

1. ROLE-PLAY

For the final assessment on the Listening and Speaking course students will have to act a role play in groups of 2-3 for 10 minutes. Each group should receive a separate role card where the situation and the roles will be described. Students will have 15 minutes for preparation. Sample role-play tasks are given here. You will have to prepare a different task for each group or a pair. The role plays should be based on the topics covered during the semester and require conducting informal and semi-formal conversation.

Sample role-play task 1

In groups of 3 you will have to act out a situation in a restaurant. You can distribute the following roles among yourself: waiter/waitress, customers. Customers: You are friends and decided to have a dinner together. You haven't seen each other for a long time. You want to order the food but it takes too long for the waiter/waitress to take and then bring your order. Then the meal is cold, not tasty etc. Make a complaint about it to the waiter.

Waiter/waitress: Today you are very busy and tired because you had to work yesterday until late at night. You think you are doing your job to the best of your ability. Try to deal with the complaints as politely as possible.

Sample role-play task 2

In groups of 2 you will have to act out a situation in a train. Both of you are passengers going from Samarkand to Tashkent.

Passenger 1: You are very tired and want to sleep. You are not in a mood to talk to anyone. However another passenger keeps talking to you. Try to deal with the passenger as politely as possible.

Passenger 2: You are very excited by your trip to Samarkand and want to share it with someone. Share your impressions with the passenger sitting next to you, ask his/her name, job, family, reason for visiting Samarkand and others.

Students' performance will be assessed based on the following criteria:

Total score: 10%

Fluency Is the speech smooth and free of too many pauses? Is the speed of speech natural? Does intonation vary when necessary (e.g. while asking questions, showing surprise)	3
Turn-taking Is the turn-taking natural? Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution? Is the speech built on the ideas and contributions of another speaker?	3
Asking and answering questions Are questions asked appropriately? Are questions answered appropriately?	2
Style Is the level of formality/informality appropriate to the situation? Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or	2

2. LISTENING TEST

- **Listening passages:**

- o 2 listening passages of different text types, e.g. monologue, dialogue.
- o Each passage should be of 2-3 minutes length

- **Focus: listening for main idea, listening for specific information, listening for identifying a speaker's mood, emotions, attitude; listening for stress, listening for identifying sounds etc.**

- **Tasks:**

- o Different types of tasks, e.g. multiple choice, sentence/table completion, True/False/Not Given, etc. But for one listening task there should be no more than two different types of tasks.
- o 20 items (10 items for each listening passage)

- **Time: 15-20 minutes**

- o Before each listening passage 1 minute should be allowed for students to look through the questions
- o After each listening passage 3 minutes should be given for students to write/organise their answers on the answer sheet/exam paper.

Sample Task:

Listen to the radio interview and answer the questions Q11-20. You have 1 minute to look through these questions before you start listening. 11-14 Choose the correct answer for each question.

11. 'zines can be read:

- a) on a word-processor
- b) online
- c) in a comic
- d) none of the above

12. Jean has published:

- a) two issues of the 'zine
- b) three issues
- c) four issues
- d) none of the above

13. The 'zine called 'Fill Me In' is sold in:

- a) supermarkets
- b) alternative bookshops
- c) second-hand bookshops
- d) all of the above

14. The publishing team's office is:

- a) at home
- b) in the Design College
- c) in an alternative bookshop
- d) in the front room of a bookshop

15-20 Are the following statements True, False or Not Given?

15. 'zine is shortened from for 'magazine'.

16. 'zines contain everything except controversial topics.

17. Using computers for publishing can reduce the prize of 'zines.

18. Jean is planning to sell 2000 ‘zines in the next 4 weeks.
19. The publishing team studied at the same college.
20. Jean thinks her ‘zine is successful because people like lies in it.

3. DISCUSSION

The discussion might be based on a film or an audio recording. If you choose a film you can watch it in the previous lesson or you can choose an excerpt from it. While listening you can ask students to take notes focusing on the main idea of the recording (e.g. summarize the message/content of the recording in 150 words), specific information (e.g. note the names of the characters, where they are from, their job, relations etc.). You can ask students to submit their notes for assessment. It is better if you choose one or two volunteers to be facilitators who would make sure the discussion goes well and each of the students could contribute. Based on the film or the audio recording you can give out several questions to the facilitator as a guidance.

Sample guiding questions:

- Choose a character from the film that you sympathize with and give your reasons.
- What do you see as the main message of the film?
- What do you think will happen after the film?
- What would you do if you were in the position of X in the film?
- Do you agree/disagree with ...?

Assessment will be based on the students’ notes and on listening and performance during the discussion.

Criteria for assessment:

Ability to listen and understand the main idea of the recording	4%
Ability to catch specific information from the recording	4%
Ability to express his/her opinion and justify the reason	3%
Fluency Is the speech smooth and free of too many pauses? Is the speed of speech natural? Does intonation vary when necessary(e.g while asking questions, showing surprise	2%
Asking and answering questions	2%
Total:	15%

4. LISTENING LOG

Every day students are recommended to listen to English and keep a diary to take short notes. Students can listen to songs, audio books, films, audio recordings with conversations, talks, TV/radio news, podcasts. Students write at least one entry every week. The following structure can be used for the Log:

Date _____
What have I listened to? _____
For how long? _____

How much could I understand? _____

I listened to get (please tick the appropriate and give some details)

a. main idea _____

b. specific information _____

What helped me to understand? _____

What did I like about the recording? _____

Other comments _____

Besides the everyday entries the students will have to write 2 reflective pieces of writing at the start of the semester and the end of it

Reflection on what kind of listener I am

For this entry you will have to write a reflective paragraph (no less than 100 words) addressing the following issues:

- What do you usually listen to in English?
- How often do you listen to spoken English ?
- What difficulties do I have with listening?
- What helps me understand while listening?

Reflection on the listening skills that I have developed

For this entry you will have to write a reflective paragraph of not less than 150 words. Reflect on the listening skills that you have developed during the Listening & Speaking course over the semester. The following might guide you:

- variety of strategies you started using to achieve comprehension (refer to course description)
- benefits to you of regular listening
- plans for further development of your listening skills.

The following criteria will be used to assess the Listening Log:

Completeness	3%
Evidence of regular listening	3%
Ability to self-evaluate your listening skills	3%
Ability to reflect on your listening strategies	3%
Ability to plan further development of your listening skills	3%
Total:	15%

Please note that although writing skills will not be evaluated for the purposes of this course, students should try to express their ideas clearly in English.

5. INTERVIEW

Note: 1 minute prior the tasks should be spent on warm-up for dealing with anxiety.

These include questions asked by the teacher students' response for which is not assessed

- Task type:
 - o Role play – 2 students interview each other based on their role cards
- Focus: students' ability to engage in a conversation
- Topic: from the range of topics covered through the course.
- The prompt sheets for students should include the following information:
 - o Instructions
 - o Information they need to play their roles
 - o Information on how much time is allowed for preparation and for answering
- Time: 1 minute for preparation
- Assessment criteria:

Fluency Is the speech smooth and free of too many pauses? Is the speed of speech natural? Does intonation vary when necessary (e.g. while asking questions, showing surprise)	2%
Turn-taking Is the turn-taking natural? Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution? Is the speech built on the ideas and contributions of another speaker?	1%
Asking and answering questions Are questions asked appropriately? Are questions answered appropriately?	1%
Style Is the level of formality/informality appropriate to the situation? (Note for interview students should use more formal style) Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?	1%
Total	5%

Sample task:

Holiday job

Student A

You own a restaurant.

It is open from 4 pm to 11 pm and only national food is served there.

You want to hire a waiter or a waitress. You invited a person to an interview.

You want to know:

- how did he/she find out about the position
- for how long and in which restaurant(s) he/she worked
- which weekdays and at what time he/she can work
- why he/she thinks he/she is good for this job
- the contact details of the person who would give a recommendation to him/her
- any interesting information he/she wants to share with you

Interview the person. She/he will ask some questions too. You have 5 minutes for this.

Student B

You are a student and your summer holidays have just started. You want to work during the season and earn some money. Your friend told you that a restaurant close to your house wants to hire a waiter/waitress. You think that this is a very good opportunity because you already have an experience of working in your uncle's restaurant for 4 months last year and. So, you decide to try yourself. The

owner of the restaurant wants to interview you. Answer his/her questions.

You also want to ask the owner of the restaurant:

- what are the working hours of the restaurant
- what kind of food is served there. You have 5 minutes for this.

6. SELF-EVALUATION TASK

For this task students should record a conversation with their friend and analyze their own performance. Advise to take the following steps:

1. Find a friend and make arrangements for the recording (on mobile phone, tape recorder, etc.)
2. Hold a conversation for 10 minutes based on the following topics:
 - the current news
 - the film you've seen recently
 - your experience studying in the University/Institute.
3. Then evaluate your own speech using the form below.
4. Write a reflection on your performance (about 150 words) using the following questions:
 - What are my strengths in spoken interaction?
 - What are my weaknesses?
 - What am I going to do to improve my speech?
5. Submit the recording, reflective piece of writing and the self-evaluation form.

Criteria for assessment:

Ability to self-evaluation using the criteria	5%
Ability to analyze own strengths and weaknesses in speaking	5%
Ability to set realistic plans to improve their speaking	5%
Total	15%

FORM FOR ASSESSING SPOKEN INTERACTION

Use this form to evaluate your own ability to interact with others – to take part in conversations, interviews, discussions - or ask your peer to evaluate it using this form You can take notes answering the questions and rate your skills from 1 – 5: 5 – very good; 4 – good; 3 – satisfactory; 2 – not satisfactory; 1 – very poor.

Criteria	Score	Notes
Fluency Is the speech smooth and free of too many pauses? Is the speed of speech natural? Does intonation vary when necessary (e.g. while asking questions, showing surprise)		
Coherence and cohesion Are the ideas logically linked? Are the linking words used correctly?		
Turn-taking Is the turn-taking natural? Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution? Is the speech built on the ideas and contributions of another speaker?		
Asking and answering questions Are questions asked appropriately? Are questions answered appropriately?		
Style Is the level of formality/informality appropriate to the situation? Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)? Other (please specify)		

7. PAIR DISCUSSION

- Task type: pair discussion – two students doing a problem solving task
- Focus: students’ ability to take part in and sustain a conversation
- Topic: from the range of topics covered through the course.
- The prompt sheets for students should include the following information:
 - o Description of the problem
 - o Each student should have some information his/her partner doesn’t have
 - o Each student should have a hint that his/her partner knows particular information
 - o Instructions on who starts the conversation
 - o Information on how much time is allowed for the discussion
- Time:
 - o 1 minute for preparation
 - o 5 minutes for response
- Assessment criteria:

Fluency Is the speech smooth and free of too many pauses? Is the speed of speech natural? Does intonation vary when necessary (e.g. while asking questions, showing surprise)	3
Turn-taking Is the turn-taking natural? Are appropriate verbal (phrases) and non-verbal (gestures) signals used to show the beginning or end of the contribution? Is the speech built on the ideas and contributions of another speaker?	3
Asking and answering questions Are questions asked appropriately? Are questions answered appropriately?	3
Style Is the level of formality/informality appropriate to the situation? (Note for pair discussion students should use more informal style) Are the chosen grammar and vocabulary appropriate to the addressed conversation partner or dialogue participant (friend, teacher, Manager and so on)?	3
Ability to justify one’s opinion	3
Total:	15%

Sample task:

Prompt sheet for student A

You will find below information on two films. Your partner has information on two more films. You and your partner want to buy a DVD of some new comedy film as a present for your friend Rustam. You know that Rustam is interested in comedies and adventure films. Your partner knows how much money you have to spend. Using information you both have, you must decide which film to buy. Make sure you check all information before deciding. When you have finished discussing, you should tell your teacher which film you would buy, and why. Wait for the other person to start the conversation. You only have 5 minutes for the discussion.

Film A

Title: Super kelinchak

Starring: A.Rajabov and others

Film type: Comedy

Film B

Title: Slumdog Millionaire

Starring: Anil Kapur and others.

Film type: Adventure

Where it is made: Uzbekistan
When released: 2008
Price: 8,000 soums

Where it is made: India, Bollywood
When released: 2008
Price: 11,000 soums

Prompt sheet for student B

You will find below information on two films, C and D. Your partner has information on two more films A and B. You and your partner want to buy a DVD of some new comedy film as a present for your friend Rustam. You have 10 thousand soums to spend. Your friend knows about Rustam's interests. Using the information you both have, you must decide which film you would buy. Make sure you check all information before deciding. When you have finished discussing, you should tell your teacher which film you would buy, and why. You must take the responsibility for starting the discussion. You only have 5 minutes for the discussion.

Film E

Title: Death at The Funerals
Starring: S.Johnson
Film type: Comedy
Where it is made: UK
When released: 2006
Price: 10,000 soums

Film F

Title: London to Brighton
Starring: J.Kelly and D.Allen
Film type: Thriller
Where it is made: UK
When released: 2005
Price: 10,500 soums

UNIT 1. LESSON 1.2. (INTEGRATED SKILLS). PEOPLE AND PERSONALITIES: HOROSCOPES AND GENS

Vocabulary

1 Read the text and underline the correct adjective, as in the example.

My older brother, Tom, is a singer. He is also my best friend. He is a(n) **1) active/caring/helpful** brother. I remember him sitting up with me all night once when I had a fever and could not sleep. Tom is very **2) generous/sensitive/decisive** and often brings us presents back from the countries he visits. When he's not working, Tom is a(n) **3) confident/lazy/active** person who enjoys climbing, sailing and cycling. He also has a really **4) outgoing/loyal/co-operative** personality and loves meeting new people. Tom is a **5) reserved/determined/self-centred** person and once he decides to do something, nothing can stop him. He is also very **6) ambitious/careful/responsible** and practises every day because he wants to be a successful singer.



However, he tends to be a bit **7) shy/stubborn/disorganised** at times, refusing to admit that he may be wrong about something. Tom can also be rather **8) bossy/arrogant/selfish**; he likes giving orders to others.

All in all, Tom is very special to me as he is always there when I need him.

2 Fill in the correct word from the list. Then, use the phrases to make sentences.

oval, pretty, hooked, curly, early, full, handsome, green, average, bushy

- | | | | |
|--------------|------|---------------|----------|
| 1 | hair | 6 a(n) | woman |
| 2 | nose | 7 | height |
| 3 | lips | 8 | eyebrows |
| 4 | eyes | 9 | teens |
| 5 a(n) | man | 10 a(n) | face |

We can form adjectives by adding various suffixes to nouns and verbs.

- Adjectives ending in **-ful, -ive, -ous, -y, -ly, -able** describe sb or sth as having the quality expressed by the noun or verb.
success → *successful* *wave* → *wavy*
act → *active* *friend* → *friendly*
fame → *famous* *comfort* → *comfortable*
- Adjectives ending in **-able/-ible** convey the idea of sth that is possible to do (or can be done).
accept → *acceptable* (*it can be accepted*)
rely → *reliable* (*they can be relied on*)
resist → *resistable* (*it can be resisted*)

3 Form adjectives by adding suffixes to the following nouns and verbs.

Nouns/Verbs	Adjective
care
attract
adventure
coward
boss
digest
desire
silk
courage
co-operate

Compound adjectives are formed with two or more words and we usually put a hyphen between them. These words can be:

- an adjective + noun **-(e)d**
a green-eyed boy
- a noun + past participle
a self-centred person
- a noun + adjective
a self-confident person

4 Rewrite the sentences using the right compound adjective from the list to replace the words in bold.

self-reliant, kind-hearted, metal-framed, curly-haired, tongue-tied

1 John is the boy with the curly hair.

.....

- Susan wears glasses **with metal frames**.
.....
- Matthew is so nervous at interviews that he **cannot say a word**.
.....
- Rachel is a person **who doesn't rely on others**.
.....
- He is a **warm and generous** man.
.....

Some adjectives form their opposites by adding certain prefixes. Some common prefixes that form opposites are:

- un-:** attractive → unattractive
in-: dependent → independent
dis-: organised → disorganised

If the adjective begins with **l, m/p** or **r** we add **il-**, **im-**, or **ir-** respectively.

- legal → illegal; moral → immoral
 polite → impolite; regular → irregular

5 Fill in the gaps with the opposites of the words in brackets.

- Timothy can't make decisions easily; he is (DECISIVE)
- Maggie is far too to be a teacher. (PATIENT)
- Don't believe what he says; he's (HONEST)
- You cannot depend on him to help you with your work; he is totally (RESPONSIBLE)
- Although he is fifty years old, he still behaves like a child. Everyone agrees that he is (MATURE)
- Cathy made some remarks about Ann's new dress. (SENSITIVE)

6 Match the words to their opposites.

Column A

- generous
- cheerful
- outgoing
- friendly
- quiet
- polite

Column B

- sad
- distant
- talkative
- mean
- reserved
- rude

7 Match the people in the pictures A-D to the descriptions (1-4). Then, using the same words, describe them.

- elderly, quite plump, grey hair, small dark eyes, thin lips, floral blouse
- young, short, oval face, dark curly hair, big dark eyes, wide smile, T-shirt, dungarees
- mid-thirties, slim, high cheekbones, long curly hair, short neck, long nose, tired eyes, jumper
- quite old, bushy white eyebrows, white beard and moustache, wrinkles, blue eyes, smart jacket



The woman in picture D is elderly and quite plump. She's got grey hair, small dark eyes and thin lips. She's wearing a floral blouse.

Grammar

8 Put the verbs in brackets into the correct tense, Present Simple or Present Continuous.

- Her new perfume (smell) like spring flowers.
- Peter (see) his girlfriend tonight.
- Have you seen Mary's new haircut? It (look) great.
- Did you put sugar in the coffee? It (taste) bitter.
- You haven't said a word. What (think) about?
- My mother (listen) to her favourite radio programme right now.
- My brother (not/enjoy) going to the cinema.
- (you/know) what time the concert starts?
- She speaks French, but she comes (come) from Spain.
- The greengrocer (weigh) the grapes now.
- I (feel) depressed every time I hear that song.

9 Put the verbs in brackets into the correct tense, Present Simple or Present Continuous.

- A: Can I help you, sir?
 B: Yes, please. I (1) (look) for a birthday present for my wife.
 A: I see. What kind of things (2) (she/like)?
 B: Oh, she (3) (enjoy) books on interior decorating and she (4) (love) Latin music.
 A: How about this book then? It (5) (have) over a hundred pages of different ways to decorate your home and lots of pictures, too.
 B: I (6) (not/be) sure about that. Is there anything else you could show me?
 A: Well, sir, I (7) (believe) this set of CDs by Latin bands is an excellent choice. Your wife will enjoy it very much.
 B: How much is it?
 A: It (8) (cost) £25. It's a special offer.
 B: Okay, then. I just (9) (hope) she won't play the music too loud because I (10) (hate) Latin music!

10 Read the text about Janet. Then ask and answer questions using words from the list.

how old, how often, what, when, where



- A: How old is Janet?
 B: She is in her late thirties.

This is Janet. She's in her late thirties and she's tall and slim with shoulder-length brown hair and dark blue eyes.

Janet is a pilot with a Canadian airline company. Her job isn't an easy one, as she flies from Toronto

to London and back every week. Janet wears a dark blue uniform when she is working, but during her free time she usually wears jeans and T-shirts.

Janet is an energetic person. She loves skiing and horse riding. She often goes horse riding when she has free time. At the moment she's taking her horse back to the stable to feed it.

Communication (describing people)

11 a) Match the exchanges, then, in pairs, act out the dialogue.

- 1 A: What is your best friend's name, Sue?
 2 A: How long have you known Debbie?
 3 A: What does she look like? Is she pretty?
 4 A: What is she like?
 5 A: That's good. Do you get on well?

- a B: Yes, we do. We have a lot in common and we never argue.
 b B: Oh yes. She's got long blonde hair and blue eyes.
 c B: Her name's Debbie.
 d B: Since I was five years old.
 e B: Oh, she's very friendly and kind.

b) Now ask your partner about a friend or relative of his/hers. Use the phrases in bold in the dialogue and the ideas below to talk about this person.

She's very attractive/He's very handsome... ,
 since I was three years old/for seven years...
 generous/sociable/cheerful/ sensitive/active/self-confident, enjoy doing the same things/have the same sense of humour/tell each other everything/have very interesting conversations

Writing (an article describing a person)

● Punctuation

The **full stop** is used at the end of sentences (not direct questions or exclamations). e.g. He is a lawyer.

The **comma** is used

- a) when we use more than one adjective to describe something (but not after the last adjective). *I've got long, brown, curly hair.*
 b) to separate items in a list (but not before **and**). *I need a loaf of bread, ten slices of cheese, two cans of Coke and a carton of milk, please.*

The **apostrophe** is used

- a) in contracted forms. *Isn't = is not.*
 b) with possessives. *It's John's.*

2UNIT 1. LESSON 1.2. LISTENING AND SPEAKING). PEOPLE AND PERSONALITIES: HOROSCOPES AND STEREOTYPES

A Group work Read the astrology chart. Then answer the questions below.

Astrology Chart		
STAR SIGN	BIRTHDAY	CHARACTERISTICS
 Capricorn	December 22–January 19	hardworking, quiet
 Aquarius	January 20–February 18	optimistic, stubborn
 Pisces	February 19–March 20	creative, careless
 Aries	March 21–April 19	adventurous, nervous
 Taurus	April 20–May 20	confident, stubborn
 Gemini	May 21–June 21	funny, nervous
 Cancer	June 22–July 22	creative, lazy
 Leo	July 23–August 23	talkative, bossy
 Virgo	August 24–September 22	neat, critical
 Libra	September 23–October 23	friendly, careless
 Scorpio	October 24–November 21	careful, timid
 Sagittarius	November 22–December 21	helpful, restless

- When is your birthday? What is your star sign?
- Do your star sign characteristics describe you? Why or why not?
- What are your friends' star signs? Do their characteristics describe them?

"My birthday is July 7, so I'm a Cancer. I'm creative, but I don't think I'm lazy!"

B Group work Which star sign does these things? Discuss your ideas.

enjoys working long hours
likes to try new things

makes people laugh
avoids making mistakes

likes to help people
doesn't like to work

"A Capricorn enjoys working long hours. A Capricorn is hardworking but quiet."

A Work alone Try this personality test. Take out a piece of paper.
Draw a picture of a dog.


B Communication task Work in pairs. One of you should look at Task 4 on page 77, and the other at Task 21 on page 85. You're going to find out more about your personality based on your drawings.

For extra grammar, listening, and vocabulary practice, go to pages 96–97.

Lead-in

- 1 Responsible, quick-tempered and generous are adjectives which describe people's character. Can you think of any more adjectives?

Reading

- 2  Read the adjectives under each picture and predict the people's character from their lips. Then read or listen to the text and check your answers.



full lips

- responsible decisive
immature bossy



thin upper lip with a full lower lip

- energetic ambitious
careful self-centred



thin lips

- determined reserved
careful mean



lips with down-turning corners

- generous sensitive
intelligent secretive

Read my Lips

- 3 a) Read the text again. Where is it taken from: an encyclopaedia, a newspaper or a light-hearted magazine?
b) Explain the words in bold as in the example.
e.g. *Responsible people are those who you can always trust to do what you ask them to do.*

Forget about fortune tellers and horoscopes. The shape of a person's lips can say a lot about them. The 5,000-year-old art of face reading is gaining popularity. So, take a look at the shape of someone's lips to find out about their personality ...

People with full lips are usually **responsible**. You can always trust them to do what you ask them to do. They are also **decisive**; they make decisions quickly. On the other hand, they tend to be rather **bossy**. They like telling other people what to do!

People who have a thin upper lip and full lower lip are **energetic**. They work very hard and like participating in a lot of activities. They are **ambitious** as well; they want to be successful in life. However, these people tend to be **self-centred**. They seem to only care about themselves and they sometimes forget about other people's feelings.

People with thin lips are **determined**; they know what they want and they do all they can to get it. They are **careful** people who do their work with a lot of attention and thought. However, they tend to be **reserved**; they don't like showing their feelings or expressing their opinions. They can also be **mean**; they don't like sharing things or spending money.

People who have lips with down-turning corners are very **generous**. They love giving things to other people and helping them. They are also **intelligent** and understand difficult subjects quickly and easily. On the other hand, they can be **sensitive** at times; they get upset easily, so be careful of what you say to them.

Speaking

- a) Look at these famous people's lips and talk about their characters.

e.g. *Sylvester Stallone has got lips with down-turning corners. It means he is generous.*

- b) Talk about your partner's character by reading his/her lips.



Sylvester Stallone



Brad Pitt



Bruce Willis



Richard Gere

Language Development

- 4 a) Which of the adjectives describe positive/negative qualities of a person's character?

funny, unreliable, self-confident, caring, imaginative, outgoing, helpful, rude, easy-going, stubborn, cooperative, selfish, shy, disorganised, forgetful, active, lazy, loyal, arrogant, polite

Positive	funny,
Negative	unreliable,

- b) Use adjectives from the table to talk about members of your family or your friends.

e.g. My friend John is very funny. He always makes us laugh with his jokes.

Linking Ideas

- When you describe people's character, you can include positive (e.g. kind) and negative (e.g. lazy) qualities.
- When you talk about negative qualities, you can use the expressions in bold. e.g. He **tends to/can be aggressive at times**. (NOT: ~~He is aggressive~~) Look at the ways you can join the sentences.

Similar qualities

e.g. She is friendly. She is polite.
She is friendly **and (also)** polite.
She is friendly **and** polite **as well**.

Opposing qualities

e.g. He is helpful. He can be arrogant at times.
He is helpful **but** he can be arrogant at times.
He is helpful. **On the other hand/However**, he tends to be arrogant at times.


- 5 Join the ideas using: **and (also), but, however, on the other hand**.

- Roger is friendly. Roger is caring.
- John is intelligent. John is self-centred.
- Andrew is stubborn. Andrew is disorganised.
- Paul is cooperative. Paul is forgetful.
- Michael is energetic. Michael is bossy.

- 6 Fill in the gaps with: **early, mid, late**.

- 13 - 14 = in his/her teens
- 38 - 39 = in his/her thirties
- 44 - 46 = in his/her -forties
- 21 - 23 = in his/her twenties
- 67 - 69 = in his/her sixties
- 57 - 59 = in his/her fifties

Listening

- 7  A film director is trying to decide on two actors (one male, one female) for the leading roles in his new film. Look at the pictures, then listen and find the two people.



- 8 Match the descriptions to the pictures above. Then, complete the table below. Finally, cover the paragraphs and describe each person.

- Mary's short and in her early twenties. She's got an oval face, long black curly hair and a small nose. Her eyes are brown.
- Paul's tall and in his early thirties. He's got a long face and long black hair. His nose is quite large and he's got a small mouth.
- Sally's short and plump. She's in her late sixties. She's got a square face, shoulder-length wavy grey hair and a wide mouth. Her eyes are green.
- Mike's tall, well-built and middle-aged with a square face. His mouth is wide, and his nose is rather big. He has large dark brown eyes and short grey hair.

	Mary	Paul	Sally	Mike
Height:	short			
Build:	-			
Age:	early twenties			
Face:	oval			
Hair:	long black curly			
Eyes:	brown			
Mouth:	-			
Nose:	small			

Project

Write a short paragraph describing your best friend's physical appearance and character.

UNIT 1. LESSON 1.3. (INTEGRATED SKILLS). PEOPLE AND PERSONALITIES: FIRST IMPRESSIONS, STEREOTYPES

Grammar in Use

RELATIVE PRONOUNS

12 Look at the words in bold and say which a) are used for people, b) show possession, c) are used for things.

- 1 Daryl is not the sort of person **who/that** expects help without giving anything back.
- 2 She prefers casual clothes **which/that** show off her natural beauty.
- 3 She is a complicated person **whose** character has many sides.

13 Join the sentences using **who, which** or **whose**.

- 1 Ms Brown is a friendly person. She likes meeting new people. *e.g. Ms Brown is a friendly person **who** likes meeting new people.*
- 2 She lives in a big house. The house is near the park.
- 3 Steven is a lawyer. His office is in Baker Street.
- 4 Claire is a model. She has been in many fashion shows.
- 5 Sarah is wearing a nice dress. The dress fits her perfectly.

14 Underline the correct word.

- who's** = who is/who has **whose** shows possession
- 1 That's the man **who's/whose** Sally's friend.
 - 2 That's the man **who's/whose** son is my friend.
 - 3 That's the man **who's/whose** responsible for planning the reception.
 - 4 That's the man **who's/whose** dog keeps barking at night.

15 Write sentences as in the examples.



*e.g. A porter is someone who carries suitcases.
A compass is something which points to the north.*

Adverbs of frequency

Adverbs of frequency (*sometimes, usually, never, etc*) go **before** the main verb but **after** the verb 'to be' and **after** auxiliary verbs. *e.g. He **never** gets up late. She **is** sometimes late for work.*

Listening

16 Listen and tick (✓) the correct boxes. Then write sentences as in the example.

How often does Daryl ...	always	usually	sometimes/occasionally	rarely/hardly ever	never
play the piano/ make pottery?		✓			
travel by plane?					
go to parties?					
get up early?					
eat fattening food?					

e.g. Daryl usually plays the piano or makes pottery in her free time.

17 What do you **always/usually/sometimes/occasionally/rarely/hardly ever/never** do in your daily routine?

18 Fill in each gap with only one word.

Naomi Campbell, the famous model, is very tall 1) a perfect figure. She 2) a dark complexion and beautiful brown eyes. 3) straight black hair falls past her shoulders. When she 4) not working, she usually wears casual clothes. Naomi 5) reading and often goes to the theatre. Travelling is what she likes 6) She always travels abroad when she has free time. Naomi spends a lot of time 7) the gym and she does not eat fattening food. She believes that working hard 8) the only way to succeed in life.



Britain vs America

We take an insulting (and hopefully humorous) look at the differences between Americans and British people and probably manages to offend both of them!

Themselves

Americans aim to do three things in life: 1. 'Look after Number One', 2. Live forever and look beautiful and young for as long as possible, 3. Make lots of money and/or become famous.

They will do anything to achieve these three goals. The British are very different. They would like to be quite rich, but are happy to accept their lot if they're not. They would never dream of putting themselves before others (which is why they like to queue so much and allow people to go in front of them in races), even if their lives depended on it. They are proud of the class system that divides them.

Food and drink

The Americans love food, in large quantities and endless varieties. Many American meals often don't even fit on the plate. Americans like their food to be wrapped in clingfilm (or shrink-wrap as Americans call it – see what we mean about this language difference thing!) and ready for the microwave. This is true unless of course they are Californians in which case they eat 'raw energy food' known to the rest of the world as salad. The British only eat food to survive and would never dream of enjoying it. They prefer to cook their food for twice as long as necessary just to make sure it's done, and don't like to have too many choices on menus as they find it impossible to make up their minds.

Children

Both British and American parents are proud of their children, but here the similarity ends. American parents publicly admire their children and like to share their successes with everyone, assuming that everyone else is interested.

They change their children if they don't like them the way they are, by, for example, straightening their teeth or

boosting their self-confidence by planning extra activities for them. British parents think that too much praise would make their children overconfident. British parents are happy to accept their children as nature intended, even if it means their teeth look terrible.

Weather

In America, 'hot and sunny' means that you should wear factor 20 suncream and you could cook eggs on the sidewalk (or 'pavement' as the Brits would say). In Britain, 'hot and sunny' means it isn't raining so you should expose any white skin in a public place until it goes pink, or it starts to rain.

Television

America has thousands of TV channels because most Americans have a very short attention span. TV and film companies won't film anyone who isn't blonde and beautiful, who is slightly overweight or who does not have perfect teeth, unless they are appearing on a talk show. Britain is well known for its comedy, drama and award-winning commercials (or 'advertisements' as those 'quaint' little Brits would say) and the fact that it has only 5 TV channels. However, as most British people would never want to appear on TV, they don't need more than 5 channels.

Houses

Americans spend thousands of dollars employing decorators to create a perfect home and lifestyle for themselves. They are particularly fond of gadgets, as well as things which are remote-controlled (garage doors and temperature controls), extremely large (fridges) or just for lazy people (ice cube dispensers). Britons are much less vulgar than the Americans. They really like patterned carpets and furniture (as many different patterns as possible in the same room) and are not concerned that they live in freezing conditions indoors as well as outdoors.



Britain vs America

1. Vocabulary

The following words are taken from the text, but the letters have been jumbled. Put the letters in the correct order to make the word that is described.

1. niquat (adjective) attractively old-fashioned
2. rotacored (noun) someone employed to change the way a room looks by choosing colours and furniture, etc.
3. filsteely (noun) the way that you live your life
4. tagged (noun) an object that is interesting for its novelty or cleverness rather than its practical use.
5. pendisser (noun) a machine that automatically gives out something
6. vargul (adjective) lacking in sophistication and good taste

2. Grammar: *If or unless?*

Read the sentences about British and American people. For each sentence, choose 'if' or 'unless'.

1. British people would like to be rich, but they think they can still be happy *if / unless* they're not.
2. The British think that their children will become overconfident *if / unless* they receive too much praise.
3. *If / unless* Americans say it's hot and sunny it means you can cook eggs on the pavement.
4. American houses aren't complete *if / unless* they have a lot of gadgets.
5. British people don't mind *if / unless* their houses are cold and their furniture clashes.
6. Americans don't let anyone appear on TV *if / unless* they are good-looking.
7. British people aren't happy with their food *if / unless* it has been boiled for twice as long as necessary.
8. Americans eat large quantities of junk food *if / unless* they come from California.

UNIT 1. LESSON 1.3. (LISTENING AND SPEAKING). PEOPLE AND PERSONALITIES: TALENTS AND IN BORN TALENTS

VOCABULARY

1 **Think Back!** Complete the personality adjectives that describe Paddy.

1 ch _ _ _ _ l

2 c _ _ v _ _

3 h _ _ _ - w _ _ _ _

4 m _ _ _ _ t

5 p _ _ s i _ i _ i _

6 r _ m _ _ _ _

7 t _ _ k _ _ v _ _

2 Underline personality adjectives that have a positive meaning. Use a dictionary if you need to.

stupid	rude
tolerant	optimistic
lazy	friendly
jealous	proud
arrogant	selfish
bossy	boring
quiet	polite
shy	helpful
lively	confident
generous	

3 Match adjectives 1–6 with their opposite meanings a–f.

1 stupid	<input type="checkbox"/>	a modest
2 lazy	<input type="checkbox"/>	b talkative
3 arrogant	<input type="checkbox"/>	c boring
4 quiet	<input type="checkbox"/>	d polite
5 lively	<input type="checkbox"/>	e hard-working
6 rude	<input type="checkbox"/>	f clever

4 Choose the correct answer.

- Jessica is a very _____ girl. She loves meeting new people.
a generous b selfish c friendly
- The British are quite _____. They feel uncomfortable with strangers.
a confident b cheerful c shy
- Tom is extremely _____. He thinks he's better than everyone else.
a arrogant b tolerant c helpful
- My brother is always _____. He's very positive about the future.
a jealous b optimistic c serious
- Dan is very _____. He always has a smile on his face!
a cheerful b ambitious c tolerant
- Anna's a _____ person. She always tells other people what to do.
a lively b talkative c bossy

5 Work in pairs and follow the instructions.

- Choose five adjectives that describe your personality and two that don't.
- Tell your partner what your adjectives are. He/She guesses which two do NOT describe you.



GRAMMAR AND WRITING

1 **Write** Read the quotations. Write the missing verbs. Then listen and check.

agree hate understand want (x 2)

1 "I hear and I forget. I see and I remember. I do and I _____."
Confucius

2 "Whenever people _____ with me, I always think I must be wrong."
Oscar Wilde

3 "It's not that I'm afraid to die. I just don't _____ to be there when it happens!"
Woody Allen

4 "I'm not a vegetarian because I love animals. I'm a vegetarian because I _____ plants."
A. Whitney Brown

5 "I _____ to be alone."
Greta Garbo



Work it out

2 Look at these examples and answer the questions.

I often go home at lunchtime.
I want to be alone.

- 1 Which verb describes:
 - a an action? _____
 - b a state (thoughts, feelings, beliefs)? _____
- 2 Which of these verbs can you use in the Present Continuous?
- 3 Look at the quotations in Exercise 1 again. Which verbs describe states?

Check it out

State and action verbs

We use simple and continuous tenses with action verbs. The meaning of the verb doesn't change.

I often **eat** fruit. → I'm **eating** an apple now.
I **go** home at lunchtime. → I'm **going** home now.

We can only use simple tenses with state verbs (e.g. believe, belong, hate, know, like, love, need, prefer, see, understand).

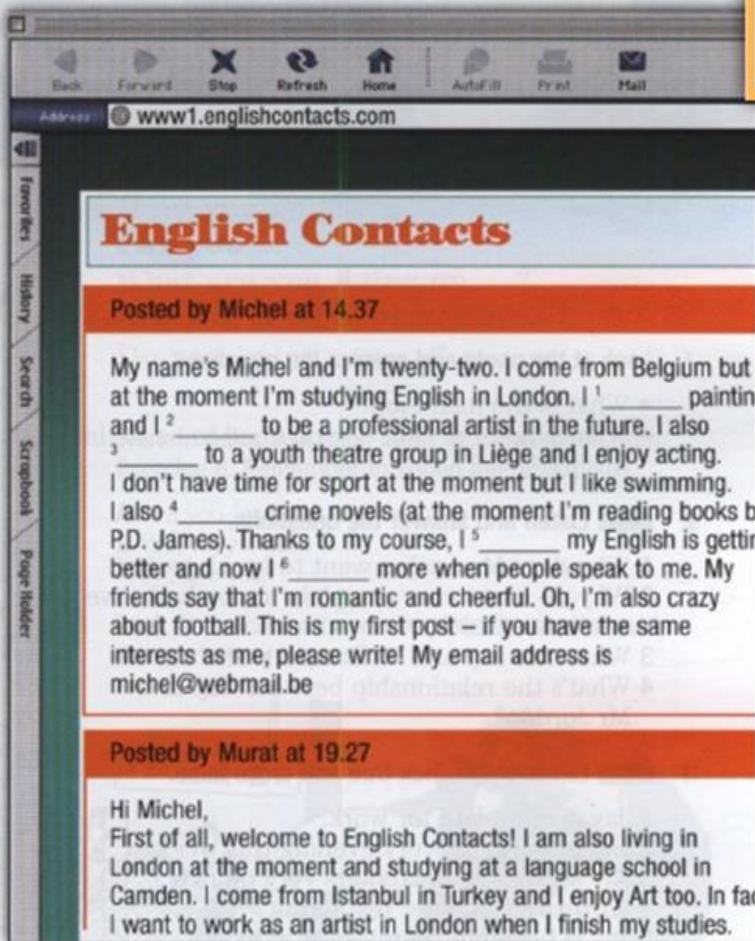
I **want** to be alone. NOT I'm-**wanting** to be alone.
Yes, I **remember** now. NOT I'm-**remembering** now.

3 Tick the correct sentences and correct the wrong ones.

- 1 Jack isn't liking the book.
- 2 I'm listening to a great piece of music.
- 3 George doesn't know the answer.
- 4 I'm sorry but I'm not agreeing with you.
- 5 I'm thinking my answer is wrong.
- 6 You aren't understanding the joke.

4 Complete Michel's message to the *English Contacts* website with the verbs below.

understand love belong like want think



5 Read Michel's message again. Tick the things he writes about.

- Age
- Nationality
- Where he lives
- Family
- How well he knows English
- Hobbies, interests, sports
- Personality

6 Now write a short introduction about yourself for the *English Contacts* website. Write about the things in Exercise 5.



LISTENING AND SPEAKING

1 Look at the photo and answer the questions.

- What is the man's job?
- What kind of person do you need to be to do this job?

2 **CD 17** Listen and answer the questions.

- 1 Why does Mr Jordan want to speak to Jay?
- 2 Why do customers complain about Jay? Give two reasons.
- 3 Where do Jay and Mr Jordan work?
- 4 What's the relationship between Jay and Mr Jordan?

3 **CD 17** Listen again. Tick true and cross false.

- 1 Jay is often late for work.
- 2 Jay is working every evening this week.
- 3 Jay serves the customers very quickly.
- 4 *Jordan's* is a quiet restaurant.
- 5 Jay is becoming careless at work.
- 6 Jay is falling asleep at work.
- 7 Mr Jordan wants Jay to stay in his job.

4 What kind of person is Jay? In pairs, write down three adjectives. Then compare your ideas with another pair.

- 1 _____
- 2 _____
- 3 _____

5 In pairs, answer the questions.

- 1 Why do you think Jay is having problems at work?
- 2 Why does he need the money?

- A I think Jay is having problems because he's lazy.
 B No, I don't think he's lazy. I think he just doesn't like his job.

6 **CD 18** Listen to Jay's conversation with his friend Nick. Were your answers to Exercise 5 correct?

7 Work in pairs. Write three more adjectives to describe Jay and compare them with your answers to Exercise 4. Do you have a different opinion of him now?

- 1 _____
- 2 _____
- 3 _____

8 In pairs, complete the conversation between Nick and Mr Jordan. Practise saying your dialogue, then perform it for the class.

Student A

You are Mr Jordan, Jay's boss at the restaurant. You are very unhappy with Jay because you are having problems with him at work.

Student B

You are Nick, Jay's best friend and Mr Jordan's neighbour. You think that Jay is a wonderful guy – hard-working, intelligent and helpful. You also know that Jay is working very hard to save money to train to be a pilot in the Flying Doctor Service.

Mr Jordan So, you know Jay?

Nick Oh yes, I know him very well. He's my best friend actually.

Mr Jordan Jay is working at my restaurant. I'm having problems with him. He _____.

Nick That's surprising. I think Jay's _____.

Mr Jordan Well, he's not a very good waiter. He has to look for another job!

Nick Really? But, Mr Jordan, Jay really needs the money. He _____.

Mr Jordan A pilot in the Flying Doctor Service? Perhaps I should give him another chance.

UNIT 1. LESSON 1.4. (INTEGRATED SKILLS). PEOPLE AND PERSONALITIES: TALENTS, IN BORN TALENTS

Growing up

READING

1 Match the people below with pictures A–D. What were they famous for? Use the correct form of the verbs to complete the sentences about them.

propose invent paint write

- 1 Thomas Alva Edison _____ the phonograph (the first record player).
- 2 Leonardo da Vinci _____ the Mona Lisa.
- 3 Agatha Christie _____ crime novels.
- 4 Albert Einstein _____ the theory of relativity.

A



Hidden talents

B

1 They often didn't learn to read and write until they were older. Their parents often thought they were stupid and their friends laughed at them. Some of them hated their schooldays and decided to drop out of school as soon as possible. In short, they had unhappy schooldays.

2 Some of the world's greatest composers, writers and inventors had an unpleasant time at school like this. Later, when they became successful, nobody was more surprised than their old classmates. Were these people stupid? No, of course not! Some people believe that they had something in common – dyslexia.

3 Dyslexia is a learning disability which means that people have problems with reading and remembering written words. It is often difficult for them to memorise things. Studies show that people with dyslexia use a different part of their brain to read and remember. Experts think that the cause of dyslexia is genetic: probably somebody else in the family also had dyslexia. Statistically, about 15 percent of people are dyslexic, but not everybody who has dyslexia knows about it.

4 Some people with dyslexia discover they have special, hidden talents, but only when they are older. A good example is Agatha Christie, one of the most successful writers in history – two billion books published in 44 languages! At school she had problems with writing and often got bad marks for essays. Her parents were disappointed and wanted Agatha to leave school early. She only started writing because her older sister said she couldn't do it! And even when she was already a famous crime writer, she sometimes felt embarrassed because she still couldn't spell.

5 There are many more examples of people like Agatha Christie: Hans Christian Andersen, Albert Einstein, Leonardo da Vinci, Pablo Picasso and Thomas Edison; important and creative people who had problems with reading and writing when they were young. Of course, that doesn't mean that everybody with dyslexia is a genius, but it shows that sometimes people can be a lot more intelligent than they seem.



D

2 Look at the pictures again and read the title of the text. What do you think it is about?

3 Read the first paragraph. What do you think the text is about now?

- a unhappy children
- b people who had problems at school
- c the effects of bad education
- d people who became successful after they finished school

4 Read the last paragraph only. Do you need to change your answer to Exercise 3?

5 Look at Exercises 2–4 and complete points a–d in Train Your Brain.

TRAIN YOUR BRAIN | Reading skills

Predicting

You can make a text easier to understand by predicting what it is going to be about before you read it. Always:

- a look at the _____.
- b read the _____.
- c read the _____ paragraph of the text.
- d read the _____ paragraph of the text.

6 **CD-ROM** Now read the whole text. Did you predict the subject correctly?

7 Read the whole text again and match headings a–f with paragraphs 1–5. There's one heading you don't need.

- a What is dyslexia?
- b Typical problems for children with dyslexia at school
- c How to help people with dyslexia
- d What some talented people had in common
- e Other famous people who had dyslexia
- f A person who had hidden talents

8 Match definitions a–f with words and phrases in the text.

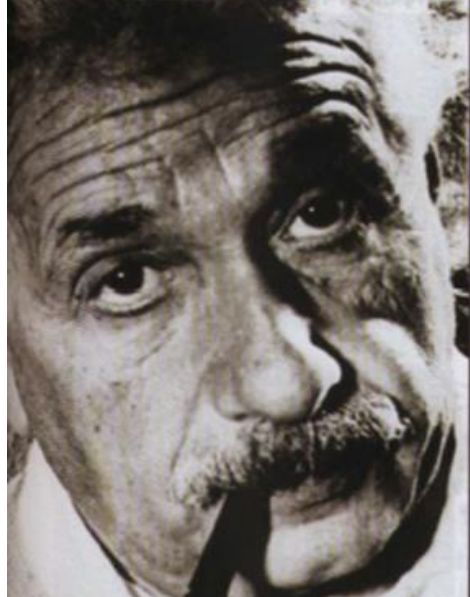
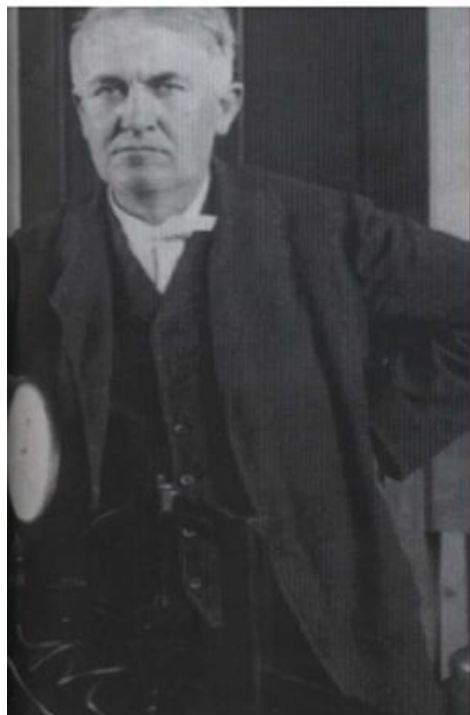
- a (v) [para. 1] stop going to school/university _____
- b (n) [para. 2] pupils in the same class at school _____
- c (v) [para. 3] learn by heart _____
- d (n) [para. 4] a score which shows how good a piece of work is _____
- e (adj) [para. 4] unhappy because of poor results _____
- f (adj) [para. 5] good at using your imagination _____

9 Read the text again and circle the correct answer.

- 1 The children in paragraph 1
 - a had a difficult time at school.
 - b had classmates who were stupid.
 - c left school early.
- 2 Some famous writers, composers and inventors
 - a were not very intelligent.
 - b were surprised when they became successful.
 - c had similar problems when they were children.
- 3 People with dyslexia
 - a were probably born with the disability.
 - b never knew about it.
 - c can't remember anything.
- 4 Agatha Christie started writing because
 - a her parents wanted her to.
 - b she wanted to show her sister that she could write.
 - c she wanted to leave school early.
- 5 The people mentioned in the last paragraph are
 - a not geniuses.
 - b crime writers like Agatha Christie.
 - c well-known people who had problems with reading and writing.

10 Work in pairs. Was there anything you were bad at when you were younger, but you can do now?

- A I couldn't swim when I was younger, but now I am quite a good swimmer.
- B I didn't understand Chemistry when I was younger but now I'm quite good at it.



9 Match the pictures to the words from the list:

mini skirt, waistcoat, jeans, shorts, leggings, high-heeled shoes, tie, fur coat, evening dress, suit, bow tie, denim jacket, trainers, T-shirt, baseball cap, V-neck jumper, scarf, flat shoes, overalls, polo-neck, tracksuit, dungarees, shirt

Which of these items are casual and which are formal? What do you wear when you go: a) to the gym, b) on a trip, c) to work, d) to a party, e) to a reception?



e.g. When I go to the gym, I wear a tracksuit, trainers, etc

Communication

10 Read the dialogue and fill in: match - go with - suit - fit. Listen and check your answers, then in pairs, act out a similar dialogue.

A: Good morning, madam. May I help you?
 B: I hope so! I'm looking for something really special to wear to my cousin's wedding. Something in blue, I think.
 A: What about this lovely dress? It has a jacket in the same colour to
 1) it.
 B: Yes, it's beautiful, but it looks a bit small. Do you think it will
 2) me?
 A: Why don't you try it on? ... (after some minutes)
 B: There! How does it look?
 A: It's perfect! The colour 3) you.
 B: Do you think so? Now all I need is a pair of shoes to 4)

11 Match the adjectives and the adverbs to the words below, then make sentences using the collocations.

casually, upturned, bright, formally, neatly, hooked, dark, golden, silky

- 1dressed 3eyes
 2nose 4hair

Grammar in Use

PRESENT SIMPLE - PRESENT CONTINUOUS

12 Match the tenses to their meaning. When do we use present simple? When do we use present continuous? Make some true sentences about yourselves.

- | | |
|--|---|
| 1 Paul works as a singer. | 1 temporary situations |
| 2 He is singing now. | 2 scheduled actions (timetables) |
| 3 He is staying at a hotel at present. | 3 future arrangements |
| 4 He is going to Lyon on Sunday. | 4 routines |
| 5 His flight leaves at 9.00 am. | 5 actions happening at the moment of speaking |
| 6 He likes tennis. | 6 likes and dislikes |
| 7 He goes to the gym every day. | 7 permanent states |

13 Put the verbs in brackets into the correct tense.

Steven 1) (work) as a director. He's in the studio now. He 2) (direct) a scene from his new film 'Raiders of the Lost Treasure'. He 3) (stay) in London at present, but he 4) (fly) to Egypt tomorrow to shoot some scenes. His flight 5) (leave) at 6.00 am and, although he 6) (like) travelling, he 7) (hate) early mornings.

Verbs expressing likes/dislikes (like, love, hate, dislike, can't stand, don't mind, etc) are not used in continuous tenses and take a noun or -ing form after them. e.g. I love rock music. I don't mind cleaning my room. (NOT: I'm loving rock music.)

UNIT 1. LESSON 1.4 (LISTENING AND SPEAKING). PEOPLE AND PERSONALITIES: FIRST IMPRESSIONS AND FASHION

Pronunciation

19 First listen and tick. Then listen and repeat.

	/n/	/ŋ/	/ŋk/		/n/	/ŋ/	/ŋk/
thing				sin			
thin				sink			
think				sing			

Forming adjectives

We can form adjectives from nouns or verbs by adding:
-ful (e.g. *wonder* ⇒ *wonderful*), **-ous** (e.g. *danger* ⇒ *dangerous*),
-ible (e.g. *terror* ⇒ *terrible*), **-ing** (e.g. *excite* ⇒ *exciting*), **-ed**
 (e.g. *bore* ⇒ *bored*) and **-ive** (e.g. *create* ⇒ *creative*).

20 Fill in the correct derivatives of the words in bold. What is each paragraph about?

Brad Pitt is one of Hollywood's brightest stars. He is a very 1) **(success)** actor who has starred in many films, such as *Interview with A Vampire* and *Twelve Monkeys*.

He is tall and slim. His 2) **(beauty)** blue eyes and good looks are difficult to forget.

Brad Pitt is a 3) **(humour)** person; his friends enjoy his company. He is a sensible person who does not lead a 4) **(glamour)** life.

When he has free time, he enjoys reading about architecture, a subject that he finds very 5) **(interest)**. He also enjoys listening to music and has a huge CD collection.

Brad Pitt is a 6) **(talent)** as well as a handsome young actor. We are sure to see a lot more of him in the future!

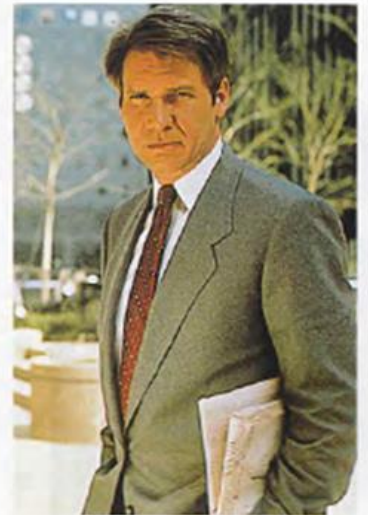


Writing (describing a famous person)

Tip

When we describe a person, we talk about his/her appearance, character and hobbies/interests. We start a new paragraph for each topic.

22 You are working for a film guide. Your editor has asked you to write a short article describing Harrison Ford. Look at the plan, use the table in Ex. 21 and talk about him. Finally, write your article in 120-150 words.



Plan

INTRODUCTION

Para 1: name - what he is famous for

MAIN BODY

Para 2: appearance (looks, e.g. *tall, well-built, etc.*, clothes, e.g. *casual clothes, etc.*)

Para 3: character (what he is like e.g. *kind, patient, etc* with justification)

Para 4: hobbies/interests (activities he enjoys doing/doesn't enjoy doing)

CONCLUSION

Para 5: final comments (say whether you like him or not and what you think of him)

Listening

21 You will hear an interview with a famous person. Read the table, then listen and fill in the missing words. Use the completed table to talk about him.

job:	a.....
films:	S..... W....., <i>Raiders of the Lost Ark</i>
appearance:	t....., well-built, hardly any wrinkles, tanned s..... face, b..... eyes, brown hair starting to turn g.....
character:	private, s....., caring
interests:	works with environmental g.....
hobbies:	likes w..... with his hands and b..... things

Words of Wisdom

Read these sentences. What do they mean?

- "A famous person is someone who works hard all his life to become known, then wears dark glasses so that nobody will recognise him." (*Fred Allen*)
- "Try not to become a man of success, but rather try to become a man of value." (*Albert Einstein*)
- "All that glitters is not gold." (*William Shakespeare*)

Dressed for the Occasion

- 1 What kind of clothes would you wear for a job interview, a party, a school trip, a wedding? Say why.

e.g. *I think a suit would be the best thing to wear for a job interview because you have to make a good impression.*

- 2 Look at the picture and complete the dialogue.



A: Where was the picture taken?
 B: I think 1)
 A: What does it show?
 B: It shows 2)
 A: What kind of clothes is he wearing?
 B: He's wearing 3)
 A: Where 4)?
 B: Maybe he's going to work or perhaps on a business trip.
 A: What clothes do you prefer to wear?
 B: Well, personally, I 5)

Tip

Read the instructions to find out what the listening text is about. Read the question stems and underline any key words. Read the options (A, B, C, D) for each question. Do not predict the answers. Listen and tick your answers. Listen again and check.

- 3 You will hear a fashion designer and one of his clients talking. Listen and put a tick (✓) in the correct box for each question.

- 1 David's new additions were clothes for
 A older people. C sports fans.
 B tourists. D trendy young people.
- 2 What does Claudia want to buy?
 A cheap clothes C sports clothes
 B casual clothes D expensive clothes
- 3 Where is Claudia's new shop?
 A at Harrods C in the East end
 B in Halifax street D in the market place
- 4 What was the black velvet coat made to go with?
 A a trendy shirt C a long skirt
 B a black blouse D matching jeans
- 5 David has a large number of
 A ties. C coats.
 B jumpers. D bow ties.

Deciding what to wear

- 4 a) Listen to the dialogue. Where does it take place?
 b) Match the exchanges, then in pairs, read out the dialogue.

A	B
1 <input type="checkbox"/> What are you going to wear to Katy's party?	a Really? I prefer your long green dress. It makes you look very elegant.
2 <input type="checkbox"/> Don't you think jeans are a bit too casual to wear to a party?	b Oh, OK, then, but I feel more comfortable in jeans. What are you going to wear?
3 <input type="checkbox"/> Yes. You look really stylish in a suit.	c Hmm. Maybe you're right. Do you think I should wear a suit?
4 <input type="checkbox"/> I think I'm going to wear my short red dress.	d I think I'm going to wear my black jeans and a blue T-shirt.
5 <input type="checkbox"/> Do you really think so? I'll wear that, then!	

- c) You're going to a barbecue at your friend's house this evening. Decide with your partner what to wear.

- 5 You are going away on a business trip. With your partner decide what clothes to take with you.



e.g. A: *I'd definitely take a suit and a tie as we will be meeting people to talk business.*
 B: *Yes, you're right. I don't think I'd take a denim jacket because it's too casual for the occasion.*

Useful Language

A	B
... would be useful;	Yes, you're right.; Well, maybe
I don't think I'd take ...;	but ...; Me too.; Me neither
I'd definitely take ...;	

• Reporting a missing child

6 a) Listen to the dialogue. What does Sammy Jones look like?

b) Read and complete the dialogue. Then, listen again and check your answers.

- A: Please help me! I can't find my 1) anywhere – he's disappeared!
 B: OK – now calm down, madam. What's his 2)?
 A: Sammy. Sammy Jones.
 B: And how 3) is he?
 A: He's only five!
 B: And what does Sammy look like, madam?
 A: Well, he's very 4) and he's not very tall, of course...and he's got 5) brown hair. Oh, and green eyes!
 B: Alright. And what's he wearing today?
 A: Erm ... a yellow T-shirt, blue shorts and white 6) Oh yes ... and he's wearing his favourite 7) cap! It's red!
 B: Now, where were you when you lost him?
 A: In the toy 8)

c) You've lost your six-year-old nephew at the funfair and are reporting it to the security officer. Act out the dialogue with your partner.

First Impressions

7 Listen and match the names to the adjectives.

- | | |
|---------|----------------|
| 1 Colin | a mean |
| 2 June | b shy |
| 3 Paul | c ambitious |
| 4 Guy | d responsible |
| 5 Steve | e sensitive |
| 6 Karen | f bossy |
| | g generous |
| | h energetic |
| | i self-centred |
| | j decisive |

8 a) Look at the picture. What kind of personality is best suited to this job? Use the adjectives from Ex. 7.



e.g. A policeman should be responsible because the lives of people depend on them.
 I don't think a policeman should be sensitive because they need to be strong.

b) Now, talk about these jobs in pairs.



Tip

Read the statements before you listen and underline any key words. Try to listen for similar words in the speakers' opinions.

9 Listen to the conversation about the new secretary, Sarah. For questions 1 – 7, decide which speaker expresses each of the following opinions. Write L (for Lucy), S (for Simon) or G (for Gary).

- | | |
|---|-------|
| 1 Sarah is pretty. | ..... |
| 2 She was not wearing suitable clothing. | ..... |
| 3 She feels uncomfortable meeting new people. | ..... |
| 4 She likes talking to people. | ..... |
| 5 She has a sense of humour. | ..... |
| 6 She is not very sure of herself. | ..... |
| 7 She is not shy. | ..... |

• Explaining/Justifying your opinion

10 a) Listen to the dialogue. Why are they talking about David Clark?

b) Read the dialogue and fill in the missing phrases.

seemed rather, I thought, be honest, Why's that, What makes

- A: So what did you think of David Clark?
 B: Well, to 1), I don't think we should give him the job.
 A: Really? 2) you say that?
 B: He 3) lazy to me.
 A: What do you mean?
 B: Well, he hadn't ironed his suit or cleaned his shoes.
 A: Hmm. 4) he was very polite.
 B: Did you? 5)?
 A: Well, didn't you notice how he shook our hands when he stood up to leave?
 B: Yes, I did. I also noticed that his fingernails were dirty!

c) Use the prompts to make up similar dialogues.

- | | | | | |
|---|-----------------------|---|---|----------------------------|
| A | ask for opinion | → | B | say you don't like him/her |
| | ask for justification | → | | justify your opinion |
| | ask for explanation | → | | explain what you mean |
| | give your opinion | → | | ask for justification |
| | justify your opinion | → | | make your final comment |

Glossary (People and personality)

1. Active- busy with or ready to perform a particular activity
2. Aggressive- Aggressive- behaving in an angry and violent way towards another person
3. Ambitious- having a strong wish to be successful, powerful or rich
4. Arrogant- unpleasantly proud and behaving as if you are more important than, or know more than, other people
5. Bossy- describes someone who is always telling people what to do
6. Bright- (of a person) clever and quick to learn
7. Build- the size and shape of a person's body
8. Care about sb/sth- the process of protecting and looking after someone or something
9. Caring- describes someone who is kind and gives emotional support to others
10. Casual- describes clothes that are not formal or not suitable for special occasions
11. Character- the particular combination of qualities in a person or place that makes them different from others
12. Cooperative- willing to help or do what people ask
13. Curly- having curls or a curved shape
14. Decisive- able to make decisions quickly and confidently, or showing this quality
15. Determined- wanting to do something very much and not allowing anyone or any difficulties to stop you
16. Director- a manager of an organization, company, college, etc.
17. Disorganized- badly planned and without order
18. Easy-going- relaxed and not easily upset or worried
19. Energetic- having or involving a lot of energy
20. Evening dress- special clothing worn for formal events, such as special evening meals, a long dress worn by a woman to a formal party or social occasion
21. Express- to show a feeling, opinion or fact
22. Fair hair-(of hair) pale yellow or gold
23. Favourite -best liked or most enjoyed
24. Feelings- emotions, especially those influenced by other people
25. Female- belonging or relating to women, or the sex that can give birth to young or produce eggs
26. Fit- to be the right size or shape for someone or something
27. Forgetful- often forgetting things
28. Formal- public or official
29. Fortune teller - a person who tells you what they think will happen to you in the future
30. Full lips- (of parts of the body) quite large and rounded lips
31. Fur coat - the thick hair that covers the bodies of some animals, or the hair-covered skin(s) of animals, removed from their bodies
32. Generous- willing to give money, help, kindness, etc., especially more than is usual or expected
33. Get upset- worried, unhappy or angry
34. Golden - made of gold , special, successful, or giving someone an advantage

35. Helpful- willing to help, or useful
36. High-heeled shoes- women's shoes in which the heels are raised high off the ground
37. Hooked- describes a nose which is large and curved
38. Imaginative- new, original and clever
39. Immature - DISAPPROVING not behaving in a way which is as calm and wise as people expect from someone of your age
40. Intelligent- showing intelligence, or able to learn and understand things easily
41. Kind- generous, helpful and thinking about other people's feelings
42. Lazy- DISAPPROVING not willing to work or use any effort
43. Loyal - firm and not changing in your friendship with or support for a person or an organization, or in your belief in your principles
44. Mean - not willing to give or share things, especially money
45. Middle-aged - in middle age
46. Neatly - in a tidy way, in a clever and simple way
47. Outgoing -(of a person) friendly and energetic and finding it easy and enjoyable to be with others
48. Oval - shaped like a circle that is flattened either at one place or at two opposite places, so that it is like either an egg or an ellipse
49. Permanent state - lasting for a long time or forever
50. Personality - the type of person you are, which is shown by the way you behave, feel and think
51. Physical appearance - the way a person or thing looks to other people
52. Plump - having a pleasantly soft rounded body or shape
53. Polo-neck - a high round collar that folds over on itself and covers the neck
54. Popularity - when something is liked, enjoyed or supported by many people
55. Positive -- hopeful and confident, or giving cause for hope and confidence
56. Quick-tempered- able to reply in an angry way without thinking for a long time
57. Reserved -describes people who do not often talk about or show their feelings or thoughts
58. Responsible-to have control and authority over something or someone and the duty of taking care of it or them
59. Rude -not polite; offensive or embarrassing
60. Scarf - a strip, square or triangle of cloth, worn around the neck, head or shoulders to keep you warm or to make you look attractive
61. Self-confident - behaving calmly because you have no doubts about your ability or knowledge
62. Selfish - Someone who is selfish only thinks of their own advantage
63. Sensitive - easily upset by the things people say or do, or causing people to be upset, embarrassed or angry
64. Shape - the way something is organized, or its general character or nature
65. Share - to have or use something at the same time as someone else
66. Shiny- A shiny surface is bright because it reflects light
67. Shoulder-length - If your hair is shoulder-length, it goes down as far as your shoulders.

68. Shy- nervous and uncomfortable with other people
69. Silky- soft and smooth, like silk
70. Similar qualities- a similar characteristic or feature of someone or something
71. Slim- (especially of people) attractively thin
72. Stubborn- describes someone who is determined to do what they want and refuses to do anything else
73. Suit (n)- a jacket and trousers or a jacket and skirt that are made from the same material
74. Suit (v)- (usually of a colour or style of clothes) to make someone look more attractive
75. T-shirt- a simple piece of clothing which covers the top part of the body and which has no collar and usually short sleeves
76. Take a look at sb/sth- to examine something very carefully in order to improve it in the future
77. Tend (to)- to deal with the problems or needs of a person or thing
78. Tidy- having everything ordered and arranged in the right place, or liking to keep things like this
79. Tie- clothes worn for formal social occasions. For men, this is a black bow tie , white shirt and black suit, and for women, a long dress
80. Timetable- a list of the times when events are planned to happen, especially the times when buses, trains and planes leave and arrive
81. Tracksuit- a loose top and trousers, worn either by people who are training for a sport or exercising, or as informal clothing
82. Trainers- a type of light comfortable shoe that is suitable for playing sport
83. Trust- to have belief or confidence in the honesty, goodness, skill or safety of a person, organization or thing
84. Try on- to put on a piece of clothing to discover if it fits you or if you like it
85. Unreliable- not able to be trusted or believed; not reliable
86. V-neck jumper- a V-shaped jumper opening for your neck on a piece of clothing, or a piece of clothing with this opening
87. Waistcoat- a piece of clothing that covers the upper body but not the arms and usually has buttons down the front, worn over a shirt
88. Wavy- having a series of curves
89. Well-built- describes a person who is large and strong
90. Wedding- a marriage ceremony and any celebrations such as a meal or a party which follow it
91. Wide- completely, or by a large amount
92. Wisdom- the ability to use your knowledge and experience to make good decisions and judgments

UNIT 2. LESSON 2.1 (INTEGRATED SKILLS). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: NATIONAL SYMBOLS

Australia.

The land of blue mountains.

The Great Barrier Reef on the coast of Queensland is a garden under the sea. There are 1,400 different kinds of fish, and more than 300 kinds of coral. Tropical fruit and flowers grow on the beautiful islands. It's not surprising that more holiday-makers come to Queensland every year.

Tasmania, the island south of Australia, is small. It's the same size as England. It is also very different from the other states. There are no deserts in Tasmania. It often rains, both in winter and summer. Only a half of million people live in Tasmania, and a large part of the island is still covered with wild, beautiful wild forests. These forests are full of wonderful flowers and interesting animals.

In the Northern Territory you will find the red heart of Australia. And it really is red, with red rocks, red sand, and red skies in the evening. Every year, thousands of tourists visit Ayers Rock and a strange group of huge red stones called "the Olgas". But these places are also holy to the Aboriginals. They believe that the land itself has life.

Sydney is the best known place in New South Wales. In fact, it's the best known place in Australia. But New South Wales has more than cities. There are, for example, the Blue Mountains. They are covered with forests of blue colored eucalyptus trees. The air above the forest contains millions of microscopic drops of eucalyptus oil. When the sun shines, the air of the Blue Mountains is a real, beautiful blue.

Less than a hundred years ago, there was nothing except sheep in Canberra. But then Australians decided to build a capital city.. The work began in 1913. Now, Canberra is an international city, full of diplomats and government offices. It's beautiful place, with parks, lakes, big open streets and fine buildings.

Australia is sometimes called "the lucky country". One reason is the wonderful riches under the earth: gold, silver, iron, coal and many precious metals. The Bass Strait, of the coast of Victoria, has been one of the country's biggest oil fields for many years.

South Australia is the driest of all the states, but it does have Murrey River. The river brings greenness and life to the south-east corner. In the early of the Australian history, the Murrey River was South Australia's main road. Before real roads and railways came, the river carried people and goods from the east up into the country. Some towns on the Murrey still keep the old river boats, and visitors can ride on them.

There are two kinds of gold in Western Australia. First, there's real kind – the kind that comes out of the ground. Gold was found in Kalgoorlie in 1893, and the "Golden Mile" was for a time the most expensive piece of land in the world. Kalgoorlie still exports some gold, but new gold of Western Australia is wheat. Big farms grow millions of tones of wheat every year, and wheat has become Australia's second biggest export.

Questions:

1. How many kinds of fish are there on the coast of Queensland?
2. What grows on the beautiful islands?
3. Where will you find the red heart of Australia?
4. What is the best known place in New South Wales?
5. Why is the air above the forests blue?
6. Why is Australia sometimes called "the lucky country"?
7. What state is the driest of all?
8. What is the new gold of Western Australia⁴? **LINK TO THE SOURCE:** www.bbc.co.uk

⁴www.bbc.co.uk

National anthem of Uzbekistan

My sunny free land, happiness and salvation to your people,
You are a warmhearted companion to your friends!
Flourish forever with learning and creativity,
May your glory shine as long as the world exists!

These golden valleys – dear Uzbekistan,
The courageous spirit of your ancestors is with you!
When the great power of the people raged,
(You were) the country that charmed the world!

The faith of an open-hearted Uzbek does not die out,
The young free generation is a strong wing for you!
Beacon of independence, guardian of peace,
Lover of truth, motherland, flourish forever!

These golden valleys – dear Uzbekistan,
The courageous spirit of your ancestors is with you!
When the great power of the people raged,
(You were) the country that charmed the world!

What do you see?

What do you think you know about this symbol?

What would you like to find out about this symbol?

What do you see?

What do you think you know about this flag?

What do you want to know?

UNIT 2. LESSON 2.1 (LISTENING AND SPEAKING). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: NATIONAL SYMBOLS AND CUSTOMS

USA National Anthem “The Star Spangled Banner” by Jaimina Johnston

FILL THE GAPS

Oh! Say can you see by the dawn's ____ night ____ so proudly we hailed at the twilight's last gleaming? Whose ____ stripes and bright stars through the perilous fight O'er the ramparts we ____, were gallantly streaming And the rockets' red glare, the bombs bursting in ____ Gave proof through the night that our flag was still there O! Say ____ that Star - Spangled Banner yet wave O'er the land of free and the home of the brave Blest with vict'ry and ____, may the Heav'n rescued land Praise the Power that hath made and preserved us a nation! Then conquer we ____, when our cause it is just And this be our motto: "In God is our ____;" And Star - Spangled Banner in triumph shall ____ - O'er the land of free and the home of the brave.

ANSWERS

Oh! Say can you see by the dawn's early night
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watched, were gallantly streaming
And the rockets' red glare, the bombs bursting in air
Gave proof through the night that our flag was still there
O! Say does that Star - Spangled Banner yet wave
O'er the land of free and the home of the brave
Blest with vict'ry and peace, may the Heav'n rescued land
Praise the Power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just
And this be our motto: "In God is our trust;"
And Star - Spangled Banner in triumph shall wave
O'er the land of free and the home of the brave

UNIT 2. LESSON 2.2 (INTEGRATED SKILLS). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: COSTUMES AND TRADITIONS

Pre-Text Discussion

What does it mean to be “thankful?” Often we are most thankful for those things that we have worked hard to achieve.

What are you especially thankful for in your life? Read this article about one small group of people who struggled and worked very hard to make a new home for themselves. They had much to be thankful for.

THANKSGIVING IN THE UNITED STATES THE PILGRIMS SET SAIL FOR AMERICA

In 1608, a group of people later known as the “Pilgrims” left England to seek religious freedom in Holland. After some years, their children began to learn the Dutch life style and language. The Pilgrims became concerned with this because they considered the Dutch ideas a *threat* to their children’s education. On September 16, 1620, after many years of planning and preparation, the Pilgrims set sail for America, the “New World”, where they could live their lives in freedom. They sailed from Plymouth, England on a ship called the “Mayflower”. The 44 Pilgrims were joined by 58 other *passengers* and sailors.

The trip to the New World was long, cold and damp. It took over two months. The Pilgrims were overcrowded, their food was *spoiling*, and their water was running out. By the time land was sighted on November 19th, many passengers had become sick and one had died. After the long, hard journey, the Pilgrims sighted Cape Cod on November 19. They *anchored* on November 21 at the site of Provincetown, Massachusetts. The settlers soon discovered Plymouth Harbor, on the western side of Cape Cod Bay and made their historic landing on December 21, 1620. The first winter was very cold. Most of the days it snowed, which made it hard to construct their homes, so most of them lived on the ship. In March, the weather began to turn warmer and the health of the Pilgrims improved. Of the 102 original passengers, less than 50 had survived the first winter.

THE FIRST THANKSGIVING

On March 16, 1621, something very important happened. An Indian *brave* walked into the Pilgrim’s settlement and greeted them in English. This Indian’s name was Samoset and he was a member of the Pemaquid *tribe*. Captains from fishing boats that sailed off the coast, had taught him to speak English. He spent the night and left the next day only to return with another Indian named Squanto. Squanto spoke better English than Samoset. Squanto told the Pilgrims of his *voyages* across the ocean to Spain and England, where he had learned to speak English. Squanto went on to live with the Pilgrims and teach them how to survive in this new land. After a busy summer of planting and hunting the Pilgrims were ready to face the next winter. The October *harvest* was very successful. The Pilgrims had enough food to make it through the coming cold months. There was corn, fruits and vegetables; fish packed in salt and meat to be smoked. They had much to celebrate and be thankful for. They were at peace with their Indian neighbors, had houses

and food. In November, Governor William Bradford declared a day of «thanksgiving» and a great feast was held in honor of the occasion. Squanto and Samoset and also Massasiot, chief of the Wampanoag tribe and ninety other Indians came to celebrate with the Pilgrims for three days. Together they shared their food, competed in various games, and most of all, gave thanks that they had survived the first year in their new home.

OFFICIAL THANKSGIVING HOLIDAY

The Pilgrims continued to observe this day of Thanksgiving each year and throughout America's early history, special days of thanks were declared. In 1863, during the American Civil War (1861-1865), President Abraham Lincoln proclaimed the last Thursday in November Thanksgiving Day in order to *encourage* the Union soldier's morale. After the war, Congress established Thanksgiving as a national holiday, to be celebrated every year.

Check Comprehension

Write short answers to the following questions

1. Based on the definition of the word pilgrim, why do you think the "Pilgrims" were called by this name?
2. Why did they feel the need to travel to America?
3. What event helped the Pilgrims the most in learning to live in their new home?
4. What did they have to be thankful for?

Speaking Practice

Task 1: You have been invited to make a proposal before the parliament. You want to propose a new national holiday on which to give thanks. Which day would you choose and why? What would you name the holiday? Are there any historical or recent events that support a new holiday? Prepare and present your proposal for the parliament (your class).

Task 2: In small groups, defend or refute the following statements.

1. Every nation has a special day of thanksgiving even though they use different names for this holiday and celebrate in different ways..
2. A holiday for giving thanks is a waste of time that would be better spent working to increase the products for which thanks is being given.

⁵UNIT 2. LESSON 2.2 (LISTENING AND SPEAKING). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: TRADITIONS AND HOLIDAYS

Pre-Text Discussion

Discuss the following questions in groups of 3 or 4 students.

1. Have you been to any country that was different from your country?
2. What did you find that was very strange to you?
3. Which aspects of your country do you think might be quite unusual to foreigners?
4. Which nationalities would find Uzbekistan similar to theirs and which would find it most different?

Text

Residential Community Associations of Uzbekistan

1. Early each morning, men *converge* in the side streets of Uzbekistan's thousands of neighborhoods, locally known as *Residential* Community Associations or "mahalla", to converse and *partake* from platters of traditional Uzbek "osh", a national pilaf dish, and drink green tea, all prepared with ingredients provided by each individual mahalla. Such group activity not only provides the inhabitants of the mahalla with the public goods, but also helps to create order, to promote solidarity, and to sustain community life.

2. The modern mahalla can *trace* its origins to large urban centers that existed in Central Asia well before the invasion of Chingiz (Ghengis) Khan in the 13th century. Many of them specialized in trades such as metalworking, music, or food production.

There are nearly 10,000 mahalla in Uzbekistan today, each one averaging *roughly* 2,000 residents. In the cities, mahalla consist of modern apartment complexes or blocks of *densely* organized single-family dwellings. Membership in the mahalla is based on residency, and no one is *excluded* because of class, profession, or religion. Traditionally the mahalla are places where both Sunni and Shi'ite, rich and poor, laborers and professionals can interact with one another.

3. In the modern mahalla, a chairperson leads the mahalla

⁵G.Bakieva, M.Irskulov, F.Russek, G.Kan, S.Tahirjanova, N.Kambarov. Stay in touch. Uzbekistan state world languages university press. 2005.

committee, or “kengash”. The kengash oversees the day-to-day activities of the mahalla.

4. According to a 1999 Mahalla law, the chairperson is a state employee who is elected for a 30-month term. Next in the hierarchy is an “aksaqal” or “whitebeard”, who is chosen informally by *consensus* for his wisdom and ability to guide. Finally, a senior mahalla woman also assumes an informal leadership role.

5. Mahallas are involved with several institutions that mediate between mahalla and family, mahalla and culture, and mahalla and commerce. Mahallas also *externalize* the most meaningful and *intimate* relations of nuclear families. Families mark births (beshik toi, aqiqa), male circumcisions (sunnat toi), weddings, and deaths (khudoi). Often, the mahalla owns or possesses a supply of tables, chairs, cooking supplies, and other implements that it lends or leases to community members for such occasions.

6. To the same degree that mahallas assist with family events, they also shape Uzbek cultural celebrations. For national holidays, mahallas work together to clean public areas, cook national desserts for distribution to all mahalla residents, and provide small presents to poorer residents. Outside of these formal occasions, mahallas are a primary source of social services for community residents.

7. Mahalla residents call on each other to provide labor for repairs to houses, *hand-me-downs* to children, and a variety of other informal services that are easily described as “neighborliness”. Uzbeks have a well-developed conception and practice of *mutual* assistance called *hashar* that transcends mutual relations. Mahalla *rais* and members draw on *hashar* to motivate residents to, among other things, *maintain* the cleanliness of streets and gutters and improve the look of their mahalla on the eve of celebrations and state holidays.

8. Mahallas frequently also provide *substantial* support to the elderly, *intercede* in cases of domestic abuse (and *deter* divorce), provide adjudication to *quell* disputes between neighbors and, conversely, pressure more wealthy residents to share some of their wealth with the wider community.

Each mahalla has a community center, called guzar. It is the

place of collection of institutions such as a bazaar, a mosque, a barbershop, a tea house (choikhona), and a general store.

Culture Notes

Mahalla – Residential Community Associations in Uzbekistan is the basic administrative unit whose hierarchy ascends to tuman (district), city (shakhar), viloyat (region) and state (nation).

osh or pilaf – most popular national dish which is served not only at family celebrations but at celebrations nation-wide as well. Typically it is prepared of rice, carrot, mutton and other special ingredients.

Chingiz (Ghengis) Khan - (1162-1227) a Mongol conqueror who founded the largest land empire in history. He ruled an area that stretched across Central Asia from the Caspian Sea to the Sea of Japan.

Shiite – The Shiite origins lie in the controversies about the leadership of the Islamic community after the death of the Islamic prophet Muhammad in A.D.632. The Shi'ites believe that the leader of the Islamic community after Muhammad's death is Ali, the Prophet's cousin. Less than 20% of believers are the Shi'ites.

Sunni – The Sunnis believe that the leader of the Islamic community after the death of the Prophet Muhammad is Abu Bakr. More than 80% of believers are the Sunnis.

Kengash - Board of Residential Community Associations that guides every-day life of the mahalla.

rais - chairperson of a mahalla's Kengash.

aksakal – “whitebeard”, wise, able and fair old man who is selected by the men of the mahalla informally, by consensus. He oversees the mahalla activities from the point of view of Uzbek traditions and customs, and Muslim law. Most often, he is an informal consultant to the community Board.

a senior mahalla woman – head of the women's committee which oversees the female/gender stereotypes in the community, the quells disputes between women.

hashar – mutual free assistance in building houses, harvesting, maintaining cleanliness of streets and gutters.

guzar – community center, the place of collection of institutions such as a bazaar, a mosque, a barbershop, a tea house, a general store.

choikhona – tea house, the place for men (elderly) to socialize.

aqiqa – celebration in the community of the new-born child.

sunnat toi – male circumcision celebration.

khudoii – community gathering for prayer to remember someone who passed away

beshik toi - celebration on the occasion of putting (beshik-Uzbek national cradle) the new-born child into a cradle for the first time.

Check Comprehension

Exercise 1: The above text is divided into eight parts. Re-read each of these parts and try to give a title for each.

Exercise 2: Read the text and decide if the following statements are true or false. Cross out (X) the wrong word after each sentence.

a) Early each morning men converge on the side streets of Uzbekistan's thousands of neighborhoods to converse and partake from platters of traditional Uzbek "osh".

True: False

b) Such group activities provide the inhabitants of residential community associations only with public goods.

True: False

c) Modern mahallas trace their origins to Independence from the 13th century.

True: False

d) Mahallas consist of modern apartment complexes.

True: False

e) Membership in the mahalla is based on residency excluding the rich and religious people.

True: False

f) In the modern mahalla, a chairperson leads the residential community committee and oversees its daily activities by himself.

True: False

g) A mahalla is administered by aksakals and a women's committee. **True: False**

h) Mahallas oversee several institutions that mediate between mahalla and family, mahalla and culture, mahalla and commerce. **True: False**

i) Mahallas don't own a supply of tables, chairs, cooking supplies, and other implements.

True: False

j) Uzbeks have a well-developed conception and practice of mutual assistance called hashar that transcends mutual relations.

True: False

Exercise 3: Questions to discuss in small groups after you have read the text.

1. Why do men converge in the side streets of Uzbekistan's thousands of neighborhoods?

2. What do the mahalla's group activities help to create?

3. What kind of trades did the 13th century mahalla specialize in? Does the contemporary mahalla specialize in such trades?

4. Approximately how many mahallas exist in Uzbekistan?

5. What kinds of houses do the mahallas consist of today?

6. What is a modern mahalla based on today?

7. What are the duties of the mahalla chairperson and of the mahalla kengash?

8. How are the "aksakal" and senior woman chosen? What are their duties?

9. What institutions are involved in a mahalla?

10. What do mahallas externalize?

11. Where do the mahalla residents get tables, chairs, plates and so on to mark celebrations?

12. Do the mahallas lend or lease the tables, chairs, plates and so on to community members?

13. What is "hashar" and who is responsible for organizing hashar in the mahalla?

UNIT 2. LESSON 2.3 (INTEGRATED SKILLS). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: SIGHTSEEING AND HOLIDAYS

Pre-Text Discussion

1. What is your favorite holiday?
2. What do you enjoy the most about celebrating Navruz?

History of Celebrating Navruz (New Year)

In the book of the great scientist and thinker of the East Abu Raiyhon Al-Beruni «Eternal Monuments of Contemporary,» it is written that during the reign of Jamshid, Navruz was celebrated *solemnly* and *splendidly*. Beruni told a story on behalf of his *contemporary*, the Baghdad mubad (chief religious figure of the Zoroastrians). He told about the sugar cane that was discovered on the day of Navruz, which turned out to be sweet to the taste.

Jamshid commanded that the sugar cane be harvested and processed to make sugar. Since that time, people have been *accustomed* to presenting sweets to each other on Navruz. Before Islam, Navruz was considered to be the main holiday of the Zoroastrian religion. This day of the winter *equinox* was considered to be the first calendar day of the solar year when nature wakes up from a long winter sleep and every living being comes alive again. According to the *legend*, not only was nature coming alive again but also souls of the dead were returning to the Earth. On that date when the duration of the day and night was equal, the angels used to descend from heaven.

The celebration of Navruz usually lasted for one month. Seven different dishes, beginning with the letters «S» and «Sh» were put on the table (dastarkhan) laid for the guests. Besides that, Navruz had both ritual and political *significance*. According to legend, on the day of the Winter Equinox, Jamshid used to rise to the Heaven and there he would get a star. Then during the first days of the celebration of Navruz, he would get back to his throne. Beruni wrote as follows: «when the Sun entered the orbit of the Aries *constellation*, the spring would usually come. On that day the Khorasaan governors gave their warriors the spring and summer uniforms and treated them with delicious food.» In the Eastern parts of the empire, Beruni wrote how the Navruz holiday lasted from one day to one month. On the sixth day of the month, the Great Navruz would usually come. According to one legend, on that day Allah finished the creation of the world.

It was on this day that he created Saturn. And so, the most joyful hours of Navruz was the time of Saturn, when Allah gave the inhabitants of the earth both happiness and blessings. The Iranian people called that day the “Day of Hopes,” “Ruzi Umed”. The Sasanides also celebrated Navruz solemnly. From the writings of Beruni, we know that they had the following tradition: On the first day of Navruz, the Padishah would give his address to the people; the second day he solemnly celebrated the holiday with farmers. The third day he devoted to his soldiers, servants and mubads; the fourth day he spent with courtiers and associates and the fifth day, with his family and *employees*. On the six day he wanted to be alone. On the last day of Navruz he presented all his servants with gifts and *entertainment*. One final tradition connected with Navruz tells how this day was considered to be the day of Khurazo, or the “day of the water angel.” People would splash water on one another, thus expressing their wish for having more water for irrigation and a good harvest. In the morning people bathed in the reservoirs, sprinkled each other with water, as if cleansing from the smoke and ashes of the fires that had burned in their homes all winter. Water and fresh air were used for cleansing themselves and banishing diseases. At the conclusion of this ritual, Beruni writes that the Prophet’s companion would say «The man will be healthy during the year if he awakens on the day of Navruz before dawn, silently tastes sugar and dabs the body with the olive oil».

Thus, during Beruni’s time Navruz was celebrated for the whole month of March. For the first five days, Navruz was observed by the Padishah and his court. The second five days it was celebrated by ministers of religion. The third five-day week remained for celebration by employees and educated people and the fourth five-day week there were organized folk wanderings. The fifth five-day week came to an end with the farmer’s celebration. Navruz was at that time, indeed a nationwide celebration and continues to be to this day.

Check Comprehension

Read and determine whether the statements are *true* or *false*. Prove your answer by citing the information in the text.

1. According to the writings of Al-Beruni, in the time of Jamshid Navruz was celebrated with loud music and dancing.
2. In ancient times Navruz was the celebration of the beginning of winter.
3. According to legend, on the day of the Winter Equinox, Jamshid used to rise to the Heaven and there he would become a star.
4. Part of the ancient celebration of Navruz included remembering the creation of the world.
5. According to Al-Beruni, soldiers did not take part in the celebrations; their job was to protect the people during the holiday.
6. Navruz was and is a nation-wide celebration.

Vocabulary Practice

Use the vocabulary words to complete the following story

solemn **splendid** **contemporary** **accustomed**
equinox **legend** **significance** **constellation**
employees **entertainment**

The young boy liked to hear his grandfather tell stories. It was the only form of 1_____ that kept the boy interested after a long day of helping in his grandfather's shop. Each night after the 2_____ had finished their work and left the store, the grandfather would close the shop and sit down in the back room with the boy, who would wait for his mother to pick him up. The boy's favorite story was the "3_____ of the Stars". The old man told it well, with a very 4_____ expression on his face. The boy was 5_____ to hearing his grandfather's serious mood as he told the story. The story began with a description of a 6_____ garden, standing beautifully in the moonlight. It was the night of the winter 7_____ and the clear sky revealed stars forming several 8_____. The hero of the story, named Said lived hundreds of years ago, a 9_____ of the great Amir Temur. Said knew that this night was important but he had no idea how great it's 10_____ was... The old man was just getting to the exciting part of the story, when he looked over to see his grandson, fast asleep in his chair. The story would wait until tomorrow.

Speaking Practice

Task 1: In small groups, recall legends that you learned as a child. Using some of the vocabulary from this unit, prepare to tell the story as the grandfather in the vocabulary exercise above did.

Task 2: In small groups discuss the following:

How the celebration of Navruz has changed and how it has remained the same since the time of Jamshid and Al-Beruni. How you and your family celebrate Navruz. If you don't celebrate, explain why?⁶

UNIT 2. LESSON 2.3 (LISTENING AND SPEAKING). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: NATIONAL VALUES AND SIGHTSEEING

Reading

8 Three great things to do in London

1 🗎 Read the article. Complete the sentences with a superlative adjective from the text.

- 1 The London Eye is _____ tourist attraction in the UK.
- 2 It is _____ big wheel in Europe.
- 3 It provides _____ views of the city.
- 4 The British Museum has _____ collection of ancient artefacts in the world.
- 5 It is _____ to see the museum over several visits.
- 6 Regent's Park isn't _____ open space in London.
- 7 It is _____ formal park.

2 Complete the sentences with a number from the text.

- 1 The London Eye is _____ metres high.
- 2 You can see _____ kilometres into the distance.
- 3 The trip takes _____ minutes.
- 4 It costs £_____ for an adult and £_____ for a child.
- 5 The Rosetta Stone was made over _____ years ago.
- 6 There are over _____ flowers in the rose gardens in Regent's Park.

3 Where does *here* refer to in these sentences?

- 1 You can hire a boat *here*. _____
- 2 You can see things from ancient Rome *here*. _____
- 3 You can see St Paul's Cathedral from *here*. _____
- 4 You can get married *here*. _____
- 5 You can see a play *here*. _____
- 6 You can play games *here*. _____

Three great things to do in

London

There are enough things to do in London to fill a lifetime. As the great English writer Samuel Johnson said, 'When a man is tired of London, he is tired of life.' Here are just three suggestions.



The London Eye

The London Eye is the most popular tourist attraction in the UK. It attracts 3.5 million visitors a year.

It's on the south bank of the River Thames. At 135 m, it is the tallest big wheel in Europe, and it provides the best views of the city. You can see the Houses of Parliament and St Paul's Cathedral at your feet, and Windsor Castle to the west, 40 km away.

The wheel rotates at a speed of 26 cm per second (about 0.9 km/h). It doesn't stop to take on passengers, but don't worry – it moves slowly enough to allow people to walk on and off! One trip takes about half an hour. It costs about £16 for an adult and £8.50 for a child. People have parties on it. Some people even get married on it!





The British Museum

The British Museum is situated in Bloomsbury, just north of the centre. It has the biggest collection of ancient Egyptian, Roman and Greek artefacts in the world. Here you can see the Rosetta Stone, made over 2,200 years ago, which provided the key to the understanding of Egyptian hieroglyphs, and the marble friezes from the Parthenon in Greece, known as the Elgin Marbles.

It is best to see the museum over several visits, rather than trying to see too much at once. The most amazing thing about the museum is that it is FREE!

Regent's Park is just to the north of Oxford Street. It isn't London's biggest open space – Hyde Park is – but it is the most beautiful formal park and provides a huge range of attractions. The flower beds are in bloom all year round, and the rose garden (with 30,000 roses!) is filled with colour and perfume in the summer months.



Regent's Park

There are ponds with ducks, a boating lake, cafés and restaurants, tennis courts, running tracks, and playing fields for football, baseball, and kite flying. There is also London Zoo and the wonderful open-air theatre, which has plays for all ages between May and October. There really is something for everyone!



Listening

9 Visiting London

- 1 Listen to an Australian couple who are visiting London for the first time. Look at the pictures, and tick (✓) the places they mention.



- 2 Listen again. **Circle** the correct answers.

- 1 They sat *downstairs* / *upstairs* on the bus.
- 2 They began their tour at *Piccadilly Circus* / *Trafalgar Square*.
- 3 The Statue of Eros was *smaller* / *bigger* than they expected.
- 4 Nelson's Column was *bigger than* / *as big as* they expected.
- 5 The Queen *was* / *wasn't* at home.
- 6 Big Ben was striking *seven* / *eleven* when they drove past.
- 7 Four million people a *month* / *year* go on the London Eye.
- 8 Both London and Sydney have a *Hyde* / *Regent's* Park.

UNIT 2. LESSON 2.4 (INTEGRATED SKILLS). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: LANGUAGE AND POLITICAL SYSTEM

Government system of Uzbekistan

Constitution

The Constitution of the Republic of Uzbekistan was adopted on December 8, 1992, by the 11th Session of the Supreme Council of the 12th convocation.

It is based on the provisions of UN documents, the Universal Declaration of Human Rights, and international public law. The Constitution consists of the preamble and six sections which include 26 chapters and 128 articles. The first section defines the major principles of the Constitution, the second section secures the fundamental rights, freedoms, and responsibilities of the people and citizens; the third section is devoted to the economic and social bedrock of the state; the fourth section determines the administrative, territorial and state structure; the fifth section defines the structure and functions of the government; the sixth section of the Constitution regulates the order of its amendment. It is necessary to note that 60 of the 128 articles are devoted to the legal status of Uzbekistan's people and citizens. This is clear evidence of the country's orientation, in which human beings are of great and principle value. In order to mark the adoption of the Constitution, December 8th was proclaimed as a public holiday - Constitution Day..

Government

Oliy Majlis

Parliament (Oliy Majlis) of the Republic of Uzbekistan consists of two Chambers: The Senate and The Legislative Chamber.

Senate is the Upper Chamber of territorial representation and consists of 100 members (senators). The Chairman of the Senate is Mr. Ilgizar Sobirov.

Members of the Senate are elected in equal quantity - six persons from each territorial entity (Republic of Karakalpakstan, provinces and the City of Tashkent) by secret ballot at relevant Joint Sessions of deputies of Zhokarghy Kenes of the Republic of Karakalpakstan, representative bodies of state authority of provinces, districts, cities and towns among their deputies. Sixteen members of the Senate are appointed by the President of the Republic of Uzbekistan from the most respectable citizens with large practical experience and special merits in the sphere of science, art, literature, industry and other spheres of state and public activity.

The term of Senate's office - 5 years. The Legislative Chamber consists of 120 Deputies elected by territorial constituencies on multiparty basis. The Speaker of the Chamber is

Mrs. Dilorom Tashmukhamedova.

President

The presidency was instituted in Uzbekistan on March 24, 1990. The president is the head of the state and executive power. The president of the Republic of Uzbekistan is simultaneously the Chairman of the Cabinet of Ministers of the Republic of Uzbekistan. The President is elected by nation-wide elections for a term of five years. A citizen of the Republic of Uzbekistan, who has reached the age of 35 years, having an excellent command of the official language, permanently residing in the territory of Uzbekistan not less than 10 years prior to the elections can be elected as the president. One and the same person cannot be the president of the Republic of Uzbekistan over two successive terms. The constitutional authorities of the President are extensive.

He performs as a guarantor of democracy and observer of the constitution, represents Uzbekistan in international relations, concludes and ensures the observance of signed international treaties and agreements, forms and manages the cabinet of executive power, signs the laws, is the Supreme Commander-in-Chief, etc. Upon the expiration of presidential term, the president becomes a member of the Constitutional Court for the term of his life. Islam Karimov is the first president of the Republic of Uzbekistan; he has been performing these duties since 1990. In December 2007, Islam Karimov was re-elected as the President of the Republic of Uzbekistan for a new term.

Cabinet of Ministers

The Cabinet of Ministers is formed by the president and approved by the Oliy Majlis of the republic. The Cabinet of Ministers is the supreme executive power of the state. The Cabinet of Ministers include the Prime Minister, First Deputy Prime Minister, Deputies of the Prime Minister, ministers, chairmen of state committees, heads of large state concerns and corporations, and the Chairman of Karakalpakstan's government. The Cabinet of Ministers ensures the execution of laws and other decisions issued by the Oliy Majlis and decrees and orders of the President. The Cabinet of Ministers also guarantees effective functioning of the economy, society and the spiritual sphere. It issues decrees and enactments, which are mandatory for the execution by all the acting bodies, institutions, and citizens in the entire territory of the country. The building of the Cabinet of Ministers is situated on the Mustaqillik Square in the center of Tashkent.

Local Bodies of Power

The Councils of the People's Deputies and Khokims (governors), elected by the councils, constitute the basis of the government in the regions, districts and towns. The origins of Khokim's institution lie deep in the past. It is the traditional institution of power, which embodies the experience of development in national statehood. This institute of power is based on personal responsibility and meets the contemporary requirements for a strong government, which can resolve vital problems. The Khokim constitutes representative and executive power. That is why the institution of the Khokims was revived by the Constitution of independent Uzbekistan. The Khokims guarantee law and order, resolve the issues of economic and social development, form the local budget, etc. The Khokims of all the levels - regional, district, town, perform their functions based on the principle of undivided authority. This means that they are personally responsible for their decisions and the actions of the subordinate bodies. The initiative for the recommendation of regional Khokims belongs to the president of the Republic of Uzbekistan, whereas the regional Khokims recommend the Khokims of towns and districts.

Judicial Authority

The court is the sole state body which administers justice. Judicial system of Uzbekistan consists of the following: The Constitutional Court which controls the execution of the Constitution and its principles by all the branches of the government; the Supreme Court of the Republic of Uzbekistan which is the paramount body in the system of civil, criminal and administrative legal proceedings; Supreme Economic Court is the ultimate judicial body in the sphere of regulating economic relations. The supreme judicial bodies are elected for a term of five years. The judicial system also includes the Supreme Court of the Republic of Karakalpakstan, the Economic Court of the Republic of Karakalpakstan, the Tashkent Municipal Court, regional, district, town, economic and military courts appointed for a term of five years. The law On Courts dated September 2, 1993 defined the legal status of the above courts.

Electoral System

The citizens of the Republic of Uzbekistan enjoy the right to vote and to be elected to representative bodies of power. Each constituent has one vote. Presidential elections, as well as the elections of the representative bodies of power, are carried out on the basis of universal, equal and direct suffrage by secret ballot. The citizens upon reaching the age of 18 enjoy electoral rights. Citizens who are recognized by the court as incapable and persons deprived of liberty cannot be elected or take part in the elections. A citizen of the Republic of Uzbekistan cannot be simultaneously a deputy in more than two representative bodies. The order of holding the elections is determined by the law.

Office of Public Prosecutor

The Office of Public Prosecutor in the Republic of Uzbekistan administers control over correct and equal execution of laws in the territory of the state. The legal status of the Office of Public Prosecutor was determined by the Chapter 24 of the Constitution and the Law On the Office of Public Prosecutor dated December 9, 1992. The General Public Prosecutor of the Republic of Uzbekistan heads a single centralized system of Public Prosecutors' Offices. The General Public Prosecutor appoints public prosecutors of regions, districts and towns; the Public Prosecutor of Karakalpakstan is appointed by the Jokary Genes of Karakalpakstan in accordance with the General Public Prosecutor of the Republic of Uzbekistan. The t

term of office for all public prosecutors is five years. They have to suspend their membership in political parties and other unions, which pursue political aims for the term of their authority. The bodies of public prosecutors execute their authority regardless of state bodies and functionaries and are guided only by the law.

Financial System

The Republic of Uzbekistan has its own financial and monetary-credit system. The state budget includes state budget, budget of the Republic of Karakalpakstan and local budgets. A single tax system exists in the territory of Uzbekistan. The right to determine taxes belongs to the Oliy Majlis. The Central Bank is on top of the banking system in the Republic of Uzbekistan. The state actively utilizes budgetary and centralized credit resources for capital investments into priority-driven branches of industry and investment projects. Apart from a number of measures to create a favorable credit and tax policy within the framework of the budget, the state promotes the attraction of foreign investments via the target and purpose loan program. With the aim of accounting and customs payments, the Central Bank of the Republic of Uzbekistan determines the official exchange rate of foreign currencies against the Sum on a weekly basis.

Defense and Security

The fundamentals of the policy in this area are consolidated in the Military Doctrine adopted by the Oliy Majlis. The Doctrine is based on the following principles: renunciation of the use of force, or the threat of its use; ensuring of defense potential at a reasonable adequacy level; unswerving observance of the norms of international law and the execution of obligations to international agreements. According to the constitution of the Republic of Uzbekistan, its armed forces are not numerous but are mobile, well supplied with modern weaponry and military equipment, and are capable to independently and reliably guarantee the security of Uzbekistan. The president of the Republic of Uzbekistan is the Supreme Commander-in-Chief. The National Security Council, under the chairmanship of the President, coordinates the work connected with the strengthening of the defense capabilities. In July, 1994 Uzbekistan joined NATO's program "Partnership for Peace", directed towards the creation of an extensive system of collective security and stability.

UNIT 2. LESSON 2.4 (LISTENING AND SPEAKING). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: POLITICAL SYSTEMS

Summary: United States Government

The United States Constitution

The Constitution of the United States is a written document that is the basic law of our country. It describes how the national government, the states, and local government share power. The purpose of the government is to protect the rights of citizens.

The Constitution divided the national government into three branches. Congress, the legislative branch, makes the laws. Congress includes the Senate and House of Representatives. Voters from each state elect two senators. The number of representatives in the House a state has depends on the population. California has 53 representatives, more than any other state.

The President leads the executive branch, which also includes many departments. This branch executes the nation's laws. Judges and courts make up the judicial branch, which decides what the laws mean. The highest court is the Supreme Court, which decides whether laws obey the Constitution.

Each branch has limits on its powers. There is a system of checks and balances that allows each branch to check on the others.

Rights and Duties

The United States is a democracy. This means that power belongs to the people. Our country is also a republic. This means we elect representatives to make the laws. Rights of citizens are protected by the Constitution. These include the right to vote and freedom of speech, protected under the Bill of Rights.

American citizens also have responsibilities. Citizens must obey the law. Adults pay taxes and serve on juries. Many citizens join the armed forces to protect the nation. If laws are unjust, they should work to change them. Voting is both a right and a duty for citizens over 18. Citizens agree to be governed by the person who wins the most votes, even if they voted for someone else.

Before You Read

Find and underline each vocabulary word.

legislative branch *noun*, branch of government that makes laws

executive branch *noun*, branch of government that executes the laws

judicial branch *noun*, branch of government that decides what laws mean

democracy *noun*, form of government in which power belongs to the people

After You Read

REVIEW In what way is the power of the government divided?

Highlight the sentences that explain what each branch of government does.

REVIEW In a democracy, what power belongs to the people? Underline sentences that describe the power of the people.

UK Fusion/Separation of Powers

Elected Legislature

&

The Executive

The House of Commons



Primary Role
Creates/Designs Laws
Scrutinizes/Approves Laws
Represents
The Will of the People

HM Government



Primary Role
Puts forward Laws
Runs Government
Represents
The Will of the Majority

The Largest
Party
then forms:

The Crown

The Monarch



Primary Role
Represents the UK
Signs Bills into Law
Represents
Ceremony/Tradition

Appointed Legislature

The House of Lords



Primary Role
Scrutinizes/Approves Laws
Acts as a Safeguard
Represents
The Unwritten Constitution

Judiciary

The UK Courts of Law



Primary Role
Upholds the Law
Represents
The Rule of Law

UNIT 2. LESSON 2.5 (INTEGRATED SKILLS). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: CUSTOMS AND TRADITIONS

Pre-Text Discussion

1. What do you know about the traditions for celebrating Christmas?
2. Are you aware of the differences in traditions among the nations?
3. Does your family celebrate Christmas? Why or why not?
4. Who is Santa Claus?

Christmas around the World

Christmas is an annual Christian holiday *commemorating* the birth of Jesus Christ. Most members of the Roman Catholic Church and followers of Protestantism celebrate Christmas on December 25, and many celebrate on the evening of December 24 as well. In addition to being a religious holiday, Christmas is a widely observed *secular* festival. For most people who celebrate Christmas, the holiday season is characterized by gatherings among family and friends, feasting, and gift giving. Santa Claus has become one the most popular symbols of Christmas. The legend of Santa Claus had origins in Europe and was brought by Dutch settlers to New York in the early 18th century. Traditionally, Santa Claus—from the Dutch *SinterKlaas*—was pictured as a tall, dignified, religious man riding a white horse through the air. Known as Saint Nicholas in Germany, he was usually accompanied by Black Peter, an elf who punished disobedient children. In North America he eventually developed into a fat, jolly old gentleman who rode on a sleigh pulled by reindeer and gave gifts on Christmas Eve.

Most people who celebrate Christmas in America participate in special holiday traditions in their homes. Families often decorate evergreen trees and place colorfully wrapped presents beneath them. A family member might give a reading of “A Visit from Saint Nicholas” or read passages from the Bible. On Christmas Eve, children often hang *stockings*; they awake in the morning to find the stockings filled with gifts from Santa Claus. Christmas in France is called *Noël*. Celebrations reach their peak on Christmas Eve. The festival meal is the *réveillon*, a midnight supper that may consist of oysters, sausages, baked ham, fowl, fruit, pastries, and wine. Children put their shoes in front of the fireplace on Christmas Eve for *Pere Noël* (Father Christmas) to fill with gifts, but the traditional day for exchanging gifts is New Year’s day. Spaniards attend church at Christmas, but during the Christmas season they also participate in seasonal *rituals*. For example, townspeople gather in village squares around an “urn of fate.” Each person writes his or her name on a piece of paper and places it in the *urn*. A designated person then draws the names out, two at a time. According to an old belief, those whose names are drawn together will be best friends for the coming year. Because the Scandinavian countries of Denmark, Norway, and Sweden are high in the northern *hemisphere*, daylight hours are extremely short during the midwinter Christmas season. Therefore, many Christmas celebrations there incorporate ancient Yule festivals that honor the first lengthening of days following the winter *solstice*. For example, Swedes sing carols in honor of the legendary Queen of Light, who is believed to bring hope during periods of darkness.

The German custom of decorating an evergreen tree at Christmastime has become one of the most popular images of Christmas around the world. According to legend, the Christmas tree tradition began with the founder of German Protestantism, Martin Luther. While walking through the forest on Christmas

Eve, Luther was so amazed by the beauty of the evergreen trees that he brought one indoors and decorated it with candles to remind his children of God's creation. The Christmas season begins in

Germany during the first week of December, when town squares become filled with stalls selling everything from toys to hot spiced wine. On the evening of December 5, children wait for a visit from Saint Nicholas, who brings them gifts. On Christmas Eve, families traditionally gather around Christmas trees decorated with lights, ornaments, and *Lebkuchen*, which are spiced cookies cut into decorative shapes. Church services on Christmas Eve are *illuminated* by worshipers holding candles.

The day after Christmas is also a national holiday in England, known as Boxing Day or Saint Stephen's Day. Long ago, English *gentry* gave small gifts known as Christmas boxes to their servants on the day after Christmas. English custom still sets aside Boxing Day for tipping the delivery person and others who have performed personal services throughout the year. Many people in England also make *charitable contributions* to churches and to the needy on Boxing Day.

Check Comprehension

1. Describe one particular feature of the Christmas celebration in Spain.
2. Describe two features of the Christmas holiday that is found in all the countries in the text.
3. Do all of the events described in the text take place on December 25?
4. How did the traditions brought from Europe change in American culture?
5. Are the poor able to celebrate the holiday as well? If so, how?

Speaking Practice

Task: Role play (groups of 3 or 4) Each group will prepare and present one of the following scenes. Use information from the text to help you prepare.

1. Parent(s) explaining to their child(ren) the history and the importance of giving at Christmas time. The children are thinking only about receiving gifts and don't see why they should be concerned with giving.
2. You live in Spain and have received guests from England. They are confused by your Christmas traditions. Help them understand the significance of your traditions and allow your British guests to compare their own traditions with yours.
3. You work in an international firm. Each member is from a different country: U.S.A., Germany, England, Uzbekistan, and Russia. You are trying to agree on the day and style of celebrating the holidays. Some insist on celebrating 24 December, others want 31 December. Solve the problem and try to keep peace in your office



1 Look at the picture and listen to the tape. Can you guess what these people are celebrating? On which occasions do people get together?

2 Read the text and fill in the blanks with words from the list below, then say which traditions and superstitions are mentioned in the text.

luck	filled	exchanged	looks forward to
firecrackers	play	strips	winds through
atmosphere	celebrate	held	keep out

The Chinese New Year festivities are **1)** at the end of January or beginning of February for a period of one month. During this time, Chinese people **2)** the end of the winter season.



Preparations begin in December when shops are **3)** with people buying gifts. Buying new shoes is extremely important because it is believed that if you walk in old shoes on New Year's Day, you'll have bad **4)**

On New Year's Eve, families gather at home and cover their doors with **5)** of red paper. This is meant to **6)** evil spirits. Gifts are **7)** at midnight. Homes are filled with the sounds of happy children, who traditionally receive coins in red envelopes on New Year's Eve.

For the next two weeks, all shops are closed as people enjoy visiting friends and relatives. The **8)** is friendly as children sing songs for sweet rice cakes and musicians **9)** in the streets. The final and most impressive event is the Lantern Festival. Colourful lanterns are hung outside homes and a dragon parade takes place. The dragon is very long, made of paper and painted in bright colours. Men stand under the dragon's head and body. The parade **10)** the streets as crowds cheer and set off **11)**

The Chinese New Year is an exciting holiday which everyone **12)** It is a celebration rich in tradition and full of happiness.

3 Read the text and fill in the correct word derived from the words in bold.

New Year's Eve is celebrated on December 31st in **1)** (**west**) countries. It is a time for people to welcome the coming of the new year.

In London, for example, **2)** (**prepare**) for New Year's Eve begin weeks in advance. Everything is decorated in the **3)** (**tradition**) way – tinsel, streamers and balloons are hung and "Happy New Year" signs are placed in windows. Party hats and tooters are bought in **4)** (**anticipate**) of the celebration.

On New Year's Eve, some people attend parties while others choose to go to a pub or disco. Food and drinks are served and **5)** (**live**) music is played while party-goers chat or dance the night away. At midnight the sound of popping corks can be heard as champagne bottles are opened and the **6)** (**bubble**) drink is served. Many people spend the evening at Trafalgar Square. Crowds gather and wait for 12 o'clock when the chimes of the **7)** (**fame**) Big Ben ring out. Everyone begins to sing **8)** (**happy**) and wish each other a happy and **9)** (**health**) new year.

No matter where New Year's Eve is spent, the feeling is the same. People **10)** (**cheerful**) celebrate this joyful occasion.

4 Read the texts from Exercises 2 and 3 again and fill in the table below. Then, looking at your notes, compare the two events. Use: **but, similarly, however, whereas, both, while, etc**

e.g. *In western countries, New Year's Eve is a celebration to welcome the new year, **whereas** the Chinese New Year is a celebration of the end of the winter season.*

CHINA

LONDON

DATE

REASON

PREPARATIONS

ACTIVITIES

COMMENTS/
FEELINGS

- 5** Identify the type of celebration shown in the pictures, and match the pictures with the words. Some words can be used in both cases. Then, make sentences related to these events using these words.

wedding dress	soft drinks	speeches	bride
best man	dancing	balloons	music
bridesmaids	candles	church	cards
bouquet of flowers	reception	presents	cake
invitations	streamers	groom	guests
champagne			



e.g. *The bride's wedding dress was fantastic.*

- 6** Listen to the descriptions and match them with the pictures. What events are being described? Listen again and say words related to each event. How did the people involved feel on each occasion?

1



2



3



4



- 7** Read the text and try to guess the correct answers. Then, listen to the tape and underline the correct word. Finally, compare a Chinese wedding with a typical wedding in your country.

Last Saturday, I attended a Chinese wedding in a 1) **church/ temple**. My friend Chang had given me the invitation in a 2) **red/blue** envelope. A Chinese wedding involves many preparations. A lucky 3) **hour/date** for the wedding had to be chosen. The temple and the restaurant were booked in advance. A 4) **roast beef/ roast pig** had been sent to the 5) **bride/groom** a month before. On the big day the bride was wearing a long, traditional red 6) **cotton/silk**

dress. Chang looked very handsome in his 7) **black/ white** jacket.

At the reception, the bride and groom served 8) **champagne/tea** to the guests. In return, everyone gave them lucky red envelopes containing money or 9) **gold/silver**.

We then sat down to a delicious 10) **meal/feast** which lasted for four hours. When we had finished eating, children lit indoor 11) **candles/fireworks**, music was played and we danced until the 12) **early/late** hours of the morning. I felt very 13) **excited/ lucky** to have attended such a traditional event.

- 8** Match the adjectives with the nouns. Some adjectives can be used with more than one noun. What event can each set of words describe?

Adjectives: mobile, popping, bubbly, scary, sticky, delicious, rich, decorated, colourful

Nouns: champagne, turkey, floats, streamers, tree, masks, corks, candy floss, wedding cake

e.g. *mobile floats (carnival), rich wedding cake (wedding), decorated tree (Christmas)*



- 9** Read the following questions, then listen to the tape and answer them. You may take notes while listening. Finally, write a description of the event.



- 1 What kind of party is being described?
- 2 How many people were invited?
- 3 What kind of preparations had been made?
- 4 What was Jack's job?
- 5 How did they spend the evening?
- 6 What kind of problems came up at the party?
- 7 What are the woman's feelings?



- 10** The following adjectives describe events. Work in pairs to make short dialogues as in the example talking about:
a) a wedding, b) a birthday party, c) a music festival, d) a carnival, e) a film festival.

exciting thrilling boring brilliant
dull fabulous disorganised interesting

e.g. A: Ann's wedding was fabulous. I enjoyed the reception.
B: Well, I found it rather boring. It went on for so long!

- 11** Fill in the gaps with one word. Then, answer these questions: a) What is celebrated at Hogmanay? b) What preparations are made? c) How do people celebrate this day? d) What superstitions are mentioned?

The Scots celebrate Hogmanay on the night of December 31st. It is a time for people to welcome the coming of the new year.

Preparations for Hogmanay begin 1) the end of November when Christmas trees 2) decorated with colourful ornaments and twinkling lights. Shortbread biscuits and black buns – a 3) of rich fruit cake – are baked.

On Auld Year's Night people dress smartly 4) their best outfits. They also wear 5) tartan clothes they might have. They gather in town squares and wait 6) midnight. Many attend parties 7) traditional folk music fills the air as people perform Scottish country dances. 8) midnight, the clock strikes twelve and the clanging sound of bells ringing can 9) heard. Everyone cheers and shouts "Happy New Year!" and sings "Auld Lang Syne". They kiss 10) other and drink a glass of Scotch whisky. Then the merry-makers go "first footing": they visit their friends to wish 11) a happy new year. It 12) believed that it's good luck 13) the first foot to enter someone's house in the new year belongs to a tall, dark, handsome man. First footers carry a piece of coal with them 14) a good luck present.

Hogmanay is a great time for everyone. It's the best time of the year to 15) fun and enjoy yourself.

- 12** Look at the list of superstitions and guess if they bring good or bad luck. Then, listen to the conversation, tick (✓) the superstitions mentioned and say which bring good or bad luck.

- black cats
- broken mirrors
- walk under ladder
- find egg laid in the hay
- red and white flowers together
- touch wood
- have lilacs in the house
- open an umbrella in the house
- pick up a coin
- cross your fingers
- hem of sb's skirt comes down
- cross knives
- have itching palms
- spill salt
- see new moon through glass

Pronunciation

- 13** Listen to these words and put a tick (✓) in the correct box. Then, listen again and repeat.

	/ e /	/ ɜ: /		/ e /	/ ɜ: /
head			ten		
heard			turn		
bird			Ben		
bed			burn		

UNIT 2. LESSON 2.5 (LISTENING AND SPEAKING). NATIONAL IDENTITIES OF UZBEKISTAN AND ENGLISH SPEAKING COUNTRIES: TRADITIONS AND HOLIDAYS



Reading & Vocabulary

- 1 Work with a partner. Look at the photo and decide if it represents your ideal setting for a wedding. What's the best location for a wedding that you've ever been to? Describe it.
- 2 Read a father's account of his son's wedding. Answer the questions.
 - a) Where and in what month did the wedding take place?
 - b) What roles did Hank, Mat, Rebecca and Ron DeCar have on the day?
 - c) Why did the groom and his father wear pink and black?

The King and I

Where better to get married than in the Wedding Capital of the world in a ceremony presided over by Elvis himself? Hank Wangford walks his son down the aisle to the tune of 'Fools Rush In'.

I flew in with Virgin on its first direct flight from London to Las Vegas, Wedding Capital of the world. My son was to be married by Elvis, and I was feeling emotional.

Forty million people came to Vegas last year, many, like my son Mat, to get married. No wonder there are Wedding Chapels round every corner, in every hotel. No wonder you can get married in a helicopter over the Strip, down the Grand Canyon, in your car in a drive-through chapel, or sky-diving.

June is wedding month of the year. White-veiled brides are ducking through the hotel casinos. Rebecca, my prospective daughter-in-law, insisted the only way she'd marry Mat was if Elvis conducted the service in Vegas.

So here we all were with the happy couple and little Duncan, nearly one year old, packed into the white superstretch limo, duded out in serious pink and black polyesters and sky-blue Crimplenes. We were ready for the young people's moment of destiny with The King, the Elvis himself who had married Oasis' Noel Gallagher.

Our package included limo and video, three songs and twenty-four poses by Elvis. We went for white Vegas flared rather than black leather Elvis. More matrimonial. More apt.

The Viva Las Vegas Wedding Chapel sits by the Thunderbird Motel. Outside was the pink Cadillac convertible with Elvis number plates.

Suddenly Elvis was there. He was a great, if skinny version of the real thing. He is Ron DeCar, 'the most sought after soloist in the Las Vegas wedding industry'.

After a run through we're ready. Let me tell you there was nothing more inspiring than walking my boy down the aisle, both in contrasting pink and black – Elvis's favourite colours – with gold Elvis shades and Elvis up there singing: 'Wise men say / Only fools rush in ...'

After the vows, Elvis did his two-pronged stage point at each of them, passed the rings, and then uttered the magic words: 'By the powers invested in me by The King, uh, I now pronounce you man and wife, man.'

Glossary

veiled adj: face covered by a thin piece of cloth
duck verb [I]: move quickly to avoid being seen
duded out adj (US informal): dressed up
crimplene® noun [U]: type of man-made cloth
apt adj: suitable
sought after adj: wanted by many people but not easy to get
aisle noun [C]: passage between rows of seats in a church
vows noun [C]: set of promises made during a wedding ceremony


- 3 Decide whether the sentences are true or false. Correct the false sentences.
 - a) A priest conducted the ceremony in the Viva Las Vegas Wedding Chapel.
 - b) The bride and groom and all the guests arrived together at the chapel in a long white limousine.
 - c) They chose a black leather 'Elvis' because they thought it would be more suitable for a wedding.
 - d) They had a short practice before the service began.
 - e) 'Elvis' accompanied the groom down the aisle.
 - f) The father of the groom wore gold sunglasses.
 - g) After the vows, 'Elvis' declared the couple man and wife.

Find words or phrases in the article that mean the same as the underlined words in the true/false sentences.

- a) *ceremony = service*



Listening & Vocabulary

- 1 Read these descriptions of wedding rituals. Are any of them common in your country?
- The bride and groom cut the wedding cake together.
 - The bride and groom exchange gold coins during the church ceremony.
 - The bride has her hands and feet decorated in henna designs.
 - Guests pin money on the bridegroom's suit during the reception.
 - Guests throw rice over the bride and groom as they leave the church.
 - An older person holds a black umbrella over the bride's head as she leaves her home to go to the groom's house.
 - The bride throws her bouquet of flowers over her shoulder into the crowd of guests.
 - The father of the bride, the groom and the best man make speeches at the reception.
- 2  2.02–2.05 Listen to four people talking about wedding rituals. Match a ritual (a–h) from Exercise 1 with a person (1–4). What is the meaning of each ritual?



▲ Jorge 



▲ Sandra 



▲ Ilhan 



▲ Laila 

- 3 Look at the words and phrases in the box, which you can use to describe weddings in the UK. Now complete the task.

aisle best man bouquet of flowers bridesmaid church confetti
 honeymoon photographer priest propose a toast reception rice ring
 speech veil vows wedding cake wedding presents

- Circle the words and phrases that you don't know and look them up.
- Underline the stress in each word and practise saying all of the words and phrases.
- Cross out the words that you *wouldn't* use to describe a wedding in your country.
- Write a brief description of a typical wedding ritual in your country.
- Read, compare and comment on your partner's description.

Speaking: anecdote

You are going to tell a partner about a wedding you have been to.

- Ask yourself the questions below.
 - Think about *what* to say and *how* to say it.
 - Tell your partner about your experience.
- Who was getting married and how did you know them?
 - Where, when and what time of year did the ceremony take place?
 - What was the weather like?
 - What were you wearing?
 - What did the bride and groom wear?
 - How many people did you know at the wedding?
 - Where was the reception held?
 - What did you have to eat and drink?
 - Did anybody give any speeches? Who?
 - Did the guests give the bride and groom presents?
 - How did the day end?
 - Did you enjoy the wedding?



Glossary (National identities)

1. SALVATION - to pray for the salvation of the world; a way of protecting somebody from danger, disaster, loss, etc.
2. VALLEY - an area of low land between hills or mountains , often with a river flowing through it; the land that a river flows through
3. COURAGEOUS - brave
4. SPIRIT - a person's feelings or state of mind; loyal feelings towards a group team or society
5. BEACON- a light that is placed somewhere to guide vehicle and warn them of danger
6. EXUBERANT - full of energy, excitement and happiness
7. ETERNALLY - happening often and seeming never to stop
8. TORCH - a small electric lamp that uses batteries and that you can hold in your hand
9. PROSPEROUS - rich and successful
10. MANLY - having the qualities or physical features that are admired or expected in a man
11. ANCHOR- to lower an anchor on a ship to keep it from moving
12. BRAVE- a young fighting man from a Native American tribe
13. ENCOURAGE - to help someone become confident or brave enough to do something
14. HARVEST -the time when crops are gathered from the fields
15. PASSENGER- someone who is traveling by car, boat, etc. but who is not driving it
16. PILGRIM -someone who travels a long way to another place for a religious reason
17. SPOIL - to ruin something by making it less attractive, enjoyable or useful
18. THREAT- a statement or warning of trouble, pain or sadness
19. TRIBE- a group of people from the same race, culture; ruled by a chief
20. VOYAGE - a long trip, especially on a ship or a space vehicle
21. ACCUSTOMED - to be used to something
22. CONTEMPORARY - someone who lives in the same period of time; modern
23. CONSTELLATION- a group of stars that forms a pattern and has a name
24. EMPLOYEES- someone who is paid to work for a person
25. ENTERTAINMENT - something that amuses or interests people
26. EQUINOX- one of the two times a year when day and night are equal in length
27. LEGEND- an old, well-known story about a brave person or an adventure
28. SIGNIFICANCE- the importance or meaning of something
29. SOLEMN - very serious
30. SPLENDID- excellent, beautiful, impressive
31. SENATE-the smaller and more important of two parts of the government with the power to make laws in countries.

32. LEGISLATIVE-making or having the power to make a law or laws; lawmaking distinguished from executive; as a legislative act.
33. CHAMBER- one of the legislative bodies and a government where multiple such bodies exist or a single such body in comparison to others.
34. DEPUTY-to tell or allow someone to do something instead of you.
35. PARLIAMENT-the group of people who are elected to make a country's laws and discuss important national affairs.
36. EXECUTIVE-the part of a government that makes sure decisions and laws work well.
37. JUDICIAL-the branch of government which is responsible for maintaining the courts of law and for the administration of justice
38. CONGRESS- the group of people elected to make laws in the US, consisting of the Senate and the House of Representatives.
39. SUPREME- having the highest position of power, importance, or influence.
40. FEDERAL-pertaining to the national government level, as opposed to state, provincial, county, city or town.
41. EVALUATE-to judge how good, useful, or successful something is.
42. MAHALLA – Residential Community Associations in Uzbekistan is the basic administrative unit whose hierarchy ascends to tuman (district), city (shakhar), viloyat (region) and state (nation)
43. OSH OR PILAF – most popular national dish which is served not only at family celebrations but at celebrations nation-wide as well. Typically it is prepared of rice, carrot, mutton and other special ingredients.
44. CHINGIZ (GHENGIS) KHAN – (1162-1227) a Mongol conqueror who founded the largest land empire in history. He ruled an area that stretched across Central Asia from the Caspian Sea to the Sea of Japan.
45. SHIITE – The Shiite origins lie in the controversies about the leadership of the Islamic community after the death of the Islamic prophet Muhammad in A.D 632. The Shiites believe that the leader of the Islamic community after Muhammad's death is Ali, the Prophet's cousin. Less than 20 % of believers are the Shiites.
46. SUNNI – The Sunnis believe that the leader of the Islamic community after the death of the Prophet Muhammad is Abu Bakr. More than 80% of believers are the Sunnis.
47. KENGASH – Board of Residential Community Associations that guides every-day life in the mahalla.
48. RAIS – chairperson of a mahalla's Kengash.
49. AKSAKAL – “Whitebeard”, wise, able and fair old man who is selected by the men of the mahalla informally, by consensus. He oversees the mahalla activities from the point of view of Uzbek traditions and customs, and Muslim law. Most often, he is an informal consultant to the Community Board.
50. HASHAR – mutual free assistance in building houses, harvesting, maintaining, cleanliness of streets and gutters.
51. GUZAR – community center, the place of collection of institutions such as a bazaar, a mosque, a barbershop, a ten house, a general store.

52. CHOIKHONA – tea house, the place for men (elderly) to socialize.
53. AQIQA – celebration in the community of the new born child.
54. SUNNAT TOI – mail circumcision celebration.
55. KHUDOII – community gathering for prayer to remember someone who passed away.
56. BESHİK TOI – celebration on the occasion of putting (beshik-Uzbek national cradle) the new born child into a cradle for the first time.
57. Charity- an organization that gives help to people who need it
58. COMMEMORATING - to remember someone or something by a special action
59. CONTRIBUTION - something that is given or done to help someone else
60. GENTRY - people who belong to a high social class
61. HEMISPHERE - one of the halves of the earth; northern or southern divided by equator
62. ILLUMINATE- to make a light shine on something
63. RITUALS- a ceremony or a set of actions that is always done in the same way
64. SECULAR not religious
65. SOLSTICE - the day with either the most or least light from the sun
66. STOCKING- a large sock hung over the fireplace at Christmas to hold presents
67. URN - a large, decorative container
68. MONARCHY-a king, queen, emperor,
69. CONSTITUTION-a set of rules governing an organization
70. TRADITION- customs, beliefs, stories, etc
71. CROWN-a circular, often jeweled, head-dress, especially one worn as a mark of royalty or honor: the queen's crown
72. PRIME- first or most important: the prime minister
73. MINISTER-the head of any of the division's or departments of a government
74. OFFICIAL-of or concerning a position of authority
75. VOTE-(the right to show)one's wish or opinion
76. BILL-an account of money owed for good etc.
77. ASSEMBLY- a collection of people
78. AUTHORIZED - to give power or permission to (someone or something), to give legal or official approval to or for
79. STATE - a way of living or existing, the overall physical condition of something
80. FEDERAL - a supporter of the government of U.S. A federal agent or officee

UNIT 3. LESSON 3.1 (INTEGRATED SKILLS). FOOD: HEALTHY FOOD AND KEEPING DIET



LearnEnglish Teens

Reading skills practice: Food and restaurants – exercises

Do you like eating out? Check out these reviews of the trendiest places to eat and improve your reading skills.

Preparation

Write the correct word in the boxes below the picture.

<p>pizza</p> <p>cappuccino</p>	<p>steak</p> <p>fruit smoothie</p>	<p>hamburger</p> <p>English breakfast</p>	<p>fish</p> <p>pasta</p>

Eating out

Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot new restaurants.

Written by Helen Carroll

This week's top recommendation



Last Days of the Raj
A centrally-located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

A Taste of Tuscany
Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Your Local Calf
Remember when cafés served full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 1980s.

The Lemon Tree
This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

Cheesy Bites
A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably-priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Fast Best
Fast food doesn't have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.



This week's top recommendation

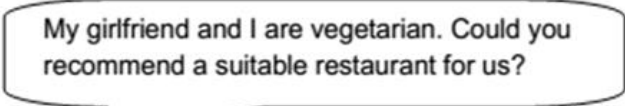
The Chocolate Box
The owner of this small café used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

Musical Chairs
Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

1. Check your understanding: matching

Match the people with the best restaurant for them. Write the restaurant names below.


Your Local Caff	The Lemon Tree	Fast Best
The Chocolate Box	Last Days of the Raj	A Taste of Tuscany

1.  My girlfriend and I are vegetarian. Could you recommend a suitable restaurant for us?
- Restaurant: _____

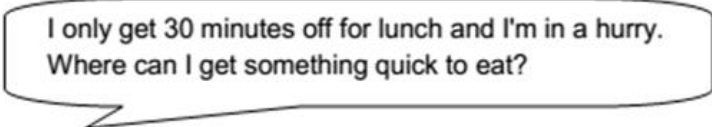
Tom, aged 18

2.  My friend has a sweet tooth and I want to take her somewhere special this weekend.
- Restaurant: _____

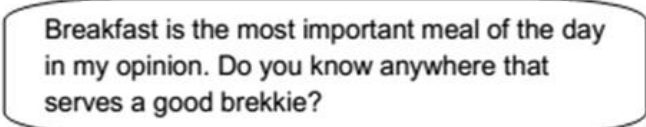
Lucy, aged 16

3.  My mates and I all love spicy food. Can you recommend somewhere good for us to go tonight?
- Restaurant: _____

Dino, aged 21

4.  I only get 30 minutes off for lunch and I'm in a hurry. Where can I get something quick to eat?
- Restaurant: _____

Melissa, aged 27

5.  Breakfast is the most important meal of the day in my opinion. Do you know anywhere that serves a good brekkie?
- Restaurant: _____

Micky, aged 38

6.  We love Italian food, especially pasta. Everyone loves Italian, don't they? Any good Italians near here?
- Restaurant: _____

Momo, aged 22

2. Check your understanding: multiple selection

Write the names of restaurants from the article in the box.

1. Which restaurant(s) serve hot and spicy food?
2. Which restaurant(s) only have desserts and sweets?
3. In which restaurant(s) can you listen to some great music?
4. Which restaurant(s) are good for people who don't eat meat?
5. Which restaurant(s) employ staff trained in Europe?
6. Which restaurant(s) serve an all-day breakfast including sausages, bacon and eggs?

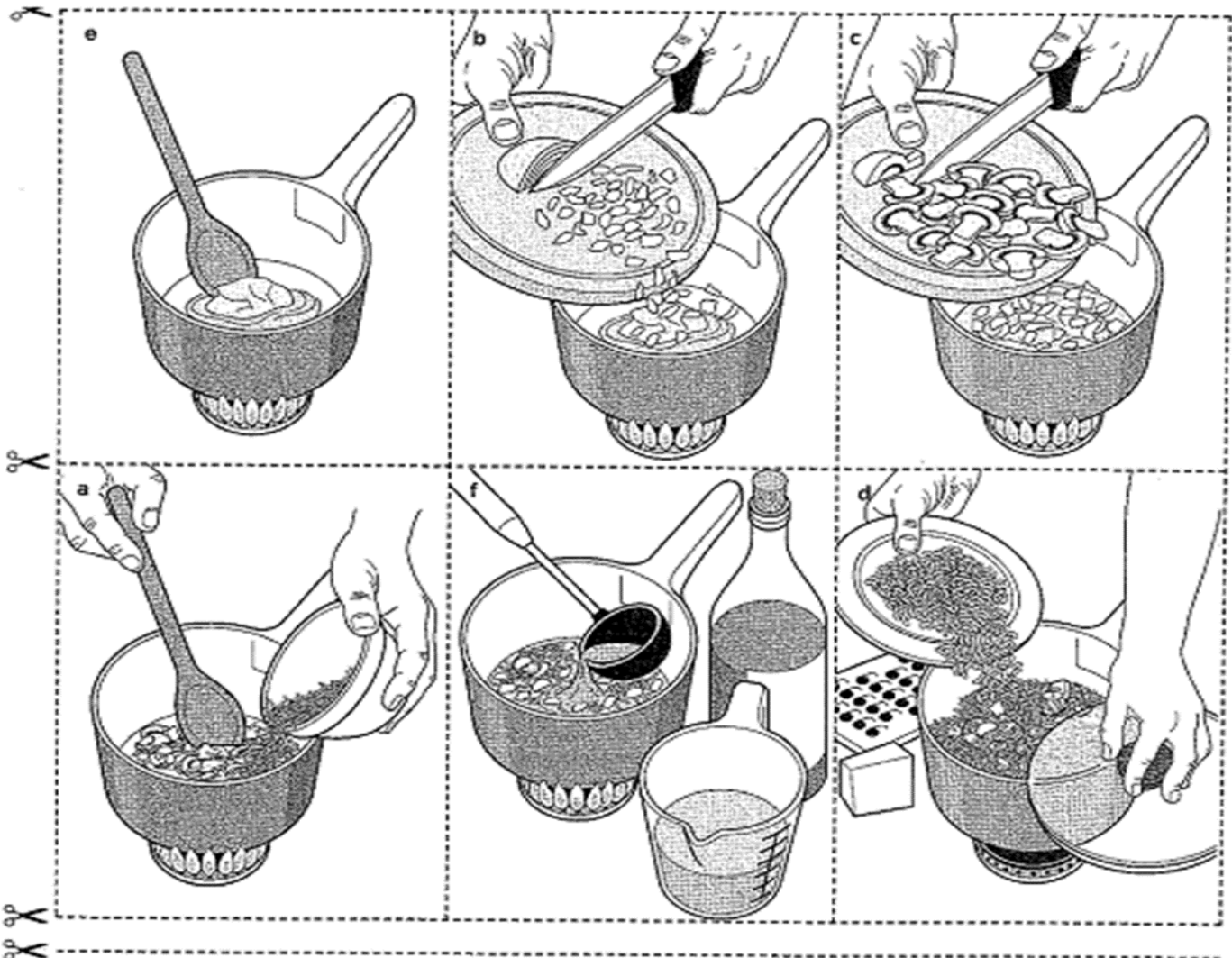
Discussion

Which of these restaurants would you choose to go to, and why?
How often do you usually eat out?

Vocabulary Box

Write any new words you have learnt in this lesson.

7UNIT 3. LESSON 3.1 (LISTENING AND SPEAKING).FOOD: HEALTHY FOOD AND KEEPING DIET

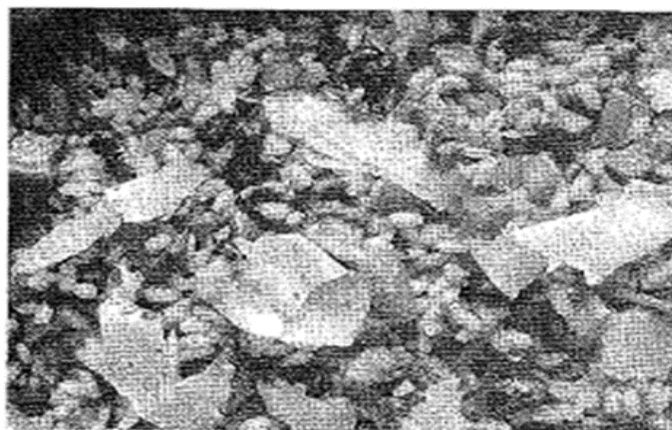


Mushroom Risotto

Ingredients

- a.....g of butter
- half a chopped b.....
- 300g sliced c.....
- d.....g of arborio rice
- e.....l of vegetable stock
- 150 ml of dry f.....
- g.....g of grated h.....

Serves 4



QUESTION TAGS

- 14 Look at the following sentences and the intonation used with the question tags. In which sentence is an answer expected and in which is it not?



- 1 The food was delicious, wasn't it?
 2 The food was delicious, wasn't it?

- 15 Fill in the appropriate question tag.

- He will be on time,
- I am rather short,
- The player wasn't in good form,
- She missed her flight,
- Everybody came to the party,
- You haven't been to the dentist for over a year,
- Let's do the washing-up together,
- Sue has hardly any money left,
- There is nobody in the garden,
- You had lunch with Paul,

Pronunciation

- 16 Listen to these words and put a tick in the correct box. Then listen again and repeat.

	/ ɪ: /	/ ɪə /		/ ɪ: /	/ ɪə /
the apple			the egg		
the fruit			the cake		
the milk			the ham		
the recipe			the orange		

- 17 Listen to the five short dialogues and say when speaker B expects an answer and when he doesn't. Then listen again and repeat.

- A: I didn't really like the new restaurant.
B: The service was awful, wasn't it?
- A: Have you been to the new Mega Market yet?
B: Yes, but the prices are a bit high, aren't they?
- A: Look at these tomatoes I bought today.
B: They look good, don't they?
- A: The baker did a wonderful job on this cake.
B: Yes, it's delicious, isn't it?
- A: Ellen cooked a lovely dinner for us last night. Why didn't you come?
B: She wasn't expecting me, was she?

- 18 Fill in the correct word derived from the words in bold.

As people become more and more (0) **concerned**... (**concern**) about following a (1) (**health**) diet, and also about the (2) (**protect**) of animals, (3) (**vegetarian**) continues to increase in (4) (**popular**). Although meat is extremely (5), (**nutrition**) it can also be very (6), (**fat**) so eating a lot of it can lead to (7) (**weigh**) problems and related (8) (**ill**) such as heart disease. On the other hand, vegetables, grains and dairy (9) (**produce**) provide all the nutrients (10) (**need**) to build up and maintain a strong, fit body.

- 19 Complete the sentences using the words in bold.

- My doctor checked my cholesterol level yesterday.
had I yesterday.
- Doctors say that smoking destroys vitamin C in the body.
said Smoking vitamin C in the body.
- The bus was late so I missed the film.
been If the bus, I wouldn't have missed the film.
- The traffic didn't move fast so we were late for the meeting.
moved The traffic were late for the meeting.
- You had better see a doctor.
were If see a doctor.
- "I didn't take your money," Peter said.
taking Peter money.
- They will have decorated the mansion by next March.
been The mansion by next March.
- One of the four applicants he interviewed was from Spain.
whom He interviewed four applicants, Spain.
- "Let's go for a walk," Liz said.
going Liz walk.
- I don't like red meat but I really like fish.
prefer I red meat.
- How long ago did he move to Istanbul?
moved How long to Istanbul?
- She made Ann wash the dishes.
was Ann the dishes.
- The luggage is too heavy for me to carry.
such It's I can't carry it.
- The last time I saw Steve was last Monday.
since I last Monday.
- I asked Tom to paint the walls.
painted I by Tom.

Enjoy your Meal

1 Look at the pictures and answer the questions below.

- Which of the foods/drinks do you like/not like?
- Which are vegetables/meat/fruit/sweets?
- When do you eat breakfast/lunch/dinner?
- How often do you eat fruit/sweets/vegetables/meat?
- Which of the foods/drinks can you have for breakfast/dessert/a light meal /a traditional English breakfast?

2 Read the sentences, then listen and match the numbers to the letters.

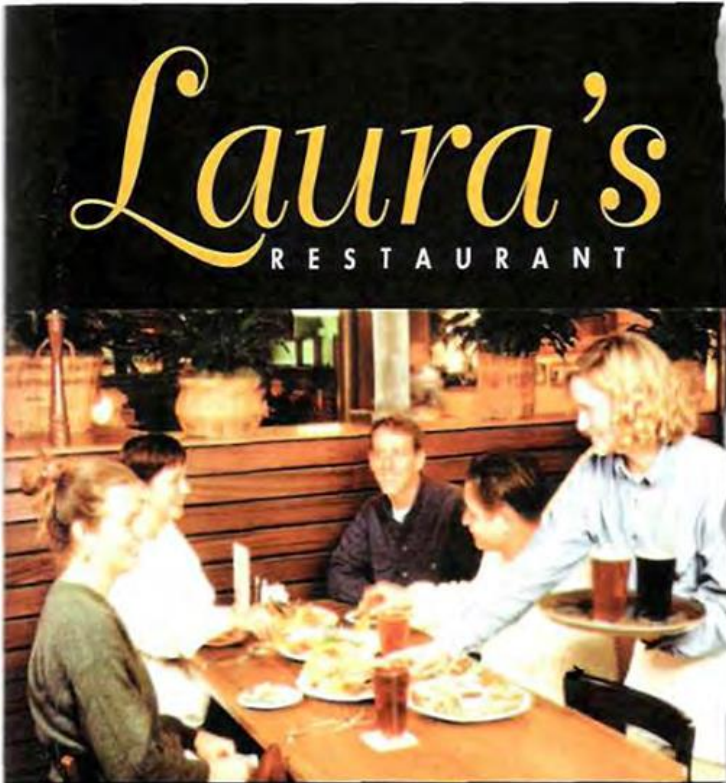
1 The new family restaurant	a costs about £25.
2 The food is	b from eleven in the morning till eleven in the evening.
3 A meal for two	c is on Bridge Street.
4 The service	d very well cooked.
5 <i>Laura's</i> is open	e is excellent.

Labels for food items: pear, strawberries, coconut, grapes, apple, banana, orange, pineapple, cherries, chocolate cake, ice-cream, apple pie, biscuits, bread, cheese, hamburger, chips, egg, bacon, pasta, tomato sauce, roast chicken, tomato soup, pizza, rice, grilled fish, sausage, crisps, hot-dog, lettuce, pepper, tomatoes, salad, carrots, potatoes, onion, garlic, coffee, beer, wine, orange juice, milk, tea, water.

Reading

3 Read the text and: a) find any foods included in the pictures on p. 54; b) answer the questions below; c) explain the words in bold.

- 1 What is the name of the new restaurant?
- 2 What dishes can you have there?
- 3 What can you have for dessert?
- 4 What time does the restaurant open and close?



Laura's is the new **family restaurant** on Bridge Street and it's open for lunch and dinner every day.

The food is very well cooked. There are a lot of tasty dishes to choose from, such as pepper steak, roast chicken, fish with rice, tomato soup, pasta with rich tomato sauce, and lots of different salads. **Don't miss the chance** to try Laura's **home-made** bread – it's delicious! For **dessert**, have a **slice** of the chef's superb apple pie, or a **bowl** of Laura's special ice-cream.

A meal for two people costs about £25. The service is excellent, with very helpful and **friendly** waiters. The restaurant is open from eleven in the morning till eleven in the evening.

Laura's is a great restaurant for any **occasion**, but it is very **busy**, so **don't forget** to book a table first.

(Tel.: 6640306) Enjoy your meal!

• Speaking

Read the text again and complete the table, then talk about Laura's. Start like this:

Laura's is a new family restaurant on Bridge Street ...

Name/Type:	Laura's/family restaurant
Location:	
Main Course/Dishes:	
Desserts:	
Cost:	
Service:	
Opening hours:	
Recommendation:	

Language Development

• Vocabulary

4 Choose words from the list to fill in the gaps, then use them to make sentences.

roast, apple, don't miss, helpful, home-made, tasty, book, tomato, pepper, special

- | | |
|---------|------------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 to |
| 5 | 10 |

5 Complete the sentences with words from the list.

knife, fork, plate, frying-pan, spoon

- 1 We eat soup with a 
- 2 We serve food on a 
- 3 We cut food with a 
- 4 We pick up food with a 
- 5 We fry eggs in a 

Vocabulary

1 Use words in the list to label the pictures below.

crisps, salad, ketchup, chocolate cake, steak, strawberry, milk, cereal, hamburger, soup, hot chocolate, hot dog



2 Cross the odd word out. Give reasons, as in the example.

- 1 apple juice, ~~nuts~~, coffee, milk (*the rest are drinks*)
- 2 doughnut, peach, lemon, watermelon
- 3 ice cream, chocolate cake, spaghetti, apple pie
- 4 lettuce, steak, cabbage, carrots
- 5 hamburger, banana, hot dog, pizza

3 Fill in the table with words from the list.

coffee, milk, flour, soup, cereal, crisps, tea, apple juice, sugar, salad, orange juice, hot chocolate

a bowl of	
a cup of	
a bag of	
a carton of	

4 Put the words in the list below into the appropriate columns.

carrot juice, hamburgers, beer, cereal, grapes, crisps, sweets, yoghurt, doughnuts, watermelon, chocolate, fruit salad

HEALTHY	UNHEALTHY
.....
.....
.....
.....
.....
.....
.....
.....

5 Underline the correct adjective in bold.

- 1 The food was **delicious**/~~horrible~~. All the dishes that we tasted were well-cooked and freshly made.
- 2 The service was extremely **fast**/~~slow~~. We had to wait for half an hour before a waiter appeared.
- 3 The staff were very helpful and **polite**/~~rude~~. Our waiter took the time to explain the menu to us in detail.
- 4 The menu was **boring**/~~varied~~ and had a great selection of salads, pastas and meat dishes.
- 5 The food was rather **expensive**/~~cheap~~. We had to pay almost £50 for two people.
- 6 The restaurant was quite **quiet**/~~noisy~~. The music was so loud that I couldn't hear what my wife was saying.

UNIT 3. LESSON 3.2 (LISTENING AND SPEAKING).FOOD: FAST FOOD AND JUNK FOOD

STARTER

- 1 What did you eat and drink yesterday? Make a list.
- 2 Compare your list with the class.
Who had the healthiest diet?


For breakfast I had a cup of coffee, some cereal, and ...

HOW TO LIVE TO BE 120!

Expressions of quantity

- 1 Read about Claus and Elvira Bonrich.
 - 1 What is their extraordinary ambition?
 - 2 What are their jobs?
 - 3 What kind of food do they eat? Do they cook any of their food?

An extraordinary ambition!



Claus Bonrich (33) and his wife **Elvira** (28) are a successful young couple. Claus is a software programmer and Elvira works in a health food shop. In many ways their life is quite ordinary, but they have an extraordinary ambition. They want to live until they are 120. And they believe they can do this by following an American health plan called the 'Calorie Restriction Diet'. Claus and Elvira eat a lot of raw food. They steam some food but they don't fry, grill, or roast anything, and there are many things they don't eat at all.

'We want to live to be 120!'

- 2 Look at the nouns in the boxes. Which group can you count? Which can't you count? Label the nouns *Countable* and *Uncountable*.

apples	grapes	meat	fish
carrots	prawns	orange juice	coffee
vegetables	calories	tea	fruit
		broccoli	alcohol



- 3 Work with a partner. Read and complete the questions and answers about the diet with the nouns from exercise 2.

1 Q Do you eat any meat?

A No, we don't eat any _____ at all, but we eat **some** _____.

2 Q How much _____ do you eat?

A We eat a **little** white _____, but we love shellfish so we eat a **lot of** _____.

3 Q Do you eat **much** _____?

A Oh, yes, we eat a **lot of** fresh _____ - _____ and _____, everything.

4 Q And do you eat **many** _____?

A Yes, of course, we eat **lots of** raw _____.

5 Q Don't you cook **any** vegetables at all?

A We cook **some**. Sometimes we steam a **few** _____ and a **little** _____.

6 Q And what do you drink?

A Well, we don't drink **any** _____ or _____, and naturally there's **no** _____ in our diet, but we do drink a **lot of** _____.

7 Q How many _____ do you have every day?

A About 1,500.

A That's about 1,000 fewer than most people.

- 4 **T 4.1** Listen and check. Practise the questions and answers with your partner.

GRAMMAR SPOT

- 1 Look at the expressions of quantity in A, B, and C. Which group go with plural, countable nouns? Which go with uncountables? Which go with both?

A	B	C
How much ...?	How many ...?	some/any
not much	not many	not any/no
a little	a few	a lot of/lots of

Find examples in the interview in exercise 3.

- 2 *Much* and *many* are not usually used in positive statements. When do we use them? Correct the sentences.

There are **many** books in my bag. ✗

There's **much** homework tonight. ✗

- 3 Look at these sentences. Which is a request?

Is there **any** orange juice? Can I have **some** orange juice?

▶▶ Grammar Reference 4.1 p139

- 5 Work in small groups. Do you think the Bonrichs eat and drink the things in the box? Discuss with your partner and complete the lists.

cereal	bread	milk	cheese	butter
tomatoes	peppers	olive oil	nuts	rice
pasta	sugar	bananas	mangoes	biscuits
apple juice	potatoes	chips	crisps	wine
tap water	mineral water			

Do you think they eat any cereal?

Yes, I think so. Maybe just a little, not much.

What about ...?

✓ cereal

✗ bread

Compare your list with the class.

- 6 **T 4.2** Listen and find out if your ideas were correct.
- 7 What do you think of the diet? Will the Bonrichs live to be 120? Why/Why not?

PRACTICE

Discussing grammar

Work with a partner. Complete the sentences.

1 some any

- 1 Have they got _____ children?
- 2 We don't need _____ olive oil.
- 3 Can you lend me _____ money.
- 4 Is there _____ petrol in the car?
- 5 Can I have _____ cake?

2 much many

- 1 Have you got _____ homework?
- 2 We don't need _____ eggs. Just half a dozen.
- 3 Is there _____ traffic in your town?
- 4 I don't know _____ students in this class.
- 5 How _____ time have you got?

3 a little a few a lot of

- 1 I have _____ very close friends. Two or three.
- 2 He has _____ money. He's a millionaire.
- 3 'Do you take sugar in coffee?' 'Just _____. Half a spoonful.'
- 4 I'll be ready in _____ minutes.
- 5 She speaks good Spanish, but only _____ Russian.

something/someone/somewhere ...

4 Complete the lines with the correct word.

some	any	+	thing	one/body
every	no		where	

- 1 'Did you meet _____ nice at the party?'
'Yes. I met _____ who knows you!'
- 2 'Ouch! There's _____ in my eye!'
'Let me look. No, I can't see _____.'
- 3 'Let's go _____ hot for our holidays.'
'But we can't go _____ that's too expensive.'
- 4 'Where are my glasses. I can't find them _____.'
'What are they on the top of your head?'
- 5 'It was a great party. _____ loved it.'
'They did. _____ wanted to go home.'
- 6 'Did you get _____ nice in the sales?'
'No, _____. I couldn't find _____ I liked.'

T 4.3 Listen and check. Practise them with a partner.

5 **T 4.4** Listen. There is a word missing in each sentence. Call out what it is. Say the complete sentence.

Do you know ... famous?

ANYONE!

THE SECRET TO A LONG LIFE

Articles – a/an, the

- 1 Do you know anybody who lived to be a great age? How old were they? Why do you think they lived so long?
- 2 **T 4.5** Read and listen to the text. Answer the questions.
 - 1 How long did the grandfather live?
 - 2 Where did he live?
 - 3 What kind of shop did he have?
 - 4 How many children did he have?
 - 5 Why did everybody love him?
 - 6 When did he stop work?
 - 7 What was his secret to a long life?

My Grandfather's

My grandfather lived until he was **101** years old. He was a shopkeeper. He had a fish and chip shop in an old village near a big, industrial town in the north of England. He had a son and a daughter. The daughter is my mother. The family lived above the shop.

In those days, fish and chips was the most popular dish in the whole country. My grandfather made the best fish and chips in the area. People came to the village by bus especially to get them.

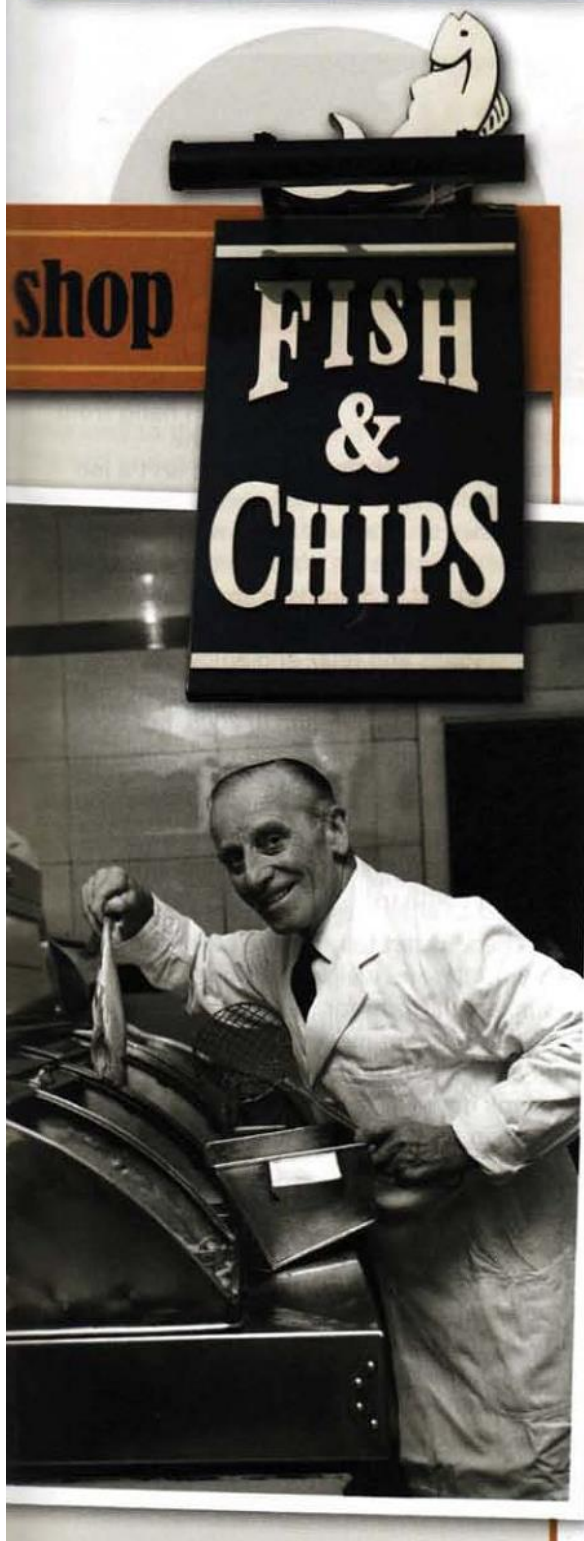
Everybody loved my grandfather because he was such a happy and contented man. He worked hard, but once a week he closed the shop and went to have lunch (not fish and chips!) with friends in the local pub. He didn't retire until he was 78 years old. He said that the secret to a long life was a glass of whisky before going to bed and lots of fish and chips.



GRAMMAR SPOT

Articles

- Find examples of the definite article (*the*) and the indefinite article (*a/an*) in the text.
- What do you notice about these phrases?
... came **by bus**.
... went to **have lunch**.
... before going **to bed**.
- Read the rules in **Grammar Reference 4.2 p139**. Find some examples of these rules in the text.



PRACTICE

Reading aloud

- Join the lines about the grandfather with *the*, *a*, *an*, or no article.

My grandfather was	:	:	shopkeeper.
He lived in	:	:	north of England.
He had a fish and chip shop in	:	:	old village.
His family lived above	:	:	shop.
He made	:	:	best fish and chips in the area.
Some people came by	:	:	bus to the shop.
He closed the shop once	:	:	week.
He went to have	:	:	lunch with friends.
He liked to have	:	:	little whisky before bed.

T 4.6 Listen and check. Read the lines aloud to a partner.

Discussing grammar

Work with a partner.

- Complete the sentences with *a/an*, *the* or no article.
 - He has _____ boy and _____ girl. _____ boy is 22 and _____ girl is 17.
 - His son is _____ engineer and his daughter is _____ student.
 - He always has _____ cheese sandwiches for _____ lunch.
 - All _____ family stayed at _____ Grand Hotel.
 - _____ few people came by _____ taxi to _____ party.
 - It was such _____ wonderful party. We had _____ best time ever.
 - I don't go out to _____ work. I work at _____ home on my computer.
 - I do all my shopping on _____ Internet. What _____ great way to shop!

Check it

- Find *one* mistake in each sentence and correct it.
 - He's postman, so he has breakfast at 4.00 a.m.
 - The love is more important than money.
 - I come to school by the bike.
 - I'm reading one good book at the moment.
 - 'Where are the children?' 'In a kitchen.'
 - I live in centre of town, near the hospital.
 - My parents bought the lovely house in the country.
 - I don't eat the bread because I don't like it.

Should We Eat Meat?

Are you a vegetarian?

I used to be a vegetarian but now I am a vegan.

What's the difference between a vegetarian and a vegan?

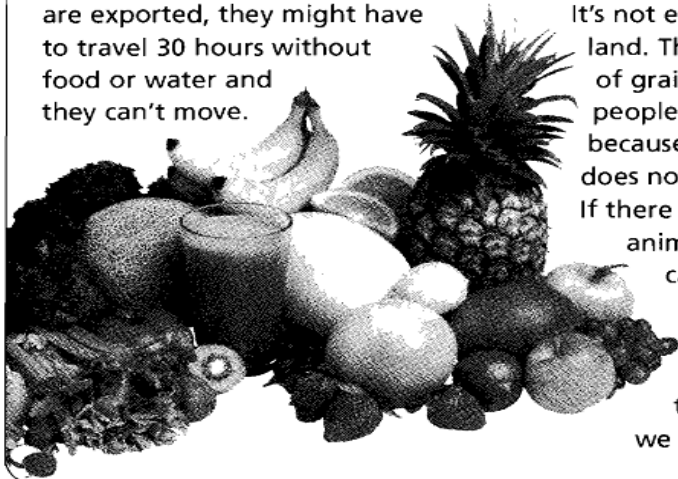
Vegetarians don't eat meat or fish. Vegans do not use any animal products. It means that I don't eat any meat, fish, dairy products or honey.

Do you eat enough protein?

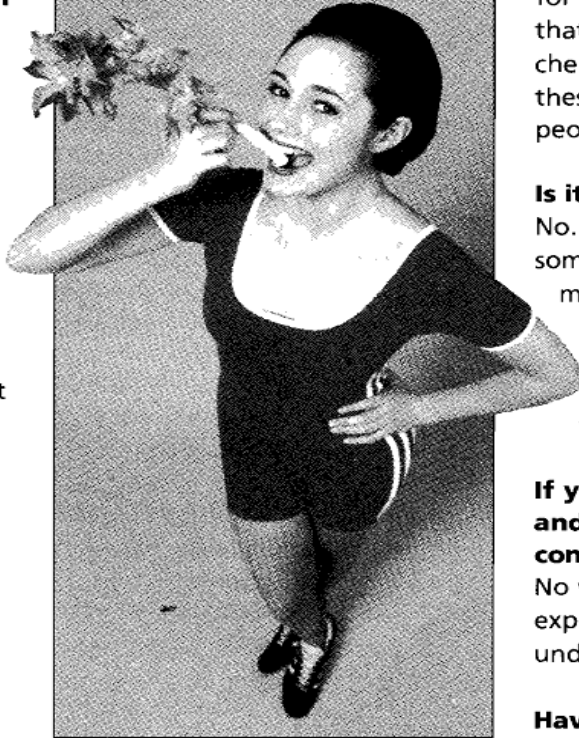
People always ask me this! The answer is definitely yes. My main source of protein are beans, soya and nuts. People often worry that vegetarians and vegans don't eat enough protein. However, a diet with too much protein can prove bad too. I eat a lot of fruit and vegetables so I'm quite healthy. There's no doubt about it that a vegetarian's diet is healthy.

Why did you choose to be a vegetarian and then vegan?

For many reasons. When I was eight, I was not happy about eating animals. My older sister was already a vegetarian so I decided to be one too. When I was thirteen, I found more reasons for not eating animals or using animal products. I hate the way animals suffer before they are killed. If they are exported, they might have to travel 30 hours without food or water and they can't move.



Judith



Is cruelty to animals your main reason for being a vegan?

No, there are other reasons. For example in many countries, there are people dying from hunger. They might be able to grow food to eat for themselves but their fields have grain to feed animals.

It's not economical use of land. The animals eat a lot of grain but the starving people can't eat the animals because one field of grain does not feed many animals. If there are not many

animals, not many people can eat. Also, I don't eat fish because they are part of the food chain and it ruins the eco-system when we eat them.

What are the advantages of being a vegetarian?

It's a lot healthier. The frequency of heart disease and cancer is less for vegetarians. I've also heard that food companies put a lot of chemicals in meat. I don't think these chemicals are good for people.

Is it difficult to be a vegetarian?

No. Restaurants always have something for vegetarians. It's more difficult to be a vegan but I usually find something. My main problem is finding good quality non-leather shoes!

If you go to someone's house and they offer you food that contains meat, do you eat it?

No way. I very politely refuse and explain my reasons. People usually understand.

Have you ever protested against cruelty to animals?

No, but I might go on a demonstration soon.

How do people react when you tell them that you are a vegan?

At first they think that I'm stupid or strange. However, when I explain, they understand and often agree with me.

What are you going to eat on Christmas Day?

Nut roast, soya sausages, vegetarian gravy, potatoes and vegetables. Then we might have a vegan Christmas pudding if there is room in our stomachs. Last Christmas all my family ate the same food as me and they enjoyed it so we are going to eat the same thing again this year.

Should We Eat Meat?

Jigsaw reading Student A

You must ask your partner questions to complete the following information about Adam.

Adam

1. Adam doesn't agree with what vegetarians say because ...
2. He thinks that if everyone stops eating meat ...
3. He has never thought of being a vegetarian, but ...
4. He most enjoys eating ...
5. He thinks that being a vegetarian is a bad idea ...
6. He thinks that a vegetarian diet wouldn't suit him because ...
7. He thinks that vegetarians miss eating meat because ...
8. He says that if half the family are vegetarian ...
9. He's going to spend Christmas with ...
10. On Christmas Day, he's going to eat ...

Jigsaw reading Student B


You must ask you partner questions to complete the following information about Judith.

Judith

1. Judith is a vegan. She doesn't eat ...
2. She gets protein from ...
3. She says that when animals are exported ...
4. Cruelty to animals isn't the only reason she doesn't eat meat. She is also worried about ...
5. She thinks that the advantages of being vegetarian are: ...
6. She says the most difficult thing about being vegetarian is ...
7. If she goes to someone's house and they offer her meat, she ...
8. She hasn't protested against cruelty to animals, but ...
9. When she tells people she is a vegan ...
10. On Christmas Day, she's going to eat ...

11 UNIT 3. LESSON 3.3 (LISTENING AND SPEAKING). FOOD: NATIONAL FOOD

Listening Task

 You are going to hear a conversation between two friends about where they are planning to go for dinner. For questions 1 to 7, decide whether the statements are true (T) or false (F).

- 1 They're going out on Friday night.
- 2 They don't choose the Chinese restaurant because the food is greasy and very spicy.
- 3 Steve has been to the Ethiopian restaurant before.
- 4 The main dish at the Ethiopian restaurant consists of various kinds of food.
- 5 Bouillabaisse is made with fish and vegetables.
- 6 The French bistro closed down last Monday.
- 7 Steve is going to make the reservation.

Speaking Task

- Compare and contrast the pictures. Think of what each place looks like, what type and quality of food is served in these restaurants, what kind of service you would expect, and what prices they charge.



5 LISTENING

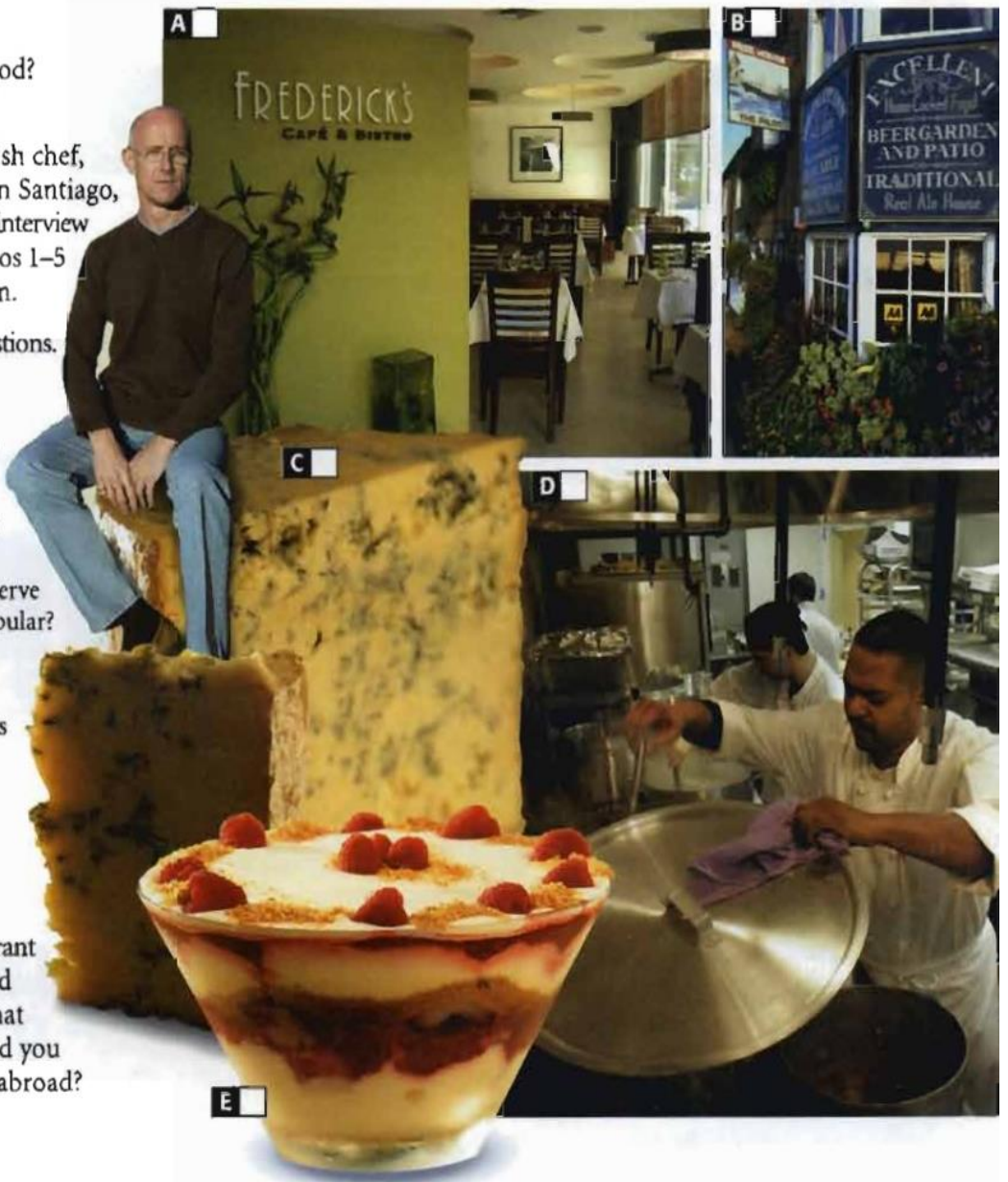
a Have you ever tried English food? What did you think of it?

b **1.5** Kevin Poulter, an English chef, has just opened a restaurant in Santiago, the capital of Chile. Listen to an interview with him and number the photos 1–5 in the order he mentions them.

c Listen again and answer the questions.

- 1 Why did he decide to open a restaurant in Chile?
- 2 Why did he call it Frederick's?
- 3 Why were Chilean people surprised when he opened his restaurant?
- 4 What English dishes does he serve in his restaurant? Are they popular?
- 5 Where does he recommend tourists eat in England? Why?
- 6 How many women work in his kitchen? Why does he think there are so few women in restaurant kitchens?
- 7 What English food does he miss most?

d Do you think an English restaurant would be a success if it opened in your town? Why (not)? What food from your country would you miss most if you went to live abroad?



6 SPEAKING

a Work in groups of three A, B, and C. First read sentences 1–6 and decide (individually) whether you agree or disagree. Think about examples you can use to support your point of view.

- 1 Women worry more about their diet than men.
- 2 Young people today eat less healthily than ten years ago.
- 3 Men cook as a hobby, women cook because they have to.
- 4 Vegetarians are healthier than people who eat a lot of meat.
- 5 You can often eat better in cheap restaurants than in expensive ones.
- 6 Every country thinks that their cooking is the best.

b Now A say what you think about sentence 1. B and C listen and then agree or disagree with A. Then B say what you think about sentence 2, etc. Try to use the expressions in Useful language.



Useful language

For example...

I agree.

I don't agree.

I think it's true.

I don't think it's true.

(I think) it depends.

UNIT 3. LESSON 3.4 (INTEGRATED SKILLS). FOOD: EATING OUTSIDE

1 READING & SPEAKING

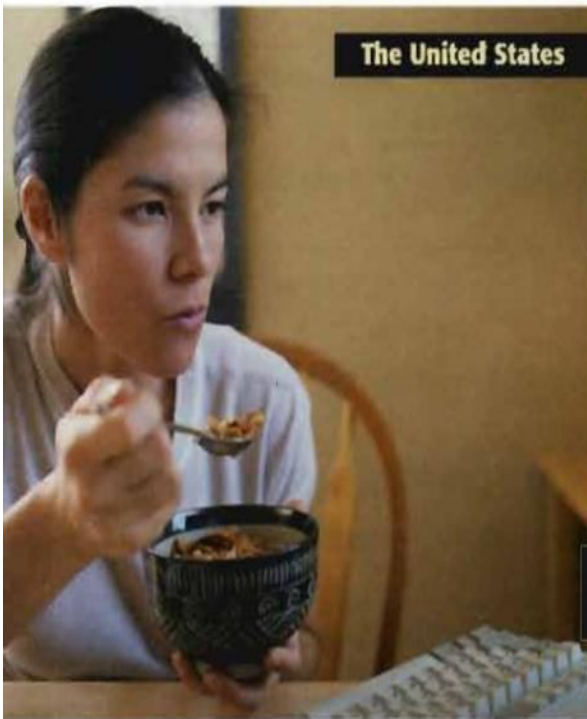
a What kind of food or dishes do you associate with these countries?

The United States	China	France
Italy	Japan	Mexico

b Read the interviews with **Alice** and **Jacqueline**. Match the questions with their answers.

We talk to women around the world about their relationship with food.

- 1 Is food a pleasure for you?
- 2 What do you normally eat in a typical day?
- 3 Do you ever cook?
- 4 Do you ever eat 'unhealthy' food? How do you feel about it?
- 5 Are you trying to cut down on anything at the moment?
- 6 Are people's diets in your country getting better or worse?



The United States

Alice Freeman is a lawyer from San Francisco.

- A** I think people are trying to improve their diets, but they are doing it the wrong way by following diets like the Atkins diet. Personally, I don't think it's very healthy to cut out entire groups of foods like carbohydrates.
- B** Not very often. I don't have the time or talent to cook full meals. I usually heat up a frozen meal or order a **takeaway**.
- C** Sometimes I get fast food for lunch. I have to admit that I love French fries. I feel terrible about it afterwards, but I don't do it very often.
- D** I usually have a bowl of cereal or toast for breakfast. For lunch I eat at a restaurant near my office. I prefer Japanese or Indian food. I usually eat rice with fish and vegetables, **soup** or sushi. I don't eat meat, but I eat a lot of fish. In the evening, I just have something light at home.
- E** I am trying to cut down on the amount of **fat** I eat. I'm also trying to eat more wholemeal bread.
- F** Not really. I enjoy certain kinds of food, but most meals are just fuel to keep me going through the day.



France

Jacqueline Fabre is an IT consultant from Lyons.

- A** Yes, I cook every evening for my family. I often make soup or traditional French dishes like 'boeuf bourguignon', which is a kind of beef and red wine **stew**, and then we have cheese and salad. It may seem a lot but we don't eat big **portions**. What's important for me is quality, not quantity.
- B** Yes, I'm trying to eat less chocolate.
- C** I think people's diets are getting worse and worse. It's quite strange because we have a lot of information now about how bad fast food is for you. I'm afraid it's a problem in a lot of European countries.
- D** Not at home. I think most of the food I cook is healthy, but occasionally when I eat out I have something unhealthy, but it doesn't worry me.
- E** Yes, definitely. For me good meals with the family make me happy!
- F** I'm quite traditional and I have three main meals a day. For breakfast, I like hot chocolate, and bread and butter with **honey** or jam. For lunch, I often eat in a restaurant with my colleagues. I usually have vegetables and meat or fish but I love pasta and rice too. In the afternoon, I have fruit with biscuits or a piece of chocolate. In the evening, I have a proper meal with my family.

- c Read the interviews again and answer the questions below. Write A (*Alice*), J (*Jacqueline*), or B (*both of them*).

Who...?

- 1 often eats in restaurants _____
- 2 eats quite a lot of sweet things _____
- 3 eats ready-prepared food _____
- 4 cooks big meals at home _____
- 5 enjoys eating _____
- 6 feels bad when she eats unhealthily _____
- 7 is trying to eat less of something _____
- 8 prefers having good food to having a lot of food _____
- 9 is negative about eating habits in her country _____

- d Match the **highlighted** words or phrases with the definitions.

- 1 _____ to have a meal in a restaurant, not at home
- 2 _____ a sweet food made by bees, which people often eat on bread
- 3 _____ the quantity you eat of a kind of food during a meal
- 4 _____ to make cold food hot
- 5 _____ food you buy from a restaurant to eat at home
- 6 _____ food from animals or plants used for cooking, e.g. oil, butter, etc.
- 7 _____ food prepared in a particular way, e.g. sushi, lasagne, etc.
- 8 _____ made from brown flour
- 9 _____ a liquid food, often made of vegetables, e.g. tomatoes, onions
- 10 _____ meat cooked for a long time in liquid, usually with vegetables

- e Which of the two women do you think has the healthier diet? Why?

- f Now interview each other with the questions from 1b. How similar are your eating habits?

Is food a pleasure for you?

Yes, definitely, I love eating.

2 GRAMMAR present simple and continuous, action and non-action verbs

Rumiko Yasuda is a magazine editor from Tokyo.

Japan

- a **1.1** Listen to **Rumiko** answering questions 2–6 from the interviews. Do you think food for her is fuel or pleasure? Why?

- b Listen again and answer the questions.

- 1 What does she usually have in the morning?
- 2 Where does she usually have lunch and dinner?
- 3 Why doesn't she often cook?
- 4 Does she eat or drink anything unhealthy?
- 5 Is she cutting down on anything at the moment? Why (not)?
- 6 What's happening to the Japanese diet at the moment?
- 7 Does she think this is a completely bad thing?



- c Look at some of the things Rumiko said. Circle the correct form. Then compare with a partner and say why the other form is wrong.

- 1 *I don't usually have* / *I'm not having* breakfast at work.
- 2 I used to go to fast food restaurants, but now *I prefer* / *I am preferring* eating something healthier.
- 3 *I am drinking* / *I drink* a lot of coffee every day.
- 4 I think Japanese people *get* / *are getting* fatter.
- 5 *I like* / *I'm liking* the fact that there are more different kinds of food and restaurants now.

- d **p.130 Grammar Bank 1A.** Read the rules and do the exercises.

- e Make questions to ask your partner with the present simple or continuous. Ask for more information.

- What / usually have for breakfast?
- How many cups of coffee / drink a day?
- Where / usually have lunch?
- How often / eat out a week?
- / prefer eating at home or eating out?
- / need to buy any food today?
- / you hungry? / want something to eat?
- / take any vitamins or food supplements at the moment?
- / try to eat healthily at the moment?

3 VOCABULARY food and restaurants

a Do the quiz in pairs.

Food Quiz

Can you think of ...?

- ONE red fruit, ONE yellow fruit, ONE green fruit
- TWO things that a strict vegetarian doesn't eat
- THREE kinds of food which are made from milk
- FOUR things people have for breakfast
- FIVE things people eat between meals
- SIX vegetables you can put in a salad
- SEVEN things which are usually on a table in a restaurant

b p.144 Vocabulary Bank Food and restaurants.

c Ask and answer the questions below with a partner.

Food and eating

- 1 How often do you eat...?
 - a takeaway food b ready-cooked meals
 - c low-fat food d home-made food
- 2 What's your favourite...?
 - a fruit b vegetable c snack
 - d home-made dish
- 3 What food do you like eating...?
 - a when the weather's very cold
 - b when you're feeling a bit down
 - c for Sunday lunch
- 4 Is there any kind of food you can't eat?

Restaurants

- 5 What's your favourite...?
 - a kind of restaurant (French, Italian, etc.)
 - b restaurant dish c takeaway food
- 6 How important are these things to you in a restaurant? Number 1-4 (1 = the most important)
 - the food the service
 - the atmosphere the price
- 7 How do you prefer these things to be cooked? (grilled, boiled, etc.)
 - chicken fish eggs potatoes
- 8 If you eat steak, how do you like it cooked? (rare, medium, well done)

4 PRONUNCIATION /ʊ/ and /uː/, understanding phonetics

a Look at the sound pictures. How do you pronounce them?

b Put the words in the correct column.

butcher	cook	food	fruit	good
juice	mousse	soup	spoon	sugar

c 1.2 Listen and check.

d p.157 Sound Bank. Look at the typical spellings for /ʊ/ and /uː/.

e Look at the information box. How do phonetic symbols in a dictionary help you pronounce words correctly?

Pronouncing difficult words

Some words are difficult to pronounce because

- 1 they have a 'silent' syllable or letter, e.g. *vegetables* /'vedʒtəblz/
- 2 some letters are pronounced in an unusual way e.g. *steak* /steɪk/
- 3 you aren't sure where the stress is, e.g. *dessert* /dɪz'ɜ:t/

f 1.3 Look at some more food words which are difficult to pronounce. Use the phonetics to practise saying them correctly. Then listen and check.

1 knife	/naɪf/
biscuit	/'bɪskɪt/
salmon	/'sæmən/
2 sausages	/'sɔːsɪdʒɪz/
lettuce	/'letɪs/
sugar	/'ʃʊɡə/
3 yoghurt	/'jɒɡət/
menu	/'menjuː/
diet	/'daɪət/

g 1.4 Listen and repeat the sentences.

- 1 The first course on the menu is lettuce soup.
- 2 What vegetables would you like with your steak?
- 3 Do you want yoghurt or chocolate mousse for dessert?
- 4 I take two spoonfuls of sugar in my coffee.
- 5 Sausages and biscuits aren't very good for you.
- 6 Would you like a fruit juice?

UNIT 3. LESSON 3.4 (LISTENING AND SPEAKING). FOOD: PUBS, CAFE AND RESTAURANTS

12

READING AND LISTENING

Unusual places to eat

- 1 Are there lots of places to eat and drink in your town? What are they? Where did people in your country eat and drink hundreds of years ago?
- 2 Read the introduction. Look at the pictures and the Fact Files. What's unusual about the three restaurants?
- 3 Work in three groups.

Group A Read about *Dinner in the Sky*.

Group B Read about *Ithaa Undersea Restaurant*.

Group C Read about *'s Baggers Restaurant*.

Answer the questions about your restaurant.

- 1 Where is the restaurant?
 - 2 In what ways is it unusual?
 - 3 When did it open?
 - 4 What's on the menu? Is it good?
 - 5 How expensive is it?
 - 6 Are there any problems?
- 4 Find a partner from the other two groups and compare the restaurants.

Listening

- 5 **T4.7** Listen to people who visited the restaurants. Answer these questions after each person.

- Which restaurant did they visit? Who with?
- What was good about it?
- What wasn't so good?
- What do they say about the other guests?

Alexander



Hans



Lucy



What do you think?

- Which do you think is the *most* unusual restaurant?
- Which would you like to visit? Why?
- Do you eat out? How often? What's your favourite restaurant?
- Do you know any unusual restaurants? Tell the class.

No ordinary place to eat!

Dinner in the Sky



FACT FILE

- 50m up in the air
- a table 9m x 5m
- diners hang from a crane
- there isn't a loo

Dinner in the Sky is for people who want more than a little excitement when they go out to eat. They sit at a huge table which hangs from a crane fifty metres in the air. It's not a good idea for people who are afraid of heights or for those who don't have much money. It costs £10,000. The twenty-two diners wear seat belts and relax and enjoy the views while the chefs prepare the finest food in front of them. The restaurant opened in Belgium in 2006, but now has branches in Paris, Dubai, Florida, and Las Vegas.

David Ghysels, the Belgian organizer says, 'We realized that people were bored with going to the same old restaurants. They wanted to try something different. The sky's the limit with us!'

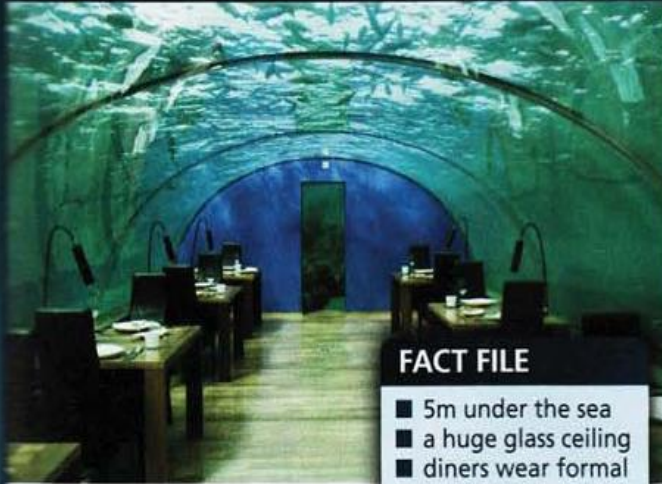
The crane is checked carefully before every sitting. The table is 9m x 5m and weighs six tonnes. In the centre there is a sunken platform for the chef and two waiters. The food is delicious, but most guests don't feel like eating until after a few drinks! Then they also get the courage to look down at the ground where tiny people are looking up in amazement and waving.

Dinner in the Sky is very exciting and the food is good, but there are problems. For example, even in quiet weather conversation is difficult because of the wind. Guests shout to each other across the table. Also, the loo. You can't go to the loo until the table descends again. Difficult for some! But later, back on earth, after a visit to the loo, the guests have a great experience to talk about.

For hundreds of years when tired travellers stopped on their journeys, there were only a few places to eat and drink. Nowadays, streets are lined with restaurants, cafés, and snack bars, but some people want something more unusual.



Ithaa Undersea Restaurant



FACT FILE

- 5m under the sea
- a huge glass ceiling
- diners wear formal clothes
- they eat face-to-face with sharks

Welcome to the Maldives and the first underwater restaurant in the world. The *Ithaa Undersea Restaurant* on Rangali Island sits five metres below the Indian Ocean. Ithaa means 'pearl' in the Maldivian language and the guests are like pearls in a glass oyster.

It's not cheap – about £160 for dinner – and there aren't many seats, only a dozen, so it's not easy to get a reservation even if you've got enough money. However, it is easy to get to. You don't need to be a swimmer or a scuba diver, but you do have to wear formal clothes. You simply descend to the restaurant down some spiral stairs.

The manager, Carlton Schieck says, 'We have used aquarium technology to put diners face-to-face with the fish. Our guests are speechless at the colour and beauty of the underwater world. They can enjoy the views and the fine food and not get their feet wet.'

The views are spectacular. In the crystal-blue sea, a few metres from your head, there are sharks, sting rays, turtles, and thousands of tropical fish looking at you as you eat. There is also a fabulous coral garden to add to the colour. The experience is both romantic and magical – and you can guess what's on the menu!

The restaurant opened in 2004 and cost over £3 million to build. In April 2010 it also became a hotel. If you want more excitement and would like to sleep underwater with the fish, you can do this for just £7,500 a night!

However, an underwater building can't last forever. It is thought that it will have a life of about twenty years.

's Bagger's Restaurant



FACT FILE

- no waiters
- food lands from above
- email as you eat
- eat now, pay later
- no tips

Germany likes to call itself *The Land of Ideas* and *'s Bagger's Restaurant* in Nuremberg is certainly an amazing idea. It's a restaurant with no waiters to serve you. You do everything for yourself with touch-screen TVs and computers. It opened in 2007 and is the first automated restaurant in the world.



When you arrive you pick up an *'s Bagger's* credit card and go to sit at a big, round table with three or four computer screens. You put your card into the computer and order your meal by touching the pictures on the screen.

You don't see the chefs. They are in the kitchen high above you. They're real men, not machines (at least not yet). The food is all freshly cooked and when it is ready it is put in a pot and sent down a spiral tube where it lands on the table in front of you. This gives a new meaning to fast food! The TVs are connected to the Internet, so if you get bored while waiting, you can send and receive emails and text messages.

A businessman called Michael Mack had the idea for *'s Bagger's*. He decided that waiters were unnecessary and too expensive. 'You don't need waiters to run to and from customers taking orders to the kitchen and back.' Mack is planning to open more restaurants and now has the patent for the idea.

The meals are not too expensive – about €8 (£6) a portion. And if you want you can pay by direct debit at the end of the month. And something else that saves money – there is, of course, no need to leave a tip!

VOCABULARY AND LISTENING

A piece of ...

- 1 Work in small groups. Match amounts in A with nouns in B. How many can you make?

A	of	B
a piece	of	apples
a loaf		bananas
a bottle		beer
a can		bread
a kilo		cake
a litre		chewing gum
a packet		Coke
a pair		flowers
a slice		ham
a bunch		tissues
	jeans	
	milk	
	paper	
	petrol	
	sunglasses	
	socks	
	wine	

- 2 **T 4.8** Listen and repeat the expressions. How much are some of these things in your country?

I think a large loaf of white bread costs about £1.00.

- 3 **T 4.9** Listen to six conversations.

- 1 Where is the conversation taking place?
Choose from these places.

- a newsagent's
- a clothes shop
- a chemist's
- an off-licence
- a café
- a supermarket

- 2 What does the customer want to buy?
3 What numbers and/or prices do you hear?
Write them down.

- 4 Who says these lines? What is each line about?

- 1 'No problem. I've got change.'
- 2 'Have you got any in blue?'
- 3 'I'm afraid there are only two slices left.'
- 4 'Take these three times a day.'
- 5 'Have you got any ID?'
- 6 'They're on the first aisle, over there.'

- 5 **T 4.9** Listen again and check. Work with a partner. Turn to page 123 and choose one of the conversations. Learn it by heart and then act it to the class.

► **WRITING** Writing an email p108



EVERYDAY ENGLISH

Can you come for dinner?



- 1 What is happening in the picture? What are the people eating and drinking?
- 2 Match a question in A with a response in B.

A

- 1 Would you like some more rice?
- 2 Could you pass the salt, please?
- 3 Can I have some water, please?
- 4 Please, just help yourselves to the dessert.
- 5 Would anybody like some more ice cream?
- 6 How would you like your coffee?
- 7 This is delicious! Would you mind giving me the recipe?
- 8 Do you want some help with the washing-up?

B

- ___ a Black, no sugar. Have you got any decaf?
- ___ b No, not at all. I got it online. I'll give you the website.
- ___ c Do you want still or sparkling?
- ___ d No, thanks. But could I have another piece of bread?
- ___ e Yes, of course. Do you want the pepper, too?
- ___ f No, but I'd love some more fruit. Is there any left?
- ___ g No, of course not. You're our guests!
- ___ h We will. It looks fantastic. Did you make it yourself?

T 4.10 Listen and check. What is the next line? Practise the conversations with a partner.

- 3 Complete the requests with *Can/Could I ...?* or *Can/Could you ...?*

- 1 _____ have some apple juice, please?
- 2 _____ tell me where Market Street is, please?
- 3 _____ see the menu, please?
- 4 _____ use your iPad for a few minutes, please?
- 5 _____ lend me £20, please?
- 6 _____ take me to school, please?
- 7 _____ help me with my homework, please?
- 8 _____ give me a lift to the station, please?

Practise the requests with a partner. Give an answer for each request.

Can I have some apple juice, please?

Sorry, we ...

Yes, of course.
Would you like ...?

T 4.11 Listen and compare.

- 4 Make 5–8 in exercise 3 more polite using *Would you mind + -ing?*

Would you mind lending me £20?

No, not at all. Is 20 enough?

T 4.12 Listen and check. Practise saying them.

- 5 Request things from your teacher and other members of the class.

Can I borrow your ...?

Could you lend me your ...?

Would you mind helping me with ...?

Glossary (Food)

1. cappuccino- type of coffee which is mixed with milk and with foam
2. hamburger- type of fast food, meat replaced into bun
3. vegetarian- a person who avoid eating meat products or dishes
4. ingredients- main products for cooking a dish
5. super quick- too fast, more powerful
6. favorite tunes- seafood, type of a fish
7. dessert- pastry or sweet food served after the main meal
8. range of- variety of
9. steak- large peace of a meat which is beaten and fried
- 10.junk food- food that`s not healthy as it contains a lot of fat & sugar
- 11.heat up- to make smth warm or hot
- 12.take away- restaurant or shop which gives opportunity for eating out of restaurant
- 13.sushi- Japanese dish that consists of small cakes of cooked rice served with raw fish
- 14.whole meal- bread uses all of the grain including the outer layer
- 15.highlighted- to mark written works with colored pen
- 16.talent- ability from birth
- 17.stew- hot meal made by cooking meat in liquid for a long time
- 18.portion- piece of meal
- 19.eat out- to eat in a restaurant instead of home
- 20.diet- a way of eating in which you only eat certain food

UNIT 4. LESSON 4.1 (INTEGRATED SKILLS). HEALTH:HEALTHY LIFESTYLES AND SMOKING

Grammar

Look at the expressions in the language exercise, how does the grammar work?

1. If I were you, I'd try to stop smoking gradually.

If I were you, I'd + BASE FORM (stop/go/have/buy etc.)

2. I think you should buy an electronic cigarette.

I think you should + _____

3. Why don't you try nicotine chewing gum or patches?

Why don't you + _____

4. You could try hypnosis/going to a hypnotist.

You could try + _____

5. I recommend giving up gradually.

I recommend + _____

Now practice the dialogue in groups of 3, one person is Katy, one is Ian and one is Joanne.

Writing a new dialogue

Write a new dialogue with your group, you **HAVE TO** follow the structure below.

A: Hi guys, I need your help with a problem I'm having. (Explain problem) _____ . **What should I do?**

B: Well, **if I were you, I'd** (gives advice) _____ .

A: (rejects advice) _____ .

C: (gives advice) _____ .

A: (rejects advice) _____ .

B: Ok well, (gives advice) _____ .

A: (rejects advice) _____ .

C: (gives advice) _____ .

A: (accepts advice) _____ . Thanks for your advice guys!

Listening

Listen to Katy get advice about giving up smoking from Joanne and Ian and answer the questions.

1. What methods does Joanne recommend?
2. What methods does Ian recommend?

Which method does Katy decide to try?

FIT**OR FAT?**

The cheerful Mr Pickwick, the hero of the novel by Charles Dickens, is always shown in illustrations as someone who is plump – and happy. He is also one of Dickens' wittiest creations. But nowadays being overweight no longer has such positive connotations. ¹ _____

However, doctors are worried that despite these dangers, more and more British people are seriously overweight. What's worse, the number of children who are overweight before they reach their teens is growing rapidly. ² _____

Going on a diet seems the obvious answer, but is it? Not according to England's chief medical officer, Sir Liam Donaldson. ³ _____ And the Health Secretary John Reid even said that not being active is as dangerous for your heart as smoking.

So, how much exercise should you do? According to Sir Liam Donaldson, at least 30 minutes of moderate activity five days a week. Is going to the gym the answer? According to a sports psychologist, Professor Biddle, gyms 'are not making the nation fit'. And experts at the Health Development Agency believe that physical activity that fits into people's lives may be more effective. ⁴ _____

Indeed, there's new scientific evidence that too much exercise may actually be dangerous ⁵ _____ The only people who should push their bodies to that level of exercise on a regular basis are trained athletes.

One final thought. How come people in the past didn't have gym facilities and yet were leaner and fitter than people today?

READING SKILLS

1 Read the article. Fill gaps 1–5 with sentences a–f.

There is one extra sentence.

a He says that physical activity is the key to reducing the risks of obesity, cancer and heart disease.

b Scientists at the University of Ulster have found that if you are not used to aerobic exercise, it may actually be bad for your health.

c The problem is so serious that even the government has decided it has to take responsibility for this expanding problem.

d They suggest taking the stairs rather than the lift, playing active games with your children, dancing or gardening.

e So, it's probably best to choose which diet is best for you.

f Instead, being overweight might mean an increased risk of many diseases, like heart disease or strokes.

LESSON 4.1 (LISTENING AND SPEAKING).HEALTH: VISITING A DOCTOR

A

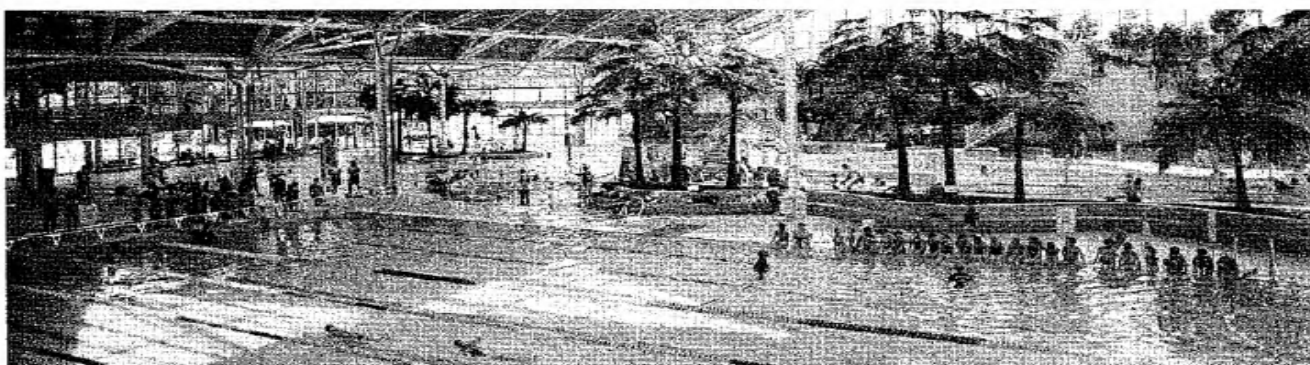
Work in two groups. Make a list of activities that people can do in a gym or health club. Then write down them on the board comparing with other group's list.

Ex. *Aerobics, swimming*

B.

You are going to listen a conversation between two people you should decide where the conversation takes place and who the people are.

Abbey Health Club



SWIMMING POOL

(Closed on Tuesday afternoons for cleaning.)

Classes

Swim for fitness: 2 pm Mondays, Wednesdays, Thursdays

Water aerobics: 10 am Tuesdays, Thursdays

All classes are 45 minutes.

FITNESS CLASS TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 am	Yoga for beginners	Running	Dance for fitness	Yoga for beginners	Aerobics
10.30 am	Dance for fitness	Intermediate yoga	Aerobics	Cycling	Intermediate yoga
11.30 am	Kids club	Weight watchers	Cycling	Kids club	Running

Opening times

Monday–Friday

6.00 am to 10.00 pm

Saturday, Sunday

8.00 am to 10.00 pm

Additional facilities

Free car parking

Individual showers

Bar

Membership

Gold: any time, any day

Silver: Weekdays only

Bronze: Weekdays 9.00 am to 5.00 pm

Payment

Joining fee – £50

Gold membership – £59 per month

Silver membership – £40 per month

Bronze membership – £32 per month

Giving Advice – Transcript + Language

Transcript

Katy: Hi guys, I need your help with a problem I'm having. I want to give up smoking but I'm finding it very difficult. **What should I do?**

Joanne: Well, **if I were you, I'd** try to stop smoking gradually. You know, smoke 10 cigarettes today, then 9 tomorrow, 8 the next day until you've stopped.

Katy: Hhmmm, **I don't think that'll work.** I tried it last year and it was too difficult.

Ian: **I think you should** buy an electronic cigarette. My girlfriend has one and she loves it!

Katy: **I'm not sure.** I think they're bad for me too.

Joanne: Ok well, **why don't you** try nicotine chewing gum or patches? My sister used them to give up.

Katy: Ok, **that's a good idea.**

Ian: Or **you could** try hypnosis, my friend Sarah is a hypnotist, I could give you her number.

Katy: **Hhmm, maybe not.** I think I'll try the nicotine chewing gum. Thanks for your advice guys.

Language

Put the expressions *in bold (1-10)* in the correct box (A-D)

1. **Whatshould I do?**
2. **If I were you, I'd** try to stop smoking gradually.
3. **I don't think that'll work.**
4. **I think you should** buy an electronic cigarette.
5. **I'm not sure.** I think they're bad for me too.
6. **Why don't you** try nicotine chewing gum or patches?
7. Ok, **that's a good idea.**
8. **Youcouldtry**hypnosis.
9. **Hhmm, maybe not.** I think I'll try the nicotine chewing gum.
10. **I recommend**givingupgradually

A. Asking for advice.	B. Giving advice.	C. Accepting advice.	D. Rejecting advice.

LESSON 4.2 (INTEGRATED SKILLS). HEALTH:TRADITIONAL AND MODERN MEDICINE

Answer the questions.

1. Have you or someone you known received any kind of alternative medical treatment? If so describe.
2. Do you believe in the power of something other than medical science (medications, operations, etc.) to heal the human body?
3. Are alternative medical treatments common in your culture or a culture you are familiar with? If yes, please describe.

Reading Four - Alternative or Conventional? Now read about Ching-Yi and her conflict with traditional Chinese medicine and conventional medicine and answer the questions that follow with your classmates and instructor.

My name is Ching-Yi and I am from Taiwan. About 6 months ago I was diagnosed with cancer. My oncologist was very nice and spent a lot of time talking to me about treatment. He said I would need to have surgery and then begin chemotherapy. But when I told him I also wanted to talk to my Chinese Doctor in Chinatown about possible herbal treatments, he became upset. He told me that I could get sicker if I wasted my time with these treatments. So I talked to my family doctor and he suggested I see someone new, Dr. Laurence. I called Dr. Laurence first to see how she felt about traditional Chinese medicine. She said it was fine as long as I continued my treatment with her. I liked her even more after I went to visit her. She had done some research and said that Chinese medicine can help reduce my nausea during my chemotherapy treatment. She encouraged me to go, but she said that I must report everything I take and do to her and that I need to check-in with her before trying some new treatment or herb that might interfere with other drugs. I feel worried and anxious about my cancer, but I am glad that I am able to use both Western and Chinese medicine to help fight it.

Health Watch: Alternative Medical Treatments Traditional Chinese Medicine: Originating in China thousands of years ago, this system is based on the theory that illness results from the improper flow of the life force (qi) through the body. Various practices are used to preserve and restore health, including herbal remedies, massage, meditation, and acupuncture. Acupuncture is one of the most widely accepted alternative medicine techniques in the Western world. Licensed practitioners do not necessarily have a medical degree, although some medical doctors, often pain specialists, are trained and licensed to perform acupuncture. Acupuncture involves stimulating specific points on the body, usually by inserting very fine needles into the skin and underlying tissues. Sometimes, additional stimulation is added with a very low voltage electrical current. The procedure is not painful but may cause a tingling sensation. (A variation of acupuncture, called acupressure, uses massage instead of needles.) Ayurveda: Ayurveda is the traditional medical

system of India, originating more than 4,000 years ago. It is based on the theory that illness results from the imbalance of the body's life force, or prana. Ayurveda uses herbs, massage, yoga, and internal cleansing to restore balance within the body and with nature. Homeopathy: Homeopathy, which was developed in Germany in the late 1700s, is based on the principle that "like cures like". In other words, a substance that in large doses causes illness is believed to cure the same illness if given in small doses.

Discuss the questions in pairs. Compare your answers

1. How did Ching-Yi's first oncologist feel about Chinese herbal medicine? Why do you think he feels this way?
2. How does Dr. Laurence feel about Chinese herbal medicine?
3. If you were diagnosed with a serious illness, would you seek help from an alternative medicine practitioner? Do you think your doctor would support you if you decided to receive some sort of alternative medical treatment?

want to talk about. Ask your doctor to be a supportive partner in your education and treatment process.

➤ You might bring a friend or family member with you to the doctor's office to support you. He or she can also help you talk with your doctor and relieve some of the stress of having to make decisions alone.

➤ Listen to what the doctor has to say, and try to understand his or her **point of view**. If the treatment you are thinking about will cause problems with your medical treatment, discuss safer choices together. Don't delay or skip regular treatment. If you are thinking about stopping or not taking conventional treatment, please discuss this decision with your doctor.

➤ If you are taking **dietary supplements** as part of your treatment, make a complete list of what you are taking and the amount. Many supplements can interact in potentially harmful ways with other medicines, so talk with your doctor and pharmacist about your supplements. Report any changes to your health care team.

➤ If you are pregnant or breastfeeding, ask about the risks and effects of complementary or alternative methods. Never give herbal medicines to children.

Many insurance companies are starting to cover some of the more widely accepted complementary methods of treatment. Many major insurers, including Blue Cross and Medicare, cover one or more complementary methods of treatment. The ones most often covered are acupuncture and chiropractic therapy. Contact your insurance company to find out what, if any, services are covered by your plan.

If possible, you might want to get a recommendation or referral from your doctor for the complementary therapy you are thinking about. Many insurance companies require that the method be shown to be reasonable and medically necessary, and it may help later on to have your doctor's recommendation. Insurance companies usually will not cover methods that have not been proven to be effective.

Adapted from information from the American Cancer Society

Questions:

1. If you are planning to talk to your doctor about seeking alternative treatment for an illness or condition, what should you do to prepare?
2. Why is it important to give your doctor complete information about the kinds of alternative treatments you are using (herbal remedies, acupuncture...)?
3. Does health insurance pay for alternative treatments?

Now you will listen to conversation between Sylvie and her doctor. Sylvie is interested in seeking alternative medical treatment for her breast cancer. She is anxious to get her doctor's opinion about these types of treatments. Listen to the advice Sylvie's doctor gives her and then discuss the questions that follow with your classmates and teacher.

Doctor Edwards: Do you have any questions Sylvie?

Sylvie: Well...yes. My neighbor recommended that I try acupuncture and herbal medicine to help me recover from surgery and chemotherapy...what do you think?

Doctor Edwards: Um...I know that many cancer patients are experimenting with these treatments but...
(Sylvie interrupts)

Sylvie: I know, I know...you're probably going to say it's a bad idea, but, I've done some research. Look at this brochure I brought from the Holistic Medical Center. Look what it says here (she reads):

Acupuncture and herbal medicine can be utilized before, during and after surgery, chemotherapy and radiation. It is very effective in reducing the side effects of these treatments.

Sylvie: I went to talk to them and I met a Dr. Lin. He said that he could help me heal faster after surgery. He said that he had treatments that could help me with nausea during chemotherapy and even give me a better chance to beat the cancer.

Doctor Edwards: Sylvie, listen, I'm not going to say it's a bad idea. I happen to know Dr. Lin very well. I took an

acupuncture certification course last year and he was my teacher.

Sylvie: Really? You do acupuncture?

Doctor Edwards: I'm learning about it. Look, I have no problem with you seeking alternative treatment, especially with Dr. Lin. The Holistic Medical Center has a wonderful reputation and I have had many patients who have gone there.

Sylvie: So you think I should do it?

Doctor Edwards: I won't tell you what to do Sylvie. If you would like to start complementing your care here with acupuncture or herbal therapies, which is up to you, but I do have some ground rules. Please let me know what you are planning to do before you do it. If you decide to start an herbal remedy, I want to discuss this with you. After you see Dr. Lin I'll need you to make a complete list of his recommendations, which therapies he suggests, what you are taking and the amount...

Sylvie: Why? Are some of the herbal remedies dangerous?

Doctor Edwards: Many supplements can interact in potentially harmful ways with other medicines, so we'll need to talk regularly and you need to be sure to tell us right away if you feel like you are having any unusual side effects.

Sylvie: Thanks doctor. I am so happy – and surprised that you are being so supportive about this.

Doctor Edwards: Actually, Sylvie - there are many complementary treatment methods you can use safely. I've got patients who are doing aromatherapy, biofeedback, massage therapy, meditation, tai chi, yoga...these are very useful to help control some of their symptoms and improve the quality of their lives. But remember Sylvie; these treatments do not cure the cancer. Unfortunately, there are no silver bullets.

Questions:

1. What reasons does Sylvie give for wanting to seek alternative treatments at the Holistic Center?
2. Does Dr. Edwards think it is a good idea for Sylvie to use acupuncture and herbal remedies to complement her conventional medical treatments?
3. What does Dr. Edwards mean when he says, “But remember Sylvie, these treatments do not cure the cancer. Unfortunately, there are no silver bullets.”

Talk About It!

Before we begin, let's review how to agree and disagree appropriately when arguing your opinion in English.

Agreeing

In agreeing with a negative opinion in English, you may wish to qualify your agreement with an expression of regret, etc.

Yes, I am afraid it was.

That movie was terrible! I have to agree that it was.

I must say I thought it was too...

In other cases, you can be as enthusiastic as you like in emphasizing your agreement.

**It was an interesting lesson, wasn't it? – Yes, it was superb/absolutely splendid!*

**She is an amazing doctor. – Yes, definitely/quite/absolutely/I absolutely agree/I couldn't agree more/I quite agree/ I agree entirely.*

**Alternative medicine isn't for everybody. – Definitely not/It certainly isn't/ You are absolutely right/ I agree completely/Exactly.*

Other ways of expressing agreement are:

**That's just what I was thinking.*

**You know, that's exactly what I think.*

**That's a good point.*

Qualified agreement

In discussion and argument, there is often a need to agree with one aspect of a speaker's view, and to disagree with another. Here are some of the methods you might use to express this sort of qualified agreement:

**Certainly it's true that ..., but on the other hand...*

**I can see that.... But surely...*

**I am in total agreement with you about... but we also have to consider....*

**Agreed, BUT if we accept... then it must also be true that...*

Activity One:

Note to teacher: write the following controversial statements regarding the topic of alternative medicine on the blackboard:

- Western doctors don't care about their patients. They just care about money!
- Alternative medicine is a waste of time. Anyone who believes in that stuff is crazy.
- Big drug companies are really bad for society. They take all of our money and they don't give anything back.

Activity Two:

Work with a partner to role play each of the following situations (take turns playing the different roles). As you do, be sure to use appropriate phrases as you agree/disagree with each other.

Situation One:

Roles:

Doctor Martinez: You have been Marcia's doctor for twelve years. You have been treating her high blood pressure for six. Recently, Marcia told you that she is going to stop taking her blood pressure medicine and start an alternative therapy that includes herbal remedies, acupuncture and therapeutic massage. You think that alternative medicine is a waste of time and money. You are trying to convince Marcia not to do it.

Marcia: You do not like taking drugs. Your sister-in-law told you about a therapy that she read about on the Internet. It is a combination of Chinese herbal remedies and acupuncture guaranteed to lower high blood pressure. You are convinced that this therapy will help you to feel better because you will be able to stop taking your high blood pressure medications.

Situation:

Doctor Martinez: So...Marcia, how are you feeling? How is that new medicine working that you are taking for high blood pressure?

Marcia: ...

Play out the rest of the conversation...

Situation Two:

Roles:

Ravi: You have been doing yoga for thirty years. You believe that yoga is a wonderful way to exercise, and you also believe that it is extremely good for your health because it gives you energy and helps your body fight against disease. In your experience, you have seen many people who have improved their health. These people have reduced pain and reduced the symptoms of chronic diseases like high blood pressure through practicing yoga.

Sam (Ravi's co-worker): You recently saw a show about yoga on television. You think people who practice yoga are crazy. You don't believe that standing in one place and stretching can help anyone's health. You believe the only way to treat poor health is by going to the doctor.

Situation:

Bob: Oh my god...I saw the funniest thing on television yesterday. It was yoga class. The instructor was talking about how yoga can reduce stress, help lower high blood pressure, and fight disease. Those people must be crazy...

LESSON 4.3. (INTEGRATED SKILLS). HEALTH: OPPORTUNITIES FOR DISABLED PEOPLE

Paralysed Man Takes Hopeful First Steps (22nd May, 2011)

A medical breakthrough has given hope to millions of people who are unable to walk. Doctors pioneered a special procedure that electrically stimulated the spine of ex-athlete Rob Summers. Mr Summers, 25, was paralysed below the chest in a hit-and-run car accident in 2006. Professor Susan Harkema, of the Kentucky Spinal Cord Injury Research Center gave the revolutionary treatment to "dead" nerves in Mr Summers' spinal cords. He was able to move his legs and toes and take a few steps with the help of a walking frame. Dr Harkema said: "This is a breakthrough. It opens a huge opportunity to improve the daily functioning of...individuals...but we have a long road ahead." She said this is "going to have a major impact" on people with disabilities.

The treatment is called epidural stimulation. It has taken over three decades of research to get to this stage. The process works when electrical signals bypass the brain to tell the spinal cord what to do. The signals allow the limbs to function independently of the brain. Mr Summers said the treatment has been life-changing. "This procedure has completely changed my life. For someone who for four years was unable to even move a toe, to have the freedom and ability to stand on my own is the most amazing feeling," he said. He added: "My sense of well-being has changed. My physique and muscle tone has improved greatly. Most people don't even believe I'm paralysed." Five other patients are also taking part in the trial.

1. DISABILITY: Walk around the class and talk to other students about disability. Change partners often. Sit with your first partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

medical / breakthroughs / pioneered / stimulated / revolutionary / long road ahead / treatment / research / electrical signals / life-changing / well-being / physique / trial

Have a chat about the topics you liked. Change topics and partners frequently.

3. DISABILITY: Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

Disability	What we know about it	How it affects well-being
Paralysis		
Autism		
Blindness		
Stroke		
Cerebral Palsy		
Alzheimer's		

4. BREAKTHROUGHS: Students A **strongly** believe scientific breakthroughs will one day enable all paralysed people to walk again; Students B **strongly** believe the opposite. Change partners again and talk about your conversations.

5. WELL-BEING: Which is most important to you? Rank these and share your rankings with your partner. Put the best at the top. Change partners and share your rankings again.

- walking
- seeing
- feeling with your fingers
- hearing
- running
- tasting things
- thinking
- feeling happy

6. SPINE: Spend one minute writing down all of the different words you associate with the word 'spine'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

LISTENING

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- | | |
|--|-------|
| a. A new medical development allowed a paralysed man to walk a little. | T / F |
| b. The breakthrough is a special drug that stimulates the spinal cord. | T / F |
| c. The man who was paralysed hit a car while he was running. | T / F |
| d. A professor was happy that the man walked down a long road. | T / F |
| e. The research behind the breakthrough has taken 30 years. | T / F |
| f. Electrical signals moved the man's legs independently of his brain. | T / F |
| g. The man doubts if the treatment will impact his life so much. | T / F |
| h. He said a lot of people are now surprised to hear he's paralysed. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article.

- | | |
|-----------------|------------------|
| 1. breakthrough | a. triggered |
| 2. pioneered | b. people |
| 3. stimulated | c. go around |
| 4. spine | d. arms and legs |
| 5. individuals | e. development |
| 6. stage | f. feeling |
| 7. bypass | g. test |
| 8. limbs | h. backbone |
| 9. sense | i. step |
| 10. trial | j. innovated |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|-----------------------|-----------------------------|
| 1. A medical | a. below the chest |
| 2. Doctors pioneered | b. well-being |
| 3. paralysed | c. a major impact |
| 4. "dead" nerves in | d. of research |
| 5. going to have | e. breakthrough |
| 6. over three decades | f. been life-changing |
| 7. electrical signals | g. in the trial |
| 8. the treatment has | h. a special procedure |
| 9. My sense of | i. bypass the brain |
| 10. taking part | j. Mr Summers' spinal cords |

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'medical' and 'breakthrough'.

medical	breakthrough
----------------	---------------------

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none">• millions• spine• accident• few• huge• major	<ul style="list-style-type: none">• decades• bypass• limbs• toe• sense• trial
--	--

LANGUAGE – MULTIPLE CHOICE

A (1) ____ breakthrough has given hope to millions of people who are unable to walk. Doctors pioneered a special procedure that electrically (2) ____ the spine of ex-athlete Rob Summers. Mr Summers, 25, was paralysed below the chest in a hit-and-(3) ____ car accident in 2006. Professor Susan Harkema, of the Kentucky Spinal Cord Injury Research Center gave the revolutionary treatment to "dead" (4) ____ in Mr Summers' spinal cords. He was able to move his legs and toes and take a few steps with the help (5) ____ a walking frame. DrHarkema said: "This is a breakthrough. It opens a huge opportunity to improve the daily functioning of...individuals...but we have a long road ahead." She said this is "going to have a major (6) ____ " on people with disabilities.

The treatment is called epidural stimulation. It has taken over three decades of research to get to this (7) _____. The process works when electrical signals bypass the brain to tell the spinal cord what to do. The signals allow the (8) _____ to function independently (9) _____ the brain. Mr Summers said the treatment has been life-changing. "This procedure has completely changed my life. For someone who for four years was unable to (10) _____ move a toe, to have the freedom and ability to stand on my own is the most amazing feeling," he said. He added: "My sense of (11) _____-being has changed. My physique and muscle tone has improved greatly. Most people don't even believe I'm paralysed." Five other patients are also taking part in the (12) _____.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|---------------|----------------|----------------|-----------------|
| 1. | (a) medical | (b) medics | (c) medicinal | (d) medical |
| 2. | (a) simulated | (b) stimulated | (c) simulation | (d) stimulus |
| 3. | (a) run | (b) walk | (c) jog | (d) sprint |
| 4. | (a) nervous | (b) nervy | (c) nerves | (d) nervousness |
| 5. | (a) by | (b) to | (c) of | (d) at |
| 6. | (a) affect | (b) impact | (c) compact | (d) impress |
| 7. | (a) stage | (b) ladder | (c) stair | (d) consent |
| 8. | (a) bombs | (b) lambs | (c) combs | (d) limbs |
| 9. | (a) for | (b) of | (c) from | (d) four |
| 10. | (a) evens | (b) never | (c) ever | (d) even |
| 11. | (a) good | (b) nice | (c) well | (d) lovely |
| 12. | (a) trial | (b) toil | (c) trial | (d) Tile |

LESSON 4.3 (LISTENING AND SPEAKING).HEALTH: HEALTHY LIFESTYLE

LISTENING

GAP FILL: Put the words into the gaps in the text and discuss with your pair.

A medical breakthrough has (1) _____ hope to millions of people who are unable to walk. Doctors pioneered a special procedure that electrically (2) _____ the spine of ex-athlete Rob Summers. Mr Summers, 25, was paralysed below the (3) _____ in a hit-and-run car accident in 2006. Professor Susan Harkema, of the Kentucky Spinal Cord Injury Research Center gave the revolutionary (4) _____ to “dead” nerves in Mr Summers’ spinal cords. He was able to move his legs and toes and take a (5) _____ steps with the help of a walking frame. DrHarkema said: "This is a breakthrough. It opens a (6) _____ opportunity to improve the daily functioning of...individuals...but we have a (7) _____ road ahead." She said this is "going to have a major (8) _____ " on people with disabilities.

*huge
treatment
impact
few
given
long
stimulated
chest*

The treatment is called epidural stimulation. It has taken over three (9) _____ of research to get to this stage. The process works when electrical signals (10) _____ the brain to tell the spinal cord what to do. The signals allow the (11) _____ to function independently of the brain. Mr Summers said the treatment has been life-changing. "This procedure has (12) _____ changed my life. For someone who for four years was unable to even move a toe, to have the freedom and (13) _____ to stand on my own is the most amazing feeling," he said. He added: "My (14) _____ of well-being has changed. My physique and muscle tone has (15) _____ greatly. Most people don't even believe I'm paralysed." Five other patients are also taking part in the (16) _____.

*completely
bypass
trial
sense
limbs
decades
improved
ability*

LISTENING – Listen and fill in the gaps

DISABILITY DISCUSSION

STUDENT A's QUESTIONS(Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word ‘disability’?
- What do you think about this story?
- Do you think this could be the beginning of the end of paralysis?
- Would you like to work on research like this?
- What would be (is) the most difficult thing about being paralysed?
- Do you ever think about how fragile we are and what can go wrong with our body?
- Is your country good about providing facilities for people in wheelchairs?
- What impact will this research have on people with disabilities?

STUDENT B's QUESTIONS(Do not show these to student A)

- a) Did you like reading this article?
- b) What do you know about the spinal cord?
- c) Have you ever had a life-changing experience?
- d) How do you think he feels?
- e) What do you do to look after yourself?
- f) How's your sense of well-being?
- g) Who is the most inspirational person with a disability you know?
- h) What three adjectives describe this news story (and why)?
- i) What questions would you like to ask Professor Susan Harkema and Rob Summers?

STUDENT DISABILITY SURVEY

Write five GOOD questions about disability in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Writedowntheiranswers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.	_____	_____	_____
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Changepartnersoften.

Make mini-presentations to other groups on your findings

GRAMMAR AND VOCABULARY

- 1 **CD 3.21** In pairs, look at the cartoon. Why do you think the doctor is angry? Listen and check.
- 2 **CD 3.21** Use a dictionary to check the meaning of the words below. Then read and listen to the conversation in Exercise 1 again. Tick the problems which Harry thinks he has.

a cold cancer indigestion
 a sore throat a temperature
 a dangerous virus a heart attack

Check it out

Modal verbs

- **must** and **have to** mean something is necessary
I **must** phone the doctor.
(It is necessary to phone him.)
He says I **have to** exercise more.
(He says it is necessary for me to exercise more.)
- **don't have to** means something isn't necessary
I **don't have to** listen to this.
(It isn't necessary for me to listen to this.)
- **mustn't** means something is not allowed
You **mustn't** phone me.
(You're not allowed to phone me.)
- **should** means something is a good idea
You **should** take an aspirin. (It's a good idea to take an aspirin.)
- **shouldn't** means something isn't a good idea
You **shouldn't** read that book. (It isn't a good idea to read that book.)



Harry Uh! Darling! Could you come here, please?
 Carol Do I have to? I'm watching television.
 Harry Oh! Carol! Carol! Carol! I've got an awful pain in my chest. It says in my medical encyclopedia that the first signs of a heart attack are ...
 Carol You shouldn't read that book, Harry. It's probably just indigestion. You ate those sandwiches too quickly.
 Harry But it's not just my chest. Feel my forehead. Maybe I've caught a dangerous virus too. And my throat is terribly red. Perhaps it's cancer of the ...
 Carol You've probably just got a cold and a sore throat. You should take an aspirin.
 Harry An aspirin? What good's that going to do?
 Carol My mother was right – Harry Hypochondriac she used to say. I'm going ... I don't have to listen to this.

Harry Harry Hypochondriac indeed! I'm going to phone the doctor I am! Hello? Can I speak to Doctor Curtis, please? It's not possible?! But I must speak to him! Hello? Oh, Dr Curtis. Hello it's Harry Mac ... Ah, you recognised me. I've got terrible pains in my ... Oh?
 Carol Well, what did he say?
 Harry Dr Curtis says I have to stop reading my medical encyclopedia and ...
 Carol What else?
 Harry He says that I mustn't phone him again!



Work it out

- 3 Find verbs 1–6 in the conversation above. Then match them with their meanings a–f.

- | | | |
|-----------------|--------------------------|-------------------------------|
| 1 shouldn't | <input type="checkbox"/> | a It's a good idea to ... |
| 2 should | <input type="checkbox"/> | b It's not necessary to ... |
| 3 don't have to | <input type="checkbox"/> | c I'm not allowed to ... |
| 4 must | <input type="checkbox"/> | d It's not a good idea to ... |
| 5 have to | <input type="checkbox"/> | e It's necessary to ... |
| 6 mustn't | <input type="checkbox"/> | f It's necessary to ... |

Health (Glossary)

1. Gym-a building or club where you go to do physical exercises, swim, and play sports.
2. Aerobics-energetic physical exercises, often performed with a group of people to music, which make the heart, lungs and muscles stronger and increase the amount of oxygen in the blood .
3. Fitness-the condition of being physically strong and healthy.
4. Cycling- to ride a bicycle .
5. Join-to get involved in an activity or journey with another person or group.
6. Membership-the fact of being a member of a club, organization, or group.
7. Pool-a place where people go to play pool.
8. Tour-a journey in which you visit several places for pleasure.
9. Yoga-an activity that involves doing physical and breathing exercises to make you stronger and make your mind and body relax.
10. Cleaning-the activity or job of making rooms in a building clean.
11. Alternative medicine-medical treatment using methods that are different from the usual Western scientific methods, for example homeopathy and acupuncture.
12. Liquid-a substance, such as water, that is not solid or a gas and that can be poured easily.
13. Mud- remarks that criticize someone or harm their reputation.
14. Rare- not often seen or found, and therefore admired or valued very much.
15. Sick- physically or mentally ill; not well or healthy.
16. Swear- to use words that are rude or offensive as a way of emphasizing what you mean or as a way of insulting someone or something.
17. Wheelchair- a chair on wheels which people who are unable to walk use for moving around.
18. Witchdoctor-a person in some societies who cures people using traditional magic or medicine; a shaman.
19. Miracle- an unusual and mysterious event that is thought to have been caused by a god, or any very surprising and unexpected event.

20. Chimney- a hollow structure that allows the smoke from a fire inside a building to escape to the air outside.
21. Cereal- a food that is made from grain and eaten with milk, especially in the morning.
22. Liar- a person who has lied or who lies repeatedly.
23. Quiz- an examination consisting of a few short questions.
24. Score-the act of scoring in a game or sport.
25. Stressed- suffering severe physical strain or distress.
26. Rubbish- things that you throw away because they are no longer useful, such as old food, paper or plastic used for wrapping things, and empty containers.
27. Relax-to rest and allow yourself to become calm.
28. Curry- to cook something such as meat or vegetables in a sauce with a hot flavor.
29. Fancy-a feeling of wanting or liking something, especially a feeling that is not very strong or serious.
30. Portion-a part of an amount or total.
31. Awful-used for emphasizing how unpleasant someone or something is.
32. Bone-one of the hard parts that form a frame inside the body of a human or animal.
33. Bowl-to throw the ball towards the batsman in the sport of cricket, trying to hit the wicket.
34. Ache-a pain that is continuous and unpleasant, but usually not very strong.
35. Cure-a medicine or treatment that makes someone who is ill become healthy.
36. Determined-not willing to let anything prevent you from doing what you have decided to do.
37. Energy-a supply of physical power that you have for doing things that need physical effort.
38. Herb-a plant used for adding flavour to food or as a medicine.
39. Hut-a small simple shelter.
40. Transcript,n. - ['trɪnskɪpt] - something that has been transcribed, a written record(usually type-written) of dictated or recorded speech.
41. Give up, phs.- [gɪv ʌp] - put an end to a state or an activity.
42. Gradually, adj. - ['grædjʊəli] - step by step in a gradual manner, slowly.
43. Patch, n. - [pætʃ] - a piece of soft material that covers and protects an injured part of

the body.

44. Nicotine, n. -[ˈnɪkətiːn] an alkaloid poison that occurs in tobacco.
45. Hypnosis, n. - [hɪpˈnəʊsɪs] - a state of mind, in which a person loses the power of voluntary action.
46. Reject, v. - [rɪˈdʒekt] - refuse to agree to.
47. Accept, v. - [əkˈsept] - receive smth willingly given or offered.
48. Advice, n. - [ədˈvaɪs] - recommendation.
49. Electronic cigarette, n. - [ɪlekˈtrɒnɪk sɪgəˈret] - a device for smoking, artificial cigarette.
50. Decide, v. - [dɪˈsaɪd] - make a choice from a number of alternatives.

Alternative vs traditional medicine.

1. Science n. - [ˈsaɪəns] - knowledge about or study of the natural world based on facts learned through experiments and observation
2. Medication n. - [mɛdɪˈkeɪʃn] - a substance used in treating disease or relieving pain.
3. Alternative medical treatment n. - [ɔ:lˈtə:nətrɪv ˈmɛdɪkl ˈtri:tmənt] - healing with non-traditional medications such as herbs, acupuncture, cupuncture.
4. Common adj. - [ˈkɒmən] - done by many people
: occurring or appearing frequently : not rare
5. Familiar adj. - [fəˈmɪliə] - well known for long or close associations.
6. Conventional adj. - [kən-ˈvenʃ-nəl] - used and accepted by most people : usual or traditional
7. To describe v. - [dɪˈskraɪb] - to tell someone the appearance, sound, smell, events, etc., of (something or someone) : to say what something or someone is like
8. Conflict n. [ˈkɒnflɪkt] - a serious disagreement.
9. Cancer n. [ˈkænsə] - a serious disease caused by cells that are not normal and that can spread to one or many parts of the body.
10. Oncology n. [ɒŋˈkɒlədʒi] - the study and treatment of cancer and tumors
11. Surgery n. [ˈsɜ:dʒəri] - medical treatment in which a doctor cuts into someone's body in order to repair or remove damaged or diseased parts
12. Chemotherapy n. [ˌki:məˈθerəpi] - treatment by chemical substance or injections.
13. Herbs n.pl. [hɜ:bs] - a plant or a part of a plant that is used as medicine or to give flavor to food.
14. Treatment n. [ˈtri:tmənt] - medical care given to the patients.
15. To waste v. [weɪst] - use or expand carelessly.
16. To suggest v. [səˈdʒest] - propose or advise something.

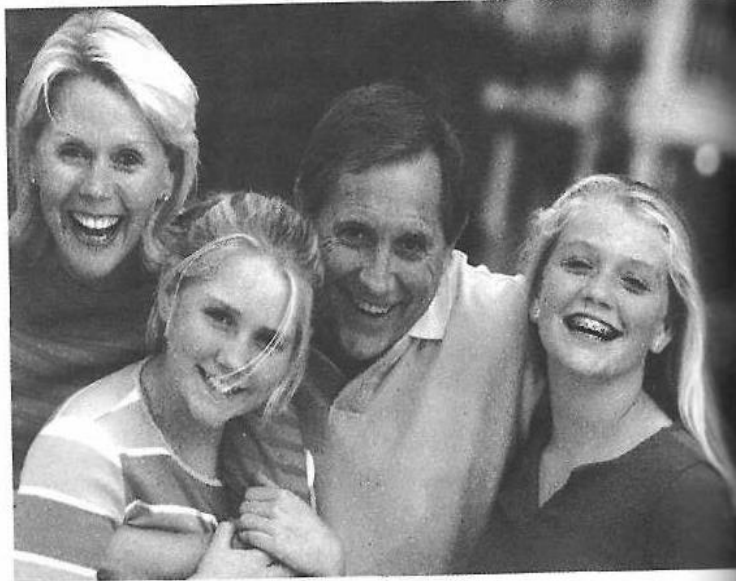
17. To reserch v. [rɪ'sə:tʃ] - to investigate or study something for specific details.
18. To reduce v. [rɪ'dju:s] - to make smaller or less in amount.
19. Nausea n. ['nə:siə] - the feeling of sickness.
20. To encouridge v. [ɪn'kʌrɪdʒ] to support, give confidence or hope.
21. To interfere v. [ɪntə'fɪə] - to prevent from continuing.
22. Anxious adj. ['æŋkʃəs] - feeling or showing worry, nervousness.
23. To fight v. [faɪt] - struggle to overcome a desease.
24. To originate v. [ə'ɪrɪdʒɪneɪt] - have a specified beginning.
25. Improper.adj. [ɪm'prɒpə] - not in accordance with accepted standards.
26. To flow v. [fləʊ] - to move along in the stream
27. Various adj. ['veəriəs] - different from one another.
28. To preserve v. [prɪ'zə:v] - maintanesmth in its original state, save.
29. To restore [rɪ'stɔ:] - bring back or re-establish, return.
30. Remedy n. ['remɪdi] - a medicine or treatment for disease or injury.
31. To accept v. [ək'sept] - to give an affirmative answer to smth.
32. Tissue n. ['tɪʃju:] - the skin layers, organs of the body.
33. To insert v. [ɪn'sə:t] - place, fit or push smth into smth.
34. Additional –*adv*, more than is usual or expected
35. Stimulation –*noun*, to make excited or interested in something

Current –*noun*, a flow of electricity through a conductor

1. Tingling –*verb*, to have a feeling like the feeling of many small sharp points pressing into your skin
2. Acupressure –*noun*, Treatment of symptoms by applying pressure with the fingers to specific pressure points on the body
3. Imbalance –*noun*, not balanced, not at the same condition
4. Cure – *verb*, the act of making someone healthy again after an illness
5. Substance –*noun*, the real physical matter of which a person or thing consists
6. Reluctant –*adj*, do not want to do something
7. Complementary –*adj*, working well together
8. Benefit –*noun*, a good or helpful result or effect
9. Reputable –*adj*, having a good reputation
10. Credible –*adj*, able to be believed
11. Non-confrontational –*adj*, to solve the problems calm way
12. Chiropractic –*noun*, a method of treating people who are sick or in pain by pushing and moving bones in the spine and joints
13. Referral –*noun*, the act of sending someone to another person or place for treatment, help, advice, etc
14. Require –*verb*, to demand to do something

15. Prove –*verb*, (proved, proven), to show facts, truth or correctness
16. Supplement –*noun*, to add something to make it complete
17. Bullet –*noun*, a small piece of metal or another material that is shot out of a gun
18. Emphasize –*verb*, to give special attention
19. Enthusiastic –*adj*, feeling strong happiness or excitement about something
20. Controversial –*adj*, relating to or causing much discussion, disagreement or argument
21. Blood pressure – *noun*, the force with which blood moves through a person's body
22. Convince – *verb*, to cause (someone) to agree to do something
23. Stretching- extend one's limbs or muscles, or the entire body
24. Paralyzed –*verb*, to make a person or animal unable to move or feel all part of the body
25. Breakthrough- *noun*, an important discovery that happens after trying for a long time to understand or explain something
26. Revolutionary- *verb*, causing or relating to a great or complete change
27. Epidural- *noun*, regional anesthesia resulting from injection of an anesthetic into the epidural space of the spinal cord
28. Physique- *noun*, the size and shape of person's body
29. Trial-*noun*, the act of testing something
30. Disability- *noun*, a condition (such as an illness or an injury) that damages or limits a person's physical or mental abilities
31. Autism-*noun*, a condition or disorder that begins in childhood and that causes problems in forming relationships and in communicating with other people
32. Blindness – *adj*, unable to see
33. Stroke- *noun*, a serious illness caused when a blood vessel in your brain suddenly breaks or blocked
34. Cerebral palsy- *noun*, a disease that causes a person to have problems moving and speaking
35. Alzheimer's- *noun*, a disease of the brain that causes people to slowly lose their memory and mental abilities as they grow old

BRINGING UP A FAMILY



'It can be so difficult to support a family and bring up children,' says Michael Wilson, father of two teenage girls. 'It's something that (0) can ever prepare you for because every family (1) of different people and personalities.

Firstly, you have to make sure that everyone has what they (2) Children require so many things these days, from school uniforms and books, pens and pencils to games, toys, computers and, of course, clothes. Secondly, there is always the concern that they might be (3) danger. I (4) so many terrible things on the news every day that I always wonder whether my own children are safe or (5) and sometimes I get very concerned,

even if they are only a little late (6) home. That's what they don't (7) when I tell them off.

Of course, there are wonderful aspects to (8) a family. It is a great pleasure to (9) them grow and develop their own personalities, not to mention the love and warmth that exists in a family. My wife and children are the most precious things in my life and, (10) the difficulties, I can honestly say that I wouldn't change a thing!

- | | | | | |
|----|------------|------------|------------|--------------|
| 1 | A includes | B consists | C has | D contains |
| 2 | A need | B ask | C wish | D request |
| 3 | A on | B in | C at | D out |
| 4 | A listen | B look | C watch | D see |
| 5 | A so | B no | C not | D what |
| 6 | A reaching | B going | C coming | D making |
| 7 | A think | B imagine | C wonder | D understand |
| 8 | A having | B growing | C bringing | D rising |
| 9 | A look | B watch | C glimpse | D stare |
| 10 | A however | B in spite | C despite | D although |

Parent Trouble?

1. Vocabulary

Match the words from the text with the definitions below.

- | | |
|-------------------------|--|
| 1. unenthusiastic | a) not strict, free |
| 2. to encourage | b) to find out about things |
| 3. to explore | c) before something happens |
| 4. to co-operate | d) to say negative things about someone |
| 5. common sense | e) to choose or propose |
| 6. to criticise someone | f) way of behaving |
| 7. in advance | g) to stop yourself from doing something that you want to do |
| 8. to nominate | h) to work together with someone |
| 9. liberal | i) to help or persuade someone to do something |
| 10. attitude | j) something that is practical or logical |
| 11. constructively | k) showing little interest in things |
| 12. to resist something | l) helpfully or positively |

2. Add the Questions

Read the article and put the questions in the correct places.

- What did you learn?
- What did your children think about you doing the course?
- Why did you decide to do a parenting course?
- Did the course help?
- What did you do in the classes?

3. Reading and Speaking

The stories below about children and their parents are all true. Read each story and decide what you would do.

In September 1992, Gregory Kingsley, a 12-year-old American boy wanted to divorce his parents. Gregory wanted to be adopted by the people who were taking care of him. He said his mother had neglected and abandoned him. He had only lived seven months of the past eight years with her. When he was not with her, she did not ring, visit or write to him at all.

If you were the judge, would you let Gregory divorce his parents?
Yes No

In December 1978, two baby girls were mixed up in a hospital and taken home by the wrong parents. The mistake was discovered ten years later when one of the girls died. When her 'parents' realised the babies had been exchanged and their own daughter was still alive, they wanted to meet her and visit her regularly.

If you were the judge, would you allow the parents to have visiting rights?

The Teenage Brain

1. Word formation

Change these verbs into nouns. Look back at the brain diagram to check your answers.

- | Verb | Noun |
|---------------------------|---------------|
| 1. to speak | s _ _ _ _ h |
| 2. to think | t _ _ _ _ t |
| 3. to move | m _ _ _ _ _ t |
| 4. to see | s _ _ _ t |
| 5. to remember / memorise | m _ _ _ _ y |

2. Comprehension

Read the article and decide if the following sentences are true or false.

- Scientists believe that young children have fully-developed brains.
- The teenage brain is bigger than the adult brain.
- The brain stops developing during the teenage years.
- The number of cells in your brain never changes.

3. Idiomatic expressions (words and phrases with 'brain')

The words and phrases below all include the word *brain*! Match each word or phrase with its definition.

- to pick someone's brains
 - brainy
 - a brainwave
 - to have something on the brain
 - to rack your brains
- a sudden, clever idea
 - very intelligent
 - to be obsessed with something
 - to get information by asking someone who knows a lot about the subject
 - to try very hard to think of or remember something

Use of English



Stative verbs

➔ Look at *Grammar database* pages 160-161 before you do the exercises.

- Circle the correct tense in each sentence.
- I *think/am thinking* that your family is the most important thing in life.
- My mum *can see/is seeing* my maths teacher tomorrow.
- Elaine *isn't looking/doesn't look* like her sister at all.
- The Robinson family *owns/is owning* a lot of the land around here.
- Living with all your cousins *sounds/is sounding* like chaos to me!
- You look unhappy. What *are you thinking/do you think* about?

Focus on FCE: Use of English Part 1

- For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Do you (0) *feel* depressed? Do you and your brothers or sisters (1) to argue all the time and you don't understand why? Does your brother or sister (2) you, or is everything perfect?

Statistics show that there are times in every family when things just (3) out of control. It's nobody's (4), but everybody's responsibility. At times (5) that, *Family Helpline* can help.

Here at *Family Helpline*, we care (6) families. We want to help you make your family

Family Helpline

work. Our trained counsellors deal (7) people just like you every day. We are not always successful, but we (8) help many families to live together again in peace.

Our counsellors help you to stop (9) each other of causing the problem. You all want to (10) a solution and sometimes talking to somebody outside the family makes a difference. We're here to listen. Call our operators on 555-26515. They're available 24 hours a day, seven days a week.

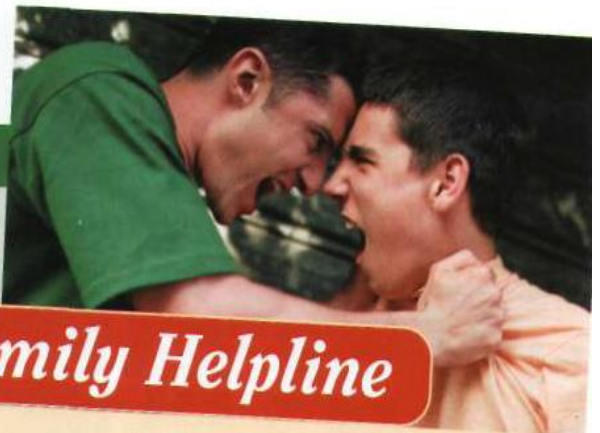
- | | | | | | | | |
|-----------|------------|------------|-----------|---------------|-----------|---------------|------------|
| 0 A be | B behave | C feel | D act | 6 A over | B about | C with | D of |
| 1 A seem | B look | C resemble | D involve | 7 A for | B with | C at | D by |
| 2 A argue | B complain | C annoy | D mind | 8 A do | B are | C try | D agree |
| 3 A go | B get | C come | D turn | 9 A attacking | B blaming | C criticising | D accusing |
| 4 A fault | B blame | C cause | D reason | 10 A make | B find | C get | D do |
| 5 A such | B as | C similar | D like | | | | |

Word patterns

- Complete the sentences using the correct form of the verbs in the box.

look • accuse • deal • blame • care

- My sister is always me for her problems.
- It's hard to with people who won't listen to you.
- Mum me of lying, but it was my brother's fault, really!
- I try to about the feelings of the other members of my family.
- Auntie Pat usually after us when my mum's at work.



Vocabulary builder

Adjectives to describe people



1 Match the words in the box with the correct definitions.

selfish • popular • sensitive • arrogant • pessimistic • amusing
ambitious • considerate • generous • optimistic • modest

If you are ...

- 1 , you want to be very successful.
- 2 , you think the future is going to be bad.
- 3 , you have lots of friends.
- 4 , people think you are funny.
- 5 , you share what you have with other people.
- 6 , you get upset very easily.
- 7 , you think the future is going to be good.
- 8 , you only care about yourself.
- 9 , you care about other people's feelings.
- 10 , you don't like to talk about your achievements.
- 11 , you think you are better than other people.

Word formation: prefixes

2 Complete the sentences with the correct negative form of the word in bold. Use *in, un, im, dis, il* or *ir*.

- 1 I'm sure Nigel didn't mean to be when he spoke to you this morning. **kind**
- 2 A lot of people think it is to visit without calling first. **polite**
- 3 Nadine thinks she's , but I think she's quite pretty. **attractive**
- 4 Don't be ! Let your sister play with you and your friends! **fair**
- 5 I think it's very of you to lie to your brother like that. **honest**
- 6 My mum is of being rude to anyone. **capable**
- 7 Jenny is in trouble after doing something **legal**
- 8 Don't include any points in your description. **relevant**

Phrasal verbs with up

3 Phrasal verbs with *up* often have meanings connected to making things appear or things suddenly appearing. Match the words in the box with the definitions.

makes up • turns up • comes up
thinks up • brings up

- 1 If a person , they arrive unexpectedly.
- 2 If a problem , it appears unexpectedly.
- 3 If a person an idea, they have it before anyone else.
- 4 If a person a story, they create it.
- 5 If a person a subject, they mention it in a conversation.

Magic metaphors



4 When we talk about *people*, we sometimes use words or phrases that have a connection with *temperature*. Complete the sentences with words from the box.

warm • cool • icy • hot-tempered
cold-hearted

- 1 I thought John was very when he said he didn't care about people who don't have enough money.
- 2 My grandfather was a very , kind man who would do anything for anybody.
- 3 Our headteacher is quite and gets very angry about unimportant things.
- 4 Tony is really He doesn't let anything worry him.
- 5 When I asked Mrs Brown how old she was, she didn't answer me; she just gave me a(an) look instead!

Parent Trouble?

Fact: Parents and their children have the most arguments and problems when the children are teenagers.

In England recently there has been a large increase in the number of parents who have decided to go on 'parenting courses'. These are courses for parents who hope to 'manage' their teenage children better. We spoke to David, a father of three teenagers who had done one of these courses with his wife.



1

David:

We wanted to help our teenage daughter. She was unenthusiastic about things in her life and was not enjoying things she was doing. We wanted to encourage her to talk to us more.

2

David:

Well, firstly, we talked to several other parents about their situations. Then we acted out common problems and put ourselves in the positions of our children. We tried to explore ways in which both the parents and the children would co-operate more.

3

David:

A lot of what we learnt was common sense such as listening to our children more. We also learnt to praise our children more. Sometimes parents find it easy to criticise and forget to praise the good things. We also learnt to talk about things in advance before a problem became too large. This way, the argument is finished before the problem is too big. We also learnt the importance of rules and nominating time for doing things to be done. Before, we felt uncomfortable doing this because we had been teenagers ourselves in the liberal 60's.

4

David:

They did not mind at all. They were pleased. Now they say they can notice a difference in our attitude. Sometimes they laugh and say, "We know what you're doing, you're trying to praise constructively, aren't you?" But praise is a very powerful thing. No one can resist it. It always works.

5

David:

Yes absolutely! How could we have been such stupid parents before?



Speaking and listening - Elementary to Intermediate

Let's talk about **FAMILY**

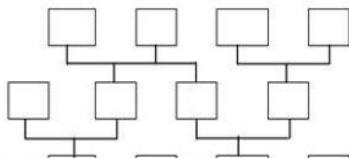


Family: (1) relatives living together; (2) all your relatives (also: extended family)

How many people are there in your family ⁽¹⁾ ? Who are they?	Do you have any brothers or sisters? Talk about them.	How many grandparents have you got? How often do you see them?
How do your parents <i>earn a living</i> ? (= what are their jobs) Talk about it.	What does your family usually do on Sundays? Talk about it.	Who's the oldest in your family? Who's the youngest? Talk about them.
How many cousins do you have? What do you do when you see them?	Do you have any great-grandparents? If so, how old are they?	Do you have any family living or working abroad? Talk about them.
Pick a family member. Describe <i>looks</i> (= outside) and <i>character</i> (= inside).	Does your family eat meals together? What else do you do together?	Who does the <i>housework</i> in your family? (e.g. cooking, cleaning, washing)
Talk about the relative you like most. Say why you like him or her.	Would you live with your parents after getting married? Why or why not?	Are there any rules in your family? What are they? Do you think they are fair?
What do your parents look like? Do you <i>take after</i> them? (= look like them)	Is family important to you? Explain why.	Do you ever hold a <i>family reunion</i> ? If so, what happens there?

Fit into the family tree:

1	(you)	6	grandmother
2	aunt	7	mother
3	cousin	8	brother
4	father	9	sister
5	grandfather	10	uncle

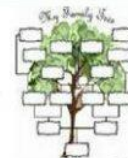


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Match

- | | |
|----------------------|---|
| 1. family reunion | a. son of your sister or brother |
| 2. cousins | b. daughter of your sister or brother |
| 3. stepmother | c. family that lived a very long time ago |
| 4. in-laws | d. children of your uncle and aunt |
| 5. great-grandfather | e. husband of your sister |
| 6. niece | f. daughter of your children |
| 7. ancestors | g. get-together of an extended family |
| 8. brother-in-law | h. father of your grandparents |
| 9. nephew | i. parents of your husband or wife |
| 10. granddaughter | j. your father's new wife |

Why not make your own family tree?



LESSON 5.2 (INTEGRATED SKILLS). FAMILY VALUES:MARRIAGE AND DIVORCE

Warm-up

1. What is a wedding ceremony like in your country?
2. How has the idea of marriage changed throughout history?
3. What is your experience with divorce?
4. Is the divorce rate high in your country? If so, what factors contribute to this?

Marriage: Two Opinions

Tom – “Marriage is no doubt a valuable **institution**. Children need the love of two parents and both male and female **role models**. Marriage is also valuable for the people involved, and I don’t mean just for tax purposes. I mean, when I’m old and grey, I’m going to want someone to **keep me company**, and take care of me.

My parents’ relationship isn’t perfect – my dad complains about my mother’s **nagging**, my mother complains about his laziness, etc. But no relationship is perfect. It’s all about **compromise**. **Besides**, I don’t know what they’d do without each other.”

Diane – “When I was a girl, I read all the story tales about marrying prince charming and living happily ever after. I used to believe I had a **soul mate** and all that stuff. I had a really **idealistic** view, but then I awoke from the fairy tale. It’s not like that. People fall in and out of love. There’s a lot of suffering. Feelings of love hardly last a year, never mind a lifetime. How can we make **vows** of lifelong **faithfulness** when we don’t know what the future will bring?

While promoting marriage may benefit society, I’m not sure it’s a natural way for humans to live. Maybe that’s why there are some any divorces.”

Comprehension Questions

- 1) **True or False:** Tom’s parents are nagging him to get married.
- 2) **True or False:** Tom believes living with one parent can be better than living with two.
- 3) Who believes that marriage is healthy for society?
- 4) What is the ‘fairy tale’ according to Diane?

Match the words with their meaning as used in the article.

institution	anyway, anyhow, in any case, be that as it may
role model	serious promise, oath, pledge
keep sb company (phr. verb)	a person looked to by others as a good example
nag (verb)	based on standards of perfection that may not be realistic
compromise	loyalty, not having a sexual relationship with anyone else
besides	agreement in which two groups decide to give sth up
soul mate	a custom/tradition that has existed for a long time
idealistic	a person’s perfect match for a life-long relationship
vow	be with someone so they are not lonely
faithfulness	continually complain; annoy constantly

Connect the below ideas to make a sentence.

government / crush / uprising	e.g. The government plans to crush the uprising.
institution / marriage	
rolemodel / crucial	
besides / keepsbcompany	
soulmate / doubt	
idealistic / view	
nag / step-mother	
marriage / compromise	
vow / faithfulness	

Quotations

Discuss the below quotes with your partner. Which do you agree with?

- Loveisblind.
- Marriage is the agreement to let a family happen. (B.J.Wylie)
- A man doesn't know what happiness is until he's married. By then it's too late. (FrankSinatra)
- A successful marriage requires falling in love many times, always with the same person. (MignonMcLaughlin)
- All love that has not friendship for its base, is like a mansion built upon sand. (E. W. Wilcox)

Role-play #1

Student A:	You and Student B planned to get married. However, you've had some bad experiences in your past. In your last divorce, your partner took half of your money. So, this time, you want your future wife/husband to sign a <i>prenuptial agreement</i> (= a contract that determines who will get what in the case of a divorce). Tell Student B that you'd like to talk with her/him, and then ask him/her to sign the document.
Student B:	You and Student A; your soul mate, plan to get married next year. You look forward to having children with him/her, and raising them in your large house. Student A hasaskedtospakwithyou.

Reasons for Divorce

What are good reasons for getting a divorce? Checkthebelowlist.

she/he cheated on me	she/he spends all our money on gambling and beer
she/hehitme	I'd like to try someone else while I'm young enough
we don't sleep together anymore	she/he doesn't care about his/her appearance now
we have nothing left to say to each other	his/her parents hate me

Role-play #2 (Pair Work)

Student A (anygender):	You suspect that your friend, Student B, is cheating on his wife. Approach him about this and try to convince him to be faithful.
Student B (male):	You cheat on your wife, regularly. You think men have an excuse to

	cheat: it's in their genes. Sex is a higher priority for males than females. Men need to spread their seed in order for the species to survive. Student A, your friend, wants to talk with you.
--	---

Situation

You are 30 years old. You have been unhappily married for 3 years. You and your partner argue constantly. You have two small children. What do you do (see options below)?

- 1) keep the family together and raise the children in a house full of tension
- 2) separate, move on, and let the children grow up in a different environment
- 3) other: _____

Comprehension Questions

- 1) What's your opinion of polygamous marriages?
- 2) Do you know many happily married couples?
- 3) What would you say is the key to marriage?

--

Listening

- 1** You are going to listen to five people talking about members of their family. Before you listen, read the questions and talk about what each person might say in these situations.

Focus on FCE: Listening Part 1

- 2** You will now hear five people talking about members of their family. For questions 1-5, choose the best answer (A, B or C).
- | | |
|--|---|
| <p>1 You hear John talking to his friend. Why is his dad angry?
 A because John was late home
 B because John was not studying
 C because John broke something</p> | <p>4 You hear this teenager speaking on the phone. Why is she upset?
 A because her sister uses her things
 B because her sister goes out a lot
 C because her sister is always annoyed</p> |
| <p>2 You hear this woman speaking on the radio. What job does her sister do?
 A doctor
 B teacher
 C architect</p> | <p>5 You hear your friend on the phone inviting you to a family party. Whose birthday is it?
 A his cousin's
 B his brother's
 C his mother's</p> |
| <p>3 You hear this conversation on a bus. Who does the boy miss?
 A his father
 B his brother
 C his uncle</p> | |



/ɪ/ and /i:/

Listen to someone saying ten words. Look at the list of words and write down the number of each word you hear. What is the secret ten-digit number?

0 bit	2 pill	4 seat	6 mill	8 still
1 meal	3 steal	5 sit	7 beat	9 peel

Now write down **your** secret number. Say the words and ask your partner to find your secret number! If they can, score a point!

Speaking



1 Read what Julie says about her family.

There are five of us in my family. There's me, my two sisters, my mum and my dad. I go to the local comprehensive and I'm in the first year. I'm the eldest. My dad runs a shop and my mum's a lawyer. My ambition is to be a lawyer, like my mum, when I grow up.'



2 Choose the most natural way of expressing each idea.

- 1 a 'There are three of us in my family.'
- b 'My family consists of three members.'
- 2 a 'I go to the second year of the Second High School of my town.'
- b 'I'm in the second year at my local secondary school.'
- 3 a 'I have one sister and one brother and I am older than them.'
- b 'I've got a sister and a brother and I'm the eldest.'

Useful Phrases

Focus on FCE: Speaking Part 1

3 In pairs, ask and answer the questions. Try to say as much as you can. Use the phrases below to help you.

- Do you come from a large family?
- Are you still at school?
- What do your parents do?
- Would you like to do the same job as they do?

My family's quite small/large.
There's me, ...

Yes, I'm only fourteen, so I'm still at school. I go to ...

My father's a ... and my mother works as a ...

LESSON 5.3 (INTEGRATED SKILLS). FAMILY VALUES: MULTINATIONAL FAMILIES AND HOUSEHOLD

READING AND SPEAKING

Worlds apart

1 Discuss these questions about your family.

- Who is in your immediate family?
- Name some of your extended family.
- Who are you close to?
- Who do you live with now?
- Who did you grow up with?

2 Read the **PROFILES** of two families from very different parts of the world. Who is in the family? Where do they come from? What do you know about their countries?

3 Divide into two groups.

Group A Read about the **Kamau family** from Kenya.

Group B Read about the **Qu family** from China.

4 In your groups answer these questions about the Kamaus or the Qus.

- 1 Where do they live? What are their homes like?
- 2 How long have they lived there?
- 3 What jobs do the parents do? Do they earn much money?
- 4 What do they spend their money on?
- 5 What do you learn about the children? What do they do?
- 6 How long have the parents known each other?
- 7 What do you learn about other members of the family?
- 8 What hopes and ambitions do the parents have for themselves and their children?

5 Work with a partner from the other group. Compare and swap information about the families and their mottos.

- 1 What similarities and differences can you find?
- 2 How have their lives changed over the years?
- 3 What regrets or worries do they have now?



WELCOME TO

The Kamaus from KENYA

PROFILE

FATHER: Boniface Kigotho Kamau, 35

MOTHER: Pauline Wanjiku, approximately 29 (exact age unknown)

DAUGHTER: Joyce Muthoni, 8

DAUGHTER: Sharon Wanjiru, 16 months

Boniface and his wife, Pauline, live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a single-storey block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4.30am in his white Toyota – cracked windscreen, 200,000 miles on the clock – and is back by 10pm. On a good day he finds two clients. In a typical month he takes home about £140.

'It's a hard job but I like it,' he says. 'I meet new people, so I get some experience of the world – even though I have never been outside Kenya.'

Pauline is a dressmaker but isn't working at the moment. She stays at home to look after the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met in 1994: 'We liked each other immediately,' says Boniface. 'I didn't want a woman from the city so when I learned that Pauline was from the country, I was pleased.'

They married in 1995 and at first they lived in a slum, and often didn't have a lot to eat, just sukuma wiki (a green vegetable). Then, in 1996, Boniface won £60 in a cycle race. The money helped them move house to a better area and paid for driving lessons so that Boniface could become a taxi driver.

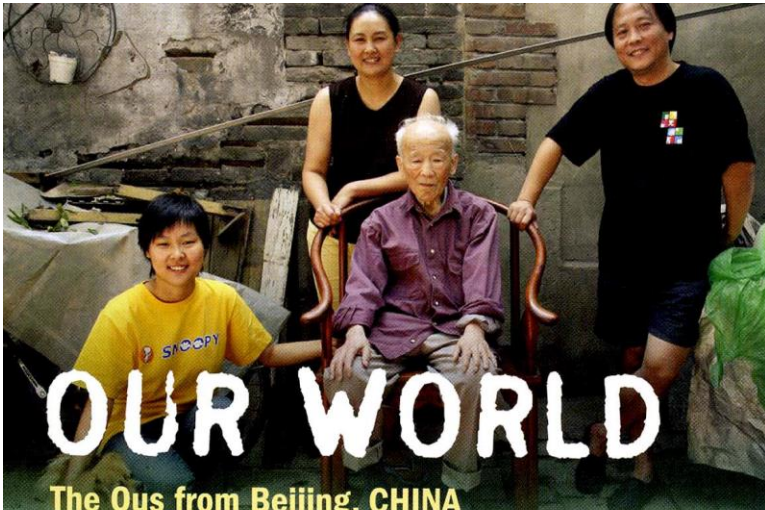
His salary doesn't go far. Rent is £30 a month, and he gives the same amount to his parents, who don't work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families too. He says, 'I am always so stressed about money.' Joyce's school fees cost another £25 a month.

'We are trying to give our children the best education,' says Pauline, who, like her husband, never finished school. 'Joyce wants to be a doctor.'

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home. 'This apartment is not a good place to raise a family,' says Boniface. 'The toilets are communal – one for every four families.' Boniface plans to build a three-bedroom house in the suburbs of Nairobi.

THE FAMILY ARE HAPPIEST WHEN they have a bit of spare money: Boniface takes them to see the wild animals at Nairobi National Park.

FAMILY MOTTO Try to do your best at all times.



OUR WORLD

The Qus from Beijing, CHINA

FATHER: Qu Wansheng, 44

MOTHER: Liu Guifang, 43

DAUGHTER: Chen, 17

GRANDFATHER: (Qu's father) Huanjun, 84

PROFILE

Qu and Liu have known each other since childhood. The most noticeable change in China since then is the size of families. Qu was the youngest of six. Liu grew up as one of five children. But they have only one daughter.

Unlike many Chinese parents, Qu and Liu are happy to have a girl. However, like most parents in China, they put the needs of their only child, Chen, first. She is trying for a place at the prestigious Beijing University. Qu, a propaganda officer at the municipal services bureau, and Liu, who works at the No. 3 computer factory, are saving every last yuan for their daughter's education.

The family have lived in their house in central Beijing for 70 years. It is in one of the capital's ancient Hutong **alleyways**. These are known for their **close-knit** families and warm hospitality. The elderly sit outside and chat. People wander to the shops in their pyjamas. It is a way of life **cherished** by Qu, but he can see that this relaxed routine is increasingly out of step with a nation experiencing one of the most amazingly quick changes in human history.

'We are not in a hurry to get rich,' says Qu. 'I don't want to rush around trying to make money – I am not a machine. I put my family first.'

Tens of thousands of alleyways have been **knocked down** in the past few years, and their house is said to be next for **demolition**. And when the old communities go, the traditional family structure, in which children look after their elderly parents at home, goes too.

But for now, the Qus keep the old ways. The grandfather, Qu Huanjun, 84 and **frail**, is the centre of the family. 'My father lives here so this is the headquarters of the family,' says his son. 'My brothers and their families come to visit most weekends. We are very close.'

They are sad that their daughter has grown up alone because the one-child policy forbids them from having any more. 'Our daughter is lonely,' says Liu. 'I always wanted to have two children.'

Qu and Liu are proud of their daughter. Chen is bright and well-balanced. She wants to study archaeology. 'University will cost a great deal of money,' says her father. 'So we try to live **frugally** and save for our daughter.'

THE FAMILY ARE HAPPIEST WHEN they are all together in the evening.
FAMILY MOTTO Save money, live simply, care for your friends, tell the truth.

Vocabulary work

6 Find the six **highlighted** words in your text. Work out the meanings from the contexts.

Match the words to the meanings in the chart.

The Kamaus

- 1 someone who makes clothes
- 2 with only one floor
- 3 an old house in bad condition
- 4 shared by a group of people
- 5 broken
- 6 worried

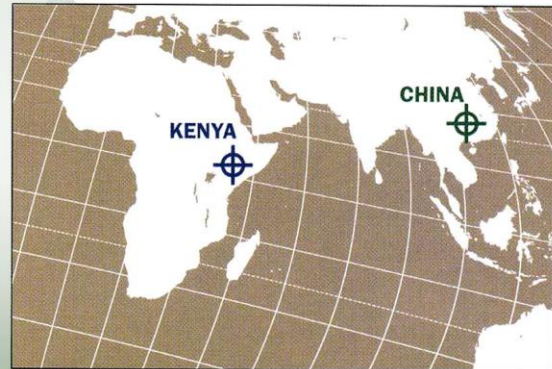
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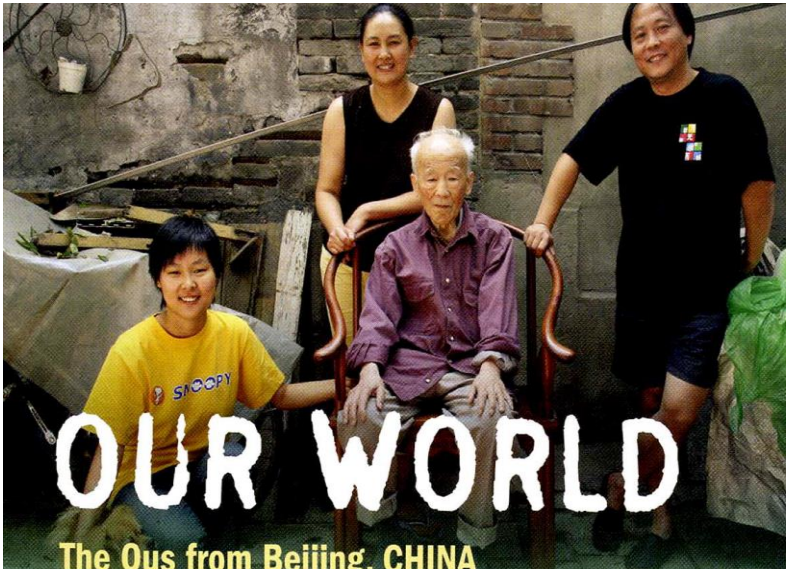
- 1 loved and treasured
- 2 weak and unhealthy
- 3 narrow lanes between buildings
- 4 knocking down buildings
- 5 close and caring
- 6 economically

7 Work with a partner from the other group. Teach them your words.

What do you think?

- In what ways are these families typical of their country?
- What is a typical family in your country? Is there such a thing?
- Is your family typical? Why/Why not?





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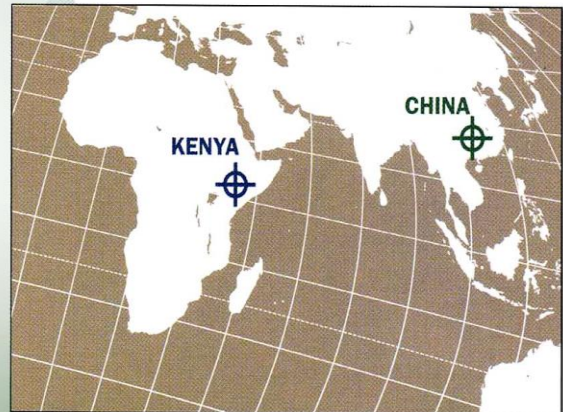
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Family rules

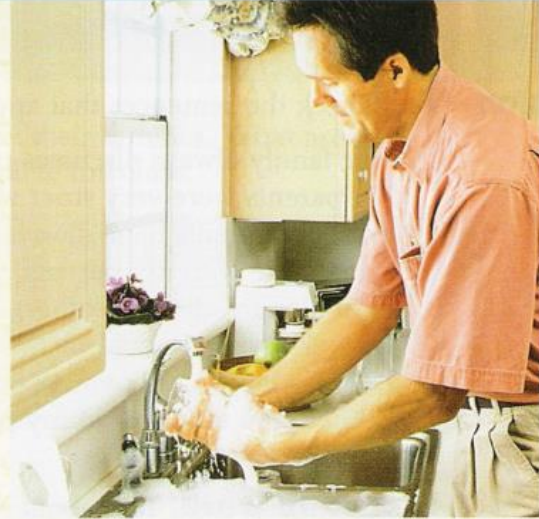
Group work What rules do you have in your family? Discuss these topics and add others. Are there any rules your families all share? Make a list.

- doing household chores
- coming home late
- preparing meals
- watching TV
- talking on the telephone
- using the bath or shower
- settling disputes
- using the family car

- _____
- _____
- _____

During the school year, I wasn't allowed to watch TV until I finished my homework.

In our family, we all have weekend chores. For example, I have to wash the dishes and take out the garbage.

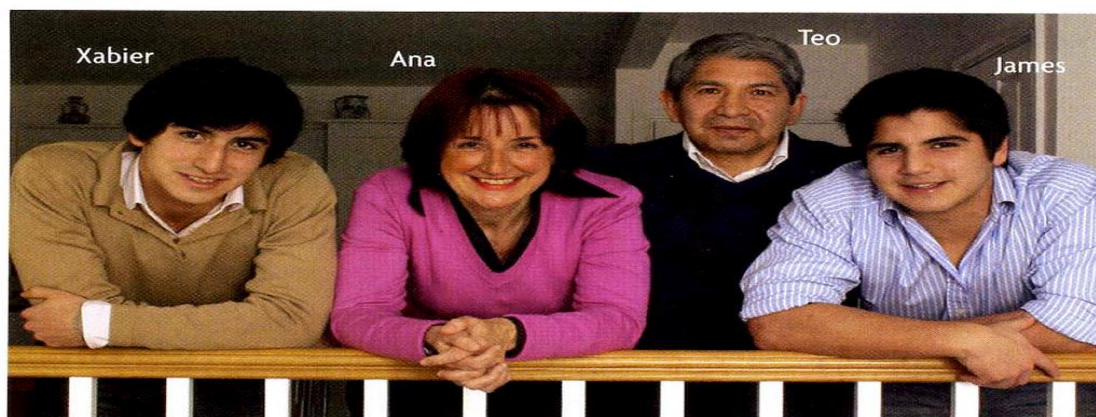


LISTENING AND SPEAKING

A world in one family



- 1 Do you know anyone who has married someone of another nationality? Do they have any children? Tell the class.
- 2 Look at the photo of the family. There are *three* nationalities in the family. How can this be?



- 3 **T 1.7** Listen to Xabier talking about his family. Read and answer the questions. Underline any you cannot answer.
 - 1 What nationality are Xabier and his parents, Ana and Teo? Which city do they live in?
 - 2 How did Xabier's parents meet? Give details. Why did they decide to live in England?
 - 3 When and why did Xabier first notice his nationality?
 - 4 Why weren't Xabier and James bilingual as children?
 - 5 How many times has Xabier been to Bolivia? How old was he? How many times has James been?
 - 6 What contact does he have with his mother's family? How long did they stay in Spain every summer?
 - 7 What is Xabier studying? What is James going to study?
 - 8 What is Xabier hoping to do in the future? Where is he planning to live?
 - 9 What is James doing at the moment? What's he going to do?
 - 10 What does Ana think are the pros and cons of bringing up a family in another country?
- 4 **T 1.8** Now listen to Xabier's mother, Ana. Answer the questions that you underlined in exercise 3.

What do you think?

- What are the pros and cons of bringing up a family in another country? Make two lists.
 - + *You get the best from two cultures*
 - *You don't feel completely at home in either of them*
- Discuss your lists as a class.

6 SNAPSHOT

Facts About Families in the United States

Children

57% of children under six have two parents who work or a single parent who works.



63% of women with children work.



50% of working women return to work within a year of having a baby.



Marriage

50% of marriages end in divorce.



80% of divorced people remarry; more than 50% divorce again.

Elderly

20% to 30% of the population now cares for an elderly relative, or will within five years.



Source: The Family and Medical Leave Act

Talk about these questions.

Which of these facts surprises you?

Do women with children usually work in your country?

Do people often get divorced?

Do elderly people generally live with relatives?

7 CONVERSATION Describing family life

A Listen and practice.

Ryan: Look at this headline, Soo Mi.

Soo Mi: Wow! So many people in the United States get divorced!

Ryan: Is it the same in Korea?

Soo Mi: I don't think so. In Korea, some marriages break up, but most couples stay together.

Ryan: Do people get married young?

Soo Mi: Not really. Very few people get married before the age of 20.

Ryan: Hmm. Do women usually work after they get married?

Soo Mi: No, a lot of women stay home and take care of their families. But some work.

CLASS
AUDIO
ONLY

B Listen to the rest of the conversation.

What does Ryan say about families in the United States? Write down two things.

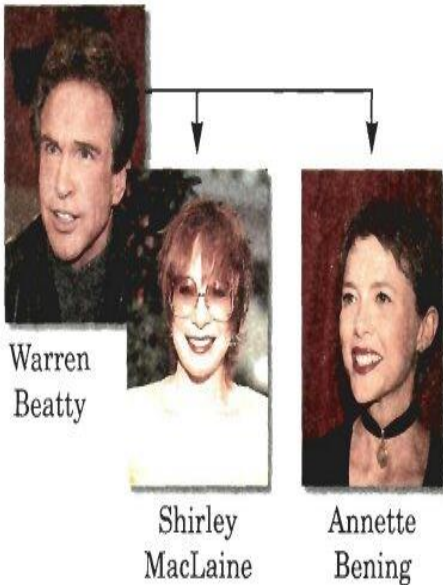


2 LISTENING *Hollywood families*

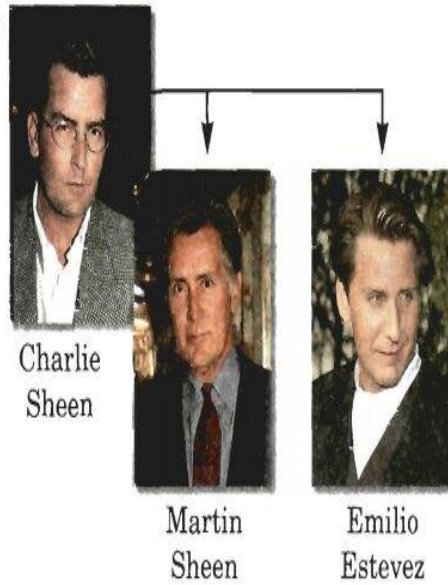
CLASS
AUDIO
ONLY

Listen to two conversations about famous people. How are the people related?

1.



2.



3 CONVERSATION *Asking about families*

A Listen and practice.

Rita: Tell me about your brother and sister, Sue.

Sue: Well, my sister is a lawyer.

Rita: Really? Does she live here in Seattle?

Sue: Yes, she does. But she's working in Washington, D.C., right now.

Her job is top secret.

Rita: Wow! And what does your brother do?

Sue: He's a painter. He's working in Argentina this month. He has an exhibition there.

Rita: What an interesting family!



CLASS
AUDIO
ONLY

B Listen to the rest of the conversation.

1. Where do Rita's parents live?
2. What do they do?

LESSON 5.4 (INTEGRATED SKILLS). FAMILY VALUES:FAMILY CELEBRATION, EXTENDED AND NUCLEAR FAMILY

Match the expressions with the explanations.

- 1 Children should be seen and not heard.

- 2 Parents who want to divorce should stay together for the sake of the children.

- 3 Parents should be allowed to smack their children.

- 4 A family that prays together stays together.

- 5 A family that plays together stays together.

- 6 It is a parents' right to refuse medical treatment for their children.

- 7 It is a child's duty to love, respect and obey its parents.

- 8 A wife should obey her husband.

- 9 Blood is thicker than water.

- 10 Children should be responsible for the welfare of their elderly parents.
 - a In the UK, some see the aged as being the state's responsibility, and, in the USA and North West Europe, increasing numbers of people are less inclined to have their aged parents live with them, preferring them to go into care homes instead.
 - b There has been a lot of debate in Britain recently about whether punishing children by slapping them should be illegal.
 - c There have been a number of cases where parents have resisted doctors' urgent advice on religious grounds, for example the resistance of Jehovah's Witnesses to accepting necessary blood transfusions even when life is at risk.
 - d This American Christian saying suggests that there is less divorce if the whole family says prayers together, at home as well as in church.
 - e This is a belief common to most cultures to differing degrees, although the modern trend is to regard respect as something that must be earned.
 - f This is a popularised American saying in response to saying 4, meaning that families should take part in hobbies and leisure activities together.
 - g This was a commonly held belief in Britain and America, but now it is often ignored as divorce rates rise.
 - h This old proverb refers to the fact that family members are naturally loyal to each other, but that this can be both a good thing and a bad thing, sometimes leading people to behave unfairly or even dishonestly to help or protect relatives.
 - i This saying from nineteenth-century England means that children should stay where they can be carefully watched so they can not misbehave, but should be quiet so that they do not disturb adults.
 - j This used to be the law in Britain until women gained equal rights.

Noun clauses after be

That in noun clauses after *be* is optional. Notice the prepositions that are used with the following nouns.

An advantage **of** having an older brother is **(that) you always have someone to help you.**

The best thing **about** having brothers and sisters is **(that) you're never lonely.**

A problem **with** having lots of brothers and sisters is **(that) you don't get a very big allowance.**

A Complete these sentences. Then compare with a partner.

1. An advantage of having an extended family is . . .
2. The worst thing about being a parent is . . .
3. The best thing about having a nuclear family is . . .
4. A disadvantage of being an only child is . . .
5. The worst thing about living near your parents is . . .
6. A problem with being the oldest child is . . .
7. The best thing about having a supportive family is . . .

B Now combine these sentences, and complete them. Then compare with a partner.

1. I'm the most talkative person in my family. It's an advantage.

An advantage of being the most talkative person in your family is that you get a lot of attention.

2. I'm the youngest in my family. It's a disadvantage.
3. I'm a twin. It's an advantage.
4. I have young parents. It's an advantage.
5. I work in the family business. It's a disadvantage.
6. I live alone. It's a problem.
7. I have a large family. It's a disadvantage.

C Read the results of this survey question. What do you think? Write two advantages and two disadvantages of living away from one's parents.

Do you think children should live away from their parents after age 18?

Yes 69% No 29%
Not sure 2%

Your place in the family

A Check the sentences that apply to you.

- Our family always discusses problems frankly when they come up.
- My parents were very strict when I was a child.
- Both my parents have always worked.
- I don't live with my parents.
- I got along with my brothers and sisters when we were young.
- I never share personal secrets with my brothers and sisters.
- I always talk to my parents before making major decisions.
- I don't plan to follow in my parents' footsteps.

B Group work Talk about the advantages and disadvantages of the situations you checked in Exercise A.

Parents and children

A Pair work Discuss these questions. Then read the article, and compare your ideas to the author's.

1. Look at the title of the article. What do you think it's going to be about?
2. Do you think parents should be strict with their children?

UPSIDE-DOWN FAMILIES

The parents set the rules and the children obey, right? Wrong. In a growing number of North American families, adults have let their children take over. "Parents want to be nurturing and make their small children happy, but many have become confused about the best way to achieve this," explains a noted child psychologist. "Large numbers of parents are being controlled by their child, to the point that entire families end up organizing themselves around a small child's emotions."

The problem is that many mothers and fathers try to be a friend to their children. However, parenting is not a popularity contest. Challenging authority is a normal part of child development and is strongest between the ages of four and six. Setting rules and enforcing them teaches the child that he or she is equal in worth but not equal in authority. Then the child feels safe and secure and can be a kid again. Believe it or not, it's frightening for children to realize they are in charge of a situation. In upside-down families, when parents back down from rules they set, children become very insecure, anxious, and out of control. They don't trust their parents to protect them. Parents should follow these tips to avoid this situation and keep control.

- ▶ Be a leader. Parents cannot guide a child and seek his or her approval of their decisions at the same time. Don't say, "It's time for bed. OK?" Instead, say, "It's time for bed, kids."
- ▶ Don't make rules quickly and then change them. It's very important to be consistent. Once you make a rule, stick to it.
- ▶ Pay less attention to your children when their behavior is bad and more when it is good. Do not reward bad behavior by giving extra attention to it. Instead, save your attention for when the child acts appropriately.
- ▶ Don't allow your kids to call you by your first name. This removes the authority figure in a child's life. Children need parents, not another friend.

B Pair work Which of these statements would the author agree with? Which ones do you agree with?

1. Children don't usually challenge authority.
2. Children like to feel that they are in charge.
3. It's important for parents to discipline children.
4. Parents should be leaders, not friends.

C Group work Discuss these questions. Then share your answers with the class.

1. Do you think your parents were too strict? Why or why not?
2. Will you use the same rules in raising your children?

Your place in the family

A Check the sentences that apply to you.

- Our family always discusses problems frankly when they come up.
- My parents were very strict when I was a child.
- Both my parents have always worked.
- I don't live with my parents.
- I got along with my brothers and sisters when we were young.
- I never share personal secrets with my brothers and sisters.
- I always talk to my parents before making major decisions.
- I don't plan to follow in my parents' footsteps.

B Group work Talk about the advantages and disadvantages of the situations you checked in Exercise A.

Describing parents and children

A Look at these adjectives. Which do you think are positive (+)? Which are negative (-) or neutral (N)? Compare your answers with a partner.

- | | | | |
|-----------------|-------------------|-----------------|----------------|
| ___ active | ___ generous | ___ mischievous | ___ sensible |
| ___ adventurous | ___ inexperienced | ___ patient | ___ strict |
| ___ frank | ___ innocent | ___ responsible | ___ supportive |

B Which words in Exercise A describe parents? Which describe children? Are there any adjectives that can fit under both categories? Can you think of two more words to add to each list?

Parents	Children

C Can you think of an opposite for each word in Exercise A?

D Pair work Choose an adjective to describe each person in your family. Ask follow-up questions.

A: My father is very supportive.

B: In what way?

A: For one thing, he . . .

A. Listen to a man called James talk about an argument that he had with his sister, Kate. Discuss with your partner

B. Read the summary and listen again. While listening find factual errors

Summary

James' father became ill twelve years ago. He was 75 years old, and living alone at the time. One February James visited to find his father lying on the kitchen floor. His father had had a stroke, and spent two weeks in hospital to recover. James couldn't look after his father as he was out at work all day. His sister Kate wouldn't look after him. So when he came out he went into a nursing home. James visited his father at weekends, but Kate visited about once a month. Their father died of a heart attack five months later.

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Emotion cards

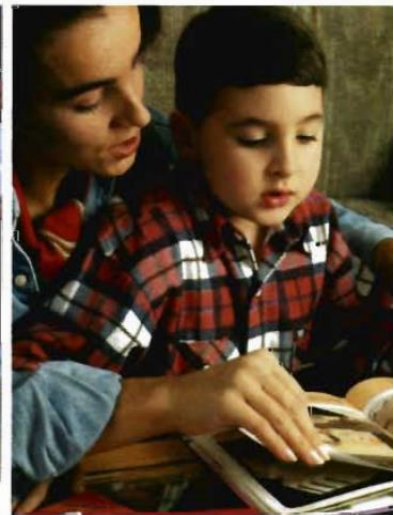
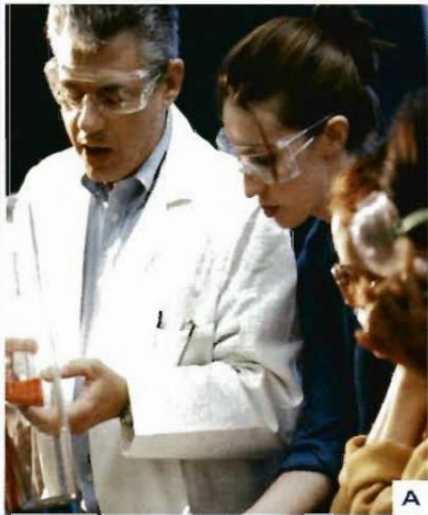


resentful	pressurised	guilty
selfish	caring	dutiful

WARM-UP

Look at the pictures. In pairs, ask and answer the following questions:

- What is happening in the three pictures?
- Are there any differences/similarities between the types of education shown in the photographs?
- How do you think the people in the photographs feel?
- Have you ever experienced any of the situations shown?



DEVELOP YOUR READING SKILLS

A *What comes before?*

You are going to read some sentences from different texts about education. For each of the sentences, decide what kind of point the writer was making in the previous sentence.

Write in the gap:

- A** for a point which **CONTRASTS** (disagrees) with the point made in the second sentence
- B** for a point which **SUPPORTS** (agrees with) the point made in the second sentence
- C** for a point which gives the **CAUSE** (the reason) for something happening

Example:

 B Moreover, many educational psychologists argue today that strict classroom discipline is actually a disincentive to effective and efficient learning.

- 1 _____ As a result, more and more graduates are leaving university with bank balances deeply in the red.
- 2 _____ However, this ignores the fact that mixed-ability classes often discriminate against the more able students in those classes.
- 3 _____ In addition, society has to recognise that schools can never totally replace the role of the parent when it comes to moral guidance.
- 4 _____ On the other hand, school uniforms do instil in pupils a sense of belonging.
- 5 _____ Apart from that, we also need to consider the important issue of whether university lecturers have actually received any training in how to communicate their knowledge effectively to their students.

- 6 _____ What's more, it has never been proved that children who are taught by their parents at home receive less of a grounding in social and life skills.
- 7 _____ In consequence, it seems clear that the way forward is to have as highly educated a workforce as possible.
- 8 _____ Thus, until we deal with the generally inadequate standard of state school teaching, there will always be a market for private schools.
- 9 _____ Lastly, the school has recently introduced craft, design and technology courses to the curriculum.
- 10 _____ Despite this, teachers are still leaving the profession in droves, fed up with the education system being treated as a political football by politicians.

B *Find and write*

Underline the words or phrases in each second sentence which helped you make your decision. Then write them in the appropriate column in the table below.

Introducing contrast	Introducing a supporting argument	Introducing a result

DEVELOP YOUR READING SKILLS

C

What comes next?

Here are some more sentences. For each one, decide what kind of point the writer makes in the next sentence.

Write in the gap:

- A** for a point which **CONTRASTS** (disagrees) with the point made in the previous sentence
- B** for a point which **SUPPORTS** (agrees with) the point made in the previous sentence
- C** for a point which gives the **EFFECT** (the result) of the point made in the previous sentence
- D** for a point which is the writer's own **OPINION**
- E** for a point which is someone else's **OPINION**
- F** for a **CONCLUSION**
- G** for an **EXAMPLE**

- 1 On the one hand, we do have to have a system that adequately tests what has been taught. On the other hand, _____.
- 2 Firstly, there is no evidence that left-handed students are treated any differently by teachers than right-handed students. Secondly, _____.
- 3 A number of teachers have managed to reduce the amount of homework they assign their students without it affecting overall performance. For instance, _____.
- 4 We have seen in this chapter that there are a number of ways for the teacher to attempt to motivate a troublesome class. To sum up, _____.
- 5 The number of school leavers from disadvantaged backgrounds entering higher education is falling dramatically. According to the Education Research Foundation, _____.
- 6 If education doesn't prepare our children for the realities of modern working practices, then it is failing both our children and our society as a whole. Therefore, _____.
- 7 Corporal punishment is seen by most people today as being barbaric, unnecessary, destructive and old-fashioned. To my mind, _____.

D How did you know?

Underline the words or phrases which helped you make your decision.

E When do writers use these expressions?

Here are some more words, phrases and expressions which we sometimes find in texts. Writers use them to make their argument clearer. What do they tell us?

Write a letter from the list **A-G** in exercise C next to each expression below.

- | | |
|----------------------------|-------|
| 1 For example, | _____ |
| 2 Furthermore, | _____ |
| 3 As far as I'm concerned, | _____ |
| 4 In conclusion, | _____ |
| 5 For this reason, | _____ |
| 6 But ... | _____ |
| 7 As I see it, | _____ |
| 8 Secondly, | _____ |
| 9 Personally, | _____ |
| 10 Finally, | _____ |
| 11 In my opinion, | _____ |
| 12 It seems to me that ... | _____ |
| 13 To conclude, | _____ |
| 14 Because of this, | _____ |
| 15 ... such as ... | _____ |
| 16 Having said that, | _____ |

Read these sentences and then use the words in bold to complete the sentences below.

- **Qualifications** are exam results which prove you have reached a certain level.
 - I'm going to get a job as soon as I **graduate** from university.
 - The qualification you get when you graduate from university is called a **degree**.
 - In Britain, a **public school** is a private, fee-paying school.
 - In the USA, a public school is a **state school**, which is run by the government and is free to attend.
 - She went to **nursery (school)/kindergarten** when she was two years old.
 - We're not taking exams this year at school; all our work is **assessed**.
 - I'd like you all to write an **essay** entitled 'Deception in Hamlet.'
 - If you are **illiterate**, you don't know how to read and write.
 - Your **skills** are the things that you can do well.
- 1 I've got to write an _____ this weekend on the causes of the First World War.
 - 2 Apart from a GCSE in English, do you have any other _____?
 - 3 35% of this course is examined, and the rest is _____ throughout the year.
 - 4 Because Jeffrey had been a boarder at an expensive _____, he adapted to prison life remarkably easily.
 - 5 I personally believe that the _____ system is much fairer, as every pupil, irrespective of how much money their parents have, receives the same quality of education.
 - 6 There are far too many _____ adults today; something must be done about it.
 - 7 Almost all children round here go to a _____ until they're five years old.
 - 8 He's got some very impressive qualifications, but do you think he's got the necessary _____ for the job?
 - 9 As long as I don't completely mess up my university final exams, I should _____ from Warwick next July.
 - 10 I think Helen's got an honours _____ in German Literature from Hull University.

look ahead

In this unit, we are going to **read** about a school in the UK, **listen** to people talking about their schools, **speak** about school facilities, **write** an informal letter and **study** relative clauses.

Start thinking!

- What do you think makes a good school?
- How would you improve your school?
- Would you like to be a head teacher?

Reading 

I Quickly read the newspaper article. Ignore the gaps for now. How has Abbot Hill School changed since Elaine Atkins became head teacher?

- 2** Some words and phrases in the text are in bold. For each one, choose what you think it's referring to.
 - 1** achieved the impossible (paragraph 1)
 - a** Elaine's becoming head teacher
 - b** Elaine's making the school successful
 - 2** an outsider (paragraph 2)
 - a** Elaine
 - b** someone else
 - 3** a chance (paragraph 3)
 - a** the possibility of being able to improve the school
 - b** the opportunity to talk to the parents, staff and pupils
 - 4** an environment (paragraph 4)
 - a** the natural world
 - b** a school
 - 5** things (paragraph 6)
 - a** lessons
 - b** activities
 - 6** the things which she's done (paragraph 7)
 - a** the changes Elaine has made to the school
 - b** Elaine's jobs before coming to the school



Top MARKS!

Elaine Atkins, head teacher of Abbot Hill School in Manchester, has turned one of the worst schools in the country into one of the best. Ollie Dawson finds out how she did it.

Three years ago, Abbot Hill School had a dreadful reputation. Teachers didn't want to work there. Parents didn't want to send their children there. The pupils – as seen by the number of children who regularly played truant from school – clearly didn't want to go there. It was a failing school, and a school failing the community. Then Elaine Atkins was appointed head teacher. **1** So how has she **achieved the impossible**? 'It actually wasn't that difficult,' says Elaine with her usual modesty. 'The

school was in such a bad state that no one – not the parents, not the students, not the teachers – valued anything about it. That made it much easier for **an outsider** to come in and say, "**2** We're going to do it differently." And I did have a lot of help too.' One of the first things Elaine did was call a meeting of all the students, staff and parents. 'Not all of them came, of course, but it was actually very well attended. That's when I realised I had a **chance**. They hadn't given up

completely.' She told them some of the things which she wanted to change and put some key issues to the vote. '**3** I said: "If I introduce a school uniform, will you support me?" The vast majority said they would.' Elaine believes in things like school uniforms. 'It's all about creating **an environment** where there's discipline and a sense of pride. When I took over, Abbot Hill was out of control. Children were being bullied, and no one stopped the bullies. **4** A uniform is a symbol that there are

Focus on FCE: Reading Part 2

3 Read the article again. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7).

- A No, we're not going to do it like that anymore.
- B The teacher has to be in control.
- C There were actually many occasions when I thought I'd never succeed in changing the school.
- D I wanted them to feel they were part of what was going to happen.
- E I have a great time while I'm here, and I know it's teaching me loads of things I need.
- F They can choose from sports, aerobics, photography, pottery, drama, dance classes.
- G Today, the main problem she faces is a waiting list of parents who are desperate to get their children into the school.
- H The students thought they could get away with anything.

limits and that we're all part of the same community.'

Elaine is convinced that discipline is central to students' learning. 'How can they learn anything if there's chaos in the classroom?

5 We've managed to bring that back to Abbot Hill, and it's clearly working. Students are now leaving the school with the qualifications they need. That never happened before. Of course, some students still get in trouble. Children always will. But they know what the rules are, and they know they'll be enforced. There's much less bullying now.'

It's not all about punishment and discipline, though. Elaine has also introduced a large number of after-class activities. 'Everyone used to go home after the last lesson. Now, there are a huge number of **things** which the students can choose from. None of them are compulsory, so the students don't feel they're being forced to do them. 6

You name it – we offer it! We also have regular school trips, which are educational and a lot of fun. Some parents come on them too, and that's a great way for us all to get to know each other better. I've always believed that the better you know someone, the easier it is to work together.'

Word BOX

4 Use words or phrases from the whole article to complete the definitions. You've been given the first letter to help you.

- 1 If everyone at school wears a s..... u....., they all wear the same clothes.
- 2 If you are b....., other children often make fun of you or even hit you.
- 3 People who have q..... have passed exams and have received certificates.
- 4 If you are i..... t....., you are going to be punished for doing something wrong.
- 5 If something is c....., you have to do it.
- 6 On s..... t....., you go with your classmates to visit places like parks and museums.

Did you enjoy reading this article?

Did you learn anything? Why? / Why not?

I wondered what the students thought of their head teacher and **the things which she'd done**. Sharon Tucker, 16, who I met outside the school gates, summed up the mood of all the students: 'I used to hate coming to this school. I dreaded it every single morning. Now, I look forward to coming. 7 Mrs Atkins has changed all our lives. We owe her a lot.'

PRACTISE YOUR READING SKILLS

Reading know-how

- Просмотрите текст, чтобы понять его основное содержание. Не обращайтесь внимания на незнакомые слова.
- Убедитесь, что предложение, которое вы выбрали в качестве ответа, является логическим продолжением предыдущего предложения, а также **ЛОГИЧЕСКИ** и

ГРАММАТИЧЕСКИ связано с последующим предложением. Обращайте внимание на слова-связки, которые помогут вам установить логические связи между предложениями и выбрать правильный ответ. Начинайте выполнять задание с самых простых заданий.

A

Read and answer

You are going to read a guide for international university students. Seven sentences have been removed from the guide. Choose from the sentences **A-H** the one which fits each gap (**1-6**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

- | | |
|--|--|
| <p>A Inside, you will find a number of shops, bars and food outlets, as well as a laundrette, two banks and a travel agent's.</p> <p>B Generally, your course will consist of lectures, seminars and regular meetings with your Personal Tutor.</p> <p>C In addition, you are free to join any of the university clubs and societies and attend Union-organised events such as pop concerts and discos.</p> <p>D A confidential counselling service is also available.</p> | <p>E As a result, a number of ethnic societies, such as the Greek Society, the Irish Society and the Jewish Society, exist to fill your cultural and social needs.</p> <p>F As an international student, you may have some questions that neither your Hall Tutor nor your Personal Tutor are able to answer.</p> <p>G However, they are not expected to do your washing-up or tidy away your things.</p> <p>H For this reason, we have produced this small factsheet which may make your first few days here a little easier.</p> |
|--|--|

Alcot University

Guide for International Students

Welcome to the University of Alcot. We very much hope that your time here will be both highly productive and highly enjoyable, but we do recognise that it is not always easy for students from other countries to adapt to campus life in Britain. 0 H

Your Hall of Residence contains twelve rooms, all like yours. The kitchen and bathrooms are communal. In the interests of hygiene and respect for your flatmates, we would ask you to keep these shared facilities as clean and tidy as possible. These rooms will be cleaned

by a member of the cleaning staff once a day (Monday to Friday). 1 Please be polite and respectful to your cleaners – they have a difficult and unpleasant job to do. Your Hall Tutor will introduce himself or herself to you over the next few days. If you have any problems with anything to do with your life on campus, they are there to help you.

Student social life revolves around the Student Union, which is the large yellow building opposite the library. 2 As a student at Alcot, you are automatically a member of

the Union. This entitles you to use all the facilities and to vote in all Union elections and meetings.

3 See *The Alcot Excalibur*, the free weekly student newspaper, for further information regarding upcoming Union events.

Regarding your course of studies, you will receive a letter in the next couple of days from your Head of Department inviting you to attend a welcome meeting for new students. You will be given further information concerning your course at this meeting. **4** He or she will be able to deal with any academic problems or questions you may have.

5 If you have any problems, issues or concerns directly related to that fact that you are a non-British citizen, these can be referred to the International Office. Situated next to the Arts Building, the International Office is staffed by one permanent Welfare Officer and a body of trained student volunteers. They are experienced in handling issues related to visas, immigration and police registration. **6**

Further information regarding other university facilities, such as the medical centre, sports centre, arts centre and library, can be found in the accompanying Alcot Guide for Undergraduates. This also contains useful phone numbers and a map of the campus.

B Discuss

In pairs, discuss your answers. Which words or phrases in the text and in the list of sentences helped you get the answers right?

Grammar focus

We **do recognise** that it is not always easy for students from other countries to adapt to campus life in Britain. = 'We **recognise ...**' with extra emphasis.

This is the **emphatic present simple**.

He **did pass** the exam. = 'He **passed ...**' with extra emphasis.

This is the **emphatic past simple**.

Why did the writer or speaker decide to use the emphatic form in these sentences?

Circle the correct reason a or b.

1 However, in the end she **did** manage to get her essay handed in on time.

- a to emphasise that it hadn't been an easy thing to do
- b to emphasise that she had done it easily

2 I think in fact Matthew does want to get better grades, but he **finds** it hard to concentrate.

- a to emphasise the reason why Matthew doesn't get better grades
- b to express disagreement with what someone else has just suggested

3 I really **do** love physics; it's such an interesting subject.

- a to emphasise how much the speaker loves physics
- b to express disagreement with what someone else has just suggested

4 I **hated** German at school, but I **did** enjoy our Latin lessons.

- a to emphasise the contrast between the writer's feelings for German and Latin
- b to emphasise how much the writer enjoyed Latin

5 Many teachers **do** still believe that students should just sit quietly in the class and listen to them.

- a to emphasise how strongly the teachers believe
- b to show that the writer disagrees with what the teachers believe

WARM-UP

Look at the pictures. In pairs, ask and answer the following questions.

- What are the advantages of each way of studying shown in the photographs?
- Do you personally learn better alone or in a group?
- Do you like studying languages? Why/Why not?



DEVELOP YOUR WRITING SKILLS

A *What do I have to include?*

Read this question.

You saw this advertisement for a course and contacted the college for more details, making the notes below. Read the advertisement and the notes carefully.

Write a letter to your penfriend, who you know is interested in languages, telling them about the course.

Saluton. Kiel vi fartas?

Confused? Don't be. That's Esperanto for 'Hello. How are you?' Esperanto is an artificial language spoken by many people around the world. How would you like to learn Esperanto from home? With our new home study course you could be communicating in Esperanto with people from many countries in just two months. Absolute beginners are welcome. Low fee. Call **01276 333451** for further details. Course director: **Mr Hope, Eurolingua College**

Invented: 1887
Speakers: 2 million
Fee: €60 for
2-month course
Textbooks extra

could do it
over the
summer

It is very important to include all the right information from your notes. Tick which of the following pieces of information you have to include.

- 1 Esperanto isn't a confusing language.
- 2 It was invented in 1887.
- 3 You have to pay extra for the textbooks.
- 4 The fee is €60.
- 5 Your friend could do the course over the summer.
- 6 'Saluton' means 'Hello' in Esperanto.
- 7 There are 2 million speakers of Esperanto around the world.

B *How did they do?*

Read these two paragraphs from letters written by different students in answer to the composition question above. Underline where they mention the points from the notes above.

1

I called them for you yesterday. The secretary told me about the guy who invented it in 1887, but I can't remember his name. I do remember that there are something like two million speakers around the world, though. She said it was €60 for a two-month course, which you could possibly do over the summer. You can get more information from the course director, Mr Hope. Do you want the number?

2

There are two million speakers around the world. Esperanto was invented in 1887. The fee is €60 for a two-month course, over the summer if you like. Textbooks extra. The course director is Mr Hope. Call him on 01276 333451.

Write the correct number, **1** or **2**, to answer the following questions.

Which writer has ...

- | | |
|--|-------|
| a written natural sentences using the prompts? | _____ |
| b copied one of the prompts without understanding it? | _____ |
| c forgotten to mention one of the prompts? | _____ |
| d used an appropriate style? | _____ |
| e not thought about the grammar of the prompts? | _____ |

Listening

1 You are going to listen to five people talking about a school. Before you listen, talk about what the people might mention.

The head teacher: *exam results? achievements?*

A pupil: *lessons? favourite teachers?*

A teacher: *students? lessons?*

The caretaker: *cleaning? damage?*

A parent: *exam results? their child?*

Focus on FCE: Listening Part 3

2 Listen to five people talking about a school. For questions 1-5, choose from the list (A-F) what each person says about the school. Use the letters only once. There is one extra letter you do not need to use.

- | | |
|--|-----------------|
| A This school doesn't have such good sports teams. | Speaker 1 _____ |
| B Someone is planning to leave the school. | Speaker 2 _____ |
| C Pupils don't have to do too much work at home. | Speaker 3 _____ |
| D This school doesn't cover modern subjects much. | Speaker 4 _____ |
| E People contact me when they have a problem. | Speaker 5 _____ |
| F This school is better than a lot of others. | |

Speaking

1 Complete the phrases using the words in the box.

Useful Phrases

out • as • second • least • of • as

- X is not useful Y because ...
- The most useful all is Z because ...
- of these ideas, X is most useful because ...
- After X, Y is the best idea because ...
- Z is probably the useful idea because ...



stress (1)

Read the phrases below and decide which words you think are stressed the most. Underline them. Listen and check.

As far as I'm concerned, ...

In my opinion, ...

If you ask me, ...

To my mind, ...

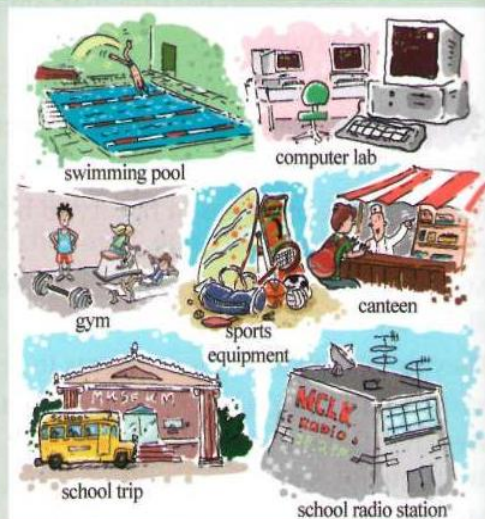
From my point of view, ...

} home education is a great idea.

Focus on FCE: Speaking Part 3

2 In pairs, do the task. Use the phrases from exercise 1 to help you make suggestions.

- How useful do you think these things would be?
- Which three would you recommend?



I'd like you to imagine that your school has some extra money. Talk about how useful you think these things would be and decide which three you would recommend.

See Speaking database on page 158.

Use of English

Relative pronouns and prepositions

➔ Look at *Grammar database* page 183 before you do the exercises.

- 1 Match to make complete sentences.
- 1 They had corporal punishment at the school which
 - 2 The day which my dad left school
 - 3 Yesterday I saw the old head teacher of the school where
 - 4 Our school is throwing a big party, to which
 - 5 The day when my dad met my mum
 - 6 Every year, we have a school play, which
- a my mum and dad went.
 - b was the school Sports Day.
 - c my parents went to.
 - d all parents are invited to.
 - e all parents are invited.
 - f on was his sixteenth birthday.

Word patterns

- 2 Complete these phrases with the correct preposition.
- 1 fond 5 refer
 - 2 keen 6 complain
 - 3 aware 7 interested
 - 4 concentrate

Focus on FCE: Use of English Part 1

- 3 For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

SUMMERHILL SCHOOL



What would you do if your teacher said you could either stay to have your (0) *lesson* or you could go home? Well, just imagine a school where attendance wasn't (1) at all! In Suffolk, in the United Kingdom, that school (2) Summerhill School was founded in 1921 by a man called A.S. Neill. Neill was (3) of the kinds of problems many children have at school and he believed that the only solution was to give (4) complete freedom.

Children at Summerhill are under no (5) at all to attend lessons. Most of them do, (6) Often, they come from schools at (7) they were unhappy and (8) to do any work at all. After a while, though, they settle down and usually decide that attending lessons is more interesting.

The other unusual thing about Summerhill is the weekly meeting. All teachers and students decide the school rules democratically, with one (9) each. If a student wants to (10) about a teacher or a teacher wants to tell everyone about a student's bad behaviour, they can do so in the meeting.

Life at Summerhill is full of all kinds of challenges, but most of the people there agree that it's a very special place.

- | | | | | |
|----|--------------|----------------|------------|-------------|
| 0 | A subject | B work | C lesson | D timetable |
| 1 | A necessary | B compulsory | C needed | D forced |
| 2 | A is | B runs | C exists | D opens |
| 3 | A interested | B concentrated | C expert | D aware |
| 4 | A them | B these | C those | D their |
| 5 | A stress | B rules | C pressure | D control |
| 6 | A although | B however | C yet | D despite |
| 7 | A that | B there | C where | D which |
| 8 | A refuse | B object | C deny | D oppose |
| 9 | A choice | B vote | C count | D decision |
| 10 | A refer | B mention | C discuss | D complain |

- 4 What do you think of Summerhill School? Would you like to go to a school like that?

Writing

Focus on FCE: An informal letter/email

▶ Read about informal letters/emails in the *Writer's database* on page 154 before you do the exercises on this page.

Read this writing task. Why should your letter be informal?

Your pen-friend is doing a class project on the educational system in different countries. She has asked you for some information about your country. Read this extract from your pen-friend's letter and use the notes you have made to write your letter. Write a **letter** of between **120** and **150** words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation. Do not write any addresses.

Anyway, apart from that, I wanted to ask you for a favour. We're doing a project at school on education in different countries. Is there any chance you could give me some information about your country? You know, what kind of schools you have, when you take exams, that sort of thing. Thanks.

Got to go (yes, more homework!).

Love,

Andrea

nursery, primary, secondary -
mention ages
take exams in school every year
take important exams at 18 for
university

Working model

2 Read the answer to the writing task written by a French student.

Dear Andrea,

Thanks for your letter! How was your party?

You asked about the educational system here. Well, most people go to nursery school between 2 and 6 years old. I went when I was 4 and I loved it! Then, from 6 onwards, education is compulsory and everyone goes to primary school. The schools are usually quite small and you stay there until you're 10.

From 11 to 14, we go to secondary school. At 15, we move to another school - a bit like senior high in America. We stay there till 18 and then either get a job or go to university.

We take exams at school every year but the really important ones come at the age of 18. You have to get good grades to get into university.

I have to go shopping with my mum now. I hope that was useful! Write soon!

Best wishes,

Paul

3 Decide if the statements are true (T) or false (F).

- 1 The writer has included all the information he had to.
- 2 He has used an informal tone.
- 3 He didn't need to use paragraphs in an informal letter.
- 4 He asks his friend about a piece of news to begin.



➔ **Ready to write!**

4 Complete the passage using the words and phrases in the box.

secondary • sixth form • senior high • primary
elementary • junior high • nursery

Education systems in Britain and America

Britain and America have different education systems. In both countries, most children go to (1) school (or kindergarten) between the ages of 3 and 5. Then, in Britain, they start (2) school, where they stay until they are 11. This is followed by (3) school until age 16. If they stay at school, they go into the (4) until they are 18. Sometimes, this means going to a special college.

In America, children go to (5) school from 5 to 11. Then, they go to middle school (also called (6) school) until age 14. From 15-18, American children attend high school (sometimes called (7) school).

5 You are going to answer the writing task about your country. Complete this paragraph plan. Look at the model to help you. Then compare what you have written to what the other students have written.

	<i>what I am going to include</i>
opening greeting	Dear
short opening paragraph	Say hello, ask about
second paragraph	.....
third paragraph	.....
fourth paragraph	.....
reason for closing letter	.....
closing phrase	.....
my name	.....

➔ **Now write!**

6 You are now ready to write your letter to your pen-friend. Use informal language. Include all the information you have to.

➔ **Check it out!**

7 Check your work. Tick what you have done.

- I have started and finished the letter in the correct way.
- I have used informal language.
- I have told my pen-friend about the educational system in my country.
- I have included all the information I had to.
- I have used paragraphs.
- I have checked my spelling, punctuation and grammar.
- My letter is between 120 and 150 words long.

look back

Can you answer these questions? If you can't remember, look through the unit for the answers.

- 1 What do the children at Abbot Hill School wear now?
- 2 Which of these is correct?
school journey school trip school excursion
- 3 When a relative clause just gives us extra information, do we use commas or not?
- 4 What do you not do if you 'play truant'?
- 5 What is unusual about Summerhill School in the UK?

DEVELOP YOUR WRITING SKILLS

C

Write a paragraph

Here is an incomplete answer to the question above.
Tick which of the following points the writer has mentioned.

- a** Esperanto was invented in 1887.
- b** You have to pay extra for the textbooks.
- c** The fee is €60 for the 2-month course.
- d** Your friend could do the course over the summer.
- e** There are 2 million speakers of Esperanto around the world.

Now write the missing paragraph in your notebook, including the remaining points from above.

Dear Jenny,

Hi! How are you? Thanks for your last letter. Great news about your cat. Seven kittens! Your house must be chaos at the moment!

Anyway, listen. I know you said you were thinking of learning a new language but you couldn't decide which one. Have you thought about Esperanto, the artificial language? I saw an ad for a home study course the other day and it sounded perfect for you. I called the college and they told me a bit about Esperanto. It was invented in 1887 and there are about two million speakers around the world.

What do you think? I'll send you the number of the college if you're interested.

Almost forgot. Peter says hello. I have to go now - German homework. You're not the only one doing languages, you know!

Lots of love,

Tina

D

Read your partner's writing

Swap paragraphs and read what your partner has written.
Using your partner's paragraph, answer the following questions.

- 1** Has my partner used all the remaining prompts? _____
- 2** Has my partner put them into natural sentences? _____
- 3** Has my partner used an appropriate informal style? _____

E

Study the model

Read the question on page 213. Circle which of the following the writer has to mention.

- a** They do vegetarian meals.
- b** A meal costs about €25 per person.
- c** Large groups get a discount of 10%.
- d** There are no tables on the 7th, but there are on the 8th.
- e** They have live music at the weekend.
- f** The restaurant is in the countryside.

Now read model composition 3 on page 213.

Underline the phrases where the writer mentions the necessary information above.

What style has the writer used? _____

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You saw this advertisement for a course and contacted them for more details, making the notes below. Read the advertisement and the notes carefully. Write a **letter** to your penfriend, who you know is interested in improving their memory, telling them about the course.

send you worksheets
with exercises
cost: £55
certificate at end

Want to improve your memory

Our new distance learning course will teach you how.

Remember names and telephone numbers.

Easily learn words in a foreign language.

You'll be amazed at the results in just 10 days!

Call Tony Welland on 0943 453297.

complete course:
2 months

A

Brainstorming

Answer the following questions. Discuss your answers with the class.

What's your penfriend's name? _____

What news might you tell them before you mention the course? _____

Where do you do the course? _____

How long does the course last? _____

How much does the course cost? _____

What does 'certificate at end' mean? _____

What reason will you give for ending your letter? _____

How might you close your letter? _____

What would be an appropriate style? _____

How many points do you need to include? _____

B

From prompts to sentences

For each prompt, write a sentence that you might use to tell your penfriend that information.

1 complete course: 2 months

3 cost: £55

2 send you worksheets with exercises

4 certificate at end

C

Make it informal

For each of these sentences, write a second sentence that gives the same information in an informal, friendly style.

1 Regarding your enquiry, I am pleased to be able to report that my mother's health is much improved.

2 I received the news of your recent success in your examinations with satisfaction.

3 I would like to inform you that the total cost will be approximately £55.

D

Plan your paragraphs

Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Informal letter plan	
	Dear _____,
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Closing expression(s)	
Your first name	

E

Homework

Now write your letter. Read this checklist. When you have written your letter, tick the boxes.

- I have used the information in **all** the prompts.
- I have turned the prompts into natural sentences.
- I have used an appropriate informal style.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.



Read these sentences and then use the words in bold to complete the sentences below.

- Students at school are sometimes called **pupils**.
- Pupils in Britain go to **primary school** up to the age of eleven.
- From eleven to sixteen, pupils in Britain have to go to **secondary school**; in America, they go to junior and senior high school.
- Some pupils decide to **stay on** at school until they are eighteen to do exams.
- The **fee(s)** for the course is/are €200, but the books are free.
- Turn to page seven in your **textbook** and study the model.
- I did the course by **distance learning**, so I studied at home and sent exercises back through the post.
- I passed the exam and I should get the **certificate** in the post in a few weeks.
- I understand English, but I have problems learning definitions **by heart**.
- If you leave college or school before the end of your course, you **drop out**.

- 1 If there aren't any colleges in your area, you could consider studying by _____.
- 2 I'll be so proud when I pass that I'm going to hang my _____ on the wall.
- 3 My mum's worried that my brother's going to _____ of college and not get any qualifications.
- 4 All students are required to pay the course _____ before taking the examination.
- 5 Many young people _____ at school because it's difficult to find a job without qualifications.
- 6 We moved house when I was nine, so I had to start at a new _____.
- 7 It took me ages to learn the English alphabet _____.
- 8 I think the _____ we use in our History lesson is really boring.
- 9 Our new English teacher gets on well with all the _____.
- 10 It can be a bit frightening when you leave primary school and have to move up to _____.

PRACTISE YOUR WRITING SKILLS

INFORMAL TRANSACTIONAL LETTER

Writing know-how

- Убедитесь в том, что ваше сочинение написано в стиле, соответствующем заданию и включает все пункты, перечисленные в нем.
- Если один из пунктов задания вызывает у вас сомнения, попытайтесь догадаться о его значении. По возможности перефразируйте слова и выражения, использованные в задании, но при этом помните, что все пункты должны быть освещены.

Write an answer to the following question in **120-180** words in an appropriate style.

You saw this advertisement for a summer course abroad and contacted the college for further details, making the notes below. You have decided to attend the course and would like to invite a friend of yours who lives in another town to join you.

Read the advertisement and the notes carefully. Then write a **letter** to your friend, giving the necessary information and trying to persuade your friend to join you.

Accommodation — comfortable rooms above college
Must book now if want rooms!
2-week course, only 8000 roubles

Dates:
10th — 23rd August
trips to museum, library, sports centre

Windsor College Summer Courses in English

- Experienced tutors for all levels.
- Reasonable fees.
- Accommodation available.

Beautiful college in countryside setting.
Morning lessons, with afternoon outings arranged.
Call **01223 37565** for further details.

Grammar focus

When we write notes, we often miss out the articles.

Principal said we must pay fee. = **The** Principal said we must pay **the** fee.

When you are given notes as prompts, you have to make sure you use the correct articles (a, an, the) in your writing. Rewrite the following prompts in complete sentences, using articles where appropriate.

- 1 College has swimming pool at back.

- 2 College may offer discount on fee for group.

- 3 Exams take place in local school.

- 4 Library is open for few hours each morning.

- 5 College charges extra €30 for Welcome Party.

Vocabulary preview 2

1 Complete the sentences. Use the words from the box.

author actor app book
color comic book TV show website

- This phone app lists nearby restaurants.
- This channel is terrible. Change the channel.
- My favorite color is blue.
- Who is the actor in that movie? I don't know his name.
- This comic book is called *Skillful*.
- Who is the author of that book?
- I only have one X-Men comic book.
- You need to include *http://* for this website.

2 Work with a partner. Discuss these questions.

- What's your favorite ...?
color movie TV show book comic book app

My favorite ... is ...

- Who's your favorite ...?
actor author

I really like ...



COLORS

black orange red
blue pink white
green purple yellow

LISTENING 2 Student of the month

Before you listen

Work in a group. Discuss these questions.

- Does your school have a school newspaper or website?

Our school has / doesn't have a ...

- What do school newspapers or websites often have?

School newspapers often have ...

They don't often have ...

Global listening

1.04 Listen to *Student of the month*. A reporter is interviewing Matt. Number the topics he discusses in order from 1 to 6.

- ___ sports ___ his major
1 his name ___ movies and TV shows
 ___ his hometown ___ books

THINK ABOUT

ads news
comics sports scores
interviews weather



Grammar

Relative clauses

1 Match each relative pronoun to its use.

- 1 which
- 2 who
- 3 that
- 4 whose
- 5 when
- 6 where
- 7 why

- a for possession
- b for times
- c for things
- d for reasons
- e for people
- f for people, things, times and places
- g for places

2 If a sentence is correct, put a tick (✓). If it is incorrect, cross out any extra words.

- 1 The library where I study in is very small.
.....
- 2 My friend goes to night school, which I think is really cool!
.....
- 3 I used to go to a school that was very far from my home.
.....
- 4 That's the man who he is going to be our new teacher.
.....
- 5 John, whose father is the headmaster, sits next to me in maths.
.....
- 6 The children in Room 10, which is the biggest classroom, make a lot of noise!
.....

3 Write one sentence using *which*, *who*, *where*, *whose* or *when*.

- 1 I can't wait for summer. There's no school then.
.....
- 2 Mr Fenton is the new science teacher. He lives down the street from me.
.....
- 3 Home-educated children have homework too. That seems very funny!
.....
- 4 That's the boy. I took his school bag home by mistake.
.....
- 5 My brother lives in London. He goes to university there.
.....
- 6 Lots of people go to night school. They want to complete their studies.
.....

Vocabulary builder

1 Complete the text using the correct form of the words and phrases in the box. There is one word or phrase you do not need to use.

term • subject • expel • play truant • prefect
suspend • lesson • come over • stop

My brother Nick is not a very good student. He (1) all the time and goes to the video arcade instead of class. Last year, he was (2) for a week for missing too many classes. He doesn't seem to be trying much harder this year. Yesterday, the headmaster (3) to our house to speak with our parents. He told them that Nick had better not miss any more (4) If he is absent again this (5) , the headmaster wants to (6) Nick. 'Why can't you (7) these bad habits?' he asked. 'All right,' said Nick, 'I'll come to school, if you make me a (8) !'

Close listening

1 1.04 Listen again. Mark these sentences *T* (true) or *F* (false).

- 1 Matt's friends call him Matthew. _____
- 2 Matt's last name is spelled S-E-A-R-B-Y. _____
- 3 Matt is American. _____
- 4 Matt's favorite sport is soccer. _____
- 5 Matt likes to read about travel. _____
- 6 Matt doesn't watch the news. _____

2 Put the words in the correct order to make questions from the interview. Rewrite them.

- 1 major / your / What's / ?
- 2 hometown / What / your / is / ?
- 3 are / other interests / What / your / ?
- 4 kinds of books / like / do / What / you / ?
- 5 a fan / you / of travel shows / Are / ?

3 1.05 Listen and check your answers.

4 Work with a partner. Ask and answer the questions in exercise 2 with your own information.

Over to you

Discuss these questions in a group.

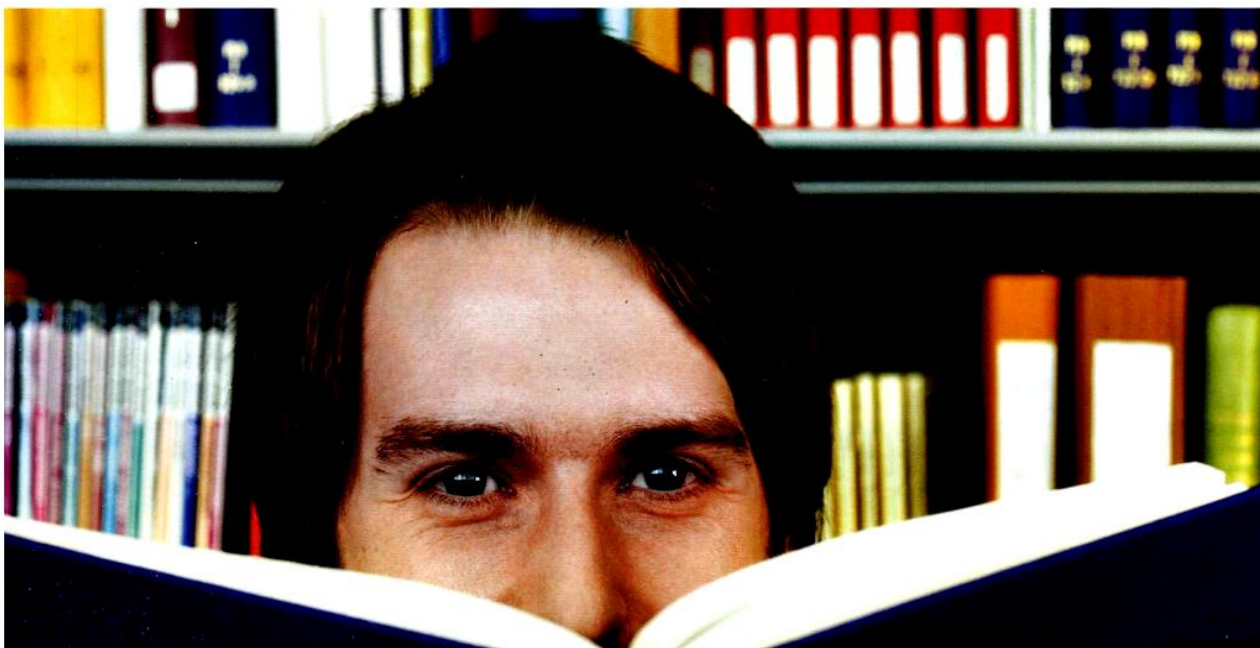
- 1 Do you like the same things as Matt?

reading short stories soccer travel

I like ..., too. I don't like ... very much.

- 2 What other things are popular at the moment with students from your country?

Lots of my friends like ...



17

Vocabulary skill

FORMING PLURALS

Study these rules for changing singular nouns (e.g., *book*) to plural nouns (e.g., *books*).

Forms	Examples
Add s to most nouns	<i>name / names</i> <i>friend / friends</i>
Add es to nouns ending in <i>s, sh, ss, z, x, or ch</i>	<i>box / boxes</i> <i>class / classes</i>
Add es to most nouns ending in <i>o</i>	<i>hero / heroes</i> <i>tomato / tomatoes</i>
For nouns ending in consonant + <i>y</i> , change <i>y</i> to ies	<i>hobby / hobbies</i> <i>family / families</i>
For nouns ending in <i>f</i> or <i>fe</i> , change <i>f(e)</i> to ves	<i>half / halves</i> <i>wife / wives</i>

Learn these exceptions:

man / men *woman / women* *person / people* *child / children* *foot / feet* *tooth / teeth*

1 Write the singular of these nouns.

- | | | | |
|-----------|-------|-------------|-------|
| 1 boys | _____ | 5 babies | _____ |
| 2 teeth | _____ | 6 knives | _____ |
| 3 watches | _____ | 7 countries | _____ |
| 4 people | _____ | 8 women | _____ |

2 Write the plural of these nouns.

- | | | | |
|----------|-------|--------|-------|
| 1 parent | _____ | 5 city | _____ |
| 2 potato | _____ | 6 man | _____ |
| 3 dish | _____ | 7 life | _____ |
| 4 child | _____ | 8 day | _____ |

3 Circle the twelve plural nouns in the puzzle.

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

4 Work in a group. Play a game. Say any noun. Who can spell its plural form the fastest?

A: *Lunch.*

B: *L-U-N-C-H-E-S*

A: *That's right / wrong.*



SPEAKING Interviewing a classmate

You are going to learn about pronouncing plural endings, the verb *be*, and asking for repetition. You are then going to use these skills to interview a classmate.

Pronunciation skill

PLURAL ENDINGS

There are three plural -s ending sounds:

/s/

after the sounds /t/ /p/ /k/ /f/

sports caps books

/z/

after the sounds /d/ b/ /g/ /v/ /l/ /m/ /n/ /r/

names colors knives

/ɪz/

after the letters *s, sh, ss, z, x, ge, or ch*


actresses ages watches

1 Say these words and write them in the correct column.

apps bags boxes classes desks edges
fans kinds lives matches parents teachers

/s/	/z/	/ɪz/

2  1.06 Now listen and check your answers.

3  1.07 Underline the plural endings. Mark them /s/, /z/, or /ɪz/. Then listen and check your answers.

A: What are your interests^{/s/}, Lisa?

B: I read a lot on weekends. I like novels.

A: I have three boxes of old books. Do you want them?

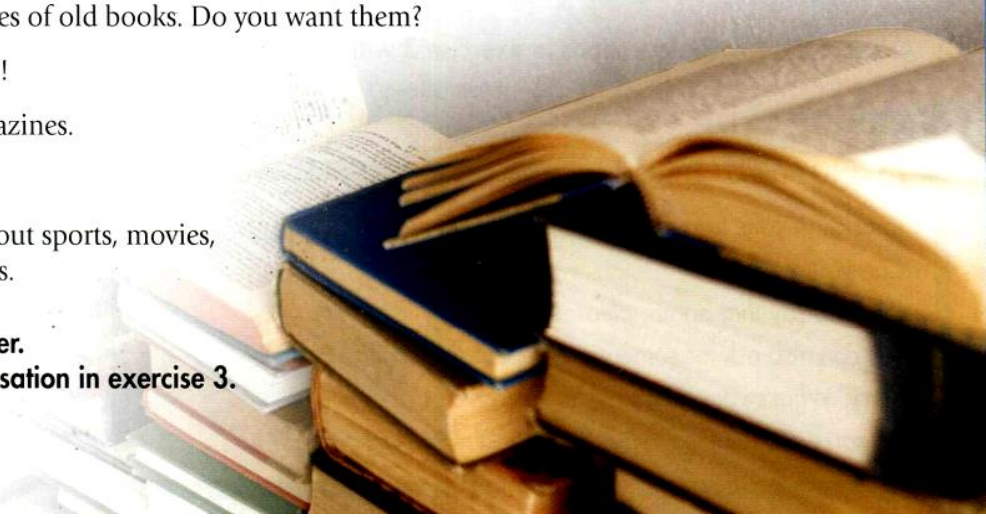
B: Sure. Thank you!

A: I only read magazines.

B: What kinds?

A: I like to read about sports, movies, and video games.

4 Work with a partner.
Practice the conversation in exercise 3.



Grammar

THE VERB BE

You can ask *yes/no* questions and *wh-* questions with the verb *be*. Study the forms.

Forms	Examples
Yes/No questions <i>Am / Is / Are + subject</i>	<i>Is yellow your favorite color?</i> (Yes, it is. / No, it isn't.) <i>Are you American?</i> (Yes, I am. / No, I'm not.)
Wh- questions <i>Wh- + am / is / are</i>	<i>Who is your favorite teacher?</i> (Mrs. Watson.) <i>What are your interests?</i> (Sports and movies.)

1 Complete these *yes/no* questions with *Am, Is, or Are*.

- _____ we in Spanish class?
- _____ I your best friend?
- _____ blue your favorite color?
- _____ our teacher American?
- _____ you from Egypt?

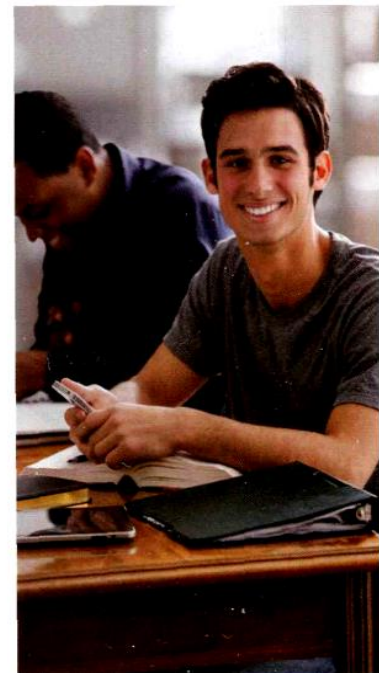
2 Ask and answer the questions in exercise 1 with a partner.

Are we in Spanish class? No, we are not.

3 Write the correct questions.

- Where be you from? _____
- What be your family name? _____
- What day be today? _____
- Who be your best friend? _____

4 Ask and answer the questions in exercise 3 with a partner.



Speaking skill

ASKING FOR REPETITION

To ask someone to repeat something, you can say:

Can you repeat that?

Can you say that again, please?

You can also ask for someone to repeat something specific.

Sorry. What's your middle initial again?

I'm sorry. Can you say your hometown again, please?

GRAMMAR

Past Simple

	Verb <i>to be</i>	Regular and irregular verbs*
Affirmative	I/He/She/It was late. We/You/They were happy.	I/You/He/She/It/We/They smiled. (R) I/You/He/She/It/We/They went out. (IRR)
Negative	I/He/She/It was not (wasn't) late. We/You/They were not (weren't) happy.	I/You/He/She/It/We/They didn't smile. I/You/He/She/It/We/They didn't go out.
Questions	Was I/he/she/it late? Were we/you/they late?	Did I/you/he/she/it/we/they smile? Did I/you/he/she/it/we/they go out?
Short answers	Yes, I/he/she/it was. No, I/he/she/it wasn't. Yes, we/you/they were. No, we/you/they weren't.	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

*The Past Simple form is the same for all persons

We use the Past Simple to talk about things which started and finished in the past, including:

- single events: *I started school in 1993.*
- regular events: *I walked to school every day.*
- past states: *I didn't understand my teacher.*
- telling stories: *I heard a loud noise and I got up.*

We can add time expressions like *yesterday, yesterday morning/afternoon/evening, last night/year/week/Saturday, when I was five, ten years ago.*

Past Simple *Wh-* questions

Where were you yesterday?

When did he leave school?

Why did they get bad marks?

Spelling for regular verbs

- For most verbs, add *ed*: *I walk → walked*
- After *-e*, add *d*: *we decide → we decided*
- After a single stressed vowel and a single consonant, double the consonant and add *ed*: *they stop → they stopped*
- After *-y*, change *y* to *i*, add *ed*: *you study → you studied*
- In British English, after an unstressed vowel + *-l*, double the *l* and add *ed*: *I travel → I travelled*
- In American English: *I travel → I traveled*

To spell the past tense of irregular verbs, you have to learn each new one by heart. Sorry! There is a list on SB page 143.

1 Complete the text with the Past Simple form of the verbs in brackets.

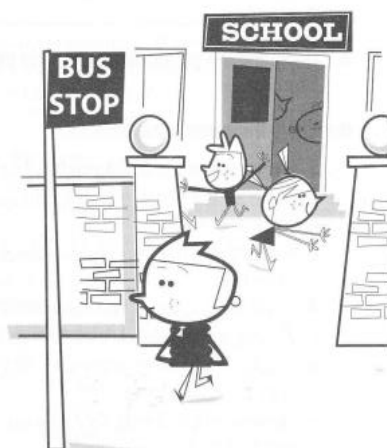
My young cousin, Ben, ¹started (start) school last year. There ² _____ (be) fifteen children in his class. In the first lesson, the teacher ³ _____ (read) a story. Then, the children ⁴ _____ (look) at some pictures and ⁵ _____ (write) the alphabet.

After the lesson, the children ⁶ _____ (go) into the playground. They ⁷ _____ (wear) their coats because it was cold. My cousin ⁸ _____ (think) it ⁹ _____ (be) home time. He ¹⁰ _____ (walk) out of the playground and ¹¹ _____ (look) for his mum. My aunt ¹² _____ (not be) there so he ¹³ _____ (sit) on the grass and ¹⁴ _____ (wait) for a bus. Luckily, he ¹⁵ _____ (not have) any money and the bus driver ¹⁶ _____ (take) him back to school.

That evening, his parents asked him, ¹⁷ _____ you _____ (leave) the playground this morning?

'Yes, I ¹⁸ _____ (do). How do you know?'

'Your teacher ¹⁹ _____ (phone) us!'



READING

- 1 Look at the pictures. Match the people with their jobs.
 film star singer



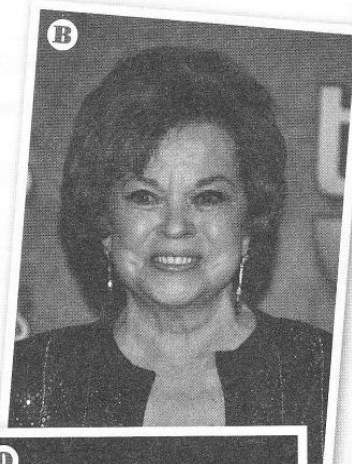
1 Charlotte Church is a _____.



2 Shirley Temple was a _____.

- 2 T6 Read and match the photos (A–D) with the texts.

Text 1 Text 2



- 3 Complete the questions.

Which person, Charlotte Church (CC) or Shirley Temple (ST):

- 1 started her career when she was twelve? CC
 2 left her first career when she was twelve? _____
 3 changed to a different career? _____
 4 was a singer when she was a teenager? _____
 5 goes to lots of parties, nightclubs and restaurants? _____
 6 entertained a US president? _____
 7 worked for the US government? _____
- 4 Match the underlined words and phrases in the texts to their meanings.

- 1 _____ : going to clubs, bars, restaurants and theatres and enjoying yourself
 2 _____ : a big government change without violence
 3 _____ : the entertainment industry (eg TV, films)
 4 _____ : films
 5 _____ : the people who make films or TV shows
 6 _____ : a person who represents their country in another country

1 The singer Charlotte Church was born in Cardiff, Wales in 1986. In 1998 Charlotte introduced her aunt on TV's *Big Big Talent Show* but the programme's producers asked the young girl to sing too. A show business manager heard her and got her a recording contract with Sony. Her career started with a CD of classical songs, *Voice of an Angel*, and she quickly became world-famous. She toured the world with her mother and she sang for world leaders including President Clinton and the Pope. Now, she is a pop singer and there are often photographs in the newspapers of her out on the town. She is a lively young woman and despite her fame (and selling more than ten million records!), she doesn't seem arrogant.

2 In the 1930s, the world's most famous child film star was Shirley Temple. She started work when she was only three years old and made more than forty films before she was twelve. When she became a teenager, her career in movies was over. As an adult, she married, had children and worked in public service. In 1967 she tried unsuccessfully to win a seat in the US House of Representatives. However, she then had several jobs representing the US government and she was ambassador to the United Nations, Ghana and Czechoslovakia. In Czechoslovakia from 1989–1992, she saw the Velvet Revolution. Later she said 'That was the best job I had.'

2 Match the sentences.

- 1 You must be out of your mind!
- 2 It's always best to keep an open mind about things.
- 3 I can't get that book I just read out of my mind.
- 4 That's been at the back of my mind for a long time.
- 5 He's got it in his mind that he's the best in our class.
- 6 I can't stop thinking about what I just read.
- 7 I've been thinking about that for a long time.
- 8 I think you're crazy!
- 9 We should try not to judge other people and things.
- 10 He really believes that he is the cleverest student.

Grammar 2

Relative pronouns with prepositions

- 1 Circle the words that could replace the words in bold. There may be more than one correct answer for each sentence.
- 2 The day **on which** we started school was grey and rainy.



- A when B that C where
- 2 The town **in which** I spent most of my school years is near the sea.
A which B where C that
- 3 The place **that** I love to study in is my own room.
A which B where C when
- 4 We decided to visit the school **to which** my father had gone as a child.
A that B when C where
- 5 That was the moment **at which** I knew I had failed the test.
A that B who C when

2 Rewrite each sentence twice using the words given. Add any other necessary words.

- 1 Boarding schools are schools at which students can live while they study.
where
that
- 2 The day on which the school year ended was a beautiful summer's day!
when
that
- 3 That's the locker in which you can keep your books.
where
that
- 4 Across the hall is the room where we have singing lessons.
which
that
- 5 Friday is the day when we finish school an hour earlier.
which
that

Use of English

I For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

- 0 **A** believed **B** tried **C** wondered **D** seen

Choosing Boarding School

Have you ever (0)^C what it would be like to live away from home while you attend school? Would you like to have the (1) of living and studying with students from different countries around the world? Cranbrook Kingswood School is one of the few schools that can offer you this kind of remarkable opportunity! Cranbrook's green, wooded campus is a beautiful and safe living and learning (2) A freshwater lake and (3) sculptures by the famous artist Carl Milles awaken the imagination! The many buildings of Cranbrook were designed by world-renowned architect Aiel Sarineen and are both beautiful and (4) In fact, all of the furniture, woodwork, window glass and tapestries at the school were specially designed for the school and made by hand. Each room and building was created to please and (5)

The students of Cranbrook Kingswood are very (6) Their studies are (7) and prepare them for some of the best universities around the world. But it's not all hard work at Cranbrook! Students (8) in a rich programme of athletics, music and art courses. Clubs and other activities keep the students happy and busy during the year.

If you are (9) boarding school, consider Cranbrook. Call now to arrange a visit and we'll be happy to show you (10) the school.

- | | | | | |
|----|---------------------|----------------------|----------------------|-----------------------|
| 1 | A need | B experience | C subject | D exploration |
| 2 | A expression | B environment | C attitude | D surround |
| 3 | A few | B lots | C very | D several |
| 4 | A unique | B unfit | C united | D usual |
| 5 | A inquire | B intend | C invest | D inspire |
| 6 | A jealous | B selfish | C competitive | D mean |
| 7 | A impressive | B challenging | C depressing | D hard-working |
| 8 | A attend | B study | C follow | D participate |
| 9 | A thinking | B wondering | C considering | D going |
| 10 | A around | B to | C at | D off |

Writing

- 1 Read this letter and number the parts 1-8 in the correct order.

Take care!

Pat

You asked about the educational system here in the USA. Young kids often go to nursery school from 2-4, and then they go to kindergarten when they're five.

It was great to hear from you again! Hope you passed your German exam.

Well, I hope that helps! Ask if there's anything else. I've got to go practise piano now.

Dear Andrea,

PS Say hello to Georgia!

Each school year is divided into two terms and we take tests at the end of each term. When we have passed all the tests, we can graduate. We don't have one big exam at the end of high school.

After kindergarten, we go to elementary school. After elementary school, there's intermediate school, which is sometimes called junior high school. After that, it's four years of high school! When you finish that, you're ready for college or university.

- 2 Find informal phrases in the letter that mean the same as these formal phrases and write them on the line given.

- 1 Yours sincerely,
- 2 I was very pleased to receive your letter.
- 3 Please contact me if you require further information.
- 4 I hope that you now have the information you require.
- 5 Please send my regards to Miss Georgia Brown.

- 3 Tick (✓) the phrases you can use to end an informal letter/email.

- 1 See you later!
- 2 Sincerely yours,
- 3 Take care.
- 4 Love,
- 5 Yours faithfully,
- 6 Yours truly,
- 7 Lots of love,

Listening CD Track 12

- 1 You will hear five different people talking about teachers. For questions 1-5, choose from the list (A-F) what each person says about their teacher. Use the letters only once. There is one extra letter which you do not need to use.

- A She didn't know the subject very well.
- B She treated us like adults.
- C She made us do too much work.
- D She had a problem with some students.
- E She made difficult things easy to understand.
- F She never lost her temper.

- | | | | |
|-----------|--------------------------|-------------------------------------|---|
| Speaker 1 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Speaker 2 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2 |
| Speaker 3 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 3 |
| Speaker 4 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 4 |
| Speaker 5 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 5 |

GRAMMAR

Used to

	Affirmative	Negative
I/You/He/She/ It/We/They	used to ride a bike to school.	didn't use to ride a bike to school.

We use *used to* to talk about habits and states in the past which are now finished. For example,
 • *I used to read children's comics.* (Now, I read newspapers.)
 • *I used to hate spinach.* (Now, I like it.)

Wh- questions

Where did they use to play?
What did you use to do?
How did he use to get to school?

Yes/No questions

Did I/you/he/she/
it/we/they use to ride a bike to school?

Short answers

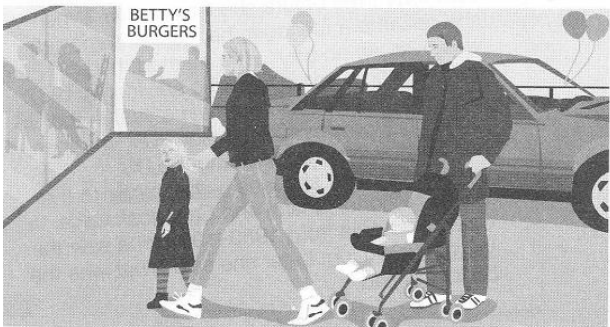
Yes, I/you/he/she/it/we/they did.
 No, I/you/he/she/it/we/they didn't.

Mind the trap!

Don't confuse *used to* for habits in the past with the regular verb *to use*.
She used to write with a red pen.
She used a red pen to mark my homework.

1 Look at the pictures of Maria. Use the prompts to write sentences with *used to* and *didn't use to*.

- 1 have / long hair
She used to have long hair.
- 2 go / cheap cafés
- 3 wear / expensive clothes
- 4 go out with / rich boyfriend
- 5 drive / old car
- 6 wear / casual clothes



2 Write more questions to ask Maria.

- 1 Did you use to have a good job ?
Yes, I did. I was a lawyer in a big company.
- 2 Did _____ ?
Yes, I did. I used to earn €150,000 a year.
- 3 Did _____ ?
Yes, I did. I always ate in different restaurants.
- 4 Did _____ ?
No, I didn't. I'm happier now.

3 Use the prompts in brackets to complete the sentences.

- 1 I didn't use to eat cheese but now I love it. (not eat / love)
- 2 We _____ with my dad's parents but now we _____ our own home. (live / have)
- 3 My sister and I _____ each other but now we _____ good friends. (not like / be)
- 4 Now, I _____ good at English but I _____ very bad at it. (be / be)

4 Translate the sentences. Which ones are about habits in the past?

- 1 I used an English dictionary when I wrote my essay.
- 2 When I started French lessons, I used to check every word in a dictionary.
- 3 We didn't use to have a computer in each classroom.
- 4 I didn't use your notes to finish my homework.

SPEAKING

1 Complete the conversations.



- 1 A Can I sit here?
 B Sorry, y_____ c_____ - I'm travelling with a friend.
- 2 A I_____ i_____ OK if I open the window?
 B S_____, no p_____.
- 3 A D_____ y_____ m_____ if I use your phone? I promised to phone my dad.
 B N_____, p_____ do.

2 Read the situations and complete the conversations with phrases from Exercise 1.

- 1 You want to share a table in a café.
 A _____ ?
 B Sure, no problem.
- 2 You want to use a friend's bicycle.
 A _____ ?
 B No, I don't mind.
- 3 You want to borrow a pen from your teacher.
 A _____ ?
 B I'm afraid not, I haven't got a spare one.

3 Read the instructions and write the conversations.

- 1 A (ask if you can park your car)
 B (say no and give a reason)
 A Is it OK if I park here? _____ ?
 B I'm afraid not. It's not allowed. _____
- 2 A (ask to use B's mobile phone)
 B (say no and give a reason)
 A _____ ?
 B _____
- 3 A (ask if you can borrow B's laptop)
 B (say yes)
 A _____ ?
 B _____
- 4 A (ask B if you can turn the radio off)
 B (say no and give a reason)
 A _____ ?
 B _____

WORD LIST

- | | |
|----------------------------|----------------------|
| amazed/amazing | leave school |
| annoyed/annoying | listen to |
| aquarium | lunch break |
| arrive late | make friends |
| astronomy | Maths |
| ballet lessons | mention |
| bell | monster |
| best friend | nervous |
| bored/boring | noisy |
| borrow | painting |
| cartoon | pass/fail an exam |
| cause | phonograph |
| check (your) email | play an instrument |
| clap | play truant |
| classmate | playground |
| classroom | pocket money |
| clever | primary school |
| cloakroom | promise |
| crayons | record player |
| creative | register |
| crime novel | reunion (party) |
| delicious | ring (v) |
| disability | satisfied/satisfying |
| disappointed/disappointing | scared |
| discover | school bus |
| drop out (of school) | school uniform |
| dyslexia/dyslexic | schooldays |
| education | secondary school |
| effect | shape |
| embarrassed/embarrassing | side |
| essay | sing songs |
| excited/exciting | sit cross-legged |
| experts | smell (n) |
| fascinated/fascinating | soap |
| form tutor | sound (n) |
| frightened/frightening | spell |
| genetic | start school |
| genius | statistically |
| get good/bad marks | strict |
| ghost | study (n) |
| grown up | study (a subject) at |
| have a routine | university |
| have (sthg) in common | study for exams |
| hidden talent | successful |
| History | surprised/surprising |
| house-warming party | take the lift |
| huge | talented |
| imagination | taste (n) |
| impressionist | term |
| intelligent | terrified/terrifying |
| interested/interesting | test |
| invention | textbook |
| inventor | theory of relativity |
| keep a diary | timetable |
| kids | tired/tiring |
| laugh at | toy |
| laugh out loud | university course |
| lawyer | unpleasant |
| leaf (p/ leaves) | wear lipstick |
| learn by heart/memorise | |

VOCABULARY

1 Complete with words from the Word list.

Thing	Person
1 <u>astronomy</u>	astronomer
2 _____	criminal
3 _____	educator
4 _____	historian
5 law	_____
6 invent	_____
7 _____	mathematician
8 _____	painter

2 Circle the differences between the pairs of words.

astronomy y astronomer r

3 Complete the sentences with words from Exercise 1.

- Einstein was a mathematician.
- Copernicus studied _____.
- I never listened in _____ lessons so I know nothing about Europe in the 19th century.
- Murder is a _____ in all cultures.
- George Stephenson was the _____ of the steam engine.
- The _____ Dr David Starkey presented *The Six Wives of Henry VIII* on British TV.
- The _____ of Venice by JM Turner is very famous.

4 Match the nouns (1–10) to make compound nouns. Remember, some are one word and some are two.

1 school	novel
2 record	room
3 pocket	book
4 university	days
5 play	course
6 crime	money
7 cloak	mate
8 text	ground
9 school	uniform
10 class	player

5 Complete the dictionary definitions with the compound nouns from Exercise 4.

- _____ : a place in a public building where you leave your coat
- _____ : a fiction book about criminals and illegal acts
- _____ : a person who is in the same class as you at school
- _____ : special clothes worn by school students
- _____ : a book used by students to study a subject

6 Complete the sentences with adjectives ending with -ed or -ing.

- I was very disappointed when I failed my driving test.
- I hope my aunt doesn't bring her a _____ children with her. I really don't like them!
- We haven't got any homework tonight. I'm a _____!
- It's s _____ that the whole class passed the exam.
- He listened carefully because he was i _____ in what she said.
- My brother's buying an e _____ new computer game next weekend.
- Our hotel was d _____ – it was next to a busy road and a long way from the beach.
- The children are e _____ about the party.
- We were all s _____ when we won the competition.
- I couldn't stop reading this book – it's very i _____.

Extend your vocabulary

- When you learn a new noun, learn the verb(s) that is usually used with it. A good dictionary will give an example of the correct verb to use. Tick the correct verb, *make* or *do*, for each noun.

	<i>make</i>	<i>do</i>	
1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	a course of lessons
2	<input type="checkbox"/>	<input type="checkbox"/>	a decision
3	<input type="checkbox"/>	<input type="checkbox"/>	a journey
4	<input type="checkbox"/>	<input type="checkbox"/>	a mistake
5	<input type="checkbox"/>	<input type="checkbox"/>	a phone call
6	<input type="checkbox"/>	<input type="checkbox"/>	a reservation
7	<input type="checkbox"/>	<input type="checkbox"/>	dinner
8	<input type="checkbox"/>	<input type="checkbox"/>	homework
9	<input type="checkbox"/>	<input type="checkbox"/>	new friends
10	<input type="checkbox"/>	<input type="checkbox"/>	karate

Travel tips

A Pair work Discuss these questions. Then read the article, and compare your ideas to the author's.

1. What would be the best way for a visitor to get to know your city?
2. What do you like to do when you first arrive in a new city?

GET YOURSELF LOST

Travelers to new cities are often told to start their trip with a bus tour. The thinking is that they can then return to the places that interested them. Nonsense! What you see from the inside of a moving bus is unreal and completely removed from the authentic sights, sounds, and smells outside.

Be adventurous! The best way to experience any place is on foot and with absolutely no travel plan. Simply go wherever your feet and your interests lead you. You eventually will get to the same sites that are on the bus tour – the museums, the monuments, city hall – but you will have seen much more. You will have felt the contemporary life of the city.

"But what if I get lost?" people might ask. No one ever gets hopelessly lost in a major city. Eventually, you can find your way back to a well-known location. If it frightens you to be "lost," just find a taxi and go back to where you started. However, the nicest things can happen if you get lost. You stop at a sidewalk cafe to sit and relax. You ask instructions of the local people at the next table. And even if they don't speak your language, your trip becomes more memorable because of the experience. Here are a few more ways to get the most out of your travel.



- ✓ **Know before you go** Spend a few hours before your trip learning about the history and culture of your destination. This will help you understand what you're seeing.
- ✓ **Move around like a local** Use the subways and buses of the city you're visiting. You'll not only save money, but you'll also learn how people really live.
- ✓ **Check the bulletin boards** Sometimes you can find advertisements for free concerts and other fun activities on bulletin boards around universities.

So the next time you see a poster advertising an introductory bus tour, save your money. Instead, wander on your own. I promise you a time you'll remember with great pleasure.

Source: "Get Yourself Lost" by Arthur Frommer. *Reader's Digest*

B Group work Discuss these questions. Then share your answers with the class.

1. Do you agree with the author's view? Why or why not?
2. In your opinion, what are some advantages of taking a bus tour?
3. What are some disadvantages of wandering around a city on your own?
4. Can you learn about a city without taking a tour? Why or why not?

Creating topic sentences

A Look at this cluster diagram, and then read the paragraph. Which idea in the diagram is the most general? Which idea does the writer choose for a topic sentence?

Orlando is a vibrant city full of exciting activities. It has become a favorite destination of vacationers from all over the world because of the amazing choices for both daytime and nighttime amusement. In fact, there are more than 60 attractions in the Orlando area. Nature lovers can go on calming walks in a variety of parks and gardens. Shoppers can find one-of-a-kind boutiques, in addition to six shopping malls scattered throughout the city. Sports enthusiasts will enjoy the many golf courses and the incredible variety of beach and lake activities. The more than 2,000 restaurants, which range from pizza shops to sushi bars, offer something for everyone.

B Now choose a place you know, and make your own cluster diagram. Decide which idea best summarizes the other ideas, and use that idea to write a topic sentence. Write a paragraph using that topic sentence.

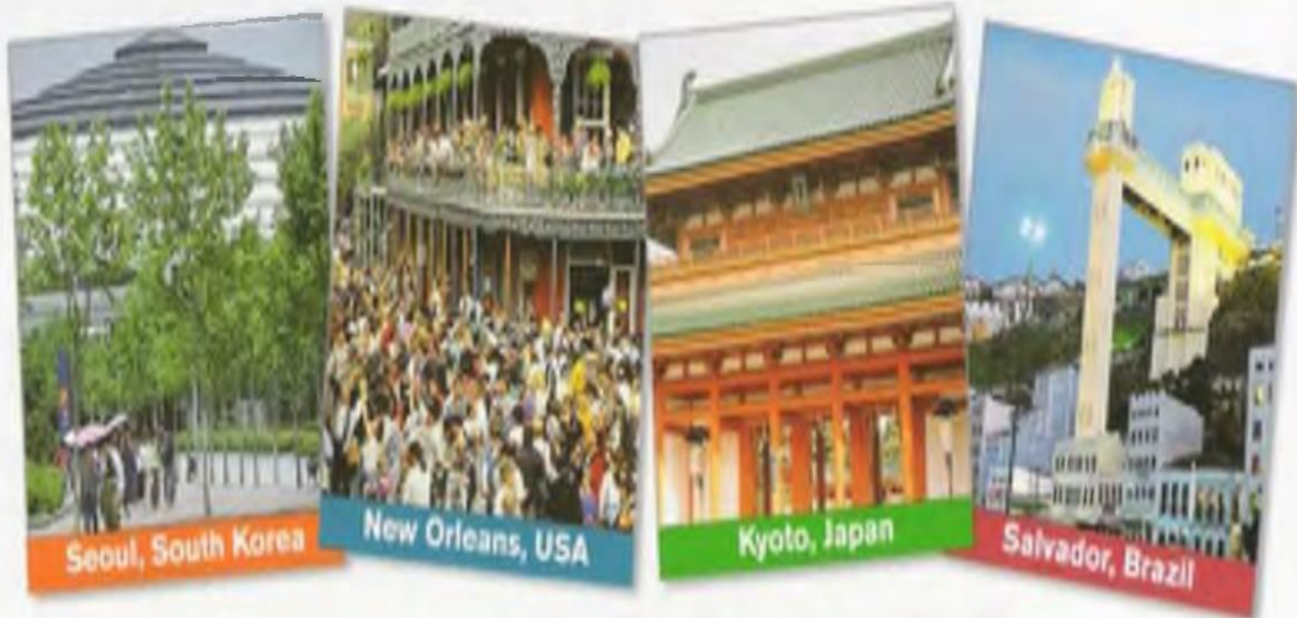
C Pair work Exchange your paragraph with a partner, and answer these questions.

1. Is there any information that doesn't belong? Cross it out.
2. Would you like your partner to add more information?
3. Would you like to visit the place mentioned in your partner's paragraph? Why or why not?

Fascinating destinations

Cities of the world

A Which cities do these sentences describe? Check your answers on page 118.



1. This city, which lies in the northeast, was the country's busiest port from 1500 to 1815. _____
2. This is the city that hosted the summer Olympics in 1988. _____
3. This city, which was the country's capital from 794 until 1868, has around 2,000 temples and shrines. _____
4. People often visit this city in February or March for the famous Mardi Gras Festival. _____
5. This city, which is built on two levels, is famous for spicy food and lively music that trace their origins to Africa. _____
6. Visitors to this city love the French Quarter, which is known for its music clubs, bars, and restaurants. _____
7. In this city, food lovers should try the spicy cabbage dish called kimch'i, which is served as a side dish with almost every meal. _____
8. In this city, tiny shops on picturesque streets sell traditional sweets made from beans. _____

SPEAKING

Multicultural London

1 What do you want from the country you live in? Put these qualities in order of importance for you (1 = most important).

- a safe and honest society
- a good education for children and adults
- the opportunity to find work and have a career
- a good place to bring up your children
- a society where people are free to say and do what they want

Talk with a partner, then in small groups. Discuss your answers as a class.

2 Read the introduction to the article. What is special about London? What is special about Stroud Green Road?

3 Look at the pictures and profiles of the people in the article. Where are they from? What are they doing in London?

4 Work in small groups. Choose two of the people. Read about them and answer the questions.

- 1 When and why did she/he come to England?
- 2 How did he/she find it at first?
- 3 What does she/he say about her/his business?
- 4 How does England compare to his/her own country?
- 5 What family does she/he talk about?
- 6 What does he/she think of living in England?
- 7 Does she/he intend to stay or go back home?

5 Find a student from another group. Compare and swap information.

6 Which of the qualities of a country in exercise 1 are important to the four people? Did they find these qualities in England?

What do you think?

- When people go to live in a foreign country, they can experience culture shock. What do you understand by this?
- Why do people leave their own country? What are they looking for? What are they escaping from?

Project

Find someone living in your country who is from a different country. What do they do? What do they think of living in your country? Bring the information to class and tell the other students.

The world in

London is the most multicultural city in the world. On an ordinary street in north London, people from across the globe live and work side by side. Here on Stroud Green Road there are Turks, Chinese, Afghanis, Pakistanis, Vietnamese, Colombians, Polish, Kenyans, and French.

What are the thoughts of the people who live here? What do they think of the land they now call home?



PROFILE

Name	Burkan Mehmet, 41
Born	Istanbul, Turkey
Business	The Sunflower Gallery

“ This area is very cosmopolitan, and that's why I love it. When I first came to England in 1986, I thought it would be like New York, but it was much quieter. I didn't know anybody, and I wanted to go home.

I came here to study business at college. First I had a restaurant. Now I run this florist's shop. My customers come from so many different cultures – I learn something new every day.

What I like about England is that there's a system that works. Things are more organized here. I'm a British citizen now. When I go back to Turkey, I see how I've changed. Life in Turkey is faster, and more hectic than here.

I would like to go back to Istanbul one day. But for now, I love London. I'm married, and I have a daughter, Ceren. I wouldn't think of living anywhere else. ”

one street

STROUD GREEN ROAD N4



PROFILE

Name Ming Liang Chen, 50
Born Qingdao, China
Business The Chinese Medical Centre

“I was a doctor in China. My daughter wanted to study in England, so we moved here in 2000.

Life for us here was impossible for the first few years. It was hard to find work. It was also difficult to talk to people. But things got easier as my English improved. People in the West are now more interested in herbal medicine.

My daughter is married and has a son and lives here. I see her every day. That is Chinese culture – children and parents stay together.

This is the big difference for us. In China we are surrounded by family. Here I feel like a foreigner. I miss my friends and colleagues, and my wife is very close to her family back home.

My daughter is settled here, but I think my wife and I will return to China. We'll see.”



PROFILE

Name Luz-Elena Lamprea, 41
Born Tuluá, Colombia
Business Los Guadales restaurant

“My parents divorced, and my mother came to England to make a new start. I was 19.

For me it was an enormous shock. When you are in Colombia, you think everything in Europe is wonderful. I arrived in September, the weather was awful and the skies were grey. London wasn't nearly as exciting as I thought.

I spent a year studying English, then fell in love. The marriage didn't work, but I had two children, Jennifer and Julian.

I bought this restaurant. It's becoming more and more popular, especially with Europeans. I love my work. It's the most interesting job in the world. I'm not just serving food, I'm giving people an experience of my culture.

I'm so thankful now that I came here. There is more opportunity. I go to Colombia every year, but when I'm there I miss England. I really love being here.”



PROFILE

Name Mehul Shah, 51
Born Nyeri, Kenya
Business Dental surgery

“I always wanted to study medicine. I had an uncle in London, so when I was 16, I came here.

It was very hard. I remember the drive from the airport. The roads were so much bigger and busier than in Kenya. It was summer, and the weather was lovely. But then of course the first winter came. It was the coldest winter for years!

My patients are of all nationalities, all religions, all colours. I love it. I'm seeing the third generation of the same families.

This is a democratic country. You're free here, you can say and think, and do what you like.

England is a welcoming society. My children were born here. All their friends are English. I feel British now. I became a British citizen 24 years ago. Britain gave me an education and the opportunity to better myself. This is my country, my home.”

Life in New York City

What quality-of-life issues are these New Yorkers talking about? How do they feel about them?

	Quality-of-life issues	How they feel about them
Lindsay		
Eric		

Quality-of-life issues

A Classify these quality-of-life issues under the headings in this chart. Are there any that can fit under more than one category? Can you add four more issues to the chart?

air quality
commuting time
food prices
good restaurants
hospitals
humidity

intercity travel
museums
neighborhood safety
nightlife
parks
public libraries

radio stations
sanitation services
schools
sunny days
taxes
unemployment rate

art and culture	city services	climate/environment	cost of living

safety and crime	jobs	recreation	transportation



B Pair work How important are each of the issues listed in Exercise A where you live? Which three are most important to you personally?

I think air quality is most important to me. There's a tremendous amount of pollution here in ...

It's my kind of city.

Contrasting lifestyles

A What's important when choosing a city to live in? Rank these items from 1 to 5 (1 = the most important).

___ cost of living ___ crime rate ___ jobs ___ nightlife ___ weather

B Pair work Read the descriptions of these two cities. Using the categories in Exercise A, which city do you think has more to offer?



If you're looking for an exciting place with lots of street life, consider moving to this city, where the streets are filled all day, bars and nightclubs are open until 4:00 A.M., and the buses and subways run all night. Most evenings you can choose from among many concerts and plays or visit one of the many museums that have late hours. . . .

There are lots of jobs for newcomers to the city, and the average salary is around \$2,500 per month. . . . And don't forget to budget for air-conditioning. The heat and humidity can be quite high in the summer. . . .



If you want a large apartment in a picturesque little spot in the mountains, move to this town, where you can find a place for just \$800 a month, and average monthly salaries are around \$2,000. . . . The weather is great, too, with temperatures ranging from a low of 55°F to a high of 75°F in the summer – not warm enough to want to go to the nearest beach, located 200 miles away.

Transportation in town can be difficult, as there is no subway, and buses run infrequently. You'll need a car not only for work and shopping, but also to get to museums and concerts, all over 60 miles away. . . .

C Pair work Add these sentences to the descriptions in Exercise B where gaps are indicated by (. . .). Does the added information change your opinion about these cities?

1. On the other hand, the beach is only an hour's train ride from the city!
2. And even though you'll feel safe on the streets at almost any hour, there's not much action, and you'll probably prefer to curl up in front of the TV.
3. But be careful – in spite of all the late-night activity in the streets, the crime rate is high.
4. Unemployment, however, is quite high these days.
5. Just the same, you'll need more than that to find a nice apartment – a two-bedroom apartment costs on the average \$2,000 per month.

Talking about two cities

Group work Discuss these questions about the two cities in Exercise B.

1. In which city would you have the best chance of succeeding at a career?
2. Which city is better for a single person? for raising a family?
3. Which city has the best recreational activities?

Order of adjectives

When two or more adjectives occur in a sentence, they usually follow this order.

	quality	size	age	type	noun	modifying phrase
a	picturesque	little	old		town	in the mountains
an	exciting	big		port	city	with lots of street life

Write descriptions of several cities you know. Then compare with a partner.

1. your hometown

My hometown is a huge, modern, industrial city with a busy downtown area.

2. a city you'd like to live in

3. a city you wouldn't enjoy living in

Connecting contrasting ideas

There are a number of ways to connect two statements that give contrasting information.

In spite of/Despite the activity in the streets, the crime rate is high.

Even though/Although the streets are safe, you'll prefer to spend evenings at home.

Monthly salaries are around \$2,000. **However**, unemployment is quite high.

The average salary is \$2,500 per month. **Just the same/Nevertheless**, housing is expensive.

The heat and humidity are high. **On the other hand**, the beach is only an hour away.

Choose the words in parentheses that describe your situation. Then complete the sentences with your own information and opinions.

1. There are (many/few) job opportunities in my town. Nevertheless, . . .
2. My city has (many/few) concerts. However, . . .
3. I'd prefer living in a city located (in the mountains/on the seashore), even though . . .
4. My city (offers/doesn't offer) many different cultural activities. On the other hand, . . .
5. I feel that the crime rate in my city is (high/average/low). However, . . .
6. The (winter/summer) weather in my town is very pleasant. Nevertheless, . . .
7. There (is/isn't) a lot of open space in my town. However, . . .
8. I would really enjoy living in (a big city/a small town), in spite of . . .

SPEAKING

London: the world in one city

- 1 What is the capital city of your country? Write down two things that you like about your capital and two things that you don't like. Tell the class.

I like the shops, but I don't like all the traffic.

- 2 Describe your capital city. What is it like? How big is it? Is it old or modern? Is it very cosmopolitan? Which nationalities live there?
- 3 Read the introduction to the article on this page. Are these sentences true (✓) or false (✗), according to the article?
 - 1 London is more cosmopolitan than Toronto.
 - 2 New York is the most diverse city ever.
 - 3 Londoners don't work as hard as people in other cities.
 - 4 Immigrants want their children to learn English.
 - 5 Londoners are the friendliest people in the world.
 - 6 Londoners only like eating English food.
 - 7 Most Londoners want to leave the city eventually.
- 4 Work in two groups to answer the questions about your texts.

Group A Read texts 1 and 3.

Group B Read texts 2 and 4.

- 1 Who are the people in the photo?
Where are they?
What are they doing?
 - 2 What nationality are they?
 - 3 Write the names of ...
the owner/manager
the shop/café/restaurant
the area of London where it is
 - 4 What other nationality is mentioned?
 - 5 Are/Were there any problems between nationalities?
 - 6 What food is mentioned?
What's it called?
What's it like?
- 5 Work with a partner from the other group. Compare the communities, using your answers to exercise 4.

What do you think?

- Why do so many nationalities choose to live in London?
- Are there any groups of foreigners living in your town? Where do they come from? What do they find different? Do they mix with other groups, or keep themselves apart?

London:



Leo Benedictus spent months interviewing the immigrant communities that give the city of London its vitality and, more importantly, its food!

New York and Toronto may think they are more cosmopolitan, but London in the 21st century is certainly the most diverse city ever. This is one of the reasons why it was chosen to host the 2012 Olympic Games. More than 300 languages are spoken by the people of London, and it has 50 nationalities with populations of more than 10,000.

Why is this? Firstly, London is a place of business. Londoners have the fewest bank holidays in Europe and work the longest hours. People come for jobs and money. But that is not why they stay. Language is one reason. Fluency in English is a great gift for their children. Another surprising reason is the character of the London people. They are not as friendly as some other nationalities. But this has advantages – people leave you alone, and you are free to live your own life. Finally, the most delicious reason is – food. You can have dinner in more than 70 different nationalities of restaurant any night of the week. Londoners' enthusiasm for foreign food creates thousands of jobs for new communities.

All Londoners, old and new, have the same principles. They work hard, love their children, and move out of the city centre as soon as they can afford it!

EVERYDAY ENGLISH

A city break

1 Rolf has booked a city break. He is going for three nights with his friend, Jonas. Look at the pictures and complete the online booking form.



Metropole Hostel Online Booking

Booking details		Please select a room	
Check in date	<input type="text" value="12 July"/>	Price per person per night	
Number of nights	<input type="checkbox"/>	6 bed mixed dorm	20€ <input type="checkbox"/>
Number of people	<input type="checkbox"/>	6 bed female dorm	25€ <input type="checkbox"/>
Customer details			
First name	<input type="text" value="Rolf"/>	Last name	<input type="text"/>
email	<input type="text"/>	Phone number	<input type="text"/>
Gender	M <input type="checkbox"/> F <input type="checkbox"/>	Nationality	<input type="text"/>
Credit card details			
Card holder's name	<input type="text"/>		
Credit card number	<input type="text" value="257868"/>		
Card type	<input type="text" value="Visa"/>	Expiry date	<input type="text" value="07/12"/> MM/YY
Total cost of rooms	<input type="text"/>	€	
Booking fee	10	€	
Total	<input type="text"/>	€	
I have read and accept the Terms and Conditions <input type="checkbox"/>			

2 Rolf and Jonas are in the Tourist Office. Make questions from columns A and B. Match a question with a leaflet.

Where can I buy a new backpack? Orchard Shopping Centre - c

A	B
Where	can I buy a new backpack?
How much	exhibitions are showing this week?
What time	's the nearest cashpoint?
How long	does the metro stop running?
What	can I get something to eat?
	does the tour take?
	play is on this week?
	is a travel card for a week?
	can I get a battery for my camera?
	is there a bar with live music?

3 **T 6.15** Listen to a conversation between Rolf, Jonas, and someone who works in the tourist office. What do Rolf and Jonas want to do and see? What problems are there?

4 **T 6.15** Listen again and complete the lines of conversation with the exact words.

- 1 Excuse me. _____ help me?
- 2 _____ a trip on one of those buses ...
- 3 _____ does the tour _____ ?
- 4 How much _____ ?
- 5 ... it's best _____ advance.
- 6 I _____ for my mother.
- 7 Is there a _____ here?
- 8 There's a good _____ .

5 In pairs, ask and answer the questions in exercise 2 about your town or city.

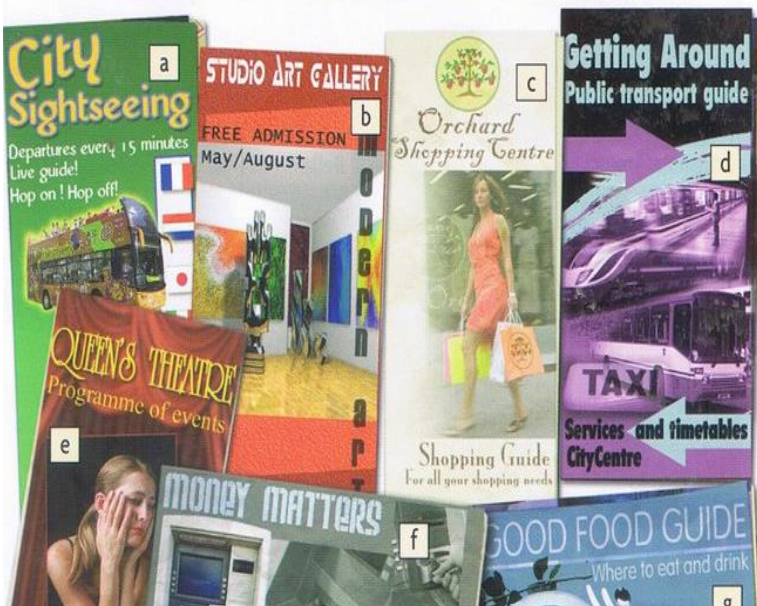
Where's the nearest cashpoint?

Go out of the building and turn left. Walk to the post office. It's about five minutes.

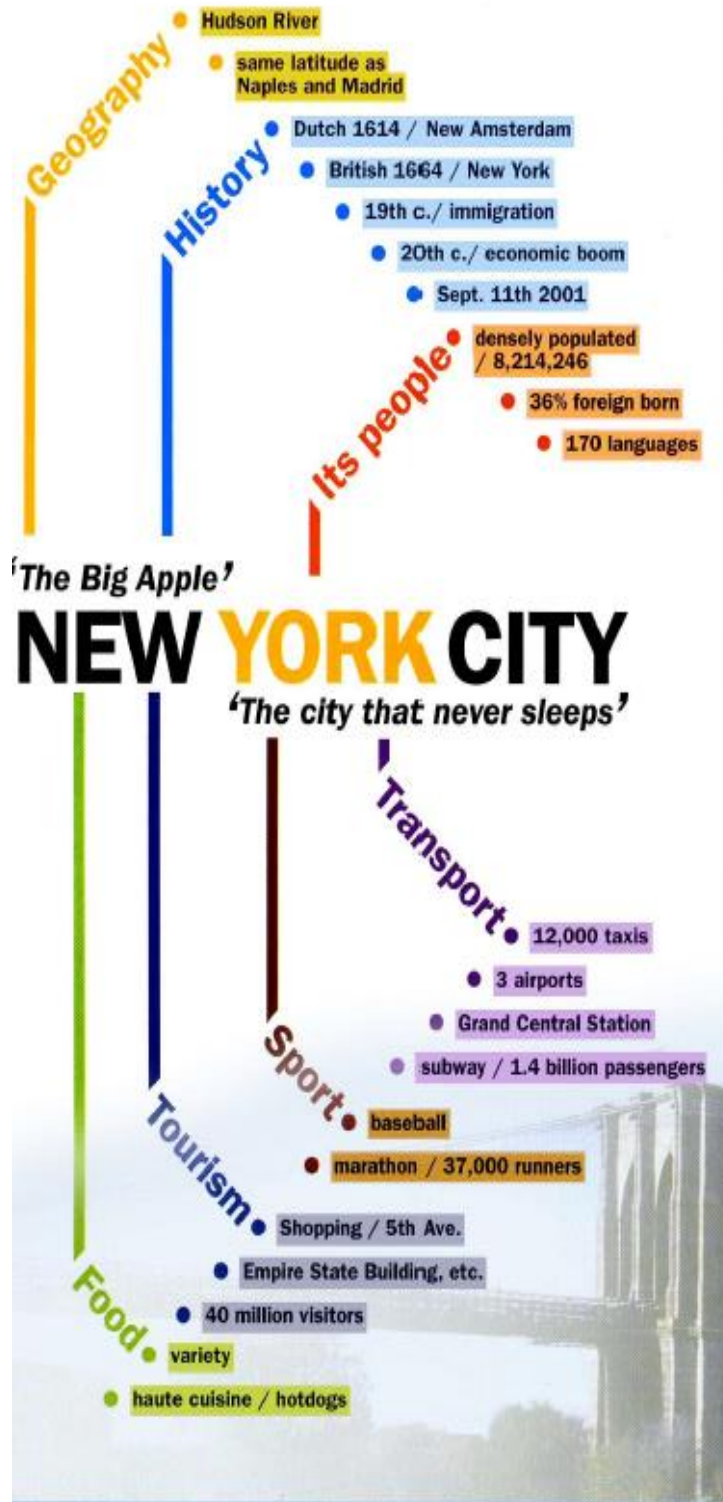
Planning a break

6 Plan a two-day break for someone coming to your town. Include information on:

- Where to stay/eat/shop ...
- What to see/do ...
- How to get around



- 1 Write down everything you know about New York City. Collect all your ideas as a class.
- 2 Work with a partner and study the diagram about New York. Compare the information with your ideas.



NEW YORK CITY

Although New York City is not the capital of the United States, its influence is seen throughout the world. Its nickname, (1) "_____", was given to it by early immigrants because the city seemed so huge and full of promise.

Geography

It is located at the mouth of the (2) _____ and lies on the same latitude as the European cities of (3) _____.

History

The Dutch founded the city in 1614, calling it (4) _____. However, in (5) _____ it was captured by the British and renamed New York. The city grew in importance and was the US capital until 1790. During the 19th century it was transformed by (6) _____ and from the early 20th century became a world centre for industry, commerce, and communication. With the economic (7) _____ came the construction of its distinctive skyline of skyscrapers, two of which, the Twin Towers of the World Trade Center, were destroyed in the attacks of (8) _____, when nearly 3,000 people died.

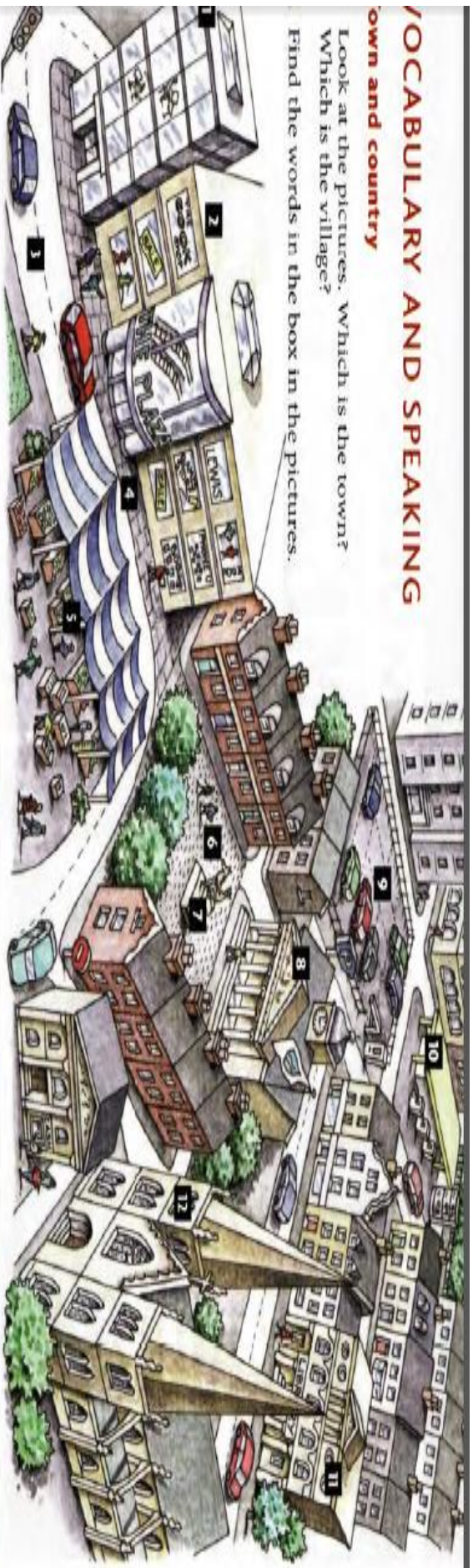


VOcabuLARY AND SPEAKING

town and country

Look at the pictures. Which is the town? Which is the village?

Find the words in the box in the pictures.



- | | | |
|--|------------------------------------|---|
| <input type="checkbox"/> 6 square | <input type="checkbox"/> town hall | <input type="checkbox"/> cathedral |
| <input type="checkbox"/> shopping centre | <input type="checkbox"/> street | <input type="checkbox"/> pavement |
| <input type="checkbox"/> statue | <input type="checkbox"/> library | <input type="checkbox"/> office block |
| <input type="checkbox"/> market | <input type="checkbox"/> car park | <input type="checkbox"/> petrol station |

- | | | |
|---------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> field | <input type="checkbox"/> path | <input type="checkbox"/> church |
| <input type="checkbox"/> farm | <input type="checkbox"/> river | <input type="checkbox"/> mountain |
| <input type="checkbox"/> wood | <input type="checkbox"/> cottage | <input type="checkbox"/> pub |
| <input type="checkbox"/> bridge | <input type="checkbox"/> hill | <input type="checkbox"/> lake |



Complete the sentences with town and country words.

- 1 A cathedral is bigger than a church.
- 2 A mountain is higher than a _____.
- 3 A _____ is smaller than a house.
- 4 A town is bigger than a _____.
- 5 In my town there's a _____ of King Leopold II sitting on his horse. It's in the main _____.
- 6 The mayor has an office in the _____.
- 7 Cars drive on the _____. Pedestrians walk on the _____.

4 What can you do ... ?

- | | | |
|------------------------|---------------------|-------------|
| • at a petrol station | You can buy petrol. | • on a farm |
| • in a library | • at a market | |
| • in a shopping centre | • in a car park | |

Your town

5 Where do you go in your town ... ?

- | | |
|-------------------------|--|
| • to meet friends | • for culture (art, music, history, ...) |
| • to see tourist sights | • when it is a lovely day |

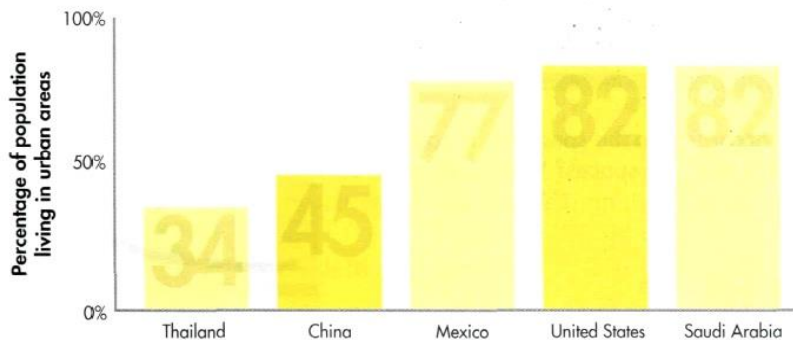
Urban sprawl

Before you listen

- 1 What big cities can you think of? What are some of their common features?

*One big city I can think of is ...
Big cities all have ...*

- 2 Look at the graph. What does it show?



- 3 Which country in the chart do you think is most similar to yours? Which is the most different?

*My country is most similar to ... because ...
My country is probably least like ... because ...*

Global listening

- 1.13 Listen to *Urban sprawl* and circle the correct answer in each sentence.

- Urban sprawl is an old / new concept.
- Urban sprawl happens mostly in Europe / all around the world.
- Urban sprawl began in Babylon / the United States.
- Cities have doubled / decreased in land size.
- Urban sprawl happens when the population in inner cities increases / decreases.

Close listening

LISTENING FOR TIME SIGNALS

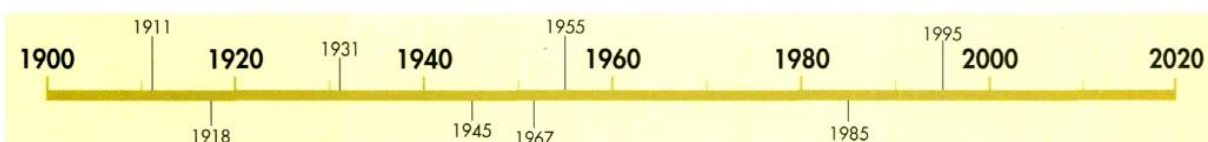
Speakers often use time signals, especially when they are giving the history or timeline of events. Sometimes the times are specific and easy to hear:

In the 20th century ... During the 1970s ... After ...

Sometimes other signal words are used that give you a sense of the time:

after, before, during, later, now, soon, then, today, tomorrow, yesterday

Timelines are a good note-taking tool to make a visual record of dates. You can write notes about the events above or below the dates.

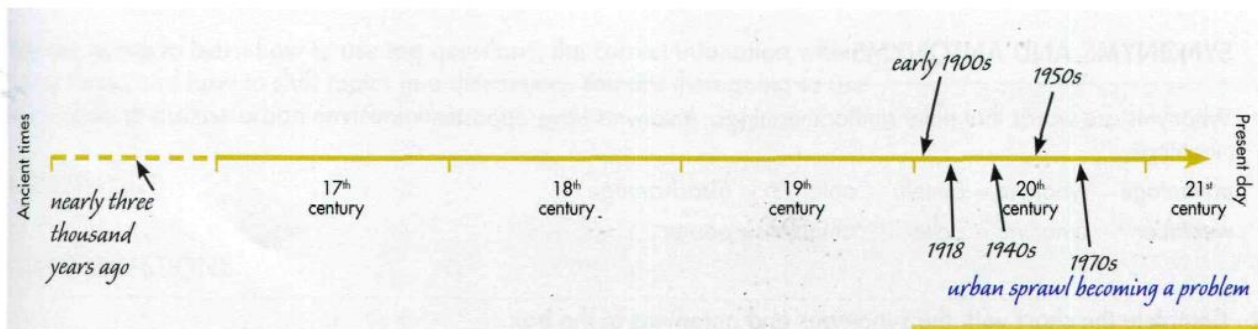


THINK ABOUT:

entertainment transport
living space work space
population



1 1.13 Listen to the lecture again. Insert details on the timeline.



2 Use the timeline to answer the questions.

- 1 When did urban sprawl start?
a ancient times **b** Roman times **c** in the 17th century **d** 1950s
- 2 Where did urban sprawl spread in the 17th and 18th centuries?
a London **b** Paris **c** Rome **d** Atlanta
- 3 Where was urban sprawl first seen?
a Rome **b** China **c** Europe **d** United States
- 4 When did the government loan programs affect urban sprawl?
a 1900s **b** 1918 **c** 1920s **d** 1940s and 1950s
- 5 When did urban sprawl become a social phenomenon in the United States?
a 1920s **b** 1940s **c** 1950s **d** 1970s

ACADEMIC KEYWORDS

- concept (n) /'kənsept/
- evolve (v) /'ɪvəlʌv/
- extend (v) /'ɪk'stend/

Developing critical thinking

1 Discuss these questions in a group.

- 1 If you could choose between living in a suburb and living in a city, which would you choose? Why?

*I would choose to live in a ... because ...
 Living in a ... would be better because ...*

- 2 What advantages and disadvantage are there to urban sprawl?

2 Think about the ideas from *Work space* and *Urban sprawl* and discuss these questions in a group.

- 1 What kind of office space do you think people in cities and people from the suburbs would like best? Why?

*I think ... would prefer ... because ...
 I believe ... might like ... better since ...*

- 2 Work and living spaces change over time. What predictions can you make about how we will work and live in the future?

THINK ABOUT:

- crime
- community
- environment
- job opportunities

THINK ABOUT:

- location
- people we live or work with
- size
- technology



Visit to historical place of UK

Vocabulary

Acquainted aware of; familiar

Advantageous beneficial; favorable

Canoes small, narrow boat with pointed ends

Existed was; had being

Founded began, originated, established

rowing boats boats that move on manpower not by motor or sail

yachts small, pleasure ships

Pre-reading Discussion

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

Texts

Visit the Queen at Windsor

Did you know that Windsor is one of the most popular town in England for foreigners? It is because the Queen often stays there at her castle and because Windsor itself is one of the oldest towns in England. The people in Windsor always know when the Queen is at the castle because a special flag is put up to tell everybody. The river at Windsor is neither as wide nor as busy as it is in London. There are no big cargo ships sailing away to other countries and there are no big bridges with thousands of cars and buses crossing them every day. Instead, there are rowing boats on the river, canoes, and sailing yachts. Windsor, in fact, is a very good place to go if you are interested in boats. Windsor is also a very good place to go if you are interested in fishing. The river Thames is the longest river in England (210 miles long): there are at least ten important kinds of fish that you can catch... if you are lucky!

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

Check Comprehension

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

Traveling the Silk Road

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

more than 700 caravan routes lying in Uzbekistan, making possible commercial and tourist trips to all parts of Asia.

Check Comprehension

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

Grammar Practice

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

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

Vocabulary Practice

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

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

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

UNIT
19

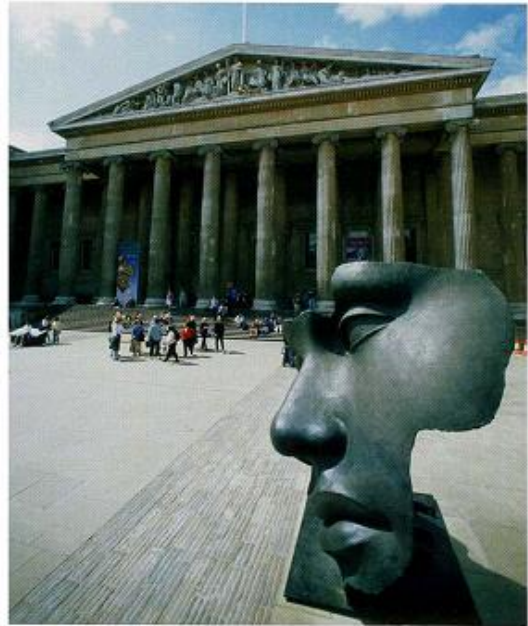
Touring a City

Getting Ready

Look at the picture. Where are the people?

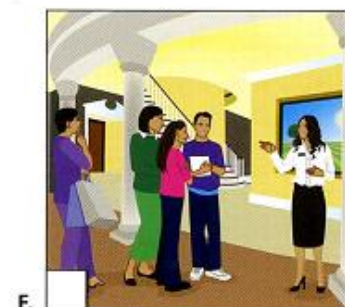
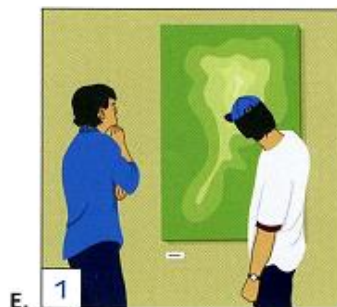
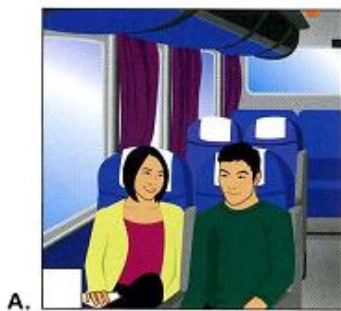
What do you do when you visit a new city?
Check (✓) your answers and compare them with a partner.

- visit museums
- visit churches or temples
- take a bus tour
- try local food
- go to the zoo
- buy souvenirs
- go shopping
- attend local cultural events
- other: _____



Listening 1

People are visiting a city. Where are they? Listen and number the pictures.



Listening 2

CD 3-14 ► Task 1

Four guides are describing some of the things people will see or do on a bus tour. Listen and circle the correct answers.

- take pictures of the stars' houses
 - see Marilyn Monroe's house
 - see Joe DiMaggio's house
 - see James Dean's house
 - see Arnold Schwarzenegger's house
- go to the Empire State Building
 - visit the Statue of Liberty
 - take a taxi uptown
 - have a picnic in Central Park
 - go ice skating at Rockefeller Center
- hike in the mountains
 - visit a market
 - eat food at the market
 - go inside a temple
 - touch the statues
- see a cemetery
 - go to a museum
 - visit a famous person's grave
 - go to the museum shop
 - go to an open-air market



CD 3-14 ► Task 2

Listen again. Are these statements true or false? Check (✓) the correct answer.

	True	False
1. People can take pictures of the stars' houses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. People can buy a photo of the ice rink.	<input type="checkbox"/>	<input type="checkbox"/>
3. People can buy many kinds of souvenirs.	<input type="checkbox"/>	<input type="checkbox"/>
4. People can't take pictures of the graves.	<input type="checkbox"/>	<input type="checkbox"/>

Listening 3

CD 3-15 ▶ Task 1

People are talking about the tours they took. What was good or bad about each tour? Listen and check (✓) the correct answer.



1.	Good	Not good
the itinerary	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the guide	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the price	<input type="checkbox"/>	<input type="checkbox"/>

3.	Good	Not good
the itinerary	<input type="checkbox"/>	<input type="checkbox"/>
the guide	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the price	<input type="checkbox"/>	<input type="checkbox"/>

2.	Good	Not good
the itinerary	<input type="checkbox"/>	<input type="checkbox"/>
the guide	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the price	<input type="checkbox"/>	<input type="checkbox"/>

4.	Good	Not good
the itinerary	<input type="checkbox"/>	<input type="checkbox"/>
the guide	<input type="checkbox"/>	<input type="checkbox"/>
the food	<input type="checkbox"/>	<input type="checkbox"/>
the price	<input type="checkbox"/>	<input type="checkbox"/>

CD 3-15 ▶ Task 2

Listen again. Would each person recommend the tour? Check (✓) the correct answer.

- | | | | |
|--|---------------------------------|---------------------------------|---------------------------------|
| 1. <input type="checkbox"/> yes | 2. <input type="checkbox"/> yes | 3. <input type="checkbox"/> yes | 4. <input type="checkbox"/> yes |
| <input checked="" type="checkbox"/> no | <input type="checkbox"/> no | <input type="checkbox"/> no | <input type="checkbox"/> no |

Conversation Corner

Describing a city

Pronunciation

Reduction of *-est* in superlatives

CD 3-16 ▶ Task 1

Listen and repeat.

1. It's the *tallest* building in New York City.
2. Mt. Whitney is the *highest* mountain in California.
3. This is the *biggest* shopping mall in the world.
4. It's the *largest* city in Latin America.
5. It's the *shortest* train track.
6. This is the *oldest* theater in the city.

▶ Task 2

Read the sentences to a partner. Be sure to reduce *-est* in the superlatives.

Dictation

CD 3-17 ▶ Task 1

Listen to the conversation. Write the missing words.

A: What did you see on your tour?

B: We first saw the Grant House. It's _____ building in the city.

A: Nice. What else did you see?

B: Then we visited the park. It's one of the _____ in the country. After that, we went to the top of the mountain.

A: Oh, I bet the view was great. Isn't that one of the _____ in the state?

B: Yes. Actually, it's the _____ in the country. The view _____.

▶ Task 2

Practice the conversation with a partner. Be sure to reduce *-est* in the superlatives.

Conversation

Work in pairs. Imagine you and your partner are going to take a visitor on a tour of your town or city. Talk about what your visitor should see and why.

Pronunciation Help

How we spell it	How we say it
biggest	biggus
oldest	oldus
tallest	tallus

Glossary (City and country life)

1. **Society** - a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done. All the people in a country, or in several similar countries, can be referred to as a society
2. **Bring up** - to care for a child until it is an adult, often giving it particular beliefs
3. **Multicultural**- including people who have many different customs and beliefs
4. **Ordinary**-not different or special or unexpected in any way; usual
5. **Globe** - a map of the world in the shape of a ball, which is fixed to a support and can be turned round at the same angle as the Earth turns in space
6. **Thought**- the act of thinking about or considering something, an idea or opinion, or a set of ideas about a particular subject
7. **Cosmopolitan**- containing or having experience of people and things from many different parts of the world
8. **Florist**-a person who works in a shop which sells cut flowers and plants for inside the house
9. **Hectic** - full of activity; very busy and fast
10. **Organize**- to make arrangements for something to happen
11. **Settle** - to reach a decision or an agreement about something, or to end a disagreement
12. **Herbal medicine** -relating to or made from herbs
13. **Enormous** -extremely large
14. **Religion**-the belief in and worship of a god or gods, or any such system of belief and worship
15. **Opportunity**-an occasion or situation which makes it possible to do something that you want to do or have to do, or the possibility of doing something
16. **Population**-all the people living in a particular country, area or place
17. **Thriving** -to grow, develop or be successful
18. **Industrial** -in or related to industry, or having a lot of industry and factories, etc
19. **Dozen**-twelve
20. **Suffer**-to experience physical or mental pain
21. **Desert** -an area, often covered with sand or rocks, where there is very little rain and not many plants
22. **Surrounded**-to be everywhere around something
23. **View** -what you can see from a particular place, or the ability to see from a particular place
24. **Inspire**- to make someone feel that they want to do something and can do it
25. **Display**-a collection of objects or pictures arranged for people to look at, or a performance or show for people to watch
26. **Commuter**- someone who regularly travels between work and home

27. **Salary**-a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month
28. **Up-to-date**- modern, recent, or containing the latest information
29. **Shrine**-a place for worship which is holy because of a connection with a holy person or object
30. **Coast**-the land next to or close to the sea
31. **Humid**-(of air and weather conditions) containing extremely small drops of water in the air
32. **Blossom** -When a tree or plant blossoms, it produces flowers before producing fruit which can be eaten
33. **Mysterious**-strange, not known or not understood
34. **Commercial** -related to buying and selling things
35. **Headquarters**- the main offices of an organization such as the army, police or a business company
36. **Skyscraper**-a very tall modern building, usually in a city
37. **Slum**-a very poor and crowded area, especially of a city
38. **Sanitation** -the systems for taking dirty water and other waste products away from buildings in order to protect people's health
39. **Unique**-being the only existing one of its type or, more generally, unusual or special in some way
40. **Invade** - to enter a country by force with large numbers of soldiers in order to take possession of it
41. **Variety**-the characteristic of often changing and being different
42. a very large, usually stone, building for Christian worship, which is the largest and most important church of a diocese (= area)
43. **Handicraft**-a skilled activity in which something is made in a traditional way with the hands rather than being produced by machines in a factory, or an object made by such an activity
44. **Temple**-a building used for the worship of a god or gods in some religions
45. **Quality**-how good or bad something is
46. **Latitude**- the position north or south of the equator measured from 0° to 90°
47. **Densely**- with a lot of things close together
48. **Immigration**- when someone comes to live in a different country
49. **Nickname**- an informal name for someone or something, especially a name which you are called by your friends or family, usually based on your proper name or your character
50. **Capture**- to take someone as a prisoner, or to take something into your possession, especially by force

51. **Distinctive-** Something that is distinctive is easy to recognize because it is different from other things
52. **Attack-** to try to hurt or defeat using violence
53. **Ethic-** a system of accepted beliefs which control behaviour, especially such a system based on morals
54. **Annually-** once every year
55. **Jog-** to run at a slow regular speed, especially as a form of exercise
56. **Luxury-** great comfort, especially as provided by expensive and beautiful things
57. **Incredible-** impossible, or very difficult, to believe
58. **Locate-** SLIGHTLY FORMAL to find or discover the exact position of something
59. **Statue-** an object made from a hard material, especially stone or metal, to look like a person or animal
60. **Pavement-** UK (US **sidewalk**) a path with a hard surface on one or both sides of a road, that people walk on
61. **Pedestrian crossing-** a special place in a road where traffic must stop to allow people to walk across
62. **Hill-** an area of land that is higher than the surrounding land
- 63.
64. **Pub-** a building in Britain where alcoholic drinks can be bought and drunk and where food is often available
65. **Palace-** a large house that is the official home of a king, queen or other person of high social rank
66. **Pollution-** damage caused to water, air, etc. by harmful substances or waste
67. **Congestion-** The (**traffic**) congestion in the city gets even worse during the summer.
68. **Cuisine-** a style of cooking
69. **Scenery-** the general appearance of the natural environment, especially when it is beautiful
70. **Refer-** to direct someone or something to a different place or person for information, help or action, often to a person or group with more knowledge or power

71. **Encourage**- to make someone more likely to do something, or to make something more likely to happen
72. **Selfish**- DISAPPROVING Someone who is selfish only thinks of their own advantage
73. **Critical**- saying that someone or something is bad or wrong
74. **Adventurous**- willing to try new or difficult things, or exciting and often dangerous
75. **Eventually**- in the end, especially after a long time or a lot of effort, problems, etc
76. **Destination**- the place where someone is going or where something is being sent or taken
77. **Bulletin board**- a place on a computer system where users can read messages and add their own
78. **Picturesque**- (especially of a place) attractive in appearance, especially in an old-fashioned way
79. **Infrequently** - not often
80. **Vacationer**- a person who is on holiday away from where they usually live

UNIT 8.LESSON 8.1.(INTEGRATED SKILLS). LEISURE AND SPORT: SPORTS, EVENTS, HOBBIES.



Unit 8

Sports/Hobbies

Lead-in

- Look at the pictures. What qualities are needed for the activities shown in the pictures?
- Can you think of any watersports other than surfing?
- Can you think of any other sports or hobbies? Which would you like to do and why?

Read the following summary, then listen to the tape and fill in the missing words.

Surfing is the most exciting watersport there is. Serious surfers must be brave, love **1)** and have lots of energy. Many surfers travel around the **2)** going to surf festivals. Some surfers carry pagers which beep when there are **3)** reports of perfect conditions. Surfers are always in search of the best waves in an unspoilt **4)** Professionals are in the **5)** every day, and do exercises with **6)** You don't need to wear a **7)** in summer, but it can protect you from the hot **8)** as well as from cold **9)** Professional surfers look as if they learned to surf as soon as they could **10)**

Reading

You are going to read an article about surfing. Choose the most suitable headings from the list (A-H) for each part (1-6) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).



- A Finding the waves
- B Surfers love the crowds
- C Surfing – it's **addictive**
- D Little equipment and a good trainer
- E Never easy – but always enjoyable
- F The international sport
- G Learning from previous generations
- H Two **essentials**: strength and **fearlessness**

Vocabulary Practice

1 Look at the words in bold on pages 94-95, and try to explain them.

2 Fill in the correct word from the list below:

<i>location</i>	<i>unspoilt</i>	<i>mind</i>
<i>disappointment</i>	<i>brave</i>	<i>steady</i>
<i>courage</i>	<i>experienced</i>	<i>opportunity</i>
<i>incredibly</i>	<i>generation</i>	<i>enormous</i>



- The young skier was thrilled when he was given the to take part in the Olympic Games. (**chance**)
- The police are looking for divers to help them with their search. (**practised**)
- The game was exciting – in fact I've never seen such a good game in my life. (**unbelievably**)
- A lot of weightlifters have muscles. (**huge**)
- I love to go hiking in areas of countryside where I feel like I'm the only person on earth. (**unaffected by human development**)
- You have to be very to be a Formula One racing driver. (**courageous**)
- Julia doesn't working so hard to become a dancer – in fact, she positively enjoys it. (**object to**)
- Hawaii was chosen as the best for the surfing competition because of its impressive waves. (**place**)
- It was his that kept him from panicking when his boat turned over. (**bravery**)
- At first, it's very difficult to remain on ice skates. (**balanced**)
- The new of professional athletes are extremely well paid. (**age group**)
- Terry felt great when he missed his favourite team's final game. (**regret**)

3 Fill in the correct word from the list below. Use the words only once.

<i>to learn</i>	<i>to do</i>	<i>to have</i>	<i>deep</i>
<i>powerful</i>	<i>to miss</i>	<i>to love</i>	<i>strong</i>
<i>to be</i>	<i>to catch</i>	<i>weather</i>	<i>unspoilt</i>

- | | |
|--------------------------|-----------------------|
| 1 waters | 7 a wave |
| 2 waves | 8 paradise |
| 3 exercises | 9 the technique |
| 4 the opportunity | 10 talent |
| 5 forecasts | 11 adventure |
| 6 in search of sth | 12 a(n) swimmer |



4 Underline the correct item.

- Tony is only a(n) **amateur/professional/champion** cricketer, but he hopes to join the national team one day.
- Athletes have to keep **exercised/trained/fit** and healthy if they want to succeed.
- Most athletes wear a **wet suit/costume/tracksuit** to keep them warm when they are not participating in an event.
- Although our team did badly at first, we finally **beat/won/defeated** the game.
- Hundreds of chess players gathered in Moscow for the international chess **race/tournament/game**.

5 Match the adjectives with the nouns. Some may be used more than once.

Adjectives: perfect, poor, huge, expert, dangerous, unspoilt, powerful, experienced
Nouns: waves - surfers - conditions - locations

6 Fill in the correct particle(s).

- Tim used to be afraid of heights, but now that he's been climbing a few times he has **grown** his fear. (**overcome**)
- His skill in computer programming **grew** his interest in computer games. (**developed from**)
- 4-year-old Joseph wants to be a basketball player when he **grows** (**becomes an adult**)

7 Fill in the correct preposition, then choose any five items and make sentences.

- to dream sth; 2) to dream sth (imagine) 3) to be in search sth; 4) one place to another; 5) mile mile; 6) any weather; 7) to protect oneself sb/sth; 8) the right moment; 9) any difficulty; 10) action

Talking Points

- ◆ Read the text about surfing again and make notes under the following headings. Then talk about what it takes to become a good surfer.
 - qualities needed ● training ● equipment
- ◆ Are there any dangers involved in surfing?
- ◆ Can you think of any other dangerous sports?

module 1 Leisure and lifestyle

Practice

1 Use the prompts below to make more sentences about the three athletes on page 11.

Example:

eat / Ania / a healthy diet / always
Ania always eats a healthy diet.

- a for many hours / all of them / train / every day
- b much money / Ania and Toshi / not earn
- c Ania / at seven / get up / usually
- d never / before midnight / go to bed / she
- e live in / Toshi / a special training camp called a *Heya*
- f on the floor / he / sleep / often
- g lots of fan letters / receive / every week / he
- h not play / João / in every match
- i two sports cars / own / he
- j miss / he / his family in Brazil
- k phone / about four times a week / he / his mother

2 a You are going to interview your partner. Work in groups, A and B.

Group A looks at the text below.

Group B looks at page 140.

Complete the gaps with *are you?* or *do you?*

HOW ENERGETIC ARE YOU?

- 1 usually get up as soon as you wake up?
- 2 slow getting ready in the morning, or usually leave the house quickly?
- 3 walk to school or work, or go by car or bus?
- 4 How often run upstairs?
- 5 often sleepy after lunch?
- 6 energetic when you come home in the evening, or usually tired?
- 7 How often stay up very late or all night?

b Work in pairs with a person from the other group. Ask and answer the questions.

What time do you usually get up?

Normally about half-past six. How about you?

Task: Compile a fact file

Preparation: reading

1 Look at the pictures of Orlando Bloom. Do you know why he is famous?

Either Make a list of **five** things you know about Orlando Bloom (films he has made, nationality, age, etc.).

Or Write **five** questions about Orlando Bloom (Where was he born? Is he married?, etc.).

2 **MD** Read the fact file about Orlando Bloom. Either check the information you wrote or find the answers to your questions.

3 Work out what questions the interviewer asked Orlando Bloom.

Example:

Question: *What's your full name?*

Answer: *Orlando Bloom.*

Task: speaking

1 You are going to interview another student in your class for a fact file like the one on page 13. You can add extra topics if you want to. Spend a few minutes planning and practising your questions.

► Useful language

11 Read these comments and underline the benefits of exercise. Use words from the list and prepare your own short talk on the benefits of exercise, then write a paragraph. You can include your own ideas.

what is more also in addition furthermore moreover since similarly finally

A "Exercising makes me feel happy and refreshed, as it frees me from tension and stress."

C "I have started jogging every morning and now I feel full of energy all of the time."

D "I've become healthier since I joined an aerobics class and I've noticed that I hardly ever get ill anymore."

B "Since I started going to the gym I've found that I am able to concentrate more easily. It has also improved my mental performance, and now I have fewer problems with my school work."

E "I find that walking is the best way to keep fit and healthy. It doesn't tire me out, and it makes me feel alive and alert."

e.g. *Exercising makes you feel happy and refreshed, and it also frees you from tension and ...*

12 Fill in each gap with one word, then read the text and say why people collect things.



At some point in our childhood I'm sure that most of us collected something, **1)** it was chewing gum stickers or stamps. Who **2)** deny the thrill they felt on finding an object **3)** completed their collection after weeks of searching?

It is therefore not difficult to understand **4)** some people continue to collect objects **5)** their adult years.

People collect all kinds of things, **6)** beer mats to valuable works of art. For some it is simply a way of **7)** the time, while **8)** see it as a wise way to spend their money. After all, there are some who discover that their seemingly humble collections are actually **9)** a lot of money.

What may be a fascinating collection for one person, though, may be quite dull and uninteresting for **10)** Visitors to the Hanley museum in Stoke-on-Trent might wonder **11)** the interest that led a local millionaire to collect china cows. He donated a large **12)** of money to the museum **13)** condition that the cows would **14)** displayed alongside pieces of valuable antique porcelain.

15) others may not always understand a collector's passion, these people continue to feel that their hobby is worthwhile and very satisfying.

13 Football violence has increased drastically. First read the statements, then listen to the dialogue and fill in the gaps. Finally, listen again and talk about violence in football and how it can be prevented.

- If seats are, problems can start very easily.
- If fans consider a referee's unfair, they may get angry and start fights.
- When players start fighting on the, they encourage fans to fight as well.
- Players must set a good
- Police officers help keep things under They make sure that no dangerous objects or drunk people get into the
- The most important thing is to make fans understand that football is a and there is nothing to fight about..

14 Look at the two pictures and match the list of words with each picture. Compare and contrast the two activities, then write a short paragraph using the ideas from the box as in the example:



fresh air, improve health, build muscles, team spirit, lose weight, more energy, entertaining, relax, interesting, co-operate with others, educational, make friends, exercise

e.g. *I like watching TV because it helps me relax. However, it doesn't give me the opportunity to exercise as I spend hours lying on the couch.*

UNIT 8.LESSON 8.2.(INTEGRATED SKILLS). LEISURE AND SPORT: SHOW BUSINESS, MUSIC.

Unit 8 Sports/Hobbies

Language Development

1 Look at the following pictures. What is each person doing? Which of these activities are **sports** and which are hobbies? Which would you like to do? Why?



2 Match the activities listed below with the comments.

- | | | | |
|--------------|---------------|------------------|------|
| painting | weightlifting | stamp collecting | golf |
| skiing | photography | pottery | |
| motor racing | snorkelling | knitting | |

- 1 "My grandmother taught me how to do it. It's great because you can make your own pullovers and socks."
- 2 "It's a great feeling, rushing down a cold mountainside. Of course, you have to be careful or you might break a leg."
- 3 "You can make all sorts of things – vases, plates, pots – and all with a lump of clay."
- 4 "Since I started, I've gained three kilos of solid muscle. I'm much stronger now, and I look better too."
- 5 "It's more than just hitting a ball around a course. It's really relaxing and it's nice to be out in the open air."
- 6 "It's a real thrill to go around the track at 200 kilometres per hour. It's perfect if you love danger."
- 7 "You really feel like a part of the undersea world. It's relaxing, good exercise, and you can see some beautiful creatures."
- 8 "To catch a moment of life on film is what it's all about. It's like preserving a piece of nature or history."
- 9 "You learn about different countries and see some great miniature works of art. They can be worth a lot of money too."
- 10 "The idea is to use colour to show feelings. The finished product doesn't really have to look exactly like the subject, at all."

Now look at the following items of equipment and match them with the activities mentioned above.

- | | | |
|------------------|---------|----------------------------|
| golf club | skis | watercolours and brush |
| snorkel | camera | potter's wheel and kiln |
| helmet | weights | album and magnifying glass |
| needles and wool | | |

3 GO, PLAY, DO collocate with the sports below. Write G for go, P for play and D for do next to each sport. Then, make dialogues using the collocations and the following words:

Making suggestions: Let's, Shall we...?, How/What about ...?, Why don't we ...?
Responding negatively: I'm not in the mood for ..., I don't think it's a nice idea ... etc.

e.g. A: How about playing cricket?
B: I'm not in the mood for playing cricket! Let's go horse riding.

- | | | |
|--------------|---------------|------------|
| cricket | volleyball | surfing |
| rugby | weightlifting | football |
| horse riding | motor racing | cycling |
| ice-skating | basketball | badminton |
| baseball | tennis | diving |
| snorkelling | sailing | golf |
| archery | snow-boarding | skiing |
| water-skiing | fishing | hockey |
| parachuting | hang-gliding | water polo |

4 Discuss various sports from Ex. 3 as in the example. Use words like: thrilling, fun, boring, interesting, energetic, relaxing, creative, dangerous, competitive, tiring, challenging, violent, difficult etc.

e.g. A: I like rafting.

B: So do I. It's

thrilling.

A: I don't like stamp collecting.

B: Nor do I. I find it rather boring.



5 Complete the table as in the example. Decide where each sport takes place using the list below.

pitch, ring, rink, course, court, stadium

SPORT	PERSON	PLACE
boxing	boxer	ring
athletics	athlete	.....
tennis	.....	.....
golf	.....	.....
ice-skating	.....	.....
cricket	.....	.....
football	.....	.....

Grammar/Use of English

(see Grammar Reference Section: Unit 8)



GERUND - INFINITIVE

1 Fill in the corresponding form of the infinitive.

- | | |
|-------------------------------|-------------------------------|
| 1 he left <i>to have left</i> | 6 he has been driving |
| 2 he is playing | 7 he was practising |
| 3 he will be expelled | 8 he swims |
| 4 he has called | 9 he will be skating |
| 5 he is advised | 10 he has been promoted |

2 Put the following into the correct category.

<i>avoid</i>	<i>hope</i>	<i>enjoy</i>	<i>expect</i>
<i>regret</i>	<i>agree</i>	<i>deny</i>	<i>resist</i>
<i>decide</i>	<i>mind</i>	<i>detest</i>	<i>can't stand</i>
<i>want</i>	<i>consider</i>	<i>refuse</i>	<i>can</i>
<i>promise</i>	<i>finish</i>	<i>let sb</i>	<i>claim</i>
<i>miss</i>	<i>fancy</i>	<i>should</i>	<i>make sb</i>

verb + to - inf

verb + bare inf

verb + -ing form

3 Put the verbs in brackets into the correct form of the infinitive or -ing form.

- John was unable (play) in the tennis tournament as he was about (have) an operation on his knee.
- I'm sorry (say) that his recent car accident has made it impossible for John (qualify) for the race.
- "I've never seen such a fast horse in my life! It's worth (bet) on it; it's sure (win) the race.
- I would prefer (go) to the football match instead of (watch) it on TV last night.
- I can't help (think) how graceful Julie is as a gymnast. I think she ought (take) it up professionally.
- It's no use (try) to make her put on her skates. She'll start (fall) over the moment she steps onto the ice.
- He claims (be) the best figure skater in the world, but he's never won a medal in his life!
- He seems to (train) hard these days.
- James was looking forward to (exhibit) his skills in a chess match against the leading champion.
- As Bob was going to enter the judo competition he spent all his time (practise) for the finals.

4 Put the verbs in brackets into the correct form of the infinitive or -ing form.

Football is the most popular sport in the world. While some children prefer 1) (watch) their much admired footballers, others are more keen on 2) (take part) in the action. They look forward to the school day 3) (end) so they can 4) (play) a game of football in the street or on the school field. Young boys imagine themselves 5) (become) famous footballers. They dream of 6) (score) the winning goal for the championship as well as 7) (see) fans 8) (applaud) for the victory with great enthusiasm. Boys are not the only fanatics. Men are no different. They wait for Sunday afternoons 9) (come) so that they can 10) (enjoy) the day by 11) (sit) in front of the TV and 12) (cheer on) their favourite team.

5 Complete the sentences by adding the correct preposition and the correct form of the verb.

- I look forward (watch) the Cup Final on TV.
- He was warned (misbehave) on the pitch.
- He objected (be treated) like an amateur.
- The team is capable (win) the championship.
- He couldn't cope (have) to practise for such long hours, so he gave it up.
- Claire is keen (swim).
- Tom has a reputation (be) the best scorer in the team.
- He will be remembered (score) so many goals.
- She dreamed (become) a famous tennis player.
- The team were worried (lose) in the second half because their best player had been injured.

6 Read the following sets of sentences and explain how the verbs in bold differ in meaning.

- Don't **forget** to wear protective gear when climbing.
 - I'll never **forget** seeing the figure skating championship last year.
- Did you **remember** to tell Chris to bring his skates with him? We're going to the ice rink after work.
 - I don't **remember** seeing Mitch at the basketball tournament. Perhaps he was ill.
- I **regret** to inform you that your injury will prevent you from playing any more matches this season.
 - He **regrets** arguing with the referee as it resulted in his being sent off the pitch.

- 4 a) The cyclist had to **stop** to mend a flat tyre during the race.
 b) You should **stop** smoking if you want to enter the marathon next year.
- 5 a) If it's OK by you, I'd **prefer** to have our game of squash on Sunday rather than Saturday.
 b) I **prefer** doing aerobics to any other kind of exercise.
- 6 a) I **hate** to tell you this, but they're not showing the basketball game on TV tonight as planned.
 b) I **hate** playing hockey when it's pouring with rain.
- 7 a) He should **try** to join the local football team; he's a really good player.
 b) If she **tried** using a lighter racquet, her game might improve.

7 Complete the sentences using the words in bold.

- 1 The referee's decision was difficult to accept.
difficulty They the referee's decision.
- 2 Why watch the match when my team is losing?
watching There the match when my team is losing.
- 3 The coach made John sit out of the first game.
was John out of the first game.
- 4 My father didn't let me go to the boxing match.
allowed I to the boxing match.
- 5 "OK I cheated during the game," he said.
cheated He admitted during the game.
- 6 He didn't arrive in time so he missed the beginning of the match.
early He didn't arrive the beginning of the match.
- 7 He'd always rather watch cricket than football.
prefers He football.
- 8 He had trouble finishing the race because his ankle was sore.
difficult He the race because his ankle was sore.
- 9 Can you carry the equipment onto the field?
mind Would the equipment onto the field?
- 10 It's ridiculous to get so upset over a simple game.
use It's over a simple game.
- 11 They saw the runner push his rival off the track.
seen The runner his rival off the track.
- 12 The doctor told him to warm up carefully before exercising.
suggested The doctor carefully before exercising.
- 13 Kate doesn't want to come to the cricket match.
fancy Kate to the football match.
- 14 I wish I'd gone sailing rather than hiking.
rather I'd than hiking.
- 15 She is so busy that she can't take part in the competition.
enough She hasn't in the competition.



NEITHER / NOR - SO

8 Look at the sentences in bold and decide which ones expresses positive agreement and which negative agreement.



- 1 "I enjoy playing tennis."
"So do I."
- 2 "I don't like playing squash."
"No/Neither do I."

9 Use neither/nor or so and the correct verb form to complete the following sentences.

- 1 "I enjoyed the match."
 "..... It was really exciting."
- 2 "I can't believe he quit the team."
 "..... I wonder why he did it."
- 3 "I would prefer to watch the finals on TV."
 "..... I don't like going to the stadium."
- 4 "I have never played water polo."
 "..... I'd love to try it, though."
- 5 "I'll be at the gym on Monday evening."
 "..... We can work out together."

10 Fill in the gaps with words derived from the words in brackets.

The 1996 Paralympics, held in Atlanta, USA, were a 1) (demonstrate) of the best aspects of sporting 2) (compete). The games showed the world that, with enough spiritual 3) (strong) and 4) (determine), even the most severely 5) (disable) people can do 6) (amaze) things in the field of sport. From very humble 7) (begin), the Paralympics have steadily gained 8) (popular) and are now among the major sporting events in the world. These games are an 9) (inspire) to people 10) (world), and are proof that people can reach their goals if they have faith in themselves and refuse to be defeated.

Pronunciation

11 Listen to the tape and circle the words you hear. Listen again and repeat.


- | | |
|------------------|----------------|
| • batch - badge | • chore - jaw |
| • rich - ridge | • choke - joke |
| • cherry - Jerry | • chin - gin |
| • chunk - junk | • chain - Jane |

UNIT 8.LESSON 8.2. (LISTENING AND SPEAKING). LEISURE AND SPORT: CELEBRITIES.

Unit 8 *Sports/Hobbies*



Listening Task

 You will hear five radio presenters giving commentaries on sports events. For questions 1- 5 choose from the list A-F which sport each speaker is talking about. Use the letters only once. There is one extra letter which you do not need to use.

A football

B volleyball

C horse racing

D water polo

E tennis

F basketball

Speaker 1

Speaker 2

Speaker 3

Speaker 4

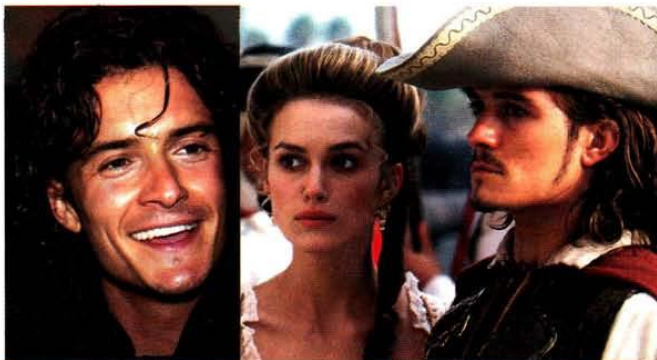
Speaker 5

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

Speaking Task

Compare and contrast the two activities shown in the pictures. Think about the equipment/qualities required and the risks involved. Which would you prefer to do? Why?





ORLANDO BLOOM FACT FILE

FULL NAME	Orlando Bloom.
JOB	Actor.
NICKNAMES	Orli, O.B.
BORN	January 13 th 1977, Canterbury, England.
HEIGHT	1.80 m.
HAIR COLOUR	Brown.
FAMILY	Mother, Sonia. One sister, Samantha – two years older than him. His father died when he was only four.
RELATIONSHIP	Girlfriend – Kate Bosworth.
EDUCATION	Attended St Edmund's School in Canterbury and the Guildhall School of Music and Drama, London.
HOBBIES	'When I was a kid, I wanted to become a professional football player – but I wasn't good enough. Today I'm a fan of Manchester United. I like sports like bungee-jumping, biking and surfing.'
PETS	'When I phone home, the first thing I want to know is how our dog Maude is.'
FAVOURITE FOODS	'Anything without meat – I'm a vegetarian. When I go out to eat, I mostly have pizza or pasta.'
FAVOURITE BANDS	'I'm not up-to-date. My favourites are people like David Gray and Bob Dylan!'
FAVOURITE CLOTHES	'My favourite clothes make is GAP.'
FAVOURITE FILM(S)	<i>Stand By Me</i> , <i>Amélie</i> .
HERO	'Johnny Depp. He's cool!'
AMBITIONS	'I'd like to be in different kinds of movies – not just action!'

2 Work in pairs with someone you don't normally work with in class. Ask and answer the questions to complete your fact files.

FACT FILE
FULL NAME
JOB
NICKNAMES
BORN
HEIGHT
HAIR COLOUR
FAMILY
EDUCATION
HOBBIES
PETS
FAVOURITE FOODS
FAVOURITE BANDS
FAVOURITE CLOTHES
FAVOURITE FILM(S)
HERO
AMBITIONS

3 Tell the class **two** things you discovered about your partner.

Useful language

- What's your ... (full name)?
- What are ... (your ambitions)?
- How old/tall ...?
- When/Where ... (were you born)?
- When/Where did you ... (go to school)?
- Have you got ... (a nickname/any pets)?
- Who is your ... (hero/favourite singer)?
- Tell me about your ... (family/hobbies).
- What about ...?

Optional writing

Write your fact file, and put it on the wall for other students to read.

- 6** Read the following letter and answer the questions: a) What type of letter is it? b) Is it formal or informal?

Dear Mr Pritchard,

I would like to invite you to our annual club meeting which will take place this year on 21st December. The meeting will be held in the club's own banqueting suite at 8.00 pm.

This will be an occasion to express any new ideas about the club. It is a time to consider where improvements can be made in order to please our members. We will also discuss a change in the cost of yearly membership. As this affects you personally, your attendance at the meeting would be appreciated.

After the meeting some light refreshments will be served.

Please inform us whether you will be able to attend.

Yours sincerely,
Ronald Prescott

- 7** Listen to the letter and answer the questions: a) Is it formal or informal? b) What kind of letter is it? c) What is the writer's problem? d) What does the writer suggest?

- 8** Read the following topics and identify the type and style of each. Suggest possible beginnings and endings for each one, then give the paragraph outline. Finally, write any two of them in an appropriate style, using 120-180 words. Do not include addresses.

- 1 You want to send your two children to summer camp. You only have the advertisement below and you need more information.

**CAMP CONWAY
SUMMER CAMP FOR
YOUNG CHILDREN**

Happy campers will spend the summer involved in a range of exciting activities. Team leaders supervise children 24 hours a day.

*June?/July?/
August? How long?*

*Information:
23, Park Lane*

- 2 You are a policeman and have received a letter from the teacher of a local school. She wants you to talk to her class about road safety. Read Miss Sharp's letter carefully and the following notes which you have made for yourself. Then write a letter, setting up the appointment.

- children – what age?
- do I need to bring photos, slides, etc?
- how long do I have to speak for?
- where will the talk take place?

... so I feel that the children would benefit greatly from hearing you speak about road safety. Please let me know when it would be convenient for you to come.

- 3 You have been invited to a friend's party but you can't go because you're going out with your parents that evening to the theatre. Write to your friend, apologising and giving your reason for not being able to go to the party.
- 4 You have seen a newspaper advertisement for a summer job as a tour guide. Write a letter applying for the job including all relevant information.
- 5 You have decided to go on an organised day trip to France. Your cousin wants to come, but needs more information. Using the notes below, write a letter to your cousin, giving all relevant details.



**Day Trip
to France**

- meet 7am coach station
- don't forget an up-to-date passport
- need at least £50 spending money
- back home 11 pm
- phone Mr Graham by Friday to book a place (01223-527739)

Writing

Letter Writing B

- 1 Look at the advertisement, and the points under question. What kind of letter would you write in reply to this advertisement? Would it be formal or informal? Why?

*Feel like keeping fit?
Our Dance-Aerobics classes will meet your needs!*

- classes every day *times?*
 - number in classes kept to minimum *how many exactly?*
 - no expensive equipment needed *what exactly?*
 - friendly prices for those who attend regularly *how much exactly?*
- Join us now - you won't be sorry!**
INFO: LOBAN'S DANCE-AEROBICS, New Street.



This type of letter is a transactional letter. Transactional letters are always based on writing input such as advertisements, invitations, notes, other letters, etc. and/or visual prompts such as maps, drawings, etc. They can either be formal or informal, depending on who we are writing to. When writing this kind of letter, you should include all given information in your own words.

- 2 Read the two letters which have been written after these people read the advertisement above and decide which is good and which is bad. Justify your answer.

MODEL A

Dear Sir/Madam,

I am writing in response to your advertisement in the *The Bingley Times* on March 2nd. I am very interested in joining your Dance-Aerobics classes and would be grateful if you could answer a few questions I have.

Your advertisement states that the number in the classes is kept to a minimum. How many people are there in each class? As I work every day until 5 o'clock, I would also like to know the times of the classes.

In addition, I would like to know if I need any special shoes or clothes for the classes, and I would greatly appreciate it if you could give me details of where to purchase any necessary equipment.

Finally, as it is my intention to attend these classes regularly, could you also send me details of prices and membership fees?

Thank you for your kind attention. Please reply at your earliest convenience.

Yours faithfully,
Elaine Richards

MODEL B

Dear Sir/Madam,

There are a few things I need to know about your Dance-Aerobics classes.

Firstly, what time are the classes held each day? I'd like to take evening classes, if possible. I also think it's a good idea to keep classes small. I prefer classes with fewer than fifteen people. I was in a really big aerobics class once, and it was too crowded. Don't you just hate that?

I think aerobics classes are great fun. I like sweating and jumping around as the heavy beat of the music pounds in my body. It's the greatest, don't you think?

I'm looking forward to your reply. Please send it soon as I'm eager to begin the classes.

Thanks.

Yours,
Rita Simmons

- 3** Read the following letter and answer the questions: a) What type of letter is it? b) What personal qualities does the writer mention? Then give the paragraph outline.

Dear Sir/Madam,

I wish to apply for the teaching position which was advertised in yesterday's *Daily Planet*. I believe I have the education, experience and personality that an excellent physical education teacher needs.

I graduated from Harpham University with a degree in Physical Education. I received top grades there, and spent many hours as a student instructor while at HU.

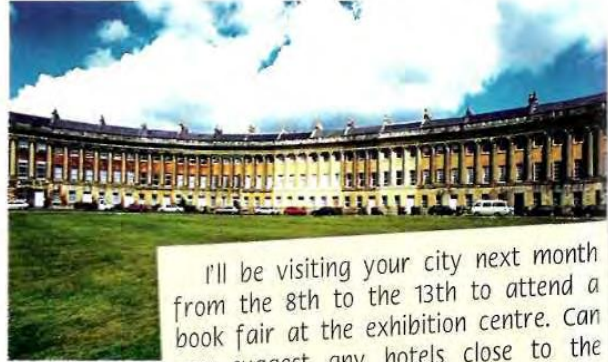
After graduating four years ago I was employed as a gym teacher at Shady Lanes Primary School. I really enjoyed working there, but the school closed three months ago.

As all good teachers must be, I am patient, cheerful and organised. Most of all I enjoy my work, and I believe my students can see that I truly love teaching young people about sports and physical fitness.

I have enclosed a detailed CV as well as a reference from my previous employer. I look forward to hearing from you.

Yours faithfully,
Thomas Smith

- 4** Read the following extract from a friendly letter and decide what type of reply the writer would receive. Underline the key words that indicate what information should be sent. Then, read the statements, listen to the tape and tick (✓) the ones mentioned. Has all necessary information been included? Listen again and say what extra points are mentioned.



I'll be visiting your city next month from the 8th to the 13th to attend a book fair at the exhibition centre. Can you suggest any hotels close to the exhibition centre and some places to visit while I'm there?

- 1 The writer apologises for not writing earlier.
- 2 The writer was pleased to hear about his friend's promotion.
- 3 The writer suggests that his friend can stay with him.
- 4 The writer offers to visit the book fair with his friend.
- 5 The writer suggests a number of reasonably priced hotels as well as an expensive hotel.
- 6 The writer mentions some places worth visiting in Bath.
- 7 The writer offers to show his friend around.

- 5** Read the following beginnings and endings and match them. What type of letter is each one taken from? Which of these are formal and which are informal?

BEGINNINGS ...

- 1 I am writing to request your help.
- 2 I am writing to complain about the faulty equipment which I received from your company last week.
- 3 I was so sorry to hear your news.
- 4 I am writing to congratulate you on opening a new branch in Leeds.
- 5 We would be honoured to attend your daughter's wedding reception.
- 6 I'm afraid I can't come to your birthday party.

... ENDINGS

- A We look forward to the occasion.
- B I would appreciate it if you could give this matter serious consideration at your earliest convenience.
- C Hope we can get together some other time.
- D Again, I can't express how sorry I am. If you need anything, I'd be glad to help.
- E I wish you all success in your future endeavours.
- F I trust that this matter will be given your immediate attention and I expect to receive a full refund in the near future.

LEISURE SURVEY

We asked 100 people between the ages of sixteen and thirty this question:

Which of these things do you enjoy doing?

Here are the results.

playing video games	_____ %
going _____ / _____	28%
going to the cinema	_____ %
renting a video / DVD	_____ %
reading a _____ / _____	100%
going for a _____	93%
going to a _____	_____ %
listening to the _____	71%
playing a _____	_____ %

3 According to the survey, which activities are the most/least popular? Which results are surprising/different from your country?

4 Look back at the phrases in exercises 1 and 2 and complete the diagrams below with verb + noun combinations. Pay attention to phrases which have *the*, *a*, *to* and *for*.

a GOING TO — the gym

b GOING FOR A

c GOING + -ING — swimming

d PLAYING — video games

e DOING

f other verbs — renting a video

5 Work with a new partner. Make a list of six leisure activities that you both do. Compare your list with other students. What are the differences?

We both like going to the cinema.



- 3 You switch on the local radio and you hear this. You are listening to
 A a fashion show. B a holiday programme.
 C a weather report.
- 4 You hear this person talking on the telephone. She is talking to
 A a bank manager. B a business manager.
 C a hotel manager.
- 5 What is the speaker going to do on holiday this year?
 A sunbathe B do water sports
 C go skiing
- 6 What has the woman lost?
 A her luggage B her handbag
 C her wallet

7 a) Use the prompts and say where and when you would use each means of transport.

- ship • train • bicycle • car • plane • motorbike

e.g. *I would use a bicycle to go for a ride in the countryside.*

Tip

Read the list 1-7. Listen for clues to match each speaker to the prompts.

b) Listen and match the speakers to the means of transport they are describing.

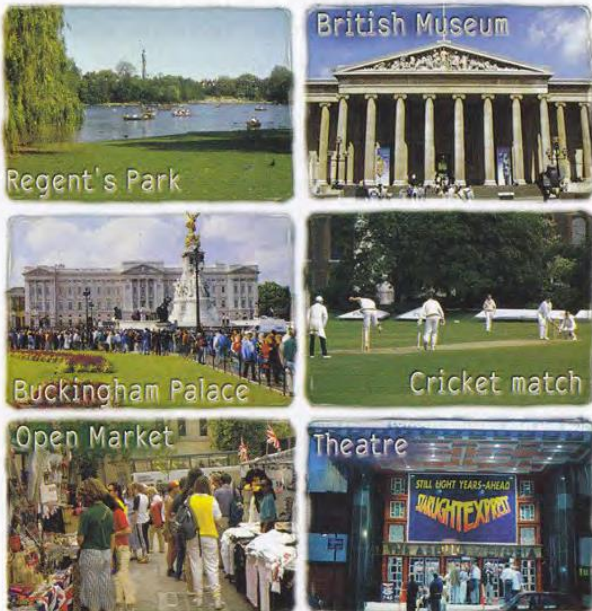
- | | | |
|-------------|-----------|--------------------------|
| 1 Plane | Speaker A | <input type="checkbox"/> |
| 2 Train | Speaker B | <input type="checkbox"/> |
| 3 Ship | Speaker C | <input type="checkbox"/> |
| 4 Car | Speaker D | <input type="checkbox"/> |
| 5 Motorbike | Speaker E | <input type="checkbox"/> |
| 6 Bus | | |
| 7 Bicycle | | |

Getting there

6 a) Which of the following would you do in a place you've never been to before? Why?

- visit the museum(s) • go sightseeing • buy souvenirs
- taste local food • stay in an expensive hotel

b) Your college has arranged a day trip to London. In pairs look at the pictures and decide on which of the places to visit.



Useful Language

We should/must ...; It's a good idea to ...; Let's ...;
 Why don't we ...?; How about ...?; That's a good idea ...;
 I don't fancy that ...; Well, maybe but ...; I'm not keen on ...

• Asking for/Giving directions

8 a) Listen to the dialogue. Where does the man want to go?

b) Put the exchanges in the correct order, then read the dialogue aloud.

- | A | B |
|---|---|
| 1 <input type="checkbox"/> Excuse me. Could you tell me how to get to the bank, please? | a No problem. |
| 2 <input type="checkbox"/> I see. And is the bank on the left or the right? | b The bank is on your left, on the corner of Devon Street and Prince Road. |
| 3 <input type="checkbox"/> Oh good. Thank you for your time. | c Yes, of course. Turn left at the end of this road, then take the first turning on your right. |

c) You want to go to: a) supermarket, b) hotel, c) post office. Look at the map and act out similar dialogues in pairs.



Glossary:

1. crashing - characterized by an intensive effort, especially to deal with an emergency, meet a deadline, etc.
2. searching - examining carefully or thoroughly
3. moving - capable of or having movement
4. pagers - beeper
6. beep - to make or emit such a sound
7. excitement - an excited state or condition
8. professionals - a person who earns a living in a sport or other occupation frequently engaged in by amateurs
9. weights - the amount or quantity of heaviness or mass; amount a thing weighs
10. balance - a state of equilibrium or equipoise; equal distribution of weight, amount, etc.
11. wet suit - a close-fitting rubber garment worn by a skin diver in cold water that allows a thin, insulating layer of water to collect between the diver's skin and the suit in order to retain body heat.
12. surfboard - a strong, buoyant rowboat with high ends, adapted for beaching and passing through surf
13. warm - having or giving out a moderate degree of heat, as perceived by the senses
14. lead - to go before or with to show the way, conduct or escort
15. grow up - to increase by natural development, as any living organism or part by assimilation of nutriment; increase in size or substance
16. difficulty - the fact or condition of being difficult
17. touring - to travel from place to place
18. muscle — a tissue composed of cells or fibers, the contraction of which produces movement in the body
19. demonstrate - to give an exhibition of to an interested audience
20. compete - to engage in a contest; measure one self against others
21. strong - having strength or power greater than average or expected
22. determine - to establish after a calculation, investigation or study
23. disable - to make unable to perform a certain action
24. amaze - to affect with wonder
25. begin - take the first step or steps in carrying out an action
26. popular - regarded with great favour, approval, or affection especially by the general public
27. inspire - heighten or intensify
28. world - everything that exists anywhere

B Loving technology

Star

Karen Chen is a film designer who has worked on films such as 'Beatrice', 'Trials and Efforts' and 'Romance in the Afternoon'. She tells Jane Markon about the gadgets in her life.

Are you a technophobe or technophile?

I'm definitely a technophile. I love technology because it saves me time and makes me money, so I use it all the time. My husband doesn't agree at all. He's a bit old-fashioned like that. I've only just managed to get him to buy his first mobile phone! But, as for me, I leave home at about 6.30 in the morning, after downloading emails on to my laptop. I deal with all my correspondence on my 55-minute journey to work – it's a good thing we live just near the train station. Then I do the same again – I download new emails before I leave work at about 5.15. It takes me the same time to get home, and by the time I get home I've finished for the day.

Which pieces of technology are important to you?

Three things: my Sharp laptop; my Nokia Communicator 9110i (mobile phone); and my Olympus Camedia Zoom (digital camera). I document everything: the kids, art, buildings, clothes, scenes that catch my eye as I walk past. My digicam has made taking photographs so much easier – and it's easier to send them to people. None of all that messy developing and printing!

What do you use your computer for?

Well, as I said, I send emails all the time. But I do a lot of my design work on screen now and I can send my ideas straight to directors and producers. I do a lot of research on the Internet too – there are some fantastic sites around now. You just type in www.google.com to start a search and you're off.



Who uses the computer at home?

The kids use the computer all the time at home. Of course they mail their friends endlessly – and on top of that they're always texting on their mobile phones! They play computer games when they think I or their father aren't looking! They do some of their homework on the computer too. They don't like doing homework, of course, but there are some really good revision sites on the Internet. I do a lot of my shopping on the net now – 15 minutes for a whole supermarket 'visit'! That feels really good. We book our holidays on the Internet too.

Which ISP do you use?

I have used various ISPs to connect me to my email and the Internet. The one I use at the moment is good because I just pay a monthly fee and there is no extra charge to my phone bill. The design of its site and systems is good – it's not too low-tech and not too high-tech.

Do you think email has changed the way we write?

Oh definitely. We use different language, don't we? And we write so much more quickly. I write things like 'c u at 6'. It's a pity we don't keep emails though. Can you imagine a book of letters between famous people being published in 50 years? I can't. But the good thing about emails is that people often send them instead of ringing you up and so you can decide when to answer them in your own time. It stops you being on demand. People can't just ring up and insist on speaking to you for hours.

What pieces of new technology do you think should be invented?

I want something that allows me to be working in my office and spending leisure time with my husband and children at the same time! I suppose that means a machine that can divide me into two!

3 Find which paragraph in the text says the opposite of the following statements. (Note down the paragraph number.) The first one has been done for you.

- | | |
|---|---|
| a A good computer system will last for a long time. ....3..... | g Information is more important than asking the right questions. |
| b Computer manufacturers are honest about what the machines do. | h Most kids today find using computers easy. |
| c Computers are better sources of information than books. | i Once you've bought a computer system you won't have to spend any more money. |
| d Computer games help to teach children important skills. | j Computers create jobs. |
| e Schools always need more computers, just as a patient always needs medicine. | k Good computer skills learned in primary school will help children get a job when they grow up. |
| f School money is best spent on computers. | l The Internet doesn't have any advertisements on it. |

4 Look at these words from the text. Tick the words you know.

- hype myth prescribe kids enthusiasts
 wired salaries innate outmoded

Use a dictionary to find out the meaning of any words you did not tick.

Language in chunks

5 Complete the following sentences using the phrases in the box.

not a good idea	by the time	out of date	nothing wrong with that
long periods of	down the drain	raves about	

- a you get home your dinner will be ready.
 b Having another piece of cake is definitely You've had three pieces already.
 c November 1999? These magazines are
 d If you want to be a birdwatcher, expect boredom.
 e Sue really likes that new American rock band. She the singer all the time!
 f You want to buy a new computer? There's , except that you have got two already.
 g I bought a new skirt last week, but it has split already. That's more money

6 Theodore Rosznak wrote this article in 1996. Is what it says still true, in your opinion?

.....



QG | Survey

Are you a TV addict?

- 1 When do you usually watch TV?
- 2 Do you ever watch TV in the morning?
- 3 How many hours of TV do you usually watch in a week?
- 4 Have you got a TV in your bedroom?
- 5 Do you ever argue at home about which programme to watch?
- 6 Would you like to live without TV for a week?
- 7 What do you enjoy doing instead of watching TV?

READING AND SPEAKING

1 In pairs, check the types of TV programmes below. Then think of a programme in your country for each type.

soap operas documentaries talk shows comedy series
game shows debates and discussions reality shows
sports programmes quizzes

2 Complete the sentences with the types of programmes in Exercise 1. Then compare your answers with your partner.

- 1 On TV in my country there are too many _____ and there aren't enough _____.
- 2 The most popular programmes in my country are _____, _____ and _____.
- 3 My favourite TV programmes are _____.

3 **CD ROM** Read the text and match headings 1–6 with paragraphs A–D. There are two headings that you don't need.

- | | | | |
|-----------------------|--------------------------|---------------------------------|--------------------------|
| 1 Turn off your TV | <input type="checkbox"/> | 4 The positive side of TV | <input type="checkbox"/> |
| 2 Better things to do | <input type="checkbox"/> | 5 Reasons why TV is harmful | <input type="checkbox"/> |
| 3 TV and education | <input type="checkbox"/> | 6 Why TV is good for our brains | <input type="checkbox"/> |

4 Read the text again. Tick the true statements and correct the false ones.

- 1 *TV Turnoff Week* is a new idea.
- 2 The organisers say that the week has been a success.
- 3 TV news is the best media for helping us understand the problems in the world.
- 4 The *TV Turnoff* leaflets don't suggest many different activities.
- 5 *TV Turnoff* campaigners are against all forms of media.
- 6 Annie Davidson believes that TV is good because it is a good subject for conversation.
- 7 Ms Davidson is going to ignore *TV Turnoff Week*.

5 In pairs, complete the table with arguments from the text. Can you add any more arguments?

<i>The pros and cons of TV</i>	
Pros	Cons
• TV can be educational	• TV doesn't really explain the news
•	•
•	•
•	•


6 In pairs, find nine different alternatives to watching TV in the text. Can you think of any more ideas?

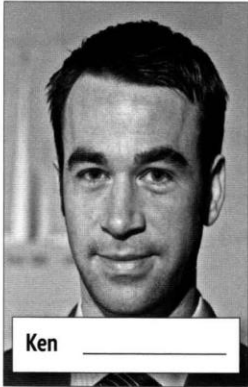
7 Complete the survey for yourself and two other people. Decide who is the biggest TV addict.

	Me	Daniel	Monika
1 When do you usually watch TV?	in the evening after my homework	only on Saturdays	in the morning at breakfast, in the evenings until midnight, at the weekends all day

Listening

8 Why do people use Twitter?

1  Listen to four people talking about why they use Twitter. Write their job.



2 Match a reason for using Twitter to a person.

1 Because I'm a vegetarian, and I can talk to other people with the same interest

a David

2 Because I can discuss the news as it happens.

b Mary

3 Sometimes I tweet people who are in the same line of business as me, and it's exciting.

c Ken

4 It was great to meet other tweeters at the conference and put faces to names.

d Donna

3 Listen again. Answer the questions.

- 1 What does David tweet about while it is happening?
- 2 Why does he think Twitter is important?
- 3 Which idea of Paul McCartney's does Mary like?
- 4 Who are angry about the idea?
- 5 What did Ken advertise on Twitter?
- 6 Was it good to chat on Twitter before the conference?
- 7 Does Donna tweet formally or informally on Twitter?
- 8 What is she learning about?

something/nothing

9 Somebody's waiting for you

Complete the sentences using each word once.

somebody anybody

- 1 There's somebody waiting for you in reception.
- 2 Does _____ know what time the train leaves?

anywhere nothing

- 3 'What did you get for your birthday?' '_____.'
- 4 All the hotels are full. I can't find a room _____.

nobody everything

- 5 All the lights are off. There's _____ at home.
- 6 There were burglars in my house. They took _____.

everybody nowhere

- 7 This is a great party! _____'s having a good time!
- 8 There aren't any seats. There's _____ to sit.

anything everywhere

- 9 Shh! Be quiet! Don't say _____.
- 10 I looked _____, but I couldn't find my phone.

UNIT 9. LESSON 9.2. (INTEGRATED SKILLS). TECHNOLOGY AND COMMUNICATION: MOBILE PHONES, SMS

10 Read the article opposite and then tick the statements about Karen Chen that are true.

- a Karen Chen is married.
- b She leaves home at half past seven in the morning.
- c She travels to work by train.
- d She gets home at about ten past seven.
- e She is not interested in taking photographs.
- f She has written a book.
- g Homework is popular in Karen Chen's house.
- h Karen uses the Internet for shopping.
- i She prefers communicating by email than by phone.
- j Everyone in Karen's family loves technology.

11 Match the initials, words and phrases, most of which come from the text, with their meanings (in the box).

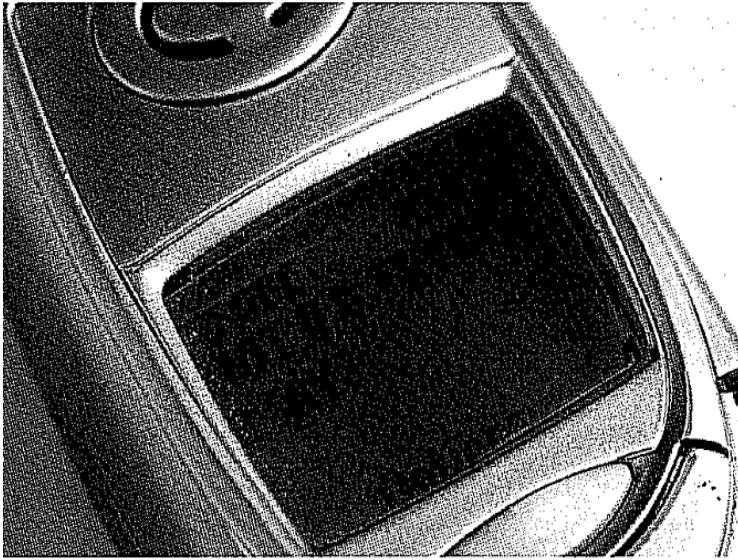
a 'place' on the Internet that you can visit
 a small computer you can carry with you
 digital camera
 Internet service provider
 see you
 technically complex
 World Wide Web
 technically simple
 uniform resource locator (the address of a website or web page)

- a digicam:
- b high-tech:
- c ISP:
- d laptop:
- e low-tech:
- f site:
- g c u:
- h URL:
- i WWW:

12 Complete the following table with details about Karen.

a Journey time to and from work:	
b The place where Karen deals with correspondence:	
c The most important pieces of technology for Karen:	1 2 3
d What Karen and her family use the computer for:	1 2 3 4 5 6
e The advantage of email:	

●● C txt msgng



The biggest growth in mobile phone use in the last five years has been text messaging. Users send written messages rather than leaving spoken ones. They use a special kind of language because they want to write quickly.

f Match the text messages on the left with their meanings on the right. The first one has been done for you.

- | | |
|-----------|-----------------|
| a 2DAY | all the best |
| b ATB | anyone |
| c B48 | Are you OK? |
| d BCNU | by the way |
| e BTW | great |
| f CUL8R | lots of love |
| g GR8 | love |
| h LOL | love and kisses |
| i LUV | no one |
| j NE1 | Oh I see. |
| k NO1 | See you later. |
| l OIC | someone |
| m RUOK | thanks |
| n SOME1 | before eight |
| o THX | today |
| p WAN2 | want to |
| q WKND | be seeing you |
| r XOXOXOX | weekend |

a
Do U wan2 cum out
with me?
Andy

b
Clown's Caf?
Andy

c
Fantastic! CU 2moro
Andy

d
Gr8!!!
Andy

e
O Pls. Just 1ns.
Andy

f
2moro? CU about 8?
Andy

g
OK. CU then.
Jill

h
No Thx.
Jill.

i
Where?
Jill

j
When?
Jill.

k
OK. Just 1ns.
Jill.

2 What do the text messages (a – k) mean? Can you translate them into ordinary English? Make a note of your answers in the spaces below.

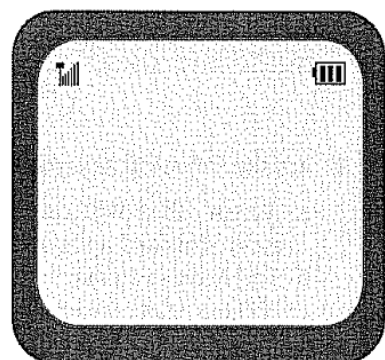
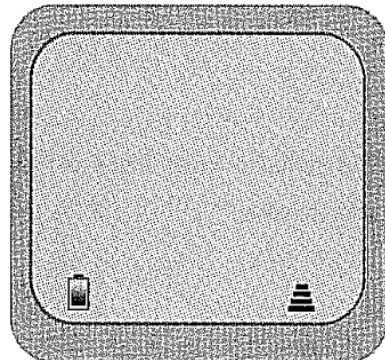
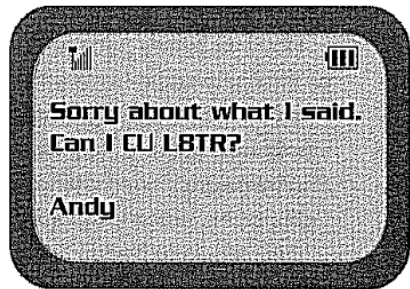
- a
- b
- c
- d
- e
- f
- g
- h
- i
- j
- k

Now put the messages in order. Andy's message (a) starts the sequence.

- 1 ...a... 2 3 4 5 6
- 7 8 9 10 11

3 Andy and Jill met up as a result of their text messages in Exercise 2. Write the text messages they sent each other the next day.

EXAMPLES:



UNIT 9. LESSON 9.2. (LISTENING AND SPEAKING). TECHNOLOGY AND COMMUNICATION: MOBILE PHONE, CHAT ROOM, SMS



SPEAKING

1 In pairs, look at the photo and answer the questions.

- What is the girl in this photo doing?
- Why do you think she is doing it?
- Do you think she is wasting her time? Why?/Why not?

2 **CD 3.1** Listen to the radio programme and circle the correct answers.

- 1 What kind of radio programme is this?
 - a a news programme
 - a a phone-in
 - a a debate
- 2 The caller is worried because her daughter:
 - a won't eat anymore.
 - a wants to leave home to study computing.
 - a is spending too much time on the Internet.
- 3 The caller doesn't know very much about:
 - a computers and the Internet.
 - a mobile phones.
 - a her daughter's school work.

3 **CD 3.1** Study **Speak Out**. Then listen again and tick the expressions you hear.

SPEAK OUT | Taking part in a conversation

Asking for explanation

- I'm not sure I understand. What do you mean?
- What do you mean by *chat site*?

Asking for repetition

- I'm sorry, I didn't catch what you said. Could you say it again, please?
- Could you repeat that, please?

Hesitation

- Well, you see, the thing is ...
- I'm not sure really ...
- Let me think ...
- How shall I put it?

Politely interrupting

- That's very/really interesting, but ...
- That's true, but ...
- I'd just like to say ...
- Excuse me, can I just say ...

4 **CD 3.2** Listen and choose the best replies.

- 1 a Could you repeat that, please?
b How shall I put it?
- 2 a Let me think ...
b What do you mean by DDR memory?
- 3 a Can I just say something?
b I'm not sure really.
- 4 a Excuse me, I'd just like to say ...
b Well, you see, the thing is ...

5 **CD 3.3** In pairs, complete the dialogue with phrases from **Speak Out**. Then listen and compare.

- A Newspapers could disappear because of the Internet and 24-hour news channels ...
- B (¹Interrupt) I don't like reading on a screen. And what about public transport?
- A (²Ask for an explanation.)
- B I mean, it's easy to read a paper on a bus, but the Internet isn't so practical, is it?
- A (³Hesitate) computers are getting smaller and you can access the Internet with ...
- B (⁴Ask for repetition.)
- A Yes, I said you can connect to the Internet with your mobile phone.
- B (⁵Hesitate) OK. The *paper* versions of newspapers don't have much future, but did you know that seven million people read *The Guardian's* website every day?

6 In pairs, read the dialogue from Exercise 5.

7 Work in groups of four. Read the statement and follow the instructions. Use **Speak Out** to help you.

'Chat sites are bad for young people.'

- Students A and B find five arguments *in favour* of the statement.
- Students C and D find five arguments *against* the statement.
- Get together in groups of four and discuss the statement.

LISTENING

1 In pairs, answer the questions.

- How often do you listen to the radio?
- What is your favourite radio station?
- Look at the types of radio programmes below. Which ones do you often/sometimes/never listen to?

the weather the local news phone-ins
discussions/debates the travel news
the world news radio dramas
the sports news comedy programmes

2 **CD 34** Listen. What kind of radio programme is it? Don't worry if you don't understand everything.

3 Make a list of key words which helped you decide what kind of programme you listened to.

4 **CD 34** Listen again. What is the main idea of what the reporter says? Circle the correct answer.

- 1 City scored an excellent goal.
- 2 City didn't play well.
- 3 The referee was terrible.

5 Tick three key phrases which helped you understand the main idea in the recording.

- 1 a very poor second half for City
- 2 they started well
- 3 the referee gave United a penalty
- 4 City were absolutely terrible
- 5 the fans were not happy

6 Read **Train Your Brain**. Look at Exercises 2–5 and circle the correct answers.

TRAIN YOUR BRAIN | Listening skills

Understanding the main ideas

- 1 It is / isn't important to understand the context.
- 2 Try / Don't try to understand everything.
- 3 Listen for key phrases / every detail to help you understand the main idea.

7 **CD 35** Listen. What type of radio report is it?

8 **CD 35** Listen again for the main idea of the report. Use **Train Your Brain** to help you.

1 **Think Back!** In pairs, add as many words as you can to each category. Then compare your answers with another pair.

- **Sections in a newspaper**
sports, ...
- **Types of TV programmes**
soap opera, ...
- **Types of radio programmes**
phone-in, ...
- **The Internet**
chat site, ...

2 In pairs, use the pronunciation table on page 144 to understand words 1–6. Then match them with their definitions a–f.

- | | | | |
|--------------------|--------------------------|------------------|--------------------------|
| 1 /'dɒkjəmentri/ | <input type="checkbox"/> | 4 /'tʃæt saɪt/ | <input type="checkbox"/> |
| 2 /'nju:zæɪdʒənts/ | <input type="checkbox"/> | 5 /fə'tɒgrəfə/ | <input type="checkbox"/> |
| 3 /'hedlɪn/ | <input type="checkbox"/> | 6 /'dʒɜ:nəlɪstz/ | <input type="checkbox"/> |

- a a person who takes photos professionally
- b an informative and educational programme
- c the people who write the stories in newspapers
- d a few words at the top of an article
- e a place to exchange messages with friends
- f a place where you can buy a paper

3 Check the meaning of the words below. Then use the words in the correct form to complete the sentences below.

channel station tabloid search engine
download broadcast (v)

- 1 In my opinion, the BBC _____ better programmes than the other TV _____.
- 2 _____ are the best way to find what you want on the Internet. You can _____ the programs for free.
- 3 My favourite radio _____ has no speaking. It's 100 percent music.
- 4 *The Observer* is a quality weekly paper. *The Sun* is a _____ which comes out every day.

4 In pairs, answer the questions.

- What is your favourite magazine?
- How often do you read it?
- What do you particularly like about it?



Your shout!

Got an opinion?
Tell the editor! Judy Punch



The big issue: Read this week's star letter from Edward Thistlewaite

Just what is wrong with today's young people?



Dear Editor,
I am writing in connection with Julie Boyle's article 'Just what is wrong with today's young people?' in last Saturday's newspaper. I must say I agree with many things that were mentioned by the author.

First of all, Ms Boyle believes that young people are lazy. I totally agree. I am shocked at the poor physical health of teenagers today. They say they can't

exercise because they have to study. However, in my experience 'studying' is just an excuse to avoid doing anything.

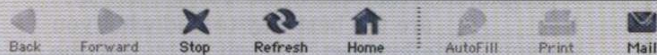
Next, she says that teenagers are unpleasant. In my opinion, this is a very good point. What's more, when I go shopping, I am disgusted with the unhelpful service I receive from young people.

Finally, Ms Boyle says that young people spend all their time in front of TV or computer screens. This is absolutely true. Although there are many facilities in our town – the park, the library, the museum – they are rarely visited by teenagers. On the other hand, cyber cafés are full of young people wasting their time with computer games.

Yours faithfully,

Edward Thistlewaite

London



Address: www1.teenstuff.com/messageboards/shockhorror.htm

B

Teenstuff

Teenstuff > Message boards

[How to send photos](#)

[MP3s](#)

[Shock, horror! Old journalist attacks young people!](#)

[Downloads](#)

Originally posted by Surinder86

Hi everyone!

Did anyone see Julie Boyle's article on young people in last Saturday's *Herald*? Unbelievable! She seems to think that all teenagers get up late and then spend all day watching TV. But that's just not true. Most of the people I know who are my age spend their holidays travelling or working part-time.

She also says teenagers wear the same clothes day after day. No way! What planet is she living on? I've seen some statistics that show teenagers wash more often and take more care with their personal appearance than any other age group.

That woman doesn't think – she just repeats a lot of stereotypes and generalisations. And then she says that teenagers are unpleasant and never smile! I really think she needs to get out more. I mean, when I'm with my friends, we're always laughing and joking. I wonder if she has ever actually seen any young people!

Come on you guys, let me know what you think about this.

Love you all ☺ Surinder

READING SKILLS

1 Read the text. Match opinions 1–6 with people A–F.

- 1 It's a good idea to tell your parents about your new life.
- 2 I love my parents but they don't give me enough freedom.
- 3 Why don't you live away from home and become independent?
- 4 I'm very sorry now that I didn't discuss things with my parents.
- 5 I understand you. My parents don't listen to me either.
- 6 People who complain about living at home don't know how lucky they are.

A Posted by **Amy** at 01:24 on Feb 12th
Hi guys! I need your advice. I'm a 19-year-old student in my first year at university. I love my new life, but I still live at home with my parents. I get on really well with them. They're really generous and they love me. The problem is that they treat me like a 12-year-old – I have to be home before 10p.m., they check to see if I'm studying and it's difficult for me to invite my new friends home. In fact, I've got a boyfriend now, but I haven't told them yet because I don't know how they'll react. Perhaps I should move out. What do you think?

B Posted by **Barbara** at 01:45 on Feb 12th
Personally, I really sympathise with what you are saying. I've had similar problems with my parents. I've tried to talk to them about it but they just won't listen!

C Posted by **Carl** at 03:50 on Feb 12th
I totally agree with your parents, Barbara. If you ask me, you are selfish! You probably have a more comfortable life than your friends who live away from home – and more money too!

D Posted by **Dennis** at 06:19 on Feb 12th
Carl, I see what you mean: there is a plus side to living at home that we often forget. The problem is simple. Amy's parents still think she's a little school kid, and they don't understand that her life has completely changed. But Amy, have you tried talking to them? Tell them about student life and how different it is from school. Then, perhaps they'll understand that you're an adult now.

E Posted by **Emilia** at 08:39 on Feb 12th
Very true, Dennis! Talk to your parents, Amy. When I was 19, I didn't talk to my parents and we had a terrible argument, and they threw me out, and I haven't seen them since then. I feel so bad about it now.

F Posted by **Franklin** at 10:12 on Feb 12th
I totally disagree with you Dennis. Amy, your parents just don't want you to grow up. The only solution is to leave home. Get a part-time job and rent a flat with your new friends!

SPEAKING SKILLS

1 Roleplay the conversation.

Student A

While you are studying in UK, you are taking part in a debate about television.

- Express your opinion that TV has a bad influence on young people.
- Disagree politely with your partner's opinion. In your opinion there is also too much violence on TV.
- Give an example of a programme which, in your opinion, has a lot of violence

You start the conversation.

Student B

While you are studying in UK, you are taking part in a debate about television.

- Listen to your partner's opinion and disagree politely. You believe that TV gives us a lot of useful information about the world.
- Ask him/her what kinds of programmes he/she thinks are violent.
- Agree with your partner but give your opinion of a programme you think is educational.

Your partner starts the conversation.

2 Describe the photo. Then answer the questions.



- 1 What do you think the relationship between the people in the photo is? Why?
- 2 Is it important to have a brother or a sister? Why?

Glossary:

1. merchandise - engage in the trade of
2. claim - assert or affirm strongly; state to be true or existing
3. prescribe - issue commands or orders for
4. out of date - no longer valid
5. manufacturer - someone who manufactures something
6. outmoded - out of fashion
7. salary - something that remunerates
8. fix - restore by replacing a part or putting together what is torn or broken
9. eventually - after an unspecified period of time or an especially long delay
10. employee - a worker who is hired to perform a job
11. reduce - cut down on; make a reduction in
12. get rid of - dispose of
13. concentrate - make denser, stronger, or purer
14. enthusiast - a person having a strong liking for something
15. rave - participate in an all-night techno dance party
16. beware - be on one's guard; be cautious or wary about; be alert to
17. value - the quality that renders something desirable or valuable
18. basically - in essence; at bottom or by one's very nature
19. advertise - make publicity for
20. immediately - without delay or hesitation; with no time intervening