

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ ҲУЗУРИДАГИ ОЛИЙ ТАЪЛИМ ТИЗИМИ ПЕДАГОГ ВА РАҲБАР
КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ
ОШИРИШНИ ТАШКИЛ ЭТИШ БОШ ИЛМИЙ-МЕТОДИК МАРКАЗИ**

“АМАЛИЙ ХОРИЖИЙ ТИЛНИ ЎРГАНИШНИНГ ИНТЕНСИВ УСУЛЛАРИ”

модули бўйича

ЎҚУВ УСЛУБИЙ МАЖМУА

Тошкент – 2016

Мазкур ўқув-услубий мажмуа Олий ва ўрта махсус таълим вазирлигининг 2016 йил 6 апрелдаги 137-сонли буйруғи билан тасдиқланган ўқув режа ва дастур асосида тайёрланди.

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_____даги ____ - сонли қарори билан тасдиққа тавсия қилинган.*

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I. ИШЧИ ДАСТУР

Кириш

Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги «Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида» ги ПФ-4732-сон Фармонидаги устувор йўналишлар мазмунидан келиб чиққан ҳолда замонавий талаблар асосида қайта тайёрлаш ва малака ошириш жараёнларининг мазмунини такомиллаштириш ҳамда олий таълим муассасалари педагог кадрларининг касбий компетентлигини мунтазам ошириб боришни долзарб масалалардан бири ҳисобланади. Мазкур модул дастури олий таълимнинг илғор таълим технологиялари ва педагогик маҳорат, таълим жараёнларида интерфаол усулларни қўллаш, амалий хорижий тил, педагогнинг касбий компетентлигини ошириш бўйича билим, кўникма ва малакаларини шакллантиришни назарда тутди.

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

Модулнинг мақсади ва вазифалари

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

Қайта тайёрлаш ва малака ошириш тингловчилари курс давомида турли соҳаларда далилларга асосланган мураккаб бўлмаган матнларни ўқиб тўлиқ тушуниш, кундалик ва йўналиш соҳасига оид Интернет сайтларидан тегишли маълумотларни топиш ва тушуниш, рисоалар, рекламалар, газета эълонларидан мутахассисликка оид маълумотларни топиш, ОАВ матнларининг ўқиб асосий мазмунини тушуниш каби топшириқларни бажарадилар. Шунингдек, тингловчилар тинглаб тушуниш, гапириш, ўқиш кўникмаларига ёзиш тил кўникмасини интеграллаштирган ҳолда ўз суҳбатдошига хат ва хабарлар ёзиш, анкетани турли шахсий маълумотлар билан тўлдириш, шахсий ҳамда касб-ҳунарга оид контекстларда қайдлар ва хабарлар ёзиш, соҳага оид ҳисоботлар ёзиш, ариза, резюме ва йўлланма хатлар ёзиш каби вазифаларни ҳам бажарадилар.

Модул мавзу ва топшириқлари

Кундалик ва ижтимоий ҳаётга оид мавзулар, шахсий маълумот, автобиография, оила ҳақида маълумот, бўш вақтни ўтказиш, тақвим, об-ҳаво, касблар, спорт, яшаш жойи, шаҳарлар ва мамлакатлар, кийим-кечак ва кийиниш одоби, саломатлик, транспорт, таълим соҳаси, турли касблар, кундалик ҳаётдаги воқеа ва ходисаларнинг қисқа тасвири, қизиқишлари, овқатланиш, инсоннинг характери ва фазилатларини тасвирлаш, санъат турлари, уй анжомлари, саёҳат ва туризм, бизнес, китоб, кино ва теледастурлар турлари ва уларнинг сифати, турли мамлакатлардаги сиёсий тизим, Ўзбекистон Республикасида таълим тизими, олий ўқув юрти, атроф-муҳитни муҳофаза қилиш, Ўзбекистон

Республикасининг ташқи иқтисодий алоқалари, инсонлар ўртасидаги муносабатлар, хизмат кўрсатиш, ижтимоий масалалар, жумладан ёшлар тарбияси, турли касалликлар ва уларнинг симптомлари, ихтисослигига оид мавзулар, касби билан боғлиқ долзарб масалалар ва ҳ.к.

Тўрт хил тил кўникмаларини интеграллашган ҳолда ўқитиш: ўқиш, тинглаб тушуниш кўникмаларини ривожлантиришда 3 та босқичнинг аҳамияти. Турли хил интерфаол методларга асосланган коммуникатив вазифалар. Ёзма нутқни бошқа тил кўникмалари билан уйғунликда ривожлантиришнинг асосий омиллари ва шартлари. Тил кўникмаларини ривожлантириш жараёнида муаммоларни аниқлаш ва уларни тузатиш. Амалий хорижий тилни ўрганишнинг интенсив усуллари ривожлантиришда лойиҳага асосланган усулнинг аҳамияти. Лойиҳа ишини ташкил этиш ва баҳолаш усуллари. Интеллектуал салоҳият ва танқидий фикрлашни ривожлантиришга қаратилган топшириқлар.

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

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

Тингловчи:

билиши керак.

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

Тингловчи:

кўникмаларига эга бўлиши лозим.

- Чет тилида тинглиб тушуниш, эркин гапириш, ўқиш ва ёзув;
- тилшуносликнинг тараққиёт қонуниятлари, мутахассисликнинг назарий масалалари, муаммолари ва унинг ўзига хос хусусиятларини бугунги кун замонавий тилшунослик тараққиёти нуқтаи назардан талқин этиш.

Тингловчи:

малакаларига эга бўлиши зарур.

- Тил кўникмаларини ўқитишнинг янги методларидан фойдаланиш;
- коммуникатив вазифаларни ҳал этиш технологиялари, касбий мулоқот усулларида фойдаланиш, ҳамкорлик ишларини олиб бориш;
- хорижий тилшуносликни ўқитишда яратилган электрон ресурслардан унумли фойдаланиш;

Тингловчи:

тилшунослик бўйича эгалланадиган назарий ва амалий билимларни чет тилда эркин баён этиш;

- хорижий тилшунослик бўйича эгалланган билимларни чет тилида бемалол олиб бориш;
- дарс жараёнида вазиятни тўлиқ назорат қила олиш;

- дарс жараёнида замонавий техник воситаларни қўллай билиш;
- дарс жараёнида тингловчилар билан тез мулоқотга киришиш компетенцияларига эга бўлиши зарур.

Модулни ташкил этиш ва ўтказиш бўйича тавсиялар

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

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

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

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

Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги

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

Модулнинг олий таълимдаги ўрни

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

Модул бўйича соатлар тақсимои

№	Модул мавзулари	Тингловчининг ўқув юкламаси, соат				
		Ҳаммаси	Аудитория ўқув юкламаси			Мустақил таълим
			Жами	жумладан		
				Назарий	Амалий машғулот	
1.	Role-Playing Adventure	2	2		2	
2.	Writing Project: Surveys	4	2		2	2
3.	Work and Business	2	2		2	
4.	Testing 1	2	2		2	
5.	Environmental Issues	2	2		2	
6.	Internet and Mass Media	4	2		2	2
7.	Teaching with the Internet	2	2		2	
8.	Testing 2	2	2		2	
9.	Food and Meals	2	2		2	
10.	Traveling	2	2		2	
11.	Oral Presentations	2	2		2	
12.	Testing 3	2	2		2	
13.	People and jobs	2	2		2	

14.	Places to visit	4	2		2	2
15.	Stories	2	2		2	
16.	Testing 4	2	2		2	
17.	Eating habits	2	2		2	
18	Sports	2	2		2	
19	Education	2	2		2	
	Жами	44	38		38	6

ЎҚИТИШ ШАКЛЛАРИ

Мазкур модул бўйича қуйидаги ўқитиш шаклларида фойдаланилади:

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

БАҲОЛАШ МЕЗОНИ

№	Баҳолаш мезони	Максимал балл	Изоҳ
1	“Хорижий тилларни ўқитишда ахборот-коммуникация технологиялари” модули бўйича	2.5	Турли даражадаги тест тузиш (А1-С1гача) - 1 балл Кейс тузиш - 1,5 балл

II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТЕРФАОЛ ТАЪЛИМ МЕТОДЛАРИ

Ажурли арра методи

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

Бу методдан фойдаланиш қуйидаги босқичларда амалга оширилади:

- тингловчилардан 4-5 кишилик кичик гуруҳлар ташкил этилади
- тингловчиларга бериладиган топшириқ ва уларни бажаришда фойдаланиладиган матнли материаллар бир нечта асосий қисмлар (масалан, режа асосида бир нечта мавзучалар)га қирқилади;
- мавзучалар ва уларга доир матнли материаллар пакети кичик гуруҳларнинг ҳар бир аъзосига тарқатилади;
- кичик гуруҳ аъзолари матнли материаллардан фойдаланиб топшириқни бажаришга киришадилар;
- кичик гуруҳларнинг яхши ўзлаштирувчи аъзоларидан эксперт гуруҳи ташкил этилади;
- эксперт гуруҳи аъзолари қўлларидаги топшириқларни ҳамкорликда муҳокама қилишиб, бошқаларга ўргатиш режасини эгаллашадилар;
- экспертлар ўзларининг дастлабки кичик гуруҳларига қайтишиб ўрганганларини бошқа шерикларига ўргатишади.

Ўқитишга бундай ёндашилганда тингловчиларнинг ҳамкорликда ишлашларига ва катта ҳажмдаги ўқув материалларининг ўзлаштирилишига эришилади.

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

Синектика методи

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

Думалоқ стол методи

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

Ручка стол устида методи

Бу метод амалий машғулот учун қулай. Саволга ўзининг жавоб вариантини ёзган кичик гуруҳдаги тингловчи ручкасини стол устига қўйиб варақни ёнидаги шеригига узатади. Саволга жавоб ёза олмаган тингловчи ручкасини столга қўймайди. Бир нечта кичик гуруҳлардаги тингловчиларнинг қўйилган бир хил саволга жавоблари йиғиштириб олиниб биргаликда муҳокама қилинади. Бу методнинг афзалликлари: ўқитувчи машғулотга ким тайёр, ким тайёр эмаслигини кўриб туради; машғулотга тайёрланмаган тингловчи оғзаки муҳокама пайтида кўриб чиқиладиган мавзу юзасидан анчагина фойдали билимлар олади; бу метод кичик гуруҳда олиб бориладиган иш бўлиб, тингловчи интизомини мустаҳкамлайди ва уларни жипслаштиради, чунки ўзининг жавоб варианты

устида узоқ ўйлаб ўтирадиган тингловчи бутун гуруҳга ажратилган вақтни сарфлаб юборади. Шунингдек тингловчи машғулотга тайёр бўлмаса, бунда ҳам гуруҳга панд беради; тингловчилар ўз жавобларини икки марта, яъни ёзма иш пайтида ва оғзаки муҳокама вақтида таҳлил қилиб чиқишади.

Ротация методи

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

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

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

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

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

- жавоблар кичик гуруҳдаги хуснихати чиройли бир тингловчи томонидан ёзилади;

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

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

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

- тўғри ва мукамал жавоблар сонига қараб тингловчилар рағбатлантирилади ва баҳоланади.

Галереяни айланиш методи

Кичик гуруҳларнинг барча аъзоларига битта муаммо таклиф этилади. Ҳар бир кичик гуруҳ ўзларига берилган муаммога белгиланган вақт ичида фикрларини ёзиб, жавоблари ёзилган варақларини бошқа гуруҳ билан алмаштиради. Жавобларни олган гуруҳ уларни баҳолайди ва тугал бўлмаса ўз вариантлари билан тўлдиради. Сўнгра гуруҳлар фикрлари умумлаштирилиб, энг юқори баллга арзийдиган тўғри ва мукамал жавоблар танлаб олинади.

Қор бўрон методи

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

Асалари галаси методи

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

Думаловчи қор уюми методи

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

Синдикат методи

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

Аквариум методи

Гуруҳдан уч тингловчи ажратиб олиниб уларга хона ўртасидаги стол атрофига ўтиришлари ва қўйилган муаммони ўн минут атрофида биргаликда муҳокама, қилишиб фикр билдиришлари сўралади. Бу уч тингловчи аквариумдаги балиқларга қиёс. Атрофда ўтирган кузатувчилар ўртадаги тингловчиларнинг фикрларини диққат билан тинглаб, жавобларни тўғри ва нотўғрига ажратиб ёзиб боришади ҳамда муҳокама пайтида ўзларининг қарашларини баён этишади. Етарли даражада фикр билдира олмаган ўртадаги тингловчилар ўз ўринларини кучли фикр билдирган кузатувчи тингловчиларга бўшашиб беришади. Ҳар бир муаммо юзасидан билдирилган фикрлар тингловчилар иштирокида ўқитувчи томонидан умумлаштирилади.

Рақамли методлар

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

III. АМАЛИЙ МАШҒУЛОТ УЧУН МАТЕРИАЛЛАР

1-мавзу: Role-Playing Adventure

A role-playing adventure (RPA) is a game-like, problem-solving set of activities that culminates with the accomplishment of a mission or objective. RPAs are task-based activities in which participants use the target language to reach proposed goals by tapping into all the language resources available to them. Although the main focus is on speaking, an RPA is an integrated-skills activity because participants end up using all four language skills (speaking, listening, reading, and writing).



What Is a Role-Playing Adventure?

In RPAs, participants are players, and their main objective is to come up with ideas to overcome several hurdles as they try to accomplish their mission. The teacher takes on the role of game-master. As game-master, the teacher controls the development of the story and rolls the dice, determining whether solutions presented by participants will be effective in overcoming obstacles. The teacher's focus is on observing and helping participants use and/or learn language they need to reach these goals.

Behind each RPA there is a storyline that provides participants with an objective and teachers with a framework for steering participants in the direction they want. In this article, we will use the beginning of one of our RPA storylines ("Derailed Train") as an example of how teachers can develop activities.

Role-Playing Adventure: Derailed Train

In this RPA storyline, participants are involved in a train accident. They will need to survive the accident, help other passengers, and catch a terrorist. To use this activity with different levels and ages, simply adapt the storyline and picture cards for suitability. Due to space limitations, we will present here only the scenario where they need to survive the accident.

What You Need

For this RPA, you will need:

- one or two 6-sided dice
- picture cards for the following objects: an ice pack, saw, sling, car jack, bandages, blood pressure gauge, blanket, crowbar, pain-killer, alcohol, plier, gun, hammer, a mirror, adhesive tape, tweezers, a stretcher, nails, gloves, scissors, stretcher, soldering iron,

lighter, rope, screwdriver, thermometer, ladder, insulating tape, crutches, vodka, shovel, wheelchair, power drill, diapers, wire, and sleeping bag. (Make sure you have enough cards for each participant to have one.)

Step 1

Begin the RPA by telling participants they will participate in a very exciting adventure. Place the picture cards on a table and have each participant choose one item and then have them explain why they have chosen it. Encourage them to come up with as many possible uses for their object as they can.

Step 2

After participants have chosen their items, ask if they have travelled by train before. What kind of train was it? Did they enjoy the trip? What did they notice in their passenger cars?

Step 3

Tell them that they are on a train moving across the countryside. Ask participants to describe their passenger car. You could also have them draw the layout of the train and present it.

Step 4

Say (use your own words): You see a very strange, suspicious-looking man. What does he look like? What is he doing? Why does he look suspicious?

Together as a group, have participants describe this man. Make sure to ask them if they notice any special features such as a scar or a tattoo.

Step 5

Say: The suspicious-looking man gets up and leaves your car. Suddenly, you hear a loud screech and a really loud noise! The train starts bumping like crazy! What do you do?

With the whole group, discuss their answers.

Step 6

Say: When the train finally stops, you look around. You are all safe. You are the only ones in the passenger car. You try to get out, but the doors are stuck. You look out and you see water! There is water coming in from all sides! You need to get out as quickly as you can or you will all die! How are you going to get out? Which tools could you use? Is there an emergency exit?

Ask the participants to suggest a plan. Review the items they have.

Step 7

As the participants suggest their plans, roll the dice. Tell them the dice will decide what their odds are. For example, if participants say they are going to use the crowbar to open the door, tell them that the plan will only be successful if they get a 6. If they don't get a 6, ask them to improve their plan by adding something else (we will break a window), and roll the dice again. (If you get 5 or 6, your plan will be successful.) And so on. As they improve their plan, improve the odds. (Set the odds however you like; you can change them to make the groups go back to the drawing board and think of other solutions to the task, or just to add more fun to the activity.)

When they present a successful plan, challenge them again by saying, for example: When you open the door (or break the windows), water will gush in. How can you make sure you don't get pushed back in by the force of the water?

They will eventually be successful with this task. Be prepared for a lot of cheering on the part of the participants.

Other Possible Scenarios for the Derailed Train RPA

- Participants rescue injured passengers in other passenger cars.
- Participants conduct first aid on injured passengers.
- Participants describe their surroundings (e.g., if there are abandoned houses nearby, farms, a river, a road, a gas station, etc.).
- Police arrive and participants describe a suspicious man.
- Participants help police locate suspicious man.

Tips for Successful RPAs

Here are some ideas that have worked for us when using RPAs:

- Begin the RPA by inviting your participants to create a new personality for themselves—a second identity. Ask them questions to help them create their identity. (E.g., Where are you from? Where do you live? Do you have any special skills?) This will allow them to be more inventive and give themselves various abilities and skills. Have them introduce their new identity to their classmates.
- Do one task per class. This way, teachers can invite participants to retell what happened during the preceding class and revisit the new vocabulary and/or structures that came up. In our school, we have three 1-hour classes per week, and we use the RPA for 10 to 15 minutes at the end of the class. The RPAs usually take 2 to 3 months to finish.
- You may ask your participants keep a journal of the adventure. You may also develop a dictionary, with participants contributing definitions, sample sentences, drawings, and so forth.
- Depending on your participants' level of English, a task may take more time. You will need to give them more time to prepare for each task and provide more support through recast and help with vocabulary.
- There are several situations where you might invite a speaker (e.g., to talk about first-aid) or ask a participant to research a topic and give a presentation (e.g., how to make an SOS sign using smoke). You can also use short texts to complement a topic (e.g., a text on Morse code and the SOS sign).
- Dice, aside from determining the outcome of a plan, can be used for almost anything. Some examples:
 - Determining quantities (e.g., 1 = 100 to 6 = 600)
 - Answering a yes/no question (e.g., Do you have matches? An even roll of the dice = no; an odd roll = yes)
 - Deciding whether participants found something (1 = no; 2 = a spring; 3 = a stream, etc.)

We have used RPAs in our school since 1997, and they have yielded fun classes with lots of laughter, engaged participants, long-term recall of new vocabulary and structures, and better and faster language acquisition.

2-мабзй: Writing Project: Surveys



Level: High-intermediate or advanced

Time: Six one-hour class periods

The composition assignment: Participants will design their own surveys and execute their own research. This project involves writing a poll or survey, collecting first-hand data, organizing and presenting this data using both graphic representations and written discourse. Ultimately, the final participant projects could be compiled into a class magazine, which would be distributed to other participants at the school.

What participants will learn by doing this assignment?

The learning goals for this assignment are manifold. For one, participants will gain familiarity with the terminology and procedure for doing first hand research. Secondly, because this is an integrated skills class, they will continue to develop their oral fluency outside of the classroom by asking people the questions on their polls. In addition, because the final products will be compiled into a class magazine, participants will gain increasing sensitivity to the idea of writing for a particular audience. Lastly, participants may develop advanced skills for using Microsoft Word, specifically the ability to import and reformat web images and create tables and charts. Though these goals may seem somewhat varied, it is important to note that especially in an intensive language program, where participants have a number of reasons for wanting to master English, class projects should maintain appeal for all involved.

Project Outline:

Each session is designed to take approximately 60 minutes. This is a process session with some emphasis on product, as the participants final writings may appear as magazine articles. The recommended time for this project is two weeks, though it could easily stretch over three weeks; as a three-week project, final articles would go through another revision.

Day One: T begins by asking Participants to freewrite on a general question For example, what did you expect the United States (and this school) to be like before you arrived? What surprised you once you got here? Following 3-5 minutes of freewriting, T asks class for responses. Together, Participants and T brainstorm a list of topics. T writes these on board, ultimately explaining that they are possible research topics for next writing project.

Once a long list of topics is on the board, T asks Participants to think about which topic they would like to research. Participants can either meet in discussion groups to share their views on the topics or Participants take time (10 minutes) to freewrite on their chosen topic; either way, T should ask for feedback.

Next, Participants receive 3-5 sample sets of survey questions. In groups, Participants create a set of criteria for writing poll/survey questions. T leads class in a discussion of designing strong survey questions.

Homework: write your survey questions.

Day Two: Class begins with a peer review of questions. Working in groups, participants try asking and answering the questions they have written. At this stage, Participants are encouraged to weed out any weak questions and add stronger ones as necessary. Once Participants are content with their questions, T can provide a brief grammatical review of question formation, a problem that seems to plague participants at every level. Participants are then asked to check their questions for accuracy. During this step, T should circulate among Participants, helping to correct grammatical mistakes by underlining them, thereby guiding Participants toward self-correction. Now, Participants are brought to the computer lab to re-write, edit, and print final copies of their polls. Depending on the computer literacy level of the group, T might first provide a brief demonstration of using Microsoft Words numbered list icon and formatting menu. T assists as needed. Following class, T assists Participants in making multiple copies of their surveys. Homework: collect data.

Day Three: Participants bring completed surveys to class, 20 min (optional) to obtain data orally from classmates. Participants are now paired to discuss survey results. (For this step, T writes several discussion questions on the board: What topic are you researching? What did you find out? Does this information surprise you?) Individuals are then given 10 minutes to freewrite on the question: what does the data mean? Afterward, T presents several different ways of organizing data, including the use of graphic representations, both pie charts and bar graphs. Homework: Bring a rough draft of your article for peer evaluation.

Day Four: Participants may exchange papers, though this is not required. Rather, Participants are given two sets of discussion questions and work with their partner to insure their papers are addressing all vital concerns on this topic. Once this is done, T provides several sample articles. Participants work in groups to analyze these models. Homework: Bring rough drafts to class for peer evaluation.

Day Five: Peer exchange of papers. Participants fill out peer evaluation forms (attached) and then give each other oral feedback. Now, Participants are brought to the computer lab, where T demonstrates how to insert charts into Word documents (Insert/Picture/Chart/Enter data) and how to import and grayscale images from the WWW (Right click/Copy Image/Paste/Image Properties/Grayscale/Text Alignment). Participants are given class time to rework final ideas, re-write, and add graphics to their pages. During this time, T holds mini-conferences with individual Participants. Homework: Bring a final copy of your article both a printed copy and on disk!



Day Six: T gives Participants editing guidelines. Participants proofread their own papers following these guidelines, then exchange papers to double check grammatical accuracy in peer's paper. Participants are assigned to magazine groups. After this, the remainder of the session is spent in the computer lab. Participants make final changes to their articles. One magazine group makes a table of contents page and front cover. Another makes signs promoting the free magazine. Following the session, T makes multiple copies of class magazine. These are places near the front desk and in the computer lab, for other Participants to take and read.

Rationale:

The rationale for my having decided on a research project is a bit complex. For one, it is an often-neglected area in ESL writing tasks. Secondly, the session appeals to a wide range of interests. Some participants may be entering university programs which will require them to conduct research projects; still others will undoubtedly enter a business environment in which first hand research will play a role. Even for those Participants who will derive no long-term benefits from designing a research project, the oral component of negotiating the collection of data is worthwhile. This assignment requires everyone to use his or her English skills outside of class.

The peer response segment of this session is designed to foster interactivity while giving writers feedback from the very audience for whom they are writing. Peer response is given both written and verbally. The written portion is designed to have participants look carefully at whether or not their peers are completing the assigned task. Meanwhile, the verbal portion allows for increased oral communication time.

Writing for other participants at the school not only provides a tangible audience but, moreover, results in increased motivation to complete the task at hand.

3-мавзй: Work and Business



The Expert Game

This in-class activity is near foolproof. The activity rests on the idea that participants have a lot to say when they're talking about something they're interested in and passionate about. It works best with an even number of participants, 8-14 total. Nevertheless, it could be used in much larger classrooms with a few adaptations.

- Skills: Speaking
- Levels: High-beginner through advanced
- Materials: Copies of the [Classroom Handout](#), one for each participant (You may have to cut this sheet to get "page two" on the back.)
- Preparation: 5 minutes
- Time: 60-90 minutes

Directions: Introduce the session by writing the word "expert" on the board and eliciting a definition. Then write the expression "jack of all trades," and provide a personal example of someone you know. I use my brother for this one. I say something like, "My brother really is a jack of all trades. He's interested in a lot of different things. He knows a lot about a lot of different things. For example, he went to university for nuclear engineering, so he knows a lot about science. He worked for the government as an engineer. Later, he got an MBA, so he knows a lot about business. He's certified to scuba dive, and has thought about opening his own diving shop. He likes to ski. He can cook. He makes a lot of different types of food. He can fix things in

the house when they break. Also, he likes to travel, and he's been to more than 40 different countries, and he really enjoys history, especially American history. So there's a lot of different things my brother is good at." By now, the participants understand what the expression means (and the women are asking whether or not my brother is single).

Next, call on individual participants. Ask them if they are jacks of all trades. Ask what they've studied, what they're interested in. After you've asked a few participants, tell participants to think of five things they're interested in. Remind participants that these things should be varied ("Playing soccer, playing tennis, and swimming are all one category: sports.) At this point, you may want to do a brief grammatical review on the use of gerunds to describe activities. Next, pass out the copies. As the participants are writing, circulate and check for correct grammar. Encourage variety on the responses.

Now, tell participants to choose three of these things to rewrite at the bottom. They are going to be the classroom expert on these three things.

Once participants have finished listing their three areas of expertise, instruct them to fold their papers in half separating the two lists. Now divide the class into As and Bs. As will be the first group of classroom experts. Bs will be the first group of questioners. As will remain at their desks. Bs will circulate.

Have all the Bs put their papers aside and stand up. Ask them to arrange the desks so that every participant who is still sitting has a desk directly facing him/her. Now, tell the Bs to wander around and sit down in front of an A. They should read As topics and ask about something they're interested in.

You should find that the conversation gets going immediately. If your class is an uneven number, you can play too. Otherwise, you can just join different pairs and monitor. After about 5-7 minutes call "Change!" The Bs stand up again, circulate, and choose a new partner for conversation.

Halfway through the time for your session, the As sit down with their sheets. They are now the classroom experts. The Bs get up and circulate, asking questions of the As.

Allow 3-5 minutes at the end of class for synthesis. Bring the class back together. Call on individual participants to report on what they've learned. Encourage them to continue their conversations outside of class.

Vocabulary: The Stock Market

The "stock market" is a crazy place, where trillions of dollars change hands every day. We created this stock market vocabulary page to help people learning English - and even those fluent in English - to better understand some of the most popular stock market terms. These are the terms that you might hear on the TV, or hear people using in a conversation about the stock market.

Stock Market

The "stock market" is the general term used to describe all of the publically traded stocks that can be bought on a stock market exchange. There are many different "indexes" of stocks, and each stock market index includes a different group of stocks.

In the United States, the most popular stock market indexes are the Dow Jones (mostly industrial companies), the S&P 500 (a wide range of companies from different industries) and the Nasdaq (mostly tech stocks).

When people say that the stock market is going up or going down, they are generally referring to one or more of these stock indexes.

Volatile / Volatility

When something is “volatile” it means that it is instable; that it is moving rapidly and erratically. When there is volatility in the stock market, the stock indexes are rising and falling much more rapidly than normal. This volatility can cause people to panic and sell, which can create even more volatility.

Equities / Stocks

Stocks, also known as “equities” are the shares of ownership in a company that can be bought and sold. When you buy a stock you are buying a part ownership of a company. When you sell a stock you are selling your ownership in the company.

Shorting

Shorting is basically the exact opposite of buying a company. When you “go long” (which means to buy a company) you are buying the shares because you expect the price to go up in the future. When you “short” a company, you are selling shares in the company that you do not even yet own, with the expectation that you can later buy the shares at a lower price (“cover” the position) and keep the difference.

Crash

A stock market crash means that the stock market has fallen rapidly over a relatively short period of time. For example, on Black Monday, the stock market crash in October 1987, the Dow Jones fell more than 20% in a single day.

In contrast to a Bear Market, which are steady declines in the stock market over a long period of time, crashes usually happen very quickly as panic spreads and everybody is trying to sell at the same time.

Correction

A stock market “correction” is a general term that is used when prices have turned a bit lower, but there is an expectation that prices will turn higher again and continue to go higher after the correction. Professionals in the industry use the term “correction” when there is a 10% fall from the recent highs in the stock market. For example if the stock market falls from 20,000 to 18,000, this is a technical correction.

Bear Market

A bear market generally means that prices are falling over an extended period of time. Unlike a correction, which is generally defined as 10%, a bull market is defined by professionals as stock market declines of 20% or greater. A classic example of a bear market is the stock market crash of 1929 or the housing crisis of 2008.

Bull Market

A bull market is the opposite of a bear market. In a bull market, the overall market is generally going up and prices are rising. In a bull market people are confident about the future of the economy and they are willing to buy shares in companies because they believe the companies will generate more revenue and profit.

Treasuries (Bills, Notes and Bonds)

Treasuries are how governments finance themselves. They borrow money from the general public and from other creditors such as foreign central banks and corporations. These loans to the government are called ~~treasuries~~ and are repaid in a structured manner.

In the United States there are generally 3 different types of treasuries: Bills (short term loans, e.g. 1 Year), Notes (medium term loans, e.g. 10 Years) and Bonds (long term loans, e.g. 30 years). Bill, Notes and Bonds each have different repayment terms and different interest rates.

Treasuries are seen as a ~~safe haven~~. This means that generally when people are buying bonds it is because they are unsure about other types of investments, such as stocks/commodities, so they buy treasuries, thinking that the government will always repay the loans even if they have to simply ~~print~~ the money.

In the U.S. treasuries are issued by the US Treasury.

Commodities

Commodities are a class of investments. Commodities are generally physical products that are used in construction, for production purposes, or food. Examples of commodities include oil, iron ore, copper, wheat and soybeans. Precious metals such as gold and platinum are also considered commodities.

To check the latest prices of some of the most important commodities, we recommend the commodities section on Bloomberg.

Futures

If you watch CNBC or another financial news TV show you will probably hear the news anchors referring to ~~the futures~~. These futures are quite complex, but in simple terms they are contracts to buy or sell something, at some price, at some date in the future.

The futures are popular because they trade almost 24 hours per day. This means that traders can use the futures to make bets on the economy and stock markets, even when the stock markets themselves are closed. They also provide ~~indications~~ as to what the stock market will do when it opens, which is why you will mostly hear the term ~~futures~~ in the morning before the stock market opens.

4-мавзы: Testing 1

Test 1

C. Circle the correct item.

- e.g. George Kay works on TV as a(n) **publisher/editor/news reader/journalist**. His job is to present news stories.
- 16 Jane's thinking of going on a three-day **flight/trip/voyage/tour** to London to see her friends.
- 17 Our teacher gave us a **leaflet/prospectus/brochure/handout** to help us prepare for the exam.
- 18 She's on holiday in a small village on the south **coast/bank/shore/seaside** of France.
- 19 We bought tickets for a(n) **excursion/expedition/travel/sightseeing** to Inskip caves.
- 20 I don't take **astrologers/astronomers/weather presenters/meteorologists** seriously. How can you make predictions about the future by studying the positions of stars and planets?

(Marks: $\frac{\quad}{5 \times 0.5}$ 2.5)

D. Choose the correct item.

- e.g. Try not to worry ...**B**... it any more. Everything will be fine.
A of B about C for D by
- 21 London's well-known for its pop culture and visual among many other things.
A arts B clubs C fashion D music
- 22 This is a very club; we can't enter unless we're members.
A exclusive B fabulous C unique D luxurious
- 23 Steve prefers socialising staying home watching TV.
A from B than C instead D to
- 24 Chris usually her long black hair loose.
A wears B puts C gets D takes
- 25 Please, don't give my secret.
A up B in C away D off
- 26 He the impression of being very confident and reliable.
A shows B has C gives D brings
- 27 I cannot believe she left her at the company to travel around the world.
A profession B post C vacancy D CV
- 28 Oh, no! I've just hot chocolate on Mum's favourite tablecloth.
A spilled B poured C sampled D spilt
- 29 I don't mind being a plane; I'm used to it as my job involves a lot of travelling.
A on B by C at D with
- 30 I'm sure he'll be very successful. He has a real champion's
A mentality C support B confidence D profession

(Marks: $\frac{\quad}{10 \times 0.5}$ 5)

GRAMMAR

E. Complete each sentence with two to five words including the words in bold.

- e.g. Anne started painting her room at nine o'clock and she is still painting.
has Anne **has been painting her room** since nine o'clock.
- 31 It was very kind of Ted to lend me his book.
which Ted lent very kind of him.
- 32 The woman waiting at the bus stop is my aunt.
who The woman at the bus stop is my aunt.
- 33 The diamond ring cost a lot; she couldn't buy it.
expensive The diamond ring was buy.
- 34 There is too little coffee for the six of us. Let's make some more.
not There is for the six of us. Let's make some more.

- 35 Are you sure this is the house where they lived?
which Are you sure this is the house lived?
- 36 He's rather young so he can't have the experience needed.
old He's the experience needed.
- 37 The last time I went to York was a year ago.
been I for a year.

(Marks: $\frac{\quad}{7}$)
 7x1

F. Write the unnecessary words on the lines provided, or put a tick (✓) if the sentence is correct.

- | | | | |
|---|-------------|--|-------|
| e.g. She entered into the room and turned on the lights. | into | 40 She is always complaining about everything. I can't stand it. | ..... |
| 38 Angie is used to go to Spain every summer when she was young. | ..... | 41 Nobody started eating until all the guests had still arrived. | ..... |
| 39 Jerry had been studying in Milan for three years before I met him. | ..... |  |  |

(Marks: $\frac{\quad}{2}$)
 4x0.5

G. Choose the correct item.

- e.g. The plane ...**A**... off at seven o'clock, so we must be on time.
A takes **B** is taking **C** took **D** has taken
- 42 We you should tell her truth.
A was thinking **B** are thinking **C** have thought **D** think
- 43 Ann is my best friend! We each other for years.
A know **B** knew **C** knows **D** have known
- 44 Nicky to San Francisco when the accident happened.
A flies **B** has flown **C** was flying **D** has been flying
- 45 Tim in a café at present, but he has already applied for a new job.
A work **B** have worked **C** is working **D** worked
- 46 I spoke to two people, neither of were Spanish.
A whom **B** which **C** who **D** where
- 47 We some friends for dinner tonight. Would you like to join us?
A saw **B** are seeing **C** have seen **D** see

(Marks: $\frac{\quad}{3}$)
 6x0.5

H. Fill in the gaps with the correct word derived from the words in bold.

- e.g. I love travelling by car because I can enjoy the **scenery**.
- 48 My job is really challenging and involves a lot of
- 49 This 19th century building was constructed as a theatre.
- 50 They were to see us.
- 51 There's no for what you've done.

SCENE
RESPONSIBLE
ORIGINAL
DELIGHT
JUSTIFY

(Marks: $\frac{\quad}{2}$)
 4x0.5

READING

I. Read the article about Manchester. For questions 52-57. Choose the correct answer A, B, C or D.

Manchester is the "capital" of the north-west of England. Situated on the east bank of the River Irwell, it is a lively, bustling city with a large student population. Although it was once seen only as a dull, industrialised place, in recent years Manchester has become the "in" place to be. It is well-known for its trendy clubs, its fashion and music not to mention its world famous football team, Manchester United.

There's plenty to see in Manchester and something to suit all tastes. For example, you could have a taste of the Orient in Chinatown, home to Manchester's large Chinese

population. Another place to visit is the historic Eastlefield area, which has the first urban heritage park in Britain. Here you can take a canal trip, stroll around the museums and experience the atmosphere of 19th century Manchester.

Football fans need not feel left out; they can always make a trip to the Old Trafford Manchester United Museum which also contains a coffee shop and a souvenir shop.

It's easy to find your way around the city centre and you're never too far away from a tram or a bus, which will take you wherever you want to go. However, many people prefer

walking in a city where there's so much to see, and much of it is off the main travel routes.

But if you get tired with all that walking around, you can refresh yourself at one of the many café bars in the city. There is a wide variety of homely, old-fashioned or even eccentric ones.

Whatever you do, you won't have a dull moment in the place which was recently awarded the title of "most interesting city in Europe". Despite its unpopular industrial image in the past, Manchester is becoming more and more popular as a tourist destination nowadays.

- 52 According to the article, Manchester is
A a small city in the north-west of England.
B only known for its heavy industry.
C interesting only if you like football.
D a very exciting place these days.
- 53 If you're interested in history,
A you can visit the Eastlefield area.
B you can go to Chinatown.
C you don't have a big choice in Manchester.
D there are only a few 19th century buildings you can see.
- 54 Moving around the city centre
A is rather confusing and difficult.
B can only be done by walking.
C is very tiring.
D can be done in various ways.
- 55 If you want to have a coffee or a drink in the centre
A there are mainly traditional café bars.
B there's plenty of choice for all tastes.
C there are only extremely modern café bars.
D there are only a few places you can go to.
- 56 What was Manchester like in the past?
A A small dull city.
B An exciting city to visit.
C A city full of factories.
D Tourists' most popular destination
- 57 What does "its" in line 55 refer to?
A Europe
B Manchester
C tourism
D industry

(Marks: $\frac{\quad}{6 \times 1}$)

WRITING

J. Your teacher has asked you to write a composition describing one of your best friends. Write your composition using the plan below and your own ideas. (120-180 words)

Introduction

Paragraph 1

set the scene (name of the person, time/place you met/saw him/her first)

Main Body

Paragraph 2

physical appearance (e.g. **tall, slim, of medium height, well-built, tanned, blond hair, freckles**, etc)

Paragraph 3

personality/characteristics (e.g. **original**, **careful**, **helpful**, **imaginative**, **polite**, **rude**, **dishonest**, etc)

Paragraph 4

activities he/she takes part in: hobbies, interests (e.g. **cycling, going to cinema/theatre, sailing, reading**, etc)

Conclusion

Paragraph 5

comments/feelings about the person

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

(Marks: $\frac{\quad}{10}$)

Мавзы 5 : Environmental Issues



Hurricane Mitch

Time: approximately 90 minutes

Level: High-intermediate

Objective: Participants will be able to use context clues to derive meaning for unknown vocabulary. (Because this is designed as an integrated skills session, a secondary objective is for participants to continue to develop their listening skills and oral fluency on a wide variety of topics.)

Pre-reading Task: Deriving Clues from Context (15 minutes)

Tell participants that we're going to be reading about natural disasters. Ask a few questions to stimulate interest in the reading task. (What do you do when you're reading and you come to a new word? How often do you use your dictionary? Why is it bad to keep referring to dictionary over the course of a short reading?) Once participants have determined their own reasons for wanting to avoid heavy dictionary usage, you can guide them in this task. Give them some examples of deriving meaning from context; the sentences below use natural disasters as the topic. (You can either write these examples on the board or distribute photocopies to the participants.) Make sure your participants know the italicized words are nonsense words. After asking participants to identify the part of speech for each word, focus on more direct ways of ascertaining meaning from context. Specifically, those ways are:

Using context clues:

It was raining really hard, so I put on my father's growl on before going outside.

Using affixes and roots:

The reading on the murk meter was 9.2 centimeters.

Using discourse connectors:

After the mudslide, we couldn't walk through the kitchen because of all the ink on the floor.

(Although there are other ways to attack new vocabulary, introducing only three target questions provides participants with a manageable number of ways to endeavor on this new and somewhat daunting process.)

Reading Task:

"Deriving Meaning from Context" 30+ minutes

Note: The article participants will read comes from USA Today On-line. It is a summary of the damage and destruction caused by Hurricane Mitch. Because this is a rather lengthy article, I

have divided it into three parts. The first part will be done in class. The two remaining parts can be given for homework; half the participants will receive Homework A, the other half Homework B.

Throughout the three parts of the article, I have maintained nearly all of the authentic text, cutting only two less important paragraphs and substituting maybe five words total. I have approached the remaining vocabulary in one of two ways: if the word seems difficult to ascertain from context, I have glossed it. Otherwise, new vocabulary is bold-faced. For the in-class portion of this exercise, definitions of the bold-faced words are provided under the text.

Directions to teacher: Pass out the reading only. With the participants go through the first paragraph, asking for possibilities. Note these on the board. Then, pass out the definitions. Ask participants to identify which definition fits. Ask the participants to repeat the same procedure individually. Circulate and assist as needed. Finally, have participants compare their work with a partner. Help each pair with any disagreements.

Assessment: (15 minutes) here, assessment is a two-fold process. First, participants are assessed on their ability to glean new meaning from context. This is done through comparing their work with a partner. You should assist to resolve any discrepancies.

Next, participants are assessed on their general comprehension of the article. You can do this by giving an oral summary of the article. However, tell the participants that you're tired/the article confused you etc. and let them know that you will be making mistakes. For example, the first paragraph may be summarized as follows: Still in pairs, participants can work together to accomplish this task. When I did this, each time I made a mistake, Ss had to stop me and correct me. I actually did this like a game, keeping track of each pairs' "points" on the board. Because my class was fairly small, this was fine. In a larger class, the you might arrange participants in small groups, having each group take notes on the mistakes and later comparing their answers.

Follow-up discussion: (15 minutes) Working in pairs, participants can discuss the questions in Exercise Two on the classroom handout.

Homework: Pass out the remainder of the newspaper article from USA Today. It's the same with glossed vocabulary to match. Here, however, no definitions are provided. Explain task to participants. Assessment on the homework can be provided through an in-class A/B pair activity.

Vocabulary Cards: Natural Disasters and the Weather

Activity: Vocabulary Review (Circumlocutions Game)

Skills: Speaking, Listening

Level: Intermediate-advanced

Class Time: 30 minutes

Preparation: However long it takes you to print this page, copy onto cardstock, and cut up.

Directions: Divide the class into small groups. (If you have fewer than ten participants, you could play together--just pair participants and have each pair be a team.) Give each group a set of vocabulary cards. Instruct participants to place the cards face down in the center of the group. Play begins by one participant choosing a card and providing an oral definition. No gesturing or spelling is allowed. The person who answers with the word on the card gets to keep the card. Play continues clockwise. If a participant does not know a vocabulary word, the card is returned to the middle of the deck and the participant forfeits his/her turn. Play continues until all of the cards have been defined. The winner is the person with the most cards.

Variation: Use the cards and the board to play team Pictionary or check out Ideas for Vocabulary Cards for more suggestions.

avalanche	lightning
mudslide	fog
natural disaster	temperature
famine	tsunami
drought	storm
earthquake	hurricane
aftershock	tornado
blizzard	flood
thunder	heat wave

Matching: Natural Disasters

Match each of the words in Column A with a definition from Column B.

____ 1. drought	A. the act of making people leave a place because of danger
____ 2. mudslide	B. a place where people can sleep in an emergency
____ 3. emergency shelter	C. a big wave that can destroy towns near the sea
____ 4. flood	D. a disaster when there is no rain for a long time
____ 5. famine	E. a very bad snowstorm
____ 6. evacuation	F. a disaster when there is no food
____ 7. blizzard	G. a disaster in which snow and ice move quickly down a mountain
____ 8. tsunami	H. a lot of water
____ 9. aftershock	I. a disaster in which hills become too wet and the soil moves
____ 10. avalanche	J. a small earthquake after a larger one

Irregular Plurals

Advanced Level

Fill in each of the following blanks using the plural form of the noun. When you have finished, click on "Check."

- a cactus, a couple of
- one species, two
- an analysis, several
- a natural phenomenon, natural
- one radius, two
- an appendix, some
- one potato, two
- a hypothesis, several
- one criterion, a number of
- a syllabus, two

6-Мавзы: Internet and Mass Media



The WWW doubles in size every 90 days. A new web site is added every four seconds. At last check, 75% of the WWW was in English. Here's the place where you can start to figure it all out.

We've created this page about the Internet to help you practice your English. There are scavenger hunts and Internet worksheets to help you learn about other web sites, quizzes to test your grammar and vocabulary, and discussion forums where you can share your ideas. Don't get left behind. The information super highway is waiting!



Scavenger Hunts

A scavenger hunt is a type of Internet activity that guides you through different web sites. To use these scavenger hunts, you can print the pages or you can work directly from this web site.

- **Music** - This scavenger hunt will teach you about the International Lyrics Server, MIDI files and MIDI karakoe, on-line music quizzes, and more.
- **Movies** - This scavenger hunt will teach you about the International Movie Database, on-line movie quizzes, and more.
- **The News** - This Internet scavenger hunt will introduce you to the newspaper USA Today On-line, teach you one way to find newspapers on the WWW, and involve you in learning about current events at CNN Interactive.

Quizzes

- **Internet Terms** - (medium, scrambled sentences)
- **E-mail** - (medium, cloze)

ESL Worksheets

- **Dave's ESL Cafe**
- **EF Englishtown**
- **On-line TOEFL Materials**
- **Randall's CyberListening Lab**
- **The All Music Guide**
- **Earth Alert**

7-Mab3y: Teaching with the Internet

We've created this page to provide resources, sessions, and ideas on teaching with the Internet. The printable activities for classroom use come in two main session formats: scavenger hunts and Internet worksheets. We also have several discussion forums where you can share your ideas and links to other web sites about the Internet. Don't get left behind. The information super highway is waiting.

Scavenger Hunts

These Internet scavenger hunts are for intermediate and advanced participants. They can be done in pairs or individually. Each session will take around 90 minutes. To use these scavenger hunts, print the page and review the tasks with your participants before bringing them to the computer lab. Once there, participants can come directly to Karin's ESL PartyLand. (Clicking on the links from this site will result in new windows opening in their browsers.)

Music - This scavenger hunt will teach participants about the International Lyrics Server, MIDI karakoe, on-line music quizzes, and more. Please note, the MIDI karakoe site requires QuickTime. If your computers are not equipped with QuickTime, I recommend skipping this site rather than having participants download the program.

Movies - A WWW activity in which participants learn how to use the International Movie Database, find scripts and screenplays, and more. This session will take at least 60 minutes.

The News - This Internet scavenger hunt will introduce participants to USA Today On-line, teach them one way to find newspapers on the WWW, and involve them in learning about current events at CNN Interactive.

Internet Worksheets

ESL Learning Web Sites	Interesting Web Sites
<ul style="list-style-type: none"> • <u>Dave's ESL Cafe</u> • <u>EF Englishtown</u> • Kent's ESL Wonderland • <u>On-line TOEFL Materials</u> • <u>Randall's CyberListening Lab</u> 	<ul style="list-style-type: none"> • <u>The All Music Guide</u> • The Discovery Channel On-line • <u>Earth Alert</u> • Lonely Planet On-line

Cloze Exercise - Email Quiz

I have to admit that I'm addicted to e-mail. Whenever I get home, I and check to see if I've gotten any new . I even enjoy reading of jokes and stories. I usually read all my new messages before I . A lot of times I'll send an immediate . I've had to create a lot of folders to store all the messages I've received. I don't want to them, because you never know when you might want to read them again. I mean, maybe one day you don't get any new . If that's the case, you're glad to have all the old ones to look at. If you're also addicted to e-mail, I'm sure you can relate.

Use These Words:

- delete
- forwards
- log in
- log off
- mail
- messages
- reply

Media



Can you recognize this famous person?

Do you know why she is an important media figure?

To find out, click [here](#).

The media includes newspapers, magazines, TV, and--of course--the Internet. We've created this page about the media to help you practice your English. There are quizzes to test your English skills, a discussion forum where you can share your ideas, as well as games and activities about the media. Come on, stay with the times.

Discussion

There's a lot happening in the world.

- What do you think was the biggest media event in the last decade?
- How do you stay up to date with the news?



Activities and Games

- **Interactive WWW Activity: Princess Diana** - Practice your vocabulary, reading, and writing as you participate in this interactive session on the death of Princess Diana.
- **Matching Activity: TV--What Type of Show Is It** - How well do you know North American TV shows? See if you can match these popular shows with the type of show each is.
- **Scrambled Sentences: The Nightly News** - Can you unscramble these ten sentences from the nightly news? Warning: This one's difficult!
- **Matching Activity: Newspaper Headlines** - Can you match each of these ten headlines to the section of the newspaper where you'd find them?
- **Internet Worksheet: CNN Interactive** - This worksheet will help you use a great web site called CNN Interactive. You can print the worksheet, or you can work directly on your computer.
- **News on the WWW** - This Internet scavenger hunt will introduce you to the newspaper USA Today On-line, teach you one way to find newspapers on the WWW, and involve you in learning about current events at CNN Interactive. You can work on this activity directly from your computer, or you can print the page before visiting each web site.

8-Мав3ы: Testing 2

TEST 2 (Units 3 - 4)

NAME:	DATE:
CLASS:	MARK: x 4 = : 10 =
(Time: 50 minutes)	



VOCABULARY

A. Choose the correct item.

- e.g. The building was ...A... promptly by the fire brigade.
A evacuated **C** extinguished
B shattered **D** rocked
- 1 You can't expect him to everything and run off to Venezuela.
A head **C** tear
B drop **D** rash
 - 2 The young prince was riding in the cool night.
A moonless **C** bitter
B burning **D** cruel
 - 3 Her long silk skirt as she walked up the stairs.
A rustled **C** creaked
B whistled **D** struck
 - 4 The fire was due to a(n) in the electrical wiring system.
A inhalation **C** spread
B malfunction **D** injury
 - 5 It was when Ann left so she took an umbrella.
A blazing **C** still
B spooky **D** drizzling
 - 6 We watched a film about a strange alien the other day.
A plot **C** violence
B blurb **D** creature
 - 7 The cost of the damage was to be more than £2 billion.
A measuring **C** estimated
B recalled **D** situated
 - 8 There's no reason to be arguing. It's just a(n) in a teacup.
A fire **C** rain
B storm **D** iceberg
 - 9 He lied to me and to matters worse, he didn't apologise.
A keep **C** do
B make **D** take
 - 10 Did you read about the earthquake in Colombia last year?
A structural **C** massive
B shaken **D** trapped
 - 11 The possibility of a terrorist attack hasn't been
A ruled out **C** blown open
B cut out **D** taken off
 - 12 The girl to the rope and didn't let go until the rescue team arrived.
A got **C** clung
B nailed **D** burst
 - 13 The volcanic eruption had a huge on the residents of the island.
A tremor **C** debris
B impact **D** burst
 - 14 Well, there's nothing we can do about it.
A alternatively **C** immediately
B obviously **D** barely

(Marks: $\frac{\quad}{14 \times 0.5 \quad 7}$)

B. Replace the words in bold with a synonym. Choose from the words in the box below.

eventually concentrate cut off admit crowded ~~very much~~ fed up with startled intense

Helen's idea of an ideal holiday has changed **e.g. a lot** in the past few years. Nowadays, she'd much rather go away in spring when most places are not **15) filled** with tourists.

She has to **16) confess**, though, that when she was younger she really enjoyed the noisy atmosphere and activity. Now, however, she feels rather **17) tired of** all this and all she wants to do while on holiday is relax. She says that in this way she can **18) focus her attention** on her thoughts and her writing. "It's as if I have an **19) extreme** need for peace and quiet," Helen says. She doesn't even mind being alone, **20) isolated** from the rest of the world for some time. At first, some of her friends were **21) extremely surprised** by the change they saw in her and could hardly believe it was the same person. Nevertheless, **22) over time**, they have come to understand and accept it.

very much

(Marks: $\frac{8 \times 0.5}{4}$)

C. Choose the correct word and complete the sentences. You may have to change the form.

e.g. • **share** • **divide**

a) Would you like to **share** a baguette with me? I'm not very hungry.

b) We can **divide** the work, so that it can be done faster.

23 • **discuss** • **chat**

a) I went out with my friends and we pleasantly for hours.

b) There's something we need to

24 • **join** • **enjoy**

a) We're going out for a meal. Won't you us?

b) I think you should go on the trip; you'll really it!

25 • **cause** • **effect**

a) You should always think about the
your actions may have on others.

b) I'd really like to find out the of
his strange behaviour. I can't understand it.

26 • **blame** • **accuse**

a) They him of theft.

b) I don't her for feeling like this.
I'd be upset too.

27 • **unsure** • **insecure**

a) I don't know. I'm rather of what
to do

b) Mary is really after what
happened. She has very little confidence.

(Marks: $\frac{5 \times 0.5}{2.5}$)

D. Fill in the gaps with the correct preposition/particle(s).

I have **e.g. to say**, the news came like a bolt **28)** the blue! My little sister Jenny, who's studying in Paris, is getting married **29)** my friend Mark. When my mother announced it to me, I looked at her **30)** disbelief.

I knew they got **31)** with each other, but it had never occurred **32)** me that they were so close. To be honest, this is typical **33)** my sister. She's always been secretive and likes surprising people. I'm very happy for them of course, because I love them both very much. However, it will take me a while to get **34)** the shock!

$$\left(\begin{array}{c} \text{Marks: } \frac{\quad}{7 \times 0.5} \end{array} \right)$$

E. Fill in the gaps with the correct word derived from the words in bold.

"You're back!" Fay said with an **e.g. exclamation** of joy. Bruce had been away studying for three years and it was the first time he had managed to come home for the Christmas 35) His sister was really 36) at the wonderful surprise. "I'm very happy to be here, too. And I've finally passed all my exams," Bruce said, 37) I must say that I had to work very hard and I'm absolutely 38) now, but I'm very pleased with the results I received. They were 39) good!

EXCLAIM
CELEBRATE
THRILL
RELIEF
EXHAUST
AMAZE

(Marks: $\frac{2.5}{5 \times 0.5}$)

GRAMMAR

F. Complete each sentence using two to five words, including the words in bold.

e.g. "Would you like me to give you a lift to school?" he said to her.

offered He **offered to give her** a lift to school.

40 "Why don't you see a doctor about it?" Anna said to me.

suggested Anna about it.

41 It's a pity he failed his test.

not I wish his test.

42 I'm starving; I didn't bring any food with me.

wish I'm starving; I food with me.

43 If he doesn't drive carefully, he'll have an accident.

drives He'll have an accident carefully.

44 "Has she answered your letter yet?", Mum asked Oscar.

if Mum answered his letter yet.

45 If you notice anything unusual, let me know.

should Let me know unusual.

46 "OK, I broke the brand new vase," Steve said.

having Steve brand new vase.

(Marks: $\frac{7}{7 \times 1}$)

G. Write the unnecessary words on the lines provided, or put a tick (✓) if the line is correct.

Sarah and her husband Chris had had a frightening experience for a week ago on their flight back from Switzerland. They'd been flying over the Alps for some time when the plane started having engine trouble. Sarah panicked and wished for she had never decided to go on the trip. "It's your fault. If you hadn't insisted, we'd never have been flown in that weather!" she told Chris, but he said that she was over-reacting and denied of having really insisted in the first place. Then he asked from her to calm down. He explained that it was probably nothing serious and everything would be all right in the end, adding that the same thing had happened to him before some years ago. "I really don't understand where do you find this courage," Sarah replied, but fortunately Chris was right and soon everything was back to normal.

e.g. had

47

48

49

50

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53

54

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56

57

(Marks: $\frac{5.5}{11 \times 0.5}$)

H. Choose the correct item.

e.g. Could you stop ...C... lies? I don't believe a word you say.

A saying B speaking C telling D talking

58 I wish you to bring the map. We wouldn't be lost now!

A remember C have remembered
B had remembered D will remember

59 Our teacher said that the moon smaller than the earth.

A was B is being C would be D is

60 My dad me to go ahead with my idea.

A encouraged B said C claimed D suggested

61 If I were you, I do that.

A didn't B wouldn't C shouldn't D won't

(Marks: $\frac{\quad}{2}$
4x0.5)

READING

I. Read the article about a volcanic eruption. Six sentences have been removed from it. Choose from the sentences A-F the one which fits each gap (62-67)

- A After that, lava and mud will begin to erupt from the crater.
B At present, no public services are working apart from the emergency services.
C "Hope hasn't been lost. We'll all do our best," a member of a rescue team reported.
D At the time of the explosion, most of the residents of the area were asleep or just getting up for work.
E Also, a resulting mudflow in the nearby Toutle River caused the river to burst its banks.
F Experts claim that the blast exploded 1,300 feet into the air from the peak of the mountain and has left behind a 5,000 foot deep crater.

Volcanic Eruption Results in Tragedy

At around 6am yesterday morning, there was a large explosion at the peak of Mount St. Helen's. The volcanic eruption, which came without warning, exploded with a force similar to that of an atom bomb, killing six people and leaving twenty-one others missing. **62** The blast was heard 200 miles away in Canada but, strangely, went unheard 45 miles away in the Vancouver area.

According to geologists, this violent eruption is the first of its kind in 32,000 years. **63** The devastating consequences of the eruption have been widespread. There have been several connected explosions in the region, and the surrounding areas have been blackened out by ash clouds, which are making rescue attempts extremely difficult.

64 The water swept away houses, bridges and cars.

Conditions are not expected to improve in the near future. Experts predict that ash will continue to rise from the mountain for a few days. **65** This could continue for another fifteen or twenty years.

It will be quite some time before things get back to normal for the residents of the area. **66** Rescue efforts are continuing today in an attempt to find any survivors. Despite extreme difficulties and dangerous conditions, it is hoped that the rescue operation will be carried out successfully. **67**

A statement estimating the cost of the damage is expected to be issued later this week.

(Marks: $\frac{\quad}{6}$
6x1)

J. A magazine is running a short story competition. To enter the competition you have to submit a story starting with the words “I was alone in the house watching a thriller on TV.” Write your composition using the plan below and your own ideas. (120-150)

End the story (refer to moods, consequences, people's reactions, feelings, comments)

[illegible]

(Marks: $\frac{\quad}{10}$)

9- Мавзы: Food and Meals



Discussion

Do you like to cook? Do you like to try new kinds of food?

- What's your favorite meal?
- Are there any foods that you like now that you didn't like when you were a child?
- What's your idea of a perfect romantic dinner?



Activities and Games

- [Interactive Web Activity: the Menu at Hamburger Mary's](#) - Take a look at a menu from a real American diner as you practice vocabulary, reading, and writing.
- [Interactive Web Activity: the Slanted Door](#) - This activity will give you the chance to read a review of a San Francisco restaurant.
- [Interactive Web Activity: Arrabiata Sauce](#) - Learn how to make pasta arrabiata AND practice your reading, writing and vocabulary skills!
- [Food Quantifiers: Crossword](#) - Do you say a carton of milk or a box of milk? See how well you do with this interactive crossword puzzle.
- [At a Restaurant: Scrambled Sentences](#) - Try this scrambled sentence game.

Quizzes

Practice your vocabulary, grammar, and TOEFL skills by taking an interactive quiz!

- [Making Dinner: Prepositions of Location](#) - (very easy, multiple choice)


- [Picture Vocabulary: In the Kitchen](#) - (easy, multiple choice)
- [What Kind of Food Is It?](#) - (medium, multiple choice)
- [Safeway: Supermarket Vocabulary](#) - (easy, cloze)
- [Cooking Pasta](#) - (difficult, cloze)
- [Tense Review: At a Restaurant](#) - (medium, fill-in)

Food Quantifiers Crossword

You have just moved into your own apartment. Your mother is worried about you. She brings you two big bags of groceries. As you unpack, this is what you find:


Clues Across	
1.	2 _____ of cereal
3.	2 _____ of wine
7.	a _____ of mayonnaise
8.	a _____ of eggs
10.	a _____ of butter
12.	a _____ of cake
13.	10 _____ of cheese

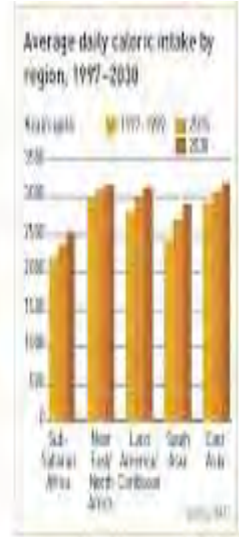
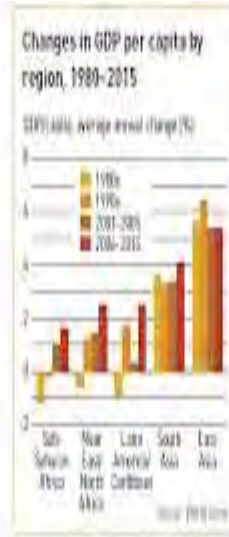
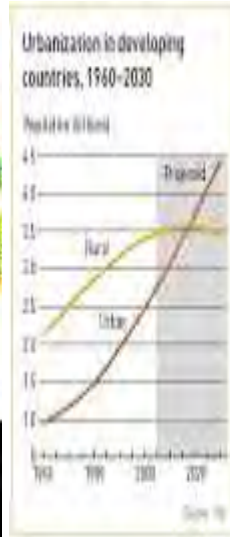
Clues Down	
1.	2 _____ of rice
2.	a _____ of toilet paper
4.	2 _____ of bread
5.	2 _____ of soup
6.	a _____ of gum
9.	2 _____ of lettuce
11.	a _____ of toothpaste



Typical English Breakfast

Many people, especially children, will eat a bowl of cereal. They are made with different grains such as corn, wheat, oats etc.





Yorkshire Pudding

- a dish that originated in Yorkshire, England. It is made from batter and usually served with roast beef and gravy.



Mince pie

- a small sweet pie traditionally served during the Christmas season.
- typically its ingredients are mixture of minced meat, a range of fruits, and spices.



Cooking Pasta

Pasta is my favorite meal. If I get home late from work, I just an onion and some mushrooms and them in a little olive oil. Then I add some tomato sauce and spices and let the whole thing for a little while. Finally, I some water and throw the pasta in. Once it's cooked, I the pasta, throw some sauce on top, and eat dinner.

Use these words:

- boil
- chop up
- drain
- saute
- simmer

10-MaB3y: Traveling

We've created this page about travel to help you practice your English. There are quizzes to test your grammar and vocabulary, discussion forums where you can share your ideas, games, and activities about travel.



Activities and Games

- [Clearing Customs: Scrambled Sentences](#) - When you arrive in a new country, you'll have to answer some questions. Try this scrambled sentence game to see how well you'll do on your next international trip.
- [At a Hotel: Scrambled Sentences](#) - Here are some sentences you might hear at a hotel. Can you arrange the words correctly?
- [Travel Trivia: How Much Do You Know about the U.S.?](#) - So you've been to the US, but how much do you really know? Test your knowledge with this multiple-choice activity.
- [Travel Trivia: How Much Do You Know about Europe?](#) - See how much you remember from that backpacking trip across Europe.
- Lonely Planet On-line - This Internet worksheet will help introduce you to the Lonely Planet web site. You can print it or work directly from your computer.
- The Rough Guide On-line - Another Internet worksheet. This one introduces you to the Rough Guide's web site. Print or work directly from your computer.
-

Trivia Quiz - United States Travel

How Much Do You Know about the United States?

Click on the correct answer.

1)	At this tourist attraction in Washington D.C. you can find Lincoln's bedroom, the Green Room and the Red Room.
	The White House
	The Smithsonian Institute
	The Museum of US History
2)	Which of the following is NOT a borough of New York City?
	Manhattan

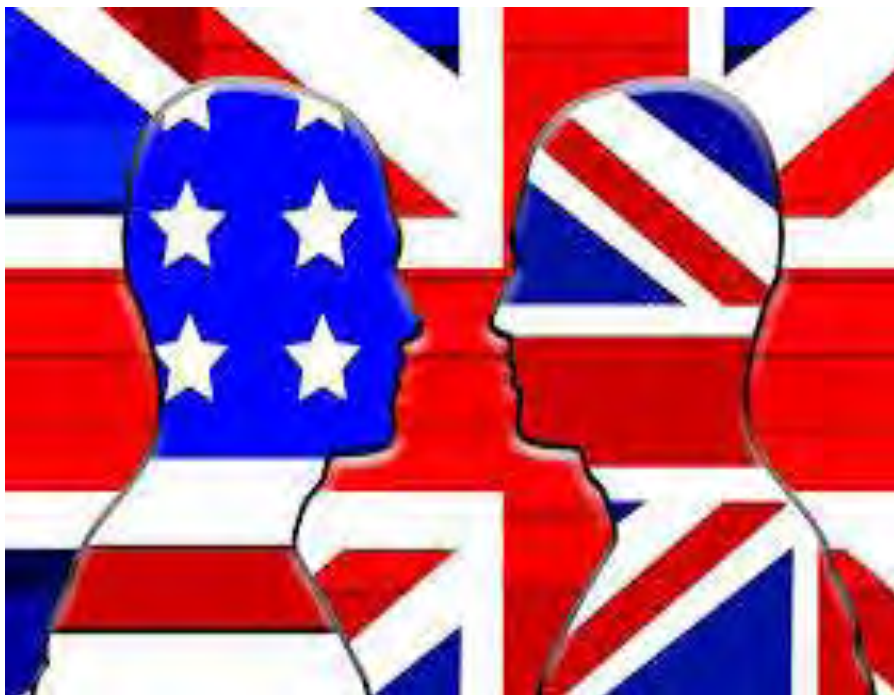
Queens	
Long Island	
3)	Which state legalized gambling in 1931?
California	
New Jersey	
Nevada	
4)	What's the smallest US state?
Hawaii	
Rhode Island	
Washington D.C.	
5)	At this famous monument located in South Dakota, you can see the faces of four US presidents.
Mount Rushmore	
Yellowstone	
Mount McKinley	
6)	Carmel is a romantic, beach resort in _____.
Florida	
Hawaii	
California	
7)	What's the capital of California?
Los Angeles	
Sacramento	
San Francisco	
8)	Jazz music comes from this city.
New Orleans	
Atlanta	
New York City	
9)	This is the longest river in the United States.
The Colorado	
The Missouri	

The Mississippi	
10	What state is the Grand Canyon in?
Colorado	
Arizona	
Nevada	

English Speaking Cultures & Cultural Differences

English has become the leading language of international communication. It is the third most widely spoken language in the world and the official language of 53 countries. The United States is an English speaking culture and so is Great Britain. This paper will explore American and British culture as they relate to the English language.

The United States is a multicultural and multilingual nation. The population is ethnically and racially diverse. Americans have many different traditions and values and the culture has been influenced heavily by European immigrants and the descendants of slaves from the African continent. English is not the official language, but people who do not speak it usually deal with limited employment opportunities. Learning English opens doors and allows people to become part of main stream society. The government provides services in many languages to accommodate newcomers. Details about certain aspects of English-speaking American Culture are below.



American (US) Culture

- Most Americans are friendly and informal. It is common for people address others who they know well by a first name only.
- It is important to be polite in most social situations. People commonly please and thank you when they interact with each other.
- Most Americans dress casually outside of work. [Jeans](#) and sweatshirts are very popular. Business casual attire is acceptable in most offices.

- The formality of meals at private homes varies, so it is a good idea to follow the lead of the host
- Americans use a lot of slang and idiomatic expressions. Sometimes it is difficult for non-native speakers to learn the expressions, but after hearing them frequently they will learn what they mean.

United Kingdom (UK) Culture

Four countries make up the United Kingdom. They are England, Scotland, Wales and Northern Ireland. The English language is not governed by a formal code. People from around the world go to England to learn English, live and work. English people speak Modern English that evolved from Old English. Details about the culture and traditions are below.

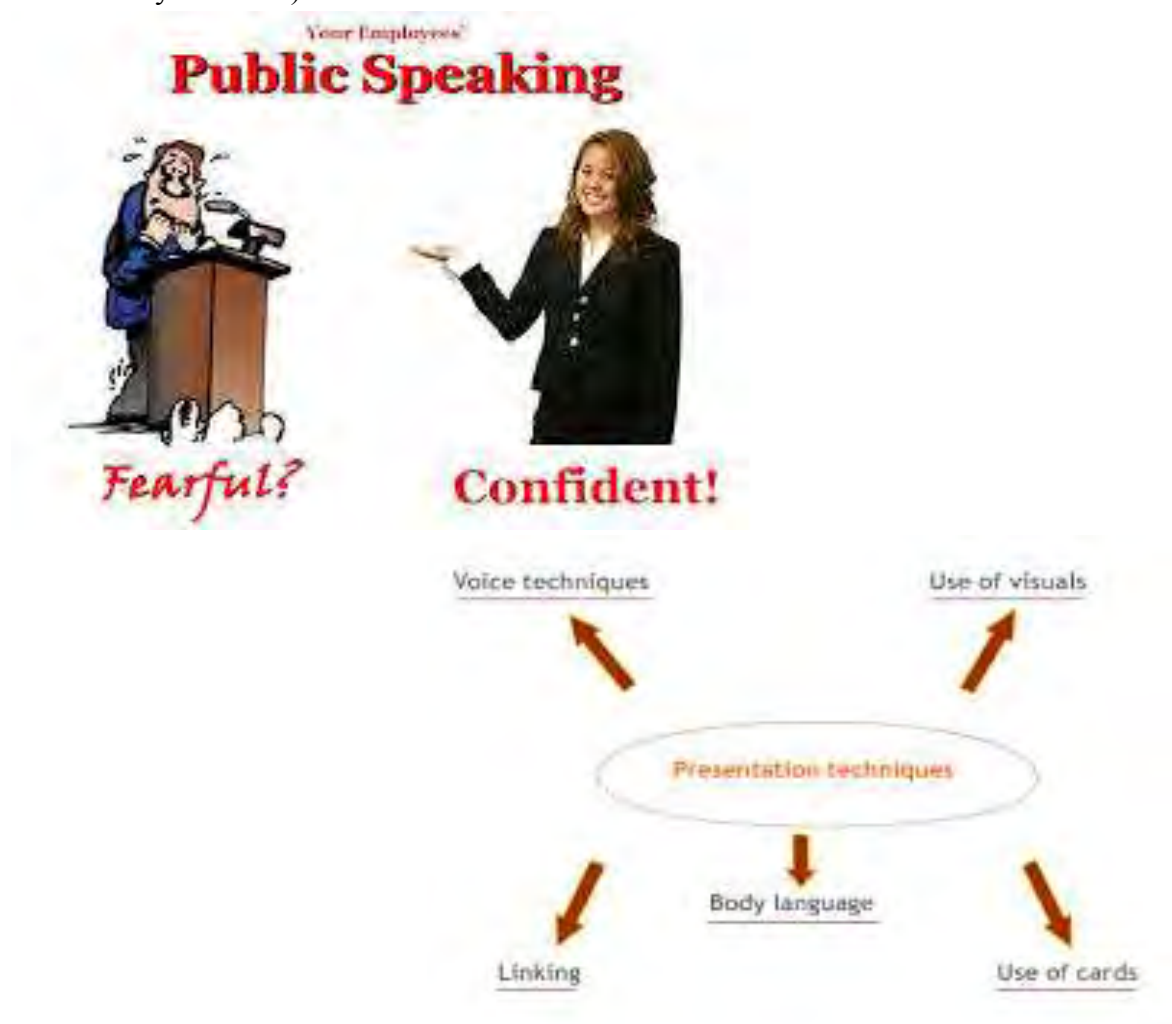
- British people are reserved, but friendly and helpful to foreigners. It is okay to address people there by their first name after you get to know them and they invite you to do so. The British observe formalities and protocols in business and punctuality is of paramount importance.
- Many English people enjoy entertaining in their homes. They expect guests to arrive 10-20 minutes after the start time. Generally dinner conversation is not about work.
- The residents of larger cities like London dress more formally than the residents of the countryside. Men and women love to wear, jeans, wools and tweeds to casual gatherings.

English usage varies between cultures. The people of England have spoken it for over 1,000 years. American English, however, has only a 300 year history. It evolved from Old English and has been influenced by immigration, slavery and even wars. Most ESL/EFL programs teach American and British English. The three main differences are pronunciation, vocabulary and spelling. British Commonwealth countries where the residents are not native English speakers frequently closely follow British English. The countries which have been historically influenced by the United States follow American English usage.



11-Mab3y: Oral Presentations

Oral presentations are a great way for participants to practice their English skills. The extra pressure of knowing they're going to be in front of the classroom provides participants with some great extrinsic motivation for staying on task. I usually start by going through presentation basics with the group, then assigning an oral presentation every three weeks or so. (As a general rule, never allow participants to write out their presentations. Rather, encourage them to use note cards to stay on track.)



- **Presentation Basics** - This classroom handout discusses the basic structure of an oral presentation. (Ideally, you should prepare a presentation yourself to give as a model. Then elicit the structure of an oral presentation from the class before reviewing the handout.)
- **Oral Presentations: Do's & Don'ts** - This classroom handout provides advice on giving presentations.
- **Oral Presentations: Peer Evaluation Form** - This is a peer evaluation form for participants to use while their classmates are presenting. To allow for greater objectivity, I don't have the participants write their own names on the forms - just the name of the participant they're evaluating. Before having participants use this form, make sure you've gone through presentation basics with the group.
- **Oral Presentations: Teacher Evaluation** - You can use this form as participants give their presentations. Because the peer evaluation form has a lot of feedback on presentation

skills, this one focuses on grammar. I usually write down direct quotes and underline the mistakes. Participants must then take some time to self-correct their mistakes.

Oral Presentations: Basics

The Big Rule: Tell them what you're going to tell them. Tell them. Tell them what you told them. In other words, your presentation should have three parts: an introduction, body, and conclusion. Let's look at these three parts and see what you should include in each.

The Introduction

The purpose of the introduction is not only to introduce your topic, but also to interest your audience in the topic.

Grab the audience's attention by somehow involving them in your topic. You can do this by asking a question, offering an interesting fact, using a quotation or telling a short story. (The question "How many people here have a home computer?" is a lot more interesting than "Today I'm going to tell you about the Internet.")

You should preview the content of your presentation by offering a brief outline of what you will be discussing. You may also want to include why you choose this topic to present on.

The Body

The body of your presentation should support your introduction by offering facts, opinions, and reasons to support your topic. It should contain at least three ideas with supporting details to illustrate your point.

The Conclusion

The conclusion should restate the main points without giving examples. Think of it as a brief summary which emphasizes what you want the audience to remember. You can finish with a recommendation, a personal thought, an observation, or a question. Your closing statement (Oral Presentations: Do's & Don'ts

Be organized! The more organized and focused your presentation is, the more relaxed you'll feel.

Breathe! (It helps you relax.)

Don't try to cover too much material. Remember you only have 7-10 minutes.

Do speak clearly, slowly and at an appropriate level for your audience.

Use vocabulary that is appropriate for your audience. If you use new vocabulary, make sure you explain it and write it on the board.

Do make eye contact with all members of your audience.

Do move around.

Do use hand gestures.

Do allow the audience to ask questions at the end of your presentation.

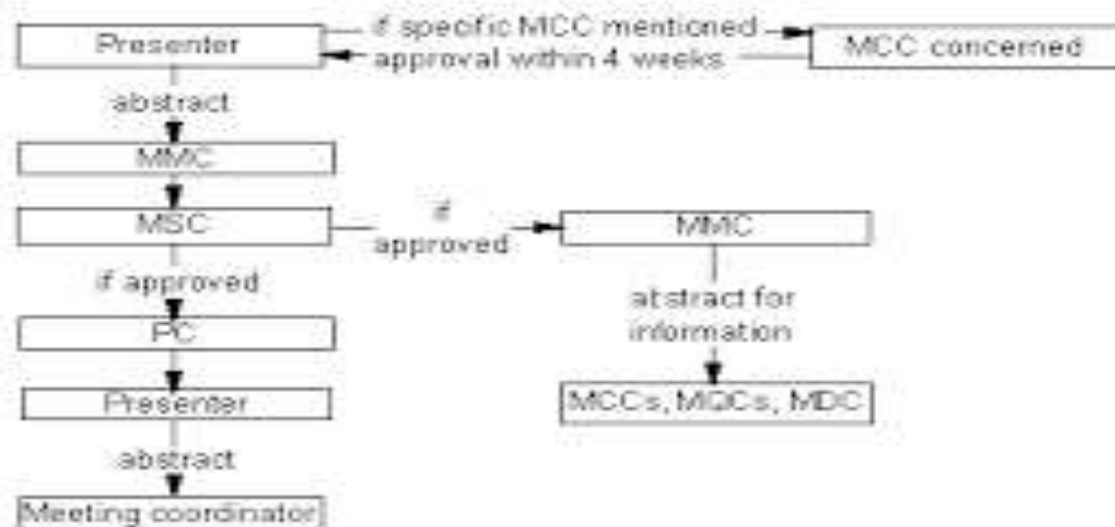
Don't read your presentation. You can use short notes, but reading a presentation is unnatural; also, it makes it very difficult for your audience to follow.

Do practice your presentation with a partner or in front of the mirror.

Do remember to thank your audience and introduce the next speaker.

the last statement) should pull your presentation together.

Figure 3. Rules for Oral Presentations



Tips for Preparing an Oral Presentation



Biology 202 First Year Seminar: Human Dominance of the Earth [3]
Prof. Robert F. Anderson (Data Geomorphology)

Outline Your Presentation

- **Introduction:** attention-grabber, thesis, purpose, agenda (10%)
- **Body:** first talking point, support, second talking point, etc. flow (80%)
- **Conclusion:** summarize main points, next steps, desired outcome, final statement (10%)





Teaching with Music



Take advantage of the power of music and use it in your ESL classes.

We've created this page to provide resources, **sessions**, and ideas on teaching with music. There are printable materials for classroom use, sessions, lyrics, and ideas. We also have two discussion forums and links to other web sites about music. Get ready to jam.

Low Prep Ideas for Using Music in the ESL Classroom

Sessions

- **Conversation Question Cards: Music** - A conversation card set on music. For suggestions on how to use these cards, take a look at Ideas for Using Conversation Card Sets.
- **Musical Impressions** - You bring four songs to class and copies of this classroom handout. Then divide the participants into groups of three, and monitor as they engage in meaningful discussion. For use with high-beginner and low-intermediate participants.
- **ESL Scavenger Hunt: Music** - This is an Internet scavenger hunt intermediate and advanced participants can do in pairs or individually. This session will take 45-60 minutes. To use this scavenger hunt, print the page and review the tasks with your participants before bringing them to the computer lab. Once there, participants can come directly to this site. (Clicking on the links from this site will result in a new window opening in their browsers.) This scavenger hunt will teach participants about the International Lyrics Server, MIDI karakoe, on-line music quizzes, and more. Please note,

the MIDI karaoke site requires QuickTime. If your computers are not equipped with QuickTime, I recommend skipping this site rather than having participants download the program.

- **The All Music Guide** - This Internet worksheet introduces participants to the extensive on-line music resource called the All Music Guide.

Lyrics

Here are the lyrics to some songs you might want to use in your class!

- The Beach Boys: Wouldn't It Be Nice
- Led Zeppelin: Stairway to Heaven
- The Eagles: Hotel California
- Madonna: Holiday
- 4 Non Blondes: What's Up?
- Elvis Presley: Suspicious Minds
- Guns 'N Roses: November Rain
- U2: One

Classroom Handouts

The following printable handouts each focus on specific songs. (Okay, I'm a U2 fan.) Designed for use in small groups, each session includes pre-listening discussion questions, a vocabulary exercise, a listening fill-in, and discussion questions. Though these sessions were designed for high-intermediate listening/speaking classes, they could easily be adapted for other skills or levels.

- U2: One
- U2: Tryin' to Throw Your Arms Around the World

Classroom Handouts - U2 Lyrics Activity 1

U2 (Achtung Baby)

One

Part One - Vocabulary

With your group, write one sentence for each of the following words and idioms:

blame (verb)
crawl (verb)
leper (noun)
drag (verb)
temple (noun)
to leave a bad taste in one's mouth

Part Two - Discussion

Discuss these questions with your group:

What do you know about U2?
Where are they from?
Are they popular in your country?
What U2 songs do you know?
What is the significance of the name U2?

What are the most common feelings people have at the end of a relationship?
What are some ways that people deal with these feelings?

Part Three - Listening

Close your eyes and listen to the song without writing anything. As you listen, think about this question: Is this a love song? After you've listened, compare your answer to this question with your group.

Now, listen again. This time fill in one word per space.



- Is it _____
- Or _____ the same
- _____ easier on you
- Now you got someone to blame
- You say
- One love
- One life
- When it's one need
- _____
- It's one love
- We get to share it
- It leaves you baby
- If you don't care for it
- Did I _____?
- Or leave a bad taste in _____?
- You act like you never had _____
- And you want me to go without
- Well it's too late
- Tonight
- To drag _____
- Into the light
- _____
- But we're not the same
- _____ each other
- Carry each other
- One
- Have you come here for _____
- _____ raise the dead
- _____ to play Jesus
- To the lepers in your head
- Did I ask _____
- More than a lot
- You gave me _____
- _____
- We're one
- But we're not the same
- We hurt _____

- Then we do it again
- You say
- _____ a temple
- Love a higher law
- Love is a temple
- Love the higher law
- You _____ enter
- But then you _____ crawl
- And I can't be holding on
- To what you got
- When all you got is _____
- One _____
- One _____
- One _____
- You got to do what you should
- One life
- With _____
- Sisters
- Brothers
- One life
- But we're _____
- We get to carry each other
- Carry each other
-
- One
-
- One.

Compare your answers with your group. Ask your teacher to play the song again if you can't agree on certain lines.

Part Four - Discussion

With your group, discuss the following:

What do you know about U2? Where are they from? Are they popular in your country? What U2 songs do you know?

What is the significance of the name U2?

What are the most common feelings people have at the end of a relationship? What are some ways that people deal with these feelings?

What is this song about?

Is this a love song? If you say yes, support your answer with specific lyrics from the song.

What type of relationship have these two people had? Have they broken up yet?

What do you think is going to happen to the two people in this song?

Why this song is called ~~One~~?

12-Мавзй: Testing 3

TEST 3 (Units 5 - 6)

NAME: DATE:

CLASS: MARK: x 4 = : 10 =

(Time: 50 minutes)



VOCABULARY

A. Choose the correct item.

Dear Debbie,

I received your letter asking for advice on how to **e.g.** ...**B**... your diet and keep fit.

First of all, you have to be determined and patient because you can't really expect to see the **1)** immediately. However, it's really worth the effort, as changing your lifestyle will have significant results in the way you **2)** with the pressures of modern life. You have to find more time for yourself or else you'll end up trapped in this couch **3)** lifestyle.

I understand that it is easier said than done, but you must try to include regular exercise in your daily routines, not only as a way of **4)** your weight, but also as a form of protection against heart attacks in later life; **5)** alone the emotional benefits. Exercising does wonders for your mood and, if you exercise properly, there will be no **6)** effects whatsoever.

Another important step is to prepare your own meals rather than **7)** whatever is available, which is usually junk food. Home-cooked meals are not only more satisfying, but also higher in **8)** nutrients and lower in calories than fast food.

Finally, avoid extremes. A chocolate **9)** every now and then won't do you any harm. The key to success is adopting a(n) **10)** diet and sticking to it.

I hope my advice will be helpful. Let me know how everything goes.

Love,

Judy

e.g. A increase

1 A help

2 A take

3 A potato

4 A losing

5 A come

6 A side

7 A snatch

8 A health

9 A pinch

10 A vast

B improve

B uses

B lack

B food

B controlling

B leave

B soul

B grab

B substance

B pint

B eating

C decrease

C goods

C deal

C era

C signifying

C mention

C gain

C bite

C vital

C slice

C body

D restrict

D benefits

D pick

D person

D moving

D let

D risk

D take

D eating

D bar

D balanced

(Marks: $\frac{\quad}{10 \times 1}$)

B. Fill in the gaps with the words from the box below. There is one extra word.

<i>helping</i>	<i>pinch</i>	<i>recipe</i>	<i>loaf</i>	<i>clove</i>	<i>desert</i>
----------------	--------------	---------------	-------------	--------------	---------------

- A: I made this dish from a **e.g. recipe** given to me by my grandfather, who was an excellent cook. Try some and I'm sure you'll want a second **11)** afterwards!
- B: Mmm! It's delicious. How do you make it?
- A: Well, you need two large tomatoes, a **12)** of garlic, a bit of oil and just a **13)** of salt for the sauce.
- B: Is that all? This dip is so tasty I could eat whole **14)** of bread with it!

(Marks: $\frac{\quad}{2}$)
4x0.5

C. Replace the words in bold with a synonym. Choose from the words in the box below.

<i>souls</i>	<i>carved</i>	<i>regional</i>	<i>sculpture</i>	<i>carried away</i>
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When I was a child, I used to love my dad's stories about Africa. He had worked there for many years before I was born. I'd sit next to him and ask him to tell me about the tribes and their mysterious celebrations honouring the **e.g. spirits** of the dead again and again. He'd tell me about the beautifully coloured masks they **15) shaped out of wood** and my mind would travel to those amazing places. He and I never got bored of talking about different **16) local** traditions, languages, dances and festivals. In fact, we sometimes got so **17) excited** that we would go on talking for hours, until my mum and my brother got rather tired of listening to us! Needless to say, my most prized possession is a small wooden **18) carving** Dad gave me when I turned eighteen.

souls
.....
.....
.....
.....

(Marks: $\frac{\quad}{2}$)
4x0.5

D. Circle the correct item.

- e.g.** The carnival takes place **part** in a huge stadium.
- 19** A huge crowd **gathered/collected** in the central square on New Year's Eve.
- 20** Shall we go and watch the carnival **process/procession**?
- 21** The local people were dressed in their traditional **suits/costumes**.
- 22** The festival is free; you don't have to pay an **entry/entrance** fee.
- 23** This song **reminds/remembers** me of the first time I went to Madrid.
- 24** Are you sure he'll be able to carry the task **on/through** to the end?

(Marks: $\frac{\quad}{3}$)
6x0.5

GRAMMAR

E. Choose the correct item.

- e.g.** Who ...**B...** the company taken over by when he retired?
- A** is **B** was **C** has **D** will
- 25** Let's go out for a walk, we?
- A** won't **B** don't **C** shall **D** do
- 26** The residents were made their homes by the authorities.
- A** leave **B** leaving **C** left **D** to leave
- 27** We've got cartons of milk in the fridge. You don't need to buy any.
- A** several **B** plenty **C** hardly any **D** much

- 28 I'd rather you with me to the party tonight. I don't fancy going alone.
 A came B would come C had come D come
- 29 Luggage to be collected in the luggage reclaim area.
 A are B is C have D must
- 30 She missed her flight in the end, she?
 A hasn't B won't C wasn't D didn't
- 31 It is claimed that Danny the truth all along.
 A to tell B was telling C to have told D is telling
- 32 Her wedding dress was designed a famous fashion designer.
 A at B with C by D from
- 33 Janice had clue whatsoever as to who had phoned Eli.
 A some B none C no D any
- 34 I don't know how he ever got Joe to this.
 A agree B to agree C agreeing D have agreed

(Marks: $\frac{\quad}{5}$)
 10x0.5

F. Complete each sentence with two to five words, including the words in bold.

- e.g. Did Jerry write this funny story?
written Was **this funny story written by** Jerry?
- 35 I'd prefer to go to Spain rather than go to Italy.
rather I'd go to Italy.
- 36 The smell of bitter coffee filled the air.
was The air of bitter coffee.
- 37 They believe she was involved in the scandal.
is It involved in the scandal.
- 38 The weather was so bad that we didn't go out for a week.
such It was we didn't go out for a week.
- 39 They expect he will win a gold medal.
expected He a gold medal.
- 40 She earns lots of money; she can travel wherever she wants.
so She earns she can travel wherever she wants.
- 41 He paid someone to alter his suit for the wedding.
had He for the wedding.

(Marks: $\frac{\quad}{7}$)
 7x1

G. Write the unnecessary words on the lines provided, or put a tick (✓) if the sentence is correct.

- e.g. Wouldn't you rather to be left alone now? **to**

 42 I'd rather have stayed in last night, so as I was tired.
 43 Many preparations are been involved in a Chinese wedding.
 44 Louisa gave me a very helpful advice, for which I'm grateful.
 45 Sprinkle plenty of some cheese on my pasta, please.
 46 It was such important information that everyone was surprised.
 47 Doug is in the hospital with a broken leg.

(Marks: $\frac{\quad}{3}$)
 6x0.5

H. Fill in the gaps with the correct word derived from the words in bold.

I smiled **e.g. happily** as my best friend, Lin, handed me a beautifully wrapped present and wished me a happy birthday. "Thank you, Lin!" I exclaimed. "What is it?" I asked in **48)** as I pulled at the colourful paper.

"Well, open it and see," laughed Lin **49)** I couldn't believe my eyes when I saw what she had bought me. It was a copy of 'Festivals of the World', a wonderful new book. I'm really interested in festivals and **50)** celebrations, especially ones in exotic and far-away places. I love, reading about **51)** festivals and finding out about less well-known celebrations, too. This book was the perfect present for me.

HAPPY

ANTICIPATE

CHEERFUL

TRADITION

FAME

(Marks: $\frac{\quad}{2}$
4x0.5)

READING

I. Read the article about Holi. For questions 52-57, choose the correct answer: A, B, C or D.

Many people know about the Hindu festival Diwali, as it is probably the most famous one, but have you ever heard of Holi? This is a spring celebration, connected with the moon and — in Western India only — with the wheat harvest. It is celebrated on the day of the full moon, either in February or March.

As with most Indian festivals, there are regional custom variations throughout India. Where my family and I live, we always build a bonfire. We sort out all the objects associated with what is not wanted from the previous year so that they can be thrown onto the fire. You see our New Year begins immediately after Holi. We also prepare coloured water and powders to throw at each other on the day. For this reason, it is advisable not to wear your best clothes for Holi! It is a very funny thing to see, but so is the day itself; it is dedicated to the god Krishna and it is characterised by laughter and jollity. That's why people throw coloured water and powders in all colours of the rainbow at each other. The streets look as if there was an explosion in a paint factory!

Of course, despite its joyful character, the day has a more serious side too. The burning of objects in the bonfire symbolises getting yourself clean and ready for the New Year. That's why people pay or forgive debts, become friends and forgive each other and generally try to forget and leave behind any fights or anything negative from the old year. Holi is a festival which ends the year on a happy note and begins the New Year on a fresh, hopeful one. It makes us all feel better for having celebrated it.

52 According to the writer, Holi is

- A** not a Hindu Festival.
- B** the most famous Hindu Festival.
- C** very similar to Diwali.
- D** less famous than Diwali.

53 Holi is usually celebrated

- A** whenever there is a full moon.
- B** in February or March.
- C** at the same time as Diwali.
- D** in Western India.

54 Holi

- A** is celebrated in different ways around India.
- B** is only celebrated where the writer lives.
- C** is not at all similar to other Indian Festivals.
- D** is not very popular in the area where the writer lives.

55 Coloured water

- A** is thrown onto the bonfire by people.
- B** is used to colour people's clothes.
- C** is thrown by people at each other.
- D** explodes from paint factories.

- 56 Holi is described as
- A a festival which is fun but has a serious aspect too.
 - B a typical New Year's Day Festival.
 - C a very serious occasion.
 - D a really funny celebration without any particular meaning.

- 57 People burn objects in the bonfire
- A so that they can have good luck in the new year.
 - B to celebrate god Krishna.
 - C only for fun.
 - D as a symbol of leaving all bad things behind.

(Marks: $\frac{\quad}{6 \times 1}$)

WRITING

- J. A cookery magazine is running a competition to find the best recipe. Write your recipe, explaining how to make your favourite dish, using the plan below and your own ideas. Write 120-180 words.

- Name of dish
- Ingredients
- Preparation in chronological order

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(Marks: $\frac{\quad}{10}$)

13-Мавзы: People and jobs

- people's physical appearance & character
- jobs
- qualities needed for certain professions
- clothes

Look at the pictures. Do you recognize these landmarks? Where are they?

Which of these places would you choose to go to on holiday? Why?

What could you see and do in each place! Name one of the most well-known landmarks of your country/city.

Read the following, then listen to the tape and match the numbers with the letters.

You are going to read a magazine article about London. For questions 1 - 7, choose the answer (A, B, C or D) which you think fits best according to the text.

Unit 1 People & Jobs

Vocabulary Practice

1 Look at the words in bold on page 7 and try to explain them.

2 Fill in the correct word(s) from the list below:

get my foot in the door	confidence	socialise
notice	professional	mature
face	support	courage
masculine		



- Doctors don't have much time to as they work very long hours. (**mix with people**)
- The experienced chess player easily beat the who was still learning the rules of the game. (**beginner**)
- After months of training the young fire-fighter was ready to a real fire. (**deal with**)
- There aren't many female boxers as it is a very sport. (**male**)
- The contacts I had helped me when I was looking for a job. (**get started**)

- My parents were a great to me when I lost my job. (**help**)
- My tennis coach is a; he has been playing in international matches for years. (**paid expert**)
- Working as a chef for five years gave Brian the to open his own restaurant. (**sense of self-worth**)
- Fire-fighters need a lot of as their work is often very dangerous. (**bravery**)
- The manager didn't hire the young man, as he didn't think he was enough to deal with the stresses of the job. (**emotionally developed**)

3 Fill in the correct word(s) from the list below. Use the words only once.

a champion's	to wear	to win
to prove	limit	tough
to damage	to give	popular
to take	on equal terms	casually

- world
- sb the chance to
- the legal right
- your confidence
- there is no to
- with crowds
- elegant
- a test
- to fight with
- my hair loose
- himself
- to have mentality

4 Fill in the correct word.

profession, job, career, occupation

- Her as a dancer came to an end when she broke her leg.
- My father has been unable to find a for the past two years.
- You must write your name, age and on the application form.
- John is a doctor by and has his own practice in London.

5 Fill in the correct particle.

- She gave eating fatty foods when she went on a diet. (**stopped**)
- Spies gave top secret information during the war. (**revealed**)
- Although it looked as though Steve was winning the match, Monica refused to give (**surrender**)
- The charity gave food to the poor and needy. (**gave freely**)
- For such a small electric fire, it gives a lot of heat. (**emits**)
- Their food supplies gave before they reached the summit of the mountain. (**came to an end**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to be serious sth; 2) to be popular sb; 3) to decide sth; 4) to warn sb sb; 5) to be worried sb/sth; 6) to think sb/sth; 7) to live sb; 8) to arrive a city; 9) to arrive the office; 10) a limit sth; 11) to be pleased sb/sth; 12) to succeed sth; 13) to prefer sth sth else; 14) to socialise people

Talking Points

- Read the text about Cristina Sanchez again and make notes under the following headings. Then, talk about her career.
 - training
 - problems she faced
 - fitness routine
 - dangers
 - qualities needed
- Can you think of any other dangerous occupations?

Unit 1 People & Jobs

- 5** A business executive, a fire-fighter and a nurse are talking about the qualities they need to have to be good at their jobs, and the advantages and disadvantages of their jobs. Listen to the dialogues and fill in the missing information.

Qualities	Advantages	Disadvantages
 <i>persuasive</i>	<i>people respect me</i>	<i>travelling a lot, not much free time</i>
 <i>courageous, calm,</i>	<i>save lives,</i>	<i>not well paid</i>
 <i>sympathetic, caring</i>	<i>because you help people</i>	<i>upsetting</i>



6 What are the qualities, the advantages and disadvantages of being a) a pilot, b) a miner and c) a fashion model? Discuss with your partner, then write a short paragraph.

- 7** Underline the correct item.

- My father gets a wage/salary of £15,000 a year.
- The perks/bonuses of this job include a company car and a mobile phone.
- Please bring a copy of your CV/application form when you come for your interview.
- If you want to appoint/apply for the job you should write to the company.
- I was made fired/redundant when the company closed down.
- He left his post/vacancy at the company when he was invited to work for another firm.
- She is a(n) experienced/trained lawyer; she has worked for several law firms since she left university.
- I am a full-time/part-time teacher — I only work twelve hours a week.

- 8** What questions do you think an interviewer and an applicant could ask at a job interview? Now listen to the dialogue and write down two of the interviewer's and two of the applicant's questions.



- 9** Working in pairs, act out a job interview using expressions from the box below. Start as in the example.

What is/are ... I'd very much appreciate ... Could you tell me ... Would you be able to ... Would you mind ... etc.

e.g. A: Hello, Miss Jones. Thanks for coming. Please, sit down.
B: Thank you, sir.
A: Firstly, where did you see the advert for this post? ... etc.

- 10** List the words below which describe people's physical appearance under the following headings. Can you think of any other words which can be used under each heading?

HEIGHT	BUILD	AGE	COMPLEXION
FACE	HAIR	EYES	NOSE
LIPS	SPECIAL FEATURES		

straight, almond-shaped, square, wavy, well-built, dimples, middle-aged, scar, curly, muscular, mole, round, crooked, limp, slanting, teenage, full, tanned, spots, blond, shoulder-length, permed, tattoo, freckled, pale, high cheekbones, skinny, wrinkled, hooked, of medium height, curved

- 11** Listen to the radio announcement and fill in the table below. Using the notes, describe each suspect; then, write each suspect's description.

	SUSPECT 1	SUSPECT 2
Height	<i>short</i>	<i>tall</i>
Build	<i>quite muscular</i>	<i>skinny</i>
Age	.....	.....
Complexion	<i>tanned</i>	.....
Face	.....	<i>square</i>
Hair	<i>thick,, grey</i>	<i>short,</i>
Eyes	.....	<i>slanting</i>
Nose	<i>crooked</i>	<i>curved</i>
Lips	<i>thin</i>	.....
Special features	<i>walks with a limp</i>	.....

Unit 2 Places to Visit



Lead-in

- Look at the pictures. Do you recognize these landmarks? Where are they?
- Which of these places would you choose to go to on holiday? Why?
- What could you see and do in each place?
- Name one of the most well-known landmarks of your country/city.

Read the following, then listen to the tape and match the numbers with the letters

- | | |
|-----------------------------------|--|
| 1 old warehouses | a is the financial district |
| 2 The City | the capital |
| 3 Many London pubs | b is a perfect example of new English cuisine |
| 4 Marco Pierre White's restaurant | c have been transformed into galleries, shops and clubs |
| 5 King's Road | d has become a meeting place for all kinds of people |
| 6 Soho | e have been restored to their original Victorian beauty |
| | f offers a variety of chainstore clothing and unique boutiques |

Reading

You are going to read a magazine article about London. For questions 1 - 7, choose the answer (A, B, C or D) which you think fits best according to the text.

The Spirit of London

London often gives the impression of being more comfortable in its past than its present. From the world-famous **landmarks** of Paul's Cathedral, Buckingham Palace and the Tower of London, the **traditional** and well-loved **double-decker** buses, the theatres and the many grand hotels, England's capital offers tourists a journey through centuries of history. This journey is even truer now that the **building works**, which covered many historic sites, have been **taken down**. Newly cleaned and restored buildings are revealed, and the city looks as if it has been **revitalised**.

The city has also rediscovered its river. The area between the South Bank Arts Centre, which includes the National Theatre, and Tower Bridge, has been brought back to life and the city has found new heart along the forgotten **riverside**. As you walk **eastwards** along the river from Westminster, you will discover that old warehouses have been transformed into galleries, shops and clubs. Across the river from London Bridge is 'The City of London', the financial district of the capital. The City has its own historic **delights** such as the 15th century Guildhall and churches **designed** by Sir Christopher Wren. The best way to explore the City is on foot. For instance, you can "**walk through the ages**", starting from Fournier Street and ending at the modern Lloyd's building on Lime Street. However, in London you are never far away from the past; the **old-fashioned** red telephone boxes are becoming popular again and many London pubs — where a visitor might ask for a pint of bitter — have been restored to their original Victorian beauty. But the capital is not a historical **theme park**. It is a lively and exciting metropolis which is well-known for its popular culture, music, clubs, street fashion, and visual arts. Today, many of its wide variety of restaurants claim to be as good as in any other European capitals. For example, Marco Pierre White's highly recommended restaurant at the Hyde Park Hotel is a perfect example of new English cuisine — unusual, sophisticated and extremely expensive. When it comes to shopping, Covent Garden and King's Road in Chelsea offer a **mixture** of reasonably priced **chainstore** shopping and **unique** boutiques selling everything from rave gear to skateboards. Shoppers with full wallets and more sophisticated tastes should head for Knightsbridge, where Harrods and Harvey Nichols compete to be the most exclusive department store in London.

Much of London's energy and originality is now centred in Soho, the city's liveliest and most **bohemian** area, **squeezed** in between the department stores of Oxford Street and the bookshops of Strand Cross Road. Soho, once considered one of the dirtiest and most dangerous parts of London, was cleaned up in the early 1930's. Today, with its gurgling cappuccino machines and pavement cafés, it has become a meeting place for all kinds of people from all over the world, whatever the hour of day or night. So, even if you are new to the city, you don't have to try hard in order to experience the real London. Despite its heavy traffic and **fast** underground railway, it is still one of the world's greatest and most **cosmopolitan** cities.

Unit 2 Places to Visit

1 According to the first paragraph, what is the most outstanding characteristic of London?

- A the number of hotels
- B the number of historic sites
- C the number of landmarks
- D the number of theatres

2 What has recently happened alongside the river?

- A The area has been redeveloped.
- B A new bridge has been built.
- C New warehouses have been built.
- D Old warehouses have been torn down.

3 The City of London

- A was built by Sir Christopher Wren.
- B is mainly made up of churches.
- C is a museum of architecture.
- D contains different styles of architecture.

4 The new English cuisine is

- A well represented by White's restaurant.
- B only available at the Hyde Park Hotel.
- C available in all London restaurants.
- D not worth the price the diner is expected to pay.

5 What does the writer think of London's shopping facilities?

- A They are too expensive for most people.
- B They provide for a variety of tastes.
- C They are all quite reasonably priced.
- D They don't have enough customers.

6 Before the 1980's, Soho was

- A neat and tidy.
- B popular among foreigners.
- C very crowded.
- D unsafe and unclean.

7 What does "it" in line 46 refer to?

- A Soho
- B London
- C Oxford Street
- D shopping in London



Vocabulary Practice

- 1 Look at the words in bold on page 19 and try to explain them.

- 2 Fill in the correct word(s) from the list below:

explore	revealed	sophisticated
head for	metropolis	gear
experience	claims to be	lively
transform	exclusive	restore

- They have finally decided to that old building into a museum. (**change**)
- The children couldn't wait to the woods behind the hotel. (**look around**)
- Over ten million people live in the of Buenos Aires. (**large capital city**)
- That man the best tour guide in the city. (**says he is**)
- Susan would love to be able to afford expensive clothes. (**modern and elegant**)
- As it was a hot sunny day we decided to the beach. (**go to**)
- That club is very only rich people can afford to go there. (**restricted to certain people**)
- Without the correct it isn't safe to go rock climbing. (**clothes and equipment**)
- The work of the archaeologist the remains of the lost city. (**exposed**)
- In order to real excitement, try the "Super Shaker" rollercoaster! (**become familiar with**)
- They are planning to the old church. (**repair**)
- London has many pubs and clubs. (**interesting, exciting**)

- 3 Fill in the correct word(s) from the list below. Use the words only once.

sophisticated	meeting	gurgling	grand
to give	historic	visual	reasonably
pavement	cosmopolitan	highly	to bring
department	a pint	heavy	full

- the impression of
- sb/sth back to life
- hotels
- stores
- a place
- of bitter
- ... cappuccino machines
- arts
- recommended
- sites
- traffic
- priced
- wallets
- tastes
- cafés
- cities

- 4 Underline the correct item.

- On the way to Greece, we (**stopped, broke, interrupted, paused**) in Hungary for three days.
- They went on a two-day (**journey, trip, voyage, tour**) to Majorca.
- The pyramids are of great (**antique, ancient, old, historical**) importance to archaeologists.
- This morning I received a holiday (**leaflet, prospectus, handout, brochure**) from the travel agent's.
- We dived off our yacht and swam to the (**coast, bank, shore, seaside**).
- The tourists bought tickets for a(n) (**excursion, expedition, sightseeing, travel**) around the town.

- 5 Fill in the correct particle(s).

- They **took** the old painting and put up a new portrait. (**removed**)
- I **was taken** by his rude reply. (**surprised**)
- Don't **be taken** by his friendly manner; Dave's not as nice as he appears. (**deceived**)
- Fasten your seat-belts before the plane **takes** (**leaves the ground**)
- The boss asked Mr Smith to **take** the running of the office while he was away. (**take control of**)
- He **took** judo to get some exercise. (**began a hobby, activity, etc.**)
- The children **took** their new teacher the moment they saw her. (**liked**)

- 6 Fill in the correct preposition(s), then choose any five items and make sentences.

- 1) to be transformed sth; 2) to go foot; 3) to be far sth; 4) to ask sth (enquire); 5) to ask sth (request); 6) to be well-known sth; 7) to have a variety sth; 8) to be an example sth; 9) to worry sb/sth; 10) to boast sth; 11) to travel plane (but: to be a plane); 12) to travel taxi (but: to be a taxi); 13) to be a bike; 14) to provide sth

Talking Points

- Read the text again and make notes about the changes which have been made to the following places in London, then talk about them.
 - HISTORIC SITES
 - ALONG THE RIVER
 - THE PUBS
 - SOHO
- Is London similar to or different from your capital city?
- What could a tourist see in your capital city?

Language Development

- 1 Match the types of dwellings with the correct pictures. Where do you think each type of dwelling can be found? Which one would you like to live in? Which is the most economical and which is the most expensive to keep? Justify your opinion.

skyscraper ☐ block of flats ☐ semi-detached house ☐
cottage ☐ mansion ☐ detached house ☐



- g. Skyscrapers are found in large cities. They are rather expensive to maintain because they are usually high-class, luxurious buildings.

- 2 James is telling his friend Ann what his town used to be like and what it is like now. Listen to the tape and fill in the tables below.



Then

hardly any traffic
lovely green
little cafés and
seafront: old empty cottages



Now

busy
huge stores
..... restaurants, gift shops
nice

- 3 You have seen a picture of what your town looked like fifty years ago. Tell your partner what it used to be like and what it is like now, then write a paragraph.

e.g. *There used to be few cars in the streets but now, the streets are very busy.*

- 4 Read the text, list the things which have changed, then talk about them.



"One year after the flood which damaged many old buildings in Caerwen, our historic town has a completely new face. Many of the important old buildings, such as the castle and the town hall, have been repaired and are now more beautiful than ever, but the 18th-century school, which was very badly damaged, had to be pulled down. In its place there is a lovely new park with fabulous gardens. The old mill has also been replaced by a sports and leisure centre, and the entire riverfront has been turned into a place for peaceful walks by the water. A new car park has been built for the convenience of visitors, and a modern shopping centre is being planned to fulfil all shopping needs. But don't take our word for it — come and see Caerwen, a historic town with a new face, for yourself."

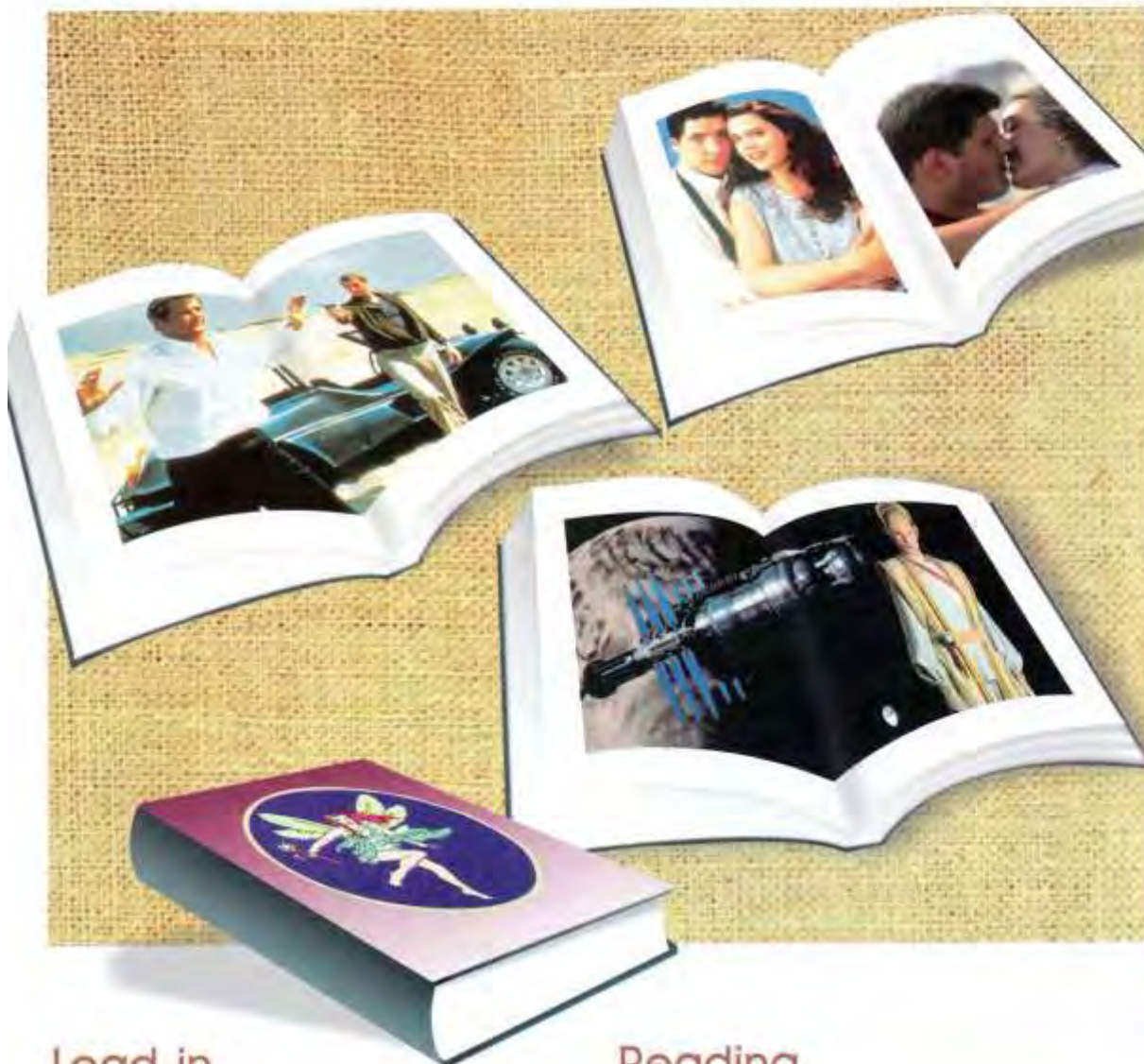
- 5 You are going to hear two speakers talking about two different places. Listen to the tape and fill in the missing information.

	Speaker 1	Speaker 2
name	Edinburgh	.....
location	.....	Japan
reason they visited the place	holiday	.....
sights/things to see	Edinburgh tiny chapel of St. Margaret, museums, Scottish National Zoological	Imperial shopping district, lovely
feelings/thoughts	.....	.....

Now look at the table and describe the places.



Unit 3 Stories



Lead-in

- Look at the pictures and guess what type of book each one is. Suggest titles for each one.
- What feelings can these types of stories create?
- What is your favourite type of story? Why?

☛ Listen to the following story up to line 25 (... if I could find our bench) and predict the end. Then listen to the rest of the story to see if your guess was correct. Finally, suggest a title for the story.



Reading

You are going to read a story about a married couple. Seven paragraphs have been removed from the story. Choose from paragraphs A - H the one which fits each gap (1-6). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

Language Development

Unit 3 Stories

- 1 Match the types of stories with the titles. Then listen to the story extracts and match them with the titles (1 - 8).

science fiction	1 Naughty Nigel	<input type="checkbox"/>
romance	2 The Battle of the Galaxies	<input type="checkbox"/>
action/adventure	3 Who Shot Henry Jennings?	<input type="checkbox"/>
drama	4 Run for your Life	<input type="checkbox"/>
comedy	5 Don't Break my Heart	<input type="checkbox"/>
horror	6 The Creature from the Deep	<input type="checkbox"/>
fairy tale	7 Family Crisis	<input type="checkbox"/>
murder/mystery	8 Wendy the Friendly Witch	<input type="checkbox"/>

- 2 Titles can be tricky. Read the following titles and try to guess what type of story each suggests. Then read the blurbs, match them with the titles and identify the type of story. How correct were your guesses?

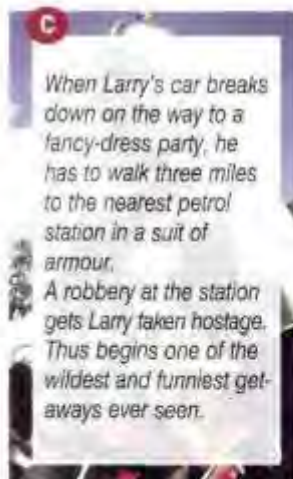
A Knight in Shining Armour That Handsome Man Escaped Prisoners



When two prisoners from the Windson-Green prison escaped, they never thought they would be caught by people from another planet! Can the two convicts escape again, this time back to earth? What do the people of Trixom want with them? The answers may lie in their new friend, Lexor.



Before they knew Clark Fossil's name, the women of Chesapeake Bay called him "That Handsome Man". Then a dead body is found floating in the bay. Can a man that handsome be a murderer? Some of the women of Chesapeake Bay will do anything not to find out the truth.



When Larry's car breaks down on the way to a fancy-dress party, he has to walk three miles to the nearest petrol station in a suit of armour.

A robbery at the station gets Larry taken hostage. Thus begins one of the wildest and funniest get-aways ever seen.

- 3 Now look at the pictures on page 30 and write possible titles and a possible plot line for any two of them.

- 4 Here are some reasons why stories can be entertaining, boring etc. Match these reasons with the adjectives which can be used to describe stories as in the example:

scary characters, tragic end, too much violence, funny incidents, predictable characters, clever plot, story too long, thrilling plot, original ideas, unhappy situations, lots of action, repetition, realistic

entertaining funny incidents,

boring

shocking

frightening

sad

exciting

interesting

- 5 Imagine you have read the stories in Exercises 1 and 2. In pairs, talk about them as in the example, using ideas from Exercise 4.

- A: I've just finished reading **That Handsome Man**.
B: Well, what did you think of it?
A: Actually, I thought it was very interesting.
B: Why?
A: Well, it had a very clever plot and some original ideas. The characters were very realistic.



16-MaB3y: Testing 4.

TEST 4 (Units 7 - 8)

NAME: DATE:

CLASS: MARK: x 4 = : 10 =

(Time: 50 minutes)



VOCABULARY

A. Choose the correct item.

e.g. I read an article about "burglar-...D..." houses.

- A friendship B friendliness C friend D friendly
- 1 It was reported that the forest was purposely set on fire by
A shoplifters B vandals C arsonists D thieves
- 2 Jenny accepted immediately. She couldn't the opportunity of a lifetime.
A lose B have C miss D regret
- 3 He was sent to prison for his boss; she was paying him not to reveal her secret.
A stealing B pickpocketing C joyriding D blackmailing
- 4 Arsenal fans hope that their team will for the finals.
A indicate B supervise C cope D qualify
- 5 He has never tried as he doesn't fancy the idea of travelling quickly down a river.
A snorkelling B hang-gliding C rafting D diving
- 6 Don't leave the balcony door open. It's a(n) invitation to burglars.
A open B plain C sensible D simple
- 7 It's really difficult to tell who's going to the game; they're both excellent players.
A beat B win C defeat D get
- 8 Three armed men the National Bank yesterday morning.
A robbed B stole C burgled D broke

(Marks: $\frac{8 \times 0.5}{4}$)

B. Choose from the words in the box below to complete the text.

forecast search took keen mind caught unspoilt crashing normally

Jenny was absolutely thrilled during the journey. She didn't even e.g. **mind** travelling in an old van for three hours – something which she would **9)** have found really tiring. The weather **10)** was very good too and she couldn't wait to see the place her friend had told her so much about. She was expecting a(n) **11)** paradise; the place she'd always dreamt about. Jenny is a **12)** nature lover so she's constantly in **13)** of places unaffected by human development. To her amazement, when they reached their destination, she realised that it was far better than she had imagined. She **14)** a good look around and she could hardly believe her eyes. The first thing that **15)** her eye was the huge waves. She stood there for a while just breathing fresh air looking at the deep blue sea and the waves **16)** onto the beach.

(Marks: $\frac{8 \times 1}{8}$)

C. Circle the correct item.

'KEY WITNESS' is a gripping new film directed by Simon Steelberg. Paul Briggs plays a courageous and honest e.g. defence lawyer/policeman who tries to prove that his client, Marie Lyness, is innocent. But suddenly, he disappears mysteriously and the **17) judge/court reporter** has to postpone the trial for a few days. Meanwhile, the **18) accused/prosecutor** starts behaving in a very strange way. Although there is little **19) evidence/sentence** either way, he is determined to prove Marie guilty. Then, all of a sudden, a **20) professional/witness** appears who claims he saw the crime being committed. Of course, no one **21) suspects/ convicts** that he is actually the one who committed it! Will the **22) jury/junior defence lawyer** believe his story? And what will happen when Paul Briggs returns? You must watch this film; you'll be guaranteed a few surprises.

(Marks: $\frac{\quad}{3}$
6x0.5)

D. Fill in the gaps with the correct particle(s).

e.g. She has finally grown **out of** her fear of flying.

23 Did you know that Angie and Peter broke?

24 Someone broke my grandmother's flat but fortunately she wasn't in.

25 I'm tired of your complaining everything!

26 My friend Ann lives in Colorado but she grew in New York.

(Marks: $\frac{\quad}{2}$
4x0.5)

GRAMMAR

E. Complete each sentence with two to five words, including the words in bold.

e.g. The problem was difficult for me to deal with.
difficulty I **had difficulty (in) dealing with** the problem.

27 Mum made me promise I wouldn't be late.
was I I wouldn't be late.

28 Can you give me a hand with the luggage?
mind Would a hand with the luggage?

29 I'm sure the pilot was a very brave man.
been The pilot a very brave man.

30 I'm sure he's not aware of the harm he has done.
be He of the harm he has done.

31 You took more clothes with you than you needed.
taken You so many clothes with you.

32 This looks really serious; why haven't you seen a doctor yet?

should You by now.

33 There's no need to apologise; after all it's my fault.

have You; after all it's my fault.

34 Eve didn't have trouble fixing the car herself.

difficult Eve didn't the car herself.

35 Why didn't you give me a ring to say you'd be late?

have You a ring to say you'd be late.

(Marks: $\frac{\quad}{9}$
9x1)

F. Write the unnecessary word on the lines provided, otherwise put a tick (✓).

- e.g. Do you remember to having seen her earlier? to
- 36 Jill doesn't enjoy playing handball and nor do I not.
- 37 It's no use to crying over such a small thing.
- 38 Elaine ought to have been informed earlier about this.
- 39 Anna needn't come to the party if she's not feel well.
- 40 David admitted having lied to his father.
- 41 Why don't we stop to being get some rest and continue later?

(Marks: $\frac{\quad}{3}$
6x0.5)

G. Fill in the gaps with the correct word derived from the words in bold.

- e.g. Bank **robberies** have increased alarmingly.
- 42 The whole race was a of courage and skill.
- 43 We would like to apologise for any caused by the delay.
- 44 The old lady was able to identify the who had attacked her the previous day.
- 45 A lot of people were glad to see that the Paralympics have gained in over the past few years.

ROB
DEMONSTRATE
INCONVENIENT
MUG

POPULAR

(Marks: $\frac{\quad}{2}$
4x0.5)

H. Choose the correct item.

Tim will be unable e.g. ...C... in the finals as he is about 46) an operation on his knee. It's not very serious but we can't help 47) sorry for him. Tim was really looking forward 48) part in this big event. For months he spent all his time 49) so as to be in top form and his coach believed he was capable of 50) too. The good thing is that he refuses 51) up and has already started planning his preparation for the next competition.

- | | | | |
|------------------|--------------|--------------|-----------------|
| e.g. A play | B playing | C to play | D to playing |
| 46 A to have | B having | C have | D to having |
| 47 A feel | B to feel | C feeling | D to feeling |
| 48 A take | B to taking | C taking | D to take |
| 49 A to practice | B practising | C practise | D to practising |
| 50 A winning | B win | C to winning | D to win |
| 51 A give | B giving | C to give | D to giving |

(Marks: $\frac{\quad}{3}$
6x0.5)

READING

I. Read the article about sport. Choose from the list A-F the sentence which best summarises each part (52-57).

- A A dangerous game.
- B The modern world of sport.
- C In the beginning.
- D Sports become organised.
- E A variety of sports.
- F Sports in ancient times.

The History of Sport

52

Can you imagine a world without sports? Today, there are many different sports to watch or to take part in, from quiet, gentle sports like snooker to thrilling, extreme sports like bungee jumping. There are sports to suit all kinds of people. But how did sports begin?

53

We can not be sure exactly when people began to play sports. We know that children throughout history have always used sports to play together and have fun, but we don't know when adults started to use sports as physical contests, the way they do today. Cave paintings show pictures of men hunting, but whether this was for sport or for survival is not certain.

54

In ancient Egypt, Rome and Greece, sports were definitely popular. The ancient Egyptians enjoyed hunting and archery, and the ancient Romans loved to watch chariot races, boxing, wrestling and, of course, gladiatorial combats in which men fought against men or animals. However, it was the ancient Greeks who first took part in athletic contests. The most famous sporting event in the world, the Olympic Games, began in Greece in 776 B.C.

55

Medieval sports were not as organised as events in ancient times. At fairs or festivals, men would lift heavy

stones and women would run races, but the most popular sport of the time was 'folk football', a game which involved a lot of violence and very few rules, and which often caused serious injuries to its players. Among the middle and upper classes, archery contests and tournaments (in which two knights on horseback practised the art of war) were the preferred sporting events.

56

From the late 17th century, sports became more organised and started to resemble the games we play today. During the 18th and 19th centuries, national organisations were formed which made sure that rules were followed and arranged regular competitions. Modern sport became popular all over the world and national games such as tennis (French) and football (English), became international sports.

57

Thanks to the media, sport in the 21st century is as much a popularity contest as an athletic contest. Certain sports teams are supported by fans all over the world, and individual athletes are seen as celebrities. Sports have changed a lot over the years, but they still provide entertainment for many people.

(Marks: $\frac{\quad}{6}$)
6x1

WRITING

J. You have decided to go on an organised day trip to see a play in London. Your friend Chris wants to come, but needs more information. Using the notes below, write a letter to your friend, giving all relevant details in the appropriate style. Write 120-180 words. Do not include addresses.

Day Trip to London

- meet 6 am railway station
- need £30 for train ticket and £10 for theatre ticket
 - back home 11 pm
- phone Mr Copley by Thursday to book a place (01204 697361)

(Marks: $\frac{\quad}{10}$)



Module Self-Assessment (units 4-6)

1 Choose the correct item.

- If you eat sensibly, you are not likely to weight.
A put B gain C earn D win
- When the volcano erupted, the of the explosion was such that thousands of trees fell down.
A reaction B effect C consequence D impact
- The driver in order to avoid hitting a dog in the road.
A swerved B crashed C overtook D skidded
- The of the shipwreck were picked up by the coast guard.
A injured B survivors C missing D crew
- They have a charming cottage on the south of England.
A coast B side C shore D bank
- It is important to have a special day to those who lost their lives in the wars.
A remind B support C demonstrate D honour
- She a light meal of steamed chicken and salad as she wasn't very hungry.
A asked B ordered C commanded D demanded
- I don't know what all the fuss was about – it was just a(n) in a teacup.
A flood B storm C earthquake D blaze

(8 marks)

2 Fill in the correct word from the list below.

carves, strengthened, limit, predict, consume, grabbed, permanent, intense

- It is difficult to earthquakes accurately even with the most sophisticated equipment.
- Mediterranean people a lot of olive oil, which is considered to be very healthy.
- After the inspection, the building had to be in several places in case there was an earthquake.
- According to Buddhist thought, nothing in life is
- New laws are being put into effect in order to the number of road accidents.
- The pain from his tooth was so that he couldn't sleep.
- She didn't have time to have a proper lunch so she a sandwich during her break.
- Traditionally, the head of the household the Sunday roast.

(8 marks)

3 Fill in the correct particle(s).

- The nutritionist told her to reduce her consumption of meat. The nutritionist told her to cut meat.
- The children got very excited when the clowns appeared. The children got carried when the clowns appeared.
- Despite her injury, the athlete continued the race. Despite her injury, the athlete carried the race.
- Sarah always goes to her best friend for advice. Sarah always turns her best friend for advice.
- The water supply was disconnected after the earthquake. The water supply was cut after the earthquake.

(5 marks)

4 Fill in the correct prepositions.

- The Mediterranean diet is becoming popular with people who care their health. Although it may seem to be high calories, it actually has many benefits for people who suffer heart disease and other health problems. If you want to improve your health, you shouldn't miss out this great way of eating.
- I read about a strange celebration in Spain during which people throw tomatoes each other, making a terrible mess, and compete each other to throw the most tomatoes. It reminded me the celebration in my village, the fifteenth of May, when people throw flowers and generally have a lot of fun.

(8 marks)

5 Make sentences using wishes as in the example.



e.g. I wish I had been more careful.

(6 marks)

Module Self-Assessment (units 4-6)

6 Fill in the correct word from the list.

fast, side, balanced, take, junk, the pressures to make, fast moving, heart

1) world, the 2) majority of people suffer from the 3) effects of stress. Nutritionists and doctors 4) this problem seriously. They say that we should fight 5) of modern life by maintaining a 6) diet and getting plenty of exercise. Unfortunately, a lot of people eat 7) food instead of healthy food and, 8) matters worse, they don't take the time to exercise at all. This can lead to 9) disease and other serious health problems.

(9 marks)

7 Complete the sentences using the words in bold.

- The police will fine you if you drive too fast.
be You if you drive too fast.
- They think he will run for re-election.
is It run for re-election.
- Their house was broken into last night.
had They last night.
- He didn't pass the exam because he hadn't revised.
have If he had revised, he the exam.
- She pays someone to wash her car every week.
washed She every week.
- He doesn't like cooking at home – he likes eating out.
prefers He at home.
- She is so good at driving that she passed her test on the first attempt.
such She is that she passed her test on the first attempt.
- The fridge was empty.
not There in the fridge.
- It's a pity James has decided to leave town.
wish I to leave town.
- You'd better take the car to the garage.
you If I the car to the garage.

(10 marks)

8 Fill in "a", "an" or "the" where necessary.

- She made appointment to see famous doctor who is expert on heart disease.
- Bridge of Sighs in Venice is one of most beautiful structures in world.
- If you go down High Street and turn left into Barker's Lane you'll see sign which belongs to shop I was telling you about.

(6 marks)

9 Rewrite the texts in the Passive.

- In preparation for our local Flower Festival parade, people make costumes and decorate floats with beautiful spring flowers. The bakers bake delicious cakes and biscuits, and the Festival organisers invite special guests to make things more exciting. This year we are going to invite Sally Spark, the famous TV star. We hope that the festival will be a great success.



- Someone started a fire in the local shopping centre. A man called the fire brigade, who soon put the fire out. Ambulancemen took several people to hospital. Police are investigating the matter now.

(10 marks)

10 Cross out the unnecessary words.

- She has her car be serviced every three months.
- He was been escorted to the car by guards.
- He prefers walking than to playing tennis.
- She was such very upset by the news.
- I wish I would were better at sports.
- You did remind him to phone me, didn't you not?
- We have had our taxes done by an accountant last year.
- There is not no one I trust more than Peter.
- If you visit the Rome, you will be impressed by the buildings.
- Tom was being slightly injured in the accident.
- She had her oriental carpet to repaired by experts.
- It was such a bad weather that we stayed indoors.
- Unless we will book seats, we'll miss the concert.
- She insisted on that we leave the restaurant.
- Don't you wish you had been accepted that job?

(15 marks)

Writing

11 Answer the following questions. (15 marks)

- Should the writer's feelings be included in news reports?
- How does a news report start?
- What tenses should we use to describe an annual event?
- When can we use narrative and descriptive techniques when describing an event?
- How is information given when writing instructions?
- What verb forms should we use to describe processes?
- How is a news report different from a story?

TOTAL: 100 marks

Unit 6

Eating Habits



Lead-in

- Look at the pictures. Which of these foods are healthy and which are unhealthy? Can you think of any other healthy or unhealthy kinds of food?
- What is your favourite dish?

Why?

- Have you ever tasted ethnic food (e.g. Chinese, Indian, etc.)? Did you enjoy it?
- What is junk food? Why do people eat so much junk food nowadays?

Read the following summary and guess the correct items. Then, listen to the tape and find out if your guesses were correct.

In today's world, people have less time for eating, let alone 1) **shopping/cooking**. That's why junk food is so popular. In fact, one 2) **hotel/restaurant** group has announced that its 3) **guests/staff** can order 4) **junk/fast** food through room service. Junk food is 5) **high/low** in saturated fat, which is linked with a higher risk of 6) **diabetes/cancer**. Our eating habits have changed due to lack of 7) **money/time**. Also, the amount of exercise we do has 8) **decreased/increased**. Researchers suggest that the new generation will be more likely to suffer from heart and 9) **kidney/liver** disease. But if we improve our eating habits, we will be better equipped to deal with our 10) **stressful/boring** lifestyles.

Reading

You are going to read a newspaper article about unhealthy food. Six paragraphs have been removed from the article. Choose from paragraphs A-G the one which fits each gap (1-5).

There is one extra paragraph which you do not need to use. There is an example at the beginning (0).



Junk Food

In today's fast-moving world, people have less and less time to spend eating, let alone cooking. It is probably for this reason that junk food has become so popular, and there's no doubt that it's here to stay. In fact, it seems that you simply can't get away from it. One British hotel group recently **announced** that its guests are able to order fast food through room service, a move which is seen by many as signifying a new **era** in the **couch potato** lifestyle. So what exactly is junk food?

Obviously, a diet of junk food is not the best thing for your health, particularly as it is high in **saturated fat**. In 1993, the *Journal of the National Cancer Institute* reported this type of fat to be associated with a greater risk of cancer.

The best advice, then, for those who cannot live without their hamburgers or chocolate bars, is to limit the amount of junk food they eat. A little now and then will probably do no harm. But why have our eating habits changed? "It's **lack** of time and **loss** of tradition," says one expert.

Another **alarming** thing about people's lifestyles today is that while the amount of junk food we eat has **increased**, the amount of exercise we do has actually decreased. Exercise plays an important part in keeping the body fit and healthy; it helps to **control** our weight and, if taken regularly, can also decrease our chances of having a **heart attack** in later life.

Even though people nowadays are actually far more aware of the importance of exercise and a healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. This is **illustrated** by statistics gathered by researchers over the past two **decades**.

Researchers suggest that the new generation will be much more likely to suffer from heart and liver disease. What can't be emphasised enough is the fact that a balanced diet and regular exercise bring significant **health benefits**.

Ironically, if they were to make time to exercise and **improve** their eating habits, they would probably find that they were far better equipped to deal with their **stressful** lifestyles than they are now.



- A Recent research has shown that young French people, who prefer burgers and chips to rich gourmet dishes, tend to become overweight. Weight gained in adolescence is extremely hard to lose in later life, so researchers are predicting that the new French generation are not going to be admired for their slim figures as the French have traditionally been.
- B Basically, it is anything that is high in **calories** but lacking in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Pizzas, although they can have vegetable and **cheese toppings**, are also included as they contain a lot of fat.
- C Not all junk food is bad for your health, however. Some hamburgers, for example, are very high in nutrients and low in fat. It is just a question of finding out what goes into the food before you decide to eat it.
- D Apart from the risk of cancer, another side effect of consuming highly fattening junk food is that you are likely to gain weight. This is especially true because you tend to eat more, as junk food is less **satisfying** and lower in **vital** nutrients than healthier food.
- E You can gain anything from glowing skin to an all-round feeling of good health. One way or another, the vast majority of people seem to be missing out on this, due mainly to the pressures of modern life.
- F What is more, you don't have to exercise much to gain **visible benefits**. Doctors say that twenty minutes' exercise three times a week is all that is necessary.
- G He explains that people are too busy to cook and eat proper meals, so they **grab** whatever is available – and that is usually junk food. Also, the style of life represented on TV, especially in music videos, is fast. Young people **pick up the idea** that speed means excitement, whereas anything traditional is slow and boring. As a result, they turn down traditional food and go for junk food instead.



Vocabulary Practice

1 Look at the words in bold on page 69 and try to explain them.

2 Fill in the correct word(s) from the list below:

let alone rejecting predicting adolescence
signify gain glowing skin consume
nutrients limit research tend to

- 1 Vegetables are an essential part of our diet as they contain a lot of (**healthy substances**)
- 2 I don't even know what a breadfruit looks like, what it tastes like! (**not to mention**)
- 3 You should the amount of chocolate you eat if you want to lose weight. (**restrict**)
- 4 The stars on the label that the brandy is of the best quality. (**mean**)



- 5 Scientific has shown that saturated fats are a major cause of cancer. (**Investigation**)
- 6 People who eat lots of sweets have dental problems. (**are likely to**)
- 7 Jill is overweight because she ate so much junk food during her (**teenage years**)
- 8 Her is a result of all the fruit and vegetables she eats. (**healthy-looking complexion**)
- 9 More and more people are meat in favour of more fruit and vegetables. (**not accepting**)
- 10 Unless you cut down on junk food and sweets, you will weight! (**put on**)
- 11 Nutritionists are that junk food consumption will increase in the near future. (**foreseeing**)
- 12 Young people large amounts of carbonated drinks with their meals. (**take in**)

3 Fill in the correct word(s) from the list below. Use the words only once.

room vast chocolate junk
eating couch-potato to do to keep
gourmet balanced heart saturated
fast-moving the pressures high side

- 1 a(n) world
- 2 bars
- 3 a(n) lifestyle
- 4 the body fit
- 5 in calories
- 6 food
- 7 habits
- 8 disease
- 9 of modern life
- 10 fat
- 11 service
- 12 no harm
- 13 a(n) diet
- 14 dishes
- 15 the majority
- 16 effects



4 Choose the correct item.

- 1 As he didn't want to cook, he decided to a pizza instead.
A ask for B demand C order D command
- 2 She had no time to go out for lunch so she a snack instead.
A grabbed B snatched C took D bit
- 3 I hope I won't weight while I'm on holiday.
A earn B win C put D gain
- 4 After the Christmas holidays, I am going on a because some of my favourite clothes don't fit me anymore.
A diet B fast C nutrition D health

5 Fill in the correct particle.

- 1 Don't forget to turn the cooker before you leave. (**switch off**)
- 2 Steve finally turned at the party two hours late. (**arrived unexpectedly**)
- 3 When she is in trouble, she always turns her parents. (**goes to sb for help**)
- 4 He turned the job offer because the money they offered him wasn't good. (**rejected**)
- 5 Pierre turned to be the most creative chef they had ever employed. (**proved to be**)

6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) to be popular sb; 2) to be high calories; 3) to be associated sb/sth; 4) to be aware sth; 5) to suffer sth; 6) to deal sb/sth; 7) to be lacking sth; 8) the loss sb/sth; 9) to miss out sth; 10) to prefer sb/sth sb/sth else

Talking Points

Read the whole text again and make notes under the following headings:

- Reasons for the popularity of junk food
- Dangers of eating junk food
- Positive effects of eating healthy food

Then, give a short talk about junk food. Use the following expressions: *Although, Moreover, However, In spite of the fact that, I believe, I think, In my opinion, etc.*



Language Development

Unit 6 Eating Habits

- 1 Complete the table by giving two more examples for each category.

TYPES OF FOOD	
fruit	oranges,
vegetables	carrots,
pulses	lima beans,
cereals	oats,
dairy products	milk,
meat	beef,
poultry	chicken,
fish	salmon,
shellfish	lobster,

- 2 Match the words with the pictures, then fill in the correct word. What other types of food or drink can be put in these containers?



box jar carton bottle packet bowl

- 1 a of chocolates 4 a of soup
2 a of crisps 5 a of milk
3 a of jam 6 a of ketchup

- 3 Fill in the correct word from the list below.

rasher pint loaf clove lump slice bar pinch

- 1 a of salt 5 a of beer
2 a of garlic 6 a of sugar
3 a of bread 7 a of ham
4 a of chocolate 8 a of bacon

- 4 A couple are making their shopping list. Read the dialogue and try to fill in the missing words. Then listen to the tape and see if your answers were correct.

J: Paul, let's make a shopping list. What do we 1) this week?
P: Well, we need a couple of packets of spaghetti — we haven't got 2) — and a kilo of beef.
J: OK—I think we've got 3) tins of tomatoes, though. Do we have to buy any oil?
P: Oh yes — we need a bottle of oil, and we've 4) eggs.
J: Aren't there any left? All right then, a dozen eggs, and we 5) buy a jar of coffee and about three cartons of milk.
P: There's no sugar either. So 6) a bag of sugar and ... oh, yes ... a tub of margarine.
J: We don't 7) buy any corn-flakes, do we?
P: No, there's a box in the cupboard.
J: We have to buy some fruit. Let's get a kilo of apples and a bunch of grapes. 8)?
P: Oh yes — we need some tins of cat food. Fluffy hasn't got any food 9)!

Now, in pairs, act out a similar dialogue making your own shopping list.

- 5 a. Match the ways of preparing food with the items on the right. Some may have more than one answer. What other foods can be prepared in these ways?

- | | |
|------------|---------------|
| 1 chop | a eggs |
| 2 stir | b carrots |
| 3 scramble | c apples |
| 4 slice | d onions |
| 5 grate | e sauce |
| 6 peel | f cooked meat |

- b. How would you use the following kitchen equipment to prepare food? Write sentences as in the example.



e.g. I would use the grater to grate cheese.



Unit 6 Eating Habits

- 6 a. Match the methods of cooking with their definitions.

- | | |
|---------|-------------------------------|
| 1 bake | a cook in very hot oil |
| 2 boil | b cook over hot water |
| 3 fry | c cook under/over a flame |
| 4 grill | d cook meat, etc. in an oven |
| 5 roast | e cook in hot water |
| 6 steam | f cook bread, etc. in an oven |

- b. Match the foods with the items you would need to cook them, then write sentences as in the example. Remember there may be more than one way to cook certain foods.

sausages, fish, bacon, potatoes, rice, carrots, broccoli, turkey, spaghetti



e.g. *I would grill sausages on the barbecue, or fry them in the frying pan.*

- 7 Fill in the table using the following words which describe taste.

hot bitter creamy sweet greasy salty sour

- | | |
|--|-------|
| 1 crisps, nuts, bacon | ..... |
| 2 pastries, cakes, chocolate, honey | ..... |
| 3 curry, chilli, Tabasco, chilli peppers | ..... |
| 4 dark chocolate, olives, black coffee | ..... |
| 5 chips, fried bacon, fried chicken | ..... |
| 6 bad milk, lemons, pickled onions | ..... |
| 7 whipped cream, yoghurt, milk | ..... |

- 8 Fill in the blanks with the correct word.

spicy overcooked crunchy stale sugary

- Indian food is often very hot and
- I'm sorry for being so noisy, but this apple is really
- Haven't we got any fresh bread? This loaf is
- The meal was because she forgot to take it out of the oven on time.
- Fizzy drinks are very and can be bad for your teeth.



- 9 Using words from exercises 7 and 8, work with a partner and act out a short dialogue complaining about the food in a restaurant.

e.g. A: *The soup was so salty that I couldn't eat it.*
B: *I know, and the curry was so spicy that I felt sick.*

- 10 The following words go together but in a particular order. For example, we say "bread and butter" but we never say "butter and bread". Try to match the rest of the words.



- | | | | | |
|-------------|-----|--------------|-------------|------------|
| 1 bread | and | butter | 7 chips | fish |
| 2 cream | | strawberries | 8 milk | sugar |
| 3 biscuits | | tea | 9 salt | pepper |
| 4 eggs | | bacon | 10 fruit | vegetables |
| 5 apple pie | | ice-cream | 11 potatoes | meat |
| 6 ham | | cheese | 12 oil | vinegar |

Now use these collocations to form sentences showing preference, as in the example:

e.g. *I'd rather have bread and butter than bacon and eggs.*
I prefer bread and butter to bacon and eggs.

- 11 Read the following dialogue between a customer and a waiter and try to fill in the missing words. Then, listen to the tape and see if your answers were correct.

W: Good evening, sir. Are you ready to 1)?
C: Yes, thank you.
W: What would you like for 2) sir?
C: Mmm, let me see ... Yes, I'll have the crab soup for starters.
W: The crab soup is an excellent 3) sir! And what about the 4)?
C: I think 5) the steak with chips ... No, make that the steak with steamed vegetables.
W: Very well. How would you like your steak, sir?
6) medium rare or well done?
C: Medium-rare, please.
W: Would you like anything to drink?
C: Yes, I'll have a glass of 7) water, please.
W: Would you care for 8) afterwards, sir?
C: What have you got?
W: Apple pie and ice-cream, sir.
C: No, I think I'll 9) then.
W: Thank you very much, sir.



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).

94



- A Finding the waves
- B Surfers love the crowd
- 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

Surf's up!

Riding the waves can be the thrill of a lifetime. But what does it take to become a surfer?

0

C

If you have ever dreamt about incredibly big seas with huge powerful waves **crashing** onto sandy beaches, then you should definitely think about learning to surf. It's the most exciting watersport there is. Serious surfers must be very brave, love adventure and have lots of energy. Once they've experienced the excitement of a ride on top of the waves, they never want to stop.

1

Surfers say they feel it's the only place to be. Many travel around the world **searching** for the perfect wave, **moving** from one surf festival to another and checking weather forecasts to see where the really exciting waves are expected next. Some even carry **paggers** which **beep** when there are weather reports of perfect conditions. A surfer's greatest disappointment would be missing the opportunity to surf in the best weather conditions.

2

Hawaii is where the sport began – the place which most surfers see as their 'true home'. They love nature and the **excitement** you get from the deep waters. Enormous waves crash along mile after mile of beautiful sand, and every surfer dreams of experiencing surfing in Maui or Oahu. Other great surfing locations include Australia, the west coast of the U.S., the Caribbean, Brazil, Japan, Hong Kong, South Africa, the Canary Islands, and Cornwall. Experienced surfers are always in search of the best waves in some totally unspoilt paradise that hardly anyone has heard of.

3

It takes time for a beginner to learn the technique, but during a long hot summer, who minds practising? The **professionals**, of course, are in the sea every day, then come back onto the beach to do some exercises with **weights**. You need to be a strong swimmer with good **balance** and plenty of courage to be an expert surfer.

4

You can surf almost anywhere in any weather if you are wearing a **wet suit**. All you need to do then is choose



a **surfboard** and you're ready to go – hopefully into big waves that are **warm**, with an experienced teacher to **lead** you. You don't need to wear a wet suit in summer, but many surfers keep them on all the time since they can protect you from the hot sun as well as from cold water.

5

It can take a few weeks or it can take a whole summer for you to learn to catch a wave at the right moment, stand up on your board and stay there. It's an amazing feeling when you look down and see your feet on the board and realise you are finally standing up on the sea, even if you aren't very steady. Professional surfers look as if they learned to surf as soon as they could walk. For example, Shane Powell, an Australian professional, watched videos of Australian surfing heroes like Peter Townsend, Barton Lynch and Tom Carroll as he was **growing up**. He says, 'As a boy I'd watch those surfers and just imagine myself riding the waves.' Powell seems to move over the sea without any **difficulty**. He first practised on small waves, but clearly had talent. By the age of 17 he was **touring** with the world's best surfers, and now, at 23, he practises every day and an even younger generation of surfers study videos of him in action.

6

Simply watching great surfers will make you want to try the sport. If you do try it, you'll find **muscles** you never knew you had; you may begin to think you might never get it right, but you'll have a lot of fun.

"First printed in British Airways High Life"

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:

location	unspoilt	mind
disappointment	brave	steady
courage	experienced	opportunity
incredibly	generation	enormous

- 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.

to learn	to do	to have	deep
powerful	to miss	to love	strong
to be	to catch	weather	unspoilt

- waters
- waves
- exercises
- the opportunity
- forecasts
- in search of sth
- a wave
- paradise
- the technique
- talent
- adventure
- 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/track suit** 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?

- 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 surfing.

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

boxing	boxer	ring
athletics	athlete	.....
tennis	.....	.....
golf	.....	.....
ice-skating	.....	.....
cricket	.....	.....
football	.....	.....

Unit 8 Sports/Hobbies

- 6 The following pictures illustrate equipment needed for certain sports. Match the letters with the numbers. Can you name the sports they are used for?



- | | | |
|------------------|------------------------------|------------------|
| 1 skis | 4 flippers, mask and snorkel | 6 bow and arrows |
| 2 saddle | 5 shuttlecock | 7 golf club |
| 3 tennis racquet | | 8 fishing rod |

- 7 Fill in the missing words from the list. Use the words only once.

team spirit	co-operative	dedication
competitive	determined	violent
careful	accurate	courage
dangerous	graceful	brave

- The main quality a footballer needs to have is It is also important to be and willing to do what other members of the team suggest.
- Running is my favourite sport. It's and you have to be to win.
- "John, you are so Ice climbing is an extremely sport."
- When parachuting, you need to be very especially when landing, or you might hurt yourself. You need to have to jump out of a plane in mid-air.
- People who shoot or do archery must be very if they are to hit the target. They also need a lot of if they want to be the best.
- Ice hockey can be a sport as the players often fight, but they can also look as as dancers as they skate around the rink.



- 8 Look at the pictures. First discuss, then write what qualities each sport requires, giving reasons.



- e.g. A: To be an ice climber you have to be courageous as you have to climb high mountains in various weather conditions.
B: I agree. It's also important to be careful or you could fall and get seriously injured.

- 9 Read the following statements, then listen to the tape and decide whether they are true (T) or false (F). Listen again and talk about the points for and against tennis and boxing.

- Tennis is not challenging.
- Training to be a tennis player is tiring.
- Tennis players don't travel a lot.
- Boxing is an exciting, fast-moving sport.
- Training to be a boxer is not tough.
- Boxers receive a lot of injuries.

- 10 Look at the pictures. Discuss the good and bad points of each sport, then write about them. The following words may help you: what is more, in addition, moreover, also, furthermore, however, on the other hand.



- e.g. SA: Hang-gliding is a very exciting sport.
SB: Yes, I agree; however, it can be quite dangerous, especially if the weather is very windy.



Module Self-Assessment (units 7-9)

1 Choose the correct item.

- When an animal's is in danger, we should do everything we can to protect it.
A property B location C habitat D possession
- Although he is a well-paid basketball player, he has never actually scored a basket for his team.
A amateur B champion C professional D savage
- Our team the match against all odds.
A won B earned C beat D defeated
- When it comes to crime, is always better than punishment.
A protection B prevention C conservation D competition
- Could you please me to send my cheque to the World Wildlife Fund?
A remain B remember C recall D remind
- Pandas look gentle, but in fact they are quite
A fierce B thoughtful C intelligent D graceful
- The judge the criminal to ten years in prison.
A arrested B prosecuted C sentenced D accused
- The fans in the football stadium cheered for the players on the
A rink B ring C court D pitch

(8 marks)

2 Fill in the correct words from the list below.

<i>graceful</i>	<i>noisy</i>	<i>awareness</i>
<i>cautiously</i>	<i>identify</i>	<i>captured</i>
<i>unspoilt</i>	<i>threatened</i>	

- Thousands of species are being by the damage people do to the environment.
- We visited a(n) mountain village which looked as if it hadn't changed in centuries.
- Wild animals should be approached since they might attack.
- She couldn't her attacker because it had been too dark for her to see him clearly.
- We need to increase people's of the problem's pollution causes.
- Our neighbour is so that she knows the private business of everyone in the area.
- A ballerina has to be both strong and
- The tiger which had attacked several villagers was and put in a protected area.

(8 marks)

3 Fill in the correct particle(s).

- She refused to suffer his behaviour without complaining. She refused to put his behaviour.
- His success as an antiques dealer developed from his interest in collecting old china. His success as an antiques dealer grew his interest in collecting old china.
- When Paula and Andy ended their relationship all their friends were upset. When Paula and Andy broke all their friends were upset.
- A burglar entered our house and took the TV. A burglar broke our house and took the TV.
- The fire brigade was called in to extinguish the fire. The fire brigade was called in to put the fire.

(5 marks)

4 Fill in the correct prepositions.

- My friend Sally had always dreamed becoming an actress, and the last time I heard her she sounded very proud herself because she'd just got her first part in a film. It's a film about a doctor who is danger of being arrested and put bars because of a false accusation. I can't wait to see it!
- My brother Peter and I are always fighting something. No matter what the other says or does, there is always something to complain But the other day, he brought home a kitten that he had found on the street. We cared it together and took turns feeding it regular times. Our parents couldn't believe that we were getting on so well and realised that sharing a pet was ideal both of us.

(10 marks)

5 Fill in the correct words from the list below.

<i>becoming</i>	<i>miss</i>	<i>at risk</i>	<i>awful</i>
<i>need</i>	<i>wildlife</i>	<i>close</i>	<i>pay</i>

The 1) truth is that many species are in danger of 2) extinct unless 3) conservation societies are supported by all of us. We must not 4) the opportunity to help animals which 5) protection, and we have to 6) attention to which species are 7) The experience of seeing wild animals at 8) quarters will convince all of us that they need as much help as we can give them.



(8 marks)

Unit 8 Sports/Hobbies

- 6 The following pictures illustrate equipment needed for certain sports. Match the letters with the numbers. Can you name the sports they are used for?



- | | | |
|-----------------|------------------------------|------------------|
| 1 skis | 4 flippers, mask and snorkel | 6 bow and arrows |
| 2 saddle | | 7 golf club |
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- 7 Fill in the missing words from the list. Use the words only once.

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competitive	determined	violent
careful	accurate	courage
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- The main quality a footballer needs to have is It is also important to be and willing to do what other members of the team suggest.
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- 8 Look at the pictures. First discuss, then write what qualities each sport requires, giving reasons.



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B: I agree. It's also important to be careful as you could fall and get seriously injured.

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- Training to be a tennis player is tiring.
- Tennis players don't travel a lot.
- Boxing is an exciting, fast-moving sport.
- Training to be a boxer is not tough.
- Boxers receive a lot of injuries.

- 10 Look at the pictures. Discuss the good and bad points of each sport, then write about them. The following words may help you: what is more, in addition, moreover, also, furthermore, however, on the other hand.



- e.g. SA: Hang-gliding is a very exciting sport.
SB: Yes, I agree; however, it can be quite dangerous, especially if the weather is very windy.

Module Self-Assessment (units 7-9)

6 Complete the sentences using the words in bold.

- I'm sure she did it on purpose.
have She on purpose.
- Why did you ring her again? There was no need
rung You again.
- You mustn't park here without a permit.
allowed You here without a permit.
- Perhaps the animal was killed by poachers.
have The animal by poachers.
- It wasn't necessary for us to make a booking.
need We a booking.
- Why didn't you tell me about the meeting?
have You about the meeting.
- Perhaps the blackmailer didn't know him well.
known The blackmailer him well.
- It is not possible that he left without being noticed.
have He without being noticed.
- He made her admit to committing the crime.
to She to committing the crime.
- He found it difficult to concentrate on his work.
difficulty He on his work.

(10 marks)

7 Choose the correct word.

1) While / Besides
photography may seem to be difficult, as a hobby it is extremely enjoyable. Today's cameras are easy to operate;

2) Consequently / Furthermore, even the least experienced person can take good photographs. There is 3) such

pleasure in being able to preserve the outstanding moments of one's life on film that taking pictures becomes almost irresistible. Scenes, faces and events can be preserved forever, 4) despite / whereas our memories of these things fade quickly. Taking professional-quality photographs, 5) however / although, is not so easy, but capturing beautiful images for your own album is 6) both / also

(12 marks)



8 Fill in the gaps with the correct form of the verbs in brackets.

- If you drive too fast you're sure (**crash**).
- There's no point (**ask**) her; she won't tell you.
- Matthew enjoys (**go**) skiing with his family.
- I'd love (**travel**) abroad.
- The policeman made him (**tell**) the truth.
- It's no use (**cry**) over spilt milk.
- He was seen (**enter**) the mansion secretly.

(7 marks)

9 Cross out the unnecessary words.

- He must have to seen the prisoners when they escaped.
- He is said to have be planning to resign.
- She denied that having taken the file.
- I look forward to be seeing the match at Wimbledon.
- Do you remember to seeing this film for the first time?
- You needn't have call them now. Do it tomorrow.
- I really miss my seeing him since he moved away.
- I don't believe she is been involved in the scandal.
- Due to that the climate changing, the polar ice is melting.
- He spends hours to working out every day.
- Apes are both gentle and as clever.
- "I don't like pasta," "Nor do I not."
- It was such a difficult exercise that hardly not anyone completed it.
- Running is tiring whereas of yoga is relaxing.
- On the account of his illness, he won't be able to come.

(15 marks)

Writing

10 Answer the following questions.

(17 marks)

- Are linking words necessary in an argumentative composition?
- Should arguments be supported with justification?
- How many addresses are in formal letters?
- How would we end a letter beginning with "Dear Mr Pitt"?
- Should each paragraph in argumentative compositions start with a topic sentence?
- Can the Passive be used in formal letters?

TOTAL: 100 marks

Unit 10

Education



Lead-in

- Look at the pictures. What do you think the people in the pictures might be studying?
- What are your favourite subjects?
- Are any of the students in the pictures wearing uniforms? Are the groups mixed or single-sex? Do you think schools were like this fifty years ago?
- How has technology helped to improve the educational system?
- Do you prefer to study alone or with other people? Why?



*** Read the following summary, then listen to the tape and fill in the gaps.

The idea remains that students are 1) containers which a teacher fills with knowledge. However, this approach no longer works. The teacher's role is no longer simply to feed information to students. Facts are available in 2) on CD ROMS and on the 3) What students need are the 4) to find this information. Cooperative learning encourages 5) tolerance and helpfulness towards others. Students work in pairs, in threes and in 6) of four. The teacher is the 7) not the master. Brett Melville, a pupil, says: "In our class, we have time to discuss issues and 8) in detail." Lynne Gedye, a teacher, says: "The children's response was 9) " Cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is 10) and effective.

Reading

You are going to read a text about a new teaching method. Seven sentences have been removed from the article. 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).

Cooperative Kids

The concept of cooperative learning is **alien** to all of us who were taught the **traditional** way, but it offers our children the **adventure** of finding their own answers. Di Lillford reports.

If you took a doctor from the 19th century and put her in a modern operating theatre, she would have no idea what to do, but if you put a teacher from the 19th century into a modern classroom she would be able to **carry on** teaching without **pause**. **0** **D**

The idea **remains** that students are empty **containers** which the teacher fills with **knowledge**, and that all students have to do is listen and write.

Education **consultant** Alyce Miller says: "This approach does not work in today's changing world. We are not teaching **creative** problem-solving. We encourage competition, believing that this brings out the best in people." But this is not so. **1** She goes on to say that the teacher's role is no longer to feed students with information. "The facts are **available** in libraries, on CD ROMs and on the Internet. What students need are the skills to find this information, to use it and to think **creatively** in order to solve the problems of our world."

Miller believes that cooperative learning is the future of education and thinks of it as the best way to encourage responsibility, tolerance and **helpfulness** towards others. **2**

In cooperative learning classes, the traditional classroom physical **layout** is abandoned. **3** Pupils learn to work first in **pairs**, then in threes, and finally in teams of four. Students **are required** to participate actively in discussing and **shaping** their own knowledge. The teacher, who is still very important to the **process**, becomes the helper rather than the **master**.

Aarnout Brombacher, head of the mathematics department at Westerford High School, says: "The incorrect **assumption** that many people make about cooperative

learning is that it is merely group work. It is much, much more. **4** With this **technique**, most of the time in the classroom is spent teaching them these skills - life skills."

Brett Melville, a 17-year-old pupil at the school, agrees. "You learn the same **material** as you would using the normal method, but this way you learn how to work with others at the same time. In our class, we are given enough time to discuss issues and problems in detail."

5 One teacher, Lynne Gedye, has been using cooperative learning in her classes for two years. She says, "This year we have several pupils in the class who can hardly speak a word of English. I was **tearing my hair out**, wondering what to do, but I need not have worried. The children's **response** was amazing. **6**

All in all, it seems that cooperative learning turns the classroom from a competitive **arena** into a place where learning facts and life skills is both more fun and more **effective** for pupils and teachers alike.

- A Children do not sit in straight rows of desks facing the teacher, but rather face one another to make it easier to **share ideas**.
- B The strong ones **coached** the weak ones endlessly so that they could participate in the question time too.
- C However, she believes that this method is not suitable for all pupils.
- D Teaching methods have hardly changed in one hundred years.
- E She says that good relationships are the key to effective learning.
- F Encouraging children to concentrate on getting the best marks destroys motivation and takes the fun out of learning.
- G He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.
- H It recognises that pupils do not have the skills to work together.

Vocabulary Practice

- 1 Look at the words in bold on page 121 and try to explain them.
- 2 Fill in the correct word(s) from the list below:

concentrate on tolerance participate approach
issues abandon merely
motivation concept skills



- 1 Reading and writing are two of the which are considered to be most important in life. (**learnt abilities**)
- 2 The Parent-Teacher Association meets monthly to discuss concerning the school. (**topics**)
- 3 A very complex subject is best taught using a simple (**method**)

- 4 When reading a text, language learners need to the sentence structure and prepositions, as well as the vocabulary. (**pay full attention to**)
- 5 Teaching a subject in a lively, interesting way increases a student's to learn. (**willingness**)
- 6 Miss Dean has so much that she can handle even the most difficult of students. (**patience**)
- 7 Many teachers want to continual testing and concentrate more on teaching. (**stop doing**)
- 8 If you want to in this game, you must listen to the instructions first. (**take part**)
- 9 Arithmetic is the introduction to advanced mathematics, but it must be learnt thoroughly. (**just**)
- 10 The of formal examinations dates back to ancient China. (**idea**)

- 3 Fill in the correct word(s) from the list below. Use the words only once.

education to go on to share to feed
life to tear operating changing
to solve to work mathematics cooperative

- 1 learning
- 2 sb with information
- 3 theatre
- 4 skills
- 5 consultant
- 6 to say
- 7 ideas
- 8 in pairs
- 9 a(n) world
- 10 the problems
- 11 department
- 12 my hair out



- 4 Underline the correct item.

- 1 A new teacher is joining our English **part/department** **section** this term.
- 2 Cookery is a useful subject for girls and boys **like/alike** **likely**.
- 3 My brother, who speaks fluent French, **coached** **studied/practised** me in the subject before the exam.
- 4 The student **paused/stopped/ended** before answering the question.
- 5 Her teaching **process/technique/way** involves getting to know each student's needs.

- 5 Fill in the gaps with the correct particle(s).

- 1 Cooperation **brings** the best in people. (**reveals**)
- 2 Heavy smoking **brought** his death. (**caused**)
- 3 Mary managed to **bring** her father to her point of view. (**persuade sb to change an opinion**)
- 4 They **brought** him by splashing water on him. (**made him regain consciousness**)
- 5 It's very hard to **bring** a child. (**raise**)

- 6 Fill in the correct preposition, then choose any five items and make sentences.

- 1) alien sb; 2) to concentrate sth; 3) to feed sb sth; 4) to be responsible sth/sb; 5) to share sth sb; 6) to be the key sth; 7) to participate sth; 8) to discuss sth sb; 9) to be important sb/sth; 10) detail; 11) all all; 12) my own; 13) to be suitable sb/sth

Talking Points

- ♦ Read the text again and make notes under the following headings, then talk about cooperative learning.
 - ♦ STUDENTS' ROLE ♦ TEACHER'S ROLE
 - ♦ BENEFITS ♦ CLASSROOM LAYOUT
- ♦ What skills do the pupils gain from cooperative learning? Would you enjoy being taught this way?

- 1 Match the pictures with the following places: secondary school, primary school, university, kindergarten.



- 2 Look at the list of qualities below. Which, in your opinion, are the most important ones needed to be a good teacher? Listen to the tape and tick (✓) the ones which are mentioned.

A good teacher should:

- a speak clearly
- b establish a friendly relationship with students
- c have a lot of confidence in front of large groups
- d understand students' individual needs
- e encourage students to be creative
- f keep tight control of a group of students
- g give students a lot of praise and support
- h attend refresher courses regularly
- i spend time preparing lessons thoroughly
- j punish students who don't work hard enough

<input type="checkbox"/>
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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Which qualities do you think a good teacher should have?
Write sentences as in the example.

e.g. I strongly believe that a good teacher should be able to understand students' individual needs.

- 3 Fill in the correct word.

- 1 I could get a job as a secondary school now, but I want to continue studying to become a university (teacher/ lecturer)
- 2 History is my favourite but today's wasn't very interesting. (lesson/ subject)
- 3 My primary school only has 300 but there are over 5,000 at my brother's university. (pupils/ students)
- 4 Frank got good in all of his school exams, so he was able to go to university to do a (grades/ degree)
- 5 There will be no lectures during the last of my history as we are expected to study for exams then. (course/ term)
- 6 I got an extra for remembering the name of Napoleon's horse, so my final for the test was 19 out of 20! (point/ mark)
- 7 The of the arts faculty used to be the of a primary school. (dean/ headmaster)
- 8 When I went to I only saw my parents during the holidays, but now that I go to a I see them every night. (day school/ boarding school)
- 9 It is necessary to pay school fees in order to go to a whereas a is run by the state and is therefore free. (comprehensive school/ private school)
- 10 My brother and sister go to a but I go to a where there are only girls. (co-educational school/ single-sex school)



Unit 10 Education

- 4 a. Look at Linda's school report below. Which do you think are Linda's favourite/least favourite lessons?

Subject	Marks / 100	Teacher's comments
Maths	55	Tricks hard, but needs to concentrate more.
English	95	An able student - shows great promise.
History	58	Must do more revision! Can't remember facts and figures.
Art	95	Makes full use of her imagination and creativity.
French	90	Linda has a flair for languages.
Science	50	Can't quite grasp the need to experiment in order to get results.
Computer Studies	90	An interested and eager student.
P.E.	65	Participates, but doesn't really enjoy the lessons.
Music	95	A gifted student - plays both piano and guitar extremely well.

- b. What kind of career do you think Linda might choose later on in life? Put a tick (✓) or cross (X) by the careers below.

- ☐ doctor ☐ singer/composer ☐ artist
☐ journalist ☐ computer programmer ☐ fashion designer
☐ accountant ☐ translator ☐ P.E. teacher

Discuss Linda's future career in pairs, giving reasons for your decisions. Use some of the following expressions:

agreeing: Yes, you are quite/absolutely right.
 Yes, I quite agree with you.
 I couldn't agree with you more.
 Well, I suppose you may/could be right.

disagreeing: I'm not sure you're right about ...
 I'm afraid I can't agree with you.
 I don't really think she ...
 I agree up to a point, but don't you think ...

e.g. A: I think Linda might become a journalist because she's very good at languages.

B: Yes, I quite agree with you. She could also become an accountant.

A: I don't really think she would choose this career because ...

- 5 Work in pairs. Talk about your favourite and least favourite school subjects as in the example:



e.g. A: I really enjoy physical education because it's fun and it keeps us fit. However, I don't really like physics because I find it difficult. What about you?

B: Well, my favourite subject is ...

- 6 The words below are the names of places one can find in a school. Complete the sentences by choosing the appropriate word.

gym canteen lab art room
 classroom staffroom playing field
 playground cloakroom library

- Today in the they had my favourite meal: steak and kidney pie with chips.
- When it rains, we have our P.E. lessons inside in the
- John nearly blew up the science last week when he mixed the wrong chemicals together.
- The walls of the are covered in pictures which have been painted by the pupils.
- It's always quiet in the and there are lots of interesting books there.
- We have lots of fun in the playing games or relaxing between lessons.
- There are thirty desks and chairs and a big blackboard in our
- You should put your hats, scarves and coats in the
- The is for teachers only - pupils are not allowed to go in there.
- We watched our college team playing rugby on the yesterday.



- 7 Look at the pictures and identify the objects, then say how this equipment can be used in education. Use expressions like: *so that, to, so, to avoid ... etc.*



e.g. *A TV and video recorder can be used in a history class to make the lesson more interesting, for example, by showing students historical films.*

- 8 Look at the following notes and decide which can be done by computers. Then, listen to some students expressing their opinions and tick (✓) the boxes. How correct were your guesses?

- | | |
|--|--------------------------|
| a teach a grammatical structure | <input type="checkbox"/> |
| b print out information or compositions | <input type="checkbox"/> |
| c help students to revise for tests or exams | <input type="checkbox"/> |
| d help students with their personal problems | <input type="checkbox"/> |
| e enable students to contact other people around the world | <input type="checkbox"/> |
| f encourage students to work together | <input type="checkbox"/> |
| g have information available when you need it | <input type="checkbox"/> |
| h stop an argument in the classroom | <input type="checkbox"/> |
| i help students with pronunciation | <input type="checkbox"/> |
| j teach new vocabulary | <input type="checkbox"/> |

Write a short paragraph explaining the different ways in which computers can be used to help learners.

e.g. *Computers can help you to get information when you need it. This means that instead of spending time going to libraries, you can get the information you need much faster on your computer...*



- 9 Read the following comments made by students and decide whether each is for or against taking exams. Then, write the reasons for and against in the two boxes below, as in the example.

- | |
|---|
| A "Exams make everyone try to get the best marks they can." |
| B "I wasn't feeling well on the day of the exam, so I didn't do well." |
| C "The boy sitting next to me hadn't studied at all, but he copied my answers and passed the exam." |
| D "I don't think I'd bother studying if we didn't have exams." |
| E "I write very slowly, so I hardly ever have enough time to finish an exam." |
| F "I use my exam grades to find out whether or not I am improving in a subject." |
| G "I think exams are the quickest way of testing students." |
| H "I studied for weeks before my last exam, but on the day itself I was so nervous that I couldn't remember a thing!" |

FOR

- exams encourage students to try harder

AGAINST

- exam results may depend on how you feel on a particular day

Now, working in pairs, prepare a discussion between a person who is in favour of exams and a person who is against them. Then write a short paragraph on the topic.

e.g. *A: I think exams make students try harder to get good marks.
B: I agree up to a point, but don't you think the way you feel on the day of the exam can affect your results?*

Grammar/Use of English

(see Grammar Reference Section: Unit 10)

PURPOSE

1 Study the following examples and identify the ways purpose can be expressed. Which sounds the most formal to you?

- She applied to Swansea University **to study** law.
- She applied to Swansea University **in order to study** law.
- She applied to Swansea University **so as to study** law.
- She applied to Swansea University **with a view to studying** law.
- She applied to Swansea University **so that she could study** law.

Negative Purpose

- I'll take a map **in order not to** get lost.
- I'll take a map **so as not to** get lost.
- I'll take a map **so that** I won't get lost.
- I'll take a map **to avoid** getting lost.
- I'll take a map **for fear** I might get lost.
- I'll take a map **in case** I get lost.
- He had an alarm system installed **to prevent** burglars from breaking in.

2 Join the sentences using the words in bold.

- 1 He spoke in a very low voice. He didn't want to be heard by the people at the back. (**avoid**)
- 2 Governments should take measures. Citizens can live in safety. (**so that**)
- 3 They practised a lot. They wanted to improve their writing skills. (**with a view to**)
- 4 Make a copy of this document. You may lose the original. (**in case**)
- 5 The school gates are locked during the day. They don't want outsiders to enter the building. (**prevent**)
- 6 The teacher did revision exercises. He wanted the students to be well prepared for the test. (**so that**)
- 7 He didn't say anything. He didn't want his classmates to laugh at him. (**for fear**)
- 8 They put on heavy clothes. It might be cold up in the mountains. (**in case**)

3 Join the sentences in as many ways as possible.

- 1 I will set my alarm clock. I don't want to wake up late.
- 2 She trained hard. She wanted to win the race.
- 3 She decided to walk the dog. She didn't want him to bark all night.
- 4 She cleaned the house. She thought her friends might be coming round.

- 5 The parents bought their children a computer. They wanted them to develop their language skills.
- 6 He put a lock on his bicycle. He didn't want it to be stolen.
- 7 She started exercising. She wanted to lose weight.
- 8 He turned the music down. He didn't want to wake his mother.



EXPRESSING FUTURE

4 a. Identify the tenses in bold, then match them with their meanings.

- 1 I'm tired. I think I'll **stop** reading for a while.
- 2 People **will start** living on other planets in 50 years' time.
- 3 I'm **going to** hand my project in on Monday.
- 4 He **hardly** studies anymore. He's **going to** fail his exams.
- 5 She's **meeting** the headmaster at 6 o'clock tomorrow.
- 6 The school performance **starts** at 9.00 and **finishes** at 11.00.

- a The writer intends to do something.
- b The writer has arranged a definite appointment.
- c The writer makes a prediction about the future.
- d The writer gives information about a fixed programme.
- e The writer has got evidence that sth will probably happen.
- f The writer makes an on-the-spot decision.

b. Read the sentences and identify the tenses in bold, then say what each tense expresses.

- a Don't worry! I'll **have tidied** the house by the time they come.
- b Max **will have been working** as a teacher for 10 years by May.
- c This time next week we **will be sitting** the mid-year test.

5 Fill in the correct future tense.

- 1 I'm sure he (agree) to show us how to use the Internet.
- 2 They (open) the new computer library next week.
- 3 This time tomorrow I (sit) my exams.
- 4 "I think I (do) a design course at university," Bill said.
- 5 The rock concert (start) at 9.00.
- 6 I'm sure he (buy) a new car by the time he graduates.
- 7 They (be/married) for thirty years this January.
- 8 I've bought some wood. I (make) a new cupboard.
- 9 I can't come with you this afternoon because I (see) my aunt.

6 Working in pairs, answer the following questions.

- 1 What are your plans for the weekend?
- 2 What will you have done by the end of this year?
- 3 What will you be doing at 6 pm on Sunday?
- 4 What are you definitely doing tomorrow?

7 Fill in the blanks with the correct tense.

Before you 1) (take) your exams at the end of this term, there are a few things you should bear in mind: Once you 2) (know) the exact dates and times of your exams, it 3) (be) wise to make out a revision timetable for yourself. If you 4) (organise) your time properly, you 5) (be) more likely to get good grades. Before you 6) (start) revising put all your notes into some kind of order and whenever you 7) (come across) any key points write them on separate pieces of paper. Remember that as long as you 8) (approach) your exams in a calm and structured way, you 9) (feel) more confident about what you're doing. Whenever you 10) (feel) under stress you should take a break and do something relaxing for a while. And, finally, the night before you 11) (sit) the exam, go to bed early and get a good night's sleep. If you 12) (follow) this advice, you 13) (pass) your exams with flying colours. Good luck!

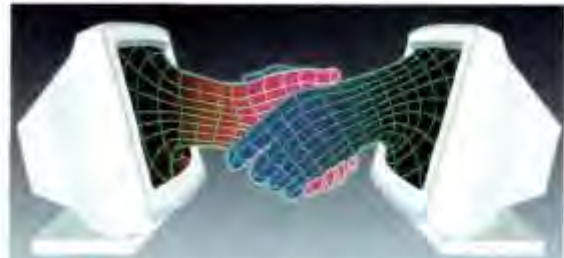
8 Fill in: will or am going to.

- 1 A: What would you like, sir?
B: I have a steak and a salad, please.
- 2 A: Have you got any plans for Wednesday evening?
B: Yes, I have dinner with Steve.
- 3 A: Will you join us for lunch?
B: I'm sorry, I can't. I attend a business meeting.
- 4 A: Here are my notes from the lecture.
B: Thanks. I give them back to you tomorrow.

Pronunciation

9 Listen to these words and put a tick in the relevant box. Then listen again and repeat.

	/ s /	/ z /		/ s /	/ z /
advise			phase		
advice			seal		
lice			zeal		
lies			niece		
face			knees		



10 Fill in the gaps with the correct word derived from the words in brackets.

The Internet has changed 1) (communi-
cate) as we know it. From education to 2)
(advertise) this new 3) (technology)
advance has affected 4) (practical) every
aspect of our lives. Magazines, newspapers and even
books are "on-line" and can be read on the computer.
You can find 5) (inform) on any topic –
the 6) (possible) are 7)
(end). The Internet can 8) (instant) connect
you to other computers, allowing you to "chat" with
people all over the world. It's actually very easy to learn
how to use the system, and once you're on-line, you'll
never want to turn the computer off! The 9)
..... (develop) of such technology has come
a long way. These 10) (amaze) electronic
devices have changed many people's lives forever.

11 Read the letter and cross out the unnecessary words.

Dear Julie,

Thanks ~~so~~ much for your last letter. I'm
sorry I didn't have the time to reply more sooner,
but I had to put in a lots of extra hours on my
new contract to prevent our latest clients from
going to one another advertising company.

Things have been pretty quiet at the home. Stan
is thinking of taking the roof off the shed with a
view to be turning it into a greenhouse. You know
about how much he loves his plants.

It was our third wedding anniversary last week.
Stan he took me out for a wonderful Italian meal
and bought for me a bunch of roses. We did think
of having a party, but since we couldn't afford to
it, we didn't to invite anyone and had just spent the
day together.

Anyway, that's was all my news for now. Write
us soon.

All the best,
Fiona

IV. КЕЙСЛАР БАНКИ

1st case. How to take an interview and bypass competitors? A premiere of the film with participation of a star of Hollywood is being passed in your city. You are the young, vigorous journalist constantly working over yourself. You know several foreign languages and have finished courses on psychology of the person. You work in one very popular publishing magazine. You know that in department where you work, the hidden conflict between employees for the right to interview influential people takes place. One of employees is you. All employees of your organization show identical level of the professional skills, comparable experience and formation. Before your department there is problem, to achieve an audience and to make the interview with the protagonist (leading character) of the film.

In the meantime, employees of other well known magazine had undertaken the attempts of a meeting with a star too. Advantage of this magazine before yours is that the star had already given the interview to this publishing house before. Having made monitoring of interest of your potential respondent, you learnt that both of you have identical preferences in meal, as well as he is found of riding as you.

After conversation with the editor-in-chief and offers to interview a star you understand that he actually is interested in other journalist.

However, you have all possibilities to convince star to come to you.

Questions and tasks:

1. How will you act in such situation?
2. How do you use language skills and knowledge received on courses?
3. As you are a young woman will you apply the female charm persuading the chief to allow to interview to you?
4. How will you motivate the respondent on conversation with you?
5. How will you eliminate competitors not only from your department, but also from other magazine?
6. Whether the information about celebrity's preferences will help you?

Кейс аннотацияси. Бевосита объектда олиб бориладиган сюжетли, ўтмиш ва бугунги кунни боғлаш асосидаги, топшириқ тарзидаги, босма ҳамда кўп объектли кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;
- 3) Ғоялар йиғиши;
- 4) Тўғри қабул қилинган ғояларни излаши;
- 5) Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;
- 6) Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианты:

Чет тилларидан хабардор журналист сифатида бош мухаррирга психологик таъсир кўрсатиб, Голливуд юлдузидан ажойиб суҳбатни олади.

Тингловчи:

Асосий муаммони ажратиб олиш

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 2. Юкори синф ўқувчиларидан бир йигит синфдош қизга мактуб жўнатди. Мактубда унга бўлган ҳиссиётларини баён этиб, уни учрашувга таклиф этганлиги баён этилган эди. Қиз бу мактубни олгач уйларида бориб бувисига кўрсатди. Бувиси мактубни ўқигач синф раҳбарга телефон қилиб, бўлиб ўтган воқеани тушунтирди ва шу йигитнинг ота-онасини чақиртириб жазо кўриш кераклигини талаб этди. Синф раҳбари вазиятни юмшатиш учун қизнинг бувисига керакли чора кўришини айтиб тинчлантирди. Орадан бир кун ўтиб қизнинг бувиси яна телефон қилди ва қайта йигитнинг ота-онасини чақиртириш кераклигини таъкидлади. Бу вазиятда синф раҳбари сифатида қандай йўл тутар эдингиз? Жавобингизни педагогик нуқтаи назардан асосланг.

Кейс аннотацияси. Бевосита объектда олиб бориладиган сюжетли, ўтмиш ва бугунги кунни боғлаш асосидаги, топшириқ тарзидаги, босма ҳамда ҳикоя кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;
- 3) Ғоялар йиғиши;
- 4) Тўғри қабул қилинган ғояларни излаши;
- 5) Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;
- 6) Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианты:

- Гуруҳ мураббийси сифатида ҳар бир ўқувчи билан индивидуал ишлаш, уларнинг ҳиссиётларини ҳурмат қилиш ҳамда қизнинг бувисига гаплашгани тўғрисида ахборот бериш.

Тингловчи:

Асосий муаммони ажратиб олиш

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 3. Иккинчи босқич ўқувчиси Абдулазиз бирданига ўқишни ташлаб кетмоқчи бўлиб қолди. Уста бу ҳақда Абдулазиз билан суҳбатлашди ва у аста-секин устанинг ҳақ эканлигига ишона бошлади. Шундан сўнг, Абдулазиз ўқишдан анчагина яхши ишлар, бошлаб қўйган дўстларидан ажралмаслик учун ўқишдан кетмасликка қарор қилди. Устанинг педагогик маҳорати нимадан иборат?

Кейс аннотацияси. Ўтмиш ва бугунги кунни боғлаш асосидаги, саволли, босма ҳамда кўп объектли, ҳикоя кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;
- 3) Ғоялар йиғиши;
- 4) Тўғри қабул қилинган ғояларни излаши;
- 5) Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;
- 6) Кейс ечими бўйича тавсиялар бериши керак.

Ўқитувчи-кейсологнинг кейс ечими бўйича варианты:

- Устанинг педагогик маҳорати юксак даражада. Чунки у ўз шогирдини тўғри йўлга йўналтира олди.

Тингловчи:**Асосий муаммони ажратиб олиш**

Ғоялар

Тўғри қабул қилинган ғоялар

Кейс ечими

Кейс ечими бўйича таклифлар

Вазият 4. Ота-оналар мажлисига келган Абдулазизнинг отаси Азиз ака гуруҳ мураббийига: –Мени фақат 10 дақиқа вақтим бор, холос. Хўш, мени ўғлим дарсга вақтида келаяптими? Безорилик қилмаяптими? Икки баҳолари йўқми?”, деб сўради ва мураббий билан хайрлашди. Гуруҳ мураббийси хайрон бўлди ва ўзича: –Нимага камдан-кам ота-оналар ўғли касбини севадими? Ўртоқлари уни ҳурмат қиладими? Унинг ўзи хушмуомалами?” – каби саволлар бермайдилар деб кўнглидан ўтказди. Гуруҳ мураббийсининг хайрон бўлишини Сиз қандай баҳолайсиз?

Кейс аннотацияси. Ўтмиш ва бугунги кунни боғлаш асосидаги, саволли, топширқ тазидаи, муаммо, ечим ёки концепцияни изоҳлашга қаратилган ҳамда кўп объектли кейс ифодаланган.

Услубий кўрсатма:

- 1) Тингловчи аниқ вазиятни топиши;
- 2) Тингловчи асосий муаммони топиши;
- 3) Ғоялар йиғиши;
- 4) Тўғри қабул қилинган ғояларни излаши;
- 5) Тўғри қабул қилинган ғоялар асосида кейс ечимини топиши;

V. МУСТАҚИЛ ТАЪЛИМ МАВЗУЛАРИ

Мустақил ишни ташкил этишнинг шакли ва мазмуни

Тингловчи мустақил ишни муайян модулни хусусиятларини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиб тайёрлаши тавсия этилади:

- меъёрий ҳужжатлардан, ўқув ва илмий адабиётлардан фойдаланиш асосида модул мавзуларини ўрганиш;
- тарқатма материаллар бўйича маърузалар қисмини ўзлаштириш;
- автоматлаштирилган ўргатувчи ва назорат қилувчи дастурлар билан ишлаш;
- махсус адабиётлар бўйича модул бўлимлари ёки мавзулари устида ишлаш;
- амалий машғулотларда берилган топшириқларни бажариш.

Мустақил таълим мавзуси

1. Writing Project: Surveys
2. Internet and Mass Media
3. Places to visit

VI. ГЛОССАРИЙ

Academic controversy	A form of debate in which students work co-operatively to consider alternative sides of an issue before reaching consensus.
Academic language proficiency	Ability in language skills needed for mastering academic material; pertains to both written and oral language.
Accountability	1. Research conducted by classroom teachers, often concurrent with their teaching. 2. Assessment processes provide information to parents, students, systems, institutions and other stakeholders and may be open to public scrutiny. For accountability purposes it is the professional responsibility of schools and teachers to ensure that assessment procedures are appropriate, transparent, equitable and inclusive of all learners.
Action research	A cyclic research process where an identified problem or question is systematically investigated within a specific context and the findings are utilised to improve and/or change practice, and to formulate further questions for investigation.
Active citizenship	Programs that assist students to understand and act upon democratic values such as the rule of law, equality under the law, democracy, freedom of opinion and a tolerant, fair and inclusive society. Examples include celebrating Harmony Day, Student Representative Councils, Peer Support programs, students as volunteers and students working to solve real-life community problems. For further information
Active listening	An <i>instructional skill</i> where group members <input type="checkbox"/> listen to the speaker as if they are walking in their shoes <input type="checkbox"/> listen with all their senses <input type="checkbox"/> let the argument or presentation run its course without interruption <input type="checkbox"/> encourage the speaker's train of thought <input type="checkbox"/> actively respond to questions and directions <input type="checkbox"/> use their body language to show they are listening.
Activity setting	Context in which teaching occurs (home,

	softball field, classroom, etc.).
Assessment	<p>Assessment is the process of acquiring information and making judgements about students' learning. The purposes of assessment include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to assist student learning related to outcomes, <input type="checkbox"/> to make judgements about students' achievements, <input type="checkbox"/> to evaluate the effectiveness of teaching programs, and <input type="checkbox"/> to inform decisions about students' future learning. <p>Some people broadly distinguish between formative and summative assessment.</p>
Authentic assessment	<p>Authentic assessment is linked to a teaching and learning program that seeks to provide contextual tasks in a supportive environment so that the learner can be given feedback about their progress.</p>
Backward design	<p>An approach to teaching for understanding in which the understandings of the unit are decided upon first, then used as a basis to determine appropriate assessment methods to demonstrate those understandings, and finally the learning experiences that will be needed to enable students to develop and demonstrate the identified understandings.</p>
Benchmark	<p>A benchmark is a designated standard of performance. It may be described qualitatively or as a location on a measurement scale. The Department uses its Literacy and Numeracy monitoring test results to report to the Commonwealth on the percentage of students achieving National Benchmarks in Years 3 and 5 reading, writing and numeracy. These benchmarks were originally described qualitatively, but they have since been located on measurement scales.</p>
Bias	<p>Bias occurs when the assessment process lacks objectivity, fairness, or impartiality in some way. This may disadvantage or discriminate against an individual or group of students. Bias may take the form of flawed assessment tools, design,</p>

	procedures, analyses or reporting processes. Unbiased assessment is inclusive and works towards equitable outcomes for all learners.
Bilingual education	Broad term denoting programs for students with limited or no proficiency in the language of instruction (English in the U.S.). Programs generally use students' home language for academic and language arts instruction while students are acquiring proficiency in English for academic purposes. In some programs, home language use is limited to 2 or 3 years and ultimately discontinued; in other programs, home language is used for extended periods with the goal of promoting proficiency in both languages.
Bilingual proficiency	Ability to use 2 or more languages in oral and/or written form; proficiency can vary from beginning to advanced levels and can be at the same level in both languages or at different levels in each language.
Blog	The term blog comes from web log, which is an online personal diary or journal. Blogs are generally available for the public to read and to enter comments about the daily entries or postings. Blog content ranges from personal activity, often on a daily basis, to political, technical, and educational and other special-purpose content.
Bloom's Taxonomy	A tool for categorizing the level of abstraction of questions. Questions are categorized according to six levels: knowledge, comprehension, application, analysis, synthesis and evaluation.
Brainstorm	An <i>instructional tactic</i> used for group problem-solving that involves the spontaneous contribution of ideas from all members of the group.
Bundling	Uses inductive thinking and is a tactic in which ideas or responses are grouped or 'bundled' into various categories decided upon by the students or participants.
Calibration	Calibration is a process for locating the difficulties of items (and standards) on a measurement scale. In terms of the Essential Learning Outcomes, it involves the calibration of the Standards, investigating their relative difficulty on measurement scales.
Card cluster	A card cluster is an effective way of

	grouping ideas. Individually or in groups, students write one idea on a card. The cards are grouped to create a visual display.
Carousel sharing	This strategy allows all groups to share at once their group work products. It also gives students in the 'reporting' position a chance to practice their presentation skills several times. Groups display their work on their tables or wall. One or two group members stay with the display to explain the work and answer questions. Groups rotate on around each of the stations viewing and discussing each other's work. This strategy is similar to gallery walk.
Choral/montage poem	A collection of words and/or phrases selected and arranged to create a poem to be performed by a group.
Closed questions	Questions that can be answered with a single word or phrase. For example: How many days are there in a week?
Community of inquiry	'Community of Inquiry' is central to the understanding of Philosophy in Schools. The focus is on listening, thinking, challenging and changing viewpoints within a safe environment in which students can take risks in their thinking. Logic and reasoning underpin ideas as each member of the community challenges the thoughts expressed by others.
Concept attainment	Concept attainment was examined by Jerome Bruner in <i>Beyond the Information Given</i> (1974). It assists us to understand that there are different classes and categories of objects and to identify and recognise how we can distinguish what does and does not belong. For further information on developing the strategy view Bruner's concept attainment.
Fair	A fair assessment is valid reliable and unbiased.
Concept map	Concept maps are tools for organising and representing knowledge. They illustrate concepts and the relationships between them. These links are indicated by words that specify the relationship between two or more concepts. Concepts maps provide a process for students to build their understanding by progressively adding information and increasing the complexity of the links. They can be used

	for formative and summative assessment.
Concept mapping	Concept mapping is a technique for representing related concepts in visual form. A series of networks and nodes are used to explain the links between different concepts.
Contextualize	to put a word or activity, particularly a new one, into a familiar context.
Criterion referenced assessment	Criterion referenced assessment is the performance of an individual as measured against a standard or previously established criteria rather than against performance of others who take the same test.
Criterion referencing	Criterion referencing is the reporting of performances in terms of specified learning objectives (criteria).
Culminating outcomes	Culminating outcomes describe a small set of valued learning performances linked to each of the <i>Essential Learning</i> . They represent the teaching and learning goals towards which education is working.
Culminating performance	A performance designed to exhibit deep understanding which takes place at the culmination of a unit of work. In <i>The Teaching for Understanding Framework</i> , this can occur as a more complex performance within the unit, giving students a chance to synthesize understandings having completed introductory and guiding performances.
Data retrieval chart	An effective way of sorting information and enabling students to recognize patterns in data. Charts are set up as grids, with headings for each row and column. Headings might take the form of questions, topics or sources of information.
Diagnostic assessment	Diagnostic assessment is a type of formative assessment particularly intended to diagnose areas of weakness, or misunderstanding, and strength.
Discipline	A body of knowledge to which a particular set of principles, key questions and methods of testing assumptions are attributed.
ELL, English language learner	Student whose first language is not English and who either lacks proficiency in English or has beginning level proficiency in English.
Enterprise learning	Enterprise learning involves students in

	designing, producing and marketing a product or service. Students work with the wider community, business or industry to create or produce something that is tangible and real.
Evaluation	Evaluation is the process of gathering, measuring, interpreting and using information to make educational decisions or judgments. The term 'evaluation' is usually used to describe a reasoned judgment about the effectiveness of a learning sequence or a program.
Exemplar	Exemplars are samples of work that demonstrate the essential characteristics of performance to meet particular standards or criteria. They are frequently used in assessment against rubrics.
Exhibitions	Exhibitions are substantial products or presentations, which are often complex public performances showcasing student learning and competence. They may be judged by an expert panel and can incorporate judgements from a range of sources including learners, peers, educators, parents and others.
First language	A student's first language, generally the language spoken at home.
Fishbone	A particular type of concept map which is often used to demonstrate cause and effect.
Fishbowl	This strategy help focus the attention of students as observers, while others model a process or product. Have some students sit centre-stage (in the 'fishbowl'), while other students observe the action from outside the fishbowl.
Formal assessment	Formal assessment is structured and recorded assessment.
Formative assessment	Formative assessment is used to monitor learning progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Because formative assessment is primarily directed towards improving learning, the results are typically not used for assigning awards.
Forum theatre	A scene is enacted in front of a group. At any time during the drama, observers or actors can stop the performance to ask for

	assistance or change the focus of the action. Observers may step in and add or take over an existing role.
Funds of knowledge	The intellectual and social knowledge existing in families and communities.
Futures wheel	This is a graphic organizer that places a future event in a circle in the centre of a document. Consequences from this first event are placed in a second ring of circles, then a third, and so on. The futures wheel identifies expanding consequences.
Gallery tour/walk	Select one person to display the item. Select a second person to stay with the display and give a one minute overview while other groups come and listen. After two rotations select another group member to give the overview.
Generative topic	A significant topic, issue, concept or 'big idea' which provides depth and rigour, multiple connections and different perspectives required to support students' development of powerful understandings. A generative topic is typically central to one or more of the disciplines, interesting to both teachers and students, accessible and supports inquiry based approaches to learning.
Graffiti	A cooperative learning strategy that facilitates brainstorming. Graffiti can also be used as a group energizer.
Graphic organiser	A tool which organizes information in visual form. There are many different types of graphic organizers including concept maps, fishbone maps, flow charts, KWLs and timelines.
Guiding question	Questions that aim to develop deep understanding through an inquiry mode of learning. They are open-ended, non-judgmental and provide a relevant inquiry context rather than content as a basis for the construction and selection of learning experiences.
Higher-order thinking	Thinking that occurs at higher levels of abstraction. In Bloom's Taxonomy it indicates thinking that takes place at the analysis, synthesis and evaluation levels.
Hot-seating	A dramatic technique used to deepen understanding. An individual sits in the 'hot seat' and is asked questions which they answer from the point of view of the

	role they are enacting. For example, they may take / play the role of a character from a book or a movie.
Individual professional learning plan	An individual teacher's plan for organizing and managing their professional learning so it meets individual, school and system needs and priorities.
Inductive thinking	One of the two broad methods of logical reasoning - the other being deductive thinking. Inductive thinking uses a 'bottom up' approach moving from specific observations through to broad generalizations and theories.
Informal assessment	Teachers and students use informal assessment opportunities to make incidental and immediate judgments and provide feedback about student learning. Informal assessment is frequently used for formative assessment purposes.
Integrated units	Integrated units use an approach that is interdisciplinary and uses basic content, processes, pedagogy, assessment strategies and topics of shared interest in authentic and cohesive ways.
Interdependence	A student learning culture needs to move from dependence to independence to interdependence. Students operate interdependently when they understand the need to work together in a community of learners to accomplish tasks.
Inquiry-based learning	An inquiry is a systematic investigation into an idea or issue. Inquiry-based learning encompasses the processes of posing problems, gathering information, thinking creatively about possibilities, making decisions and justifying conclusions.
Inside/outside circle	Inside/outside circles is a tactic that facilitates dialogue and builds community. It involves placing students in two circles, one inside the other, with each student in one circle facing a student in the other. A facilitator asks students to discuss a problem or a question. The student on the outside tells the student on the inside how they would attempt to solve it, then the outside person extends the thinking. The outside student then rotates one to the left or right continuing the discussion or starting a new.

VII. ФОЙДАЛАНИЛГАН АДАБИЁТЛАР РЎЙХАТИ

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- [http: //wikipedia.org](http://wikipedia.org)
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