



THE MINISTRY OF HIGHER AND SECONDARY  
SPECIAL EDUCATION OF THE REPUBLIC OF  
UZBEKISTAN SAMARKAND STATE INSTITUTE OF  
FOREIGN LANGUAGES

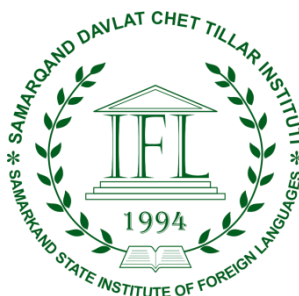
# INTEGRATED LANGUAGE SKILLS

Akhmedova M.Y., Ismatova M.Sh., Toshmukhmammedova G.Z.



SAMARKAND-2019

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Toshmukhammedova G.Z.**

# **INTEGRATED LANGUAGE SKILLS**

**Speciality: 5111400 - “Foreign language and literature”**



**SAMARKAND – 2019**

## **Module 1** Integrated language skills

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Ushbu o'quv qo'llanma pedagogika ta'lim sohasining “Xorijiy til va adabiyot” yo'nalishida tahsil oladigan talabalarga mo'ljallangan bo'lib, birinchi kursda o'qitiladigan “Tilko'nikmalariintegratsiyasi” fanining mavzularini qamrab oladi.

\*\*\*

Данное учебное пособие предназначено для студентов обучающихся в направлении “Иностранный язык и литература” по педагогике, и охватывает предмет первого курса “Интеграция языковых навыков”.

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This manual is designed for the first year students of “Foreign language and literature” speciality in pedagogy, and covers topics of the subject “Integrated Language Skills”.

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# Integrated language skills module 1



## Unit 1 People and personalities

### Objectives of this unit:

- to get acquainted with each other
- to know how to describe people
- to understand how geniuses think
- reading skills: finding examples that help explain new ideas
- vocabulary: grouping words
- to talk about ways of being genius
- reading skills: skimming
- to know about Chinese horoscope

### Lesson 1 People's appearance and character

### Objectives of this lesson:

- to get acquainted with each other
- to know how to describe people

1. Look at the following adjectives and decide if any of them apply to you.

**talkative**

**eccentric**

**cheerful**

**indecisive**

**clumsy**



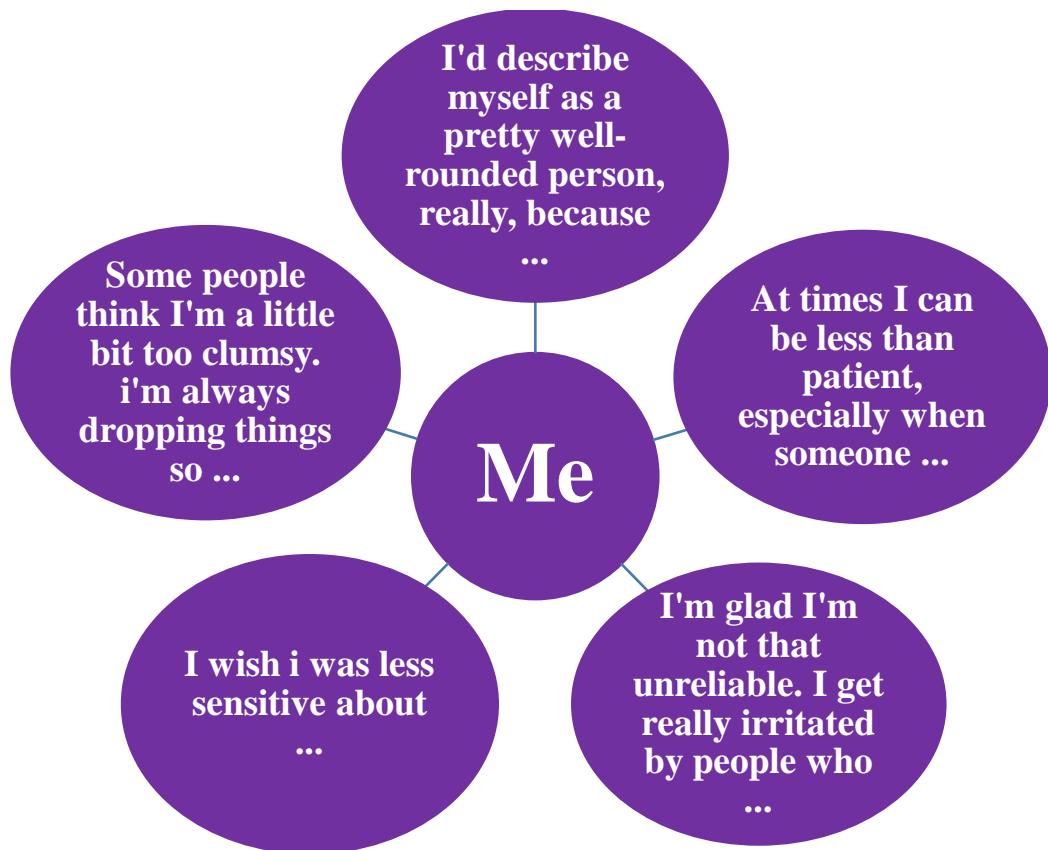
Now listen to three people. Decide who they are talking about and choose the adjectives in 1 to describe that person. Then complete the sentences.

1. Speaker 1 is describing his \_\_\_\_\_, who sounds \_\_\_\_\_.
2. Speaker 1 is describing his \_\_\_\_\_, who sounds \_\_\_\_\_ but \_\_\_\_\_.
3. Speaker 1 is describing his \_\_\_\_\_, who sounds \_\_\_\_\_.



## Module 1 Integrated language skills

1. Look at the following adjectives and decide if any of them apply to you.



2. Look at the following questions and answer them.

Describe a friend you have known for a long time.

You should talk about:

- how long you have known them
- how you met them
- their personality and character
- what you have in common

and say what you like doing together.



4. Watch the video “7 Curious Facts Your Appearance Says About You” and discuss.

## Module 1 Integrated language skills

### Lesson 2 Talents and in-born talents, genes

#### Objectives of this lesson:

- to understand how geniuses think
- reading skills: finding examples that help explain new ideas
- vocabulary: grouping words
- to talk about ways of being genius

#### 1. Work in groups and place six pens of the same size on a table in front of you. Then do the following:

1. to arrange the pens so that they form two equal triangles;
2. to arrange the pens so that they form four triangles of any size;
3. to make four triangles of equal size;
4. to use these six pens to make eight triangles of any size.

#### 2. Read the title of the article and skim it in one minute.

### THE ART OF GENIUS: SIX WAYS TO THINK LIKE EINSTEIN

by Michael Michalko

from *The Futurist*/Utne Reader

How do geniuses come up with ideas? What links the thinking style that produced *Mona Lisa* with the one that spawned<sup>2</sup> the theory of relativity? What can we learn from the thinking strategies of the Galileos, Edisons, and Mozarts of history?

For years, scholars tried to study genius by analyzing statistics. In 1904, Havelock Ellis noted that most geniuses were fathered by men older than 30, had mothers younger than 25, and usually were sickly children. Other researchers reported that many were celibate<sup>3</sup> (Descartes), fatherless (Dickens), or motherless (Darwin). In the end, the data illuminated<sup>4</sup> nothing.

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Academics also tried to measure the links between intelligence and genius. But they found that run-of-the-mill<sup>5</sup> physicists had IQs much higher than Nobel Prize winner and extraordinary genius Richard Feynman, whose IQ was a merely respectable 122. Genius is not about mastering 14 languages at the age of seven or even being especially smart. Creativity is not the same as intelligence.

Most people of average intelligence can figure out the expected conventional response<sup>6</sup> to a given problem. For example, when asked "What is one-half of 13?" most of us immediately answer six and one half. That's because we tend to think reproductively. When confronted with a problem, we sift through what we've been taught and what has worked for us in the past, select the most promising approach, and work toward the solution.

Geniuses, on the other hand, think productively. They ask: "How many different ways can I look at this problem?" and "How many ways can I solve it?" A productive thinker, for example, would find a number of ways to "halve 13"<sup>7</sup>:

6.5

$1/3=1$  and 3

THIRTEEN = 4

XI/II<sup>8</sup> = 11 and 2

The mark of genius<sup>9</sup> is the willingness to explore all the alternatives, not just the most likely solution. Reproductive thinking fosters rigidity.<sup>10</sup> This is why we often fail when we're confronted with a new problem that appears on the surface to be similar to others we've solved, but is, in fact, significantly different. Interpreting a problem through your past experience will inevitably lead you astray.<sup>11</sup> If you think the way you've always thought, you'll get what you've always gotten.

For centuries, the Swiss dominated the watch industry. But in 1968, when a U.S. inventor unveiled<sup>12</sup> a battery-powered watch at the World Watch Congress, every Swiss watch manufacturer rejected it because it didn't fit their limited paradigm.<sup>13</sup> Meanwhile, Seiko, a Japanese electronics company, took one look at the invention and proceeded to change the future of the world watch market.

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By studying the notebooks, correspondence, and conversations of some of the world's great thinkers in science, art, and industry scholars have identified the following thinking strategies that enable geniuses to generate original ideas:

**1. Geniuses look at problems from all angles.**<sup>14</sup> Sigmund Freud's analytical methods were designed to find details that didn't fit traditional paradigms in order to come up with a completely new point of view. To solve a problem creatively, you must abandon the first approach that comes to mind, which usually stems from past experience, and reconceptualize the problem.<sup>15</sup> Geniuses do not merely solve existing problems; they identify new ones.

**2. Geniuses make their thought visible.** Geniuses develop visual and spatial abilities that allow them to display information in new ways. The explosion of creativity in the Renaissance was tied to the development of graphic illustration during that period, notably the scientific diagrams of Leonardo da Vinci and Galileo Galilei. Galileo revolutionized science by making his thought graphically visible while his contemporaries<sup>16</sup> used more conventional means.

**3. Geniuses produce.** Thomas Edison held 1,093 patents,<sup>17</sup> still a record. He guaranteed a high level of productivity by giving himself idea quotas:<sup>18</sup> one minor invention every 10 days and a major invention every six months. Johann Sebastian Bach wrote a cantata<sup>19</sup> every week, even when he was sick or exhausted. Wolfgang Mozart produced more than 600 pieces of music.

**4. Geniuses make novel combinations.** Like playful children with buckets of building blocks,<sup>20</sup> geniuses constantly combine and recombine ideas, images, and thoughts. The laws of heredity<sup>21</sup> were developed by Gregor Mendel, who combined mathematics and biology to create a new science of genetics.

**5. Geniuses force relationships.** Their facility<sup>22</sup> to connect the unconnected enables geniuses to see things others miss. Da Vinci noticed the similarity between the sound of a bell and stone hitting water - and concluded that sound travels in waves.

**6. Geniuses prepare themselves for chance.** Whenever we attempt to do something and fail, we end up doing something else. That's the first principle of

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creative accident. We may ask ourselves why we have failed to do what we intended, which is a reasonable question. But the creative accident leads to the question: What have we done? Answering that one in a novel, unexpected way is the essential creative act. It is not luck, but creative insight of the highest order.<sup>23</sup>

This may be the most important lesson of all: When you find something interesting, drop everything and go with it. Too many talented people fail to make significant leaps of imagination because they've become fixated on their pre-conceived plan. But not the truly great minds. They don't wait for gifts of chance; they make them happen.

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<sup>2</sup>**spawned** gave birth to; was responsible for

<sup>3</sup>**celibate** not active sexually

<sup>4</sup>**illuminated** showed; proved

<sup>5</sup>**run-of-the-mill** ordinary

<sup>6</sup>**conventional response** typical answer

<sup>7</sup>**halve 13** divide 13 into two equal parts

<sup>8</sup>**XI/II** Roman numerals

<sup>9</sup>**mark of genius** true sign that someone is a genius

<sup>10</sup>**fosters rigidity** leads to uncreative thinking

<sup>11</sup>**lead you astray** take you in the wrong direction

<sup>12</sup>**unveiled** showed for the first time

<sup>13</sup>**paradigm** model that shows how something works

<sup>14</sup>**look at something from all angles** think about something from many different perspectives

<sup>15</sup>**reconceptualize** the problem find creative new ways to think about and solve the problem

<sup>16</sup>**contemporaries** people who lived at the same time as Galileo

<sup>17</sup>**held patents** owned the rights to new inventions

<sup>18</sup>**idea quota** minimum number of new ideas within a certain time period

<sup>19</sup>**cantata** piece of religious music with singing

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<sup>20</sup>**building blocks** small pieces of wood that children play with

<sup>21</sup>**heredity scientific** process of passing qualities from parents to children

<sup>22</sup>**facility** ability to do something well

<sup>23</sup>**highest order** highest level or quality

**Read the sentences below and write T (True) or F (False).**

1. The author's main purpose is to discuss the importance of 12 famous geniuses. \_\_\_\_\_
2. The author would agree that all geniuses are creative. \_\_\_\_\_
3. Geniuses always have an exceptionally high IQ. \_\_\_\_\_
4. Most people are reproductive thinkers. \_\_\_\_\_
5. According to the article, geniuses are identified by their ability to solve problems much faster than average people. \_\_\_\_\_
6. Geniuses have little patience for accidents. \_\_\_\_\_

**Complete the chart below with examples that support each idea from the reading. Then share your ideas with a partner.**

### IDEAS ABOUT GENIUSES

- They try to solve problems in as many different ways as possible.

**Example:** Finding five or more ways to divide 13 in half.

- They open their minds to new ways of thinking about things.

**Example:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- They creatively combine two or more things or ideas to make something new.



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**Example:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- They create a large quantity of things or ideas.

**Example:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. Review the following adjectives used to describe people in the reading. Put each word in the correct column in the chart below:**

average

run-of-the-mill

playful

talented

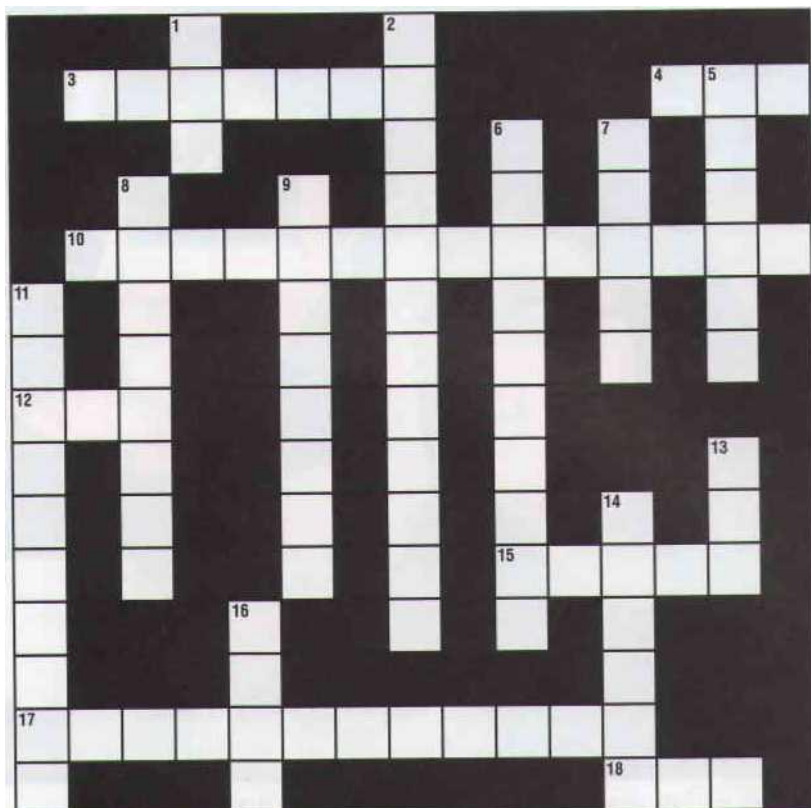
creative

extraordinary

original

conventional

GENUISES	ORDINARY PEOPLE



**4. Complete crossword puzzle using words from the reading.**

**Crossword puzzle**

**Across:**

**3.** A very knowledgeable person who has done advanced study in a

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subject can be called a \_\_\_\_\_ .

4. make, made; have, \_\_\_\_\_

10. Most people tend to think \_\_\_\_\_ .

12. \_\_\_\_\_ , or, but

15. A person from Switzerland is \_\_\_\_\_ .

17. *Standard and typical* are synonyms for \_\_\_\_\_

18. me, my; \_\_\_\_\_ , your

### Down:

1. \_\_\_\_\_ , what, where, when, why

2. The noun form of *productive* is \_\_\_\_\_.

3. Geniuses look at problems from all \_\_\_\_\_ .

4. Someone who doesn't have a father is \_\_\_\_\_ .

5. A new or unusual idea is a \_\_\_\_\_ idea,

6. Gregor Mendel developed the laws of

7. When you solve a problem, you come up with a \_\_\_\_\_

11. Numerical facts are called \_\_\_\_\_

12. live, lived; is, \_\_\_\_\_

14. A \_\_\_\_\_ person is someone who is often unwell,

16. The past form of *tie* is \_\_\_\_\_

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### Lesson 3 Horoscopes, stereotypes

#### Objectives of this lesson:

- reading skills: skimming
- to know about Chinese horoscope

#### 1. Answer the following questions:

1. What is a horoscope?
2. Do you often read horoscopes?
3. Do you believe in horoscopes or astrology?
4. What's a rooster?
5. What's the difference between a sheep and a goat?

#### 2. Read these 12 descriptions. Which one describes you best? Make a note of the number.

<ul style="list-style-type: none"><li>• Bright and inspiring.</li><li>• Fun and easy going.</li><li>• You make an exceptional parent. <b>1</b></li></ul>	<ul style="list-style-type: none"><li>• Sometimes too honest and ambitious.</li><li>• Prone to spending too much.</li><li>• Prone to anger quickly. <b>2</b></li></ul>
<ul style="list-style-type: none"><li>• Very impatient.</li><li>• Cheerful and popular.</li><li>• A winner with money. <b>3</b></li></ul>	<ul style="list-style-type: none"><li>• Creative and elegant, best suited for the arts</li><li>• Passionate but timid. <b>4</b></li></ul>
<ul style="list-style-type: none"><li>• Trustworthy leader of people.</li><li>• Generous but stubborn.</li><li>• High chance for success. <b>5</b></li></ul>	<ul style="list-style-type: none"><li>• Very shy but short tempered.</li><li>• Likes to be surrounded by family.</li><li>• Very impulsive and honest. <b>6</b></li></ul>
<ul style="list-style-type: none"><li>• Intense and wise, but vain.</li><li>• Determined and passionate.</li></ul>	<ul style="list-style-type: none"><li>• Good work attitude and hungry for knowledge.</li></ul>

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<ul style="list-style-type: none"><li>• A winner with money. <b>7</b></li></ul>	<ul style="list-style-type: none"><li>• Sometimes eccentric and selfish. <b>8</b></li></ul>
<ul style="list-style-type: none"><li>• Stubborn on outside - very good hearted inside.</li><li>• A natural leader. <b>9</b></li></ul>	<ul style="list-style-type: none"><li>• Highly intelligent and able to influence others. Great politician.</li><li>• Inventive and talented, but can be easily discouraged. <b>10</b></li></ul>
<ul style="list-style-type: none"><li>• A tough spirit- aggressive and courageous.</li><li>• A sensitive deep thinker who is honest with friends. <b>11</b></li></ul>	<ul style="list-style-type: none"><li>• Always very lucky.</li><li>• Talented and affectionate, yet shy</li><li>• You are a peace seeker. <b>12</b></li></ul>

### 3. Read the text and answer the following questions:

1. Does the author believe in horoscopes? Prove your answer.
2. What legend has been mentioned in the text?
3. What is astrology?
4. What is astronomy?
5. What does the word “disaster” mean?

### Astrology

There's something about the New Year that always makes me read my horoscope to see what lies ahead. I don't believe in any of it really but there's comfort in being told that the next 12 months will bring health, wealth and happiness (well, it's usually over optimistic, isn't it?).

There are many other people who are also sceptical about astrology and its belief that knowledge of the position of the stars and planets can help us understand our personality or predict human affairs. However, despite the lack of scientific evidence in its favour, astrology (not to be confused with astronomy which is the scientific study of astronomical objects) has been around for thousands of years, and is believed by millions of people in both the West and the East.

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The Occident has its star signs every month and the Orient has its animals every year. I have to confess that this year I'm now more intrigued by the predictions for the future because 2007 is significant for me – yes, I'm a *Pig* (actually I prefer the alternative *Wild Boar!*). When I first found out I was a *Pig* person I was a little disappointed, and my friends (mighty *Dragons*, friendly *Dogs* and ferocious *Tigers*) sniggered. Pigs have a bad reputation – people think they're dirty animals that smell horrible and many cultures don't even eat them.

In the Chinese zodiac there are 12 animals and according to one legend, when Buddha left the earth only 12 animals came to say goodbye to him. As a reward Buddha named a year after each of the animals in the order that they came to him, and the pig (you've guessed it) came last – no doubt snuffling in the undergrowth for food rather than bounding forward like the sneaky rat that came first. So I thought I was unlucky being a *Pig* but this isn't so. It appears that *Pigs* are kindly people who are helpful and giving. They tend to make good friends as they are loyal, thoughtful and trusting. *Pigs* are happy, optimistic people and have lots of fun – that sounds OK to me! However, *Pigs* are often naive and apparently it's easy to con a *Pig*. They can also be very impulsive and react without thinking, and they're not that great with money either. *Pigs*, it seems, get along with *Sheep* and *Rabbits* but, interestingly, not other *Pigs*, who they should stay clear of (I'd better cancel my dinner date with Ewan McGregor then!).

The *Pig* year itself is one of benevolence and is meant to make people feel good. It's also considered a good year for business. However, although life in this year will be lived to the full, care is recommended with any matters concerning money – no wonder I'm not rich!

There are different kinds of *Pigs* though. Like all the animals of the Chinese zodiac they can be one of the five elements: *Wood, Fire, Earth, Metal and Water*. I'm an *Earth Pig* which is interesting because, according to Western astrology, I'm *Taurus* the bull and *Taurus* is an *Earth* sign too. There are many similarities between the two: *Taureans* also make good friends, are patient and loyal, and hard working. They both dislike quarrels but can be hot tempered at times, and they

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both have a love for the good things in life including good food and wine. Fortunately, *Taureans* have a horror of falling into debt and will do anything to stop this happening so that's useful! However, unlike *Pigs*, *Taureans* can be jealous, inflexible, greedy and stubborn! Both are industrious, practical, motivated by common sense and level-headed, so no wonder I take all this with a pinch of salt!

Incidentally the word *astrology*, and *astronomy* too, comes from the Greek word *astron*, which means *star*. There are some other interesting origins of words that are linked to the stars or planets too. The word *disaster*, for example, comes from the Latin *dis-aster* meaning *bad star*. We sometimes call a crazy or strange person a *lunatic* (or the shortened form *loony*), this is from the word *lunar* meaning moon – it was believed that the moon could make some people crazy, especially a full moon. A *jovial* person is jolly because they are influenced by *Jove*, the Latin word for the planet Jupiter. Finally, the word *influenza*, or *flu*, comes from the Latin *influentia*. It was believed the illness was caused by unfavourable star influences. And of course we call famous singers or film actors *stars* in recognition of the lucky stars that have brought them fame and fortune. So perhaps I have a good year ahead. I won't make a lot of money but it seems I'll be happy with my life and my friends so that's fine by me. Sun ninfylok!

### **3. The Chinese have decided to add 13<sup>th</sup> animal in the Chinese Horoscope.**

**You should choose an animal and make an imaginary personality profile someone born in the year of that animal.**

## Unit 2 National Identities of Uzbekistan and English speaking countries

### Objectives of this unit:

- *to enhance reading skills*
- *to work with grammar*
- *to use word-stock*
- *to listen for details*
- *to develop speaking skills*

### *Lesson 1 Uzbekistan and Great Britain; Political system*

### Objectives of this lesson:

- *reading comprehension*
- *questionnaire*
- *to watch for information*

### 1. Read the text and answer the questions.

The United Kingdom (abbreviated from "The United Kingdom of Great Britain and Northern Ireland") is the political name of the country which **consists of** England, Scotland, Wales and Northern Ireland (sometimes known as Ulster). Great Britain is the name of the island which is made up of England, Scotland, Wales, whereas the British Isles is the geographical name of all the islands off the north-west coast of the European continent. In **everyday speech** "Britain" is used to mean the United Kingdom.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The **upright** Red Cross on a white **background** is the cross of the 1st George, the patron saint of England. The white diagonal cross on a blue background is the cross of St. Andrew, the **patron** saint of Scotland. The red

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diagonal cross on a white background is the cross of St. Patrick, the patron saint of Ireland.

The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background.

St. George's Day falls on 23 April and is **regarded** as England's national day. On this day some patriotic Englishmen wear a rose **pinned** to their jackets'. **A red rose is the national emblem of England from the time of the Wars of the Roses (15th century).**

St. Andrew's Day (the 30th of November) is regarded as Scotland's national day. On this day some Scotsmen wear **a thistle** in their **buttonhole**. As a national emblem of Scotland, thistle **apparently** first used in the 15th century as a symbol of **defence**. The Order of the Thistle is one of the highest orders of **knighthood**. It was founded in 1687, and is mainly given to Scottish **noblemen** (limited to 16 in number).

St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official **bank holiday** there. The national emblem of Ireland is **shamrock**. According to legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century c and **bishop**, the patron saint of Wales. The day is regarded as the national holiday of Wales, although it is not an official bank holiday.

On this day, however, many Welshmen wear either a yellow **daffodil** or a **leek** pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales.

In the Royal Arms three lions symbolize England, a lion **rampant** — Scotland, and a **harp** — Ireland. The whole is encircled and is supported by a lion and a unicorn. The lion has been used as a symbol of national strength and of the British monarchy for many centuries. The unicorn, a mythical animal that looks like a horse with a long straight horn, has appeared on the Scottish and British royal coats of arms for many centuries, and is a symbol of purity.



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**Read the sentences below and write T (True) or F (False).**

1. The flag of the United Kingdom, known as the Union Jack, is made up of two crosses. \_\_\_\_\_
2. St. George's Day falls on 23 April and is regarded as England's national day. \_\_\_\_\_
3. The United Kingdom (abbreviated from "The United Kingdom of Great Britain and Northern Ireland") is the geographical name of the country which consists of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster). \_\_\_\_\_
4. St. Andrew's Day (the 31th of November) is regarded as Scotland's national day. \_\_\_\_\_
5. On this day, however, many Welshmen wear either a yellow daffodil or a leek pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales. \_\_\_\_\_
6. The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland. \_\_\_\_\_
7. St. Patrick's Day (the 17th of March) is considered as a national day in Northern Ireland and an official bank holiday there. \_\_\_\_\_
8. St. David's Day (the 1st of March) is the church festival of St. David, a 6th-century c and bishop, the patron saint of Wales. \_\_\_\_\_

**2. Choose the correct word in brackets to complete the sentence.**

1. In Vietnam, everyone \_\_\_\_\_ (celebrated; celebrates; is celebrating) their birthday on the New Year as it is \_\_\_\_\_ (consider; considering; considered) unlucky to celebrate their actual birthday.
2. Some Indian shop-owners will not \_\_\_\_\_ (letting; be letting; let) the first window-shopper of the day leave without buying something, even if it \_\_\_\_ (be; are; is) only a button or a pin, as it is considered unlucky for the rest of the day.

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3. Pine needles are sometimes \_\_\_\_\_ (burning; burn; burnt) with juniper and cedar to \_\_\_\_\_ (purifies; purify; purified) the atmosphere.

3. Find the words from picture below.

### England Word Search

E	G	D	I	R	B	N	O	D	N	O	L	N	B	U
P	G	C	M	H	C	U	B	V	R	D	U	O	O	N
E	B	Y	V	R	S	S	C	I	R	U	W	D	B	I
E	E	K	O	K	L	I	Y	K	G	J	W	N	B	O
H	E	W	H	E	N	Y	T	D	I	B	R	O	Y	N
S	N	Z	W	K	I	N	G	I	R	N	E	L	B	J
H	T	E	B	A	Z	I	L	E	R	A	G	N	R	A
R	J	T	R	I	F	L	E	N	B	B	U	H	C	C
S	H	A	K	E	S	P	E	A	R	E	F	G	A	K
F	I	S	H	B	N	D	C	H	I	P	S	O	B	M

Big Ben  
British  
Buckingham  
crown  
Elizabeth  
fish  
chips  
guard



Jewels  
King  
London  
London bridge  
Shakespeare  
sheep  
trifle  
Union jack



4. Watch video and answer the questions which are given for you.

1. What is the biggest single cause of air pollution in London?
2. Why does nitrogen dioxide present a major threat to health?
3. Why are environmental groups planning to sue the UK government?

## **Module 1** Integrated language skills

### *Lesson 2 Traditions holidays customs of Uzbekistan and UK*

#### **Objectives of this lesson:**

- *to listen for details*
- *reading comprehension*
- *to revise grammar (pronunciation)*

#### **1. Read the text and answer the questions.**

##### **Text A**

#### **Wedding Customs**

**(Insert image of wedding)**

There are a great number of traditional wedding customs across the world and they are all equally fascinating. Of course, not everyone follows them nowadays but it is interesting to learn about them. In England, brides traditionally wear a white or ivory-coloured dress. There is a little saying that they should also wear ‘something borrowed, something blue, something old and something new.’ In the Middle East and the Indian sub-continent, the female relatives and friends from both the bride’s and groom’s families decorate their hands and feet with beautiful intricate designs using deep red henna paste. In India, the bride and groom exchange garlands of flowers after the religious ceremony to cement their relationship. In Germany, when a little girl is born, several trees are planted which are later sold to pay for the wedding. One of the customs in Greece is to bring old crockery and smash it to attract good luck. In China, auspicious dates are set by expert astrologers to ensure the union remains secure. Brides do not see the grooms before the actual wedding day as it is seen as bad luck.

##### **Text B**

#### **Birthday Celebrations**

**(Insert image of birthday party)**

Different countries around the world celebrate birthdays in a variety of ways. Birthday cakes have increasingly become popular across the world with many

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bakers producing brilliant works of art. There are many customs unique to different cultures which are also fun. In China, long noodles signify longevity and the person celebrating their birthday needs to slurp a super-long noodle before biting into it. In many countries in Europe, people often have two birthdays – one for the name of the saint they are named after and their own. In Mexico, the piñata is popular at birthdays. A piñata is a form made of papier-mâché filled with sweets and chocolates, moved around to be chased and broken open by guests using a stick. In Vietnam, everyone celebrates their birthday on the New Year as it is considered unlucky to celebrate the actual birthday

**The Summary Notes below contain information from the texts about national customs. Find a suitable word or a phrase in the texts to complete the missing information in gaps 1-5. Write your answers in the spaces provided and you can use up to 5 words.**

Wedding and birthday customs:

- In England, brides usually wear a white or (1) \_\_\_\_\_ dress.
- In the Middle East and Indian Sub-continent, brides and female guests decorate their hands and feet with (2) \_\_\_\_\_ henna tattoos.
- In Germany, trees are planted when baby girls are born and sold to raise money for weddings
- In China , long noodles mean (3) \_\_\_\_\_

Plants:

- Basil is said to prevent bad luck and illness.
- Four-leaf clovers are considered to be lucky
- Purify the atmosphere by burning (4) \_\_\_\_\_.
- Garlic is used to keep away (5) \_\_\_\_\_ and evil spirits.

### 2. Complete these sentences using the correct form of the verb in brackets:

1. In Turkey, it is believed (believe) that if the first customer \_\_\_\_\_ (throw) silver coins on to the floor of a business, it will \_\_\_\_\_ (attract) more people.

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2. In China, long noodles \_\_\_\_\_ (signify) longevity and the person celebrating their birthday needs \_\_\_\_\_ (slurp) a super-long noodle before biting into it.

3. Thyme \_\_\_\_\_ (supposed) to give courage and a sprig of dried rosemary \_\_\_\_\_ (use) to protect the home.



**3. Do this exercise while you listen. Match the speaker with the celebration and write a – e next to the numbers 1 – 5.**

- |                  |                                |
|------------------|--------------------------------|
| 1..... Speaker A | a. golden wedding anniversary  |
| 2..... Speaker B | b. Notting Hill Carnival       |
| 3..... Speaker C | c. end of term party at school |
| 4..... Speaker D | d. Royal wedding               |
| 5..... Speaker E | e. surprise birthday party     |

**4. Circle the best preposition to complete these sentences.**

1. British people usually have their holidays *in / on / at* summer.
2. School children are *in / on / at* holiday from approximately the end of July.
3. *In / On / At* winter some people go skiing.
4. You can sign up to try a new roller coaster ride *in / on / at* their website.
5. As well as plants you can also see top bands play *in / on / at* the Eden Project.
6. Newquay is *in / on / at* the south coast of England.
7. A seven-day July summer holiday *in / on / at* Butlin's costs about 130 pounds per person.
8. In a language exchange, a teenager spends a week or two *in / on / at* a foreign country.

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### Lesson 3 Sightseeing and language of Uzbekistan and UK

#### Objectives of this lesson:

- to speak for dialogue
- to match for information
- to revise vocabulary

#### 1. Write a word or words to complete the sentences.

1. A \_\_\_\_\_ is a place which deals with money.
2. A \_\_\_\_\_ is a place where people go to learn in a class.
3. A \_\_\_\_\_ is a place where you catch the bus.
4. A \_\_\_\_\_ is a place where you borrow books.
5. A \_\_\_\_\_ is a place where you send letters and parcels.
6. A \_\_\_\_\_ is a place which makes something in big quantities.
7. A \_\_\_\_\_ is a place where you can have a drink or a snack.
8. To catch a train, you go to the train \_\_\_\_\_.
9. A \_\_\_\_\_ is a place where you see films.
10. A \_\_\_\_\_ is a big, strong building used in the past to protect the town.

**Words to use:** bus stop, bank, factory, school, library, castle, café, cinema, station, post office.

#### 2. You are a tour guide. Instructions: Prepare your speech and then give a guided tour. Be prepared to answer the tourists' questions!

Good morning/afternoon everyone! Welcome to this tour of \_\_\_\_\_ (place) by \_\_\_\_\_ (transport).

My name's \_\_\_\_\_.

I'm your guide on our tour of \_\_\_\_\_.

The tour will take \_\_\_\_\_ hours.

First we'll see \_\_\_\_\_. Then we'll see \_\_\_\_\_.

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Next we'll \_\_\_\_\_ . After that

Finally we'll

Any questions?

3.



**Tourism vocabulary**

Look at the words above and divide them into positive, negative or neutral. Give examples and discuss your reasons.

**Positive**

**Negative**

**Neutral**

**4. Match the words.**

- |                  |               |
|------------------|---------------|
| 1. Buckingham    | a. Eye        |
| 2. Trafalgar     | b. People     |
| 3. Westminster   | c. Thames     |
| 4. Big           | d. Bridge     |
| 5. The Tower of  | e. Abbey      |
| 6. The Houses of | f. Palace     |
| 7. Tower         | g. Parliament |
| 8. London        | h. Square     |
| 9. British       | i. Ben        |
| 10. The river    | j. London     |

## **Module 1** Integrated language skills

### **5. Speak with each student and answer the following questions.**

1. Have you ever been to any of foreign places?
2. Where did you go?
3. What did you do?
4. Which city would you like to take a tour in? Why?

## **Unit 3 Food**

### **Objectives of this unit:**

- *to learn or revise vocabulary relating to food, restaurants, tastes and textures*
- *to develop reading and comprehension skills*
- *to develop speaking skills/ discussing preferences and attitudes towards food and restaurants*
- *to learn or revise vocabulary relating to food, restaurants*
- *to develop listening skills*
- *to practise speaking skills*
- *to review vocabulary of fitness*
- *to practise reading skills*

### **Lesson 1 National foods, cooking and recipes**

#### **Objectives of this lesson:**

- *to learn or revise vocabulary relating to food, restaurants, tastes and textures*
- *to develop reading skills*
- *to develop speaking skills/discussing preferences and attitudes towards food and restaurant*



## Module 1 Integrated language skills

1. Think of as many national or typical dishes as you can under the following headings:

Your own country	UK	Other country

2. In pairs think of a food to match each adjective.

Tastes		Texture	
Adjective	Example	Adjective	Example
sour		soft	
sweet		hard	
salty		chewy	
bitter		crunchy	
bland		crispy	
strong		smooth	
hot		creamy	
spicy		flaky	

3. Now read the following clues and guess what food/dish is being described.

### CLUES

This food is soft and it tastes sweet. It is made from cream, sugar and fruit or chocolate. It is eaten very cold, usually in summer.

This food is crunchy and it can be salty or sweet. It is often eaten in the cinema.

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This food is hard on the outside, but usually soft in the middle. It is very versatile and is used to make lots of sweet and savoury dishes. In the UK people also eat it on its own for breakfast or in a sandwich.

This food is usually hard and crunchy, and it is red or green in colour. People often use it to make desserts, eg pies.

**Write some more clues of your own and see if your partner or the rest of the class can guess which food you are describing.**

**4. In pairs try to guess the right answer for each question.**

**1. Which of these do the British eat most of in Europe?**

- A crisps and chocolate
- B fresh fruit and vegetables
- C sausages

**2. What is the most popular food in Britain?**

- A fish and chips
- B pizza
- C curry

**3. What is 'haggis'?**

- A a cocktail made from whisky and fruit juice
- B a type of fish eaten in Scotland
- C a Scottish dish made from sheep's stomach and innards

**4. Stilton, cheddar and double Gloucester are all kinds of:**

- A apple
- B pig
- C cheese

## **Module 1** Integrated language skills

### **5. What do most British people have for breakfast?**

- A toast and cereal
- B cappuccino and croissant
- C fried eggs and bacon

### **6. Who invented the sandwich and why?**

- A The Earl of Sandwich – he wanted food which he could eat with one hand while gambling
- B Lord Sandwich – he wanted food which he could take for a picnic in the countryside
- C Queen Elizabeth I – she wanted food which could be prepared quickly for guests

### **7. What is a ‘kebab’?**

- A a type of pub
- B Turkish fast food
- C A hot drink

### **8. Which of the following ingredients would not be a possible ingredient of a British pudding?**

- A pig’s blood
- B chocolate
- C lettuce

### **9. Which of these do you find in a pub in Britain?**

- A lager
- B cider
- C bitter (trick question)

### **10. What is ‘chicken tikka masala’?**

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- A a type of salad
- B a type of Chinese food
- C a curry

**11. How many vegetarians are there in the UK today?**

- A 3-4 thousand
- B 300-400 thousand
- C 3-4 million

**12. Where do people eat deep-fried chocolate bars?**

- A Scotland
- B Japan
- C Wales

**13. When are toffee apples eaten in the UK?**

- A Christmas
- B Halloween
- C Easter

**14. What is the difference between these things?**

- A 'chips' and 'French fries'
- B 'crisps' and 'chips'
- C 'fizzy drink' and 'soda'

**15. When did the first curry house open in Britain?**

- A 1809
- B 1919
- C 1969

**5. Read the following article about cookery programmes and their effect on British cuisine.**

### **Are Brits becoming more adventurous in the kitchen?**

What comes into your mind when you think of British food? Probably fish and chips, or a Sunday dinner of meat and two vegetables. But is British food really so bland and uninteresting? Despite a reputation for less-than-spectacular cuisine, Britain is producing more and more top class chefs who dominate our television screens and whose recipe books frequently top the best seller lists.

It's thanks to these TV chefs rather than any advertising campaign that Britons are turning away from meat-and-two-veg and ready-made meals and becoming more adventurous in their cooking habits. It seems that TV programmes have the power to bring a higher profile to cooking and are wielding real influence on what people cook at home.

According to a new study from market analysts, 1 in 5 Britons claim that watching cookery programmes on TV has encouraged them to try different food. Almost one third say they now use a wider variety of ingredients than they used to, and just under 1 in 4 (24%) say they now buy better quality ingredients than before. One in four adults say that TV chefs have made them much more confident about expanding their culinary knowledge and skills, and young people are also getting more interested in cooking. With an increasing number of male chefs on TV, it's no longer 'uncool' for boys to like cooking. The UK's new obsession with food is reflected through television scheduling. Cookery shows and documentaries about food are broadcast during prime time evening slots.

Many of the new celebrity chefs promote modern 'fusion cuisine', which blends classic 'British' cooking with international and exotic influences. Even the chefs themselves are younger, more beautiful and much more experimental, such as Nigella Lawson and Jamie Oliver. Jamie Oliver was only 23 when he first appeared on British television screens. More than 4 million people tuned in to his popular show 'Jamie's Kitchen'. The show began as an experiment and turned into a phenomenon. Jamie gave himself nine months to take a team of unemployed 16 to 24-year-olds, with virtually no previous experience of cooking, and transform

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them into top class chefs to work in his new restaurant in East London, 'Fifteen'. Jamie left school himself without formal qualifications and believes that with a passion for food, anyone can become a good cook. 'Fifteen' has become a hit in London and is booked up months in advance.

Jamie Oliver has proved to be a huge inspiration for British people. The recent survey finds that the number of those sticking to a traditional diet is slowly declining and around half of Britain's consumers would like to change or improve their cooking in some way. There has been a rise in the number of students applying for food courses at UK universities and colleges, such as those offered by the School of Culinary Art at South Trafford College. Having been ridiculed for centuries for its mediocre cuisine, is Britain now competing with countries such as France and Italy in the field of culinary excellence?

**Read the sentences below and write T (True) or F (False).**

Britain is starting to get a reputation for bad cuisine. \_\_\_\_\_

Advertising campaigns are encouraging British people to try new foods. \_\_\_\_\_

The most popular TV chefs in Britain are younger and more charismatic than they used to be. \_\_\_\_\_

'Jamie's Kitchen' is a TV programme about ordinary people who set up their own restaurants with no cooking experience. \_\_\_\_\_

1. Jamie's restaurant 'Fifteen' will be opening in several months time.
2. The traditional British diet may be dying out. \_\_\_\_\_

### *Lesson 2 Eating places: cafes, restaurants, pubs, choykhonas*

#### **Objectives of this lesson:**

- *to learn or revise vocabulary relating to food, restaurants*
- *to develop listening skills*

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- 1. Talk in pairs about:** *restaurants / British food / ice cream / bacon and egg ice cream / experimental food / snail porridge / fish and chips ... For more conversation, change topics and partners frequently.*
- 2. Spend one minute writing down all of the different words you associate with British food. Share your words with your partner / group and talk about them.**
- 3. Write down what you consider to be the three most delicious dishes in your country. Talk about the points below to your partner / group:**
  - *ingredients*
  - *flavour*
  - *presentation*
  - *history*
  - *cultural importance*
  - *difficulty of cooking*
  - *eating style*
  - *your history with this food*
  - *price*
  - *availability*
- 4. Use your dictionary / computer to find word partners (collocates), other meanings, synonyms or more information on the words 'ice' and 'cream'.**



- 5. Listen and find out whether these sentences are true or false:**

1. A British restaurant serves bacon and egg ice cream. T / F
2. A British restaurant won the title of best restaurant in the world. T / F
3. The head chef cooks traditional English dishes. T / F
4. The head chef studied at a French cooking school. T / F
5. Britain is the home of fish and chips. T / F
6. London was named as the gourmet capital of the world. T / F

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### 6. Match the following synonyms from the article:

- |                |               |
|----------------|---------------|
| (a) serves     | name          |
| (b) list       | cooking       |
| (c) reputation | food lover    |
| (d) unique     | dishes up     |
| (e) gastronomy | combines      |
| (f) mixes      | bland         |
| (g) tasteless  | one-of-a-kind |
| (h) gourmet    | poll          |

### *Lesson 3 Healthy food, fast food, keeping diet and fasting*

#### **Objectives of the lesson:**

- *to practise speaking skills*
- *to review vocabulary of fitness*
- *to practise reading skills*

#### **1. Complete the questionnaire to find out how active you are.**

##### **1. How often do you walk more than a kilometre?**

- A Every day
- B Once a week
- C Once or twice a week
- D Very rarely
- E Never

##### **2. When was the last time you took any form of physical exercise?**



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- A Yesterday
- B Last week
- C Last month
- D A long time ago
- E I can't remember

### **3. Tick any of the following activities that you do regularly:**

- Cycling
- Watching TV
- Playing team games (football, rugby)
- Watching team games
- Playing computer games
- Surfing the net
- Walking in the countryside
- Listening to music in your room
- Playing outside / in the garden / in the street
- Going to a gym
- Messaging your friends

**2. Can you calculate the number of hours you spend on the activities per day or per week? (e.g. I spend 2 hours a day cycling to school and one hour a day watching TV).**

1. Which of the activities in the questionnaire might be good for your heart?
2. Which activities can be called sedentary?
3. Give other examples of sedentary activities.

### **3. Read the text and answer the questions:**

## **Module 1** Integrated language skills

1. How does your lifestyle compare to British teenagers?
2. Are they more active than you?

### **A generation of couch potatoes**

Lots of teenagers have posters of their sports hero on their bedroom wall. But do they follow the healthy examples set by these athletes? British parents are worried that young people are not as fit and healthy as in the past. Why is this? According to the British Heart Foundation, 13 to 15 year olds are spending too much time doing sedentary activities such as watching TV or playing computer games. A special report describes a generation of couch potatoes, young people sitting around at home, growing up in their bedrooms, travelling by car and in serious danger of heart disease as they get older. Is this their fault? Are young people lazy? Many parents don't allow their children to play outside or walk to school by themselves. "I ring my Dad on my mobile and he picks me up from the station. It's 10 minutes' walk from home but he thinks it is dangerous," says 14 year old Carrie. Some teenagers blame their over protective parents for making them unfit. It is certainly becoming more difficult to encourage young people to have an active life and protect their hearts. In recent years schools have spent less time on sports. "My Mum did lots of hockey and netball at school but we didn't have time for that this year because we had so many exams to prepare," says Ben,

**How does your lifestyle compare to your grandparents' lives? Has anything changed? Discuss these topics:**

Transport

Diet

Home

Spare time activities

Physical activities

**5. Think of four ways to encourage young people in your town / area to improve their fitness.**

1)

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2)

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3)

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4)

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## **Unit 4 Health**

### **Objectives of this unit:**

- *to enhance reading skills*
- *to work with grammar*
- *to use word-stock*
- *to listen for details*
- *to develop speaking skills*

### *Lesson 1 Visiting a doctor*

#### **Objectives of this lesson:**

- *to develop speaking skills*
- *to enhance grammar (sentence structure)*
- *to listen for information*

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### 1. Listen and fill in the gaps.

I never 1. \_\_\_\_\_ about my health until recently. When I was a kid, I 2. \_\_\_\_\_ exercise. Even in my twenties and thirties I was very 3. \_\_\_\_\_ ill. I have been lucky all my life – always 4. \_\_\_\_\_ health. I rarely get even a cold. I suppose 5. \_\_\_\_\_ with you. Now I seem to be getting lots of little 6. \_\_\_\_\_. I should go to the doctor for a health check, but I'm too busy. The older you get, the 7. \_\_\_\_\_ about your health. One good thing is that I'm eating more healthily now 8. \_\_\_\_\_. I no longer have fast food and midnight snacks. I also sleep 9. \_\_\_\_\_. I've read that getting seven or eight hours sleep every night 10. \_\_\_\_\_ best things you can do for your health.

### 2. Write five GOOD questions about health in the table. Do this in pairs.

When you have finished, interview other students. Write down their answers.

	Student 1	Student 2	Student 3
Q1			
Q2			
Q3			
Q4			

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Q5			

### 3. Now unjumble the words.

health my about worry to used never I until recently. When I was a kid, exercise loads I of did. Even in my twenties and thirties ill was fit never I very and. I have been lucky all my life – always in the best of health. I rarely get even a cold. catches time suppose I with up you. Now I seem to be getting lots of little aches and pains. go should I a for doctor the to health check, but I'm too busy. The older you get, the more you worry about your health. is I'm One thing that eating good more healthily now than ever before. I no longer have fast food and midnight snacks. I also sleep a lot more. or seven getting that read I've eight hours sleep every night is one of the do can you things best health your for.

### Lesson 2 Traditional and modern medicine

#### Objectives of this lesson:

- *writing comprehension*
- *to develop speaking skills*
- *to listen for information*



#### 1. Listen to the conversation and then answer the questions.

##### 1. What's the matter with Steve?

- A He has a cold.
- B He has the flu.
- C He has a stomachache.

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**2. How long has Steve been sick?**

- A since Friday
- B since Saturday
- C since Sunday

**3. How often should Steve take the medicine the doctor prescribes?**

- A three times a day with meals
- B four times a day before meals
- C three times a day after meals

**4. What does Carla suggest he do?**

- A take herbal medicine
- B see another doctor
- C eat chicken soup

**5. What does Steve decide to do?**

- A talk to another friend
- B listen to Carla's suggestion
- C see the same doctor again

**2. Name several illnesses that keep people from going to work or school. Then, discuss the symptoms for each and remedies and treatments for curing the problem**

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3. Write about health for 10 minutes. Show your partner your paper. Correct each other's work.

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### Lesson 3 Opportunities for disabled people

#### Objectives of this lesson:

- *to listen for information*
- *to use special vocabulary*
- *to develop speaking skills*



1. Listen to the conversation and answer the questions.

1. What does the man want to do?

- A play basketball with friends from work
- B try out for the company baseball team
- C get in shape and compete in a cycling race

2. What is the woman's main concern?

- A She is worried her husband will spend too much time away from home.

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- B She is afraid her husband will become a fitness freak.
- C She is concerned about her husband's health.

### **3. What is the woman's first suggestion to her husband?**

- A He should see a doctor.
- B Her husband should start with a light workout.
- C Her husband needs to visit a fitness trainer.

### **4. What does the woman advise about the man's diet?**

- A He should consume less salt.
- B He should eat less fatty foods.
- C He should add more protein products to his diet.

### **5. Why does the man's wife recommend cycling?**

- A It is good for improving muscle tone.
- B It helps strengthen the heart.
- C It helps develop mental toughness.

## **2. Match the items on the top to the items on the bottom.**

1. You ought to \_\_\_\_\_ on the amount of sweets you eat. They aren't healthy.
  2. I suggest you get a \_\_\_\_\_ before you start any exercise program.
  3. Close the \_\_\_\_\_. The food will spoil if you don't.
  4. Running is really good for your \_\_\_\_\_ because it gets your heart rate up.
  5. He can't walk up stairs without getting tired because he's so \_\_\_\_\_.
- a) cardiovascular system
  - b) cut back
  - c) fridge
  - d) physical



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e) out of shape



**3. Listen to the conversation. Then choose words and write them in the correct blank.**

**Man:** Honey, the basketball game is about to **1.** \_\_\_\_\_. And could you bring some **2.** \_\_\_\_\_ and a bowl of ice cream? And . . . uh . . . a slice of pizza from the fridge.

**Woman:** Anything else?

**Man:** Nope, that's all for now. Hey, Hon, you know, they're **3.** \_\_\_\_\_ a company basketball team, and I'm thinking about joining. What do you think?

**Woman:** Humph. . .

**Man:** "Humph" What do you mean "Humph." I was the **4.** \_\_\_\_\_ player in high school.

**Woman:** Yeah, **5.** \_\_\_\_\_ years ago. Look, I just don't want you having a heart attack **6.** \_\_\_\_\_ up and down the court.

## Unit 5 Family values

### Objectives of this unit:

- *a discussion about who gets divorce*
- *to discuss issues surrounding divorce*
- *to develop speaking skills*
- *to develop reading skills*
- *to revise vocabulary relating to family*
- *to improve discussion skills*

## Module 1 Integrated language skills

### Lesson 1 Marriage, divorce, planning the family

#### Objectives of this lesson:

- a discussion about who gets divorce
- to discuss issues surrounding divorce

1. Work in pairs and make as many words as you can using the following letters.

PAITNSHEROLI

2. Look at these expressions about John and Cristina. Which ones indicate that they are in a happy relationship, and which expressions indicate that they are in an unhappy relationship? Write *H* for happy and *U* for unhappy next to each sentence.

1. *Their relationship is on the rocks.*
2. *They are still in a honeymoon period.*
3. *They aren't getting along very well.*
4. *They're going through a rough patch.*
5. *They can't see enough of each other.*
6. *She can't put up with him anymore.*
7. *They're going (their) separate ways.*
8. *They stick together through thick and thin.*

3. Imagine you are judges. YOU are responsible for divorce cases where the husband and wife cannot agree. Today you have been presented with another difficult case: Ford vs. Ford. Read about the case below.



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### **Cristina Ford**

Cristina Ford is a forty-year-old advertising executive. She works very long hours and earns a lot of money. Since their daughter Olivia was born four years ago, Cristina has worked and supported the family.

### **John Ford**

John Ford is an unemployed forty-two year old man. He worked for many years in a bookshop. At the moment he is trying to write a novel. He stopped working when their daughter Olivia was born, and has stayed at home to take care of her for the past four years.

### **The Divorce**

John and Cristina got married ten years ago. They began to have problems in their marriage after Olivia was born. They have decided to get divorced, but are now very angry with one another.

### **Cristina wants:**

- Full custody of Olivia.
- The family house, a three-bedroom house in a nice part of town.
- Charlie, the family dog.
- Cristina wants to sell the summer beach apartment and share the money. She refuses to give John any money at all. She does not want any money from John. John can see his daughter every two weeks and have her for the summer holidays.

### **John wants:**

- Full custody of Olivia.
- Charlie, the family dog.
- The summer beach apartment so he can write there.
- John wants to sell the family house in the city and share the money. He also wants Cristina to pay \$1000 a month for child support. Cristina can see her daughter every two weeks and have her for the summer holidays. John also wants \$25 000 compensation because he feels he sacrificed his work to raise Olivia.

## **Module 1** Integrated language skills

**Now discuss with the other judges in your group. You must come to a decision and make some clear recommendations. Write your recommendations here:**

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**When you have written your recommendations, consult with another group of judges. Did you agree on what should be done? Then turn the page and look at the discussion questions on divorce.**

### **4. Discuss the following questions in pairs:**

1. What are some of the common causes of divorce?
2. Is divorce legal in your country? Has it always been legal?
3. Is it easier to get a divorce now that in the past? Why?
4. Is divorce more common now than in the past? Why or why not?
5. Some people say that children of divorced parents are more likely to divorce themselves. What do you think?
6. Many actors, for example Michael Douglas and Catherine Zeta Jones, sign very detailed contracts before they get married (called pre-marital contracts). These contracts say exactly how much money and materials each person will get if they divorce. Do you agree with these contracts? Would you make one before you get married?
7. Does age make a difference in divorces? Are younger couples more likely to divorce than older ones?

## Module 1 Integrated language skills

### Lesson 2 Family tree, upbringing children, generation gap

#### Objectives of this lesson:

- to develop speaking skills
- to develop reading skills
- to revise vocabulary relating to family

#### 1. Discuss the following questions in pairs:

1. What is the best environment to raise a family in (e.g. apartment, village, etc)?
2. What was the worst thing you did as a child? Did you get caught?
3. Is there anything funny or different about your family?
4. Does someone in your family maintain a family tree? How far back can you trace your family history?

#### 2. Read the article and answer the following questions:

1. What is a nuclear family?
2. **True or False:** extended families are replacing nuclear families in North America.
3. How has marriage and raising children changed in the U.K. since 1971?
4. Why does Stephanie Coontz believe the institution of the family has weakened?
5. Do you agree or disagree with the ideas in the article?

### Family

The *nuclear family* is the traditional family structure in the West. This term, originating in the 1950s, describes families consisting of a father, a mother, and their **offspring**. Under this **conventional** structure, the family is seen as the basic unit in society; the father functions as the **breadwinner** and the mother as the **homemaker**. Nowadays, alternative family types are becoming more common, such as single-parent families, families headed by same-sex parents, and extended families where families live with their **kin**, which may include several generations.

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Extended families are less common in North America, where it is not uncommon to place grandparents in retirement homes.

A Social Trends survey in 2009 reported radical changes in child **rearing** and marriage practices in the United Kingdom. Figures showed that while 30 percent of women under thirty had given birth by the age of 25, only 24 percent had married. This marked the first time childbirth had become the first major **milestone** in adult life, ahead of marriage. In 1971 in the U.K, 3/4 of women were married by the age of 25 and half were mothers.

Judging by the high rates of divorce and the increasing number of children born out of **wedlock**, it would appear that the family as an **institution** is **in decline**. American sociologist Stephanie Coontz believes so too, but for different reasons. Coontz points out that marriages are no longer arranged for political or economic reasons, and children are no longer required to contribute to the family income. Marriages nowadays are founded on love. She believes this shift towards love, emotional fulfillment, and free choice has actually weakened the family by making it optional and **fragile**.

### 3. Match the words with their meaning as used in the article.

1. offspring	a. a very important stage in the development of sth
2. conventional	b. traditional
3. breadwinner	c. bring up and care for a child until it is fully grown
4. homemaker	d. the income-earner of a family
5. kin	e. breakable; delicate; weak
6. rear (verb)	f. failing; dying
7. milestone	g. the state of being married
8. wedlock	h. children
9. institution	
10. in decline	

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11.fragile	i. a person who takes care of the house and family j. your family or your relatives k. a custom or system that has existed for a long time
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**4. Connect the below ideas to make a sentence.**

government / crush / uprising	e.g. The government plans to crush the uprising.
care / offspring	
conventionally / breadwinner	
homemaker / rear	
kin / gifts	
milestone / life	
born / wedlock	
institution / in decline	
relationship / fragile	

**5. What is the appropriate English term for ...**

- your sister's daughter?                   -----
- your sister's son?                         -----
- your grandmother's mother?           -----
- your brothers and sisters?           -----
- your wife's brother?                   -----
- the son of your mother's new husband?                                   -----

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### Lesson 3 Family matters

#### Objectives of this lesson:

- to revise vocabulary relating family
- to improve discussion skills

#### 1. Write the female equivalent of the family words below:

*Father* \_\_\_\_\_  
*Husband* \_\_\_\_\_  
*Brother* \_\_\_\_\_  
*Son* \_\_\_\_\_  
*Uncle* \_\_\_\_\_  
*Grandfather* \_\_\_\_\_  
*Grandson* \_\_\_\_\_

#### 2. Discuss with your partner what the family words below mean.

<i>parent</i>	<i>relation</i>	<i>relative</i>
<i>spouse</i>	<i>sibling</i>	<i>twin</i>
<i>step-father</i>	<i>half-brother</i>	<i>great-grandfather</i>

#### 3. Discuss with a partner what you should do when...

- your six year-old child asks where babies come from.
- your child fails his English test.
- your 13-year old gets a tattoo on his back of a tarantula.
- your child won't eat his/her vegetables at dinner.
- your 12-year old daughter says she's dating a high school student.
- your child won't stop screaming because you won't buy him candy in the grocery store.
- your child tells you that he or she is gay.
- your marriage becomes stale.



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- your child graduates university.

4. Write your opinion about “Grown-up children should look after their elderly parents”. Then discuss in a group.

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## Unit 6 Education

### Objectives of this unit:

- *to get acquainted with each other*
- *to know how to describe people*
- *to understand how geniuses think*
- *reading skills: finding examples that help explain new ideas*
- *vocabulary: grouping words*
- *to talk about ways of being genius*

### Lesson 1 School life, student life, and teachers

#### Objectives of this lesson:

- *to get acquainted with new topic*
- *to know how to describe school life*

## Module 1 Integrated language skills

**1. Identify the meanings of these given words and make up sentences using the given words as many as possible about education.**

Classmate \_\_\_\_\_

Examiner \_\_\_\_\_

Learner \_\_\_\_\_

Principal \_\_\_\_\_

Pupil \_\_\_\_\_

Coach \_\_\_\_\_

Graduate \_\_\_\_\_

Lecturer \_\_\_\_\_

Professor \_\_\_\_\_

Tutor \_\_\_\_\_

**2. Match the words in Activity 1 with a suitable definition in this Activity**

1. Someone who teaches at a university .....
2. Someone who has a college degree .....
3. The head of a school.....
4. Somebody who studies at a primary or a secondary school.....
5. The most important teacher in a university department .....
6. Someone who teaches one student or a very small class.....
7. Somebody in the same class as yourself .....
8. Somebody who trains a sports team.....
9. Somebody who writes the question papers of an examination.....
10. Somebody who drives but hasn't yet passed a driving test.....

## Module 1 Integrated language skills

### 3. Describe the different types of classrooms.



### 4. Find as many words about education as you can.

b	S	e	l	u	r	r	E
a	C	l	e	s	s	o	N
c	H	s	a	d	r	t	T
c	O	u	r	s	e	u	E
d	O	n	n	t	w	t	R
s	L	c	o	u	s	b	E
c	O	d	t	d	n	o	I

## Module 1 Integrated language skills

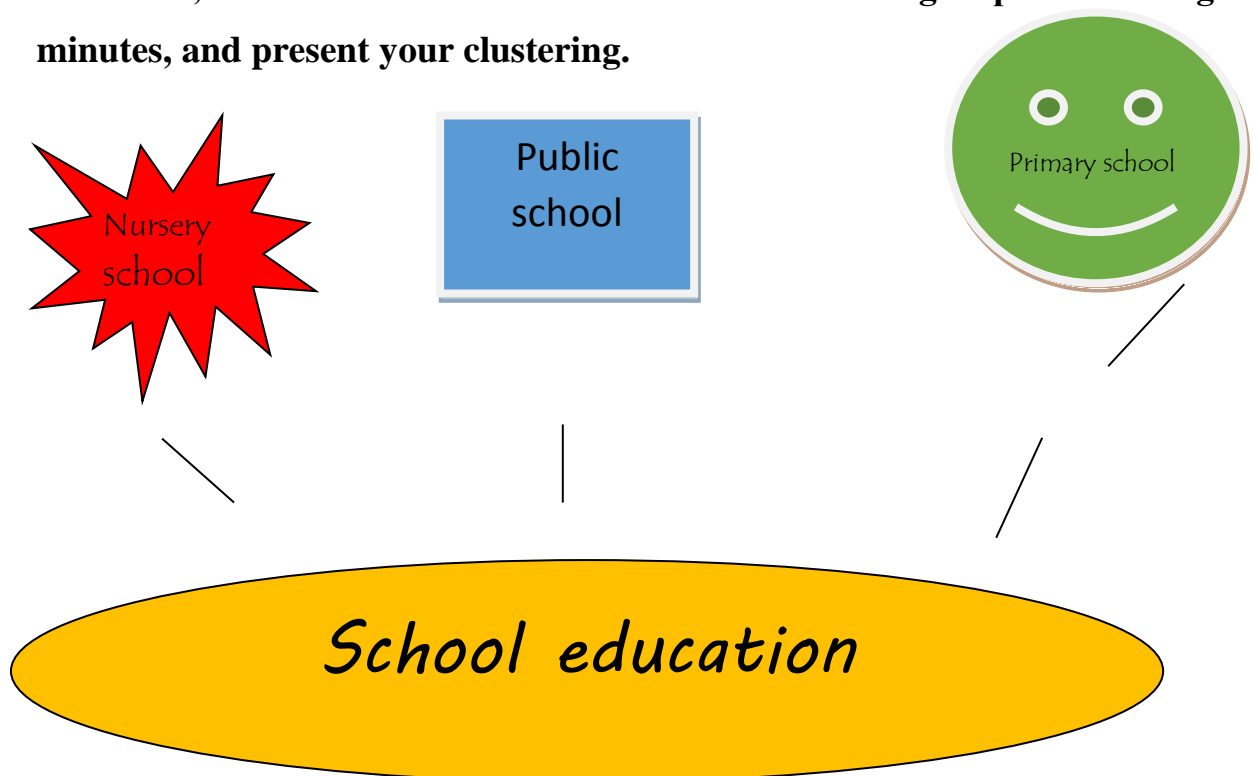
S	O	s	e	y	a	o	K

### Lesson 2 Comparison of educational systems, where to study, decision-making

#### Objectives of the lesson:

- to learn how to choose word-stock
- vocabulary: grouping words

1. Discuss, cluster the term “school education” in small groups of 4 during 5 minutes, and present your clustering.



2. Choose a card with the name of state that’s school education they are going to discuss and write about it.

Uzbekistan

Great Britain

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**3. Match the sentences with their appropriate halves.**

1. The teacher started by going over the main..... .
  2. Your English will improve if you work hard..... .
  3. How did you do in your exams.....
  4. I just don't see ..... .
  5. I'll try to use my French ..... .
  6. I made complete mess of the exam..... .
  7. It always takes the students a while to settle do down..... .
  8. Don't give up..... .
  9. He passed the exam with flying colours..... .
  10. The main aim of my lesson was.....
  11. If you want to learn to play the piano..... .
  12. It was really stiff exam..... .the point of this lesson.
- a) Driving's just a question of practice.
  - b) I think he got nearly 100%.
  - c) At the start of the lesson.
  - d) It'll take years of practice.
  - e) I don't think many of us will pass.
  - f) To get the students talking.
  - g) Speak as much as you can. Practice makes perfect.
  - h) I mucked the whole thing up.

## Module 1 Integrated language skills

- i) points of yesterdays lesson.
- j) but I'm a bit out of practice.
- k) Badly. I failed three of them.

### 4. Check what these words mean in the text.

bell dawn shiver basin stairs schoolroom prayers Bible Activity  
breakfast

The night passed rapidly: I was too tired even to dream; I only once awoke to hear the wind rave in furious gusts, and the rain fall in torrents, and to be sensible that Miss Miller had taken her place by my side. When I again unclosed my eyes, a loud bell was ringing; the girls were up and dressing; day had not yet begun to dawn, and a rush light or two burnt in the room. I too rose reluctantly; it was bitter cold, and I dressed as well as I could for shivering, and washed when there was a basin at liberty, which did not occur soon, as there was but one basin to six girls, on the stands down the middle of the room. Again the bell rang: all formed in file two and two, and in that order descended the stairs and entered the cold and dimly-lit schoolroom: here prayers were read by Miss Miller; afterwards she called out -'Form classes!' A great tumult succeeded for some minutes, during which Miss Miller repeatedly exclaimed, 'Silence!' and 'Order!' When it subsided, I saw them all drawn up in four semi-circles, before four chairs, placed at the four tables: all held books in their hands, and a great book, like a Bible, lay on each table, before the vacant seat. A pause of some seconds succeeded, filled up by the low, vague hum of numbers; Miss Miller walked from class to class, hushing this indefinite sound. A distant bell tinkled: immediately three ladies entered the room, each walked to a table and took her seat; Miss Miller assumed the fourth vacant chair, which was nearest the door, and around which the smallest of the children were assembled: to this inferior class I was called, and placed at the bottom of it.

## **Module 1** Integrated language skills

Business now began: the day's Collect was repeated, then certain texts of Scripture were said, and to these succeeded a protracted reading of chapters in the Bible, which lasted an hour. By the time that Activity was terminated, day had fully dawned. The indefatigable bell now sounded for the fourth time: the classes weremarshalled and marched into another room to breakfast. How glad I was to behold a prospect of getting something to eat! I was now nearly sick from hunger, having taken so little the day before.

### **5. Fill the gaps.**

#### **Schooldays of a rock star**

Bill Wyman, now his sixties, was a member of The Rolling Stones, one of the most successful rock bands in the world. Here he tells us about his childhood.

“I was one of three kids out of my (1).....school to get at grammar school. I was delighted because I liked learning, but my father wasn't very pleased because I had to wear (2)..... The uniform was expensive, and we were very poor. Also, I had to get a bicycle because the school was a long way from where I lived.

One day, a boy from school invited me to his house .It was a lovely house – a palace compared with mine. My father said I should invite my friend back to my house. In fact I didn't want my friends to come to my house – it was too embarrassing. We had no electricity or running water, and toilet was in the garden.

There was no heating in the house. In winter there was ice on the inside of our bedroom windows, so getting out of bed was really hard. The only good thing about it was that we couldn't have a bath every night. The water was too cold.

School was going well. I was about sixteen and about to take my (3)..... But one day my father said, “Right, I've had enough of you in that school. You're leaving.”

I had to leave school and start earning some money for the family(4). .....asked my father to let me take the exams, but he refused, and after that I could go to college.

Anyway, that was the end of my (5).....but I can't complain – after that I got into music, and the rest is history!”

## Module 1 Integrated language skills

### Lesson 3 Exchange students, scholarships, studying abroad

#### Objectives of this lesson:

- to learn how to choose word-stock
- vocabulary: grouping words

1. Name the nouns and verbs that are used in the classroom and fill the table below.

Nouns.	Verbs

2. Find the subjects taught at schools

1. TAHMS \_\_\_\_\_
2. IRTHOSY \_\_\_\_\_
3. CNECCEI \_\_\_\_\_
4. NISGEHL \_\_\_\_\_
5. HOGTCEYNLO \_\_\_\_\_
6. EHGORAGPY \_\_\_\_\_
7. RAT \_\_\_\_\_
8. SIMCU \_\_\_\_\_



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9. EHNFCR \_\_\_\_\_

10. NEOCCIOSM \_\_\_\_\_

### 3. What do you call:

1. The money some students receive if they get a place at university?

\_\_\_\_\_

2. The qualification you get at the end of university?

\_\_\_\_\_

3. The name we give students during this period at university?

\_\_\_\_\_

4. Teachers at university?

\_\_\_\_\_

5. Students when they have completed their first degree?

\_\_\_\_\_

6. Students studying for a second degree?

\_\_\_\_\_

7. The talks that students go to while they are at university?

\_\_\_\_\_

## Unit 7 City and country life

### Objectives of this unit:

- *to develop communication skills*
- *to develop vocabulary around the topic of cities and how to describe them*
- *to develop critical thinking*
- *to develop discussion skills*
- *to develop reading skills*
- *to develop speaking skills*

## **Module 1** Integrated language skills

### *Lesson 1 City life, problem of big cities, famous cities in the world*

#### **Objectives of this lesson:**

- *to develop communication skills*
- *to develop vocabulary around the topic of cities and how to describe them*

- 1. You will have two or three minutes to brainstorm as many vocabulary words as possible that are related to the topic of cities.**
- 2. Complete the following prereading quiz.**

#### **How much do you already know?**

- 1. New York was once the capital city of the United States.**
  - A True
  - B False
- 2. What was New York originally called?**
  - A New England
  - B New Amsterdam
  - C Verrazano Narrows
  - D Greenwich Village
- 3. New York City is divided into five boroughs (districts). Which of these is not one of the five boroughs?**
  - A Brooklyn
  - B The Bronx
  - C SoHo
  - D Queens
- 4. Which of the following is a common nickname for New York City?**
  - A The City of Brotherly Love
  - B The City of Big Shoulders
  - C The Big Easy
  - D The Big Apple

## Module 1 Integrated language skills

5. About how many people live in New York City today?

- A 2 million
- B 5 million
- C 8 million
- D 12 million

**Scan the text and answer the following questions.**

1. *How much land does New York City cover?*
2. *What is the average rainfall in New York in a year?*
3. *When was New York first established?*
4. *When was the New York Subway first opened?*
5. *What is the center of U.S. theater called?*

### Fact Sheet: New York City

**State:** New York

**Boroughs:** The Bronx, Brooklyn, Manhattan, Queens, Staten Island

**Official Website:** [www.nyc.gov](http://www.nyc.gov)

**Population (2006):** 8,214,426

**Area:** 309 square miles (800 sq. km.)

**Elevation:** 33 feet (10 m)

**Average temperatures**

**January:**

Low 26°F (-3°C)

High 38°F (3°C)

**July:**

Low 67°F (19°C)

High 84°F (29°C)

**Average annual rainfall:** 47 inches (1200 mm)

**Average annual snowfall:** 28 inches (710 mm)

**Nicknames:** The Big Apple, The City That Never Sleeps

**History**

## **Module 1** Integrated language skills

New York City was established in 1613 by the Dutch East India Company. The original settlement, located on Manhattan island, was called “New Amsterdam.” In 1664, the Dutch government ceded control of the city to the British, who renamed it “New York.” After the United States gained independence from England, New York was briefly the site of the national capital.

In the late 1800s and early 1900s, millions of immigrants entered the United States via New York. In 1898, the five boroughs—which had previously been independent cities—were brought together under one city government. The boroughs were further united in 1904 by the opening of the New York City Subway.

The famous New York skyline began to take shape in the early twentieth century. At the same time, New York took its place as a global center of business and the arts.

### **Landmarks**

New York is home to a number of famous landmarks. Examples of the city’s world-class architecture include the Empire State Building, the Statue of Liberty, and the Brooklyn Bridge. The headquarters of the United Nations (UN) is also in New York, although the site on which the UN buildings are located is treated as international territory.

New York has many famous neighborhoods, such as Greenwich Village, Harlem, and Wall Street. The city also contains a large amount of green space; Central Park in Manhattan and Prospect Park in Brooklyn are both places where New Yorkers can escape from the hectic pace of city life.

### **Arts and Entertainment**

New York is considered by many to be the cultural capital of the United States. It is home to several leading art museums, such as the Metropolitan Museum of Art and the Guggenheim Museum, as well as hundreds of private art galleries. New York—and more specifically, the street in Manhattan known as Broadway—is viewed as the heart of theater in

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the United States. The Metropolitan Opera and the New York Philharmonic Orchestra are two of the best musical companies in the country.

**Consider the origins of below nicknames:**

*The Big Apple*

*The City That Never Sleeps*

- 6. Work in groups. Write fact sheets about different cities in your country, using the New York City fact sheet as a model.**

**Fact Sheet:** \_\_\_\_\_

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*Lesson 2 Home towns, transport, and the best place to live*

- *to develop critical thinking*
- *to develop vocabulary around the topic of cities and how to describe them*

**Module 1** Integrated language skills

**1. Get into small groups and share any information you know about the cities.**

*Madrid Dublin Toronto Auckland Amsterdam*

**2. What do you understand by these terms:**

- *standard of living*
- *mentality*
- *cuisine*
- *political situation*
- *environment*
- *climate*
- *culture*

**3. Imagine that you are going to live and work in a different city for a year. Think about things you would like to know about a city before you decide which one to go to. Research and find out as much about the city you have chosen.**

**4. Write a composition which starts:**

*If I could build my own perfect world, it would ...*

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## **Module 1** Integrated language skills

### *Lesson 3 Migration from countries to cities*

#### **Objectives of the lesson:**

- *to develop discussion skills*
- *to develop reading skills*

- 1. Talk about population trends in your country. Which are the biggest cities? Are people moving into the cities? Is this good?**
- 2. In pairs, write down five problems that mega cities will have in the future. Once you have five problems, discuss possible solutions. Tell your problems to other groups and ask for their solutions.**
- 3. In groups, decide what opportunities and challenges there will be for all societies in the twenty-first century due to the following: diverse patterns of childbearing, mortality, migration, urbanization and ageing. Share your thoughts and discuss with other groups.**
- 4. Discuss with your partner whether the future of the planet is bright or bleak.**
- 5. Look at the headline and predict whether you believe the following statements about the article are true or false:**
  1. A United Nations report on world population trends talks about interesting food. T / F
  2. The world's population is currently 6.5 billion. T / F
  3. The report says population explosions will occur in Europe and Japan. T / F
  4. The population levels in developed countries will fall because of increased contraceptive use. T / F
  5. Half of the world's population will be city dwellers by 2007. T / F
  6. Bombay is currently the world's most populated city. T / F

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7. In 1950 only two cities had a population of over 10 million. By 2050 that number will increase to twenty-two. T / F
8. Population trends will present opportunities as well as challenges for all societies in the twenty-first century. T / F

### **Half the world in cities**

The United Nations report on world population trends has provided some interesting food for thought on the future demographics of our planet. The world's population is currently 6.5 billion and is set to increase and level off to about 9 billion people. The report says population explosions will occur in Africa and Asia, but not in the rest of the world, "Considerable diversity exists in the expected population growth of countries. The population of many countries, particularly in Africa and Asia, will increase greatly in the coming decades." Conversely, population levels in developed countries are expected to fall, because of decreased fertility rates caused by increased contraceptive use. The report also indicates half of the world's population will be city dwellers by 2007. That is a huge jump from the figure of 30% urbanization in 1993. The five most populated cities today are Tokyo (35 million people), Mexico City (19 million), New York (18.5 million), Bombay (18.3 million) and Sao Paulo (18.3 million). In 1950 only Tokyo and New York had populations of more than 10 million people. By 2050 there will be 22 cities of that size. The report concludes, "the current population picture is one of dynamic population change, reflected in new and diverse patterns of childbearing, mortality, migration, urbanization and ageing. The continuation and consequences of these population trends present opportunities as well as challenges for all societies in the twenty-first century."



## Module 1 Integrated language skills

### Unit 8 Leisure and sports

#### Objectives of this unit:

- *to enhance reading skills*
- *to work with grammar*
- *to use word-stock*
- *to listen for details*
- *to develop speaking skills*

#### Lesson 1 Sport events, travel

#### Objectives of this lesson:

- *to develop reading comprehension*
- *to use questionnaire*
- *to match for information*

**1. Organise the words in the box into three groups: leisure activities, sport and the words which are related to both leisure and sport.**

Swimming gardening gymnastics fishing camping music painting  
cooking surfing singing acting reading tennis basketball ice skating  
horse riding soccer diving rowing writing boxing painting golf  
joggingchess hockey

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Leisure activities	Sport	Leisure activities and sport

### 2. Scan the article and answer the questions in skimming way

#### Ancient Olympic Games

In ancient history, the Olympic Games were a series of competitions between different cities in Greece. There were athletic games as well as combat and chariot racing. According to legend, the Olympic Games were created by Zeus and his son, Heracles, both of whom were Greek gods. Heracles declared the Olympic Games would be held every four years and built a stadium to honor his father. At the earliest recorded Olympics in 776 B.C., racing was the only event. However, later Olympic Games held gradually longer races such as the marathon. In the year 393 A.D., Roman emperor Theodosius banned the Olympic Games. He was a Christian who believed that the games were a form of worshipping of a false religion. For almost 1500 years, the Olympics ceased to exist as an event.

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In the late 19th century, two things sparked the restoration of the Olympic Games. Writers and artists at the time were rebelling against scientific progress and politics of the 1800s. Many of them believed that humanity and nature were under threat as society became increasingly dominated by rules and rational scientific thought. To fight against these changes, these artists used their words and paintings to celebrate the beauty of nature and human emotion. Many of them were inspired by the similar themes found in ancient Greek art, such as operas and poetry. They identified heavily with the spirit of the ancient Games, which celebrated the human spirit through struggle and competition.

The independence of Greece in the 1830s also helped to bring back the Olympics. One proud Greek named Panagiotis Soutsos wrote an acclaimed poem calling for the return of the event. Soutsos' poem was very popular and it was printed in the nation's newspapers. A wealthy Greek investor named Evangelos Zappas was so moved by Soutsos' poetry that he sponsored a small-scale revival of the Olympic Games called the "Zappas Olympics" starting in 1859. Although these games were successful, they had only Greek athletes and participants. The first truly international athletic event that resembles today's Olympic Games was held in 1870.

**1. According to the article, who were Zeus and Heracles?**

- A Greek gods
- B Roman emperors
- C Olympic heroes
- D Chariot racers

**2. The word "legend" in paragraph 1 is closest in meaning to:**

- A mythology
- B sociology
- C psychology

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D geography

**3. The word “his” in paragraph 1 refers to:**

A Zeus

B Heracles

C Theodosius

D Evangelos Zappas

**4. It can be inferred from paragraph 1 that the Olympics:**

A have been held consistently since 776 B.C.

B were held every four years from 393 A.D

C were not held for a prolonged period of time

D were banned because they were too dangerous

**5. The word “restoration” in paragraph 2 is closest in meaning to:**

A refunding

B revival

C abolition

D satisfaction

**6. The word “rational” in paragraph 2 is closest in meaning to:**

A logical

B unwise

C possible

D probable

**7. The word “they” in paragraph 2 refers to:**

A artists

B operas

C themes

D Games

**8. Paragraph 2 is about:**

A the wonder and beauty of nature and human emotion

## **Module 1** Integrated language skills

B the differences between Greek and 19th century art

C why the Olympics appealed to 19th century artists

D the incredible scientific progress of the 19th century

**9. According to the article, why were the Zappas Olympics not considered a “real” Olympics?**

A the events were disappointing

B the athletes did not compete

C only one nation participated

D the events were cancelled

**10. According to the article, when did the Zappas Olympics begin?**

A 1776

B 1830

C 1859

D 1870

**11. The word “moved” in paragraph 3 could be replaced with:**

A active

B affected

C advanced

D positioned

**12. It can be inferred from paragraph 3 that the first real international Olympics were held ... .**

A in the 17th century

B in the 18th century

C in the 19th century

D in the 20th century

**3. Work with your partner. Make a dialogue using the questions below.**

1. Do you ever play soccer?

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2. What's your favorite sport?
3. Do you like going swimming?
4. Do you usually go running in the morning?
5. Do you like watching Netflix Shows?
6. What do you want to do after school?
7. What board games do you want to play?
8. How about going to the gym after classes?
9. Do you usually go to the beach on the weekends?
10. Do you like playing chess with high school friends?

### Lesson 2 Hobbies, gambling, crosswords

#### Objectives of this lesson:

- *to develop writing skills*
- *to develop speaking skills*
- *to listen for details*



**1. Complete the text with a suitable word or phrase. Then listen and check your answers.**

1 I think a lot of people want to be famous nowadays and that's why reality TV is so popular. But I wouldn't like to be famous at all. Being famous nowadays simply means that you're in the t..... a lot and you're followed by the p..... everywhere you go. I'd find that very i..... Famous people have no p.....at all in any part of their life. Their life also seems to be very s.....because they spend all of their time going to parties and trying to look glamorous. It all seems very a.....to me – they just don't seem to be part of the real world at all.

2 I think they should have a positive i..... on your people, but many of them don't. Some personalities are good role models and use their

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c.....status to encourage people to think about important issues, but we often see photos of famous people behaving badly.

3 I think it can a..... us in both positive and negative ways. On the one hand, it's very convenient to be able to catch up with what's happening in the world at any time of the day or night, no matter where you are. But on the other hand, this kind of news can give you a d.....view of what's happening, because even minor news s..... are given more importance than they perhaps should have.

**2. Answer these questions. If possible, ask a friend the same question.**

1. How much free time do you have during the week?
2. Do you think most people have too much free time? Why?
3. What do you like to read during your free time?
4. What do you hate to do in your free time? Why?
5. What exercise do you like to do in your free time? Why?
6. Why is having no free time a bad thing?
7. What is your favorite hobby?
8. What did you do for fun last weekend?

**3. Write an essay about your closest friend's hobby?**

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**4. Learn structures to talk about sports and leisure activities.**

POSITIVE STATEMENTS

1. **I like** playing video games
2. **I like to** play sports
3. **I love** playing **basketball**
4. **I love to** do exercises
5. **I enjoy** reading books
6. **I prefer** reading magazines

NEGATIVE STATEMENTS

1. **I dislike** going to the gym
2. **I hate** working out
3. **I don't like** to play sports

*Lesson 3 Cinema, theatre, celebrities*

**Objectives of this lesson:**

- *to develop speaking skills*
- *to listen for details*
- *to enhance vocabulary*



**1. Complete the sentences below with the words in the box.**

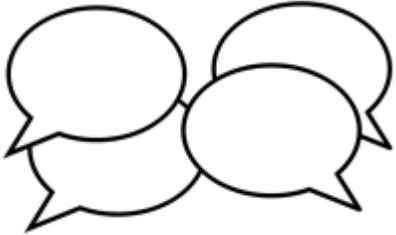
- |                 |                  |               |                |
|-----------------|------------------|---------------|----------------|
| <i>bored</i>    | <i>badminton</i> | <i>racket</i> | <i>frisbee</i> |
| <i>push-ups</i> | <i>field</i>     | <i>kick</i>   | <i>sit-ups</i> |



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1. Let's sit down on the floor and see how many sit - ups we can do.
2. I feel so \_\_\_\_\_. There's nothing fun to do.
3. Throw the \_\_\_\_\_ to me!
4. There's a nice, green, grassy \_\_\_\_\_ nearby. Let's go play there.
5. How far can you \_\_\_\_\_ that football?
6. I want to play \_\_\_\_\_, but we need another \_\_\_\_\_.
7. You can do twenty sit-ups, but how many \_\_\_\_\_ - \_\_\_\_\_ can you do.

2. Stand up and ask two classmates the questions below. Write their answers in the spaces.

	<b>How often do you exercise/play sports?</b>	<b>What sport do you like to watch most?</b>	<b>What sport do you like to play most?</b>
<b>Classmate 1</b>			
<b>Classmate 2</b>			



3. Listen the track and answer the questions.

1. Who says he is bored?

- A Tom                      B Dad                      C Tom and Dad

2. Tom says he doesn't like to read.

- A TRUE                      B FALSE

3. Where are they going to play?

- A in a park                      B in a field                      C They don't know.

4. When will they probably eat lunch?

- A 12:00                      B 11:00                      C in a few minutes

5. Where is Tom's friend?

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A at home

B outside

C They don't know.

### 6. Who is going to make lunch?

A Tom

B Dad

C They don't know.



**4. Listen again and fill in the missing words (Use a pen and paper to write your answers).**

**Tom:** I'm so bored! There's nothing to do. Can I watch some TV?

**Dad:** No, I think you watched enough TV already. Why don't you read a book?

**Tom:** But I already finished (1) \_\_\_\_\_ my books! All of them!

**Dad:** Oh. Well, then, let's go outside and get some (2) \_\_\_\_\_.

**Tom:** Oh . . . I don't know.

**Dad:** Yeah, come on, we can (3) \_\_\_\_\_ a ball around or something.

**Tom:** Maybe . . . .

**Dad:** Yeah, and don't forget your (4) \_\_\_\_\_. And your badminton rackets.

**Tom:** Well, I guess so. Where do you want to play? In the park, or in the (5) \_\_\_\_\_ across the street?

**Dad:** Let's play across the street. It's already 11:00, and we'll probably eat lunch at (6) \_\_\_\_\_. The park is a little far from here.

**Tom:** I have an idea. Let's play badminton first, and then the loser has to do ten push-ups.

**Dad:** Uh . . . ten push-ups?

**Tom:** Ha ha! You're afraid you'll (7) \_\_\_\_\_!

**Dad:** No . . . it's just that . . . . Well, how about the loser does ten push-ups and the (8) \_\_\_\_\_ does five sit-ups?

**Tom:** What?! That doesn't make any sense!

**Dad:** Ha ha! You're afraid you'll win!

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**Tom:** No, of course not. Okay, . . . let's do it.

**Dad:** Hey, wait a (9) \_\_\_\_\_. Before we go outside, why don't you call your friend, Marcel? He can (10) \_\_\_\_\_ us.

**Tom:** No, I don't (11) \_\_\_\_\_ to.

**Dad:** What? Why not?

**Tom:** Because I see him out the (12) \_\_\_\_\_. He's already outside (13) \_\_\_\_\_ in the field.

**Dad:** Hey, great.

**Tom:** I'll (14) \_\_\_\_\_ you. The last person there has to make lunch!

**Dad:** Okay, no problem. Uh . . . wait a minute. If you lose, what are you going to make for lunch?

**Tom:** That's (15) \_\_\_\_\_. I'll just call and order a pizza!

**Dad:** What?!

## Unit 9 Technology and communication

### Objectives of this unit:

- *to develop speaking skills*
- *to develop discussion skills*
- *to revise rules of writing emails in English*
- *to improve email writing*

### Lesson 1 Computer and internet

#### Objectives of this lesson:

- *to develop speaking skills*
- *to develop discussion skills*

## **Module 1** Integrated language skills

### **1. Work in pairs and discuss the following questions:**

1. Which gadgets have you got or would like to have?
2. If you could invent a new gadget what would it do?

### **2. What is Apps? Do you use any apps?**

### **3. You are going to watch a short film about a gadget or an app called Sight. In small groups discuss the following questions:**

1. What do you think an app called Sight might do?
2. What do you think you will see in the film?



**Now watch the film and notice what Sight does. And answer the following questions:**

1. What might be the advantages and disadvantages of Sight?
2. Would you like to have Sight?
3. What would you use Sight for?
4. How could Sight be misused?
5. Do you think that an app or a device like Sight is possible in the future?



**4. Have you heard about Project Glass? You are going to watch a short video which shows what Project Glass is. As you watch they should notice how Project Glass is similar to Sight. In small groups discuss the following question:**

What are the advantages and disadvantages of augmented reality gadgets and apps?

## **Module 1** Integrated language skills

### *Lesson 2 Emails and internet forum*

- *to revise rules of writing emails in English*
- *to improve email writing*

#### **1. Answer the following questions:**

1. What factors are important for you when you are choosing a holiday (e.g. weather, accommodation, activities, costs, culture, food, history etc.)?
2. Where do you usually get information about a holiday destination (e.g. guidebooks, Internet, recommendations from friends)?
3. Have ever emailed a tourist information centre before a holiday?

#### **2. You are going to email a tourist information centre in a city of your choice to get information about that place. In pairs try to decide on a place in the world that you would both like to visit.**

## Module 1 Integrated language skills

### 3. Before writing your emails look through some of the rules of email writing.

DOS	DON'TS
<ul style="list-style-type: none"><li>• Use an informative subject line, which says what the email is about.</li><li>• Write the most important information first.</li><li>• Use numbers and bullet points to make the message clearer.</li><li>• Use simple grammar. Avoid things like the passive. (As emails are a fast means of communication, they tend to be less wordy and complex than formal letters.)</li><li>• Write short sentences.</li><li>• Use paragraphs to keep the email clear and easy to understand</li></ul>	<ul style="list-style-type: none"><li>• Write 'hello' as your subject line.</li><li>• Write about irrelevant issues. The reader will soon hit 'delete' if the email doesn't get to the point.</li><li>• Give personal information that you don't want anyone else to know. (The email could end up in the wrong hands)</li><li>• Use capital letters to write whole words as in emails, this is considered shouting.</li><li>• Use different fonts in the email (the recipient's computer may not be compatible)</li><li>• Use Italics (the reason may be misunderstood, due to cultural differences).</li><li>• Use exclamation marks.</li><li>• Use abbreviations like coz and uni, as the recipient may not understand them.</li><li>• Use acronyms like BTW for the same reason.</li><li>• Use smileys. They may be misunderstood and come across as unprofessional.</li></ul>

**Module 1** Integrated language skills

**4. Write an email to the information centre of the city of your choice asking for any information you require. Use the following model email as an example and follow the list of rules you have.**

Dear Mr Jones,

I'm a university student from Finland and I'm writing to get some information about your language courses this summer. I've got a few questions:

1. Do you do a course for university students, which helps them with their essay writing skills?
2. How many hours a week are the courses?
3. What sort of accommodation do you offer?
4. What after-school activities are there?
5. Do you do any trips to other towns in the UK?

I'm hoping to come over in June, so if you can get back to me as soon as possible, it would be great. Thanks for your help.

Best regards,

Jaana Nikkinen

**Write your e-mail here:**

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*Lesson 3 Mobile phones, sms*

**Objectives of this lesson:**

- *reading comprehension*
- *to revise grammar (pronunciation)*

**1. Whether your aim is to make new friends or ask someone out on a date, your first conversation can be a real challenge. But don't worry, just try some of psychologist Samantha's simple tips, and you'll be on your way in no time**

**- Listen and ask questions**

Other people like to know you are listening. By being a good listener, you let others know that you are interested in them and the things they like

**- Keep it equal**

Remember, relationships are about compromise. You have to find something that you both want to do. Don't give into friends who always want you to do what they want

**- Give a compliment**



## **Module 1** Integrated language skills

Everyone loves an ego boost. Noticing something you like about someone and sharing it with him or her is a great way to start a conversation

### - **Turn of the technology!**

If you are constantly checking your voicemail, text messages or listening to an MP3 player you give other people the message that you are unavailable or uninterested in them.

## **2. You are going to ask someone out on a date. Choose who will be student A and student B**

### *Student A*

**You are going to ask student B out on a date. You should.....**

- ❖ Ask about how he/she spends their free time
- ❖ Try to show a genuine interest in what you hear
- ❖ Use Samantha's tips to move the conversation on to the key question.

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### **Invite student B out on a date**

### *Student B*

**You are potentially interested in student A as a partner for a date. However, your decision depends on whether he/she .....**

- ❖ Shows genuine interest in you
- ❖ Has similar free-time interests in you
- ❖ Proposes something that sounds fun

## Module 1 Integrated language skills

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**Remember to turn down student A if you are not satisfied!**

### 3. Write the words under the correct headings

teenagers      students      DVDs      watches      Three-quarters      respondents

/s/	/z/	/iz/
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### 4. Make complete sentences to create a dialogue using the prompts below.

**Mike:** you/ free/ Saturday/ night?

**Anna:** why?

**Mike:** wonder/ fancy/ go out/ pizza?

**Anna:** mmm/ not fancy/ pizza

**Mike:** Chinese?

**Anna:** good idea

**Mike:** 8 o'clock

**Anna:** make/ later?

**Mike:** 8:30?

**Module 1** Integrated language skills

**Anna: great/ call/ you/ then.**

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# Listening and speaking

## module 2



## Module 2 Listening and speaking

### Unit 1 People and personalities

#### Objectives of this unit:

- *to listen for descriptions*
- *to learn about job qualities*
- *to understand how geniuses think*
- *to talk about ways of being genius*
- *to listen for details*
- *to know about Chinese horoscope*

#### Lesson 1 People's appearance and character

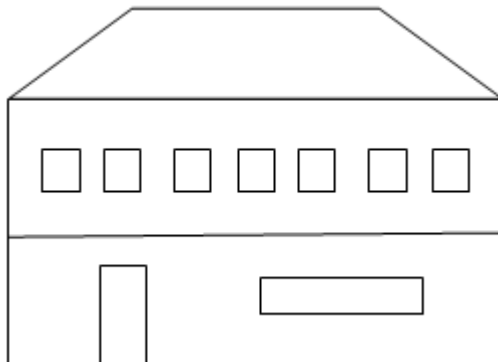
#### Objectives of this lesson:

- *to listen for descriptions*
- *to learn about job qualities*



1. Look at the following houses. Write a short description of each.

A.



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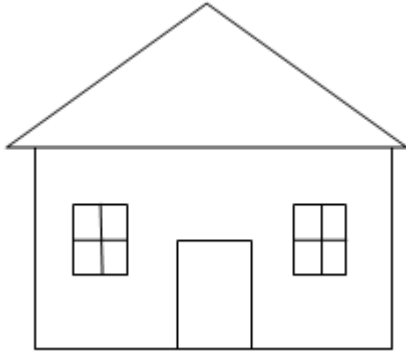
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**Module 2** Listening and speaking

B.



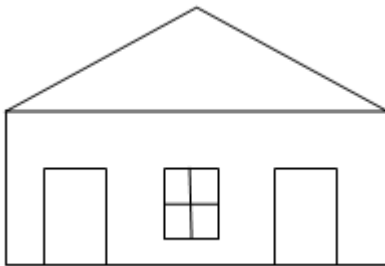
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C.



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**Now listen to the conversation. Where does the woman live? Choose the correct letter A, B, or C.**

**Questions 1-2**

1. Look at the following men. Write a short description of each.

A.



B.



C.



## Module 2 Listening and speaking

2. Look at the following women. Write a short description of each.



A.



B.



C.

Now listen to the conversation. Choose the letter that matches the description A, B, or C.






2. 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
<b>Height</b>	<i>short</i>	<i>tall</i>
<b>Build</b>	<i>quite muscular</i>	<i>skinny</i>
<b>Age</b>	1. _____	5. _____
<b>Complexion</b>	<i>tanned</i>	6. _____
<b>Face</b>	2. _____	<i>square</i>
<b>Hair</b>	<i>thick</i> , 3. _____, <i>grey</i>	<i>short</i> , 7. _____
<b>Eyes</b>	4. _____	<i>slanting</i>
<b>Nose</b>	<i>crooked</i>	<i>curved</i>
<b>Lips</b>	<i>thin</i>	8. _____
<b>Special features</b>	<i>walks with a limp</i>	9. _____

## Module 2 Listening and speaking



3. 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
	1. _____ , persuasive	2. _____ , people respect me	travelling a lot, not much free time
	courageous, calm, 3. _____	save lives, 4. _____	5. _____ , not well paid
	6. _____ , sympathetic, caring	7. _____ because you help people	8. _____ , upsetting

4. What are the qualities, the advantages and disadvantages of being



a) a pilot: \_\_\_\_\_



b) a miner: \_\_\_\_\_



c) a fashion model: \_\_\_\_\_

Discuss with your partner, then write a short paragraph.



## Module 2 Listening and speaking

### Lesson 2 Talents and in-born talents, genes

#### Objectives of this lesson:

- *to understand how geniuses think*
- *to talk about ways of being genius*
- *to listen for details*

#### 1. Look at the following quotations and discuss them.

**“Genius is the capacity to see 10 things where the ordinary man sees 1.”**

Ezra Pound, American poet and writer (1885-1972)

**“Genius is 1 % inspiration and 99 % perspiration.”**

Tomas Edison, American inventor (1847-1931)

**“Imagination is more important than knowledge.”**

Albert Einstein, German-American physicist (1879-1955)

**“Never be afraid to sit awhile and think.”**

Lorraine Hansberry, American playwright (1930-1965)

#### 2. In pairs / groups, discuss which of these you like / are good at. Put them in order of most useful to know.

- *mental arithmetic*
- *geometry*
- *algebra*
- *long division*
- *times tables*
- *statistics*
- *probability*
- *chaos theory*

#### 3. Discuss these questions with your partner(s):

## Module 2 Listening and speaking

(a) What are you really good at? (b) What would you like to be a genius at? (c) What do you need to be really good at in your life? Use the following:

- *maths*
- *computers*
- *basic car repairs and maintenance*
- *DIY*
- *a sport*
- *general knowledge*
- *English*
- *your own language*
- *budgeting*
- *time management*

**4. Spend one minute writing down all of the different words you associate with child prodigies. Share your words with your partner(s) and talk about them. Together, put the words into different categories.**



**5. Listen and fill in the spaces. Write ONE word only.**

### Boy aged 9 to study Maths at university

A nine-year-old **1.**\_\_\_\_\_ Hong Kong has been accepted to study mathematics **2.**\_\_\_\_\_. Child prodigy March Boedihardjo will attend the Hong Kong Baptist University (HKBU) and become the youngest college student in the city. The **3.**\_\_\_\_\_ designed five-year course which will see him gain a Bachelor's and Master's degree. Authorities **4.**\_\_\_\_\_ about whether or not to admit March. HKBU president

## Module 2 Listening and speaking

Professor Franklin Luk announced at a press conference: "The decision 5. \_\_\_\_\_-month discussion among various departments of the university and March's parents." March also met the press and 6. \_\_\_\_\_ when he entered the media room. He seemed very confident 7. \_\_\_\_\_ flash light from photographers.

There has been concern from educationalists that March 8. \_\_\_\_\_ social skills by attending university so young. His new classmates will all 9. \_\_\_\_\_ than he is. March said this would not be a problem as 10. \_\_\_\_\_ of studying with older students. He has already spent two years in England, where he sat and 11. \_\_\_\_\_ with A grades. "When I was in Oxford, all my schoolmates were over 18 and we often discussed mathematics problems. I think I won't have problems in communicating 12. \_\_\_\_\_ me," said the nine-year-old. Professor Luk is 13. \_\_\_\_\_: "With a view to developing his...personal growth...we will tailor a learning roadmap that best benefits March...and also give his 14. \_\_\_\_\_," he said.

### Lesson 3 Horoscopes, stereotypes

#### Objectives of this lesson:

- to know about Chinese horoscope
- to listen for details

1. Complete this table with your partner(s). Change partners and share what you wrote. Change and share again.

New sign	Personality	Prediction for this year
Panda		

## Module 2 Listening and speaking

Microchip		
Snow flake		
Book		
Ant		
Electricity		

**2. Which is the best system of predicting our personality and character?**

**Rank these and share your rankings with your partner. Put the best at the top.**

**Change partners and share your rankings again.**

- *star signs*
- *handwriting*
- *blood type*
- *tea leaves*
- *palm reading*
- *crystal ball*
- *personality tests*
- *fortune cookie*

## Module 2 Listening and speaking

**3. Spend one minute writing down all of the different words you associate with the word 'orbit'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.**



**4. Listen and fill in the spaces. Write ONE word only.**

An astronomy professor has turned the astrology 1. \_\_\_\_\_ suggesting the 3,000-year-old zodiac system is wrong. Professor Parke

Kunkle said the Earth's 2. \_\_\_\_\_ have changed in the past three millennia and now has a different relationship to the stars. He said the ancient Babylonians 3. \_\_\_\_\_ of the Zodiac and decided not to include a thirteenth sign called Ophiuchus. He believes the changes in the Earth's orbit 4. \_\_\_\_\_ must be included in the Zodiac. This would change all of the dates we are used 5. \_\_\_\_\_ many of us would have a new one. Professor Kunkle is surprised his recent announcement has shocked people: "Astronomers 6. \_\_\_\_\_ since about 130BC," he said.

The story has caused millions around the world 7. \_\_\_\_\_ might change because of this news. People who were happy at being a Virgo

8. \_\_\_\_\_ are now Leos. Kunkle says people should not be worried because star signs were never 9. \_\_\_\_\_ our future or provide an income to horoscope writers, saying: "You could predict when to harvest, when to plant, by the stars. So there is some predictive nature there. Then 10. \_\_\_\_\_, using it to determine when to go to war and people's personalities." Popular astrologer Susan Miller has 11. \_\_\_\_\_ needn't worry and called the news "ridiculous." In an interview with ABC News, she joked: "We've known

12. \_\_\_\_\_....Trying to explain something technical in 140 characters [on Twitter] is hard."

## Module 2 Listening and speaking

5. Look at the words below. With your partner, try to recall how they were used in the audio:

<ul style="list-style-type: none"><li>• head</li><li>• wrong</li><li>• include</li><li>• used to</li><li>• surprised</li><li>• 130BC</li></ul>	<ul style="list-style-type: none"><li>• happy</li><li>• meant</li><li>• writers</li><li>• war</li><li>• ridiculous</li><li>• hard</li></ul>
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## Unit 2 National Identities of Uzbekistan and English speaking countries

### Objectives of this unit:

- *to label for descriptions*
- *to work with grammar*
- *to use word-stock*
- *to listen for details*
- *to develop speaking skills*

### Lesson 1 Uzbekistan and Great Britain; Political system

### Objectives of this lesson:

- *to label with descriptions*
- *to enhance speaking skills*
- *to match for details*

## Module 2 Listening and speaking

### 1. Discuss the questions below with another student or a friend.

1. What makes a good citizen? What kind of qualities do you think good citizens need to have?
2. How important do you think it is to learn about the culture of a country if you plan to live there?
3. What important things would new citizens moving to your country need to know about life there?

### 2. Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

- |                     |  |
|---------------------|--|
| 1.....rural         | a. a government building where politicians meet and discuss things |
| 2.....an accent     | b. a rule that everyone in a country must follow                   |
| 3.....a parliament  | c. about the countryside   |
| 4.....a law         | d. the way that people speak in a particular city or area          |
| 5.....traditional   | e. having many different cultures                                  |
| 6.....multicultural | f. typical of a country and its culture                            |

### 3. Check your grammar. Complete the sentences with a word from the box.

across	through	between x2	next to	to
about	all over	in x2		

1. The English Channel is in the south, \_\_\_\_\_ England and France.
2. People travel to France by ferry \_\_\_\_\_ the English Channel or by train \_\_\_\_\_ the Channel Tunnel.
3. The Houses of Parliament are in central London \_\_\_\_\_ the River Thames.

## Module 2 Listening and speaking

4. Many students go to England from other countries \_\_\_\_\_ study the language and learn \_\_\_\_\_ the culture.
5. French was the official language \_\_\_\_\_ England \_\_\_\_\_ 1066 and 1362.
6. Women's football teams play \_\_\_\_\_ leagues and competitions \_\_\_\_\_ the country.

### 4. Speaking with each person about national day.

Describe a national day in your country.

You should say:

- what day it is
- how is it celebrated?
- what the historical significance of this day is

and explain how you feel to this day.

### Lesson 2 Traditions holidays customs of Uzbekistan and UK

#### Objectives of this lesson:

- *to speak for dialogue*
- *to match for information*
- *to revise vocabulary*

**1. Work in pairs. Look at the words related to weddings and answer the questions.**

*bride      groom      hen night      stag night      veil*

1. Which word means a pre-wedding party for the man? And for the woman?



## Module 2 Listening and speaking

- Which word means the woman on her wedding day? And the man on his?
- Which word means a piece of fine cloth that covers the woman's face?

### 2. Find the necessary words from picture which are given for you.

**Celebrate Halloween**

black cat	pumpkin
bob for apples	scared
bat	spider
Candies	skeleton
costume	trick or treat
devil	vampire
ghost	warlock
goblin	werewolf
haunted	witch
mummy	zombie

Match the words and expressions in the box to the pictures below. Then find them in the word search.

**Celebrate Halloween**

8	black cat	2	pumpkin
16	bob for apples	11	scared
7	bat	12	spider
19	Candies	5	skeleton
6	costume	10	trick or treat
13	devil	20	vampire
15	ghost	14	warlock
3	goblin	17	werewolf
18	haunted	4	witch
1	mummy	9	zombie

Match the words and expressions in the box to the pictures below. Then find them in the word search.

### 3. Work in pairs. Find the odd one out in each group of words and expressions. Explain the reason for your choice.

- punish, discipline, nag, spoil
- educate, bring up, look after, raise
- encourage, shame, praise, reward
- bread, cheese, rice, pasta
- sit back, shake hands, wave, point
- interrupt, stare, smile, chew gum
- well-behaved, offensive, polite, courteous

### 4. Look at the pictures and discuss weddings of both English speaking countries and Uzbek nation.

## Module 2 Listening and speaking



1. What is the difference of weddings in both countries?
2. Can you tell the about national clothes of the wedding?
3. Do you know more about customs of both countries?

### Lesson 3 Sightseeing and language of Uzbekistan and UK

#### Objectives of this lesson:

- to listen for description
- to match for information

**1. Do this exercise before you listen. Draw a line to match the pictures with the words below.**



Big Ben  
Oxford Street

London bus  
Tower Bridge

London Eye  
Houses of Parliament

Tower of London  
Buckingham Palace

## Module 2 Listening and speaking



**2. Do this exercise while you listen. Write a number (1-8) to put these places in order that the tour bus will visit them.**

- ..... Oxford Street
- ..... Madame Tussauds, Museum
- ..... Tower of London
- ..... London Eye
- ..... Houses of Parliament
- ..... Buckingham Palace
- ..... Big Ben
- ..... Tower Bridge



**3. Listen and answer the following questions.**

**1. What does he say about backpackers?**

- A He is a backpacker.
- B Backpackers are not tourists.
- C Neither of these.

**2. What else does he say about backpackers?**

- A They do more than most tourists.
- B They tend to stick together.
- C They are bad for culture

**3. What country has comparatively few travelers?**

- A The United States
- B Canada
- C New Zealand

**4. What is a wheely-packer?**

## Module 2 Listening and speaking

- A An old backpacker
- B A young backpacker
- C Jeff's term for Jonathan



### 4. Listen carefully and fill the gaps.

Travelling gives you 1. \_\_\_\_\_ you cannot find in your own country. You meet local people and get to 2. \_\_\_\_\_. It's so exciting. I 3. \_\_\_\_\_ and doing some research on the country or countries I want to visit. Sometimes I like to plan 4. \_\_\_\_\_, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with 5. \_\_\_\_\_ and no fixed plans. I 6. \_\_\_\_\_ and guest houses. You get to meet and talk to different and interesting people 7. \_\_\_\_\_. I also like to visit places that are 8. \_\_\_\_\_. Being somewhere with thousands of other tourists? It's not my cup of tea.

## Unit 3 Food

### Objectives of this unit:

- *to learn or revise vocabulary relating to food, restaurants, tastes and textures*
- *to develop reading and comprehension skills*
- *to develop speaking skills/ discussing preferences and attitudes towards food and restaurants*
- *to learn or revise vocabulary relating to food and restaurants,*
- *to develop listening skills*
- *to develop speaking skills towards restaurants*

## Module 2 Listening and speaking

### Lesson 1 National foods, cooking and recipes

#### Objectives of this lesson:

- *to learn or revise vocabulary relating to food, restaurants, tastes and textures*
- *to develop reading and comprehension skills*
- *to develop speaking skills/ discussing preferences and attitudes towards food and restaurants*

#### 1. Discuss the following questions:

1. What is your favourite food?
2. What is your least favourite?
3. What is the strangest food you have ever eaten? Did it taste good or bad?
4. Do you like trying new foods?
5. Are there any foods that you wouldn't eat as a child that you eat now?
6. Do you prefer your own country's food or other kinds of food?
7. Has your country 'adopted' many foods from other countries?
8. If you were living abroad, which food would you miss most from this country?

#### 2. Read these reviews written about a variety of restaurants in London. Write down any new vocabulary or phrases which can be used to describe restaurants.

#### The Ritz

#### Food: traditional British or fusion cuisine

#### Price per person: £80

## **Module 2** Listening and speaking

This spectacular palace-style dining room is famous as one of London's most luxurious, romantic restaurants. It's hard to resist splashing out on the exquisite 5-course menu. The staff are discreet and extremely polite. It's hardly surprising that the clients are a mixture of celebrities, business executives and wealthy tourists. Come here for a memorable dining experience, which will certainly do damage to your bank account!

### **Yo sushi!**

#### **Food: Japanese**

#### **Price per person: £10-15**

The best known sushi place in town. This restaurant is great both for its raw fish and its kitsch Japanese décor. Service is efficient and speedy. You can eat delicious sushi for a few pounds, serve yourself unlimited beer, select food from a conveyor belt and even have a relaxing head massage! Sometimes there are karaoke nights here. This restaurant is bright and unromantic but great fun.

### **Amaretto**

#### **Food: Italian**

#### **Price per person: £15-20**

A family-owned restaurant that has faithful clients coming back again and again. Amaretto offers classic Italian food in warm and friendly surroundings. Whatever time you come here, this restaurant is always busy and lively. The pizzas and pasta dishes are well recommended as being tasty and excellent value for money. Great for families or big groups of friends.

### **Levant**

#### **Food: Lebanese/Middle Eastern**

#### **Price per person: £20-30**

## **Module 2** Listening and speaking

An exotic Middle Eastern restaurant which is perfect for a romantic evening. The atmosphere is moody and intimate, with lots of candles, soft cushions and coloured glass lanterns. When you find the entrance, hidden away down a small street, you are greeted by luscious plants and the smell of incense and exotic perfumes. The menu offers a feast of authentic Lebanese food for people who like to try something new and unusual. If you stay late, you will even be able to watch a belly-dancing show!

### **The George Inn**

**Food: traditional British pub food**

**Price per person: £5-10**

A dark and smoky pub, which was built in 1780. Come here if you want to taste traditional English fish and chips or steak and kidney pie in a lively atmosphere. The food isn't great, the service is slow, but this pub serves a good range of beers and ales.

### **Food for Thought**

**Food: vegetarian**

**Price per person: £5-10**

This tiny colourful vegetarian restaurant and takeaway offers food free of chemicals, pesticides and preservatives. The food is good and the menu changes every day, but this place is also great if you just want a coffee. Don't come here at busy times if you want a slow, leisurely meal.

### **Café Sol**

**Food: Mexican**

**Price: £20-30**

## **Module 2** Listening and speaking

Café Sol is a great place to go at any time. Enjoy authentic Mexican cuisine at lunchtime (watch out for the chilli!) or go for a drink and a dance when it gets dark. The atmosphere is always buzzing and vibrant, and the food is reasonably priced. On a Saturday night, the young crowds in Café Sol are usually very loud and merry after sampling the extensive list of tequilas!

### **The Hard Rock Café**

#### **Food: Tex-Mex and burgers**

#### **Price per person: £10-20**

A genuine celebration of rock ‘n’ roll! This is the original Hard Rock Café, here since the 1970s, and it’s the first ever theme restaurant. The queue to get in is legendary. You can’t make reservations and you will find a queue almost all day long, every day of the year. But this actually adds to the memorable experience. Once in, there’s good food and a great atmosphere, created by rock music, dim lighting and walls covered in rock memorabilia.

**Read the restaurant reviews in worksheet E and answer the questions. What restaurant would you recommend for...**

- a. ... music fans who don’t mind queueing!
- b. ... a tourist wanting to try different English beers and ales.
- c. ... a person looking for a fun evening and good food on a budget.
- d. ... some young and hip professionals who like to dance.
- e. ... an adventurous couple looking for a romantic night out.
- f. ... a family looking for value for money.
- g. ... a health-conscious person on a budget.
- h. ... a person who enjoys spending money on high class dining.



## **Module 2** Listening and speaking

### **3. Work in groups of 3-5. Imagine you are going to open a new restaurant.**

**Discuss and decide on the following aspects.**

1. Who are your target consumers?
2. What cuisine will you serve?
3. Will you have any specialties, or a daily menu, or takeaway?
4. What type of atmosphere will you try to generate? How?
5. Will there be any entertainment?
6. What decor will you have?
7. Where will your restaurant be located?
8. How will you advertise?
9. What prices will you charge?
10. What are you going to call your restaurant?

**Be ready to present your new restaurant to the rest of the class!**

### **4. Read the quotes and proverbs about food and answer these questions:**

1. What is the meaning or implication of each proverb/quote?
2. Which proverbs or quotes do you agree with?
3. Are there any which you disagree with?
4. Which is your favourite?
5. Do you have any proverbs in your own language which refer to food or diet?

### **Food Proverbs**

‘To eat is a necessity, but to eat intelligently is an art.’

La Rochefoucauld

‘Stomach: A slave that must accept everything that is given to it, but which avenges wrongs as slyly as does the slave.’

Emile Souvester

## Module 2 Listening and speaking

‘Part of the success in life is to eat what you like and let the food fight it out inside.’

Mark Twain

‘The discovery of a new dish does more for human happiness than the discovery of a new star.’

Jean Anthelme Brillat-Savarin

‘When diet is wrong medicine is of no use. When diet is correct medicine is of no need.’

Proverb

‘An apple a day keeps the doctor away.’

Proverb

‘You are what you eat.’

Proverb

‘Hunger is the best sauce in the world.’

Cervantes

‘Strange to see how a good dinner and feasting reconciles everybody.’

Samuel Pepys

‘Kissing doesn’t last: cookery does.’

George Meredith

‘Cooking is like love. It should be entered into with abandon or not at all.’

Harriet Van Horne

‘Fish, to taste right, must swim three times – in water, in butter and in wine.’

Proverb

## Module 2 Listening and speaking

‘Even were a cook to cook a fly, he would keep the breast for himself.’

Proverb

‘One cannot think well, love well, sleep well, if one has not dined well.’

Virginia Woolf

‘There is no such thing as a little garlic.’

Proverb

‘A smiling face is half the meal.’

Proverb

‘Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for life.’

Proverb

‘There is no sincerer love than the love of food.’

George Bernard Shaw

‘I didn’t fight my way to the top of the food chain to be a vegetarian.’

Unknown

### *Lesson 2 Eating places: cafes, restaurants, pubs, choykhonas*

#### **Objectives of this lesson:**

- *to learn or revise vocabulary relating to food and restaurants*
- *to develop listening skills*
- *to develop speaking skills towards restaurants*

## Module 2 Listening and speaking

1. How many types of meat/fish/seafood, fruit/vegetable and cooking methods do you know?

2. Explain the difference between the following words, and then complete the sentences below.

1. a **bill** and a **check**?

2. a **cook** and a **chef**?

3. a **service charge** and a **tip**?

4. a **dish** and a **plate**?

5. **eat in** and **eat out**?

1. 'Fish and chips' is a typical British \_\_\_\_\_.

2. You don't need to leave a \_\_\_\_\_ for the waiter - the bill includes a \_\_\_\_\_.

3. When I lived in Greece, I used to \_\_\_\_\_ all the time. The restaurants were so cheap.

4. My \_\_\_\_\_ wasn't very clean so I asked the waiter to bring me another one.

5. The food at this restaurant is excellent. Compliments to the \_\_\_\_\_!

6. Diego always \_\_\_\_\_. His wife is a very good \_\_\_\_\_.

## Module 2 Listening and speaking

### 3. Match the parts of a meal with their descriptions:

- |                |   |
|----------------|---|
| 1. starter     | a. an alcoholic drink usually drunk before a meal         |
| 2. main course | b. a small amount of food that you eat before a meal      |
| 3. dessert     | c. a small extra order of food served on a separate plate |
| 4. appetiser   | d. sweet food that you eat at the end of a meal           |
| 5. side dish   | e. the first part of a meal                               |
| 6. aperitif    | f. the largest or most important part of a meal           |



### 4. Listen to the dialogue. Write down what Simon orders for lunch.

Starter: \_\_\_\_\_

Main course: \_\_\_\_\_

Drink: \_\_\_\_\_

Dessert: \_\_\_\_\_

### 5. Put the following phrases in the correct order to form a dialogue between two people having a meal in a restaurant.

Cheers, here's to our new friendship. \_\_\_\_\_

I'll drink to that. \_\_\_\_\_

I'm having the same. \_\_\_\_\_

I recommend the 'bouillabaisse'. \_\_\_\_\_

It's a local speciality. It's a stew made of different kinds of cooked fish, seafood and vegetables. \_\_\_\_\_

It's normally served with grilled slices of bread. \_\_\_\_\_

## Module 2 Listening and speaking

OK, that sounds fine. I'll have it. And what are you having? \_\_\_\_\_

Some wine before your meal? \_\_\_\_\_

That sounds nice. What does it come with? \_\_\_\_\_

What exactly is it? \_\_\_\_\_

What shall we order? I

Yes, please. \_\_\_\_\_

**Now do the same with the second part of the conversation:**

Are you going to have a dessert? I

I'll get this. \_\_\_\_\_

Me too. Waiter, can we have the bill, please? \_\_\_\_\_

No, no. You're my guest. It's on me. \_\_\_\_\_

No problem. \_\_\_\_\_

No thanks, I'm completely full. \_\_\_\_\_

OK, if you insist. Let me pay next time. \_\_\_\_\_



**Listen to the dialogue and check your answers.**

### *Lesson 3 Healthy food, fast food, keeping diet and fasting*

#### **Objectives of this lesson:**

- *to identify fast food choices with less saturated fat, added sugar, and sodium.*
- *to evaluate fast food choices and identify ways to improve choices.*

#### **1. Answer the following questions:**

1. List five reasons why we eat fast food.
2. On average, Americans eat out times a week and times a year.
3. Fast foods are often high in: \_\_\_\_\_
4. Eating too much fat can raise levels in the blood.

## Module 2 Listening and speaking

5. What nutrients provide calories?
6. List five healthier choices that you can make at a fast food restaurant.

### 2. Find the following words from Word Search:

*Salad*                      *Water*                      *Fruit*                      *Grilled*                      *Small*  
*Vegetables*                      *Baked Potato*                      *Thin Crust Pizza*                      *Share*  
*Chicken*

### Fast Food Word Search

B L T D O D B S T G T C C T  
A S N C T R K S E V M P S E  
K A R H T S N I A C O R G V  
E K L I U L A A R N N A K E  
D E L C W E D L P Z L R H G  
P H G K E Z F T W F B D A E  
O D R E H E R T A W G U H T  
T H I N C R U S T P I Z Z A  
A A L E A D I A E L G C L B  
T L L I E E T L R S M A L L  
O W E P E S H A R E A T A E  
O E D T T F A D W O T O R S  
L A R S T U A D S L R U S P  
M K A P A A E G T T H P L R

## Module 2 Listening and speaking



**3. Watch the video and answer the following questions:**

1. What is a healthy plate?
2. What is the proportion of nonstarchy vegetables in a healthy plate? What about protein and grain?

**4. Work in groups of three or four. Choose what kind of party you would like to plan. You may choose from the following list:**

- *a dinner party*
- *a birthday party*
- *a wedding party*
- *an end-of-school party*

**You should make a shopping list for the selected celebration, including food, decorations, invitation cards, gift bags, etc. Ensure that the lists include specific quantities, such as:**

- *2 packages of balloons*
- *1 package of paper cups*
- *1 block of cheddar cheese*

**Also, work around a budget and estimate the price of each item.**



## Unit 4 Health

### Objectives of this unit:

- *to develop reading skills*
- *to develop speaking skill*
- *to use grammar*
- *to listen for information*

### Lesson 1 Visiting a doctor

### Objectives of this lesson:

- *to develop reading skills*
- *to develop speaking skill*

#### 1. Now read along with the audio recording and discuss the definitions of the words in bold.

Last week, I suddenly became really sick, and I was feeling a great deal of pain in my side, so my father **rushed** me to the emergency room at the nearest hospital. I started feeling a strong pain in my side, and there wasn't any sign that I was getting better. We didn't feel that we needed to call an **ambulance** because we lived so close to the hospital. When we arrived, my dad helped me into the emergency room, and the doctor **on duty** realized I had **appendicitis**. I was quickly **admitted** to the hospital. A nurse took my **vital signs** (blood pressure, temperature, and **pulse**) while my dad filled out all the necessary **paperwork**. Soon thereafter, I was prepared for emergency surgery. The surgery didn't last that long, but I felt sore afterwards. I was released the following day from the hospital, and I was **back on my feet** in a couple of days. No one likes to visit a hospital, but I'm glad we have them. Having good health

## Module 2 Listening and speaking

insurance is also **extremely** important because medical costs are so expensive. This is particularly true for international students who are traveling abroad.

- 2. Has someone in your family be admitted to the hospital due to a serious illness or other medical problem? If so, please explain the circumstances and the outcome.**

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- 3. Listen the conversation and find out the answers. Are the sentences true or false?**

- 1. The man has only recently decided to join the gym.**

A True                      B False

- 2. The woman says the gym will make sure it has the lowest price in the city.**

A True                      B False

- 3. The woman says that other gyms charge people when they leave.**

A True                      B False

- 4. The gym used to be open for 24 hours but it was too busy.**

A True                      B False

- 5. The personal trainer will tell you what and what not to eat.**

A True                      B False

- 6. The personal trainer doesn't cost anything at all.**

A True                      B False



## **Module 2** Listening and speaking

### **Illnesses that use the article "a/an"**

- cold
- cough
- cut
- eye infection
- fever
- headache
- stomachache
- sore throat
- toothache
- sunburn

### **Illnesses that use the article "the"**

- flu
- hiccups
- measles

### **Illnesses that use no article**

- AIDS
- cancer
- diarrhea
- dry skin
- insomnia
- malaria

### **Remedies**

- eat right
- get plenty of rest

## Module 2 Listening and speaking

- go on a diet
- put on a bandage
- put on some ointment
- take some aspirin
- take some cough drops
- take some medicine
- stay physically fit

2. Now, complete the sentences below with the best answer:

1. Heather has been running \_\_\_\_\_ for the past two days, and we can't seem to lower her temperature.

A a fever                      B the hiccups                      C insomnia

2. You ought to \_\_\_\_\_ on that cut before it gets infected.

A take some medicine

B get plenty of rest

C put a bandage

3. Sasha has really \_\_\_\_\_ caused, in part, by this area's climate. She might want to buy some lotion to moisturize her hands.

A the flu                      B dry skin                      C cough

## Module 2 Listening and speaking

### Lesson 3 Opportunities for disabled people

#### Objectives of this lesson:

- to listen for information
- to develop speaking skills



#### 1. Listen to the conversation and answer the questions.

##### 1. What does the man want to do?

- A play basketball with friends from work
- B try out for the company baseball team
- C get in shape and compete in a cycling race

##### 2. What is the woman's main concern?

- A She is worried her husband will spend too much time away from home.
- B She is afraid her husband will become a fitness freak.
- C She is concerned about her husband's health.

##### 3. What is the woman's first suggestion to her husband?

- A He should see a doctor.
- B Her husband should start with a light workout.
- C Her husband needs to visit a fitness trainer.

##### 4. What does the woman advise about the man's diet?

- A He should consume less salt.
- B He should eat less fatty foods.
- C He should add more protein products to his diet.

##### 5. Why does the man's wife recommend cycling?

- A It is good for improving muscle tone.
- B It helps strengthen the heart.
- C It helps develop mental toughness.

## Module 2 Listening and speaking

**2. Find information on the following topics and discuss your findings with a partner:**

- serious health concerns in different countries and solutions to resolving these problems
- a basic daily menu for a healthy lifestyle
- recommended exercises for different age groups and people with certain health risks

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**3. Listen to the recording, answer the questions.**

- 1. Last week, the man went to the hospital with \_\_\_\_\_.**  
A heart pain  
B a broken foot  
C a pain in his side
- 2. The man needed \_\_\_\_\_, and he needed emergency surgery.**  
A a coronary artery bypass  
B an appendectomy  
C a bowl obstruction
- 3. International students should \_\_\_\_\_ in cases of medical emergencies overseas.**  
A learn medical vocabulary  
B have health insurance  
C know the closest hospital

## Module 2 Listening and speaking

### Unit 5 Family values

#### Objectives of the unit:

- *to learn and revise vocabulary relating to divorce*
- *to develop listening skills*
- *to revise vocabulary relating to family*
- *to develop listening skills*
- *to develop speaking skills*
- *to listen for details*

#### Lesson 1 Marriage, divorce, planning the family

#### Objectives of the lesson:

- *to learn and revise vocabulary relating to divorce*
- *to develop listening skills*

1. **Walk around the class and talk to other students about divorce. Change partners often and share your findings.**
  
2. **What advice would you give to a married couple with the following problems? Complete this table with your partner(s). Change partners often and share what you wrote.**

	What kinds of problems?	Advice
Money		
In-laws		
Different interests		
Romance gone		
Housework		
Boredom		



## Module 2 Listening and speaking

**3. Rank these with your partner. Put the biggest stresses in a marriage at the top. Change partners often and share your rankings.**

- *money*
- *housework*
- *cheating*
- *marrying too young*
- *children*
- *abuse*
- *in-laws*
- *different interests*



**4. Listen and fill in blanks. Write no more than FOUR words.**

Couples might want **1.** \_\_\_\_\_ extra effort into their marriage just before March and August every year. Sociologists have identified annual spikes **2.** \_\_\_\_\_ divorces filed in these two months.

Researchers from the University of Washington analysed

**3.** \_\_\_\_\_ filed in the U.S. state of Washington between 2001 and 2015. There were almost 25,000 divorces filed in the state in 2014 alone.

The scientists found that over the **4.** \_\_\_\_\_ of the study, divorce rates peaked in August, after the **5.** \_\_\_\_\_, and in March, after the Christmas and New Year holidays. Some researchers said the divorces could be due to financial problems **6.** \_\_\_\_\_ winter and summer holidays.

## Module 2 Listening and speaking

Researcher Julie Brines suggested that 7. \_\_\_\_\_ felt after the build-up to holidays, and the holidays themselves, may leave couples feeling stressed 8. \_\_\_\_\_. She said: "People tend to face the holidays with 9. \_\_\_\_\_, despite what disappointments they might have had in years past." She added: "[Holidays] represent periods in the year when there's the anticipation or 10. \_\_\_\_\_ a new beginning, a new start, something different, a transition into a 11. \_\_\_\_\_. It's like an optimism cycle." Couples generally spend more time in closer proximity to each other during holidays, which may actually 12. \_\_\_\_\_ rather than rekindle romance.

### Lesson 2 Family tree, upbringing children, generation gap

#### Objectives of the lesson:

- *to revise vocabulary relating to family*
- *to develop listening skills*
- *to develop speaking skills*

#### 1. In pairs, talk about following topics. What will the audio say about them?

##### What can you say about these words and your life?

<i>TV channel</i>	<i>under fire</i>	<i>couples</i>
<i>complaint</i>	<i>relationship</i>	<i>dating</i>
<i>married</i>	<i>generation gap</i>	<i>age</i>
<i>sensitive</i>	<i>family</i>	<i>perfect</i>

**Have a chat about the topics you liked. Change topics and partners frequently.**

#### 2. Do differences in these things matter? What problems might they have?

**Complete this table with your partner(s).**

## Module 2 Listening and speaking

	Do the differences matter?	What problems might they have?
Age		
Income		
Religion		
Nationality		
Education		
Race		



### 3. Listen and fill in the blanks. Write no more than THREE words.

A TV channel in the UK is **1.** \_\_\_\_\_ members of the public for one of its programmes that follows the lives of couples with a big age difference. Viewers **2.** \_\_\_\_\_ Channel 5 series Age Gap

Love of "normalising grooming". The complaints came after a

**3.** \_\_\_\_\_ the relationship of a couple who got together when the man was 44 and his partner was 16. The man

**4.** \_\_\_\_\_ friend of the 16-year-old's mother. He became friendly with the daughter when she was a child and started dating her when she turned 16. After this **5.** \_\_\_\_\_, the channel received a flood of complaints from viewers who slammed the show for "making this

**6.** \_\_\_\_\_".

The couple in the show are married and have two children. He is now 47 and she is 19. The man said: "I **7.** \_\_\_\_\_ people would think.

It's a big gap. It's **8.** \_\_\_\_\_. So it's like, what are people going to think?" His wife also spoke about the relationship. She said: "The age doesn't

**9.** \_\_\_\_\_. It never has done. I don't see him as an old man, or my dad, or anything like that. **10.** \_\_\_\_\_

- like a big teddy bear." She added: "I've always wanted to have a family, so

## Module 2 Listening and speaking

I just thought he would be **11.** \_\_\_\_\_." Life has not been easy for the couple. When they first started dating, they received a lot of abuse from neighbours and the **12.** \_\_\_\_\_ had to move to another city.

**4. Look at the words below. With your partner, try to recall how they were used in the audio:**

- *public*
- *originally*
- *two*
- *old*
- *big*
- *turned*
- *concerned*
- *bear*
- *documented*
- *normal*
- *generation*
- *city*

**5. Write your opinion about “Age is just a number”. Then discuss in a group.**

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### *Lesson 3 Family matters*

#### **Objectives of the lesson:**

- *to develop speaking skills*
- *to listen for details*

1. ***“Family is not an important thing, it’s everything”.***

***Michael J. Fox.***

How far do you agree with Michael J. Fox?

## Module 2 Listening and speaking



2. Six people discuss what they prefer, a big family or a small family.

Answer the following questions about the interview.

1. Akane thinks big families are good because\_\_\_\_\_.

- A she had a big family                      B she had a small family

2. What does Jeff think you learn from a big family?

- A To share everything                      B To tell the truth

3. Jeyong thinks big families are interesting \_\_\_\_\_.

- A because everyone is the same        B because everyone is different

4. Why does Ruth like big families?

- A They are more interesting              B They laugh together

5. What does Simon say about only children?

- A They get a lot of attention              B They get whatever they want

6. Why does Todd think small families are easier?

- A You can live in an apartment        B Big families are expensive

7. What are positives of big families?

- A You have a big house  
B You can be alone  
C You can share memories  
D You are never lonely



3. Six people talk about who they take after in their family. Answer the following questions about the interview.

1. Who does Akane look like now?

- A Her brother                                  B Her mother

2. Martin and his father \_\_\_\_\_.

- A have similar personalities              B don't get along very well

3. Naomi most resembles \_\_\_\_\_.

## Module 2 Listening and speaking

A nobody

B her sister

4. Simon and his dad have the same \_\_\_\_\_.

A eyes

B smile

5. Greg thinks he looks like \_\_\_\_\_.

A his dog

B his mother

6. Asako thinks she shares \_\_\_\_\_ with her mom.

A appearance

B personality

7. Most people think they resemble their \_\_\_\_\_.

A pets

B parents

C grandparent

D friends



4. In the video people in the street answer three questions about family.

1. Do you spend much time with your family?
2. Have you inherited any family characteristics?
3. Does your family history play a part in your sense of who you are?

Watch the video and make notes about how they answer for the given questions.

## Unit 6 Education

### Objectives of this unit:

- *to listen for descriptions*
- *to activate group-works*
- *to develop speaking skills*
- *to create discussion board*

## Module 2 Listening and speaking

### Lesson 1 School life, student life, teacher

#### Objectives of this lesson:

- to label with descriptions
- to enhance listening skills

#### 1. Put the adjectives into three categories: Positive, Negative and Either

Key language: *Frightened, happy, angry, excited, worried, shy, sad, proud, delighted, scared, upset*

POSITIVE (GOOD)	NEGATIVE (BAD)	EITHER (NOT SURE)



2. Listen to three people answering the question “Is your school well-equipped?” What do they think?

Speaker(1) \_\_\_\_\_

\_\_\_\_\_

Speaker(2) \_\_\_\_\_

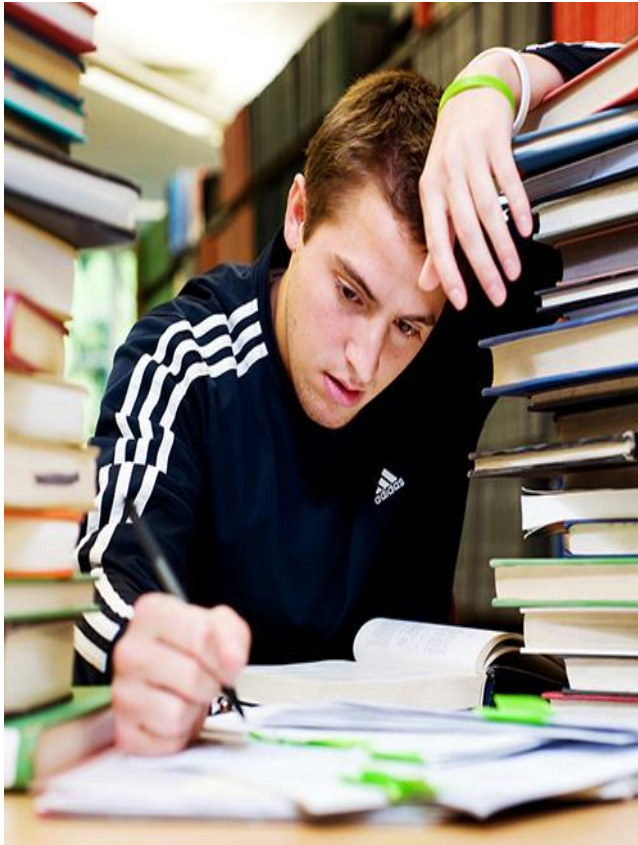
\_\_\_\_\_

Speaker(3) \_\_\_\_\_

\_\_\_\_\_







**4. Listen and check.**

A typical Monday at school? Well the first thing we have is 1. \_\_\_\_\_ at 9 am when our 2. \_\_\_\_\_ checks who's here at the start of the day. Then we have 3. \_\_\_\_\_ we all go to the main school hall for about 16 minutes. The 4. \_\_\_\_\_ gives us a talk and reads out notices and information. We have two classes and then it's the first 5. \_\_\_\_\_ and we all go to the playground.

After that we have double physics in the lab with MrCorder he's very strict and makes us all 6. \_\_\_\_\_ in the corridor before we go into the room. Then it's lunch and after that we are free till 2.40pm. Monday afternoons are great because I have art first and then I have a 7. \_\_\_\_\_, but unfortunately they don't let us go home early. But anyway I can go to the library and do most of my 8. \_\_\_\_\_.

**Lesson 2 Comparison of educational systems, where to study, decision-making**

**Objectives:**

- *to enhance listening skills*
- *reading skills: to analyze*
- *to match words*
- *discussion*

## Module 2 Listening and speaking

### 1. Read the words written below and explain their meanings.

cheat   copy   memorize   pay   revise   concentrate   divide   pass   punish  
underline

### 2. Complete the sentences using the words in 1.

- a. Our teachers used to ..... us by making us stay behind after school.
- b. If you .....twenty seven by nine, the answer is three.
- c. Try to ..... the most important rules.
- d. It's difficult to ..... attention in a noisy classroom.
- e. Paulina tried her best to .....the end of the examinations.
- f. Your work is the same as Harry's. Did you .....his work?
- g. Your mind is wondering? You must ..... more.
- h. Helen decided to ..... All her work at the end of every week.
- i. It is a good idea to ..... important parts of the book in red.
- j. The teacher saw Jerry trying to ..... In the exam.

### 3. Read the texts and decide which text is about someone's best day, and which is about their worst day.

#### Text 1

My ..... day was a school trip to the Forest of Dean Sculpture Trail. As I had arranged a trip before, I worked closely with the year 4 teacher to learn from her what I needed to do.

I remembered from my time at university that you had to do a risk assessment before a trip. This meant visiting the sculpture park and noting anything that may cause accidents- for example, steep

## Module 2 Listening and speaking

hills or streams.

Doing the research meant my colleague and I knew what to expect and felt fully prepared. There were 52 children on the trip- they were split into groups of four and five, and each group was allocated an adult.

My class can be a difficult group and I was worried about their behavior on this trip. But the day was really great- we came back totally relaxed. The children were brilliant, enjoying every part of the day, and we were really proud of them.

I learned a lot from my colleague and I can confidently say now that I could organize a school outing on my own.

### Text 2

My ..... day happened when I was with a class of 11- year – olds and there was trouble with a gang of boys. They were swearing and making threats to another boy in the class. They thought he was a “swot”- he worked too hard.

At this point, I imposed my authority- I may be just 1 meter 60, but I can really shout – and the group of boys who had been causing the problem stopped. I gave the whole class some warnings of my own. But later, the victim hit one of the boys who had been using bad language. I attempted to separate them, but the victimized boy started to have a problem with his breathing and began to cough.

By this point, I was really stressed and unsure what to do, so I sent the child next door to calm down. At the end of the day, I came away from that class mentally exhausted.

## Module 2 Listening and speaking

But the experience has not put me off. It was just a bad day and most teachers get those. So do children. In any case, I enjoy a challenge and will not be defeated.



**4. Listen to the first part of an interview about a special type of school called an academy. Two of the three statements are correct-which ones?**

Children go to an academy in the evening, after their normal school,

An academy is a school which specializes in an area of study.

An academy has a special connection with an outside expert.



**5. Listen to the complete interview and decide if the sentences are true or false. Then correct the false sentences.**

There different types of academy.....

An academy only teaches it's specialist subjects.....

Students could only study European languages.....

The school has special resources and equipment.....

Children from the school got jobs at British Air ways.....

The academies have all been a great success.....

**6. Would you like to go this school? Or to another type of specialist academy? Why/Why not?**

## Module 2 Listening and speaking

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### Lesson 3 Exchange students, scholarships, studying abroad

#### Objectives:

- *reading skills: to label headings*
- *speaking: discussion*

#### 1. Read the text to predict which of the following the text might be about:

- A. A dream interpretation school.
- B. A perfect school
- C. A school where pupils learn while they are sleeping

#### **Dream school**

Everyone in Britain knows Jamie Oliver, the multimillionaire TV chef. But when he left school at 16 with just 2 GCSE qualifications his teachers didn't imagine that he would become so famous a few years later. Jamie's school experience is unfortunately unusual. In the UK, 47% of young people leave school at 16 with very few qualifications.

Jamie is now on TV again in the documentary series Jamie's Dream School. The programme tries to create the school that Jamie wanted when he was younger. A class of 20 kids aged 16–18 are taught subjects by a team of experts in their field including hip hop vocalist TinchyStryder and around-the-world sailor Ellen MacArthur. The idea is to inspire the young people to become interested in learning, to feel positive about school and to encourage them to stay in education.

## Module 2 Listening and speaking

If you want to go to Dream school you can see clips of this fascinating show on YouTube.

*What's your idea of a Dream school? A newspaper asked school students to describe their ideal school. These were some of the things that the children wanted:*

A flexible timetable

Time to understand things

Speakers that play music instead of a bell

A teacher-pupil swap day

A very big door so that everyone can go into school together

Tables in the playground

More flexibility to choose subjects

Better whiteboards

A bigger building

More stationery for pupils

Longer ICT lessons

Nice, smiling teachers

Friendly children

**Read the text again and decide if these statements are true or false.**

1. Jamie Oliver is famous for cooking.
2. Jamie passed a lot of exams at school.
3. Jamie's Dream school is a reality TV programme.
4. Jamie wants to help young people to learn more at school.
5. The teachers at Dream school are education experts.
6. School children told a newspaper that they want more discipline but no exams.

## Module 2 Listening and speaking

**Underline all the words in the text related to school and education. How many words can you find?**

### 2. My dream school

**A) Design your ideal school with a partner. Make some notes.**

<b>Facilities</b>	
<b>Materials</b>	
<b>School building</b>	
<b>Exams</b>	
<b>Discipline</b>	
<b>Teachers</b>	
<b>Students</b>	
<b>Other</b>	

**B) You are going to present your ideal school to the class. Use your notes to prepare a mini presentation.**

**Useful language:**

Our ideal school is/has...

We think that...

We would like more/less...

And that's all.

**3. Look at the different descriptions and find types of school in the UK. Then discuss.**





## Unit 7 City and country life

### Objectives of the unit:

- *to develop communication skills*
- *to develop vocabulary around the topic of cities and how to describe them*
- *to listen for details*
- *to some of the issues and opportunities involved in moving to a new country*

### *Lesson 1 City life, problem of big cities, famous cities in the world*

### Objectives of the lesson:

- *to develop communication skills*
- *to develop vocabulary around the topic of cities and how to describe them*
- to listen for details*

#### **1. Answer the following questions.**

1. What is the capital of Italy?
2. Where is the European Parliament?
3. What is the biggest city in the south of Spain?
4. What is the capital of Scotland?

#### **2. Read the text and answer the questions below.**

1. Which three ways of classifying a city are mentioned in paragraph one?
2. What factors did the European Union's study of the state of Europe's cities concentrate on?
3. How many types of city did the study identify?
4. What is an international hub?
5. What is a specialised pole?

## Module 2 Listening and speaking

6. What is a regional pole?

### Categorising Europe's Cities

There are lots of different ways of classifying cities and lots of studies have been done. Some studies concentrate on how big cities are, on economic factors like how expensive a city is, others on how many artists or musicians work in the city. There are hundreds of factors that can be studied.

Recently, the European Union commissioned a study to find out about the present state of Europe's cities. The study concentrated on the size of the cities' populations as well as economic and financial factors. The researchers decided to categorise Europe's cities into three main types: International hubs, specialised poles and regional poles.

- **International hubs** are big cities with an international reputation, like London or Barcelona.

- **Specialised poles** are big cities with an important role in the national economy, and sometimes in the global economy, like Cardiff in the UK or Zaragoza in Spain.

- **Regional poles** are small to medium-sized cities that have an important place in their region or province.

**3. Are these statements True or false? Write TRUE or FALSE.**

1. Rotterdam has got a port.

2. Cardiff is in Scotland.

## Module 2 Listening and speaking

3. Milan is in the south of Italy.
4. Portsmouth has a bigger population than Birmingham.
5. Cambridge is famous for its university.
6. Riga is in Russia.
7. London is more expensive than Zaragoza.
8. Las Palmas is an important tourist centre.
9. Volkswagen cars are produced in Goteborg
10. Budapest is in Eastern Europe.

### 4. Choose the correct letter A, B, C or D.

**1. One hundred years ago, what percentage of the human population lived in cities?**

- A 10%                      B 20%                      C 40%                      D 80%

**2. What lead to the development of the first semi-permanent settlements?**

- A Changes in the global climate  
B An increase in fresh water supplies  
C Improvements in healthcare  
D Advancements in agriculture

**3. Which of these technologies developed because of the desire to trade with other cities?**

- A Tractors

## **Module 2** Listening and speaking

B City walls

C Roads

D Aqueducts

### **4. Why did people first move into cities?**

A Jobs

B Fun

C Safety

D More farmland

### **5. Why were some cities in 2000 BC overcrowded?**

A There was no birth control

B Transportations was not widely available

C Food supplies were enough

D Because of cold climate

### **6. When do modern cities get their start as today?**

A After Industrial Revolution

B After the collapse of Roman Empire

C In 2000 BC

D After invention of new technologies

### **7. The global population is expected to peak at \_\_\_ billion.**

A 7

B 6

C 9

D 10

## **Module 2** Listening and speaking

### *Lesson 2 Home towns, transport, and the best place to live*

- *to develop communication skills*
- *to develop vocabulary around the topic of cities and how to describe them*
- *to understand some of the issues and opportunities involved in moving to a new country*

- 1. Work in pairs. Tell each other about your favourite city and what you like about them.**
- 2. What types of places you like to visit and things you like doing when you go on holiday to another city.**
- 3. Imagine you are going to visit Barcelona next weekend. With your pair you should plan what you are going to do there. If necessary you can use your mobile phone to find out about places of interest, and tourist and cultural activities in Barcelona.**
- 4. You are going to watch a timelapse video in which you will see an entire day in Barcelona in just two minutes. As you watch you should look out for any of the places and activities you mentioned earlier. Then answer the following questions:**
  - *Did you like the film?*
  - *Would you like to visit Barcelona?*
- 5. Imagine you are going to make a time-lapse video of your home town which will show a day of life in just two minutes. In small groups you should decide what monuments, places and activities you are going to film.**

## Module 2 Listening and speaking

### Lesson 3 Migration from countries to cities

- *to develop communication skills*
- *to listen for details*

1. **Walk around the class and talk to other students about foreigners. Is this a good or bad word? Does the word ‘foreigners’ in your language have a good or bad image? Change partners often. After you finish, sit with your original partner(s) and share what you found out.**
  
2. **What are the pros and cons of lots of people from other countries coming to your country to live. Discuss this with your partner(s). Use the items below to guide your discussions:**
  - *culture*
  - *language*
  - *wealth*
  - *festivals*
  - *tax*
  - *housing*
  - *crime*
  - *food and restaurants*
  - *tolerance*
  - *other \_\_\_\_\_*
  
3. **With your partner(s), talk about these newspaper headlines and the stories behind them. Which do you think are possible?**
  - *Water refugees flood Southern Africa*
  - *Record pollution forces evacuation of China*
  - *UK now an iceberg – 50 million heading south*
  - *Bangladesh flooded – Indian borders closed*
  - *Mexico officially a desert – Millions at US border*
  - *World financial system collapses – 200 million Americans homeless*
  - *Nuclear war threatens Mid-East – millions on the move*

## Module 2 Listening and speaking



4. Listen and fill in the spaces. Write ONE word only.

### Rate of UK immigration rises sharply

The number 1. \_\_\_\_\_ the United Kingdom is increasing at a rate that 2. \_\_\_\_\_ surprise. The annual rise is 45,000 more than previously predicted. This is according 3. \_\_\_\_\_ from Britain's National Statistics Office. Officials originally thought the increase in Britain's population due to immigration 4. \_\_\_\_\_ 145,000 a year. However, it has revised that figure to 190,000 migrants per annum. Population expert Sir Andrew Green said: "The result is that 86% of our population increase 5. \_\_\_\_\_ immigration, which will add 7.2 million to our population between 2004 and 2031." Politicians are warning this figure is the same size as a city and will 6. \_\_\_\_\_ Britain's infrastructure and public services.

British politicians are 7. \_\_\_\_\_ slow down the volume of people relocating to the UK, before a population crisis sets in. The Conservative Party wants "8. \_\_\_\_\_" on the number of people entering the UK. Members of the government agree. Immigration Minister Liam Byrne urged "9. \_\_\_\_\_ sweeping changes to the immigration system in the next 12 months". He added: "Migration is bringing new wealth 10. \_\_\_\_\_ to Britain. That means we need to drive through radical action now to make sure our ... policy 11. \_\_\_\_\_." Another migration expert, Danny Sriskandarajah, warned that Britain had to continue to build "cohesive communities" despite 12. \_\_\_\_\_ of people arriving at its ports.

## Module 2 Listening and speaking

### Unit 8 Leisure and Sports

#### Objectives of this unit:

- *to listen for details*
- *to develop speaking skills*
- *to learn new word stock*
- *to develop grammar skills*

#### Lesson 1 Sport events, travel

#### Objectives of this lesson:

- *to develop speaking skills*
- *to use questionnaire*
- *to listen for details*

#### 1. Stand up and search information about your friends and fill the table.

Student's name	
<i>ex: Karim Khalimov</i>	... exercised this morning.
	... played a sport yesterday.
	... is a member of a sports team .
	... loves to watch sports on TV.
	... wants to exercise after class.
	... swims almost every week.
	... played basketball with friends



## Module 2 Listening and speaking

	last month.
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### 2. Work in pairs. Match at least one sport to each verb.

Catch	hit	jump	kick	pass	run	serve	throw
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Athletics	baseball	boxing	football	gymnastics	rugby	volleyball	water polo
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### 3. Answer the questions.

1. Do you have a particular sports person that you admire? Who? Why? Discuss a class.
2. What do you think the life of a professional sportsman is like? What are the highs and lows?
3. Do you have any person whose job is related to sport?



### 4. Work in two groups.

**Group A** Listen to Mick and Jez talking about Steve Redgrave, the Olympic rower.

**Group B** Listen to Adelhaide and Kate talking about Darcey Bussell, the ballerina.

- 1 Why are the speakers interested in Steve/Darcey?
- 2 What have been the best moments of Darcey's /Steve's career?
- 3 What health problems has he/she had?
- 4 What is her /his training programme?

## Module 2 Listening and speaking

5 What does his/her diet consist of/

6 How does she/he feel during a performance?

7 What sacrifices has he/she had to make?

8 Who are the significant people in her/his life?

9 What are his/her ambitions for the future ?

10 What kind of a relationship do the two speakers have? What do you learn about them?

### Lesson 2 Hobbies, gambling, crosswords

#### Objectives of this lesson:

- *to develop speaking skills*
- *to listen for details*

**1. Take it in turns to talk with your partner about sport and hobby. Give yourself two minutes to prepare your answer.**

#### A) Think about the following questions:

- Are you good at sport?
- Do you enjoy playing or watching sport? Why?
- Which sports are most popular in your culture?
- What is your favorite activity?
- Do you enjoy collecting anything as a hobby?

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## Module 2 Listening and speaking

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**B) Discuss the following statement with your partner:**

Sport plays a crucial role in international relations and it makes the world a better place to live.

**Share your thoughts with rest of the class.**

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**2. Are you keen on travelling? Is it your hobby? Imagine that you are having a long journey and you have to go to “Bureau de change”.**

**Module 2** Listening and speaking



Put the dialogue at a *Bureau de change* in the correct order. Then listen and check.

**Part 1**

- A) Hi. I'd like to change these euros into pounds.....
- A) And do I have to pay commission?.....
- A) 500 euros.....
- A) Great.....
- B) No, that's included in the rate.....
- B) Ok, sure, how much would you like to change?.....
- B) Ok, let's see, at today's exchange rate that's 438 pounds and 49 pence.....

**Part 2**

- B) Could I see your passport please?.....



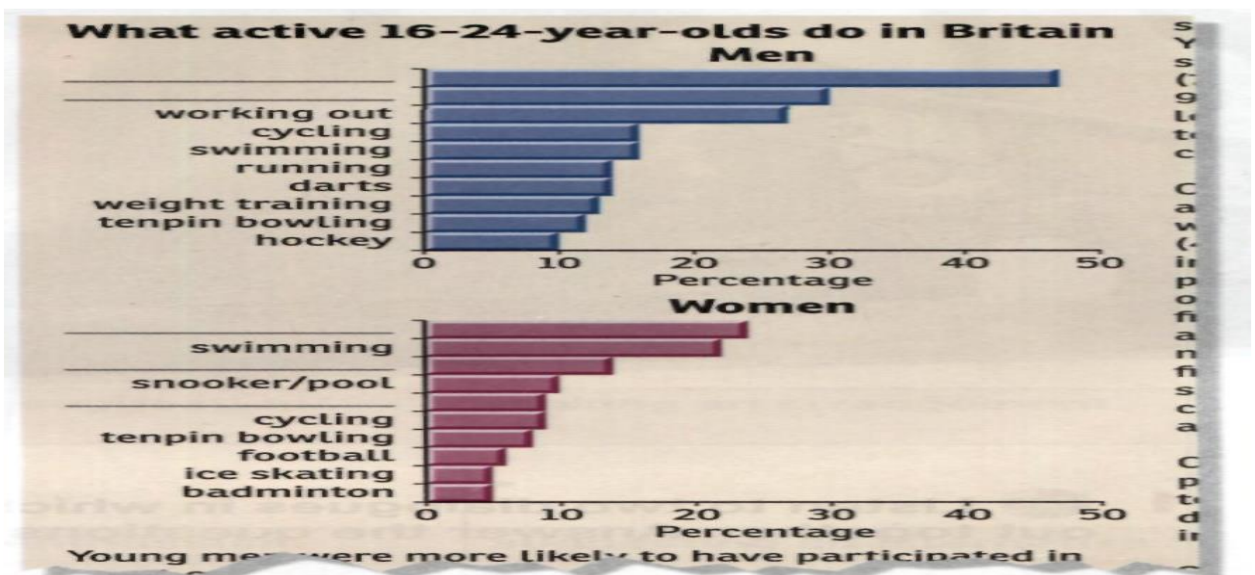
**Module 2** Listening and speaking



3. Look at the graphs of the most popular sports and exercise activities for 16-24-year-olds in Britain. Predict which activities are among the top five for men and for women

snooker/pool                      football                      cycling                      working out  
 swimming                      aerobics                      running

snooker/pool                      football                      cycling                      working out  
 swimming                      aerobics                      running



Listen and check your predictions.



4. Work in pairs. Choose which student to be by tossing a coin. Write a dialogue about making plans to go out.

**Student A**

You want to go out with

## Module 2 Listening and speaking

Student B. Try suggesting....

going to watch a sports match

going out for something to eat

### Student B

You don't mind going out with

Student A but you want to suggest...

- ❖ a different activity
- ❖ a different time

### Lesson 3 Cinema, theatre, celebrities

#### Objectives of this lesson:

- *to develop speaking skills*
- *to listen for details*



#### 1. Listen and fill the gaps.

I love watching movies. At the cinema, **1.** \_\_\_\_\_ computer. I'm a big movie fan and love **2.** \_\_\_\_\_ my favourite movie stars. I like all kinds of movies - Hollywood blockbusters, black and white movies **3.** \_\_\_\_\_, independent movies... They're all good. Recently **4.** \_\_\_\_\_ watching foreign movies. I like the films that come out of Bollywood - they're very different. The first film I saw at the movie theatre was Star Wars. **5.** \_\_\_\_\_ the special effects. Nowadays, so many movies have such good computer graphics that we **6.** \_\_\_\_\_ the effects are. One of my favourite ways of relaxing

## Module 2 Listening and speaking

7. \_\_\_\_\_ latest DVD and sit on the sofa with a big bag of potato chips.  
The sound has to be 8. \_\_\_\_\_ and the lights have to be off.

2. Write questions to your partner about cinema and theatre. Then answer in turns

### STUDENT A's QUESTIONS (Do not show these to student B)

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



3. Listen a dialogue and fill the gaps.

**Man:** So you went to see it? 1 \_\_\_\_\_?

**Woman:** I wasn't sure at first, but in the end I really liked it.

**Man:** I've been thinking about going to see it, but some people say it's 2 \_\_\_\_\_.

**Woman:** No, it's worth seeing. I just think a lot of people find the story a bit too 3 \_\_\_\_\_.

**Man:** So what, is it hard to follow?

**Woman:** No, not really, there are just a lot of 4 \_\_\_\_\_. I thought it was really interesting, and really well-acted as well.



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**Man:** Who's in it?

**Woman:** Jim Rodgers, Katherine Lamb, a few other people.

**Man:** I don't like Jim Rodgers. He always plays the same character, and he's 5 \_\_\_\_\_.

**Woman:** I quite like him...

**Man:** Yeah, I wonder why. Must be his acting ability!

**Woman:** Shut up! Anyway, definitely go see it.

**Man:** 6 \_\_\_\_\_?

**Woman:** I don't know, have a look online.

### Vocabulary notes to help you:

1. *What did you make of it?* = What did you think of it?
2. *Overhyped* = people have said a lot of good things about something, but it isn't as good as everyone says.
3. *Convolutd* = Too complicated and confusing
4. *Twists and turns* = when something unexpected happens in a story, or a story changes direction suddenly.
5. *Wooden* = emotionless
6. *Is it still on?* = Are they still showing it?

### 4. Can you match the words and phrases with the same meaning?

1. difficult to understand	a) shut up
2. showing [on TV or at the cinema]	b) hard to follow

## Module 2 Listening and speaking

3. you should go to see it	c) he was in...
4. be quiet	d) on
5. he acted in...	e) it's worth seeing

## Unit 9 Technology and communication

### Objectives of this unit:

- to practise listening skills
- to improve vocabulary – collocations

### Lesson 1 Computer and internet

### Objectives of this lesson:

- to practise listening skills
- to improve vocabulary – collocations

**1. Match the words below to make strong collocations. When you have finished, try to think of more related to technology.**

calls	and quiet	being	week
machine	pub	country	

1.	open
2.	working
3.	peace
4.	human
5.	phone
6.	local
7.	computerised

## Module 2 Listening and speaking



Listen to the recording and check your collocations.

### 2. Answer the questions. Circle true or false, or write short answers.

1. The speaker enjoys using technology.

True                      False

2. The speaker talks on the phone more than using social networking sites.

True                      False

3. What does the speaker do on Saturday morning?

4. Why does the speaker go to the pub?

5. How does the weekend help the speaker?

### 3. Discuss the followings:

- *If you could invent any piece of technology, what would it be and why?*
- *What's the most important piece of technology in your life?*
- *What piece of technology has had the most impact on society?*



### 4. Listen and fill in the spaces. Write no more than FOUR words.

It's hard to believe 1. \_\_\_\_\_ had computers a few years ago. I wonder how people lived. There must have been 2. \_\_\_\_\_ paperwork. I can't imagine writing everything by hand. I 3. \_\_\_\_\_ everything worked without computers. We need computers today for everything. Hospitals, airports, the police... nothing can work without computers. I'm 4. \_\_\_\_\_ ten times busier than now if I didn't have a computer. Imagine 5. \_\_\_\_\_ find 6. \_\_\_\_\_ paper and an envelope and then walking down the street 7. \_\_\_\_\_ letter!

## Module 2 Listening and speaking

I love my computer. It makes everything 8. \_\_\_\_\_ convenient. Sure, it freezes and crashes sometimes. Sure 9. \_\_\_\_\_ data. But that's not often. Most 10. \_\_\_\_\_ my computer is like my best friend.

### Lesson 2 E-mails and internet

#### Objectives of this lesson:

- to develop speaking skills
- to listen for details
- to enhance writing skills

#### Internet news sites

We looked at some of the websites where you can get the latest news. Here's our pick of the best.

##### [www.yahoo.com](http://www.yahoo.com)

Claims to cover around 7,500 sources and provides access to the last 30 days of news. The 'Advanced Search' feature includes search facilities by publication, location, and time period. There is a free Alerts service which can keep you informed of the latest news, weather, and so on.

##### [www.news.google.com](http://www.news.google.com)

Google has launched a news service providing articles gathered from news sources over the previous week. News is updated throughout the day and Google automatically puts links to the same story from different sources in the same search result. This makes it easier to scan the headlines without the clutter of repeat articles, but also gives you the option of reading the alternative versions provided by different sources.

##### [www.telegraph.co.uk](http://www.telegraph.co.uk)

Provides access to most of the hard copy from the Daily Telegraph, and an option for searching all articles loaded since November 1994. Mostly free, but you may have to register for an ID and password to access some sections.

##### [www.bbc.co.uk/news](http://www.bbc.co.uk/news)

Access to current and archive news on events world-wide, plus links to background information and relevant sites. Free service.

##### [www.guardian.co.uk](http://www.guardian.co.uk)

One of the few UK newspapers to still offer free access to both current and archived web content.

##### [www.independent.co.uk](http://www.independent.co.uk)

Free access to selected articles from the last seven days. The priced 'Independent Portfolio' covers: all articles by regular columnists and commentators, leading articles from the Independent and Independent on Sunday, articles by Middle-East Correspondent Robert Fisk, and all articles more than seven days old in the news and sport channels. Priced service, but some current content is free.

1. Read the text and give definitions to the underlined words.



2. Listen the track and fill the gaps.

I think the Internet is the greatest

1. \_\_\_\_\_. Think how it has changed the world. So much information is out there.

2. \_\_\_\_\_ changed my life. I can chat with friends, download music, buy books and

3. \_\_\_\_\_ I need for my homework. It took days or

4. \_\_\_\_\_ any of these things before the Internet. I spend hours every day online. I think I 5. \_\_\_\_\_ too long. I'm sure

## Module 2 Listening and speaking

6. \_\_\_\_\_ computer screen all day isn't good for my eyes. I think it's also 7. \_\_\_\_\_. I need to exercise a little more. The only thing I don't like about the Internet 8. \_\_\_\_\_ be dangerous. I don't really 9. \_\_\_\_\_ personal information online, especially on 10. \_\_\_\_\_ sites like Facebook.

**3. Work in pairs. Complete the table with as many words about mobile phones as you can.**

Mobile phone operators	
Mobile phone apparatus, its parts	
Mobile phone conversations	

### 4. Correct the spelling

I think the Internet is the greatest ninvneoit ever. Think how it has nhgecda the world. So much information is out there. It has totally changed my life. I can chat with friends, dodlnowa music, buy books and get all the info I need for my hmewkooor. It took days or weeks to do any of these things before the Internet. I sednp hours every day online. I think I spend a little too long. I'm sure staring at a computer nrsece all day isn't good for my eyes. I think it's also making me fat. I need to reeicsxe a little more. The only thing I don't like about the Internet is that it can be soganrdue. I don't really like ptnitug my personal information onenil, especially on social networking sites like Facebook.

## Module 2 Listening and speaking

### Lesson 3 Mobile phones, sms

#### Objectives of this lesson:

- to develop speaking skills
- to listen for details
- to enhance writing skills

#### 1. Reasons people use phones. Write all statements into the box.

<i>Reasons people use phones</i>	<i>Reasons you use your mobile phone</i>	<i>Conversation or text message</i>
To let their people know where they are		
To flirt with someone		
As a clock		
To play games		
Just to say hello		
To arrange to meet friends		
To find out about the cinema or football results		



#### 2. Listen to Tom and his father talking about movies. Then answer the questions below.

##### 1. What did Tom and his Dad just watch on TV together?

A Star Wars    B Star Trek    C The Incredible Hulk



**Module 2** Listening and speaking

8. \_\_\_\_\_ with no human feelings.

**Tom:** Yeah, well I think I could be an 9. \_\_\_\_\_ and do that.

**Dad:** Really?

**Tom:** Yeah.

**Dad:** Well, then, what 10. \_\_\_\_\_ of movies or TV shows do you like?

**Tom:** I like superhero movies!

**Dad:** Hmm . . . .

**Tom:** Like Batman, or Iron Man, or Superman. Who's your

11. \_\_\_\_\_ superhero?

**Dad:** I'm not sure that I have . . . .

**Tom:** But if you had to choose, . . . who would you choose? Ant Man?  
Spiderman?

**Dad:** Um, let me think . . . .

**Tom:** Wonder Woman?

**Dad:** I think I would choose . . . .

**Tom:** Yeah?

**Dad:** I think I would choose the Incredible Hulk.

**Tom:** Why?

**Dad:** 12. \_\_\_\_\_ he's big and green, just like the alien we saw in  
Star Trek!

**4. Work with a partner and write a dialogue on the topic *movies*. Act out the conversation for your other classmates.**

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## Module 2 Listening and speaking

### Used literature:

1. VIRGINA EVANS & JENNY DOOLEY. *Enterprise* (full set) Digital publishing UK, 2009 (1 кyпc)
2. MIKE BOYLE, ELLEN KISSLINGER (2013) *Skillful. Listening & Speaking* (full set) Macmillan Education UK (1 ва 2 кyпc)
3. MICKEY ROGERS, JOANNE TAYLORE-KNOWLES, STEVE TAYLORE-KNOWLES. *Open Mind. Intermediate.* Macmillan Education, 2014 (1 кyпc)
4. PAULINE CULLEN, *Vocabulary for IELTS advanced*, Cambridge university press, 2013
5. LINDA LEE, ERIK GUNDERSEN, *Select readings (intermediate)*, Oxford university press, 2001.

### Used websites:

1. <http://www.dailyesl.com/community/hospital-services/>
2. <https://www.youtube.com/watch?v=84XbqptJD9k>
3. <http://www.onestopenglish.com/skills/reading/topic-based-lesson-plans/reading-lesson-plans-astrology/154507.article>
4. <https://www.teachingenglish.org.uk/article/cooking-britain-today>
5. <https://breakingnewsenglish.com/0504/050422-britishfood-e.html>
6. <https://www.teachingenglish.org.uk/article/a-generation-couch-potatoes>
7. <http://www.listenAminute.com/h/health.html>
8. <https://www.esl-lab.com/sick1/sick1.htm>
9. <http://www.onestopenglish.com/skills/speaking/lesson-plans/pdf-content/speaking-skills-lesson-plans-divorce-worksheet/teachers-notes-intermediate-and-upper-intermediate/149713.article>

## **Module 2** Listening and speaking

10. <https://www.englishcurrent.com/files/Topic-Family-Intermediate-28022012.doc>