

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
NAMANGAN DAVLAT CHET TILLARI INSTITUTI
INGLIZ TILI O'QITISH METODIKASI KAFEDRASI

O'QISH VA YOZUV AMALIYOTI
fanidan
O' Q U V – U S L U B I Y M A J M U A



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Namangan-2025/2026

MUNDARIJA

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2	MUSTAQIL TA'LIM MASHG'ULOTLARI	
3	GLOSSARIY	
4	ILOVALAR:	
	Fan dasturi	
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	Baholash mezonlarini qo'llash bo'yicha uslubiy ko'rsatmalar	

Lesson 1. Introduction to the course

Writing is one of the most important skills that you can develop. There is no better method for organizing your thoughts than developing your writing ability.

Writing turns our thoughts into reality

For writing to be of any use, it has to be organized and sensible. This means that when you write down your thoughts, you impose order on them.

Once you impose this order, you're one step close to taking what exists in your mind and manifesting it in the physical world. I can think of no more powerful process than this. Writing is, in the purest sense of the word, alchemy.

I don't think people appreciate how wonderful it is that all non-naturally occurring things we see in this world were originally only plans and dreams in someone's mind. Writing is the bridge between the realm of imagination and the domain of real life.

Writing helps you set goals

The mere act of writing down your plans gives them form in the real world. Although the form is only 2-dimensional potential, it acts as a lightning rod for all of the kinetic energies required to make it a reality. If this sounds too mystical or esoteric for you, I'll present this idea to you in a more practical manner.

I have a whiteboard in my den. While I'm working on one project, I often have lots of ideas for things to do in the future. I also remember deadlines that I have to reach in the present.

It's much easier to write those ideas down on the whiteboard rather than try to remember later or stop working now. If I tried to do that, I'd lose the energy I'm putting into whatever I'm working on. As long as I later revisit the notes I took, I've captured lightning and can make it available for later use.

Writing makes it easier to remember good ideas

This highlights another reason you should try to be a better writer. You can use paraphrasing tool to rephrase sentences and articles online.

The average person forgets many more ideas than they ever remember. If the ideas are forgotten, then this means that the ideas can't be used. These flashes of insight and reflection are captured for later use by writing the ideas down.

Many of us have had that nagging experience of forgetting something that felt important at the time, but we couldn't bring ourselves to remember when we needed it for later use.

When you get the habit of writing things down, you improve your ability to retain ideas—even those you don't write down. This will happen naturally as you free up mental space by writing other things down.

Writing improves your communication skills

The skill of writing forces you to slow down. It forces you to be deliberate.

In oral communication, you're pressed to keep pace with the conversation and exercise a certain level of mental agility that, while sometimes advantageous, keeps you from thinking deeply and formulating the most appropriate response. When you sit down to write, you have all the time in the world to find the best words and the best combination of those words to express yourself most clearly.

Writing improves your critical thinking skills

Even with podcasts and streaming video services, writing is still the best way to share your experiences and thoughts about a subject. This is because it's impossible to read something passively.

Reading and comprehension always require engagement with the material in a manner that forces you to think about it. This is not the case with video or audio.

I think back to a debate I once had with someone. They argued that there's no difference between reading for two hours and watching Netflix for two hours because two hours have passed with no actionable steps taken. While this may be technically true, you can zone out while watching a show on Netflix. It will be—most actively—a distraction or—most passively—one level above white noise as you fall asleep to it.

It's impossible to read a book AND zone out or fall asleep. The moment you close your eyes, you stop taking in information from the book.

You can't draw any meaning from the words without focusing. This means that reading even the worst book automatically demands concentration from you. This means that writing will also be an effective medium for transmitting information. It's impossible to read something without at least engaging in some mode of critical thinking, even if it's just to determine the sensibility of what is being said.

Writing makes you mentally tougher

If you want to do anything with your writing other than express your thoughts, you have to share your writing. Sharing your writing does two things for you: it gets you to face your fears about being criticized and exposes you to criticism. This is an important right of passage for anyone who wants to build a following.

While I don't think that writers should aim to be popular, if you want to write for the public to read, you'll eventually face public scrutiny. No matter what people say about your writing, the best advice I can give you is this:

They aren't investing in building a body of work and taking the necessary risks to grow. They wish they dared to do something like put their writing out there. As the musician, Gnarl Barkley once said in his hit song "Crazy," My heroes have the heart to live the life I wanna live.

Reasons Why Reading is Important For Everyone

One of the basic reasons why reading is important is that it helps you grow mentally, emotionally, and psychologically. Every book provides you an opportunity to learn and explore new ideas. Reading books increases your knowledge and makes you smarter.

But the importance of reading is not limited to just these benefits. You will be amazed to know how beneficial reading books can be for you. And that is exactly what you will get to know here in this article.

One of the basic reasons why reading is important is that it helps you grow mentally, emotionally, and psychologically. Every book provides you an opportunity to learn and explore new ideas. Reading books increases your knowledge and makes you smarter.

It improves your Focus and Concentration

The Internet has revolutionized our world. But there's a huge drawback too. For many of us, a large part of our day is spent surfing, chatting, watching videos, reading unnecessary memes and articles online. No wonder people are growing more impatient and losing focus.

However, reading books is one of those constructive habits that help us improve our concentration power. It helps us to train our brain to focus our attention and live in the present.

Reading improves your emotional health

Books are full of emotions. Sometimes they will make you cry with every turning page and sometimes they will leave a warm smile on your face.

Books can make you happy, sad, jealous, loved, betrayed, and so on! Books are thus an amalgamation of different mixed emotions that ultimately help us grow emotionally!

It's a great source of motivation

Life is tricky. Sometimes there are moments in our life when we feel down and discouraged. We may lose our hope and interest in life and feel like giving up. Well, in times like this, sometimes, all we need is a little motivation, a little push in the right direction. Reading a good inspirational book during such a period can change our way of thinking and give us hope and motivation. Books are no doubt a huge source of motivation. We can derive great inspiration from them and transform our lives positively.

Importance of Reading in enhancing your critical and analytical thinking

While reading, a lot of information is being processed in our brain simultaneously. It opens up many different perspectives for your brain to comprehend.

If you are reading a mystery or suspense book, your brain constantly tries to guess certain outcomes and events. It also has to relate one event to the other to make sense in the story.

All this, in turn, sharpens our minds and enhances our critical and analytical thinking skills.

Improves your vocabulary, language command, and communication skills

If you are a reader, you probably know the importance of reading in enhancing your vocabulary. Reading books is one of the best ways to improve your vocabulary. Moreover, the conversations in the books also help you to strengthen your command of the language. Your sentence formation becomes quick, better, and qualitative. You rarely get stuck for lack of words. Once you have a richer vocabulary and controlled command over the language, your communication skills automatically become better.

LESSON 2. LOTTERY DREAMS.

1. Introduction

1. Have you ever won a large sum of money or something worth a lot?
2. Imagine you won a \$1 million lottery. What would you spend your money on?
3. What happens to people when they suddenly receive large sums of money? What is the most common reaction?
4. What happens to the money overtime?
5. Do you think money brings happiness? Why? Why not?

2. Listening

1. Based on a study of lottery winners, it was found that winning the lottery:
 - a. Has little or no effect on long term happiness
 - b. Can make you less happy than you were before winning it
 - c. Has little effect on the intensity of anger, stress, and sorrow in your life
 - d. A and b only
 - e. All of the above are good answers
2. The hedonic treadmill:
 - a. Discusses our ability to keep working despite wanting to quit
 - b. Our continual attempt to make more and more money
 - c. Describes our tendency to adapt to a new situation and maintain a stable emotional equilibrium
 - d. Makes us less emotionally sensitive to any kind of change
 - e. Both c and d
3. Winning the lottery sometimes not be a wonderful event. What can happen?
 - a. It may be difficult to manage large sums of money
 - b. A person may spend or lose it all too quickly
 - c. It may be socially isolating
 - d. It may make you not such a nice person
 - e. All of the above
4. The more you spend money on _____ the happier you will be.
 - a. Expensive cars
 - b. Food
 - c. Experiences
 - d. Your home
5. You have received a large sum of money, the best way to ensure your happiness is to:
 - a. Immediately spend it on something for yourself

- b. Spend it buying something for someone else
- c. Put it in the bank
- d. All of the above

3. Discussion

1. The hedonic adaptation inhibits (stops) our enjoyment of positive changes, and it seems to enable our resilience in recovering from adversity. Why is this important?
2. You win a large sum of money and want to be sure that what you spend it on will make you happy. Based on what you learned in this lesson, what would you do?
3. “Generosity has a way of making both the donor and receiver happy”. Explain.

By Melissa Chan, Jan 12, 2016

If you win the \$1.5 billion Powerball jackpot, you may not be as lucky as you may think. Many winners befall the so-called curse of the lottery, with some squandering their fortunes and others meeting tragic ends.

"So many of them wind up unhappy or wind up broke. People have had terrible things happen," said Don McNay, 56, a financial consultant to lottery winners and the author of *Life Lessons from the Lottery*. "People commit suicide. People run though their money. Easy comes, easy goes. They go through divorce or people die."

"It's just upheaval that they're not ready for," McNay told TIME on Tuesday. "It's the curse of the lottery because it made their lives worse instead of improving them."

About 70 percent of people who suddenly receive a windfall of cash will lose it within a few years, according to the National Endowment for Financial Education. With a \$1.5 billion at stake Wednesday, here are some of the stories of past-winners that gamblers should know about:

<p>Jack Whittaker</p> <p><i>"I wish that we had torn the ticket up"</i></p> <p>Jack Whittaker was already a millionaire when he won a \$315 million in a lottery in West Virginia in 2002. The then-55-year-old West Virginia construction company president claimed he went broke about four years later and lost a</p>	<p>Richard Lustig</p> <p><i>"I've been rich and I've been poor, and I like rich a whole lot better."</i></p> <p>Richard Lustig is one of the rare exceptions. The 65-year-old Florida man is a seven-time lottery game grand-prize winner who is still basking in riches after hitting it big about two decades ago. "Obviously it's changed my life big time," he told TIME on Tuesday. "I've been rich and I've been poor, and I like rich a whole lot better. We've lived in big, fancy houses. I drive a Jaguar. We've gone on cruises. I can't</p>
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<p>daughter and a granddaughter to drug overdoses, which he blamed on the curse of the Powerball win, according to ABC News. "My granddaughter is dead because of the money," he told ABC. "You know, my wife had said she wished that she had torn the ticket up. Well, I wish that we had torn the ticket up, too." Whittaker was also robbed of \$545,000 sitting in his car while he was at a strip club eight months after winning the lottery. "I just don't like Jack Whittaker. I don't like the hard heart I've got," he said. "I don't like what I've become."</p> <p>"He's the last person I would have prototyped for going completely crazy but he did," McNay told TIME on Tuesday. "No question it was because he won the lottery."</p>	<p>complain."</p> <p>The former professional drummer, who banked his largest payout of \$842,000 playing Mega Money, has kept most of his earnings and wrote the book, <i>Learn How to Increase Your Chances of Winning the Lottery</i>, in 2010 after his latest lotto win of \$90,000.</p> <p>The book has been flying off shelves in the last two weeks. "It's been insanity. We've sold thousands of dollars because of all the publicity," he said. "We wait for these kinds of moments, when jackpots get really high. When it happens, boom!"</p> <p>Lustig, who has two children with his wife of 30 years, said the key to staying happy is to hire a good financial planner and a good accountant after paying off all debts. "I'm smarter than that," he said. "People, they just don't think. You have to secure your future." "The reason why you hear those horror stories about people who win huge amounts like that and all of a sudden they're filing bankruptcy is because it's usually from people who have never had that kind of money before in their lives," he added. "They just go through it like crazy. They think there's no tomorrow. Well, there is a tomorrow and eventually it will run out."</p>
<p>AbrahamShakespeare</p> <p><i>"I'd have been better off broke"</i></p> <p>Abraham Shakespeare was murdered in 2009 after he won a \$30 million lotto jackpot. The 47-year-old Florida man was shot twice in the chest and then buried under a slab of concrete in a backyard, ABC News reported. DeeDee Moore, who authorities say befriended him after his lotto win, was found guilty of first degree murder in 2012. His brother, Robert Brown, told the BBC that Shakespeare always said he</p>	<p>SandraHayes</p> <p><i>"These are people who you've loved deep down, and they're turning into vampires trying to suck the life out of me"</i></p> <p>Sandra Hayes won the Missouri lottery in 2006 and split a \$224 million Powerball with a dozen coworkers. The St. Louis woman is now a retired social worker and wrote the book, <i>How Winning the Lottery Changed My Life</i>. She told the Associated Press she had to "adapt to this new life" which changed how she saw her closest family and friends. "I had to endure the greed and the need that people have, trying to get you to release your money to them," she said in 2012. "That caused a lot of emotional pain. These are people who you've loved deep down, and they're turning into vampires trying to suck the life out of me."</p>

regretted winning the lottery. "I'd have been better off broke." He said that to me all the time," Brown said.	
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4. True or false?

1. Winning the \$1.5 billion Powerball jackpot will inevitably bring you bad luck.
2. Majority of people quickly lose money they receive in a large sum over a short period of time.
3. Jack Whittaker believes his granddaughter died because he had become a millionaire.
4. Jack Whittaker's wife was robbed.
5. According to McNay, Jack Whittaker had a previous condition that made him unreasonable about money.
6. Richard Lusting won his first lottery twenty years ago.
7. Lustig's wife is 30 years old.
8. Lustig believes he didn't lose money because he didn't live in here and now.
9. Winning a big amount of money can make you a target for criminals.
10. Abraham Shakespeare's brother was convinced that his brother would have been better off broke.
11. Sandra Hayes gave up all her money.
12. According to Sandra Hayes, friends and family become greedy when you win a fortune.
13. All of the stories have a bad ending.

5. Discussion

1. Do you think Lustig's advice is a good one?
2. What do you think about Sandra Hayes' decision to share the money? Do you think it was an easy decision?
3. Do you know any similar stories?
4. What else could you do, if you won a lottery, to use it reasonably?
5. Is the mechanism the same when people become popular, like movie stars or celebrities?
6. What would you do with the money? How would you ensure your own safety and reasonable use of money?

Lesson 3. Types of letters and their structure

Let's explore three types of letters and their structures, focusing on how themes can influence their content:

1. Letter of Recommendation:

- Theme: Highlighting a person's positive qualities and qualifications for a specific purpose (e.g., job, scholarship, school admission).
- Structure:
 - * Heading: Your Name, Title, Contact Information, Date.
 - * Recipient Information: Recipient's Name, Title, Organization, Address.
 - * Subject Line: "Recommendation for [Applicant's Name] for [Purpose]."
 - * Opening Paragraph: State your relationship to the applicant and the context of the recommendation (how long you've known them, in what capacity).
 - * Body Paragraphs: Focus on specific examples illustrating the applicant's skills, strengths, and achievements relevant to the purpose. Tie these examples to the specific requirements or qualities sought by the recipient.
 - * Closing Paragraph: Reiterate your strong recommendation and express your confidence in the applicant's success.
 - * Signature: Your handwritten signature and typed name.

2. Letter of Condolence:

- Theme: Expressing sympathy and support to someone experiencing grief or loss.
- Structure:
 - * Heading: Your Name, Address, Date.
 - * Recipient Information: Recipient's Name, Address.

* Salutation: "Dear [Recipient's Name],"

* Opening Paragraph: Begin by acknowledging the loss and expressing your sympathy. You can mention something specific you remember about the deceased, if appropriate.

* Body Paragraphs: Share personal memories of the deceased (if comfortable). Offer words of comfort and support. Focus on the positive aspects of the person's life.

* Closing Paragraph: Reiterate your condolences and offer practical support if needed.

* Signature: Your handwritten signature and typed name.

3. Letter of Appreciation:

• Theme: Expressing gratitude and acknowledging someone's contribution or kindness.

• Structure:

* Heading: Your Name, Address, Date.

* Recipient Information: Recipient's Name, Address.

* Salutation: "Dear [Recipient's Name],"

* Opening Paragraph: State the specific reason for your appreciation. Be direct and sincere.

* Body Paragraphs: Describe the action or qualities you are grateful for. Provide specific examples or details.

* Closing Paragraph: Reiterate your appreciation and express your hope for continued positive interaction.

* Signature: Your handwritten signature and typed name.

Key Points for All Letters:

• Formal Tone: Maintain a professional and respectful tone, even in letters of condolence.

• Clear and Concise: Use straightforward language and avoid ambiguity.

• Proofread Carefully: Check for grammar, spelling, and punctuation errors.

- Personalization: Tailor each letter to the specific theme and recipient.

Remember, these structures are guides. Feel free to adapt them to suit your unique purpose and writing style.

Here are some examples of formal letters, demonstrating different purposes:

1. Formal Letter of Complaint:

[Your Name]

[Your Address]

[Your Phone Number]

[Your Email Address]

[Date]

[Recipient Name (Company or Department)]

[Company Name]

[Company Address]

[Company Phone Number]

Subject: Complaint Regarding [Specific Issue] - Order Number [Order Number]

Dear [Recipient Name],

I am writing to express my dissatisfaction with a recent purchase I made from your company. On [Date], I placed an order (Order Number: [Order Number]) for [Product name/service].

Upon receiving the order on [Date], I discovered that [Describe the specific issue. Provide details and evidence, such as photographs or receipts.]. This is not what I had expected, and it is unacceptable.

I have tried to contact your customer service department by phone on [Date] but was unable to reach anyone. I am requesting a [State your desired resolution, such as a refund, exchange, or replacement.].

I look forward to your prompt response to this matter. Please contact me at [Your phone number] or [Your email address] to discuss this further.

Sincerely,

[Your Typed Name]

2. Formal Letter of Request:

[Your Name]

[Your Address]

[Your Phone Number]

[Your Email Address]

[Date]

[Recipient Name]

[Recipient Title]

[Organization Name]

[Organization Address]

Dear Mr./Ms. [Last Name],

I am writing to request [State your request clearly]. I am a [Your position/affiliation] and I am interested in [Explain the purpose of your request and why it is relevant].

[Explain your request in detail. Provide specific information and any relevant background.]

I would be grateful if you could [State your desired action from the recipient]. Please let me know if you require any further information from my end.

Thank you for your time and consideration.

Sincerely,

[Your Typed Name]

3. Formal Letter of Introduction:

[Your Name]

[Your Title]

[Company Name]

[Your Address]

[Your Phone Number]

[Your Email Address]

[Date]

[Recipient Name]

[Recipient Title]

[Organization Name]

[Organization Address]

Dear Mr./Ms. [Last Name],

My name is [Your Name], and I am the [Your Title] at [Company Name]. I am writing to introduce myself and our company to you.

[Company Name] is a [Briefly describe your company and its mission]. We are currently [Briefly mention your company's current projects or activities].

I believe that [Explain how your company and the recipient's organization could collaborate or benefit from each other]. I would be delighted to discuss this further with you at your convenience.

Thank you for your time and consideration.

Sincerely,

[Your Typed Name]

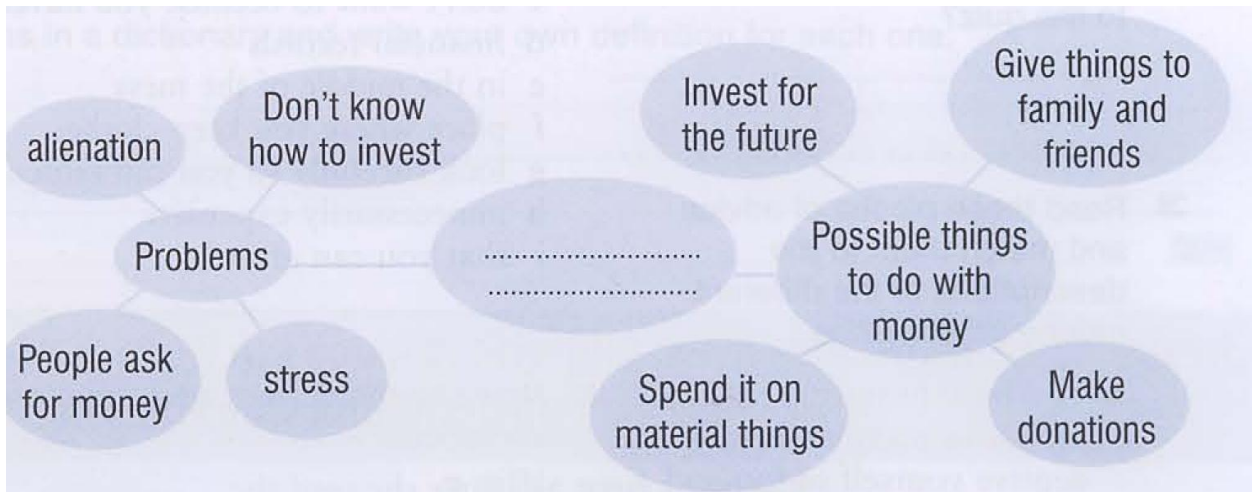
Remember to adapt these examples to your specific situation, including relevant details and adjusting the tone appropriately.

Lesson 4. Mind maps

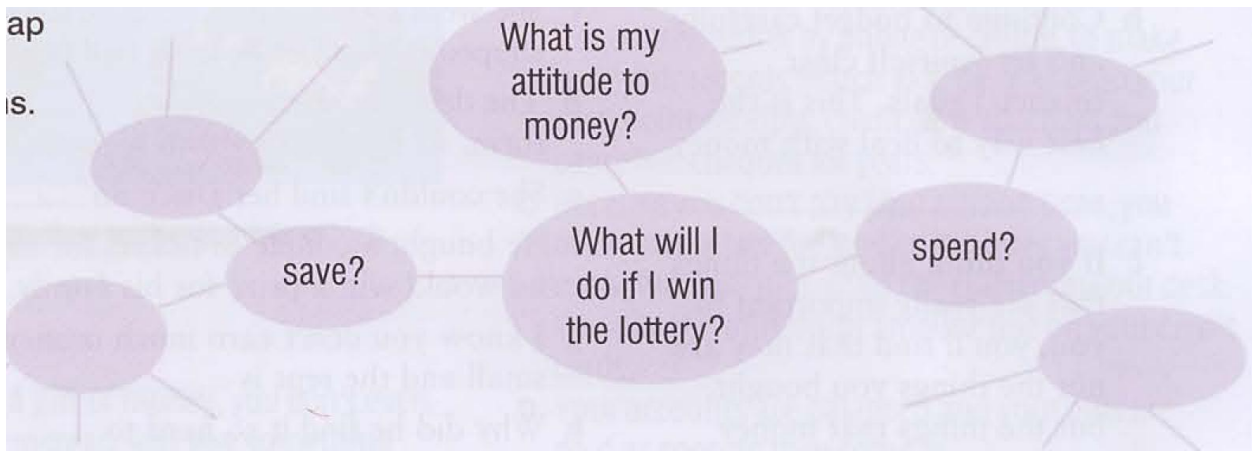
1 Mind maps can be used to help you to brainstorm and organise your ideas before you start a piece of writing.

Look at this mind map.

Which one do you think is the central theme, a, b or c?



2 Complete the mind map here with your own ideas and associations.



3 Look at the end of the article from page 7.

We want to hear from **you**.

How do you handle money?

What would you do if you won the lottery?

Would you save or spend? Write and let us know.

Write a short letter in answer to the article. Divide your writing into three paragraphs and use your mind map to help you.

Paragraph 2: why I would spend some money and what I would spend it on Paragraph 3: why I would save some money and how I would save it

EXAMPLE:

My name is Yong Min and I am a student at the University of Taegu. I am a very careful person with money. If I have any extra money I always save it, because I might need it one day.

If I won the lottery, I would spend some of the money and save some of it. I would spend some money on ...

4 Look at the mind map that you created. Have you included all the important ideas in your piece of writing?

Lesson 5. Complaint letters

Complaint letters are powerful tools for addressing problems and seeking resolution when you feel dissatisfied with a product, service, or situation. They allow you to formally communicate your concerns and advocate for fair treatment.

Understanding the Purpose:

- To inform: Let the recipient know about the issue and its impact on you.
- To request action: Clearly outline your desired resolution, whether it's a refund, replacement, apology, or other action.
- To document: Create a record of the complaint for your own reference and potential legal recourse.

Structure of a Complaint Letter:

1. Heading:

- * Your Name, Address, Phone Number, Email Address, Date

2. Recipient Information:

- * Recipient Name (Company or Department)
- * Company Name
- * Company Address

3. Subject Line:

- * Clearly and concisely state the issue (e.g., "Complaint Regarding Defective Product," "Complaint about Unprofessional Service").

4. Salutation:

- * "Dear [Recipient Name or "Customer Service Manager"],"

5. Body Paragraphs:

- * First Paragraph: Briefly introduce yourself as a customer and state the specific issue or problem. Include relevant dates, order numbers, or reference numbers.
- * Following Paragraphs: Provide a detailed description of the problem, including:
 - * Relevant Facts: Dates, times, specific examples of the problem.
 - * Impact: How the issue has affected you.
 - * Evidence: Include supporting documents, such as receipts, photos, or emails.
 - * Stay Objective: Avoid emotional language and focus on the facts.

6. Concluding Paragraph:

- * State your desired resolution and express your hope for a positive response.

* Include your contact information so the company can reach you easily.

7. Closing:

- * "Sincerely," or "Regards,"
- * Your Typed Name

Tips for Effective Complaint Letters:

- **Be Clear and Concise:** Use simple, direct language.
- **Stay Professional:** Maintain a calm and respectful tone, even if you are frustrated.
- **Provide Evidence:** Back up your claims with receipts, photos, or other documentation.
- **Be Realistic in Your Expectations:** Know that not all complaints will be resolved immediately or to your complete satisfaction.
- **Keep a Copy:** Retain a copy of the letter for your records.

Sample Complaint Letter:

[Your Name]

[Your Address]

[Your Phone Number]

[Your Email Address]

[Date]

[Recipient Name (Customer Service Department)]

[Company Name]

[Company Address]

Subject: Complaint Regarding Defective [Product Name] - Order Number [Order Number]

Dear Customer Service Manager,

I am writing to express my dissatisfaction with a recent purchase I made from your company. On [Date], I placed an order (Order Number: [Order Number]) for a [Product Name].

Upon receiving the product on [Date], I discovered that [Describe the specific defect, including relevant details]. This is not what I had expected and is unacceptable, as [Explain the impact of the defect on you]. I have included a photograph of the defect for your reference.

I request a [State your desired resolution, such as a replacement, refund, or repair]. I would appreciate a prompt response to this matter.

Sincerely,
[Your Typed Name]

Remember: While complaint letters are important, sometimes it's helpful to contact the company directly by phone or email to attempt a resolution first. If this doesn't work, a formal complaint letter can be an effective next step.

Lesson 6. Attitudes to money

Generally, people are classified into three categories according to their attitudes towards money: misers, spenders, and economizers. Misers seem almost obsessed with the idea of saving, so they accumulate money in banks if their income is large, or in the house – stuffed in mattresses or under the living room rug – if they are low-income people. They deprive themselves of many things and spend money just on the most essential things. Spenders are people who have a tendency to spend too much on too many unnecessary things. They are often too generous, making elaborate gifts to friends and family. Credit cards in some spenders' hands are often dangerous weapons. They become addicted to using them, only to regret it later when the bills come in and they are unable to pay. Economizers are practical people who spend wisely, usually making use of a budget. They can enjoy more and various material things and activities due to their careful utilization of funds. They spend in moderation and save in moderation for their future retirement or the education of their children. Of these three types of people, economizers are what most of us are having to be in our age. The acute problems of inflation, shortages, and low salaries are forcing us to become economizers. It is the only way to be if we are to survive in the future. Hopefully, the misers and big spenders will modify their extreme attitudes towards money in these circumstances and convert into economizers.

Talking point: What's your attitude towards money?

This week's **talking point** revolves around the topic of **money**. Go over the questions below before your discussion, so that you get familiar with the topic, ideas flow more easily and you can sort out some vocabulary problems.

- How much do you think about money in general?
- Are you a spender or a saver?
- Do you budget?
- Have you ever borrowed or lent money?
- What's the last 'big' thing you have bought?
- How do you feel about credit cards?
- Do you know anyone who's really mean?
- Do you know anyone who's extremely generous with money?
- Do you usually tip?
- Do you ever play gambling games or do the lottery or the football pools?
- Do you often wonder how much money others have?
- Are you more likely to choose a career because it pays well or because you love doing the work?
- What do you think someone's economic position says about him or her?
- Do you feel uncomfortable when discussing money?
- Do you think that one's economic position is a private thing?

To gain some background information about the topic you can read Rob Lieber's article for **The New York Times** [Net-Worth Obsession](#).



Some other Talking points entries on this blog related to money are

What would you do if you won the lottery?

What have you done to earn money?

Lesson 7. Writing a paragraph

How to Write Strong Paragraphs

Paragraphs are medium-sized units of writing, longer than sentences, but shorter than sections, chapters, or entire works. Because they connect the “small” ideas of individual sentences to a “bigger” idea, paragraph structure is essential to any writing for organization, flow, and comprehension.

Students have a lot of questions when it comes to writing a paragraph: How many sentences should you use? How do you transition within a paragraph? When do you end a paragraph? Etc. Below we explain everything you need to know about paragraph structure to write like an expert, including several paragraph examples.

What is a paragraph?

A paragraph is a unit of writing that consists of one or more sentences, all of which relate to the same topic. Paragraphs are essential for organizing long pieces of writing such as novels, papers, or even emails. Each paragraph should focus on a single topic.

How is a paragraph structured?

Before we dive into paragraph structure, let’s start with paragraph meaning. A paragraph is an individual segment of writing that discusses a central idea, typically with more than one sentence. It even has its own paragraph symbol in copyediting, called the *pilcrow* (¶), not to be confused with the section symbol called the *silcrow* (§) that’s common in legal code.

Here we focus mainly on paragraph structure, but feel free to read our [ultimate guide to paragraphs](#) for more of the basics.

Parts of a paragraph

Like other forms of writing, paragraphs follow a standard three-part structure with a beginning, middle, and end. These parts are the **topic sentence, development and support, and conclusion**.

Topic sentences, also known as “paragraph leaders,” introduce the main idea that the paragraph is about. They shouldn’t reveal too much on their own, but rather prepare the reader for the rest of the paragraph by stating clearly what topic will be discussed.

The **development and support sentences** act as the body of the paragraph. Development sentences elaborate and explain the idea with details too specific for the topic sentence, while support sentences provide evidence, opinions, or other statements that back up or confirm the paragraph’s main idea.

Last, the **conclusion** wraps up the idea, sometimes summarizing what’s been presented or transitioning to the next paragraph. The content of the conclusion depends on the type of paragraph, and it’s often acceptable to end a paragraph with a final piece of support that concludes the thought instead of a summary.

How many sentences are in a paragraph?

Most paragraphs contain between three and five sentences, but there are plenty of exceptions. Different types of paragraphs have different numbers of sentences, like those in narrative writing, in particular, where single-sentence paragraphs are common.

Likewise, the number of sentences in a paragraph can change based on the style of the writer. Some authors prefer longer, more descriptive paragraphs, while other authors prefer shorter, faster-paced paragraphs.

When it comes to nonfiction writing, like research papers or reports, most paragraphs have at least three sentences: a topic sentence, a development/support sentence, and a conclusion sentence.

Types of paragraphs

Depending on the kind of writing you're doing, you may need to use different types of paragraphs. Here's a brief explanation of the common paragraph types most writing deals with.

- **Expository:** Common in nonfiction and all types of essays, expository paragraphs revolve around explaining and discussing a single point or idea.
- **Persuasive:** Just like expository paragraphs, persuasive paragraphs focus on discussing a single point; however, they support opinions instead of facts.
- **Narrative:** When telling a story, a narrative paragraph explains an action or event. Each new sentence furthers or expands upon the action by providing new information.
- **Descriptive:** Also common in storytelling, descriptive paragraphs focus on describing a single topic, such as a person or an environment. Each new sentence adds a new detail about that topic.

The type of paragraph used usually depends on the type of writing. For example, if you're writing a research paper, it would be difficult to justify a narrative paragraph.

Example paragraphs from literature

Rather than merely talk about paragraph structure, let's look at some paragraph examples so you can see structure in action.

The first paragraph example comes from Bertrand Russell in his essay "Icarus, or the Future of Science." This excerpt uses the same paragraph structure often used in research papers, essays, and other nonfiction writing. The first sentence makes a claim, and the subsequent sentences defend that claim, ending in a strong conclusion that ties everything together.

If men were rational in their conduct, that is to say, if they acted in the way most likely to bring about the ends that they deliberately desire, intelligence would be enough to make the world almost a paradise. In the main, what is in the long run advantageous to one man is also advantageous to another. But men are actuated by passions which distort their view; feeling an impulse to injure others, they persuade themselves that it is to their interest to do so. They will not, therefore, act in the way which is in fact to their own interest unless they are actuated by generous impulses which make them indifferent to their own interest. This is why the heart is as important as the head. By the "heart" I mean, for the moment, the sum-total of kindly impulses. Where they exist, science helps them to be effective; where they are absent, science only makes men more cleverly diabolic.

Notice how all sentences in the paragraph relate to the same idea: That humans act emotionally more than rationally. However, each sentence makes its own unique point, and when taken together, they connect to the central topic.

Another nonfiction paragraph example comes from *Twelve Years a Slave*, a memoir from freeborn African-American Solomon Northup who was kidnapped and forced into slavery for twelve years before friends and family intervened with the help of the law.

I expected to die. Though there was little in the prospect before me worth living for, the near approach of death appalled me. I thought I could have been resigned to yield up my

life in the bosom of my family, but to expire in the midst of strangers, under such circumstances, was a bitter reflection.

Each sentence in this paragraph example relates to the feeling described in the topic sentence. Although writing in a narrative form, Northup waits until a new paragraph to continue the story—this paragraph focuses solely on that one emotion.

Finally, let's look at a fiction paragraph example. In Bram Stoker's *Dracula*, one of the protagonists, Jonathan Harker, describes the appearance of Count Dracula.

His face was a strong—a very strong—aquiline, with high bridge of the thin nose and peculiarly arched nostrils; with lofty domed forehead, and hair growing scantily round the temples but profusely elsewhere. His eyebrows were very massive, almost meeting over the nose, and with bushy hair that seemed to curl in its own profusion. The mouth, so far as I could see it under the heavy moustache, was fixed and rather cruel-looking, with peculiarly sharp white teeth; these protruded over the lips, whose remarkable ruddiness showed astonishing vitality in a man of his years. For the rest, his ears were pale, and at the tops extremely pointed; the chin was broad and strong, and the cheeks firm though thin. The general effect was one of extraordinary pallor.

Paragraphs in fiction are more flexible with the rules, but nonetheless, this paragraph includes both a topic sentence and a concluding summary. Notice how all the details pertain to Dracula's face and head; Stoker begins a new paragraph when describing other parts of his appearance, like his hands, because the author treats it as a separate topic.

How to write a paragraph

Paragraph structure isn't just for the benefit of readers, it also helps authors organize their thoughts and communicate clearly. Below we explain the different steps of how to write a paragraph, from the paragraph introduction all the way to the conclusion.

How to plan a paragraph

Before you begin writing a paragraph, look at how the paragraph fits into the writing as a whole. As mentioned above, different types of writing use different types of paragraphs, so make sure the paragraph type you're planning matches the context.

Ideally, you'll already have an outline for whatever you're writing, which will tell you what the paragraph is about and what to include. If not, your first step is to decide on the paragraph topic and which facts to include as support and development.

Keep in mind what comes before and after the paragraph so you can plan the right topic for the flow of your writing. It's jarring for the reader when the author jumps wildly from one topic to the next, so try to keep all related paragraphs together and in a logical sequence. If that's not possible, plan your topic sentence as a segue, perhaps using a transition word.

It also helps to sketch out the parts of your paragraph: topic sentence, development and support, and conclusion. The more you prepare these parts now, the easier it will be to put them into words later.

How to start a paragraph

Unless you're doing narrative writing, your paragraph introduction should always be the topic sentence. The trick is to avoid overexplaining—say only what's necessary. The goal of the topic sentence is to inform the reader what the paragraph is about; everything extra should be saved for the following sentences.

For example, in the *Twelve Years a Slave* paragraph sample, the topic sentence is only four words long. Northup saves the details for the following sentences. As an added effect, the brevity of his first sentence adds both mystery and potency, piquing the reader's interest and enticing them to continue.

On a technical note, when beginning a new paragraph, follow the rules of paragraph indentation for whatever style guide you're using. There is a paragraph indentation debate about when to indent the first line and when not to; really, it depends on the assignment or audience.

How to transition within a paragraph

It's not enough to just throw all your support sentences into a paragraph and hope for the best. For the convenience of your reader, it's best to connect the sentences in a way that lets the reader move from one point to the next without getting confused.

While some paragraph sentences will run together on their own, sometimes you need transition sentences to assist the flow. Transition sentences make use of transition words like "however," "therefore," or "similarly," or sometimes directly reference the preceding sentence.

Consider the sentence in Russell's paragraph example: "This is why the heart is as important as the head." If Russell had said only "The heart is as important as the head," it would have created an abrupt tone—he adds "this is why" to ease the transition.

If your sentences create a list, such as instructions, you can transition from one item to another using ordinals like "first," "second," "third," etc. Ordinals work well with difficult transitions because they can fit almost any paragraph.

How/when to end a paragraph

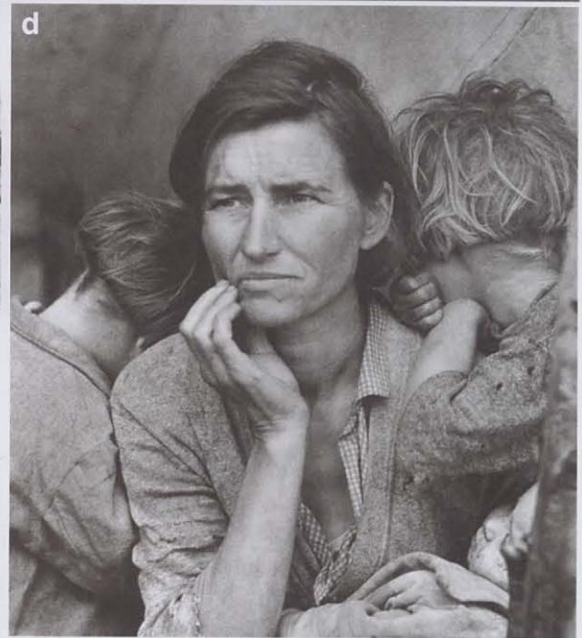
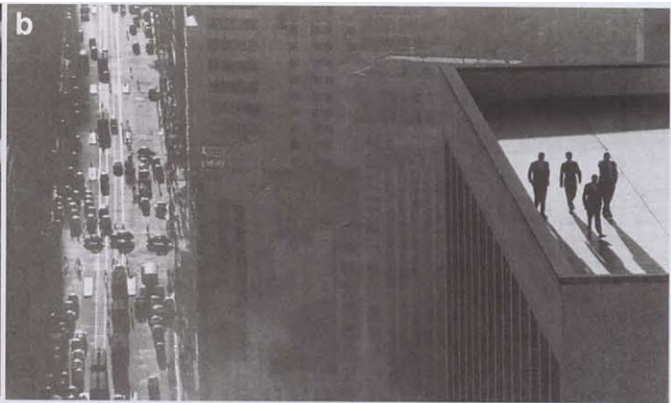
When you've said everything you need to say about a topic, it's time to end the paragraph. If the paragraph looks like it's too long after you've said everything, consider breaking it up into separate topics and paragraphs for the sake of the reader.

The best way to end a paragraph is to sum up the topic with all the new information from the support sentences. In the excerpt from *Dracula*, Stoker concludes with an overall impression of the Count from all the details listed in the previous sentences.

However, it's not always necessary to restate the topic, which can sometimes come across as padding. It's equally viable to end a sentence stating one final piece of support. In these instances, it's best to conclude with the piece of information that has the most profound effect, as with Northup's excerpt.

Lesson 8. More than a moment

1 Look at the photographs and read the text on page 12. Which photograph illustrates the text?



2 Read the following sentences and then decide where they should go in the text on page 12. There is one sentence too many. The first one is done for you.

- a And because of this black children were finally admitted to whites-only schools.
- b The first test case of this ruling occurred in Little Rock, Arkansas, in 1957 when nine black students tried to attend classes at the Central High School. ...1....
- c Finally, at the ceremony 40 years later, she and her victim met face to face.
- d He called for greater understanding between races, a call which echoes down the years in the wake of misunderstandings between different peoples and religions of the world.
- e The photographs Counts took that day were soon published all over America and the world.
- f William Counts had been a student at the Central High School himself.
- g And so there was.



MORE THAN A MOMENT

Some photographs, like the one taken by photographer William Counts outside the Central High School in Little Rock, Arkansas (USA) all those years ago, are so powerful that they help to change the course of history.

In 1954 the Supreme Court of the United States of America decided that segregated education (previously accepted as 'separate but equal') was unconstitutional.

1 But racism was a fact of life in those days, and many white Americans were bitterly opposed to multiracial schooling. The governor of the state of Arkansas, Orval Faubus, sent soldiers of the National Guard to the high school to stop black children from attending classes there, and to 'maintain order'.

2 Now 26 years old, he arrived at the scene with his camera after only a few days as a photographer with the *Arkansas Democrat* newspaper. Nobody paid him too much attention because he was a local man. As a result he was not attacked by the angry crowds as many photographers from out of town were that day, and he was able to take his famous picture.

Counts had recognised immediately that the moment the black students tried to get to the school there would be trouble. 3 Elizabeth Eckford, the first of the nine, was turned back by the soldiers, and Counts, running backwards in front of her, started taking his pictures. And that was how the world saw a picture of a 15-year-old white girl, Hazel Bryan, shouting abuse at the black student. 'The crowd were right in her ear,' Counts recalled many years later, 'they were yelling their hate, but she [Eckford] never lost her composure, she just remained so dignified, so determined in what she was doing.'

4 They caused outrage. Dwight D. Eisenhower, the president of the United States, saying how moved he was by pictures of the 'disgraceful occurrences', took control of the National Guard and ordered federal troops to escort the 'Little Rock Nine' to school despite the objections of the Arkansas governor. Desegregated education had begun.

Forty years later, the nine black students were awarded the congressional medal of honour by American president Bill Clinton in a ceremony at the Central High School. In his speech, he said, 'Like so many Americans, I can never fully repay my debt to these nine people. For with their innocence, they purchased

more freedom for me, too, and for all white people.' But he was far from optimistic about the future of race relations: 'Today, children of every race walk through the same door, but then they often walk down different halls,' he said. 'Not only in this school, but across America, they sit in different classrooms, they eat at different tables. They even sit in different parts of the bleachers at the football game. Far too many communities are all white, all black, all Latino, all Asian. Indeed, too many Americans of all races have actually begun to give up on the idea of integration and the search for common ground.' 5

And what of Hazel Bryan Massery, the girl with her face screwed up in anger and hatred? Five years after the photograph was taken she rang up Elizabeth Eckford to apologise. 'I am deeply ashamed of the photograph,' she said later, 'I was an immature 15-year-old. That's the way things were. I grew up in a segregated society and I thought that's the way it was and that's the way it should be.'

6 'I wanted to end my identification as the poster child for the hate generation, trapped in the image captured in that photograph. I know my life was more than a moment.' And William Counts was there to take a new photograph of another moment – of reconciliation.



Lesson 9. Thank you letters

Thank you letters are more than just a courtesy; they are a powerful way to show appreciation, strengthen relationships, and leave a lasting positive impression.

Why Write a Thank You Letter?

- **Show Gratitude:** Express sincere thanks for someone's kindness, help, or generosity.
- **Acknowledge Effort:** Recognize the time, effort, and thoughtfulness of someone's actions.
- **Strengthen Bonds:** Demonstrate that you value the relationship and appreciate the recipient's contribution.
- **Leave a Positive Impression:** Create a lasting memory of your gratitude.

Structure of a Thank You Letter:

1. Heading:

- * Your Name, Address, Phone Number, Email Address, Date

2. Recipient Information:

- * Recipient's Name, Address

3. Salutation:

- * "Dear [Recipient's Name],"
- * For formal occasions, use "Dear [Recipient's Title] [Last Name],"

4. Body Paragraphs:

- * **First Paragraph:** Begin with a clear statement of your gratitude. Mention specifically what you are thanking them for.
- * **Following Paragraphs:** Elaborate on your appreciation. Provide specific details about how their actions impacted you or why you are grateful.
- * **Keep it Personal:** Share genuine feelings and connect it to the recipient's personality or the relationship.

5. Closing Paragraph:

* Reiterate your gratitude and express your hope for a continued positive relationship.

6. Closing:

- * "Sincerely," "Warmly," "With Gratitude," "Best Wishes,"
- * Your Typed Name

Tips for Writing Heartfelt Thank You Letters:

- **Be Specific:** Mention the specific actions or qualities you are grateful for.
- **Show Genuine Emotion:** Express your feelings genuinely and authentically.
- **Keep it Concise:** Focus on the essence of your appreciation.
- **Handwrite for a Personal Touch:** Handwriting adds a personal touch, especially for significant occasions.
- **Timely Delivery:** Send the letter promptly to show your appreciation.

Sample Thank You Letter for a Personal Favor:

[Your Name]
[Your Address]
[Your Phone Number]
[Your Email Address]
[Date]

[Recipient's Name]
[Recipient's Address]

Dear [Recipient's Name],

I am writing to express my sincere gratitude for your help with [Describe the specific favor]. I really appreciate you taking the time and effort to [Explain how their action helped you].

I was truly struggling with [Mention the challenge you faced] and your assistance was invaluable. Your [Mention specific qualities, such as kindness, generosity, or resourcefulness] made all the difference.

Thank you again for your kindness. I am so grateful for your friendship.

Warmly,
[Your Typed Name]

Lesson 10. Summarizing (newspaper headlines)

Understand the key elements of a newspaper headline.

A good newspaper headline will be factually correct, connect to ordinary readers, attract attention using active words, and match the tone of the article.[2]

- Accuracy is very important when writing a newspaper headline, as you do not want to create an unintended meaning or confuse your reader. Avoid exaggerating or embellishing the content in the article by using an overblown headline. Instead, aim to communicate clearly with your reader through a short, one to three word headline.

Try to solve a problem or answer a question. The headline will be in large letters on the page and will likely be the first thing a reader will see when they open up the newspaper. You want to draw your reader in by using the headline to pique their interest or curiosity. The headline should motivate the reader to read the rest of the article.[3]

- Often, readers will be willing to read a headline that provides factual information that will solve a problem they might have or provide the answer to a question. For example, the headline: *Lincoln: 'The war has begun'* would be of interest to people reading the newspaper in 1860, as it would answer their question: What is going on with the civil war in the United States?
- As well, a reader may continue reading an article with a headline like: *Make Your Car Engine Sparkle* if she is looking to solve the problem of cleaning her car engine

Use search engine optimization if you are writing a headline for an online newspaper. Search engine optimization (SEO) is a key element of any headline that will be published online. Your headline should contain focus keywords to make it easier for the headline to be found by search engines. Online newspaper headlines should only contain keywords and be no more than 70 characters, as additional words are considered too long for search engines to index.[4] [5]

- Keep in mind the expectations for newspaper headlines for online publications have shifted from more traditional rules of newspaper headline writing. Many websites will sacrifice accuracy and information for headlines that over promise or exaggerate a news story. Online newspaper headlines, and some print headlines, are also using emotion to tap into a reader's curiosity and encourage the reader to read the rest of the article.[6]
- For example, headlines like: *The Cutest Otters on the Internet* and *You'll Never Believe Who Prince Harry is Dating Now* contain very little actual information and

are full of hyperbole. However, these types of headlines are very common in online publications and some current print publications. You may also come across headlines that telegraph emotion, or tap into the reader's emotions, such as: *Daughter Comes Out to Father in Video. His Response Will Make You Cry*, or *Images of Men That Will Make You Happy on a Monday*.

- These types of headlines appeal to a certain audience and are usually used for light news stories. Hyperbolic headlines are not recommended for breaking news stories about local events, world events, and social and political topics as they can weaken the professionalism of the article. Rather than appeal to emotion or exaggeration, focus on creating newspaper headlines that inform your reader and that are based on fact.

1.

Identify the key terms in the article to create the headline. Read the article in full and make note of the details in the first paragraph of the article. The key details of the story should be in the first one to three sentences of the article, so look for the key terms in these lines.

- For example, in an article about migrants found dead in a truck in Vienna, the first sentence of the article might read: “The decomposing bodies of as many as 50 people assumed to be migrants being smuggled across Europe were found in a truck abandoned on a highway east of Vienna on Thursday, the police said.” You may then highlight key details that should be included in the headline, such as the location of the incident (Austria), the number of people dead (as many as 50), who the people were (migrants), and where they were found (in an abandoned truck). Your headline may then be: *Austria Finds Up to 50 Bodies Thought to be Migrants in Truck.*^[7]
- Another example is an article on Google and the European Union's antitrust laws, with the first sentence: “Google on Thursday rejected claims from the European Union's top antitrust official that the company favored some of its own search results over those of rivals, saying there was significant competition in the region's online search market and that the company's services increased choice for local consumers.” You may then come up with a short, clear headline that identifies the subject of the article (Google), the action the subject is taking (denying or rejecting), and who the subject is reacting to (European Union's accusations of violating antitrust laws): *Google Denies Europe's Antitrust Accusations.*^[8]

2

Use action verbs and the active voice in the headline. A good headline is driven by good action verbs, which are verbs that describe something a person does in a clear and convincing way. Often, simple action verbs are more effective than complex action verbs, for example “use” instead of “utilize” or “show” rather than “demonstrate” or “model”. Prevent confusing your reader by sticking to action verbs that will appeal to the average

reader and will not muddle the overall meaning of the headline. As well, you should never start a headline with a verb. The headline should begin with the subject of the article, whenever possible.

- Avoid verbs like “think”, “believe” or “feel”, as these are not verbs based on fact or statements. The headline should use only factual evidence from the article and should not be based on emotion or uncertainty.[9]
- An effective headline should also be written with logical sentence structure and a strong present tense verb. Using the active voice will make the headline feel immediate and draw your reader in. For example, a weak headline in the passive voice, with weak verbs, might be: *No affair, says Clinton, suggests witness should ‘tell the truth’*. A better headline in the active voice, with action verbs, might be: *Clinton claims no affair, urges witness to ‘tell the truth’*. The second headline is much clearer and the subject of the article (Clinton) is stated first in the headline.
- You should also avoid using words that could be read as either a noun or a verb. For example, in the headline *Violinist linked to JAL crash blossoms*, the verb “blossom” can be read as a noun or a verb in the context of the rest of the headline. The reader is not sure if “crash blossoms” refers to the noun “blossoms” or the verb “to blossom”.^[10] If you read the article, you will understand the headline is referring to a violinist. Her father dies in a crash, but her career blossoms. The headline only makes sense once you read the article, which means the headline itself is confusing and not useful to the reader.

3

Put the headline in the present tense if the events are happening now. The headline should have a time element so it is clear to the reader when the event is taking place. If the event occurred in the recent past and is considered breaking news, for example, *Austria Finds Up to 50 Bodies Thought to be Migrants in Truck*, you can use the present tense.^[11]

- You likely will not create a headline for an event that happened in the distant past, unless there are new developments in relation to the event. You can use the past tense or the present tense for the headline. For example, *Robert Durst Murder Case Reopened in Light of New Evidence* or *Robert Durst Murder Case Reopens in Light of New Evidence*.
- Whenever possible, remove articles like “an”, “a”, “the” and connecting terms like “because” or “due to” in the headline. These are considered padding in a headline and are not necessary to get the key points of the article across. For example, *The Robert Durst Murder case will be reopened because of new evidence* can be shortened to *Robert Durst Murder Case Reopens in Light of New Evidence*.

4

Do not use jargon or slang in the headline. Headline jargon, also referred to as “headlines”, can be confusing for your reader. Often, headline jargon are also too vague and do not provide the reader with useful information.[12]

- For example, *Syrian head visits Senate*. In this headline, “head” is a headlines, as it is not clear if the headline is referring to an actual head of a Syrian or a Syrian who is the head of a department or office.
- Similarly, the headline *FBI probe expected in hijacking case* is confusing as it uses the headline jargon “probe”, but this term does not give the reader any clear information about the actions of the FBI. A stronger headline might be: *FBI investigation expected in hijacking case*.

5

Include humor or puns in the headline only when appropriate. Most news stories on local or world events do not justify a headline that contains humor or a double meaning, such as *Austria Finds Up to 50 Bodies Thought to be Migrants in Truck*. But some news stories lend themselves to a humorous headline or a headline that contains a pun and it may be appropriate to use a humorous headline for an article that does not involve murder, death, or a catastrophe. Often, optimistic news stories or lighter news stories will use headlines that use humor or double meanings. When it is done properly, a humorous headline can work to draw your reader into the story and give the headline some punch.

- For example, a news story on a former environmental disaster zone in Hungary that use reinvented itself as a center for sustainable energy might have a headline like: *Town hit by red sludge goes green*. This headline works because it is factually accurate, and uses a simple pun (red to green).[13]

6

Do the TACT test. Once you have completed your headline, you should run it through the TACT test to confirm it is print ready. The TACT test is Taste-Attractiveness-Clarity-Truth. Ask yourself the following questions in relation to your headline:[14]

- Is it in good taste? Is there anything possibly offensive in the headline? Can anything in the headline be taken the wrong way?
- Is it attractive to the reader? Can it be improved so it is more engaging and interesting, without sacrificing accuracy?
- Does it communicate the key points of the article? Is it clear and simple? Does it use the active voice and active verbs? Are there any odd words or double meanings that could confuse the reader?
- Is it accurate? Are the proper words or terms from the article used in the headline? Is the headline factually correct?
- If you answer no to any of these questions, you will need to rethink the headline and adjust it so it meets the TACT criteria.

Lesson 11. What cameras are used for

The Big Brother Site

The place where civil liberties are put to the test

- HOME
- BIG BROTHER IS WATCHING YOU
- THE GATSOMETER: FRIEND OR FOE
- SMILE! YOU'RE ON CAMERA
- ID CARDS – WHO IS BEING PROTECTED FROM WHOM
- BBS MESSAGE BOARD
- CONTACT US

[Thank you Maurice Gatsonides?](#)

Although most people do not know who Maurice Gatsonides was, almost all of us know about his most famous invention. It is used in over 35 countries worldwide. In Britain it is sometimes called the 'Gatsometer'.

Gatsonides was a Belgian rally driver who invented the speed cameras which you can see on motorways all over Europe, the Gulf region, North and South America and the Far East. The cameras are activated either by sensors on the surface of the road or by a radar device which picks up cars as they pass. Pictures of vehicles are taken less than half a second apart, and this tells the machine exactly how fast they are travelling.

Speeding – and attempts to control it – is not a modern phenomenon. For example, when the first 'horseless carriages' were introduced in Britain in the 19th century, they were not allowed to go faster than a walking pace. A man had to walk in front of these new vehicles with a red flag in order to protect the public. But all that changed in 1896 when the maximum speed limit was increased to 14 miles per hour (22.5 kph). That was too late for Londoner Walter Arnold, however. A few months before the new law came into effect, he had been fined a shilling (five pence) for driving at 8 miles an hour (nearly 13 kph), in a 2 mph speed limit area. He was caught by a policeman on a bicycle who chased him and brought him to justice.

Speed limits are faster now, from 50 mph (80 kph) on most US freeways to 70 mph (112 kph) on British motorways. Other countries set their own limits. In Germany, for example, the top autobahn speed limit is 130 kph. Yet people still die as a result of speeding, especially in built-up areas where the difference between being hit by a car at 20 mph and 30 mph is often the difference between injury and death. Speed cameras, in towns and on the open road, are designed to stop the big toll of injury and death on our roads. As such they are, surely, uncontroversial.

Or are they?

[For and against](#)

There are people who hate speed cameras. Some go even further and set cameras on fire or cover their lenses with black paint so that they do not work.

Among the arguments against speed cameras are that:

- Motorways are safe. Speed isn't the main cause of accidents.
- When speed cameras are visible – because they are painted in bright colours – drivers slow down. But many speed cameras are nearly invisible or hidden so their only function must be to make money for the police.
- People say that speed cameras have lowered the accident rate, but this could be due instead to better road surfaces, advances in vehicle design and better security measures (which means that not so many cars are stolen by young 'joyriders').

Yet, police forces around the world reply by saying that the results of experiments are quite clear. In Britain, for example, the first UK trial of a brightly painted 'Gatso' camera at a notorious black spot saw an 80 per cent reduction in injury and accidents. In towns, speeds have been cut and anyway, they point out, anything that saves even one life must be worth the effort.

What's your view? Do you love your Gatsometers or would you like to see them all torn up and thrown away? [Contact us](#) and join the debate.

1 Write the names or numbers in the space provided.

a He invented speed cameras ..

b He was punished for going too fast ..

c the speed at which accidents are often fatal.

d the percentage by which accidents fell in a UK study ..

2 Match the sentences halves. The first one is done for you.

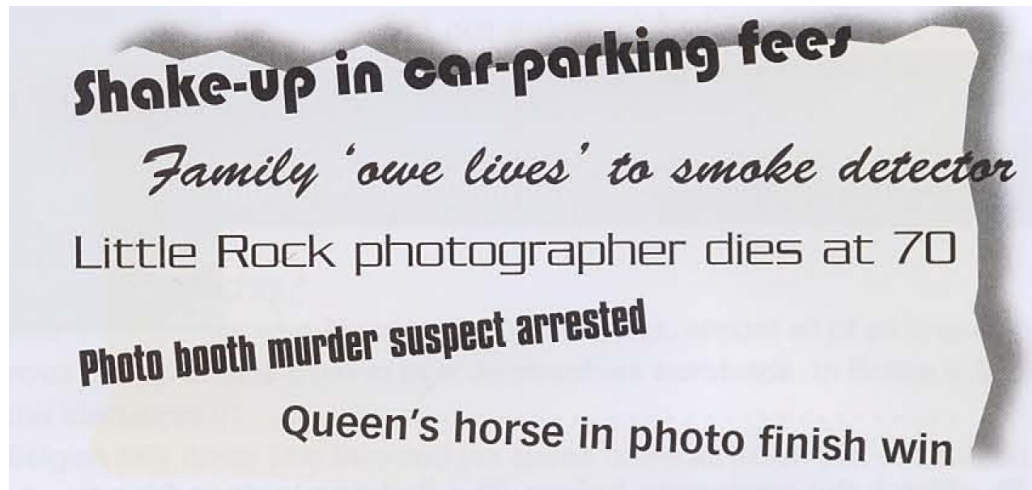
a A man with a red flag	[9]	1 ... believe that speed cameras make the roads safer.
b A policeman on a bicycle	[]	2 ... caught Walter Arnold driving too fast.
c Police authorities around the world	[]	3 ... is a British nickname for speed cameras.
d Some people believe that	[]	4 ... is the result of better car design and road surfacing rather than speed cameras.
e Some people think that improved road safety	[]	5 ... of radars or road-based sensors.
f Some protesters	[]	6 ... on German autobahns than on American freeways.
g Speed cameras	[]	7 ... speed cameras which you can't see are just a way of getting money from drivers.
h Speed cameras work because	[]	8 ... try to stop speed cameras working.
i The Gatsometer	[]	9 ... used to walk in front of the first cars.
j Walter Arnold	[]	10 ... was put at a black spot, the accident rate fell.
k When a highly-visible speed camera	[]	11 ... was travelling 6 mph too fast.
l You can drive faster	[]	12 ... were invented by the Belgian rally driver Maurice Gatsonides.

3 Complete each blank with one word or phrase from the text. Do not change it in any way.

- a The alarm was when the thief walked through a radar beam by mistake.
- b were placed on the patient's skin to measure temperature and heart rate.
- c When oil spills out of a ship, it remains on the surface of the water.
- d A biometric scanner is a ... for checking someone's identity.
- e The increase in the world's temperature is a ... that cannot be denied.
- f We call an area ... if there are many houses and shops there.
- g Years of playing American football have taken a heavy ... on his health, which is now poor.
- h We call something ... when we think that people are not likely to argue about it.
- i We call young people who steal cars and then drive them very fast just for fun ...
- j A ... is a place where more accidents happen than in many other places.

Lesson 12. Summarizing (newspaper headlines)

1 Look at these newspaper headlines and answer the questions. a What is the story behind the headlines, do you think? b What, typically, is left out in newspaper headlines? What verb tenses are common?



2. Read the following story. How many headlines can you write which summarise the story using some of the words in blue? (You may have to change some of the words, e.g. from verbs to nouns, etc.)

A mother of three escaped injury when the car she was driving plunged into a river. She had been driving home after dropping her children at school. She was rescued by a passing cyclist who dived into the river and pulled her from the car. 'I owe that man my life,' said Mrs Manha Galvan, 'he's a hero, but his identity is a mystery. He rail off after he had rescued me so I don't know who he is.'

3 Read the following stories and circle the words you may want to use in headlines which will summarise them.

When James Knighr, a university student, went to collect his photographs at Boots 24-hour developing centre on Thursday, he got the shock of his life. Two of the photographs showed his girlfriend standing in a street in London. But behind her were two robbers running out of a bank. 'I didn't notice them at the time,' Knight said, 'but when I showed them to the police they were very excited.' The police have since made two arrests. The Swedish singer Carla was making no comment yesterday after an incident at Mexico City Airporr in which she hit out at a press photOgrapher, breaking his nose. The attack tOok place **as the singer was arriving from Sweden for a nationwide tour.** Witnesses said that Carla posed for the waiting photOgraphers with her 6-year-old daughter who was accompanying her, but when one photographer, American Brad Puttnam, kept taking photOgraphs of rhe mother and daughter, the singer lashed out.

Puttnam is threatening to sue. The singer's publicity aide says that Carla regrets the incident and just wants to be left alone.

4 Write as many headlines as you can for the stories. Get as much information in the headlines as possible. Compare your headlines with the suggestions in the answer key.

Lesson 13. Wolves.



1 One of the following mini-paragraphs represents the view of the writer Peter Hedley about wolves. Which do you think it is?

a Wolves are savage predators who attack human beings. They hunt on their own and abandon their young at an early age.

b Wolves are hated by most humans, but in reality they are sociable animals who love singing, playing and dancing.

c In stories, wolves are always portrayed as dangerous and bad (as devils and werewolves) because of the way they behave in the wild.

d Wolves are beautiful beasts, but they make a terrible noise when there is a full moon.

Now read the text on the following page. Were you right?

2 Who or what:

- a ... was the reason farmers didn't like wolves?
- b ... is Little Red Riding Hood?
- c ... is *Peter and the Wolf*?
- d ... was the image of a wolf used for many years ago?
- e ... do wolves use instead of frisbees?
- f ... sometimes kills their own or their partner's children?
- g ... killed his brother?

3 Look at how these phrases are used in the text and then use them in the sentences which follow. You may have to change them a little to make them fit.

- ashamed of themselves
- for a start
- get our hands on
- in the end
- just for the fun of it
- they do their best
- to keep out of our way

- a Don't come anywhere near me. Just
- b I didn't come yesterday because, after a long day, I just didn't have the energy.
- c I don't mind if I pass or fail. I just want to
- d I've always wanted to own one of Picasso's paintings. I'd love to one.
- e Bungee-jumping isn't good for me or useful or anything. I do it
- f Why do I want to leave my job? Well,, I'm not enjoying it any more. But there are many other reasons too.
- g Why did you cheat in your exam? You should be

How could we get it so wrong?

Recent controversies over the reintroduction of wolves to parts of the united States and scotland yet again focus on one of nature's most misunderstood beasts.

Peter Hedle!J takes up the story. once upon a time, much of the world was populated by wolves. They ranged all over the United States and canada, siberia and much of mainland Europe, as well as Great Britain, and if humans hadn't come along, they would still be there in great numbers. But man did come along, farmed the land, objected to the

wolves killing their livestock and so gradually drove them out of the homes that had once been theirs. Wolves are not victims in our language and our literature, however. In fairy stories, they are seen as evil and dangerous, always ready to eat people.

Remember the time when Little Red Riding Hood thinks that a wolf is her grandmother? 'What big teeth you've got, grandmother!', she says, and the wolf, disguised as her grandmother, growls back sadistically, 'All the better to eat you with, my dear!' In Prokofiev's musical fable *Peter and the wolf*, the old grandfather speaks for us all at the end when he says, 'Ah, but if Peter hadn't caught the wolf, what then?'

In medieval times, the devil was often portrayed as a wolf, and the concept of a werewolf - the man who turns into a savage monster on the night of the full moon - is still a popular figure in both books and films.

If you really want to see how English-speaking humans think of the wolf, just look at the language! 'A wolf in sheep's clothing' is not a pleasant person and a 'wolf-whistle' is not a pleasant sound!

Yet wolves are totally unlike the image we have of them from legend and language. For a start, they don't attack humans; indeed they do their best to keep out of our way. They are very sociable animals, living in packs and looking after their young with a fondness that should make some humans ashamed of themselves. Far from wolf music being ugly, the howl of the wolf - the cry of the whole pack - as the full moon rises in a star-bright sky is one of the most beautiful sounds in nature. Wolves dance and play games like frisbee and tag with bones and twigs. They are beautiful creatures which can run at speeds of up to 65 kph if they have to. They can jump vertically and run up rock faces like a cat. And when they do kill, their 42 large teeth, exerting a pressure of 1,500 lbs per square inch, are fearsomely effective.

But the fact remains that we love the lion, the king of the jungle, another killer that spends much of its time asleep and often practises infanticide, while we demonise the wolf, one of the most beautiful animals in the world. Only occasionally do writers treat them nicely; for example, a she-wolf is supposed to have suckled the twins Remus and Romulus, who went on to found the city of Rome. If only the boys had stayed with her, perhaps they would have learnt to love and respect each other.

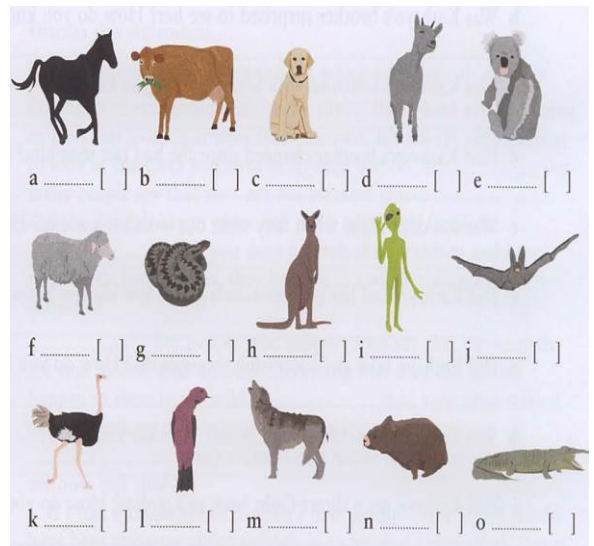
But instead they went back to the human world, Romulus killed his brother and Rome was founded in rivers of blood.

And so, while man kills animals in their millions, often just for the fun of it, the wolf on the mountain, out in the wilderness, running over the Siberian wastes, represents a state of natural grace that we do not know and can never obtain, even though we dream of it in our hearts. perhaps that's why, in the end, we hate the wolf so much - for having something we can never get our hands on.

Lesson 14. Surprise

1. Match the creatures with the pictures. Write the number on the line.

1 alien	9 koala bear
2 bat	10 ostrich
3 cow	11 sheep
4 crocodile	12 snake
5 dog	13 stallion
6 galah	14 wolf
7 goat	15 wombat
8 kangaroo	



2 Read the text. Put a tick in the square brackets under the pictures if the creature is mentioned.

Kathryn Flett, a journalist living and working in London, describes going home to Australia unexpectedly.

I crept up to the back door, dodging some of the animals that might give me away: Eric the goat; Wylie, Trousers and Bo, the sheep; Murdoch, Pugsley, Benny and Nellie, the dogs; and Foster, the galah; while Don Carlos, the Arab stallion, snickered and eyed me warily as I eased open the door. At the end of the corridor my mother was sitting in the kitchen with a cup of coffee. She turned and stared. And stared. And carried on staring. Then her jaw really did drop. And after that there was some running and hugging and tears, and I thought: the 13,000 miles to Australia is a very long way to go to surprise your mother, but worth it.

My 16-year-old brother tried to be cool when we collected him from school (a 30-mile drive, half on dirt roads) but I've never seen him lost for words before. Last time I saw him at my wedding, he had a pudding-basin haircut and was the same height as me. Now an achingly handsome young guy with expensive tastes in go-faster footwear, he is 5ft 11 and growing. My runaway husband wouldn't stand a chance. Indeed when Johnny threatened to kneecap him, I was touched.

One night I helped Johnny with his homework, then, armed with a torch and camera, we went wombat-hunting. The stars were so bright it was like walking underneath a floodlit colander. We disturbed kangaroos and cows (which I mistook for aliens; easily done) but wombats remained elusive. After about an hour of my brother helping me over fences and saying things like, 'if you see a snake, keep perfectly still,'

we sat on a boulder for a rest. There was a rustling noise a few feet away. I aimed the lens vaguely in the right direction and shot.

'Betcha goddit!' said Johnny. While I betted that I hadn't, we ambled back to the house via the dam, where tiny wombat footprints could be seen in the mud.

'Find any?' asked my mother.

'No. But we did get abducted by cows,' I said. Johnny giggled as we both slumped in front of the television and our mother cooked us dinner, which I love because it happens so rarely.

I was in Australia for nine days and it wasn't long enough. Most of the time I mooched around looking miserable about my divorce and then apologising for it. I didn't want to talk about it. I just wanted my dinner cooked and my washing done and to stay up late watching bad telly.

While I was waiting for the 8.15 from Golburn station to take me to Sydney to catch a plane to Bali, to catch a plane to Kuala Lumpur, to catch a plane to London, our friend took a picture of Mummy, Johnny and I beneath the station clock. At Sydney airport I had time to kill so I got the film processed. The group shot under the clock was delightful. God knows when we'll have another one done, but I know that Johnny will be even taller.

Incidentally, there was no wombat, just aliens.

3 Answer the following questions with 'yes' or 'no', and say how you know.

a Was Kathryn's mother surprised to see her? How do you know?

b Was Kathryn's brother surprised to see her? How do you know?

c Was Kathryn's husband with her? How do you know?

d Had Kathryn's brother changed since she had last seen him? How do you know?

e Was it a dark night when they went out wombat-hunting? How do you know?

f Did Kathryn and her brother take a gun? How do you know?

g Did Kathryn take any successful photographs? How do you know?

h Was Kathryn pleased to be at home? How do you know?

i Did Kathryn get a direct flight back to London? How do you know?

4 Read the sentences (a-n) and then write the number of the correct definition (1-17) of the words in blue at the end of each sentence.

a I crept up to the back door, dodging some animals that might give me away.	1 a metal bowl with a lot of holes used for drying salad, spaghetti, etc.
b Then her jaw really did drop.	2 difficult to find
c And after that there was some running and hugging and tears.	3 embracing
d I've never seen him lost for words before.	4 half lay, half sat
e He had a pudding-basin haircut.	5 her mouth opened in surprise
f My runaway husband wouldn't stand a chance.	6 laughed quickly in a high voice
g Indeed when Johnny threatened to kneecap him, I was touched.	7 moved around with no real purpose
h It was like walking underneath a (1) floodlit (2) colander.	8 moved in a 'secret' quiet way
i Wombats remained elusive.	9 nothing much to do for a period
j I aimed the lens vaguely in the right direction and shot.	10 old-fashioned like an upside-down cooking dish
k We did get abducted by cows.	11 shoot someone in the knees as a punishment
l Johnny giggled as we both slumped in front of the television.	12 survive / be successful
m I mooched around looking miserable.	13 taken away, kidnapped
n I had time to kill.	14 tell someone that I was there even though it was a secret
	15 took a photograph
	16 unable to speak because of surprise
	17 with a bright light shone on it

Lesson 15. Practice test.

The Lost City of Petra

The ancient city of Petra, carved into the sandstone cliffs of Jordan, is a testament to the ingenuity and artistry of the Nabataeans, a nomadic people who flourished in the 1st century BCE. Petra, meaning "stone" in Greek, was a vital trading hub, connecting the spice routes of the East to the Mediterranean world. Its strategic location and well-managed water systems allowed it to thrive for centuries, becoming a wealthy and powerful city.

The Nabataeans were skilled engineers and architects, as evidenced by their elaborate water management system, which included cisterns, aqueducts, and dams, ensuring a constant supply of water for the city and its inhabitants. Their most impressive feat, however, was the creation of their city itself. Using hand tools and chisels, they meticulously carved intricate facades, temples, and tombs into the rose-colored sandstone cliffs, creating a breathtaking spectacle that still draws millions of visitors today.

One of Petra's most famous landmarks is the Treasury, a monumental structure that served as a tomb for a Nabataean king. Its elaborate facade, adorned with columns, statues, and intricate carvings, is a stunning example of the Nabataeans' architectural mastery. The Treasury's entrance, guarded by a winged lion statue, is said to have been designed to hold treasure, though it actually housed the remains of a royal family.

The Nabataeans' advanced civilization, however, faced numerous challenges. They were constantly under threat from rival empires, including the Romans, who eventually conquered Petra in 106 CE. After its incorporation into the Roman Empire, Petra gradually declined, its importance waning as trade routes shifted. By the 7th century CE, Petra had been abandoned, swallowed by the desert sands and forgotten by the world.

In the 19th century, Swiss explorer Johann Ludwig Burckhardt rediscovered Petra, revealing its hidden splendor to the world. Since then, Petra has become one of the most popular tourist destinations in the Middle East, drawing visitors from across the globe to marvel at its architectural wonders and the mystery surrounding its past.

Questions:

1. What was the primary reason for the Nabataeans' success and growth?
2. Describe two specific examples of the Nabataeans' engineering skills.
3. What is the significance of the Treasury in Petra, and what is the origin of its name?
4. Explain how the Roman Empire impacted the fate of Petra.
5. How was Petra "lost" and then rediscovered?
6. What makes Petra a popular tourist destination today?
7. What is the main theme of this passage?
8. What is the author's tone towards the Nabataeans and their city?

Bonus:

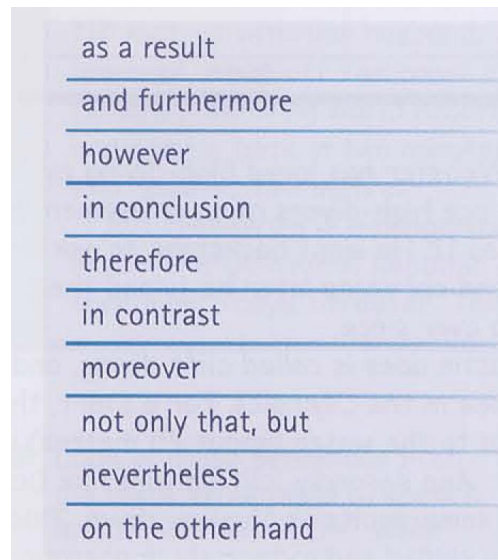
- Imagine you are a Nabataean architect. What would you be most proud of in your city?
- Do you think Petra should be considered one of the "Wonders of the World"? Why or why not?

Lesson 16. Linking words and phrases.

1 a Read the question opposite and the student composition which answered it. Is the student generally in favour of zoos or not?

Write a composition discussing the statement.

b In formal writing, we use more sophisticated words than *and*, *but* and *so*. Replace the words in blue in the student's composition with the following words and phrases. Use each one once only.



Discuss this statement: Nobody should enjoy going to zoos which keep animals in cages.

I'd like to start this composition by saying that I have enjoyed going to zoos and looking at animals in the past. It's always very exciting to look at creatures you have never seen before But many people say that zoos are not pleasant places .. and the animals are in cages and don't have their freedom And if you deny animals their freedom and keep them in enclosed spaces, they become ill and psychologically disturbed. But people who support zoos say that the animals are well looked after and fed, something that does not always happen to them in the wild And zoos have started many breeding programmes to save endangered species. So many animals that might have become extinct are now still alive.

If I had thought about it when I first went to see a zoo, I would have been unhappy about animals in cages, and I now think that is wrong. But some of the wildlife parks in various countries in the world give animals both security and freedom. So those are the ones I approve of. So I think that zoos are often cruel places. Proper wildlife parks are a better way for man to preserve species whilst, at the same time, giving us all a chance to see animals in a natural habitat. But I am sure many families will still take their young children to visit zoos.

Notes: o However is generally followed by a comma. When it occurs in the middle of a sentence, it has a comma before it too. o Moreover generally occurs at the beginning of a sentence or a clause (e.g. after a semi-colon). In the middle of sentences, it usually occurs with and and has commas before and after it (... and, moreover, ...)

2 Read the following composition question.

Zoos are absolutely vital for the protection of various animal species.

Make notes in English for and against the opinion given.

3 Plan your own composition (three or four paragraphs).

Paragraph 1: introduce the topic. (*I'd like to start by ...*) Paragraph 2: set out arguments *I* give reasons.

Paragraph 3: set out more arguments *I* give more reasons.

Paragraph 4: draw your own conclusion. (*In conclusion, therefore, ...*)

4 Write your composition, using some or all of the linkers from Activity 1 b.

LESSON 17. Looking danger in the face

Types of Extreme Sports

1. Base Jumping (noun) /beɪs 'dʒʌmpɪŋ/: A daring activity where people jump off very high man-made or natural structures and then parachute down to the ground.

Example: Last summer, Lisa went **base jumping** from a 200-meter high cliff.

2. Bungee Jumping (noun) /'bʌndʒi 'dʒʌmpɪŋ/: An adventure sport where a person jumps from a great height while tied to a large elastic cord.

Example: Many visitors like to try **bungee jumping** from the bridge in our city.

3. Free Climbing (noun) /fri: 'klaɪmɪŋ/: A style of climbing in which the climber uses only their body and hands to ascend, usually with ropes and other equipment only for safety in case of a fall.

Example: Jack loves the thrill of **free climbing; it makes him feel alive.**

4. Cave Diving (noun) /keɪv 'daɪvɪŋ/: An adventurous type of diving where divers explore underwater caves.

Example: Experienced divers who enjoy challenges often try **cave diving**.

5. Street Luge (noun) /stri:t lu:dʒɪŋ/: An extreme sport where a person lies down on a board and sleds at high speed down a paved road.

Example: **Street luge** is a thrilling sport but needs to be done in a controlled environment for safety.

6. Highlining (noun) /'haɪ laɪnɪŋ/: A type of tightrope walking at elevated heights.

Example: It takes a lot of courage and balance to try **highlining**.

7. Skydiving (noun) /'skaɪ daɪvɪŋ/: The sport of jumping from an airplane and falling freely through the sky before opening a parachute.

Example: For his 30th birthday, Mark decided to go **skydiving**.

8. Scuba Diving (noun) /'sku:bə 'daɪvɪŋ/: Swimming underwater with a self-contained underwater breathing apparatus.

Example: **Scuba diving** in the Caribbean is an experience like no other.

9. Wingsuit Flying (noun) /'wɪŋ su:t 'flaɪŋ/: The sport of gliding through the air using a wingsuit.

Example: **Wingsuit flying** gives you a sensation similar to flying like a bird.

10. Free Running (Parkour) (noun) /fri: 'rʌnɪŋ (pɑ:r'kʊər)/: An urban activity where participants move through their environment by vaulting, rolling, running, climbing, and

jumping.

Example: The young men enjoyed **free running** across the urban landscape of their city.

11. Downhill Mountain Biking (noun) /'daʊnhɪl 'maʊntɪn 'baɪkɪŋ/: An extreme sport that involves riding bicycles rapidly down off-road hills.

Example: **Downhill mountain biking** provides a mix of adrenaline, fitness, and contact with nature.

12. Whitewater Rafting (noun) /'waɪt,wɔ:tər 'ræftɪŋ/: The sport of navigating a river's rapids in an inflatable raft.

Example: Every year, adventure enthusiasts come here for the **whitewater rafting**.

13. Surfing (noun) /'sɜ:rfɪŋ/: A water sport in which the surfer rides on the face of a moving wave.

Example: **Surfing** at the beach during the sunset was an incredible experience.

14. Motocross (noun) /'mɒtɒkɹɒs/: The sport of racing off-road motorcycles on rough terrain.

Example: There was a lot of excitement at the **motocross** event.

15. Paragliding (noun) /'pærə,glɑɪdɪŋ/: The recreational sport of flying with a lightweight, free-flying glider aircraft.

Example: The view from the sky when **paragliding** over the city was breathtaking.

Equipment Used in Extreme Sports

1. Helmet (noun) /'helmt/: A hard hat that people wear to protect their head, especially during sports.

Example: It's important to always wear a **helmet** when you go mountain biking to protect your head from injuries.

2. Harness (noun) /'hɑ:rnɪs/: A set of straps which fit under a person's arms and fasten round their body, used to secure them to something like a parachute or safety rope.

Example: Before we started climbing, we checked our **harnesses** to ensure they were secure.

3. Parachute (noun) /'pærəʃu:t/: A device used to slow the motion of an object through an atmosphere by creating drag.

Example: The **parachute** opens after the skydiver has free-fallen for a short period.

4. Wetsuit (noun) /'wetsu:t/: A tight, insulating suit worn by people participating in water sports.

Example: Even though the water was cold, he was comfortable in his **wetsuit** while surfing.

5. Paddle (noun) /'pædl/: A tool used for moving a boat by pushing against the water.

Example: We used a **paddle** to navigate our raft down the river during the whitewater rafting trip.

6. Goggles (noun) /'gɒglz/: Protective eyewear used in various sports to shield eyes from harm.

Example: Swimmers and divers often wear **goggles** to protect their eyes and improve underwater visibility.

7. Life Vest (noun) /laɪf vest/: A sleeveless jacket that can be inflated to keep someone afloat in the water.

Example: The instructor made sure we all had our **life vests** on properly before we went whitewater rafting.

8. Safety Rope (noun) /'seɪfti roʊp/: A rope used as a safety measure during potentially dangerous activities like climbing.

Example: We secured our **safety ropes** before we began the ascent up the mountain.

9. Skateboard (noun) /'sket,bɔ:rd/: A short narrow board with two small wheels fixed to the bottom of either end, on which (as a recreation or sport) a person can ride in a standing or crouching position, propelling themselves by occasionally pushing one foot against the ground.

Example: He took his **skateboard** to the park to practice his tricks.

10. Mountain Bike (noun) /'maʊntɪn baɪk/: A type of bicycle designed for off-road cycling.

Example: She rode her **mountain bike** up the steep hill with ease.

11. Wingsuit (noun) /'wɪŋ,su:t/: A type of skydiving suit with fabric under the arms and between the legs that allows the wearer to control their movement in the air.

Example: **Wingsuit** flying gives you a feeling of flying like a bird.

12. Knee Pads (noun) /ni: pædz/: Protective gear worn on the knees to shield them from impact.

Example: When learning to skateboard, it's a good idea to wear **knee pads** to avoid injuries.

13. Elbow Pads (noun) /'ɛlbəʊ pædz/: Cushioned protective gear worn on the elbows to prevent injury.

Example: He wore **elbow pads** to protect himself while practicing his skateboard tricks.

14. Climbing Shoes (noun) /'klaɪmɪŋ ʃu:z/: Special footwear designed specifically for climbing.

Example: Proper **climbing shoes** are important for grip and safety when rock climbing.

15. Surfboard (noun) /'sɜ:rfbɔ:rd/: A long, narrow board that is used for surfing.

Example: She waxed her **surfboard** before hitting the waves.

Safety and Training Terms

1. Risk Assessment (noun) /rɪsk ə'sesmənt/: A process where you identify potential hazards and analyze or evaluate the risk associated with that hazard.

Example: Before our skydiving jump, we completed a **risk assessment** to ensure we were aware of potential dangers.

2. First Aid (noun) /fɜ:rst eɪd/: The immediate help given to a sick or injured person until full medical treatment is available.

Example: The instructor carried a **first aid** kit in case of any injuries during the rock climbing expedition.

3. Safety Briefing (noun) /'seɪftɪ 'brɪːfɪŋ/: A meeting where information and instructions related to safety are given.

Example: We attended a **safety briefing** before we started our white water rafting trip.

4. Crash Course (noun) /kræʃ kɔːrs/: A short period of intense instruction in a particular subject.

Example: I took a **crash course** in scuba diving before my first dive.

5. Warm-Up (noun) /wɔːrm ʌp/: Light exercises done to prepare the body for more strenuous activity.

Example: We did a quick **warm-up** before we started our mountain biking ride.

6. Cool Down (noun) /kuːl daʊn/: A period of low-impact or slower exercise following more intense activity to return the body to a normal state.

Example: After an intense session of surfing, it's a good idea to **cool down** with some light swimming.

7. Spotter (noun) /'spɔːtər/: A person who watches and supports a performer (such as a gymnast or a stunt performer) to help prevent injuries.

Example: When performing highlining, it's crucial to have a **spotter** to ensure safety.

8. Instructor (noun) /ɪn'strʌktər/: A person who teaches a skill or subject.

Example: Our **instructor** showed us the correct way to wear a parachute before our first skydiving jump.

9. Training Session (noun) /'treɪnɪŋ 'seʃən/: A period of time spent learning or practicing a particular skill.

Example: The **training session** for our cave diving adventure included practicing emergency signals and using safety gear.

10. Certification (noun) /,sɜːrtɪfɪ'keɪʃən/: A formal document that states that someone has successfully completed a course of study or training.

Example: Before you can go scuba diving, you need to earn your **certification**.

11. Rescue Team (noun) /'reskjuː tiːm/: A group of people trained to save people in dangerous or difficult situations.

Example: A **rescue team** is on standby during any extreme sporting event, like motocross, to ensure participants' safety.

12. Emergency Signal (noun) /ɪ'mɜːrdʒənsi 'sɪgnəl/: A signal, often a sound or light, used to alert people of danger.

Example: We were taught the **emergency signal** to use if we got into trouble while scuba diving.

13. Safety Gear (noun) /'seɪfti ɡɜːr/: Equipment that protects the user against health or safety risks.

Example: Wearing appropriate **safety gear**, including a helmet and harness, is crucial for bungee jumping.

14. Precautions (noun) /prɪ'kɔːʃənz/: Actions taken in advance to prevent something dangerous from happening.

Example: We took all necessary **precautions** before starting our base jumping experience.

15. Emergency Contact (noun) /ɪ'mɜːrdʒənsi 'kɑːntækt/: A person who should be contacted in case of an emergency.

Example: Always make sure to provide an **emergency contact** when signing up for extreme sports like skydiving.

Phrases and Verbs Related to Extreme Sports

1. Take the Plunge (verb phrase) /teɪk ðə plʌndʒ/: To decide to do something that you were nervous about, especially something that involves a big commitment or risk.

Example: After much thought, she decided to **take the plunge** and sign up for the bungee jumping event.

2. Push the Limits (verb phrase) /pʊʃ ðə 'lɪmɪts/: To test how far you can go with something or to do something to the maximum extent.

Example: Extreme athletes always **push the limits** of what their bodies can do, whether it's surfing massive waves or diving off cliffs.

3. Risk-Taking (noun) /rɪsk 'teɪkɪŋ/: The act or practice of doing something that might have a negative outcome, but could also have a great reward.

Example: Base jumping is a form of **risk-taking** that provides an adrenaline rush unlike anything else.

4. Adrenaline Junkie (noun) /ə'drɛnəlɪn 'dʒʌŋki/: A person who enjoys activities that make them feel very excited or nervous.

Example: Skydiving is a popular sport among **adrenaline junkies** who crave the thrill of free-falling from an airplane.

5. Daredevil Stunts (noun) /'dɛrdɛvəl stʌnts/: Dangerous actions that require a lot of skill and bravery.

Example: The motocross competition featured a series of **daredevil stunts** that had the audience on the edge of their seats.

6. Free Fall (noun) /fri: fɔ:l/: The act of falling freely without any control, often used to describe the part of a parachute jump before the parachute opens.

Example: During the skydive, the **free fall** period was the most thrilling and scary moment.

7. Get a Rush (verb phrase) /gɛt ə rʌʃ/: To experience a sudden strong feeling of excitement or pleasure.

Example: Extreme sports enthusiasts often say they **get a rush** from facing and overcoming danger.

8. Live on the Edge (verb phrase) /lɪv ɑ:n ðə ɛdʒ/: To live a lifestyle involving risks or danger.

Example: With their constant pursuit of extreme sports, they truly **live on the edge**.

9. Off the Beaten Path (idiom) /ɒf ðə 'bi:tən pæθ/: To be different from what is usual, traditional, or accepted.

Example: The cave divers preferred destinations that were **off the beaten path**, where they could explore undiscovered areas.

10. Thrill Seeker (noun) /θrɪl 'si:kər/: A person who enjoys activities that are very exciting and possibly dangerous.

Example: As a **thrill seeker**, he loved the excitement of bungee jumping and skydiving

LESSON 18. Language chunks.

Vocabulary: Expanding Your Lexicon

Here are some C1 level vocabulary words with definitions and exercises to test your understanding:

Word | Definition | Example Sentence | Exercise

---|---|---|---

1. Ubiquitous | Present, appearing, or found everywhere | Smartphones have become ubiquitous, with almost everyone owning one. | Fill in the blank: The internet has made information _____, readily available to anyone with access.
2. Ephemeral | Lasting for a very short time; fleeting | The beauty of the cherry blossoms is ephemeral, lasting only a few weeks each year. | Antonym: The opposite of ephemeral is _____.
3. Intricate | Very complex or detailed; hard to understand or follow | The intricate tapestry was woven with threads of gold and silver. | Synonym: The watchmaker was known for his _____ designs, full of hidden details.
4. Colossal | Extremely large or great; massive | The colossal statue of the king dominated the city square. | Sentence completion: The _____ earthquake caused widespread damage across the region.
5. Proliferation | Rapid increase in number or amount; rapid spread | The proliferation of plastic waste is a serious environmental problem. | Choose the best word: The _____ of social media platforms has changed how people communicate.
6. Conundrum | A confusing and difficult problem or question | The scientists faced a conundrum when they couldn't explain the new data. | Write a sentence: The politician's decision was a _____, pleasing some voters but angering others.

7. Disseminate | Spread or disperse widely; make known | The government is using social media to disseminate information about the new policy. | Synonym: The teacher tried to _____ knowledge in a clear and engaging manner.

8. Compendium | A collection of concise but comprehensive information on a particular subject | The book was a compendium of everything known about ancient Egypt. | Word choice: The website offers a _____ of resources for learning about different cultures.

9. Substantiate | To provide evidence to support or prove the truth of something | The scientist presented data to substantiate his theory. | Opposite: The lawyer tried to _____ the witness's testimony.

10. Ambiguous | Having more than one possible meaning; unclear or uncertain | The politician's statement was ambiguous, leaving many people confused about his position. | Sentence writing: The instructions were _____, leading to several errors in the experiment.

Exercises for the Passage:

- Choose the best word to fill in the blanks in the sentences using words from the vocabulary list.
- Write a paragraph using at least three of the words from the vocabulary list.
- Create a quiz with five questions about the meanings of the vocabulary words.

Remember: Practice makes perfect! The more you use these words in your writing and speaking, the more familiar you will become with them.

LESSON 19. The safest hobby in the world

Try to use each hobby type in a short sentence to explain the hobby.

Collecting
Action Figures

Arts & Crafts
Animation

Model & Electronic
Ham Radio

Antiques
Autograph Collecting
Car Collecting
Coin Collecting
Comic Books
Concert Posters
Doll Collecting
Fine Art Collecting
Hot Wheel and Matchbox Cars
Manga
Movie Memorabilia
Music Memorabilia
Spoon Collecting
Sports Collectibles
Sports Trading Cards
Stamp Collecting
Vinyl Records
Watch Collecting
Gun and Pistols

Architecture
Calligraphy
Candle Making
Crochet
Film Making
Gardening
Jewelry Making
Origami
Photography
Sewing
Sculpting
Ceramics / Pottery
Fashion Design
Floristry
Graffiti
Knitting
Paper Airplanes
Painting and Drawing
Quilting
Scrapbooking
Woodworking
Tattoo

RC Boats
RC Cars
RC Helicopters
RC Planes
Robotics
Scale Models
Model Cars
Model Airplanes
Model Railroading
Model Rockets
Model Ship / Boat Kits

Performing Arts

Dancing
Ballet
Break Dancing
Line Dancing
Salsa
Swing
Tango
Waltz
Acting
Juggling
Magic Tricks
Puppetry

Music

Banjo
Bass Guitar
Cello
Clarinet
Drum Set
French Horn
Guitar
Harmonica
Oboe
Piano / Keyboard
Trumpet
Trombone
Violin

Food & Drink

Bartending
Beer Brewing
Beer Tasting
Cigar Smoking
Cheese Tasting
Coffee Roasting
Competitive Eating
Cooking
Liquor Distillation
Hookah Smoking
Spirits / Liquor Tasting
Sushi Making
Tea Drinking

Stand Up Comedy

Viola

Wine Making

Rapping

Wine Tasting

Singing

Sake Tasting

Start A Band

Grilling

Hobbies Vocabulary Exercises

Use one of the hobby types to fill in the gap in the descriptions below.

collecting

models and electronics

performing arts

food & drink

games

individual sports

team sport

martial arts

outdoor activity

board sports

motorsports

1. _____ requires you to find as many as possible of one type of thing such as baseball cards, or vinyl records.
2. Arcade _____ include pinball machines and a wide variety of computer games that are played in a large room.
3. You play a _____ if you play basketball, soccer or water polo.
4. Snowboarding and windsurfing are types of _____.
5. If you like bartending and cooking you look _____.
6. Head to the mountains to enjoy _____ such as kayaking, river rafting, and rafting.
7. _____ such as snowmobiling and go karts can be rather expensive, especially if you don't know how to repair vehicles.
8. Some people prefer _____ rather than team sports. These include boxing, fencing and golf.
9. People all over the world practice _____ such as Kung Fu and Aikido.
10. _____ often include building your own model.
11. People who sing, act or dance participate in the _____.

Answers

1. collecting
2. model and electronics

3. performing arts
4. food & drink
5. games
6. individual sports
7. team sport
8. martial arts
9. outdoor activity
10. board sports
11. motorsports

Match the hobby or activity to the definition. In some cases, a number of hobbies may be correct.

1. This is a type of dancing that comes from Vienna.
2. This is an activity that involves smoking something that looks like a long, brown stick.
3. This is an activity that involves making small reproductions of airplanes.
4. You play this instrument with a bow.
5. In order to keep these pets you shouldn't be queasy.
6. This is an individual sport that can calm you, as well as keep you in shape.
7. You might climb Everest if you do this hobby.
8. Ride a motorized vehicle with two wheels for this hobby.
9. If you collect this type of comic book, you might need to read Japanese.
10. This hobby involves telling jokes.
11. You must know poker and blackjack if you do this hobby.
12. You must have a good relationship with animals to participate in this sport.
13. This martial art comes from Korea.
14. Fly down the snowy hill on a board with this hobby.
15. Your partner will be stuffed if you take up this hobby.

Answers

1. Waltz
2. Cigar smoking
3. Model airplanes
4. Violin / Viola / Cello
5. Rodents / Snakes / Reptiles
6. Yoga / Tai Chi / Pilates
7. Mountain climbing
8. Motocross / Motorcycle - Touring / Motorcycle Stunts
9. Manga
10. Stand up comedy
11. Card games

- 12.Horseback riding
- 13.Taekwondo
- 14.Snowboarding / Skiing
- 15.Cooking

LESSON 20. E-mail interview

An impressive job interview can be the gateway to landing your dream job. However, communicating effectively during an interview goes beyond showcasing your skills and experience—it also involves a solid command of the English language and a grasp of relevant vocabulary. This article provides an in-depth exploration of key terms and phrases that can help you leave a lasting impression on potential employers.

Internet & email vocabulary



edress	short for e-mail address	#	hash
@	at	/	forward-slash
_	underscore	\	back-slash
•	dot	()	brackets or round brackets
-	hyphen	*	asterisk
ABC	upper-case	abc	lower-case



Writing Emails in English



Starting the e-mail

- Hi Samuel!
- My dear father...
- Dear Alex...
- Hello Michael...
- Dear Mr, Mrs, Ms...

Giving news

- Guess what. I've...
- I've got some good news my friend.
- Great news Mary, I've...
- Unfortunately, I've got bad news
- I'm afraid I have some bad news ☹️
- Bad news Mary 😞

Opening sentence

- How are you?
- How's life treating you?
- How's life?
- How are things?
- Any news?
- Anything strange?
- What are you up to these days?

Closing sentence

- Well, that's all for now
- I'd better get back to work here
- I must go
- Looking forward to...
- Take care
- All the best
- All my love

www.englishstudyhere.com

Professional Email Message Guidelines

Subject Line:

Concisely convey your purpose for writing

Greeting

Always include a greeting

Font Style



Avoid ornate, playful or colored fonts

Subject: Thank You--Assistant Account Executive Interview

Dear Ms. Doe:

I enjoyed speaking with you today about the assistant account executive position at the Smith Agency. The job seems to be an excellent match for my skills and interests.

The creative approach to account management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness, and the ability to encourage others to work cooperatively with the department.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you regarding this position.

Sincerely,
John Smith

Send

Length

Keep it as concise as possible

Emoticons



Avoid in professional emails

Spelling & Grammar

Edit carefully before sending

Lesson 21. What's anger all about?

1 Underline words and phrases in The anger page which tell you that the following statements are true. The first one is underlined for you.

a Anger is often a reaction to some other feeling.

b We often shout to get rid of other feelings.

c Anger may be the result of some particular brain activity.

d Family background may affect how angry we are.

e We think anger is bad for us.

f Controlling anger may be harmful.

g We should try to be in charge of our own anger.

THE ANGER PAGE

What is anger?

Anger has many sources. Often it is an emotion which is secondary to some other emotion that you are feeling – like fear, guilt or relief. So the parent who shouts at her kid who gets home late is using anger as a way of displacing fear. Sometimes it is the result of a sense of great unfairness – such as when someone is wrongly accused of a crime, or finds that their partner has not been telling them the truth, or feels a passionate sense of social injustice.

But anger may have other causes as well. We know that animals can be made more aggressive if the limbic parts of their brains are stimulated; thus overstimulation of the limbic (emotional) centre of the brain may override the neocortex (the reasoning part).

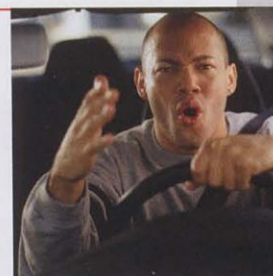
Changes in hormone levels seem to cause anger too, and inheritance plays a part, as does our upbringing. The more we are raised in anger, the more anger we are likely to feel later in our lives.

Is anger bad for you?

Most researchers think that chronic anger leads to an increased risk of heart attack, but studies show that suppressing anger is bad for you too.

Women who constantly suppress their anger, for example, show a higher mortality rate than those that don't. When partners suppress their anger, one study suggests, this is more damaging to the woman's health than the man's. So it seems that while frequent anger is bad for you (heart attacks, high blood pressure, suppression of the immune system), the suppression of anger is worse.

Some commentators suggest that using anger consciously is a good thing, provided it is not too extreme or out of control, but others are convinced that anger could be one of the main factors controlling our emotional and physical health.



2 Follow the link to *Differences between men and women* and then answer *True* or *False* to statements *a-f*.

Differences between men and women

- Home
- About Us
- Subjects A – Z
- Contact Us
- Behaviour modification classes
- Search

[The anger page](#)

[Dealing with anger](#)

Studies have long shown differences between the way men and women react, how they use anger, and how anger affects them. However, this may be changing as society changes.

We do know that by the age of three, boys show three times as much aggressive behaviour as girls do, and that high levels of testosterone (the male hormone) have been linked with increased anger patterns. So it does seem that men, in general, are 'angrier' than women.

Anger is also more acceptable in men than in women. Those women who show anger are often thought of as mad, bad, crazy and emotional. Studies suggest that many women in such situations suppress their anger or channel it in other ways such as eating disorders, for example. It is now thought that suppressing anger is extremely bad for people, especially women.

However, in the eyes of many researchers, the difference between the sexes may not be nearly as significant as changes in society which have led to an erosion of social skills in both men and women. In the modern world, we spend more time on the Internet or looking at TV, and not enough time talking to each other. We expect everything to happen quickly and as a result we become frustrated very easily.

True or False?

- a At three years old, there is no difference between the anger of boys and girls.
- b We are less likely to criticise men for being angry than we are to criticise women for being angry.
- c Eating too much or too little is sometimes a sign of anger in women.
- d It is better not to let your anger out.
- e Television can have a bad effect on the way we communicate with each other.
- f People who work on the Internet are more patient and don't get so angry.

Lesson 22. Recommendation letter.

Recommendation Letters - Championing Someone's Potential

Recommendation letters are powerful tools used to advocate for someone's candidacy for a specific opportunity, such as a job, scholarship, or university program. They provide an objective, third-party perspective on the applicant's qualifications, making them a crucial part of the application process.

Understanding the Purpose:

- To endorse: Express your strong support and belief in the applicant's ability to succeed.
- To provide insights: Offer valuable information about the applicant's skills, strengths, and accomplishments that may not be evident in a resume.
- To build trust: Create a positive impression of the applicant in the eyes of the recipient.

Structure of a Recommendation Letter:

1. Heading:

- * Your Name, Title (if applicable), Contact Information, Date

2. Recipient Information:

- * Recipient's Name, Title (if applicable), Organization, Address

3. Subject Line:

- * "Recommendation for [Applicant's Name] for [Purpose]"

4. Salutation:

- * "Dear [Recipient's Name],"

5. Opening Paragraph:

- * Begin by stating your relationship to the applicant and the context of your recommendation (how long you've known them, in what capacity).

- * Briefly introduce the applicant and their aspirations.

6. Body Paragraphs:

- * Focus on specific examples illustrating the applicant's skills, strengths, and achievements relevant to the purpose of the recommendation.
- * Use concrete details and anecdotes to support your claims.
- * Tie the examples to the specific requirements or qualities sought by the recipient.

7. Closing Paragraph:

- * Reiterate your strong recommendation and express your confidence in the applicant's success.
- * Offer a concluding thought about the applicant's potential.

8. Signature:

- * Your handwritten signature and typed name

Tips for Writing Effective Recommendation Letters:

- Know the Applicant Well: Write about someone you genuinely know and can confidently support.
- Focus on Relevant Skills: Tailor the letter to the specific requirements of the opportunity.
- Be Specific: Use concrete examples to illustrate the applicant's abilities and accomplishments.
- Be Positive and Enthusiastic: Express genuine belief in the applicant's potential.
- Proofread Carefully: Ensure your letter is free of errors in grammar, spelling, and punctuation.

Sample Recommendation Letter for a Job Application:

[Your Name]
[Your Title]
[Your Organization]
[Your Contact Information]
[Date]

[Recipient Name]
[Recipient Title]
[Organization Name]
[Organization Address]

Subject: Recommendation for [Applicant's Name] for [Job Title] Position

Dear [Recipient Name],

I am writing to enthusiastically recommend [Applicant's Name] for the [Job Title] position at your organization. I have had the pleasure of working with [Applicant's Name] for [Number] years as [Your relationship with the applicant].

During this time, [Applicant's Name] has consistently demonstrated exceptional [Mention relevant skills, such as problem-solving, communication, teamwork, etc.]. For example, [Provide a specific anecdote or example that illustrates the skill]. This experience makes [Applicant's Name] an ideal candidate for a role that requires [Mention specific skills required for the job].

Beyond their technical abilities, [Applicant's Name] is also a highly [Mention positive personality traits, such as reliable, motivated, creative, etc.]. In my experience, [Provide a brief anecdote or example that shows the applicant's character].

I have no doubt that [Applicant's Name] would be a valuable asset to your team. I highly recommend them for this position and am confident they would excel in this role.

Sincerely,
[Your Typed Name]

Remember: A thoughtful and well-written recommendation letter can make a significant difference in an applicant's success. Take your time to write a strong and persuasive letter.

Lesson 23. Smiling and frowning.

- 1 Read Notes & *Queries*. Who: a ... doesn't know how people discovered poisonous foods?
b ... has a question about animals?
c ... makes a comment about white teeth'
d ... suggests that smiling actually makes you happier?
e ... is worried about how they are going to look later on? f ... says that you have to smile with your eyes if you want it to be genuine?
g ... makes a joke about scientists?
h ... suggests that smiling is easier because we get a lot of smiling practice? ... thinks that smiling is sometimes difficult? ... wants to know whether smiling is easier than frowning?
k ... is depressed about the reaction of other people? ... has a question about sports?

Notes & Queries

I have heard that it takes many more muscles to frown than to smile. Is it true, and does that mean that smiling is easier?
Phil Discarson, Preston, England

It's only easier if you have something to smile about. Otherwise it's almost impossible!
Katie Davis, Canterbury, UK

I read on a website (www.straightdope.com) that the opposite is true. According to someone called Doctor Song, a plastic surgeon, you use 12 main muscles for a genuine 'zygomatic' smile, but only 11 for a frown. But he says that even though we use more muscles to smile, it's actually easier because, since we smile more often than we frown, our smiling muscles are in better condition.
Carl Preston, San Francisco, USA

If scientists have been studying how many muscles it takes to smile and frown, it shows they have way too much free time on their hands, but since they've told us, we'd better all do a lot of frowning since it burns more calories.
Bob Cartwright, Johannesburg, South Africa

It depends what you mean by smiling. Remember that line from Shakespeare, 'a man may smile and smile and be a villain' – I think it's from his play *Hamlet*. Anyone can look as if they are smiling by using the *zygomaticus major* and *minor* (they pull up the corners of the mouth), the *levator labii superioris* (which pull up the mouth and the corners of the nose) and the *risorius* (which pulls the corner of the mouth to one side). But that's not a real smile. A real smile uses the *orbicularis oculi* which encircle each eye and so when you smile like this, these muscles tighten the skin round the eye to give that 'crinkling' effect which creates 'laughter' lines. That's a REAL smile!
Sarah Green (Dr), Birmingham, UK

Smiling or frowning, who cares?! They both give you lines when you're older so my advice is to avoid doing them completely. Especially when you're young.
Miriam Sterling, Aberdeen, Scotland

Counting the muscles it takes to smile and frown isn't the issue, for me. I am more interested in the fact that you can find examples of the saying that 'it takes less effort to smile than to frown' as far back as the 19th century. That's because it's a piece of advice, not a scientific fact. 'Smile, and the world smiles with you' is another saying like that. Others say that if you smile, you will almost always feel happier. So which comes first, the smile or the happiness?

Well I just read some research which said that when we smile (or frown), our bodies get the message, even if we are only pretending. Apparently they got some people to pretend to be angry, sad, disgusted, etc., and use the appropriate facial expressions, and measured what happened to their bodies. And the incredible thing was that even though the test subjects knew they were acting, their bodies didn't. Their heart rates increased, their skin temperature got hotter and there were signs of sweating – all physical manifestations of real anger, etc.
Felicity Poole, Amsterdam, Holland

2 Look again at the text and answer the following questions.

a Where does the text come from?

b Which answers are serious?

c Which answers are not meant to be serious?

d Tick the following opinions if you find them in Notes & Queries.

1 We frown more than we smile.

2 We smile more than we frown.

3 Frowning must be a good form of exercise.

4 Laughter lines are good.

5 Laughter lines are bad.

6 When you smile nobody smiles back.

7 No one can tell if your smile is genuine.

3 Complete the sentences with the following words and phrases from the text.

Appropriate facial expressions as far back as burn calories
depends on free time get the message in better condition
laughter lines physical manifestations pretending tell jokes villain

a If someone is fitter than they were, we can say that they are

b If the teacher is the person who decides if you can go to the next class, we say that it the teacher.

c If we say that something took place a long time in the past (say in the 17th century), we can say that it happened 1657.

d If you want to make people believe something is true, you are that it is true.

e If you change the look of your face to show different emotions, you use

f If you understand what someone is trying to say to you, you

g Raised heart rate and sweating are of fear.

h The lines at the sides of people's eyes are often called

i The main bad character in a story is often called the

j The time when we are not working or doing some other obligatory activity is

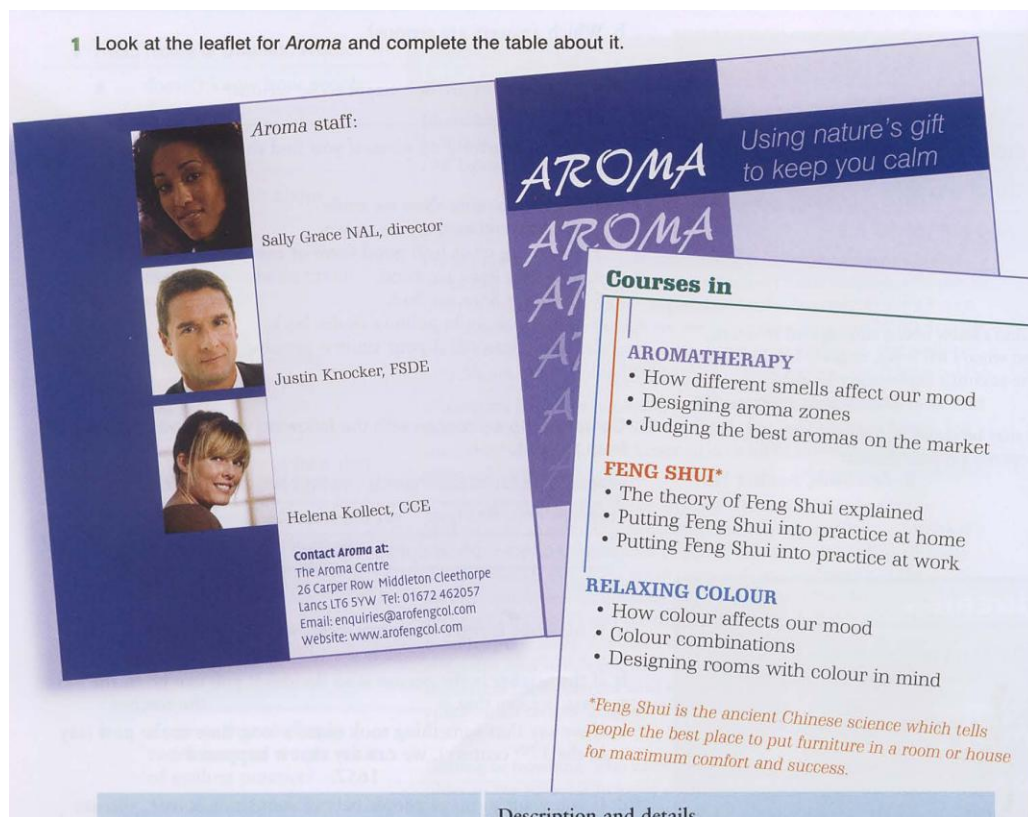
k When we transform the food we have eaten into energy by taking exercise, we

l When you, you try and make people laugh.

Lesson 24. Designing leaflets

1 Look at the leaflet for *Aroma* and complete the table about it.

1 Look at the leaflet for *Aroma* and complete the table about it.



The leaflet for 'AROMA' features a blue and white color scheme. At the top, it says 'Using nature's gift to keep you calm'. Below this, the word 'AROMA' is written in a large, stylized font. The leaflet is divided into sections: 'Aroma staff:' with three portraits and names (Sally Grace NAL, director; Justin Knocker, FSDE; Helena Kollect, CGE); 'Contact Aroma at:' with address, phone, email, and website; and 'Courses in:' which lists 'AROMATHERAPY', 'FENG SHUI*', and 'RELAXING COLOUR' with bullet points for each. A quote at the bottom states: '*Feng Shui is the ancient Chinese science which tells people the best place to put furniture in a room or house for maximum comfort and success.'

	Description and details
Name of the place described	<i>Aroma</i>
What kind of a place is it? (Explain this in your own words.)	
Services offered (Give brief explanations in your own words.)	
Names of the staff	
Address, phone number, website, etc.	
How many sheets make up the leaflet? Do you think it is effective?	

2 Read the description and details for the organisation *Music Works* and complete the leaflet which follows.

	Description and details
Name of the place described	<i>Music Works</i>
What kind of a place is it?	It's a friendly family-based place where anyone who's interested in music can come along and play music, learn about music or just enjoy listening to it.
Services offered (and brief explanations of what these services are)	<ul style="list-style-type: none"> • Music appreciation classes for all ages (course on music and emotion, music styles through the ages, from classical to techno – styles and similarities). • Classes on a range of different instruments (from beginners to intermediate level on a variety of instruments, both classical and jazz or pop-based). • You can join one of three orchestras (classical strings, jazz orchestra, folk ensemble). • Concerts every Saturday.
Names of the staff	<ul style="list-style-type: none"> • Sebastian West (string tutor: violin, viola, cello, guitar) • Kylie Strachan (saxophone and jazz tutor / jazz orchestra conductor) • Christopher Major (understanding music / folk ensemble coach) • David Jones (string orchestra conductor)
Address, phone number, website, etc.	175 Harbour Walk, Lowminster LH3 5YT tel: 017583 444456 email: info@muswork.org.uk And there's a website at www.muswork.org.uk

Music Works

Music Works staff:

- a
- b
- c
- d

Contact *Music Works* at:

- e
- f
- Tel: g
- Email: h
- Website: i

Activities:

- j
- k
- l
- m

Lesson 25. What kind of future?

1 Read the text and match the titles (a-h) to the paragraphs (1-8).

The first one is done for you. a Making it a place where we can live

b Operations at a distance

c Finding a new place to live

d Right *and* wrong about the future

e His predictions are based on fact

f Grow your own new body parts?

g Less than 100 years away

h A top doctor makes predictions

2 Answer these questions based on the text.

a Why was von Neumann both right *and* wrong?

b What are the two developments that mean we could now potentially grow a new limb?

c What was so unusual about the gall bladder operation in 200t?

d Why would humans die on Mars?

e How could Mars be made habitable for humans?

f How soon could we live on Mars, according to McKay?

3 Match these words in the text to their meaning.

a foresees (paragraph 2)	1 describing, making a plan of	[]
b leading (paragraph 3)	2 making or doing something	
c mapping (paragraph 3)	faster	[]
d reconstructive (paragraph 3)	3 no longer existing	[]
e fanciful (paragraph 4)	4 most important, most	
f extinct (paragraph 6)	respected	[]
g shortcutting (paragraph 7)	5 predicts, sees in the future	[]
	6 impossible, imaginary	[]
	7 recreating or rebuilding	[]

Wings, babies and the pollution of planets

Predicting the future has always been a risky business, but recent claims are almost literally unbelievable. Or are they?

Back in 1949, the scientist Johan von Neumann made a statement which was both extraordinarily wrong and profoundly correct. 'It would appear,' he wrote, 'that we have reached the limits of what it is possible to achieve with computer technology, although I should be careful with such statements, as they tend to sound pretty silly in five years.' How true! Looking into the future has always been a dangerous occupation.

William Futrell isn't afraid to make predictions, however. As one of America's top plastic surgeons, he foresees a time when people will be flying around using their own wings, men will be having babies, and when we lose a leg in an accident the hospital will just grow a new one for us – using our own DNA.

You can't dismiss Futrell's predictions as pure fantasy, not given the fact that he is one of the leading authorities in his field. He has trained at least 20 professors and directors of US medical institutions. 'What's changed,' he says, 'is that we're mapping the human genome, the code for all life. And we can now extract stem cells for this kind of reconstructive work from a person's adipose tissue' (that's fat, to you and me).

When people dismiss Futrell's ideas as fanciful, he points out how far we've come. At the hospital where he works, robots take X-rays and other medical supplies to and from the wards; in Florida, in 2001, a doctor operated on a patient by remote control for the first time. Using computers and the Internet, he removed the gall bladder of a woman in France, 3,500 miles away. These things were once unimaginable.



And now, perhaps, we'll be able to grow wings and replace any body parts which become old or damaged. 'Believe me,' Futrell says, 'wings are not a long way off.' And he means it.

But even if we learn how to cure our bodies and end up living for ever, there isn't anything we can do about the fact that one day, as the sun gets hotter, this Earth will be an uncomfortable place to live. According to astronomical engineer Robert Zubrin, the Earth will become extinct 'unless we bring Earth life out with us into the universe'. And the only place to go is Mars – it has water, carbon dioxide and nitrogen. But at the moment it is too cold and dry for human habitation. We'd die within seconds of stepping onto its surface. So we'll just have to do something about it.

'The first step to making Mars habitable is to warm it up,' says NASA scientist Chris McKay. His plan is to drop off a pollution-making machine that will scoot around the surface of the planet spewing out greenhouse gasses, thus shortcutting the slow process of evolution. The next step is oxygen – and what better oxygen-makers have we got than trees?

McKay predicts that we'll be living on Mars some time in the next 80 years. 'By that time,' he says, 'the planet will have its algae and bacteria, and we'll have planted forests of trees. It'll be just right for human habitation.' The only problem is that we won't all fit. Mars is only a tenth the size of Earth.

4 Look at how these phrases are used in the text on page 37 and then use them in the sentences which follow. You may have to change them a little to make them fit.

- tend to
- to dismiss something as
- a long way off
- to warm something up
- to scoot around
- to spew out
- by that time

- a I don't think we'll be living on the Moon in the near future – I think that's still
- b We need to these vegetables in the microwave before we can eat them.
- c Mars might be habitable by the year 2100, but most of us won't be alive anymore.
- d I can't believe you that idea foolish. I think it's a great idea.
- e My mother just bought a new bicycle so that she can town to do her shopping.
- f Most people think that doctors have to be present to perform an operation, but that's not necessarily true.
- g The old car was clouds of smoke when I saw it at the side of the motorway.

5 Write five predictions that are made in the text :

- a
- b
- c
- d
- e

Lesson 26. Finding out about the future

Topic The future Aims • To help learners talk about the future • To review different future tenses • To help learners to choose the most appropriate future tense • To develop learners' communication skills

Age group Teens Level B1

Time 60 minutes Materials • Talking About the Future student worksheet

Introduction In this simple lesson you will allow students chance to speak freely about different aspects of their future life while guiding them (with their help) to the best available grammar forms in order to do so. It is intended as a revision hour, maybe useful ahead of a programme of study involving the future forms in which you introduce new language beyond that they will have learned at A2.

Procedure 1. Lead in: Open discussion

- Put students in pairs, and direct their attention to the board where they will read the following:

Lesson plan

Talk for a minute about each of the following: • Your arrangements for this evening • Your intentions for the rest of the year • Your predictions for the planet for 2020 • By means of a gesture get them to start. I don't offer the slightest insight into what I want nor expect from them. I don't interject nor correct (unless they're well off track), I just want them to talk. By this level they have already met all the tenses we are going to be using, so there will be no actual teaching, but as very often they misuse the forms to some considerable degree, there will be plenty of opportunity for revision.

2. Task 1: Matching functions to grammar

- As they are talking, I quickly draw a simple diagram on the board representing the four main forms of the future that B1 students are familiar with, thus: Present Simple Going to + infinitive

Present Continuous Will + infinitive

- Without drawing reference to the previous activity, I draw their attention to this table and then hand them, in their pairs, a set of situations/functions each on separate strips of paper with blu tac on the reverse (see Student Worksheet.) Their job now is to pair the

situations/functions to one of the grammar forms and they do so physically, by coming to the board and sticking them on. • You can adapt the sentences to personalise them for your learners. Be sure to mix the order, and give all of them to each pair.

Answers:

Lesson plan Timetabled events, e.g. TV programme or train departure PS Personal arrangements PC Predictions (when you can see the evidence) GT Predictions (based on no evidence) W General future intentions (not arranged) GT Decisions made at the time of speaking W Promises

W

Decisions already made GT Offers, refusals W • Have students come and stick the situations on the board in the right box (or the wrong box). • When the board is full, ask the class to correct, by moving any misplaced items, and then let them study it for a few moments. Deal with questions as they arise, but don't ask any yourself.

3. Task 2: Discussion task

• Now, without any further input from you, change the original pairs and tell students that they are going to talk about the three topics in the lead in, but this time using the correct (or should I say, recommended?) grammar forms. They should tell their new partner what they told the first one but this time, where it's a personal arrangement, they should now be using the present continuous. Any prediction for 2020 could surely not be based on evidence, so they need to be using will. • While they do it this time, I monitor and correct

4. Task 3: Feedback • At this point, perhaps another ten minutes later, I bring the class together and we talk about what's been said, in the third person. One of the pair will tell the class what their partner said after prompting from me, for example I might ask, "and what are Aizhan's arrangements for this evening, Erik?" to which Erik would hopefully reply somewhere along the lines of "she's eating out with some friends this evening." • I never know whether to correct people when they say, "she's going to eat out this evening" because as such, it's not wrong, but still lies contrary to the focus of this lesson. I suppose there's no exact science in this regard, and although I generally suggest the modification to the present continuous, it

Lesson plan

pays to play it by ear. • After this group discussion, which can last up to fifteen minutes (especially if we develop the prediction section), we are ready to focus a little more on the technicalities of the grammar, but still without involving formal study.

5. Task 4: Grammar auction

- There are variations on the game and some of them are less teacher-centred than my approach. I'll offer you the basic version and invite you to adapt it to suit.
- Put students into groups of three or four. I'd say a maximum of six groups is best, although when I played it with seven it went OK, so see how it feels in your classroom.
- Introduce the idea of an auction, including teaching words such as auction, item, lot, bid. If you have the internet in your classroom, you could find a clip of an auction on YouTube to show them to make sure they've got the idea.
- Tell them they are going to attend an auction and bid for items. The items are English sentences to talk about the future. Make it very clear to them that they must ONLY bid for sentences that they think are grammatically correct. (The winners are those who buy the most correct sentences. In the event of a tie, the victory is determined by who has most money left.)
- Hand out the lists of sentences, below (or write your own) and ask the students to study them to decide which are correct, i.e. which they want to buy, and why they are right or wrong (although you don't ask them for this during the auction itself. Nor should you confirm or deny if they are right at this stage, wait until later). Do not let them broadcast their choices or share answers with other teams.
- Allocate \$10,000 to each team. Before bidding starts, remind them (you may need to) that they should not attempt to buy sentences they believe to be incorrect. Add that they can only increase bids in \$500 increments, or they will try to bid single dollars which is pointless.
- Take your copy of the sentences and cut them up. These then become individual items which you take in random order.
- Begin the bidding. I'm no auctioneer but the more spirit you put into this, the better it will go. Start each item at \$500 and take it from there. Remember to deduct money from the starting total after each sale.
- When all the sentences have been sold, ask each group to count their

Lesson plan

sentences and then they can be checked. • I check by asking the group with least to start. They read the sentences in turn, and I write them on the board. Then I ask everybody if they are correct, and as a group we discuss the grammar and the reasons for using it. • This is where I become more the traditional teacher, explaining anything where necessary. However I have always found that for a relatively strong group who only need

reminding of the correct forms, this lesson is a very good way to tidy up the basic future tenses.

Lesson 27. Using notes to help you write

Good note-taking can be very important to academic and professional success. Notes can help you finish projects properly and pass tests and assignments. However, you may not be sure how to take notes. To do so, use note-taking techniques optimal for written text or verbal presentations such as lectures, seminars, and meetings.

Note details at the top of your paper. Keep your notes organized by writing important details at the top of each page. Include information such as the date, bibliographic information, and page number of your notes. Noting details can make it easier for you to return to your notes and get important information.

Use your own language. Write down key facts, ideas, and details in your own words. Avoid noting anything in the text verbatim, or word for word, unless it is a phrase or quote you may later use. Taking notes in your own words actively engages your brain, helps you better understand the text, makes you more likely to retain the information, and may minimize the risk of plagiarism.[2]

- Develop your own system of signs and abbreviations that can help you more quickly take notes and review them. For example, “SM” for “scientific method,” or “GH” for “gender history.”

Write keywords instead of full sentences. Think about the text you’re reading or the lecture you’re listening to—they may be a bit dense and hard to understand. Avoid using these models when you write your notes. Instead, use keywords to say the same things in a short and manageable way that you can easily and quickly review later.[3]

- For example, for obstetrics, you might note words such as midwife, placental abruption, childbed fever, and preeclampsia.

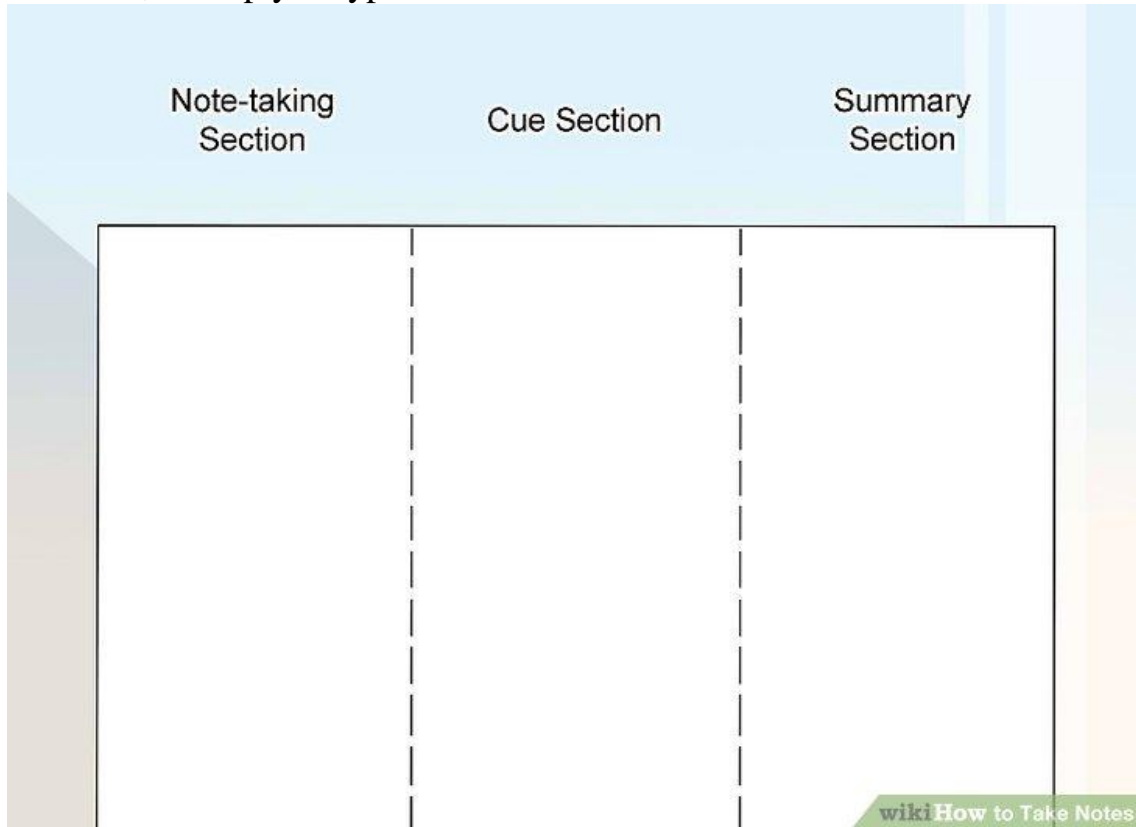
Skip lines on the paper for later review. As you write your keywords and ideas down, leave space between each line. Having extra room allows you to make additional notes or clarify points that you may not understand. This helps you quickly have and identify all of the relevant material to that keyword or thought.

Using a Specific Note-Taking Method

Write your notes clearly by hand. Resist the temptation to type out your notes based on what you read or hear. Instead, use either standard print or cursive handwriting to take

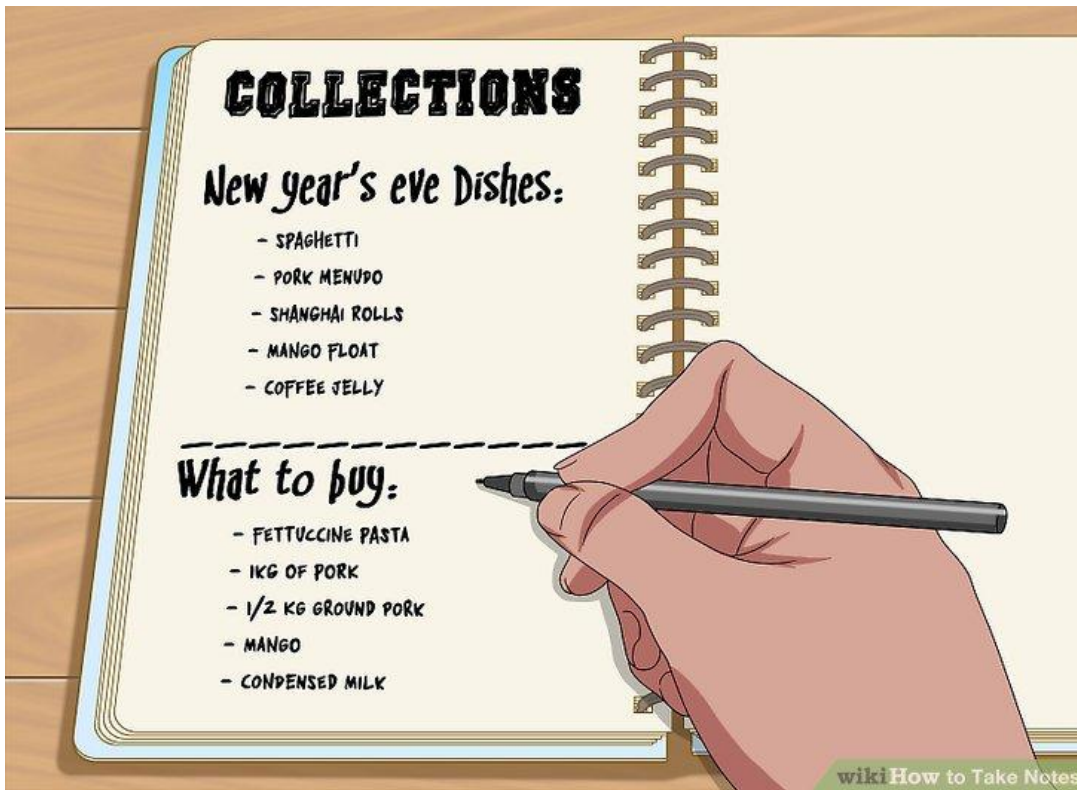
notes. Writing out what you read and hear can help you better streamline, retain, and integrate the information for your purposes.[5]

- Make sure that you write clearly and your notes are legible! If you can't read your own notes, then you won't be able to study with them.[6]
- If needed, incorporate note-taking strategies such as the Cornell Method or an outline to structure your typewritten notes.[7]
- Consider getting a note-taking program or app, like Evernote or Microsoft OneNote, to help you type more effective notes.



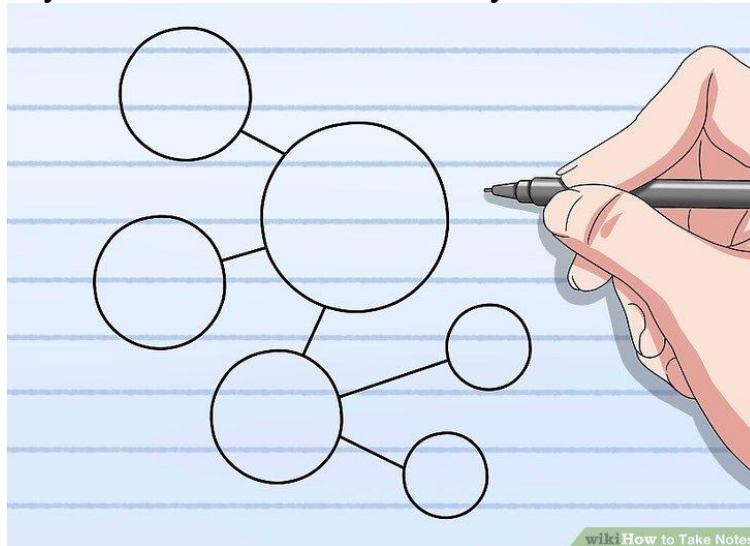
Use the Cornell Method of note-taking. Split a sheet of note paper into three sections: a smaller cue section, a wider note-taking section, and a summary section at the very bottom of the page. Then take your notes in the following columns:[8]

- Note-taking section: Use this largest section to write down the main ideas of the lecture or text. Leave room for later notes or questions. Be sure to note any guiding material related to this section.
- Cue section: After you've finished taking notes, use the smaller cue section to generate your own questions that clarify meanings, reveal connections, and show continuities.
- Summary section: After you've finished taking notes, use this small space at the bottom of your page to summarize what you've written on the page in 2-4 sentences.



Compose an organized outline. As you read or listen to a lecture, keep your notes in outline format.^[9] Write general information from the left corner of the page. Indent slightly to the right and add details and examples underneath your general ideas.

Draw your notes with mind-mapping. Draw large circles and write specific topics you hear or read in them. Use thicker lines to indicate main points and write a brief keyword or two that summarize supporting information to the topic. Finally, add shorter and thinner lines for supporting details. Mind mapping can be an especially useful tool if you are a visual learner or you don't know a lecturer's style.



Lesson 28. The effect of colour

Contents

This activity is tremendous fun! (women and girls seem to enjoy it more too)

Contents:

- Writing activity
- Reading section
- Discussion questions

Time: 40-60 minutes

Levels: Intermediate, upper-intermediate and advanced.

Color is of huge importance in our world. It can affect our mood by irritating us or soothing us. It can invoke many feelings, from happiness to frustration to optimism. Let's find out about what you think about the meaning of color.

Before reading the text, think about the colors in the list. What do you think about when you see these colors? Write them down in the box. If you do not have a positive or negative association with some of the colors, then leave the box empty.

Writing Section

Fill in the table with your ideas.

Color	Positive Associations	Negative Associations
White		
Gray		
Black		
Red		

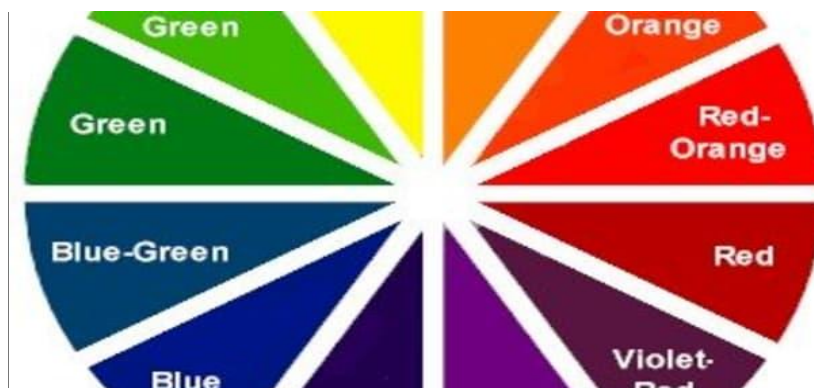
Fill in the table with your ideas.

Color	Positive Associations	Negative Associations
Pink		
Orange		
Purple		
Yellow		
Green		
Blue		

RED

- People associate the color red with anger, love, passion, violence and danger.
- Red means stop across the globe.
- Red is the most common color on flags – 77%
- Red dye that you find in some food, drinks and lipsticks comes from the cochineal beetle.
- After blue, red is the world's most popular color.
- Red is the color of good luck in Asia.
- 8% of males cannot see red.
- Red is one of the world's most noticeable colors – that's why stops signs and fire brigades are painted this color.

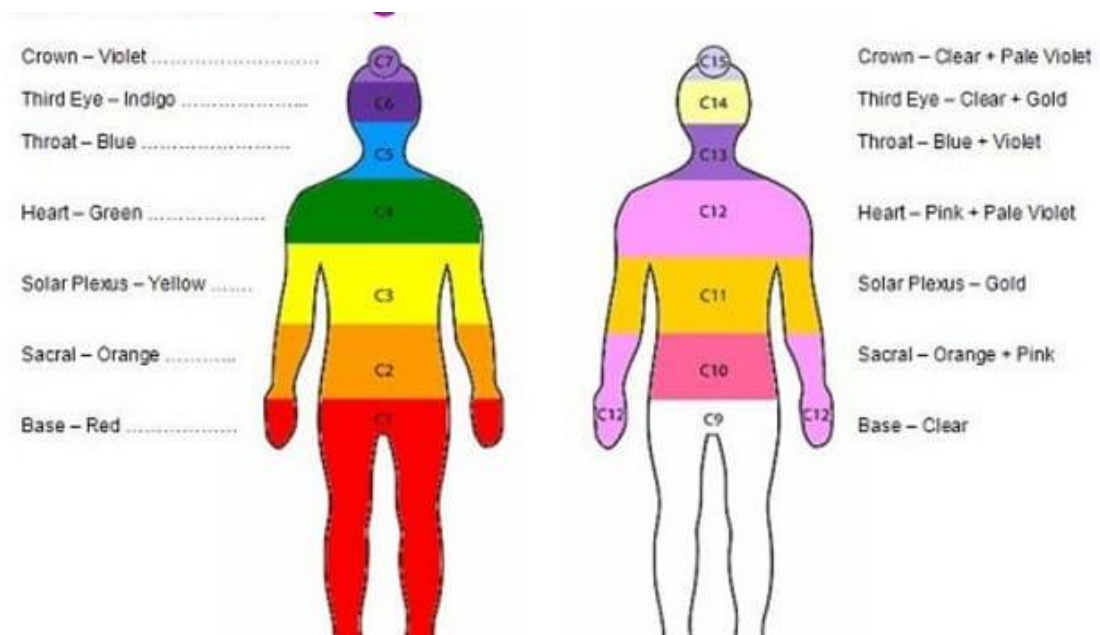
BLUE



Color Meanings: What Color Are You? Personality and Symbolism



Art for Kids: Learn About Famous Paintings and Artists



Color Your Day : The Benefits of Color Therapy

- Blue is the most contradictory color because it can symbolize trust, sadness, peace, intelligence, authority, coolness and spirituality.
- Blue is the world's favorite color.
- Blue is a popular color for flags – 53% of them have it.

- Aristocrat and royals are described as having blue blood.
- Blue is a very common color for corporations.
- In Korea, the color of mourning is blue.
- There are very few blue foods.

YELLOW

- Yellow is the color of creativity, happiness, optimism, spring, caution and danger.
- Worldwide it is the color of traffic lights that indicate caution.
- In Hinduism and Ancient Egypt, yellow is/was the color of religion.
- Yellow captures the eye more than any other color on the spectrum and that is often why it is used to make people aware of danger.
- In Japan, yellow symbolizes courage, but in the West it signifies cowardice.
- Yellow can also symbolize sickness

Purple Mushroom



Pixabay.com

GREEN

- Green is associated with ecology, nature, fertility and growth.
- Traffic lights are green worldwide.
- Green is the color of luck in Western cultures.
- It is important to have green EXIT signs in case a building goes on fire. There have been cases where the exit signs were red and fire fighters sprayed water at them because they looked like fires.

- To help color-blind people, some European states have put a triangle in the green light. In the U.S. some states use diagonal lines

- **ORANGE**

- Orange represents warmth, energy, health and vitality.
- Orange is the color of safety jackets for hunting and on construction sites.
- It is also the color of safety cones.
- Orange is associated with autumn and Halloween.
- It is the color people associate with vitamin C and therefore good health.

PURPLE

- Purple is symbolic of creativity, spirituality, royalty, intellect, romance and magic.
- Purple was very rare in nature and therefore a difficult color to produce. In 1900 BC they needed 12,000 shellfish to make 1.5grams of dye and so this color used to be associated with emperors, royal or nobility.
- Only 2 flags have the color purple in them.
- Purple is the color of gay pride in Western countries.
- It is a popular color for children's T.V. characters.

- **Discussion Questions**

1. Do you believe that color can have such an effect on people?
2. Is there anything you disagree with?
3. If the sun wasn't yellow and the sea wasn't blue, what color should they be?
4. What color makes you happy?
5. What is the most negative color and why?
6. Researchers from Brigham and Women's Hospital in Boston studied 10,000 heart attack patients and found that when the medication changed color, 34% stopped taking their

- pills. When the medication changed shape, 66% did not refill their prescription. Why do you think the shape and color have such an effect on people?
7. Do you agree that blue and red are the most popular colors?
 8. What color would you choose for your car?
 9. White is the color of death in Asia, so brides there usually wear red on their wedding day. In the West, white is the traditional color of a bride-to-be. What about the weddings and funerals in your country?
 10. What color would you choose to paint a room if you had lots of children coming there?
 11. What color would you choose to paint a room if you were going to interrogate someone?
 12. What color would you never wear?
 13. Did you ever walk into a room and have a strong reaction? Do you think it was because of the color?
 14. What color do you associate with business?
 15. If there was only 1 pot of paint left in the world and you had to decorate your house with it, what color would you choose?
 16. In Russia the insane asylums used to be called 'yellow houses'. What color do you associate with psychiatric institutions?
 17. The color that has the greatest generational gap is purple. Do you agree with this?
 18. Do you think some colors improve your appetite or help you to fall asleep quicker?
 19. Think about a good friend or family member. If you were given permission to decorate a room for them, what would you do to that room?
 20. What color would the world's most comfortable sofa be?

Lesson 29. Revision.

C1 Level Vocabulary: Essential Words for Advanced English Learners

Here's a list of C1 level vocabulary words with definitions and example sentences. We'll focus on words that are commonly encountered in academic and professional contexts, along with some useful idioms.

1. Ambiguous (adj.): open to more than one interpretation; unclear, uncertain.

* Definition: Something that is ambiguous can be understood in more than one way.

* Example: The politician's statement was ambiguous, leaving voters unsure of his position on the issue.

2. Concise (adj.): brief and to the point; expressing much in few words.

* Definition: A concise statement is short and clear.

* Example: The professor's lecture was concise, covering all the key concepts in under an hour.

3. Crucial (adj.): extremely important; vital.

* Definition: Something crucial is very important, often essential for success.

* Example: Getting enough sleep is crucial for good health and performance.

4. Diverse (adj.): showing a great deal of variety; different.

* Definition: A diverse group includes people from many different backgrounds, beliefs, or opinions.

* Example: The city has a diverse population, with people from all over the world.

5. Elucidate (v.): to explain something clearly and in detail.

* Definition: To elucidate something is to make it easier to understand.

* Example: The teacher elucidated the complex theory with simple examples.

6. Enhance (v.): to improve the quality of something; to make something better.

* Definition: To enhance something means to make it more impressive or effective.

* Example: Adding fresh herbs can enhance the flavor of a dish.

7. Explicit (adj.): stated clearly and directly; leaving no room for doubt.

* Definition: Something explicit is clearly stated and unambiguous.

* Example: The contract contained explicit instructions on how to terminate the agreement.

8. Inherent (adj.): existing as a natural or essential part of something.

* Definition: Inherent qualities are natural and inseparable from something.

* Example: Human beings have an inherent desire to connect with others.

9. Intricate (adj.): very complicated or detailed.

- * Definition: Intricate designs are complex and made up of many small parts.
- * Example: The watchmaker meticulously crafted the intricate gears of the clock.

10. Novel (adj.): new and original; not like anything seen before.

- * Definition: A novel idea is fresh and creative.
- * Example: The scientist proposed a novel approach to solving the problem.

11. Paramount (adj.): of the greatest importance; supreme.

- * Definition: Paramount issues are the most important ones, taking priority over others.
- * Example: The safety of the passengers was paramount during the emergency landing.

12. Perspective (n.): a particular attitude toward or way of regarding something; a point of view.

- * Definition: Perspective refers to how someone views a situation or idea.
- * Example: The artist's unique perspective gave her paintings a distinct style.

13. Prevalent (adj.): widespread; common.

- * Definition: A prevalent opinion or belief is commonly held by many people.
- * Example: The use of social media is prevalent among young people today.

14. Profound (adj.): very great or intense; deep.

- * Definition: A profound statement or idea is thought-provoking and insightful.
- * Example: The philosopher's writings contained profound insights about human nature.

15. Relevant (adj.): connected with or related to the matter at hand.

- * Definition: Something relevant is important and appropriate to the current topic.
- * Example: The professor's lecture was highly relevant to our research project.

16. Substantial (adj.): large in amount or importance; significant.

- * Definition: A substantial amount of something is large and noticeable.
- * Example: The company made substantial profits last year.

17. Synergy (n.): the combined effort of two or more things to produce a greater effect than the sum of their individual effects.

* Definition: Synergy occurs when working together creates a greater result than working alone.

* Example: The team's synergy resulted in a successful product launch.

18. To be caught off guard (idiom): to be surprised and unprepared.

* Example: The unexpected announcement caught the audience off guard.

19. To be in the dark (idiom): to be uninformed or unaware.

* Example: I'm still in the dark about what happened at the meeting.

20. To take something with a grain of salt (idiom): to be skeptical of something; to not take it too seriously.

* Example: I take everything he says with a grain of salt, as he tends to exaggerate.

Vocabulary Tests:

Here are some ways to test your understanding of these words:

- Matching: Match each word to its correct definition.
- Sentence Completion: Fill in the blanks in sentences using the vocabulary words.
- Synonyms/Antonyms: Find synonyms or antonyms for the vocabulary words.
- Multiple Choice: Choose the correct vocabulary word to complete each sentence.
- Word Games: Play games like "Crossword puzzles" or "Word search" using the vocabulary words.

By actively engaging with these words, you'll build your vocabulary and become a more confident and proficient English speaker.

Lesson 30. Practice test.

Reading Passage 1: The Power of Storytelling

Passage:

Storytelling has been an integral part of human culture since the dawn of civilization. From ancient cave paintings to modern-day movies, humans have always been drawn to stories. But why? What is it about stories that makes them so captivating and enduring?

One reason for storytelling's power lies in its ability to transport us to other worlds and perspectives. Stories allow us to experience life through the eyes of others, to understand their motivations, fears, and desires. This empathy fosters connection and understanding between individuals, even across vast cultural divides.

Another reason for storytelling's enduring appeal is its ability to teach us about ourselves and the world around us. Stories offer moral lessons, explore complex themes, and provide insights into human nature. They can inspire us, comfort us, and challenge us to think differently.

Furthermore, stories help us make sense of the world. They provide narratives that help us understand complex events, grapple with difficult emotions, and find meaning in our experiences. Through stories, we can explore the mysteries of life and death, love and loss, and the nature of good and evil.

Questions:

1. What is the main idea of this passage?
 - a) Storytelling is a relatively new form of human expression.
 - b) Stories are essential for understanding different cultures.
 - c) Storytelling is a powerful tool for learning, connecting, and understanding.
 - d) Modern technology has diminished the importance of storytelling.

2. According to the passage, what is one way that stories help us understand ourselves?
 - a) By providing factual information about the world.
 - b) By showing us the different ways people react to similar situations.
 - c) By promoting a sense of community and belonging.
 - d) By encouraging us to be more empathetic towards others.

3. The passage suggests that stories can help us understand complex events. How do they accomplish this?
 - a) By presenting simplified versions of real-world issues.
 - b) By offering narratives that help us make sense of difficult situations.
 - c) By providing a historical record of past events.
 - d) By encouraging us to analyze the causes of social problems.

Answers:

1. c) Storytelling is a powerful tool for learning, connecting, and understanding.
2. b) By showing us the different ways people react to similar situations.
3. b) By offering narratives that help us make sense of difficult situations.

Reading Passage 2: The Rise of Artificial Intelligence

Passage:

Artificial intelligence (AI) has rapidly become one of the most transformative technologies of our time. From self-driving cars to personalized recommendations on streaming services, AI is already profoundly impacting our lives. But what is AI, exactly, and what are its implications for the future?

AI refers to the ability of computers to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making. AI systems are trained on vast amounts of data, allowing them to identify patterns and make predictions. This ability is transforming industries from healthcare to finance, leading to breakthroughs in areas like medical diagnosis, fraud detection, and financial forecasting.

However, the rise of AI also raises concerns. Some argue that AI will lead to widespread job displacement, as machines automate tasks previously performed by humans. Others worry about the potential for AI to be used for malicious purposes, such as surveillance or the development of autonomous weapons.

Despite these challenges, the potential benefits of AI are undeniable. AI has the capacity to solve some of the world's most pressing problems, such as climate change, poverty, and disease. By harnessing its power responsibly, we can create a future that is more efficient, equitable, and sustainable.

Questions:

1. What is the primary purpose of this passage?
 - a) To explain the history of artificial intelligence.
 - b) To present a neutral overview of AI and its implications.
 - c) To argue against the development of AI.
 - d) To celebrate the positive impact of AI on society.
2. Which of the following is NOT mentioned as a potential benefit of AI?
 - a) Improved medical diagnosis
 - b) Increased job opportunities
 - c) Climate change mitigation
 - d) Enhanced financial forecasting

Glossary

A shopaholic – someone who loves shopping and does it often, sometimes to the point of it being an addiction

An impulse buy – an unplanned purchase when something is bought suddenly without careful thought

Appetizer (noun) - food served before the main course - *For our appetizers we'll have spring rolls and fish cakes, please.*

Aroma (noun) - a nice smell, especially from food, wine, coffee, etc. - *I love the aroma of freshly-baked bread.*

Bake (verb) - to cook in an oven - *Have you ever tried baking a cake?*

Baking - the activity of making baked goods, such as cakes, bread, or cookies.

Bargain hunting – looking for products that are good value for money, usually because they are on sale at a lower price than normal

Bland (adjective) - having little taste; tasteless - *Most people think British food is bland.*

Bridge - the section of the song that connects the verse with the chorus

Browse – looking at things in one or more shops without a firm intention to buy anything

Bustling - (of a place) full of activity.

Call and response - when one person/group has the first part of a musical line, and another person/group responds with the second part of the musical line (also known as “question and answer”)

Chest voice - the voice you use to speak and sing low notes

Choir - a group of singers who sing together

Chorus - the repeated section of a song

Close-knit - bound together by strong relationships and common interests.

Collecting - the hobby of gathering and acquiring specific items, such as stamps, coins, or vintage toys.

Contemporary - existing and happening now.

Cooking - the practice of preparing and making food, often as a hobby or leisure activity.

Cosmopolitan - Including people from many different countries.

Course (noun) - one part of a meal - *French meals usually have three courses; the hors d'oeuvre, the entrée and the dessert.*

Cuisine (noun) - a country or region's style of cooking - *There's more to Italian cuisine than pizza and pasta.*

Cutlery (also silverware) (noun)- knives, forks, and spoons used for eating - *We only use our best cutlery on special occasions.*

Dairy product (noun) - a food made from milk, like butter, cheese, yoghurt, etc. - *Dairy products are becoming more popular in Asia.*

Delicious (adjective) - tasting very good - *The food in this restaurant is really delicious.*

Dessert (noun) - sweet food eaten at the end of a meal - *Have you ever tried Middle-eastern desserts like baklava?*

Diction - using clear words and voices to sing

Diet (noun) - all the foods a person or animal usually eats - *My doctor said a vegetarian diet rich in protein is best.*

Dish (noun) -1. a deep plate for cooking or serving food - *I baked the pie in a special pie dish.* 2. food prepared and cooked in a particular way - *What's your favourite French dish?*

Drawing - the activity of making pictures or images with pencils, pens, or other drawing tools..

Entrée (noun) -1. the main course of a meal 2. a course before the main course (Br English) - *What did you order for your entrée?*

Fast food (noun) - quickly served food like burgers, French fries, fried chicken, etc. - *I only get fast food if I don't have time to cook.*

Flavour (or **flavor** in US spelling) (noun)- the taste of food or drink - *Japanese people think how food looks is as important as the flavour.*

Fry (verb) - to cook something in hot oil or fat - *Heat oil in a pan and fry the chopped onions for five minutes.*

Gardening -the activity of tending and cultivating a garden, growing plants, flowers, or vegetables.

Goods – things that are sold

Grain (noun) - seeds used as food like wheat, rice, lentils, etc. - *Grains like wheat and rye are used to make different kinds of bread.*

Grill (verb) - to cook something just above or below a heat source - *Grilling a fish is better than frying it.*

Harmony - the second musical line of a song, below the melody

Head voice - the voice you use to sing high notes, usually light and airy

Heart disease (noun) - disease caused by damage to the heart or nearby blood vessels - *Eating fatty food increases your risk of developing heart disease.*

Hectic - very busy and fast.

Hit the shops / stores – to go on a shopping spree

Hobby - an activity that someone does regularly for pleasure and relaxation during their leisure time.

Hook - the section of the song that connects a middle chorus to the last chorus of the song: I won't be home until 6pm tonight because I'm **going shopping** after work.

Indoor Activities - leisure activities that take place indoors, such as reading, painting, or playing board games.

Ingredients (noun) - all the foods used to make a dish or meal - *What ingredients do we need to make spaghetti sauce?*

Instrument - an object which makes musical sounds when played

Interest - something that attracts and holds someone's attention or curiosity.

Junk food (noun) - foods and food products that are unhealthy because of all the fat, salt or sugar they contain - *People who love junk food soon get fat and unhealthy.*

Kitchenware (noun) - things used for preparing food like knives, spoons, pots, dishes, etc. - *Our kitchen cupboards are full of kitchenware we hardly ever use.*

Leisure - free time, time away from work or responsibilities, used for relaxation and enjoyment.

Lively - full of life and energy; active and outgoing.

Menu (noun) - the list of foods and drinks served in a restaurant, café, pub, etc. - *Let's check the menu before deciding whether to eat here.*

Musician - a person who makes music by singing or playing an instrument

Note - a sign used in music to represent the pitch and length of sound

Nutritious (adjective) - having nourishing substances we need in order to be healthy - *Thai food's nutritious as well as being delicious.*

Obesity (noun) - the unhealthy condition of being very fat or overweight - *Obesity wasn't a serious problem here until Western companies opened fast food outlets.*

Orchestra - a group of musicians who play instruments together to make music

Outdoor Activities - leisure activities that take place outside, such as hiking, biking, or camping.

Outskirts - the outer parts of a town or city.

Painting – the act of creating art using paints on canvas or other surfaces.

Pastime - an activity that someone enjoys doing during their free time.

Photography - the art, hobby, or practice of taking and processing photographs.

Picturesque - visually attractive, especially in a quaint or charming way.

Playing Video Games - the hobby of interacting with electronic games on computers, consoles, or mobile devices.

Poultry (noun) - Birds that people eat, like chickens, ducks, geese, etc - *Factory farms keep poultry in tiny cages and the birds never see the outside world.*

Quaint - attractively unusual or old-fashioned.

Recipe (noun) - instructions for cooking a dish or a meal - *My mum has a great recipe for chocolate pudding.*

Recreation - activities done for relaxation and enjoyment, often involving physical exercise or entertainment.

Reprise - when a previous section of a song repeats later on

Retail therapy – the practise of buying things in order to make yourself feel better when you are unhappy

Rhythm - a sound pattern

Run-down - weak or in a bad condition.

Rural - in, relating to, or characteristic of a countryside.

Seafood (noun) - anything from the sea that can be eaten - *If you eat vegetarian food plus fish and seafood, but not meat or poultry, you're a pescatarian/pescetarian.*

Shop around – compare prices before buying something

Singer - a musician who uses his or her voice to make musical sounds

Solfege - a musical scale that uses do, re, mi, fa, sol, la, ti, do

Melody - the top musical line of a song

Sprawling - spreading out over a large area in an untidy or irregular way.

Suburb - an area on the edge of a large town or city, where people who work in the town or city often live

Tableware (noun) - things used for serving or eating a meal such as knives, forks, plates, glasses, etc. - *Most of our wedding gifts were tableware of one sort or another.*

Tasteless (adjective) - having very little flavour - *Vegetarian food can be a bit tasteless, but it can also be really delicious.*

Tasty (adjective) - having a good taste; delicious

Tempo - the speed of the music

To do the shopping – the activity of buying items from shops

To go on a shopping spree – a short period of time in which someone buys a lot of things

To go shopping – to go to the shops to buy things.

Touristic - relating to or popular with tourists.

Traveling - the activity of going to different places, often for pleasure or exploration.

Urban - in, relating to, or characteristic of a city.

Verse - the section of the song that tells the story

Vibrant -full of energy, color, and life.

Watching Movies/TV Shows - the leisure activity of viewing films or television programs for entertainment.

