

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ
«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»**

**АКТУАЛЬНЫЕ СОЦИАЛЬНЫЕ
ПРОБЛЕМЫ**

BURNING ISSUES

**Учебно-методическое пособие
по английскому языку
для студентов лингвистических специальностей**

**Рекомендовано к печати
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Данное учебно-методическое пособие предлагает к записанным на CD аудиосюжетам предтекстовые, текстовые и послетекстовые упражнения, направленные на формирование и совершенствование навыков аудирования, говорения и письменной речи, а также расширение активного словарного запаса по тематике программного материала. Пособие состоит из восьми разделов: Computer and Internet, Science and Technology, Cinema and TV, Human Personality, Family Relations, Education and Teaching, Politics, Environmental Problems.

Аудиосюжеты пособия могут быть использованы как на аудиторных занятиях языковых дисциплин практического цикла, так и для организации контролируемой самостоятельной работы студентов.

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ПРЕДИСЛОВИЕ

Предлагаемое учебно-методическое пособие предназначено для студентов лингвистических специальностей факультетов иностранных языков, изучающих английский язык в качестве основной специальности.

Пособие включает в себя аудиосюжеты (позаимствованные составителем с сайтов www.onestopenglish.com, www.breakingnewsenglish.com), задания к которым направлены на формирование и совершенствование навыков аудирования, говорения и письменной речи, а также расширение активного словарного запаса по тематике программного материала. Упражнения к аудиосюжетам включают как традиционные задания, соответствующие этапам формирования и совершенствования навыков восприятия аутентичной речи на слух, но и оригинальные креативные задания. Они способствуют не только активизации творческих способностей студентов, но и обеспечивают возможность учиться отбирать, анализировать и творчески использовать изучаемый материал в устной и письменной речи.

Представленные аудиосюжеты являются полезными с точки зрения содержания, позволяющего расширить кругозор будущего преподавателя английского языка и вооружить его информацией по таким разделам, как «Компьютерные технологии и Интернет», «Наука и технологии», «Кино и телевидение», «Личность человека», «Отношения в семье», «Обучение и образование», «Политика», «Проблемы окружающей среды».

По усмотрению преподавателя аудиосюжеты могут быть использованы как на аудиторных занятиях, так и для организации контролируемой самостоятельной работы студентов.

COMPUTER & INTERNET

1 Computers “to match man by 2029”

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion “robot”. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. With your partner(s), talk about some of these 21st-Century technological challenges (identified by the US National Academy of Engineering). Change partners and share what you have discussed.

Challenge	Possible?	How?	When?	Benefits?
1. Make cheap solar energy				
2. Reduce carbon emissions				
3. Provide access to clean water				
4. Prevent nuclear terrorism				
5. Make cyberspace safe				
6. Improve our cities				
7. Make better medicines				
8. Advance personalized learning				

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|---------------|-----------------|
| 1) leading; | a) speed; |
| 2) predicted; | b) point out; |
| 3) within; | c) future; |
| 4) upcoming; | d) developer; |
| 5) extension; | e) top; |
| 6) identify; | f) specialists; |
| 7) experts; | g) forecast; |

- | | |
|----------------------|--------------|
| 8) pioneer; | h) inside; |
| 9) pace; | i) sci-fi; |
| 10) science fiction; | j) addition. |

Task 2. Listen to the recording (Tape 21) and state whether these sentences are true (T) or false (F):

1. Computers will match men and women in perfect marriages.
2. Machines will be more intelligent than humans within two decades.
3. A leading scientist likes painting pictures using very small robots.
4. The scientist suggests that machines inside us are natural progress.
5. The scientist mentioned in the article has no background in computing.
6. Technology developments will increase by 50 times in 32 years.
7. Things we see in sci-fi movies will become commonplace in everyday reality.

Task 3. Listen to the recording and complete the sentences.

1. Dr Kurzweil was one of 18 _____ intellectuals asked by the US National Academy of Engineering to _____ our greatest technological challenges.
2. Other experts included Google _____ Larry Page and the human genome pioneer Dr Craig Venter.
3. He was an innovator in various _____ of computing, including the technology _____ CDs.
4. "... the next _____ century will see 32 times more technical _____ than the past half century."
5. This means _____ from science fiction movies, like *Blade Runner*, *The Terminator* and *I Robot*, will become more and more a part of our _____ lives.

AFTER LISTENING

Task 1. Make use of the information from the recording and write five GOOD questions about robots in the table. Do this in pairs. Each student must write the questions on his / her own worksheet.

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

Question number	Student 1	Student 2	Student 3
1			
2			
3			
4			
5			

Now return to your original partner and share what you have found out. Change partners often.

Make mini-presentations on your findings to other groups.

Task 2. With your partner, talk about the things below for which you would put nanobots into your body. Rank them in order of importance. Change partners and share your ideas.

- _____ to live to be 125.
- _____ to play an instrument like a concert performer.
- _____ to speak a new language fluently.
- _____ to play computer games like the world's best player.
- _____ to be happy all day, every day.
- _____ to look very young for your whole life.

Task 3. Split into 2 groups. Students A strongly believe that robots will one day take over and control the world; Students B strongly believe this idea is just science fiction. Change partners and share your ideas.

HOMEWORK

Task 1. Make a poster about the inventions you think we will see in the future. Show your work to your groupmates in class. Do you have similar things?

Task 2. Write a magazine article about how super-intelligent robots try to take over the world. Include imaginary interviews with the robot leader and the robot creator.

2 Internet access is a human right

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion “communication”. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. There are basic human rights, but what you think of these new ones? Complete this chart and talk about it with your partner(s).

Human rights	Yes / No (Why?)	Problems	Solutions to problems
Internet access			
Live in the place of one's choice			
A well-paid job			
Free education			
Free legal services			
Party anytime			

Task 3. Could you live without the Internet? Rate the options suggested and share your ratings with your partner: 10 = Impossible for me to live without this. It's absolutely vital; 1 = I could easily live without this.

- _____ E-mail;
- _____ social networking sites;
- _____ news sites;
- _____ online music;
- _____ English study sites;
- _____ gaming;
- _____ Google search;
- _____ finding information.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- 1) believe;
- 2) chief;
- a) learning;
- b) possible;

- | | |
|-------------------|-----------------|
| 3) ignored; | c) weak; |
| 4) potential; | d) free time; |
| 5) enlightenment; | e) disregarded; |
| 6) vital; | f) effect; |
| 7) leisure; | g) think; |
| 8) helpless; | h) talk about; |
| 9) impact; | i) head; |
| 10) express; | j) necessary. |

Task 2. Listen to the recording (Tape 49) and state whether these sentences are true (T) or false (F):

1. The article says the UN has made Internet access a human right.
2. A poll questioned 27,000 adults in 126 countries.
3. A telecommunication chief said the Web was important for light.
4. There are at least 2 countries with laws saying the Internet is a right.
5. Three-quarters of Mexicans cannot live without the Internet.
6. The Internet makes it easy for us to see.
7. Four fifths of people said they feel the Web is a positive thing.
8. Most Germans surveyed were worried about freedom of expression.

Task 3. Listen to the recording and complete the sentences.

1. A survey of more than 27,000 adults in 26 different countries found four _____ of five people believed access to the World Wide Web was a right.
2. The _____ of the International Telecommunication Union, Dr. Hamadou Toure, told the BBC World Service: "The right to communicate cannot be _____".
3. The Internet is the most powerful potential _____ of enlightenment ever created.
4. Dr. Toure believes online access should be available everywhere, _____ like roads and water.
5. Finland and Estonia have laws _____ access is a human right.
6. It is easy to see _____.

7. Almost everything we do in our life today, from communication, study, work and _____, needs the Internet.

8. Without access to the Web, many people would feel _____ and powerless.

9. Almost 80 per cent of those who took the survey believe the Web had a _____ impact, with nearly four fifths saying they have greater freedom.

10. Other people were worried about the _____ of using the Internet.

AFTER LISTENING

Task 1. Answer the following questions.

1. How important is the Internet in your life?
2. Do you think Internet access is now a human right?
3. Do you think people in different countries have different views of the Internet?
4. How has the Internet changed the world?
5. Is the Internet a source of enlightenment for you?
6. How would you feel about going on vacation for a month to a place with no Internet?
7. What have you learnt from the Internet?

Task 2. Role-play the following situation, make use of your active vocabulary. Students A strongly believe Internet access should be included in the United Nation's human rights; Students B strongly believe using the Internet is not a human right.

WRITING

Task 1. Write about the Internet for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Search the Internet and find out more about Internet access as a human right. Share what you discover with your partner(s) in class.

Task 2. Write a magazine article about how important the Internet is for enlightenment and education. Include imaginary interviews with someone who really believes this and someone else who thinks we learn better from books.

3 Security alert for Internet Explorer users

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion 'netsurfing'.

Task 2. You and your partner(s) will make a presentation about Internet security. Complete the chart below. Share what you have written with other students for more ideas. Decide who is the best security person.

Topic	The dangers	My / Our advice
Viruses		
Firewalls		
Passwords		
Online shopping		
Backing up data		
Spam mail		

Task 3. Would it be a big problem if a hacker hijacked your computer? Rank these things from 10 (= this would be a major disaster) to 1 (= this wouldn't be a problem). Talk about your ranking with your partner(s).

- | | |
|----------------------------|------------------------------|
| _____ Lost music; | _____ address book vanishes; |
| _____ passwords; | _____ all photos deleted; |
| _____ e-mail access; | _____ speed decreases; |
| _____ credit card details; | _____ other (specify). |

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|------------------|---------------|
| 1) surfing; | a) fault; |
| 2) open; | b) care; |
| 3) flaw; | c) big; |
| 4) confidential; | d) different; |
| 5) sizeable; | e) browsing; |

- | | |
|------------------|--------------------|
| 6) patch; | f) actions; |
| 7) measures; | g) keep an eye on; |
| 8) monitor; | h) exposed; |
| 9) caution; | i) private; |
| 10) alternative; | j) remedy. |

Task 2. Listen to the recording (Tape 31) and state whether these sentences are true (T) or false (F):

1. Microsoft has created the most secure Internet software in the world.
2. An anti-virus company said Internet Explorer had a security hole in it.
3. The anti-virus company said hackers were looking for online gold.
4. Hackers may steal your personal info and sell it illegally for large sums.
5. Microsoft refuses to believe there is a problem with Internet Explorer.
6. Microsoft's advice is to walk around your PC and measure any holes.
7. A Microsoft blog said up to 0.2% of Internet users may be affected.
8. Experts have advised people to go and watch an opera.

Task 3. Listen to the recording and complete the sentences.

People (1) _____ the web using Microsoft's Internet Explorer need to be extra careful. A hole has been found in the browser's security (2) _____. The anti-virus software maker Trend Micro Inc. said the problem leaves people's computers (3) _____ to hackers. Trend Micro spokesman Paul Ferguson warned the hole could let in criminals who want to (4) _____ computers. He said security holes like this are "a goldmine for criminals because users have (5) _____ ways to fight off attacks". Explorer's flaw tricks users into visiting websites that then (6) _____ passwords and other personal and confidential information. The hackers then sell this for big money on the (7) _____ market. It is a (8) _____ problem because most of the world's computers use Internet Explorer.

AFTER LISTENING

Task 1. Answer the following questions.

1. What anti-virus software do you have?
2. Do you worry about hackers hijacking your computer?

3. Do you have a special way of protecting your passwords?
4. What punishment do you think hackers should receive?
5. Is your computer a goldmine for criminals?

Task 2. Split into 2 groups. Students A strongly believe hackers will always be able to hijack computers; Students B strongly believe software companies will defeat hackers one day.

Task 3. Make up a dialogue with an Internet security expert. Ask him/her three questions about the Internet. Give him three suggestions on what he/she can do to make the Internet better.

HOMEWORK

Task 1. Make a list of the Internet dangers. Provide advice on how to reduce them. Make a presentation to your groupmates.

Task 2. Make up a magazine article about someone whose life has changed because their computer was hijacked. Include imaginary interviews with the person and the hacker. Present it to your groupmates and be ready to discuss it.

4 Children into computers younger than ever

WARM-UPS

Task 1. With your partner(s), decide which of these gadgets are most important for children. Rank them from first to last.

1. Television.
2. Computer.
3. Cell phone.
4. Games machine.
5. Music player.
6. Electronic dictionary.
7. Digital camera.
8. Other (specify).

Task 2. What are your feelings about children doing the following: Rank them: 10 = "No problem"; 1 = "No way".

1. Surfing the Internet.
2. Having their own mobile phone.
3. Taking out loans.
4. Travelling around the world.

5. Other (specify).
6. Driving a car.

7. Cooking burgers in McDonald's.

Task 3. Brainstorm a list of things kids seem to be able to do better than adults. Discuss the reasons with your partner.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------|---------------------|
| 1) according to; | a) buys; |
| 2) gadgets; | b) confesses; |
| 3) choosy; | c) through; |
| 4) adopt; | d) a piece of cake; |
| 5) fanfare; | e) embrace; |
| 6) via; | f) questioned; |
| 7) surveyed; | g) fuss; |
| 8) purchases; | h) fussy; |
| 9) admits; | i) as stated by; |
| 10) child's play; | j) machines. |

Task 2. Listen to the recording (Tape 45) and state whether these sentences are true (T) or false (F):

1. More and more kids are designing and selling computer software.
2. The average age at which kids start using gadgets has fallen.
3. Young consumers really don't care what kind of gadgets they buy.
4. Young children seem frightened of electronic devices.
5. The data were collected from many simple American adults.
6. A quarter of parents polled don't buy gadgets regularly.
7. A father had to teach his son how to use Sony PlayStation.
8. Sony will soon bring out a version of its PlayStation for newborns.

Task 3. Listen to the recording and complete the sentences.

1. Its research shows _____ children begin using computers.
2. The youngest consumers are also _____ they buy.

3. "Kids are _____ greatest digital devices just as their parents are."
4. "They appear to have no fear of technology and _____ fanfare, making these devices a part of their everyday lives."
5. The study is based on data collected _____ to a sample of American adults.
6. The survey _____ use electronic devices an average of three days per week.
7. Surprisingly, many of the families _____ consumer electronics buyers.
8. He was amazed _____ to buy.
9. "Children nowadays are _____ Sony will bring out a PlayStation for babies".
10. His son Robert Junior said all the gadgets around _____.

AFTER LISTENING

Task 1. Answer the following questions.

1. Are you choosy about the kind of computer, cell phone, video games console you buy?
2. Do you think electronic toys will totally replace traditional toys?
3. What are the dangers of children using computers from such a young age?
4. What kinds of toys will children of the future use?
5. What latest and greatest digital devices are you currently interested in?

Task 2. Your new job is to market the new PlayStation Baby, a games console for babies aged 6 months or over. Complete this chart with your marketing partner(s).

Decisions	Your notes
Slogan	
Games	
Special features and functions	
Colours	

The table termination

Decisions	Your notes
The kind of advertising	
Educational/developmental value	

Listen to your groupmates' presentations and decide on an overall winner.

Task 3. Split into 2 groups. Students A strongly believe children should not play video games until they are ten; Students B think children can start playing video games at any age.

WRITING

Task 1. Write about the problem of children and the Internet for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster showing the toys that were popular with children through ages. Show your poster to your group. Vote on the best one(s).

Task 2. Write a magazine article about the pros and cons of children using electronic devices from younger age. Read what you wrote to your groupmates in class. Which article was best and why?

5 Cyber-bullying spreads in the US

WARM-UPS

Task 1. Spend one minute naming all the different words you associate with the word "bully".

Task 2. In pairs / groups, discuss which of the items in the chart are the worst. Rank them in according to their danger level. Has any of them happened to you?

- _____ Threatening messages; _____ sharing private information;
_____ stolen e-mail addresses; _____ blackmail;

_____ embarrassing pictures posted; _____ character assassinations;
_____ rumours spread online; _____ other (specify).

Task 3. Talk with your partner(s) about what you know of these Internet terms. Change partners and share what you have found out.

- 1) Cyber-bullying;
- 2) social networking;
- 3) phishing;
- 4) MySpace / Facebook / Flipper;
- 5) podcasts;
- 6) blogging;
- 7) peer-to-peer music sharing;
- 8) streaming.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|----------------|---------------------|
| 1) influence; | a) threatening; |
| 2) victims; | b) increased; |
| 3) menacing; | c) permission; |
| 4) consent; | d) weak; |
| 5) spread; | e) remarked; |
| 6) vulnerable; | f) urges; |
| 7) commented; | g) impact; |
| 8) impulses; | h) circulated; |
| 9) magnified; | i) description; |
| 10) profile; | j) injured parties. |

Task 2. Listen to the recording (Tape 18) and state whether these sentences are true (T) or false (F):

1. A report says many teenagers are being bullied online in the USA.
2. The report claims a third of teenagers have bullied others online.
3. The biggest complaint is about personal data being spread online.
4. Teenagers believe cyber-bullying is worse than physical bullying.
5. Fewer and fewer teens are joining social networking sites.

6. Teenagers who social network are more likely to be bullied online.
7. The digital age has brought brand new motives for bullying.
8. Online conversations can be shared with millions online.

Task 3. Listen to the recording and complete the sentences.

A new report (1) _____ Internet on US teens reports that one third of teenagers who surf the Net (2) _____ -bullying. The research, conducted by the Pew Internet and American Life Project, says: "About one third of all teenagers (3) _____ have been targets of a range of annoying and potentially menacing online activities – (4) _____ messages; having their private emails or text messages forwarded without consent; having an embarrassing picture posted without permission; or (5) _____ online." However, the most common complaint from online teens was about private information (6) _____ direct threats or physical violence. Teenagers still believe that worse bullying happens offline.

The report discovered (7) _____ join social networking sites such as MySpace and Facebook, they are (8) _____ by sharing more of their personal information online for cyber-bullies to find. The survey found that (9) _____ had been cyber-bullied in some way, compared to 22% of online teens who had never used social networks. Report author Amanda Lenhart commented: (10) _____. The impulses behind it are the same, but the effect is magnified. In the past, (11) _____ would have been whispered, shouted or passed around. Now, with a few clicks, a photo, video or a conversation can be shared (12) _____ or millions through a website, online profile or blog posting.

AFTER LISTENING

Task 1. Answer the following questions.

1. Was there anything you totally disagreed with?
2. What are your favourite websites and why do you like them?
3. Have you ever had a bad experience online?
4. Do you worry about giving personal information placing on websites?
5. Have you ever got angry with someone online?
6. What punishment do you think governments should give to cyber-bullies?

Task 2. Split into 2 groups. Students A think governments should place strict control on children using the Internet. Students B think it's ridiculous to control kids' use of the Internet.

Task 3. Arrange a telephone consultation for someone who is being bullied online. Ask them three questions about how the bullying is affecting their life. Give them three suggestions about what they can do to deal with the bullying situation.

WRITING

Task 1. Write about cyber-bullying for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Write a magazine article about the effects of being bullied online. Read what you have written to your groupmates in class. Which article was best and why?

Task 2. Write a letter to someone who is being bullied online. Ask them three questions about how the bullying is affecting their life. Give them three suggestions about what they can do to deal with the bullying situation. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

6 PC keyboards are very dirty

WARM-UPS

Task 1. How dangerous are computers? What can we do to reduce the dangers? Complete this chart with your partner.

Things	Dangers	How to reduce the dangers
Keyboard		
Mouse		
Screen		
Radio waves		
Software		
Internet		

Task 2. **Have you ever thought about where nasty bacteria might be hiding? Rank the things in the chart according to their danger to hygiene levels: 10 = lots of nasties hiding here; 0 = totally bacteria free. Change partners and share your rankings.**

- | | |
|-------------------------------|----------------------------|
| _____ My keyboard; | _____ a cafeteria spoon / |
| _____ an escalator hand rail; | _____ chopstick / fork; |
| _____ the coins in the change | _____ a small child's toy; |
| _____ you get; | _____ a fridge handle. |

LISTENING

Task 1. **Before you start listening, find matching pairs of synonyms:**

- | | |
|-----------------|----------------|
| 1) discovered; | a) lab; |
| 2) laboratory; | b) stomach; |
| 3) disgusting; | c) sick; |
| 4) symptoms; | d) nasty; |
| 5) tummy; | e) questioned; |
| 6) interviewed; | f) greasy; |
| 7) dirt; | g) found; |
| 8) builds up; | h) filth; |
| 9) oily; | i) collects; |
| 10) ill; | j) signs. |

Task 2. **Listen to the recording (Tape 23) and state whether these sentences are true (T) or false (F):**

1. Computer keyboards can be unhygienic and make us ill.
2. Toilet seats are 150 times more hygienic than the average keyboard.
3. Many germs found on keyboards can cause food poisoning.
4. Typing QWERTY (the first six keyboard letters) helps keep germs away.
5. Around fifty per cent of people clean their keyboards each month.
6. An editor said eating your lunch in the toilet is safer than at your desk.
7. Eating fries while using a keyboard can attract bacteria and germs.
8. A secretary couldn't wait to find the bacteria hiding in her keyboard.

Task 3. Listen to the recording and complete the sentences.

1. A British computer magazine has discovered our computer keyboards could _____.
2. "Which? Computing" asked a laboratory to check 30 keyboards in its London _____.
3. The lab scientists said five of the keyboards they tested _____ illness.
4. Its test results showed it was five _____ seat.
5. They named these illnesses "QWERTY tummy," _____ on the keyboard.
6. The magazine recommended people clean their keyboards regularly to stay healthy _____.
7. The magazine said _____ they interviewed cleaned their keyboard _____ month.
8. Most people don't _____ the [dirt] that builds up on their PC....
9. But if you don't clean your computer, _____ your lunch off the toilet.
10. The main causes of germs and bacteria are crumbs _____ food that drop onto the keys _____ their desks.
11. "I had no idea that my keyboard could make me ill. _____ nasty things there are hiding under my keys." she said.

AFTER LISTENING

Task 1. Answer the following questions.

1. Do you think computers are bad for our health?
2. Do you think our voice will replace keyboards in the future and then we'll be healthier?
3. Should parents limit the amount of time children spend playing video games so that their children could exercise?
4. What other computer health hazards can you name?
5. What recommendations would you give to stay healthy while working at the computer?

Task 2. Speak to a keyboard manufacturer. Give them three pieces of advice on what they should do to make keyboards more hygienic. Ask them three questions about the company and its keyboards.

Task 3. You are a key on a keyboard. Choose which key you are. Make your diary entry for one day in your keyboard life. Include your thoughts on the other keys on the keyboard and on the humans who use you. Present your entry to your groupmates in class.

WRITING

Task 1. Write about hygiene and computers for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Write a magazine article about a man who became very ill after using a computer keyboard in an Internet cafe. Include imaginary interviews with the man and the café owner. Read what you have written to your groupmates in class. Write down any new words and expressions you hear from your partner(s).

Task 2. Write a letter to a keyboard manufacturer. Give them three pieces of advice on what they should do to make keyboards more hygienic. Ask them three questions about the company and its keyboards. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

SCIENCE & TECHNOLOGY

1 Cloned dogs in training to sniff for drugs

WARM-UPS

Task 1. Discuss these opinions with your partner(s).

1. Cloning will save the world.
2. Cloning is playing God and we should never do it.
3. Test clones of humans can be sent to do research on Mars and beyond.
4. We need clones to fight future wars and do manual work.
5. I think it'd be fun to have a clone of myself.
6. Cloned people are not real people.
7. We need to clone all animals that are becoming extinct.
8. If scientists continue cloning, we will have a Frankenstein world full of monsters.

Task 2. Talk with your partner(s) about cloning people / animals mentioned in the chart. What are the pros and cons of each?

- | | |
|--|---------------------------------------|
| _____ Dogs to sniff out drugs at airports; | _____ cows that produce lots of milk; |
| _____ yourself; | _____ world class sports stars; |
| _____ super-intelligent scientists; | _____ very kind voluntary workers; |
| _____ expert soldiers; | _____ endangered species. |

LISTENING

Task 1. Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.

- 1) *Canine*, *n* – a dog;
- 2) *sniff*, *v* – to breathe air in through your nose in order to smell something;
- 3) *explosive*, *n* – a substance that can cause an explosion;

- 4) *puppy, n* – a young dog;
5) *hound, n* – a dog which is fast and has a good sense of smell, used for hunting.

Task 2. Before you start listening, find matching pairs of synonyms:

- | | |
|--------------------|-----------------------|
| 1) canines; | a) chosen; |
| 2) drugs; | b) dogs; |
| 3) selected; | c) finish; |
| 4) make the grade; | d) fifty per cent of; |
| 5) expert; | e) narcotics; |
| 6) carried out; | f) luggage; |
| 7) half; | g) specialist; |
| 8) drop out; | h) conducted; |
| 9) complete; | i) withdraw; |
| 10) baggage; | j) succeed. |

Task 3. Listen to the recording (Tape 22) and state whether these sentences are true (T) or false (F):

1. Cloned canines in South Korea will soon start sniffing for drugs at airports.
2. The clones' training is more expensive than using normal dogs.
3. Seventy per cent of dogs that start training do not make it to the end.
4. Scientists say the clones have genes to make them good sniffer dogs.
5. This is the first time anyone has cloned dogs.
6. Each of the seven cloned puppies cost \$60,000.
7. The clones are not identical so the trainers can easily see who's who.
8. The cloned puppies will begin work around the beginning of 2009.

Task 4. Listen to the recording and complete the sentences.

1. The world's first _____ have started training for their future careers.
2. South Korea's customs service ordered _____ sniffer dog last year.
3. It hopes the cloned canines will _____ explosives and drugs at its airports.
4. Only thirty per cent of dogs selected for training _____ and become a sniffer dog.

5. Cells _____ Labrador retriever father, called Chase, to clone them.
6. Project manager Lim Jae-Yong believes the clones will _____ ordinary dogs.
7. The \$300,000 _____ Lee Byung-Chun, who cloned the world's first dog from a three-year-old Afghan hound.
8. Each Topypy cost \$60,000, _____ training a normal sniffer dog.
9. They have _____ round of sniffer-dog tests, although _____ a bad leg.
10. Their trainers _____ microchip in each puppy's ear.
11. The differences [between them] are so small that I _____.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. The majority of pet owners want their pet cloned after it dies. What do you think of this?
2. Do you think there are better ways to find drugs and explosives than using dogs?
3. In what other ways can cloning be used to fight drugs and terror?
4. Would you like to work as a trainer of sniffer dogs?

Task 2. **Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe scientists should clone more animals, and then people; Students B strongly believe that cloning should be made illegal forever.**

WRITING

Task 1. **Write about cloning for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. **Make a poster about the pros and cons of cloning. Show your work to your groupmates in class. Do you all have similar things?**

Task 2. **You have a clone. Your clone is 13 years old. Write your diary entry for one day you have spent with him/her. Include the conversations you had and the advice you gave him/her. Read your entry to your groupmates in class.**

2 Iran resumes nuclear work

WARM-UPS

Task 1. **In pairs / groups, talk about how far you agree with the following opinions on Iran and its nuclear program:**

1. Iran has every right to develop nuclear energy.
2. The US and Europe should believe Iran when it says it will not develop nuclear weapons.
3. If Iran builds the bomb, it will set off an arms race in the Middle East.
4. The US is always hypocritical when it tells other countries not to develop nuclear arms.
5. An Iran with the bomb could be the start of WWII.
6. Iran's history and civilization are infinitely longer than America's. Trust Iran.
7. Iran does not have a history of attacking other countries. Why be so suspicious of it?
8. One day, dozens more countries will have nuclear weapons.

Task 2. **Split into 2 groups. Students A think it's OK for Iran to resume its nuclear program. Students B think Iran resuming its nuclear program will be calamitous.**

LISTENING

Task 1. **Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.**

- 1) *Watchdog, n* – a person or group of people whose job is to protect the rights of people who buy things and to make sure companies do not do anything illegal or harmful;
- 2) *surveillance cameras* – when one country watches the military activities of another country to see what they are planning to do;
- 3) *seal, v* – to make something definite or complete;
- 4) *negotiation, n* – official discussions between the representatives of opposing groups who are trying to reach an agreement, especially in business or politics;

- 5) *escalate, v* – to become higher or increase;
- 6) *solely, adv.* – not involving anything or anyone else;
- 7) *accusation, n* – a statement saying that someone is guilty of a crime or of doing something wrong;
- 8) *hinder, n* – to make it difficult for something to develop or succeed.

Task 2. Before you start listening, find matching pairs of synonyms:

- | | |
|---------------------------|---------------------|
| 1) resumed; | a) intensified; |
| 2) watchdog; | b) dished out; |
| 3) surveillance; | c) acquiescing; |
| 4) imposed; | d) overseer; |
| 5) rewards; | e) accelerate; |
| 6) escalated; | f) under-the-table; |
| 7) covert; | g) gone on with; |
| 8) push full steam ahead; | h) carrots; |
| 9) caving in; | i) impeded; |
| 10) hindered; | j) observation. |

Task 3. Listen to the recording (Tape 5) and state whether these sentences are true (T) or false (F):

1. Iran is continuing with its plan to build nuclear missiles.
2. UN inspectors installed surveillance cameras at a nuclear plant in Iran.
3. The US has accepted Iran's resumption of its nuclear program.
4. Iran briefly suspended its nuclear operations to talk with China.
5. The resumption has eased tensions between Iran and the West.
6. Iran's President Ahmadinejad is hard of hearing.
7. The nuclear issue is a unifying force in Iranian politics.
8. Iran has the right to produce nuclear energy under international law.

AFTER LISTENING

Task 1. Recollect the contents of the article and write down some questions you would like to ask the group about the text. Exchange your papers. Let your partner correct the questions.

Task 2. Make up a dialogue. There is an opinion that nuclear power is not safe, that it is harmful not only to the environment but the mankind in general. Discuss the risks and benefits of nuclear power. Be argumentative.

WRITING

Task 1. Write about nuclear weapons for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Surf the Internet and find more information on Iran's nuclear plans. Share your findings with your group in class.

Task 2. Make a poster outlining five positive things and five negative things about the West. Show your posters to your groupmates in class. Do you all have similar ideas?

3 Scientists test WiTricity – wireless electricity

WARM-UPS

Task 1. Walk around the group and talk to other students about electricity – do you have any “electricity stories”? Change partners often. After you finish, sit with your original partner(s) and share what you have found out.

Task 2. With your partner(s), decide which of these things you would like to have no power cords. How would “wirelessness” make using these things better?

_____ Lamps;	_____ computers;
_____ vacuum cleaners;	_____ games consoles;
_____ fridges;	_____ telephones/fax machines;
_____ TVs;	_____ other (specify).

Task 3. Talk about these future headlines with your partner(s). Talk about the stories behind the headlines. Discuss when these headlines might come true:

1. Entire language downloaded into the brain in 25 seconds.
2. London to Sydney in a minute on new SuperJet.
3. Last office closes. World population now working from home.

4. DoctorBots arrive – heart surgery via an easy-to-swallow pill.
5. McDonalds opens first moon restaurant.
6. iPod becomes latest addition to Antique Technology Museum.
7. Tech whiz-kid Gill Bates invents replacement to computer.

LISTENING

Task 1. Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.

- 1) *Breakthrough* – an important new discovery in something you are studying, especially one made after trying for a long time;
- 2) *wireless* – without cords;
- 3) *tangle* – to become twisted together, or make something become twisted together, in an untidy mass;
- 4) *remotely* – from far away;
- 5) *come to fruition* – if a plan, project etc comes to fruition, it is successfully put into action and completed, often after a long process.

Task 2. Before you start listening, find matching pairs of synonyms:

- | | |
|------------------|----------------|
| 1) come up with; | a) completion; |
| 2) breakthrough; | b) gadgets; |
| 3) dubbed; | c) spread; |
| 4) transmission; | d) jumbled; |
| 5) appliances; | e) faulty; |
| 6) tangled; | f) invented; |
| 7) poor; | g) send out; |
| 8) struck upon; | h) called; |
| 9) beam; | i) revolution; |
| 10) fruition; | j) thought of. |

Task 3. Listen to the recording (Tape 48) and state whether these sentences are true (T) or false (F):

1. Scientists have tested a radio that doesn't have wires inside it.
2. In another test, scientists lit 60 different light bulbs.

3. Scientists have sent electricity two metres through the air.
4. Wi-fi is a concept that first originated at the end of last year.
5. The invention of WiTricity signals the end of vacuum cleaners.
6. WiTricity may reduce the number of household electrical fires.
7. An inventor struck upon the idea of WiTricity a hundred years ago.
8. Wireless offices and homes will be with us before the year is out.

Task 4. Listen to the recording and complete the sentences.

1. A team of US researchers _____ electricity system that does not need wires.
2. This is a breakthrough in _____ a wireless future.
3. The scientists, from the Massachusetts Institute of Technology, lit a 60-watt light bulb _____.
4. They _____ invention “WiTricity”, or wireless electricity.
5. Although wi-fi has been around for some years now, it has been limited to the _____, especially between computers and modems, printers and scanners.
6. This is the first time electrical _____ powered wirelessly.
7. This new development means that our houses may be _____ wires.
8. Gone will be the days of having to _____ to go from room to room, and of having _____ behind the TV and stereo.
9. A century ago, inventor Nikola Tesla _____ of building a huge tower in New York.
10. Unfortunately, his idea never _____ today, that is.
11. Safety experts will be checking closely to ensure the power source _____.

AFTER LISTENING

Task 1. Answer the following questions.

1. Will WiTricity make your daily life easier?
2. What else would you like to send through the air, besides electricity?
3. Are you making use of wi-fi devices?
4. What do you think of the name “WiTricity”?

5. Do you think WiTricity will result in people using less power?
6. Why do you think Nikola Tesla’s idea of wireless electricity never came to fruition?

Task 2. Arrange a role-play. Your government wants to give \$100,000,000 to a company to research WiTricity. Should the company get the money? Team up with groupmates who have the same role as you. Develop your roles and discuss ideas and “strategies”.

Role A – WI-TRICITY INVENTOR

You think your invention is one of the greatest ever. It will revolutionize the way we live. There will be huge energy savings. Fewer people will die in house fires. Old and disabled people will be able to move around more.

THINK OF MORE REASONS WHY YOU SHOULD GET THE CASH

Role B – ELDERLY PERSON

You can’t wait for WiTricity. You have great trouble bending down to put plugs in sockets. You have tripped over wires many times and broken bones. There was nearly an electrical fire in your house last year.

THINK OF MORE REASONS WHY WI-TRICITY WILL HELP YOU

Role C – SAFETY EXPERT

You are 100% convinced that WiTricity is a huge danger. The amount of electricity in the air will cause many health problems. It will also cause more fires as the WiTricity builds up in heat patches. The idea should be abandoned.

THINK OF MORE REASONS WHY WI-TRICITY IS BAD

Role D – ENVIRONMENTALIST

You think the government should not waste money on making the lives of rich people more comfortable. This will only encourage laziness and poor health. This grant should go to aid poor people in developing countries.

THINK OF REASONS WHY THE INVENTORS SHOULD NOT GET THE CASH

WRITING

Task 1. Write about wireless electricity for 10 minutes. Correct your partner’s paper.

HOMEWORK

Task 1. Write a magazine article about wireless electricity. Discuss the merits of having wireless homes and offices. Read what you have written to your groupmates in class. Which article was best and why?

Task 2. Make a poster about the different kinds of modern technology you think will be with us soon. Show your poster to your group in class. Vote on the best one(s).

4 World's first flying car makes its debut

WARM-UPS

Task 1. Do you like seeing advances in technology? Complete the chart. Talk about what you have written with your partner(s).

First	Advantages	Life-changing because...
Flying car		
Time machine		
Space resort		
No sleep pill		
English learner		
Wrinkle-free cream		

Task 2. What do you think are the advantages of a flying car? Rank the following in order of usefulness level.

- | | |
|-------------------------------------|--------------------------------------|
| _____ Reduce traffic jams on roads; | _____ fun; |
| _____ increase personal mobility; | _____ good as ambulances; |
| _____ reduce traveling time; | _____ good for those in rural areas; |
| _____ reduced need for airplanes; | _____ help revive the car industry. |

LISTENING

Task 1. Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.

- 1) *Stake* – to be willing to do anything to protect or defend an idea, or belief;
- 2) *link* – a way in which two things or ideas are related to each other.

Task 2. Before you start listening, find matching pairs of synonyms:

- | | |
|------------------|----------------|
| 1) transition; | a) motivation; |
| 2) looks like; | b) deal with; |
| 3) inspiration; | c) problem; |
| 4) enthusiasts; | d) legally; |
| 5) striving; | e) collapse; |
| 6) officially; | f) change; |
| 7) fold up; | g) fans; |
| 8) breakthrough; | h) resembles; |
| 9) hassle; | i) discovery; |
| 10) handle; | j) aiming. |

Task 3. Listen to the recording (Tape 32) and state whether these sentences are true (T) or false (F):

1. The world's first flying car will soon make its debut flight.
2. The name of the company that made the car means "free in the sky".
3. The designer has spent 10 years developing the flying car.
4. The designer wanted to ease congestion on roads and in airports.
5. The flying car can accommodate two pilots and four passengers.
6. America's government classified the flying car as a small aircraft.
7. There are 40,000 orders for the flying car.
8. Air traffic controllers will be responsible for regulating flying cars.

Task 4. Listen to the recording and complete the sentences.

1. The world's first flying car _____ March 18.
2. The car that looks like a _____ car took off from a small airport in New York.
3. The designer and Terrafugia CEO Carl Dietrich _____ decade working on the project.
4. He said his inspiration _____ about America's crowded highways and airports.
5. Dietrich said: "This flight _____ freedom in aviation. It's what enthusiasts have been striving for since 1918."
6. The two-seater Transition _____ airports and drive on any road.

7. The flying car has wings _____ on the road.
8. The selling _____ \$150,000 and \$200,000.
9. He told reporters: "This breakthrough changes the _____.
10. It is not yet clear whether traffic police or air traffic control _____, perhaps hundreds or thousands, of flying cars.

AFTER LISTENING

Task 1. Answer the following questions.

1. What do you think of the idea of cars that can fly?
2. Would you buy a flying car?
3. What are the risks and benefits of flying cars?
4. Do you think flying cars mean science fiction has come true?
5. Do you think 'Transition' is a good name for the new flying car?
6. Do you think people would still get angry with other drivers in the sky?
7. What kind of traffic signals would they need in the sky?

Task 2. Make up a dialogue. Students A strongly believe flying cars would be dangerous and are a bad idea; Students B strongly believe flying cars would be great and save lots of time.

WRITING

Task 1. Write about flying cars for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster about different technological breakthroughs of the past two decades that have changed your life. What would you do without these breakthroughs? Show your work to your groupmates in class. Do you all have similar things?

Task 2. Write a magazine article about the Transition flying car. Include imaginary interviews with people who are for and against it. Read what you wrote to your groupmates in class. Write down any new words and expressions you have heard from your partner(s).

5 Home robots on sale in Japan

WARM-UPS

Task 1. Spend one minute naming all the different words you associate with the notion “robot”.

Task 2. If you had a home robot, what would you want it to do? Look at the following functions and features and choose the ones that appeal to you. Explain your choice.

1. The robot can talk. It has a vocabulary of 10,000 words.
2. It can recognize your face and say “good morning”.
3. It can tell you when you have e-mail and read it to you.
4. When you are not at home, it will alert you by e-mail of burglars.
5. You can contact it via a cell phone and see what it sees with its camera.
6. It makes toast and coffee in the morning.
7. It gives you advice on what to wear to work / school / a party.
8. It will answer and open the front door.

Task 3. Engage in the following 2-minute debates for-fun. Students A take the first argument, students B the second. Choose any option from the list below your pair prefers to discuss.

1. Robots will control us one day. vs. Impossible.
2. Robots will give us more free time. vs. Something else will take up our time.
3. Robots are scary. vs. Don't be ridiculous.
4. Robots will make us lazier and fatter. vs. Robots will help us exercise.
5. Robots will be more intelligent than us. vs. We will always be more intelligent.
6. One day, it will be difficult to tell humans and robots apart. vs. Impossible.
7. Robots will attack humans in the future. vs. Impossible.
8. Robots will always be too expensive for most people. vs. Prices will tumble.

LISTENING

Task 1. Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.

- 1) *Tumble* – if prices or figures tumble, they go down suddenly and by a large amount;
- 2) *unveil* – to show or tell people about a new product or plan for the first time;
- 3) *consign* – to put something somewhere, especially in order to get rid of it;
- 4) *renowned* – known and admired by a lot of people, especially for a special skill, achievement, or quality. **Syn.** *famous*;
- 5) *cute* – very pretty or attractive;
- 6) *marvel of gadgetry* – чудо техники;
- 7) *commensurate* – matching something in size, quality, or length of time.

Task 2. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------|-----------------|
| 1) unveiled; | a) collection; |
| 2) consign; | b) achievement; |
| 3) astronomic; | c) idea; |
| 4) brainchild; | d) quotes; |
| 5) collaboration; | e) relegate; |
| 6) array; | f) equivalent; |
| 7) cites; | g) revealed; |
| 8) marvel; | h) collusion; |
| 9) feat; | i) wonder; |
| 10) commensurate; | j) whopping. |

Task 3. Listen to the recording (Tape 46) and state whether these sentences are true (T) or false (F):

1. You can now buy a robot in convenience stores in Japan.
2. Housework has become a thing of the past in Japan.
3. A new robot is on sale in Japan for \$150,000.
4. The robot has an independent personality and a cute expression.

5. The robot has a vocabulary of 10,000 words.
6. The robot can help its owners become rich and live longer lives.
7. The robot will remind you to exercise.
8. It is a marvel of gadgetry and an impressive feat of robotics.

Task 4. **Listen to the recording and complete the sentences.**

1. A Japanese manufacturer _____ a futuristic home robot on September 16, which may _____ housework to be a thing of the past – for the rich.
2. Wakamaru robot with an astronomic price _____ of \$150,000.
3. Just 100 of the home helps will _____ be available.
4. ... designed in the shape of a human being so that it is not _____ simply a machine.
5. ... cute expression and _____ make it appear friendly to everyone.
6. Wakamaru is the end _____ of collaboration with six other companies.
7. The robot _____ an impressive array of features.
8. It is _____ of recognizing up to ten individuals by name.
9. ... can navigate its _____ around the house.
10. The Wakamaru website cites three major functions that will _____ and aid the lives of its users.
11. He enables natural and enriched communication in _____ with real-life situations.
12. He provides information and service by _____ the Internet.
13. Wakamaru is an innovative _____ of gadgetry and an impressive feat of robotics.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. Do you think robots will become more intelligent than humans?
2. Do you think you would ever be afraid of a robot?
3. What would you want your robot to look like?

4. Do you think you would have conversations with a robot?
5. Would you require your robot to have an independent personality?
6. When do you think robots will be as common as cars?

Task 2. You are CEO of the Marvel Robot company. You must design a new robot to compete with Mitsubishi's Wakamaru robot. In groups, decide on the areas in the column on the left:

Areas	Decisions
Name	
Shape	
Communicative abilities	
Ability to recognize people	
Functions	
Mobility	
Secret ability	

Present your designs to other groups. Vote on the best robot.

WRITING

Task 1. Write about robots for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make plans for your own robot. Explain all of its features and functions. Show your plans to your groupmates in class. Do you all have similar ideas?

Task 2. You are Wakamaru. Write your diary / journal entry for one day in your life. Write about your feelings towards your owner. Read your diary / journal to your groupmates in class. Did you all write about similar things?

6 Scientists can make things invisible

WARM-UPS

Task 1. With your partner(s), use the words given below to predict what the news article will be about. Once you have your story, share it with the group. Who was closest to the real story?

scientists / developing materials / being invisible / light / measurements / water / new discoveries / steps forward / invisibility clothing / battlefield technology / viruses

Task 2. Would you like to be invisible? Look at the situations below. With your partner(s), write ideas about the benefits of being invisible in these situations.

Situations	Benefits
Shopping	
At school / work	
Travelling	
At home	
Important meetings	
Other	

Task 3. Look through the chart and put a 'year', 'decade', 'century', or 'never' next to these possible future developments. Discuss which ones you would like to see.

_____ Invisibility clothing; _____ An eternal youth pill;
_____ Time travel; _____ Personal backpack jets /
_____ Holidays to Mars; _____ helicopters;
_____ Carbon-zero cars and _____ cure for all diseases.
_____ factories;
_____ Talent downloads into
the brain;

Task 4. Spend one minute writing down all the different words you associate with the notion 'light'. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

LISTENING

Task 1. **Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.**

- 1) *To cloak smth* – to hide smth, to cover so that people could not see it;
- 2) *to redirect smth* – to send smth in a different direction;
- 3) *nano-sized objects* – an extremely small object ;
- 4) *microscopic scale* – a very small machine for weighing smth;
- 5) *meta-materials* – materials that are developed at a higher level;
- 6) *conceal* – to hide smth carefully;
- 7) *cell* – the smallest part of a living thing (brain cells, nerve cells).

Task 2. **Before you start listening, find matching pairs of synonyms:**

- | | |
|----------------|---------------|
| 1) closer; | a) appear; |
| 2) cloak; | b) financed; |
| 3) artificial; | c) enormous; |
| 4) seem; | d) cover; |
| 5) compared; | e) very; |
| 6) huge; | f) synthetic; |
| 7) concealing; | g) smaller; |
| 8) extremely; | h) nearer; |
| 9) funded; | i) hiding; |
| 10) tinier; | j) likened. |

Task 3. **Listen to the recording (Tape 26) and state whether these sentences are true (T) or false (F):**

1. Scientists have invented a cloak to make people who wear it invisible.
2. The invisibility is created by redirecting light around objects.
3. The scale of the new discovery is measured in billionths of a metre.
4. The new discovery can stop water flowing around rocks.
5. Earlier technology focused on two-dimensional objects.
6. America's Army said it has very little interest in this new technology.

7. Scientists say the new research will lead to more powerful telescopes.

8. The technology will allow scientists to study viruses more closely.

Task 4. Listen to the recording and complete the sentences.

1. Scientists in the USA say they are a _____ developing materials that could make people invisible.

2. Researchers at the University of California have found _____ humans and objects using special materials _____ around things.

3. His team developed _____ artificial “meta-materials” on a microscopic _____ measured in billionths _____.

4. They compared the light to water _____ rock.

5. The new discovery _____ forward from earlier technology.

6. In the future, scientists could make “invisibility clothing” to hide people _____.

7. The U.S. military is _____ in developing this _____ technology to the battlefield.

8. The technology could also lead to more powerful microscopes that are able to _____ at living cells and even tinier objects.

9. This means scientists could look at how _____ and how they grow.

AFTER LISTENING

Task 1. Answer the following questions.

1. What springs to your mind when you hear the word ‘invisible’?

2. Would you like to have the ability to become invisible? What would you do if you could become invisible?

3. What uses could an invisibility cloak have?

4. What do you think of Professor Zhang’s research?

5. Do you think invisibility is something only from science fiction?

6. What do you think of the idea of a two-hour invisibility pill?

7. Do you think this new discovery will help in fighting diseases?

8. Would you like to be a researcher?

9. Are you interested in reading about new discoveries in science?

Task 2. Split into 2 groups. Students A strongly believe being invisible will only be used in good ways; Students B strongly believe being invisible will be used in bad ways.

WRITING

Task 1. Write about invisibility for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster about the new technologies scientists will be working on in the year 2100. Show your work to your groupmates in class. Do you all have similar things?

Task 2. Write a magazine article about the invisibility cloak. Include imaginary interviews with two very different people who have bought one. What did they do with it?

CINEMA & TV

1 Larry King to quit his CNN show

WARM-UPS

Task 1. Walk around the group and talk to other students about chat shows. Change partners often. Sit with your first partner(s) and share your findings.

Task 2. Who would you like to chat with? Complete this chart. Discuss what you have written with your partner(s).

Interviews	Who?	Why?	First question?	The answer???
Politician				
Sports star				
Musician				
Movie star				
Business leader				
Other				

Task 3. What programmes are the best? Rank the options and share your ranking with your partner.

1. Chat shows.
2. News.
3. Dramas.
4. Cartoons.
5. Sports.
6. Documentaries.
7. Weather.
8. Comedies.

Task 4. Spend one minute writing down all the different words you associate with the notion 'chat'. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- 1) legendary;
- 2) announcement;
- a) fall;
- b) amazing;

- | | |
|-------------------|------------------|
| 3) suspenders; | c) continuously; |
| 4) autumn; | d) statement; |
| 5) graciously; | e) opening; |
| 6) running; | f) famous; |
| 7) slot; | g) kindly; |
| 8) conducted; | h) braces; |
| 9) extraordinary; | i) substitute; |
| 10) replacement; | j) done. |

Task 2. Listen to the recording (Tape 43) and state whether these sentences are true (T) or false (F):

- Larry King announced his retirement at the end of one of his shows.
- He wants to retire to spend more time with his books.
- His first interview 25 years ago was with a New York mayor.
- CNN accepted King's resignation calmly.
- King's show is the longest running to have the same host and time slot.
- Larry King also holds the record for conducting the most interviews.
- A queen was the most extraordinary person King ever met.
- Mr. King said anyone could do his job because it's just asking questions.

Task 3. Listen to the recording and complete the sentences.

- Larry King, the _____ TV interviewer, has announced he will retire ...
- In it, he made a _____ to his fashion...
- He wants to spend more time with his family and will do his _____ show in the autumn.
- I want to share some _____ news with you.
- I sat _____ this table from New York...
- Now, _____ later, I talked to the guys here at CNN...
- I would like to end Larry King Live, the _____ show, this fall and CNN has graciously _____...

AFTER LISTENING

Task 1. **Answer the following questions.**

1. What do you know about Larry King and his chat show?
2. Would you be good at hosting a chat show? Why?
3. Which three people would you like to interview? Why?
4. Would you like to do Larry King's job?
5. Do you think 76 is a good age to retire?
6. Why do people like chat shows?
7. Can you imagine doing the same job for 25 years?

Task 2. **Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe being a good chat show host is easy; Students B strongly believe the opposite.**

WRITING

Task 1. **Write about chat shows for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. **Make a poster about chat shows. Show your work to your groupmates in class. Do you all have similar things?**

Task 2. **Write a magazine article about TV interviews. Include imaginary interviews with a chat show host and an interviewee. Read what you have written to your groupmates in class. Write down any new words and expressions you have heard from your partner(s).**

2 Television shoes

WARM-UPS

Task 1. **In pairs / groups, make as many connections as you can between the words "television" and "shoes". Talk about these connections. Discuss whether any of these connections could become a newspaper headline.**

Task 2. Tiny computers and monitors will become part of the clothes we wear in the future. In pairs / groups, talk about the possible health or lifestyle benefits of the following computerized clothes:

Gloves	Hat
Coat	Glasses
Suit	Watch
Socks	Shoes

Task 3. Find a partner and engage in these 2-minute fun debates. Your teacher will time you and tell you to change partners.

1. TV should be banned. vs. No way.
2. Children should exercise for 6 hours a day. vs. Too long.
3. No televisions in children's bedrooms. vs. That would mean war.
4. TV is educational. vs. It destroys young minds.
5. Kids should only be allowed to watch TV if they exercise. vs. Not with today's kids.
6. Children should be able to carry portable TVs. vs. That means the end of civilization.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|---------------------|--------------------|
| 1) invention; | a) idle; |
| 2) obese; | b) lot; |
| 3) equates; | c) television set; |
| 4) the box; | d) holed away; |
| 5) hit the streets; | e) connection; |
| 6) sedentary; | f) brainchild; |
| 7) association; | g) go outside; |
| 8) raft; | h) relates; |
| 9) cooped up; | i) cutting edge; |
| 10) vanguard; | j) overweight. |

Task 2. Listen to the recording (Tape 1) and state whether these sentences are true (T) or false (F):

1. New shoes have been invented fitted with TV screens.
2. A device has been invented that rewards walking time with TV time.
3. Walking 120,000 steps means children can watch two hours of TV.
4. The device will promote healthier lifestyles for children.
5. "Square-eyes" is a nickname for television.
6. Today's children enjoy exploring on rafts.
7. Ten years ago kids were shut away in their rooms glued to TV screens.
8. Computer-integrated clothing will soon be monitoring our health.

Task 3. Listen to the recording and complete the sentences.

1. An inspired _____ by a British student is being hailed.
2. The answer to all parents' _____ about their increasingly obese children.
3. The device, nicknamed _____, fits into any shoe.
4. The information _____ to the family computer.
5. The child is rewarded with a calculated number of minutes of _____ time.
6. The recommended average of 12-15,000 steps a day equates to _____ viewing.
7. Once the allocated time in front of _____ has expired, the TV automatically _____.
8. Kids then have to hit the streets to _____ more TV time.
9. It will help children _____ in their daily routines from an early age.

AFTER LISTENING

Task 1. Answer the following questions.

1. How would you feel if you had to walk for four hours every day just to watch your favorite TV drama or news programme?
2. How much TV did you watch as a child?
3. Were you cooped up in your room when you were younger?
4. What was your favorite children's programme?
5. Would you like Square-eyes shoes for yourself?

Task 2. Role-play the following situation, make use of your active vocabulary. In pairs / groups, discuss your TV viewing habits when you were a kid. What were your favorite programmes? Were you glued to the TV set all day? Are things different for children today?

PROJECT

You are workers in a company that specializes in creating computer-integrated clothes. Design a new item of “smart” or “cyber” clothing. In pairs / groups decide on the following:

The item of clothing	
Its catchy hi-tech name	
The slogan for TV ads	
What it does	
What it replaces	
Advantages	
How it will improve our lives	
The design (materials, sizes, colors etc)	
The price	

Once you have finished, present your ideas to other students and give each other feedback. Suggest changes in each other’s products that might improve them.

Only one idea can go into production. In different pairs / groups decide on which product is the best one. Argue that your idea should end up on the market.

HOMEWORK

Task 1. Write an imaginary article for a fashion magazine. Explain in the article what the future of fashion will look like and how the function of our clothes will change.

Task 2. Imagine you are a child again. Write a letter to the children’s newspaper to tell people what you think of this new invention – television shoes.

3 BBC to put programs online

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the BBC. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. Talk about your history with television with your partner. Use these words to make your conversation more impressive:

First memories / Favorite kids' programs /
Black and white / TV maker / Importance / My daily viewing /
Life without TV / Best programs / Couch potato / Internet / TV

Task 3. In groups, discuss what you use the Internet for. How often do you use the Internet for the following?

- | | |
|----------------------|------------------------|
| 1. News and weather. | 5. Mail / Messenger. |
| 2. Studying. | 6. Travel information. |
| 3. Music. | 7. Shopping. |
| 4. Games. | 8. Other (specify). |

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------|--------------------|
| 1) aired; | a) playing around; |
| 2) unveiled; | b) pivotal; |
| 3) provisionally; | c) exploit; |
| 4) central; | d) fighting |
| 5) fee; | e) tentatively; |
| 6) utilize; | f) deviation; |
| 7) wrestling; | g) broadcast; |
| 8) toying; | h) charge; |
| 9) departure; | i) absurd; |
| 10) ridiculous; | j) revealed. |

Task 2. Listen to the recording (Tape 6) and state whether these sentences are true (T) or false (F):

1. The BBC will put its computer programs online.
2. The entire library of BBC TV programs will be available for download.
3. The BBC will release a new piece of software called “MyBBCPlayer”.
4. The BBC has plans to set a charge to download its products.
5. Creative leaders in the BBC are wrestling with different questions.
6. The BBC wants to promote programs about children’s toys.
7. The BBC’s main channels will also be available to the world.
8. The head of the BBC said buying music online was ridiculous.

Task 3. Listen to the recording and complete the sentences.

1. Web _____ will be able to download television and radio programs up to a week after they were originally aired.
2. Director General Mark Thompson _____ the plans for the service, _____ called “MyBBCPlayer”.
3. The plan is central to the BBC’s _____ to use the Internet to increase its global _____ and reach people all over the world.
4. He did not _____ whether viewers would have to pay a _____ to download the programs.
5. Other options the BBC is _____ with include a simultaneous broadcast of its two main channels.
6. However, this will be _____ to the UK only.
7. In “a _____ from past corporation policy”, another potential service is being able to buy BBC music and programs online.
8. The idea that in the _____ of the iPod that the public would not welcome the opportunity to buy a piece of music they heard on the site seems to me to be _____.

AFTER LISTENING

Task 1. Answer the following questions.

1. What do you think of the BBC idea?
2. How important is TV in your life?

3. Do you think the ability to download TV programs means you'll watch more television?
4. What do you think of the idea of one day being able to watch more than 1,000 TV channels from all over the world?
5. Do your national television stations have any programs the rest of the world would be interested in?
6. Would you pay for the kind of service the BBC is offering?
7. Do you think all programs will one day be available on Google?

Task 2. Talk with your partner(s) about television and broadcasting from other countries. What is the quality of programming in your country?

Task 3. Discuss each of the fun arguments below with a partner for just two minutes, before moving on to the next one. Student A agrees with the first argument, Student B agrees with the second one.

1. BBC news is best. vs. ONT news is best.
2. Televisions will be with us forever. vs. Televisions will disappear.
3. Internet television is a terrible idea. vs. Internet television is a great idea.
4. The BBC must charge for downloading. vs. The BBC should never charge a downloading fee.
5. MyBBCPlayer will change our lives. vs. MyBBCPlayer will have minimal effect on our lives.
6. Internet TV will help world democracy. vs. Internet TV is just entertainment.
7. MyBBCPlayer will make the world more British. vs. How ridiculous.
8. It is ridiculous you cannot buy BBC programs today. vs. It is ridiculous you'd want to buy BBC programs.

HOMEWORK

Task 1. Discuss with your partner(s) your thoughts on the following uses of the Internet. Discuss their pros and cons and fill in the chart below.

Uses	Pros	Cons
Live broadcasts from high school lessons		
Live broadcasts of all university lectures		
Accessing any TV program ever made		

The table termination

Uses	Pros	Cons
Live coverage of all sporting events		
Live broadcasts of detention cells and interrogations		
A 24-hour webcam in the White House		
Access to all of the world's books		
Access to all of the world's music		

Task 2. Write an essay about the TV importance in your life. What would happen if you had no television? Present the main points of your essay to your groupmates in class. Have you all written about similar things?

4 Oprah Winfrey most powerful woman

WARM-UPS

Task 1. With your partner(s), use the words given below to predict what the news article will be about. Once you have your story, share it with the group. Who was closest to the real story?

being powerful / entertainment / jumping up / rise to the top /
 influence / decisions / household names / rags to riches /
 success stories / chat shows / charity work

Task 2. Would you like to have influence? What would you do if you had a lot of influence? Complete the chart below. Share what you have written with other students. Decide who would use their influence best.

Influence on...	How I'd use my influence	Why
Movies		
My culture		
Politicians		
Education		
World Leaders		
My family		

Task 3. What would you like to be well known for? Write four things below. Discuss these things with your partner(s).

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|----------------|------------------|
| 1) trade; | a) get to; |
| 2) rise; | b) believe; |
| 3) reckon; | c) huge; |
| 4) array; | d) started; |
| 5) immense; | e) variety; |
| 6) incredible; | f) very; |
| 7) began; | g) industry; |
| 8) empire; | h) amazing; |
| 9) extremely; | i) organization; |
| 10) reach; | j) elevation. |

Task 2. Listen to the recording (Tape 30) and state whether these sentences are true (T) or false (F):

1. Oprah Winfrey won a competition testing the strength of celebrities.
2. Winfrey had an influence on the 2008 US Election.
3. Oprah bought Barack Obama over a million votes in the election.
4. TIME magazine said Oprah was one of the 20th century's top people.
5. Oprah was born into a very rich family.
6. Oprah reversed the letters of her given name for her company name.
7. The Oprah Winfrey Show is the most successful show in TV history.
8. Oprah may soon be in 70 million living rooms via her own TV network.

Task 3. Listen to the recording and complete the sentences.

1. Oprah Winfrey has been _____ the most powerful woman in entertainment.
2. This is _____ to the entertainment trade publication The Hollywood Reporter.

3. She jumped up from the _____ six spot, which she occupied in 2007.
4. Her rise to the top may be _____ to the influence she had on the US Election in November 2008.
5. Analysts _____ her support of Barack Obama brought him over one million votes.
6. The _____ to place Oprah at the top of the list was based on her dizzying array of Oprah-branded _____ and her immense cultural influence.
7. TIME magazine _____ Winfrey as one of the 100 people of the twentieth century.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. Who do you think is the most powerful woman in entertainment?
2. Do you think it's interesting and useful to have such lists?
3. What do you know about Oprah Winfrey?
4. Who are the most powerful women in your country?
5. Who has the biggest cultural influence in your country?
6. What do you think Oprah will feel about being named the most powerful woman in entertainment?
7. Do you think Oprah should have been on TIME magazine's list of the most important people of the 20th century?

Task 2. **Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe we all have the ability to become billionaires; Students B strongly believe only a tiny proportion of humanity have the ability to make a fortune.**

WRITING

Task 1. **Write about powerful women in history for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. **Write a magazine article about a person who has risen from rags to riches. Include imaginary interviews with that person.**

Task 2. You are a powerful person. Write a diary entry about one day of your life. How do you affect your culture? Read what you have written to your groupmates in class.

5 The 50 must-see children's films

WARM-UPS

Task 1. Spend one minute speaking about all the different words you associate with kids' movies. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. This is a list from the British Film Institute of the top ten recommended children's movies. Talk about the list and the movies. Are there any children's movies that are not on the list that should be?

1. Bicycle Thieves (Italy – 1948);
2. ET (US – 1982);
3. Kes (UK – 1969);
4. Spirited Away (Japan – 2001);
5. Toy Story (US – 1995);
6. Les Quatre Cents Coups (France – 1959);
7. Show Me Love (Sweden/Denmark – 98);
8. Where is the Friend's House (Iran – 1987);
9. The Night of the Hunter (KUS – 1955);
10. The Wizard of Oz (US – 1939).

Task 3. Role-play the following situation; make use of your active vocabulary. Students A think the word “movie” is best. Students B think the word “film” is best.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|--------------|-------------------|
| 1) must-see; | a) dispute; |
| 2) compiled; | b) distinguished; |
| 3) eminent; | c) heap; |
| 4) eclectic; | d) failings; |
| 5) pile; | e) diverse; |

- | | |
|--------------------|-----------------------|
| 6) scholastic; | f) equal; |
| 7) on a par; | g) essential viewing; |
| 8) shortcomings; | h) prevalence; |
| 9) contention; | i) academic; |
| 10) preponderance; | j) put together. |

Task 2. Listen to the recording (Tape 3) and state whether these sentences are true (T) or false (F):

1. A children's Internet site has listed 50 all-time great kids' movies.
2. More than 70 eminent film critics helped compile the list.
3. All of the movies are Hollywood blockbusters.
4. All of the movies are in English.
5. It is suggested that movies should be part of the school curriculum.
6. Movies are a part of children's heritage.
7. The list is largely about protecting children from bad influences.
8. Girls are the central characters in most of the movies.

Task 3. Listen to the recording and complete the sentences.

1. The BFI wants to encourage parents and schools to _____ film as a serious scholastic subject, on a _____ with literature and art.
2. Films are a part of children's _____ and are something that people passionately _____ about.
3. The top-50 list is intended to _____ the movies that children should see.
4. Most public debate about children's film viewing focuses on protection rather than _____.
5. The website also notes some _____ of the list.
6. Points of possible _____ include the relative lack of cultural diversity.

AFTER LISTENING

Task 1. Answer the following questions.

1. What do you think of compiling a list of must-see movies?
2. Are you surprised that five films of the top ten are not in English?

3. Have you seen or would you like to see the four movies mentioned in the first paragraph?

4. How have kids' movies changed over the years?

5. Do you prefer Hollywood kids' movies or non-American ones?

6. Does your country produce wonderful children's movies?

7. What was the first movie you have ever seen at the cinema?

Task 2. In pairs / groups, rank the following subjects that may be introduced into the curriculum for fourteen-year olds in order of importance.

1. Internet Studies.

2. Sexual Equality.

3. Movies.

4. Racism Studies.

5. World Religion.

6. The History of Art.

7. Bible / Koran / Torah / etc. Studies.

8. Basic Cooking.

9. Personal Finance.

Change partners and compare your ranking.

PROJECT

You are a censor for children's movies. In pairs decide on the kinds of scenes (listed below) that are appropriate for 12 – 14-year olds.

Scenes	Zero	One or two short scenes is OK	Every 10 minutes is OK	Same as adult movies
Kissing				
Blood				
Gun shooting				
Foul language				
Nudity				
Views of dead bodies				
Violence				

The table termination

Scenes	Zero	One or two short scenes is OK	Every 10 minutes is OK	Same as adult movies
Scenes of drug abuse				
Scenes of bullying				

Change partners and share what you have discussed earlier.

HOMEWORK

Task 1. Make a poster on your favorite children's movie. Provide a summary of the story and highlight what makes it great for kids. Show your poster to your groupmates in class.

Task 2. Write a letter to the head of the British Film Institute. Tell him / her what movies you think are missing from the top-50 list and why you think they should be included. Read your letter to your groupmates in class and ask them to express their opinion.

HUMAN PERSONALITY

1 Facial expressions are not universal

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion 'face'. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. How does your face communicate? Complete this chart. Show what you have written to your partner(s) and discuss it with them.

Facial feature	How this communicates	Is this strange?
Eyes		
Nose		
Mouth		
Eyebrows		
Tongue		
Lips		

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- 1) universal;
- 2) conclusion;
- 3) interpret ;
- 4) scan;
- 5) neglect;
- 6) similarities;
- 7) clear;
- 8) convey;
- 9) complicated;
- 10) thought;
- a) put into words;
- b) look at;
- c) believed;
- d) ignore;
- e) read;
- f) difficult;
- g) likenesses;
- h) common;
- i) understandable;
- j) judgment.

Task 2. Listen to the recording (Tape 34) and state whether these sentences are true (T) or false (F):

1. Facial expressions are the same all over the world.
2. People worldwide share the same way of reading facial expressions.
3. People from East Asia focus more on people's lips to read emotions.
4. A study says East Asians don't really look at other people's mouths.
5. The way we use emoticons is similar to how we read facial expressions.
6. East Asians show emotions in emoticons using symbols for the eyes.
7. Communication between cultures is easier than we thought it was.
8. The study suggests translation problems among cultures will continue.

Task 3. Listen to the recording and complete the sentences.

1. The reading of facial expressions may not be _____.
2. They _____ that people from different cultures read facial expressions differently.
3. There were big differences between the _____ Westerners and East Asians interpret facial expressions.
4. The study suggests East Asians _____ mostly on people's eyes to read an emotion.
5. But Europeans and Americans _____ the whole face.
6. We show that Easterners and Westerners look at different face _____ to read facial expressions.
7. Westerners look at the eyes and the mouth in _____ measure.
8. Whereas Easterners _____ the eyes and neglect the mouth.

AFTER LISTENING

Task 1. Answer the following questions.

1. Are you good at reading people's facial expressions?
2. Do you think people facial expressions are the same all over the world?
3. Which is more expressive: body language or facial expressions?

4. What problems have you had communicating with different cultures?
5. What emoticons are used in your language?
6. Are there similarities between emoticons and real facial expressions?

Task 2. How do people from these cultures communicate? Discuss it with your partner(s).

- | | |
|---------------|----------------|
| 1. Americans. | 5. Maoris. |
| 2. Russians. | 6. Japanese. |
| 3. Arabs. | 7. Kenyans. |
| 4. Chinese. | 8. Brazilians. |

Task 3. Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe we're all the same; Students B strongly believe we're all completely different.

WRITING

Task 1. Write about facial expressions for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster showing facial expressions. Show your work to your groupmates in class. Do you all have similar things?

Task 2. Write a magazine article about intercultural communication. Include imaginary interviews with one person who thinks it's difficult and another person who thinks it's easy.

2 Men hurt more in rocky relationships

WARM-UPS

Task 1. Which of these options are best for dealing with emotional pain? Rank them and share your ranking with your partner.

- _____ Talking to someone;
 _____ listening to music;

- _____ drinking alcohol;
- _____ spending time alone;
- _____ watching a movie;
- _____ pretending it isn't there;
- _____ going shopping.

Task 2. **Who's better at what? Complete this chart with your partner(s). Change partners and share what you have written.**

Better at...	Who?	Why?
Romance		
Driving		
Parenting		
Saving money		
Teaching		
Being honest		

LISTENING

Task 1. **Before you start listening, find matching pairs of synonyms:**

- | | |
|-----------------|------------------|
| 1) affected; | a) talking more; |
| 2) rocky; | b) overstated; |
| 3) coping; | c) coped with; |
| 4) exaggerated; | d) shaky; |
| 5) brave; | e) conscious; |
| 6) dealt; | f) influenced; |
| 7) masculine; | g) needy; |
| 8) dependent; | h) managing; |
| 9) opening up; | i) manly; |
| 10) aware; | j) courageous. |

Task 2. **Listen to the recording (Tape 42) and state whether these sentences are true (T) or false (F):**

1. An article suggested men are hurt more in mountaineering accidents.
2. The study looked at details of more than 1,000 relationship break-ups.

3. The lead researcher said men are very insensitive.
4. The researcher said men try to cover up their real emotions.
5. Women deal with problems through tears and chats.
6. Men drink alcohol when they want to make emotional pain disappear.
7. The researcher said there is no link between break-ups and drug use.
8. The research said divorced men are more sensitive.

Task 3. Listen to the recording and complete the sentences.

According to a new study on over 1,000 break-ups, it is the _____. Research from the Wake Forest University in the USA suggests men have a much harder time _____ with the low _____. Researchers say women have a harder time coping with a break-up. Lead researcher Robin Simon said: “Common _____ says that women are more hurt by problems in a relationship, but we found that the disadvantages of _____ are exaggerated for the men.” She added: “Men are more sensitive than we often think they are.” Simon and her co-researchers discovered that men often put a _____ face on problems they have with their partner but _____, they feel more emotional pain than women.

AFTER LISTENING

Task 1. Answer the following questions.

1. Are men or women better at dealing with relationships when things go wrong?
2. What bad relationships have you had?
3. Are men more sensitive than people think they are?
4. When was the last time you put a brave face on something?
5. What advice would you give someone to have a happy relationship?
6. Why should men and women feel different things in relationships?

Task 2. Role-play the following situation, make use of your active vocabulary. Students A strongly believe men are better at coping with relationship break-ups; Students B strongly believe the opposite – women are better.

WRITING

Task 1. Write about relationships for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Write a magazine article about a rocky relationship. Include imaginary interviews with the people in the relationship. What do they say about each other?

Task 2. Write a letter to an expert on relationships. Ask him/her three questions about relationships. Give him/her three pieces of advice on how to make relationships successful. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

3 Australians happiest people in the world

WARM-UPS

Task 1. What makes you happy? What affects your quality of life most? Look at the items below and rank them in order of happiness level.

- | | |
|-----------------------------|--|
| _____ Hiking; | _____ Things (cars, clothes, gadgets, etc.); |
| _____ Good health; | _____ A stable marriage / relationship; |
| _____ Money; | _____ Children; |
| _____ Owning your own home; | _____ Watching television. |
| _____ Sunshine; | |
| _____ Exercise; | |

Task 2. How far do you agree with these opinions on happiness? Discuss them with your partner(s).

1. Money makes you happy.
2. The older you become, the happier you are.
3. You can take lessons on how to be happy.
4. Men are happier than women.
5. Married people are happier than single people.
6. People in warmer climates are happier than people in colder climates.

7. It's hard to be happy in today's world.
8. Every country should have a Minister of Happiness.

LISTENING

Task 1. **Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.**

- 1) *Stake* – to be willing to do anything to protect or defend an idea, or belief;
- 2) *link* – a way in which two things or ideas are related to each other;
- 3) *gadget* – a small, useful, and cleverly-designed machine or tool.

Task 2. **Listen to the recording (Tape 8) and state whether these sentences are true (T) or false (F):**

1. A new study says Australians are the world's happiest people.
2. Interviewers conducted 30,000 telephone interviews.
3. Egyptians and Indians were among the top five happiest populations.
4. Hungary got the wooden spoon.
5. The survey showed that money can buy happiness.
6. Unemployed people were shown to be surprisingly happy.
7. The survey found that the older we become, the happier we are.
8. Materials comforts such as cars and clothes do not make us so happy.

Task 3. **Find matching pairs of synonyms:**

- | | |
|--------------------|------------------------------|
| 1) undertaken; | a) factors; |
| 2) door-to-door; | b) confidence; |
| 3) respondents; | c) carried out; |
| 4) optimism; | d) appliances; |
| 5) wooden spoon; | e) indicated; |
| 6) demonstrated; | f) verify; |
| 7) determinants; | g) house-to house; |
| 8) prove; | h) relatively; |
| 9) gadgets; | i) award for finishing last; |
| 10) comparatively; | j) interviewees. |

Task 5. Listen to the recording and complete the sentences.

1. Australians are the happiest people in the world _____ a survey _____ by market researchers GfK NOP.
2. The marketers conducted door-to-door _____ and interviews with 30,000 people in 30 countries.
3. They asked respondents how satisfied they were with their _____ quality of life.
4. Thirty-five percent of its citizens said they were either “disappointed” or “very unhappy”, _____ Russians at 30 percent.
5. Although the study could not prove money could buy happiness, it did _____ between a lack of money and unhappiness.
6. The age group with the lowest levels of happiness was 50-59 – only 16 percent of those _____ said they were very happy.
7. The things that make us happy include good health, financial security and a happy marriage. _____ such as cars, clothes and _____ ranked comparatively low.

AFTER LISTENING

Task 1. Answer the following questions.

1. Do you think any particular nations are happier than any others?
2. Do you agree with the survey that older people are less happy?
3. Do you wake up happy every morning or do you sometimes get out of bed on the wrong side?
4. What is or has been the happiest time of your life?

Task 2. In pairs / groups, discuss your level of happiness throughout the day. What kinds of things make you happy or unhappy during the times indicated in the left hand column? What increases or decreases your happiness?

Time	% of time happy	Things that increase happiness	Things that decrease happiness
Waking up			
Breakfast			

The table termination

Time	% of time happy	Things that increase happiness	Things that decrease happiness
Going to studies / work			
Morning			
Lunchtime			
Afternoon			
Going home			
Evening			
Bedtime			

Change partners and tell each other about what you have talked about earlier. Are there any things affecting happiness that people have in common?

WRITING

Task 1. Write about happiness for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Choose several words from the audiotext. Use a dictionary to build up more associations / collocations with each word.

Task 2. You are the newly appointed Happiness Secretary for your country. It is your job to improve the overall quality of life and level of happiness for the people in your country. You have one year to achieve this. Write a plan demonstrating the way you will do this. Show your plans to your groupmates in class. Have you all written about similar things?

Task 3. Write an essay on the happiest moment in your life. Read your essay to your groupmates in class. Have you all written about similar things?

4 Hollywood directors in race row

WARM-UPS

Task 1. With your partner(s), use the words given below to predict what the recording will be about. Once you have your story, share it with the group. Who was closest to the real story?

race / rows / trading insults / invasions / the last straw /
being insulted / racism / criticism / taking offence /
slavery / angry old men / American movie industry

Task 2. Do you ever argue with people? With your partner(s), discuss what you could argue about with the people below. Write your ideas in the chart. Change partners and share your ideas.

Argue with...	I do	I could	Is it worth it?
Parents			
Best friend			
Neighbours			
Sales assistants			
Car drivers			
Commuters			

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|--------------------|----------------|
| 1) row; | a) exchanging; |
| 2) trading; | b) teased; |
| 3) absence; | c) remarks; |
| 4) the last straw; | d) gave; |
| 5) rabid; | e) argument; |
| 6) comments; | f) be quiet; |
| 7) shut his face; | g) exclusion; |
| 8) omission; | h) lack; |
| 9) contributed; | i) the limit; |
| 10) mocked; | j) extreme. |

Task 2. Listen to the recording (Tape 25) and state whether these sentences are true (T) or false (F):

1. Hollywood producers are arguing over the 100 metres at the Olympics.
2. Two top producers have given each other gift-wrapped words.
3. A history student accused a movie director of ignoring black soldiers.
4. A US marine went to the movies but someone had taken the last straw.
5. The director Clint Eastwood makes movies only for white audiences.
6. Spike Lee compared a comment Eastwood made to the days of slavery.
7. Lee said Hollywood forgets about the million black people in WWII.
8. Eastwood joked that in his next movie, Nelson Mandela would be white.

Task 3. Listen to the recording and complete the sentences.

1. Two of Hollywood's top producers are in the _____ of a race row that has involved them trading _____.
2. What Lee described as an _____ of black soldiers in two World War II movies.
3. Lee criticized Eastwood's films about the American _____ of the Japanese island of Iwo Jima.
4. There was not one black face in _____ of the films.
5. Thomas McPhatter, a black US marine _____ in the attack, agreed with Lee.
6. I've been _____ ...
7. We still have a strong underlying force in my country of rabid _____.

AFTER LISTENING

Task 1. Answer the following questions.

1. What comes to your mind when you hear the term 'race row'?
2. What do you think of top Hollywood directors trading insults in public?
3. Do you think Spike Lee is correct to attack Clint Eastwood?
4. Do you think Hollywood is racist because it so often "forgets" to put black soldiers in its war movies?

5. When was the last time you felt insulted?
6. When was the last time you exchanged words with someone?

Task 2. Is it good to row? Rank these topics: 10 = definitely worth having a row about; 1 = this is totally pointless rowing about. Share and discuss your ranking with your group.

- | | |
|------------------------------|------------------------|
| _____ Money; | _____ religion; |
| _____ the TV remote control; | _____ English grammar; |
| _____ politics; | _____ sport; |
| _____ driving; | _____ nothing; |
| _____ housework; | _____ other . |

WRITING

Task 1. Write about racism for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Write a letter to Spike Lee or Clint Eastwood. Ask him three questions about the war of words. Give him three pieces of advice on what he should do to help race relations. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

Task 2. You are a Hollywood director. You are in the middle of making a new movie. Write your diary entry about your one work day. Read your entry to your groupmates in class.

5 Rent-a-friend agencies growing in Japan

WARM-UPS

Task 1. Walk around the group and talk to other students about friends. Change partners often. Sit with your first partner(s) and share your findings.

Task 2. Rent-a-???? What would you rent, if you could? Complete this chart with your partner(s) and discuss it with your partner(s).

Rent a ...	Reason for renting	What would you do
Friend		
World leader		
Movie star		
Pet		
Country		
Company		

Task 3. Talk about these friends with your partner(s). Change partners and share what you have heard.

1. Childhood friends.
2. Online friends.
3. Boyfriends / girlfriends.
4. Long-lost friends.
5. Best friends.
6. "Just good" friends.
7. Former friends.
8. School friends.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------|-----------------------|
| 1) ways; | a) costs; |
| 2) pals; | b) ideal; |
| 3) catch; | c) brides and grooms; |
| 4) purpose; | d) disadvantage; |
| 5) perfect; | e) shame; |
| 6) happy couples; | f) methods; |
| 7) fees; | g) function; |
| 8) detail; | h) brags; |
| 9) embarrass; | i) friends; |
| 10) boasts; | j) accuracy. |

Task 2. Listen to the recording (Tape 35) and state whether these sentences are true (T) or false (F):

1. Most Japanese people rent their friends.
2. Friends from rent-a-friend agencies usually become lifelong friends.
3. The friends you rent will pretend to be anyone you ask them to be.
4. People rent friends in Japan to maintain their public image.
5. The owner of a friend-rental agency often knows the bride at weddings.
6. The owner cheered for children he never knew at a school sports day.
7. You have to pay extra for your rented friend to sing or make a speech.
8. The agency owner said he was found out as a fake just three times.

Task 3. Listen to the recording and complete the sentences.

1. There are many new ways of _____ friends in today's world.
2. The best known of these is meeting new pals _____.
3. There is a _____ in rent-a-friend agencies.
4. You simply rent one when you need one for a specific _____.
5. They will _____ to be anyone you want them to be.
6. Where it's very important to keep up _____ appearances.
7. You need a rich aunt to seal a business _____, rent-a-friend agencies will provide you with the _____ impersonator.
8. He dutifully cheered them on, recorded their _____ on his handheld video camera.
9. Ichinokawa _____ just over \$150 as a rental charge, but says there are extra fees for singing at a karaoke party or _____ a speech at a wedding.
10. In three and a half years I've never once been _____ out.

AFTER LISTENING

Task 1. Answer the following questions.

1. What comes to your mind when you hear the word 'friend'?
2. Do you have enough friends or would you like to have more?

3. How good are your friends?
4. What do you think of the rent-a-friend idea?
5. Can you think of the time when you needed a fake friend?
6. Would find-a-friend agencies work in your country?
7. Would you like to work as a rental friend?

Task 2. Role-play the following situation; make use of your active vocabulary. Split into 2 groups. Students A strongly believe it is important to keep up social appearances; Students B strongly believe people worry too much about their public image.

WRITING

Task 1. Write about friends for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster showing your friends, past and present. Show your work to your groupmates in class. Do you all have similar things?

Task 2. Write a letter to Ryuichi Ichinokawa. Ask him three questions about his rent-a-friend agency. Give him three suggestions on what other things he could rent people for. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

FAMILY RELATIONS

1 Everest wedding

WARM-UPS

Task 1. In pairs / groups, decide which of these topics or words are most interesting and which are most boring to discuss.

Nepal / Mount Everest / wedding day / wedding vows /
heaven / oxygen tanks / Himalayas / Hindu ceremonies /
interracial marriages

Have a chat about the topics you like. Change topics and partners often.

Task 2. In pairs / groups, use the words from Task 1 to predict the way the story in the recording will unfold. Change partners and compare your stories. If you have different interpretations or ideas, talk about which is likelier to be in the actual recording.

LISTENING

Task 1. Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.

- 1) *Wedding vows* – a serious promise;
- 2) *paraphernalia* – a lot of small things that belong to someone, or are needed for a particular activity;
- 3) *garland* – a ring of flowers or leaves, worn on your head or around your neck for decoration or for a special ceremony;
- 4) *vermillion* – a very bright red colour;
- 5) *pic* – a picture or film;
- 6) *nuptials* – a wedding;
- 7) *thwart* – to prevent someone from doing what they are trying to do;
- 8) *avalanche* – a large mass of snow, ice, and rocks that falls down the side of a mountain.

Task 2. Listen to the recording (Tape 2) and state whether these sentences are true (T) or false (F):

1. A couple felt on top of the world on their wedding day.
2. One hundred couples have now married on Everest's peak.
3. There was little wedding paraphernalia at the summit ceremony.
4. Spectacular ocean views formed a backdrop for their wedding pics.
5. The nuptials took just ten minutes because of the cold.
6. The newlyweds had told their families about their wedding.
7. They will also have a formal ceremony in the Nepalese capital.
8. They said it was a race and that many barriers were cast aside.

Task 3. Find matching pairs of synonyms:

- | | |
|-------------------------|-----------------------|
| 1) on top of the world; | a) astounded; |
| 2) vows; | b) stymied; |
| 3) breathless; | c) background; |
| 4) paraphernalia; | d) honeymooners; |
| 5) backdrop; | e) promises; |
| 6) nuptials; | f) marriage; |
| 7) bitingly; | g) in seventh heaven; |
| 8) newlyweds | h) social class; |
| 9) thwarted; | i) accouterments; |
| 10) caste; | j) bitterly. |

Task 4. Listen to the recording and complete the sentences.

1. A Nepalese couple felt _____ on their wedding day.
2. Moni Mule Pati, 24, and Pem Dorjee Sherpa, 23, exchanged wedding _____ world's highest peak, becoming the first people ever to get married on the summit.
3. It truly was a match made in, _____ close as possible to, heaven.
4. There was _____ paraphernalia that surrounds weddings.

Task 5. Listen to the recording once again and place the number of the synonym group in a correct gap (It is not important to guess a correct word – any of the synonyms from each group could be put into the relevant gap).

EVEREST WEDDING

A Nepalese couple felt _____ on their wedding day. No surprise, as they got married on top of Mount Everest. Moni Mule Pati, 24, and Pem Dorjee Sherpa, 23, exchanged wedding vows atop of the world's highest peak, becoming the first people ever to get married on the summit. It truly was a match made in, or at least as close as possible to, heaven. Even the guest was left _____.

There was little of the usual _____ that surrounds weddings. Just oxygen tanks, climbing equipment and some plastic garlands and traditional vermilion powder, which the groom applied on the bride's forehead. They did have some quite spectacular Himalayan views as a backdrop for their wedding pics. The nuptials took just ten minutes and then the _____ had to descend due to the biting cold conditions.

The newlyweds had kept their plan secret, just in case their wedding plans were _____ by avalanches, freezing winds or faulty oxygen masks. They didn't have time to fulfill all of the religious requirements necessary in their Hindu wedding, and so will complete formalities at a ceremony in Kathmandu. Pem Dorjee said: "With our interracial marriage, we also wanted to give the message that _____ and race are no barriers when it comes to marriage."

- | | | |
|--------------|-----------------|---------------------|
| 1) | 2) | 3) |
| Caste | Happy couple | On top of the world |
| Social class | Bride and groom | In seventh heaven |
| Rank | Newlyweds | On cloud nine |
| Station | Honeymooners | Over the moon |
| 4) | 5) | 6) |
| Thwarted | Paraphernalia | Breathless |
| Stymied | Accouterments | Astounded |
| Hindered | Trappings | Agog |
| Impeded | Gear | Flabbergasted |

AFTER LISTENING

Task 1. Do you think it's best to have a traditional wedding or a wedding that's a little different? In pairs / groups, discuss these different wedding venues. Which one(s) would you choose for a wedding?

1. On top of Mount Everest.
2. In a hot air balloon above an African wildlife reserve.
3. Under the sea in Australia's Great Barrier Reef.
4. In Baghdad – the cradle of civilization.
5. In space.
6. On the sports field of your favorite team, an hour before a big game starts.
7. Your idea.

Task 2. You are the chief organizer of the company "Adventure Weddings". The weddings your company offers are (1) Everest, (2) Hot air balloon over Africa, (3) Great Barrier Reef (underwater), (4) Baghdad – the cradle of civilization or (5) Your choice. In pairs / groups, decide on the wedding you want to work on. Discuss the details for each of the points in the chart below:

Points	Details for wedding
A catchy name for the adventure wedding	
A slogan	
A special vow attached to this wedding	
Wedding attire	
Guests	
Food	
Gifts / mementoes for the guests	
Music	
Main wedding picture background	

After you have finished, change partners / groups. Show your new partner(s) your wedding plans. Give advice on how your respective plans could be made better.

HOMEWORK

Task 1. Choose several words from the audiotext. Use a dictionary to build up more associations / collocations with each word.

Task 2. Write a description of a typical wedding in your country. Show it to your groupmates in class. Find similarities in the weddings you have described.

2 Romantic love lasts only a year

WARM-UPS

Task 1. Look through the items below and choose the things that are important when going on a romantic date.

1. Red roses.
2. Candlelit dinners.
3. Movie theaters.
4. Moonlight.
5. Love poems / love letters.
6. Holding hands.
7. Goodnight kisses.
8. Your idea.

Task 2. Spend one minute writing down all the different words you associate with the notion "romance". Share your words with your partner(s) and explain your choice.

Task 3. Look at these collocates with the word "love". Spend one minute recollecting any other "love words" you know.

1. Puppy love.
2. True love.
3. Love at first sight; madly in love.
4. First love.
5. Fall out of love.
6. Head over heels in love.
7. Secret love.
8. Deep love.

Task 4. What do you think of these opinions on romance? Discuss them with your partner(s) taking turns.

1. Scientists can never use chemistry to explain love and romance.
2. I want to know why my relationships become a bit boring after a year.

3. Some races or nationalities are a lot more romantic than others.
4. Being head over heels in love is the best feeling in the world.
5. Romance is highly over-rated.
6. The best part of being with a new boyfriend / girlfriend is the first few weeks.
7. Who needs romance? It's way too expensive.
8. Being in love makes us too irrational.
9. Red roses and candlelit dinners make the world go round.
10. I wish people were more romantic.

LISTENING

Task 1. Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.

- 1) *Fade* – to gradually disappear;
- 2) *giddy* – feeling silly, happy, and excited, or showing this feeling;
- 3) *rush* – a sudden fast movement of things or people;
- 4) *lust for life* – a strong determination to enjoy life as much as possible – used to show approval;
- 5) *woo* – to try to persuade a woman to love you and marry you;
- 6) *induce* – to persuade someone to do something, especially something that does not seem wise.

Task 2. Listen to the recording (Tape 11) and state whether these sentences are true (T) or false (F):

1. Scientists say a romance-inducing chemical in the brain lasts a year.
2. The chemical also makes us short of breath and prone to falling over.
3. Levels of the chemical greatly increase when people first fall in love.
4. The chemical intensifies the more secure we become with a partner.
5. People who study chemistry are much more successful social animals.
6. All of the volunteers in a study had a starry look in their eyes.
7. People who have just fallen in love get butterflies in their stomach.
8. The chemical may be the reason why some young men buy red roses.

Task 3. Find matching pairs of synonyms:

- | | |
|----------------|-------------------|
| 1) fades; | a) predominance; |
| 2) giddy; | b) chase; |
| 3) euphoric; | c) established; |
| 4) vigor; | d) dizzy; |
| 5) woo; | e) function; |
| 6) elevated; | f) get-up-and-go; |
| 7) role; | g) diminishes; |
| 8) steady; | h) increased; |
| 9) prevalence; | i) motivate; |
| 10) induce; | j) blissful. |

Task 4. Listen to the recording and complete the sentences.

1. A chemical in the brain responsible for romantic love fades in _____ over the course of a year.

2. This perhaps explains why that giddy, _____, head-over-heels-in-love feeling that takes our breath away at the start of a relationship _____ over time.

3. Raised NGF levels spring from the rush of adrenalin, _____ vigor and confidence and lust for life that occur when new love _____.

4. "We have demonstrated for the first time that _____ levels of NGF are elevated among subjects in love, suggesting an important role for this molecule in the social _____ of human beings."

5. All of the participants had recently started a new relationship and had that _____ look in their eyes.

6. Who were single or in _____ relationships.

7. It may also _____ young men to buy red roses and candlelit dinners.

AFTER LISTENING

Task 1. Answer the following questions.

1. Do you agree with the headline?
2. How much of a romantic are you?
3. What kinds of things cause you to have butterflies in your stomach?

4. Do you think some races or nationalities have higher NGF levels than others?
5. Is it fair that young men buy the red roses and candlelit dinners and not young women?
6. Do people usually fall out of love after the NGF wears off?

Task 2. You are an expert in social chemistry. You must make a presentation about what happens in the minds of men and women during the early part of a relationship. Think of the reasons why there might be differences between the sexes. In pairs / groups, discuss ideas for your presentations.

Idea	Men's minds	Women's minds	Reasons for differences
The first eye contact			
The first conversation			
The three hours before the first date			
The very end of the first date			
The day after the first date			
After one week of dating			
After one year of dating			

In pairs / groups, discuss the contents and quality of the presentations and vote on the one you think is best.

HOMEWORK

Task 1. Choose several words from the audiotext. Use a dictionary to build up more associations / collocations with each word.

Task 2. You are head over heels in love with English. Just thinking in English makes you giddy and takes your breath away. You are starry-eyed when you read English and get butterflies in your stomach when you hear English. Write a love letter to the English language. Show what you wrote to your groupmates in class. Do you all have similar ideas? Who is in love with English most?

Task 3. You are head over heels in love. Your new love has given you a lust for life and renewed vigor. Write your diary / journal entry for one day in your romantic life. Explain how love changes the world and makes everything different. Show what you have written to your groupmates in class. Have you all written about similar things?

3 David Beckham to defend marriage in court

WARM-UPS

Task 1. Spend one minute finding out what your partner knows about David and Victoria Beckham. After you have finished, share and discuss what you have found out.

Task 2. What are the good and bad things about being married to someone famous? Complete a chart with your partner(s) and discuss it with them.

LISTENING

Task 1. Before you start listening, make sure you understand the words below that you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.

1) *Sham* – someone or something that is not what they are claimed to be – used to show disapproval;

2) *sue* – to make a legal claim against someone, especially for money, because they have harmed you in some way;

3) *allegations* – a statement that someone has done something wrong or illegal, but that has not been proved;

4) *lucrative* – a job or activity that is lucrative lets you earn a lot of money. **Syn.** – profitable;

5) *slander* – to say false things about someone in order to damage other people's good opinion of them;

6) *fallacy* – a false idea or belief, especially one that a lot of people believe is true. **Syn.** – misconception;

7) *presiding (judge)* – in charge of a formal event, organization, ceremony etc ;

8) *adamant* – determined not to change your opinion or a decision that you have made.

Task 2. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------------|-------------------|
| 1) taking legal action; | a) disguise; |
| 2) sham; | b) possessions; |
| 3) facade; | c) misconception; |
| 4) maliciously; | d) insistent; |
| 5) fallacy; | e) spitefully; |

- | | |
|--------------------|--------------------|
| 6) substantial; | f) suing; |
| 7) hypocritically; | g) unfaithfulness; |
| 8) infidelity; | h) abundant; |
| 9) effects; | i) farce; |
| 10) adamant; | j) deceitfully. |

Task 3. Listen to the recording (Tape 9) and state whether these sentences are true (T) or false (F):

1. David Beckham is to defend the concept of marriage in court.
2. Beckham and his wife will sue a British tabloid newspaper.
3. The newspaper accused the Beckhams of pretending to be married.
4. The newspaper article reported David was unfaithful to his wife.
5. The article conscientiously suggested the Beckhams lied.
6. The tabloid alleged David was on the edge of a nervous breakdown.
7. The Beckhams may have to hand over private effects in the hearing.
8. The Beckhams are adamant they are a happily married couple.

Task 4. Listen to the recording and complete the sentences.

1. Real Madrid soccer star David Beckham and his wife, _____ Spice Girl Victoria, are taking legal action against a British _____ that claimed their "happy marriage" is a _____.
2. The newspaper alleged on September 12 last year that the Beckhams' marriage was "on the _____" because of supposed acts of adultery committed by David.
3. The article also claimed David had been on the edge of a nervous _____ because of arguments with his wife.
4. "Is it unhappy, _____ and tensions because of David Beckham's infidelity, or is it happy? We say unhappy."
5. Mr. Spearman has asked the _____ judge to demand the Beckhams hand over private effects.
6. The Beckhams are _____ they are a "happily married couple".

AFTER LISTENING

Task 1. Answer the following questions.

1. What problems do you think people in celebrity marriages face?
2. Why do the Beckhams defend their family in court?
3. Do you think it's possible that David and Victoria are presenting a facade to get more money?
4. Who to your mind win this trial?
5. What would you feel if your private life were exposed in the newspapers on a daily basis?
6. Do you think there should be tighter control on tabloids to tell the truth more often?

Task 2. Which of the following things would be enough to put a happy marriage on the rocks? Discuss them with your partner. Rank them in order of seriousness degree. Which can you forgive? How many times?

- _____ Your spouse goes to the movies with another man / woman.
- _____ Your spouse sleeps with another man / woman.
- _____ Your spouse becomes an alcoholic and a gambler.
- _____ Your spouse spends too much money.
- _____ Your spouse wants to spend more time with his/her mother than with you.
- _____ You disagree over how to raise your children.
- _____ One of you wants children, the other doesn't.
- _____ Your partner stops telling you he/she loves you.

Task 3. Take turns in playing a marriage guidance counselor and an unhappy spouse. Student A (the unhappy spouse) chooses a question and asks for advice. However, Student A is never happy with the advice and tells Student B (the counselor) what is wrong with it. Student B must try again with new advice.

1. What do I do if I think my marriage is on the rocks?
2. Why should I put up with him/her any longer?
3. Why does he/she irritate me every time he/she opens his/her mouth?
4. Have I married the wrong man/woman?
5. Why doesn't he/she ever clean the house?

6. What do I do about his/her infidelity?
7. How can I love a man/woman who is always so selfish?
8. How do I convince him/her to have kids?
9. What do I do if I think my husband/wife is not attractive?
10. Why does he/she argue with me every time I bring up money?
11. Why am I so afraid of talking to him/her?
12. Why am I ten times more affectionate than he/she is?
13. Why do we keep having the same arguments?
14. Why can't I forgive him/her for the bad things he/she has done in the past?
15. Why does my whole life look like a constant "to do" list?
16. Why do I want to date every attractive man/woman I see?

HOMEWORK

Task 1. Write a letter to David and Victoria Beckham. Tell them what you think of their case. Show what you have written to your groupmates in class. Have you all written about similar things?

4 Parents tried to sell baby on eBay

WARM-UPS

Task 1. With your partners, use the words below to predict what the recording will be about. Once you have your story share it with your partners. Having listened to the recording decide who was closest to the real story.

police / auctions / eBay / investigations / jokes /
 child trafficking / starting price / fitness to be a mother / noisy /
 poor taste / psychiatric tests / cybercrime / bad stuff

Task 2. Should parents have to go to parenting classes? With your partner discuss the things that parents should study in these parenting classes. Write your ideas in the chart. Choose the best ideas and make a parenting course syllabus.

newborn safety	
language	
Internet	

manners	
TV and games	
money	

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|------------------|-------------------|
| 1) tried; | a) presently; |
| 2) care; | b) trading; |
| 3) looking into; | c) accepted; |
| 4) trafficking; | d) found; |
| 5) tracked down; | e) investigating; |
| 6) currently; | f) things; |
| 7) fitness; | g) attempted; |
| 8) admitted; | h) stupid; |
| 9) stuff; | i) safekeeping; |
| 10) ridiculous; | j) suitability. |

Task 2. Listen to the recording (Tape 24) and state whether these sentences are true (T) or false (F):

1. A couple tried to sell their seven-month-old baby on eBay.
2. When the police found it out, they thought it was very funny.
3. The parents put a starting price of \$1,000,000 for the baby.
4. The baby's older brother told the police about the eBay sale.
5. The mother is having tests to see if she is good at sports.
6. The mother said she tried to sell her baby because it was too noisy.
7. The mother has to undergo psychiatric testing in a week's time.
8. An internet crime specialist thought the sale was ridiculous.

Task 3. Listen to the recording and complete the sentences.

1. The woman is currently undergoing _____ on her _____ to be a mother.
2. She said she _____ her son online because he had become too noisy.
3. The title of the _____ was, "Baby - Pick up in Person Only".
4. The mother has admitted her stunt was in very poor _____.

5. She _____ understands the seriousness of her 'joke'.
6. I have seen the Internet used for all kinds of bad _____, but trying to auction a baby has to be the most _____.

AFTER LISTENING

Task 1. Answer the following questions.

1. What are your thoughts on this story?
2. Should the parents be sent to prison for trying to sell their son?
3. What do you think of the parents' claim that they've put their son on eBay as a joke?
4. Do you think eBay should check its ads more carefully?
5. Do you think the parents should be tried for child trafficking?
6. What do you think Merlin will feel when he finds out he was once an item for sale on eBay?

Task 2. Is everyone fit to be a parent? Rank the items below in order of their importance: 10 = "essential;" 1 = "not at all important". Compare your answers and discuss them with your partner(s).

- | | |
|-----------------------------|----------------------------|
| _____ money; | _____ non-smoking and non- |
| _____ strong belief in God; | drinking; |
| _____ young; | _____ speaks English well; |
| _____ university educated; | _____ excellent at sport. |
| _____ own home; | |

WRITING

Task 1. Write about parenting for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Write a magazine article about what has happened when Merlin found out his parents put him on eBay. Include imaginary interviews with the 16-year-old Merlin and his parents.

Task 2. You are the psychologist testing Merlin's mother. Write your diary entry about your one work day. Include your thoughts on her fitness to be a mother. Read your entry to your groupmates in class and listen to their comment.

5 Working mothers pass on stress to kids

WARM-UPS

Task 1. With your partner(s), use the words given below to predict what the recording will be about. Once you have your story, share it with the group. Who is closest to the real story?

Mothers / working mothers / job satisfaction / stress /
young children / childcare / sanctuaries / emotional exhaustion /
domestic life / hormones / blood pressure

Task 2. In pairs / groups, talk about the things that make you stressed. Do you think these things also make children stressed? Look at this list. Discuss how much its items in it make you stressed. Why might these things make children stressed?

1. Working.
2. Studying English.
3. Christmas (or other celebrations).
4. Commuting.
5. Shopping.
6. Money.
7. In-laws.
8. Computers.
9. Small children.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-----------------|----------------|
| 1) take heed; | a) questioned; |
| 2) draining; | b) negative; |
| 3) susceptible; | c) released; |
| 4) tots; | d) taxing; |
| 5) adverse; | e) controls; |
| 6) gleaned; | f) beware; |
| 7) quizzed; | g) exhausted; |
| 8) regulates; | h) children; |
| 9) secreted; | i) gathered; |
| 10) fatigued; | j) vulnerable. |

Task 2. Listen to the recording (Tape 10) and state whether these sentences are true (T) or false (F):

1. Working mothers relieve stress by having more children.
2. Mothers who dislike their job pass on their stress to their children.
3. Young children are particularly resilient to stress.
4. Childcare facilities offer a haven against stress for toddlers.
5. A study required working moms to write a quiz about their home life.
6. The stress hormone cortisol decreased in kids if mum hated her job.
7. The mother's tiredness had no effect on cortisol levels in children.
8. Cortisol levels were tripled in children whose mothers hated their job.

Task 3. Listen to the recording and complete the sentences.

Working mothers (1) _____. A new report published in the journal *Developmental Psychobiology* suggests that mothers who work in jobs that offer little satisfaction and are emotionally (2) _____ pass on their stress to their children. The researchers, from the UK's Bath, Kent and Bristol universities, found that young children are particularly (3) _____ to picking up on their mother's stress. According to the report, putting a child in childcare, where youngsters will play and happily (4) _____ with other tots, can help to counter the problem. Co-author Julie Cobb said childcare provides a (5) _____ for children that protects them from the (6) _____ effects of their mother's "emotional exhaustion". Ms. Cobb (7) _____ companies to support both mothers and children.

AFTER LISTENING

Task 1. Answer the following questions.

1. How do you think a mother's stress affects her children?
2. Do you think mothers and children should be given drugs to counter the increased levels of cortisol?
3. Is placing children in a childcare center all day a good idea?
4. Should working mothers do more to make sure they are not stressed when they are with their children?
5. What things in your daily life make you stressed?
6. How do you relieve your stress level?

Task 2. **Do you agree with these opinions on working mothers? Discuss them with your partner(s).**

1. Mothers should stay at home and look after their children.
2. Governments should offer more schemes to encourage mothers to work.
3. Working mothers have more money to spend on their children's education.
4. Every company should provide play facilities for the children of the staff.
5. Children whose mothers work do not become good members of society.
6. Children of working mothers quickly become independent and more confident.
7. Mothers who work neglect their children's upbringing.
8. Women should not have children if they also want to make a career.
9. Birthrates would increase if mothers didn't have to work.

SPEAKING

You are a stress counselor. In pairs / groups, discuss the best way of relieving stress from the following sources:

Stress	Suggestions for relief
Children	
Money worries	
Job security	
The future	
My looks / weight / stomach size	
Studying	
The world	
My boss / co-workers	
Other	

Change partners and share your ideas.

Decide on the best idea for stress relief for each of the points in the chart. Return to your original partner(s) and discuss the ideas you have discussed with your previous partner.

HOMEWORK

Task 1. Make a poster outlining the different ways mothers can reduce their stress before they go home to their children. What can mothers do to relieve their stress as they leave work, travel home or open their front door? Show your posters to your groupmates in class. Do you all think of similar things?

Task 2. You are a very stressed working parent or the child of a very stressed working parent. Write a letter to your government explaining your desperate situation. Give the government advice on how to help working parents. Show what you have written to your groupmates in class. Have you all written about similar things?

Репозиторий БарГУ

EDUCATION & TEACHING

1 Cut-and-paste essays a problem in schools

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion 'cheating'. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. Talk with your partner(s) about the points below. Are they examples of cheating? Do you do any of them? Rank them: 10 = very serious, 1 = not at all serious. Change partners and share your findings.

1. _____ looking at the answers in the keys section.
2. _____ using an Internet essay-writing service.
3. _____ looking at the answers of the person next to you at an exam.
4. _____ copying and pasting text from an Internet site for use in your essay.
5. _____ stealing the answer key to a test from the teacher's drawer.
6. _____ asking a friend about the questions to a test they had just taken.
7. _____ sharing answers to the exam using Bluetooth.
8. _____ writing spellings and grammar rules on your arm/any other body part.

Task 3. Talk with your partner about these problems teachers struggle with. Agree on the three biggest and smallest ones.

1. Students cheating.
2. In-class violence.
3. Marking homework.
4. Classroom noise.
5. Technology.
6. Too many students in a class.
7. Discipline.
8. Salary.
9. School management.
10. Resources and materials.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|--------------|-----------|
| 1) survey; | a) shown; |
| 2) revealed; | b) do; |

- | | |
|----------------|-----------------------|
| 3) struggling; | c) deal with; |
| 4) blatantly; | d) highlighted; |
| 5) emphasis; | e) battling; |
| 6) tackle; | f) obviously; |
| 7) spot; | g) lack of knowledge; |
| 8) pointed to; | h) importance; |
| 9) engage in; | i) questionnaire; |
| 10) ignorance; | j) find. |

Task 2. Listen to the recording (Tape 20) and state whether these sentences are true (T) or false (F):

1. Many British teachers are worried about cheating students.
2. Over half of students' work has been copied from the Internet.
3. Some students forget to remove the Web ads from what they copy.
4. An expert suggested cheating can lead to more understanding .
5. Schools are now using software to detect work copied online.
6. A company spokesman said the Internet made cheating difficult.
7. One teacher said many students don't know that copying is wrong.
8. An expert said that schools are the real losers when pupils cheat .

Task 3. Listen to the recording and complete the sentences.

1. To _____ this issue, many high schools are trying out software that can easily _____ plagiarized work.
2. Teachers can highlight a _____ of text they believe was copied.
3. William Murray said the Internet _____ it easy for students to cheat.
4. He pointed to the hundreds of sites that offer sample essays and essay-writing _____.
5. This _____ is supported by teacher Diana Barker.
6. I think the majority of students who engage in plagiarism do it more out of ignorance than the _____ to cheat.
7. Pupils are the real losers because they lack the _____ they appear to have.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. In what way do you understand the word ‘plagiarism’?
2. What do you think teachers need to do to stop their students plagiarizing from the Internet ?
3. What do students need to do if they cut and paste work from the Internet and put it in their essay?
4. What punishment should students get for plagiarism?
5. What means have you used to push up your coursework marks or exam grades?

Task 2. **Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Student A strongly believes that any student caught cheating should be expelled from school; Student B strongly believes cheating is a useful tool to have in life and should be encouraged in schools.**

WRITING

Task 1. **Write about cheating for 10 minutes. Correct your partner’s paper.**

HOMEWORK

Task 1. **Make a poster showing all the different ways to cheat in class or in an exam. Show your work to your groupmates in class. Do you all have similar things?**

Task 2. **Write a letter to a head teacher of a school. Ask her/him three questions about plagiarism in her/his school. Give her/him three suggestions on what (s)he should do to stop students from cheating. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.**

2 Parents face fines in new school rules

WARM-UPS

Task 1. **Walk around the group and talk to other students about school rules. Change partners often. Return to your first partner and share your findings.**

Task 2. What punishments should schools give? Complete this chart and discuss it with your partner(s).

Punishment	Your experiences	Proper punishment
Bullying		
Truancy		
Smoking		
Damaging property		
Punching teachers		
Using drugs		

Task 3. How satisfied are/were you with school rules? Rate these options and share your rating with your partner: 10 = excellent; 1 = really bad. Change partners and share your rating again.

_____ Attendance; _____ homework;
 _____ uniforms; _____ sports;
 _____ bullying; _____ equipment;
 _____ break times; _____ trips.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|----------------|--------------------|
| 1) misbehave; | a) students; |
| 2) tough; | b) orderliness; |
| 3) discipline; | c) behaviour; |
| 4) unruly; | d) perform; |
| 5) achieve; | e) suggests |
| 6) measures; | f) (be) naughty; |
| 7) proposes; | g) input; |
| 8) pupils; | h) strict; |
| 9) voice; | i) actions; |
| 10) actions; | j) uncontrollable. |

Task 2. Listen to the recording (Tape 33) and state whether these sentences are true (T) or false (F):

1. British parents may have to pay penalties if their children misbehave.
2. Some parents could go to prison if their children are unruly.
3. There is very little bullying and truancy in British schools.
4. The British Schools Secretary said teachers must follow the new rules.
5. The Secretary has plans for some students to have private lessons.
6. The Secretary wants parents to speak more loudly.
7. The majority of parents are fully behind the new plans.
8. There are concerns that some parents are too poor to pay fines.

Task 3. Listen to the recording and complete the sentences.

British parents could soon _____ a fine and prison if their children misbehave at school. Britain's government wants to introduce _____ new laws to improve discipline in schools. They want to make parents more _____ for their sons and daughters. Some of the new measures include making parents _____ parenting courses, paying a \$1,700 fine or going to prison. The Schools Secretary Ed Balls said current policies on _____ behaviour are not strict enough. Many British schools suffer from high _____ of bullying, truancy and low academic achievement. He wants parents to _____ their part in making sure their children achieve. "Every parent has a responsibility to _____ our teachers and make sure the rules are", he said.

AFTER LISTENING

Task 1. Answer the following questions.

1. Do you think it's a good idea to make parents pay fines if their children misbehave?
2. What are discipline rules at schools in your country?
3. What would you prefer to happen to bullies or students who are truant?
4. Were there any school rules you hated?
5. What part did your parents play in your school?
6. Did you always follow the rules in your school?

Task 2. Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe parents should get a fine if their children misbehave; Students B strongly believe parents are not responsible for their children's actions at school.

WRITING

Task 1. Write about school rules for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster displaying perfect school rules in a perfect school. Include the punishments for breaking these rules. Show your work to your groupmates in class. Do you all have similar things?

Task 2. Write a magazine article about school rules. Include imaginary interviews with a student who loves rules and wants to study, and another student who hates rules and school.

3 Teacher on trial for attacking student

WARM-UPS

Task 1. An easy or difficult job? Complete this chart and discuss it with your partner(s).

Becoming a teacher	Easy/ Difficult? Why?	What would you do?
Marking homework		
Disruptive students		
Preparing lessons		
Salary		
Teaching		
Keeping up to date		

Task 2. Why become a teacher? Rank these options and share your ranking with your partner.

1. Salary.
2. Chance to help young people.
3. Holidays.
4. Social status.
5. Keeping up to date.
6. School life.
7. Promotion opportunities.
8. Being in the classroom.

Task 3. Spend one minute writing down all the different words you associate with the notion “discipline”. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|------------------|-----------------|
| 1) on trial; | a) disturbing; |
| 2) suffered; | b) saw; |
| 3) witnessed; | c) amusing; |
| 4) denies; | d) experienced; |
| 5) huge; | e) in the dock; |
| 6) troublemaker; | f) continual; |
| 7) disrupting; | g) enormous; |
| 8) constant; | h) rage; |
| 9) anger; | i) rejects; |
| 10) funny; | j) ringleader. |

Task 2. Listen to the recording (Tape 39) and state whether these sentences are true (T) or false (F):

1. A teacher attacked a student with a bell from a clock.
2. The teacher is accused of trying to kill the student.
3. The boy was fully conscious when he went to hospital.
4. The teacher denied causing serious bodily harm.

5. Journalists say the boy attacked was the quietest member of the class.
6. The student distributed videos of the teacher among his school friends.
7. The teacher suffered from mental problems.
8. The boy told the court he thought the teacher was very funny.

Task 3. Listen to the recording and complete the sentences.

1. A teacher in England is on _____ for attacking a teenage student with a metal dumbbell.
2. Peter Harvey, 50, is _____ charges of attempted murder for the attack.
3. Who cannot be named for _____ reasons...
4. He was left unconscious and _____ to hospital.
5. Harvey's anger seemed to give him _____ power.
6. Harvey _____ attempted murder but has admitted causing serious bodily harm.
7. The case is a _____ talking point among teachers and students in England.
8. The media reports the boy was a _____ troublemaker in the class.
9. The _____ bad behaviour caused Harvey to take time off work with _____ health problems.

AFTER LISTENING

Task 1. Answer the following questions.

1. What do you think about this attack?
2. With whom do you sympathize more Mr Harvey or the student?
3. How would you deal with a class of 30 students who always swear at you, disrupt the class, take videos of you, etc?
4. If web cameras were put in classrooms, teachers would teach better classes and students would behave better. What do you think?
5. What is wrong with education that students no longer want to learn?
6. Who was your best teacher and why?
7. What will schools be like fifty years from now?

Task 2. Role-play the following situation; make use of your active vocabulary. Split into 2 groups. Students A strongly believe teaching is a great career; Students B strongly believe the opposite.

WRITING

Task 1. Write about teachers for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster about teachers and the work they do every day. Show your work to your groupmates in class. Do you all have similar things?

Task 2. Write a letter to the teacher of a group badly behaving, disruptive students. Ask him/her three questions about teaching. Give him/her three pieces of advice on how to reverse the situation. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

4 Misbehaving students punished with Mozart

WARM-UPS

Task 1. Walk around the group and talk to other students about school punishments. Change partners often.

Task 2. Are these good deterrents to stop students misbehaving? Complete this chart with your partner(s) and discuss it with them.

Deterrents	Reasons why 'yes'	Reasons why 'no'
2 hours of Mozart		
No mobile for a week		
Writing 1,000 lines		
Being hit		
Standing in the corner		
No break for a week		

Task 3. What are the worst things about school? Rate these options and share your rating with your partner: 10 = Hate! Hate! Hate!; 1 = No problem. Change partners and share your rating again.

1. Noisy students in class.
2. Homework.

3. Boring teachers.
4. School uniform.
5. Canteen food.
6. Rules.
7. ENGLISH lessons.
8. Starting time.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------|---------------------|
| 1) cut down on; | a) students; |
| 2) forces; | b) usually; |
| 3) pupils; | c) detained; |
| 4) spoiling; | d) chances; |
| 5) robbing; | e) reduce; |
| 6) enhance; | f) in other places; |
| 7) opportunities; | g) stealing from; |
| 8) kept behind; | h) makes; |
| 9) normally; | i) improve; |
| 10) elsewhere; | j) ruining. |

Task 2. Listen to the recording and state whether these sentences are true (T) or false (F):

1. Mozart was a bad student at school and was punished a lot.
2. A teacher forced students to write poetry and listen to classical music.
3. Students received detention for smoking and skipping class.
4. A head teacher was worried good students were losing studying time.
5. The head teacher believes his method helps students value education.
6. The teacher said he wanted students to open their ears and eyes.
7. Music on London's subway system cut crime by a quarter in 2004.
8. One student said he really liked the music by The Killers band.

Task 3. Listen to the recording and complete the sentences.

1. The head teacher Brian Walker at the West Park School in Derby _____ two-hour detention sessions after school on Fridays.

2. He _____ his students to listen to Mozart and other classical music.
3. He also makes them copy his favourite _____ and they have to watch educational videos.
4. Mr. Walker says his main _____ is to stop noisy pupils spoiling lessons for well-behaved students who want to study.
5. He said the students staying _____ are “not the smokers, the truants or the people who are late...”
6. It's those who have _____ the learning process in class for everyone”.
7. Mr. Walker explained this was unacceptable “because it is robbing the _____ of opportunities”.
8. it reduced _____ on London’s subway by 25 per cent.
9. Researchers from a Belfast university found it _____ stop elephants misbehaving.
10. An hour of Mr. Walker's music is a real _____.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. What springs to your mind when you hear the word ‘punishment’?
2. Do you think the 2-hour Mozart sessions are a good idea? What would be the worst music for you to listen to for two hours?
3. What do kids learn from being kept behind after school?
4. Do you believe in corporal punishment (hitting people)?
5. What punishments wouldn't you allow teachers to give your children?

Task 2. **Role-play the following situation, make use of your active vocabulary. Students A strongly believe that one day, all students will behave well; Students B strongly believe the opposite.**

WRITING

Task 1. **Write about school punishment for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. Write a magazine article about a student who failed his/her exams because noisy students in his/her group had never given other students the chance to study. Include imaginary interviews with that student and a noisy student.

Task 2. Write a letter to a head teacher. Ask him/her three questions about school punishment. Give him/her three opinions on how to punish students. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

5 School tests harm science education

WARM-UPS

Task 1. Were you very curious as a child? Complete this chart and discuss it with your partner(s).

Curious about...	Why (not)?	Now?
Science		
The body		
Insects		
The Universe		
Other countries		
God		

Task 2. *CURIOSITY KILLED THE CAT.* Split into 2 groups. Students A strongly believe children should always ask questions; Students B strongly believe children ask too many questions already. Make use of the proverb italicized.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|---------------|---------------|
| 1) harming; | a) effect; |
| 2) impact; | b) reason; |
| 3) curiosity; | c) motivated; |

- | | |
|------------------|----------------|
| 4) encouraged; | d) encourage; |
| 5) taking place; | e) methods; |
| 6) approaches; | f) damaging; |
| 7) desire; | g) guess; |
| 8) suspect; | h) happening; |
| 9) purpose; | i) enthusiasm; |
| 10) foster; | j) interest. |

Task 2. Listen to the recording (Tape 7) and state whether these sentences are true (T) or false (F):

1. School science tests have injured dozens of schoolchildren in England.
2. Many schools teach children science just to pass science tests.
3. Experts said British children were learning a lot in science lessons.
4. Researchers said British schoolchildren were doing lots of experiments.
5. A professor said schools needed to use techniques from 60 years ago.
6. The professor said children were asking many questions about science.
7. The professor said science lessons should encourage curiosity.
8. The professor said science should be about problem-solving.

Task 3. Listen to the recording and complete the sentences.

1. This is the conclusion of a British university _____ into science teaching and testing in primary schools.
2. Researchers from Durham University _____ that too many schools were teaching science just so students could _____ tests.
3. There was very little real science teaching _____ on that encouraged students to find out things for themselves.
4. Learning by _____ experimenting and seeing should be at the _____ of all physics, chemistry and biology lessons.
5. There was little _____ -on, practical work taking place in Britain's schools.
6. Current national approach to science in primary schools is not impacting on children's scientific _____ and curiosity.

7. Professor Tymms made it _____ what schools and science teachers need to _____ on.

8. The purpose of science in primary schools should be to foster a _____ of curiosity.

9. It should also _____ the child in solving problems.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. What springs to your mind when you hear the word 'test'?
2. Do you have a special test taking technique?
3. Were you interested in science as a child?
4. What should children do in science lessons?
5. What is more important for children – curiosity or learning?
6. What's the most important thing schools need to focus on?
7. What do you think is the purpose of science in primary schools?

Task 2. **Were you good at taking tests? Give yourself a score from 10 (absolutely brilliant) to 1 (totally rubbish) for your test-taking abilities in the subjects below. Discuss your scores with your partner(s).**

_____ Science.

_____ Literature.

_____ English.

_____ Maths.

_____ History.

_____ Your language.

_____ Geography.

_____ Other (specify).

WRITING

Task 1. **Write about science for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. **You are a primary school student. Write your thoughts about your science classes and science tests. What would you like to change? Read your entry to your groupmates in class.**

Task 2. Write a letter to Professor Peter Tymms. Ask him three questions about his research. Make three suggestions on what schools need to do in order to make students more curious and more intelligent.

6 Violence in elementary schools

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with elementary school. Share your words with your partner. Together, put the words into different categories.

Task 2. What are your memories of elementary school? Discuss the following with your partner(s):

1. First day.
2. Uniform.
3. School lunches.
4. Favorite teacher.
5. Break time / Play time.
6. Best friends.
7. Homework.
8. Bad kids.

Task 3. In groups, quickly write down a list of things ten-year-old children are interested in. You are now ten again. Use your lists to talk about your life back at elementary school. Is there any violence or bullying at your school?

Task 4. Discuss the following examples of misbehavior at elementary school. Have you seen or experienced any of these? What would you do if these happened at the school your child was attending?

1. Bullying.
2. Attacks on teachers.
3. Graffiti.
4. Smoking.
5. Drink and drugs.
6. Stabbing.
7. Gun crime.
8. Vandalism.

Task 5. How far do you agree with these solutions to curbing violence in elementary schools? Discuss them with your partner(s).

1. All classrooms should have web cameras so parents can monitor their children.

2. Children who repeatedly misbehave should be expelled automatically.
3. Parents of bullied children should be able to sue the bully's parents.
4. Teachers should receive better training to cope with delinquency.
5. Parents of delinquent children should be named and shamed in local newspapers.
6. Parents must pay a fine for all the incidents of their child's misbehavior.
7. Well-behaved children can suggest punishments for badly behaved children.
8. Teachers who cannot control their classrooms should be fired.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|------------------|---------------------|
| 1) Attentively; | a) beheading; |
| 2) unison; | b) manage; |
| 3) attributed; | c) gruesome; |
| 4) macabre; | d) destruction; |
| 5) decapitation; | e) blamed; |
| 6) trivial; | f) conscientiously; |
| 7) vandalism; | g) misconduct; |
| 8) dismayed; | h) unimportant; |
| 9) cope; | i) harmony; |
| 10) delinquency; | j) alarmed. |

Task 2. Listen to the recording (Tape7) and state whether these sentences are true (T) or false (F):

1. A spate of violent crime occurred in Japan's schools this week.
2. Japanese elementary schoolchildren are usually orderly and attentive.
3. A government spokesman attributed the violence to video games.
4. An elementary schoolchild decapitated a classmate a while ago.
5. Many children lose their tempers over trivial things.
6. Dismayed parents have installed web cameras in classrooms.
7. Teachers say they are in control and can cope with violence.
8. Police statistics show juvenile delinquency is steadily increasing

Task 3. Listen to the recording and complete the sentences.

1. A government spokesperson _____ the violence to children...
2. Japan began surveying school violence in 1997 following a _____ of macabre...
3. The most shocking crime was the _____ of a ten-year-old by a classmate.
4. Attacks against teachers _____ nearly 33 per cent...
5. Children easily _____ their tempers...
6. This has included record numbers of _____, assaults and vandalism of school property.
7. One attempt at _____ the situation included dismayed parents keeping watch on their own children during classes.
8. Teachers are under increasing _____ and school officials have expressed an inability to _____.
9. When they _____ parents about a child's delinquent behavior.

AFTER LISTENING

Task 1. Answer the following questions.

1. Are you surprised there is violence in Japan's elementary schools?
2. What is your image of schools in Japan?
3. What are the biggest problems facing elementary schools in your country?
4. Why do you think violence is increasing in schools?
5. What can our society do about parents who refuse to believe their children display delinquent behavior?

Task 2. In pairs / groups, decide who should be punished in each of the following cases of ten-year-old students being violent. What should the punishment be?

Case	Child	Parent	Teacher
A child throws a chair at a teacher. But misses			
A child throws a chair at a teacher and fractures the teacher's skull			

The table termination

Case	Child	Parent	Teacher
A child attacks a classmate with a hammer. No serious injuries			
A bully's long-suffering victim attacks him with a hammer. The bully is seriously injured			
A child sets his / her class on fire			

Change partners and discuss your decisions. Do you all agree on who should be punished and what the punishments are?

HOMEWORK

Task 1. Make a poster describing the responsibilities parents of elementary schoolchildren have in ensuring their child behaves correctly. Explain the actions parents should take for different cases of misconduct or violence. Show your posters to your groupmates in class. Have you all written about similar things?

Task 2. You are an elementary school student. You want to learn but there are many bad kids stopping you with their violent behavior. Write a letter to the school head about your situation. Explain what you want to be done in your school. Read your letter to your groupmates in class. Have you all written about similar things?

POLITICS

1 Hiroshima

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion “atom bomb”. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. In groups, talk about how far you agree with the following opinions on Hiroshima and nuclear weapons:

1. August 6 should become the very first worldwide memory day, called “Hiroshima Day”.
2. Nuclear weapons will never be used again to kill people.
3. The dropping of the bombs in Japan saved lives by ending WWII early.
4. Hiroshima is living proof that the human spirit can never be defeated.
5. The world should be very ruthless with North Korea’s and Iran’s nuclear ambitions.
6. In the near future, terrorists will get hold of nuclear weapons.
7. Every capital city in the world should have a Hiroshima memorial museum to show the horrors of atomic weapons.
8. All schoolchildren around the world should have a “Hiroshima lesson” on August 6.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-----------------|-------------------|
| 1) marks; | a) after-effects; |
| 2) dignitaries; | b) contemplate; |
| 3) ritual; | c) leaders; |
| 4) dedicated; | d) inhumanity; |
| 5) reflect; | e) leveled; |
| 6) aftermath; | f) accelerate; |
| 7) flattened; | g) decimated; |

- | | |
|-----------------|------------------|
| 8) annihilated; | h) commemorates; |
| 9) expedite; | i) devoted; |
| 10) barbarity; | j) ceremony. |

Task 2. Listen to the recording (Tape 4) and state whether these sentences are true (T) or false (F):

1. An atomic bomb exploded over Hiroshima 60 years ago today.
2. George W. Bush will attend a memorial service in Hiroshima.
3. A ceremony would remember people who died while begging for water.
4. August 6 is a holiday in Hiroshima.
5. The bomb's blast wiped out half of Hiroshima's population.
6. The detonation left 30 per cent of the city in total ruin.
7. An equal number died three days later in the Nagasaki bombing.
8. The atomic bombings of Japan expedited the end of WWII.

Task 3. Listen to the recording and complete the sentences.

1. The time of the _____, to reflect on the occasion.
2. The bomb was the first use of nuclear weapons on _____.
3. The blast and its _____ wiped out half of Hiroshima's inhabitants in a _____ flash...
4. And completely flattened 90 per cent of the city's buildings and _____.
5. A second bomb _____ a further 80,000 in Nagasaki.
6. The attacks were essential to _____ the end of World War II...
7. Avoid greater numbers being killed in a land _____ of Japan.
8. Others consider them to be mankind's most evil acts of _____.

AFTER LISTENING

Task 1. Answer the following questions.

1. What should children learn about Hiroshima at school?
2. What do you think are the feelings of the people of Hiroshima today concerning the 60th anniversary?
3. What kind of message would you leave at the Peace Park in Hiroshima?
4. Do you think nuclear weapons will ever be used again?

5. Do you think all nuclear weapons should be abolished?
6. Why do countries possess or want to possess nuclear weapons?

Task 2. Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A think the world will be nuclear weapons free one day. Students B think the world will never be nuclear weapons free.

SPEAKING

You are part of the Nuclear Weapons Elimination Council. Your project is called “Hiroshima Legacy”. You must persuade all countries that possess or want to possess nuclear weapons to destroy them or refrain from their usage about them. Write down the reasons why you think these countries possess or want to possess nuclear weapons and why they do not need them:

Country	Reasons for having / wanting	Reasons for not needing
USA		
China		
Israel		
North Korea		
India		
UK		
Iran		

After you have finished, change partners and share what you have found out. Discuss whether the reasons for having nuclear weapons are legitimate for each country.

Speculate on each country leader’s opinion of your reasons why they do not need nuclear weapons.

HOMEWORK

Task 1. Make a charter that outlines why all nuclear weapons should be scrapped. Include the promises all countries must make to ensure a peaceful world in the future. Show your charters to your groupmates in class. Have you all included similar things?

Task 2. Write a letter to a survivor of atom bombings. Write your thoughts on the bombings and ask some questions about the survivor’s experiences. Read your letter to your groupmates in class. Have you all written about similar things?

2 Russian spy wants to stay in USA

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion “spying”. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. What’s important? Rank these options and share your ranking with your partner.

1. Camera.
2. Gun.
3. Black clothes.
4. Foreign languages.
5. Black belt in karate.
6. A lovely smile.
7. Ability to lie well.
8. Patience.

Task 3. What damage can they do? Complete this chart with your partner(s) and discuss it with your partner(s).

Area	The damage
Politics	
Sport	
War	
Business	
School	
Friends	

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|--------------|--------------|
| 1) accused; | a) banished; |
| 2) deported; | b) loving; |

- | | |
|-----------------|--------------------|
| 3) suspected; | c) scheming; |
| 4) conspiring; | d) ashamed; |
| 5) handed; | e) blamed; |
| 6) portraying; | f) manage; |
| 7) embarrassed; | g) showing; |
| 8) typical; | h) gave; |
| 9) passionate; | i) characteristic; |
| 10) juggle; | j) believed. |

Task 2. Listen to the recording (Tape 44) and state whether these sentences are true (T) or false (F):

1. A suspected female spy does not want to leave the USA.
2. Anna Chapman has been living in the USA for 20 years.
3. She could spend as long as five years in prison.
4. Her father told her to give a fake passport in at a police station.
5. Chapman isn't happy that photos of her life have been posted on the Internet.
6. Her lawyer says Chapman is just like any other woman of 28.
7. Chapman is very shy, rarely goes out and dislikes socializing.
8. Chapman was once a very successful juggler in a Russian circus.

Task 3. Listen to the recording and complete the sentences.

1. She _____ being deported.
2. They had been living _____ in the USA for up to 20 years.
3. U.S. _____ are charging her with "conspiring to act as an unregistered agent of a _____ government".
4. If she is found _____, she could go to prison for five years.
5. Chapman was caught by FBI agents at a Starbucks accepting a _____ US passport from an undercover agent.
6. On her father's _____, she handed it in to a local police station.
7. She was embarrassed by some of the photos that were _____ taken from her Facebook pages.
8. She is probably no different than your _____ single 28-year-old woman in New York City.
9. Anna was an extremely _____, caring and loving woman.

AFTER LISTENING

Task 1. Answer the following questions.

1. What punishments do you think spies should get?
2. How similar are real-life spies to James Bond?
3. What do you think a spy does every day?
4. Do you think Anna Chapman is a real spy?
5. Do you think you'll be a good spy?

Task 2. Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe spying will disappear in the future; Students B strongly believe spying will be around forever.

WRITING

Task 1. Write about spying for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Write a magazine article about spying. Include interviews with imaginary spies.

Task 2. Write a letter to a spy. Ask him/her three questions about spying. Give him/her three pieces of advice on how to keep their identity a secret. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

3 Rwanda – world's first women-led country

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion 'equality'. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. How would women change the world if they outnumbered men in different areas? Complete the chart with your partner(s). Change partners and share your ideas.

Women as...	How they'd change things	Better or worse than now?
Politicians		
Military generals		
Police officers		
Taxi drivers		
CEOs		
City planners		

Task 3. Rate the following things about your country from 10 (= I am so, so proud) to 1 (I'm totally ashamed). Change partners to share and discuss your rating.

- | | |
|--|-----------------------|
| _____ My leader; | _____ my culture; |
| _____ my country's record on equality; | _____ my history; |
| _____ our environmental record; | _____ racial harmony; |
| _____ our sports teams; | _____ democracy. |

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-----------------|------------------------|
| 1) huge; | a) terrible; |
| 2) tragic; | b) undeveloped; |
| 3) coalition; | c) tired; |
| 4) encouraged; | d) pay tribute to; |
| 5) fed up; | e) alliance; |
| 6) praise; | f) brought up to date; |
| 7) strengthen; | g) enormous; |
| 8) pride; | h) supported; |
| 9) enlightened; | i) joy; |
| 10) backward; | j) toughen. |

Task 2. Listen to the recording (Tape 47) and state whether these sentences are true (T) or false (F):

1. There will soon be more female than male politicians in Rwanda.
2. Rwanda suffered a terrible genocide earlier in the decade.
3. Women took 47 out of 80 seats in the recent election.
4. A lot of people in Rwanda became tired of male politicians.
5. Women's groups said the equality was just cosmetic and not real.
6. A woman voter said women leaders would make her country stronger.
7. A newspaper editor said women had smashed a lot of windows.
8. The editor suggested Rwanda could now start thinking positively.

Task 3. Listen to the recording and complete the sentences.

1. Rwanda will soon become the first country in _____ female politicians outnumber male politicians.
2. The small central African country has _____ since its tragic genocide in the 1990s.
3. The ruling party coalition won 78% _____ election.
4. Since the genocide, the government has encouraged _____.
5. The election results show that people _____ male-dominated politics.
6. Women's groups were _____ the government of President Paul Kagame for promoting such a strong gender equality programme.
7. A female voter told the BBC's Focus on Africa show that the _____ would help strengthen her country.

AFTER LISTENING

Task 1. Answer the following questions.

1. Does gender equality (or inequality) affect your life?
2. What do you think of female politicians outnumbering male politicians in Rwanda?
3. Are there many female politicians in your country?
4. Are female politicians better or worse than male politicians?
5. Why does gender inequality exist?
6. What differences do women bring to political leadership?

Task 2. Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe that the world would be a much better place if women have run the show; Students B strongly believe women in charge would lead to disaster.

WRITING

Task 1. Write about gender equality for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Write a magazine article about how women have taken over the world. Include imaginary interviews with the female world leader and a man who doesn't like the situation at all.

Task 2. You are a politician. Write about one day of your life. What do you want to change in your country? Read your entry to your groupmates in class.

4 Indian navy sinks Somali pirate ship

WARM-UPS

Task 1. Walk around the group and talk to other students about contemporary pirates. Change partners and share your findings.

Task 2. Do you think you'd be good in a hijack situation? Complete the chart below. Share what you have written with your partners.

Kind of hijack	Your biggest worries	What you would do to stay safe
Airplane		
Car		
Ship		
Your identity		
A plan		
A train		

Task 3. With your partner, discuss the order in which you would release these people. Share your ideas with other students.

- | | |
|------------------------------|-------------------------------|
| _____ A millionaire; | _____ a poor woman from |
| _____ a world-famous doctor; | _____ a poor country; |
| _____ a soldier; | _____ a really cute and |
| _____ the boss of McDonalds; | _____ intelligent little boy. |

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-----------------------|--------------------|
| 1) Destroyed; | a) so far; |
| 2) encountered; | b) ship; |
| 3) investigation; | c) happening; |
| 4) opened fire on; | d) check; |
| 5) vessel; | e) stop; |
| 6) incident; | f) got; |
| 7) gained; | g) wiped out; |
| 8) to date; | h) came across; |
| 9) prevent; | i) most expensive; |
| 10) top-of-the-range; | j) shot at. |

Task 2. Listen to the recording (Tape 28) and state whether these sentences are true (T) or false (F):

1. The Indian navy has sunk a Somali pirate ship in the River Ganges.
2. The mother of the ship's captain was on board the Somali ship.
3. The pirates attacked the Indian navy ship first.
4. There was hardly a sound when the pirate ship sank.
5. One company has already paid over \$30 million in ransom this year.
6. The pirates got a prize for hijacking a huge oil tanker.
7. There are twelve hijacked ships docked in Somali ports.
8. Some of the pirates drive expensive Toyota Land Cruisers.

Task 3. Listen to the recording and complete the sentences.

1. An Indian warship has _____ a pirate ship off the coast of Somalia.
2. The sinking is the first the first _____ against the Somali pirates.

3. The Indian navy ship INS Tabar _____ the Somali “mother ship” off the coast of Oman in the Gulf of Aden.

4. The captain of the Indian ship _____ the pirate ship to stop for an investigation.

5. The pirate ship _____ by threatening to blow up the Indian warship if it got any _____.

6. After the pirates opened fire on the naval ship, the Indian sailors retaliated and _____ the Somali vessel.

7. An Indian _____ statement said there were many _____ as the pirate ship went down.

8. Fire broke out...and _____ were heard, possibly due to exploding ammunition that was stored in the _____.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. Did you think pirates only belonged in adventure stories and action movies?

2. Do you think the international community should fight the pirates?

3. What would the world have done if the pirates sank the Indian warship?

4. How would you negotiate with the pirates?

5. Have you heard about any piracy in the rest of the world?

Task 2. **Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe companies and governments should never ever talk to hijackers; Students B strongly believe people must talk to hijackers and pay ransoms to free hostages.**

WRITING

Task 1. **Write about pirates for 10 minutes. Correct your partner’s paper.**

HOMEWORK

Task 1. Write a letter to the boss of the company that owns the supertanker. Ask her/him three questions about the situation in Somalia. Give her/him your three ideas on what to do to get the supertanker and its crew back. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.

Task 2. You are a pirate. Write a diary entry about an average day in your life at sea. Read what you have written to your groupmates in class.

5 US missiles - Putin revives Cold War speak

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with missiles and the Cold War. After you have finished share your information with your partner(s).

Task 2. With your partner(s), explain what happens in these imaginary wars. Change partners and explain again. Who has the best ideas?

1. The lukewarm war.
2. The Internet war.
3. The blue war.
4. The twenty-first century war.
5. The war of the pillows.
6. Fast food war.

Task 3. Have this quick debate with your partner(s). Split into 2 groups. Students A think Russia and the USA will never be good friends; students B think Russia and the US will be very good friends in 2020.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------|----------------|
| 1) blunt; | a) story line; |
| 2) revived; | b) foe; |

- | | |
|-----------------|---------------------|
| 3) scenario; | c) vital; |
| 4) retaliate; | d) absurd; |
| 5) key; | e) strike back; |
| 6) persuade; | f) straightforward; |
| 7) ludicrous; | g) indifferent; |
| 8) arsenal; | h) brought back; |
| 9) unconcerned; | i) weapons; |
| 10) enemy; | j) win over. |

Task 2. Listen to the recording (Tape 16) and state whether these sentences are true (T) or false (F):

1. Vladimir Putin has revived an ancient Russian language.
2. Putin warned the USA about the possibility of mutual destruction.
3. The USA wants to put missiles near Russia's border with Poland.
4. Russia will soon pull out of an important disarmament treaty.
5. Condoleezza Rice has endless amounts of patience for Mr. Putin.
6. The missiles are designed to protect Europe against rogue states.
7. Russia's foreign minister said Mr. Putin is being paranoid.
8. The foreign minister said NATO would soon start a war with Russia.

Task 3. Listen to the recording and complete the sentences.

1. In _____ of the Cold War, Russian president Vladimir Putin gave a very blunt _____ to the United States.
2. Putin angrily told the USA that its military expansion _____ the threat of the East-West "mutual destruction" scenario.
3. The threat of causing _____ damage and even destruction increases many times.
4. He promised the White House that Russia would _____ with "counter measures".
5. Putin did not _____ what shape his threats might take.
6. Some experts believe Russia could _____ from a key disarmament treaty, which has been _____ in maintaining European security since the end of the last century.
7. America has made _____ attempts to persuade Russia its plans.

AFTER LISTENING

Task 1. Answer the following questions.

1. What do you know about the Cold War?
2. Are you interested in international relations?
3. Do you think America needs to put the missiles so close to Russia?
4. Do you think Russia or the USA will back down first?

Task 2. Write down five bad things another country might do to your country. Ask three different students for advice on the counter measures your country should take.

The bad things	Student 1	Student 2	Student 3
1			
2			
3			
4			
5			

With your partner(s), discuss the consequences of each counter measure. Decide on the best one for each of the bad things.

Make a presentation on your findings to the group.

WRITING

Task 1. Write about the Cold War for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster about different conflicts around the world. How are they different? Show your poster to your group in class. Vote on the best one(s).

Task 2. Write a magazine article about the standoff between Russia and the USA. In particular, write about the events that might happen over the next month. Read what you have written to your groupmates in class. Which article is best and why?

ENVIRONMENTAL PROBLEMS

1 Cold weather brings Xmas chaos to Europe

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion 'snow'. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.

Task 2. What does Christmas mean for you? Complete this chart and discuss it with your partner(s).

Curious about...	How much this means to me	Why ?
Religion		
Winter fun		
Presents		
Parties		
Holiday from work		
Eating		

Task 3. How important are these options? Rank them and share your ranking with your partner. Put the most important one at the top.

1. Nice weather.
2. World peace.
3. Getting all the presents you want.
4. Fluency in English.
5. A happy and healthy 2010.
6. To know God more.
7. To meet the person of your dreams.
8. A cure for all diseases.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|---------------------|------------------|
| 1) the white stuff; | a) trapped; |
| 2) disruption; | b) below; |
| 3) sub; | c) stop; |
| 4) resemble; | d) get it; |
| 5) stranded; | e) interruption; |
| 6) particularly; | f) angry; |
| 7) furious; | g) look like; |
| 8) halt; | h) snow; |
| 9) turmoil; | i) especially; |
| 10) understand; | j) confusion. |

Task 2. Listen to the recording (Tape 37) and state whether these sentences are true (T) or false (F):

1. Europeans are praying for a white Christmas because they want snow.
2. Temperatures across Europe stayed just above zero.
3. Many drivers decided to test icy road conditions in ice skating rinks.
4. People living in Moscow saw the heaviest snowfall in over 100 years.
5. Bad weather has stopped a lot of transportation in the United Kingdom.
6. There were no trains between London and Paris for three days.
7. Many people left their cars next to the road because it was safer.
8. A Canadian tourist saw British people praying on their knees.

Task 3. Listen to the recording and complete the sentences.

1. Freezing cold weather and snow have brought death and disruption _____ the continent.
2. Over 100 people have died in the _____-zero temperatures.
3. People have _____ to death in their cars or lost their lives in traffic accidents on roads that resemble skating rinks.
4. The arctic weather has come at the _____ possible time.
5. Millions of people are _____ places for Christmas.
6. Moscow was hit very _____.

AFTER LISTENING

Task 1. Answer the following questions.

1. Do you like cold weather?
2. What are the best things to do in winter?
3. Has weather ever disrupted your plans?
4. What experiences do you have of sub-zero or icy conditions?
5. Does it need to be snowy to be a real Christmas?
6. Would you like to see record snowfalls where you live? What would you do?

Task 2. Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe Christmas is more like chaos as each year passes; Students B strongly believe Xmas is becoming more relaxing.

WRITING

Task 1. Write about cold weather for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Make a poster about cold weather. Show your work to your groupmates in class. Do you all have similar things?

Task 2. Write a magazine article about people who have been stranded for three days at a Paris railway station because of 5 cm of snow. Include imaginary interviews with a passenger and a railway boss.

2 London set to ban plastic bags

WARM-UPS

Task 1. Are there everyday things in society we should ban? Rank these things on a scale of 1 (= doesn't need banning) to 10 (= definitely needs banning). Explain your choice to your partner(s).

_____ Plastic bags;

_____ cars that can exceed the

_____ Disney goods;

_____ cigarettes;

_____ speed limit;
_____ fast food;
_____ guns;

_____ alcohol;
_____ other.

Task 2. With your partner(s), discuss which of the things below you would miss most when shopping:

1. Plastic bags.
2. Trolleys / carts.
3. Itemized receipts.
4. Two-for-the-price-of-one special offers.
5. Cash.
6. Sales assistants.

Task 3. Spend one minute speaking about the connection between the words “plastic” and “eco-friendly”.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------|-------------------|
| 1) habits; | a) effect; |
| 2) ubiquitous; | b) furious; |
| 3) estimates; | c) serious; |
| 4) strain; | d) questionnaire; |
| 5) determined; | e) guesses; |
| 6) up in arms; | f) annoyance; |
| 7) inconvenience; | g) routines; |
| 8) excessive; | h) pressure; |
| 9) impact; | i) ever-present; |
| 10) survey; | j) extreme. |

Task 2. Listen to the recording (Tape 19) and state whether these sentences are true (T) or false (F):

1. London has banned all stores from giving plastic bags to shoppers.
2. People use around 1.6 billion plastic bags in London every year.

3. It takes around 4,000 years for a plastic bag to decompose.
4. London has no ambitions to set an example with a plastic bag ban.
5. London stores are totally behind the idea of banning plastic bags.
6. Retailers do not yet have a target to reduce the number of bags.
7. Stores are worried people would buy fewer products with no bags.
8. 19.2 percent of Londoners agreed with the plastic bag ban.

Task 3. Listen to the recording and complete the sentences.

London may soon _____ shoppers in the city and helping the environment by banning the use of the ubiquitous plastic shopping bag. _____ Londoners and tourists use 1.6 billion plastic bags each year, many of which are thrown _____. Shoppers may soon have to buy reusable bags in an attempt to reduce the strain on landfill sites, where the bags take 400 _____. Local authorities have asked the British government to ban retailers from giving away free plastic bags. A spokesman said _____ bags and pass the money raised on to environmental projects. "As a society, we need to do far more to _____ waste we are sending to landfill and London as a city is determined to take an ambitious lead on this issue," he said.

Retailers _____ idea and have promised to fight the government to stop the ban from going ahead. The British Retail Consortium said there was _____ would simply cause inconvenience to shoppers. A spokesman told reporters: "We think it's excessive and misguided [because] _____ committed to reducing the environmental impact of bags by 25 per cent by the end of next year." He _____ affect sales, saying: "If somebody is going to go into a supermarket or convenience store, _____ practical terms, unless they have brought a bag with them, how they will be able to buy more than a few items." _____ 92 percent of Londoners supported a total ban on plastic bags or a tax on them.

AFTER LISTENING

Task 1. Answer the following questions.

1. Do you think retailers are right to be up in arms over this issue?
2. Does your country have any campaigns to recycle plastic?

3. What other everyday things do you think should be banned to help protect the environment?

4. What do you think about the idea of selling reusable bags and giving the money to environmental projects?

5. Could you easily live without plastic bags?

Task 2. Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A think plastic bags should be banned because they are not eco-friendly; Students B think the opposite: there are other more harmful materials that are not eco-friendly.

WRITING

Task 1. Write about the rules of being eco-friendly for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Write a magazine article about how plastic bags can affect the environment. Include imaginary interviews with a plastic bag manufacturer and an environmentalist. Make use of new words and expressions from the recording.

3 New highways threaten giant pandas

WARM-UPS

Task 1. Write down three things about your new life as a panda. Walk around the group and meet the other "pandas". Tell each other about and comment on what you have written down. How is your life at the moment? What are your plans for the weekend? What do you think of the new superhighway that is destroying your forest?

Task 2. What do you think of the construction of new highways? Put a scale of 1 to 10 next to these opinions. One means you strongly agree, ten means you strongly disagree. Compare and discuss your scoring with your partner(s).

1. Fantastic! New highways make life easier for everyone.

2. Soon the whole country will be one giant highway system. Not good.

3. The answer is not new highways, it's better public transportation.
4. New highways should never threaten the survival of animals that live on the land.
5. New highways are essential for economic progress.
6. New highways mean more pollution. All construction should cease immediately.
7. Building new roads is ten times more important than wildlife preservation.
8. New highways and animals can live happily, side by side.

Task 3. What kind of "progress" in our modern world makes you feel bad? Talk with your partner(s) about whether we really need these things and what damage they do or will do to the world:

- | | |
|---------------------------------|---------------------|
| 1. Superhighways; | 6. The Internet. |
| 2. Nuclear power. | 7. Plastic. |
| 3. Computer games. | 8. Microwave ovens. |
| 4. Globalization. | 9. Mobile phones. |
| 5. English as a world language. | 10. The french fry. |

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|--------------------|---------------------|
| 1) implementation; | a) choosy; |
| 2) crisscrossing; | b) rich; |
| 3) lush; | c) worsened; |
| 4) doomed; | d) creatures; |
| 5) beasts; | e) intersecting; |
| 6) fragmentation; | f) perfect partner; |
| 7) exacerbated; | g) infamous; |
| 8) notorious; | h) completion; |
| 9) picky; | i) condemned; |
| 10) Mr. Right; | j) disintegration. |

Task 2. Listen to the recording (Tape 12) and state whether these sentences are true (T) or false (F):

1. China's road development is further endangering giant pandas.
2. Pandas depend on eucalyptus shoots for their survival.
3. In China's Gansu province, 50 pandas were run over by trucks.
4. Conservationists want to build special panda crossings on roads.
5. Genetics means a group of less than 50 pandas may become extinct.
6. Pandas are famous for their love of sex.
7. A conservationist named Mr. Right says female pandas are too picky.
8. There are currently 14,900 pandas living in the wild in China.

Task 3. Listen to the recording and complete the sentences.

The endangered giant panda (1) _____ a new threat to its survival from the increasingly rapid expansion of China's infrastructure. The (2) _____ implementation of a national highway network is crisscrossing its (3) _____ through the pandas' natural habitat and (4) _____ it into small pieces in the process. This is not only destroying the bamboo-lush (5) _____ the threatened animals depend on for their survival, it is also (5) _____ new dangers of being run over by cars and trucks. The *China Daily* reported the biggest threat to the animal is in the northwest province of Gansu, where the already fewer than fifty animals seem doomed. Conservationists are fighting an (7) _____ battle to preserve the (8) _____ beasts and can only think of special panda crossings or tunnels to help them survive.

Task 4. In pairs / groups, write down questions about pandas, conservation and progress in the modern world.

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner / group and compare your findings.
3. Make a presentation on your findings to the group.

AFTER LISTENING

Task 1. Answer the following questions.

1. Do you think it's right that new highways should place the giant panda in danger of extinction?

2. Do you think the executives who make the road-building decisions care about conservation?
3. What alternatives can you think of to building networks of superhighways?
4. What else can we do to help the pandas survive the road building?

Task 2. Role-play the following situation, make use of your active vocabulary. Have a quick debate with your partner about new roads. Split into 2 groups. Students A think more new roads are necessary, Students B think a different transportation system is more important.

SPEAKING

Task 1. Should pandas be threatened by road building? Team up with groupmates who have been assigned the same role to develop your roles and discuss ideas and “strategies” before the role play has begun. Introduce yourself to the other role players.

Role A – Economist

You think the future prosperity of your country is much more important than the survival of pandas. A hard economic fact is that roads are needed to maintain our standard of living. Without roads, we become poorer. Many animals will become extinct for economic reasons. People should accept this.

THINK OF MORE REASONS WHY ROADS ARE VITAL.

Role B – Conservationist

You are horrified the pandas’ natural habitat is being ripped up to make roads. It’s criminal. Pandas are already endangered – they don’t need more threats to their survival. The roads are unnecessary. The future of the planet is more important than the roads. If pandas become extinct, the whole world is in trouble. You hate greedy construction company CEOs.

THINK OF MORE REASONS WHY THE ROADS ARE WRONG.

Role C – Road Construction Company CEO

Roads are the lifeblood of a country and its economy. Pandas are cute but they cost \$600,000 each a year to protect. We could use that money on children’s education and helping poor people. The roads will improve living standards. Pandas can stay in zoos, where they can be protected forever. People are more important.

THINK OF MORE REASONS WHY MORE ROADS ARE NECESSARY.

Role D – A giant panda

You are shocked that roads are destroying your terrain. You've lost a lot of good bamboo trees. You've heard it's becoming more difficult to mate and have kids. You also have many cousins who have been killed on the roads. And you heard that strange things called money and greed are responsible for the roads. You want people to respect nature and leave it alone.

THINK OF MORE REASONS WHY THE ROAD BUILDING SHOULD STOP.

Discuss whether the road building should be stopped immediately.

HOMEWORK

Task 1. Make a poster outlining the advantages and disadvantages of building roads through forests and jungles. Show your posters to your groupmates in class. Do you all think of similar things?

Task 2. Write a letter to a Gansu panda. Tell him / her what you think of the new roads. Give him advice on how to stop the road building. Also, give him / her some advice on how to breed more successfully. Show what you have written to your groupmates in class. Do you all think of similar things / advice?

4 North Pole: Arctic ice may disappear in a decade

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with the notion 'ice'.

Task 2. How will it be different in 100 years? Complete this chart and share what you have written with other students.

Place	Better / worse?	How?	What can we do?
The Arctic			
Amazon rainforests			
Tokyo			
The Mediterranean Sea			
The River Nile			
My town			

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|------------------|---------------|
| 1) predicts; | a) inside; |
| 2) normal; | b) precisely; |
| 3) fragile; | c) results; |
| 4) within; | d) usual; |
| 5) potential; | e) cut; |
| 6) consequences; | f) forecasts; |
| 7) key; | g) huge; |
| 8) exactly; | h) possible; |
| 9) massive; | i) delicate; |
| 10) reduce; | j) important. |

Task 2. Listen to the recording (Tape 36) and state whether these sentences are true (T) or false (F):

1. Scientists say all the Arctic ice will all be gone within ten years.
2. Parts of the Arctic Ocean have been frozen for millions of years.
3. There will be free ice from the Arctic for everyone in the summer.
4. Scientists based their predictions on how fast the ice is disappearing.
5. The disappearing Arctic ice will have little effect on our weather.
6. Scientists are confident they know how our weather will change.
7. Experts believe there'll be more floods and larger deserts.
8. All countries face pressure to cut carbon emissions by 40% by 2020.

Task 3. Listen to the recording and complete the sentences.

1. A new report on global warming _____ the frozen Arctic Ocean ...
2. There are _____ changes happening in the polar environment and its fragile eco-systems.
3. The sea around the North Pole has been frozen _____ year round.
4. The Arctic will be _____ ice-free in the summer.
5. On the rate at which the sea ice is _____ thinning.
6. When the summer sea ice will be completely _____.
7. An ice-free Arctic will have consequences for the _____ world's weather patterns.

8. They said that _____ it disappears.
9. What changes there will _____ to our weather.
10. Much more dangerous hurricanes and the _____ of the world's deserts.
11. These new findings provide an urgent call for world leaders to _____.
12. Rich countries will _____ pressure to agree to reduce their carbon emissions by 40 per cent by 2020.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. What will the consequences be of the Arctic ice disappearing in the summers?
2. Why is the ice at the North and South Pole important?
3. Who or what is causing global warming?

Task 2. **Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe our environment will survive; Students B strongly believe we will totally destroy our environment.**

WRITING

Task 1. **Write about the North Pole for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. **Make a poster about the North Pole. How is it important for wildlife and weather? Show your work to your groupmates in class. Do you all have similar things?**

Task 2. **Write a magazine article about the future of the Earth. Include imaginary interviews with someone who thinks we have no hope and someone who thinks the Earth will survive forever. Read what you have written to your groupmates in class.**

Task 3. **Write a letter to your leader. Ask him/her three questions about global warming. Give him/her three ideas on what he/she should do to help save the Earth. Read your letter to your partner(s) in class. Your partner(s) is to answer your questions.**

5 Traffic pollution damages kids' lungs

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with traffic pollution. Share your words with your partner and explain your choice. Together, put the words into different categories.

Task 2. With your partner(s), finish these sentence starters. Change partner(s) and discuss the sentences you have made.

1. Road pollution _____.
2. Traffic fumes _____.
3. Highways _____.
4. Healthy lungs _____.
5. Noise pollution _____.
6. Being out of breath _____.
7. Eighteenth birthdays _____.
8. Pollution studies / reports _____.

Task 3. Work in groups, think of ten different types of pollution. Fill in the chart below.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Now list them from 1 to 10 – 1 being the worst, 10 the least damaging. Discuss each type of pollution with your partners. Include the following questions...What can be done to reduce this pollution? Where does it come from? How long has it been going on? What can you do to stop it? Add two questions of your own.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|---------------|------------------|
| 1) Pollution; | a) Determined; |
| 2) fumes; | b) additionally; |

- | | |
|-------------------|-------------------|
| 3) significantly; | c) breath out; |
| 4) deficit; | d) emissions; |
| 5) measured; | e) reduction; |
| 6) exhale; | f) proportion; |
| 7) further; | g) considerably; |
| 8) rate; | h) youngsters; |
| 9) relatively; | i) smog; |
| 10) children; | j) comparatively. |

Task 2. Listen to the recording (Tape 14) and state whether these sentences are true (T) or false (F):

1. A study into pollution and children's lungs was the largest ever.
2. Researchers monitored different children for 30 years.
3. The survey found almost half of children studied had lung damage.
4. Living near a busy road doubles the chances of lung damage.
5. Researchers tested the children's lungs on a monthly basis.
6. Kids living 500 meters from busy roads had 30% less lung power.
7. Living near a road is still bad even if it's in a low pollution area.
8. Children who moved away from roads still suffered lung problems.

Task 3. Listen to the recording and complete the sentences.

1. Road _____ is a serious danger to children's _____.
2. That's the worrying conclusion of the longest and largest study ever undertaken into the effects of traffic fumes on child _____.
3. They found that most of the 3,600 children in the study had _____ weakened lungs.
4. Researchers said this meant the children could have _____ problems for the rest of their lives.
5. Someone suffering a pollution-related _____ in lung function as a child will probably have less than healthy _____ all of his or her life.
6. If you live in a high-pollution area and live near a busy road, you get a doubling of the _____.
7. The _____ children's lung power was seven per cent _____ in the rate at which they could exhale.
8. Even if you are in a relatively low _____ pollution area, living near a road produces lung problems.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. What do you think of road pollution?
2. Do you live or have you lived near a busy road?
3. Is there a lot of road pollution near the place where you live?
4. What is the worst pollution you have encountered?
5. What is your government doing to tackle road pollution?
6. Should vehicles with high emissions be banned from the roads?
7. What bothers you more: road pollution or noise pollution?
8. Do you think motorists should pay to use busier roads?

Task 2. **Team up with partners into groups of four. Discuss your role and what to say before the role play has begun.**

Role A – Road environmentalist

You are anti car and an anti vehicle person. You think everyone should go on public transport e.g. the metro, bus, trolleybus or tram.

Role B – Car lover

You love your car. You need your car. You drive to work. You drive to the supermarket. You drive everywhere! There are no trains and buses in your area.

Role C – A cyclist

You hate cars. They run you down. Their fumes suffocate you. You think everyone should cycle to work as it would be good for them. People would be healthier and spend less time in hospital. You think car drivers are as bad as smokers.

Role D – A 4x4 school run driver

You take your kids to school every day. You clog up the roads every morning. Your vehicle does very little mileage to the gallon/few kilometers to the litre. You hate small cars.

Role E – An oil company owner

You believe all studies into road pollution are rubbish. If people stopped using cars, the world economy would collapse. No one could get to work. Billions of people would lose their jobs.

After the role play has finished, discuss what people have said. What do you agree and disagree with?

Task 3. Discuss the following with your partners, make use of your active vocabulary. Split into 2 groups. Students A believe scientists will find solutions to traffic pollution soon. Students B believe traffic pollution will get worse over the next 50 years – to dangerous levels.

HOMEWORK

Task 1. Make a poster about traffic pollution. Show your poster to your groupmates in class.

Task 2. Write a newspaper article about traffic pollution in your town/city. Discuss greenhouse gasses, gas guzzling cars and why people don't walk to work anymore... Compare it to other forms of pollution. Interview some people to find out their view. Read what you have written to your groupmates in class. Which article is best and why?

6 Human noise pollution a danger to sea life

WARM-UPS

Task 1. Spend one minute writing down all the different words you associate with marine pollution. Share your words with your partner and explain your choice. Together, put the words into different categories.

Task 2. Do you worry about pollution? Complete the chart below with your partner(s). Share what you have written with other students. Decide which solutions are best.

Pollution	Problems	Solutions
Traffic pollution		
Noise pollution		
Underwater noise		
Industrial		

LISTENING

Task 1. Before you start listening, match the definitions to the words you will hear in the recording. If uncertain or hesitant about their meanings, consult a bilingual dictionary.

1) *Mammals* – if a whale beaches itself or is beached, it swims onto the shore and cannot get back in the water;

2) *to be beached* – to make something happen very quickly, especially a series of events;

3) *triggering* – a type of animal that drinks milk from its mother's body when it is young. Humans, dogs, and whales are mammals

Task 2. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------|--------------|
| 1) threat; | a) starting; |
| 2) marine; | b) live; |
| 3) rely; | c) answer; |
| 4) lead; | d) aquatic; |
| 5) levels; | e) confused; |
| 6) distance; | f) danger; |
| 7) disorientated; | g) scale; |
| 8) extent; | h) amounts; |
| 9) triggering; | i) length; |
| 10) response; | j) depend. |

Task 3. Listen to the recording (Tape 29) and state whether these sentences are true (T) or false (F):

1. The noise humans make is threatening creatures living in the oceans.
2. There are very few quiet places left in the oceans.
3. Turtles use sound to hunt for food and look for a mate.
4. An environmental group said noise from shopping upset whales.
5. The distance over which blue whales can communicate has increased.
6. Noise pollution can mean whales lose their way and die on beaches.
7. The number of ships on the seas will triple in the next 20 years.
8. An environmental spokesman said it's very foggy in the oceans.

Task 4. Listen to the recording and complete the sentences.

Human-made noise pollution in the Earth's oceans and (1) _____ a serious threat to marine wildlife. Scientists report that there is hardly an underwater place left where marine mammals can (2) _____ quiet. Dozens of species of whale, dolphin, turtle and other creatures (3) _____ communicate, find mates and hunt for food. Their increasingly noisy environment (4) _____ more difficult to lead a normal life. This is according to a report from the International Fund for Animal Welfare (IFAW), called "Ocean Noise: Turn it Down". The environmental group (5) _____, military sonar, oil and gas surveys, offshore construction and marine sports has reached dangerous (6) _____.

The IFAW says the (7) _____ blue whales can communicate is down by 90 per cent. It also reports that in the past decade, many whales have become beached after being (8) _____ of loud noise. The group also warns that noise pollution is only going to get worse. It highlighted the use of seismic surveys (9) _____ the extent of the problem. These generate incredibly loud sounds every ten seconds that can travel 3,000 km. There are 90 survey ships (10) _____ today. In addition, the number of ships sailing the seas will double by 2025. Mark Simmonds, a conservation spokesman, said, "man-made noise is already triggering a kind (11) _____," and called for a "(12) _____ pollution in the underwater world".

AFTER LISTENING

Task 1. Answer the following questions.

1. What springs to your mind when you hear the term 'noise pollution'?
2. Do you think this is a serious problem?
3. What would governments do if all whales and dolphins were in danger of becoming extinct because of noise pollution?
4. What do you think will happen to whales if they cannot communicate?
5. Do you think there should be human-free zones in whole oceans?
6. Do you think human activity will eventually kill the oceans?
7. What would life be like without human-made noises?
8. What do you think "acoustic fog" is?

Task 2. **Role-play the following situation, make use of your active vocabulary. Split into 2 groups. Students A strongly believe we should stop creating noise pollution in the oceans; Students B strongly believe noise pollution in the oceans is unavoidable and is no problem.**

WRITING

Task 1. **Write about marine pollution for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. **You are a whale. You are fed up with noisy humans. Write a diary entry about one day in the ocean. How are humans affecting your daily life? Read what you have written to your groupmates in class.**

Task 2. **Write a magazine article about a person whose health is being affected by noise pollution in his city. Include imaginary interviews with the person and the city's environmental health officer. Read what you have written to your groupmates in class.**

7 Loss of nature will damage economies

WARM-UPS

Task 1. **Spend one minute writing down all the different words you associate with the notion 'ecosystem'. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.**

Task 2. **What's at risk? Complete this chart with your partner(s) and discuss it with them.**

Issue	What's going wrong?	How can we reverse it?
Oceans		
Forests		
Deserts		
Animals		
Weather		
Rivers		

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|----------------|-----------------------|
| 1) causing; | a) gloomy; |
| 2) bleak; | b) coming up against; |
| 3) impact; | c) cut; |
| 4) huge; | d) supplies; |
| 5) extinction; | e) effect; |
| 6) reduce; | f) chosen; |
| 7) tackle; | g) dying out; |
| 8) adopted; | h) address; |
| 9) facing; | i) creating; |
| 10) stocks; | j) enormous. |

Task 2. Listen to the recording (Tape 41) and state whether these sentences are true (T) or false (F):

1. A new United Nations report says loss of biodiversity costs economies.
2. The report gives us tips on points to help nature.
3. The report says all coral reefs have already died.
4. The rate of biodiversity loss is 1,000 times higher than ever before.
5. Scientists are confident governments will tackle the damage.
6. World leaders will adopt a new biodiversity framework in October.
7. The report says more than 25% of corals might soon become extinct.
8. The article predicts pollution will cause fish to start fighting each other.

Task 3. Listen to the recording and complete the sentences.

1. We are _____ so much damage to our planet.
2. This _____ warning is according to a new United Nations report.
3. There are many important ecosystems on our planet that are in _____.
4. These “tipping points” in our natural world are where man’s negative _____ on nature will start costing national economies.
5. Examples of these are the _____ of coral reefs.
6. We _____ to lose biodiversity at a _____ never before seen in history - extinction rates may be up to 1,000 times higher than the _____ ... rate.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. Have you noticed any negative impact of humans on the environment?
2. Do you take notice of these reports that environmental agencies bring out?
3. Are you more worried about the destruction of coral reefs, forests or rivers?
4. What do you think of the extinction rate given in the article?
5. Do you think we can reverse the damage?
6. What do you think of reintroducing species using their DNA?

Task 2. **Role-play the situation. Split into 2 groups. Students A strongly believe our environment will not survive; Students B strongly believe it will.**

Task 3. **What are the biggest threats to our planet? Rank these options and share your ranking with your partner.**

1. Deforestation.
2. Pollution.
3. Nuclear war.
4. Climate change.
5. Species extinction.
6. Deadly viruses.
7. Overpopulation.
8. Globalization.

WRITING

Task 1. **Write about nature for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. **Make a poster about man's impact on nature. Show your work to your groupmates in class. Do you all have similar things?**

Task 2. **Write a magazine article about the destruction of the world's coral reefs. Include imaginary interviews with the leader of any green organization and a fish whose coral is threatened with extinction.**

8 New life given to Kyoto Protocol

WARM-UPS

Task 1. **In pairs / groups, discuss the alternatives to fossil fuels that might clean up the environment. How effective do you think they are? When do you think they will be a major part of your life?**

1. Wind farms.
2. Solar cells.
3. Nuclear power.
4. Biofuels.
5. Hydrogen-powered cars.
6. Underground thermal energy.
7. Wave power.

Task 2. **With your partner(s), look below at the consequences of global warming the world has witnessed this year. Which has caused the greatest harm? What will happen if each gets worse year by year?**

1. Deadly hurricanes and typhoons.
2. Forest fires.
3. Flooding.
4. Melting glaciers.
5. Drought and famine.
6. Fish populations disappearing.

Task 3. **Spend one minute sharing the information on the Kyoto Protocol.**

Task 4. **Have the following 2-minute debates for-fun. Students A take the first argument, students B the second one.**

1. Global warming is not manmade. vs. Global warming is totally manmade.
2. The Kyoto Protocol hurts industry. vs. The Protocol creates new industries.
3. President George W. Bush knows what he's talking about. vs. Excuse me?
4. It's too late to save the environment. vs. The Earth will repair itself
5. The crazy weather in 2005 was due to global warming. vs. Just a coincidence.
6. Scientists will find solutions to stop global warming. vs. I don't think so.

7. China and India should immediately curb emissions. vs. America first.
8. There is great hope for the environment. vs. The environment is doomed.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-------------------|-----------------|
| 1) extend; | a) harmonize; |
| 2) eleventh-hour; | b) compulsory; |
| 3) mandatory; | c) damning; |
| 4) denouncing; | d) impasse; |
| 5) curbing; | e) backed; |
| 6) rapturous; | f) restricting; |
| 7) proponent; | g) prolong; |
| 8) deadlock; | h) fervent; |
| 9) seconded; | i) advocate; |
| 10) reconcile; | j) last-minute. |

Task 2. Listen to the recording (Tape 13) and state whether these sentences are true (T) or false (F):

1. The Montreal climate change conference was not a total failure.
2. An agreement was reached on further discussions just past 11 pm.
3. Mr. Bush says the Kyoto Protocol is an economic straitjacket.
4. Mr. Bush says scientists will find ways of curbing greenhouse gases.
5. Former President Bill Clinton said George W. Bush was "flat wrong".
6. Bill Clinton is an outspoken opponent of the Kyoto Protocol.
7. Environmentalists were furious at the lack of progress in Montreal.
8. A Canadian politician seconded comments made by environmentalists.

Task 3. Listen to the recording and complete the sentences.

1. More than 150 countries _____ on December 10 at the climate change conference.
2. An _____ deal was reached to start formal talks...

3. ... from May 2006 on discussing further _____ reductions in greenhouse gas emissions after the year 2012.

4. ... the world's pollution but _____ just four percent of the global population...

5. denouncing it as an economic _____.

6. ... gas and coal industry _____, has put his faith in scientists ...

7. Somehow finding ways of _____ greenhouse gas emissions that do not hurt America's economy.

8. Former President Bill Clinton received a _____ applause for his 30-minute speech...

9. There is no longer any serious doubt that climate change is real, _____ and caused by human activities."

10. Environmentalists expressed their content at seeing the _____ broken at the end of the marathon 12-day talks.

11. The Kyoto Protocol is alive and _____.

AFTER LISTENING

Task 1. **Answer the following questions.**

1. What have you learnt about The Kyoto Protocol?
2. What can or do you do to conserve energy?

Task 2. **In pairs / groups, discuss the practicality of the following sources of energy. Write down ideas for the costs and benefits.**

Energy	Costs	Benefits
Fossil fuels		
Solar power		
Wind power		
Thermal energy		
Nuclear power		
Wave power		
Hydro-electric power		
Biofuels		

Decide on the three most practical sources of energy for your country. Make a presentation on your findings to the group. Vote on the best ideas.

WRITING

Task 1. Write about the Kyoto Protocol for 10 minutes. Correct your partner's paper.

HOMEWORK

Task 1. Surf the Internet and find more information on the Kyoto Protocol. Share your findings with your group in class. Have you all found out similar things?

Task 2. Write a short report about the world's weather in 2005 and all the terrible things that have happened. Read your report to your groupmates in class. Does everyone agree with you?

9 World's mightiest rivers on "at risk" list

WARM-UPS

Task 1. With your partner(s), talk about these rivers. What is your image of them? What do you know of them?

- | | |
|-----------------|--------------|
| 1. Amazon; | 6. Ganges; |
| 2. Nile; | 7. Mekong; |
| 3. Thames; | 8. Seine; |
| 4. Mississippi; | 9. Danube; |
| 5. Rio Grande; | 10. Yangtze. |

Task 2. Imagine the following reports are released in the next few weeks. Discuss each of them. Do you think they could come true?

1. Deserts to cover half of Europe;
2. pollution at risk of destroying Australia's Great Barrier Reef;
3. water war breaks out – 16 countries fighting;
4. disappearing land – 20% of Earth will be under water by 2050;
5. human age limits declining due to fertilizers and GM food;
6. world's last waterfall dries up.

LISTENING

Task 1. Before you start listening, find matching pairs of synonyms:

- | | |
|-----------------|--------------------------|
| 1) released; | a) threatening; |
| 2) drying up; | b) deterioration; |
| 3) coincide; | c) seriously; |
| 4) degradation; | d) dwindling; |
| 5) dire; | e) modification; |
| 6) severely; | f) maintainable; |
| 7) alteration; | g) issued; |
| 8) endangering; | h) appalling; |
| 9) sustainable; | i) areas; |
| 10) stretches; | j) occur simultaneously. |

Task 2. Listen to the recording (Tape 15) and state whether these sentences are true (T) or false (F):

1. A WWF report warns many of the world's great rivers may dry up.
2. The report was released to coincide with World Fish Day.
3. The rivers at risk provide fresh water to billions of people.
4. Many of the endangered rivers are on the front line of war zones.
5. The diverting of water in rivers by humans is a big problem.
6. The building of dams has helped protect many rivers.
7. The WWF is worried about the stock prices of the fishing industry.
8. A WWF initiative is to stretch rivers to create space for wildlife.

Task 3. Listen to the recording and complete the sentences.

A report released by the World Wildlife Fund (WWF) warns that the current rate of climate change is putting many of world's great (1) _____ drying up. The report, "WWF's Top 10 Rivers at Risk", was (2) _____ World Water Day (March 22nd). It is (3) _____. Among the endangered rivers are the Rio Grande, (4) _____ U.S.-Mexico border; the Yangtze, Mekong and Ganges rivers in Asia; the Danube in Europe; and Africa's mighty River Nile. The WWF says these waterways, which provide

fresh water to millions of people, are “facing (5) ____”. Carter Roberts, president of the WWF, issued a dire warning: “The world's freshwater ecosystems (6) _____, and the rivers in this report are the front lines,” he says.

The Rio Grande makes the list, says the report, “because (7) _____ threatened by water diversions,” coming from a “widespread alteration of the floodplain”. Dams and pollution (8) _____ putting the river in danger. A combination of drought and people taking too much water out of the river is (9) _____. This is endangering a unique desert river ecosystem, which might damage the economic growth of communities along the U.S.-Mexico border. The WWF is working (10) _____ conserve fish stocks. It also hopes farmers can maintain a sustainable supply of water and live in harmony with the rivers. Another (11) _____ establishment of more protected areas (12) _____ rivers most important for wildlife.

AFTER LISTENING

Task 1. **In pairs / groups, write down questions about rivers, drought, dams and climate change.**

1. Ask other groupmates your questions and note down their answers.
2. Go back to your original partner / group and compare your findings.
3. Make a presentation on your findings to the group.

Task 2. **Have this fun quick debate with your partner(s). Split into 2 groups. Students A think people worry too much about climate change; students B think people don't take climate change seriously enough.**

SPEAKING

MOVIE SCRIPT

With your partner(s), plan the script/story for a major new catastrophe story about the world's rivers drying up. Use the chart to help you.

Your ideas	Notes
Movie title	
Location	
Actors	
Opening scene	
Biggest action scene	
Turning point	
Message	
The End	

After you have finished, share the stories with other groups. Suggest improvements. Vote on the best story.

HOMEWORK

Task 1. You are a river. Decide which one. Talk to your partner -- the other "river" in the group. Ask one about one's life. What does one think of the humans who use / pollute you-rivers? Sit with a new partner and share your life-as-a-river stories.

10 UN – We can control Global Warming

WARM-UPS

Task 1. Walk around the group and talk to other students about global warming. Change partners. After you have finished, sit with your original partner(s) and share what you have found out.

Task 2. With your partner(s), rank these things – which are best to slow down / control climate change?

1. Walk or take public transport instead of driving.
2. Write to US president George W. Bush urging him to do more.
3. Replace your electricity supply with renewable energy, such as solar or wind power.
4. Use the lights in your house less.

5. Replace your electrical appliances with more energy efficient ones.
6. Plant a tree in the forest.
7. Recycle everything you use.
8. Donate money to organizations pushing for controls on global warming.

Task 3. **Spend one minute writing down all the different words you associate with greenhouse gases. Share your words with your partner(s) and explain your choice. Together, put the words into different categories.**

Task 4. **In pairs / groups, rank the following outcomes of global warming – most serious at the top.**

- | | |
|---|--|
| 1. Polar bears and penguins will disappear. | 6. Hurricanes will be stronger. |
| 2. Winters will be 10 degrees colder. | 7. Skin cancer will increase. |
| 3. Malaria will spread around the globe. | 8. Drinking water will be expensive. |
| 4. Cockroaches will be everywhere. | 9. Many countries will disappear under water. |
| 5. Africa will have more droughts. | 10. Water wars will break out between nations. |

LISTENING

Task 1. **Before you start listening, find matching pairs of synonyms:**

- | | |
|-----------------|-------------------|
| 1) committee; | a) pointed out; |
| 2) limit; | b) purchasing; |
| 3) strategies; | c) big; |
| 4) indicated; | d) solving; |
| 5) spending; | e) endangering; |
| 6) addressing; | f) plans; |
| 7) relatively; | g) panel; |
| 8) range; | h) comparatively; |
| 9) threatening; | i) cap; |
| 10) deep; | j) variety. |

Task 2. Listen to the recording (Tape 17) and state whether these sentences are true (T) or false (F):

1. The UN said global warming and climate change are not problems.
2. Over 120 nations met to discuss how to limit greenhouse gases.
3. The UN's report said Armageddon may still happen.
4. People will have to buy cars and refrigerators that use less energy.
5. Tackling climate change will cost 10% of world economic output.
6. The UN's report doesn't provide governments with any answers.
7. Rising temperatures are not such a big problem now.
8. The report stressed the need for a wide range of clean technology.

Task 3. Listen to the recording and complete the sentences.

1. A United Nations committee _____ climate change ...
2. The panel, made _____ of representatives from over 120 countries, believes we can limit the _____ greenhouse gases do to the atmosphere.
3. ... the picture of Armageddon _____ by many ...
4. the study was a "remarkable _____ forward" ...
5. ... safe by changing the _____ we use energy around the world...
6. For _____ to happen...
7. ... individuals need to change their lifestyles and spending _____.
8. ... low costs with a range of _____.

AFTER LISTENING

Task 1. Answer the following questions.

1. What do you think about global warming?
2. When did you first hear about climate change?
3. Do you agree with people who say global warming is not man made?
4. What do you think global warming will do to the Earth?
5. What is your government doing to slow down the rate of climate change?
6. What are you doing to help save our environment?
7. Do you think Armageddon might happen one day?

8. Do you think you need to change your lifestyles and spending?

Task 2. **Discuss with your partner(s) what the following animals think of climate change:**

Animal	Good things about climate change	Bad things about climate change
Penguin		
Mosquito		
Human		
Cockroach		
Fish		
Other		

Change partners and share your ideas. Make a presentation on your findings to the group.

Task 3. **Have this quick debate with your partner(s). Split into 2 groups. Students A think climate change is not a problem; students B think climate change is the most serious problem in the world today.**

WRITING

Task 1. **Write about global warming for 10 minutes. Correct your partner's paper.**

HOMEWORK

Task 1. **Make a poster showing different disasters happening around the world because of global warming. Show your poster to your group in class. Vote on the best one(s).**

Task 2. **Write a magazine article about global warming. In particular, write about your country. Read what you have written to your groupmates in class. Which article was best and why?**

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ПРОБЛЕМЫ**

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