

**Open books open minds**



# Reading



# The Psycholinguistic Model: Some Pedagogic Implications

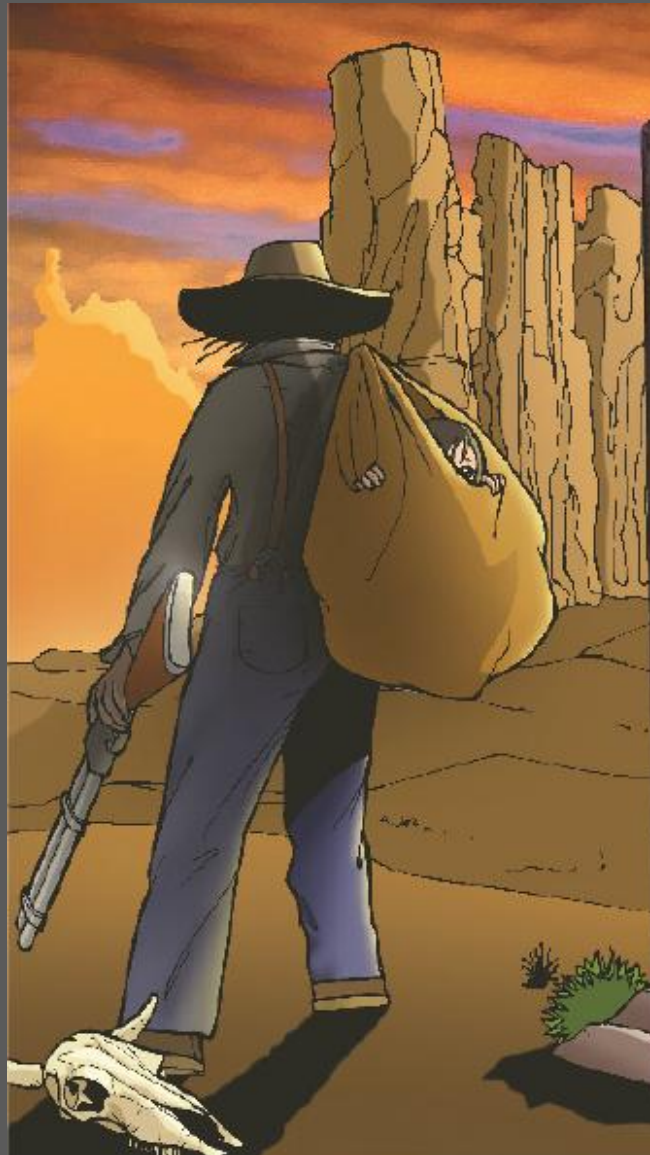
- Reading is purposive.
- The reader makes use of all available information.
- The reader brings his/her own knowledge into play.
- Learning a language is not the same as learning to read.
- A number of factors are involved in the development of reading skills, therefore, variety is very important.

# Reading Texts

- Short stories
- Comic strips
- Magazine articles
- Newspaper articles
  - Interviews
  - Film reviews
- Personality quizzes
- Internet pages
  - Letters
  - Postcards
  - E-mails
  - Messages
- Advertisements
  - Brochures
- Information leaflets
- Extracts from literature



# Literature



## The Country of the Saints

### Chapter 1 On the Great Alkali Plain

Somewhere in the centre of the great North American Continent there is a dry and inhospitable desert, which has for many years prevented the spread of civilisation. It covers an area from the Sierra Nevada to Nebraska, and from the Yellowstone 05 River in the north to the Colorado River in the south. This miserable and barren landscape combines mountains, valleys, rivers and enormous plains, which in winter are white with snow, and in summer grey with dust. The only inhabitants of this land are 10 the coyote and grizzly bears that search amongst the rocks for something to eat.

A lonely traveller stood on the northern slope of the Sierra Blanco, from which he could see this huge land of miserable nothingness. He looked at the great 15 flat plain-land and the chain of mountain peaks on the horizon in despair. There was no sign of life, no movement on the dull, grey earth, and no sound to break the absolute silence. As he looked down, he saw a pathway that stretched across the desert. This 20 was the path that so many adventurers had taken in the hope of finding water. But what became of them was clear, as here and there were white objects which shone in the sun and stood out against the grey sand. They were bones: some large and some small. They 25 belonged to oxen and men.

It is difficult to say if the traveller was nearer to forty or to sixty. His face was thin and worn; his eyes were sunken in his head; the hand which held the rifle was like a skeleton's. It was clear that he was 30 dying - dying from hunger and from thirst. He had climbed here in hope of seeing some signs of water. Now the plain stretched before his eyes, without a sign anywhere of a plant or tree which might indicate

## The Country of the Saints

35 the presence of it. There was no sign of hope. He realised that his journey had come to an end and that he was about to die.

Before sitting down, he put his useless rifle and a large bundle, which he had been carrying with 40 great difficulty the whole time, on the ground. The minute the bundle touched the ground, a cry was heard and a small, scared face, with bright, brown eyes appeared from it. 'You've hurt me!' said a child's voice.

45 'Have I?' the man asked gently, 'I didn't mean to.' As he spoke, he unwrapped the grey blanket that held the bundle together and took out a little girl of about five years of age. The child was pale and weak, but her healthy arms and legs showed 50 that she had suffered less than her companion.

'How is it now?' he asked anxiously, as she was still rubbing the back of her head.

'Kiss it and make it well,' she said showing the injured part to him. 'That's what mother used to do. 55 Where's mother?'

'Mother's gone. I guess you'll see her before long.'

'Funny she didn't say goodbye. She's been gone for nearly three days! Say, it's very dry, isn't it? Isn't 60 there any water or anything to eat?'

'No, there isn't anything, dearie. You'll just need to be patient for a while, and then you'll be all right. Put your head up against me like that, and then you'll feel better.'

65 After she had said a prayer, the child fell asleep. He watched over her for some time, but then he too fell asleep.

Far away in the distance a cloud of dust began to rise and as it came nearer to where the child and 70 man were sleeping, it became clear that a group of nomads was heading in their direction.

# Newspaper Article



## HUNGRY BURGLAR CAUGHT RED-HANDED

Last night, the police finally caught the well-known 'hungry' burglar in action in the house of Barbara Fitzpatrick, a Montville, New Jersey native. The burglar was known in the area for breaking into houses when the owners were either gone or asleep, and simply eating or taking whatever food he could find. Many victims simply woke up or returned home to find their cupboards and fridges completely empty.

That was not the case for Barbara, however. She was asleep when she heard strange noises coming from the kitchen. She quietly went downstairs and saw a chubby man, of about 40, eating her chicken leftovers. She immediately called the police and asked them to come to her house as quickly as possible. The police told her not to panic and said that they would be there **in no time**. They also told her to stay in her room for safety reasons.

'I had heard stories of the hungry thief from friends and some neighbours who had been victims of his food raiding, so I was prepared,' Barbara says. **Thankfully**, the police arrived before the thief had time to finish my roast chicken. They also found about ten bags of food he was ready to take with him before he left.'

People like Tim and Miranda Jones were not so lucky. They returned home once to find one of their front windows broken and their kitchen a mess. They said that it looked like a hurricane had passed through their house. There were scraps of food **everywhere** and pots and pans **scattered** on the floor. 'It was very **bizarre**,' says Miranda. 'The police asked us if anything else was missing. We checked to see if our money and jewellery were gone, but they were **intact**. It was just the food he was after. We asked our neighbours if they had heard or seen anything but nobody had. I had never **encountered** anything like this. We simply didn't know how to react.'

The police confirmed the identification of the man by matching his fingerprints with some that had been left on food containers from his previous burglaries. After the burglar **confessed**, the police asked him why he had committed those crimes. He said that he was a homeless man who was simply hungry and preferred eating home-cooked meals to stealing from supermarkets. He also said that he never stole anything **apart from** food. He was charged with burglary and can face up to two years in prison.



# Magazine Article



## ESP: fact or fiction?

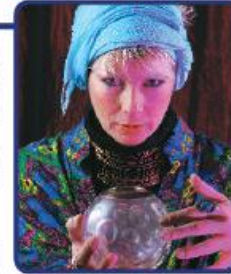
Have you ever had a dream that's come true? Or a feeling that someone was going to phone you and they did? If you answered yes, you're not alone. Almost everyone has at some point or another experienced the phenomenon of extrasensory perception.

Extrasensory perception, or ESP, occurs when we receive information about a person or an event which does not come to us through our five senses. We have a feeling that something is going to happen or has happened, but we simply can't explain why. Though the scientific community remains **unconvinced** that ESP actually exists, there is some fascinating evidence of the phenomenon which provides interesting food for thought. ESP is divided into four areas: telepathy, clairvoyance, precognition and psychokinesis.

**Telepathy**, or 'mind-reading', occurs when a person communicates thoughts and ideas to another person without speaking. In 1971, during the Apollo 14 mission to the moon, American astronaut Edgar Mitchell conducted an experiment to find out whether telepathy works, especially across great distances. Each night, Mitchell pictured a series of symbols in his mind which he 'transmitted' to four friends on Earth. The results were surprising: Mitchell's friends correctly guessed what he was thinking 51 out of 200 times. **Initially**, Mitchell asked his friends to keep the experiment a secret, but it wasn't long before the media found out and the astronaut was widely criticised for his attempts to prove the existence of telepathy. Still, Mitchell was pleased with the results, and when he returned to Earth, he announced that he was planning to set up an institute in order to further examine the capabilities of the human mind.

**Clairvoyance** occurs when a person demonstrates the ability to 'see' people, places and events in the past or future. This person has no **prior** knowledge of these people, places or events and seems to receive the information from an outside source. One of the most famous clairvoyants of the twentieth century was the American, Edgar Cayce. Cayce claimed that when he entered a trance state, he was able to give answers and guidance to his clients. His particular specialities were dream **interpretation**, past lives and health and business advice.

Once, a blind musician visited Cayce to ask for his assistance with a particular problem. The man mentioned to Cayce that he loved railroads and that he had a great interest in the American Civil War. Cayce told the man that he'd been a soldier and a railroad worker in a previous life, and that his name in that life was Barnett Seay. Cayce then advised the musician to travel to the state of Virginia to get Seay's army records. The man did as he was told, and later said that once he'd found the records, he **miraculously** regained his sight in one eye.



**Precognition** is similar to clairvoyance and is defined as the ability to see events in the future. Psychics claim to have precognitive abilities, and possibly the most famous psychic of all is the sixteenth-century astrologer, Nostradamus. Nostradamus made a number of accurate predictions during his lifetime; for example, he once told Catherine de Medici, the wife of French king, Henry II, that her husband would die in a jousting accident, and he was proved right. Nostradamus also wrote a book called *The Prophecies*, in which he listed his predictions for the next two thousand years. Some of his predictions, such as the two World Wars and the moon landings, have actually come true.

**Psychokinesis** is another aspect of ESP and is a term used to describe the mind's ability to move or distort objects. A person who claims to have psychokinetic ability can move an object without ever touching it. In 1988, *Jurassic Park* author, Michael Crichton, wrote a book called *Travel*, in which he described a 'spoon-bending party' that he had once attended. Crichton said that many of the guests at the party seemed to be able to bend spoons and forks with their minds, though some had warmed the objects with their fingers beforehand. He added that he had also witnessed eight-year-old children bending large metal bars, and that he had no explanation for what he'd seen.

Whether ESP exists or not, we can't deny the fact that the human mind is capable of great things, and its full **potential** has yet to be explored.

# E-mail

Dear Mario,

How are you? I'm really excited that you're coming to stay with me in Manchester. I have received the arrival details that you sent me and I will be picking you up from the airport on Saturday 10<sup>th</sup> May.

I have planned lots of things for us to do. I suggest we take a trip to the Lake District, which is a beautiful area in England, full of lakes and countryside which is great for hiking through. Something else, my dad is a season ticket holder for Manchester United and I've managed to get tickets for a match. What do you think?

Also, we have the option of spending a weekend in London or in Edinburgh as I have relatives in both cities who would be happy to put us up for a few nights. Let me know which city you would prefer to visit. I was wondering if you could arrange to stay in England for one more week so we could go to other exciting places.

I'm looking forward to seeing you soon. I hope you can make it and stay a bit longer!

All the best,  
Peter

*thank and say how I feel*

*great! Because...*

*say which and why*

*no because...*

## B. Now read Mario's reply and answer the questions that follow.

Dear Peter,

How are you? I hope you are well. Thank you for offering to pick me up from the airport. I can't wait to come to Manchester. This trip is going to be a great opportunity for me to practise my English and learn more about England.

A trip to the Lake District sounds great. I've heard loads of nice things about it and I enjoy hiking. It's fantastic that you can get tickets to a Manchester United match. I love football and Manchester United is one of my favourite teams, so I'm really looking forward to going to one of their matches.

As for the weekend option, I've been to London before but I've never been to Edinburgh, so I think I would prefer to go there if that's possible. Unfortunately, I won't be able to stay for an extra week with you because I've already planned a camping holiday with my cousins for the end of May.

Anyway, I'm sure we'll have a great time together. Say hello to everyone in your family.

Best wishes,  
Mario



# Advertisements

## 1 Desoto Caverns park

Childersburg, Alabama  
(36 miles from Birmingham)  
**Hours:** 9am - 4:30pm (5:30 in the summer)  
**Admission:** (adults) \$21, (children) \$18

**Desoto Caverns** is located at the scenic foothills of the Appalachian Mountains. Get **in tune** with nature, as you take a guided tour of our caves, get 'lost' in the Lost Trail Maze, or visit the ancient Woodland Indian burial ground. Kids will have fun searching for semi-precious stones, crystals, and fossils, or enjoying our many theme park rides, including go-carts, racing on land in 'Happy's Potty Race' (toilets on wheels), or in water on paddle boats. Test your endurance on our rock wall, or in the 'cave crawl.' Seasonal sound, light, and water shows take place inside the caves.

Group/school/party rates are available. Special packages for school trips which include an 'underground classroom' experience and a private cave tour.

On-site accommodation includes campgrounds which have picnic areas by a beautiful waterfall.

## 2 Stone Mountain Park



Stone Mountain, Georgia (just outside Atlanta)  
**Hours:** 10am-5pm daily / 10am - 9pm summer  
**Admission:** \$8 vehicle entry into park,  
Attraction Pass: \$25 (adults), \$19 (children),  
\$22 (senior/military)  
Summit Skyride: \$9  
Pets welcome on the campground

Whoever said history can't be fun, never went to Stone Mountain Park. The park, just minutes from downtown Atlanta, combines nature and history to create an unforgettable experience! There is truly something for everyone here, including an old-fashioned railroad, museums, and various rides including different water boats - that is if you don't mind getting a little wet. Going on a trip on the Summit Skyride is a must! Travel 825 feet to the top of the mountain on a Swiss cable car. From the top, enjoy a photographic view of up to 60 miles, including the beautiful Atlanta skyline, and the Appalachian Mountains.

Take a trip back in time at 'Crossroads', a working 1800s town with various period shops as well as a cooking restaurant.

There is a nearby campground/RV park, and public picnic area. Company picnics and corporate workshops available, as well as school trips and educational tours.

## 3



Plant City, Florida  
(20 min. from Tampa,  
1 hour from Orlando)  
**Hours:** 9am-6pm daily  
(9-5 Dec - Jan)  
**Admission:** \$12.75 (adults),  
\$9.75 (children), \$10.75 (seniors/military)  
\$2 off when ordering from the website  
Pets welcome!

You'll be amazed at Dinosaur World by our 150 life-sized dinosaur replicas in their recreated natural habitats. After you've explored the dino habitats and caves, get ready for some digging! In the 'bone yard', you can dig up full dinosaur skeletons. Children aged 3-12 love taking part in our fossil dig, where they can search for shark teeth, shells, coral, and much more! Each child may keep three pieces of their finds, as a souvenir of their 'dig.'

There is no food service available, but there is a nearby picnic area if you'd like to bring your own.

Group rates available. Special 'outdoor classroom' interactive educational classes are available for schools.

## 4



Chandler, Arizona (just south of Phoenix)  
**Hours:** 11am-10pm daily  
**Admission:** free admission/parking  
Attraction tickets: \$4 per attraction  
Town day pass: \$12  
Bull riding: \$6 (adult), \$3 (children)  
Sheep riding for toddlers: \$1  
Cow riding: \$10

You'll think you stepped into a time machine when you come to Rawhide where we've recreated an entire 1880s style Wild West town. Don't get out of line though, or else our 'town sheriff' will arrest you during the 'arrest-a-guest' demonstration. Don't worry, you won't stay **behind bars** for too long!

Explore our town, do some shopping at our clothing, food, and general stores. Have an old-fashioned picture taken of you and your family in period costume. You'll have a great time searching for gold, watching a show, going to the zoo on our ranch, or taking a donkey ride. Don't forget to ride our mechanical bull: 'The Widowmaker.' Before leaving, you'll definitely have to have dinner at our famous steakhouse. Don't skip dessert! It's well worth trying our famous apple pie with homemade ice cream.

Plan your birthday or school trips with us. Group rates available, come see us today!

## 5

## STAR TREK the experience

Las Vegas, Nevada  
(inside the Hilton Hotel)  
**Hours:** 12-10:30pm (rides), shops open at 11am,  
restaurant at 11:30am  
**Admission:** general - \$42.99  
(\$5 off when booking online),  
backstage tour only - \$31.99, rides only - \$37.99



Prepare to be 'beamed up' to another world when you visit the Star Trek Experience at the Las Vegas Hilton. You don't have to be a Trekkie to have fun here! Enjoy going on our thrilling rides such as the *Borg Invasion*, and *Klingon Encounter* (you must be 42 inches tall to ride). Have you ever wanted to know how the special effects on Star Trek were created? Go on a backstage tour of Star Trek set replicas.

If you're **depleted**, reenergize at Quark's Bar and Restaurant. Go shopping in our Star Trek shops, and pick up that hard to find collector's item you've always wanted.

Group rates/events available for 20-1500 people. Have a very special Klingon Luncheon: a buffet-style meal catered by the best Vegas has to offer.

# Review

It only took a few days for young people to love it! *Step up 2 the Streets* is a romantic film, which is already as popular as the very successful *Step up* (2006). It was directed by Jon Chu and stars Briana Evigan and Robert Hoffman.

The film is set in Maryland, USA where two young people from very different backgrounds, Andie and Chase, meet at the Maryland School of Arts (MSA). Andie, a young street dancer, faces problems at MSA because she must work hard in a very competitive environment. A romance between Chase and Andie soon develops while they prepare for the dance competition *The Streets*.

Briana Evigan and Robert Hoffman are both very talented young actors and give a brilliant performance. With fantastic music and breathtaking choreography, this is probably one of the best dance films ever. You will want to get up and start dancing to the music!

*Step up 2 the Streets* has it all: lots of music, top quality dancing, drama and romance. It's definitely worth seeing.





# Brochure

## SKI DUBAI

### SKI IN THE DESERT!

**SKI DUBAI** is an indoor ski resort covering 22,500 square metres and **features** real snow all year round. There are 5 ski runs, the longest being 400 metres. There is a Snow Park with lots of activities for children and parents alike. Attached to the resort is the Kempinski Hotel, a five-star luxury international hotel.

For general information call 04 400.4000 or e-mail [info@skidxb.com](mailto:info@skidxb.com)

### HOURS AND ADMISSION FEES

Sun to Wed 10am-11pm, Thu to Sat 10am-midnight

#### Ski Passes:

	Adults (13 years and up)	Children (up to 12 years)
Ski slope (2 hours)	\$ 40	\$ 35
Extension (per hour)	\$ 10	\$ 5
Ski slope Day pass	\$ 75	\$ 60

\* Prices are in US dollars and are subject to change.

Included in the price	Not included
• Jacket	• Gloves
• Pants	• Locker rental
• Disposable socks	
• Helmets for children	
• Skis, poles and boots	
• Ski lift pass	

### SKI DUBAI SKI SCHOOL

The ideal place to learn, refresh or improve ski and snowboard skills. The emphasis is on fun and guests also learn skills suitable for all ages and abilities. Safety is always our **priority**.

#### Group lessons price list:

Discovery Lesson [60 mins]	\$ 40
Adult Group Lesson [90 mins]	\$ 50
Child Group Lesson [90 mins]	\$ 45
Youngsters [3-6 years, 60 mins]	\$ 40

Maximum group numbers are 10 people of the same ability per instructor. **Individual** lessons available.

Please book in advance to ensure instructor availability.

Please note that people who have never skied or snowboarded need to take at least two lessons before they can **purchase** a ski pass. Minimum requirements are to take the chairlift on your own, make turns and be able to stop.

### SKI DUBAI SNOW PARK

This is the world's largest Snow Park and lies on 3000 square metres of snow. It has hills, rides, a cave and regular snowfalls. A large observation tower offers a wonderful view of the main slope and has a self-service restaurant.

#### Opening times:

Sun-Wed 10am-1pm, Thu-Sat 10am-midnight

#### Entrance fees (full day access):

Adults (13 years and up)	\$ 30
Children (up to 12 years)	\$ 15

Rates are in US dollars and are subject to change.

Visit our website to book group lessons or buy ski passes and Snow Park tickets online

#### Payment methods

Visa, Master Card, American Express.

### CORPORATE CLIENT DEALS

**SKI DUBAI** resort is ideal for companies planning team building or an **outing** for their staff and families. Ski beginners are taught the basics and experienced skiers are provided with a two-hour ski pass. Activity on the snow is followed up by a delicious meal in the St. Moritz Café.

The programme can be taken for lunch or dinner and is available only for groups of 20 persons and more.

For reservations e-mail [res@skidubai.com](mailto:res@skidubai.com) and indicate preferred date, time and the number of persons who are first timers and those who can manage alone with a ski pass.

Please consider booking at least 10 days in advance.

### THE KEMPINSKI INTERNATIONAL 5-STAR HOTEL

The hotel features 303 deluxe rooms and suites including 15 unique, Alpine ski chalets. The ski chalet includes a bathroom, living area, **spacious** bedroom and kitchen. The Kempinski has a spa, an infinity swimming pool and tennis courts. The courts and pool open daily from 10:30am – 8pm.

See bulletin board or contact us through [kempinski-dubai.com](http://kempinski-dubai.com) for consultation on an individualised, one-on-one fitness regime organised by a personal trainer.

Deluxe doubles from \$200 per room.

#### Special offer:

Book a minimum of two nights and get a 10% discount at Ski Dubai.

To check availability and room prices please contact us through [kempinski-dubai.com](http://kempinski-dubai.com)

**Free shuttle service to and from the airport available.**

### 5. POST READING

#### Discuss.

- Would you like to visit Ski Dubai? Why/Why not?
- Which winter sports do you like?

# **The organization of texts and exercises should reflect the nature of the reading process.**

- Warm-up activities and pre-reading questions
- The topic-based approach
- Prediction and hypothesis



# Reading

You probably know that colour can **influence** your mood and feelings, but did you know that colours mean different things in different cultures? Take the colour white, for example. In Western culture, white represents goodness and purity, while in Asian cultures, white is **associated** with funerals and mourning. In Japan, for example, a white carnation symbolises death, and in India, some people believe that a married woman dressed in all white is inviting death and unhappiness.



In China, red is the colour of good luck and prosperity. When the Chinese give gifts of money on special occasions, they usually put the money in a red envelope. Chinese brides aren't dressed in white; they wear bright red wedding dresses.

On the other hand, in the Western world, red represents danger, which is why warning signs and road signs are often red.

In the past, the Cherokee Indians of North America used to associate colour with the four directions; that is, blue **represented** north, white represented south, red represented east and black represented west. These four colours had other meanings too; blue meant defeat, white meant happiness, red meant success and black meant death. The Cherokees also used coloured beads to **achieve** certain goals; they thought, for example, that red beads had the power to help people recover from illness or find love. Black beads were used to ask the 'black spirits' to help the Cherokees win battles.

Yellow is another colour that has various meanings in different cultures. In the West, yellow is associated with weakness, while in Japan, yellow means courage. In China, the colour yellow represents royalty, but in Egypt, yellow is associated with mourning.

Green is one of the few colours that most cultures **view** as being a positive colour; in both the East and the West, green is the colour of health and life. For the ancient Egyptians, green was a sacred colour that symbolised hope and the joy of spring. In Ireland, it is a lucky colour and, all over the world, green is a symbol of ecological awareness.

Learning about what meanings colours have in different cultures is interesting and satisfies our curiosity. It can also be very useful for travellers and in the world of business. Knowing what colours represent in other countries can help to increase our understanding of other cultures and help us avoid misunderstandings.



# Reading

- A. Discuss
- Look at the colours and the words in the box. What do you think each colour expresses?

- B. Read the article quickly and choose the most appropriate title a, b or c.


- C. Read the article again and answer the following questions. Choose a, b or c.

## 1b reading

**A. Discuss.**

- Look at the colours and the words in the box. What do you think each colour expresses?

happiness
unhappiness
success
health
death
danger



**C. Read the article again and answer the following questions. Choose a, b or c.**

TIP

Read through the text before you look at the questions. Then read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found. Make sure you have chosen the correct answer by eliminating the wrong options. Avoid using options which:

- sound logical but are not mentioned in the text.
- include a word/phrase from the text, but do not mean the same thing.
- overgeneralise using words like always, all, every, etc.

**B. Read the article quickly and choose the most appropriate title a, b or c.**

**a** The Power of Colour: the meaning of colours in different cultures


**b** Colours: choosing the right ones for success

**c** The meaning of colours in the past

TIP

When answering questions which refer to the whole text, make sure you choose the option that describes the text as a whole, not only part of it.

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**1.** Where does the colour white not mean something negative?

- in Western culture
- in India
- in Japan

**2.** In China, a red envelope

- brings good luck.
- is given to brides.
- might contain some money.

**3.** What colour did the Cherokees think could help with health problems?

- red
- white
- black

**4.** According to the text, which colours mean something positive in some cultures and something negative in others?

- red and green
- yellow and white
- black and blue

**5.** The writer says that if you know what colours mean in different cultures,

- you always succeed in business.
- you understand better the countries you visit and their people.
- you just satisfy your curiosity.

**D. Look at the words highlighted in the article and match them with their meanings.**

1. influence	<input type="checkbox"/>	<b>a.</b> connect
2. associate	<input type="checkbox"/>	<b>b.</b> succeed in doing something
3. represent	<input type="checkbox"/>	<b>c.</b> consider
4. achieve	<input type="checkbox"/>	<b>d.</b> have an effect on
5. view	<input type="checkbox"/>	<b>e.</b> mean

**E. Discuss.**

- What examples can you give of what different colours mean in your country?

12



# Reading

Elizabeth (18 years old)



I'm what you call a **bookworm**. I find nothing more entertaining than staying at home and reading a good book. I read anything from adventure to science fiction. If I start reading a book, I don't put it down until I finish it. My parents are **constantly** complaining that I don't get out much, but I've no **intention** of changing. I've recently started writing and I hope to write a best seller in the future. I also spend a lot of time surfing the Net. Last week, I **came across** a site for people interested in writing and I became a member. Since then I've had the opportunity to talk to people with similar interests, and it's nice to know that I'm not so out of the ordinary.

James (17 years old)



My idea of fun is anything that's related to sports. I've always been sporty and athletic and I'm **willing** to try whatever will get my adrenalin going. Unlike many people my age, I don't enjoy going out to caf e. I love doing things that keep me outdoors in the natural environment. I became a member of a rock climbing club about three years ago, and I must admit that I've had a lot of fun. I've met lots of interesting people and I've also been to a lot of interesting places. Besides this, I also find water sports great. I've been windsurfing for ages and I've also recently started taking scuba-diving lessons.

Bruce (16 years old)



I'm really into surfing the Net and playing strategy games on my computer. I've been playing computer games ever since my father got me my first computer when I was six. When I'm not playing computer games, I **tend to** be out and about. My friends and I spend a lot of time at the local football pitch so, although I'm not so athletic, I do get some exercise. I'm also into hanging out at the local mall where my friends and I either go to the cinema or to a caf e.

Jenny (19 years old)



I'm very sociable and hang out at all the 'in' places. I have lots of friends and love meeting people. At the weekends, I usually go somewhere to dance. When I was five, my mother took me to the Contemporary School of Dance and, since then, I have never stopped dancing. I also love music and go to concerts very often. On top of that, I'm a member of a local theatre group, and we put on performances **every once in a while**. We have a lot of fun choosing the plays and rehearsing. Since I joined the group, I've taken part in three different plays. It's not only fun but also very rewarding.

# Reading

- A. Discuss
- How much free time do you have?
  - What do you like doing in your free time?
- B. Read the texts A-D quickly. What topic do the four passages have in common?
- C. Read the texts A-D again and answer the questions 1-9 below. Write A, B, C or D in the boxes.

## 3a reading

### A. Discuss.

- How much free time do you have?
- What do you like doing in your free time?

### B. Read the texts A-D quickly. What topic do the four passages have in common?

Elizabeth (18 years old)



I'm what you call a **bookworm**. I find nothing more entertaining than staying at home and reading a good book. I read anything from adventure to science fiction. If I start reading a book, I don't put it down until I finish it. My parents are **constantly** complaining that I don't get out much, but I've no **intention** of changing. I've recently started writing and I hope to write a best seller in the future. I also spend a lot of time surfing the Net. Last week, I **came across** a site for people interested in writing and I became a member. Since then I've had the opportunity to talk to people with similar interests, and it's nice to know that I'm not so out of the ordinary.

B

James (17 years old)



My idea of fun is anything that's related to sports. I've always been sporty and athletic and I'm **willing** to try whatever will get my adrenalin going. Unlike many people my age, I don't enjoy going out to cafes. I love doing things that keep me outdoors in the natural environment. I became a member of a rock climbing club about three years ago, and I must admit that I've had a lot of fun. I've met lots of interesting people and I've also been to a lot of interesting places. Besides this, I also find water sports great. I've been windsurfing for ages and I've also recently started taking scuba-diving lessons.

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Jenny (19 years old)



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### C. Read the texts A-D again and answer the questions 1-9 below. Write A, B, C or D in the boxes.

Which teenager/s mention/s

- not being interested in activities done by people their age?  1  2  3  4  5  6  7  8  9
- being interested only in outdoor activities?  1  2  3  4  5  6  7  8  9
- doing only activities that keep them indoors?  1  2  3  4  5  6  7  8  9
- doing an activity their parents helped them begin?  1  2  3  4  5  6  7  8  9
- doing an activity their parents are not happy about?  1  2  3  4  5  6  7  8  9
- doing an activity that made it possible for them to go to different places?  1  2  3  4  5  6  7  8  9
- starting an activity at a very young age that they still do?  1  2  3  4  5  6  7  8  9

**TIP**

- When matching questions with short texts, scan each text and look for the specific information mentioned in each question.
- Find the part of the text which correctly answers the question.
- Be careful! Don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.



# Reading



In the money...

## How celebrities spend their cash...



Apart from the adoring fans and fabulous travel opportunities, one of the biggest perks of being a celebrity is, of course, the huge salaries. **1 C**

Take Brad Pitt and Angelina Jolie for example. **2 C** Their most recent acquisition is Chateau Miraval, a 1000-acre estate in the south of France worth \$70 million! The estate comes complete with a vineyard, a lake, a forest and a moat. The house itself has 35 bedrooms – we hope Angie's not planning to do her own housework!

David and Victoria Beckham are another example of a superstar couple who have bought properties all over the world. The Beckhams, who are currently based in Los Angeles, California, live in a six-bedroom, Italian-style villa in the Hollywood Hills, worth \$22 million. **3 H**

Not all celebrities choose to invest their money in property; some spend it on maintaining their images. Fashion icon Paris Hilton's shopping sprees are legendary; take a peek inside her wardrobe and you'll find it jam-packed with designer labels. Paris loves skirts and dresses, in particular, and her favourite designers include Dolce & Gabbana, Louis Vuitton and Michael Kors. **4 A**

Television star, Sarah Jessica Parker, is also known for her sense of style, but her weakness is shoes! The actress has confessed to owning at least a hundred pairs of shoes, including about forty pairs designed by her favourite shoe designer, Manolo Blahnik. Sarah is such a fan of Blahnik's shoes that the designer recently created a shoe in her honour, a stiletto called the 'SJP'. **5 F**

Of course, cars are another favourite celebrity indulgence. Comedian and car enthusiast, Jerry Seinfeld, owns an incredible 47 Porsches! His collection, which is believed to be one of the largest in the world, includes various models of 911s and Boxsters, as well as a rare 1955 550 Spyder. And it's not just the boys who collect cars; Madonna, whose father is a retired car engineer, owns a number of impressive cars, including a BMW, an Audi A8 and a Maybach limousine. **6 B**

Of course, taking a break is important to the rich and famous, many of whom choose to jet off to an exotic destination for a well-deserved holiday. Mel Gibson, Jennifer Lopez and Mariah Carey have all holidays on the island of Anguilla in the Caribbean. With its luxurious hotels and secluded beaches, Anguilla is a fantastic choice for stars wanting to escape paparazzi lenses! Another favourite celebrity destination is St Barts, also in the Caribbean. The island boasts a number of stunning beaches, where several celebrities including Cameron Diaz, Tom Hanks, Uma Thurman and Johnny Depp have been spotted soaking up the Caribbean sun.

**7 E** George Clooney, Nicolas Cage and Celine Dion were shocked by the devastation which Hurricane Katrina caused in the USA in 2005, and each of them donated \$1 million to victims of the disaster. Supermodel Petra Nemcova, who survived the 2004 Indian Ocean tsunami, decided to establish the *Happy Hearts Fund*. This organisation has helped raise money to aid children who have been affected by economic or natural disasters. Sandra Bullock and Steven Spielberg also contributed to tsunami relief efforts; Bullock donated \$1 million and Spielberg gave \$1.5 million.

In whatever way stars choose to spend their money, it's nice to know that more and more of them are deciding to share their good fortune and contribute to good causes.



# 7 reading

## 1. PRE-READING

### Discuss.

- Which celebrities do you admire most and why?
- If you were a rich and famous celebrity, how would you choose to spend your money?

## 2. READING FOR GIST

Read the article without paying attention to the missing sentences and answer the question below.

What is the purpose of the article?

- to entertain readers
- to criticise celebrities for their extravagant spending
- to encourage readers to spend more money
- to point out that fame comes at a cost

## 3. RECONSTRUCTING A GAPPED TEXT

Read the article again. Complete the gaps 1-7 in the article with the sentences A-H below. There is one extra sentence which you do not need to use.

- Now that's a girl who knows how to shop!
- She's also a big fan of the new Mini Cooper, which she's even mentioned in one of her songs!
- Singers, actors and sports stars alike earn astronomical sums of money and they've certainly learnt how to spend it in style!
- Celebrities, such as Tom Cruise and Katie Holmes, have spent fortunes on elaborate weddings.
- Many celebrities have a generous side too, and it is not uncommon for them to donate large amounts of money to various charities.
- She's really going to be stepping out in style now.
- This couple regularly travels the globe with their growing family and have purchased several homes in different parts of the world.
- They also own a home in England, a mansion in Spain and a house in southern France, which the locals claim is haunted!



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## 4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

- perks
- acquisition
- maintaining
- spree
- soaking up
- relief

- preserving
- pleasure
- enjoying
- benefits
- periods of time when you overdo something
- property
- prices
- assistance

## 5. POST-READING

### Discuss.

- What do you think of the spending habits of the celebrities mentioned in the article?
- Which charity would you choose to donate money to? Why?

# Reading Microskills

- Identifying the main idea of a text (reading for gist, skimming)
- Searching for particular pieces of information (scanning)
- Understanding specific pieces of information
- Understanding the supporting details
- Understanding sequence
- Guessing the meaning of unknown words
- Inference (understanding ideas that are not specifically stated in the text)



**mm**publications



# Reading Microskills

- Distinguishing between fact and opinion
- Understanding the attitudes being expressed
- Appreciating an argument
- Transcoding between language and graphics
- Transferring information from a text to a table or chart
- Transferring from verbal to visual information
- Understanding text cohesion (e.g. identifying anaphoric reference)



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# Reading Tasks

- Checking predictions
- Answering open-ended questions
- Answering multiple choice questions
- Assessing the truth of statements (True/False questions)
- Finding evidence in a text to support the truth of statements
- Correcting false statements
- Matching headings with paragraphs

# Reading Tasks

- Multiple matching
- Identifying the topics mentioned in a text
- Completing a gapped text
- Putting events in chronological order
- Paraphrasing
- Matching people with actions
- Completing sentences or a paragraph
- Completing a map, chart or table



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# Reading

- Contextualise, relate reading to previous work and experience and encourage students to guess, predict and anticipate.
- Pre-reading and warm-up questions are of great importance.
- Encourage students to pay attention to the headings, lay-out and non-verbal material accompanying the text (pictures, maps etc.).
- Emphasise the importance of reading the rubric and the questions very carefully.
- Point out the different reading microskills e.g. skimming for gist / general idea, scanning for specific information, etc.

# Reading

- Point out to students that they do not need to know the meaning of all the words in a text in order to understand it. Train them to ignore unimportant words and guess the meaning of important words.
- Point out the importance of key words/phrases and topic sentences in a text.
- Encourage students to read texts in English as much as possible because the more they read, the better readers they become.



# Listening



# Listening

- Listening is an interactive process.
- Listening depends to a great extent on the listener's ability to anticipate or predict elements.
- The more predictable a listening passage is, the more easily it is processed.
- The listening process is more a matter of reasonable interpretation than simply correct understanding.
- The demand for 100% accuracy is unrealistic.



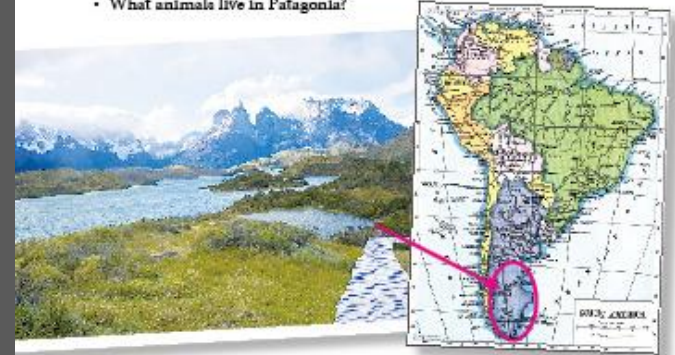
# Encourage students to guess, predict and anticipate

## LISTENING

### 1. PRE-LISTENING

Look at the map and the picture from Patagonia and discuss.

- What do you think tourists who visit Patagonia can see and do there?
- What animals live in Patagonia?



### 2. LISTENING TO CHECK PREDICTIONS

Listen to an interview with a woman who has just come back from a trekking holiday in Patagonia. Check your predictions in the previous activity.

**TIP**

Before you listen, read the rubric carefully so that you know what topic is being discussed. Try to predict or guess what the speakers are going to say about the topic. This way, it will be easier for you to understand.

### 3. LISTENING FOR SPECIFIC INFORMATION

Listen to the interview again and complete the sentences below.

1. Jane describes trekking as \_\_\_\_\_.
2. Jane enjoyed the peace and quiet in Patagonia because she had a chance to \_\_\_\_\_ there.
3. Except for trekking, Jane also went \_\_\_\_\_ and \_\_\_\_\_ in Patagonia.
4. Jane's friend, Ana, works as a \_\_\_\_\_.
5. In the past, \_\_\_\_\_ were so big that gauchos had to do a lot of walking every day.
6. Jane went trekking in the Los Glaciares National Park with some \_\_\_\_\_.
7. Jane says she is planning to return to South America in a few years with \_\_\_\_\_.

### 4. POST-LISTENING

Discuss.

- Would you like to go on a trekking holiday in Patagonia? Why/Why not?



# Use pre-listening and warm-up questions

## 10 listening

### 1. PRE-LISTENING

Discuss.

- How would you define 'body language'?
- In your opinion, can body language indicate a person's real feelings? Can you think of any examples?



### 2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a talk in which an expert is talking about body language. Listen and complete the sentences 1-10.

1. Body language has to do with using our bodies, facial expressions and \_\_\_\_\_ to convey messages.
2. Facial expressions showing \_\_\_\_\_ surprise and fear, are common to people from all cultural backgrounds.
3. The Japanese express embarrassment by \_\_\_\_\_ or giggling.
4. The speaker thinks that the expression 'The eyes are the window to the \_\_\_\_\_' is true.
5. To communicate successfully with someone, you should maintain eye contact for at least \_\_\_\_\_ of the conversation.
6. In some Asian and South American countries, prolonged eye contact can be regarded as being \_\_\_\_\_ or hostile.
7. A person who feels guilty or embarrassed might choose to \_\_\_\_\_ eye contact.
8. People who are \_\_\_\_\_ do not stand or sit upright when having a conversation.
9. Objects, for instance \_\_\_\_\_, are often used to communicate our feelings to others.
10. People sometimes use objects to make them feel more \_\_\_\_\_.

### 3. PRE-LISTENING

- What do you know about the systems of communication below which were used by different civilisations?



Egyptian Hieroglyphics



Sumerian Cuneiform



Chinese Characters



Smoke Signals



Cave Paintings

### 4. MULTIPLE MATCHING

You will hear five different people talking about ways in which different civilisations communicate/communicated. Choose from the list A-F the statement that best describes each civilisation. Use the letters only once. There is one extra letter which you do not need to use.

- A. They developed two writing systems; one for official purposes and one for everyday use.
- B. Their writing system was developed for counting purposes and for business transactions.
- C. They used objects, such as stones, to spell out different words.
- D. They developed a system of communication that was not based on writing or art.
- E. They used pictures to communicate messages to others.
- F. Their writing system consists of thousands of symbols which must be memorised for successful communication.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

# Encourage students to pay attention to the non-verbal material

## LISTENING



### A. Discuss.

- Do you like reading comic books? Can you name any comic book superheroes?
- What do you know or can you guess about the superheroes on the right?

B. You are going to hear a radio interview about funny superheroes. Listen and compare the information given with your answers in the previous activity.

C. Listen again and complete the sentences below.

1. John Maxwell enjoys reading \_\_\_\_\_.
2. Asterix's village was never conquered by the \_\_\_\_\_.
3. Asterix and Obelix come into contact with different \_\_\_\_\_ when they travel around the world.
4. Desperate Dan's favourite food is \_\_\_\_\_.
5. In Dundee, Scotland, there is a \_\_\_\_\_ of Desperate Dan.
6. Mighty Mouse's enemies are often \_\_\_\_\_.



# Point out strategies Ss can use

## LISTENING


### 1. PRE-LISTENING

#### Discuss.

- How often do you use the phone? Do you use your home phone, your mobile or public telephones more often?
- Do you know what a telephone helpline is? Are there any you are familiar with? Which ones?

### 2. LISTENING FOR SPECIFIC INFORMATION

You will hear an interview with a worker from a telephone helpline. For questions 1-6, choose the best answer *a*, *b* or *c*.



**TIP**

- Read the rubric, questions and options carefully beforehand so that you are prepared for what you are going to hear.
- Remember that the questions follow the order of the conversation, so make sure you concentrate on the right question each time.
- If you find a question difficult to answer, don't concentrate on it for too long so that you don't miss the next question.



1. Where does the dialogue take place?
  - a. in a youth worker's office
  - b. in a radio DJ's studio
  - c. on the telephone
2. What is *Youth Connect*?
  - a. a radio station
  - b. a telephone company
  - c. a helpline
3. Why is *Youth Connect* different?
  - a. It puts callers through to the help they need.
  - b. It helps both adults and teenagers.
  - c. The staff meet the callers personally.
4. The caller who had trouble sleeping
  - a. had experienced a traumatic experience.
  - b. was suffering from stress.
  - c. was advised to take time off from school.
5. Callers who are lonely
  - a. often move to a big city.
  - b. all receive an information pack.
  - c. can speak to a local youth worker.
6. What can listeners do?
  - a. telephone for further information
  - b. contact the radio station by e-mail
  - c. volunteer to help



**Thank you**

