



In the Name of God,
the Compassionate, the Merciful

THE ILI ENGLISH SERIES

ADVANCED



STUDENT'S BOOK



IRAN LANGUAGE INSTITUTE

Affiliated with the Institute for the Intellectual Development of Children and Young Adults

HASTE MAKES WASTE



1

APPROACHING THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

Look at these photos. Then discuss the questions below.



- Which would be the most stressful situation for you? Why?
- Which situation do you experience most often? How do you handle it?
- How would you handle the other situations?
- Are you generally active or passive in dealing with stressful situations?
- What other stressful situations do you usually deal with?

B ENHANCING YOUR VOCABULARY

1 Match the words/expressions on the left with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

___ 1. audition	a. too anxious and tired to be able to relax
___ 2. rehearsal	b. take action to deal with a difficult situation
___ 3. stressed out	c. the journey that a person makes when they go to work
___ 4. panic	d. give a short performance for sb to judge
___ 5. incredibly	e. lessen (pain, anxiety, or trouble)
___ 6. commute	f. time that is spent practicing a play or piece of music
___ 7. back and forth	g. very; extremely
___ 8. relieve	h. involving or causing a lot of pressure or worry
___ 9. stressful	i. suddenly feel frightened so that you cannot think clearly
___ 10. handle	j. moving repeatedly in one direction and then in the opposite

2 Fill in the blanks with the correct form of the words/phrases from the list above 1-10.

1. She _____ for the role of Lady Macbeth.
2. Guests _____ and screamed when the bomb exploded.
3. We ran _____, carrying buckets of water to put out the flames.
4. The band was scheduled to begin _____ for a concert tour.
5. Police work is physically demanding and _____.
6. The average Los Angeles _____ is over 60 miles a day.
7. They all tried their best, yet it was _____ hard work.
8. Work out what situations or people make you feel _____ and avoid them.
9. Use a cooling gel _____ the discomfort of sunburn.
10. The government was criticized for the way it _____ the crisis.



1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC

-  Five people are talking about stressful situations they've had in their lives.



B LISTENING TASK 1

Listen and complete the chart below.

	Reason for stress	Solution
Jared		
Maria		
John		
Emi		
Doug		

C LISTENING TASK 2

Read the statements below. Listen to the tape/CD again. Then circle the best answer. Compare your answers with those of another student.



Jared

1. He comes from a _____ town, but he went to college in a _____ city.
a. small, large
b. large, small
2. He is busy every weekend with _____.
a. exercising
b. rehearsing



Maria

3. She was stressed out when she was preparing for her _____.
a. entrance exam
b. final exam
4. Her friends in the study group _____ the exam.
a. passed
b. failed



John

5. He is complaining about _____ to do.
a. not having any work
b. having a lot of work
6. He sometimes leaves work at _____.
a. 5 or 6
b. 9 or 10



Emi

7. She used to work as a(n) _____.
a. assistant
b. manager
8. She is now feeling happier because _____.
a. she is making more money
b. she likes her job



Doug

9. He was stressed out because of _____.
a. heavy traffic
b. his responsibilities at work
10. He doesn't _____ on the train.
a. drink
b. eat

1.3 FOLLOW-UP

A PAIR WORK

Do you have stressful lives? Interview your partner.

	Yes	No
Do you always hurry to complete your tasks?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have difficulty relaxing?	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel guilty when you're relaxing?	<input type="checkbox"/>	<input type="checkbox"/>
Do you find it difficult to concentrate?	<input type="checkbox"/>	<input type="checkbox"/>
Do you often get annoyed or lose your temper?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have difficulty falling asleep?	<input type="checkbox"/>	<input type="checkbox"/>
Do you often wake up during the night?	<input type="checkbox"/>	<input type="checkbox"/>
Do you spend too much time working or studying?	<input type="checkbox"/>	<input type="checkbox"/>
Do you eat too quickly?	<input type="checkbox"/>	<input type="checkbox"/>
Do you worry about your grades?	<input type="checkbox"/>	<input type="checkbox"/>



 **Join another pair.** Compare your answers. Who is under the most/least stress?



B GROUP WORK

Look at these suggestions for reducing stress. Then discuss the questions below.



Go jogging, bicycling, or swimming daily.

Stretch at regular intervals throughout the day.

Don't take on more than you can handle. Plan ahead.

Listen carefully to what others have to say.

Breathe deeply when you feel yourself getting upset.

Don't read or watch TV during meals. Eat slowly.

Take a yoga class, or learn relaxation techniques.

Organize your time in order to prevent running into trouble.

- Which suggestion do you think would be the most/least effective?
- Which stress-reducing techniques have you tried? Which would you like to try?



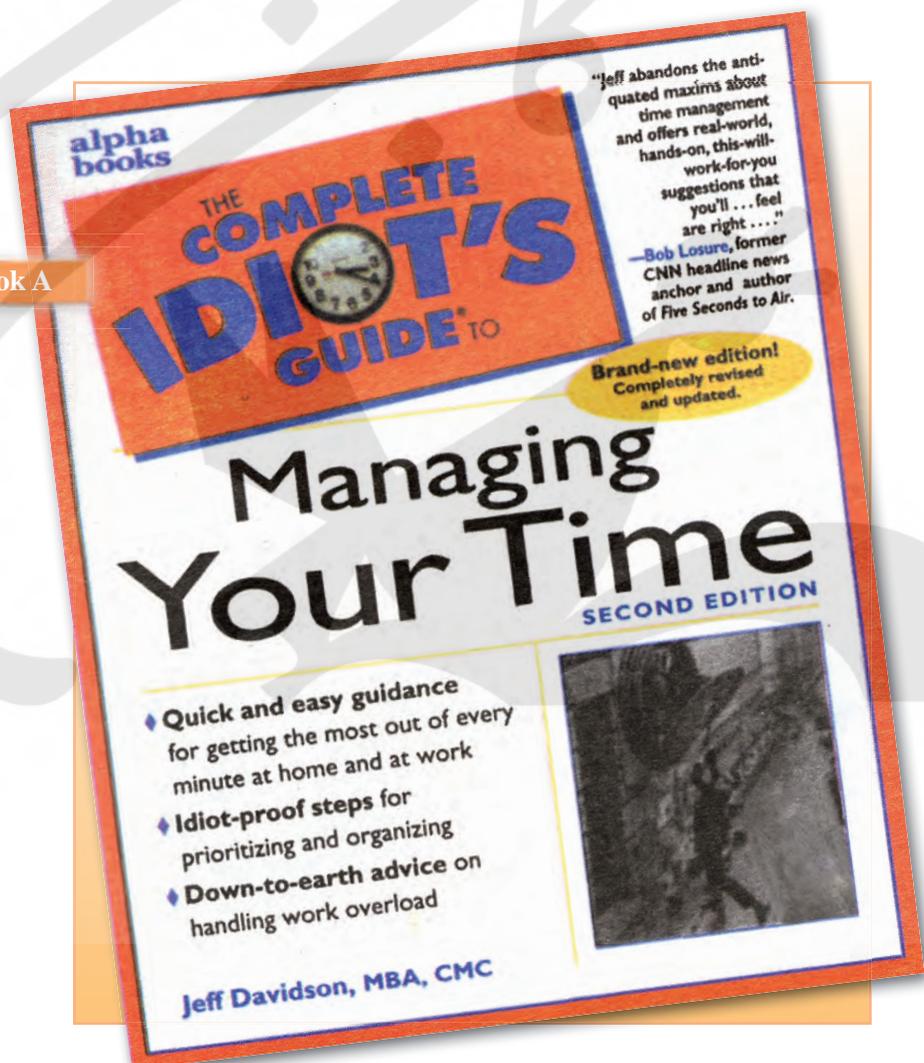
APPROACHING THE READING TOPIC

2.1 WARMING UP

1 Look at the advertising "blurb" for the two following books and discuss these questions.

- Would you buy a book like this? Why/Why not?
- Look at the topics listed on the covers (three for Book A and seven for Book B). Which would you personally find most useful? Why?
- If you had an extra hour a day, what is the most useful thing you could do with it?

Book A



Book B

Who Doesn't Need a 25 Hour Day?

This is the book that can give you the extra hour you wish you had. 2.5 million readers worldwide have acclaimed it as the bible of effective time-management. Ray Josephs' classic guide to ultimate efficiency is now completely revised and updated for the 1990s.

Whenever you work, whatever you do, you can do it better in less time:

- Turn your desk into a time-saving work station
- Keep household clutter from cluttering your schedule
- Put fax, electronic mail, and the computer to work for you
- Turn travelling time into useable time
- Delegate as much as you can to whoever you can (Including your kids!)
- Determine your peak hours and use them to get things done
- Set aside a fixed time each day to improve yourself, your opportunities and your life!



HOW TO GAIN AN EXTRA HOUR EVERY DAY

RAY JOSEPHS

HOW TO GAIN AN EXTRA HOUR EVERY DAY
New Time Strategies That Work
RAY JOSEPHS



2 Find words/phrases from the two "blurbs" matching the definitions given in the box below. Then write them in the spaces provided.

Book A

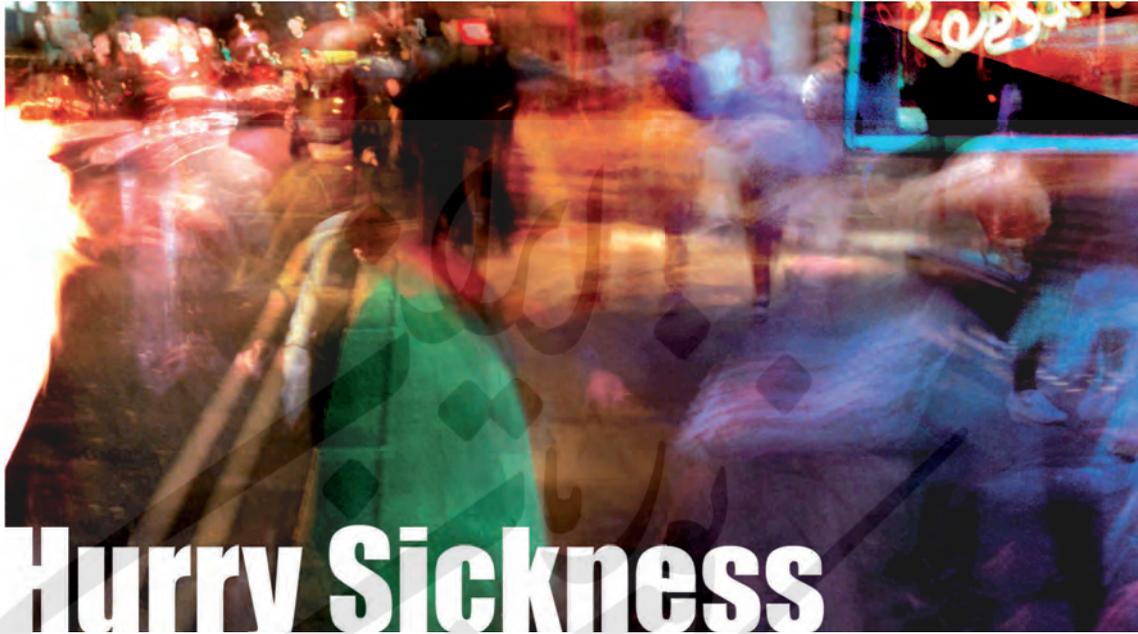
- _____ 1. (v) arrange things in order of importance
- _____ 2. (adj) practical
- _____ 3. (adj) designed to be used with very little risk of failure

Book B

- _____ 4. (n) an untidy collection of things
- _____ 5. (v) give sb else a job to do on your behalf
- _____ 6. (adj) at the best or most efficient point

3 Work in pairs to discuss these questions.

- What are your peak hours for working?
- Do you suffer from clutter at home or at work? What's the best way to prevent it?
- Is there anyone you can delegate jobs to when you're short of time?
- Who can you rely on for down-to-earth advice about your life or problems?



Hurry Sickness

- A** According to statistics, it is becoming increasingly rare in many Western countries for families to eat together. It seems that people no longer have time to enjoy a meal, let alone buy and prepare the ingredients. Meanwhile, fast food outlets are proliferating. Further evidence of the effects of the increasing pace of life can be seen on all sides. Motorists drum their fingers impatiently at stoplights. Tempers flare in supermarket queues. Saddest of all is the success of an American series of books called “One-Minute Bedtime Stories.” What, one has to ask, do parents do with the time thus saved?
- B** According to Barton Sparagon, M.D., medical director of the Meyer Friedman Institute in San Francisco, and an expert on stress-related illness, the above are all symptoms of a modern epidemic called “hurry sickness.” The term was coined nearly 40 years ago by a prominent cardiologist, who noticed that all of his heart disease patients had common behavioral characteristics, the most obvious being that they were in a chronic rush. Hurry sickness has been an issue in our culture ever since, but the problem is escalating in degree and intensity, leading to rudeness, short-tempered behavior, and even violence, alongside a range of physical ills.
- C** The primary culprit, according to Sparagon, is the increasing prevalence of technology – like e-mail, cell phones, pagers, and laptop computers. We can bring work home, into our bedrooms and on our vacations. Time has sped up for so many people, and there is increased pressure to do more in the same number of hours, says Sparagon. Jill Stein, a sociologist at the University of California at Los Angeles, agrees that time is being more compressed than ever. “In the past, an overnight letter used to be a big deal. Now if you can’t send an e-mail attachment, there’s something wrong. Because the technology is available to us, there is an irresistible urge to use it.”
- D** What about those annoying people who

shout into their cell phones, oblivious to those around them? Stein says that self-centered behavior is related to larger social trends as well as technology. “There is a breakdown of the nuclear family, of community, of belonging; and an increased alienation and sense that we’re all disconnected from one another. This breakdown came before the technology, but the technology has exacerbated it.” Now we connect through this technology, says Stein, and we don’t have face-to-face interaction. Ironically, as people pull their cell phones out in the most unlikely venues, our personal lives are available on a public level as never before. People are having work meetings and conversations about their spouses and their therapy sessions with complete impunity. Ordinarily we’d never be exposed to this information, says Stein.

E Sparagon claims that there is more a sense of entitlement now than ever (“Why should anyone slow me down?”). But he warns that there is more than civility at stake. “This chronic impatience is damaging not only to our social environment, but to our physical health. It builds, and then it doesn’t take much to explode. And for those who repress it, it’s equally damaging.” The high-tech revolution and the lifestyle it has spawned have brought with them a rash of serious health problems, including heart attacks, palpitations, depression, anxiety, immune disorders, digestive ills, insomnia, and migraines. Sparagon says that human beings are not designed for prolonged, high-speed activity. “When you look at our heart rates, brain-wave patterns—our basic physiology has not evolved to keep pace with the technology—we are hard-wired to be able to handle a “fight-flight” response where the stress ends within five to ten minutes. In our current culture, though, we struggle for hours on end.”

F Even children are not spared the ills of modern-day overload. There’s a hidden epidemic of symptoms like hypertension, migraines, and digestive problems among children as young as ten—disorders never before seen in children, says Sparagon. Whether these problems result from being swept into the maelstrom of their parents’ lives, or from full loads of extracurricular activities and unprecedented homework requirements—up to five hours a night for some—children are experiencing the same sense of overload, time pressure, and demands that their parents experience, says Sparagon, “and they don’t have coping mechanisms to deal with it.”

G Recovery is possible, but Sparagon emphasizes that there is no quick fix. Many of these stress-related behaviors have become deeply ingrained to the point where people are hardly aware of them. The greatest paradox, he says, is that even when people are ready to change their behavior, they are in a hurry to do so.

H Sparagon works with people to become aware of their stress and the impact it’s having on their lives. They examine their belief systems (What is really important? What can they let go of?) and they learn to challenge their behaviors. One popular exercise is to assign a chronically impatient person to stand in the longest line in the grocery store. The only answer is to take it one day at a time. The irony is that all the techniques and technology designed to streamline our lives may ultimately be counterproductive. As Sparagon says, “People are finding that all of this multi-tasking, rushing, and worrying is not only making life intolerable, but actually making them less efficient than they could otherwise be.”

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. The danger signs witnessed in Western life are an indication of the problems rooted in the heightened rapidity of the modern world.
 - b. Nowadays, the increasing pace of life has turned modern life to be even more enjoyable and time-saving.
- Paragraph B
 - a. Hurry sickness is a modern epidemic disease that does not have any clear symptoms.
 - b. Hurry sickness is bringing about not only health hazards but also behavioral deviations.
- Paragraph C
 - a. The availability of technology has encouraged people to undertake more time-consuming projects.
 - b. The widespread predominance of technological advances is blameworthy for the undesirable effects of hurry sickness.
- Paragraph D
 - a. Social inclinations and tendencies are also responsible for the increase of self-centeredness in Western countries.
 - b. The breakdown in human relationships in the Western world can solely be attributed to the use of high-tech machines.
- Paragraph E
 - a. The technologically-governed Western life is fraught with different stress-related health issues.
 - b. Psychological problems are the main serious effects of human struggle to keep up with modern technology.
- Paragraph F
 - a. Parents' behavior toward their children is to be blamed as the major source of stress for their children.
 - b. The pressures of Western modern lifestyle have also had a negative impact on children's health.
- Paragraph G
 - a. Stress-related behaviors cannot be remedied quickly.
 - b. The cure for stress-related disorders cannot be effective for long.
- Paragraph H
 - a. Any attempt to reduce stress in Western modern life cannot be successful and is definitely doomed to failure.
 - b. It is necessary to tackle stress problems, but sometimes the measures taken to do so are stress-inducing themselves.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. What is the overall topic of the article?
 - a. Ways to improve your efficiency at work.
 - b. Illnesses caused by working too hard.
 - c. The importance of relaxation in modern life.
 - d. Problems arising from the increased pace of life.
2. Which one of the following factors contributes to hurry sickness according to the article?
 - a. Our bodies are well-designed to cope with stress for long periods.
 - b. Communications have become less varied and slower.
 - c. People want to use the new technology which is available.
 - d. Our physical health is endangered by too much stress.
3. One result of the use of technology and high-tech devices in this fast-paced age is that people _____.
 - a. frequently meet work colleagues in public places.
 - b. have personal telephone conversations in public.
 - c. need to visit therapists on a regular basis.
 - d. no longer have offices to work from.
4. Which one of the following is mentioned as a problem caused by hurry sickness?
 - a. People are becoming more short-tempered and violent.
 - b. People are not expected to try and achieve more in the time available.
 - c. Globalization has led to 24-hour trading in industrialized countries.
 - d. Jobs are more secure and people don't have to work harder to keep them.
5. Which idea has NOT been dealt with in any of the paragraphs in the article?
 - a. Who is responsible for the problem of hurry sickness.
 - b. The effects of stress on our health and why we are so susceptible.
 - c. Hurry sickness as a disease with no age limits.
 - d. The effects of social change caused by the widespread use of technology.

C REACTING TO THE READING

1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

_____ 1. coin	a. widespread existence
_____ 2. culprit	b. a statement which seems to be impossible because it says two opposite things
_____ 3. prevalence	c. make a problem worse
_____ 4. oblivious	d. having the opposite effect to that intended
_____ 5. exacerbate	e. freedom from any risk of being punished
_____ 6. impunity	f. invent a new word or phrase
_____ 7. spawn	g. outside the regular course of work in a school or college
_____ 8. extracurricular	h. create
_____ 9. paradox	i. not noticing or knowing about sth
_____ 10. counterproductive	j. a person or thing guilty of a crime or offense

2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

OVER-: “too,” “excessively,” “over,” “beyond”

- _____ 1. We’ve got to make three people redundant.
- _____ 2. Oh, no! Look at my bank statement.
- _____ 3. I’m sorry I lost my temper like that.
- _____ 4. The meeting was due to finish at twelve.
- _____ 5. You can’t say we’ve had no success at all.
- _____ 6. They expected to sell their house for \$1 million.
- _____ 7. You must pay the electricity bill.
- _____ 8. I’m sorry I’m late.
- _____ 9. I wouldn’t stay at The Grand if I were you.
- _____ 10. I had to pay extra for my baggage.

- | | |
|------------------------------------|--|
| a. It overran slightly. | f. I overslept . |
| b. It’s rather overrated . | g. I’m overdrawn . |
| c. It was an overreaction . | h. It was a serious overestimate . |
| d. It’s overdue . | i. That would be an overstatement . |
| e. It was overweight . | j. The office is overstaffed . |



3

APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

1 We spend money. We spend time doing something. We even spend a lot of time spending money! The idea that time is money is very common. Here are 16 sentences – 8 literal and 8 metaphorical. Write the metaphorical sentence under the one with the literal meaning.

- a. Could you spare 5 minutes for a chat?
- b. 40 minutes waiting for a bus! What a waste of time!
- c. It's worth spending at least two days in Oxford.
- d. You'll have to finish now. We've run out of time.
- e. I'm busy today, but I can make time for you tomorrow afternoon.
- f. Let's take a taxi. It'll save at least 20 minutes.
- g. Venice is definitely worth a whole week.
- h. I'm busy at work. I can't afford more than a week off at a time.

1. I spent over \$100 today.

2. I've been trying to save at least \$10 a week all year.

3. \$2000 for a holiday! What a waste of money!

4. Can you spare me a dollar for a cup of tea?

5. I could manage \$70 a week, but I simply can't afford \$100 for an apartment.

6. I've run out of cash. Is there a cash machine anywhere near here?

7. Buy a second-hand car. New ones just aren't worth the money.

8. We made over a thousand dollars at our Christmas Fair.

2 Use the following expressions in the sentences.

the whole time
the first time
next time
my usual time
a specific time
some time



1. She kept on talking _____! She didn't stop a minute.

2. The body had been in the water for _____ which made it difficult to determine the exact time of death.

3. I met my friend's parents for _____ last week.

4. Could we arrange _____ to discuss this problem? How about 10 tomorrow?

5. I'd try a different approach _____. You might be more successful.

6. Although I was on holiday, I still got up at _____.

3.2 MINI-LISTENING



- 1 Listen to the methods Lisa, Sean, and Victor use to lower stress. Complete the chart and then compare your answer with a partner.

	Frequent cause of stress	Method of lowering stress
Lisa		
Sean		
Victor		

- 2 Can you talk about the advantages and disadvantages of each method?

3.3 FOLLOW UP

A PAIR WORK

Discuss the meaning of these quotations about time.

 “Time is a great healer, but a poor beautician.”

Lucille S. Harper

 “I am definitely going to take a course on time management...just as soon as I can work it into my schedule.”

Louise E. Boone

 “The bad news is time flies. The good news is you’re the pilot.”

Michael Altshuler

 “Time is a great teacher but unfortunately it kills all its pupils.”

Hector Berlioz

B GROUP WORK

- 1 Look at the events listed in the table. Do you agree on the value for each stressful event? Discuss to what extent you think that if the same research were done in your country, instead of the United States, the results would be different.

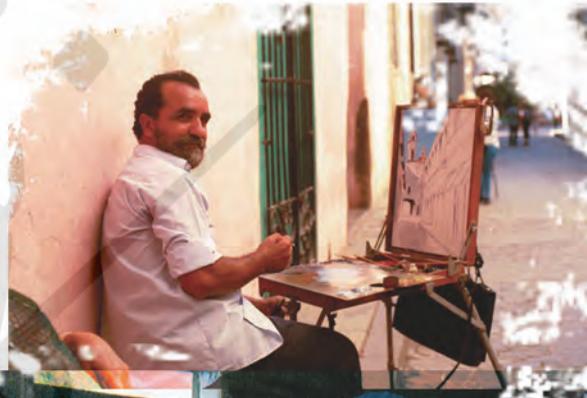
According to a famous study conducted by psychologists Holmes and Rahe, different life events can be rated according to the amount of stress they are likely to cause. Holmes and Rahe worked out a system in which the most stressful event (the death of a husband or wife) was given a value of 100 points; less stressful events were given values ranging from 1 to 99 points.

The Holmes and Rahe Social Readjustment Rating Scale (1970)

Life Event	Mean Value
Death of a spouse	100
Divorce	73
Death of a close family member	63
Major personal injury or illness	53
Marriage	50
Being fired from work	47
Retiring from work	45
Major change in health of a family member	44
Pregnancy	40
Gaining a new family member (<i>e.g. through birth, adoption, etc.</i>)	39
Major change in financial status (<i>e.g. having a lot more or less money</i>)	38
Death of a friend	37
Taking out a mortgage or loan for a major purchase (<i>e.g. a home or business</i>)	31
Major change in responsibilities at work (<i>e.g. promotion, demotion</i>)	29
Son or daughter leaving home (<i>e.g. marriage, attending college</i>)	29
Beginning or ceasing formal schooling	26
Major change in living conditions (<i>e.g. building a home, remodeling a home</i>)	25
Trouble with the boss	23
Major change in working hours or conditions	20
Change in residence	20
Changing to a new school	20
Taking out a small loan (<i>e.g. for a car, TV, freezer, etc.</i>)	17
Vacation	13
Christmas	12
Minor violations of the law (<i>e.g. traffic tickets, jaywalking</i>)	11

- 2 A lot of people are especially stressed out when they are at work. Work with a partner and make lists for the two following categories. Be prepared to explain the reasons for your choices to the class.

Five stressful jobs	Five unstressful jobs
<hr/>	<hr/>





APPROACHING THE WRITING TOPIC

A AN OVERVIEW OF A PARAGRAPH

 In written form, English is divided into paragraphs to distinguish one main idea from other main ideas. The paragraph, which is the basic unit of composition, consists of a group of sentences which develop one central idea. The central idea is usually stated in a topic sentence, and every sentence in the paragraph must help the development of the topic sentence.

B THE MODEL FOR A PARAGRAPH

The model for a paragraph has the following format:

1. **Topic Sentence**
2. **Support Sentences**
 - 2.1. Specific Support
 - 2.2. Specific Support
 - 2.3. Specific Support
 - Notice that this model has three items of specific support. Sometimes more items are necessary to be persuasive; other times, one long item will do.
3. **Concluding Sentence**

The Topic Sentence

The first sentence of a paragraph is usually called the *topic sentence*. You may have noticed in your reading of certain English texts that it is possible to place the topic sentence at the *end* of a paragraph or even in the *middle*. It is even possible not to have a topic sentence at all; in this case, the topic sentence is *implied* or *suggested*. Be aware of these possibilities when you read; otherwise, you might miss the point which the author is trying

to make. When you write, however, remember that a topic sentence placed at the beginning of a paragraph is the clearest kind of paragraph organization. Apart from the position of the topic sentence in the paragraph, it is important to narrow down the topic so that you can handle a limited topic in your writing. The best way to limit your topic is to place *key words* or *phrases* in the topic sentence. These controlling words and phrases can be chosen from categories such as *place*, *time*, *quality*, *similarities*, *differences*, *number*, *cause*, and *effect*. Here is an example of a good topic sentence which is narrowed down by the use of three controlling phrases:

Soccer has become increasingly popular in the United States in the last ten years.

quality

place

time

The Support Sentences

Once you have limited your topic by writing a good topic sentence, you must next develop that topic so that the reader thoroughly understands what you mean to say. There are many ways in which you can develop and clarify a topic sentence. Four of these ways include: *examples*, *details*, *anecdotes*, and *facts and statistics*. The support sentences of a paragraph in some way contribute to the idea in the topic sentence. In other words, all these sentences must be related to the topic and refer back to the topic sentence. However, it is possible that some sentences may be directly related to the preceding supporting sentences. The following format can explain this issue better:

1. Major Support

1.1. Minor Support

1.2. Minor Support

1.3. Minor Support

The Concluding Sentence

At the end of a paragraph, it is *permissible* to include a kind of conclusion. In other words, having a concluding sentence in a paragraph is *optional*. The conclusion is usually the *restatement* of the topic sentence or the *reworded* topic sentence, that is, the writer expresses the topic sentence in a different wording.

C A SAMPLE PARAGRAPH

Here is a sample paragraph which follows the model perfectly. Notice how the topic sentence, the support sentences, and the reworded topic sentence are put together:

Even though I have never really lived there, going to my grandmother's farm always seems like coming home. The feeling begins as soon as I cross the threshold of that quaint little house and tumble into the arms of waiting aunts and cousins. The sense of welcome overwhelms me. Then, there are the cozy rooms—the ceilings don't seem higher than six feet—with their crackling fireplaces

that make me want to snuggle down into the feather-stuffed chairs. But the memory that always lasts the longest is the smell of grandma's cookies and pastries cooking in her coke-fed stove. Yes, only in grandma's house do I feel the warmth and welcome that always seems like coming home.



D QUALITIES OF A PARAGRAPH

There are a number of characteristics that a paragraph must have in order to be well-developed. Here is a list of these characteristics:

1. **Unity:** All the sentences must support the topic sentence, and there must be no irrelevant sentence in a paragraph.
2. **Coherence:** All the sentences of a paragraph must be connected to each other smoothly.
3. **Completeness:** There must be sufficient details in the body of a paragraph to develop the topic sentence.

Activity

1 In the following section, there are three subjects which are too general to write about in one paragraph. Write a topic sentence for each subject.

A. Soccer

B. Smoking

C. Education

2 In the following paragraphs, there are irrelevant sentences. Omit the irrelevant sentences in order to make the paragraphs unified.

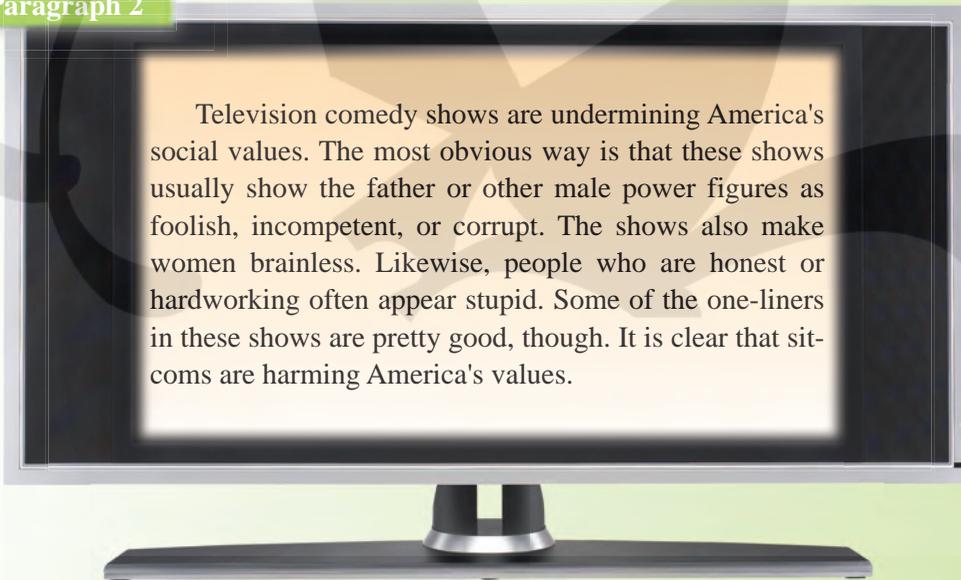
Paragraph 1

Compared with the earth, the moon is an unusual geological specimen. Its surface, once turbulent, is now so tranquil that the astronauts' footprints probably still remain virtually unchanged. Also, the surface of the moon is, of course, entirely barren and, except for its shape, almost dully consistent. The view from there is spectacular, which makes me really want to visit it. In summary, the moon has some important geological differences from the earth.



Paragraph 2

Television comedy shows are undermining America's social values. The most obvious way is that these shows usually show the father or other male power figures as foolish, incompetent, or corrupt. The shows also make women brainless. Likewise, people who are honest or hardworking often appear stupid. Some of the one-liners in these shows are pretty good, though. It is clear that sitcoms are harming America's values.





1

APPROACHING THE LISTENING TOPIC

1.1 ORIENTATION

A PREDICTING

1 Discuss the following questions:



- What do you remember from your first day at school?
- What kind of mixed feelings did you have toward your teacher, classmates, and the school?
- How long did it take until you could adapt yourself to the new environment?
- What's your best memory of school?

- 2 Using the following form, provide the relevant information about yourself, your education, and your work experience.

Employment Application Form

Personal Details

First Name:	Middle Name:	Surname:
Gender: M/F	Marital Status:	Number of Children:
Date of Birth:	Place of Birth:	Nationality:
Current Address:		
Telephone No:	Cell Phone No:	E-mail Address:

Educational History

Year (From / To)	College / Institute	Course / Major	Qualification

Work Experience

Year (From / To)	Company/Establishment	Position	Responsibility

Interests

Career Objectives

B ENHANCING YOUR VOCABULARY

- 1 The following words/phrases all relate to educational systems. Can you match each item with its meaning? Write the appropriate letter in the space provided. Does education in your country include any of the items below? Which are you in favor of or opposed to?

- a. a government run by the students
- b. punishment where students must stay after school
- c. grades awarded during a course, rather than after exams are taken
- d. a list of students who have achieved high grades
- e. sports as part of the school curriculum
- f. a school that students live at during the school year
- g. the physical punishment of students
- h. a school that mails the students lessons, which are then mailed back for grading
- i. a period of time given at intervals to university teachers for travel, study, etc.
- j. a project that a student designs and completes alone
- k. classes taught at home by a student's parents
- l. a place for learning industrial or commercial skills
- m. a visit to a location outside school to learn sth
- n. a program offering classes to adults who want to presume their education
- o. a course that people can watch in their homes

- ___ 1. boarding school
- ___ 2. continuous assessment
- ___ 3. corporal punishment
- ___ 4. correspondence school
- ___ 5. detention
- ___ 6. honor roll
- ___ 7. physical education
- ___ 8. student council
- ___ 9. sabbatical
- ___ 10. field trip
- ___ 11. independent study
- ___ 12. home schooling
- ___ 13. vocational school
- ___ 14. educational TV course
- ___ 15. continuing education

2 Choose the correct item to complete the sentence.

1. I'm happy to say that you have all (sat / taken / passed) your math test.
2. Will the teacher (give / provide / make) us some feedback on our essays?
3. The university (agrees / recognizes / takes) the school-leaving exams of most other countries.
4. It isn't compulsory to (assist / attend / listen) all the lectures at this university.
5. How long will it take you to (complete / carry out / fulfill) your degree?
6. You must (submit / send / write) your application in before the end of June.
7. Several students have decided to (withdraw / go / leave) the course this year.
8. I want you all to (write / hold / keep) a vocabulary notebook for all the new words and expressions.
9. The college she wants to go to costs \$18,000, but she has only \$10,000. She needs a(n) (full / athletic / partial) scholarship.
10. Unfortunately, the professor has (done / assigned / marked) a lot of homework and we will be busy all week doing it.
11. Schools which are funded by the government are called (national / government / state) schools.
12. Many children below the age of five go to (nursery / nursing / kindergarten) school.
13. At school children learn a lot of (subjects / topics / lessons), such as math and science.
14. I got a good grade on my history exam, but unfortunately I (failed / fell / lost) my physics.
15. There wasn't an Italian class at her school, so she (learned / studied / taught) herself to speak it.



1.2 LISTENING FOR IT

A INTRODUCING THE TOPIC



Three people are talking about their first day at high school.



B LISTENING TASK 1

Listen to Karen, Amy, and Patrick talk about their first day at high school. Check the views expressed by each person in the following table.



	Amy	Patrick	Karen
1. Not motivating enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Crowded classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Friendly atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Missed old friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Had less fun than middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Tried to blend in with the crowd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C LISTENING TASK 2

Now listen again and complete the summary.

Amy had attended a small ¹ _____ school. Her new public school was huge in comparison. She didn't know what kind of ² _____ to wear. There were about 30 students in the class, and the ³ _____ was much less strict than her previous school.

Patrick ⁴ _____ up too much on his first day at high school. His new teacher greeted him very ⁵ _____. High school was very ⁶ _____ compared with junior high school, but he enjoyed forming ⁷ _____ groups with other kids from his neighborhood.

Karen was ⁸ _____ about being separated from her friends when she went to a new high school. But she was pleased to find her friend with her in the first ⁹ _____ class. She didn't find high school ¹⁰ _____.

1.3 FOLLOW-UP

A PAIR WORK

Which of these suggestions would improve education in your country? Discuss each one and then agree on two recommendations.

1. The school day should last longer so that students can take additional classes.
2. Students ought to spend a minimum of three hours a day on homework.
3. All students ought to have access to the Internet and ought to be allowed to watch educational TV in the classroom.
4. Students shouldn't be given failing grades.
5. Schooling should be free until the age of 21.
6. The library ought to be replaced by a multimedia center with computers.
7. Students should be required to pay a fee for any class that they fail and need to repeat.
8. High school students ought to be able to choose their own courses. They learn best when they study things that interest them.
9. More emphasis should be placed on helping students get job experience and less emphasis on courses like history and literature.
10. Teachers' salaries should be based on how popular the teachers are with students.

B GROUP WORK



Join another pair. Choose the most important recommendation, and then share it with the class.

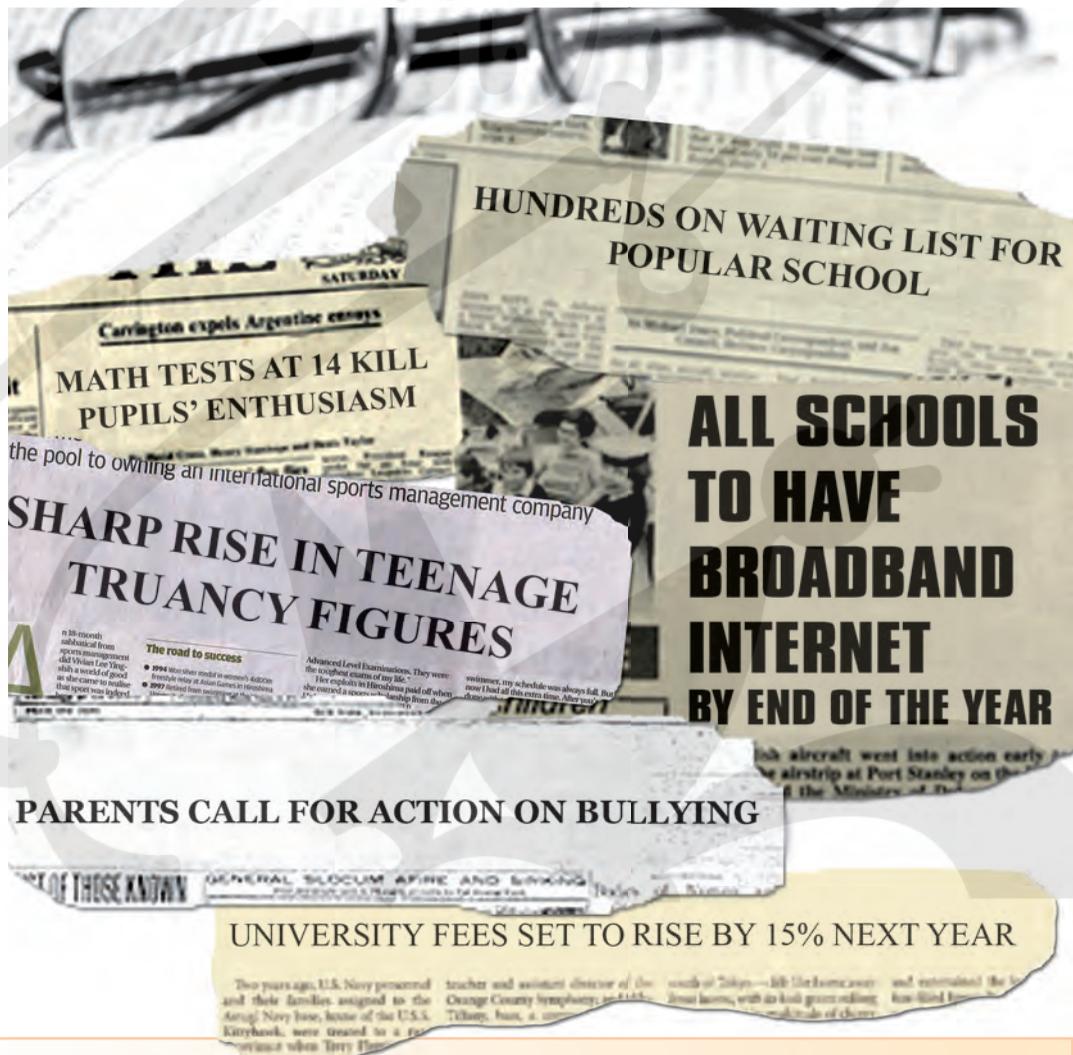




APPROACHING THE READING TOPIC

2.1 WARMING UP

- 1 Read the newspaper headlines and then discuss these questions with another student.



- What educational issues are raised by the newspaper headlines?
- Which issues do you think are the most important?
- What educational issues are of current concern in your country?

2 Find words/phrases from the newspaper headlines matching the definitions given. Then write them in the spaces provided.

- _____ a. (n) the feeling of being very interested in sth
- _____ b. (adj) able to send different types of communicative signals at the same time
- _____ c. (n) an amount of money paid to receive education
- _____ d. (v) frighten or hurt sb who is smaller or weaker
- _____ e. (n) the practice of deliberately staying away from school without permission
- _____ f. (n) a list of people waiting for sth that may become available

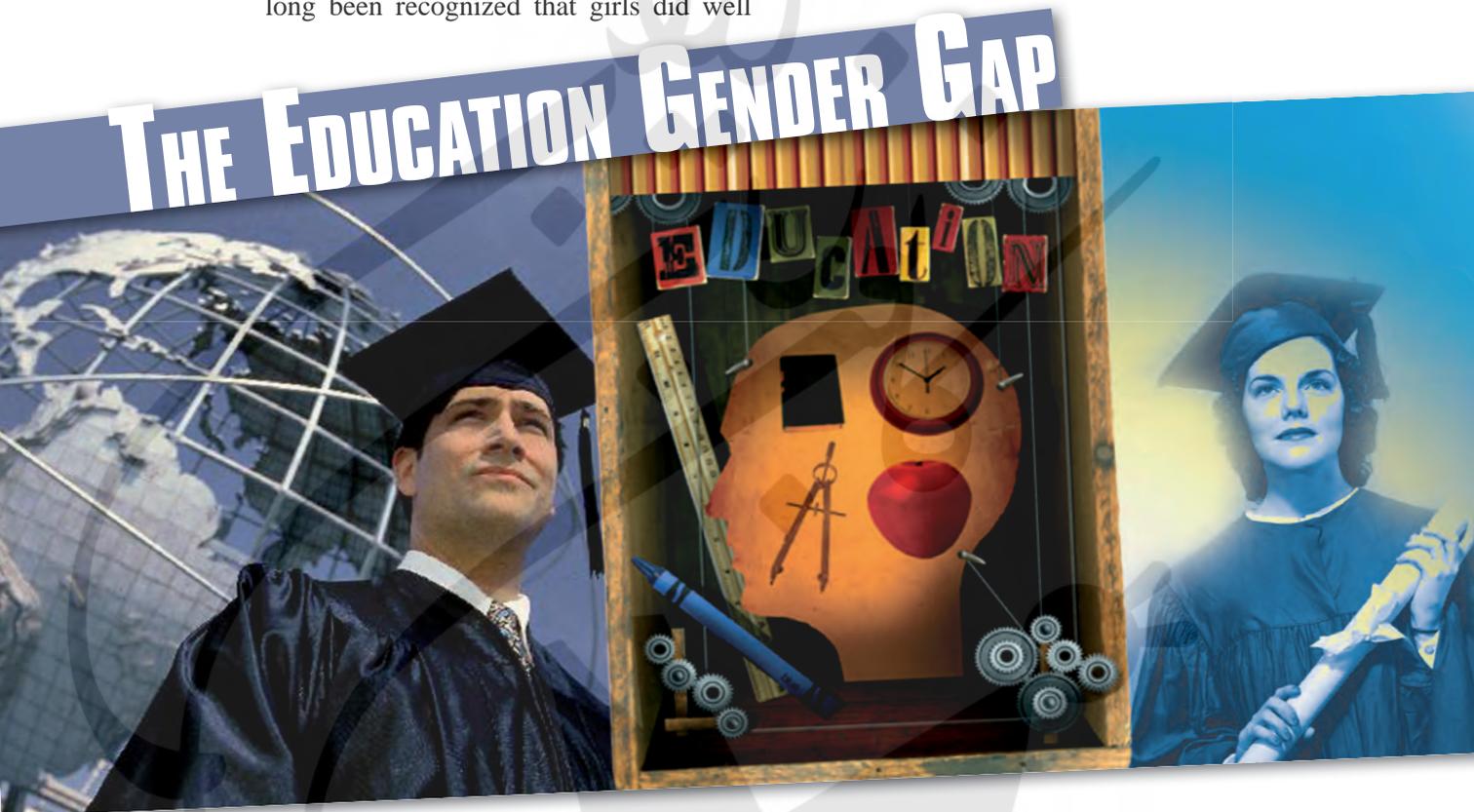
3 Look at the photographs and discuss these questions with other students.



- What do you notice about the activities the children are involved in?
- In your experience, are there some school subjects in which boys do better than girls and vice versa?
- How do you explain learning differences between boys and girls?

A Research into gender differences in education has tended to focus on the poor performance of girls in science and math, virtually ignoring the low achievement of boys in reading and writing. According to Cecilia Reynolds, from the Ontario Institute for Studies in Education, it has long been recognized that girls did well

B As if that wasn't bad enough, recent testing has shown for the first time that the performance gap that once existed between boys and girls in science and math has now almost disappeared too. Some experts even predict that at some time in the future, girls may actually move



in literacy and that boys did not, but there was no great concern about this because in the real world, boys were still going on to get better jobs and salaries. However, a 2004 study by the Council of Ministers of Education found that Canadian girls are outperforming boys in literacy skills by a wider margin than previously thought. Among thirteen-year-olds, about ten percent more girls than boys meet expected targets for literacy, and among sixteen-year-olds, about seventeen percent more girls write at an age-appropriate level.

ahead of boys in science. According to Paul Cappon, Director General of the Council of Ministers of Education, one of the consequences of this will be to put girls in the lead in relation both to university entrance and to achievement in the labor market. Already, only forty-two percent of university graduates in Canada are male, and that number is dropping each year.

C While experts agree that now is the time to focus on the long-standing gender divide in literacy, their explanations for it, and their solutions, vary widely. In a culture that favors equal opportunity and advocates political correctness, some have found it

difficult to discuss this troubling gender gap without entering into the touchy domain of sexism.

- D** Some educators have put the blame directly on policy and its implementation by women teachers, saying that since educational practice has aimed at improving the performance of girls, boys have been forgotten. Cecilia Reynolds has warned that it is important to address any differences between boys and girls without assigning blame. Nevertheless, although she doesn't believe boys were forgotten, she does admit that insufficient attention may have been paid to their different learning needs.
- E** Others have pointed to a more subtle cause, to what Paul Cappon has called the “feminization” of education. Increasingly, teaching is becoming dominated by females as more young women enter the profession and more older men retire, he says. That leaves boys with few male role models in the classroom. “It’s women doing the teaching. Boys in the socialization process will tend to discount the importance of that particular subject area when it’s only women teaching it,” he suggests.
- F** Cappon also thinks the kinds of reading materials available in schools may be better suited to girls than boys. As he points out, the current wisdom is that boys’ reading preferences include factual and instructional materials that will help them understand particular areas of interest, whereas girls are attracted to stories that explore interpersonal relationships.
- G** Since there is now concrete evidence of a significant gender divide, there is a growing body of opinion which argues that the only way to ensure equitable treatment of boys and girls is to segregate them. Some schools have used this tactic to improve girls’ performance in science and math,

but with the latest emphasis on literacy and boys, some now say full separation is the only solution.

- H** Leonard Sax, the founder of an organization promoting single-sex education, points to the success of an inner-city school in Montreal which introduced single-sex classrooms five years ago. Since then, absenteeism has dropped and the rate of students going on to college has nearly doubled. Sax, a family doctor and a psychologist, believes that many people in education are paralyzed by a feeling that it’s politically incorrect to talk about innate differences in the ways boys and girls learn. He argues, however, that genetic differences between boys and girls mean that it’s impossible for them both to learn successfully in the same classroom. According to Sax, every substantial choice made in schools benefits one gender and disadvantages another. As an example, he claims that girls hear better than boys and that part of the reason for boys falling behind is simply that they can’t hear the teacher. He also points to research which shows that there are key differences in the way boys and girls respond to confrontation. Girls shrink away from a confrontational teaching style under which many boys would thrive.
- I** What policy makers ultimately decide to do may depend on how far the results of the recent study are judged to be an accurate reflection of the general situation. Cecilia Reynolds emphasizes that gender differences are statistical, with significant numbers of individuals everywhere not following the general trend. Although she does not believe we should be seriously concerned, she does think that in future, parents and teachers will need to pay more attention to what is happening to boys both at home and in the classroom.

2.2 DISCUSSING THE PASSAGE

A READING FOR MAIN IDEAS

Which choice best states the main idea in each paragraph?

- Paragraph A
 - a. Boys and girls have noticeable differences in their learning performance.
 - b. Gender differences regarding the level of achievement in literacy are not noteworthy.
- Paragraph B
 - a. Girls are way ahead of boys in getting university degrees and jobs.
 - b. Girls have now progressed in their math and science learning as much as boys.
- Paragraph C
 - a. Gender differences in literacy need to be dealt with more seriously and impartially.
 - b. Dealing with the troubling gender gap in literacy is only possible through sexist approaches .
- Paragraph D
 - a. Women teachers are blameworthy for giving priority to girls' learning needs in educational settings.
 - b. Educators believe that gender differences should be addressed without prioritizing any of the two gender groups.
- Paragraph E
 - a. The feminization of education has had a subtle influence on boys' special interest in teaching.
 - b. The high proportion of women in teaching is a disadvantage for boys.
- Paragraph F
 - a. Different kinds of reading materials should be available in schools for both sexes.
 - b. Whereas girls enjoy reading non-fiction, boys prefer reading fiction about interpersonal relationships.
- Paragraph G
 - a. It appears that segregation is the only way to guarantee non-discriminatory treatment of the two sexes.
 - b. Some believe that complete separation of boys and girls is a partial solution for the problem of gender differences in learning.
- Paragraph H
 - a. Co-ed schools claim to provide suitable teaching styles in response to the inborn differences in the ways boys and girls learn.
 - b. Single-gender schools have proved successful in promoting boys' more active presence both at school and college.
- Paragraph I
 - a. In order to adopt the best policies in education, it is necessary to have a true understanding of the present situation.
 - b. All boys and girls follow the same general learning patterns but at different speeds.

B READING FOR DETAILS

Think about what you learned in the passage, and circle the best answer.

1. What is the main topic of the article?
 - a. The most important goal of education is to improve reading and writing abilities.
 - b. Boys and girls must be taught different subjects at school.
 - c. Gender differences can account for the different ways boys and girls learn.
 - d. There should be equal job opportunities for both boys and girls.
2. In which areas do boys usually have better achievements than girls?
 - a. Literacy and labor market.
 - b. University admission and graduation.
 - c. Science and math.
 - d. Reading and writing.
3. According to Paul Cappon, boys undervalue some school subjects because
 - a. they don't have access to enough reading materials.
 - b. some schools don't have old teachers who are experienced enough.
 - c. they are taught exclusively by female teachers.
 - d. girls perform better than boys in these subjects.
4. What can work as a solution to the long-standing gender divide in education?
 - a. The employment of male teachers to teach special subjects.
 - b. The complete separation of boys and girls in educational settings.
 - c. The application of an identical teaching style in all schools.
 - d. The usage of more different punishment and encouragement strategies.
5. What can help policy makers with the choice of the most appropriate policies in education?
 - a. Equal number of men and women in decision making.
 - b. An accurate presentation and needs analysis of the current situation.
 - c. Overlooking the genetic differences between boys and girls in learning styles.
 - d. Adopting a sexist approach in dealing with academic issues and problems.

C REACTING TO THE READING

- 1 Match these words/expressions from the text with their definitions or synonyms on the right. Write the appropriate letter in the space provided. Then compare your answers with those of another student.

_____ 1. innate	a. publicly support a particular policy or way of doing things
_____ 2. target	b. inborn; inherent
_____ 3. council	c. not obvious, and therefore difficult to notice
_____ 4. advocate	d. the process of carrying sth out or putting sth into practice
_____ 5. subtle	e. the ability to read and write
_____ 6. discount	f. become very successful, happy, or healthy
_____ 7. implementation	g. important or real
_____ 8. thrive	h. sth that you try to achieve
_____ 9. literacy	i. consider that sth is not important, possible, or likely
_____ 10. substantial	j. an official group of people chosen to make decisions

- 2 Find matching pairs of sentences. Then write the appropriate letter in the space provided.

OUT-: "beyond," "out," "more than," "longer (faster, better) than"

- _____ 1. The proportion of women to men in the nursing profession is still higher.
- _____ 2. Our kitchen table is more solidly constructed than the chairs.
- _____ 3. We scored a touchdown when John caught a forward pass.
- _____ 4. In Sir Arthur Conan Doyle's detective stories, Sherlock Holmes manages to solve all of the mysteries.
- _____ 5. I know I can get to know the truth when I ask Jack.
- _____ 6. The new Chevette runs successfully in all road tests.
- _____ 7. Jim was deeply depressed after the loss of his wife.
- _____ 8. Matthew cannot wear those clothes anymore.
- _____ 9. The Smiths built a swimming pool in their back garden that is much bigger than ours.
- _____ 10. In this case the disadvantages are more noteworthy than the advantages.

- | | |
|--|--|
| a. He outlived her. | f. He has outgrown them. |
| b. He can outwit the cleverest criminals. | g. They outweigh them. |
| c. They outnumber the male ones. | h. He is very outspoken . |
| d. They have outdone us. | i. It outperforms the other models. |
| e. It will probably outlast them. | j. He outran his pursuers. |

3

APPROACHING THE SPEAKING TOPIC

3.1 DEVELOPING THE TOPIC

Read these statements about learning. What do you think they mean? Which ones do you agree with? Why?

<p> A little learning is a dangerous thing.</p>	
<p> Learn by doing.</p>	
<p> If you think education is expensive, try ignorance.</p>	
<p> Knowledge itself is power.</p>	

3.2 MINI-LISTENING



1 Listen to Frank, Regina, and Sonia talking about something they're trying to learn. What strategies are they using? What problems are they having?



	How they are trying to learn	Problems they are having
Frank		
Regina		
Sonia		

2 What other suggestions can you think of for Frank, Regina, and Sonia?

Frank	
Regina	
Sonia	

3.3 FOLLOW-UP

A PAIR WORK

Do you agree with these statements about studying foreign languages and literature? What are two other ways to learn a foreign language? To learn about literature?



- A good way to learn a foreign language is by studying grammar and vocabulary so that you have some knowledge before you practice speaking.
- A good way to learn a new language is by making friends with a native speaker and practicing with that person.
- The only way to master a foreign language is to live in a country where it is spoken so that you have to speak it all the time.
- The best way to learn about literature is by taking a course because a teacher can help you appreciate things that you wouldn't notice by yourself.
- A good way to learn about literature is simply to choose books that interest you and then read them.

B GROUP WORK

How can you learn the following things? Choose from the methods listed in the box, and then add other ideas of your own. Compare with a partner. Do you agree?

- _____ 1. learn how to drive a car
- _____ 2. learn about history
- _____ 3. learn how to run a business
- _____ 4. learn how to fly a plane
- _____ 5. learn a musical instrument
- _____ 6. learn advanced math
- _____ 7. learn a new dance
- _____ 8. learn about current events

- a. Watch someone do it, and then do the same thing.
- b. Try it out and learn by making mistakes.
- c. Follow a set of rules or instructions.
- d. Talk to people who are successful at it.
- e. Read as much as possible about the subject.
- f. Practice doing it by yourself.
- g. Take a course from an expert.
- h. Practice doing it with a personal instructor at your side.



APPROACHING THE WRITING TOPIC

HOW TO WRITE AN OUTLINE

Before developing your paragraph, you need to have a map to follow. This map clearly indicates where you have to go by breaking a topic into smaller units that you can handle one at a time. In writing, this kind of map is called an *outline*. In fact, an *outline* gives you a sense of the relative proportions of the parts of your paragraph, including which parts are the main ones, and which are subordinate, and finally it informs you if you have left out anything or included anything unnecessary. Here is a *brief outline* of this topic:

Why people live in big cities

1. More job opportunities
2. Better health care centers
3. More entertainments

A *detailed outline* may also reflect the ways you have chosen to develop your topic. Here is an outline, using words or short phrases for the various parts about this topic:

Students' financial problems

- | | | |
|--------------------|----------------------|-------------------|
| 1. School expenses | 2. Living expenses | 3. Other expenses |
| A. Tuition | A. Housing | A. Trips home |
| B. Textbooks | B. Transportation | B. Entertainment |
| | C. Food and clothing | |

In some cases, the writer may feel that it is necessary to devise a *sentence outline* such as the following one about this topic:

How to prepare for an exam

1. Draw up a study schedule.
 - A. Establish course priorities.
 - B. Be flexible, but firm.
2. Don't shortchange yourself on sleep.
3. Have food. Don't forget that the mind needs fuel, too.
4. Get some exercise, for both mind and body.
5. Self-indulgence: pamper yourself a bit for psychological stability.
 - A. Take breaks.
 - B. Meet friends.
 - C. Go to a movie.

Activity

1 Below is a list of sentences in random order about the wonders of Hawaii. First, read all of the sentences and look for the best way in which they might be organized in an outline form. Then categorize the items into four major sections and some minor ones.

- ___ 1. The mountains are among the loveliest in the world.
- ___ 2. The pleasant climate is caused by the northeast trade wind.
- ___ 3. Flowers, such as orchids, are surprisingly easy to grow.
- ___ 4. The mountains are high and forested, with many waterfalls.
- ___ 5. Third, there are the flowers.
- ___ 6. The average temperature is 77 degrees Fahrenheit.
- ___ 7. The population is made up of Caucasians, Japanese, Filipinos, Chinese, Puerto Ricans, Koreans, and Hawaiians.
- ___ 8. First, there is the climate.
- ___ 9. The mountains are close to the ocean.
- ___ 10. The highest temperature ever recorded is 88 degrees Fahrenheit.
- ___ 11. Finally, there are the people.
- ___ 12. The hibiscus flowers bloom in at least 20 colors.
- ___ 13. Second, there are the mountains.
- ___ 14. These people live together in reasonable harmony.

2 In the following section, there are three topics to be developed in the form of a paragraph. Write an outline for each one. You can use a *brief*, *detailed* or *sentence outline* for each topic.

1. Different forms of art that people commonly enjoy in your country

2. Three places in your country that tourists should visit

3. How you can improve your English
