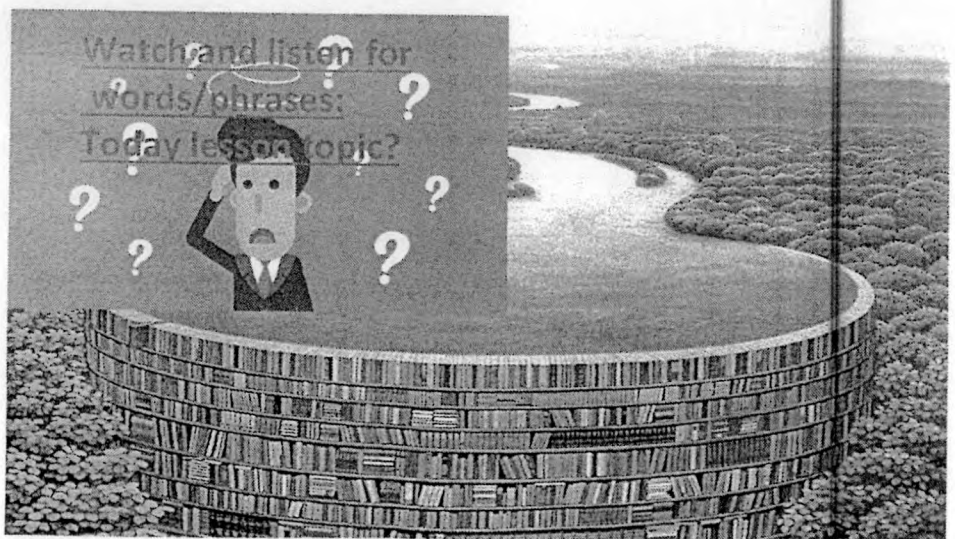




ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

Advanced English

2020 - 2021



DAY 5

READING – CROSS TEXT MULTIPLE MATCHING

WRITING PART 2: A PROPOSAL

- + Do you keep a diary or have a blog? Why/Why not?
- + What are the main differences between blogs and diaries?

LESSON 10. DIARIES

A
Diary
can
Help!

Analyzing questions (Open peardeck)

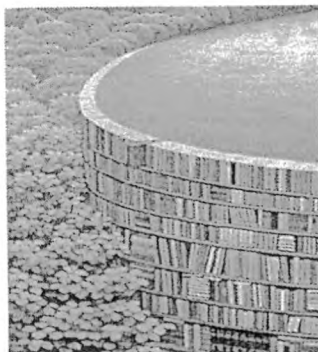
Which columnist

Q1. _____ shares a similar opinion to columnist A about the risks of keeping a diary?

Q2. _____ regards diaries as superior to social networking sites for a different reason to columnist D?

Q3. _____ has a similar view to columnist B about teenagers' contradictory behaviour?

Q4. _____ has a different attitude to columnist D about the reaction older people have to reading teenage diaries?



Looking for opinions/attitudes and comparing opinions/attitudes (Join kahoot)

Issue	Texts
1. diary keeping is risky	A.....;
2. diaries are superior to social networking sites	;
3. teenagers' behaviour can seem contradictory	D.....;
4. reactions of older people when rereading their teenage diaries	;

Which columnist

Q1. _____ shares a similar opinion to columnist A about the risks of keeping a diary? *asking for the same opinions.*

Q2. _____ regards diaries as superior to social networking sites for a different reason to columnist D? *asking for different opinions.*

Q3. _____ has a similar view to columnist B about teenagers' contradictory behaviour? *asking for the same opinion.*

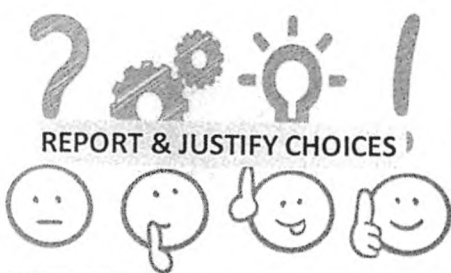
Q4. _____ has a different attitude to columnist D about the reaction older people have to reading teenage diaries? *asking for different opinions.*

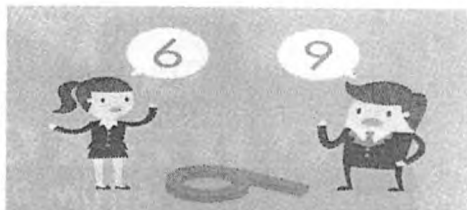


Looking for opinions/attitudes and comparing opinions/attitudes

Issue	Texts
1. diary keeping is risky	A.....; ...B.....
2. diaries are superior to social networking sites	A.....; ...D.....
3. teenagers' behaviour can seem contradictory	B.....; ...D.....
4. reactions of older people when rereading their teenage diaries	A.....; ...D.....







Read the articles about keeping a diary. For questions 1-4, choose from the extracts (A-D). The extracts may be chosen more than once.

Which columnist

Q1. _____ shares a similar opinion to columnist A about the risks of keeping a diary?

Q2. _____ regards diaries as superior to social networking sites for a different reason to columnist D?

Q3. _____ has a similar view to columnist B about teenagers' contradictory behaviour?

Q4. _____ has a different attitude to columnist D about the reaction older people have to reading teenage diaries?

Which columnist

Q1. B shares a similar opinion to columnist A about the risks of keeping a diary?

Columnist A: "younger siblings can, and do, often find them [diaries] a huge temptation";

Columnist B: "the prospect of somebody finding and reading a secret diary is enough to put many teenagers off the idea of keeping one"



Which columnist

Q2. A regards diaries as superior to social networking sites for a different reason to columnist D?

Columnist D: "They [social networking sites] are not safe places for baring one's soul... diaries are truly private places";

Columnist A: "a conventional diary is wonderfully impermanent. It can be quickly and completely destroyed if the writer so chooses, something that does not hold true for digital media"



Which columnist

Q4. A has a different attitude to columnist D about the reaction older people have to reading teenage diaries?

Columnist D: "People who reread their teenage diaries are understandably appalled to discover how little space they gave to what really matters and how much time they dedicated to the boy or girl on the bus who might or might not have fancied them";

Columnist A: "Even as adults, though we might pretend to feeling nothing more than mild amusement on rereading our teenage diaries, more often than not we secretly cringe with embarrassment over their raw emotion and trivial content"



Which columnist

Q3. D has a similar view to columnist B about teenagers' contradictory behaviour?

Columnist B: "Though they're perfectly happy to post all sorts of details about their personal lives on Facebook, the prospect of somebody finding and reading a secret diary is enough to put many teenagers off the idea of keeping one";

Columnist D: "Diaries with locks and keys have retained their popularity among teenage girls, despite the fact that they happily keep what amounts to digital diaries through posts on Facebook, Twitter or Tumblr"



Questions

Which of opinions about diary writing do
you agree with?

Answers

?

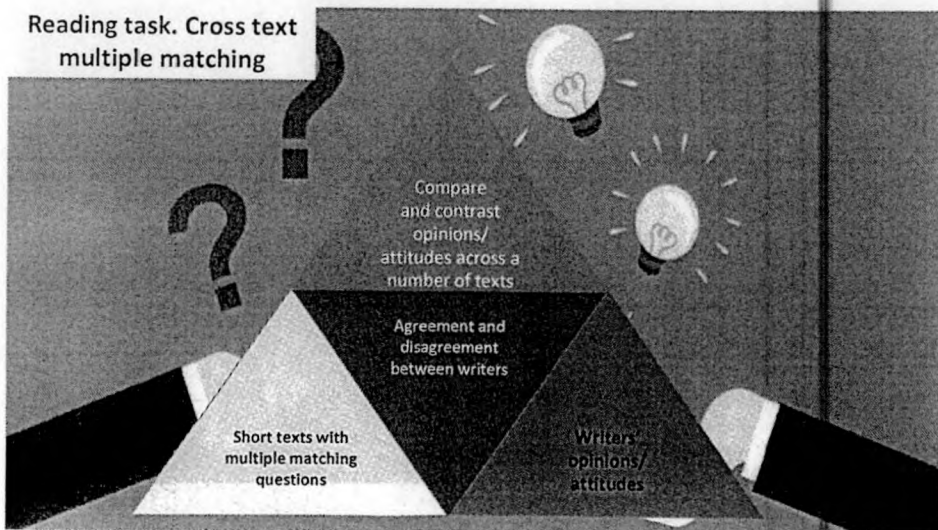
Questions

**What diaries can and can't
do for you?**

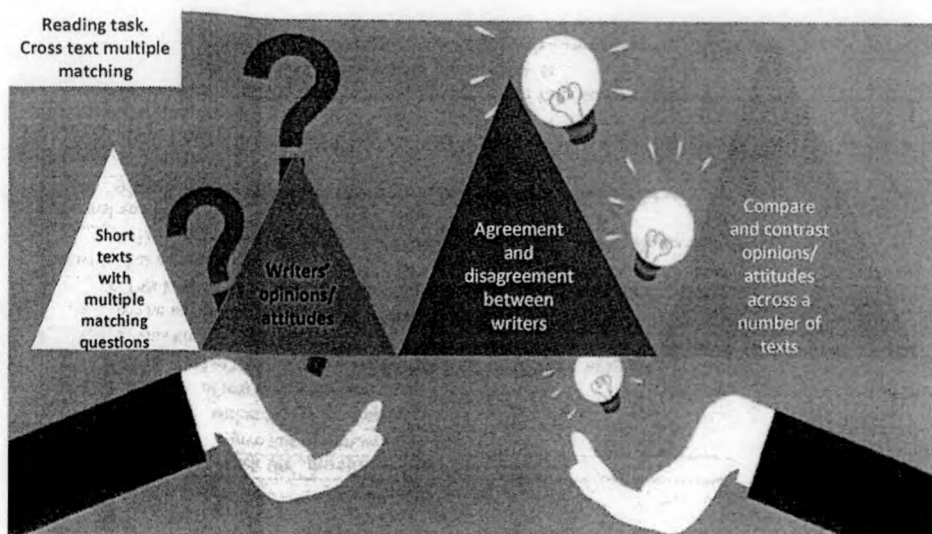
Answers

?

Reading task. Cross text
multiple matching



Reading task.
Cross text multiple
matching



TASK: A jigsaw reading task, i.e. Read one article and identifies what the writer sees as the film's strengths and weaknesses. Then work with another who has read the other article and share your information, comparing answers.

TEXT: Two different reviews of a film that has just been released.

[View Review A] [View Review B]

Assignment

PRACTICE. Cross text multiple matching task

Thank You

TRENDIZISST



Tick the appropriate items for a proposal	Text type
1. It is good to give this type of writing a title. 2. Headings within the text are appropriate. 3. This kind of text will begin <i>Dear...</i> 4. This kind of text has to be clearly organised into distinct paragraphs. 5. This kind of text aims to persuade the reader- persuasive language 6. The writer usually knows exactly who will read the text. 7. This kind of text usually tries to evaluate something that has happened or that the writer has experienced. 8. This kind of writing is more likely to be in a formal or neutral style than an informal one. 9. The writer usually begins with an overview of his or her reasons for writing the text. 10. The writer will try to begin this text in a way that will catch and hold the reader's interest. 11. The following recommendations are based on generally accepted estimates with regard to the city's probable future needs for leisure facilities. 12. Register should be impersonal language- using passive sentences	Proposal

WRITING A PROPOSAL **Group working and presenting**

Tick the appropriate items for a proposal	Text type
☒ 1. It is good to give this type of writing a title. ☒ 2. Headings within the text are appropriate. ☐ 3. This kind of text will begin <i>Dear...</i> ☒ 4. This kind of text has to be clearly organised into distinct paragraphs. ☒ 5. This kind of text aims to persuade the reader- persuasive language ☒ 6. The writer may know exactly who will read the text. ☐ 7. This kind of text usually tries to evaluate something that has happened or that the writer has experienced. ☒ 8. This kind of writing is more likely to be in a formal or neutral style than an informal one. ☒ 9. The writer usually begins with an overview of his or her reasons for writing the text. ☐ 10. The writer will try to begin this text in a way that will catch and hold the reader's interest. ☒ 11. The following recommendations are based on generally accepted estimates with regard to the city's probable future needs for leisure facilities. ☒ 12. Register should be impersonal language- using passive sentences	Proposal

TASK. The number of students at your college using the campus sports centre is decreasing.

You have been asked to write a proposal for the college director explaining why membership of the sports centre might be decreasing, and suggesting what can be done to encourage more students to make greater use of its facilities.

Write your proposal. (220-260 words)

UNDERSTAND THE TASK & ANALYSING THE SAMPLE ANSWER

Content

1. What two reasons has the candidate given for the decreasing use of the sports centre?
2. What five recommendations has the candidate made?

Communicative achievement

1. Who is the target reader of this proposal?
2. Look at the language the candidate uses to make suggestions. How has the candidate achieved a formal and polite tone?

Language

Find eight words which are spelled incorrectly and make the necessary changes.

Practice
Writeandimprove.com

UNDERSTAND THE TASK & ANALYSING THE SAMPLE ANSWER

Content

1. What two reasons has the candidate given for the decreasing use of the sports centre?

+ (1) the facilities are better in other gyms; (2) the opening hours aren't long enough

2. What five recommendations has the candidate made?

(1) upgrade/improve rowing & running machines; (2) replace missing equipment; (3) install security cameras; (4) open & close earlier; (5) advertise the changes

Communicative achievement

1. Who is the target reader of this proposal? The college director

2. Look at the language the candidate uses to make suggestions. How has the candidate achieved a formal and polite tone?

The test taker has used tentative and hypothetical structures: "I would suggest"; "Another recommendation would be..."; "if these changes..."

Language

Find eight words which are spelled in correctly and make the necessary changes.

1. residents- residence

2. access -access

3. mentionned - mentioned

4. equipment- equipment

5 disappeared- disappeared

6. preferably - preferably

7. feasible- feasible

8. useing- using



ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

Advanced English

2019 - 2020

READING CROSS TEXT MULTIPLE MATCHING

Candidates must read **carefully** across texts to match statements about the writers' **opinions** and **attitudes** with the correct text.

It's **possible** to match a text more than once.

DAY 5

READING CROSS TEXT MULTIPLE MATCHING WRITING A PROPOSAL

Pair working. Answer the questions. Then compare your answers with other students.

1. Do you keep a diary or have a blog? Why/Why not?
2. What are the main differences between blogs and diaries?
3. What are the potential risks of keeping a diary?

A

Diaries are embarrassing. Even as adults, though we might pretend to feel nothing more than mild amusement on rereading our teenage diaries, more often than not we secretly cringe with embarrassment over their raw emotion and trivial content. Why, I wonder, when they are nothing more than records of the childish hopes and ambitions we've now outgrown? But keeping a diary has advantages over other modes of expression. For one thing, a conventional diary is wonderfully impermanent. It can be quickly and completely destroyed if the writer so chooses: something that does not hold true for digital media. Diaries are also intended to be confidential, though younger siblings can, and do, often find them a huge temptation. If found, a diary will be read and its contents certainly made public and possibly shared with the very people one would least like to know about them.

B

Though they're perfectly happy to post all sorts of details about their personal lives on Facebook, the prospect of somebody finding and reading a secret diary is enough to put many teenagers off the idea of keeping one. While those fears might be well-founded, discovery is not the main threat diaries pose. They might actually induce writers to tell themselves something they didn't want to know. It might be an admission of jealousy, a confession of a secret infatuation or even an outpouring of pent-up resentment and rage. Threatening as this might be, there is real power in writing these sorts of things down. We can't begin to change the things we find most *taboo* about ourselves without first accepting them, and writing openly and honestly is the first step. We might ultimately burn the pages but we should use them first to confront the things that trouble us.

C

Teenage writers may come to regard their diary as a shoulder to cry on or even as a rather poor substitute for a boyfriend or girlfriend. That's fine, of course, as long as the diary really doesn't secretly hope that any boyfriend or girlfriend will ever read the diary. They may believe they would actually like this to happen but they would be horrified if it really did. But even just fantasising that *someone* else will read a diary can distort the whole process. Writers who imagine an audience try to impress, to persuade or perhaps to profess their own and others' feelings. They exaggerate the positive and downplay the negative. In short, they lie. As I see it, once a diary is anything but completely honest, the whole activity is rendered pointless. If you intend to address your friends and acquaintances directly, keep a blog or write your autobiography. A diary should be written, without recourse, for your eyes only.

D

In the wild, online and local have blurred their boundaries about teenage girls, despite the fact that they happen to be in different places. Facebook, Twitter or Tumblr has no such state-of-the-art privacy protections intended to protect a teenager's diary from prying eyes. It is just another social network. Attending to the social network is the only thing that matters. The whole idea of the diary as a secret place is dead. The diary for adults is a place of sentimental, old-fashioned, and shared. It is a place for some things, but not for teenage diaries. We are constantly encouraged to discover how to spend time, how to what really matters and how much time they dedicated to the boy or girl who has who might or might not have liked them. But at least, that is not really private places where something can be expressed

READING. Cross-text multiple matching

A. Read questions 1—4 and underline the main ideas. Which questions ask you to find extracts with the same opinions? Which questions ask you to find extracts with different opinions?

Which columnist

- _____ shares a similar opinion to columnist A about the risks of keeping a diary?
- _____ regards diaries as superior to social networking sites for a different reason to columnist D?
- _____ has a similar view to columnist B about teenagers' contradictory behaviour?
- _____ has a different attitude to columnist D about the reaction older people have to reading teenage diaries?

[illegible][illegible]

Gallery Walk: Get out of your seat, work around the class, read the text and questions to get right answer. Then share and discuss your choices in pairs or in groups

Test strategy 3: Underline key words in the questions

- a) Should I be looking for a similar opinion or a different one? b) What opinion am I looking for? c) Who am I comparing with?

Underline the key words that give you the answers to each of these questions.

READING. Cross-text multiple matching

A. Read questions 1—4 and underline the main ideas. Which questions ask you to find extracts with the same opinions? Which questions ask you to find extracts with different opinions?

Which columnist

1. _____ shares a similar opinion to columnist A about the risks of keeping a diary?
asking for the same opinions.
2. _____ regards diaries as superior to social networking sites for a different reason to columnist D? *asking for different opinions.*
3. _____ has a similar view to columnist B about teenagers' contradictory behaviour?
asking for the same opinions.
4. _____ has a different attitude to columnist D about the reaction older people have to reading teenage diaries? *asking for different opinions.*

READING. Cross-text multiple matching

A. Read questions 1—4 and underline the main ideas.

Which columnist

1. _____ shares a similar opinion to columnist A about the risks of keeping a diary?
2. _____ regards diaries as superior to social networking sites for a different reason to columnist D?
3. _____ has a similar view to columnist B about teenagers' contradictory behaviour?
4. _____ has a different attitude to columnist D about the reaction older people have to reading teenage diaries?

Read the extracts again. Which texts mention issues 1-4 in the table?

Issue	Texts
Issue 1. diary keeping is risky	Text: ...A...;
Issue 2. diaries are superior to social networking sites	Text:.....; ...D...
Issue 3. teenagers' behaviour can seem contradictory	Text:;
Issue 4. reactions of older people when rereading their teenage diaries	Text:;

B. Read the extracts again. Which texts mention issues 1-4 in the table?

Issue	Texts
1. diary keeping is risky	...A.; ...B.....
2. diaries are superior to social networking sites	...A.....; ...D.....
3. teenagers' behaviour can seem contradictory	...B.....; ...D.....
4. reactions of older people when rereading their teenage diaries	...A.....; ...D.....

C. For questions 1-4, choose from the extracts (A-D). The extracts may be chosen more than once.

1. Bshares a similar opinion to columnist A about the risks of keeping a diary?

(A: 'younger siblings can, and do, often find them [diaries] a huge temptation';

B: 'the prospect of somebody finding and reading a secret diary is enough to put many teenagers off the idea of keeping one')

C. For questions 1-4, choose from the extracts (A-D). The extracts may be chosen more than once.

C. For questions 1-4, choose from the extracts (A-D). The extracts may be chosen more than once.

2 Aregards diaries as superior to social networking sites for a different reason to columnist D?

(D: 'They [social networking sites] are not safe places for baring one's soul ... diaries are truly private places';

A: 'a conventional diary is wonderfully impermanent. It can be quickly and completely destroyed if the writer so chooses, something that does not hold true for digital media:')

C. For questions 1-4, choose from the extracts (A-D). The extracts may be chosen more than once.

3 Dhas a similar view to columnist B about teenagers' contradictory behaviour?

(B: 'Though they're perfectly happy to post all sorts of details about their personal lives on Facebook, the prospect of somebody finding and reading a secret diary is enough to put many teenagers off the idea of keeping one;');

D: 'Diaries with locks and keys have retained their popularity among teenage girls, despite the fact that they happily keep what amounts to digital diaries through posts on Facebook, Twitter or Tumblr:')

D. Complete the sentences with the correct form of the underlined words and phrases in the extracts.

1. Tony is always _____ of his younger brother. I don't know why he puts up with it.
2. Every time I hear my voice on a recording, it makes me _____ I can't stand it!
3. Ironing has to be one of the most _____ tasks there is.
4. The weather was absolutely _____ when we were on holiday. It didn't stop raining once.
5. There is a very real _____ that our team won't qualify for the World Cup.
6. In the interview she did her utmost to _____ her role in the disastrous election result.

C. For questions 1-4, choose from the extracts (A-D). The extracts may be chosen more than once.

4 A has a different attitude to columnist D about the reaction older people have to reading teenage diaries?

(D: 'People who reread their teenage diaries are understandably appalled to discover how little space they gave to what really matters and how much time they dedicated to the boy or girl on the bus who might or might not have fancied them;')

A: 'Even as adults, though we might pretend to feeling nothing more than mild amusement on rereading our teenage diaries, more often than not we secretly cringe with embarrassment over their raw emotion and trivial content:')

D. Complete the sentences with the correct form of the underlined words and phrases in the extracts.

1. Tony is always making fun of his younger brother. I don't know why he puts up with it.
2. Every time I hear my voice on a recording, it makes me cringe I can't stand it!
3. Ironing has to be one of the most irksome tasks there is.
4. The weather was absolutely appalling when we were on holiday. It didn't stop raining once.
5. There is a very real prospect that our team won't qualify for the World Cup.
6. In the interview she did her utmost to downplay her role in the disastrous election result.

- Additional activity: Compound verbs with out

- **outgrown.**

"Why, I wonder, when they are nothing more than records of the childish hopes and ambitions we've now **outgrown**"

- See if students can think of any other compound verbs with out Write the following verbs on the board, which can be combined with out to form a compound verb with a new meaning: **shine, weigh, live, play, smart, grow**
- Then write sentences 1-6 below on the board and ask students to form a compound verb with out and one of the verbs above to complete each sentence. They will need to make sure it is also in the correct form.

1 The benefits of the scheme..... the disadvantages.

2 He was simply.....opponent in the match by his highly skilled

3 My grandmotherall her siblings by more than ten year5

4 Shethe rest of the cast with her brilliant performance in the play

5 The criminals managed tothe police by hiding the stolen goods in safe houses all over the city.

6 She kept a lot of her old toys until one day she realized she had somehow..... them

Answers 1 outweighed/outweigh 2 outplayed 3 outlived/has outlived 4 outshone/outshines 5 outsmart 6 outgrown

How to write a proposal

PROPOSALS and reports have a similar layout. Reports are based on current circumstances or situations whereas **proposals are action plans for the future.**

You give more space to the current situation in a report and **more space to recommendations for future actions in a proposal.**

WRITING

Writeandimprove.com

Hints

First things first...

1. Begin by brainstorming ideas, in any order, and don't worry about language at this stage.
2. Group your ideas under headings for each section of your proposal.
3. Write a first draft, pay attention to the level of formality of language

Don't forget!

- * Begin by stating the **purpose of your proposal**
- * Use an **impersonal, semi-formal style**
- * Use clear layout with headings.
- * Express opinions and make recommendations in the last section of your proposal.
- * Include a final sentence summarising your opinion.
- * Use bullet points but not too many.

Useful language for a proposal

Stating the purpose of the proposal

** The principal aims/objectives of this proposal are to...*

** This proposal is intended to...*

** In this proposal I describe/evaluate/present/assess...*

Background information

** Comments made at the end of the questionnaires suggest...*

** Following a survey among families of young children...*

** Concerned members of the local community were invited to attend..*

** A number of concerns with regard to the most recent street party were expressed by*

SAMPLE TASK

Your college currently doesn't provide enough support for students planning to spend time studying in another country. You see this notice in the library.

The college is planning to introduce a special course for students planning to spend time studying in another country. The college principal invites students to send a proposal outlining any problems students may face when studying abroad and suggesting ways in which the course could address these problems. A decision can then be made about what to include on the course

Write your **proposal** in **220-260 words** in an appropriate style

Making recommendations and suggestions

** A working group **should be set up by...***

** **There should be an enquiry into...***

** **I would recommend that** a larger survey should be conducted before a final decision is reached*

Final recommendations

** **The results of the survey/questionnaire suggest that the introduction of heavier fines would seem to be the best option/ choice/solution***

** **If these recommendations are implemented, the situation is bound to improve***

** **Unless these suggestions are implemented, it is unlikely that there will be any improvement in the short term***

Introduction

This proposal is intended to outline common issues students have when studying abroad, and suggest ways that a course could help them to deal with these. The final section makes recommendations about what should be included in the course curriculum.

Problems when studying abroad

Interviews were conducted with 20 students who have recently completed a student exchange programme. The majority of students were of the opinion that overcoming the language barrier in their new country was the biggest challenge and nearly half also said that they experienced culture shock. Other problems cited included unrealistic expectations, loneliness and packing the wrong thing- particularly being unprepared for a different climate

Ways a course could address these

A course could prepare students for culture shock by raising awareness of the phenomenon and describing cultural differences that students may encounter in the host country. To aid the participants with language a course could include some useful phrases for the first days after arrival, in addition to some resources for language learning. The course could also include a discussion about combating isolation and adjusting expectations.

Recommendations

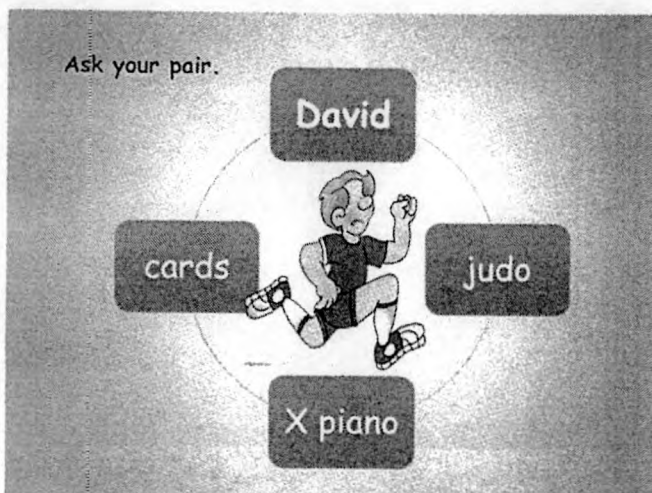
- I would like to make the following recommendations:
 - Invite students who have previously studied abroad to share aspects of the culture they found surprising and give advice on what to take.
 - Provide a list of useful phrases, together with suggestions of useful resources for language learning such as websites, blogs or e-books
 - Facilitate a discussion about engaging with people to avoid loneliness and isolation
- If these recommendations are implemented, young people are bound to feel more prepared for their experience.



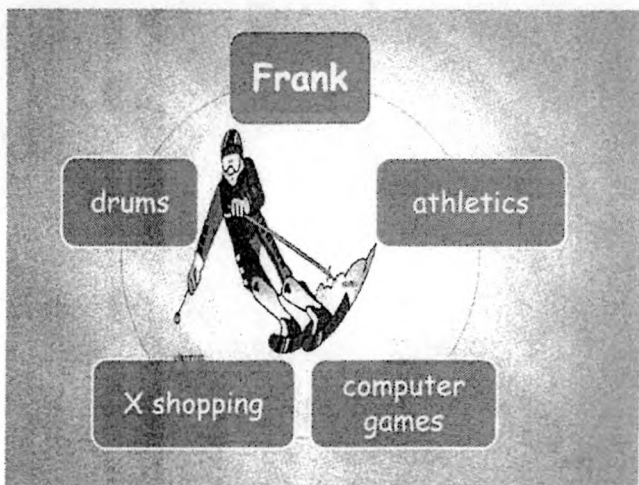
ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

SPEAKING 1

2019 - 2020



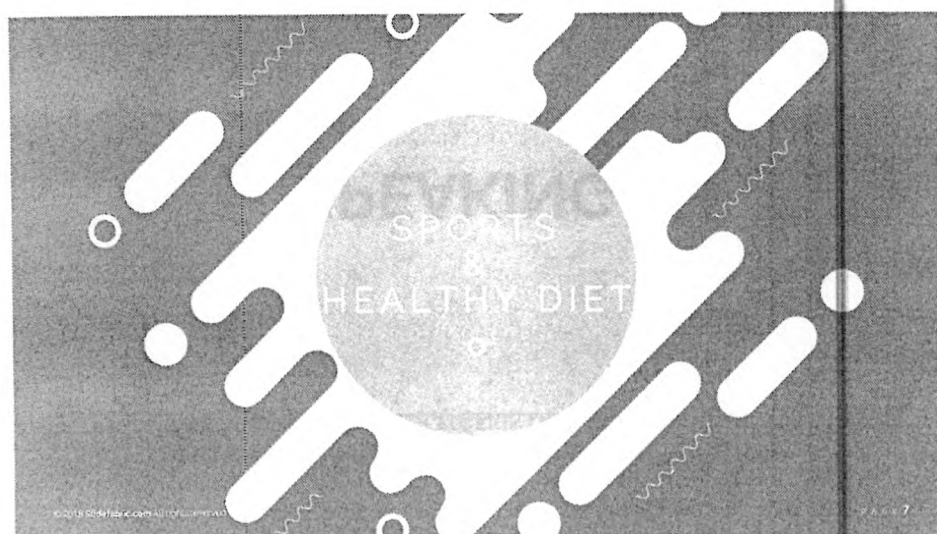
WARM-UP





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PAGE 5



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Unit 2

A HEALTHY BODY

TOPIC 1

SPORTS

Most people in my country think *it is important to keep fit / don't really do anything specific to keep in shape.*

I keep fit by *going jogging/ walking everywhere.*

I work out all the time. / I'm quite an active person. / I never do any exercise.

SPORTS

HOW DO YOU FEEL ABOUT SPORTS?

Watching sports is *tedious* /
entertaining / all right if
there's nothing else on TV.

Playing sport is
exhilarating / good fun /
exhausting /

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ACTIVITY 1

On weekdays

- ☐ get up early and go for a run
- ☐ go to a gym
- ☐ ride a bike to class
- ☐ walk instead of taking the bus
- ☐ eat a good breakfast
- ☐ _____

On weekends

- ☐ go for a bike ride
- ☐ take a long walk
- ☐ go swimming
- ☐ go dancing with friends
- ☐ avoid all junk food
- ☐ _____

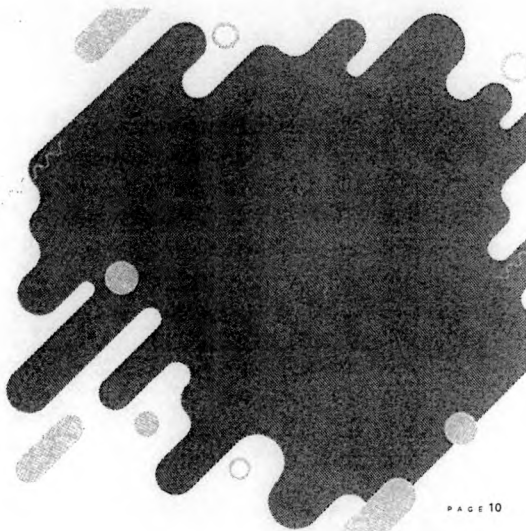
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SPORTS

HOW DO YOU FEEL ABOUT SPORTS?

I'm ☐ /
fanatical about sport / not
the least bit interested in
sport.



SPORTS

TYPES OF SPORT

1	Contact sports	boxing	judo	wrestling
2	Water sports	rowing	sailing	windsurfing
3	Extreme sports	bungee jumping	rock climbing	snowboarding
4	Team sports	football	basketball	baseball
5	Individual sports	archery	badminton	chess

What do you want to talk about sport?

WORK IN GROUPS

MAKE A LIST OF THREE TYPES OF SPORT

PLACE
EQUIPMENT
BENEFITS

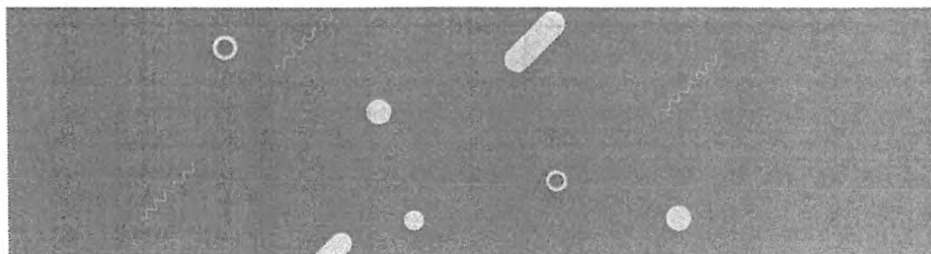
GROUP 1

TIME
PEOPLE
TRAINING

GROUP 2

EVENT
RULES
DRAWBACKS

GROUP 3



Place
Time
Event
Equipment

Rules
Techniques
Benefits
Drawbacks

People
Training

GROUP PRESENTATION

3 TYPES OF SPORTS





HEALTH & DIET

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SCORING

	Your partner
1. Score 1 for <i>none</i> , 2 for <i>some</i> , or 3 for <i>a lot</i> .	_____
2. Score 3 for <i>none</i> , 2 for <i>some</i> , or 1 for <i>a lot</i> .	_____
3. Score 2 for <i>coffee</i> , 3 for <i>tea</i> , 1 for <i>soda</i> , or 3 for <i>water</i> .	_____
4. Score 0 for <i>never</i> , 1 for <i>sometimes</i> , 2 for <i>often</i> , or 3 for <i>all the time</i> .	_____
5. Score 3 for <i>never</i> , 2 for <i>hardly ever</i> , 1 for <i>often</i> , or 0 for <i>all the time</i> .	_____
6. Score 3 for <i>sleep</i> , 1 for <i>cat</i> , 3 for <i>exercise</i> , or 2 for <i>nothing</i> .	_____
Total	_____

4-9	Oh no, not very healthy. You should think about changing your lifestyle.
10-13	Hmm, pretty average. You could try to make a few lifestyle changes.
14-18	You're very healthy. Congratulations!

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ACTIVITY 2



HOW HEALTHY ARE YOU?

1. How much fruit do you eat? ☐ none ☐ some ☐ a lot
2. How much junk food do you eat? ☐ none ☐ some ☐ a lot
3. What do you usually drink? ☐ coffee ☐ tea ☐ soda ☐ water
4. How often do you exercise? ☐ never ☐ sometimes ☐ often ☐ all the time
5. How often do you get sick? ☐ never ☐ hardly ever ☐ often ☐ all the time
6. What do you usually do to reduce stress? ☐ sleep ☐ eat ☐ exercise ☐ nothing



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PRACTICE

- 1 Would you say you had a balanced diet? Explain why (not)
- 2 Do you eat a lot of junk food? What do you (not) like about it?
- 3 Have you ever been on a diet? If so, what kind of diet was it and did it work? If you haven't been on a diet, explain why not.



- I (strongly) believe that...
- As far as I'm concerned,...
- I'm (strongly) against...
- I'm (strongly) in favor of...
- I'm (not) convinced that would work because...
- I'm sceptical of the idea that ...
- I must admit, I think...

Give your view
on controversial topics

EXPRESSING OPINION: *I think...*

If you ask me,...

In my view,...

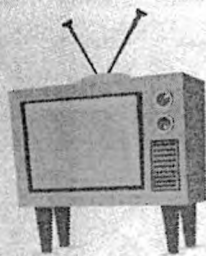
From my point of view,...

From my perspective,...

I would argue that...

I would say...

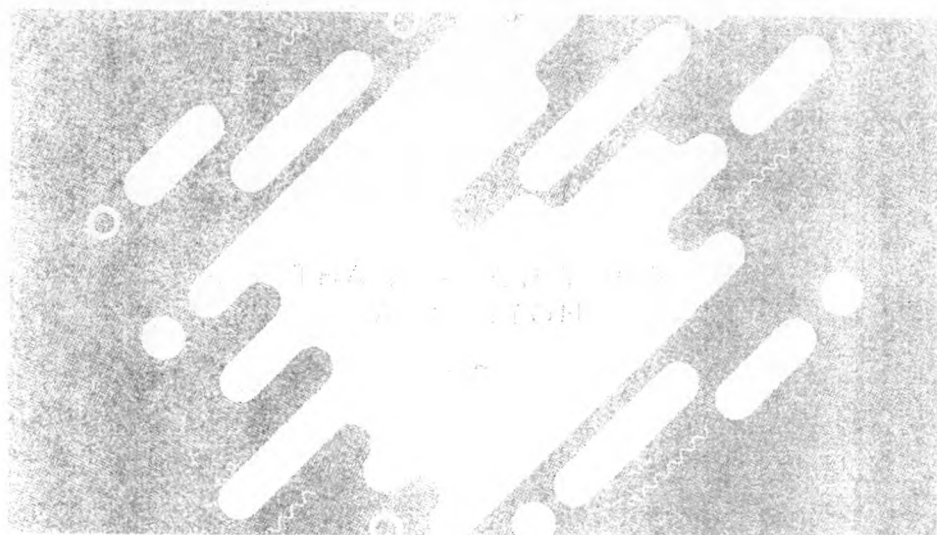
Talk Show ~Role Play~



A group of 5 students:

- + 1 host
- + 1 student
- + 1 officer
- + 1 singer
- + 1 chef



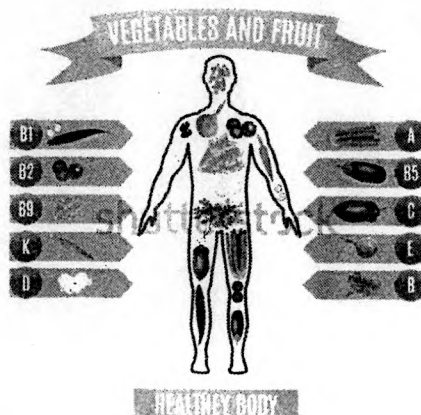




ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

SPEAKING 1

2017 - 2018

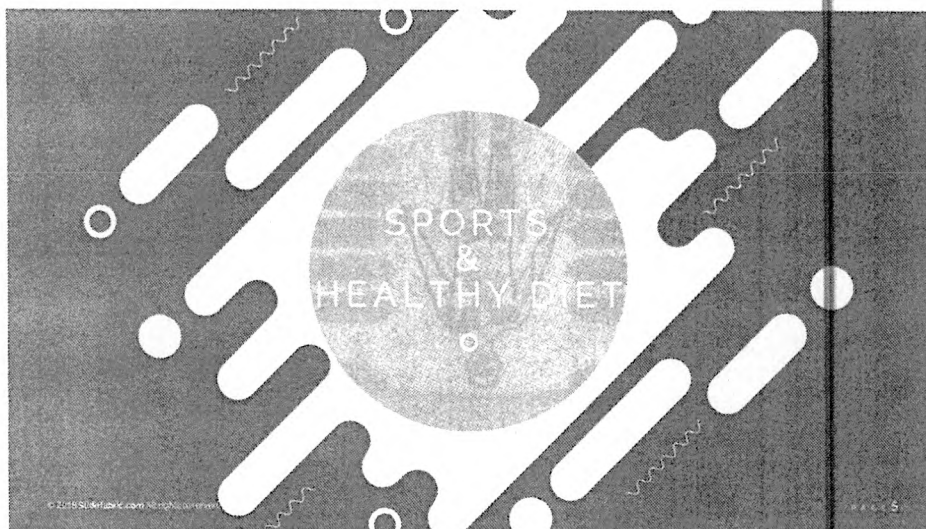


WARM-UP



Unit 2

A HEALTHY BODY



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PAGE 5

SPORTS

HOW DO YOU FEEL ABOUT SPORTS?

Watching sports is *tedious*/
entertaining/ all right if
there's nothing else on TV.

Playing sport is
exhilarating/ good fun/
exhausting/ a great way to

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PAGE 7

TOPIC 1

SPORTS

Most people in my country think *it is important to keep fit / don't really do anything specific to keep in shape.*

I keep fit by *going jogging/ walking everywhere.*

I work out all the time. / I'm quite an active person. / I never do any exercise.

SPORTS

HOW DO YOU FEEL ABOUT SPORTS?

I'm *very interested in /*
fanatical about sport / not
the least bit interested in
sport.

WORK IN PAIRS

SPORTS

TYPES OF SPORT

1	Contact sports	boxing	judo	wrestling
2	Water sports	rowing	sailing	windsurfing
3	Extreme sports	bungee jumping	rock climbing	snowboarding
4	Team sports	football	basketball	baseball
5	Individual sports	archery	badminton	chess

ACTIVITY 1: ASK AND ANSWER ABOUT FAVORITE SPORTS



On weekdays

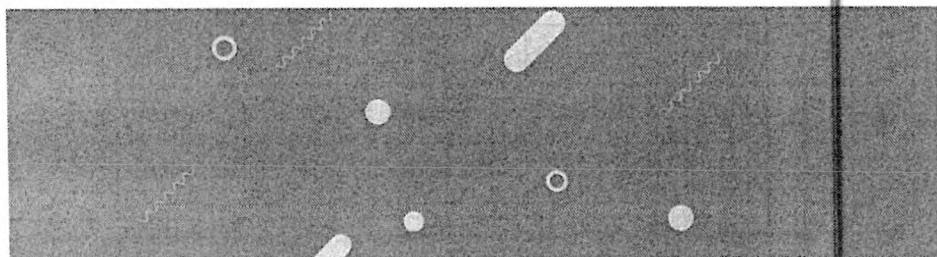
- ☐ get up early and go for a run
- ☐ go to a gym
- ☐ ride a bike to class
- ☐ walk instead of taking the bus
- ☐ eat a good breakfast
- ☐ _____



On weekends

- ☐ go for a bike ride
- ☐ take a long walk
- ☐ go swimming
- ☐ go dancing with friends
- ☐ avoid all junk food
- ☐ _____

What do you want
to talk about sport?



○ Place
Time
Event
Equipment

Rules
Techniques
Benefits
Drawbacks

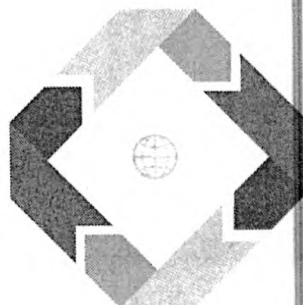
○ People
Training
....

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PAGE 13

GROUP PRESENTATION

3 TYPES OF SPORTS



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PAGE 15

WORK IN GROUPS

MAKE A LIST OF THREE TYPES OF SPORT

PLACE
EQUIPMENT
BENEFITS

GROUP 1

TIME
PEOPLE
TRAINING

GROUP 2

EVENT
RULES
DRAWBACKS

GROUP 3



HEALTH & DIET

ACTIVITY 2



HOW HEALTHY ARE YOU?



1. How much fruit do you eat? ☐ none ☐ some ☐ a lot
2. How much junk food do you eat? ☐ none ☐ some ☐ a lot
3. What do you usually drink? ☐ coffee ☐ tea ☐ soda ☐ water
4. How often do you exercise? ☐ never ☐ sometimes ☐ often ☐ all the time
5. How often do you get sick? ☐ never ☐ hardly ever ☐ often ☐ all the time
6. What do you usually do to reduce stress? ☐ sleep ☐ eat ☐ exercise ☐ nothing



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PAGE 17

- 1 Would you say you had a balanced diet? Explain why (not)
- 2 Do you eat a lot of junk food? What do you (not) like about it?
- 3 Have you ever been on a diet? If so, what kind of diet was it and did it work? If you haven't been on a diet, explain why not.



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PAGE 19

SCORING

	Your partner
1. Score 1 for <i>none</i> , 2 for <i>some</i> , or 3 for <i>a lot</i> .	_____
2. Score 3 for <i>none</i> , 2 for <i>some</i> , or 1 for <i>a lot</i> .	_____
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6. Score 3 for <i>sleep</i> , 1 for <i>eat</i> , 3 for <i>exercise</i> , or 2 for <i>nothing</i> .	_____
Total	_____

4-9	Oh no, not very healthy. You should think about changing your lifestyle.
10-13	Hmm, pretty average. You could try to make a few lifestyle changes.
14-18	You're very healthy. Congratulations!

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PAGE 18

EXPRESSING OPINION: *I think...*

If you ask me,...

In my view,...

From my point of view,...

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I would argue that...

I would say...

I (strongly) believe that...

As far as I'm concerned,...

I'm (strongly) against...

I'm (strongly) in favor of...

I'm (not) convinced that would work
because...

I'm sceptical of the idea that ...

I must admit, I think...



Give your view
on controversial topics

PAGE 21

Describe an exciting competition or sporting event
you have witnessed.

You should say:

what the competition or sporting event was
when and where it took place
who won

And explain why it was exciting.

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PAGE 23

PRACTICE

PRESENT THE TOPIC

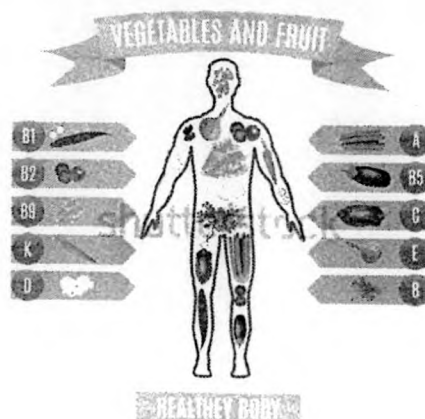




ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

SPEAKING 1

2018 - 2019



WARM-UP



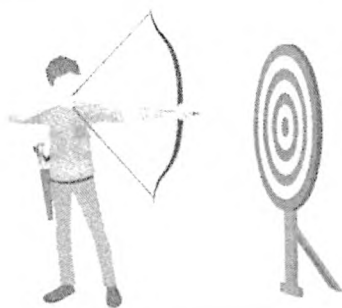
soccer

www.Games4esl.com



basketball

www.Games4esl.com



archery

www.Games4esl.com



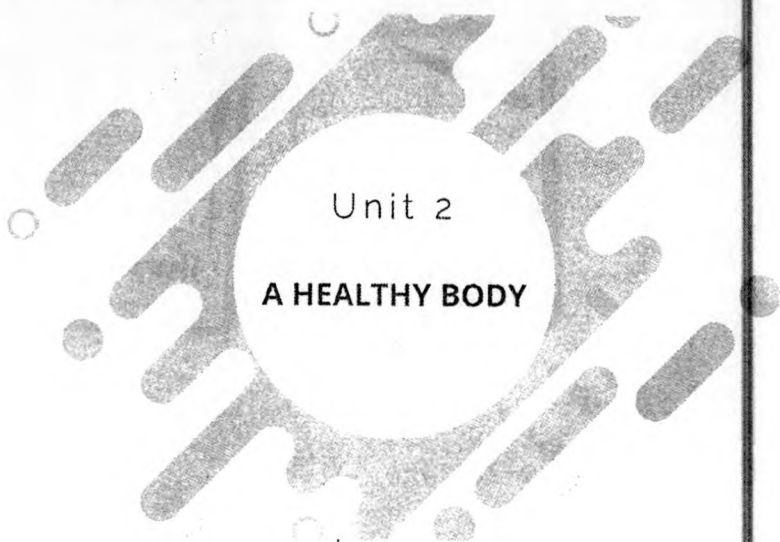
baseball

www.Games4esl.com



badminton

www.Games4esl.com



Unit 2

A HEALTHY BODY

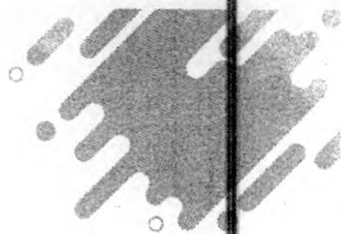
TOPIC 1

SPORTS

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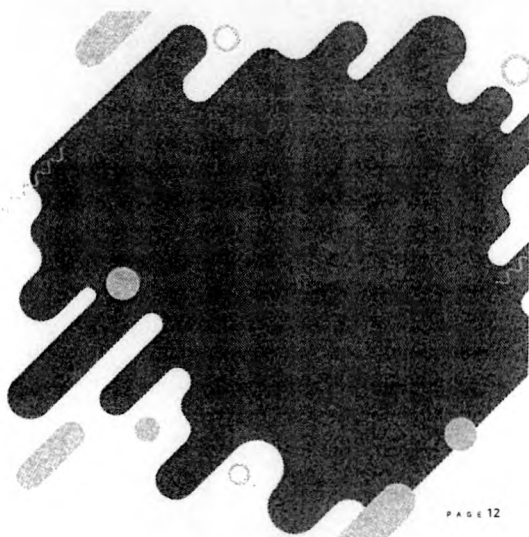


SPORTS

HOW DO YOU FEEL ABOUT SPORTS?

Watching sports is *tedious*/
entertaining/ all right if
there's nothing else on TV.

Playing sport is
exhilarating/ good fun/
exhausting/



SPORTS

HOW DO YOU FEEL ABOUT SPORTS?

I'm ☐ /
fanatical about sport / not
the least bit interested in
sport.

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PAGE 13

ACTIVITY 1

On weekdays

- ☐ get up early and go for a run
- ☐ go to a gym
- ☐ ride a bike to class
- ☐ walk instead of taking the bus
- ☐ eat a quick breakfast
- ☐ _____

On weekends

- ☐ go for a bike ride
- ☐ take a long walk
- ☐ go swimming
- ☐ go dancing with friends
- ☐ eat all junk food
- ☐ _____

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WORK IN PAIRS

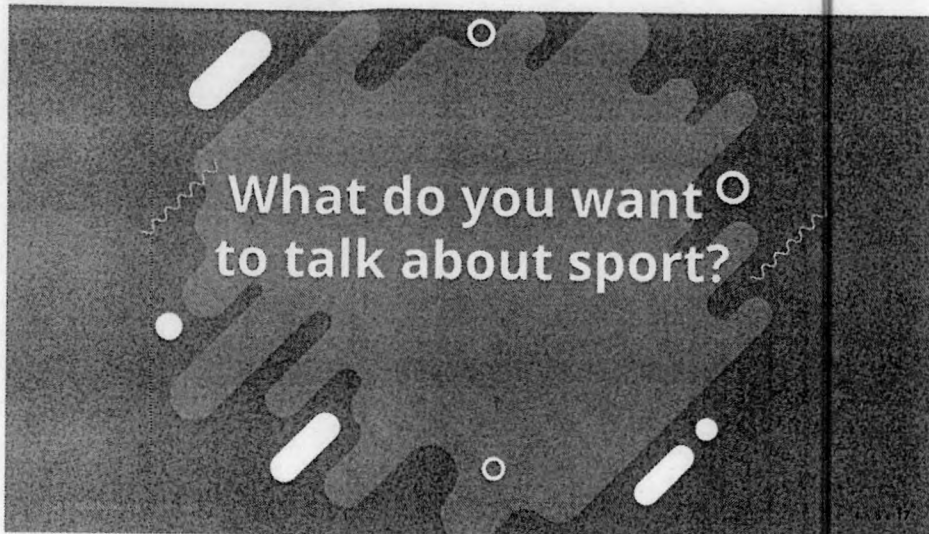
WITH YOUR PARTNER, ASK AND ANSWER ABOUT THE
FAVORITE SPORT



SPORTS

TYPES OF SPORT

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4	Team sports	football	basketball	baseball
5	Individual sports	archery	badminton	chess



What do you want
to talk about sport?

WORK IN GROUPS

MAKE A LIST OF THREE TYPES OF SPORT

PLACE
EQUIPMENT
BENEFITS

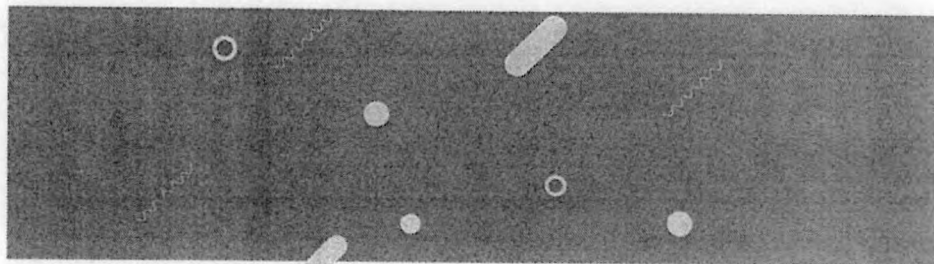
GROUP 1

TIME
PEOPLE
TRAINING

GROUP 2

EVENT
RULES
DRAWBACKS

GROUP 3



○ Place
Time
Event
Equipment

Rules
Techniques
Benefits
Drawbacks

○ People
Training
....

○ GROUP PRESENTATION

3 TYPES OF SPORTS





HEALTH & DIET

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PAGE 21

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Total	_____

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10-13	Hmm, pretty average. You could try to make a few lifestyle changes.
14-18	You're very healthy. Congratulations!

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PAGE 23

ACTIVITY 2



HOW HEALTHY ARE YOU?



1. How much fruit do you eat?

☐ none	☐ some	☐ a lot
-------------------------------	-------------------------------	--------------------------------
2. How much junk food do you eat?

☐ none	☐ some	☐ a lot
-------------------------------	-------------------------------	--------------------------------
3. What do you usually drink?

☐ coffee	☐ tea	☐ soda	☐ water
---------------------------------	------------------------------	-------------------------------	--------------------------------
4. How often do you exercise?

☐ never	☐ sometimes	☐ often	☐ all the time
--------------------------------	------------------------------------	--------------------------------	---------------------------------------
5. How often do you get sick?

☐ never	☐ hardly ever	☐ often	☐ all the time
--------------------------------	--------------------------------------	--------------------------------	---------------------------------------
6. What do you usually do to reduce stress?

☐ sleep	☐ eat	☐ exercise	☐ nothing
--------------------------------	------------------------------	-----------------------------------	----------------------------------



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PAGE 22

- 1 Would you say you had a balanced diet? Explain why (not)
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PAGE 24

EXPRESSING OPINION: *I think...*

If you ask me,...

In my view,...

From my point of view,...

From my perspective,...

I would argue that...

I would say...

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PAGE 25

PRACTICE

Present individually about the topic

I (strongly) believe that...

As far as I'm concerned,...

I'm (strongly) against...

I'm (strongly) in favor of...

I'm (not) convinced that would work

because...

I'm sceptical of the idea that ...

I must admit, I think...



Give your view
on controversial topics

PAGE 26

Describe an exciting competition or sporting event
you have witnessed.

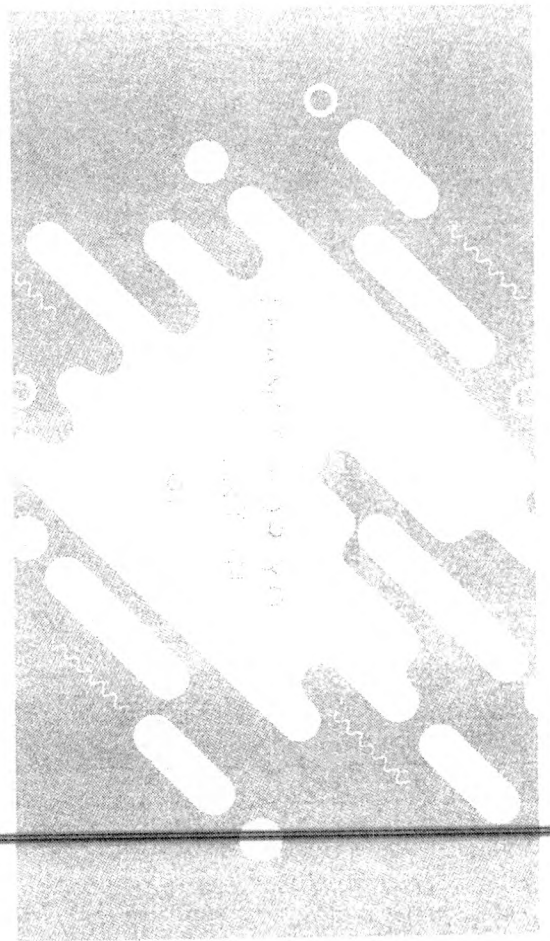
You should say:

what the competition or sporting event was

when and where it took place

who won

And explain why it was exciting.

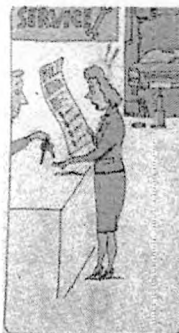




Unit 2

Goal: express buyer's remorse

B. Vocabulary: Expressing buyer's remorse



It costs so much to maintain.



It takes up so much room.



It's so hard to operate.



It's so hard to put together.



It just sits around collecting dust.

A. Conversation Snapshot

A: **Hey**, I've heard you got an E-tec MP3 player. Lucky you!

B: Well, **to tell the truth**, I could kick myself

A: **What do you mean?**

B: I have no idea it would be so hard to operate. It took me hours to figure out how to download a song

A: What a pain!

B: **You're telling me**. Had I known, I would have gotten a different brand

C. Listening: Infer reasons

- ▶ Listen to the conversations in which people regret having bought something
- ▶ Complete each statement by inferring the reason for buyer's remorse



ANSWERS

1. b
2. a
3. b
4. b
5. a

NOW YOU CAN express buyer's remorse

- ▶ Answer the questions about something you regret buying
- ▶ Role – play a conversation about the item on your notepad
- ▶ Use the conversation Snapshot as a guide. Start like this: “Hey, I heard you got”

D. Grammar the past unreal conditional:
inverted form

- ▶ Do exercises in Grammar practice E, F on p. 31



Questions- work in pairs

- ▶ What did you buy?
- ▶ Why did you buy it?
- ▶ Do you still have it?
- ▶ If so, where is it?
- ▶ I not, what did you do with it?
- ▶ Would you ever buy a similar item again?
- ▶ Why or why not?



Unit 3

Goal: Describe your spending habits

A. Listen for main ideas

- ▶ Listen to a radio call in show and check True or False
- 1. Steve finds it hard to save money
- 2. Steve buys a lot on credit
- 3. Steve spends less money than he makes
- 4. Steve has been on a budget for three months

**T
T
F
F**

A. Listen for main ideas



- ▶ Listen to a radio call in show and check True or False

1. Steve finds it hard to save money
2. Steve buys a lot on credit
3. Steve spends less money than he makes
4. Steve has been on a budget for three months



B. Listening for details

- ▶ Listen again and write 3 tips Lara Savino gives the caller

1.
2.
3.

B. Listening for details

- ▶ Listen again and write 3 tips Lara Savino gives the caller
- 1. Don't spend any of his change
- 2. Decide which credit card he wants to use regularly
- 3. Plan a budget for himself

D. Vocabulary describing spending habits

- ▶ A big spender
- ▶ A spendthrift /'spendθrɪft/
- ▶ A cheapskate/ a tightwad /'tʃi:pskert/
- ▶ Generous
- ▶ Cheap/ stingy
- ▶ Thrifty /frugal

C. Draw Conclusions

- ▶ Discuss the questions
- 1. Why do you think Steve has a problem with money?
- 2. Which tip do you think is the most useful? Why?

F. Vocabulary Practice

Complete the sentences about people's spending habits (p.32)

NOW YOU CAN

- ▶ Circle the letter that best completes the statement for you
- ▶ Compare your answers with a partner's

Spending Habits Self-Test	
1. You hear a great new song on the radio. You ... A. buy the CD at the first place you find it at. B. shop around until you find the CD on sale. C. borrow it from a friend. D. other.	4. You're invited to a wedding. You ... A. spend more on a gift than you can afford. B. spend as little on a gift as you can. C. don't go so you don't have to buy a gift. D. other.
2. You'd love a state-of-the-art big-screen TV but you just don't have the money right now. You ... A. use your credit card and hope you get a raise this year. B. cut back on other expenses until you've saved enough. C. wait until big-screen TVs come down in price. D. other.	3. You discover a hole in your favorite jacket. You ... A. go out and buy a new jacket. B. have the jacket repaired. C. wear the jacket - it's no big deal. D. other.
Count Up Your Score: If you circled three or more A's: You can be generous at times, but you're a bit of a spender. Your motto is "I want it now, baby!" If you circled three or more B's: You're usually very careful with your money - you do have your motto is "Spend nothing on impulse." If you circled three or more C's: You have a spending theory. Some might say you're a tightwad. Your motto is "I'll have it when I can afford it." If you circled three or more D's: Now, could you describe your spending habits?	

Unit 4

Goal: discuss reasons for charitable giving

Group work and summarize

- ▶ Tell your classmates about your spending habits or your partner's
- ▶ On a separate sheet of paper, describe your spending habits

A. Vocabulary charity and investment

- ▶ Charity
- ▶ Contribution
- ▶ Investment
- ▶ Philanthropist
- ▶ Profit

B. Reading warm - up

- ▶ What are some reasons people donate money?
- ▶ What kinds of people or organizations get contributions? Why?

D. Express and support an opinion

1. Why do you think Paul Newman's face has helped to sell his products?
2. Do you think that the work Newman is doing is making a difference?
3. In your opinion, do famous or wealthy people have a responsibility to "give back" or to share what they have with others?

C. Reading

- Read the article. What reasons does Paul Newman give for donating to charity?



NOW YOU CAN

discuss reasons for charitable giving

- Read the list of possible reasons some people donate money. In your opinion, which are good reasons? Explain
- to change society
 - to feel good about themselves
 - to get publicity or advertising
 - to say "thank you" for past help
 - to share what they have with others
 - to give new opportunities to people
 - to satisfy religious beliefs
 - so other people will thank them
 - so other people will admire them
 - other:

Discuss and presentation

- ▶ Talk about the people and organizations you would or would not give money to. Explain your reasons
- ▶ Choose one person, charity, or a type of organization people donate money to
- ▶ Write a paragraph explaining the reasons why people should donate to this cause. (use the vocabulary from p.34 in your paragraph then present your ideas to your class or group)

Writing: Explain your financial goals

- ▶ Time order words

Ex:

- first, first of all, to begin with
- Second, third...
- Next, then, following that...
- After, afterwards, after that
- Finally, lastly, in the end

List your reasons for giving or not giving

People / Organizations	Reasons for giving or not giving
☐ a homeless person	
☐ a seriously ill person	
☐ a political candidate	
☐ a disaster relief agency	
☐ a hospital	
☐ a school in a poor neighborhood	
☐ a theater or a museum	
☐ a local charity	
☐ an international charity	
☐ a religious institution	
☐ other	

Choose a topic and complete the chart

- Topics: my long – term financial goals or the steps I need to take in order to buy

	Goal or step	My plan	Completion date
--	--------------	---------	-----------------

First,

Then,

After that,

Finally,

Write a paragraph



PENAL DISUSSION

Create a conversation for 4 (5) persons. Your conversation must include the following topics:

- Talk about your financial goals
- Express buyer's remorse
- Describe your spending habits
- Describe the reason for charitable giving



ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

SPEAKING 2

2018-2019

Unit 3

Money matters

Preview

WARM -UP

Warm - up

What is your FinQ?



Be inspired to improve
your financial IQ.

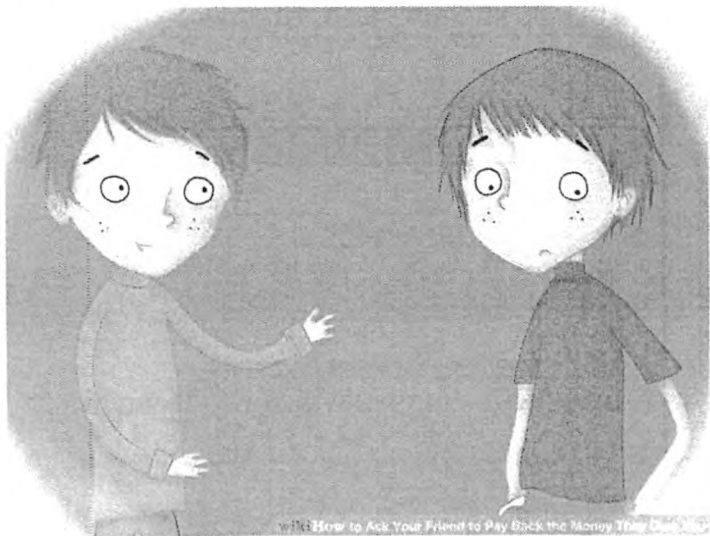
A. Topic review: Read these financial tips.
Do you think you have a high financial IQ?

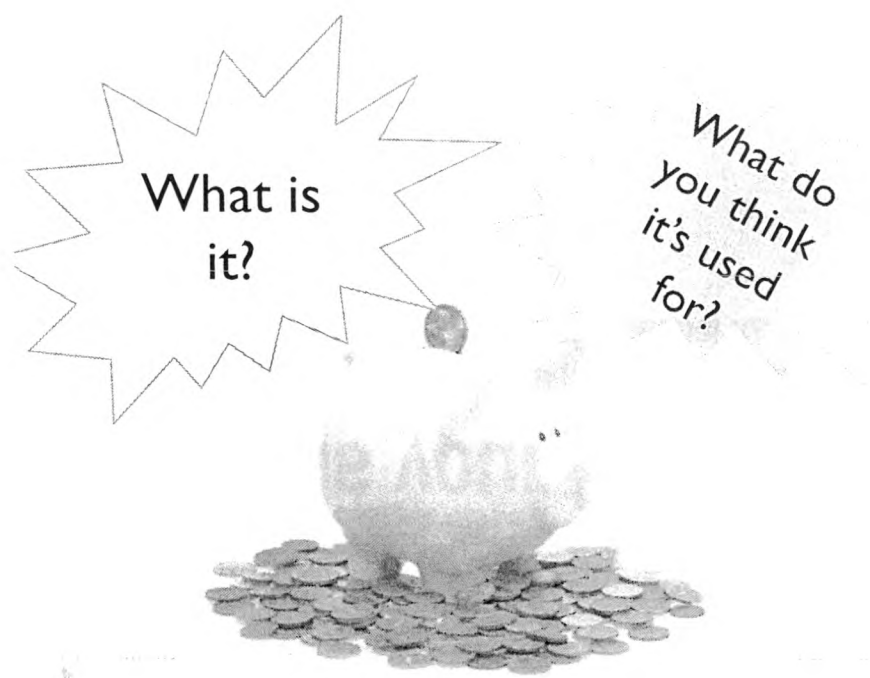
1. Spend less than you earn
2. Have a saving program
3. Pay off your credit cards

→ Which tips do you think is the most important one to follow? Why? Can you think of any others?



C. Read and listen to conversation between 2 friends about saving money





What is
it?

What do
you think
it's used
for?

Explanation???

- ▶ Strike it rich
- ▶ Cut back on
- ▶ Out of hand
- ▶ Save up
- ▶ Live within one's means
- ▶ Kind of

D. **Think and explain:** discuss the questions and support your answers with information from South Bites

1. Do you think Judy makes a lot of money?
2. Do you think David is good with money?
3. What was Judy's financial situation like in the past?
4. What did Judy do to change her financial situation?
5. How would you describe Judy's financial IQ?
6. Are you more like Judy or David?

Extra activity



Listen to a song

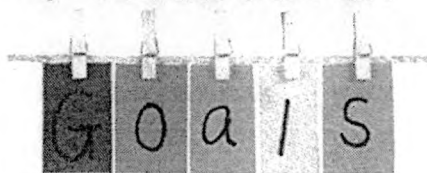
'Royal' - Lorde ★

What's your financial IQ?

Choose the statements that best apply to you
(Starting point – p.27)

Then compare your answers with a partner's.
Who do you think has the higher financial IQ?

Financial

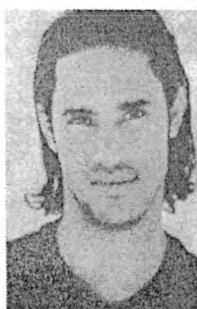


Unit 1

Goal: Talk about your financial goals

A. Grammar snapshot

- ▶ Read the interview responses and notice how future plans are expressed



B. Make personal comparisons

- ▶ Discuss how similar you are to any of the people in the Grammar Snapshot
- ▶ Do you share any of the goals they mentioned?
If not, discuss some of your goals



ANSWERS

	Short – term goal	Long – term goal
David	<i>Start living within his means</i>	<i>Put aside enough money for a car</i>
Su-jin	<i>Get a job as a financial consultant</i>	<i>Reach financial independence</i>
Robin	<i>Find a job and begin a payment plan</i>	<i>Pay off her debt</i>
Andreas		<i>Save enough money to spend a year travelling</i>

C. Grammar

- Future plans and finished future actions
- Look at p.28 and then do grammar practice on p. 29



D. Grammar practice

Keys:

1. Expects to complete
2. Hopes to find
3. Plans to pay
4. Intends to get

E. Grammar practice

1. By the end of this month/ I/ put 10 percent of my paycheck in the bank
2. By the summer/ I/ save enough to go to Italy
3. You/ pay off your credit card balance by December?
4. When/ they/ pay the bill in full?

E. Grammar practice

Keys:

1. Intends to have created
2. Hopes to have paid off
3. Plans to have begun
4. Expects to have paid back

F. Grammar practice

Keys:

1. By the end of this month, I will have put 10 percent of my paycheck in the bank
2. By the summer, I will have saved enough to go to Italy
3. Will you have paid off your credit card balance by December?
4. When will they have paid the bill in full?

NOW YOU CAN

► Talk about your financial goals

IDEAS

- *Be financially independent*
- *Save enough to buy ...*
- *Cut back on expenses*
- *Create a budget*
- *Pay my debts in full*
- *Live within my means*



Unit 2

Goal: express buyer's remorse

B. Use the grammar

- ▶ Describe your future financial goals to a partner

“By the time I graduate, I hope to have saved enough to buy a new car”

“Once I’ve started working, I plan to put a little something into savings every week”

A. Conversation Snapshot

A: **Hey**, I’ve heard you got an E-tec MP3 player. Lucky you!

B: Well, **to tell the truth**, I could kick myself

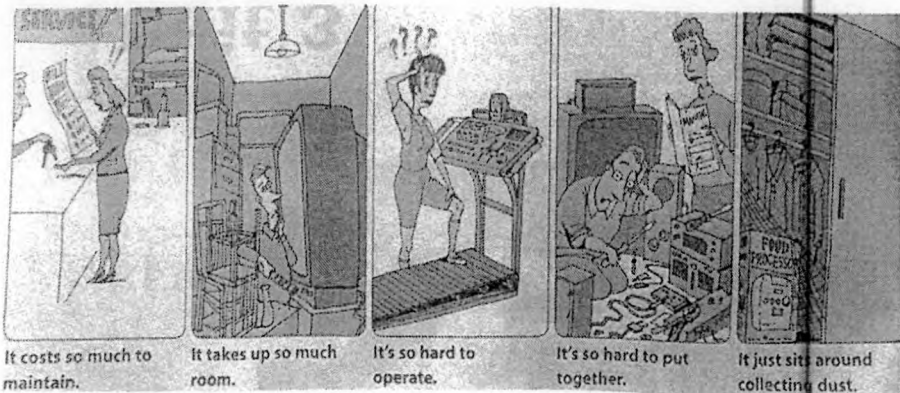
A: **What do you mean?**

B: I have no idea it would be so hard to operate. It took me hours to figure out how to download a song

A: What a pain!

B: **You’re telling me.** Had I known, I would have gotten a different brand

B. Vocabulary: Expressing buyer's remorse



ANSWERS

1. b
2. a
3. b
4. b
5. a

C. Listening: Infer reasons

- ▶ Listen to the conversations in which people regret having bought something
- ▶ Complete each statement by inferring the reason for buyer's remorse



D. Grammar the past unreal conditional: inverted form

- ▶ Do exercises in Grammar practice E, F on p. 31



NOW YOU CAN express buyer's remorse

- ▶ Answer the questions about something you regret buying
- ▶ Role – play a conversation about the item on your notepad
- ▶ Use the conversation Snapshot as a guide. Start like this: “Hey, I heard you got”



Unit 3

Goal: Describe your spending habits

Questions – work in pairs

- ▶ *What did you buy?*
- ▶ *Why did you buy it?*
- ▶ *Do you still have it?*
- ▶ *If so, where is it?*
- ▶ *I not, what did you do with it?*
- ▶ *Would you ever buy a similar item again?*
- ▶ *Why or why not?*

A. Listen for main ideas

- ▶ Listen to a radio call in show and check True or False
 1. Steve finds it hard to save money
 2. Steve buys a lot on credit
 3. Steve spends less money than he makes
 4. Steve has been on a budget for three months



A. Listen for main ideas

- ▶ Listen to a radio call in show and check True or False
- 1. Steve finds it hard to save money
- 2. Steve buys a lot on credit
- 3. Steve spends less money than he makes
- 4. Steve has been on a budget for three months

**T
T
F
F**

B. Listening for details

- ▶ Listen again and write 3 tips Lara Savino gives the caller
- 1. Don't spend any of his change
- 2. Decide which credit card he wants to use regularly
- 3. Plan a budget for himself

B. Listening for details

- ▶ Listen again and write 3 tips Lara Savino gives the caller

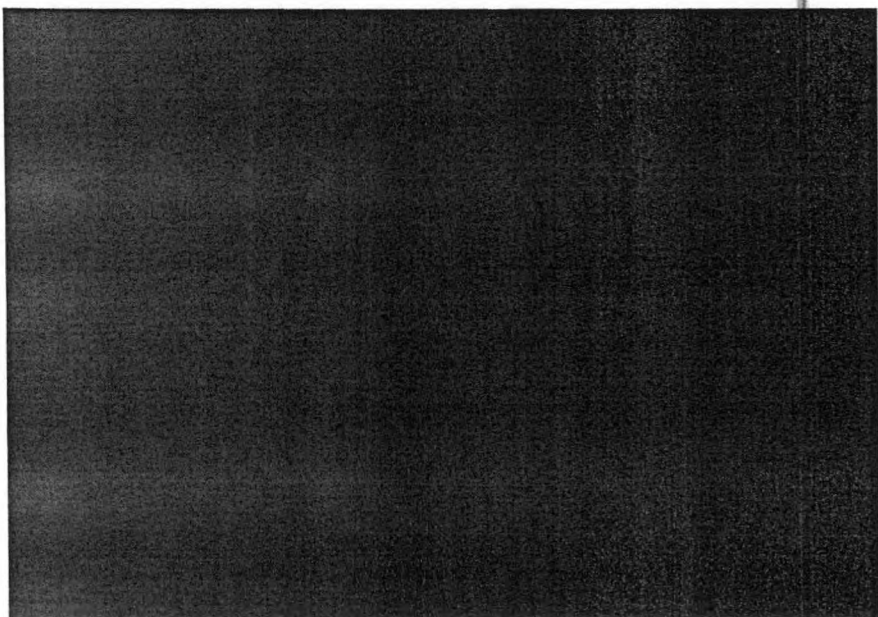
1.
2.
3.

C. Draw Conclusions

- ▶ Discuss the questions
1. Why do you think Steve has a problem with money?
 2. Which tip do you think is the most useful? Why?

D. Vocabulary describing spending habits

- ▶ A big spender
- ▶ A spendthrift / 'spendθrɪft/
- ▶ A cheapskate/ a tightwad / 'tʃiːpskeɪt/
- ▶ Generous
- ▶ Cheap/ stingy
- ▶ Thrifty /frugal



F. Vocabulary Practice

Complete the sentences about people's spending habits (p.32)

Questions- work in groups

1. What did Deepti learn from her parents about money when she was young?
2. Why was it hard for Deepti to start saving money while she was living in Singapore?
3. What made Deepti want to change her spending ways?
4. How is Deepti different from her sister?
5. How good is Joe at handling money?
6. What is Lisa's savings plan?
7. How is her savings plan working?

NOW YOU CAN

- ▶ Circle the letter that best completes the statement for you
- ▶ Compare your answers with a partner's

Spending Habits Self-Test	
1. You hear a great new song on the radio. You . . . A. buy the CD at the first store you find it in. B. shop around until you find the CD on sale. C. borrow it from a friend. D. other:	4. You're invited to a wedding. You . . . A. spend more on a gift than you can afford. B. spend as little on a gift as you can. C. don't go so you don't have to buy a gift. D. other:
2. You'd love a state-of-the-art big-screen TV but you just don't have the money right now. You . . . A. use your credit card and hope you get a raise this year. B. cut back on other expenses until you've saved enough. C. wait until big-screen TVs come down in price. D. other:	5. You discover a hole in your trousers just now. You . . . A. go out and buy a new jacket. B. have the jacket repaired. C. wear the jacket - it's no big deal. D. other:
3. You have lunch with your two best friends. Your meal was cheaper than theirs. When the bill comes, you . . . A. offer to pay the entire bill. B. suggest splitting the bill equally. C. pay only what you owe. D. other:	Count up your scores. If you circled three or more A's: You can be generous at times, but you're a bit of a spender. Your motto is "Buy what you love!" If you circled three or more B's: You're usually very careful with your money - even more than most. Your motto is "Spending is wasteful!" If you circled three or more C's: You hate spending money. Some might say you're a miser! Your motto is "Money doesn't grow on trees!" If you circled three or more D's: How would you describe your spending habits?

Unit 4

Goal: discuss reasons for charitable giving

Group work and summarize

- ▶ Tell your classmates about your spending habits or your partner's
- ▶ On a separate sheet of paper, describe your spending habits

A. Vocabulary charity and investment

- ▶ Charity
- ▶ Contribution
- ▶ Investment
- ▶ Philanthropist
- ▶ Profit

B. Reading warm - up

- ▶ What are some reasons people donate money?
- ▶ What kinds of people or organizations get contributions? Why?

D. Express and support an opinion

1. Why do you think Paul Newman's face has helped to sell his products?
2. Do you think that the work Newman is doing is making a difference?
3. In your opinion, do famous or wealthy people have a responsibility to "give back" or to share what they have with others?

C. Reading

- Read the article. What reasons does Paul Newman give for donating to charity?



NOW YOU CAN

discuss reasons for charitable giving

- Read the list of possible reasons some people donate money. In your opinion, which are good reasons? Explain
- to change society
 - to feel good about themselves
 - to get publicity or advertising
 - to say "thank you" for past help
 - to share what they have with others
 - to give new opportunities to people
 - to satisfy religious beliefs
 - so other people will thank them
 - so other people will admire them
 - other:

Discuss and presentation

- ▶ Talk about the people and organizations you would or would not give money to. Explain your reasons
- ▶ Choose one person, charity, or a type of organization people donate money to
- ▶ Write a paragraph explaining the reasons why people should donate to this cause. (use the vocabulary from p.34 in your paragraph then present your ideas to your class or group)

Writing: Explain your financial goals

- ▶ Time order words

Ex:

- first, first of all, to begin with
- Second, third...
- Next, then, following that...
- After, afterwards, after that
- Finally, lastly, in the end

List your reasons for giving or not giving

People / Organizations	Reasons for giving or not giving
☐ a homeless person	
☐ a seriously ill person	
☐ a political candidate	
☐ a disaster relief agency	
☐ a hospital	
☐ a school in a poor neighborhood	
☐ a theater or a museum	
☐ a local charity	
☐ an international charity	
☐ a religious institution	
☐ other:	

Choose a topic and complete the chart

- Topics: my long – term financial goals or the steps I need to take in order to buy

	Goal or step	My plan	Completion date
--	--------------	---------	-----------------

First,

Then,

After that,

Finally,

Write a paragraph



PENAL DISUSSION

Create a conversation for 4 (5) persons. Your conversation must include the following topics:

- Talk about your financial goals
- Express buyer's remorse
- Describe your spending habits
- Describe the reason for charitable giving

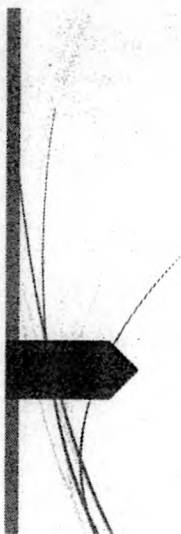


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SPEAKING 1

2020 - 2021

GUESS THE NAMES



WARM-UP

GAMES





TOPIC 1

SPORTS

Most people in my country think it is important to keep fit / don't really do anything specific to keep in shape.

I keep fit by going jogging/

by going walking everywhere.

I work out all the time. / I'm quite an active person. / I never do any exercise.



SPORTS & HEALTHY DIET

PAGE 6



SPORTS

HOW DO YOU FEEL ABOUT SPORTS?

Watching sports is *tedious* /
entertaining / all right if
there's nothing else on TV.

Playing sport is
exhilarating / good fun /
exhausting /

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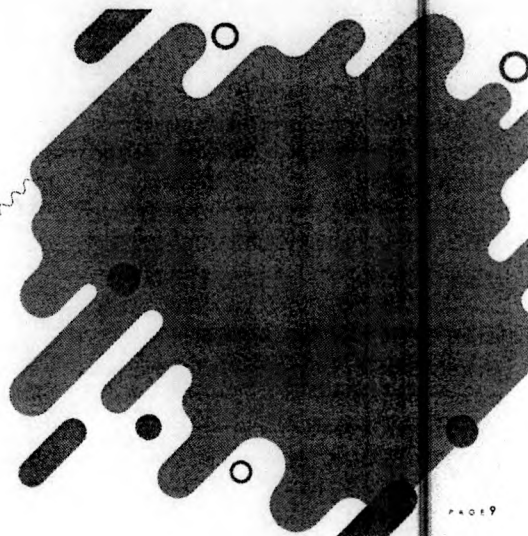
PAGE 8

SPORTS

HOW DO YOU FEEL ABOUT SPORTS?

I'm /
fanatical about sport / not
the least bit interested in
sport.

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PAGE 9

SPORTS

TYPES OF SPORT

1	Contact sports	boxing	judo	wrestling
2	Water sports	rowing	sailing	windsurfing
3	Extreme sports	bungee jumping snowboarding	rock climbing	
4	Team sports	football	basketball	baseball
5	Individual sports	archery	badminton	chess

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PAGE 11

ACTIVITY 1

On weekdays

- ☐ get up early and go for a run
- ☐ go to a gym
- ☐ ride a bike to class
- ☐ walk instead of taking the bus
- ☐ eat a good breakfast
- ☐ _____

On weekends

- ☐ go for a bike ride
- ☐ take a long walk
- ☐ go swimming
- ☐ go dancing with friends
- ☐ avoid all junk food
- ☐ _____

What do you want
to talk about sport?

○ Place
Time
Event
Equipment

Rules
Techniques
Benefits
Drawbacks

○ People
Training
....

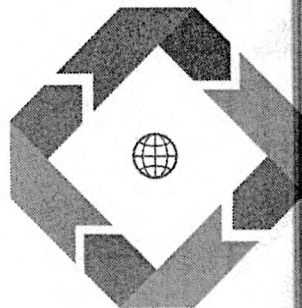
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PAGE 13

○ GROUP PRESENTATION

3 TYPES OF SPORTS

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PAGE 15

° WORK IN GROUPS

MAKE A LIST OF THREE TYPES OF SPORT

PLACE
EQUIPMENT
BENEFITS

GROUP 1

TIME
PEOPLE
TRAINING

GROUP 2

EVENT
RULES
DRAWBACKS

GROUP 3



HEALTH & DIET

ACTIVITY 2



HOW HEALTHY ARE YOU?



1. How much fruit do you eat?
☐ none ☐ some ☐ a lot
2. How much junk food do you eat?
☐ none ☐ some ☐ a lot
3. What do you usually drink?
☐ coffee ☐ tea ☐ soda ☐ water
4. How often do you exercise?
☐ never ☐ sometimes ☐ often ☐ all the time
5. How often do you get sick?
☐ never ☐ hardly ever ☐ often ☐ all the time
6. What do you usually do to reduce stress?
☐ sleep ☐ eat ☐ exercise ☐ nothing



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PAGE 17



PRACTICE

SCORING

Your partner

1. Score 1 for *none*, 2 for *some*, or 3 for *a lot*. _____
2. Score 3 for *none*, 2 for *some*, or 1 for *a lot*. _____
3. Score 2 for *coffee*, 3 for *tea*, 1 for *soda*, or 3 for *water*. _____
4. Score 0 for *never*, 1 for *sometimes*, 2 for *often*, or 3 for *all the time*. _____
5. Score 3 for *never*, 2 for *hardly ever*, 1 for *often*, or 0 for *all the time*. _____
6. Score 3 for *sleep*, 1 for *eat*, 3 for *exercise*, or 2 for *nothing*. _____

Total _____

4-9	Oh no, not very healthy. You should think about changing your lifestyle.
10-13	Hmm, pretty average. You could try to make a few lifestyle changes.
14-18	You're very healthy. Congratulations!

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PAGE 18

1 Would you say you had a balanced diet? Explain why (not)

2 Do you eat a lot of junk food? What do you (not) like about

it?

3 Have you ever been on a diet? If so, what kind of diet was

it and did it work? If you haven't been on a diet, explain why



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PAGE 20

EXPRESSING OPINION: *I think...*

If you ask me....

In my view....

From my point of view....

From my perspective....

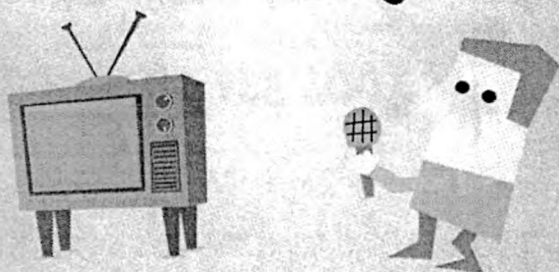
I would argue that...

I would say...

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P a g e 21

Talk Show ~Role Play~



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P a g e 23

I (strongly) believe that...

As far as I'm concerned,...

I'm (strongly) against...

I'm (strongly) in favor of...

I'm (not) convinced that would work
because...

I'm sceptical of the idea that ...

I must admit, I think...



Give your view
on controversial topics

PAGE 22

sports news

A host ♦ A football player ♦ A swimmer ♦ A tennis player

Interview about your sports



THANKS FOR YOUR
ATTENTION



E. Grammar practice

1. By the end of this month/ I/ put 10 percent of my paycheck in the bank
2. By the summer/ I/ save enough to go to Italy
3. You/ pay off your credit card balance by December?
4. When/ they/ pay the bill in full?

NOW YOU CAN

► Talk about your financial goals

IDEAS

- *Be financially independent*
- *Save enough to buy ...*
- *Cut back on expenses*
- *Create a budget*
- *Pay my debts in full*
- *Live within my means*

F. Grammar practice

Keys:

1. By the end of this month, I will have put 10 percent of my paycheck in the bank
2. By the summer, I will have saved enough to go to Italy
3. Will you have paid off your credit card balance by December?
4. When will they have paid the bill in full?

B. Use the grammar

- Describe your future financial goals to a partner

"By the time I graduate, I hope to have saved enough to buy a new car"

"Once I've started working, I plan to put a little something into savings every week"

B. Make personal comparisons

- ▶ Discuss how similar you are to any of the people in the Grammar Snapshot
- ▶ Do you share any of the goals they mentioned? If not, discuss some of your goals



D. Grammar practice

Keys:

1. Expects to complete
2. Hopes to find
3. Plans to pay
4. Intends to get

C. Grammar

- ▶ Future plans and finished future actions
- Look at p.28 and then do grammar practice on p. 29



E. Grammar practice

Keys:

1. Intends to have created
2. Hopes to have paid off
3. Plans to have begun
4. Expects to have paid back

DISCUSSION

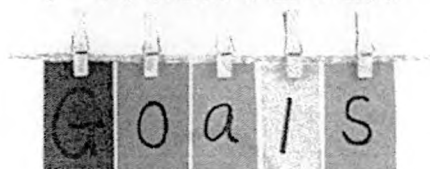
1. How important is money for you?
2. Does having a lot of money make someone more attractive?
3. Would you marry someone who was a lot poorer than you?
4. Do you agree with the line: 'money can buy everything'?
5. Do you ever give money for charity? Why or why not?
6. Do you think teenagers today live from appearances? Do you think they really need a lot of money to live better?

A. Grammar snapshot

- Read the interview responses and notice how future plans are expressed



Financial



Unit 1

Goal: Talk about your financial goals

ANSWERS

	Short – term goal	Long – term goal
David	Start living within his means	Put aside enough money for a car
Su-jin	Get a job as a financial consultant	Reach financial independence
Robin	Find a job and begin a payment plan	Pay off her debt
Andreas		Save enough money to spend a year travelling

Explanation???

- ▶ Strike it rich
- ▶ Cut back on
- ▶ Out of hand
- ▶ Save up
- ▶ Live within one's means
- ▶ Kind of

What's your financial IQ?

Choose the statements that best apply to you
(Starting point – p.27)

Then compare your answers with a partner's.
Who do you think has the higher financial IQ?

D. **Think and explain:** discuss the questions and support your answers with information from South Bites

1. Do you think Judy makes a lot of money?
2. Do you think David is good with money?
3. What was Judy's financial situation like in the past?
4. What did Judy do to change her financial situation>
5. How would you describe Judy's financial IQ?
6. Are you more like Judy or David?

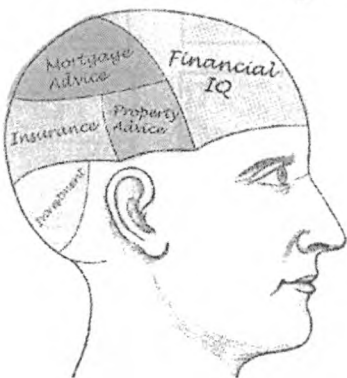
Extra activity



Listen to a song

'Royal' - Lorde ★

What is your FinQ?



Be inspired to improve
your financial IQ.

What is
it?

What do
you think
it's used
for?



A. Topic review: Read these financial tips.
Do you think you have a high financial IQ

1. Spend less than you earn
2. Have a saving program
3. Pay off your credit cards

→ Which tips do you think is the most important one to follow? Why? Can you think of any others?



C. Read and listen to conversation between 2 friends about saving money



with How to Ask Your Friend to Pay Back the Money They Owed You



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SPEAKING 2

2019-2020

International Currency Quiz

- ▶ Can you match the currencies to the banknote images?
- ▶ **baht – dinar – dollar – kroner – peso – pound – round
– ringgit – ruble – rupee – yen – yuan**



GAME

Work in groups

Unit 3

Money matters

Preview

Writing: Explain your financial goals

► Time order words

Ex:

- first, first of all, to begin with
- Second, third...
- Next, then, following that...
- After, afterwards, after that
- Finally, lastly, in the end

Write a paragraph



Choose a topic and complete the chart

- Topics: my long – term financial goals or the steps I need to take in order to buy

	Goal or step	My plan	Completion date
--	--------------	---------	-----------------

First,

Then,

After that,

Finally,

PENAL DISUSSION

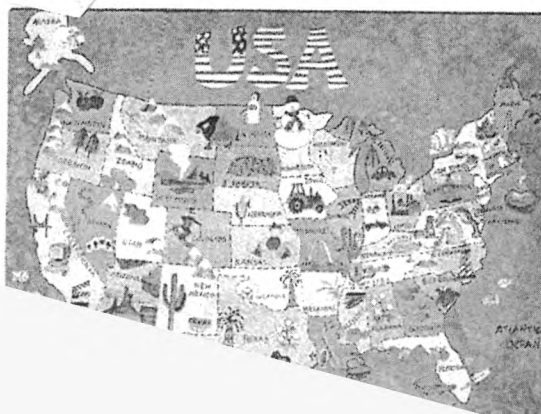
Create a conversation for 4 (5) persons. Your conversation must include the following topics:

- Talk about you financial goals
- Express buyer's remorse
- Describe your spending habits
- Describe the reason for charitable giving

UNICA
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United States



2019-2020



Location: a federal republic
on the continent of North
America

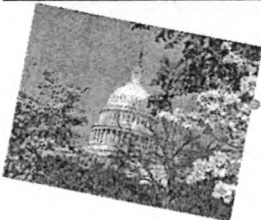
Area: 9,629,047 sq km
(3,717,795 sq mi) (3rd largest
country in the world after
Russia and Canada)

Population:
Jan 2015: 320,760,000
world behind

Chapter 1 Overviews



USA – General information



Capital city
Washington D.C

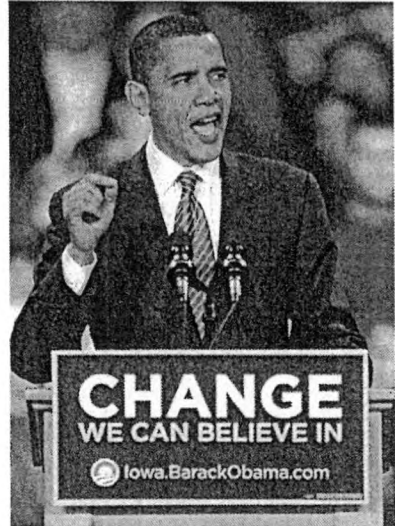


Largest city
New York

- Language: English, Spanish, French, German and many others
- Industrialization: Manufacturing
- Ethnic groups: Hispanic Americans, American Indians and Alaska Natives, the Chinese -> in the Southwest

A NEW CHANGE?

The 44th and current
President of the
United States



- <https://study.com/academy/lesson/the-old-world-and-new-world.html>

- the 45th and current President of the United States
- The oldest one & the most wealthy in the USA



War of Afghanistan

- In early October the United States went to war, bombing Al-Qaeda training camps and missile installations in Afghanistan
- Although the first phase of military action in Afghanistan ended quickly, President Bush warned Americans that the war against terrorism would likely be a long one involving many other countries.



Current Financial Crisis & Obama's Administration

- In **2008**, the United States experienced a major **financial crisis** which led to the most serious recession since the Great Depression.
- Both the financial crisis and the downturn in the U.S. economy spread to many foreign nations, resulting in a **global economic crisis**.
- Economic issue became the major concern for voters in 2008 presidential election.

War with Iraq

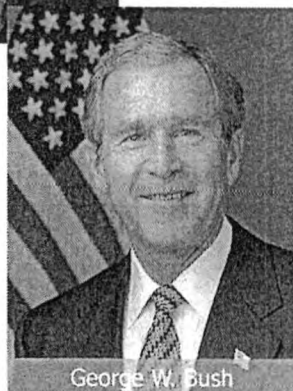
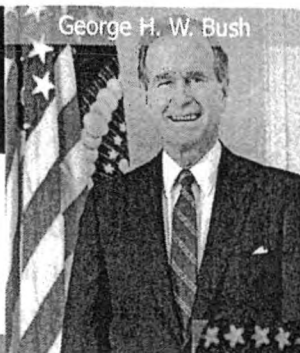
- In early 2003 the United States and Britain claimed that Iraq was not cooperating with UN weapons inspectors, and they sought UN authorization of force against Iraq.
- In March 2003 U.S.-led forces invaded Iraq.



Obama's Administration

- Nov 2008: Barack Obama was elected 44th US president.
- *"President Obama's central focus is on stimulating economic recovery and helping America emerge a stronger and more prosperous nation."*





Decades of Change

- 1992: Bill Clinton, a Democrat, became the 42th president.
- The economy was strong in the mid-1990s.

Decades of Change

- In 1988, Republican George Bush became the next US president.
- **The Gulf War:** When Iraq invaded oil-rich Kuwait in 1990, Bush put together a multinational coalition that liberated Kuwait early in 1991.

The Bush Administration

- On **September 11, 2001**, terrorists carried out a devastating **attack on the World Trade Center** in New York City and the Pentagon in Washington, D.C.
- Bush focused on tax cuts, education reform, and an expanded role for church-based charities in running social programs.

THE COLD WAR

- 1963: Kennedy was assassinated
- Lyndon B. Johnson managed to push through Congress a number of new laws establishing social programs.
- "War on Poverty" included preschool education for poor children, vocational training for dropouts from school, and community service for slum youths.

VIETNAM WAR

- **1968**: Richard Nixon was elected president.
- He pursued a policy of **Vietnamization**
- 3 diplomatic breakthroughs of Nixon with North Vietnam, PRC & Soviet Union →
- In **1972** he easily won re-election.
- **Watergate scandal** made Nixon the only U.S. president to resign from office (Aug 1974).

VIETNAM WAR

- By 1968, 500,000 American troops were fighting in Vietnam.
- Demonstrations protesting American involvement broke out on college campuses.

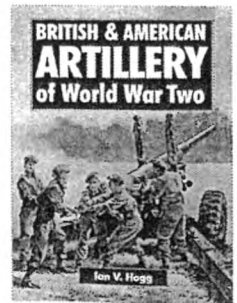


Decades of Change

- In late **1991**, the **Cold War** came to an **end**.
- After World War II, the presidency had alternated between 2 Democrats & Republicans.
- Democrats held majorities in the Congress in both the House of Representatives and the Senate.
- In 1980, Republican Ronald Reagan was elected president .
- In 1983, U.S. economy entered into one of the longest periods of sustained grow since WWII

World War II

- Movement of British and American forces :
North Africa (11/1942) → Sicily & Italian mainland (1943) → Rome (liberated on June 4 1944) → Normandy (June 6 1944, D – Day)
- May 5, 1945: The Germans finally surrendered.
- Aug 1945: the USA used atomic bombs against the cities of Hiroshima & Nagasaki
→ War against Japan ended.



THE COLD WAR

- June 25, 1950: Korean War (1950 – 1953)
- The final settlement left Korea divided.



THE COLD WAR

- The **cold war** was **between the United States** and its wartime ally the **Soviet Union**.
- In **April 1949**, the United States had allied with Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, and the United Kingdom to **form the North Atlantic Treaty Organization (NATO)**.

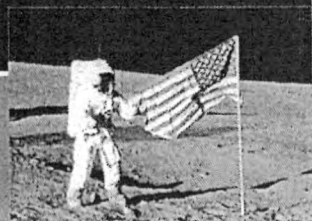
THE COLD WAR

- 1945 – 1970: the U.S. enjoyed a **long period of economic growth**

In 1960 John F. Kennedy was elected president



In July of 1969, astronaut Neil Armstrong stepped out of the Apollo 11 spacecraft and onto the moon's surface



THE GREAT DEPRESSION

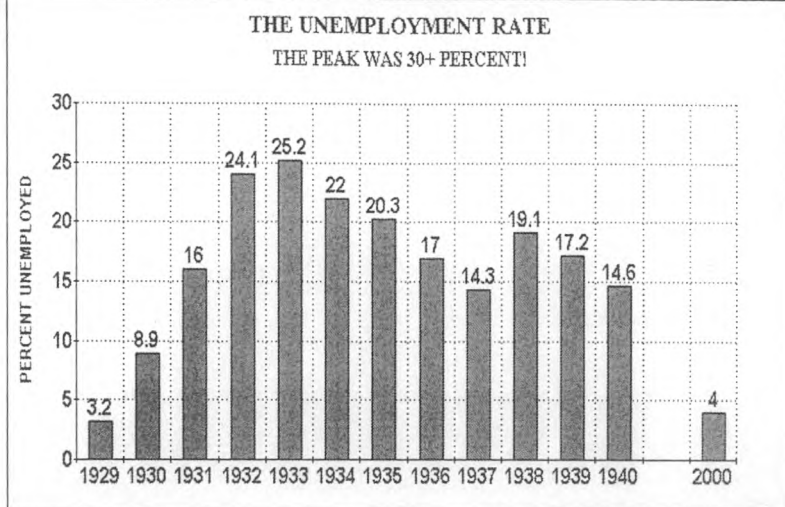
- By 1932 thousands of American banks and over 100,000 businesses had failed.
- Industrial production was cut in half, wages had decreased 60 percent.
- One out of every four workers was unemployed.



THE GREAT DEPRESSION

- "Hundred Days": President Franklin D. Roosevelt rushed through Congress a great number of laws to help the economy recover.
- Although Roosevelt's New Deal programs did not end the Depression, the economy improved.





WORLD WAR II

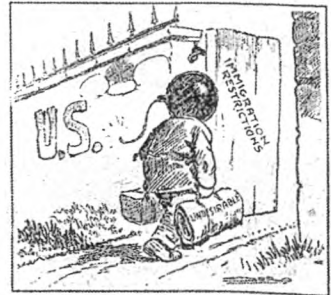
The bombing Pearl Harbor naval in Hawaii in 1941 brought the US to the war.



WAR and PEACE

- 1914: World War I in Europe. **Woodrow Wilson** urged a policy of strict American neutrality.
- 1919: Failure of the Treaty of Versailles → American hostility to foreigners.

1919: a series of terrorist bombings produced the "Red Scare."



CLOVE "THE GATE"

—sent to the Chicago Tribune.

War & Peace



Woodrow Wilson (1856-1924),
28th president of the US



Henry Ford (1863-1937)
with a Model T in 1921

THE 1920s

- The **age of Prohibition**.
- The **Roaring Twenties**: the age of jazz and spectacular silent movies and such fads as flagpole-sitting and goldfish-swallowing.
- The **golden years** for big business, with **booming markets** for radios, home appliances, synthetic textiles, and plastics.
- **Deep problem**: bubble economy

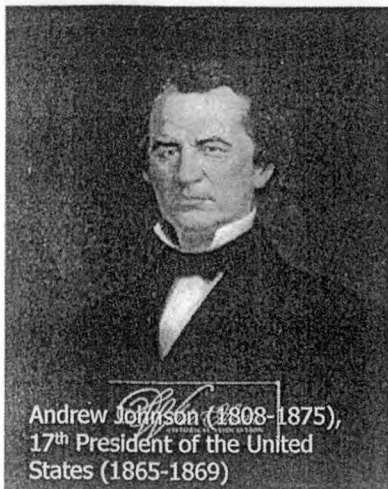


THE GREAT DEPRESSION

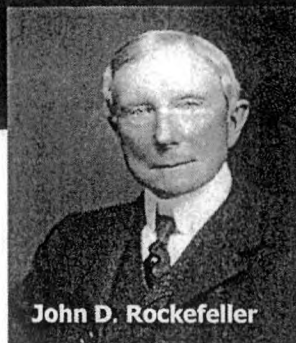
- **Black Tuesday** Oct, 29th 1929 : the stock market crash



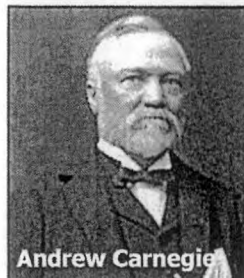
The Late 19th century



Andrew Johnson (1808-1875),
17th President of the United
States (1865-1869)



John D. Rockefeller



Andrew Carnegie

Business tycoon & philanthropist

THE LATE 19TH CENTURY

- 1867: USA purchased Alaska from Russia.
 - 1898: US - Spain war began.
 - Result: the United States gained a number of possessions from Spain (Cuba, the Philippines, Puerto Rico, and Guam).
 - 1902: American troops left Cuba.
 - The Philippines obtained limited self-government in 1907 and complete independence in 1946.
 - Puerto Rico became a self-governing commonwealth within the United States.
- Hawaii became a state in 1959 (as did Alaska).*

THE LATE 19TH CENTURY

- **Reconstruction Era:** the United States became a leading industrial power, and shrewd businessmen made great fortunes
- **Unrestrained economic growth** → dangers
- **Heavy immigration.** Many of the workers in the new industries were foreign-born.
- **Falling food prices.** Farmers had to bear the costs of high shipping rates, expensive mortgages, high taxes, and tariffs on consumer goods.

PROGRESSIVE MOVEMENT

- Around 1900: Progressive movement arose to reform society & individual through government action.
- Supporters: economists, sociologists, technicians & civil servants.
- Key figure: Eugene V. Debs of Socialist Party.



SLAVERY AND THE CIVIL WAR

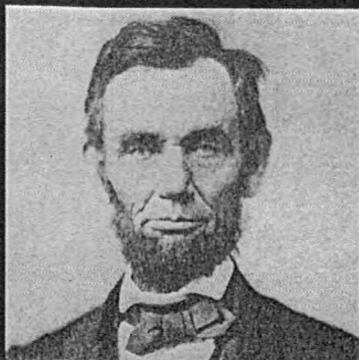


R. Michelson Galleries

"The Trail of Tears"

© Max D. Standley

The relocation and movement of Native Americans in the United States from their homelands to Indian Territory (present day Oklahoma) in the Western United States.



"A house divided against itself cannot stand. *I believe* this government cannot endure permanently half slave and half free."

1860: Abraham Lincoln became the 16th US president -> a foe of slavery

SLAVERY AND THE CIVIL WAR

SLAVERY AND THE CIVIL WAR

1820: North & South debated the question of whether slavery would be legal in western territories

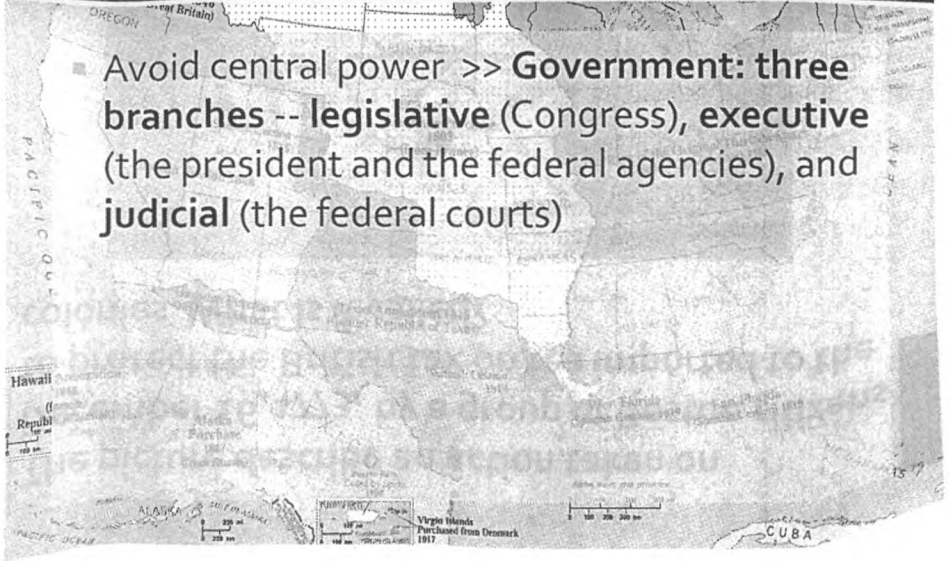


SLAVERY AND THE CIVIL WAR

- 1860: 11 states left the Union & declared to be independent nation >>The Civil War began (April 1861)
- 1865: The Civil War ended
- The Civil War put an end to slavery and decided that the country was not a collection of semi-independent states but **an indivisible whole**.
- 1865: Abraham Lincoln was assassinated.

A NEW NATION

- Avoid central power >> **Government: three branches -- legislative (Congress), executive (the president and the federal agencies), and judicial (the federal courts)**



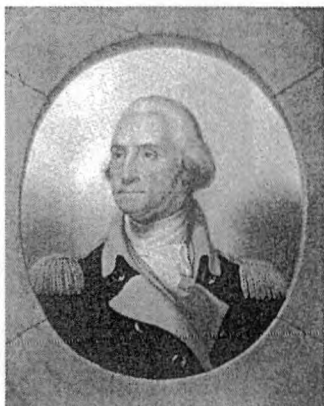
SLAVERY AND THE CIVIL WAR



The first record of African slavery in Colonial America occurred in 1619.

A new nation

GEORGE WASHINGTON
FAVOR A *STRONG PRESIDENT &
CENTRAL GOVERNMENT*



JEFFERSON
PREFER TO ALLOT MORE POWER
TO STATES (*DECENTRALIZED
GOVERNMENT*)



SLAVERY AND THE CIVIL WAR

- **1828:** Andrew Jackson became the 7th US President
- > end of a political era dominated by the planter aristocracy and the commercial aristocracy
- **Jacksonian Era**



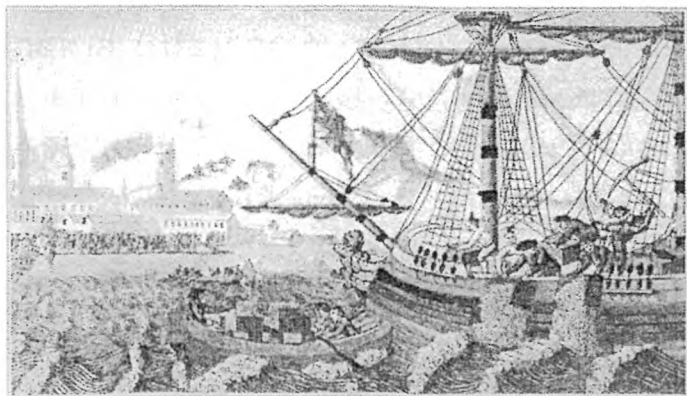
THE COLONIAL ERA

By 1733: English settlers had founded 13 colonies along the Atlantic Coast, from New Hampshire in the North to Georgia in the South.

In North America, the French controlled Canada and Louisiana, which included the vast Mississippi River watershed.

1763: End of the Seven Years' War between England and France. Canada and all of North America east of the Mississippi were in the control of England.

The picture describe an action taken on December 16, 1773, by a group of Boston citizens to protect the British tax on tea imported to the colonies. What is it called?



THE COLONIAL ERA

- England imposed new taxes & expected Americans to lodge British soldiers.
- **1773**: a group of patriots responded by staging the **Boston Tea Party** to protest against tea taxation.
- **April 19, 1775**: Revolutionary war broke out
- **July 4, 1776**: the Continental Congress adopted a **Declaration of Independence**.
- **1783**: The war officially ended with the Treaty of Paris, by which England **recognized American independence**.



"Give me Liberty,
or give me Death!"

Patrick Henry (1736-1799),
1st and 5th Governor of Virginia



Benjamin Franklin, signer
of both the Declaration of
Independence and the
Constitution

James Madison, 4th
president of the
USA, "Father of the
Constitution"



The
great
seal of
the
USA



American Brief History

- The Colonial Era
- The Making of a Nation
- The Civil War
- Late 19th Century
- Progressive Movement
- Great Depression
- World War I (War & Peace)
- World War II
- The Cold War
- Decade of Changes
- Beginning of the 21st Century



Glory (rays
emanating from
stars

Circle of clouds

13 white stars on a blue ground,
one star for each of the colonies

E Pluribus Unum
meaning Out of
Many, One) on
scroll in eagle's
beak



Azure Blue background

American Eagle

Bundle of Thirteen
Arrows

Olive
Branch (symbol of
peace

Shield (blue on top,13 red &
white stripes below)

The front side of the Great Seal

THE COLONIAL ERA

1607: first successful English colony was founded at Jamestown, Virginia. Early settlements developed in New England, in the Middle Colonies and the Southern Colonies.

1620: the Puritans founded Plymouth Colony (nowadays Massachusetts).

1636: Roger William founded colony of Rhode Island, based on 2 principles – religious freedom & separation of church & states.

National flag, national anthem & the pledge of Allegiance

- The official national flag of the US:
 - 13 horizontal stripes
 - 7 red alternating with 6 white.
 - A rectangular blue field (canton) – 50 five-pointed white stars
- Star-Spangled Banner



Pledge of Allegiance

- The oath of loyalty to the US national emblem and to the nation it symbolizes



National anthem

- The poem – Francis Scott Key – as the national anthem of the US – “The Star Spangled Banner” (1931 the Congress enacted legislation – the official national anthem).

National coat of Arms

- SPECIAL SHIELD IS THE SIGN OF FAMILY OR COUNTRY
- long life , great strength, majestic looks – bald eagle



General Informations

Climate: Mostly temperate, but tropical in Hawaii and Florida, arctic in Alaska, semiarid in the great plains west of the Mississippi River, and arid in the Great Basin of the southwest.



General Informations

Religions: Protestant 51.3%, Roman Catholic 23.9%, Mormon 2%, Jewish 1.7%, Muslim 0.6%, other 4.5%, none 16% (2015).

Ethnic Makeup: white 81.7%, black 12.9%, Asian 4.2%, Amerindian and Alaska native 1%, native Hawaiian and other Pacific islander 0.2% (2015).



General Informations

Independence Day: 4th July 1776

President: Joe Biden

Currency: US Dollar

Government: Constitution based federal republic

Crowded Cities: California, Washington, Texas,
New York

50 states of United States



The 50 Stars on the flag
represent the 50 States of the
United States of America.

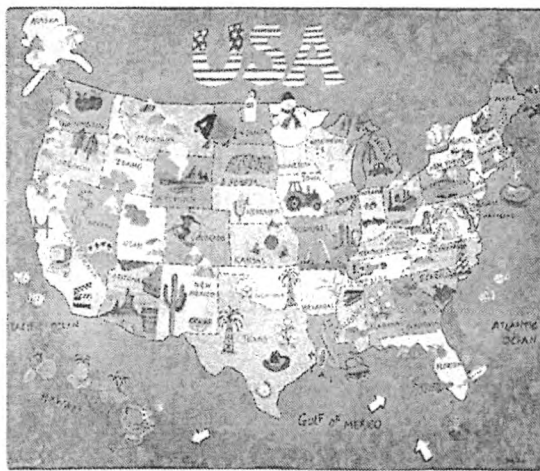




ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

Culture of United States

2018 - 2019



Location: a federal republic
on the continent of North
America

Area: 9,629,047 sq km
(3,717,796 sq mi) (3rd largest
country in the world after
Russia and Canada)

Population:
Jan 2015: 320,760,000
(3rd in the world behind
China and India.)

50 states:
48 contiguous states
2 noncontiguous states of Alaska
& Hawaii

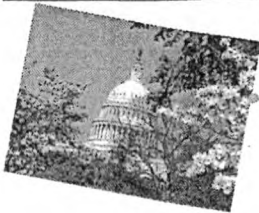


Chapter 1 Overviews



USA – General information

Capital city
Washington D.C



Largest city
New York



- Language: English, Spanish, French, German and many others
- Industrialization: Manufacturing
- Culture: Hispanic Americans, American Indians and European Americans -> in the Southwest, the Chinese -> in big cities such as New York and San Francisco.



References:

- *www.pbs.org*
- *www.Wikipedia.org*
- *www.thebalance.com*
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- *Whitehouse.gov*
- *[National Park Service \(nps.gov\)](http://National Park Service (nps.gov))*



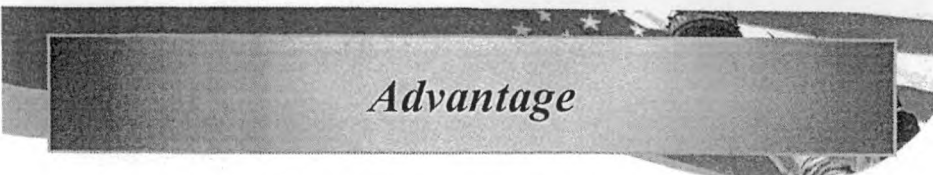




Protesters march nationwide against Trump immigration policies

Disadvantage

- The mass deportation would reduce U.S. gross domestic product by 1.4%.
- Farmers would have a hard time finding replacement workers and would be forced to cut their production to fit the reduced labor supply
- Cost \$60 billion to deport the 750,000 people protected by DACA
- The US has been criticized as "unconscionable" for separating children from their parents: more than 2,730 children who had been separate from their parents (according to an internal watchdog report)
- Losing precious resources to America from immigrants.
- Cause long-lasting shockwaves in the business world—and especially in the technology sector.



Advantage

- Native-born workers are less to compete directly with the immigrants for jobs.
 - The salary of native-born workers will increase.
 - The US doesn't have to pay huge amounts of money for social security policies for immigrants.
 - Putting the US economy to the top of the world.
 - Immigration plan improve jobs, wages and security for all Americans.
 - The annual cost of free tax credits alone paid to illegal immigrants quadrupled to \$4.2 billion in 2011.
 - The international crime rate has decreased.
- 



**FUN GAME TO REVIEW
THE LESSON**



2. Immigration policy of Donald Trump

- When Donald Trump was elected president, he made drastic changes in the US immigration policy, especially, immigration policies.
- Trump has repeatedly said that some illegal immigrants are criminals.
- The Trump administration embraced the Reforming American Immigration for a Strong Economy (RAISE) Act in August 2017.
- The RAISE Act seeks to reduce levels of legal immigration to the United States by 50% by halving the number of green cards issued.
- He imposed a "zero tolerance" policy to require the arrest of anyone caught illegally crossing the border.



Advantage and disadvantage

- Trump's policy caused a lot of controversy. It also creates advantages and disadvantages for the United States.



Trump's immigration policies center around eight areas

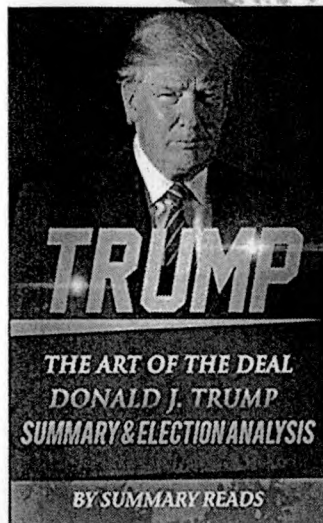
- 1 • Restrict legal immigration
- 2 • Complete the border wall with Mexico
- 3 • Reduce the number of asylum seekers
- 4 • Stop undocumented immigrants from receiving benefits
- 5 • Deport immigrants who arrived in the United States as children. They are currently protected under the Deferred Action for Childhood Arrivals program
- 6 • Restrict travel and visas from certain countries
- 7 • Reduce the number of refugees
- 8 • Review the H-1B visa program

Some videos about Trump's immigration policy



Why I Quit My Job Carrying Out Trump's Immigration Policies | NYT Opinion

Fun facts



Trump's first book : The Art of The Deal



IMMIGRATION

Fun facts

Trump has his own TV show: The Apprentice



1. History of immigration to the United States

In 1607		The first successful English colony settled in Jamestown, Virginia.
In 1619		Africans began being imported as slaves.
Between 1820 and 1930		3.5 million British and 4.5 million Irish entered America.
Between 1850 and 1930		About 5 million Germans migrated to the United States.
Before 1845		Irish immigrants were Protestants.
After 1880		Transportation has grown, resulting in an extremely large wave of immigration.
1930-2000	In the early 1920s	Congress changed the nation's basic policy about immigration. The bill was so limiting that the number of immigrants coming to the U.S.
	In 1996	The Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA) was passed.

Fun Facts

- His “Barack” name means The “Blessed” one.



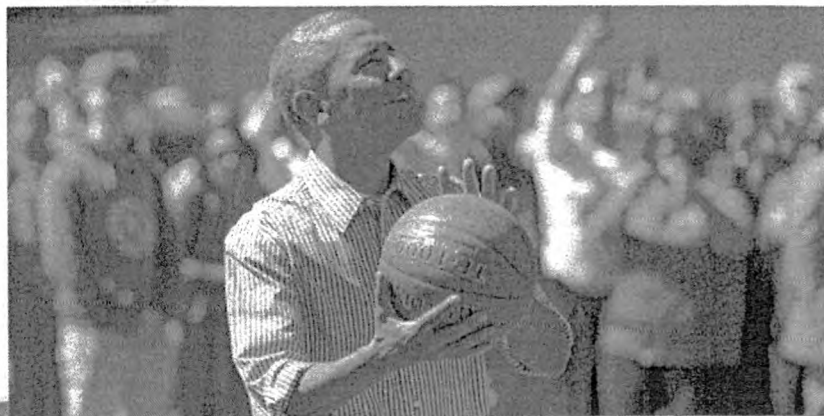
8. Donald Trump (born 1946) The 45th and the current President



- In office: since 2017
- “Make America great again”
- The oldest and the wealthiest president.
- He always keeps promises for his action.
- He is the “new factor”. During his presidency, he ordered a travel ban on citizens from several Muslim-majority countries, imposed import tariffs triggering a trade war with China and many more controversial policies.

Fun Facts

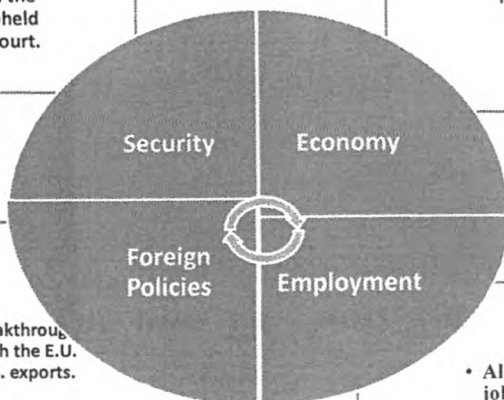
- He is athletic one who always plays basketball on every election Day.



Great Achievements

- Protecting Americans from terrorists with the Travel Ban, upheld by Supreme Court.

- Economic growth last quarter hit 4.2 percent



- Reached a breakthrough agreement with the E.U. to increase U.S. exports.

- Imposed tariffs on China in response to China's forced technology transfer, intellectual property theft.

- Almost 4 million jobs created since election.
- Youth and Women unemployment also reached at the lowest rate in 65 years.

7. Barack Obama (born 1961)

The 44th President

- In office: 2009-2017
- The first African-American president of the United States
- He is elected top 10 Best Presidents ever for his great concern with: women rights, education, healthcare system, middle class, environment, peace.
- He was the first President who won the Nobel Prize in 2009.



Fun Facts

Instagram



barackobama

Thích với ...

340 bài viết 27.5m người theo dõi Đang theo dõi 14 người dùng

Barack Obama
Dad, husband, President, citizen.
obama.org

Có 18 người, hayenbaby99, mienguyen và 15 người khác theo dõi

ĐẠI VIẾT

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Great Achievements

Politics

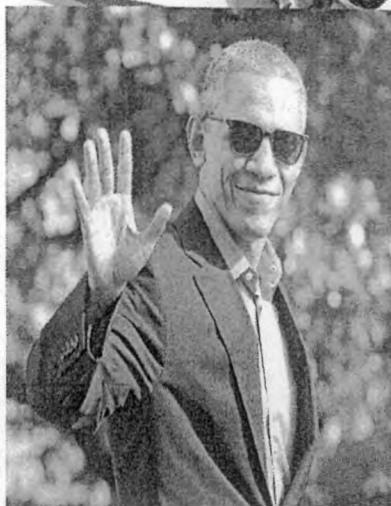
- Ended the war with Iraq.
- Negotiated the landmark Iran Nuclear Deal.
- Normalized relations with Cuba.
- Ordered to kill Osama Bin Laden.

Economy

- Rescued the country from the Great Recession,
- Cut the unemployment rate from 10% to 4.7% over six years

Society

- Provided health insurance for over 20 million uninsured Americans. (Obama Care)
- Support the LGBT's marriage equality.
- Combat pay discrimination against women.



Fun Facts



BarackObamadotcom

560 N người đăng ký

ĐĂNG KÝ

TRANG CHỦ

VIDEO

DANH SÁCH PHÁT

CỘNG ĐỒNG

KÊNH

GIỚI THIỆU

Q

Tất cả các hoạt động ▾



BarackObamadotcom đã tải lên một video



Jon Carson, Executive Director of Organizing for Action, Outlines Next Steps

BarackObamadotcom • 87 N lượt xem • 7 năm trước

Jon Carson, Executive Director of Organizing for Action, outlines next steps for the grassroots organization. Learn more at: <http://bit.ly/1u6Mo>



BarackObamadotcom đã tải lên một video

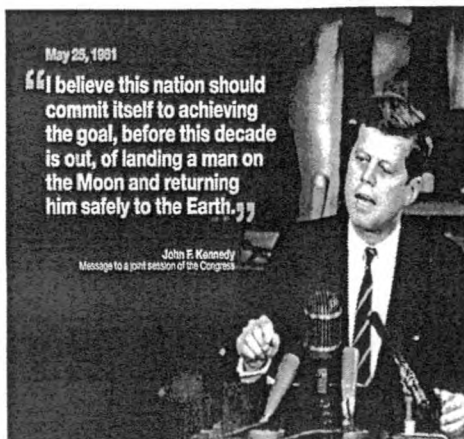
The First Lady on the Launch of Organizing for Action

Great Achievements

He averted nuclear war through his negotiations with Soviet Leader Khrushchev.



Fun facts



JFK was the second wealthiest US President.

JFK donated all his salary for charity

JFK was the target of at least 4 assassination attempts

Great Achievements

He contributed in the formation of the Partial Nuclear Test Ban Treaty.



**“ Maybe he is not the best but he is
definitely the coolest President of
all time”**

Some Fun Facts about Franklin Roosevelt



**“Ask not what your country can do for you—ask
what you can do for your country.”**



John F. Kenedy

Some Fun Facts about Franklin Roosevelt



Died While Having His Portrait Taken
Churchill, Roosevelt, and Stalin at Yalta Summit

6. John F. Kennedy (1917 – 1963) The 35th President



Related event: Cold war .

In office: 1961 – 1963 (1 term)

He is the youngest man elected to the White House and he is also the youngest President to die.

He could not finish his term because of his assassination which made headlines across the globe.

He served at the height of the Cold War.

5. Franklin D. Roosevelt (1882 – 1945)

The 32nd President

- In office: 1933 – 1945 (3 terms)
- Related event: The Great Depression (1929 – 1933)
- He was the only President who served for 4 terms.
- Franklin Roosevelt is powerful politician who makes both Barack Obama and Donald Trump have to admire.



Great achievements

He led the allied coalition with Churchill and helped US gain victory in World War II.



Great achievements

Helped US overcome the Great Depression (29-33) through the Emergency Banking Act.



Great achievements

He played the major role in the creation of the United Nations

DECLARATION BY UNITED NATIONS

UNITED NATIONS DECLARATION

WE, the undersigned, do hereby declare that we are united in our common purpose to maintain the peace and security of the world, and to promote the well-being of all peoples.

WE have agreed to this Declaration in the spirit of good will and friendship, and we have signed it in the presence of the representatives of the peoples of the world.

WE have signed it in the presence of the representatives of the peoples of the world.

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2. Thomas Jefferson (1743 -1826)

The 3rd President



Fun fact: He is the founder of University of Virginia which ranks #28 in US Universities

- In office: 1801-1809 (2 terms)
- He is the author of Declaration of Independence
- He purchased the Louisiana Territory from France in 1803 which doubled the size of our country, adding all or part of fifteen present-day states.



4. Theodore Roosevelt (1858 – 1919)

The 26th President



- In office: 1901-1909 (2 terms)
- Roosevelt provided leadership when America experienced rapid economic growth as it entered the 20th Century.
- He was instrumental in negotiating the construction of the Panama Canal

Fun fact: He was the youngest President in the US history. He became the president when he was 42 turning 43 years old.

3. Abraham Lincoln (1809-1865)

The 16th President

- In office: 1861-1865 (1 term)
- Related event: American Civil War.
- Lincoln held the nation together during its greatest trial, the Civil War.
- Lincoln believed his most sacred duty was the preservation of the union. It was his firm conviction that slavery must be abolished.
- Gutzon Borglum chose Lincoln to represent the preservation of the United States.



Fun fact: He established
Thanksgiving as a national holiday

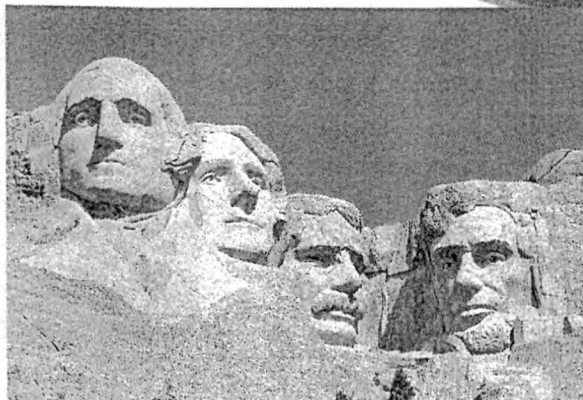
WHO IS THE ONLY PRESIDENT TO
SERVE THE LONGEST TERM IN US?



10. Decades of changes

- In 1980: the Republicans gained a majority in the Senate, Ronald Reagan was elected president.
- In 1983 : US Economy entered into the periods of sustained growth.
- In 1988: Republican George Bush became president.
- By 1992 :the American voted for Bill Clinton.

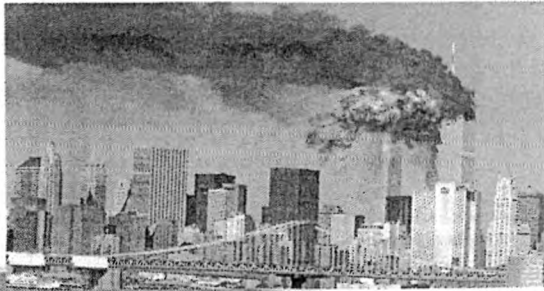
REMARKABLE PRESIDENTS



Mount Rushmore, Pennington, South Dakota. U.S.

11. Beginning of the 21st century

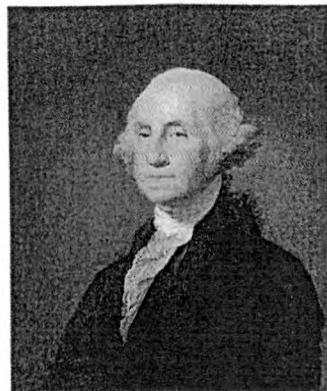
- September 11, 2001: terrorists carried out an attack in New York City and Washington, D.C.
- In 2001: USA faced an economic recession in which more than a million jobs were lost.



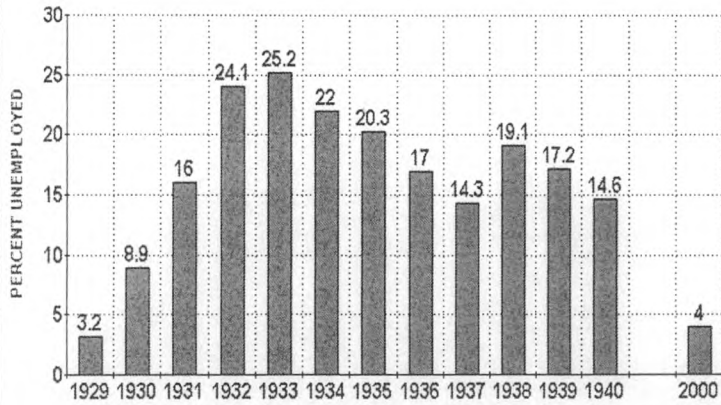
1. George Washington (1732 -1799)

The 1st president

- In office: 1789-1797 (2 terms)
- Related event: American Revolution and the creation of United States of America.
- Washington led the colonists in the American Revolutionary War to win independence from Great Britain.
- He was the father of the new country and laid the foundation of American democracy.
- *Fun fact: He was the only President unanimously elected, which means the whole nation voted for him*

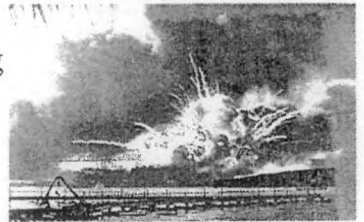


THE UNEMPLOYMENT RATE
THE PEAK WAS 30+ PERCENT!



8. World war II

- In 1939: American's neutrality to outbreak of war in Europe.
- In December 1941: the bombing of Pearl Harbor naval.
- September 1945: US dropped bombs over Hiroshima and Nagasaki.



THE GREAT DEPRESSION

- "Hundred Days": President Franklin D. Roosevelt rushed through Congress a great number of laws to help the economy recover.
- Although Roosevelt's New Deal programs did not end the Depression, the economy improved.



9. The cold war

Mid-to-late 1945

Relations between Moscow and Washington began deteriorating

1946

This deterioration ignited the early Cold War

In 1947

The Truman Doctrine

7/4/1948

The Marshall Plan

4/4/1949

Forming of NATO

14/5/1955

Forming of Warsaw pact

15/10/1962

Cuban Missile Crisis

1965 - 1975

Vietnam war

3/12/1989

President US and Soviet leader declared end of Cold War

26/12/1991

Dissolution of USSR



6. War and peace

- 1914, President Wilson urged a policy of strict American neutrality.
 - The 1920s: the age of Prohibition
- For a moment, it seemed that Americans had the Midas touch



THE GREAT DEPRESSION

- **Black Tuesday** Oct, 29th
1929 : the stock market crash



7. The Great Depression

September
4, 1929

- The Great Depression started

1932

- presidential campaign between Hoover and Roosevelt

1936

- Roosevelt won → USA was enter a new era of economic and political change

10,000
unemployed
join hunger
march



THE GREAT DEPRESSION

100,000 businesses had failed.

- Industrial production was cut in half, wages had decreased 60 percent.
- One out of every four workers was unemployed.

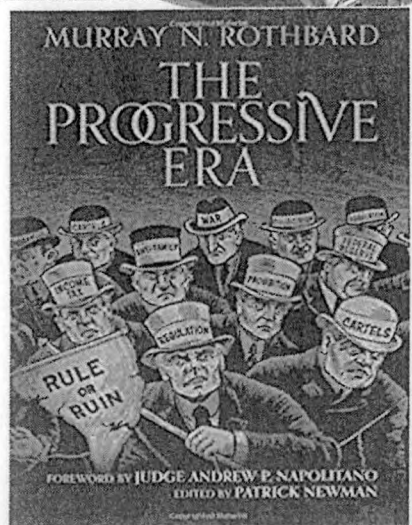


THE LATE 19TH CENTURY

- **Reconstruction Era:** the United States became a leading industrial power, and shrewd businessmen made great fortunes
- **Unrestrained economic growth** → dangers
- **Heavy immigration.** Many of the workers in the new industries were foreign-born.
- **Falling food prices.** Farmers had to bear the costs of high shipping rates, expensive mortgages, high taxes, and tariffs on consumer goods.

5. The progressive movement

1900, the
Progressive
Movement
through
government &
action



THE LATE 19TH CENTURY

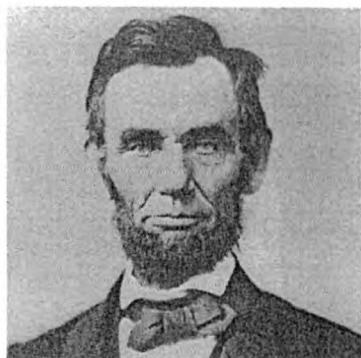
- 1867: USA purchased Alaska from Russia.
- 1898: US - Spain war began.
- Result: the United States gained a number of possessions from Spain (Cuba, the Philippines, Puerto Rico, and Guam).
- 1902: American troops left Cuba.
- The Philippines obtained limited self-government in 1907 and complete independence in 1946.
- Puerto Rico became a self-governing commonwealth within the United States.

Hawaii became a state in 1959 (as did Alaska).

PROGRESSIVE MOVEMENT

- Around 1900: Progressive movement arose to reform society & individual through government action.
- Supporters: economists, sociologists, technicians & civil servants.
- Key figure: Eugene V. Debs of Socialist Party.





"A house divided against itself cannot stand. *I believe* this government cannot endure permanently half slave and half free."

SLAVERY AND THE CIVIL WAR

4. The late 19th century



Abraham Lincoln was assassinated in 1865

- Andrew Johnson became president

24/2/1868, Andrew Johnson was impeached

After Civil War, the United States became a leading industrial power

The late 19th century was a period of heavy immigration

1867, the purchase of Alaska from Russia

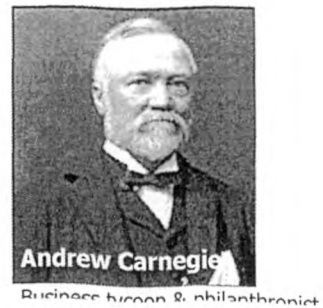
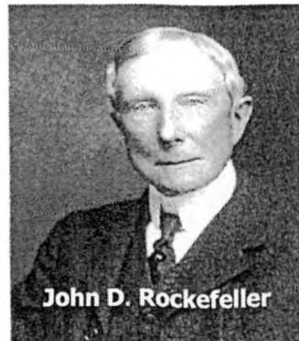
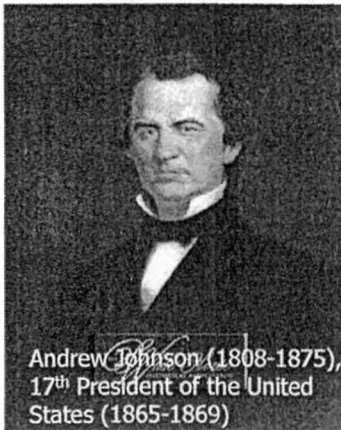
1959, Alaska and Hawaii became a state



SLAVERY AND THE CIVIL WAR

- 1860: 11 states left the Union & declared to be independent nation >>The Civil War began (April 1861)
- 1865: The Civil War ended
- The Civil War put an end to slavery and decided that the country was not a collection of semi-independent states but **an indivisible whole**.
- 1865: Abraham Lincoln was assassinated.

The Late 19th century



SLAVERY AND THE CIVIL WAR



The first record of African slavery in Colonial America occurred in 1619

SLAVERY AND THE CIVIL WAR



R. Michelson Galleries

"The Trail of Tears"

© Max D. Standley

The relocation and movement of Native Americans in the United States from their homelands to Indian Territory (present day Oklahoma) in the Western United States.

SLAVERY AND THE CIVIL WAR

- **1828:** Andrew Jackson became the 7th US President

-> end of a political era dominated by the planter aristocracy and the commercial aristocracy

- **Jacksonian Era**



SLAVERY AND THE CIVIL WAR

1820: North & South debated the question of whether slavery would be legal in western territories



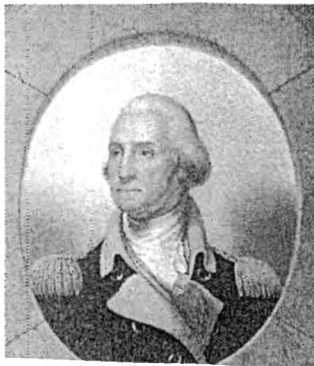
2. A new nation



- After 1783: the new nation controlled all of North America.
- In 1787, American leaders wrote the Constitution of the United States.

A new nation

George Washington favor a strong president & central government



JEFFERSON

PREFER TO ALLOT MORE POWER TO STATES (DECENTRALIZED GOVERNMENT)

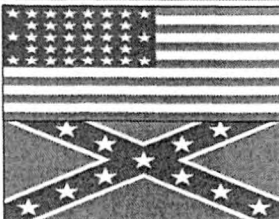


A NEW NATION

- Avoid central power >> **Government: three branches -- legislative** (Congress), **executive** (the president and the federal agencies), and **judicial** (the federal courts)

3. Slavery and the civil war

The Civil War Major Events Timeline



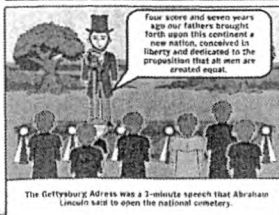
April 12-13, 1861



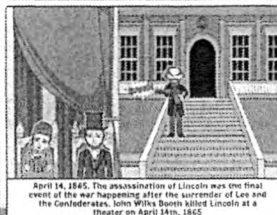
July 21, 1861



November 19th, 1863

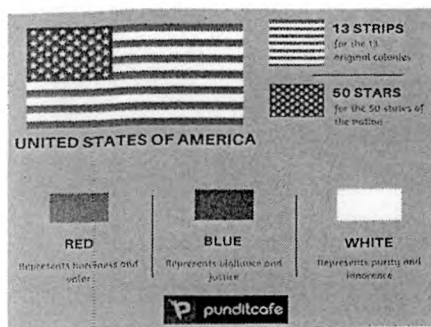


April 14th, 1865



On April 9th the confederates Surrendered resulting in the end of the war and the union winning.



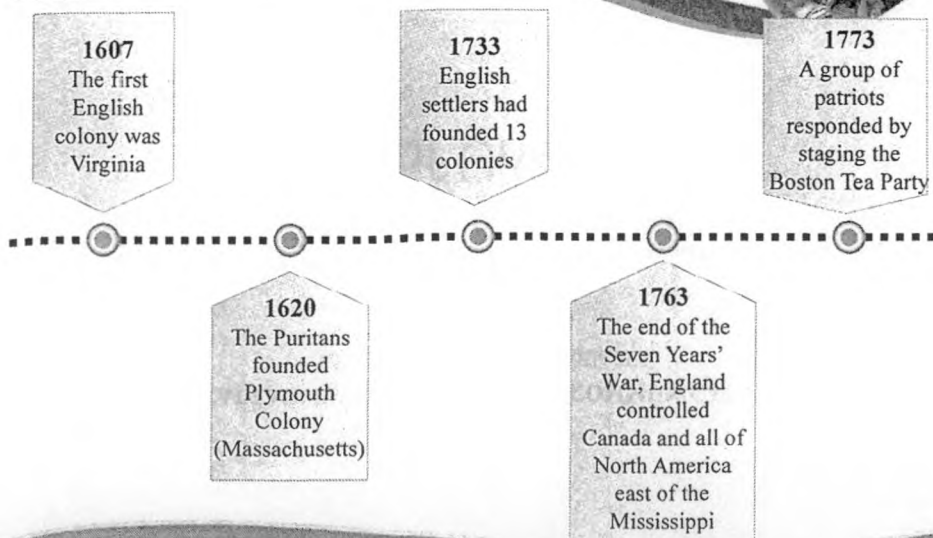


Flag



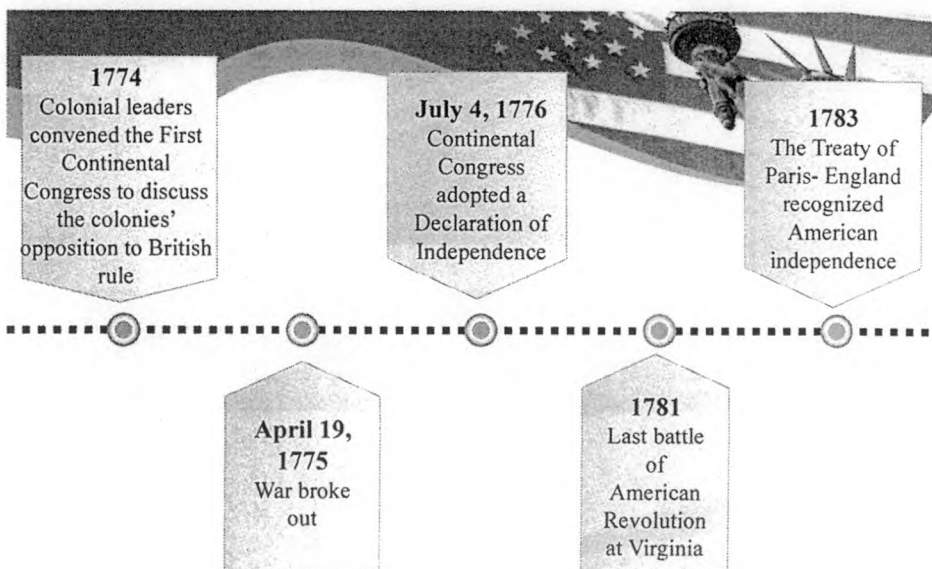
Coat of arms

1. The colonial era (Colonial Period 1607–1776)





US BRIEF HISTORY





ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

Culture of United States

2020 - 2021

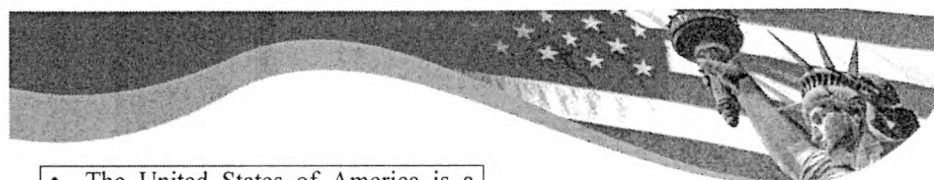


Washington DC





US BRIEF INFORMATION



- The United States of America is a federal republic on the continent of North America.
- The capital : Washington DC
- The largest city : New York
- Area: 9,826,630 sq km (3,794,083 sq mi) - the third largest country in the world after Russia and Canada.
- Population: 301,139,950 (2007) - the third in the world behind China and India.
- 48 contiguous states and the noncontiguous states of Alaska and Hawaii.
- Motto : In God We Trust.
- Anthem : The star-spangled banner



Map of USA

ANSWER THE QUESTION

7. Discuss the theme(s) of the poem.

The poem expresses the theme that simple moments can have extreme beauty and can soothe our souls for a long time afterwards if we stop and pay attention.

ANSWER THE QUESTION

3. Pick out the words, phrases and images that describe the girl's song. What do they tell you about the music?

a melancholy strain; overflowing with the sound; welcome notes; so thrilling; the plaintive numbers; old, unhappy, far-off things; no ending
→ The music is beautiful but sad.

ANSWER THE QUESTION

5. What thoughts and emotions does the song evoke in the poet while he is listening to it? What is its effect on him later on?

The speaker speculates on why her song is so sad. He wonders if it is inspired by ancient battles or tragedies, or something more everyday - perhaps a loss or grief that is an inevitable and repeating pattern in life. As he moved on and began climbing the hills surrounding the valley, he carried the memory of her song with him, long after he could actually hear it.

ANSWER THE QUESTION

4. What is the maiden's voice compared to?

The maiden's voice is so thrilling and beautiful, it is compared to the voice of the Nightingale, of the Cuckoo-bird in spring-time, it breaks the silence of the seas among the farthest Hebrides.

ANSWER THE QUESTION

6. What is the structure of the poem? What does each stanza deal with?

The poem is a short lyrical ballad, composed of thirty-two lines and divided into four stanzas, it is written in the first person. Stanza 1 is about the girl singing alone in the field. Stanza 2 focuses on the beautiful singing of the girl. Stanza 3 is about Wordsworth wanting to know what the song is about. And in the last stanza, the poet says that the song topic doesn't really matter because it is so beautiful and he carries the song in his heart.

■ **Meter** is a unit of rhythm, the pattern of beats (means “nhịp thơ, vần luật” in Vietnamese)

■ **Two types** of meter in this poem

ANSWER THE QUESTION

1. In the first stanza, what does the poet ask his listener to do? Why?

The poet asks us to listen carefully to the sad song and beautiful voice of the girl, because the whole valley is filled to overflowing with the sound of her singing. We are invited to either stop and listen to her sad song or to gently pass by, so as not to disturb her.

◆ *Iambic tetrameter (bốn nhịp đôi)*: consists of 8 syllables per line with 4 emphasized syllables. This is the main meter used throughout the poem.

E.g: *Behold her, single in the field (Line 1)*

◆ *Iambic trimeter (ba nhịp đôi)*: consists of 6 syllables per line with 3 emphasized syllables. This occurs twice in the poem.

E.g: *Stop here, or gently pass! (Line 4)*

ANSWER THE QUESTION

2. What is your impression of the setting and the appearance of the girl in this setting?

The girl is reaping alone and singing to herself while she works. And because just her singing alone in a large field, it feels like the valley is filled with her song and it even strengthens the sadness and solitariness around.

Overall

❖ *stop mark of a heaven the author has experienced during his journey.*

❖ *but the rhythm is still live along.*

POETIC DEVICES

❶ INVERSION

→ For e.g.: And o'er the sickle bending, The music in my heart I bore, etc.

❷ RHYMING COUPLETS

→ For e.g.: ending/bending, hill/still, bore/more, sings/things, lay/today, etc.

❸ RHETORICAL QUESTION

→ For e.g.: Will no one tell me what she sings?

TENOR

- ☛ A short lyrical ballad, composed of thirty-two lines and divided into four stanzas.
- ☛ Written in the first person.
- ☛ The importance of seeing amazing mysterious beauty in normal, everyday, natural occurrences.
- ☛ Simple moments can have extreme beauty.

➔ Main concepts: *Beauty, Nature, Music, Love*.

POETIC DEVICES

④ APOSTROPHE

- ☑ For e.g: Behold her, single in the field,
Yon solitary Highland Lass!

⑤ THE ANTITHESIS

- ☑ For e.g: Stop here, or gently pass!

⑥ HYPERBOLE

- ☑ For e.g: O listen! For the vale profound
Is overflowing with the sound

⑦ ENJAMBMENT

- ☑ For e.g: O listen! For the vale profound
Is overflowing with the sound

Rhyming couplets

*Whate'er the theme, the Maiden sang
As if her song could have no ending:
I saw her singing at her work,
And o'er the sickle bending;*



create rhythm

“motionless and still”

- the familiar structure in Wordsworth’s poem
- speaker is so immersed in the scene before him

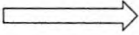
Rhyming couplets

*"I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more."*



build a sense of rhythm

weird tense change:

<i>Present</i>		<i>Past</i>
(behold, sings)		(listened, mounted)



The day-dream is now over

The speaker

Not care about the theme

See the girl keep singing while bending over the sickle

Mount up the hill

motionless and still

Go with the music haunting in mind

Inversion

→ *"And o'er the sickle bending"*

Origin version : And bending over the sickle

- emphasis the image of the village girl while singing
- appears so peaceful and makes him immerse more

Poetic Devices

- *Inversion*
- *Rhyming couplets*
- *Others:*
 - *usage of words*
 - *usage of tenses*

Inversion

"The music in my heart I bore"

Origin version: I bore the music in my heart



*emphasize how haunting the song of
the girl to the speaker*

STANZA 4

"Whate'er the theme, the Maiden sang

As if her song could have no ending;

I saw her singing at her work,

And o'er the sickle bending;

I listened, motionless and still;

And, as I mounted up the hill,

The music in my heart I bore,

Long after it was heard no more."



now

then



The song
never ends

Quit guessing
the theme



The girl's song

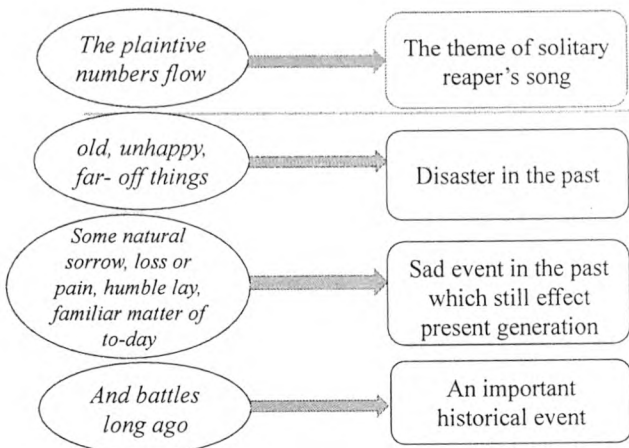
The plaintive numbers

Some more humble lay

*Some natural sorrow, loss, or
pain*

Stylistic devices

- Rhetorical Question: *"Will no one tell me what she sings?"*
- The rhyming couplets:
 - "sings" – "things"*
 - "flow" – "ago"*
 - "lay" – "to-day"*
 - "pain" – "again"*
- Poetic words: numbers (lines, song); lay (ballad, song)

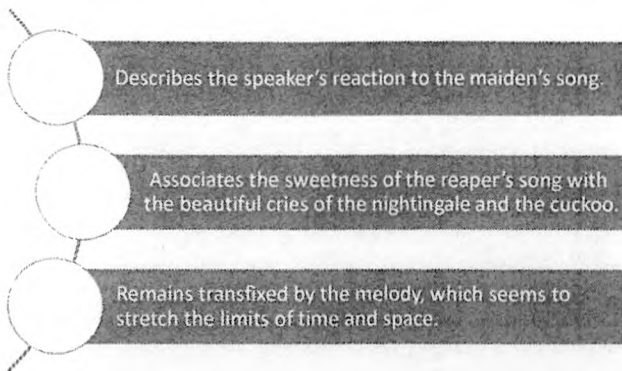


Overview

*"Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?"*

→ The speaker's speculation about the content of reaper's song.

Overview



*"Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?"*

- **Plaintive:** sad/ mournful
- **Numbers:** musical rhythms
- **Far-off:** very old
- **Humble:** simple, ordinary
- **Lay:** song

3RD STANZA

*Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?"*

Doesn't understand
the alien language
of the girl's song

Tries to interpret it

THE POET

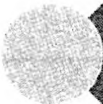
Speculates that the
girl is probably
singing sad song

Wonders whether
anyone will tell him
the meaning

Poetic Devices



Hyperboles



Metaphors



Alliteration

Metaphor

*"No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,"*

❖ Compares the song of the reaper to those of the nightingale and cuckoo.

Hyperboles

*"Breaking the silence of the seas, among the farthest
Hebrides."*

- Describes the voice of the reaper as one that is so loud, that it was heard miles away from where it originally began.

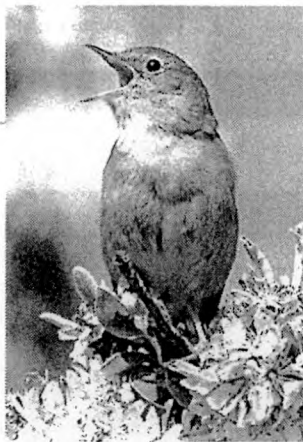
Alliteration

"No Nightingale" did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:"

Line 9 - 12

*"No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:"*

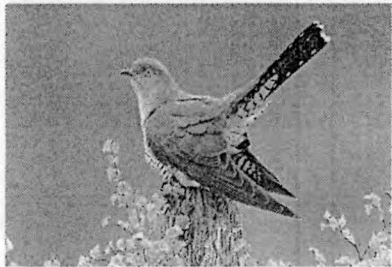
- * **Nightingale:** a small singing bird
- * **Chaunt:** chant, sing
- * **Weary:** tired

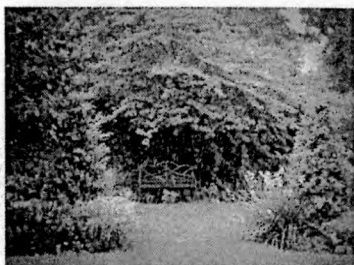


Lines 13-16

*"A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides."*

- **Thrilling:** exciting
- **Cuckoo-bird:**



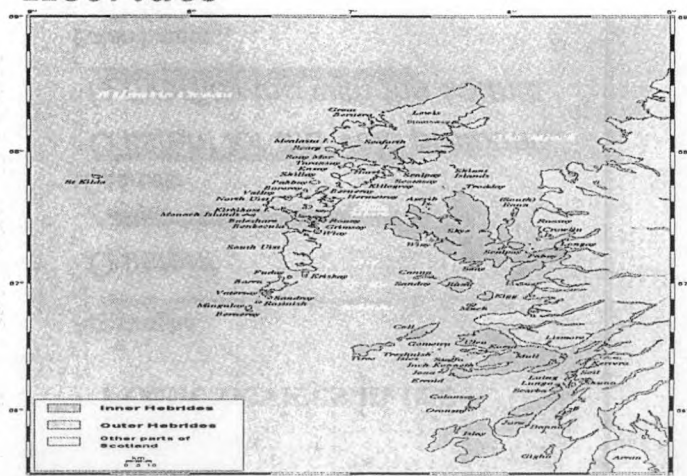


Shady haunt



Arabian sands

Hebrides





- Beautiful scene: magnificent and great valley with a lonely girl and sweet, melancholy song.
- The whole valley is overfilled with the enchanting song of the solitary reaper

Overview

The girl's solitude:

- cutting, binding grain lonely in the field
- Singing a melancholy strain

The way she sang and completely merged with nature made:

- The poet was mesmerized
- The whole valley was brimming over with the sound

Poetic devices in use

Apostrophe

O listen!

Hyperbole

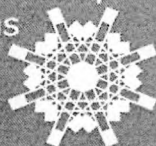
*O listen! for the Vale profound
Is overflowing with the sound.*

Enjambment

*O listen! for the Vale profound
Is overflowing with the sound.*

STANZA 2

No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.



Stop here, or gently pass!



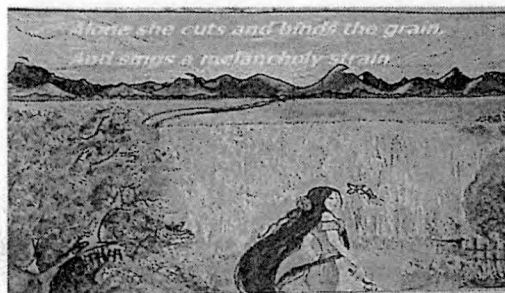
The poet was mesmerized with the song, couldn't decide to stop or gently pass.



The poet was elated by the song, afraid that both stop or pass make the girl stop singing



The poet advises passerby to stop to listen or gently pass so the girl wasn't disturbed.



- Alone: The loneliness, girl's solitude
- Cutting grains and tying it all together: «cuts and binds»
- Singing a sad song: «meloncholy strain»

Poetic devices in use

Apostrophe

- *Behold her, single in the field,*
- *Stop here, or gently pass!*

Antithesis

- *Stop here, or gently pass!*

Poetic devices in use

Inversion

- *Alone she cuts and binds
the grain*

Antithesis

- *Cuts and binds*

***Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.***

5

* * * *

Behold: look at

Highland: mountainous region in northern Scotland

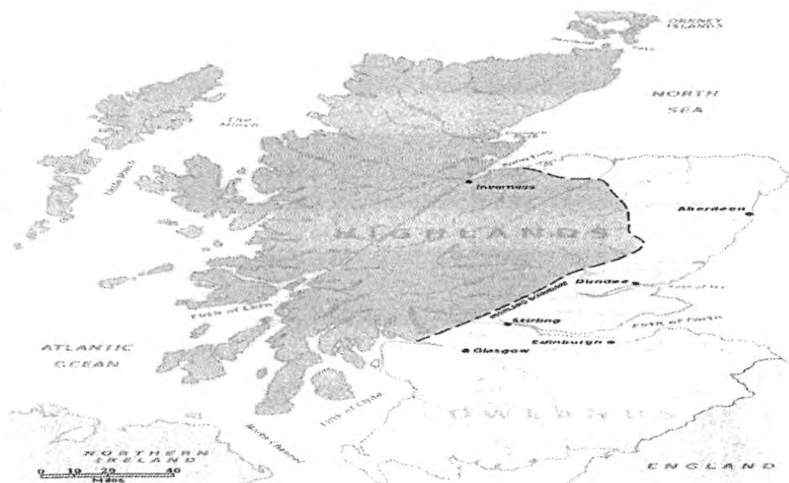
Lass: girl

Strain: melody or song

Yon: yonder, over there

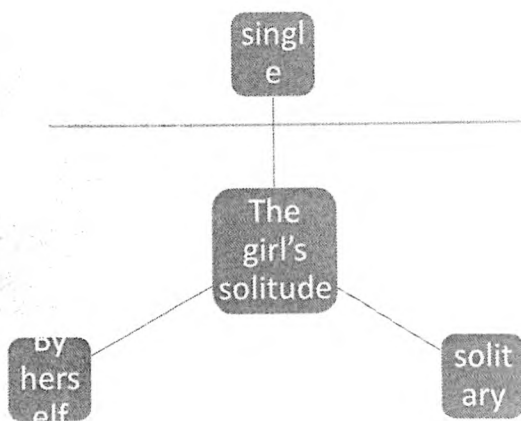
Melancholy: sad

Vale profound: broad, deep valley





-
- Behold:
 - Subject:
A girl in Highland area
of Scotland



- Written on November 5, 1805, and published in 1807.
- Composed of thirty-two lines and divided into four stanzas.
- Based on the experience of Thomas Wilkinson – a friend of William Wordsworth.

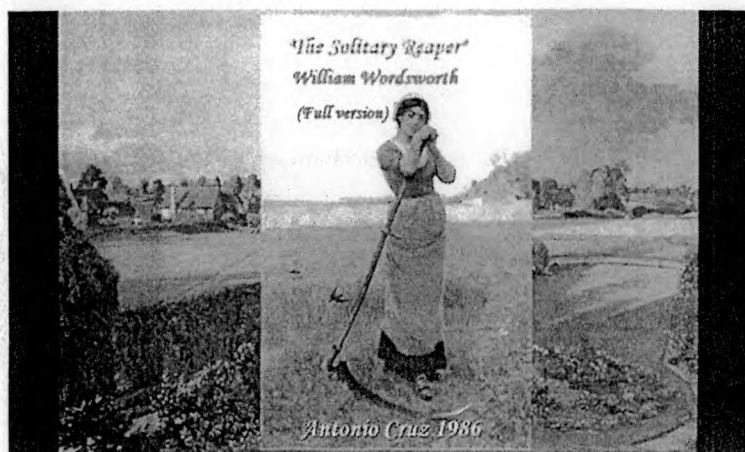


Theme

"The Solitary Reaper" is about the power of the imagination to transform common, everyday events into representations of a larger reality.

Summary

"The Solitary Reaper" opens with the speaker directing our attention to a solitary reaper. She's singing in a field. It's kind of a sad song, but it's definitely more thrilling than a cuckoo's song in the Hebrides and different than anything you might hear from a nightingale. The speaker loves the song, but he can't understand any of it. He wonders if she's singing about old battles and other sad stuff from forever ago, or if she's singing about something more humble. Either way, he notes that she's singing as if her song will never end. He watches, enraptured, not moving at all. At the end he quietly walks away, keeping the woman's music in his heart for a long time after.

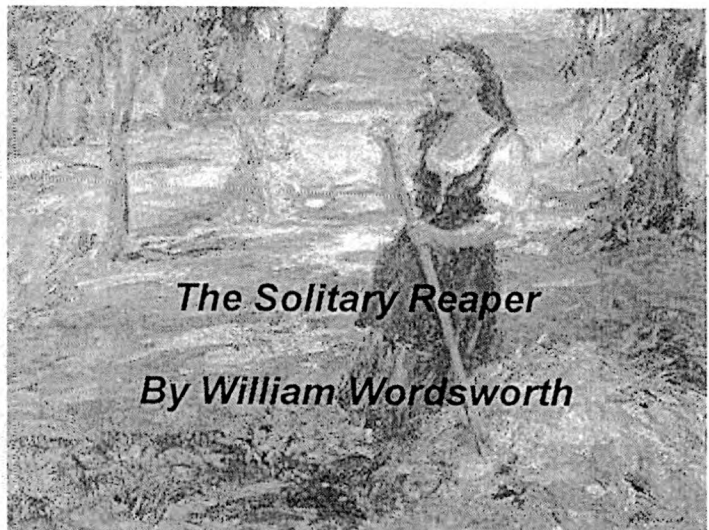
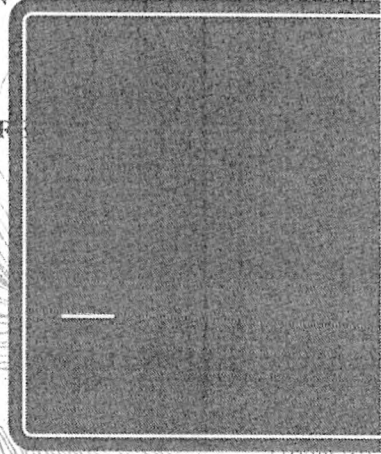




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FACULTY OF JOURNALISM LANGUAGES

ENGLISH – AMERICAN LITERATURE

2020 - 2021



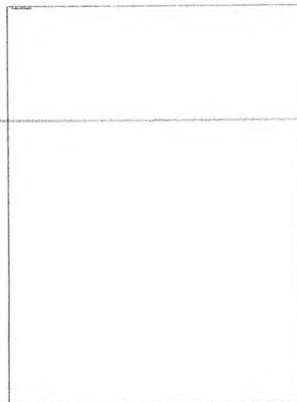
The Solitary Reaper

By William Wordsworth

Teaching Activities

1. Students' presentation + Video
2. Cooperative learning
(Groupwork --> Handout discussion)
3. Lecture
(Teachers and Student discussion)

- A major English Romantic poet.
- A founder of the Romantic -
Movement of English literature.
- Style of writing: focusing on
emotion and imagination.
- Often called a nature poet
because of his emphasis on the
connection between humans and
the natural world.
- Widely successful and was named
Poet Laureate of England in 1843.



English for Economics and Finance

Day 1 Banking

DISCUSSION

1. Which of the banking products or services do find the most useful or necessary?
2. What other banking services do businesses use? What about you?

Reading: Banks and financial institutions
(INDIVIDUALLY and Peer checking)

Insert the names of the following types of financial institutions in the spaces in the text.

commercial banks hedge funds investment banks
non-bank financial intermediaries Islamic banks private banks
stockbrokers

Retail banks or (1) ...commercial banks (often called High Street banks in Britain} receive deposits from, and make loans to, individuals and small companies. (2) investment banks... work with big companies, giving financial advice, raising capital by issuing stocks or shares and bonds, arranging mergers and takeover bids, and so on. They also generally offer stockbroking and portfolio management services to rich corporate and individual clients. Wealthy individuals can also use (3) ...private banks, which provide them with banking and investment services, and (4) ...hedge funds, which are private investment funds for wealthy investors (both individuals and institutions) that use a wider variety of (risky} investing strategies than traditional investment funds, in order to achieve higher returns.

In the USA, where many banks went bankrupt following the Wall Street Crash in 1929, a law was passed in 1934 (the Glass-Steagall Act) that separated commercial banks and investment banks or stockbroking firms. For the rest of the 20th century, there were regulations in the IJS, Britain and Japan that prevented commercial banks from doing investment banking business. In other countries, including Germany and Switzerland,, large banks did all kinds of financial business. But starting in the 1 many rules were ended by financial deregulation, and Glass- Steagall was repealed in 1999. Large banks became international conglomerates offering a complete range of financial services that were previously provided by banks, (5) stockbrokers... and insurance companies. (6) ...Islamic banks, in Islamic countries and major financial centres, offer interest-free banking. They do not pay interest to depositors or charge interest to borrowers, but invest in companies and share the profits (or losses) with their depositors.

Some car manufacturers, food retailers and department stores now offer products like personal loans, credit cards and insurance. Technically these are not banks but (7) non bank financial intermediaries....

Retail banks or (1) commercial banks... (often called High Street banks in Britain) receive deposits from, and make loans to, individuals and small companies. (2) Investment banks work with big companies, giving financial advice, raising capital by issuing stocks or shares and bonds, arranging mergers and takeover bids, and so on. They also generally offer stockbroking and portfolio management services to rich corporate and individual clients. Wealthy individuals can also use (3) private banks... which provide them with banking and investment services, and (4) hedge funds..., which are private investment funds for wealthy investors (both individuals and institutions) that use a wider variety of (risky) investing strategies than traditional investment funds, in order to achieve higher returns.

In the USA, where many banks went bankrupt following the Wall Street Crash in 1929, a law was passed in 1934 (the Glass-Steagall Act) that separated commercial banks and investment banks or stockbroking firms. For the rest of the 20th century, there were regulations in the US, Britain and Japan that prevented commercial banks from doing investment banking business. In other countries, including Germany and Switzerland, large banks did all kinds of financial business. But starting in the 1980s many rules were ended by financial deregulation, and Glass-Steagall was repealed in 1999. Large banks became international conglomerates offering a complete range of financial services that were previously provided by banks, (5) stockbrokers... and insurance companies. (6) Islamic banks..., in Islamic countries and major financial centres, offer interest-free banking. They do not pay interest to depositors or charge interest to borrowers, but invest in companies and share the profits (or losses) with their depositors.

Some car manufacturers, food retailers and department stores now offer products like personal loans, credit cards and insurance. Technically these are not banks but (7) ... non-bank financial intermediaries.

Pair working

Vocabulary

1. Find the words or expressions in the text which mean the following:

1. money placed in a bank =
2. a sum of money borrowed from a bank
3. the money invested in a business
4. certificates representing part-ownership of a company
5. certificates of debt issued by governments or companies to raise money
6. when one company combines with another one = merge
7. when one company offers to buy or acquire another one
8. buying and selling stocks or shares for clients
9. all the investments owned by an individual or organization
10. the profits made on investments
11. unable to pay debts or continue to do business
12. the ending or relaxing of legal restrictions
13. a group of companies, operating in different fields, which have joined together
14. the price paid for borrowing money paid to the lenders

Vocabulary

1. Find the words or expressions in the text which mean the following:

1. money placed in a bank = deposits
2. a sum of money borrowed from a bank = loan
3. the money invested in a business = capital
4. certificates representing part-ownership of a company = stocks or shares
5. certificates of debt issued by governments or companies to raise money = bonds
6. when one company combines with another one = merger
7. when one company offers to buy or acquire another one = takeover bid
8. buying and selling stocks or shares for clients = stockbroking
9. all the investments owned by an individual or organization = portfolio
10. the profits made on investments = returns
11. unable to pay debts or continue to do business = bankrupt
12. the ending or relaxing of legal restrictions = deregulation
13. a group of companies, operating in different fields, which have joined together = conglomerate
14. the price paid for borrowing money. paid to the lenders = interest

2. Match up the verbs in the left-hand box with the nouns in the right-hand box to make common verb—noun combinations found in the text above.

charge
do laws
give advice
issue bonds
make profits
offer services
pass laws
pay loans
provide business, capital
raise profits
receive deposits
share stocks

advice
bonds
business
capital
deposits
laws
loans
profits
interest
services
stocks or
shares

What other verb—noun combinations can you make with these verbs?

The following verb—noun combinations are in the text.

charge interest do business give advice issue bonds issue stocks or
shares make loans offer advice offer services
pass laws pay interest provide services raise capital
receive deposits share profits

Other common combinations include:

make laws make profits offer loans pay a deposit
provide capital provide loans make a loss

Group working and presenting

Listening 1 : Commercial banking

Listen to Tony Ramos, a recruitment manager at HSBC in London, talking about investment and commercial banking, and answer the questions.

1. How does Tony Ramos describe commercial banking? 'A kind of _____ a best _____ kept secret _____.'
2. What was Tony Ramos's job before he moved into recruitment? _____ **a commercial bank manager** _____
3. What does he say commercial banking actually consists of? Fill in the gaps.
 - ' ... you're kind of working in a (1) local marketplace... , you're working you know with, like, (2) local entrepreneur... kind of what the day-to-day job consists of, actually (3) going to see... people with their businesses, (4)...helping start up those businesses, seeing those (5)...business grow
4. What does he say students wrongly think it consists of?

Listening 1 : Commercial banking

Listen to Tony Ramos, a recruitment manager at HSBC in London, talking about investment and commercial banking, and answer the questions.

1. How does Tony Ramos describe commercial banking? 'A kind of ____ a best kept secret ____.'
2. What was Tony Ramos's job before he moved into recruitment? **He worked a commercial manager**
3. What does he say commercial banking actually consists of? Fill in the gaps.
 - ' ... you're kind of working in a (1) local marketplace.. , you're working you know with, like, (2) entrepreneurs, kind of what the day-to-day job consists of, actually (3) going to see people with their businesses, (4)...helping start up those businesses, seeing those (5)...businesses grow
4. What does he say students wrongly think it consists of? *Sitting in front of the computers looking at spreadsheets, doing a lot of dull analysis.*

TONY RAMOS

I think there is a real kind of perception around kind of the world of investment banking and kind of what it offers. **I think also as well I think commercial banking, and I guess I would say this as a previous commercial manager**, I think is a kind of a best kept secret. I think if you actually and when you do talk to students, when I talk to students and I talk them to about what the commercial banking role is and I talk to them about the fact that you're kind of working in a local marketplace, you're working you know with, like, local **entrepreneurs**, kind of what the day-to-day job consists of, actually going to see people with their businesses, helping start up those businesses, seeing those **businesses grow** and the kind of excitement and the job satisfaction that provides to you, you actually do see their eyes kind of light up and open up, because they kind of think, Oh, I actually I didn't think it was about that, I actually thought it was kind of sitting in front of a computer looking at spread sheets, I think it was doing a lot of analysis, it seemed quite dull and stuffy to me.

Group working and peer checking

Reading: The subprime crisis and the credit crunch

Deregulation in the 1980s was one of the factors that led to the subprime crisis.. Read about the crisis and then put the sentences below in the right order.

When American house prices began to fall in 2007, many 'subprime' borrowers, defined as those with poor credit ratings and consequently a high risk of default, stopped paying their mortgages, as their debt was greater than the value of their house. Unfortunately, the institutions which had issued the mortgages had created financial products called mortgage-backed securities (MBS) and collateralized debt obligations (CDO) which had been bought by many financial institutions including investment banks, hedge funds, insurance companies, pension funds, mutual funds, and so on. This process is called securitization: financial assets like mortgages which produce a cash flow are pooled (grouped together) and converted into securities that are then sold to investors.

MBSs and CDOs give their buyers the right to receive the payments on the underlying mortgages, and banks bought them because they believed that house prices would continue to rise, and households continue to make their mortgage payments. But when many subprime borrowers stopped paying, the value of subprime related securities fell dramatically. Many banks in the USA, Britain and elsewhere lost billions of dollars on their MBSs; some went bankrupt, and others had to be rescued by governments. It is estimated that banks around the world will eventually have to write off \$1.5 trillion of worthless subprime MBSs (now often referred to as 'toxic debt'). These losses destroyed much of the capital of the world banking system, leading to a credit crisis or a 'credit crunch'; a massive reduction in the amount of credit available for banks to lend to other banks, businesses and households.

_____ American house prices fell and many borrowers stopped repaying.

_____ Lenders granted mortgages to 'subprime' borrowers.

_____ Some went bankrupt, and others had to be rescued by governments.

_____ The mortgage lenders sold mortgage-backed securities to financial institutions.

_____ The value of MBSs fell to almost zero and many banks lost billions of dollars.

_____ There was a credit crisis as there was little capital left for lending and borrowing.

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Vocabulary
Match up the words and definitions.

- | | |
|------------------|--|
| 1 credit rating | A. cancel a bad debt or a worthless asset from an account. |
| 2 default | B. estimates of people's ability to fulfil their financial commitments |
| 3 collateralized | C. failure to repay a loan |
| 4 cash flow | D. the money generated by an investment |
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Discussion

- Who do you think was responsible for the subprime crisis? What did the financial industry do wrong?

Vocabulary
Match up the words and definitions.

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| 1 credit rating B | A. cancel a bad debt or a worthless asset from an account. |
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Discussion

- Who do you think was responsible for the subprime crisis? What did the financial industry do wrong?

Discussion and Home work/Assignment

Q1: Which are the largest banks (or financial conglomerates) in your country? Describe services they offer!

Writing Optional

Q2: To what extent is banking regulated in your country? What are the advantages and disadvantages of this?

Q3: Do you prefer to go to the local branch of your bank, or to use the internet or the telephone? Why? Why do you think most customers still prefer to go to the bank?

Q5: Is the central bank in your country independent from government? What powers and responsibilities does it have?

Write in about 200 words

Q4: Look at some commercial bank websites from your country. Which bank offers the best rates to borrowers and lenders?

Discussion and presentation

Q1: Which are the largest banks (or financial conglomerates) in your country? Describe services they offer!

Q2: To what extent is banking regulated in your country? What are the advantages and disadvantages of this?

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Q4: Look at some commercial bank websites from your country. Which bank offers the best rates to borrowers and lenders?

Q5: Does your school use more than one bank? Do you? Why?

Q6: Is the central bank in your country independent from government? What powers and responsibilities does it have?

Role play: Microfinance

A major bank has been rescued by the government after losing billions of euros on speculative investments. But it has lost a lot of customers and now has a very bad reputation. One of the directors thinks that the way the bank can regain public trust and restore its reputation is to enter the microfinance market in developing countries. He/she calls a meeting to explain the idea to colleagues.

Your teacher will give you a role to prepare. Take part in the meeting to decide what to do.

Writing

Write minutes of the meeting explaining what decision was taken, and why.

English for Economics and Finance

Day 1 Banking

Banking products or services

- a current account (BrE) or checking account (AmE)
- a savings or deposit account (BrE) or time or notice account (AmE)
- cashpoints (BrE) or ATMs (Automated Teller Machines (AmE))
- a chequebook (BrE) or checkbook (AmE)
- a credit card
- a debit card
- a loan
- buying or selling foreign currency for travelling (BrE) or traveling (AmE)
- a mortgage (a loan to buy property (BrE) or real estate (AmE))
- an overdraft (the possibility to borrow money by spending more than you have in your bank account)
- investment advice
- internet banking (payments, transfers)
- telephone banking (payments, transfers)

(DISCUSSION)

1. Which of the banking products or services do find the most useful or necessary?

2. What other banking services do businesses use? What about you?

Reading: Banks and financial institutions
(PAIR WORK)

Insert the names of the following types of financial institutions in the spaces in the text.

commercial banks

hedge funds

investment banks

non-bank financial intermediaries

Islamic banks

private banks

stockbrokers

Retail banks or (1) ...commercial banks (often called High Street banks in Britain} receive deposits from, and make loans to, individuals and small companies. (2) investment banks... work with big companies, giving financial advice, raising capital by issuing stocks or shares and bonds, arranging mergers and takeover bids, and so on. They also generally offer stockbroking and portfolio management services to rich corporate and individual clients. Wealthy individuals can also use (3) ...private banks, which provide them with banking and investment services, and (4) ...hedge funds, which are private investment funds for wealthy investors (both individuals and institutions) that use a wider variety of (risky} investing strategies than traditional investment funds, in order to achieve higher returns.

In the USA, where many banks went bankrupt following the Wall Street Crash in 1929, a law was passed in 1934 (the Glass-Steagall Act) that separated commercial banks and investment banks or stockbroking firms. For the rest of the 20th century, there were regulations in the IJS, Britain and Japan that prevented commercial banks from doing investment banking business. In other countries, including Germany and Switzerland, large banks did all kinds of financial business. But starting in the 1980s many rules were ended by financial deregulation, and Glass-Steagall was repealed in 1999. Large banks became international conglomerates offering a complete range of financial services that were previously provided by banks, (5) stockbrokers... and insurance companies. (6) ...Islamic banks, in Islamic countries and major financial centres, offer interest-free banking. They do not pay interest to depositors or charge interest to borrowers, but invest in companies and share the profits (or losses) with their depositors.

Some car manufacturers, food retailers and department stores now offer products like personal loans, credit cards and insurance. Technically these are not banks but (7) non bank financial intermediaries....

Retail banks or (1) **commercial banks**... (often called High Street banks in Britain} receive deposits from, and make loans to, individuals and small companies. (2) **Investment banks** work with big companies, giving financial advice, raising capital by issuing stocks or shares and bonds, arranging mergers and takeover bids, and so on. They also generally offer stockbroking and portfolio management services to rich corporate and individual clients. Wealthy individuals can also use (3) **private banks**... , which provide them with banking and investment services, and (4) **hedge funds**..., which are private investment funds for wealthy investors (both individuals and institutions) that use a wider variety of (risky) investing strategies than traditional investment funds, in order to achieve higher returns.

In the USA, where many banks went bankrupt following the Wall Street Crash in 1929, a law was passed in 1934 (the Glass-Steagall Act) that separated commercial banks and investment banks or stockbroking firms. For the rest of the 20th century, there were regulations in the IJS, Britain and Japan that prevented commercial banks from doing investment banking business. In other countries, including Germany and Switzerland, large banks did all kinds of financial business. But starting in the 1980s many rules were ended by financial deregulation, and Glass-Steagall was repealed in 1999. Large banks became international conglomerates offering a complete range of financial services that were previously provided by banks, (5) **stockbrokers**... and insurance companies. (6) **Islamic banks**..., in Islamic countries and major financial centres, offer interest-free banking. They do not pay interest to depositors or charge interest to borrowers, but invest in companies and share the profits (or losses) with their depositors.

Some car manufacturers, food retailers and department stores now offer products like personal loans, credit cards and insurance. Technically these are not banks but (7) ... **non-bank financial intermediaries**.

Vocabulary

1. Find the words or expressions in the text which mean the following:

1. money placed in a bank =
2. a sum of money borrowed from a bank
3. the money invested in a business
4. certificates representing part-ownership of a company
5. certificates of debt issued by governments or companies to raise money
6. when one company combines with another one = merge
7. when one company offers to buy or acquire another one
8. buying and selling stocks or shares for clients
9. all the investments owned by an individual or organization
10. the profits made on investments
11. unable to pay debts or continue to do business
12. the ending or relaxing of legal restrictions
13. a group of companies, operating in different fields, which have joined together
14. the price paid for borrowing money paid to the lenders

Vocabulary

1. Find the words or expressions in the text which mean the following:

1. money placed in a bank = **deposits**
2. a sum of money borrowed from a bank = **loan**
3. the money invested in a business = **capital**
4. certificates representing part-ownership of a company = **stocks or shares**
5. certificates of debt issued by governments or companies to raise money = **bonds**
6. when one company combines with another one = **merger**
7. when one company offers to buy or acquire another one = **takeover bid**
8. buying and selling stocks or shares for clients = **stockbroking**
9. all the investments owned by an individual or organization = **portfolio**
10. the profits made on investments = **returns**
11. unable to pay debts or continue to do business = **bankrupt**
12. the ending or relaxing of legal restrictions = **deregulation**
13. a group of companies, operating in different fields, which have joined together = **conglomerate**
14. the price paid for borrowing money. paid to the lenders = **interest**

2. Match up the verbs in the left-hand box with the nouns in the right-hand box to make common verb—noun combinations found in the text above.

charge
do laws
give advice
issue bonds
make profits
offer services
pass laws
pay loans
provide business, capital
raise profits
receive deposits
share stocks

advice
bonds
business
capital
deposits
laws
loans
profits
interest
services
stocks or
shares

What other verb –noun combinations can you make with these verbs?

The following verb—noun combinations are in the text.

charge interest	do business	give advice	issue bonds	issue stocks or
shares	make loans	offer advice	offer services	
pass laws	pay interest	provide services	raise capital	
receive deposits	share profits			

Other common combinations include:

make laws	make profits	offer loans	pay a deposit
provide capital	provide loans	make a loss	

LISTENING

Individually and

Listening 1 : Commercial banking

Listen to Tony Ramos, a recruitment manager at HSBC in London, talking about investment and commercial banking, and answer the questions.

1. How does Tony Ramos describe commercial banking? 'A kind of _____.
2. What was Tony Ramos's job before he moved into recruitment? _____
3. What does he say commercial banking actually consists of? Fill in the gaps.
 - ' ... you're kind of working in a (1) _____, you're working you know with, like, (2) _____ kind of what the day-to-day job consists of, actually (3) _____ people with their businesses, (4)... _____ those businesses, seeing those (5)...business grow
4. What does he say students wrongly think it consists of?

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Listen to Tony Ramos, a recruitment manager at HSBC in London, talking about investment and commercial banking, and answer the questions.

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'A kind of _____ a best kept secret _____.

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- ' ... you're kind of working in a (1) **local marketplace..** , you're working you know with, like, (2) **entrepreneurs**, kind of what the day-to-day job consists of, actually (3) **going to see** people with their businesses, (4) **...helping start up** those businesses, seeing those (5) **...businesses grow**

4. What does he say students wrongly think it consists of? *Sitting in front of the computers looking at spreadsheets, doing a lot of dull analysis.*

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I think there is a real kind of perception around kind of the world of investment banking and kind of what it offers. **I think also as well I think commercial banking, and I guess I would say this as a previous commercial manager,** I think is a kind of a best kept secret. I think if you actually and when you do talk to students, when I talk to students and I talk them to about what the commercial banking role is and I talk to them about the fact that you're kind of working in a local marketplace, you're working you know with, like, local **entrepreneurs**, kind of what the day-to-day job consists of, actually going to see people with their businesses, helping start up those businesses, seeing those **businesses grow** and the kind of excitement and the job satisfaction that provides to you, you actually do see their eyes kind of light up and open up, because they kind of think, Oh, I actually I didn't think it was about that, I actually thought it was kind of sitting in front of a computer looking at spread sheets, I think it was doing a lot of analysis, it seemed quite dull and stuffy to me.

Group work and dicussion

Reading: The subprime crisis and the credit crunch

Deregulation in the 1980s was one of the factors that led to the subprime crisis.. Read about the crisis and then put the sentences below in the right order.

When American house prices began to fall in 2007, many 'subprime' borrowers, defined as those with poor credit ratings and consequently a high risk of default, stopped paying their mortgages, as their debt was greater than the value of their house. Unfortunately, the institutions which had issued the mortgages had created financial products called mortgage-backed securities (MBS) and collateralized debt obligations (CDO) which had been bought by many financial institutions including investment banks, hedge funds, insurance companies, pension funds, mutual funds, and so on. This process is called securitization: financial assets like mortgages which produce a cash flow are pooled (grouped together) and converted into securities that are then sold to investors.

MBSs and CDOs give their buyers the right to receive the payments on the underlying mortgages, and banks bought them because they believed that house prices would continue to rise, and households continue to make their mortgage payments. But when many subprime borrowers stopped paying, the value of subprime related securities fell dramatically. Many banks in the USA, Britain and elsewhere lost billions of dollars on their MBSs; some went bankrupt, and others had to be rescued by governments. It is estimated that banks around the world will eventually have to write off \$1.5 trillion of worthless subprime MBSs (now often referred to as 'toxic debt'). These losses destroyed much of the capital of the world banking system, leading to a credit crisis or a 'credit crunch'; a massive reduction in the amount of credit available for banks to lend to other banks, businesses and households.

_____ American house prices fell and many borrowers stopped repaying.

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Vocabulary

Match up the words and definitions.

1 credit rating

2 default

3

collateralized

4 cash flow

5 write off

A. cancel a bad debt or a worthless asset from an account.

B. estimates of people's ability to fulfil their financial commitments

C. failure to repay a loan

D. the money generated by an investment

E. with property or another asset used as a guarantee of payment

Discussion

- Who do you think was responsible for the subprime crisis? What did the financial industry do wrong?

Vocabulary

Match up the words and definitions.

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|---------------------------|--|
| 1 credit rating B | A. cancel a bad debt or a worthless asset from an account. |
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Discussion

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Discussion

- Who do you think was responsible for the subprime crisis? What did the financial industry do wrong?

Class working and discussion

Listening 2: Microfinance

- **Do you know (and can you explain) what 'microfinance' is?**

Anna-Kim Hyun- Seung from South Korea is a former MBA student from the Judge Business School in Cambridge who works in the not-for-profit sector.

Listen to her talking about microfinance, and answer the questions.

1. In microfinance, what replaces normal financial collateral?
2. What is the 'risk-management tool' that Anna-Kim mentions?
3. Why is lending money to poor people not necessarily as risky as it sounds?
4. Why are conventional banks now developing microcredit products?
5. In which three continents are there successful microfinance schemes?

Discussion

- What do you think of this kind of banking initiative? What other initiatives like this have you read about or heard of?

Listening 2: Microfinance

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Anna-Kim Hyun- Seung from South Korea is a former MBA student from the Judge Business School in Cambridge who works in the not-for-profit sector.

Listen to her talking about microfinance, and answer the questions.

1. In microfinance, what replaces normal financial collateral?

- ☐ *Social collateral —a group of people help each other to repay the loan*

2. What is the 'risk-management tool' that Anna-Kim mentions?

- ☐ *Making loans to a group of people who can help each other (rather than to individuals)*

3. Why is lending money to poor people not necessarily as risky as it sounds?

- ☐ *Because the bank makes small loans to a large number of people, which greatly diversifies the risk*

4. Why are conventional banks now developing microcredit products?

- ☐ *Because it has been shown that poor people do repay their loans, so microfinance can be part of a normal bank's business*

5. In which three continents are there successful microfinance schemes?

- ☐ *Asia, Latin America and Africa*

Discussion

- What do you think of this kind of banking initiative? What other initiatives like this have you read about or heard of?

ANNA-KIM HYUN-SE'JNG Microfinance schemes started with several NGOs and social enterprises. for example Grameen Bank in Bangladesh. They distribute very small loans to poor people, often without financial collateral. But they use some kind of different-collateral, sometimes it can be social collateral, so they create a group of people and within the group people help each other to repay the loan, but it's usually a very small amount of money, and from the bank's point of view it actually provides a unique risk management tool. Of course, distributing loans to poor people sounds very risky, but because we are talking about a large number of people, with a very small amount of money, it actually creates a very nice portfolio in which the risk can be diversified.

NGOs and social enterprises proved that these kinds of schemes can be scalable, and the poor people are actually repaying the loans, so now the conventional banks like Citibank and Barclays are taking part in these schemes, not for the purpose of doing good only. they are actually doing it as part of their business. They are developing their microfinancing and microcredit products in developing countries. It seems that microfinance is doing really well particularly in Bangladesh and part of India, and there are some positive cases in Latin America and Africa too.

Discussion and Homework

Q1: Which are the largest banks (or financial conglomerates) in your country? Describe services they offer!

Writing Optional

Q2: To what extent is banking regulated in your country? What are the advantages and disadvantages of this?

Q3: Do you prefer to go to the local branch of your bank, or to use the internet or the telephone? Why? Why do you think most customers still prefer to go to the bank?

Q5: Is the central bank in your country independent from government? What powers and responsibilities does it have?

Write in about 200 words

Q4: Look at some commercial bank websites from your country. Which bank offers the best rates to borrowers and lenders?

Discussion

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Q5: Does your school use more than one bank? Do you? Why?

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English for Economics and Finance

Day 1 Banking

DISCUSSION

1. Which of the banking products or services do find the most useful or necessary?
2. What other banking services do businesses use? What about you?

Banking products or services

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- cashpoints (BrE) or ATMs (Automated Teller Machines (AmE)
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- a debit card
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- buying or selling foreign currency for travelling (BrE) or traveling (AmE)
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- investment advice
- internet banking (payments, transfers)
- telephone banking (payments, transfers)

Reading: Banks and financial institutions

INDIVIDUALLY

Insert the names of the following types of financial institutions in the spaces in the text.

commercial banks

hedge funds

investment banks

non-bank financial intermediaries

Islamic banks

private banks

stockbrokers

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Some car manufacturers, food retailers and department stores now offer products like personal loans, credit cards and insurance. Technically these are not banks but (7) non bank financial intermediaries....

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Individually and peer
checking ([Padlet.com](https://padlet.com))

Vocabulary

1. Find the words or expressions in the text which mean the following:

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10. the profits made on investments
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12. the ending or relaxing of legal restrictions
13. a group of companies, operating in different fields, which have joined together
14. the price paid for borrowing money paid to the lenders

2. Match up the verbs in the left-hand box with the nouns in the right-hand box to make common verb—noun combinations found in the text above.

charge
do laws
give advice
issue bonds
make profits
offer services
pass laws
pay loans
provide business, capital
raise profits
receive deposits
share stocks

advice
bonds
business
capital
deposits
laws
loans
profits
interest
services
stocks or
shares

What other verb—noun combinations can you make with these verbs?

Vocabulary

1. Find the words or expressions in the text which mean the following:

1. money placed in a bank = deposits
2. a sum of money borrowed from a bank = loan
3. the money invested in a business = capital
4. certificates representing part-ownership of a company = stocks or shares
5. certificates of debt issued by governments or companies to raise money = bonds
6. when one company combines with another one = merger
7. when one company offers to buy or acquire another one = takeover bid
8. buying and selling stocks or shares for clients = stockbroking
9. all the investments owned by an individual or organization = portfolio
10. the profits made on investments = returns
11. unable to pay debts or continue to do business = bankrupt
12. the ending or relaxing of legal restrictions = deregulation
13. a group of companies, operating in different fields, which have joined together = conglomerate
14. the price paid for borrowing money. paid to the lenders = interest

The following verb—noun combinations are in the text.

charge interest	do business	give advice	issue bonds	issue stocks or
shares	make loans	offer advice	offer services	
pass laws	pay interest	provide services	raise capital	
receive deposits	share profits			

Other common combinations include:

make laws	make profits	offer loans	pay a deposit
provide capital	provide loans	make a loss	

Breakout room and group work and presentation

Listening 1 : Commercial banking

Listen to Tony Ramos, a recruitment manager at HSBC in London, talking about investment and commercial banking, and answer the questions.

1. How does Tony Ramos describe commercial banking? 'A kind of _____ a best kept secret _____.'
2. What was Tony Ramos's job before he moved into recruitment? He worked a commercial manager
3. What does he say commercial banking actually consists of? Fill in the gaps.
 - '... you're kind of working in a (1) local marketplace.. , you're working you know with, like,(2) entrepreneurs. kind of what the day-to-day job consists of, actually (3) going to see people with their businesses, (4)... helping start up those businesses, seeing those (5)... businesses grow
4. What does he say students wrongly think it consists of? *Sitting in front of the computers looking at spreadsheets, doing a lot of dull analysis.*

Listening 1 : Commercial banking

Listen to Tony Ramos, a recruitment manager at HSBC in London, talking about investment and commercial banking, and answer the questions.

1. How does Tony Ramos describe commercial banking? 'A kind of _____ a best _____ kept secret _____.'
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3. What does he say commercial banking actually consists of? Fill in the gaps.
 - '... you're kind of working in a (1) local marketplace... , you're working you know with, like, (2) local entrepreneur... kind of what the day-to-day job consists of, actually (3) going to see... people with their businesses, (4)...helping start up those businesses, seeing those (5)...business grow
4. What does he say students wrongly think it consists of?

TONY RAMOS

I think there is a real kind of perception around kind of the world of investment banking and kind of what it offers. **I think also as well I think commercial banking, and** I guess I would say this as a previous commercial manager, I think is a kind of a best kept secret. I think if you actually and when you do talk to students, when I talk to students and I talk them to about what the commercial banking role is and I talk to them about the fact that you're kind of working in a local marketplace, you're working you know with, like, local entrepreneurs, kind of what the day-to-day job consists of, actually going to see people with their businesses, helping start up those businesses, seeing those **businesses grow** and the kind of excitement and the job satisfaction that provides to you, you actually do see their eyes kind of light up and open up, because they kind of think, Oh, I actually I didn't think it was about that, I actually thought it was kind of sitting in front of a computer looking at spread sheets, I think it was doing a lot of analysis, it seemed quite dull and stuffy to me.

Group working and peer checking

- _____ American house prices fell and many borrowers stopped repaying.
- _____ Lenders granted mortgages to 'subprime' borrowers.
- _____ Some went bankrupt, and others had to be rescued by governments.
- _____ The mortgage lenders sold mortgage-backed securities to financial institutions.
- _____ The value of MBSs fell to almost zero and many banks lost billions of dollars.
- _____ There was a credit crisis as there was little capital left for lending and borrowing.

Reading: The subprime crisis and the credit crunch

Deregulation in the 1980s was one of the factors that led to the subprime crisis.. Read about the crisis and then put the sentences below in the right order.

When American house prices began to fall in 2007, many 'subprime' borrowers, defined as those with poor credit ratings and consequently a high risk of default, stopped paying their mortgages, as their debt was greater than the value of their house. Unfortunately, the institutions which had issued the mortgages had created financial products called mortgage-backed securities (MBS) and collateralized debt obligations (CDO) which had been bought by many financial institutions including investment banks, hedge funds, insurance companies, pension funds, mutual funds, and so on. This process is called securitization: financial assets like mortgages which produce a cash flow are pooled (grouped together) and converted into securities that are then sold to investors.

MBSs and CDOs give their buyers the right to receive the payments on the underlying mortgages, and banks bought them because they believed that house prices would continue to rise, and households continue to make their mortgage payments. But when many subprime borrowers stopped paying, the value of subprime related securities fell dramatically. Many banks in the USA, Britain and elsewhere lost billions of dollars on their MBSs; some went bankrupt, and others had to be rescued by governments. It is estimated that banks around the world will eventually have to write off \$1.5 trillion of worthless subprime MBSs (now often referred to as 'toxic debt'). These losses destroyed much of the capital of the world banking system, leading to a credit crisis or a 'credit crunch'; a massive reduction in the amount of credit available for banks to lend to other banks, businesses and households.

- ___3___ American house prices fell and many borrowers stopped repaying.
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Vocabulary

Match up the words and definitions.

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| 4 cash flow | D. the money generated by an investment |
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Discussion

- Who do you think was responsible for the subprime crisis? What did the financial industry do wrong?

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Vocabulary

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Listening 2: Microfinance

- Do you know (and can you explain) what 'microfinance' is?

Anna-Kim Hyun-Seung from South Korea is a former MBA student from the Judge Business School in Cambridge who works in the not-for-profit sector.

Listen to her talking about microfinance, and answer the questions.

1. In microfinance, what replaces normal financial collateral?
2. What is the 'risk-management tool' that Anna-Kim mentions?
3. Why is lending money to poor people not necessarily as risky as it sounds?
4. Why are conventional banks now developing microcredit products?
5. In which three continents are there successful microfinance schemes?

Discussion

- What do you think of this kind of banking initiative? What other initiatives like this have you read about or heard of?

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1. In microfinance, what replaces normal financial collateral?
☐ *Social collateral — a group of people help each other to repay the loan*
2. What is the 'risk-management tool' that Anna-Kim mentions?
☐ *Making loans to a group of people who can help each other (rather than to individuals)*
3. Why is lending money to poor people not necessarily as risky as it sounds?
☐ *Because the bank makes small loans to a large number of people, which greatly diversifies the risk*
4. Why are conventional banks now developing microcredit products?
☐ *Because it has been shown that poor people do repay their loans, so microfinance can be part of a normal bank's business*
5. In which three continents are there successful microfinance schemes?
☐ *Asia, Latin America and Africa*

Discussion

- What do you think of this kind of banking initiative? What other initiatives like this have you read about or heard of?

Discussion and Assignment Ms team

Q1: Which are the largest banks (or financial conglomerates) in your country? Describe services they offer!

Writing Optional

Q2: To what extent is banking regulated in your country? What are the advantages and disadvantages of this?

Q3: Do you prefer to go to the local branch of your bank, or to use the internet or the telephone? Why? Why do you think most customers still prefer to go to the bank?

Q5: Is the central bank in your country independent from government? What powers and responsibilities does it have?

Write in about 200 words

Q4: Look at some commercial bank websites from your country. Which bank offers the best rates to borrowers and lenders?

ANNA-KIM HYUN-SE'JNG Microfinance schemes started with several NGOs and social enterprises. for example Grameen Bank in Bangladesh. They distribute very small loans to poor people, often without financial collateral. But they use some kind of different-collateral, sometimes it can be social collateral, so they create a group of people and within the group people help each other to repay the loan, but it's usually a very small amount of money, and from the bank's point of view it actually provides a unique risk management tool. Of course, distributing loans to poor people sounds very risky, but because we are talking about a large number of people, with a very small amount of money, it actually creates a very nice portfolio in which the risk can be diversified.

NGOs and social enterprises proved that these kinds of schemes can be scalable, and the poor people are actually repaying the loans, so now the conventional banks like Citibank and Barclays are taking part in these schemes, not for the purpose of doing good only. they are actually doing it as part of their business. They are developing their microfinancing and microcredit products in developing countries. It seems that microfinance is doing really well particularly in Bangladesh and part of India, and there are some positive cases in Latin America and Africa too.

Discussion and presentation

Q1: Which are the largest banks (or financial conglomerates) in your country? Describe services they offer!

Q2: To what extent is banking regulated in your country? What are the advantages and disadvantages of this?

Q3: Do you prefer to go to the local branch of your bank, or to use the internet or the telephone? Why? Why do you think most customers still prefer to go to the bank?

Q4: Look at some commercial bank websites from your country. Which bank offers the best rates to borrowers and lenders?

Q5: Does your school use more than one bank? Do you? Why?

Q6: Is the central bank in your country independent from government? What powers and responsibilities does it have?

Role play: Microfinance

A major bank has been rescued by the government after losing billions of euros on speculative investments. But it has lost a lot of customers and now has a very bad reputation. One of the directors thinks that the way the bank can regain public trust and restore its reputation is to enter the microfinance market in developing countries. He/she calls a meeting to explain the idea to colleagues.

Your teacher will give you a role to prepare. Take part in the meeting to decide what to do.

Writing

Write minutes of the meeting explaining what decision was taken, and why.

English for Economics and Finance

Day 1 Banking

(DISCUSSION)

1. Which of the banking products or services do find the most useful or necessary?
2. What other banking services do businesses use? What about you?

Banking products or services

- a current account (BrE) or checking account (AmE)
- a savings or deposit account (BrE) or time or notice account (AmE)
- cashpoints (BrE) or ATMs (Automated Teller Machines (AmE))
- a chequebook (BrE) or checkbook (AmE)
- a credit card
- a debit card
- a loan
- buying or selling foreign currency for travelling (BrE) or traveling (AmE)
- a mortgage (a loan to buy property (BrE) or real estate (AmE))
- an overdraft (the possibility to borrow money by spending more than you have in your bank account)
- investment advice
- internet banking (payments, transfers)
- telephone banking (payments, transfers)

Reading: Banks and financial institutions (INDIVIDUALLY)

Insert the names of the following types of financial institutions in the spaces in the text.

commercial banks

hedge funds

investment banks

non-bank financial intermediaries
stockbrokers

Islamic banks

private banks

Retail banks or (1) ... commercial banks (often called High Street banks in Britain) receive deposits from, and make loans to, individuals and small companies. (2) investment banks... work with big companies, giving financial advice, raising capital by issuing stocks or shares and bonds, arranging mergers and takeover bids, and so on. They also generally offer stockbroking and portfolio management services to rich corporate and individual clients. Wealthy individuals can also use (3) ... private banks, which provide them with banking and investment services, and (4) ... hedge funds, which are private investment funds for wealthy investors (both individuals and institutions) that use a wider variety of (risky) investing strategies than traditional investment funds, in order to achieve higher returns.

In the USA, where many banks went bankrupt following the Wall Street Crash in 1929, a law was passed in 1934 (the Glass-Steagall Act) that separated commercial banks and investment banks or stockbroking firms. For the rest of the 20th century, there were regulations in the US, Britain and Japan that prevented commercial banks from doing investment banking business. In other countries, including Germany and Switzerland, large banks did all kinds of financial business. But starting in the 1980s many rules were ended by financial deregulation, and Glass-Steagall was repealed in 1999. Large banks became international conglomerates offering a complete range of financial services that were previously provided by banks, (5) stockbrokers... and insurance companies. (6) ... Islamic banks, in Islamic countries and major financial centres, offer interest-free banking. They do not pay interest to depositors or charge interest to borrowers, but invest in companies and share the profits (or losses) with their depositors.

Some car manufacturers, food retailers and department stores now offer products like personal loans, credit cards and insurance. Technically these are not banks but (7) non bank financial intermediaries....

Vocabulary

1. Find the words or expressions in the text which mean the following:

1. money placed in a bank =
2. a sum of money borrowed from a bank
3. the money invested in a business
4. certificates representing part-ownership of a company
5. certificates of debt issued by governments or companies to raise money
6. when one company combines with another one = merge
7. when one company offers to buy or acquire another one
8. buying and selling stocks or shares for clients
9. all the investments owned by an individual or organization
10. the profits made on investments
11. unable to pay debts or continue to do business
12. the ending or relaxing of legal restrictions
13. a group of companies, operating in different fields, which have joined together
14. the price paid for borrowing money paid to the lenders

Retail banks or (1) commercial banks... (often called High Street banks in Britain) receive deposits from, and make loans to, individuals and small companies. (2) Investment banks work with big companies, giving financial advice, raising capital by issuing stocks or shares and bonds, arranging mergers and takeover bids, and so on. They also generally offer stockbroking and portfolio management services to rich corporate and individual clients. Wealthy individuals can also use (3) private banks... which provide them with banking and investment services, and (4) hedge funds..., which are private investment funds for wealthy investors (both individuals and institutions) that use a wider variety of (risky) investing strategies than traditional investment funds, in order to achieve higher returns.

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Vocabulary

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2. Match up the verbs in the left-hand box with the nouns in the right-hand box to make common verb—noun combinations found in the text above.

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do laws
give advice
issue bonds
make profits
offer services
pass laws
pay loans
provide business, capital
raise profits
receive deposits
share stocks

advice
bonds
business
capital
deposits
laws
loans
profits
interest
services
stocks or
shares

What other verb – noun combinations can you make with these verbs?

LISTENING

Breakout-room and peer-checking

The following verb—noun combinations are in the text.

charge interest	do business	give advice	issue bonds	issue stocks or
shares	make loans	offer advice	offer services	
pass laws	pay interest	provide services	raise capital	
receive deposits	share profits			

Other common combinations include:

make laws	make profits	offer loans	pay a deposit
provide capital	provide loans	make a loss	

Listening 1 : Commercial banking

Listen to Tony Ramos, a recruitment manager at HSBC in London, talking about investment and commercial banking, and answer the questions.

1. How does Tony Ramos describe commercial banking? 'A kind of _____.
2. What was Tony Ramos's job before he moved into recruitment? _____
3. What does he say commercial banking actually consists of? Fill in the gaps.
 - '... you're kind of working in a (1) _____, you're working you know with, like, (2) _____ kind of what the day-to-day job consists of, actually (3) _____ people with their businesses, (4)... _____ those businesses, seeing those (5)...business grow
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4. What does he say students wrongly think it consists of? *Sitting in front of the computers looking at spreadsheets, doing a lot of dull analysis.*

Reading: The subprime crisis and the credit crunch

Deregulation in the 1980s was one of the factors that led to the subprime crisis.. Read about the crisis and then put the sentences below in the right order.

When American house prices began to fall in 2007, many 'subprime' borrowers, defined as those with poor credit ratings and consequently a high risk of default, stopped paying their mortgages, as their debt was greater than the value of their house. Unfortunately, the institutions which had issued the mortgages had created financial products called mortgage-backed securities (MBS) and collateralized debt obligations (CDO) which had been bought by many financial institutions including investment banks, hedge funds, insurance companies, pension funds, mutual funds, and so on. This process is called securitization: financial assets like mortgages which produce a cash flow are pooled (grouped together) and converted into securities that are then sold to investors.

MBSs and CDOs give their buyers the right to receive the payments on the underlying mortgages, and banks bought them because they believed that house prices would continue to rise, and households continue to make their mortgage payments. But when many subprime borrowers stopped paying, the value of subprime related securities fell dramatically. Many banks in the USA, Britain and elsewhere lost billions of dollars on their MBSs; some went bankrupt, and others had to be rescued by governments. It is estimated that banks around W0tld will eventually have to write off \$1.5 trillion of worthless subprime MBSs (now often referred to as 'toxic debt'). These losses destroyed much of the capital of the world banking system, leading to a credit crisis or a 'credit crunch', a massive reduction in the amount of credit available for banks to lend to other banks, businesses and households.

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Vocabulary

Match up the words and definitions.

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Discussion

- Who do you think was responsible for the subprime crisis? What did the financial industry do wrong?

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Discussion (Breakout room)

- Who do you think was responsible for the subprime crisis? What did the financial industry do wrong?

Listening 2: Microfinance

- Do you know (and can you explain) what 'microfinance' is?

Anna-Kim Hyun- Seung from South Korea is a former MBA student from the Judge Business School in Cambridge who works in the not-for-profit sector.

Listen to her talking about microfinance, and answer the questions.

1. In microfinance, what replaces normal financial collateral?
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3. Why is lending money to poor people not necessarily as risky as it sounds?
4. Why are conventional banks now developing microcredit products?
5. In which three continents are there successful microfinance schemes?

Discussion

- What do you think of this kind of banking initiative? What other initiatives like this have you read about or heard of?

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NGOs and social enterprises proved that these kinds of schemes can be scalable, and the poor people are actually repaying the loans, so now the conventional banks like Citibank and Barclays are taking part in these schemes, not for the purpose of doing good only. They are actually doing it as part of their business. They are developing their microfinancing and microcredit products in developing countries. It seems that microfinance is doing really well particularly in Bangladesh and part of India, and there are some positive cases in Latin America and Africa too.

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☐ *Because it has been shown that poor people do repay their loans, so microfinance can be part of a normal bank's business*

5. In which three continents are there successful microfinance schemes?

☐ *Asia, Latin America and Africa*

Discussion

- What do you think of this kind of banking initiative? What other initiatives like this have you read about or heard of?

Discussion and Assignment Ms team

Q1: Which are the largest banks (or financial conglomerates) in your country? Describe services they offer!

Writing Optional

Q2: To what extent is banking regulated in your country? What are the advantages and disadvantages of this?

Q3: Do you prefer to go to the local branch of your bank, or to use the internet or the telephone? Why? Why do you think most customers still prefer to go to the bank?

Q5: Is the central bank in your country independent from government? What powers and responsibilities does it have?

Write in about 200 words

Q4: Look at some commercial bank websites from your country. Which bank offers the best rates to borrowers and lenders?

Discussion

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Q5: Does your school use more than one bank? Do you? Why?

Q6: Is the central bank in your country independent from government? What powers and responsibilities does it have?

Role play: Microfinance

A major bank has been rescued by the government after losing billions of euros on speculative investments. But it has lost a lot of customers and now has a very bad reputation. One of the directors thinks that the way the bank can regain public trust and restore its reputation is to enter the microfinance market in developing countries. He/she calls a meeting to explain the idea to colleagues.

Your teacher will give you a role to prepare. Take part in the meeting to decide what to do.

Writing

Write minutes of the meeting explaining what decision was taken, and why.



ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

Advanced English

2018 - 2019

READING

Cross text multiple matching

Read the four texts and make sure you understand what they are about. Pay particular attention to any **opinions** and **attitudes** expressed.

+ Identify any similarities or differences of opinion which are immediately obvious. Read the questions one at a time and identify the aspect of the topic being focused on.

+ Always have to compare all the texts with each other to find the correct answer

DAY 5

READING – CROSS TEXT MULTIPLE MATCHING

WRITING PART 2: A PROPOSAL

Pre - reading task

Do the tasks together

Read the four short texts of food below

"I like wine. Pizza is the best Italian food."

Writer A

And then answer the questions:

Which writer:

"I like wine. Pasta is the best Italian food."

Writer B

[1] - has a different opinion on pizza to all the others?

"I hate wine, but pizza is the best Italian food."

Writer C

[2] - says the same thing about wine as writer C?

"I hate wine but pizza is much nicer than pasta."

Writer D

"Pizza seems to be an omnipresent force in our culture - every romantic movie features a gorgeous young couple laughing and joking over a pizza and glass of rioja. Pizzerias are so ubiquitous that one could well be forgiven for assuming that the cuisine is universally loved. Nothing could be further from the truth; if heaven is a pizza, give me hell any day. It has one redeeming quality - you get a lot of calories for your money." — **Writer A**

"When American culinary scientists perfected a method of forcing cheese into the crust of a pizza, they achieved the seemingly impossible. They took an already heavenly creation and gave it wings. Italian purists, descendants of the meal's inventors, may sneer and call it vandalism, but they must count themselves in the minority. The popularity of stuffed-crust pizzas is no flash in the pan. They are here to stay, and rightly so." — **Writer B**

"The humble pizza - surely the most overrated and overpriced foodstuff on the planet, since it is just some dough, tomatoes, and cheese - has its roots in southern Italy, but has become a worldwide property. It is a dish that belongs to us all, and few, if any, modern tweaks to the recipe come from the land of its birth. The most recent upgrades - thick crusts, stuffed crusts, an almost infinite range of toppings - have all come from the United States in general and New York in particular." — **Writer C**

Which writer

[1] - expresses a different view to the others about pizza?

[2] - agrees with writer B about the origins of pizza?

[3] - disagrees with writer A about the cost of pizza?

Read the four short texts of food below

"I like wine. Pizza is the best Italian food."

Writer A

"I like wine. Pasta is the best Italian food."

Writer B

"I hate wine, but pizza is the best Italian food."

Writer C

"I hate wine but pizza is much nicer than pasta."

Writer D

And then answer the questions:

Which writer:

[1] - has a different opinion on pizza to all the others?

→ Writer B - he's the only one who says pasta is the best food.

[2] - says the same thing about wine as writer C?

→ Writer D

"Pizza seems to be an omnipresent force in our culture - every romantic movie features a gorgeous young couple laughing and joking over a pizza and glass of rioja. Pizzerias are so ubiquitous that one could well be forgiven for assuming that the cuisine is universally loved. Nothing could be further from the truth: if heaven is a pizza, give me hell any day. It has one redeeming quality - you get a lot of calories for your money." — **Writer A**

"When American culinary scientists perfected a method of forcing cheese into the crust of a pizza, they achieved the seemingly impossible. They took an already heavenly creation and gave it wings. Italian purists, descendants of the meal's inventors, may sneer and call it vandalism, but they must count themselves in the minority. The popularity of stuffed-crust pizzas is no flash in the pan. They are here to stay, and rightly so." — **Writer B**

"The humble pizza - surely the most overrated and overpriced foodstuff on the planet, since it is just some dough, tomatoes, and cheese - has its roots in southern Italy, but has become a worldwide property. It is a dish that belongs to us all, and few, if any, modern tweaks to the recipe come from the land of its birth. The most recent upgrades - thick crusts, stuffed crusts, an almost infinite range of toppings - have all come from the United States in general and New York in particular." — **Writer C**

Which writer

[1] - expresses a different view to the others about pizza?

Writer (A) says would rather go to hell than eat it, Writer B says it is heavenly, and Writer C says it's overrated

[2] - agrees with writer B about the origins of pizza? Writer A doesn't say anything about where pizza comes from. Writer C says it has roots in Southern Italy. B and C say the same thing, which means (C) is the answer.

[3] - disagrees with writer A about the cost of pizza? A says pizza is good value for money. B doesn't say anything about the cost of pizza. C says pizzas are overpriced. (C) is the opposite of A, so there's the answer.

Main task

Do the tasks individually and in groups

READING –Cross text multiple matching

Individually

1. Read the question and underline the important information.
(about 02 minute)

Which writer

Q1/Q37. has a different opinion from the others on the effect of travel on people personal development?

Q2/Q38. shares writer B's opinion of the validity of travel photography?

Q4/Q39. expresses an opposing view to writer C regarding the way in which a genre of travel writing impacts on local communities?

Q5/40. takes a similar view to writer C on the purpose of travel writing?

READING –Cross text multiple matching

You are going to read **four extracts** from books on **the subject of travel**. For each questions 37-40, choose from the extracts A-D. The extracts may be chosen more than once.

Individually

1. Read the question and underline the important information.
(about 02 minute)
2. Read the text (A, B, C or D) carefully and match the question with the text.
(about 3 minutes)

Groups of four

1. Read the set of texts and the set of test questions. Find out the correct answer. (about 05 minutes)

READING –Cross text multiple matching

Groups of four

1. Read the set of texts and the set of test questions. Find out the correct answer. (about 05 minutes)

Q1/37: 1.vi; 2. ii; 3. iv; 4. v; 5.iii; 6.i; 7.viii; 8. vii

Q2/38: 1. vi; 2.iii; 3.i; 4. ii; 5. iv; 6.v

Q4/39: 1. iii; 2.iv; 3.vi; 4.v; 5.ii; 6i

Q5/40: 1.v; 2.vi; 3.ii; 4.i; 5.iv; 6.iii

READING –Cross text multiple matching

Groups of four

1. Read the set of texts and the set of test questions. Find out the correct answer. (about 05 minutes)

Q1/37: 1.vi; 2. ii; 3. iv; 4. v; 5.iii; 6.i; 7.viii; 8. vii

Q2/38: 1. vi; 2.iii; 3.i; 4. ii; 5. iv; 6.v

Q4/39: 1. iii; 2.iv; 3.vi; 4.v; 5.ii; 6i

Q5/40: 1.v; 2.vi; 3.ii; 4.i; 5.iv; 6.iii

Answer: Q1/37: D; Q2/38: D; Q4/39: B; Q5/40: A

Tick the appropriate items for a proposal	Text type
1. It is good to give this type of writing a title. 2. Headings within the text are appropriate. 3. This kind of text will begin <i>Dear.....</i> 4. This kind of text has to be clearly organised into distinct paragraphs. 5. This kind of text aims to persuade the reader- persuasive language 6. The writer usually knows exactly who will read the text. 7. This kind of text usually tries to evaluate something that has happened or that the writer has experienced. 8. This kind of writing is more likely to be in a formal or neutral style than an informal one. 9. The writer usually begins with an overview of his or her reasons for writing the text. 10. The writer will try to begin this text in a way that will catch and hold the reader's interest. 11. The following recommendations are based on generally accepted estimates with regard to the city's probable future needs for leisure facilities. 12. Register should be impersonal language- using passive sentences	Proposal

WRITING A PROPOSAL **Group working and presenting**

Tick the appropriate items for a proposal	Text type
☒ 1. It is good to give this type of writing a title. ☒ 2. Headings within the text are appropriate. ☐ 3. This kind of text will begin <i>Dear...</i> ☒ 4. This kind of text has to be clearly organised into distinct paragraphs. ☒ 5. This kind of text aims to persuade the reader- persuasive language ☒ 6. The writer may know exactly who will read the text. ☐ 7. This kind of text usually tries to evaluate something that has happened or that the writer has experienced. ☒ 8. This kind of writing is more likely to be in a formal or neutral style than an informal one. ☒ 9. The writer usually begins with an overview of his or her reasons for writing the text. ☐ 10. The writer will try to begin this text in a way that will catch and hold the reader's interest. ☒ 11. The following recommendations are based on generally accepted estimates with regard to the city's probable future needs for leisure facilities. ☒ 12. Register should be impersonal language- using passive sentences	Proposal

TASK. The number of students at your college using the campus sports centre is decreasing.

You have been asked to write a proposal for the college director explaining why membership of the sports centre might be decreasing, and suggesting what can be done to encourage more students to make greater use of its facilities.

Write your proposal. (220-260 words)

UNDERSTAND THE TASK & ANALYSING THE SAMPLE ANSWER

Content

1. What two reasons has the candidate given for the decreasing use of the sports centre?
2. What five recommendations has the candidate made?

Communicative achievement

1. Who is the target reader of this proposal?
2. Look at the language the candidate uses to make suggestions. How has the candidate achieved a formal and polite tone?

Language

Find eight words which are spelled incorrectly and make the necessary changes.

Further practice
Writeandimprove.com

UNDERSTAND THE TASK & ANALYSING THE SAMPLE ANSWER

Content

1. What two reasons has the candidate given for the decreasing use of the sports centre?

+ (1) the facilities are better in other gyms; (2) the opening hours aren't long enough

2. What five recommendations has the candidate made?

(1) upgrade/improve rowing & running machines; (2) replace missing equipment; (3) install security cameras; (4) open & close earlier; (5) advertise the changes

Communicative achievement

1. Who is the target reader of this proposal? The college director

2. Look at the language the candidate uses to make suggestions. How has the candidate achieved a formal and polite tone?

The test taker has used tentative and hypothetical structures: "I would suggest"; "Another recommendation would be..."; "if these changes..."

Language

Find eight words which are spelled in correctly and make the necessary changes.

1. residents- residence

2. access -access

3. mentionned - mentioned

4. eqipment- equipment

5 dissappeared- disappeared

6. prefferably - preferably

7. feasible- feasible

8. useing- using



ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

Advanced English

2017 - 2018

READING

Cross text multiple matching

Read the four texts and make sure you understand what they are about.
Pay particular attention to any **opinions** and **attitudes** expressed.

+ Identify any similarities or differences of opinion which are immediately obvious. Read the questions one at a time and identify the aspect of the topic being focused on.

+ Always have to compare all the texts with each other to find the correct answer

DAY 5

READING – CROSS TEXT MULTIPLE MATCHING

WRITING PART 2: A PROPOSAL

Main task

Do the tasks individually and in groups

READING – Cross text multiple matching

You are going to read **four extracts** from books on **the subject of travel**. For each questions 37-40, choose from the extracts A-D. The extracts may be chosen more than once.

Individually

1. Read the question and underline the important information.
(about 02 minute)
2. Read the text (A, B, C or D) carefully and match the question with the text.
(about 3 minutes)

Groups of four

1. Read the set of texts and the set of test questions. Find out the correct answer. (about 05 minutes)

1. Match the underlined words in each sentence with the definitions below.

Question 37 (the effect of travel on people's personal development)

A many of my friends were (i) assigning experiences and ... they had a (ii) satisfying effect on my character.

B It is moments like these when any (iii) recognition regarding the notion that travel broadens the mind is swiftly (iv) put down ...

C Real travel is about approaching experience with the excitement of a newcomer and gaining (v) insight and (vi) intuition from it.

D Does travel expand (vii) your horizon? For many, it merely serves to (viii) validate existing prejudices ...

- | | | | |
|--|-----|---|-----|
| 1 experience, wisdom | 29 | 6 disbelief, doubt | ... |
| 2 productive, useful | ... | 7 reawakening, surprising | ... |
| 3 to bring an end to something | ... | 8 evolution, endorse | ... |
| 4 an understanding of the true nature of something | ... | 9 the range of a person's knowledge or experience | ... |

Question 38 (the reliability of travel photography)

A I travelled and took (i) numerous pictures of folk I encountered and landscapes I found compelling.

B It was a transformation needing to be activated wholly by the eye and processed through imagination, not merely documented by the (ii) mundane camera lens.

C ... I bear no (iii) hostility towards the industry of people (iv) gazing these images we later pore over at our leisure are souvenirs doing no harm to the environment.

D Digital recording devices are (v) oblivious, flashing at people who have no say in the tourist, and whose sense of (vi) offence is ignored for the sake of a memento.

- | | | | |
|--------------------------|-----|----------------------------|-----|
| 1 harsh | ... | 4 disturbing, offensive | ... |
| 2 resentment, aggression | ... | 5 unimpeachable photo | ... |
| 3 many, various | ... | 6 unobtrusive, inescapable | ... |

READING –Cross text multiple matching

Individually

1. Read the question and underline the important information.

(about 02 minute)

Which writer

Q1/Q37. has a different opinion from the others on the effect of travel on people personal development?

Q2/Q38. shares writer B's opinion of the validity of travel photography?

Q4/Q39. expresses an opposing view to writer C regarding the way in which a genre of travel writing impacts on local communities?

Q5/40. takes a similar view to writer C on the purpose of travel writing?

Question 39 (a certain genre of travel writing impacts on local communities)

- A ... guide book ... this kind of book has probably led to the (i) spreading of many 'off the beaten track' village and the (ii) displacement of its inhabitants.
- B Even a basic guidebook has the potential to encourage people to visit remote locations: their money is often (iii) crucial to the sustenance of family-run industry.
- C I am not referring to guide books, which encourage the (iv) exploitation of already underprivileged groups.
- D an epidemic of the so-called guidebook has spread to library shelves and more recently Asia websites. (v) Pretending to (vi) enlighten the amateur traveller, in fact they encourage little interaction that will benefit the long-established inhabitants ...
1. very important, necessary
2. abuse, taking advantage
3. threaten, make clear to
4. pretending, claiming falsely
5. (unwanted) relocation
6. destruction

Question 40 (the purpose of travel writing)

- A If this description allows readers that (i) genuine (ii) solitary experience ... then its mission is fulfilled.
- B ... to put pen to paper and encourage others to (iii) set forth and experience other worlds (iv) firsthand. This is a key reason for the existence of travel writing.
- C But what they (foreign places) just like it is whether matter ... the reader has (v) sympathy with these feelings, and that is ... the point of true travel writing.
- D Travel writing, even at its most (vi) well-intentioned, can never claim more than entertainment as its end goal.
1. understanding (of another person's feelings/situation)
2. having a desire to do something good, but often producing bad results
3. relating to the physical senses
4. powerful, communicated
5. personality, directly
6. to begin a journey

READING –Cross text multiple matching

Groups of four

1. Read the set of texts and the set of test questions. Find out the correct answer. (about 05 minutes)

Q1/37: 1.vi; 2. ii; 3. iv; 4. v; 5.iii; 6.i; 7.viii; 8. vii

Q2/38: 1. vi; 2.iii; 3.i; 4. ii; 5. iv; 6.v

Q4/39: 1. iii; 2.iv; 3.vi; 4.v; 5.ii; 6i

Q5/40: 1.v; 2.vi; 3.ii; 4.i; 5.iv; 6.iii

WRITING A proposal
Group work and discussion

READING –Cross text multiple matching

Groups of four

1. Read the set of texts and the set of test questions. Find out the correct answer. (about 05 minutes)

Q1/37: 1.vi; 2. ii; 3. iv; 4. v; 5.iii; 6.i; 7.viii; 8. vii

Q2/38: 1. vi; 2.iii; 3.i; 4. ii; 5. iv; 6.v

Q4/39: 1. iii; 2.iv; 3.vi; 4.v; 5.ii; 6i

Q5/40: 1.v; 2.vi; 3.ii; 4.i; 5.iv; 6.iii

Answer: Q1/37: D; Q2/38: D; Q4/39: B; Q5/40: A

TASK Your company has problems with some employees not working well with each other and needs to improve relations between them. You have been asked by your manager to propose ways in which relations can be improved.

Your proposal should

- outline reasons for the problems.
- suggest ways to improve relations.

Write your proposal in 220-260 words.

SAMPLE

Proposal: Improving staff relations at I-tech

Introduction

Over the last few months there has been tension between members of staff in the company. This has had a negative effect on productivity.

New staff

Four employees have recently transferred to our branch from the city branch. However, some long-term employees at this branch have complained that their new colleagues have not been doing their job properly and ill feeling has resulted from this. I have carried out some informal interviews and I suspect that they are simply not familiar with our particular systems.

I suggest that we have a training day for all the new staff, preferably as soon as possible. I recommend this be led by Mr. Minh as he has organized training sessions before and has good rapport with the new group.

Staff with family commitments

We have a number of employees with young families. This sometimes means that an employee needs to leave work early if their child is sick. However, some staff members without children are unhappy with this situation.

I propose that we create a clearer policy about taking time off or family commitments. We should indicate how staff can make up any hours they have lost, for instance, by working from home or extending their hours on another day. In this way, other employees will know that the company is not discriminating against anyone.

Conclusion

I feel that the current problems we are experiencing with staff relations can be resolved, providing new staff receive the necessary training, and that all staff perceive that their work mates are fulfilling the terms of their contract.

1. Read the TASK and the model answer. Does the answer address both aspects of the task? YES
2. Clear organization and appropriate paragraphing are essential features of all *Advanced* writing task types. For proposals, as with reports, a relevant title and paragraph headings are also useful. Which of these two possible plans does the proposal follow?

Organization	A	B
First paragraph	Introduction: general background	Introduction: general background
First paragraph	• reason for one problem • reason for second problem • suggestion • suggestion	• reason for one problem • suggestion • reason for second problem • suggestion
Final paragraph	concluding positive comment	concluding positive comment

1. Read the TASK and the model answer. Does the answer address both aspects of the task?
2. Clear organization and appropriate paragraphing are essential features of all *Advanced* writing task types. For proposals, as with reports, a relevant title and paragraph headings are also useful. Which of these two possible plans does the proposal follow?

Organization	A	B
First paragraph	Introduction: general background	Introduction: general background
First paragraph	• reason for one problem • reason for second problem • suggestion • suggestion	• reason for one problem • suggestion • reason for second problem • suggestion
Final paragraph	concluding positive comment	concluding positive comment

3. To obtain a high mark in the *Advanced* examination, you need to use a wide range of relevant vocabulary and structures.
Copy the following table into your notebook and complete it with language from the model answer which is relevant to a work situation.

Activities/ verbs	People	Other
<i>transfer to from a branch</i>	members of staff	productivity

3. To obtain a high mark in the *Advanced* examination, you need to use a wide range of relevant vocabulary and structures.

Copy the following table into your notebook and complete it with language from the model answer which is relevant to a work situation.

Activities/ verbs	People	Other
- transfer (to/from a branch/ place) - (not) do their job properly - carry out (an interview) - lead/organize (a session) - have good rapport with - leave work early - take time off - make up (hours) - work from home - extend their hours - discriminate against - resolve (a problem) - fulfil (the terms of a contract)	- members of staff - members of - staff - company - (long-term) - employee - colleague - new staff - staff members	- productivity - training day - training session - a policy - family - commitments - staff relations - workmates



ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

ENGLISH – AMERICAN LITERATURE

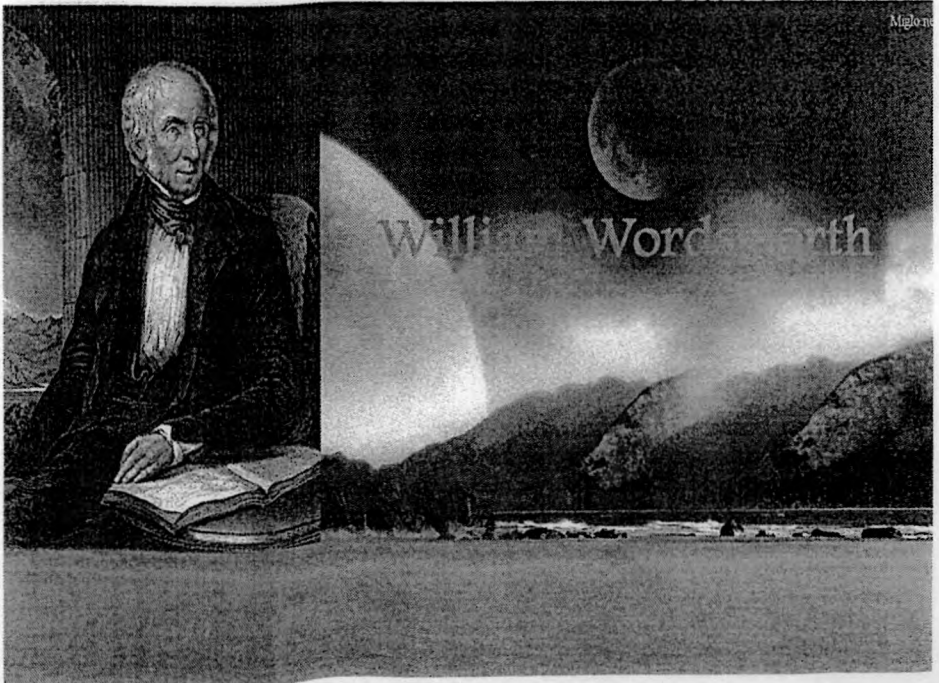
2019 - 2020

English Literature

The Solitary Reaper

Teaching Activities

1. Students' presentation + Video
2. Cooperative learning
(Groupwork --> Handout discussion)
3. Lecture
(Teachers and Student discussion)

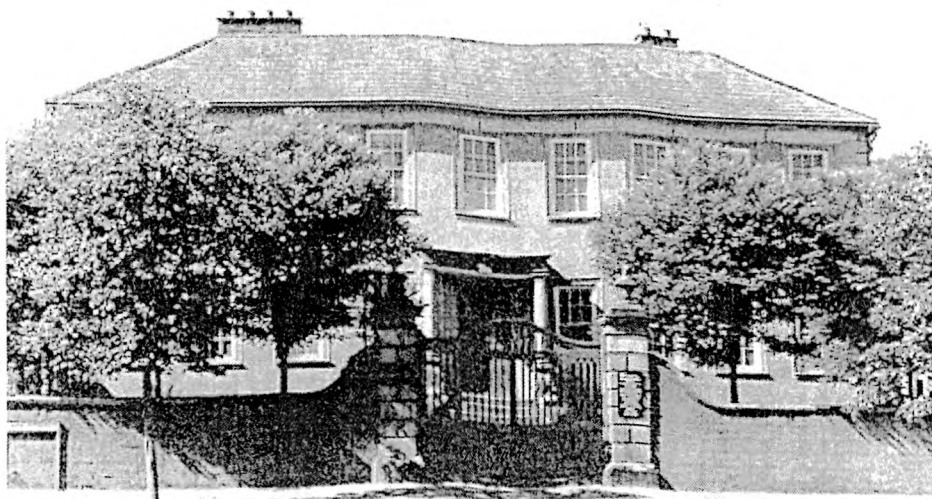


WILLIAM WORDSWORTH

Born on April 17, 1770
in Wordsworth house
at the Lake District
which is the quaint
market town of
Cockermouth,
Cumbria, England.



WORDSWORTH'S EARLIEST HOUSE



Cockermouth, Cumbria, England



The Wordsworth House

Today, Wordsworth's childhood home is a popular tourist attraction. The fine Georgian home has been restored and refurnished to its original 18th century beauty



WILLIAM WORDSWORTH'S PARENTS

John Wordsworth



Ann Cookson



William Wordsworth



William Wordsworth



William Wordsworth



William Wordsworth

THE WORDSWORTH HOUSEHOLD

William was the second of five children.

After his mother's death in 1778, he was sent to Hawkshead Grammar School; this is where his love for poetry was first established. Five years later, his father died.

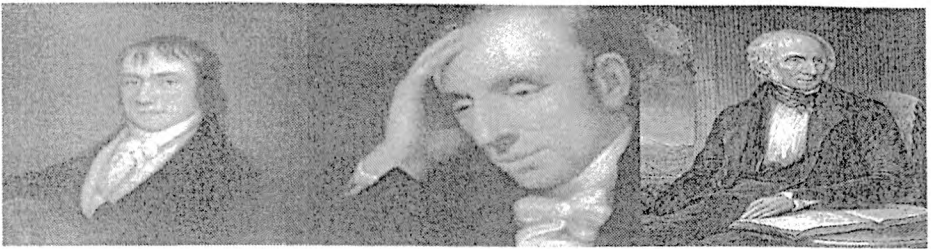


Annet Vallon

In 1791 he visited
France. There he fell
in love with a French
women Annet Vallon.
And they had a child
Caroline

EDUCATION

- Primary education- his mother taught him to read and write
- Education: Graduated from st john's college, Cambridge



Early Works

- In 1793, Wordsworth's first works, *An Evening Walk* and *Descriptive Sketches*, were published but received little notice.
- "Where, bosom'd deep, the shy Winander peeps
Mid' clust'ring isles, and holly-sprinkl'd steepes;
Where twilight glens endear my Esthwaite's shore,
And memory of departed pleasures, more."

• From *An Evening Walk*

Wordsworth in Sorrow

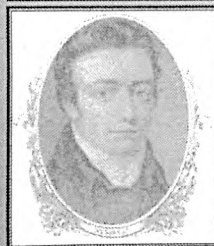
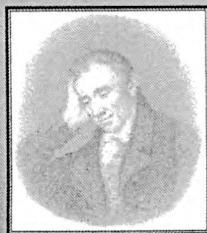
- By 1810, they had
- five children;
- however, two of
- their deaths in
- 1812 caused
- Wordsworth great
- sorrow. His poem,
- "Surprised By
- Joy," reflects his
- anguish.



"We Were Three Persons With One Soul."

In 1794,

Wordsworth was reunited with his sister, Dorothy; shortly after, he met another poet, Samuel Taylor Coleridge, and they became close friends.



Lyrical Ballads

*Wordsworth and his close friend
Samuel Taylor Coleridge
with the help of Dorothy
produced 'LYRICAL BALLADS.'
It was an important work
in the English
'ROMANTIC MOVEMENT'*



WILLIAM WORDSWORTH'S DEATH



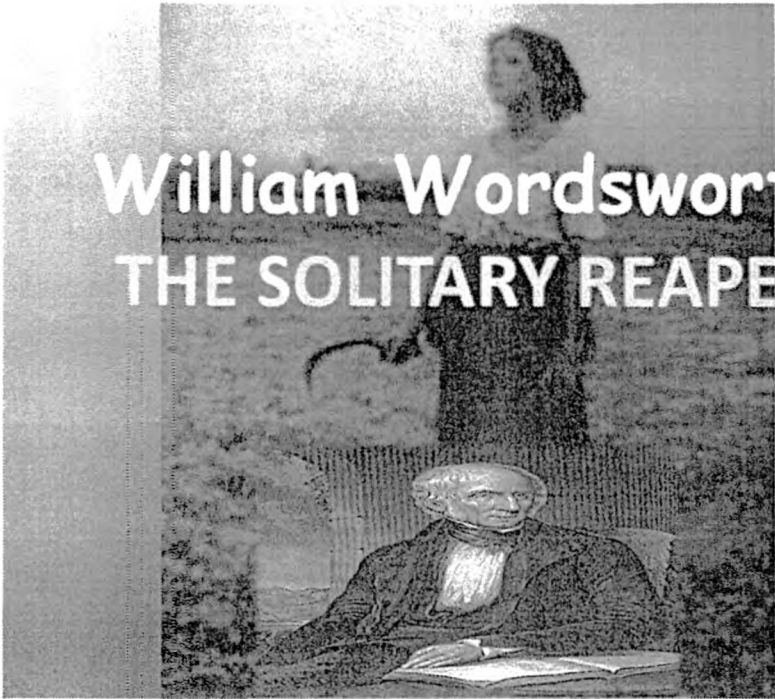
He died due to pleurisy
on April 23, 1850
and is buried at
St Oswald's Church
in Grasmere.

Achievements

- Received an honorary Doctor Of Civil Law degree in 1833 from Durham university
- Also received the same degree from Oxford University the very next year
- In 1842 the government awarded him a civil list pension amounting £300
- In 1843 He became the poet laureate of England

MAJOR WORKS.....

- Lyrical Ballads
- We Are Seven
- The Tables Turned
- Three years she grows
- The Kitten At Play
- Daffodils
- Resolution And Independence
- The Solitary Reaper
- London 1802
- The World Is Too Much With Us



William Wordsworth

THE SOLITARY REAPER

SUMMARY

The first stanza is the introduction of the poet's encountering a solitary Scottish rustic girl who

was reaping and singing a fascinating, melancholy song which had a charm for William Wordsworth. In the second stanza, the poet made two sharp comparisons of the melody to the sweet voice of a nightingale and the song sang by a cuckoo-bird in spring. Moreover, he stated that her song was far more beautiful than them. The third stanza is about the poet's speculation of the content of the song which was sung in Scotland - whether it was about some old, sad matters or some sufferings of present time. The fourth stanza serves as a conclusion in which the poet emphasizes the lingering effect of the music on William Wordsworth.



MAJOR THEME



The Solitary Reaper is a romantic poem written after William Wordsworth's trip through Scottish highlands. The images of the beautiful scenery of countryside attracted him greatly. The poet narrated an experience of a short encounter with a solitary Scottish rustic girl whose song in Scot took him deeply. Therefore, William Wordsworth watch her singing to herself in a distance so as not to disturb her. Wordsworth is in awe of the girl's voice although the meaning of the song was incomprehensible to him. Further, the tone of this poem is pleasant and it is a poem of praise on the natural beauty of countryside as well as the rusticity of the simple rural people. The theme throughout the whole poem seems to be the beauty of the song, and the lingering effect it leaves upon the poet.



Stanza 1:

Content:

- ❖ Meaning some words
- ❖ Analysis
- ❖ Form and Meter



Analysis:

Wordsworth specially stresses/emphasizes the girl's isolation by using words such as "single," "solitary," "by herself," and "alone."



Meaning some words:

Behold her, single in the field,

Yon solitary Highland Lass!

Reaping and singing by herself;

Stop here, or gently pass!

Alone she cuts and binds the grain,

And sings a melancholy strain;

O listen! for the Vale profound

Is overflowing with the sound.

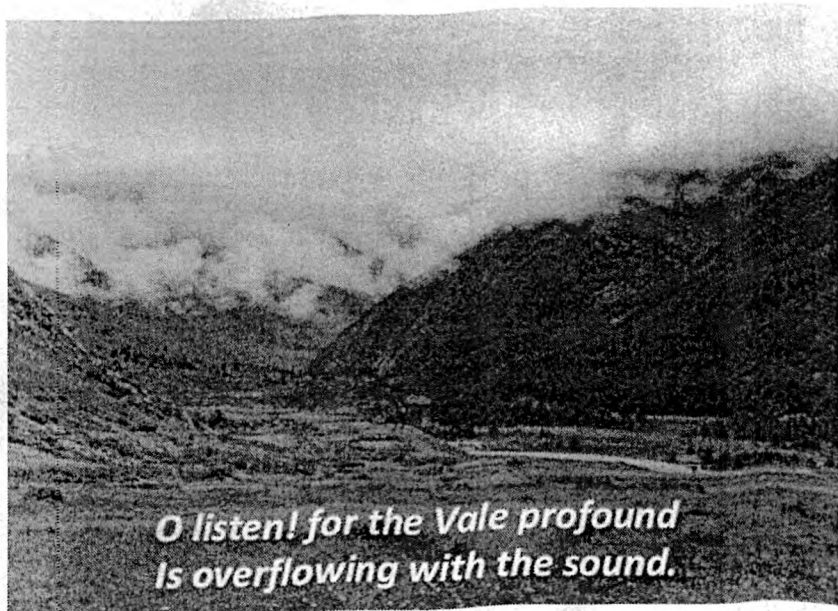
Analysis:



rural scene

Scotland.

A Young girl is harvesting alone in the field. The author felt that the lightest noise would be jarring the scene.



Analysis:

The girl is alone in the field, she is at one with nature. The act of harvesting grain by herself in a field connects the girl closely to the earth. Also, as the girl sings and the melody fills the lonely valley, she becomes almost completely merged with nature.

Analysis

The poet asks his listener to see a Highland girl who is reaping and singing alone in a field of Scotland. He orders that anyone passing by should either stop here and listen, or gently pass so as not to disturb her. As she cuts and binds the grain she sings a sorrowful song and the whole valley overflows with the beautiful, sad sound.

Analysis:

Why in the scene does the girl sing a sad song? Is it because she's alone? Or because she has to work out in the fields?



Analysis:

→ No clue is given as to why the Highland lass is singing a "melancholy" song. She could be perfectly happy, and just simply she lil and sings the song.



Form and Meter

- Some poetic or obsolete words are used:
Behold, Yon, Vale,...
- Mostly uses the imperative form: Behold her, Stop here, gently pass, O listen
- The musical image is underlined by the use of alliteration. Uses many words contain "s"

Form and Meter

- The poem is written in a tight iambic tetrameter. The first stanza strictly follows this rhyme scheme is ABABCCDD: lass – pass; grain – strain; profound – sound.
- The poem starts with an apostrophe: Behold her.

Form and Meter

- Hyperbole:

Perhaps, the voice of the girl is so beautiful, so the poet asks the listener take a break, pause or pass softly, should not interrupt her.

Stanza 2

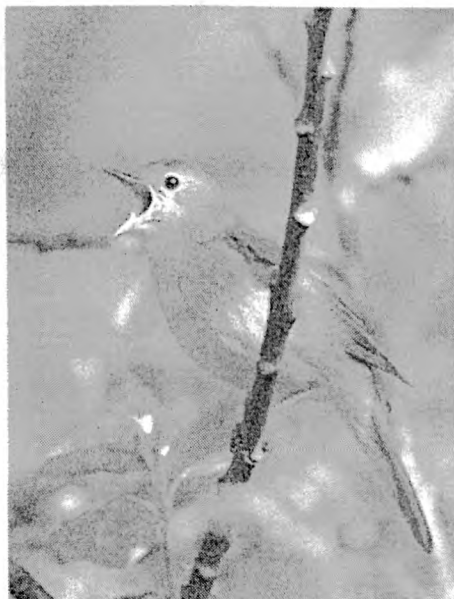
No Nightingale did ever chant
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Cuckoo - bird:
a brown and
grey bird
known for its
melodious
singing.

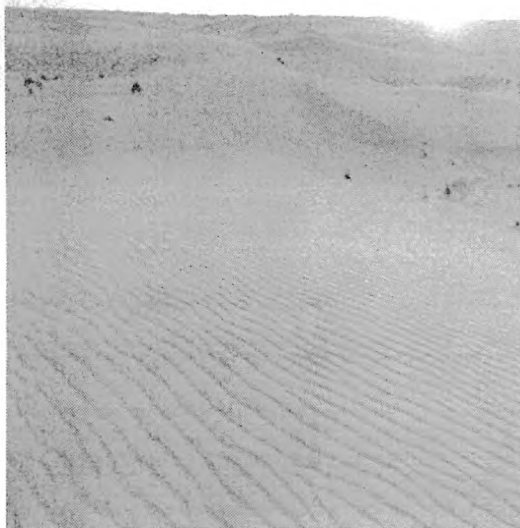


**Some word
meaning**

**Nightingale: a
small brown
European bird that
sings a beautiful
song especially at
night.**



**Arabian
sands: the
desert of
Arabia**



Hebridy: a
remotest group
of islands lying
of the north –
west coasts of
Scotland.



*No Nightingale did ever chant
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands*

- The speaker emphasized that her voice is more welcome than the chant of Nightingale to weary bands of travelers at Arabian deserts
- Chant: voice
- Weary band: tired group

Analysis

- Central idea: the speaker's reaction to maiden's voice. The speaker focus on describing the maiden's voice.
- In the second stanza, the speaker compared the sweatness of the reaper's voice to that of the beautiful sound of Nightingale and Cuckoo birds. Both of them was known by mecholious beautiful voice.

*A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.*

- The village reaper's voice is more thrilling than that of the Cuckoo – bird in spring times breaking the silence of the sea among the farthest Hebrides.
- thrilling: excited

Stanza 3

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Will no one tell me what she sings?—

- the speaker begins the third stanza with a with a rhetorical question: “Will no one tell me what she sings?”. The speaker wants to know what she was singing.

Stanza 3

- Central idea: the speaker's reaction to the solitary reaper's song and the melody.
- The speaker focuses on showing feelings about the solitary reaper's song and melody.

*Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago*

- The speaker guesses that the girl might be singing about the sad past or the battle which took place long time ago.
- basing on the words "perhaps", "plaintive number", "old, unhappy, far- off things"...
- plaintive number: sad song
- far- off: very old

*Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?*

- Humble lay: ordinary song
- The speaker guesses that she might be singing a simple song about the matter of today.

Stanza 4

*Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;*

- O'er: over
- Sickle: a farming tool used for cutting crops.

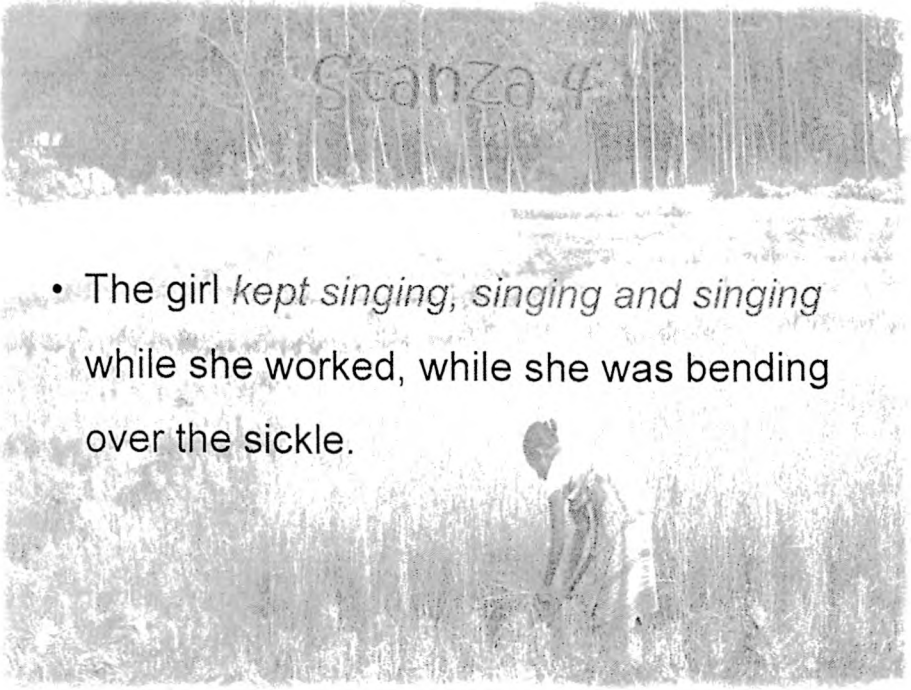
Poetic devices:

- a dominant image in the poem show the music of the song what the girl sang.
- the ballad form whose tones, rhythms, and rhymes emphasize the lyrical feeling
- The musical image is further underscored by the use of alliteration.
- The repetition of "s" sounds, which are threaded throughout the poem, lends a tonal unity to the piece.

Stanza 4

- The fourth stanza describes *the lasting effect of the song on the speaker.*
- Finally, the poet seems to *not even care about the meaning of the song anymore.*





Stanza 4

- The girl kept singing, singing and singing while she worked, while she was bending over the sickle.

Stanza 4

I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more

Stanza 4

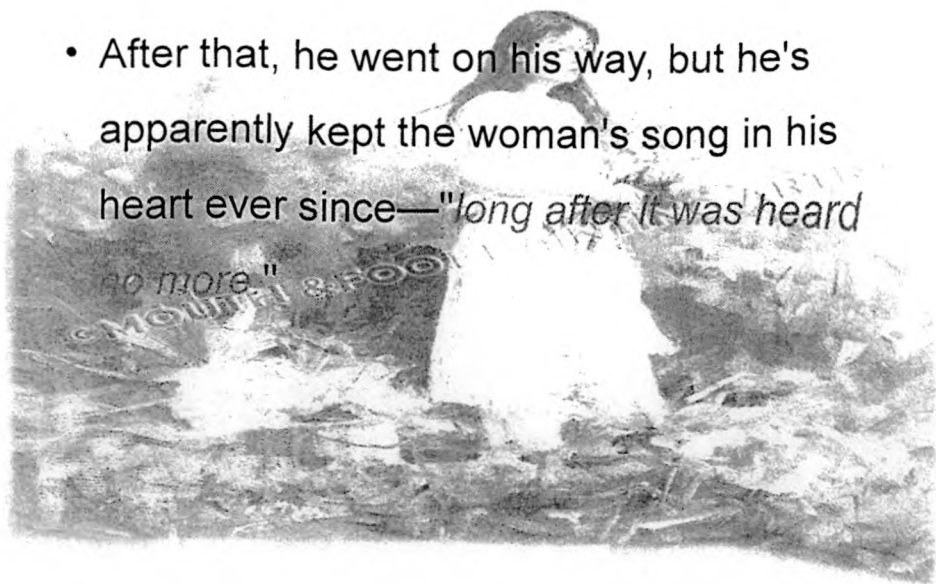
- The phrase "*could have no ending*" sounds like the song will never end, like some definitive song that is a fact of life.

Stanza 4

He stopped dead in his tracks, and stood
"*motionless and still*" as he listened.

Stanza 4

- After that, he went on his way, but he's apparently kept the woman's song in his heart ever since—"long after it was heard



Conclusion

- **Form Stanzas:** eight-line stanzas
- **Meter:** iambic tetrameter.
- **Rhyme:** ababccdd.

Stanza 4

- It seems our speaker was quite moved. In fact, maybe he was a little too moved.

That "*motionless and still*" is just a tad bit... eerie for our liking.

Conclusion

- **Imagery:** a natural scene in which the reaper is situated in the centre, working alone in the field.

The auditory imagery also preoccupies the poem, represented by the reaper's and birds' singing.

Conclusion

- **Figures of speech metaphor:** the reaper is compared with the nightingale and cuckoo respectively.

Apostrophe: The poem begins with an apostrophe (hô ngữ).

Conclusion

- **Themes Imagination:** the power of the imagination to transform common, everyday events into representations of a larger reality.

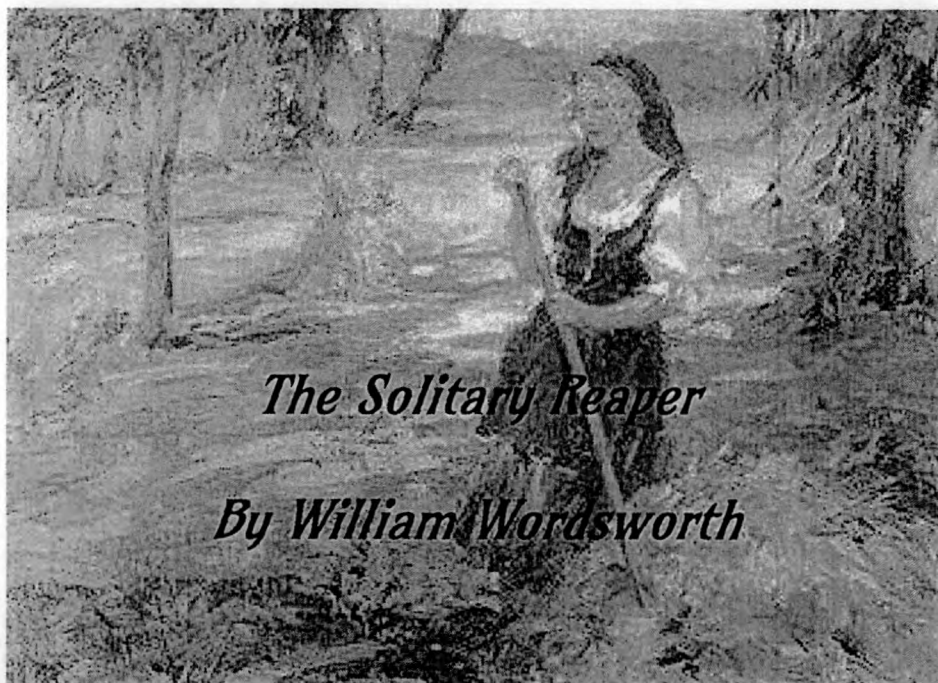
The unity of Man and Nature: The poem dramatizes the reaper amongst natural surroundings as she is bending on the ground and reaping the grain. The whole valley is filled with her song, echoing her sound. She is associated with singing birds.



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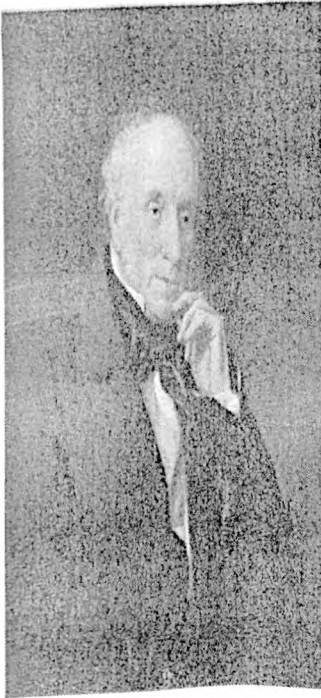
Teaching Activities

1. Students' presentation + Video
2. Cooperative learning
(Groupwork --> Handout discussion)
3. Lecture
(Teachers and Student discussion)

His life

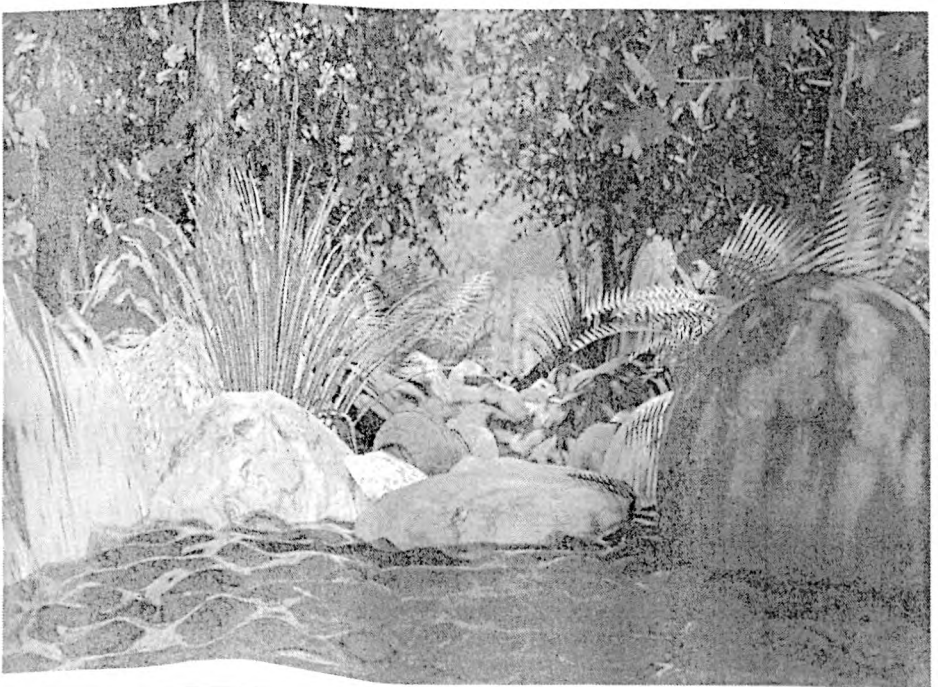


- ❖ William Wordsworth was the second of five children in his family. Specially, his sister – Dorothy was a very important person in his life.
- ❖ He had lost his mother when he was eight (in 1778) and five years later, his father => This fact had a great influence on his life and his literary work.
- ❖ He started his poetic career in 1787, when he published a sonnet in *The European Magazine*.
- ❖ In 1793, Wordsworth's first poetry was pulished with collections "*An evening Walk*" and "*Descriptive Sketches*".
- ❖ In 1798, he and his close friends, Samuel Taylor Coleridge produced *Lyrical Ballads*. The second edition was published in 1800.
- ❖ A fourth and final edition of *Lyrical Ballads* was published in 1805.



- ❖ In late 1802, Wordsworth married to a childhood friend, Mary Hutchinson.
- ❖ In 1807, his *Poems in Two Volumes* were published, including "*Ode: Intimations of Immortality from Recollections of Early Childhood*".
- ❖ In 1843 he succeeded Robert Southey (1774-1843) as "England's poet laureate".
- ❖ Wordsworth died on April 23, 1850

=> In conclusion, Wordsworth's life was an unfortunate life/destiny/fate and it had strong effects on his works. That was a key factor which led him to become a great romantic poet.



Major works

- ❑ *Lyrical Ballads, with a Few Other Poems* (1798)
 - "Expostulation and Reply"
 - "The Tables Turned"
 - "The Thorn"
 - "Lines Composed A Few Miles above Tintern Abbey"
- ❑ *Lyrical Ballads, with Other Poems* (1800) "Lucy Gray"
 - "The Two April Mornings"
 - "Nutting"
 - "The Ruined Cottage"
 - "Michael"
 - "The Kitten At Play"
- ❑ *Poems, in Two Volumes* (1807)
 - "My Heart Leaps Up"
 - "Ode: Intimations of Immortality"
 - "Ode to Duty"
 - "The Solitary Reaper"
 - "Elegiac Stanzas"

The solitary reaper



- was written on November 5, 1805 and published in 1807, in the collection *Poems in Two Volumes*.
- was inspired by him and his sister Dorothy's stay at the village of Strathyre in the parish of Balquhider in Scotland in September 1803.

Style of poetry:

- The poem is a short lyrical ballad, written in the first person.
- Meter: Most of the poem is in iambic tetrameter.

What is iambic tetrameter?

Iamb

A beat in a line of poetry where one unstressed syllable is followed by a stressed syllable.

Tetrameter

Four beats are placed together in a line of poetry

Iambic tetrameter

A line of poetry with four beats of one unstressed syllable, followed by one stressed syllable

Example: BeHOLD her, SINGle IN the FIEld

Rhyme

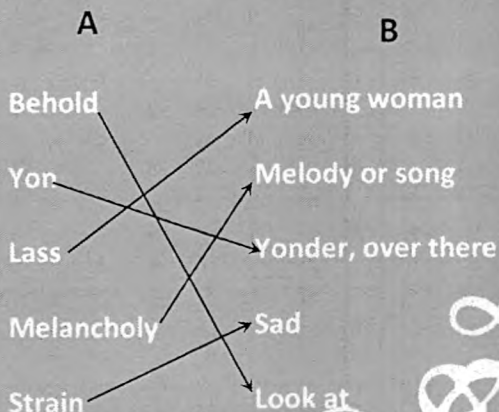
ABABCCDD

The poem: Either abcbdde (the first and last stanzas) or ababccdd (the second and third stanzas)

STANZA 1

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.

Matching



Summary

"The Solitary Reaper" opens with the speaker directing our attention to a solitary reaper (someone who cuts down crops). She's a highland lass. She's singing while she works in a field somewhere. It's kind of a sad song, but it's definitely more thrilling than a cuckoo's song in the Hebrides (sure, what isn't?) and different than anything you might hear from a nightingale. The speaker loves the song, but he can't understand any of it. He wonders if she's singing about old battles and other sad stuff from forever ago, or if she's singing about something more humble. Either way, he notes that she's singing as if her song will never end. He watches, enraptured, not moving at all. At the end he quietly walks away, keeping the woman's music in his heart for a long time after.

THE SOLITARY REAPER

*Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!*

The first stanza focuses on:

+ A lonely highland girl reaping and singing alone

+ Her voice is lonely and sad but the valley is full of song.

⇒ The poet asks the listener: "Stop here or gently pass!"

⇒ To not disturb the smooth flow of the song.

gifs.com

The poet describes the open and wide field, high and clear sky to foil the sorrowful and lonely music.

Lass

- The field
- Highland
- The Vale profound

=> Emphasize the lonely image of this reaper and set off a mood of loneliness

[gifs.com](https://www.gifs.com)

Behold her, single in the field,

Yon solitary Highland lass!

Reaping and singing by herself;

Stop here, or gently pass!

Alone she cuts and binds the grain,

And sings a melancholy strain;

O listen! for the Vale profound

Is overflowing with the sound.

Imperative sentences

"Behold her, single in the field!"

"Stop here, or gently pass!"

"O listen!"

To pay attention of hearing and forms the lonely image of the woman, "single in the field."

STANZA 2

Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

- If the first stanza sets the scene, the second offers two bird comparison.

- The author cannot understand the song's language but he is utterly enchanted.

The reaper's song:

- ✓ More refreshing than the nightingale's song which welcomed the weary travellers.
- ✓ More pleasing than the cuckoo's song which signalled the end of the harsh winter season.

=> Metaphor



Imagery

Arabia and the farthest Hebrides

- Hebrides: A group of islands to the west and northwest of Scotland.
- Arabia: The Desert is located in Western Asia

=> the singing birds signal survival and safety.

The auditory imagery: The reaper's and birds' singing.

Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:

"Arabian sands": expand the reality represented by the woman

=> she is not just a normal woman singing while she works; rather, she is connected to a vast source of significance and meaning.

The nightingale's song "welcome" and the cuckoo's song "thrilling"



- The "weary bands": tired (weary) from their long journey; in a "shady" place.

=> surprise and welcome a nightingale's song.

- Sailors: thrilling because the cuckoo would break the "silence of the seas".

=> They are getting closer to land.

The significance of choosing the songs of nightingale and cuckoo for comparison with the solitary reaper's song

- These birds help to communicate the power and sense of mystery that the song has in his mind as he hears it.

=> To enhance this feel

- To facilitate this transformation of what is into what can be.

- The nightingale and the cuckoo tend to sing alone.

=> fitting to compare with the "solitary"

reaper



Mournful
song

Will no one tell me what she sings?

Perhaps the plaintive numbers flow

For old, unhappy, far-off things,

And battles long ago:



The speaker has no idea what the woman is singing about

The speaker decides to speculate

STANZA 3

Will no one tell me what she sings?

Perhaps the plaintive numbers flow

For old, unhappy, far-off things,

And battles long ago:

Or is it some more humble lay,

Familiar matter of to-day?

Some natural sorrow, loss, or pain,

That has been, and may be again?

- The stanza wonders about the content and the meaning of the song.
- The words of the song are in a language unknown to him, but he remains transfixed by the melody, which seems to stretch the limits of time and space.
- His consciousness was engulfed in the song.

THE SOLDIER READER

*Will no one tell me what she sings?--
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:*



- The fact is the speaker really has no idea what the woman is singing about, but he can definitely tell the song is sad ("plaintive"), "**numbers**" is musical rhythms

- Sad thing for a long time
- Or maybe she's singing about old battles.

Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

The speaker continues to ponder the woman's song.
As before, he's really only sure about one thing: this
woman's song is a sad one.

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—

- The speaker appears to not even care about understanding the woman's song anymore.
- This woman kept singing and singing while she worked.

- She was singing, even while she was bending over (o'er) her sickle.
- "Could have no ending" like some definitive song that is a fact of life.

STANZA 4

THE SOLITARY REAPER

*Will no one tell me what she sings?--
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?*

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- whate'er: whatever
- o'er: over sickle : a farming tool with a curved, semicircular blade, used for cutting crops

*I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.*

- ✓ The speaker is experiencing a transcendental moment: he is "motionless and still" because he has stepped away from himself (think daydreaming).
- ✓ It seems the speaker was quite moved. In fact, maybe he was a little too moved
- ✓ After that, he went on his way but he's apparently kept the woman's song in his heart ever since—"long after it was heard no more."
- ✓ Although the song fades from his hearing, its plaintive melody echoes in his heart and his imagination.

THEME

- ✓ The power of the imagination to transform common, everyday events into representations of a larger reality.
- ✓ The unity of Man and Nature: The poem dramatizes the reaper amongst natural surroundings as she is bending on the ground and reaping the grain. The whole valley is filled with her song, echoing her sound. She is associated with singing birds.





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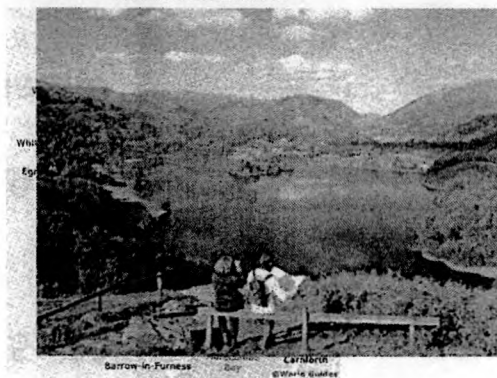
ENGLISH – AMERICAN LITERATURE

2017 - 2018

William Wordsworth
(1770 –1850)



- Born in Wordsworth House in
Cockermouth, Cumberland, known
as the Lake District.



- a major English Romantic poet

-a founder of the Romantic Movement of English literature

- The style of writing: on emotion and imagination

Teaching Activities

1. Students' presentation + Video
2. Cooperative learning
(Groupwork --> Handout discussion)
3. Lecture
(Teachers and Student discussion)

William Wordsworth
(1770 –1850)



a 'nature poet'

his emphasis on the
connection between humans
and the natural world

known as a 'Lakeland Poet'

the area where he lived:

its beautiful, wild landscapes,
charming pastures, and
countless lakes

The Solitary Reaper

Setting

written on November 5, 1805
published in 1807

- This poem is unique
→ based on the **experience of someone else** (Thomas Wilkinson's 'Tours to a field in Scotland', saw a lady)



Literary Analysis

Hyperbole

The voice of the girl was **so sweet** that it **broke the silence** of the **seas** and of the far of islands on north-western coast of Scotland

Metaphors

- compares the reaper with the **nightingale** and **cuckoo**

her song is more thrilling and more beautiful than those of the two birds

Form Stanzas

Four stanzas of eight lines (Each).

Stanza 1: sets the scene

a beautiful girl working alone in the fields of Scotland

Stanza 2: offers two bird comparisons

cannot equal the beauty of the girl's singing.

Stanza 3: wonders about the content and meaning of the song

- cannot understand the words being sung
- only guess at what she might be singing about:

Stanza 4: the lasting effect of the song on the speaker

the music stayed in his heart

Literary Analysis

Rhetorical questions: *Will no one tell me what she sings?
That has may been, and may be again?*

- not intended as a real question
- does not expect anyone to answer it.

Themes Imagination:

The poem's theme is the power of human imagination to see the transcendent in the everyday.

The unity of Man and Nature: The poem dramatizes the reaper amongst natural surroundings as she is bending on the ground and reaping the grain

The whole valley is filled with her song, echoing her sound. She is associated with singing birds.

The Daffodils

Background

The poem recaptures a moment on April 15, 1802

Wordsworth and his sister, Dorothy, were walking near a lake at Grasmere, Cumbria County, England, and came upon a shore lined with daffodils.



Literary Analysis

Hyperbole *"They stretched in never-ending line"*

to express the vastness of the vision, an eternal vastness

Metaphors

- + compare the procession of daffodils to the eternity of the stars in the milky way
- + creating a link between Nature and the Universe which links the narrator to the Universe

Theme

To understand oneself and one's place in the universe
→ must connect with nature

Form Stanzas

Four stanzas of six lines (Each).

Stanza 1: The beauty of the daffodils lifted poet's mind and his spirit

Stanza 2: the daffodils were numerous in number. They seemed to stretch in an endless line. The poet felt as if they were like the twinkling stars in the Milky Way

Stanza 3: the beauty of the daffodils was far more enchanting than that of the waves

Stanza 4: This pleasant encounter with the daffodils by the lake remained dormant in the poet's sub-conscious mind
the scene remained as a priceless treasure and an in-exhaustible source of joy for the poet



LISTENING 1

2018 - 2019

Main contents

No. of recording	No. of pp/recording	Topic
02	01	Your family

By the end of this unit, you will be able to:

- understand some complex idiomatic language*
- understand people giving details of their families*
- follow people describing complex relationships within families*
- English, American accents*



UNIT 1

Your family

2

|| Pre-listening

Are you an only child or are you
from a large family?

4

|| Pre-listening

Do you have many uncles and aunts,
cousins, nieces and nephews?

|| While-listening



Situation: Alex, who is from a small English town in Derbyshire in the East Midlands, talks about his own family and his wife's family.

|| Listening 1

|| Pre-listening

Look for the paraphrases of the following phrases:

1. live in/within walking distance of
2. three among four
3. children
4. not ... not...
5. the closest relatives: parents, siblings, children
6. a serious effort
7. to be in contact with
8. both his family and his wife's family
9. family unit including grandparents, parents, aunts & uncles





|| While-listening

Read the questions and then listen again. Answer the questions to check your general comprehension.

1. Do any of Alex's family members live within walking distance of where he lives?
2. How many of his sisters-in-law have children?
3. Alex expresses regret that his and his wife's parents do not live nearby. Why?
4. How many brothers and sisters does Alex have?
5. Why is Alex happy to be part of his wife's larger family?

New words

|| While-listening

- to live in/ within walking distance of
- sister-in-law (n)
- sibling (n)
- stepbrother (n)
- adopted children (n)
- half-sister (n)



|| While-listening

Self answer: Complete the gaps in the sentences

1. We don't really have any family in close _____
2. _____ are up in Derbyshire where I grew up.
3. It is difficult not having any immediate family that you can rely on for _____
4. We make a conscious effort obviously to stay in touch with _____ of our family.
5. I'm an _____ I don't have any brothers or sisters.
6. To kind of become part of this big _____ family...is really great.

10

|| Pre-listening

Pair Discussion

- *Who are you living with?*
- *Do you live in close proximity to your relatives?*
- *In the future, do you want to live with/ near your parents? Why?*

12

|| Listening 2

|| Pre-listening

Patrick uses a number of idiomatic phrases and sayings. Match the idiomatic expressions on the left with the simpler alternatives on the right.

- | | |
|----------------------------|----------------------------------|
| 1 as a matter of fact | a. please don't misunderstand me |
| 2 isn't so big | b. well known for |
| 3 loads and loads of | c. a well-respected man |
| 4 don't get me wrong | d. a large number of |
| 5 pretty famous for | e. actually |
| 6 that's how we look at it | f. is not particularly big |
| 7 a really good guy | g. that is our view |

Answer:

|| While-listening



Situation: Patrick, from Southern Pines in North Carolina, USA, talks about the people who make up his extended family.

14



|| Pre-listening

Find a word in the recording that means the same as the following.

- | | |
|----------------|-------|
| 1 strange | ..... |
| 2 get-together | ..... |
| 3 female ruler | ..... |
| 4 full stop | ..... |
| 5 challenge | ..... |
| 6 enormous | ..... |

15



|| While-listening

Read the questions and then play the recording. Are these statements true or false?

True False

- 1 Patrick has three siblings.
- 2 His mother has several brothers and sisters.
- 3 He has three uncles and three aunts.
- 4 Elec is a common name in America.
- 5 His grandmother remarried ten years after her divorce from his grandfather.
- 6 His grandmother's new husband has not been welcomed into the family.

17

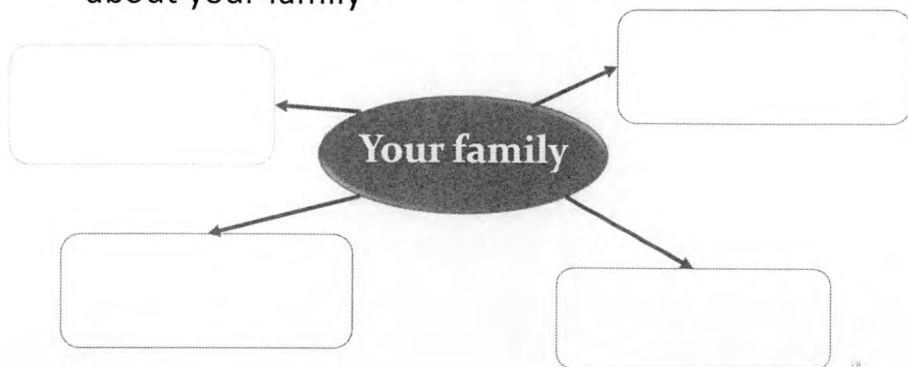
|| Post-listening

- Now, work individually
- Based on the ideas in your group's mind map, prepare details for the following topic:

Talk about your own family

18

- Work in groups of 3 students || Post-listening
- Discuss what to mention when talking about your family



|| Extra Listening 1

|| While-listening

*Often, people give up time with their families **to get ahead** in life.*

*My wife is much better at managing our finances, so she **controls the purse strings**.*

21



|| Post-listening

1. Are there any outdoor activities like hiking, biking, or camping that you enjoy doing with your family?
2. What things do Vietnamese families usually do together to strengthen their family relationship?
3. Discuss these topics with a partner and see if your families do similar activities.

21



|| While-listening

Extra listening 1: A hiking Family

Work on the multiple choice exercises

21

|| Post-listening

- Work in groups of 4 students
- Discuss the following topic
- Then report your group's opinion

**What should each member in a family
do to strengthen the family
relationship?**

21

|| Extra Listening 2

25

|| While-listening

WHAT THE VIDEO!!!

27

|| Pre-listening

Do you think that the roles of men and women in families have changed these days?

How about their roles in the society?

26

|| While-listening

What is the main idea of the video?

Summarize the main ideas of the video

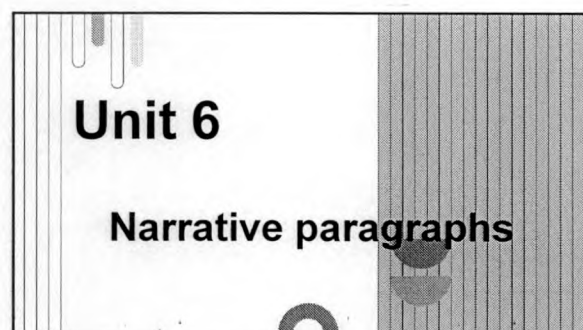
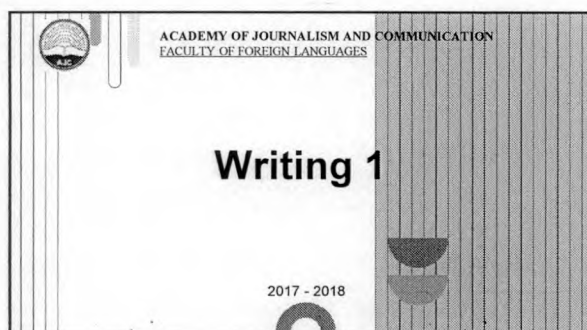
26

|| Post-listening

CLASS SEMINAR

Gender roles and changes in Vietnamese family

**THANK
YOU!**



Objectives

- . Students will be able to write a narrative paragraph that tells the readers a story that sets the background for an event, describes the event, and often comments on the event

Keys to writing good example paragraphs

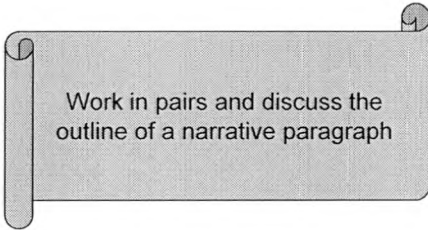
- . Showing order of events in narration
- . Showing sensory and emotional details in narration
- . Using simple and past continuous tense in narration

Narrative writing

In narrative writing, the writer tells a story that sets the background for an event, describe the event, and often comments on the event. In this chapter, you will write a narrative paragraph that tells the story of an event in your life

Narrative organization

- **Topic sentence**
 - The topic sentence tells the reader what the story will be about.
 - It may also tell when and where the story took place
 - The topic sentence should capture the reader's interest
- **Supporting sentences**
 - The supporting sentences tell the details of the story, including the sequence of events
 - They also include sensory details, such as what the author saw, heard, smelled, or tasted
 - Supporting sentences may also tell about the writer's feelings during the events.
- **Concluding sentence**
 - The concluding sentence "wraps up" the story. It may include a comment about why the experience was important or how the writer felt after it.



Work in pairs and discuss the outline of a narrative paragraph

An outline

- **Topic sentence**
 - What is the story about? Where and when did it take place?
- **Supporting sentences**
 - What happened first?
 - What happened next?
 - What else happened?
 - How did the experience end?
- **Concluding sentence**
 - What was important about the experience? How did it affect you?

Group 3

Members: Uyên, Minh Hà, Hiếu, Ngọc

Task: - Identify the structure
- Translate the news

WFP-ASEAN 2018 Reflects Vietnam's ever-growing role

Việt Nam to purchase 31 million Pfizer vaccine doses (HEADLINE)

- HÀ NỘI — Việt Nam is expected to receive 31 million COVID-19 vaccine doses developed by US-based firm Pfizer in the second half of 2021, said the Ministry of Health (MoH). (LEAD)
- The MoH and relevant agencies have taken measures to accelerate negotiations towards signing an agreement to purchase the vaccine.
- According to Health Minister Nguyễn Thanh Long, the ministry has coordinated with the Government Office, the Ministry of Planning and Investment, and the Ministry of Justice, to consult Cabinet members on the purchase of the Pfizer vaccine, and prepare to sign an agreement for 31 million doses as soon as possible.
- The negotiation process for this agreement has been continuously promoted by the MoH, focusing on terms related to liability, payment, reimbursement and risks when implementing the agreement on the principle of ensuring compliance with the law of Việt Nam and international law.
- The MoH has also negotiated with many COVID-19 vaccine manufacturers such as Astra Zeneca, Moderna, Gamelaya with the goal of having enough COVID-19 vaccines to serve the country.
- It is also working with foreign partners on the transfer of vaccine production technology. (NEWS BODY)

Peer-review for group 5

Group 5's members: Tuấn, Mai, Xim, Việt Anh

Translated version

Việt Nam mua 31 triệu liều vắc xin Pfizer

HÀ NỘI — Theo Bộ Y tế, Việt Nam dự kiến sẽ nhận được 31 triệu liều vắc xin COVID-19 từ công ty Pfizer có trụ sở tại Hoa Kỳ vào nửa cuối năm 2021.

Bộ Y tế và các cơ quan liên quan đã thực hiện nhiều biện pháp để đẩy nhanh đàm phán tiến tới ký kết thỏa thuận mua vắc xin.

Theo Bộ trưởng Bộ Y tế Nguyễn Thanh Long, Bộ đã phối hợp với Văn phòng Chính phủ, Bộ Kế hoạch và Đầu tư, Bộ Tư pháp lấy ý kiến các thành viên Chính phủ về việc mua vắc xin Pfizer, chuẩn bị ký kết thỏa thuận mua 31 triệu liều càng sớm càng tốt.

Quá trình đàm phán thỏa thuận này được Bộ Y tế tiếp tục xúc tiến, tập trung vào các điều khoản liên quan đến trách nhiệm pháp lý, thanh toán, bồi hoàn và rủi ro khi thực hiện thỏa thuận trên nguyên tắc đảm bảo tuân thủ pháp luật Việt Nam và luật pháp quốc tế.

Bộ Y tế cũng đã đàm phán với nhiều nhà sản xuất vắc xin COVID-19 như Astra Zeneca, Moderna, Gamelaya nhằm có đủ vắc xin COVID-19 phục vụ trong nước.

Bộ cũng đang làm việc với các đối tác nước ngoài về việc chuyển giao công nghệ sản xuất vắc xin.

Group 5's work

Việt Nam đã mua 31 triệu liều vắc xin Pfizer

Theo Bộ Y tế Việt Nam, nước này dự kiến nhận được 31 triệu liều vắc xin COVID-19 do công ty Pfizer có trụ sở tại Hoa Kỳ phát triển vào nửa cuối năm 2021.

Bộ Y tế và các cơ quan liên quan đã thực hiện nhiều biện pháp để đẩy nhanh tiến độ đàm phán để ký kết được thỏa thuận mua vắc xin.

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Bộ Y tế cũng đã đàm phán với nhiều nhà sản xuất vắc xin COVID-19 như Astra Zeneca, Moderna, Gamelaya với mục tiêu có đủ vắc xin COVID-19 phục vụ trong nước.

Bộ cũng đang làm việc với các đối tác nước ngoài về việc chuyển giao công nghệ sản xuất vắc xin.

Review

Strong points

The group understand the news's content and generally translate well.

Weak points

- Việt Nam đã mua 31 triệu liều vắc xin Pfizer (sẽ)

- Theo Bộ Y tế Việt Nam, nước này dự kiến nhận được 31 triệu liều vắc xin COVID-19 do công ty Pfizer có trụ sở tại Hoa Kỳ phát triển vào nửa cuối năm 2021. (unnatural)

- để đẩy nhanh tiến độ đàm phán để ký kết được thỏa thuận mua vắc xin (repetition and unnatural)

- ...như Astra Zeneca, Moderna, Gamelaya với mục tiêu có đủ vắc xin COVID-19 phục vụ trong nước (nhảm)



LISTENING 1

2017 - 2018

Main contents

No. of recording	No. of pp/recording	Topic
02	01	Your family

By the end of this unit, you will be able to:

- understand some complex idiomatic language*
- understand people giving details of their families*
- follow people describing complex relationships within families*



UNIT 1

Your family

|| Pre-listening

**Are you an only child or are you
from a large family?**

|| Pre-listening

Do you have many uncles and aunts,
cousins, nieces and nephews?

|| While-listening



Situation: Alex, who is from a small English town in Derbyshire in the East Midlands, talks about his own family and his wife's family.

|| Listening 1

|| Pre-listening

Look for the paraphrases of the following phrases:

1. live in/within walking distance of
2. three among four
3. children
4. not ... not...
5. the closest relatives: parents, siblings, children
6. a serious effort
7. to be in contact with
8. both his family and his wife's family
9. family unit including grandparents, parents, aunts & uncles





|| While-listening

Read the questions and then listen again. Answer the questions to check your general comprehension.

1. Do any of Alex's family members live within walking distance of where he lives?
2. How many of his sisters-in-law have children?
3. Alex expresses regret that his and his wife's parents do not live nearby. Why?
4. How many brothers and sisters does Alex have?
5. Why is Alex happy to be part of his wife's larger family?

New words

|| While-listening

- to live in/ within walking distance of
- sister-in-law (n)
- sibling (n)
- stepbrother (n)
- adopted children (n)
- half-sister (n)



|| While-listening

Self answer: Complete the gaps in the sentences

1. We don't really have any family in close _____
2. _____ are up in Derbyshire where I grew up.
3. It is difficult not having any immediate family that you can rely on for _____
4. We make a conscious effort obviously to stay in touch with _____ of our family.
5. I'm an _____ I don't have any brothers or sisters.
6. To kind of become part of this big _____ family...is really great.

|| Pre-listening

Pair Discussion

- *Who are you living with?*
- *Do you live in close proximity to your relatives?*
- *In the future, do you want to live with/ near your parents? Why?*

|| Listening 2

|| Pre-listening

Patrick uses a number of idiomatic phrases and sayings. Match the idiomatic expressions on the left with the simpler alternatives on the right.

- | | |
|----------------------------|----------------------------------|
| 1 as a matter of fact | a. please don't misunderstand me |
| 2 isn't so big | b. well known for |
| 3 loads and loads of | c. a well-respected man |
| 4 don't get me wrong | d. a large number of |
| 5 pretty famous for | e. actually |
| 6 that's how we look at it | f. is not particularly big |
| 7 a really good guy | g. that is our view |

Answer:

|| While-listening



Situation: Patrick, from Southern Pines in North Carolina, USA, talks about the people who make up his extended family.

|| Pre-listening

Find a word in the recording that means the same as the following.

- | | | |
|---|--------------|-------|
| 1 | strange | ..... |
| 2 | get-together | ..... |
| 3 | female ruler | ..... |
| 4 | full stop | ..... |
| 5 | challenge | ..... |
| 6 | enormous | ..... |



|| While-listening

Read the questions and then play the recording. Are these statements true or false?

True False

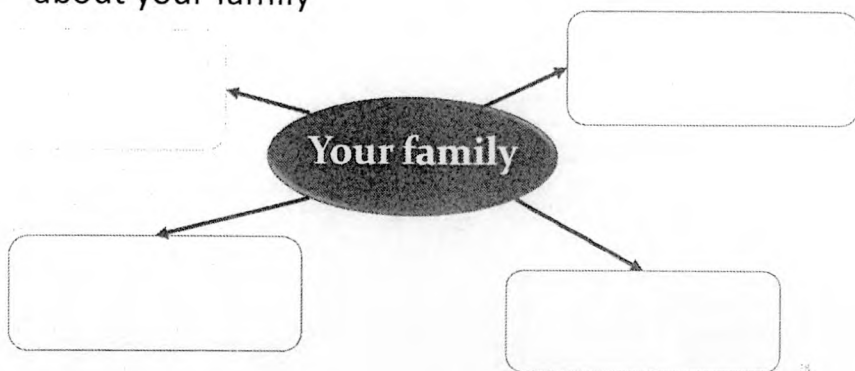
- 1 Patrick has three siblings.
- 2 His mother has several brothers and sisters.
- 3 He has three uncles and three aunts.
- 4 Elec is a common name in America.
- 5 His grandmother remarried ten years after her divorce from his grandfather.
- 6 His grandmother's new husband has not been welcomed into the family.

|| Post-listening

Suggested answer:

1. Is it an extended/ nuclear family?
2. How many people? Who?
3. Where are you living now?
4. Describe some of the most important people in your family? (appearance, personality, job, special things)
5. Is there any funny story related to your family?
6. What activity do your family usually do together?

- Work in group of 3 students
- Discuss what to mention when talking about your family



|| Extra Listening

|| Pre-listening

- Work in pairs
- Discuss and then report on the question:

What do your family do to strengthen the relationship?



|| While-listening

Extra listening 1: A hiking Family

Work on the multiple choice exercises

|| While-listening

*Often, people give up time with their families **to get ahead** in life.*

*My wife is much better at managing our finances, so she **controls the purse strings**.*



|| Post-listening

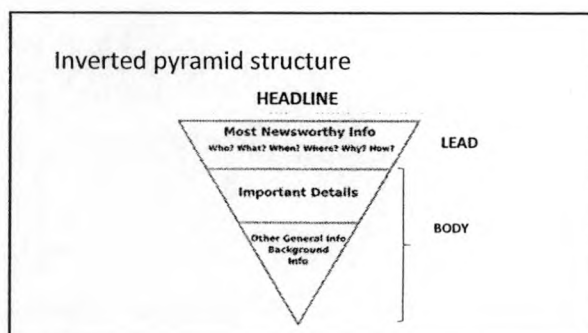
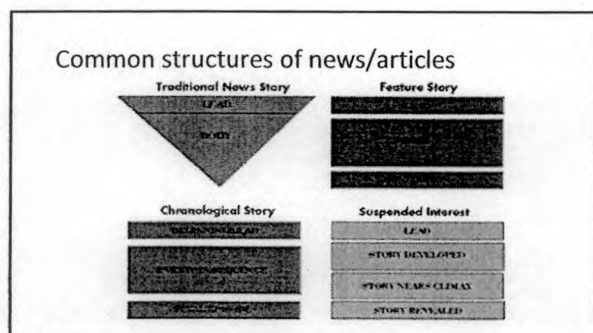
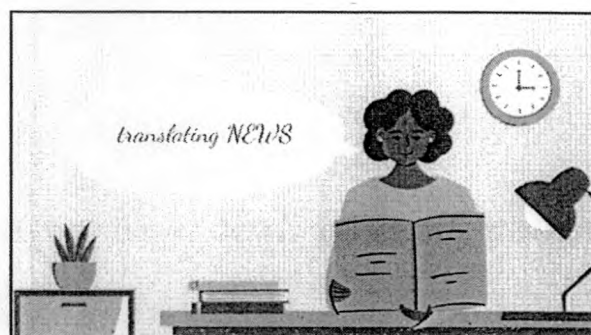
1. Are there any outdoor activities like hiking, biking, or camping that you enjoy doing with your family?
2. What things do Vietnamese families usually do together to strengthen their family relationship?
3. Discuss these topics with a partner and see if your families do similar activities.

**THANK
YOU**


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TRANSLATION AND EDITING PRACTICE 2

2018-2019

GROUP WORK

- IDENTIFY THE STRUCTURE
- TRANSLATE THE NEWS

WEF-ASEAN 2018 Reflects Vietnam's ever-growing role

WEF-ASEAN 2018: Reflects Vietnam's ever-growing role

Hanoi, September 14 (VNA) - Vietnam's fruitful host of the World Economic Forum on ASEAN (WEF-ASEAN 2018) continues reflecting the country's ever-growing role and credibility that have been regionally and globally recognized.

After the successes of the APEC Vietnam 2017, and the APPEF 26 and the GMS 6 in January and March, respectively, 2018, Vietnam took the hosting of WEF-ASEAN 2018 as another step towards realising her foreign policy to "improve the quality and effectiveness of multilateral diplomacy, actively contributing to the building and shaping of multilateral institutions."

"The WEF-ASEAN 2018 is a chance for us to deepen relations with a wide range of countries and partners, including neighbouring countries and strategic, key partners," said Prime Minister Nguyen Xuan Phuc in an article welcoming the opening of the WEF-ASEAN 2018.

"This is a channel to strengthen the network of open, multilateral, and diverse foreign relations, thus benefiting our national security and development interests, as well as promoting our national credibility and prestige on the international arena," he noted.

Having taken place in Hanoi from September 11-13 with a wide range of events, including the Open Forum on Innovative Startup, the Vietnam Business Summit, and the Vietnam Cultural Soiree, the event featured Vietnam a trustworthy, sincere, and responsible partner for the region and the world, and a country where political and social foundation is stable and economy is growing dynamically.

Peer-review

- strong points
- weak points

Individual work

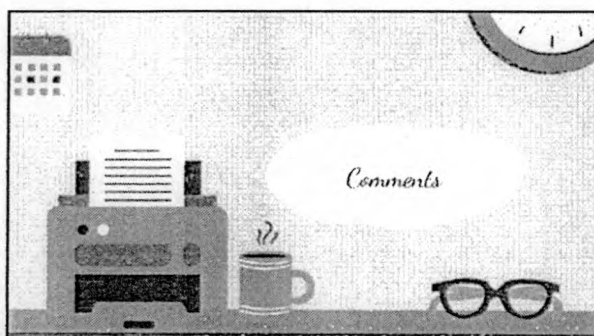
Editing the following news translation

Source text

- The U.S. Agency for International Development, or USAID, recently announced additional assistance to support achieving the goals outlined in the bilateral Development Objectives Assistance Agreement between the U.S. and Nigerian governments signed in 2015.
- 25 million dollars will strengthen good governance by supporting state governments' efforts to bolster Nigeria's Open Government Partnership commitments to improve transparency and fight corruption. An additional 1.5 million dollars will support a healthier, more educated population in targeted states through the U.S. President's Emergency Plan for AIDS Relief, also known as PEPFAR, for a total of 26.5 million dollars in additional assistance.
- The additional new funding brings the total U.S. government assistance provided under the five-year Development Objectives agreement to 1.1 billion dollars.
- USAID is also working with federal and state health ministries to build stronger health systems with the aim of guaranteeing equitable access to quality healthcare services nationwide.
- USAID collaborated with Nigeria's ministries of Budget and National Planning, Health, Agriculture, Power, and Education, as well as state-level government counterparts to structure the bilateral assistance agreement, which runs through 2020.

Translated version

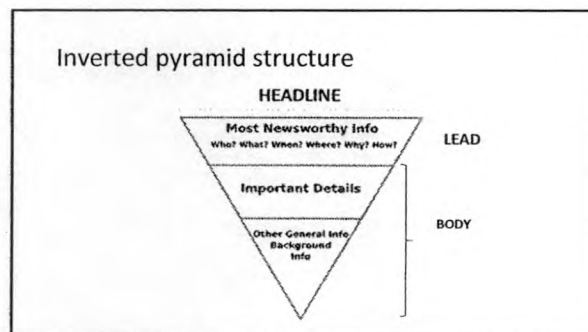
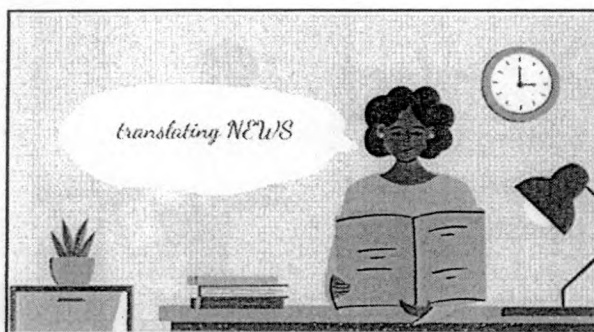
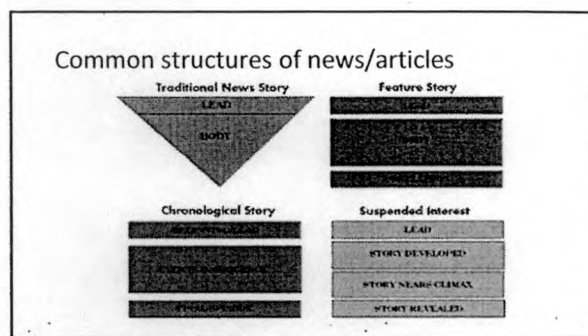
- Cơ quan Phát triển Quốc tế Hoa Kỳ, hay USAID, gần đây đã công bố hỗ trợ bổ sung để hỗ trợ đạt được các mục tiêu được nêu trong Thỏa thuận hỗ trợ các mục tiêu phát triển song phương giữa chính phủ Hoa Kỳ và Nigeria được ký kết vào năm 2015.
- 25 triệu đô la sẽ tăng cường quản trị tốt bằng cách hỗ trợ các nỗ lực của chính phủ các bang nhằm thúc đẩy các cam kết Đối tác Chính phủ Mở của Nigeria nhằm cải thiện tính minh bạch và chống tham nhũng. Thêm 1,5 triệu đô la sẽ hỗ trợ một dân số khỏe mạnh hơn, có trình độ học vấn cao hơn ở các bang được nhắm mục tiêu thông qua Kế hoạch cứu trợ khẩn cấp bệnh AIDS của Tổng thống Hoa Kỳ, còn được gọi là PEPFAR, với tổng số tiền hỗ trợ là 26,5 triệu đô la.
- Khoản tài trợ mới bổ sung nâng tổng số hỗ trợ của chính phủ Hoa Kỳ được cung cấp theo thỏa thuận Mục tiêu Phát triển 5 năm lên 1,1 tỷ đô la.
- USAID cũng đang làm việc với các bộ y tế liên bang và tiểu bang để xây dựng hệ thống y tế mạnh mẽ hơn với mục đích đảm bảo khả năng tiếp cận công bằng với các dịch vụ chăm sóc sức khỏe chất lượng trên toàn quốc.
- USAID đã phối hợp với các Bộ Ngân sách và Kế hoạch Quốc gia, Y tế, Nông nghiệp, Điện lực và Giáo dục của Nigeria, cũng như các đối tác chính phủ cấp nhà nước để cấu trúc thỏa thuận hỗ trợ song phương, có hiệu lực đến năm 2020.

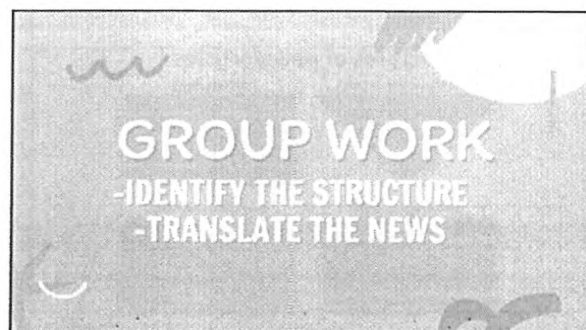


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TRANSLATION AND EDITING PRACTICE 2

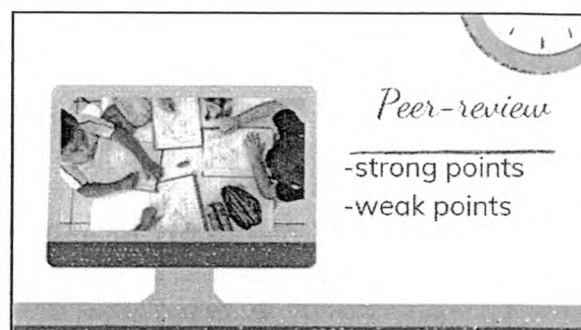
2019-2020



GROUP WORK

- IDENTIFY THE STRUCTURE
- TRANSLATE THE NEWS



Peer-review

- strong points
- weak points

ASEAN 2018 Vietnam's ever-growing role

Italian Prime Minister visits Việt Nam

Hanoi (VNA) – Prime Minister of Italy Giuseppe Conte on June 5 begins an official visit to Vietnam at the invitation of his Vietnamese counterpart Nguyễn Xuân Phúc.

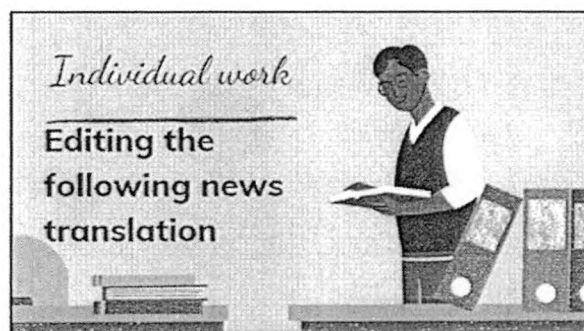
The two-day visit aims to enhance the strategic partnership between Vietnam and Italy across spheres, ranging from politics, diplomacy, national defence and security to economy, trade, investment, development cooperation, climate change combat, culture, education, science-technology and tourism.

It is also expected to promote the two countries' coordination and mutual support at multilateral forums.

During the visit, the two sides will exchange views on regional and international issues of shared concern.

Vietnam and Italy set up diplomatic ties on March 23, 1973 and promoted their relationship to a strategic partnership in 2013.

The two countries have maintained bilateral cooperation mechanisms such as the deputy foreign ministerial political consultation, the deputy ministerial defence policy dialogue and the joint commission on economic cooperation. They also support each other at multilateral forums and organisations like the United Nations (UN), the Asia-Europe Meeting (ASEM) and the Inter-Parliamentary Union (IPU).

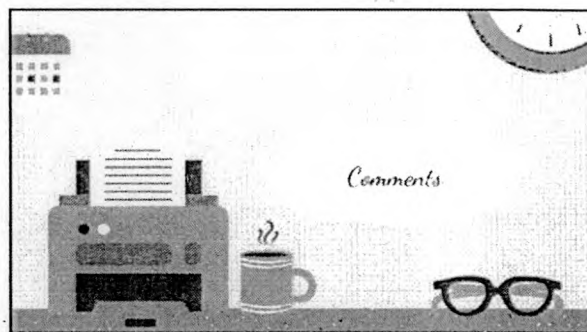


Individual work

Editing the following news translation

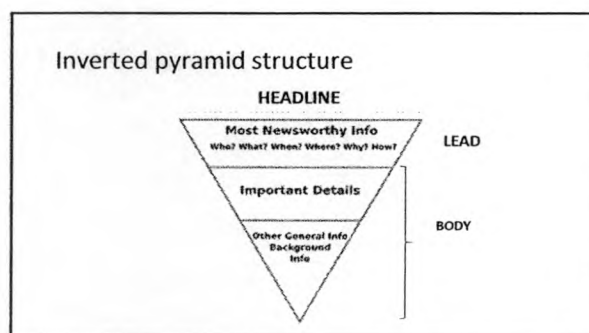
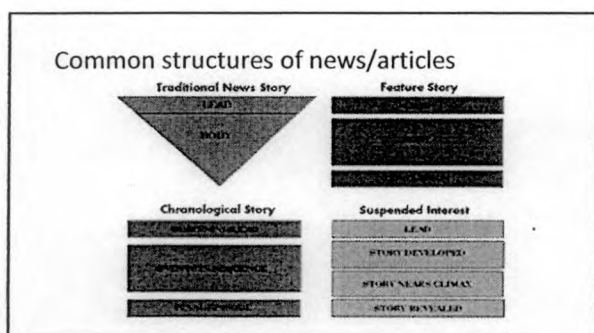
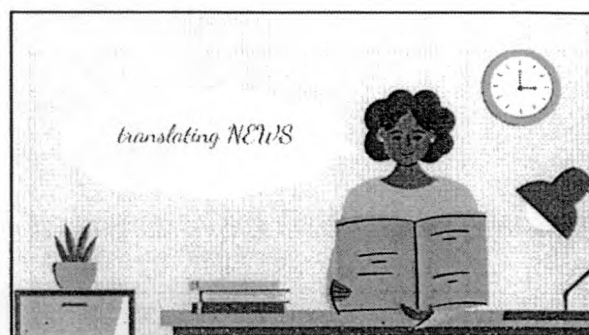
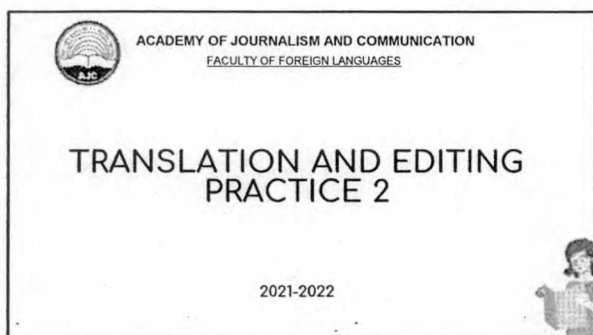
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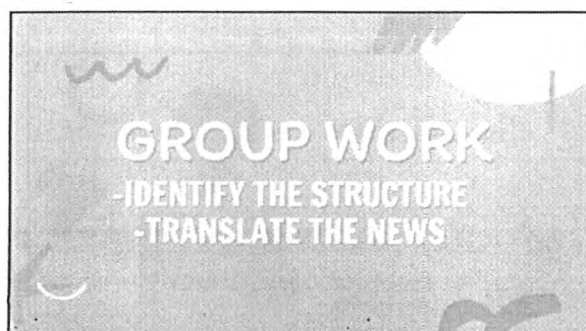
- The World Health Organization says twelve years ago, India alone was responsible for almost 70 percent of all polio cases around the world. It calls India's success against polio one of the most significant achievements in public health.
- WHO officials say India's accomplishment proved the crippling disease can be eliminated in even the most challenging circumstances with a strong political commitment.
- The number of polio cases has decreased from an estimated 350,000 a year to 33, since the WHO launched its global eradication campaign in 1988.
- WHO spokesman Christian Lindemeier tells VOA, polio remains endemic in only three countries in two of the organization's six regions. He identifies the countries as Nigeria in the African region and Pakistan and Afghanistan in the eastern Mediterranean region.
- "There has been no wild polio virus detected in Africa since 2016, and we are cautiously optimistic that AFRO, our African region, is on the path to certification as well," Lindemeier said. "EMRO, our eastern Mediterranean region, has only those two countries, which have never stopped polio, unfortunately — Afghanistan, Pakistan."
- Lindemeier says the countries are considered a joint reservoir of the virus. Therefore, he says, both are getting most of the focus and support from the WHO's polio eradication program. He says tailored and innovative tactics are being put in place to deal with the challenges in each country.



Translated version

- Tổ chức Y tế Thế giới cho biết cách đây 12 năm, chỉ riêng Ấn Độ là nguyên nhân gây ra gần 70% tổng số ca bệnh bại liệt trên toàn thế giới. Nó gọi thành công của Ấn Độ chống lại bệnh bại liệt là một trong những thành tựu quan trọng nhất về sức khỏe cộng đồng.
- Các quan chức của WHO cho biết thành tựu của Ấn Độ đã chứng minh căn bệnh tê liệt có thể được loại bỏ ngay cả trong những hoàn cảnh khó khăn nhất với một cam kết chính trị mạnh mẽ.
- Số ca bại liệt đã giảm từ ước tính 350.000 ca mỗi năm xuống còn 33 ca, kể từ khi WHO khởi động chiến dịch xóa sổ toàn cầu vào năm 1988.
- Người phát ngôn của WHO, Christian Lindemeier nói với VOA, bệnh bại liệt chỉ còn lưu hành ở ba quốc gia thuộc hai trong số sáu khu vực của tổ chức. Ông xác định các quốc gia là Nigeria ở khu vực châu Phi và Pakistan và Afghanistan ở khu vực phía đông Địa Trung Hải.
- Lindemeier nói: "Không có vi rút bại liệt hoang dã nào được phát hiện ở châu Phi kể từ năm 2016 và chúng tôi lạc quan một cách thận trọng rằng AFRO, khu vực châu Phi của chúng tôi, cũng đang trên con đường đạt được chứng nhận. "EMRO, khu vực phía đông Địa Trung Hải của chúng tôi, chỉ có hai quốc gia chưa bao giờ ngừng bệnh bại liệt, thật không may - Afghanistan, Pakistan."
- Lindemeier nói rằng các quốc gia này được coi là một ổ chứa chung của virus. Do đó, ông nói, cả hai đều đang nhận được hầu hết sự tập trung và hỗ trợ từ chương trình loại trừ bệnh bại liệt của WHO. Ông nói rằng các chiến thuật sáng tạo và phù hợp đang được đưa ra để đối phó với những thách thức ở mỗi quốc gia.

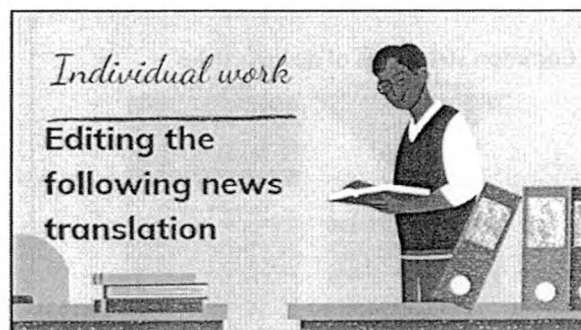
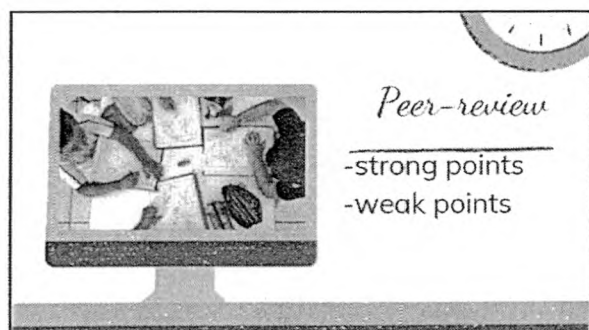




WFP-ASEAN 2018 Reflects Vietnam's ever-growing role

Việt Nam to purchase 31 million Pfizer vaccine doses

- HÀ NỘI — Việt Nam is expected to receive 31 million COVID-19 vaccine doses developed by US-based firm Pfizer in the second half of 2021, said the Ministry of Health (MoH).
- The MoH and relevant agencies have taken measures to accelerate negotiations towards signing an agreement to purchase the vaccine.
- According to Health Minister Nguyễn Thanh Long, the ministry has coordinated with the Government Office, the Ministry of Planning and Investment, and the Ministry of Justice, to consult Cabinet members on the purchase of the Pfizer vaccine, and prepare to sign an agreement for 31 million doses as soon as possible.
- The negotiation process for this agreement has been continuously promoted by the MoH, focusing on terms related to liability, payment, reimbursement and risks when implementing the agreement on the principle of ensuring compliance with the law of Việt Nam and international law.
- The MoH has also negotiated with many COVID-19 vaccine manufacturers such as Astra Zeneca, Moderna, Gamelaya with the goal of having enough COVID-19 vaccines to serve the country.
- It is also working with foreign partners on the transfer of vaccine production technology.

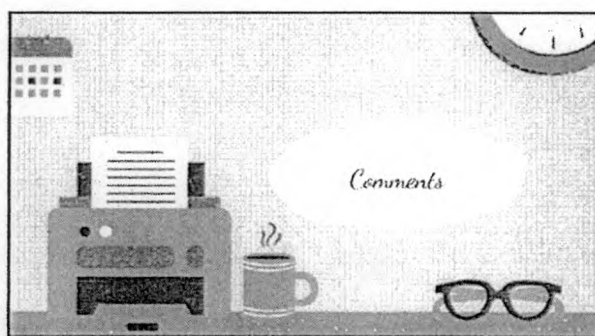


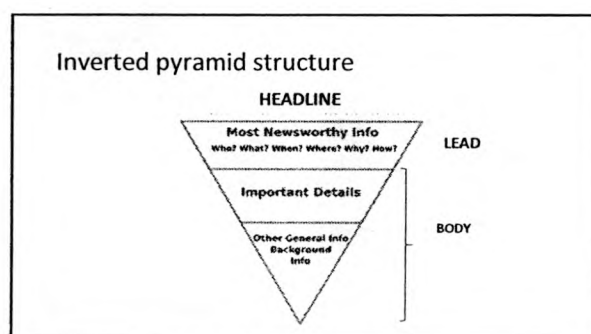
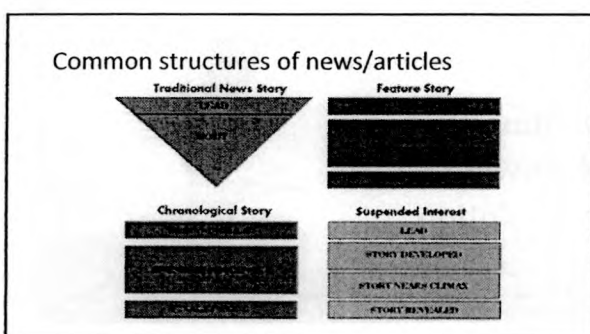
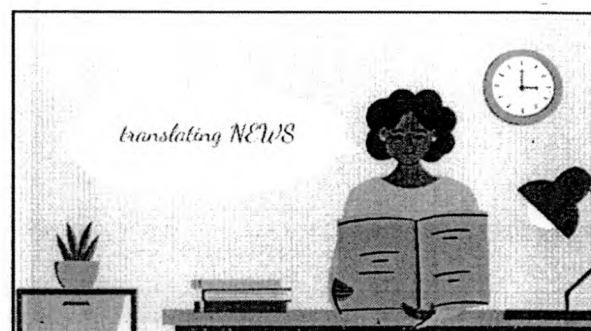
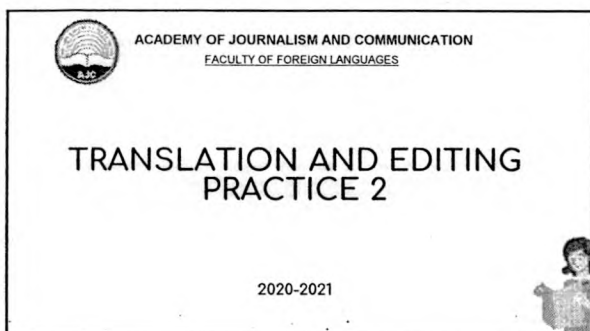
Source text

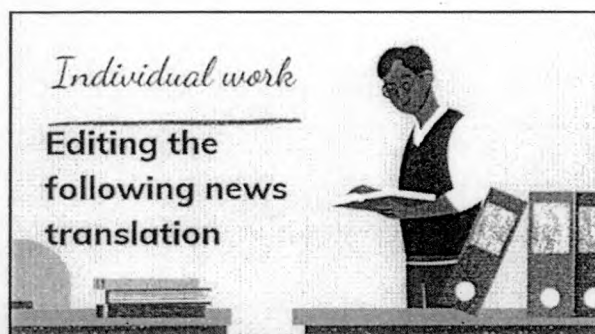
- Opinion polls have for months suggested most Japanese oppose holding the Olympics. Some medical experts warn the event could lead to coronavirus clusters or spread new variants.
- But with only a month to go until the Olympic cauldron is lit in Tokyo, organizers remain confident they can safely hold the Games, thanks in part to pandemic precautions that will ensure this Summer Olympics are like no other in history.
- International spectators have already been banned from the Olympics, which start July 23. On Monday, Japanese Prime Minister Yoshihide Suga said it is "definitely" possible the competition will be held in completely empty venues, depending on Japan's COVID-19 situation.
- According to athlete guidelines issued last week, hugs, handshakes, and high-fives are forbidden. Off the field, virtually any degree of spontaneity has been outlawed, as athletes and staff must submit a detailed daily activity plan, including visits only to approved destinations.
- "You must not walk around the city," specifies one section of the guidelines. Violators may be subject to disqualification, fines, or even deportation, the rules stipulate.
- With such measures in place, public opposition toward the Games is softening. But it is still widespread, with many saying Japan should instead focus on its own tepid pandemic recovery.

Translated version

- Các cuộc thăm dò dư luận trong nhiều tháng cho thấy hầu hết người Nhật phản đối việc tổ chức Thế vận hội. Một số chuyên gia y tế cảnh báo sự kiện này có thể dẫn đến các cụm coronavirus hoặc lây lan các biến thể mới.
- Nhưng chỉ còn một tháng nữa là vạc Olympic được thắp sáng ở Tokyo, các nhà tổ chức vận tư tin rằng họ có thể tổ chức Thế vận hội một cách an toàn, một phần nhờ các biện pháp phòng ngừa đại dịch sẽ đảm bảo Thế vận hội mùa hè này không giống như trong lịch sử.
- Các khán giả quốc tế đã bị cấm tham dự Thế vận hội, bắt đầu từ ngày 23 tháng 7. Vào thứ Hai, Thủ tướng Nhật Bản Yoshihide Suga cho biết "chắc chắn" cuộc thi sẽ được tổ chức ở những địa điểm hoàn toàn trống trải, tùy thuộc vào tình hình COVID-19 của Nhật Bản.
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Individual work

Task: Editing the news translation

Student: Vũ Việt Anh

Source text

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Edited version

- Nhiều tháng gần đây, các cuộc thăm dò dư luận cho thấy hầu hết người dân Nhật phản đối việc tổ chức Thế vận hội. Một số chuyên gia y tế cảnh báo sự kiện này có thể dẫn đến các ổ dịch coronavirus hoặc khả năng các biến thể mới lây lan.
- Còn một tháng nữa, ngọn lửa Olympic sẽ được thắp sáng ở Tokyo, các nhà tổ chức vẫn tin rằng họ có thể tổ chức Thế vận hội một cách an toàn, một phần nhờ các biện pháp phòng ngừa đại dịch sẽ đảm bảo Thế vận hội mùa hè này khác biệt trong lịch sử.
- Thế vận hội năm nay, bắt đầu từ ngày 23 tháng 7, cấm các khán giả quốc tế tham dự. Hôm thứ Hai, Thủ tướng Nhật Bản Yoshihide Suga cho biết "chắc chắn" thế vận hội sẽ được tổ chức ở những địa điểm hoàn toàn không có khán giả, tùy thuộc vào tình hình COVID-19 của Nhật Bản.
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- Hướng dẫn nêu rõ: "Bạn không được đi bộ quanh thành phố". Các vận động viên vi phạm quy định có thể bị tước quyền thi đấu, phạt tiền, hoặc thậm chí bị trục xuất.
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ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

WRITING 1

2020 - 2021

Unit 6

Narrative paragraphs

Objectives

- Students will be able to write a narrative paragraph that tells the readers a story that sets the background for an event, describes the event, and often comments on the event

Keys to writing good example paragraphs

- Showing order of events in narration
- Showing sensory and emotional details in narration
- Using simple and past continuous tense in narration

Work in groups and find out the information related to narrative paraphrase and then make a presentation

- Length: 10 mins to present
- Slides: from 10 – 15 slides



Narrative writing

In narrative writing, the writer tells a story that sets the background for an event, describe the event, and often comments on the event. In this chapter, you will write a narrative paragraph that tells the story of an event in your life

Narrative organization

• Topic sentence

- The topic sentence tells the reader what the story will be about.
- It may also tell when and where the story took place
- The topic sentence should capture the reader's interest

• Supporting sentences

- The supporting sentences tell the details of the story, including the sequence of events
- They also include sensory details, such as what the author saw, heard, smelled, or tasted
- Supporting sentences may also tell about the writer's feelings during the events.

• Concluding sentence

- The concluding sentence "wraps up" the story. It may include a comment about why the experience was important or how the writer felt after it.

Work in groups and discuss the outline of a narrative paragraph

An outline

- Topic sentence
 - What is the story about? Where and when did it take place?
- Supporting sentences
 - What happened first?
 - What happened next?
 - What else happened?
 - How did the experience end?
- Concluding sentence
 - What was important about the experience? How did it affect you?

Using sensory and emotional details

- To make a narrative paragraph interesting, writers include sensory details and emotional details that help the reader share the experience of the story
- Sensory details give information about how something looks, smells, tastes, feels or what it sounds like
 - Ex: *the morning sun warmed my back*
- Emotional details help the reader understand the writer's feelings
 - Ex: *the sight filled me with excitement*

Exercise 3: identify sensory and emotional details

1. Our guide had an interesting fashion sense.
He wore the same khaki pants every day, but his shirts always had colorful patterns of flowers, dancers, or other tropical scenes.
2. We ate a wonderful meal.
3. The flower garden was delightful.
4. The alley had not been taken care of for many years and it was in bad shape.
5. My father taught me to swim in a river behind our house.
6. My mother's kitchen was everyone's favorite room.

Exercise 4 Practicing with sensory details (after finishing, work in pairs and give comments)

1. I would like to forget my first job interview.
I was nervous my hands were wet, and so was my shirt
2. I met my girlfriend on the Internet.
3. At first, I did not like the new puppy, but after a while, I changed my mind.
4. I began to walk down the aisle towards my future husband.
5. I walked into the cold dark cave.
6. The test was over, and I had earned the highest score.

Exercise 5 : practicing with emotional details

Use emotional details to support the following sentences.

1. I would like to forget my first job interview.

I was so nervous my hands were wet, and so was my shirt.

Work in pairs and find and correct the mistakes if any. Give your own comments and make some improvements

My family had an amazing picnic in an eco-park. We got up early to prepare for the trip. My younger sister and I help our mother pack up some delicious food and fruit while my father was preparing other necessary things. At 6 a.m. we departed, and 2 hours later we reached our destination which is 50 km away from Hanoi. After choosing an ideal place in deep shadow, we put down blankets to rest. I enjoyed delightful scenery, pure air, beautiful sounds of country birds. Surprisingly, while we were eating our picnic lunch, some lovely little birds swooped down. We fed those friendly birds with bread and watermelon. We sang aloud, laughed and took some photos. Early in the afternoon, we went fishing in a river. I was extremely excited because that was the first time I have tried fishing. As you know, fishing is one of the most interesting sports. Three hours of fishing passed by, and we caught eight fish. At nearly 5 p.m. we hurriedly gathered things to come back home. For the whole family, it's very fun.

Showing order of events in narrative paragraphs

Before	First	Next	Last
Earlier	To begin	After that/ afterwards	Finally
Previously	Starting with	Next	In conclusion
In the past	Initially	Following	To conclude
Yesterday	Originally	Eventually	In the end
In advance	At the onset	Second/ third	Ultimately
Before that			
Previously	At the beginning	Soon/ soon after	At last
Until then	To begin with	Then/ later	At the end
	At the outset	A little while later	

Showing simultaneous events

- **Meanwhile/ at the same time/ simultaneously / while**

Suddenly, I heard the door slam.

Meanwhile / At the same time / Simultaneously my phone started to ring.

I was planning a surprise party at the same time that I was getting ready to move

Exercise 6: identifying order of events

Read the following sentences. Then number them in the order you think they occurred. Use the sequence words and phrases as clues.

1. a. A few years ago, my two older brothers and I went trekking in the mountains.
7. b. Finally, I found the muddy trail, and we made it back to our base camp.
3. c. Soon we were hiking through thick pine forests.
2. d. We set out from our base camp on a bright winter morning.
8. e. After that experience, I realized it is very important to be careful when hiking in the mountains.
5. f. A little while later, we stopped to eat, and my oldest brother said we should turn around because we were losing the trail in the snow.
4. g. Eventually, it began to snow, and visibility became poor.
6. h. Going back down the mountain was harder because it was icy and slippery, and we could not find the way. We became tired, cold and thirsty.

Practice



- a. For years, I did not know what to do with my life, but after I decided to become a helicopter pilot, I became very dedicated to my goal.
- b. At the beginning, I delivered groceries in my truck.
- c. After that, I had to get a visa and prepare to come to the U.S.
- d. Next, I made a plan to get the money for my training. I became a truck driver and drove all over Japan for five years.
- e. First, I did some research and found out that it would cost a lot of money.
- f. Finally, I was ready to take my training. Someone advised me to do a program in the U.S. because it was not as expensive, so I decided to come here even though I needed more English.
- g. Now, I am in the U.S. I go to school to study English. At the same time, I take flying lessons.
- h. Later, I got another job delivering fuel to gas stations. I lived in my truck to save money.
- i. Finally, I am learning to pilot a helicopter, and soon I will be ready to fly solo. I know that I will reach my goal in two years.

Adverbs for telling story

- Fortunately,/ Unfortunately,
- Surprisingly,
- Gradually
- Immediately
- Obviously,
- Eventually,
- Suddenly,

Practice

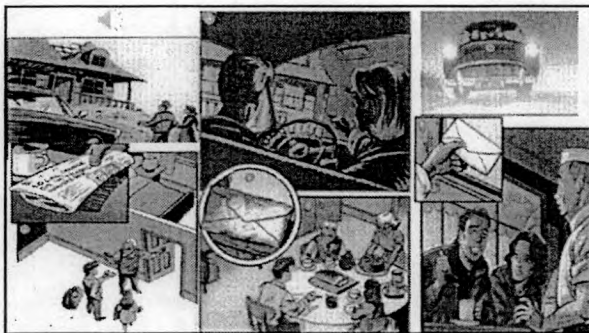


Complete the sentences in a logical way using both adverbs

- a. My aunt fell down the stairs the other day.
Fortunately,
Obviously,
Unfortunately,
- b. My dad's been on a strict diet for nearly a month now.
Surprisingly,
Immediately,
- c. I first met my wife at a party five years ago.
Surprisingly,
Gradually,
Eventually,
- d. When I first came to live here, I didn't know anybody.
Gradually,
Eventually,
Suddenly,
- e. I spent an hour looking for the missing keys.
Eventually,
Suddenly,

Narrative writing





Based on what you've listened to, work in groups and write the story with your own words, and one representative from each group will go to the board and tell the story

- <https://forms.gle/wcGh5Ud1QbV2jTTA8>

Student's writing

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tell the story based on the pictures.

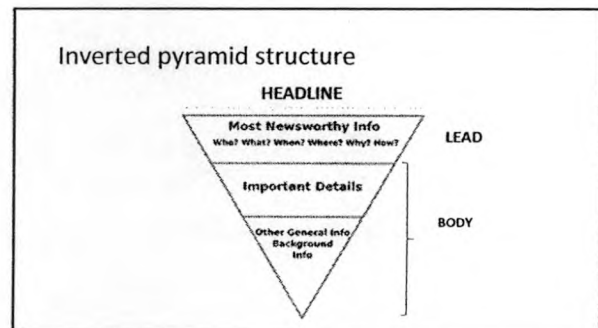
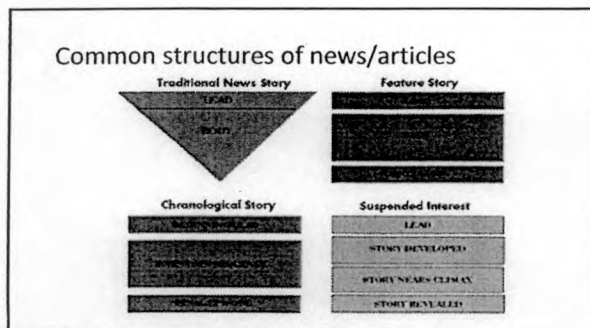
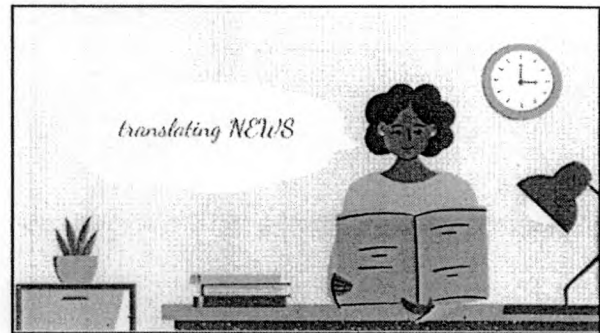
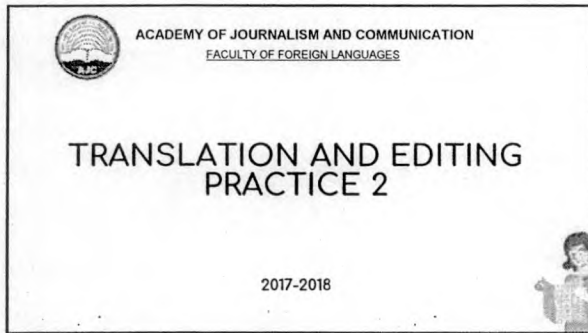
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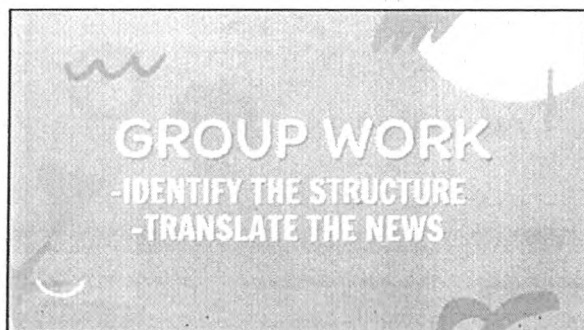
⇒ 100 - on sentence

Revise the lesson

- https://quizizz.com/admin/quiz/5fb0e0cb800991001bf009ad/narrative-paragraph?term=narrative&sortKey=_score







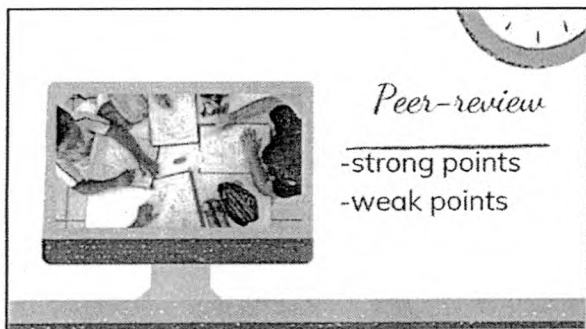
GROUP WORK
-IDENTIFY THE STRUCTURE
-TRANSLATE THE NEWS

Significance of the Philippines' Hosting of the 31st ASEAN Summit and Related Summits

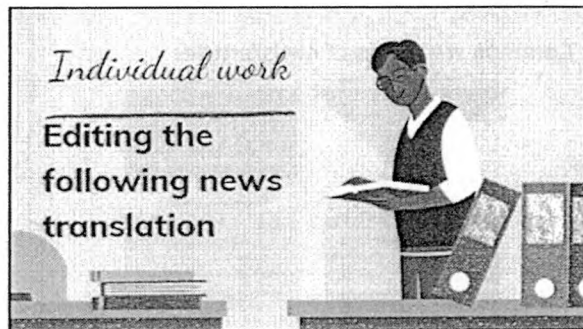
13 November 2017 -- On 12-14 November 2017, the Philippines will host the 31st ASEAN Summit and Related Summits at the PICC in Manila. There will be a total of fifteen official Leaders' level meetings and events.

The main meeting is the 31st ASEAN Summit, part of the biennial meeting of the Leaders of the ten countries of ASEAN, where Leaders will discuss and give guidance to the various ASEAN sectoral bodies on the way forward in building a region of peace and progress for the benefit of the peoples of ASEAN.

At the 31st ASEAN Summit on 13 November, the ASEAN Leaders will sign the landmark document - ASEAN Consensus on the Protection and Promotion of the Rights of Migrant Workers - ten years after the ASEAN Leaders signed the Cebu Declaration on the Protection and Promotion of the Rights of Migrant Workers in January 2007. This document strengthens the social protection and access to justice and health services of the region's migrant workers, and ensures their humane and fair treatment. About 212,435 Filipino migrant workers in the ASEAN region, majority of whom were employed in Singapore and Malaysia, according to 2016 statistics from the POEA, stand to benefit from this agreement.



Peer-review
-strong points
-weak points



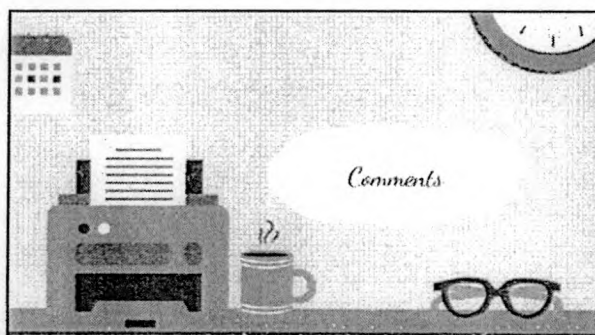
Individual work
Editing the following news translation

Source text

- As promised, President Donald Trump has re-imposed a series of U.S. nuclear-related sanctions on Iran that had been lifted under the nuclear deal, known as the Joint Comprehensive Plan of Action.
- After the U.S. ceased its participation in the deal in May and a wind-down period of 90 days ended, sanctions went into effect August 7 targeting, among other things, Iran's purchase or acquisition of U.S. bank notes; its automotive industry, and transactions related to Iran's currency, the rial.
- All remaining U.S. nuclear-related sanctions, including those targeting Iran's energy sector and transactions by foreign financial institutions with the Central Bank of Iran, will be re-imposed on November 5, 2018.
- In a written statement President Trump said, "The United States is fully committed to enforcing all of our sanctions, and we will work closely with nations conducting business with Iran to ensure complete compliance. Individuals or entities that fail to wind down activities with Iran risk severe consequences."

Translated version

- Như đã hứa, Tổng thống Donald Trump đã tái áp đặt một loạt lệnh trừng phạt liên quan đến hạt nhân của Hoa Kỳ đối với Iran đã được dỡ bỏ theo thỏa thuận hạt nhân, được gọi là Kế hoạch Hành động Toàn diện chung.
- Sau khi Hoa Kỳ ngừng tham gia vào thỏa thuận vào tháng 5 và thời gian tạm dừng 90 ngày kết thúc, các lệnh trừng phạt có hiệu lực vào ngày 7 tháng 8 nhằm vào mục tiêu của Iran, trong số những thứ khác, việc Iran mua hoặc mua lại tiền giấy của Mỹ; ngành công nghiệp ô tô của nó và các giao dịch liên quan đến tiền tệ của Iran, đồng rial.
- Tất cả các lệnh trừng phạt liên quan đến hạt nhân còn lại của Hoa Kỳ, bao gồm các lệnh trừng phạt nhằm vào lĩnh vực năng lượng của Iran và các giao dịch của các tổ chức tài chính nước ngoài với Ngân hàng Trung ương Iran, sẽ được áp đặt lại vào ngày 5 tháng 11 năm 2018.
- Trong một tuyên bố bằng văn bản, Tổng thống Trump cho biết, "Hoa Kỳ hoàn toàn cam kết thực thi tất cả các lệnh trừng phạt của chúng tôi và chúng tôi sẽ hợp tác chặt chẽ với các quốc gia có hoạt động kinh doanh với Iran để đảm bảo tuân thủ hoàn toàn. Các cá nhân hoặc tổ chức không từ bỏ các hoạt động với Iran có nguy cơ gây ra hậu quả nghiêm trọng."





ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

LISTENING 2

2017 - 2018

|| Vocabulary



Unit 1

ENVIRONMENT

Energy Sources

|| Vocabulary

Renewable vs. Nonrenewable

Renewable vs. Sustainable

|| Vocabulary

Renewable vs. Nonrenewable

- *Clean energy*
- *Comes from natural sources that are constantly replenished*
- *Sun, wind*
- *Their availability depends on time and weather*

- *Dirty energy*
- *Limited amounts*
- *Takes a long time to be created*
- *Gas, oil, coal*
- *Their availability depends on areas*

|| Discussion

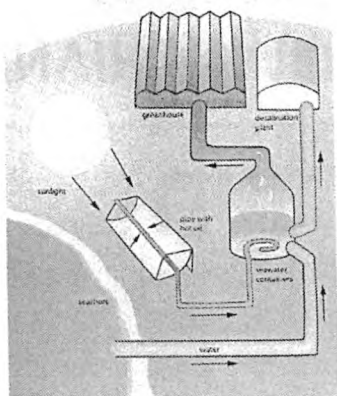
- Work in pairs
- In 4 minutes, discuss the following question

What types of energy sources can you find in Vietnam?

|| Listening 1

|| Discussion

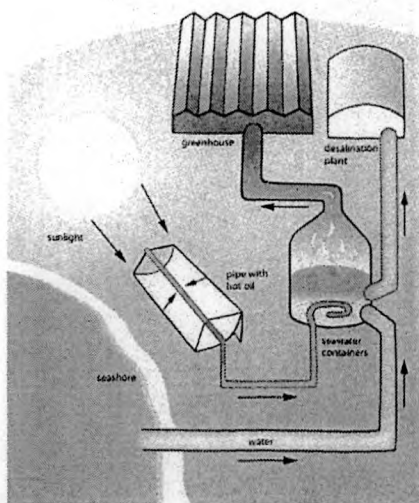
You are going to listen to a person sharing about using an energy source in a farming method.



|| While listening

Listen to the lecture and circle the best answer

- 1 Desert farming uses solar energy and *sea water* / *traditional farming*.
- 2 NASA has been researching hydroponics because it allows us to grow food with *more water* / *in extreme climates*.
- 3 The greenhouse is heated by using *fresh water* / *solar power*.
- 4 Food from desert farms contains *no chemicals* / *more salt*.
- 5 Desert farms use *fossil fuels* / *can help solve the global food problem*.



|| While listening



|| While listening

Listen again and complete the summary

- 1 The farm is _____ from the sea.
- 2 Heat is reflected from the _____ onto a pipe which has oil inside.
- 3 The hot oil heats up the _____.
- 4 When the sea water is at a temperature of _____ °C, the steam heats the greenhouse.
- 5 The desalination plant produces _____ litres of fresh water every day.
- 6 No pesticides are used during the process.
- 7 This type of farming has a minimal effect on the _____.

|| Post - listening

GROUP DISCUSSION

1. Do you think it is important to eat organic food?
2. Would you mind paying a lot more money for food if you knew it was produced in an environmentally friendly way? =

|| Listening 2

|| While-listening

- Read the information about wind power
- Note down the advantages & disadvantages of wind power

|| Pre-listening

What are the benefits of wind power?

What are the drawbacks of wind power?



|| While-listening

Read the information about wind power

Many people think wind power has many benefits. It provides an **environmentally friendly** form of energy which does not pollute the environment. Also, unlike coal mines or nuclear power plants, they are unlikely to cause accidents and never leads to **disasters**. Therefore, there is a very low **risk** of danger. Most importantly, this source of energy is **affordable**. However, **opponents** of wind power argue that the wind turbines can have a negative effect on the environment. They say that a turbine takes up a lot of space. Another point is that the wind turbines are not a **long-term** source of energy, unlike nuclear power plants.

|| While-listening

Listen to the discussion and answer the MCQs

- 1 What are two reasons why one speaker mentions the Fukushima nuclear power plant?
 - a To say that nuclear power plants can be dangerous.
 - b To show that nuclear energy can help develop a country.
 - c To give an example of the long-term effects of a nuclear disaster.
 - d To show that nuclear power is usually safe.
- 2 What three arguments are mentioned in favour of nuclear energy?
 - a It's cheap.
 - b It doesn't pollute the air.
 - c It uses advanced technology.
 - d It can supply a lot of electricity for a long time.
- 3 Nuclear energy can help developing countries in which two ways?
 - a They can export the energy.
 - b They can buy the energy.
 - c They can develop new technology.
 - d They can be independent of gas and oil prices.

Thank You

|| While-listening
Discuss about the ads & disads of nuclear power

advantages	disadvantages





ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

Writing 1

2019 - 2020

Unit 6

Narrative paragraphs

Objectives

- Students will be able to write a narrative paragraph that tells the readers a story that sets the background for an event, describes the event, and often comments on the event

Keys to writing good example paragraphs

- Showing order of events in narration
- Showing sensory and emotional details in narration
- Using simple and past continuous tense in narration

Narrative writing

In narrative writing, the writer tells a story that sets the background for an event, describe the event, and often comments on the event. In this chapter, you will write a narrative paragraph that tells the story of an event in your life

Narrative organization

- **Topic sentence**
 - The topic sentence tells the reader what the story will be about.
 - It may also tell when and where the story took place
 - The topic sentence should capture the reader's interest
- **Supporting sentences**
 - The supporting sentences tell the details of the story, including the sequence of events
 - They also include sensory details, such as what the author saw, heard, smelled, or tasted
 - Supporting sentences may also tell about the writer's feelings during the events.
- **Concluding sentence**
 - The concluding sentence "wraps up" the story. It may include a comment about why the experience was important or how the writer felt after it.

Work in groups and discuss the outline of a narrative paragraph

An outline

- **Topic sentence**
 - What is the story about? Where and when did it take place?
- **Supporting sentences**
 - What happened first?
 - What happened next?
 - What else happened?
 - How did the experience end?
- **Concluding sentence**
 - What was important about the experience? How did it affect you?

Using sensory and emotional details

- To make a narrative paragraph interesting, writers include **sensory details** and **emotional details** that help the reader share the experience of the story
- Sensory details give information about how something looks, smells, tastes, feels or what it sounds like
- Ex: the morning sun warmed my back*
- Emotional details help the reader understand the writer's feelings
- Ex: the sight filled me with excitement*

Exercise 3: identify sensory and emotional details

1. Our guide had an interesting fashion sense.
He wore the same khaki pants every day, but his shirts always had colorful patterns of flowers, dancers, or other tropical scenes.
2. We ate a wonderful meal.
3. The flower garden was delightful.
4. The alley had not been taken care of for many years and it was in bad shape.
5. My father taught me to swim in a river behind our house.
6. My mother's kitchen was everyone's favorite room.

Exercise 4 Practicing with sensory details (after finishing, work in pairs and give comments)

1. I would like to forget my first job interview.
I was nervous my hands were wet, and so was my shirt
2. I met my girlfriend on the Internet.
3. At first, I did not like the new puppy, but after a while, I changed my mind.
4. I began to walk down the aisle towards my future husband.
5. I walked into the cold dark cave.
6. The test was over, and I had earned the highest score.

Exercise 5 : practicing with emotional details

Use emotional details to support the following sentences.

1. I would like to forget my first job interview.
I was so nervous my hands were wet, and so was my shirt.

Work in pairs and find and correct the mistakes if any. Give your own comments and make some improvements

My family had an amazing picnic in an eco-park. We got up early to prepare for the trip. My younger sister and I help our mother pack up some delicious food and fruit while my father was preparing other necessary things. At 6 a.m. we departed, and 2 hours later we reached our destination which is 50 km away from Hanoi. After choosing an ideal place in deep shadow, we put down blankets to rest. I enjoyed delightful scenery, pure air, beautiful sounds of country birds. Surprisingly, while we were eating our picnic lunch, some lovely little birds swooped down. We fed those friendly birds with bread and watermelon. We sang aloud, laughed and took some photos. Early in the afternoon, we went fishing in a river. I was extremely excited because that was the first time I have tried fishing. As you know, fishing is one of the most interesting sports. Three hours of fishing passed by, and we caught eight fish. At nearly 5 p.m. we hurriedly gathered things to come back home. For the whole family, it's very fun.

Showing order of events in narrative paragraphs

Before	First	Next	Last
Earlier	To begin	After that/ afterwards	Finally
Previously	Starting with	Next	In conclusion
In the past	Initially	Following	To conclude
Yesterday	Originally	Eventually	In the end
In advance	At the onset	Second/ third	Ultimately
Before that	At the beginning	Soon/ soon after	At last
Previously	To begin with	Then/ later	At the end
Until then	At the outset	A little while later	

Showing simultaneous events

• **Meanwhile/ at the same time/ simultaneously / while**

Suddenly, I heard the door slam.

Meanwhile / At the same time / Simultaneously my phone started to ring.

I was planning a surprise party at the same time that I was getting ready to move

Exercise 6: identifying order of events

Read the following sentences. Then number them in the order you think they occurred. Use the sequence words and phrases as clues.

1. a. A few years ago, my two older brothers and I went trekking in the mountains.
2. b. Finally, I found the muddy trail, and we made it back to our base camp.
3. c. Soon we were hiking through thick pine forests.
4. d. We set out from our base camp on a bright winter morning.
5. e. After that experience, I realized it is very important to be careful when hiking in the mountains.
6. f. A little while later, we stopped to eat, and my oldest brother said we should turn around because we were losing the trail in the snow.
7. g. Eventually, it began to snow, and visibility became poor.
8. h. Going back down the mountain was harder because it was icy and slippery, and we could not find the way. We became tired, cold and thirsty.

Practice



- a. For years, I did not know what to do with my life, but after I decided to become a helicopter pilot, I became very dedicated to my goal.
- b. At the beginning, I delivered groceries in my truck.
- c. After that, I had to get a visa and prepare to come to the U.S.
- d. Next, I made a plan to get the money for my training. I became a truck driver and drove all over Japan for five years.
- e. First, I did some research and found out that it would cost a lot of money.
- f. Finally, I was ready to take my training. Someone advised me to do a program in the U.S. because it was not as expensive, so I decided to come here even though I needed more English.
- g. Now, I am in the U.S. I go to school to study English. At the same time, I take flying lessons.
- h. Later, I got another job delivering fuel to gas stations. I lived in my truck to save money.
- i. Finally, I am learning to pilot a helicopter, and soon I will be ready to fly solo. I know that I will reach my goal in two years.

Adverbs for telling story

- Fortunately,/ Unfortunately,
- Surprisingly,
- Gradually
- Immediately
- Obviously,
- Eventually,
- Suddenly,

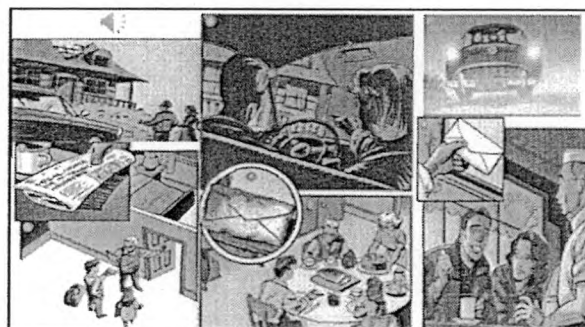
Practice



Complete the sentences in a logical way using both adverbs

- a. My aunt fell down the stairs the other day.
Fortunately,
Obviously,
- b. My dad's been on a strict diet for nearly a month now.
Unfortunately,
Surprisingly,
- c. I first met my wife at a party five years ago.
Immediately,
Surprisingly,
- d. When I first came to live here, I didn't know anybody.
Gradually,
Eventually,
- e. I spent an hour looking for the missing keys.
Eventually,
Suddenly,

Narrative writing



Based on what you've listened to, work in groups and write the story with your own words, and one representative from each group will go to the board and tell the story

- <https://forms.gle/wcGh5Ud1QbV2jTTA8>

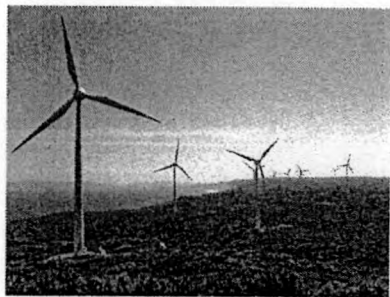


ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

LISTENING 2

2018 - 2019

|| Vocabulary



Unit 1

ENVIRONMENT

Energy Sources

|| Vocabulary

List all energy sources you know

Renewable vs. Nonrenewable

Renewable vs. Sustainable

Renewable vs. Sustainable

*the ability to be constantly
replenished or restored
sunlight, waves, tidal, rain,
geothermal, wind sources,
nuclear energy*

*the ability to avoid extinction
(be used today and still be
available in the foreseeable
future)*

Nuclear energy: renewable, not sustainable

Renewable vs. Nonrenewable

- *Clean energy*
- *Comes from natural sources that are constantly replenished*
- *Sun, wind*
- *Their availability depends on time and weather*

- *Dirty energy*
- *Limited amounts*
- *Takes a long time to be created*
- *Gas, oil, coal*
- *Their availability depends on areas*

|| Discussion

- Work in pairs
- In 4 minutes, discuss the following question

What types of energy sources can you find in Vietnam?

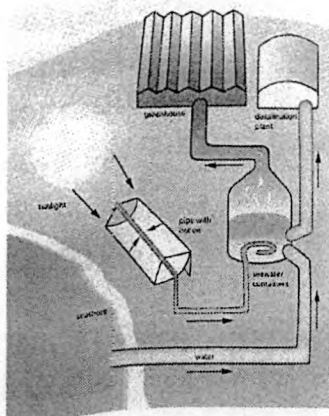
|| While listening

Listen to the lecture and circle the best answer

- 1 Desert farming uses solar energy and *sea water / traditional farming*.
- 2 NASA has been researching hydroponics because it allows us to grow food *with more water / in extreme climates*.
- 3 The greenhouse is heated by using *fresh water / solar power*.
- 4 Food from desert farms contains *no chemicals / more salt*.
- 5 Desert farms use *fossil fuels / can help solve the global food problem*.

|| Discussion

You are going to listen to a person sharing about using an energy source in a farming method.



|| While listening

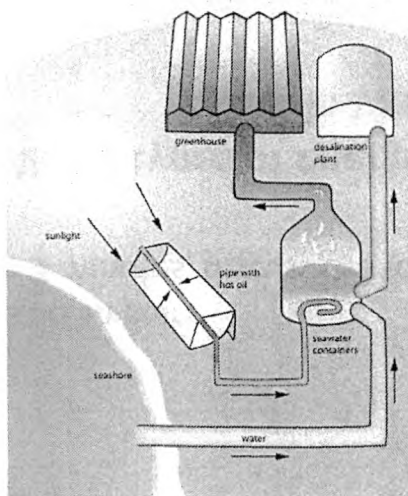
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|| While listening

Listen again and complete the summary

- 1 The farm is _____ from the sea.
- 2 Heat is reflected from the _____ onto a pipe which has oil inside.
- 3 The hot oil heats up the _____.
- 4 When the sea water is at a temperature of _____ °C, the steam heats the greenhouse.
- 5 The desalination plant produces _____ litres of fresh water every day.
- 6 No pesticides are used during the process.
- 7 This type of farming has a minimal effect on the _____.



|| While listening

|| While listening

Listen again and complete the summary

- 1 The farm is only 100 meters from the sea.
- 2 Heat is reflected from the sun onto a pipe which has oil inside.
- 3 The hot oil heats up the (sea) water.
- 4 When the sea water is at a temperature of 160 °C, the steam heats the greenhouse.
- 5 The desalination plant produces (up to) 10,000 litres of fresh water every day.
- 6 No pesticides are used during the process.
- 7 This type of farming has a minimal effect on the environment.

|| Post - listening

GROUP DISCUSSION

1. Do you think it is important to eat organic food?
2. Would you mind paying a lot more money for food if you knew it was produced in an environmentally friendly way? =

|| Listening 2

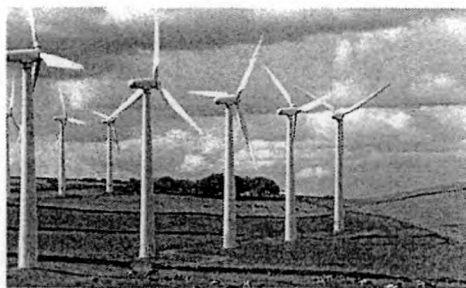
|| Listening 2

- Read the information about wind power
- Note down the advantages & disadvantages of wind power

|| Pre-listening

What are the benefits of wind power?

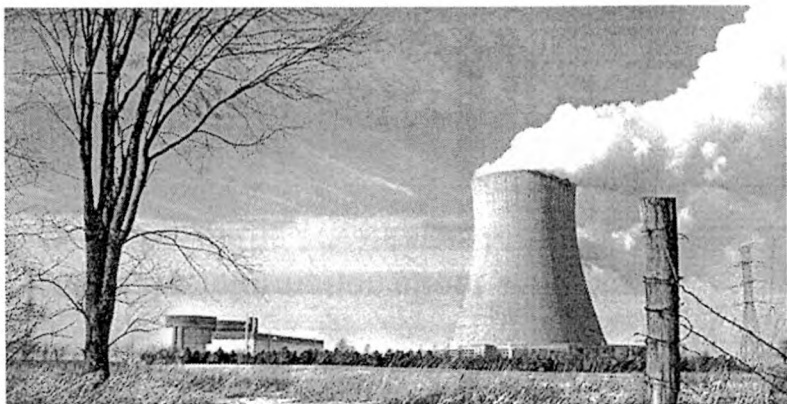
What are the drawbacks of wind power?



|| Listening 2

Read the information about wind power

Many people think wind power has many **benefits**. It provides an **environmentally friendly** form of energy which does not **pollute** the environment. Also, unlike coal mines or nuclear power plants, they are unlikely to cause accidents and never leads to **disasters**. Therefore, there is a very low **risk** of danger. Most importantly, this source of energy is **affordable**. However, **opponents** of wind power argue that the wind turbines can have a negative effect on the environment. They say that a turbine takes up a lot of space. Another point is that the wind turbines are not a **long-term** source of energy, unlike nuclear power plants.



Listen to the discussion and answer the MCQs

- 1 What are two reasons why one speaker mentions the Fukushima nuclear power plant?
 - a To say that nuclear power plants can be dangerous.
 - b To show that nuclear energy can help develop a country.
 - c To give an example of the long-term effects of a nuclear disaster.
 - d To show that nuclear power is usually safe.
- 2 What three arguments are mentioned in favour of nuclear energy?
 - a It's cheap.
 - b It doesn't pollute the air.
 - c It uses advanced technology.
 - d It can supply a lot of electricity for a long time.
- 3 Nuclear energy can help developing countries in which two ways?
 - a They can export the energy.
 - b They can buy the energy.
 - c They can develop new technology.
 - d They can be independent of gas and oil prices.

Discuss about the ads & disads of nuclear power

advantages	disadvantages



|| While-listening

Listen to the discussion and answer the MCQs

- What are two reasons why one speaker mentions the Fukushima nuclear power plant?
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GROUP DISCUSSION
Advantages & Disadvantages of nuclear power

advantages	disadvantages

|| Extra listening

1. What disaster is described in the video?
2. What can we see in the video footage?
3. What happened when the flood depth increases?
4. How can people escape from the tsunami surge?
5. How high was the water level?
6. What lesson have people learnt from the disaster?

|| Extra listening

Natural disasters

|| Extra Listening

CLASS SEMINAR

PROBLEMS OF ENVIRONMENT POLLUTION
IN VIETNAM

Thank You



ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

LISTENING 2

2019 - 2020



Unit 1

ENVIRONMENT
Energy Sources

INTRODUCTION

- K41_NNA_Listening 2
- Duration:
 - 12 weeks (Thursday)*
 - 3 credits = 68 periods*
- Topic-based course
- Mid term test = 3 periods
- Listening 2 - Framework

|| Vocabulary

List all energy sources you know

Renewable vs. Nonrenewable

- *Clean energy*
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Renewable vs. Nonrenewable

Renewable vs. Sustainable

Renewable vs. Sustainable

*the ability to be constantly replenished or restored
sunlight, waves, tidal, rain,
geothermal, wind sources,
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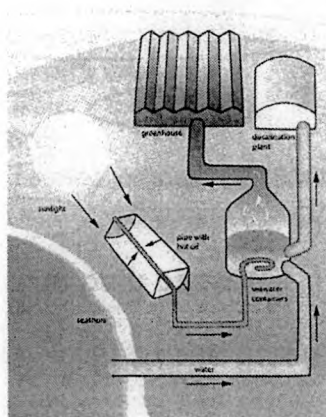
*the ability to avoid extinction
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available in the foreseeable
future)*

Nuclear energy: renewable, not sustainable

|| Listening 1

|| Discussion

You are going to listen to a person sharing about using an energy source in a farming method.



|| Discussion

- Work in pairs
- In 4 minutes, discuss the following question

What types of energy sources can you find in Vietnam?



|| Listening

Listen to the lecture and circle the best answer

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|| While listening

Listen to the lecture and circle the best answer

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|| Listening

Listen again and complete the summary

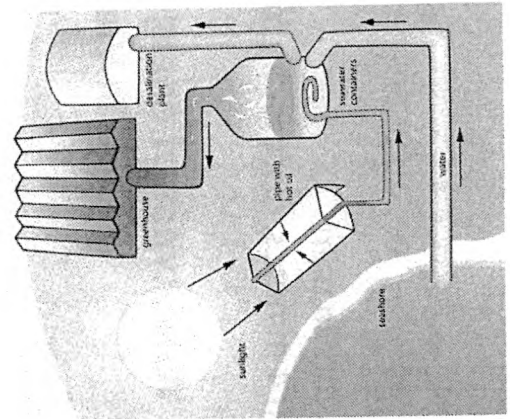
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GROUP DISCUSSION

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|| Listening

What are the benefits of wind power?

What are the drawbacks of wind power?



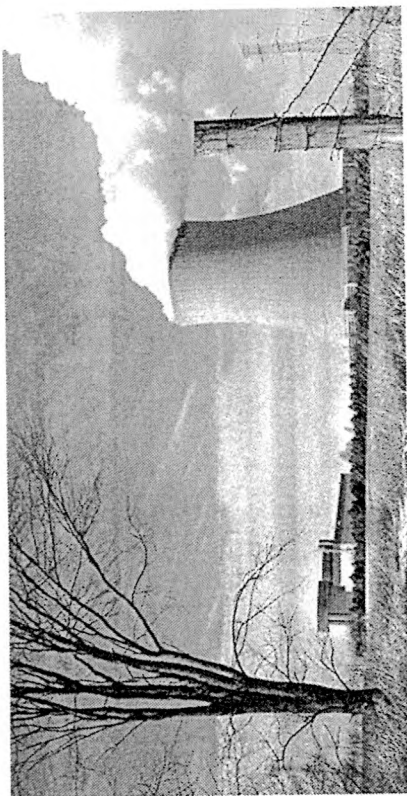
|| Listening 2

|| Listening 2

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- Note down the advantages & disadvantages of wind power

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Many people think wind power has many benefits. It provides an environmentally friendly form of energy which does not pollute the environment. Also, unlike coal mines or nuclear power plants, they are unlikely to cause accidents and never leads to disasters. Therefore, there is a very low risk of danger. Most importantly, this source of energy is affordable. However, opponents of wind power argue that the wind turbines can have a negative effect on the environment. They say that a turbine takes up a lot of space. Another point is that the wind turbines are not a long-term source of energy, unlike nuclear power plants.



Discuss about the ads & disads of nuclear power

advantages	disadvantages

Listen to the discussion and answer the MCQs

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 - They can develop new technology.
 - They can be independent of gas and oil prices.

GROUP DISCUSSION

Advantages & Disadvantages of nuclear power

advantages	disadvantages

|| Extra listening 1

Natural disasters

- What disaster is described in the video?
- What can we see in the video footage?
- What happened when the flood depth increases?
- How can people escape from the tsunami surge?
- How high was the water level?
- What lesson have people learnt from the disaster?

CLASS SEMINAR

PROBLEMS OF ENVIRONMENT POLLUTION IN VIETNAM

You will hear an interview with a boy local environmental project called a clean-up day. Choose the best answer A, B or C.

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A Make small changes in behaviour.
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|| Extra listening 2

Solutions to Pollution

GROUP PROJECT

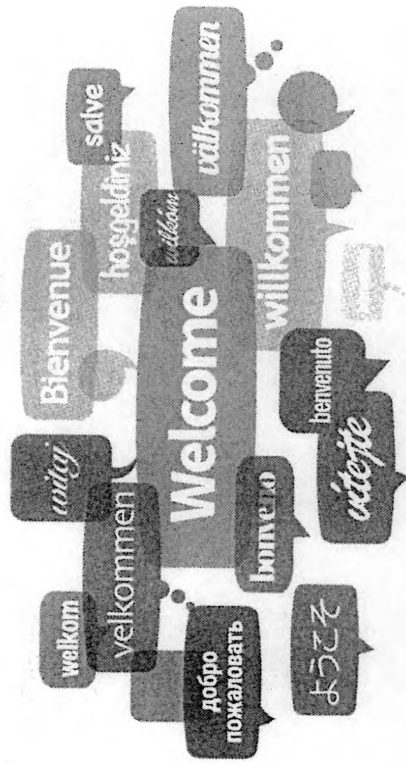
1. Find 2-3 videos about "Pollution in Asian countries" (3 minutes/ each video)
2. Watch the videos for the 1st time and summarize the main ideas
3. Watch the video for the 2nd time and:
 - Transcribe 2 mins
 - List the new vocabularies/ collocations related to pollution
 - Give your own opinion about a type of pollution in Vietnam
4. Hand in your project assignment next week

Thank You



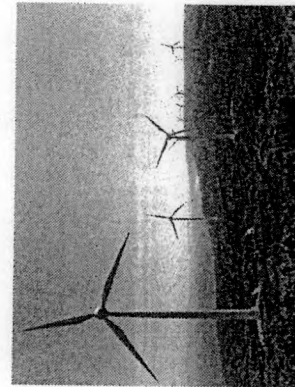
LISTENING 2

2020 - 2021



INTRODUCTION

- K41_NNA_Listening 2
- Duration:
 - 12 weeks (Thursday)
 - 3 credits = 68 periods
- Topic-based course
- Listening 2 - Framework



Unit 1

ENVIRONMENT

Energy Sources

|| Vocabulary

|| Vocabulary

List all energy sources you know

|| Vocabulary

Renewable vs. Nonrenewable

Renewable vs. Sustainable

|| Vocabulary

Renewable vs. Nonrenewable

- Clean energy
- Comes from natural sources that are constantly replenished
- Sun, wind
- Their availability depends on time and weather

- Dirty energy
- Limited amounts
- Takes a long time to be created
- Gas, oil, coal
- Their availability depends on areas

|| Vocabulary

Renewable vs. Sustainable

*the ability to be constantly replenished or restored
sunlight, waves, tidal, rain,
geothermal, wind sources,
nuclear energy*

*the ability to avoid extinction
(be used today and still be
available in the foreseeable
future)*

Nuclear energy: renewable, not sustainable

|| Discussion

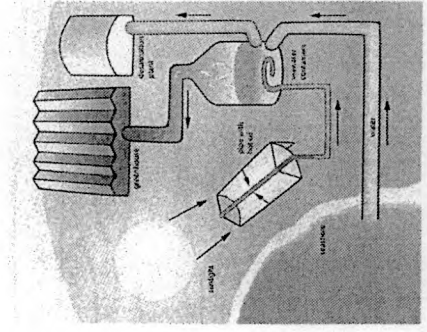
- Work in pairs
- In 4 minutes, discuss the following question

What types of energy sources can you find in Vietnam?

|| Listening 1

|| Discussion

You are going to listen to a person sharing about using an energy source in a farming method.



|| Listening

Listen to the lecture and circle the best answer

- 1 Desert farming uses solar energy and sea water / traditional farming.
- 2 NASA has been researching hydroponics because it allows us to grow food with more water / in extreme climates.
- 3 The greenhouse is heated by using fresh water / solar power.
- 4 Food from desert farms contains no chemicals / more salt.
- 5 Desert farms use fossil fuels / can help solve the global food problem.



|| Listening

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|| Listening

Listen again and complete the summary

- 1 The farm is _____ from the sea.
- 2 Heat is reflected from the _____ onto a pipe which has oil inside.
- 3 The hot oil heats up the _____.
- 4 When the sea water is at a temperature of _____ °C, the steam heats the greenhouse.
- 5 The desalination plant produces _____ litres of fresh water every day.
- 6 No pesticides are used during the process.
- 7 This type of farming has a minimal effect on the _____.

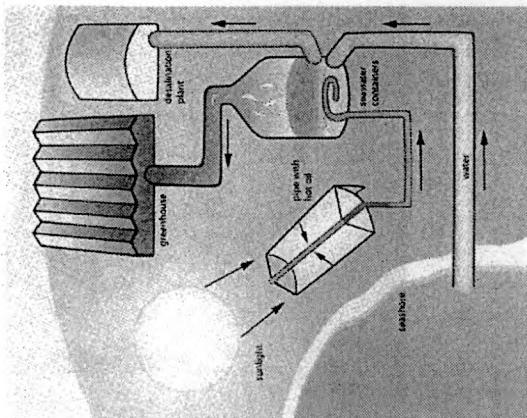


|| Listening

Listen again and complete the summary

- 1 The farm is only 100 meters from the sea.
- 2 Heat is reflected from the sun onto a pipe which has oil inside.
- 3 The hot oil heats up the (sea) water.
- 4 When the sea water is at a temperature of 160 °C, the steam heats the greenhouse.
- 5 The desalination plant produces (up to) 10,000 litres of fresh water every day.
- 6 No pesticides are used during the process.
- 7 This type of farming has a minimal effect on the environment.

|| Listening



|| Listening 2

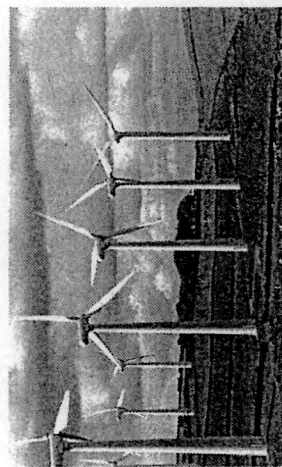
|| Post - listening

GROUP DISCUSSION

1. Do you think it is important to eat organic food?
2. Would you mind paying a lot more money for food if you knew it was produced in an environmentally friendly way? =

|| Listening

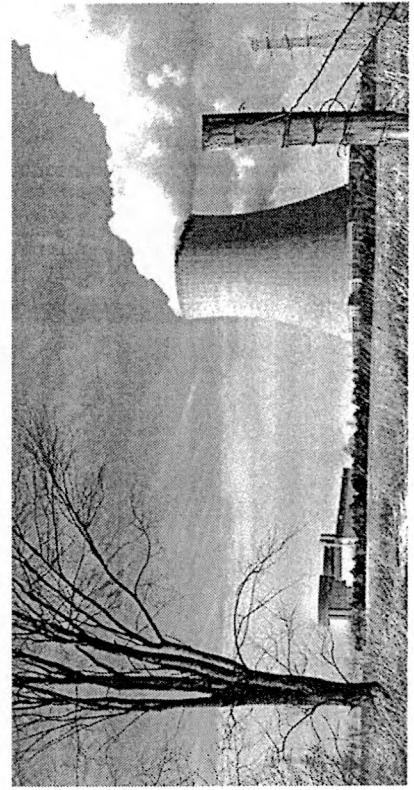
What are the benefits of wind power?
What are the drawbacks of wind power?



- Read the information about wind power
- Note down the advantages & disadvantages of wind power

Read the information about wind power

Many people think wind power has many benefits. It provides an environmentally friendly form of energy which does not pollute the environment. Also, unlike coal mines or nuclear power plants, they are unlikely to cause accidents and never leads to disasters. Therefore, there is a very low risk of danger. Most importantly, this source of energy is affordable. However, opponents of wind power argue that the wind turbines can have a negative effect on the environment. They say that a turbine takes up a lot of space. Another point is that the wind turbines are not a long-term source of energy, unlike nuclear power plants.



Discuss about the ads & disads of nuclear power

advantages	disadvantages

Listen to the discussion and answer the MCQs

- What are two reasons why one speaker mentions the Fukushima nuclear power plant?
 - To say that nuclear power plants can be dangerous.
 - To show that nuclear energy can help develop a country.
 - To give an example of the long-term effects of a nuclear disaster.
 - To show that nuclear power is usually safe.
- What three arguments are mentioned in favour of nuclear energy?
 - It's cheap.
 - It doesn't pollute the air.
 - It uses advanced technology.
 - It can supply a lot of electricity for a long time.
- Nuclear energy can help developing countries in which two ways?
 - They can export the energy.
 - They can buy the energy.
 - They can develop new technology.
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Discuss about the ads & disads of nuclear power

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|| Extra listening 1

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|| Extra listening 2

Solutions to Pollution

You will hear an interview with a boy local environmental project called a clean-up day (A, B or C).

1. B
2. B
3. A
4. B
5. C
6. B
7. A

GROUP PRESENTATION

In your group, present on what your group have done in the project.

GROUP PROJECT

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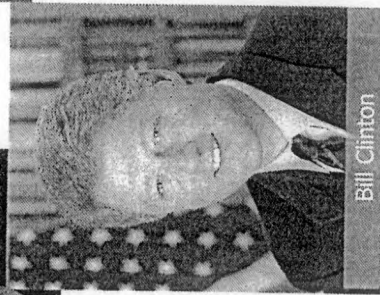
Ronald Reagan



George H. W. Bush



Bill Clinton



George W. Bush



Decades of Change

- 1992: Bill Clinton, a Democrat, became the 42th president.
- The economy was strong in the mid-1990s.

Decades of Change

■ In 1988, Republican George Bush became the next US president.

■ **The Gulf War:** When Iraq invaded oil-rich Kuwait in 1990, Bush put together a multinational coalition that liberated Kuwait early in 1991.

The Bush Administration

- On **September 11, 2001**, terrorists carried out a devastating **attack on the World Trade Center** in New York City and the Pentagon in Washington, D.C.
- Bush focused on tax cuts, education reform, and an expanded role for church-based charities in running social programs.

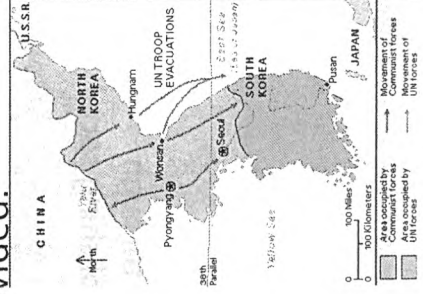
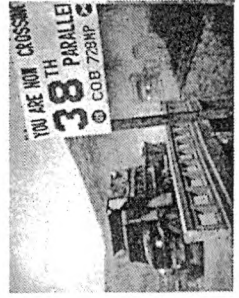
World War II

- Movement of British and American forces : North Africa (11/1942) → Sicily & Italian mainland (1943) → Rome (liberated on June 4 1944) → Normandy (June 6 1944, D – Day)
- May 5, 1945: The Germans finally surrendered.
- Aug 1945: the USA used atomic bombs against the cities of Hiroshima & Nagasaki → War against Japan ended.



THE COLD WAR

- June 25, 1950: Korean War (1950 – 1953)
- The final settlement left Korea divided.



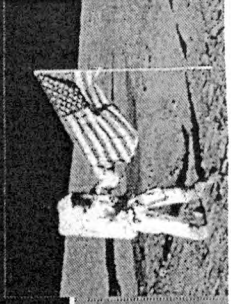
THE COLD WAR

- The cold war was between the United States and its wartime ally the Soviet Union.
- In April 1949, the United States had allied with Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, and the United Kingdom to form the North Atlantic Treaty Organization (NATO).

THE COLD WAR

- 1945 – 1970: the U.S. enjoyed a long period of economic growth
- In 1960 John F. Kennedy was elected president

In July of 1969, astronaut Neil Armstrong stepped out of the Apollo 11 spacecraft and onto the moon's surface



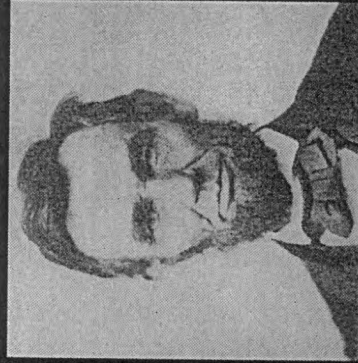
SLAVERY AND THE CIVIL WAR



© Max D. Stanley

The relocation and movement of Native Americans in the United States from their homelands to Indian Territory (present day Oklahoma) in the Western United States.

"A house divided against itself cannot stand. *I believe* this government cannot endure permanently half slave and half free."



1860: Abraham Lincoln became the 16th US president -> a foe of slavery

SLAVERY AND THE CIVIL WAR

SLAVERY AND THE CIVIL WAR

1820: North & South debated the question of whether slavery would be legal in western territories



SLAVERY AND THE CIVIL WAR

- 1860: 11 states left the Union & declared to be independent nation >> The Civil War began (April 1861)
- 1865: The Civil War ended
- The Civil War put an end to slavery and decided that the country was not a collection of semi-independent states but an **indivisible whole**.
- 1865: Abraham Lincoln was assassinated.

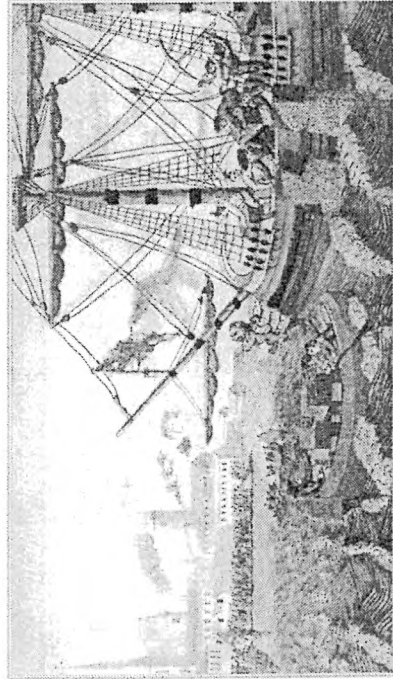
THE COLONIAL ERA

By 1733: English settlers had founded 13 colonies along the Atlantic Coast, from New Hampshire in the North to Georgia in the South.

In North America, the French controlled Canada and Louisiana, which included the vast Mississippi River watershed.

1763: End of the Seven Years' War between England and France. Canada and all of North America east of the Mississippi were in the control of England.

The picture describe an action taken on December 16, 1773, by a group of Boston citizens to protect the British tax on tea imported to the colonies. What is it called?



THE TEA ACT

THE COLONIAL ERA

■ England imposed new taxes & expected Americans to lodge British soldiers.

■ 1773: a group of patriots responded by staging the Boston Tea Party to protest against tea taxation.

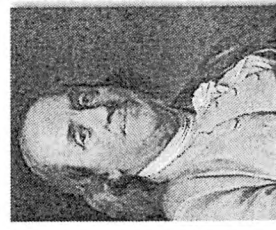
■ April 19, 1775: Revolutionary war broke out

■ July 4, 1776: the Continental Congress adopted a Declaration of Independence.

■ 1783: The war officially ended with the Treaty of Paris, by which England recognized American independence.



"Give me Liberty, or give me Death!"
Patrick Henry (1736-1799),
1st and 5th Governor of Virginia



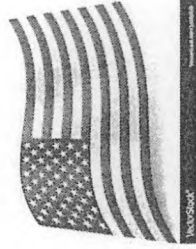
Benjamin Franklin, signer of both the Declaration of Independence and the Constitution

James Madison, 4th president of the USA, "Father of the Constitution"



National flag, national anthem & the pledge of Allegiance

- The official national flag of the US:
 - 13 horizontal stripes
 - 7 red alternating with 6 white.
 - A rectangular blue field (canton) – 50 five-pointed white stars
- Star-Spangled Banner



Pledge of Allegiance

- The oath of loyalty to the US national emblem and to the nation it symbolizes



National anthem

- The poem – Francis Scott Key – as the national anthem of the US – “The Star Spangled Banner” (1931 the Congress enacted legislation – the official national anthem.

National coat of Arms

- SPECIAL SHIELD IS THE SIGN OF FAMILY OR COUNTRY
- long life, great strength, majestic looks – bald eagle



Culture of United States

2018 - 2019



50 states:

48 contiguous states
2 noncontiguous states of Alaska
& Hawaii

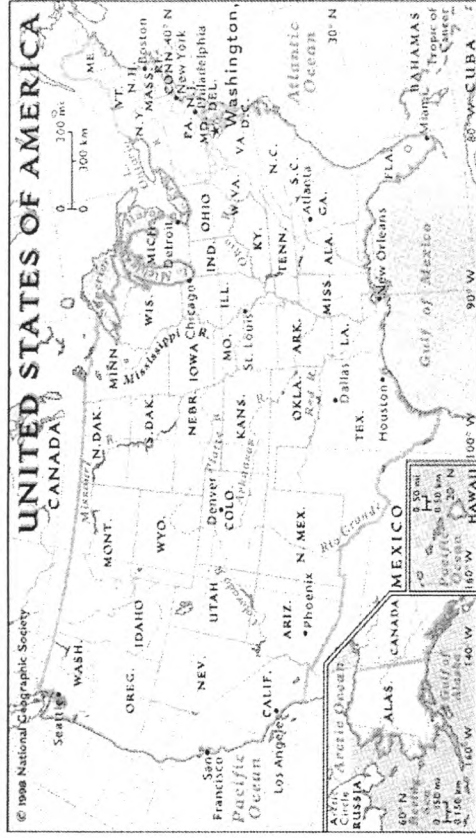
Location: a federal republic
on the continent of North
America

Area: 9,629,047 sq km
(3,717,796 sq mi) (3rd largest
country in the world after
Russia and Canada)

Population:
Jan 2015: 320,760,000
(3rd in the world behind
China and India.)

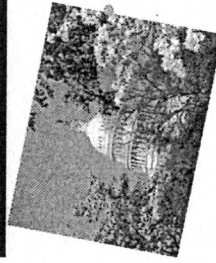


Chapter 1 Overviews

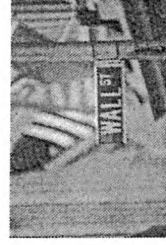


USA – General information

Capital city
Washington D.C



Largest city
New York



- Language: English, Spanish, French, German and many others
- Industrialization: Manufacturing
- Culture: Hispanic Americans, American Indians and European Americans -> in the Southwest, the Chinese -> in big cities such as New York and San Francisco.



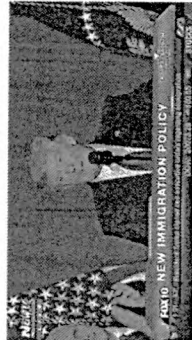
References:

- www.pbs.org
- www.Wikipedia.org
- www.thebalance.com
- www.storyboardthat.com
- Whitehouse.gov
- [National Park Service \(nps.gov\)](http://National Park Service (nps.gov))

Thank you!

2. Immigration policy of Donald Trump

- When Donald Trump was elected president, he made drastic changes in the US immigration policy, especially, immigration policies.
- Trump has repeatedly said that some illegal immigrants are criminals.
- The Trump administration embraced the Reforming American Immigration for a Strong Economy (RAISE) Act in August 2017.
- The RAISE Act seeks to reduce levels of legal immigration to the United States by 50% by halving the number of green cards issued.
- He imposed a "zero tolerance" policy to require the arrest of anyone caught illegally crossing the border.



Advantage and disadvantage

- Trump's policy caused a lot of controversy. It also creates advantages and disadvantages for the United States.



Trump's immigration policies center around eight areas

- 1 • Restrict legal immigration
- 2 • Complete the border wall with Mexico
- 3 • Reduce the number of asylum seekers
- 4 • Stop undocumented immigrants from receiving benefits
- 5 • Deport immigrants who arrived in the United States as children. They are currently protected under the Deferred Action for Childhood Arrivals program
- 6 • Restrict travel and visas from certain countries
- 7 • Reduce the number of refugees
- 8 • Review the H-1B visa program

Some videos about Trump's immigration policy



5. Franklin D. Roosevelt (1882 – 1945) The 32nd President

- In office: 1933 – 1945 (3 terms)
- Related event: The Great Depression (1929 – 1933)
- He was the only President who served for 4 terms.
- Franklin Roosevelt is powerful politician who makes both Barack Obama and Donald Trump have to admire.



Great achievements

Helped US overcome the Great Depression (29-33) through the Emergency Banking Act.



Great achievements

He led the allied coalition with Churchill and helped US gain victory in World War II.



Great achievements

He played the major role in the creation of the United Nations

DECLARATION BY UNITED NATIONS

WE the peoples of the United Nations, determined to save succeeding generations from the scourge of war, which has inflicted upon mankind the greatest calamity since the dawn of history, and to reaffirm the faith in basic principles of the Charter of the United Nations, have agreed upon the following Declaration:

Resolved that the most effective way of ensuring peace and security is the establishment of a world organization, the primary purpose of which shall be to maintain international peace and security, and to bring about friendly relations among nations, and to promote the well-being of mankind.

Resolved that the United Nations shall be composed of all the peace-loving states in the world, and that the organization shall be open to all such states at any time.

Resolved that the United Nations shall be based upon the principle of the sovereign equality of all its members.

Resolved that the United Nations shall be guided by the following principles:

- 1. The maintenance of international peace and security, and the development of friendly relations among nations, shall be the primary purpose of the United Nations.
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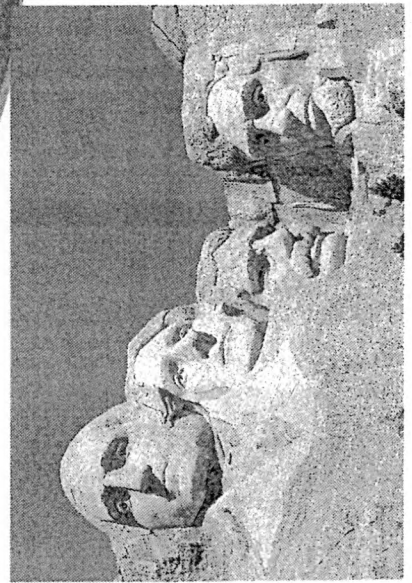
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- 3. The United Nations shall be guided by the following principles:

10. Decades of changes

- In 1980: the Republicans gained a majority in the Senate, Ronald Reagan was elected president.
- In 1983 : US Economy entered into the periods of sustained growth.
- In 1988: Republican George Bush became president.
- By 1992 :the American voted for Bill Clinton.

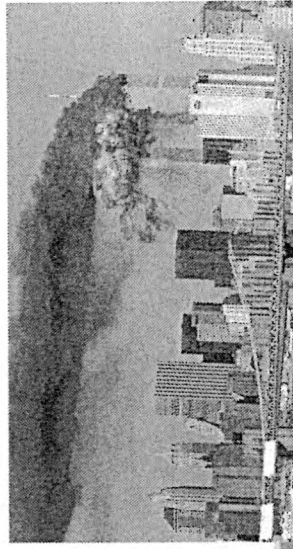
REMARKABLE PRESIDENTS



Mount Rushmore, Pennington, South Dakota. U.S.

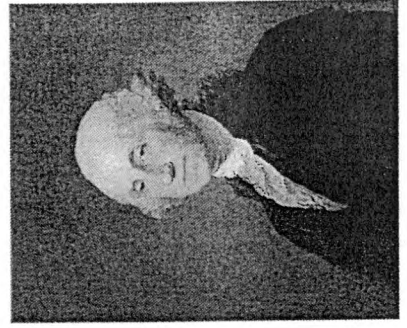
11. Beginning of the 21st century

- September 11, 2001: terrorists carried out an attack in New York City and Washington, D.C.
- In 2001: USA faced an economic recession in which more than a million jobs were lost.



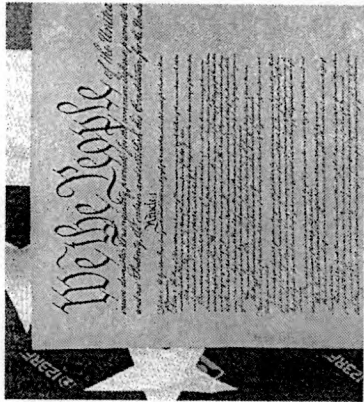
1. George Washington (1732 -1799) The 1st president

- In office: 1789-1797 (2 terms)
- Related event: American Revolution and the creation of United States of America.
- Washington led the colonists in the American Revolutionary War to win independence from Great Britain.
- He was the father of the new country and laid the foundation of American democracy.
- *Fun fact: He was the only President unanimously elected, which means the whole nation voted for him*



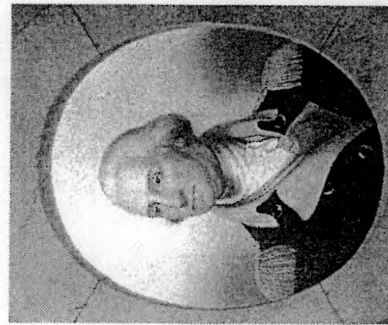
2. A new nation

- After 1783: the new nation controlled all of North America.
- In 1787, American leaders wrote the Constitution of the United States.



A new nation

George Washington favor a strong president & central government



JEFFERSON
PREFER TO ALLOT MORE POWER TO STATES (DECENTRALIZED GOVERNMENT)



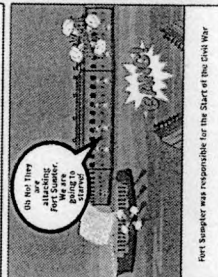
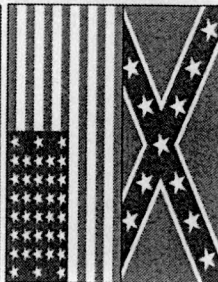
A NEW NATION

- Avoid central power >> **Government: three branches -- legislative (Congress), executive (the president and the federal agencies), and judicial (the federal courts)**

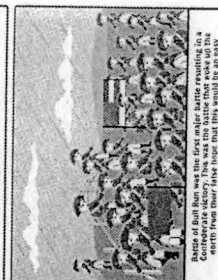
3. Slavery and the civil war

The Civil War Major Events Timeline

April 12-13, 1861

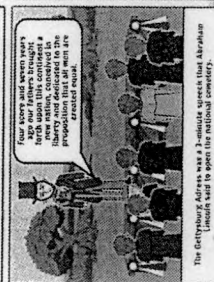


July 21, 1861



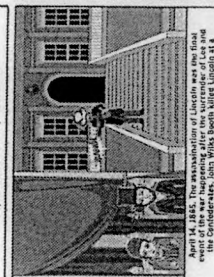
On July 21st, the Battle of Bull Run took place. It was the first major battle of the war. The Union army was defeated, but it was not a decisive victory. The war was not over yet.

November 19th, 1863



On November 19th, 1863, Abraham Lincoln gave the Gettysburg Address. It was a short speech, but it was very important. It helped to unify the country and to remind people of the purpose of the war.

April 14th, 1865



On April 14th, 1865, Abraham Lincoln was assassinated. He was shot while he was in the White House. He died the next day, April 15th, 1865.

On April 9th, 1865, the Confederate army surrendered to the Union army. This was the end of the Civil War.

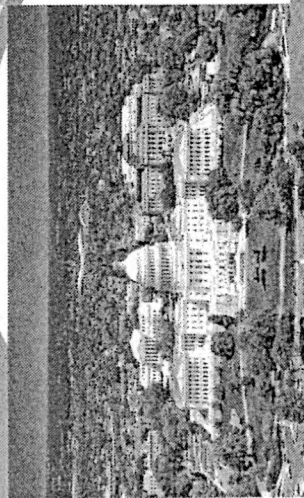
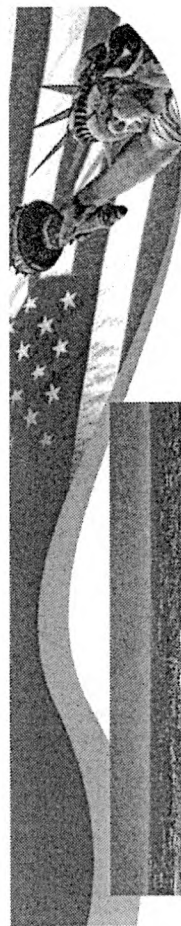


UNION VICTORY

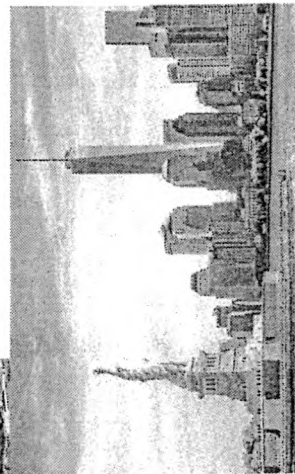


Culture of United States

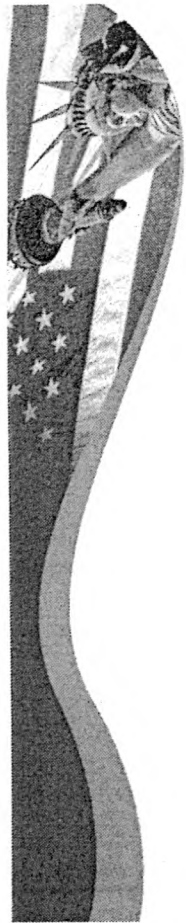
2020 - 2021



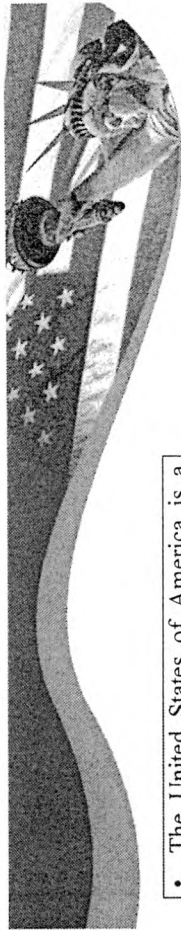
Washington DC



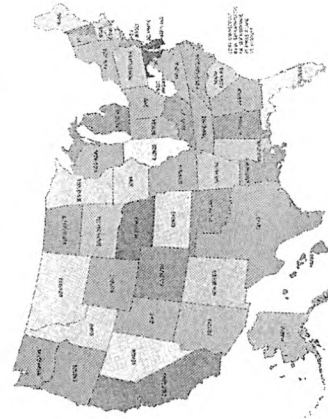
NY city



US BRIEF INFORMATION



- The United States of America is a federal republic on the continent of North America.
- The capital : Washington DC
- The largest city : New York
- Area: 9,826,630 sq km (3,794,083 sq mi) - the third largest country in the world after Russia and Canada.
- Population: 301,139,950 (2007) - the third in the world behind China and India.
- 48 contiguous states and the noncontiguous states of Alaska and Hawaii.
- Motto : In God We Trust.
- Anthem : The star-spangled banner



Map of USA

Fun Facts

- His "Barack" name means The "Blessed" one.



Fun Facts

- He is athletic one who always plays basketball on every election Day.



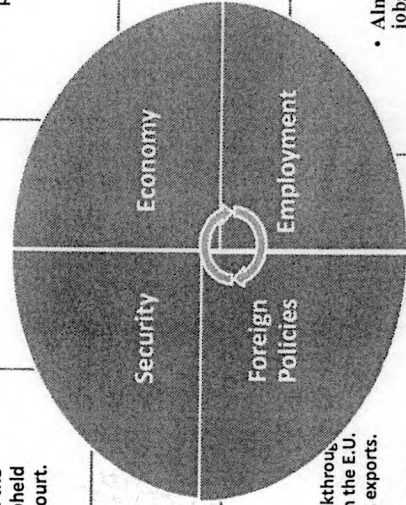
8. Donald Trump (born 1946) The 45th and the current President

- In office: since 2017
- "Make America great again"
- The oldest and the wealthiest president.
- He always keeps promises for his action.
- He is the "new factor". During his presidency, he ordered a travel ban on citizens from several Muslim-majority countries, imposed import tariffs triggering a trade war with China and many more controversial policies.



Great Achievements

- Protecting Americans from terrorists with the Travel Ban, upheld by Supreme Court.
- Economic growth last quarter hit 4.2 percent



- Reached a breakthrough agreement with the E.U. to increase U.S. exports.
- Imposed tariffs on China in response to China's forced technology transfer, intellectual property theft.
- Almost 4 million jobs created since election.
- Youth and Women unemployment also reached at the lowest rate in 65 years

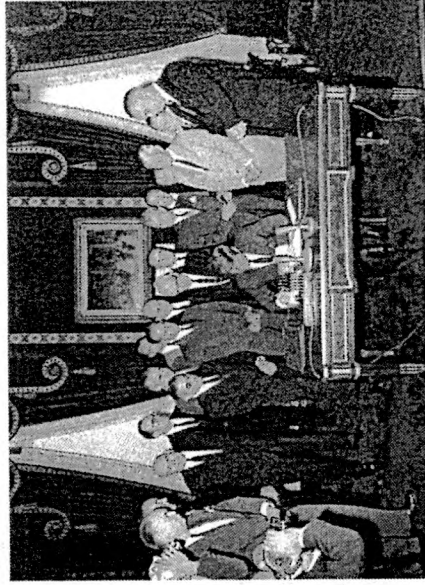
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He averted nuclear war through his negotiations with Soviet Leader Khrushchev.



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He contributed in the formation of the Partial Nuclear Test Ban Treaty.



Fun facts

May 25, 1961

“I believe this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the Moon and returning him safely to the Earth.”

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Message to a joint session of Congress

JFK was the second wealthiest US President.

JFK donated all his salary for charity

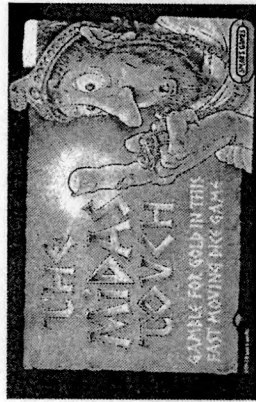
JFK was the target of at least 4 assassination attempts

“ Maybe he is not the best but he is definitely the coolest President of all time”

6. War and peace

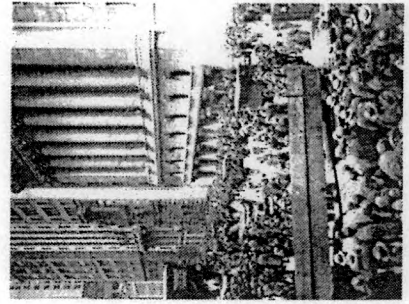
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THE GREAT DEPRESSION

- **Black Tuesday** Oct, 29th 1929 : the stock market crash



7. The Great Depression

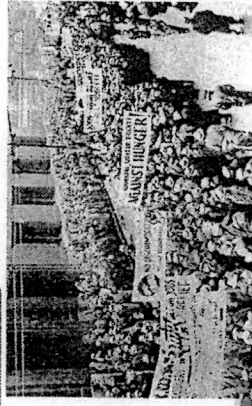
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September 1929

1932

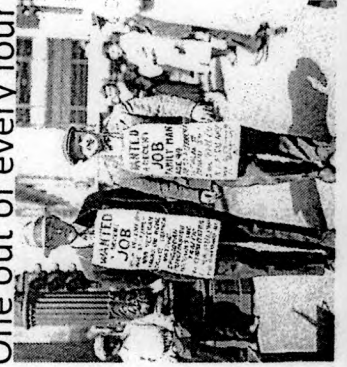
1936

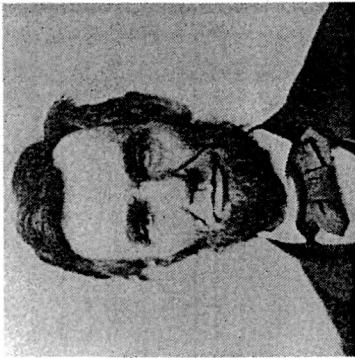
10,000 unemployed join hunger march



THE GREAT DEPRESSION

- 100,000 businesses had failed.
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"A house divided against itself cannot stand. *I believe* this government cannot endure permanently half slave and half free."

SLAVERY AND THE CIVIL WAR

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SLAVERY AND THE CIVIL WAR

4. The late 19th century



Abraham Lincoln was assassinated in 1865
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After Civil War, the United States became a leading industrial power

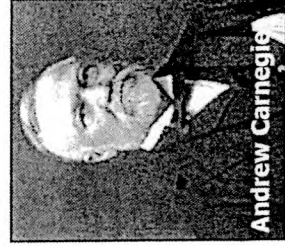
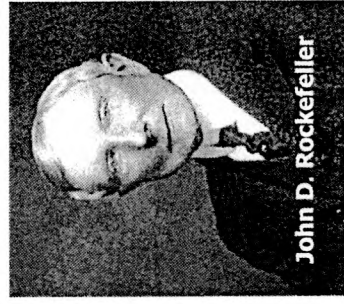
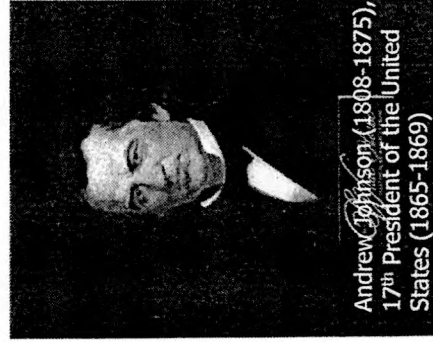
The late 19th century was a period of heavy immigration

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1959: Alaska and Hawaii became a state



The Late 19th century





FUN GAME TO REVIEW THE LESSON



References:

- www.pbs.org
- www.Wikipedia.org
- www.thebalance.com
- www.storyboardthat.com
- Whitehouse.gov
- [National Park Service \(nps.gov\)](http://National Park Service (nps.gov))



1. History of immigration to the United States

In 1607	The first successful English colony settled in Jamestown, Virginia.
In 1619	Africans began being imported as slaves.
Between 1820 and 1930	3.5 million British and 4.5 million Irish entered America.
Between 1850 and 1930	About 5 million Germans migrated to the United States.
Before 1845	Irish immigrants were Protestants.
After 1880	Transportation has grown, resulting in an extremely large wave of immigration.
1930-2000	In the early 1920s Congress changed the nation's basic policy about immigration. The bill was so limiting that the number of immigrants coming to the U.S.
	In 1996 The Illegal Immigration Reform and Immigration Responsibility Act (IIRIRA) was passed.

Trump's immigration policies center around eight areas

1. Restrict legal immigration
2. Complete the border wall with Mexico
3. Reduce the number of asylum seekers
4. Stop undocumented immigrants from receiving benefits
5. Deport immigrants who arrived in the United States as children. They are currently protected under the Deferred Action for Childhood Arrivals program
6. Restrict travel and visas from certain countries
7. Reduce the number of refugees
8. Review the H-1B visa program

2. Immigration policy of Donald Trump

- When Donald Trump was elected president, he made drastic changes in the US immigration policy, especially, immigration policies.
- Trump has repeatedly said that some illegal immigrants are criminals.
- The Trump administration embraced the Reforming American Immigration for a Strong Economy (RAISE) Act in August 2017.
- The RAISE Act seeks to reduce levels of legal immigration to the United States by 50% by halving the number of green cards issued.
- He imposed a "zero tolerance" policy to require the arrest of anyone caught illegally crossing the border.

Advantage and disadvantage

- Trump's policy caused a lot of controversy. It also creates advantages and disadvantages for the United States.

Fun Facts

BarackObamadotcom

Số 1 N. người tiếng Mỹ



TRANG CHỦ

VIDEO

DANH SÁCH PHÁT

CỘNG ĐỒNG

KÊNH

GIỚI THIỆU

ĐĂNG KÝ



Tất cả các hoạt động



BarackObamadotcom đã tải lên một video



Jon Carlson, Executive Director of Organizing for Action, Outlines Next Steps

BarackObamadotcom • 37 N. lượt xem • 7 ngày trước

Jon Carlson, Executive Director of Organizing for Action, outlines next steps for the grassroots organization. Learn more at <http://ofa.ly/obake>



BarackObamadotcom đã tải lên một video



The First Lady on the Launch of Organizing for Action

Fun Facts

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- The oldest and the wealthiest president.
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- He is the "new factor". During his presidency, he ordered a travel ban on citizens from several Muslim-majority countries, imposed import tariffs triggering a trade war with China and many more controversial policies.



6. John F. Kennedy (1917 – 1963) The 35th President



Related event: Cold war .

In office: 1961 – 1963 (1 term)

He is the youngest man elected to the White House and he is also the youngest President to die.

He could not finish his term because of his assassination which made headlines across the globe.

He served at the height of the Cold War.

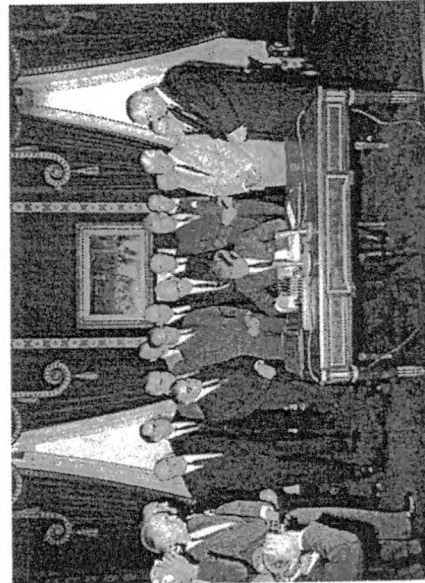
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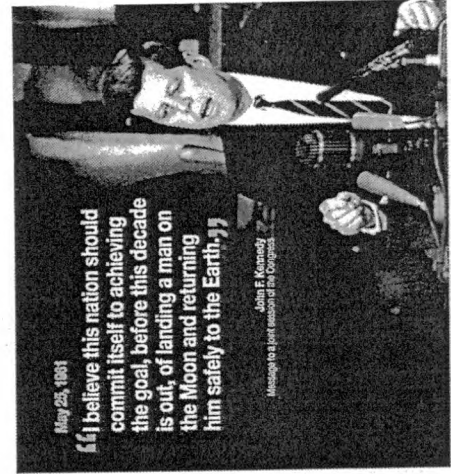


Fun facts

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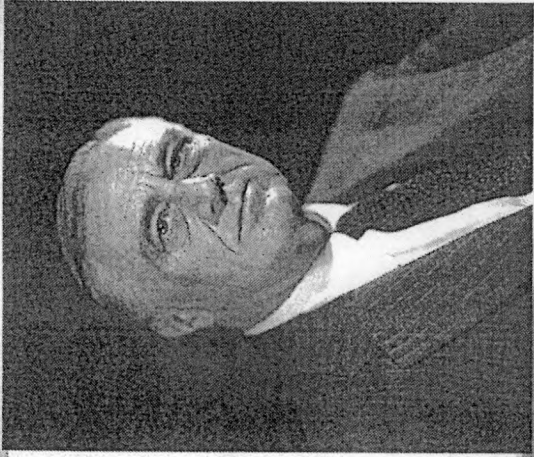
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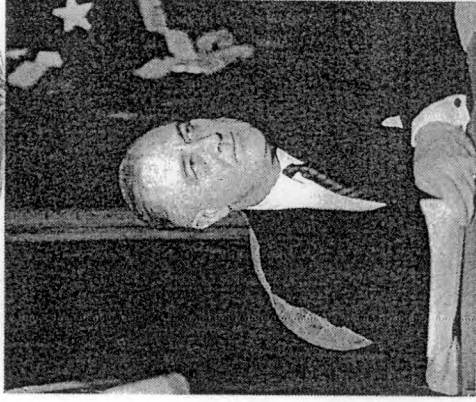
John F. Kennedy
Message to a post session of the Congress

WHO IS THE ONLY PRESIDENT TO SERVE THE LONGEST TERM IN US?



5. Franklin D. Roosevelt (1882 – 1945) The 32nd President

- In office: 1933 – 1945 (3 terms)
- Related event: The Great Depression (1929 – 1933)
- He was the only President who served for 4 terms.
- Franklin Roosevelt is powerful politician who makes both Barack Obama and Donald Trump have to admire.



Great achievements

Helped US overcome the Great Depression (29-33) through the Emergency Banking Act.



Great achievements

He led the allied coalition with Churchill and helped US gain victory in World War II.

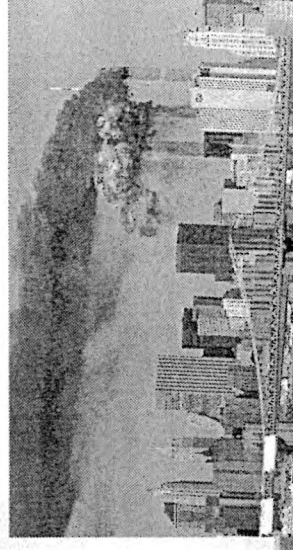


10. Decades of changes

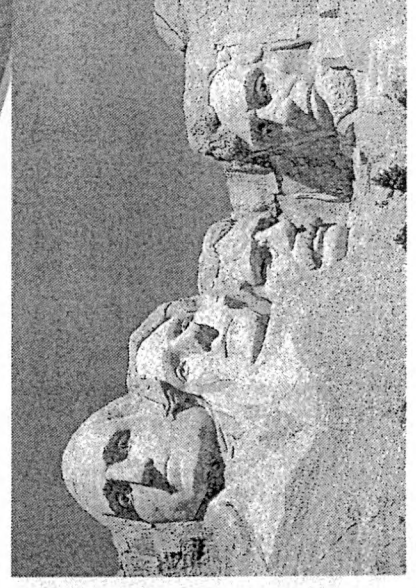
- In 1980: the Republicans gained a majority in the Senate, Ronald Reagan was elected president.
- In 1983 : US Economy entered into the periods of sustained growth.
- In 1988: Republican George Bush became president.
- By 1992 :the American voted for Bill Clinton.

11. Beginning of the 21st century

- September 11, 2001: terrorists carried out an attack in New York City and Washington, D.C.
- In 2001: USA faced an economic recession in which more than a million jobs were lost.



REMARKABLE PRESIDENTS



Mount Rushmore, Pennington, South Dakota. U.S.

WORK IN GROUPS

DISCUSS THE STAGES OF AMERICAN HISTORY
AND GIVE THEIR OPINIONS

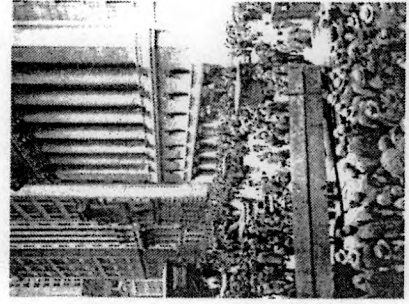
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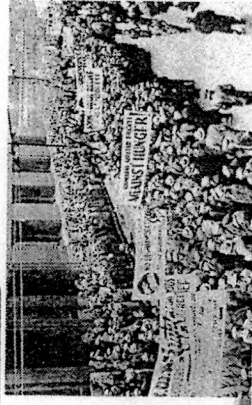
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September
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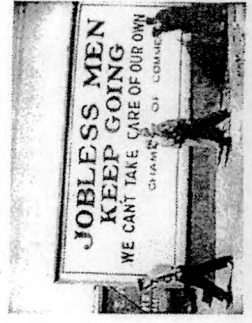
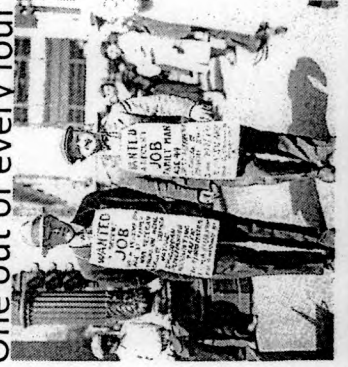
1936

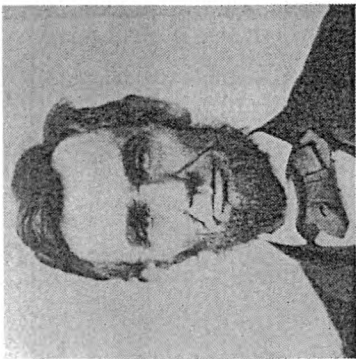
10.000
unemployed
join hunger
march



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4. The late 19th century



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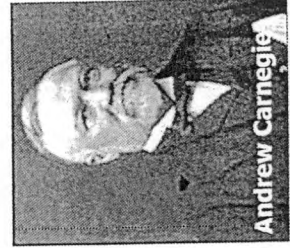
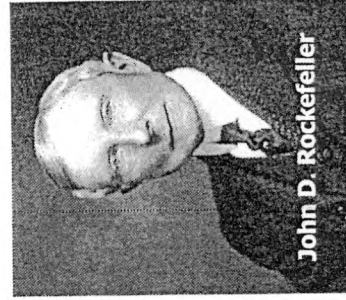
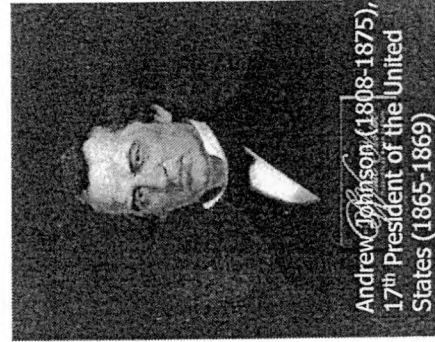
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The Late 19th century



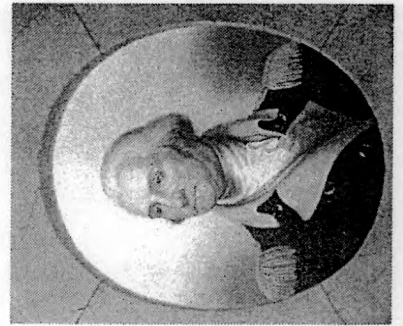
2. A new nation

- After 1783: the new nation controlled all of North America.
- In 1787, American leaders wrote the Constitution of the United States.



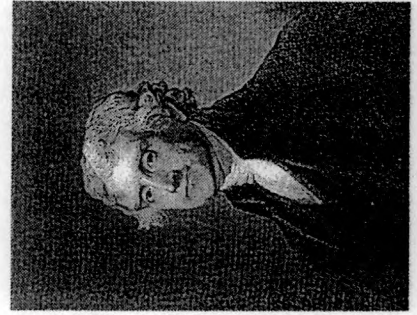
A new nation

George Washington favor a strong president & central government



JEFFERSON

PREFER TO ALLOT MORE POWER TO STATES (DECENTRALIZED GOVERNMENT)

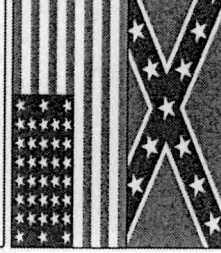


A NEW NATION

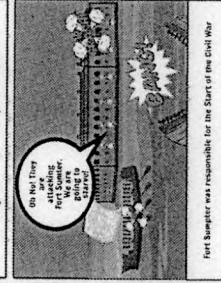
- Avoid central power >> **Government: three branches -- legislative (Congress), executive (the president and the federal agencies), and judicial (the federal courts)**

3. Slavery and the civil war

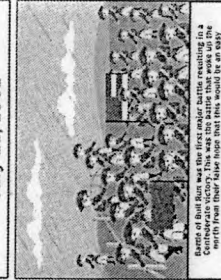
The Civil War Major Events Timeline



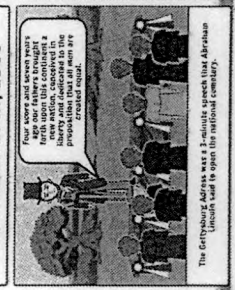
April 12-13, 1861



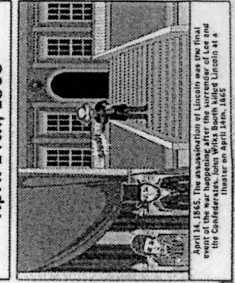
July 21, 1861



November 19th, 1863



April 14th, 1865



On April 9th the confederates surrendered resulting in the end of the war and the union winning.

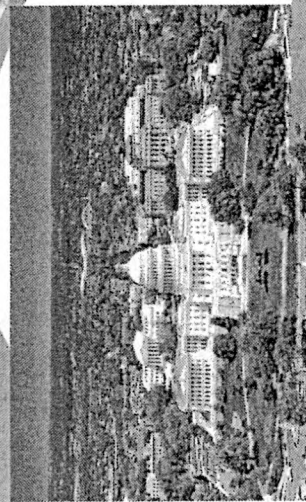




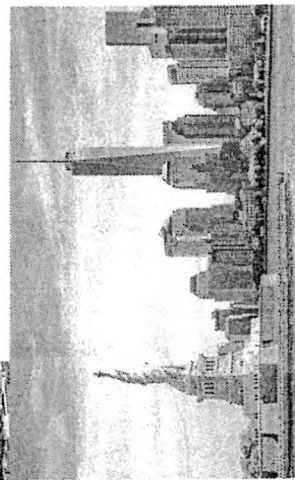
ACADEMY OF JOURNALISM AND COMMUNICATION
FACULTY OF FOREIGN LANGUAGES

Culture of United States

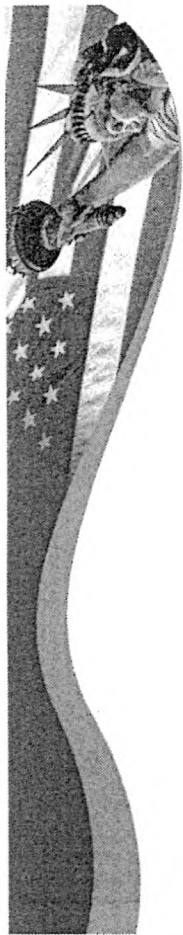
2021 - 2022



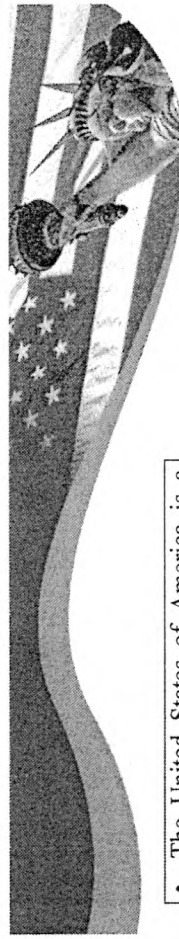
Washington DC



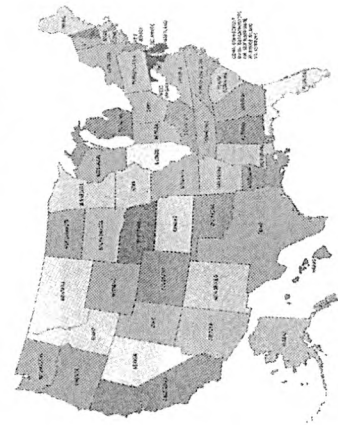
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Map of USA

WAR and PEACE

- 1914: World War I in Europe. Woodrow Wilson urged a policy of strict American neutrality.
- 1919: Failure of the Treaty of Versailles → American hostility to foreigners.

1919: a series of terrorist bombings produced the "Red Scare"

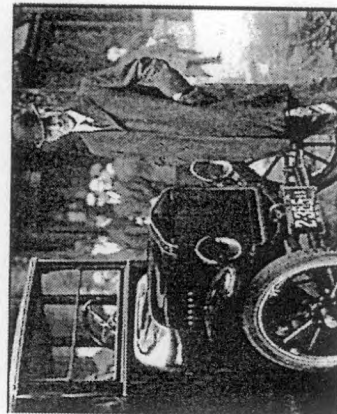


CLIPPING FROM THE CHICAGO TRIBUNE
—COPYED BY THE CHICAGO TRIBUNE

War & Peace



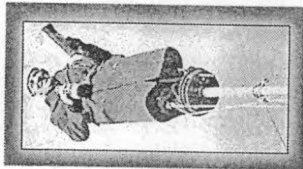
Woodrow Wilson (1856-1924),
28th president of the US



Henry Ford (1863-1937)
with a Model T in 1921

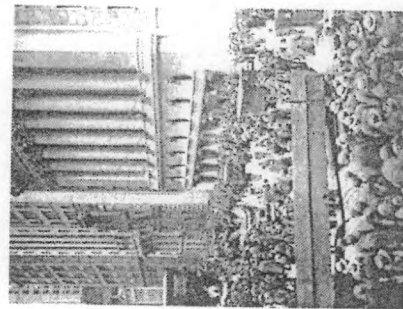
THE 1920S

- The age of Prohibition.
- The Roaring Twenties: the age of jazz and spectacular silent movies and such fads as flagpole-sitting and goldfish-swallowing.
- The golden years for big business, with booming markets for radios, home appliances, synthetic textiles, and plastics.
- Deep problem: bubble economy



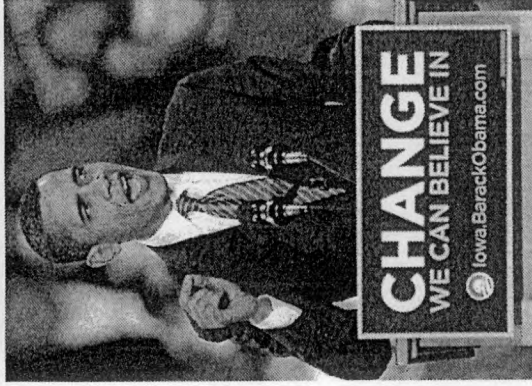
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A NEW CHANGE?

The 44th and current
President of the
United States



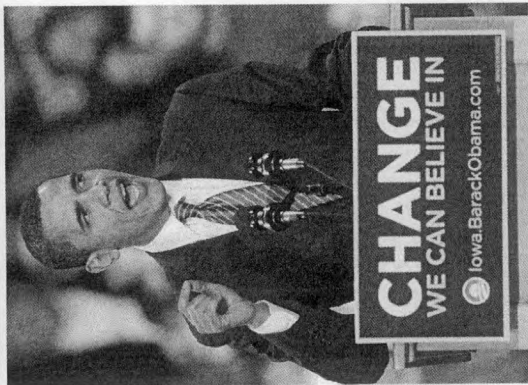
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- The oldest one & the most wealthy in the USA



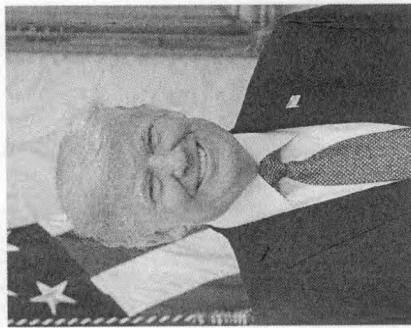
- <https://study.com/academy/lesson/the-old-world-and-new-world.html>

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