

English Course- Advanced Level

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Lecture 7

Lecture Outline:

Listening: Bullying

Reading: Octopus

**Grammar: Future forms: 'will', 'be going to' and
present continuous**

Speaking: Talk about a hobby or activity you enjoy.

Listening (Bullying)

Vocabulary and Sample Sentences

- **speak up** (*phrasal verb*): speak without fear or hesitation
 - People need to speak up against bullying when they see it happen.
- **bully** (*verb*): treat someone badly in action or words
 - Why do you always bully Brandon? He hasn't done anything to you.
- **tease** (*verb*): make fun of
 - Some of the kids in my class are always teasing my sister, and I can't get them to stop.
- **nasty** (*adjective*): terrible
 - I can't believe kids post such nasty messages on Facebook.
- **principal** (*noun*): manager or director of a school
 - The principal spoke to all of the kids at school about the problems of cyberbullying.
- **anxious** (*adjective*): nervous
 - Brittany feels very anxious about going to school these days.
- **improve** (*verb*): make better
 - If you want to improve the environment for kids at school, you have to speak out about the problems of bullying.

Listen to the recording and answer the questions.

<https://www.esl-lab.com/difficult/cyberbullying/>

1- What is the name of the girl?

Marsha

Megan

Michelle

2- She is a student in ____.

elementary school

junior high school

high school

3- The girl's teacher just thinks that she needs to _____ to make things better.

pay attention
speaking up in class
study quietly

4- Some of the students have been _____.

ignoring the girl at lunch
stealing the girl's books
making fun of her looks

5- What did some kids do on Facebook that hurt the girl's feelings?

They wrote some awful messages.

They deleted her as a friend.

They didn't invite her to a birthday party.

6- The girl's mother is planning on _____ to resolve the problem.

meeting with the school principal

contacting the local police

discussing the issue with a lawyer

Listening Script

Teacher: Hi. Welcome to parent-teacher Conference.

Parent: Thanks.

Teacher: So, what is your child's name?

Parent: It's Megan Jones.

Teacher: Megan. Uh, let's see. Oh yeah, Megan. Um, she missed the last couple of days. Has she been sick?

Parent: No, she's been having some problems with the other kids in your class, and . . .

Teacher: Well, you know, junior high school is a difficult time, but she just needs to **speak up** a little bit more in class. I think that . . .

Parent: No, it's . . . it's more than that. Some of the kids in your class have really been **bullying** her a lot.

Teacher: What do you mean?

Parent: Well, um, they've been **teasing** her a lot about her appearance, and then, the other day, you didn't help things [*What?*] Yeah, she said you made a comment about her clothes.

Teacher: W-what do you mean? I mean . . .

Parent: She said you commented on her shirt and jeans, like they were from the 1970s or something like that.

Teacher: Well I was just kind of joking a little bit with her.

Parent: Well, yeah, that's what you think, but other kids follow your example. In fact, one of the kids took a picture of her with their phone and posted it and had some real **nasty** comments on Facebook. It was terrible.

Teacher: Well, you know, kids can be kids.

Parent: No, don't you get it? This is bullying; it's cyberbullying, and adults like you are part of the problem. Forget it. I'm planning on discussing this with the **principal** tomorrow.

Teacher: Oh, wait, wait, wait. Um, uh, oh. I'm sorry if I hurt her feelings [*Yeah. You did!*], but . . .

Parent: I get sick and tired of people thinking that a little teasing is okay. Too many kids are killing themselves because they feel there's just no way to escape this.

Teacher: Okay. Well, I guess I need to be a little bit more careful, but, [*Yeah*] I mean . . .

Parent: Yeah, you do. I really hope I can get Megan to come to school tomorrow. She's been really, really **anxious** [*Wow.*] and depressed for some time, and your comments and those that the other kids made haven't helped.

Teacher: Wow. I'm really, I'm sorry. Um. Could you see if you can bring her to school tomorrow? Uh, I'd like to apologize and see what I can do to, maybe, **improve** the situation.

Parent: Thanks. I'd appreciate it. That would help.



Grammar

(Future forms: 'will', 'be going to' and present continuous)



will

**We use *will* to talk about spontaneous plans decided at the moment of speaking.
(quick decisions)**

I forgot my watch at home. I'll go back to bring it.

Oops, I forgot to phone Mum! I'll do it after dinner.

There's no milk. I'll buy some when I go to the shops.



going to

We use *going to* to talk about plans decided before the moment of speaking.

I'm going to phone Mum after dinner. I told her I'd call at 8 o'clock.

I'm going to wear my black dress tonight.

I'm going to go to the supermarket after work. What do we need?



Present continuous

We usually use the present continuous when the plan is an arrangement – already confirmed with at least one other person and we know the time and place.

I'm travelling to Paris next week.

I'm meeting Jane at 8 o'clock on Saturday.

We're having a party next Saturday. Would you like to come?

Exercise

Choose the correct answer

1- It's really hot in here. _____ a window.

- a- I'll open
- b- I'm opening

2- I've decided that _____ to my boss about the situation.

- a- I'll speak
- b- I'm going to speak

3- I would love to go out with you tomorrow but _____ dinner with James.

a- I'll have

b- I'm having

4- I want to do more with my free time. I know! I think _____ taking Mandarin lessons.

a- I'll start

b- I'm starting

5- I've paid for the course and _____ lessons next week.

a- I'll start

b- I'm starting

Reading (Octopus)

Read the following passage and choose the best answer

The octopus is a strange yet awesome creature of the sea. There are about 50 kinds of them. They range from 3 inches (7 centimeters) to 10 feet (3 meters) long. The larger ones can weigh at 70 pounds (32 kilograms).

Octopuses look and behave similarly. They all have 8 arms. Suckers run up and down each arm. The larger ones are quite strong. They can grab a full grown man and drag him down to the bottom of the sea.

The octopus is actually a predator in the sea, but not the one that hunts for people. It feeds on a variety of sea creatures, such as crabs. It generally drops down onto the seabed, trapping crabs. It hunts by shooting out a poison into the water to shock the crab and uses its beak to crack the shell of the crab and eat the meat. Apart from crabs, octopuses also eat other types of shellfish like abalone.

Octopuses swim and walk on the very ends of their arms like they're dancing. Their bodies move fluidly because they have no bones. They can hide on the rocks by changing their colors. When they are at risk, they shoot out a spray of purple ink and take off. And if they lose one of their arms, another one will grow back.

1. The larger octopuses can weigh up to.....

- a. 32 kilograms.
- b. 70 kilograms
- c. 10 pounds
- d. 50 pounds.

2. The pronoun “ they” in paragraph 2 refers to.....

- a. arms
- b. suckers
- c. men
- d. octopuses

3. The word “abalone” probably means.....

- a. a kind of octopus
- b. a kind of fish
- c. alone
- d. Crab

4. Paragraph 3 is mainly talking about theof octopuses.

- a. food
- b. risk
- c. poison
- d. water

5. The passage gives information about-----

- a. the best places to find octopuses.
- b. What octopuses look like.
- c. How many octopuses live in the ocean
- d. Why octopuses are strong creatures.

Speaking

(Talk about a hobby or activity you enjoy)

Talk about a hobby or activity you enjoy.

- What is the hobby/activity?
- When and how did you start doing it?
- What do you like about it?
- How does it benefit you or make you feel?



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Thank You

