Listening and reading comprehension in teaching teenagers

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Listening skills

- Using popular culture media (songs, TV shows)
- a great alternative to listening tasks - entertaining and fun.

Idea 1:

while listening to a song or TV show,

assign students **different words to listen for and keep track of** how often they hear these words.

e.g. reductions like gonna, wanna, hafta.

How many times can you hear:

Left side: *a miracle*

Right side: *I need*

A fragment of a song

The Chainsmokers - Don't Let Me Down (Audio) ft. Daya

https://www.youtube.com/watch?v=qMH0Xglh7GA (access date: 19.01.2017)

Let’s do it now

How many times can you hear ***‚I need’?***

Listen and count

pixabay.com

Fragment: until time 1:09

The Chainsmokers - Don't Let Me Down (Audio) ft. Daya
https://www.youtube.com/watch?v=qMH0Xglh7GA (access date: 19.01.2017)

Crashing, hit a wall

Right now I need a miracle

Hurry up now, I need a miracle

Stranded, reaching out

I call your name but you're not around

I say your name but you're not around

I need you, I need you, I need you right now

Yeah, I need you right now

So don't let me, don't let me, don't let me down

I think I'm losing my mind now

It's in my head, darling I hope

That you'll be here, when I need you the most

So don't let me, don't let me, don't let me down

Next task for students

Listen again

and **note down the sentences**

with ***I need***

Song

- **an opener** for classroom discussions
- played **to give an idea** of the situation or the lesson content
- boring exercises made **fun**

Tenses in songs: *Yesterday*

Option 1 – easy:

- print out the lyrics,
- play the song numerous times,
- get the students to underline

present and past tenses in different colours.

blue = past **green = present**

Yesterday all my troubles **seemed** so far away.
Now **it looks** as though **they're** here to stay.
Oh, **I believe** in yesterday.

Suddenly **I'm not** half the man **I used to be**.
There's a shadow hanging over me.
Oh, yesterday **came** suddenly.

Why she **had to go**, **I don't know**, she **wouldn't say**.
I said something wrong, now **I long** for yesterday.

The Beatles – Yesterday
https://www.youtube.com/watch?v=2uneYz201p0 (access date: 3.02.2017)

Tenses in songs: *Yesterday*
Option 2 - harder

Give the **choice** between the present and past tenses:

Yesterday all my troubles _____ so far away.

a) seem b) seemed

Now _____ as though _____here to stay.

a) it looks/they're b) it looked/they were

Oh, _____ in yesterday.

a) I believed b) I believe

Conditionals in songs

e.g. **Beyonce's 'If I Were A Boy'**
about the things she would do
if she was a boy just for one day.

Then students can say
what they could do for just one day.

fun and cool

e.g. **Katie Melua's ‚If You Were A Sailboat'**

Task 1. In pairs make a list of 5 good romantic songs.

Task 2. Match the words from column **A** with their meaning in column **B**.

A	B
to ring true	to hammer
to trail	a person who gives religious instruction
to nail	to be true
a preacher	reassuring, calming
fate	to cause to be released from prison
to spring	to give food
soothing	destiny
to feed	to chase

Task 3. The following sentences are not complete. Put the missing parts from the table into the correct spaces. Use your logic and grammar.

'If you were a sail boat' by Katie Melua

If you were a cowboy, ……..

If you were a piece of wood, ……....

If you were a sail boat, ……

If you were a river, ……..…

Songs: changing lyrics

Find 10 errors in the lyrics

First just listen, then listen and correct the words

‚Sing Me To Sleep'

by

Alan Walker

(look at your handouts)

key

- Wait a second, let me catch my breath
- Remind me how it feels to hear your voice
- Your lips are movin', I can't hear a thing
- Livin' life as if we had a choice
- Anywhere, anytime
- I would do anything for you
- Anything for you
- Yesterday got away
- Melodies stuck inside your head
- A song in every breath
- Sing me to sleep now
- Sing me to sleep
- Oh just sing me to sleep now?
- Sing me to sleep

‚Sing Me To Sleep' by Alan Walker
https://www.youtube.com/watch?v=2i2khp_npdE (access date: 3.02.2017)

Pre-listening

Guessing words you don't know

(70-80% of words should students know before listening)

Task 2. Match the words with their meanings.

1. glacier	a) strong metal outfit for knights
2. creature	b) a living being,like an animal, fish or bird.
3. predator	c) a mass of ice
4. stronghold	d) discover by chance
5. stumble upon sth	e) of the Middle Ages (from about the year 1100 to 1400)
6. armour	f) a wild animal that kills and eats other animals
7. medieval	g) a strongly defeated place; a place where a particular way of life is common

You're going to watch a programme which was broadcast on Animal Planet. On the basis of the words above, what do you think the programme will be about?

Task 3. Watch, listen and decide if the following statements are **TRUE** or **FALSE**.
(If they are false, explain why.)

https://www.youtube.com/watch?v=UovE4fMNwiQ[1]

Free teaching materials

published by RODN „WOM”

created by teachers

with answer keys

EN DE FR
alny Ośrodek Doskonalenia Nauczycieli "WOM" w Częstochowie
Aktualności
Oferta edukacyjna
Zasoby edukacyjne
Projekty
Konsultanci
Współpraca
Kontakt
Najnowsze wiadomości:
Konferencja „Skuteczny nauczyciel wychowawca w pracy z uczniem nadpobudliwym psychoruchowo"
Oferta wspomagania szkół/placówek – styczeń/luty 2016 r.
Przedłużony termin składania prac – Wojewódzki Konkurs Historyczny
Życzenia z okazji Świąt Bożego Narodzenia oraz nadchodzącego Nowego 2016 Roku
24 grudnia 2015 roku RODN „WOM" w Częstochowie będzie nieczynny
Konferencja „Matura z języka polskiego – bez tajemnic"
Rok Otwartej Szkoły z RODN „WOM" w Częstochowie – seminarium
Konferencja: Łatwe sposoby na trudne zachowania. Jak radzić sobie w sytuacjach trudnych wychowawczo
Konferencja „Uczeń ze specjalnymi potrzebami edukacyjnymi w świetlicy szkolnej. Nowatorskie metody i formy zajęć wspierających rozwój ucznia niepełnosprawnego"
Język niemiecki: Konkurs Plastyczno-Językowy dla uczniów szkół gimnazjalnych
Wyszukaj:
wpisz szukaną frazę ...
Idź
O nas:
Wydarzenia - Styczeń 2016

WOM CZĘSTOCHOWA

EN DE FR

Regionalny Ośrodek Doskonalenia Nauczycieli "WOM" w Częstochowie

Aktualności | Oferta edukacyjna | Zasoby edukacyjne | Projekty | Konsultanci | Współpraca | Kontakt

- Częstochowski Biuletyn Oświatowy
- Języki obce
- Liderzy WDN
- Materiały do pobrania
- Przykłady dobrej praktyki
- Wojewódzkie Konkursy Przedmiotowe

- Konferencja „Skuteczny nauczycie dpobudliwym psychoruchowo"
- Oferta wspomagania szkół/placów
- Przedłużony termin składania prac
- Życzenia z okazji Świąt Bożego Na go 2016 Roku
- 24 grudnia 2015 roku RODN „WOM" w Częstochowie będzie nieczynny
- Konferencja „Matura z języka polskiego – bez tajemnic"
- Rok Otwartej Szkoły z RODN „WOM" w Częstochowie – seminarium
- Konferencja: Łatwe sposoby na trudne zachowania. Jak radzić sobie w sytuacjach trudnych wychowawczo
- Konferencja „Uczeń ze specjalnymi potrzebami edukacyjnymi w świetlicy szkolnej. Nowatorskie metody i formy zajęć wspierających rozwój ucznia niepełnosprawnego"
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Wyszukaj:

wpisz szukaną frazę ... | Idź

O nas:

Wydarzenia - Styczeń 2016

Aktualności | Oferta edukacyjna | Zasoby edukacyjne | Projekty | Konsultanci | Współpraca | Kontakt

Strona główna › Zasoby edukacyjne

Języki obce

Serdecznie witamy na naszej podstronie nauczycieli języka angielskiego, francuskiego i niemieckiego.

Znajdziecie tutaj :
– dodatkowe materiały dydaktyczne dla nauczycieli (m.in. scenariusze lekcji, artykuły),
– informacje o ważnych wydarzeniach (m.in. bieżące formy doskonalenia zawodowego, konkursy itp.),
– prezentacje zrealizowanych wideokonferencji,
– inne przydatne linki.

Nauczycieli wszystkich języków zapraszamy do Aktualności.

Poniżej znajdują się odnośniki do materiałów przeznaczonych dla nauczycieli wybranych języków obcych:

J. angielski | J. niemiecki | J. francuski

Język angielski

- Aktualna oferta szkoleniowa styczeń/luty 2016
- Materiały dydaktyczne
- Materiały z wideokonferencji
- Scenariusze zajęć
- Egzaminy
- Przydatne linki

WOM CZĘSTOCHOWA

Materiały dydaktyczne

Przedszkole

Szkoła podstawowa

Gimnazjum i szkoła ponadgimnazjalna

Listening 4 by Marzanna Gromotowicz

Pobierz Posłuchaj

Reading 5 Urszula Rajczyk

Pobierz

Listening 3 by Beata Małoszyc

Pobierz

Listening and reading 5 by Urszula Rajczyk

Pobierz

Reading 3 by Beata Małoszyc

Pobierz

Reading 4 by Marzanna Gromotowicz

Pobierz

Listening by Anna Adrjanowicz-Noga

based on

Kelly Familiy's *An angel*

Pre-listening

1. Ask and answer:

a) What comes to your mind when you think about 'angels'? Which words or phrases can you associate with this term?

b) Do you believe in angels? Why?

c) If you had a chance to meet an angel, what would you ask one for?

2. Match the following words with their meanings:

1. a hive	a) following, running after
2. a paradise	b) a structure in which bees are kept
3. glued	c) a situation in which you feel worried or afraid
4. wish	d) joined together
5. a scare	e) a place or a situation that seems beautiful or perfect
6. chasing	f) would like it to be true

A lot of exercises

3. Listen to the song. Then say what it is about.

https://www.youtube.com/watch?v=AIGGVIkcyWU&feature=youtu.be&t=1

4. Listen to the song again and find 10 mistakes in the lyrics. Correct them.

An Angel (Kelly Family)	
I. I wish I had your pair of wings	**II.** And all the sweet honey from above
Had them last week in my dreams	Put it all over me sweet love
I was chasing dragonflies	And while you're flying around my mind
Till the sunrise broke my arms	Your honey kisses keep me fat
Tonight the moon has glued my eyes	I wish I had your pair of legs
Cause what they see's an angel hide	Just like last night in my dreams
I've got to touch that clearest sky	I was lost in paradise
And meet the angels in their hive	Wish I'd never opened my eyes

.....

Key

Before correction	After correction
I wish I had your pair of wings	I wish I had your pair of wings
Had them last **week** in my dreams	Had them last **night** in my dreams
I was chasing **dragonflies**	I was chasing **butterflies**
Till the sunrise broke my **arms**	Till the sunrise broke my **eyes**
Tonight the **moon** has glued my eyes	Tonight the **sky** has glued my eyes
Cause what they see's an angel **hide**	Cause what they see's an angel **hive**
I've got to touch that **clearest** sky	I've got to touch that **magic** sky
And meet the angels in their hive	And meet the angels in their hive

Kelly Family – An angel https://www.youtube.com/watch?v=AIGGVIkcyWU (access date: 3.02.2017)

5. Decide if the following sentences are true or false (T/F). Explain the false ones.

   a. I have always wanted to be an angel.
   b. I can't take my eyes off the sky now.
   c. The sunset stopped me from chasing butterflies.
   d. Your kisses made me hungry.
   e. I want to keep dreaming.

6. Write down from the song 4 examples of sentences with "I wish ....." and make suitable sentences with the second conditional.

e.g.

I wish I were you. If I were you, I would .....

.....

.....

7. Discuss in groups:

   a) Who is the addressee of the song?

   b) What emotions does the song evoke in you?

   c) Is the situation presented in the song possible to happen? Why?

Reading by Anna Adrjanowicz-Noga

Stressed out office workers

dream of outdoor life

Listening by Anna Golis

'All I want for Christmas'

1. Match the words and their meaning:

care about	to become reality
underneath	going to
ever	to feel that something is worth worrying about
come true	a plant with small white berries
gonna	under
keep on	close together
mistletoe	continue
stay awake to	at any time
tight	to become aware of sth

Listening by Anna Golis

2. Listen to the song and complete the sentences with **VERBS.** https://www.youtube.com/watch?v=yXQViqx6GMY I don't ..... a lot for Christmas, There ..... just one thing I ..... I don't .... the presents Underneath the Christmas tree. I just ..... you for my own, More than you ..... ever know ..... my wish come true, All I ..... for Christmas ..... you.	3. Complete the sentences with the missing **NOUNS.** I don't want a lot for Christmas, there is just one ..... I need. I don't care about the ..... underneath the Christmas ..... I don't need to hang my ..... there upon the ..... Santa Claus won't make me happy with a ..... on Christmas ..... I just want you for my own, more than you could ever know. Make my ..... come true, all I want for Christmas is you. You baby.

Listening by Anna Golis

4. Listen and **find 5 mistakes**.

I won't ask for much this Christmas, I won't even wish for snow.
I'm just gonna keep on sitting underneath the mistletoe.
I won't make a list and give it to the North Pole for Saint Nick.
I won't even stay awake to hear those funny reindeer click.
'Cause I just want you here tonight holding on to me so tight.
What else can I do, oh darling all I want for Christmas is you.
You baby.

5. Use the words from the song and complete the sentences about Christmas.

- Let’s get warm next to the …….
- It is a tradition to kiss somebody under the ……..
- Children’s ……. are full of sweets.
- Did you find something under the …… …….?
- Make a…….. and blow out the candles.
- How many …… pull Santa’s sleigh?

Answer key included

Reading by Anna Golis

The History of Christmas Trees

Discuss the topics:
- Why do people decorate a Christmas tree?
- What does the tree symbolize?
- Who 'invented' the Christmas tree?

1. Do you know the words? Match the words and their meaning.

Fir tree	świątynia
Solstice	jodła
Temple	kaznodzieja, pastor
Everlasting	przesilenie
Preacher	jadalny
Forester	nieustający

Comprehension exercises

Reading by Anna Golis

2. Are the sentences true or false?
The evergreen trees were associated with winter festivals.
Martin Luther believed that Jesus decorated the trees with stars.
The forester's son came back home late at Christmas Eve.
The branch of the fir tree was a gift from little Jesus.
The first Christmas tree decorations were made from wood.

Comprehension exercises

Reading by Anna Golis

3. Complete the sentences with words from the text.
The longest days are during the summer ……
When I look at this picture, it ……. me of your mother.
Christians believe that God lives in …….
To make ……. you need some flour, butter, honey, eggs and lots of spices.
They left the city, moved to the country and hired an old ……

Reading by Beata Małoszyc

About transport in London

Based on real-life adverts

issued by the Mayor of London

Reading by Beata Małoszyc

1. Answer the questions:

1. How do you usually travel to school?
2. How long does it take you to get to school?

2. Read the text about transport in London. Is the Zip Oyster photocard for adults or for children?

Transport for London

UNDER 18 TRAVEL

The cheapest way for children to travel is to use a Zip Oyster photocard.

With a Zip Oyster photocard:

- 16-17 year olds can travel at half adult-rate on all TfL services and most National Rail services in London
- 11-15 year olds can travel free on buses and trams and travel at half adult-rate on all other TfL services and most National Rail services in London
- 5-10 year olds can travel free on all TfL and most National Rail services in London

If you live in the UK, please allow a week for your application to be processed. If you live outside the UK, you need to apply at least 4 weeks before you arrive in London.

Mayor of London, 'Transport for London', https://tfl.gov.uk/fares-and-payments/travel-for-under-18s, (access date: December 8, 2016.)

Reading by Beata Małoszyc

3. True or False?

1. Using a Zip Oyster photocard is the cheapest way to travel for children.....
2. When you are 17 you don't have to pay for using TfL services. .....
3. When you are 13 you don't have to pay for travelling by tram. .....
4. If you live in Poland, you need to wait three weeks to get the Zip Oyster photocard.....

4. Work in pairs and answer the questions:

5. How much do you have to pay for public transport in your town?
6. Where can you buy the bus tickets in your town?
7. What is your favourite means of transport? Why?
8. How would you call a special travel photocard for children in your town?

Listening by Beata Małoszyc

Last Christmas by Wham!

Listening

Usłyszysz dwukrotnie pięć wypowiedzi uczniów. Dopasuj do każdej wypowiedzi (1.1. – 1.5.) odpowiadające jej treści zdanie wyrażające pogląd na temat używania telefonów komórkowych w szkole (A – G). Wpisz odpowiednią literę w każdą kratkę. Dwa zdania zostały podane dodatkowo i nie pasują do żadnej wypowiedzi.
Za każdą poprawną odpowiedź otrzymasz 1 punkt.

1.1	Speaker 1	
1.2	Speaker 2	
1.3	Speaker 3	
1.4	Speaker 4	
1.5	Speaker 5	

A. For the speaker the cell phone is not the problem.
B. The speaker doesn't use the cell phone in school because it is not allowed.
C. The speaker believes that banning cell phones is not going to curb cheating at school.
D. The speaker thinks that it is fair to ban the cell phones.
E. The speaker finds the cell useful in order to give or ask for information.
F. The speaker doesn't think imposing the ban is necessary.
G. In the speaker's opinion the cell phone ban is extremely good.

by Marzanna Gromotowicz

Gimnazjum i szkoła ponadgimnazjalna

Listening 1 by Anna Adrjanowicz-Noga

Pobierz

Reading 1 by Anna Adrjanowicz-Noga

Pobierz

Listening 4 by Marzanna Gromotowicz

Pobierz Posłuchaj

Reading by Marzanna Gromotowicz

- about discrimination and harassment on religious grounds

- gapfilling task – sentenses missing
- 2 distractors
- students learn to decide how to connect fragments, e.g. on the basis of their knowledge of discourse markers, pronouns, etc.

Is American football popular in Poland?

What’s the difference between
American football and European football?

Listening & reading
by Urszula Rajczyk

- about American football team from Białystok

Reading by Urszula Rajczyk

- On the basis of a Christmas card received from Macmillan Publishers.

- Students must **complete Christmas Wishes**
- One gap stands for one letter

Christmas wishes
- fragment

Love, 1) Wh_ _ _ Christmas

Happiness, 2) He_ _ _ _

True and Loyal 3) Fr_ _ _ _ _ , Satisfaction,

Wealth, Delicious Christmas Eve 4) Su_ _ _ _,

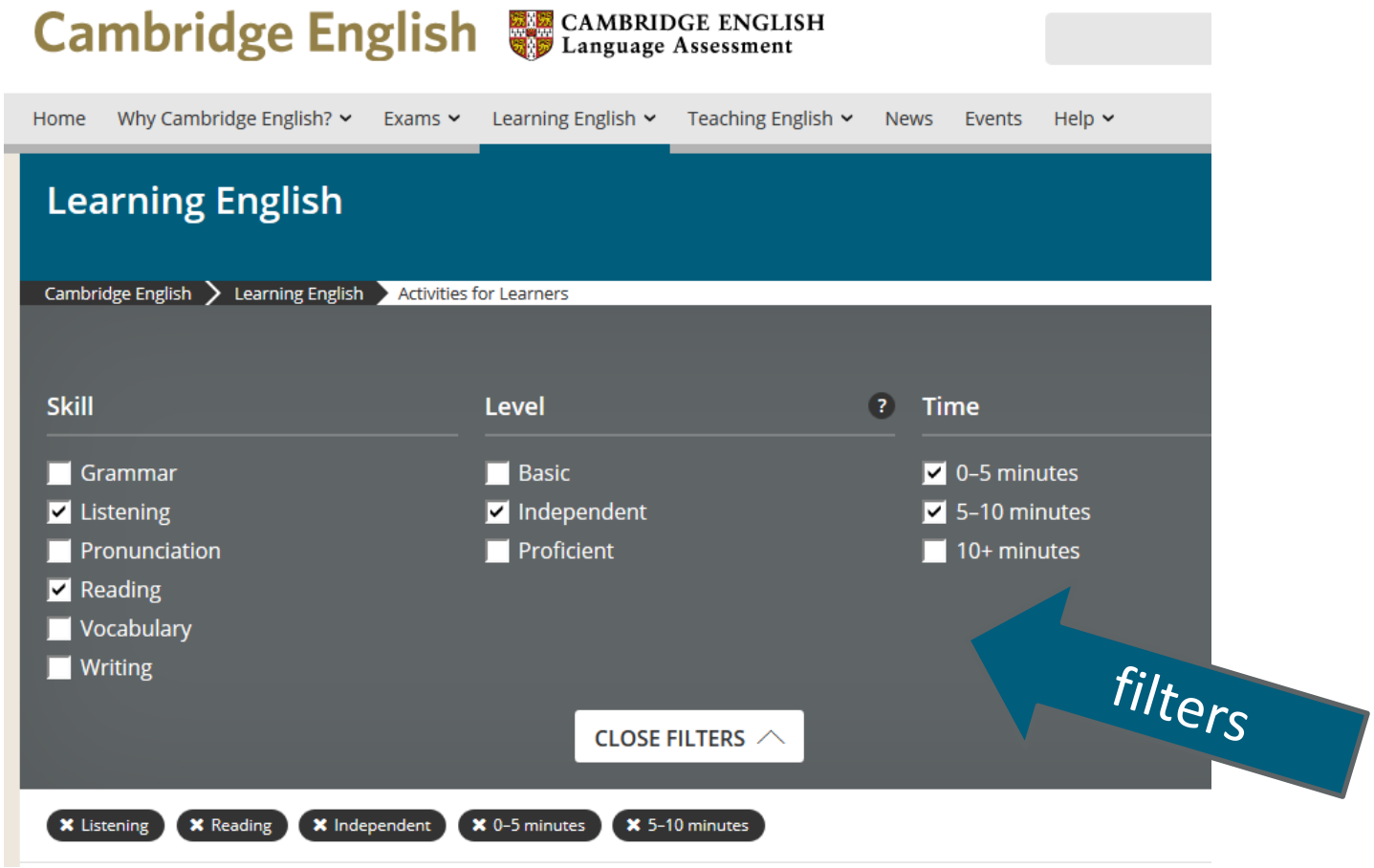
Great 5) Ho_ _ _ _ _ _,

Loads of Joyful 6) Su_ _ _ _ _ _ _

Would you like to publish
your own teaching materials?

lipska@womczest.edu.pl

Free online materials



http://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=writing&level=proficient&time=05-10-mins&rows=12 (access date: 20.01.2017)

We found **25** activities for you

Independent

Quit, quite and quiet

In this listening and vocabulary activity you will learn about three little words that are often confused - quit, quite and quiet.

B1-B2 | **0–5** minutes

Independent

Theatre review

A presenter on a radio programme is talking about a new play. Listen to the review and practise listening for gist or the general idea.

B1-B2 | **5–10** minutes

Independent

Discussing a band

Two radio DJs are talking about a band. Practise your general understanding by listening to them talk and answering some multiple-choice questions.

B1-B2 | **5–10** minutes

Independent

Being an adult

Independent

Syllable stress

Independent

Learning about archery

Nice for

example

Independent

Arranging to meet

Read the conversation between Dave and Jane, who are planning to meet. Answer the True/False questions to practise reading for detail.

B1-B2 | **5–10** minutes

True or false? Read Jane and Dave's conversation again to check.

They both live in London.

True

False

VIEW TEXT

CHECK ANSWER

View text

Conversation

Jane: Hi Dave! It's Jane Cooper. Remember me from our company's international sales conference in Berlin earlier this month?
Dave: Yes, of course! What a surprise! It's lovely to hear from you.
Jane: Thanks. Well, I'm flying into London for the weekend and wondered if you fancied meeting up?
Dave: I certainly would! In fact, I've got tickets to see a new play on Saturday night. What about having dinner first somewhere and then going to the performance together?
Jane: Brilliant! Let me know when and where to be. I'm staying at the White Bear Hotel on Baker Street, which is nice and central.
Dave: Yes, I know it. Well, I can pick you up just before 6. We can go to a fabulous Asian restaurant I know.
Jane: Sounds wonderful!

Dictation

dictationsonline.com

Native speaker dictations, free online

Choose your English dictation below. You'll hear it read four times :

- first, the whole passage is read at normal speed for you to listen for gist;
- second, each phrase is read slowly twice, with punctuation, as you write;
- then the whole passage is read again for you to check your work;
- finally, the written text is shown - count your mistakes.

Allow up to 20 seconds for pages to load, but don't click until you're ready to write!

Language	Level	Title	Duration (seconds)
English	Elementary *Cambridge KET ALTE 1*	1 Students	18
		2 Introductions	10
		3 Numbers	24
		4 Whose?	9
		5 Names and Numbers	34
		6 A Timetable	28
		7 A Form	10
		8 A Friend 1	12
		9 A Friend 2	13
		10 A Friend 3	11
	Pre-Intermediate *Cambridge PET Toefl 400 ALTE 2*	1 My Cat Trotsky	19
		2 Strange Food (Anonymous)	09
		3 Tears and Laughs (Samuel Beckett)	13
		4 More Beckett	18
		5 Numbers	27
		6 That man	9
		7 Charlie & the Chocolate Factory (Roald Dahl)	18
		8 East of Eden (John Steinbeck)	22
		9 The Unicorn (James Thurber)	28
		10 A Tale of Two Cities (Charles Dickens)	22
		11 Describing Self 1	19
		12 Describing Self 2	14
		13 Describing Self 3	15
		14 The Cemetery	16
		15 My Two Friends	18
		16 Routine	24
	Intermediate *Cambridge FCE Toefl 500*	1 The Wolf (James Thurber)	24
		2 Pooh (A A Milne)	23
		3 1984 (George Orwell)	20

dictation

http://www.fonetiks.org/dictations/ (access date: 3.02.2017)

fonetiks.org

Graded Dictations

English > Intermediate> 1 > First Reading

Don't write. Just listen.

Vocabulary :

nightcap = a hat for sleeping

nightgown = a dress for sleeping

wolf = like a very big dog

automatic pistol = a gun

When you are ready to start writing, click here.

Stand up/sit down

Working on individual sounds:

- give students a target sound and then read a text out loud that contains examples of this sound.
- example: the /æ/ sound

I met a man on the bus with a big map and a small bag.

When students hear this sound for the first time, they stand up.

When they hear it again, they sit down, etc.

Stand up/sit down

Read slowly enough

for them to have time

to stand up or sit down.

It gets them out of their seats!

Reading

https://www.usingenglish.com/ (access date: 3.02.2017)

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Reading Comprehension
Language Polls

English Reference
English Idioms
English Phrasal Verbs
English Irregular Verbs
Grammar Glossary

Reading Comprehension Exercises

A growing collection of English reading comprehension exercises, including multiple-choice and cloze / gap fill exercises. Select from the subjects below, or browse by level: beginner, intermediate or advanced.

AdChoices Test Exam Sample Test Exercises

Business English

Intermediate

- Airbus crisis over *(Multiple Choice & True/False)*
- Biofuels and the Environment *(Multiple Choice & True/False)*
- Child Labour *(Multiple Choice & True/False)*
- Neither a Borrower nor a Lender Be *(Multiple Choice & True/False)*
- Profit & Loss *(Multiple Choice & True/False)*
- Restaurant Income and Expenditure *(Multiple Choice & True/False)*
- The Banker to the Poor *(Multiple Choice & True/False)*
- UK Current Account Record *(Multiple Choice & True/False)*

Culture & Travel

Beginner

- Indian Drummers *(Cloze / Gap Fill)*
- Japan's most famous dog *(Multiple Choice & True/False)*
- Jungle girl found *(Cloze / Gap Fill)*

Intermediate

- Angkor Wat *(Multiple Choice & True/False)*
- Papua New Guinea Reconciliation *(Multiple Choice & True/False)*
- Wole Soyinka *(Cloze / Gap Fill)*

Advanced

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Bully for you

AdChoices Reading Bully Facts Cyber Bully

Instructions: Read through the text below, answer the questions that follow, then click on '**Grade Me!**' to view your score.

Bully for you

The makers of a controversial computer game about bullying have decided to go ahead and launch it despite calls for it to be banned. In the game, players take on the role of a new students at a school and have to fight the bullies, by punching them or hitting them with a baseball bat.

Critics have said that the game encourages violence, but the makers deny this and say that, while there is violence in the game, it is just an amusing look at school life, besides which, the violence in the game is directed against the bullies to protect pupils who are being bullied. The makers also say that players will learn to stand up to bullies.

A British politician, a former minister, has called for it to be banned as it might affect the way young people perceive violence.

Anti-bullying charities have said that the game might make people respond violently to bullies, which might make things more complicated and result in injuries.

Comprehension Questions

Q1 - The makers of the computer game decided not to release it.
◉True ○False

Q2 - In the game, the player takes on the role of a bully.
◉True ○False

Q3 - The game is set in a university.

Information

Type: Multiple Choice & True/False

Level: Intermediate

Category: Technology

Questions: 10

Summary: This text is similar to the Cambridge ESOL Preliminary English Test (PET) Reading part 3, where you have ten questions and have to say if they are correct or incorrect.

Text Statistics

Analyse Text

Rozwiąż problemy z kompute

Comprehension Questions

Q1 - The makers of the computer game decided not to release it.
◉ True ○ False

Q2 - In the game, the player takes on the role of a bully.
◉ True ○ False

Q3 - The game is set in a university.
◉ True ○ False

Q4 - Everyone agrees that the game encourages violence.
◉ True ○ False

Q5 - A British politician has spoken in favour of the game.
◉ True ○ False

Q6 - The politician used to be a minister.
◉ True ○ False

Q7 - The politician thinks it might make young people look at violence differently.
◉ True ○ False

Q8 - The anti-bullying charity thinks the game is good because it might make pupils stand up to bullies.
◉ True ○ False

Q9 - The anti-bullying charity thinks that people might get hurt because of this game.
◉ True ○ False

Q10 - The makers of the game have changed the contents before releasing it in the UK.
◉ True ○ False

Grade Me!

Home > Testing > Comprehension > Bully for you > Results

Comprehension Exercise Results

"Bully for you"

The questions you got wrong:	**1: The makers of the computer game decided not to release it.** **2: In the game, the player takes on the role of a bully.** **3: The game is set in a university.** **4: Everyone agrees that the game encourages violence.** **5: A British politician has spoken in favour of the game.** **8: The anti-bullying charity thinks the game is good because it might make pupils stand up to bullies.** **10: The makers of the game have changed the contents before releasing it in the UK.**
Grade in percentage:	**30.00 %**
# of questions you got right:	3 / 10 Correct

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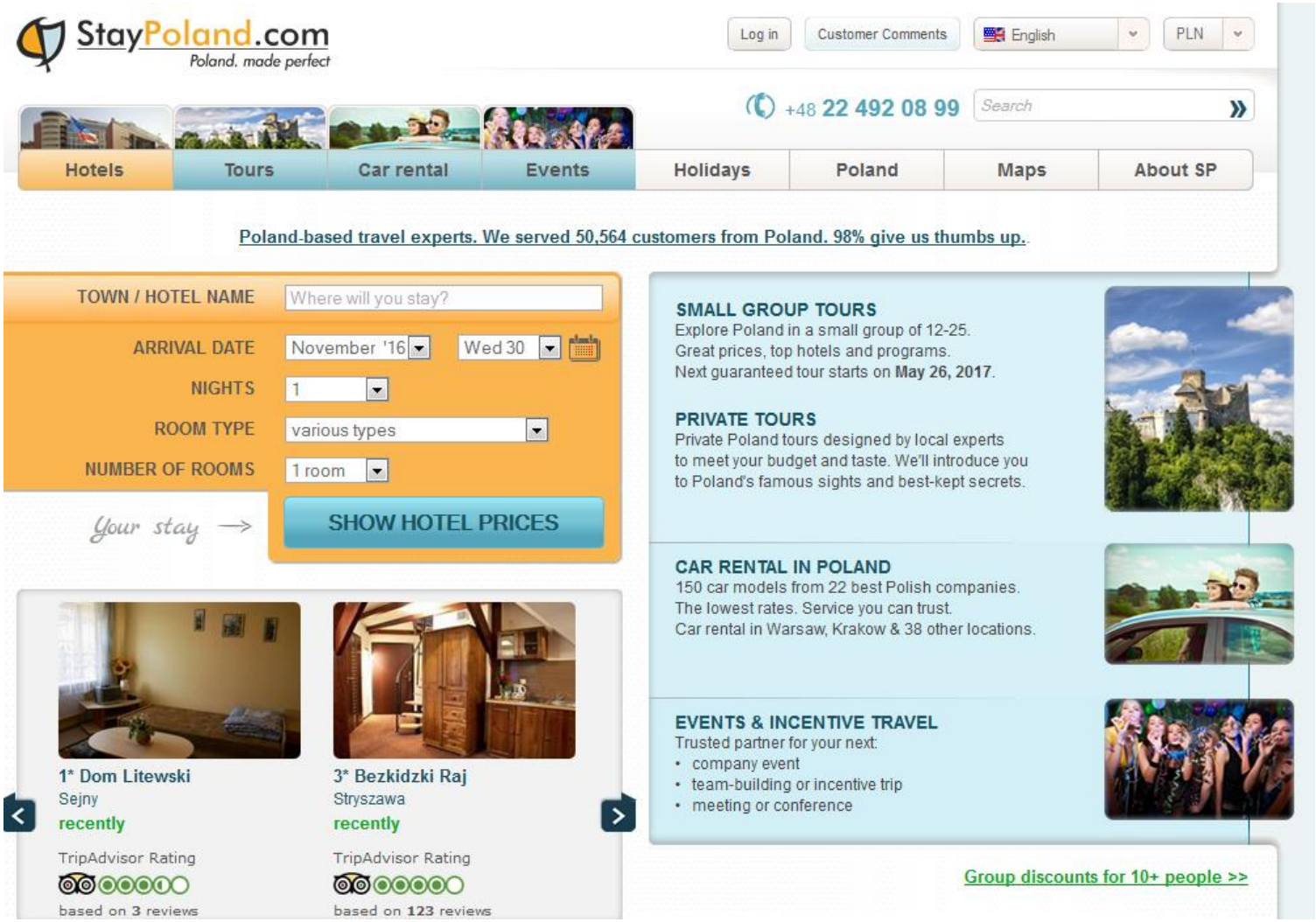

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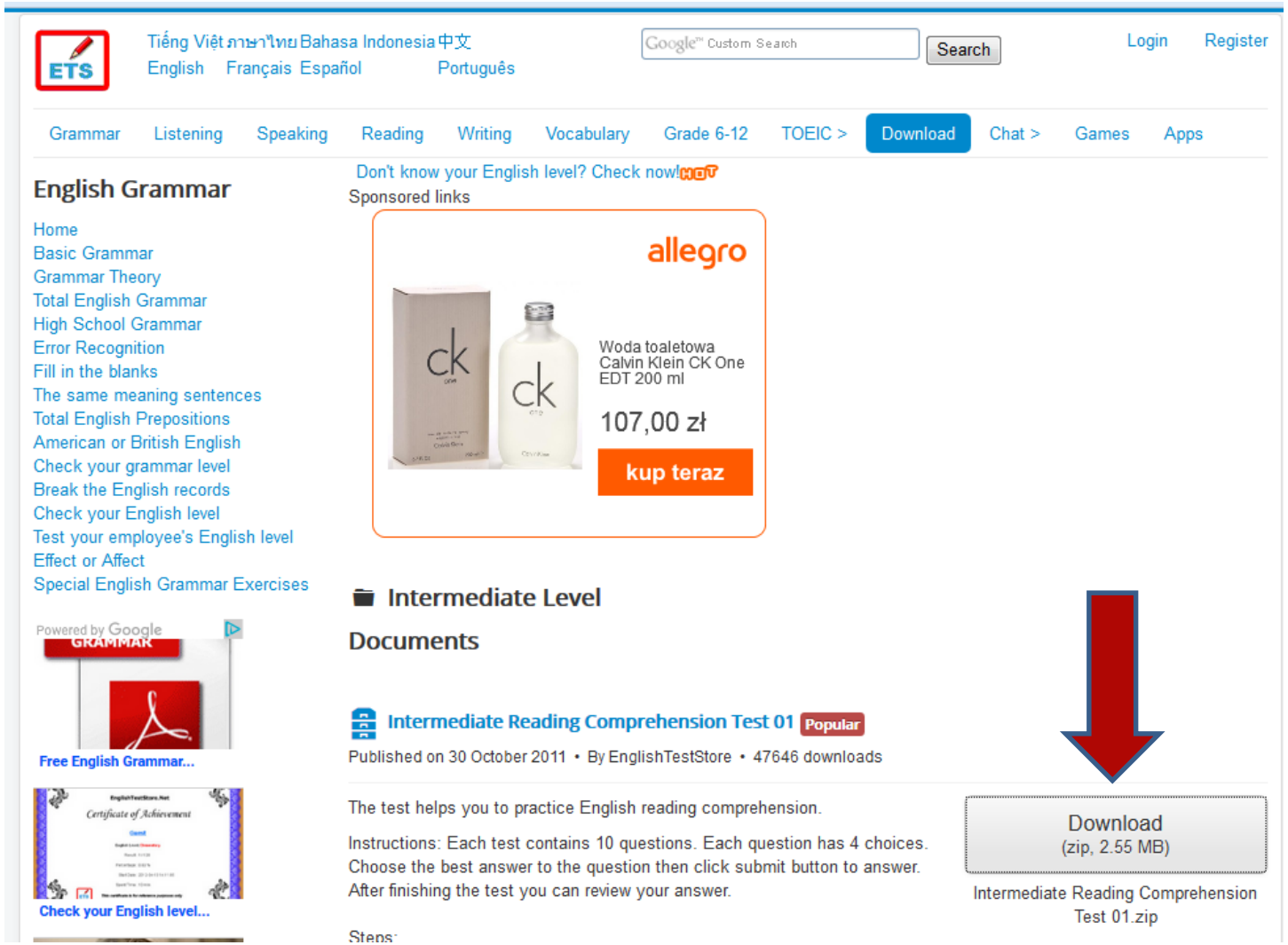
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Question 1 of 5 \ Multiple Choice \ 10

The Nobel prizes, awarded annually for distinguished work in chemistry, physics, physiology or medicine, literature, and international peace, were made available by a fund bequeathed for that purpose by Swedish philanthropist, Alfred Bernhard Nobel.

The prizes, awarded since 1901, are administered by the Nobel Foundation in Stockholm. In 1969, a prize for economics endowed by the Central Bank of Sweden was added. Candidates for the prizes must be nominated in writing by a qualified authority in the field of competition. Candidates are judged by Swedish and Norwegian academies and institutes on the basis of their contribution to mankind. The awards are usually presented in Stockholm on December 10, with the king of Sweden officiating, an appropriate tribute to Alfred Nobel on the anniversary of his death. Each prize includes a gold medal, a diploma, and a cash award about one million dollars.

Question 1: What does this passage mainly discuss?

- Great contributions to mankind
- Alfred Bernhard Nobel
- The Nobel prizes
- Swedish philanthropy

Outline...

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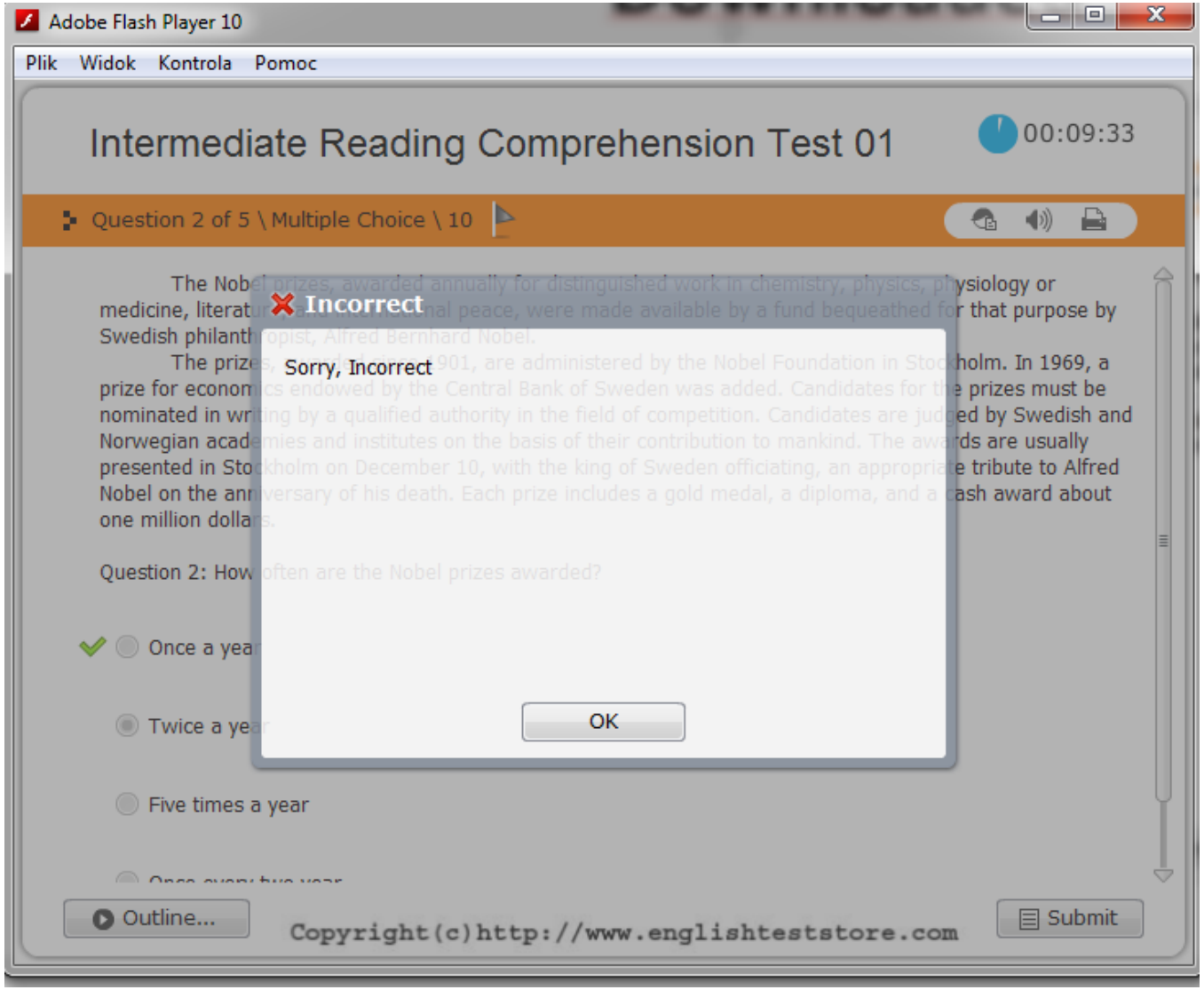

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J. angielski | J. niemiecki | J. francuski

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