

# CHECKING YEAR 3 PROGRAMME

## CHECK YOUR LANGUAGE

1. Read this short text and do a, b, c below.

a) Fill in the blanks with the right form or tense of the bracketed words.

Thousands of pupils are off school as two contagious illnesses sweep the country. More than 20 schools closed yesterday after the **(to break out)** ..... of Norovirus, also **(to know)** ..... as the winter vomiting Bug, and Flu. The West Midlands have been the worst **(to affect)** ..... so far. The bugs tend to clear up within 48 hours but parents have been advised **(to keep)** ..... their children at home. The head of a primary school said : "I **(to be)** ..... head of this school for 21 years now and I **(never / have to)** ..... shut for **(ill)**..... before.

We **(to start)** ..... on Monday with 119 pupils off sick. Today we are up to 135, so we have decided, after **(to advise)** ..... that we should close." Doctors say that the **(good)** .....treatment is to stay at home and rest, drink plenty of liquids and take paracetamol.

b) Find in the paragraph above words related to illness



c) Report the utterance of the primary school head. Start as shown.

The head said he.....  
 .....

2. Fill in the blanks with 10 words from the box below .

as – carer – for – piles – would – longer – although – bathe – sloppy– will - boil

I left home at seventeen and, by the time I'd met India Jane, I'd been looking after myself for years. So doing it for her ..... well wasn't a big deal. When I was a kid, my mum did all the housework and my dad could barely ..... an egg. That suited them, but I never wanted that imbalance in my relationship. ....we both have full-time jobs, India Jane earns more than me and works ..... hours, so it made sense I'd be Milo's (our son) main ..... . On average day, I get him up, change him and give him breakfast, then pass him to I J in bed while I shower. Then I dress him and drop him at the childminder on the way to work. In the evening I pick him up, play with him, ..... him and feed him, and then one of us puts him to bed. After that, I'll cool and wash up. I J refuses to do it, and I hate looking at ..... of dirty dishes. I wouldn't say IJ is lazy or ....., she deals with the bills, cleans the bathroom and irons. If we had more money and one of us could stop work, it would be preferable, but it doesn't bother me much. My mates just think we've got a really modern set-up.

**3. The following words are hidden in the square. Find them.**

You can move from one letter to another in any direction.

quiver - bereave - cherish - exert - barge - strive - whip - hiking - pea - strain - elite - ethics - sow - join - fee - bin - slate - weed - run - liver - north.

Example: FEE (line4)

W	O	S	Q	U	I	V	E	R	F
E	A	B	S	C	I	H	T	E	O
C	H	E	R	I	S	H	F	T	D
N	U	R	S	E	E	F	H	B	E
I	P	E	A	S	T	R	I	V	E
A	B	A	R	G	E	F	K	T	W
R	E	V	I	L	J	O	I	N	L
T	R	E	X	E	T	L	N	O	B
S	L	A	T	E	E	E	G	U	I
I	P	I	H	W	H	T	R	O	N

**4. Put the words under the correct prefix.**

worked - reachable - being - literacy- ability- burdened - conduct - fathomable - obedient - patient - pay - mortal - judgement - assurance - mannered - legal.

re-	over-	mis-	well-	il-	im-	un-	dis-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

**5. Complete the unfinished words. You are given the first letter.**

Each dot stands for a letter.

.... Amy kept on pushing the boundaries further and further, asking to go out m - - - often and s - - - out later. Sheila, her mum, found this hard to c - - - with and usually reacted badly. This resulted in h - - - rows, with Amy storming out and slamming the door. Sheila attended a Parentline workshop and knew a - - - - the three point plan known as the ACT technique. A is for the adult. Sheila was encouraged to c - - - - - how she was feeling and what her needs were, i - - - - - of jumping in and saying no s - - - - - away whenever Amy asked if she could do something. Sheila realized she was feeling a - - - - - about Amy's safety and about negotiating something w - - - - - a big argument.

C is for the child. After talking it t - - - - - with other parents, Sheila accepted that Amy was probably feeling c - - - - - about looking silly in front of her friends if she had to leave e - - - or was collected from the door by Mum. T is for tools to d - - - with conflict. Sheila discussed how Amy and she could reach a happy compromise, by being prepared to understand each other's wants and needs.

**6. Sort out the following words. Put each one under the appropriate heading.**

gene – looters – bachelor – enrolment – eruption –parenting – hiking – transgenic – depression – misconduct – date – dog sledge riding – insemination – buffet – surgery – resort – sandstorm – graduation – overalls – typhoon .

Leisure	Education	Family relationships	Science and Technology	Nature

**7. Circle the correct alternative.**

This is what a successful career woman says: The best advice I've ever got is to set goals and believe I can achieve them. That came from my parents when I was fairly young.

My mother became a widow at the age of 34 with 4 children to **(rise – raise – arise)**. She didn't finish college **(therefore – but – and)** all of us attended schools. She did this when there was **(plenty – any - a lot of)** turbulence in our society. We lived in an African-American, rather **(depressing – depressive – depressed)** community. It didn't stop her. She made it **(clearly – unclear – clear)** to us that we were headed for bigger things.

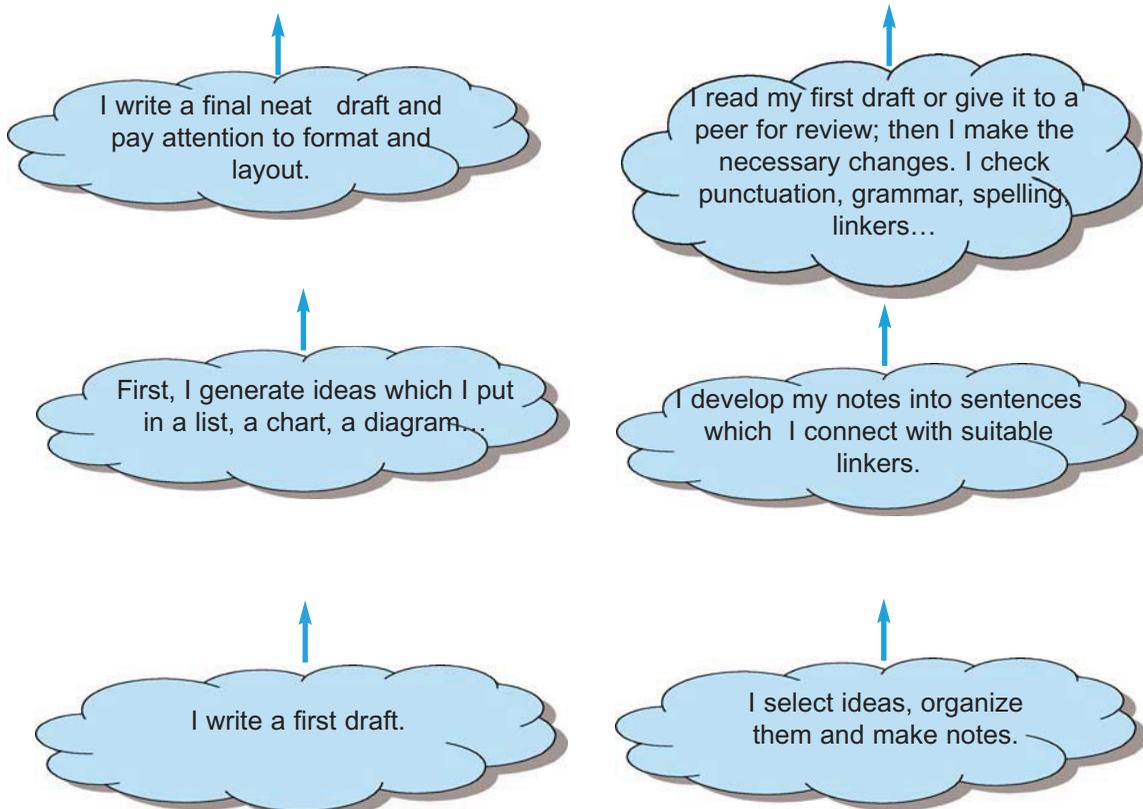
Now I'm the mother of three sons and I think women who juggle high **(powered – powering –powerful)** careers and family recognize that it does take hard work and determination and organization and prioritization. All of those are good things. It also **(inquires – requires – acquires)** a lot of family support because there are times when you've got a one-body problem. You can only be in one place at one time.

## CHECK YOUR WRITING SKILL

### THE WRITING PROCESS: Step by Step

**A.** These are the different steps of the writing process in a scrambled order. Reorder them then match each step with the corresponding description in the bubble .

Revising - Editing - Organizing ideas - Finalizing - Generating ideas - Peer review - Writing a first draft.



**B.** Use the information provided below to write an article for your school magazine about the integration of the children with special needs - as stated in the **2002 Education Act**.

## Follow each of the steps of the writing process.

- a) Plan - be -carried out - integrate children - special needs.
- b) This – include – adopt - approaches - suitable - learning requirements - special assistance - technical support - health care –
- c) Identifying – diagnosing – handicaps - parent counselling - guidance.
- d) Media - communication strategies - change attitudes - behaviour - all - parties - educational system - in favour – integrating - handicapped children - schools.”

**Step 1 :** Develop the notes provided into sentences.

**Step 2 :** Use suitable connectors to link your sentences.

**Step 3 :** Exchange your work with a classmate for peer correction. Use the correction code provided below.

**Step 4 :** Once you get your draft back, revise it, making the necessary changes.

**Step 5 :** Edit your final draft and show it to your teacher for a final check before you put it in your **PORTFOLIO**.

### Correction Code

- V** → Vocabulary mistake or misused word
- G** → Grammar mistake
- S** → Spelling mistake
- P** → Punctuation(wrong punctuation mark)
- C** → Capitalization
- W.L** → Wrong Linker
- W.O.** → Word Order
- √** → Something missing in the sentence

# INTRODUCTORY UNIT

## FIRST IMPRESSIONS

## UNIT OUTLINE

Title	Constructing meaning	Communicating	Linguistic Exponents	Pronunciation
<b>First Impressions Learning Quiz</b>	Using dictionaries Reading an ad	<b>Speaking :</b> Answering a questionnaire		
<b>Check Some Synonyms AND Antonyms Check Your Definitions</b>	Reading definitions		Phrasal verbs Idioms Collocations	
<b>Get to know your book Digital Language Pal</b>	Checking one's reading speed			
<b>Englishman in New York</b>	Reading the lyrics of a song Reading figures		A million + noun A billion + noun A trillion + noun	
<b>English Around the World Webquest American and British English</b>	Reading a text Accessing an online dictionary to check spelling			
<b>How good are you at Pronunciation ?</b>				Pronouncing [ch] Homophones
<b>Recognising Text Types</b>				
<b>Cultures and Languages</b>				

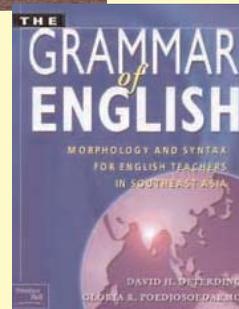
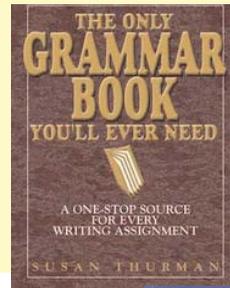
## First Impressions

### LEARNING QUIZ

Think about your own learning of English. Answer the questions below.

1. What helps you learn best?
2. What are some of the things that YOU think are useful for you?
3. What are the things that you don't like? Why not?
4. Which learning aids do you use? Put a tick where appropriate.

- a) Grammar books
- b) Videos
- c) Cassettes
- d) CDs
- e) Workbooks
- f) Vocabulary lists
- g) Pronunciation dictionaries
- h) Monolingual dictionaries
- i) English – Arabic dictionaries
- j) English – French dictionaries



5. There are other types of dictionaries. Here are some pages from a thesaurus (A), a dictionary of synonyms and antonyms (B) and a usual dictionary (C). Read the information provided carefully then answer the question below.

**tale** n account, fable, legend, narration, novel, parable, recital, rehearsal, relation, romance, story, yarn, catalogue, count, enumeration, numbering, reckoning, tally.

**talent** n ability, aptitude, capacity, cleverness, endowment, faculty, forte, genius, gift, knack, parts, power, turn.

A

B

**tale** n account, anecdote, fable, fabrication, falsehood, legend, lie, fib, fiction, myth, narrative, old wives' tale, report, romance, rumour, saga, spiel, story, superstition, tall story, tradition, untruth, yarn.

**talent** n ability, aptitude, bent, capacity, endowment, faculty, feel, flair, forte, genius, gift, knack, power, strength.

antonyms inability, ineptitude, weakness

**talented** adj able, accomplished, adept, adroit, apt, brilliant, capable, clever, inspired, ingenious, well-endowed, gifted, deft.

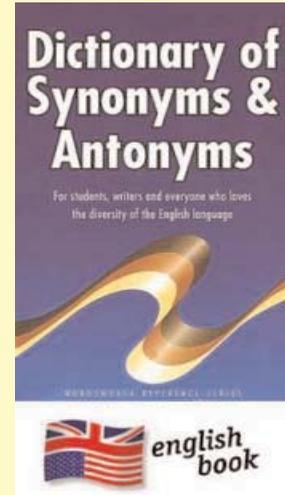
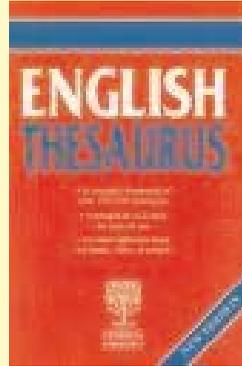
antonyms clumsy, inept

**a brain child** n (sing) person's original plan, invention or idea: *The new arts centre is the brain-child of a wealthy local businessman.*

**brain drain** n (usu. sing) (informal) loss to a country when skilled and clever people emigrate from it to other countries

**brain fever** n inflammation of the brain.

**brainstorm** n 1 sudden violent mental disturbance. 2 (*Brit infml*) moment of confusion or forgetfulness; sudden mental aberration: *I must have a brainstorm – I couldn't remember my own telephone number for a moment.* 3 (*US infml*) = brainwave.



## Which book

- a) gives you the definitions of words?
- b) would you use to find the opposite of a word?
- c) provides an exhaustive list of equivalents?

## CHECK SOME SYNONYMS AND ANTONYMS

Look at the list of words below. Think of some synonyms and antonyms for each one. Complete the table. The first one is done for you.

Words	Synonyms	Antonyms
disappointed	dissatisfied, frustrated	delighted, pleased, satisfied
talented		
disappointment		
efficiency		
to last		
last		
accurate		
anxious		
formal		
idle		

## WHAT OTHER LEARNING AIDS MIGHT HELP YOU LEARN?

What about using *The Digital Language Pal*, a device described in the ad below?

1. Check to which extent it is innovative.
2. Find out the benefits of the device.
3. Would **YOU** use it? Why or why not ?
4. Would a teacher use it? What are the advantages of using it?  
Focus on the verbs in the ad to justify your answer.



### Digital Language Pal

• listen • repeat • practice • compare •

Use the latest digital technology in combination with standard audiocassette recorders, CD players, or digital MP3 players to make learning easier and fun. Its built-in digital memory enables you to instantly repeat sentences without the need to continually rewind or search. Its digital recording

function allows you to record your voice and compare it to the model voice. These portable devices are ideal tools for language learning.

- Speed up language learning
- Practise vocabulary words
- Learn idioms and phrases
- Reduce accents
- Quickly create individualized lessons
- Instantly repeats words and phrases
- Records and compares student responses
- Slows speech down for clarity
- Makes learning easy and fun



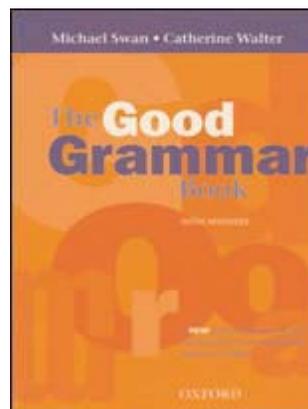
Leaf through your new book '**SKILLS for LIFE**' and

1. answer the questions below.

- a) How many units does the book contain?
- b) What is the structure of each unit? What does it contain?
- c) List the parts that interest you most?
- d) Which activities do you think you will like doing?
- e) Would you have liked the listening passages to appear in your book? Why or Why not?
- f) Where are they to be found?

## 2. What do you like best about this book? Put a tick where appropriate

- a) ICT and Webquests
- b) Project work
- c) Dictionary skills
- d) My grammar
- e) My new words
- f) Grammar focus
- g) The Grammar Reference section
- h) The organisation of the irregular verbs
- i) Lexical focus
- j) Pronunciation focus
- k) The reading passages
- l) The listening material and the songs
- m) The writing tasks
- n) The visuals
- o) Topic-related words
- p) Check your Language and Skills sessions



## CHECK YOUR DEFINITIONS

Check some definitions before you start **UNIT 1**.

### Which alternative best fits each definition?

1. (**Formal / International / Artificial**) English contrasts with colloquial English
2. Colloquial English is used in (**conversations / lectures / essays**)
3. A phrasal verb is a verb that is (**combined / deduced / added**) with an adverb or a preposition to give a new meaning
4. 2 or more words that go together are called (**comparatives/ conjunctions / collocations**)
5. A group of words together that mean something different from the meaning of the individual words is an (**expression / idiom / integration**)
6. Words that have (**several / opposite / similar**) meanings are called antonyms
7. Proofreading a piece of writing means (**copying / proving / revising**) it
8. A book that contains lists of words and phrases with similar meanings is (**a dictionary / an encyclopedia / a thesaurus**)
9. A set of books that gives information about many subjects, arranged in alphabetical order, is (**a story / a series / an encyclopedia**).

10. (Dictionaries / Novels / Tales) tell you what words mean, in the same or another language.



## COLLOCATIONS AND PHRASAL VERBS

### A. Collocations

1. Which words follow the adjectives below?

**dark** { → sky  
→ colour  
→ hair

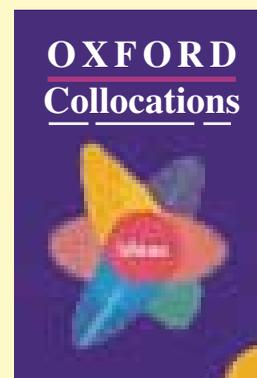
**light** { → blue  
→ meal  
→ clothes

The adjectives **dark** and **light** collocate with the words that follow them. The combination is called a .....

2. Each capitalized word has a strong partnership with all the related words except one. Find the odd word in each of the three groups.

**GROW** { → coffee  
→ plants  
→ old  
→ experience

**NEW** { → style  
→ situation  
→ someone  
→ look



**FIRST** { → aid  
→ hatred  
→ time

3. Complete with suitable words to get collocations.

**MAKE** { → one's bed  
→ a cake  
→ a car  
→ a call  
→ noise  
→ .....  
→ .....

**DO** { → homework  
→ one's room  
→ .....  
→ .....  
→ .....

**COST** { → a fortune  
→ .....

**LAST** { → week  
→ year  
→ time  
→ .....

**GO** { → fast  
→ home  
→ .....

4. Now choose a verb, a noun or an adjective and think of words that collocate with it.

### B. Phrasal verbs

1. A verb can combine with an adverb to get a phrasal verb.

Example : we sat down.

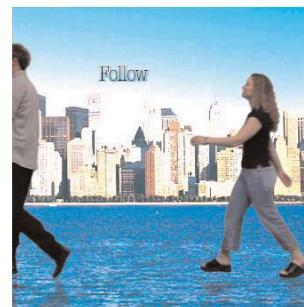
2. There are many phrasal verbs with idiomatic meaning.

Example : How did this **come about** (=happen)?

Mary **made up** (=invented) the whole story.

I have **given up** (=stopped) smoking.

They **called** the deal **off** (=cancelled)



3. She works in television, **following in her father's footsteps**'.

a) **Follow** in somebody's **footsteps** means

- do the same job
- follow somebody walking
- imitate somebody's way of walking



Does the phrase above remind you of a famous proverb? Like.....,

b) 'Never **put off** till tomorrow what you can do today'.

Read this dictionary page and check the different meanings of 'put'

according to the words that follow it. What does 'put off' in the proverb above mean?

**put aside** 1. *put aside food/money for a rainy day* put/lay by, put away, set/lay aside, save, reserve, keep in reserve, keep, put/lay down, deposit, salt away, squirrel away. 2. *put aside the newspaper* set/lay aside, put to one side, move to one side, discard, abandon, dispense with, drop. 3. *put aside their differences* set/lay aside, forget, disregard, ignore, forget, discount, consign to oblivion. **put away** 1. *put away food/money for a rainy day* put/lay aside, put/lay by, set/lay aside, save, keep in reserve, store, stockpile. 2. *put away the books* put back, replace, return to its/their place. 3. *put away all thoughts of him* set/put/lay aside, discard, cast aside, forget, disregard, get rid of, rid oneself of, consign to oblivion

*put forward* put forward a theory / his name was put forward for a life peerage lay before, set before, submit, present, suggest, advance, propose, move, introduce, offer, recommend, suggest, nominate, name. put off 1. *put off the meeting* postpone, put back, defer, delay, adjourn, hold over, reschedule, shelve; *inf.* put on ice, put on the back burner. 2. *don't put the driver off* distract, divert the attention of, disturb the concentration of, draw away, sidetrack

c) Rephrase these sentences using one of the verbs in the dictionary page.

- Life is so hard! One must **save** some money in case of need.
- After so many misunderstandings and disagreements, they decided to **forget** the past and start a new relationship.
- Following lots of discussions, the manager **suggested** a very interesting proposal which everyone in the company agreed upon.
- Being extremely busy, the boss **delayed** her trip abroad several times.  
She is hoping to be able to travel eventually, once her work is all done.

## IDIOMATIC EXPRESSIONS

Some phrases or sentences cannot be understood literally. Even if you know the meaning of all the words, the meaning of the phrase may still be confusing. Such phrases are **idiomatic expressions**.

### Example :

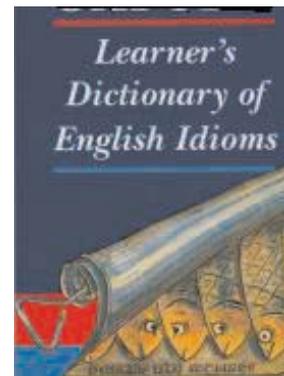
- To burn the candle at both ends = To burn the midnight oil

Both expressions mean: 'To work very hard and stay up very late at night studying or working'.

Do **YOU** burn the candles at both ends to succeed?

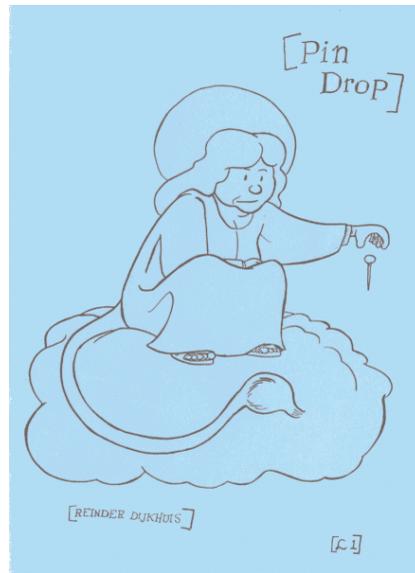
### Check what these idiomatic expressions mean.

- Her kitchen is so clean you could eat **off the floor**.
  - you cannot eat in the kitchen.
  - you must clean the floor.
  - the kitchen floor is very clean .
- The project is developing quite well. **So far, so good**.
  - It's a long way to get a good project.
  - The project is not very good.
  - The project is going well up to now.



– It's so quiet you could **hear a pin drop** means: It's

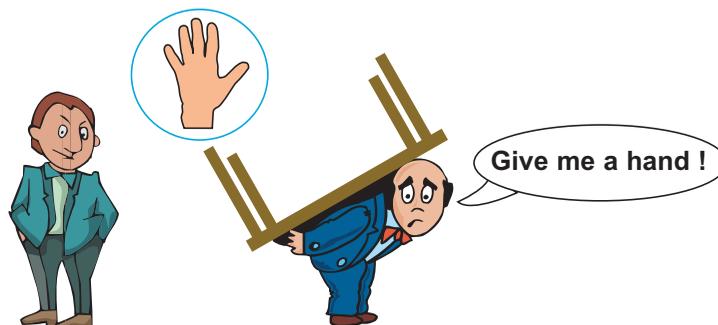
- very calm.
- very noisy.
- very dangerous.



- **Give me a hand** with this heavy table, will you?

'Give someone a hand' means:

- help, assist someone .
- shake hands with someone .
- greet someone .



Do **you** know any expressions meaning the same in Arabic?

## ENGLISHMAN in New York

### Reading Efficiency

1. Read these biographical notes about the singer in **ONE MINUTE** and check your **READING RATE** (number of words per minute). There are 87 words in the notes below. How many words could you read in a minute?

If you managed to finish reading in less than 1 minute, your reading speed is quite satisfactory but a bit slow as you should be able to read at least 200 words per minute at this level of learning.

2. Focus on the italicized words and explain them in your own words.
3. What occupations did Sting have before becoming a singer?

Sting was born in Wallsend, near Newcastle upon Tyne in northeast England. He is the eldest of four children. His father managed a *dairy*, and as a boy, Sting would often assist him with the early morning milk *delivery rounds*. (40 words)  
He attended the University of Warwick, but did not graduate. During this time, he would often *sneak into nightclubs*. (19 words)



From an early age, Sting knew that he wanted to be a musician. His first music *gigs* were wherever he could get a job, *performing evenings and weekends*.(28 words)

This is part of “Englishman in New York”, one of **Sting’s songs**. Read it and do the activities that follow it.



©2004 matt carmichael/rocknroll.net

*I don't drink coffee I take tea my dear  
I like my toast done on the side  
And you can hear it in my accent when I talk  
I am an Englishman in New York*

*See me walking down Fifth Avenue  
A walking cane here at my side  
I take it everywhere I walk  
I'm an Englishman in New York.*

*I'm an alien  
I'm a legal alien  
I'm an Englishman in New York.*

- a) Find a word meaning "stranger".
- b) Explain why the singer says he is a legal alien.
- c) Pick out details showing the singer is proud of being English.

### Did you know that the British are fond of a *cuppa*?

Read the extract then do the activities that follow.

... Whenever housewives visit each other's houses almost the first thing said is "I'll put the kettle on for a **cuppa**!" And every **cuppa** always becomes at least two or three ! In fact, it is estimated that the British drink about 200 000 000 every day—a staggering amount, and an average of over 5 for every adult here!

- a) What do you think the word 'cuppa' means?
- b) Is it used in formal or informal English?
- c) Focus on these sentences and check what each one expresses : **suggestion, request or desire.**

- Shall we have a **cuppa**?
- I'm dying for a **cuppa**.
- Make us a **cuppa**, will you?

- d) Which words in the extract mean :

- a container with a spout, a lid and a handle used for boiling water?
- causing surprise and astonishment ?

- e) With reference to Sting's song, decide which sentence best fits the extract.

People in Britain drink an awful lot of tea.

The British are overconsumers of coffee.

- f) Can you read these figures? Notice the space.

- 200 000
- 200 000 000

- g) Write in numbers. Check the number of zeros and leave a space as shown above.

You may use a comma (,) instead of leaving a space.

- A million
- A billion
- A trillion

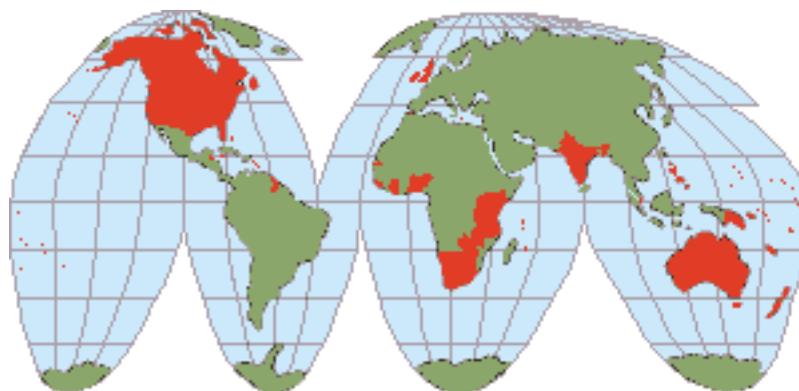
## English Around the World

Is there only one **ENGLISH** in the world? Use the map below to check.

Can you identify some countries that use English as a mother tongue?

What other countries use English as an official language?

Do you know any differences between the **ENGLISHes** spoken in various parts of the world?



English is spoken as a first language by several countries including Great Britain, Australia, New Zealand, South Africa, Canada, and the United States. While all of these countries share the same mother tongue, there are some differences in the way they speak and write.

The first difference is in the accent. Each country has its own accent. And within each country there are a variety of accents called regional accents.

Another difference is the spelling of some words, like color and colour, or theater and theatre.

And a third difference is that some of the words are not the same at all. For example, Americans say restroom, Canadians say washroom, and the British say W.C. (water closet.) But all of these words have the same meaning (the room where the toilet is located.)

1. What are the different accents in one country called?
2. What differences between British, Canadian and American English are mentioned in the extract?
3. Write these words the American way.  
(neighbour; centre, humour, metre, honour, program, kilometre.)

Do YOU know other examples of the differences between British and American English?

To help you, here are some. The British English word appears first.

- Biscuits = Cookies
- Lift = Elevator
- Petrol = Gas
- Tin = Can (a tin or a can of tuna fish).
- Flat = Apartment

“I have a flat” might mean: I live in a flat or I have a flat tyre.

### WEBQUEST

What are the British English equivalents of the following American English words?  
Check in an online dictionary to complete the list.

US	GB
The first floor	The ground floor
Fall	Autumn
Baggage	?
On the sidewalk	?
Line	Queue
Vacation	?
Cab	?
Eraser	?
Apartment	?
Candy	Sweets
Garbage	?
A check	A bill
A truck	?

Access the Internet and search other examples of the differences between British and American English. Insert the words you find in a file that should go into your **PORTFOLIO**. Label it: **BRITISH** or **AMERICAN**?

### HOW GOOD ARE YOU AT PRONUNCIATION?

1. Can you pronounce these words?

psychology - machine - spinach - stomach - chorus - chores - chemistry - ache  
- moustache - achievement

What do the words have in common?

What conclusions can you draw?

Does the same spelling correspond to the same pronunciation of similar letters?

## 2. What about the pairs of words in the box below?

Do they have the same spelling?

Do they have the same meaning?

What do you call such words?

### a. Homographs? b. Homophones? c. Homonyms?

one – won	sea – see	air – heir	here – hear
aren't – aunt	way – weigh	flour – flower	I'll – isle
higher – hire	I – eye	some – sum	new - knew

## 3. Guess what homographs and homonyms mean ?

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
alien, kettle, staggering, cuppa, homophones, homographs	<b>A million, a billion, a trillion + plural noun</b>	<ul style="list-style-type: none"> <li>• Distinguish between British English and American English</li> <li>• Use a dictionary</li> <li>• Use collocations, idioms and phrasal verbs.</li> <li>• Pronounce homophones</li> <li>• ..... ?.....</li> <li>• ..... ?.....</li> <li>• ..... ?.....</li> </ul> <p><b>Complete as appropriate.</b></p>

## HOW SKILLED ARE YOU AT RECOGNISING TEXT TYPES ?

### 1. Read the selection of texts and fill in the table.

Number 3 has been done for you.

Text number	Text type	Field
1.		
2.		
3.	Bibliography	Books, Publications
4.		
5.		
6.		
7.		
8.		
9.		
10.		

### 2. What helped you identify the text type?

1.

Built on 7 levels, the complex has over 60 varied retail and catering outlets which are found on the first 3 levels

2.

Please retain your receipt for an exchange or refund

3.

Asher , J. 1977. *Learning another language through actions :*  
*The Complete Teacher's Guidebook.* Los Gatos, CA : Sky Oaks Productions.  
 Cameron, L. 2001. *Teaching Language to Young Learners,* Cambridge : Cambridge University Press.  
 Crandall, J. *Collaborate and Cooperate:* Teacher education for integrating language and content instruction. *English Teaching Forum* 36 (1) : 2-9.

4.

#### **Densely packed filaments**

Allow more thorough cleaning

Expertly designed for maximum cleaning effectiveness to give you the great feeling you get from having clean teeth.

3. Fill in the table with information from text 3.

Last name	Initial of first name	Date of publication	Title of book or article in italics	Editor

5.

**TYPICAL ANALYSIS**

Calcium mg/1	73
Magnesium mg/1	22
Sodium mg/1	13
Potassium mg/1	2
Sulphate mg/1	22
Bicarbonate mg/1	193
Chloride mg/1	18
Nitrate mg/1	0.2
Ph	7

6.

It has been demonstrated that an olive-oil-rich diet leads to greater and longer-lasting weight loss than a low-fat diet. It is accepted better because it tastes good and it is a stimulus to eat vegetables.

7.

**Honey & Lemon Lozenges**

- Remember young children can choke on lozenges.
- If you are allergic to any of the ingredients listed, do not use this product. May occasionally cause allergic reactions, including asthma.
- Consult your doctor or pharmacist if you take too many lozenges, if symptoms persist, or anything unusual happens.
- Do not use after the expiry date.

8.

**Thank you for shopping with us. See you again soon.**

Happy with your purchase ?  
If not we are pleased to offer a refund or exchange on any item returned in its original condition and packaging, together with the receipt within 30 days.

9.

**Just mix with hot water to unlock the rich aroma and awaken your senses with the invigorating rich roast taste.**

10.

**Instructions for use**

1. Scratch the panel to reveal you PIN code
2. Enter your Pin code

**This card is valid 120 days after first use.**

## CULTURES AND LANGUAGES

Match each word or phrase in the circle with its explanation provided in the box below.

1. Ethnic diversity
2. Monolingual
3. Lifestyles
4. Cultural pluralism
5. Bilingual
6. Bicultural
7. Multicultural
8. Multilingual

- a) People of many different races and nationalities
- b) The way people live
- c) Accepting more than one culture
- d) Accepting more than two cultures
- e) Accepting several cultures
- f) Speaking only one language
- g) Speaking two languages
- h) Speaking several languages