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Unit 1

Rural and Urban Living

In this module you will:

- ✓ **Read about** country vs. city way of life; a traditional English village
- ✓ **Talk about** pros and cons of living in a city/village
- ✓ **Test** your knowledge of cities
- ✓ **Practise** using *there is, there are*
- ✓ **Listen** to a TV program audio script
- ✓ **Write** a factfile about your city
- ✓ **Learn how to** ask and give directions

Useful vocabulary:

<i>Nouns</i>	traffic, convenience, shopping mall, car park, multi-screen cinema, entertainment complex, countryside, lane, depopulation, town dweller, background, housing estate, rural area, facility, transport link
<i>Verbs</i>	to surround, to move to, to get to know
<i>Adjectives</i>	exciting, ancient, huge, cold, wet, hot, dry, quiet, modern, expensive, capital, provincial, famous for, urban, overcrowded, multi-cultural, easy-going,
<i>Phrases and collocations</i>	public transport, tourist information center, slum conditions, pace of life, lack of smth, to provide access, remote area, traffic free zone, to be curious about smth,
<i>Linkers</i>	despite, conversely, however, for instance
<i>Prepositions</i>	opposite, next to, on the left/right, at the top/bottom, on the corner of

1. Lead-in

1.a Look at the photos and choose the names of the cities from the box (There are some extra names).

Istanbul Venice Moscow Paris Krakow Sydney London
 New York San Paulo Tokyo Singapore



1.b Match the adjectives 1-10 with their opposites (a-j), choose two or three words to describe each city in the photos. e.g. : *London/Paris is ...*

1 exciting	a hot	6 noisy	f ugly
2 old, ancient	b dry	7 beautiful	g boring
3 huge	c quiet	8 cheap	h tiny
4 cold	d modern	9 busy	i provincial
5 wet	e expensive	10 capital	j peaceful

1.c What do you know about San Paulo? Guess if the statements are true or false.

- | | |
|--|---|
| <p>1 San Paulo is huge and noisy.</p> <p>2 The public transport is expensive.</p> <p>3 It's situated in Argentina.</p> | <p>4 It's famous for soap operas.</p> <p>5 It's on the coast.</p> <p>6 The summers there are wet.</p> |
|--|---|

Look through “Ten Facts about San Paulo” and check if you were right.



Ten Facts about San Paulo

- It's in the south of Brazil.
 - It's a big city.
 - In isn't a capital of Brazil. (Brasilia is the capital.)
 - It's 75 kilometres from the sea.
 - In summer, the weather is hot and wet.
 - It's famous for coffee!
 - The restaurants are good.
 - It isn't a quiet city.
 - In fact, it's very noisy. The buses aren't expensive.
- San Paulo and Corinthians are football clubs in the city. They're famous in South America.

2. Listening

2.a Listen to two conversations and answer the questions.

- | | |
|---|--|
| <p>1 Are the conversations between:</p> <ul style="list-style-type: none"> a) two students? b) two teachers? c) a teacher and a student? | <p>2 The situation is:</p> <ul style="list-style-type: none"> a) on the phone. b) in a class. c) in a café. |
|---|--|

2.b Listen again and fill in the gaps with the missing words and phrases.

1	2
<p>A: Good morning. Come in. What's your name? B: Pavel. A: OK, Pavel. 1) _____. Where are you from? B: From Krakow, in Poland. A: Oh, OK. Tell me something about Krakow. B: Well, it's a beautiful city. It's in the south of Poland. 2) _____ – that's Warsaw.</p>	<p>A: Hello! Come in. Are you Ayla? B: 5) _____. A: OK. Where are you from, Ayla? B: Istanbul, in Turkey. A: 6) _____? B: Sorry? A: Tell me something about Istanbul. B: Oh, OK. It's a big city, very beautiful, but very noisy! The mosques are very famous.</p>

<p>A: Is it a big city? B: No, it isn't. 3) _____ . A: Anything else? B: It's cold in winter. er ... for you, 4) _____ ! A: OK, good, Pavel. We're on</p>	<p>A: I see. 7) _____ ? B: It's hot in the summer and it's wet in winter, 8) _____ . A: Are the restaurants good? B: Yes, they are, very good!</p>
---	--

2.c Practise the conversations in Ex. 2.a/b and make similar conversations with your partner.

2.d Listen to a TV programme *I love my city* and match the people with the cities.

- | | |
|----------|--------------|
| 1 Yukako | a) Cape Town |
| 2 Pablo | b) Chicago |
| 3 Stefan | c) Kyoto |
| 4 Peter | d) Lima |

2.e Listen again and decide if the information below is true (T), false (F) or not mentioned (NM).

- | | |
|---------------------------------------|---|
| 1 There is a lot of traffic in Kyoto. | 3 The speaker loves the museums in Chicago. |
| 2 Lima is famous for its port. | 4 There is a beautiful fountain in Cape Town. |

2.f Listen and complete the table.

City, Country	Population	International telephone codes
1		
2		
3		
4		

3. Language skills

Vocabulary: places in the city

3.a Write seven places in a city. Combine the words from the boxes 1-2. You can use the words in the box on the right more than once

Grammar: to be, there is/are; some/any, a lot of; a/an or zero article

3.d. Read the article about famous cities from an in-flight magazine. Fill in the missing words.

is (2) there's (2) a lot of it's (2) there are (2) an (2) a any

Famous cities

In all cities there are large buildings, parks, museums and schools, but a lot of cities are famous for other things.

Sydney, city of music and city of beaches.

Sydney 1) _____ in the southeast of Australia. The population is four million. In Sydney 2) _____ an opera house and there are 3) _____ lovely beaches. Bondi Beach is famous for surfing. Sydney is a fun city.

Mumbai, city of films.

Mumbai is in the west of India. It's a big city with over ten million people – 4) _____ a busy city. There isn't 5) _____ opera house, but the city is famous for films. In Los Angeles, there's Hollywood; in Mumbai, 6) _____ Bollywood. In Mumbai 7) _____ a lot of cinemas – over 200! It's 8) _____ exciting city.

Venice, city of water.

Venice 9) _____ in the northeast of Italy. It isn't 10) _____ big city – the population is under 500,000. In Venice there aren't 11) _____ buses or cars. Venice is a city of water. 12) _____ 150 canals and a lot of boats. It's a beautiful city.

3.e. Complete the table with the correct words.

is is are are any not
isn't

	Singular	Plural
+	There __ a cinema	There __ 200 cinemas.
-	There is __ a theatre.	There aren't theatres.
?	there a park? Yes, there is. No, there __.	Are there any canals? Yes, there __. No, there aren't.

3.f. Fill in a/an or be (in the correct form).

- 1 In London there is __ opera house.
- 2 There __ two international airports in New York.
- 3 In Edinburgh there __ any canals.
- 4 There isn't __ harbour in Mexico City.
- 5 __ there any temples in Paris?
- 6 Are there any museums in Nairobi?
– Yes, there __.

3.g. Ask and answer questions with a partner about places in your (area) of the city, using the words from the vocabulary section? Use the model below.

- | | |
|-------------------------------------|--|
| - <i>Is there a cinema in?</i> | - <i>Are there any parks in?</i> |
| - <i>Yes, there's.</i> | - <i>Yes, there are some/a lot of.</i> |
| - <i>No, there isn't.</i> | - <i>No, there aren't any.</i> |

4. Speaking: On the street

4.a Complete the text with the words in the box.

language famous gardens city
population students England

CITY FOCUS: CAMBRIDGE

Cambridge is a famous university 1) _____ in the UK. It's in the east of 2) _____, 80 kilometres north of London. It's a small city with a 3) _____ of 110,000. Cambridge is a beautiful city, and very green, with many parks and 4) _____. There are 31 colleges in the University of Cambridge – King's and Trinity are two 5) _____ colleges. There are 17, 000 6) _____ at the university. There are also a lot of English 7) _____ schools in the city.



4.b Listen to talk. Where are the people?

- at a university
- at an English language school
- on a tour bus

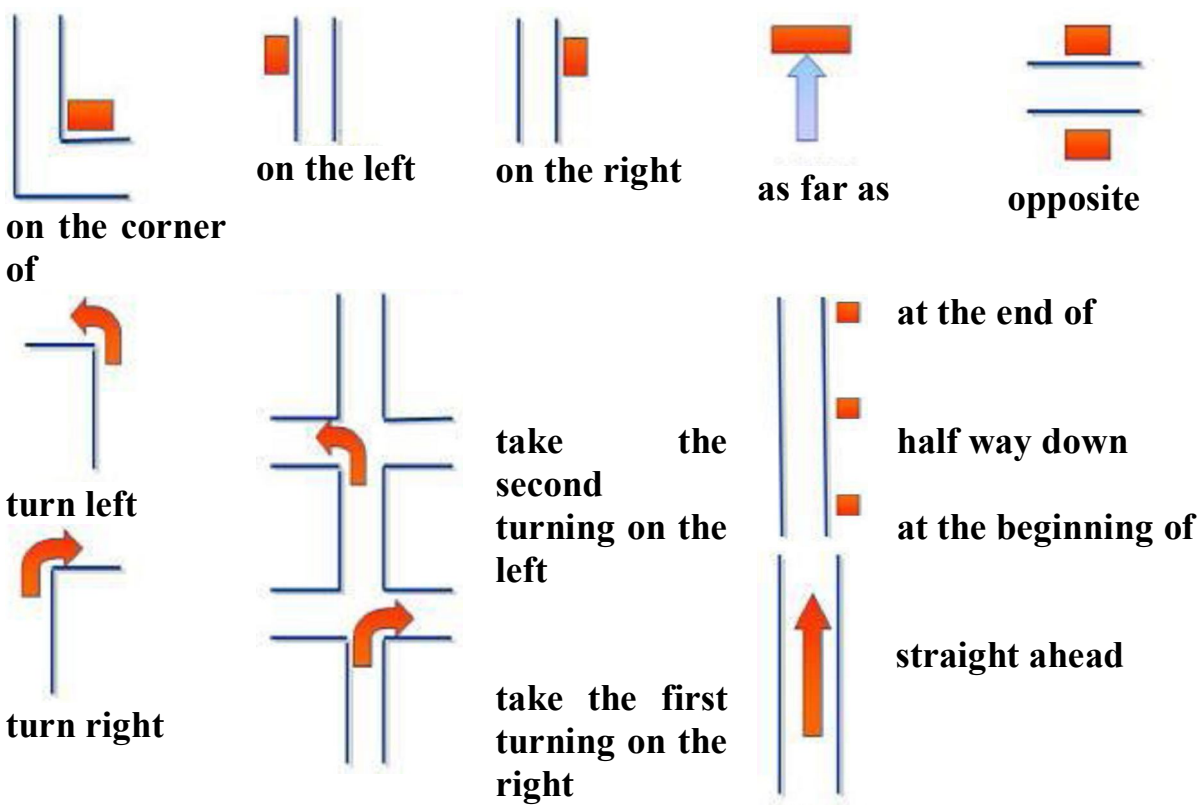
4.c Listen again and tick the words you hear.

colleges	shopping	railway
bookshops	centre	station
post office	car park	library
university	bus	tourist
market	station	information
	public	centre
	toilets	zoo
	park	gardens

4.d Listen again and choose the best words to complete the sentences.

- | | |
|---|--|
| <p>1 The bookshop is</p> <p>a) in Trinity College.</p> <p>b) opposite Trinity College.</p> <p>c) next to Trinity College.</p> <p>2 The market is</p> <p>a) next to Trinity College.</p> <p>b) in the shopping centre.</p> <p>c) between Trinity College and the main post office.</p> <p>3 Bus station is</p> | <p>a) next to the park.</p> <p>b) opposite the main post office.</p> <p>c) between the main post office and the market.</p> <p>4 The library is</p> <p>a) opposite the bus station.</p> <p>b) in the shopping centre.</p> <p>c) between King's College and the tourist information centre.</p> |
|---|--|

4.e Look at the pictures and expressions below. Translate them into your language.



4.f Look at the map of Cambridge and make true sentences using the prepositions and the phrases below.

between

next to

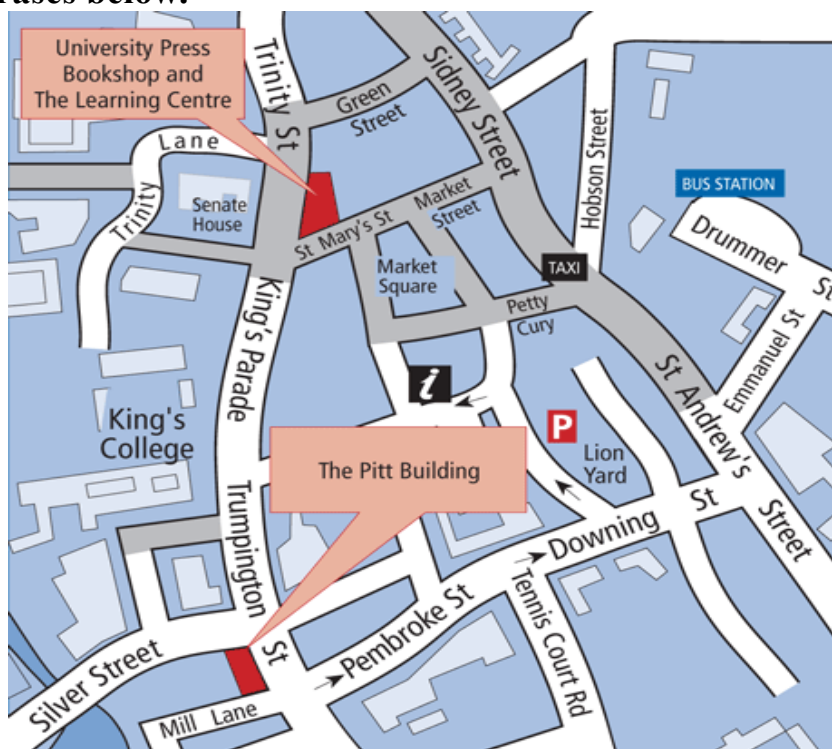
in

opposite

It's on the left/ right of the map.

It's on the left/ right of the library.

It's at the top/ bottom of the map.



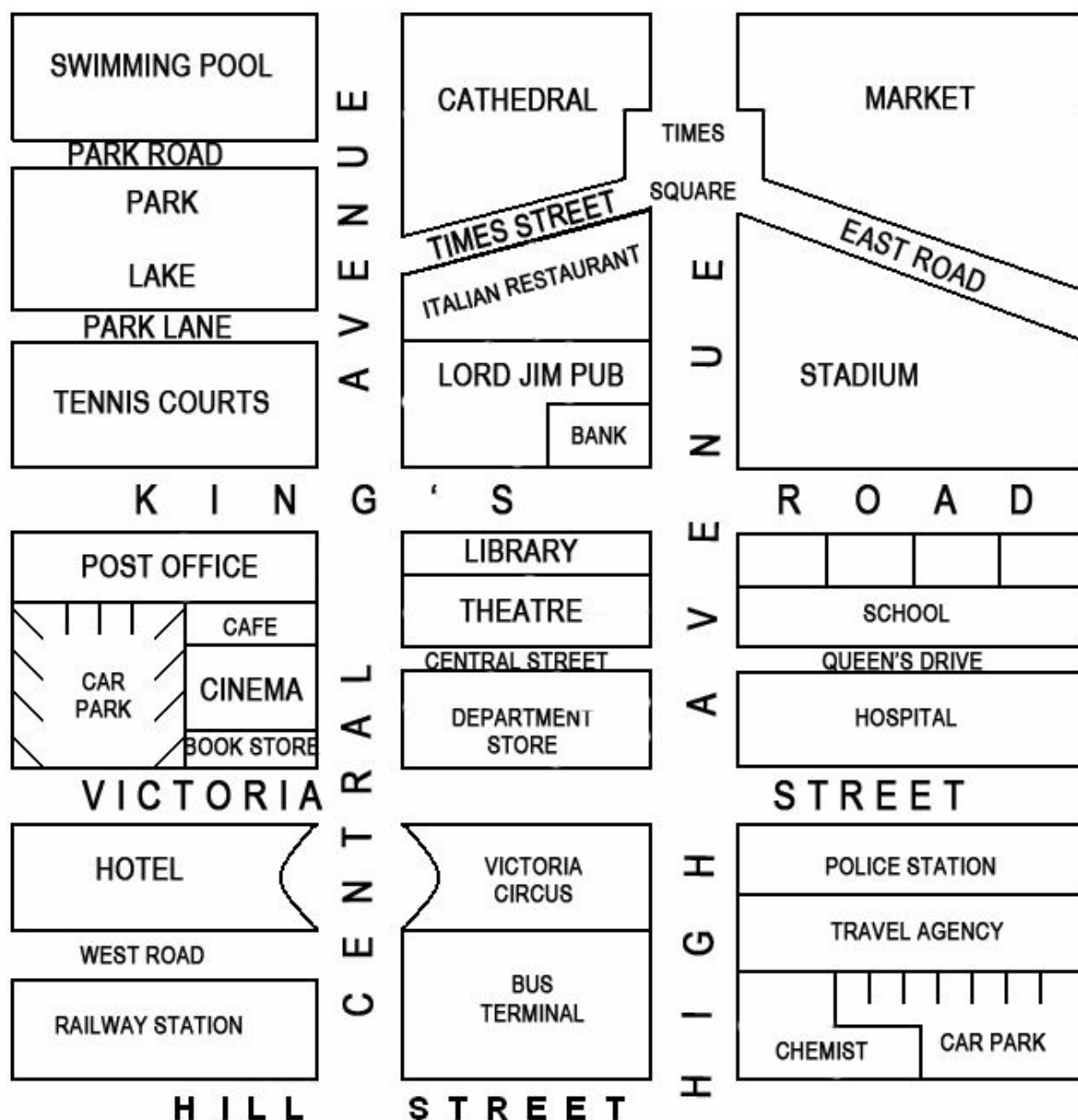
4.g Using the expressions above and the map below do the following tasks.

1. Work in pairs. You are in the Travel Agency, in High Avenue. Ask about facilities: *Is there a post-office near here? Are there any banks in the town?....* Ask for directions: *Where's the? How can I get to? Can you tell me the way to ...?*

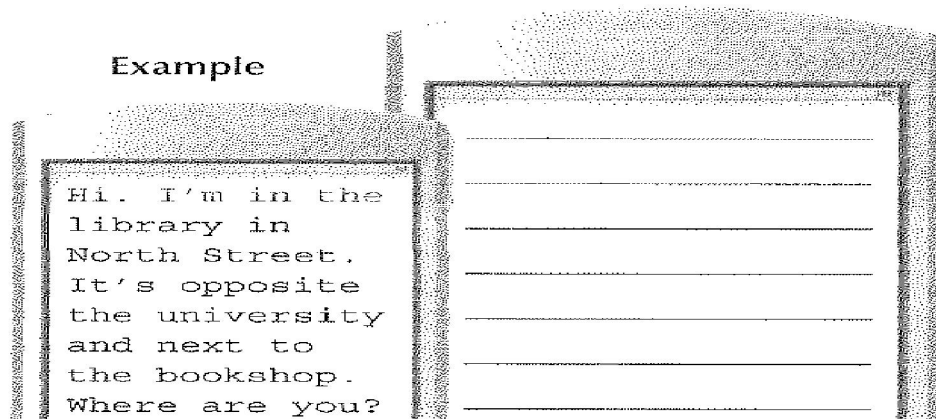
Your partner answers about facilities and gives you the directions.

2. Imagine you live in the corner of East Road and Times Square. A friend of yours comes to visit you. Write him an e-mail describing her/him how to get to your house from the railway station.

3. Your friend is at the railway station. She/He rings you up because she/he hasn't got your letter with him/her. Act out a short dialogue.



4.h Where are you now? Write a text message to your friend.



5. Reading

Pre-reading activities

5.a Listen to the beginning of the tale and guess its topic.

endangered animals eating habits country vs. city living living conditions

5.b Put the following sentences into the correct order.

- a 'That's just my neighbour – the dog, he wants to join us for dinner.'
- b So one day, he invited his country cousin to stay with him in his town house.
- c The town mouse was a very superior mouse, who thought that living in the town was far better than living in the country.
- d 'Thank you, but I think I will return to the peace and quiet of my own house after all!'
- e They sat down to a meal, which to the country mouse was a feast.

While-reading activities

5.c Read the continuation of the story and choose the correct sentence from A-F to fill in gaps 1-5. There is one sentence that you won't need to use.

- A Conversely, the introduction of city parks and forests, and traffic free zones, has helped in bringing a little of the countryside to the city streets.
- B After work she meets with friends in a bar or restaurant before going on to a disco or nightclub.
- C Alex, however, lives in a small village in the countryside.
- D When you are tired of the noise, the traffic, and the stress, try to find peace and quiet.
- E More than half the world's population now lives in cities.

F Today, many town dwellers wish to reverse this trend and return to a slower pace of life like Alex, out modern ‘country mouse’.

Town or country mouse?

by John Russell



This simple tale (taken from Aesop’s famous stories) shows that what may be a good place to live for one person, may not be good for another. A modern version of this story might look like this: Maria lives in a big city surrounded by the speed and convenience of urban life. She works in an office with 1000 other employees, and travels too and from there on a crowded Metro. Her home is a flat overlooking a busy city-street, which is always alive with the sound of traffic and people passing by.

1) _____

Weekends are spent in the shopping mall with its numerous shops, multi-screen cinemas, fast food and entertainment complexes.

2)

He cycles to work down country lanes every morning, the sound of tractors, birds and animals in his ears. In the evening, he relaxes at home in front of the fire with a good book to read. At weekends, he goes for long walks in the fields with his dog.

Unfortunately, life is not as simple as stories make it. A lot of today’s ‘town mice’ such as Maria would be happy to live in the country. Many modern cities have very large populations (Tokyo or Mexico City - over 25 million) and can be crowded, dirty and dangerous places to live.

3) _____ In much of Europe and North America this can be as high as much as 80% of a country’s population. (According to the United Nations, approximately 1 billion people in cities are living in slum conditions – overcrowded and unhealthy).

The 18th Century marked the beginning of the Industrial Revolution, the depopulation of the countryside, and the move to towns. The towns became places of mass employment in factories and offices.

4) _____ Yet, a modern country existence is not without its problems; poor transport, lack of access to hospitals and education, and services found in towns such as large shops, banks and entertainment.

The debate between town and country is meaningless these days, as so many people live in towns, and very few people are actually able to choose where they live; this is dictated by their work or birth. The internet and other mass media have linked country areas to the world, providing access to information – even to remote areas. If countryside, other benefits of the city need to be

available (employment, healthcare and education). 5)

between town and countryside, and their mutual dependence upon each other.

The UN World habitat day (4th October) this year looks at this issue. It emphasises the need for strong links

Are you a town mouse or a country mouse?

After-reading activities

5.d Below are 10 sentences from the text, but the words are in the wrong order and the punctuation is missing. Can you put the words in the correct order and put in the punctuation?

- 1. civilised mouse town the city life thought was
- 2. peace quiet the and country missed mouse
- 3. Maria's a busy house overlooks street city
- 4. the shopping weekends goes to Maria mall at
- 5. reading of the Alex enjoys front in fire
- 6. large very modern have cities populations
- 7. to are live slums places overcrowded
- 8. in 18th moved to countryside people city the from century
- 9. Internet in information the people to provides local areas
- 10. the is world un in October day habitat

5.e Work with your partner to prepare a list of pros and cons of living in the city and in the country. Discuss this problem together to choose the most suitable for each of you. Support your position with the arguments from your list.

<i>Living in the city</i>		<i>Living in the country</i>	
PROS	CONS	PROS	CONS
1.	1.	1.	1.
2.	2.	2.	2.
etc.	etc.	etc.	etc.

6. Extra Activities: Life in an English village

6.a How do you imagine a traditional English village? In pairs make some predictions.

6.b Read the text and check if your guesses were right.

6.c While reading chose the best word or phrase from the list below to fill in the gaps

Fitting into village life



How to settle seamlessly into the rural English village community, from the international family's viewpoint.

Once a celebrated radio presenter in Shanghai, Maggie Zhang spoke to me about her experiences. She and her Scottish husband 1) _____ a village near York in North Yorkshire shortly after their marriage. Five years later and still in the same village, she reflects on how she and her expanded family, they now have two children, find village life.

“Village life is wonderful for the kids,” says Maggie. “There is a great sense of 2) _____ here. Shanghai is all about money, money, money. Here it is more 3) _____ and you can't tell who has money and who hasn't.”

For Maggie, 4) _____ local people hasn't been a problem. The post office has been the main place of contact and 5) _____ often greet her in the street. Through motherhood, attending post-natal classes and now as her children go to nursery she finds herself increasingly 6) _____ with the community, meeting new people and invited to children's parties.

7) _____ of Maggie's village are hardly multi-cultural, yet in her view seem easy going. Maggie hinted that even if local people are curious about her 8) _____, so far no one has said anything.

“English people don't ask direct questions, unlike Chinese, English people ‘go around the moon to meet the sun.’”

Children, however, are much more 9) _____ and like any mother

her greatest worry is her children's future and how they will 10) _____ at school.

Five months ago, Claudia, a lawyer, and her British husband moved from Puerto Rico to a new housing 11) _____ within a village in Derbyshire to 12) _____ their daughter of two years.

13) _____ past experiences as an expatriate working in East Asia, the transition to England for Claudia has been made more difficult 14) _____ the isolation she feels through living in the country-side. “In a city it is easier to feel less like a 15) _____ than in rural areas.” she says, despite the 16) _____ of a rural village being “cheaper”.

For internationals 17) _____ city life, living in an English country village presents its own challenges. 18) _____, there aren't so many facilities as in a city and transport links aren't so well-developed. It can also be harder to find 19) _____ communities of internationals. For some expats it may be best to 20) _____ a village near a major city to

experience the best of both worlds. Country Life counsels people to take the advice of estate 21) ____ on choosing the right place to live and

identify the “five Ps: a pub, public transport, 22) ____ church, primary school and post office.”

- | | | | | | | |
|----|---|-----------------|---|-------------------|---|--------------|
| 1 | A | visit | B | have been to | C | moved to |
| 2 | A | people | B | community | C | humour |
| 3 | A | boring | B | relaxed | C | funny |
| 4 | A | getting to know | B | to know | C | meet |
| 5 | A | neighbours | B | relations | C | managers |
| 6 | A | experienced | B | worried | C | involved |
| 7 | A | The authorities | B | The residents | C | The citizens |
| 8 | A | background | B | future | C | decision |
| 9 | A | shy | B | jealous | C | direct |
| 10 | A | get off | B | get along | C | get up |
| 11 | A | place | B | area | C | estate |
| 12 | A | bring up | B | bring along | C | bring about |
| 13 | A | Despite | B | In spite | C | Although |
| 14 | A | because | B | because of | C | that’s why |
| 15 | A | waiter | B | guest worker | C | foreigner |
| 16 | A | income | B | truth | C | advantage |
| 17 | A | used to | B | are used to | C | using |
| 18 | A | For instance | B | On the other hand | C | Moreover |
| 19 | A | hostile | B | like-minded | C | remote |
| 20 | A | selective | B | selecting | C | select |
| 21 | A | agents | B | assistants | C | officials |
| 22 | A | parish | B | public | C | private |

6.c Work in groups and read the ten tips for surviving in an English village . Think of your top ten tips for surviving in a Russian village.



Top tips for surviving in an English village

Maggie and Claudia's suggestions for making a success of life in the English village are:

- Improve your language skills.
- Make an effort to be part of the community.
- Listen to the radio and read the news to stimulate conversation.

- Encourage your children to make local friends.
- Try to explore different places at weekends.
- “Recharge your batteries” by going to London every now and then to experience what a city has to offer

over a country village.

- Learn about gardening! English village communities love their gardens, so having a nice garden is a matter of pride and a good talking point!

7. Writing

7.a Look at the Toronto City Fact file for tourists. Match these headings with the correct section 1-5 of the factfile.

General description. Location. Tourist attractions. Size. Climate.

City Factfile: Toronto

1. _____.

Toronto is in the southeast of Canada, in Ontario. It is on the lake Ontario.

2. _____.

In the summer Toronto is warm (25⁰C) and in the winter it is very cold (-10⁰C).

3. _____.

Toronto is a big city. The population is 2.5 million.

4. _____.

Toronto is a modern and busy city. There is a beautiful harbour. There are a lot of museums, theatres and restaurants.

5. _____.

Chinatown – there are a lot of restaurants and Chinese shops here.

The CN Tower – there is a restaurant and a theatre at the top of the tower. The views are wonderful.

Niagara Falls – this beautiful tourist centre is 160km from Toronto.

7.b Adjectives make descriptions interesting. Write an adjective from the box next to the correct description.

<i>busy</i>	<i>beautiful</i>	<i>wonderful</i>	<i>modern</i>	<i>warm</i>
-------------	------------------	------------------	---------------	-------------

1 It isn't hot, it isn't cold.

It's _____.

2 It's new.

It's _____.

3 It's full of people, cars and noise.

It's _____.

4 It isn't ugly.

It's _____.

5 It's very good.

It's _____.

7.c

Write a factfile for your city or a city you'd like to live in (100-150 words).

Unit 2

Wildlife

In this module you will:

- ✓ **Read about** animal invaders
- ✓ **Role-play** a conversation
- ✓ **Practise** using *much, many, little, a little, few*; degrees of comparison
- ✓ **Listen to** a telephone discussion
- ✓ **Write** a project
- ✓ **Learn** how to describe pictures

Useful vocabulary:

<i>Nouns</i>	neighborhood, extinction, invader, damage, rescue worker, welfare, ban, decline, moratorium, harpoon, delicacy, whaling fleet, sabotage, variety, wildlife, a prohibition
<i>Verbs</i>	to escape, to decrease, to increase, to destroy
<i>Adjectives</i>	extinct, experienced
<i>Phrases and collocations</i>	a front for something, to hunt for something

1. Lead-in



1.a Which of these animals can you see in the photos?

crab red deer elephant giraffe
gorilla hedgehog human leopard monkey panda rabbit
snail squirrel tiger



1.b Which of the animals above do you have in your country? Which do you think are cute? Are any of them dangerous? Are any of them nearly extinct?



2. Reading

2.a Pre-reading activity

Look at the headline of the article below. What do you think the article is about?

2.b While-reading activity

Read the article and find out where these animals came from, where they invaded and who or what they caused problems for.

- 1 grey squirrels
- 2 red deer
- 3 rabbits
- 4 apple snails
- 5 mitten crabs



ANIMAL INVADERS

How much danger are we in? How many moaners are there?

Imagine you run a small food shop in your local neighbourhood. Suddenly, a giant supermarket opens for business opposite your shop. What happens to you and your business?

In the natural world, things are often the same. The red squirrel was living happily in England when, in the 1880s, many people brought grey squirrels from North America as pets. Since then, these pets have escaped into the wild. They now eat the same food as the red squirrels, and they eat it more quickly. Consequently, now there aren't many native squirrels in England and they are in danger of extinction.

There are many invaders that don't cause extinctions, but they do destroy plants and harm the economy. For example, European red deer are destroying the forests in South America because they eat the young trees. Rabbits have spread from Europe and now eat farmers' crops all over the world. These kinds of invaders are causing problems for humans, unlike the grey squirrels,

which cause little damage to plants and don't damage the economy.

Few invaders are large land animals; most of them are fish or small animals like insects. There are thousands of these invaders and these smaller animals often mean farmers lose a lot of money. The apple snail from South America doesn't cause much damage in Europe, but it causes a lot of damage in southeast Asia because it loves to eat rice plants.

There are very few positive sides to these animal invasions. However, in Britain today, one invasion story offers some hope. Chinese mitten crabs first came on ships from China. These crabs destroy local environments and attack fish in fish farms. However, in China these crabs are an expensive food, so, now, Britain is selling them back to China. The crabs are travelling on ships again, but this time they are food, not invaders; and this time they are helping the British economy, not harming it.

2.c Post-reading activity

Read the article again and answer these questions.

- 1 What do you think happens to the small food shop when a supermarket starts business?
- 2 Is the red squirrel like the small shop or the supermarket?
- 3 Why did the grey squirrel come to Britain?
- 4 Do all invasive animals cause the extinction of native animals?

- 5 Are there more large animal invaders than small ones?
- 6 Why do you think the apple snail doesn't cause many problems in Europe?
- 7 Is it common to find good things about animal invasions?
- 8 Who is Britain selling mitten crabs to, and why?

3. Language skills

Grammar: Expressing Quantity

3.a We can use *a lot of* with both countable and uncountable nouns. It means *a large number or quantity*. How do we use the other words in the box? Find and underline examples in the text.

a lot of few little many much

3.b Are these statements true or false? Use the examples you underlined in the text to help you.

- 1 We never use *much* in questions.
- 2 We often use *many* in positive sentences.
- 3 We don't usually use *much* in positive sentences.
Instead, we use *a lot of*.
- 4 We never use *much* in negative sentences.
- 5 We can use *many* in questions and negative sentences.

3.d Use the sentence beginnings (or similar ones) to make true sentences about you.

3.c Complete this paragraph with *much, many, a lot of, little or few*.

There are many or a lot of animals that are invaders, but perhaps there are 2) _____, if any, invaders that are worse than humans. 200,000 years ago there were very 3) _____ humans. Now there are nearly six billion of them. Unfortunately, there isn't 4) _____ information about the early history of this species, but it seems certain that the first humans came from Ethiopia in east Africa. After 5) _____ thousands of year (150-180) humans were living on every continent on Earth. How 6) _____ damage have these invaders caused? They have destroyed 7) _____ native plants and animals. Before humans, there was 8) _____ pollution. Now, there is 9) _____ pollution and it is causing 10) _____ harm to the global environment. It seems that humans need to change things about their lifestyle if they want to survive.

In my country, there are many/is a lot of...

In my country, there are few/ is little...

In my house, there are many/ a lot of...

In my house, there aren't many/isn't much...

I've got many/a lot of...

I haven't got many/much...

I spend a lot of time...

I spend little...

3.e Ask your partner questions to find out if his/her life is similar to yours.

Have you got many pictures in your house?

Comparative – Superlative Degree

3.f Complete the table, then say how we form the comparative and superlative forms of adjectives and adverbs.

	Comparative	Superlative
cheap	cheaper	.....
large	.....	the largest
big	bigger	.....
noisy	noisier	.....
busy	.....	the busiest
expensive	more expensive	.....
dangerous	.....	the most dangerous
good	.....	the best
bad	.....	the worst
much/many	more	.....
little	.....	the least
far	.....	the farthest/the furthest

3.g Look at the sentences. How do we form comparisons? When do we use *as...as*? When do we use *than*? When do we use *more/less +adjective*?

Cows are **as big as** horses.

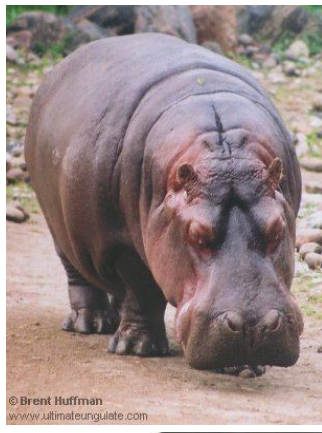
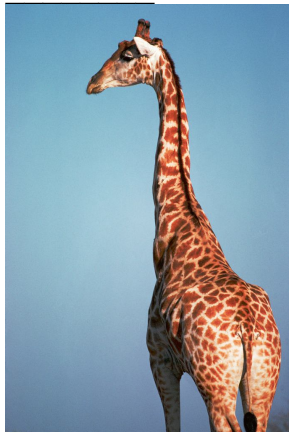
Seals aren't **as smart as** dolphins.

Alligators are **longer than** lizards.

Snakes are **more dangerous than** spiders.

Spiders are **less dangerous than** snakes.

3.h Look at the pictures and compare these animals using *as...as*, *less...than*, *more...than*.



3.i Tick the correct sentence, as in the example.

- 1 a: A fish is less noisier than a cat.
b: A fish is less noisy than a cat. ✓
 - 2 a: Lions are not so big as hippos.
b: Lions are not as big as hippos.
 - 3 a: Going to the zoo is more entertaining watching TV.
b: Going to the zoo is more entertaining than watching TV.
 - 4 a: Cheetahs run faster than zebras.
b: Cheetahs run as fast than zebras.
 - 5 a: Was the film as exciting as the book?
-

- b: Was the film as more exciting as the book?
- 6 a: My hair is less dark than yours.
b: My hair is not as dark as yours.
- 7 a: A zebra's neck is long as a giraffe's.
b: A zebra's neck is not as long as a giraffe's.
- 8 a: Are dogs more loyal than cats?
b: Are dogs loyal more than cats?

4. Listening

4.a Look at the website below. What kind of organization is it?

a business an academic institution a charity a government department

Animal Aid International
Keeping the World Alive

Latest News | FAQs | Site map | Search

Home | About AAI | Programmes | Events | Volunteer

National centres
Know your animals
Jobs
Donate
Shop

Welcome to **Animal Aid International**
We work to save animals that are suffering, usually because of humans.

Our areas of activity

A **Animal rescue:** We have teams of trained rescue workers in countries all over the world.

B **Animal hospitals:** In Africa, we have five animal hospitals with experienced vets and modern medical equipment.

C **Animal hunting:** We support the police in their fight against the illegal hunting of wild animals.

D **Animal sanctuaries:** We provide safe places for animals to live, for a long or short period of time.

E **Animal captivity:** Many zoos keep animals in awful conditions. We campaign to improve animal welfare.

4.b Which link A-E do you click on for the following information?

1 people who kill animals illegally

- 2 special accommodation for animals
- 3 caring for ill animals
- 4 animals that are not free
- 5 saving animals from danger

4.c Listen to the two parts of the conversation and answer the questions.

- 1 In what order does Neil describe the photos A-D?
- 2 Which photo does he recommend for the website?

some photos for the new AAI website. He needs to discuss them with the Communications Director, Katie. However, she is in the Congo and she does not have access to the Internet to view the photos. Neil telephones her to describe them and make his recommendations.

Background information: the AAI Website Manager, Neil, is choosing



4.d Listen to the first part of the conversation again and complete Katie's notes.

Whale pictures

- 1) There are 1) _____ whales close to a beach. Two men are 2) _____ whale off the beach. Loads of 3) _____ watching.
- 2) On the left, we can see the large 4) _____ of a whale. Two people throwing 5) _____ on the whale. Pic is 6) _____ 1st pic is best – a 7) _____ of people working together, they look very 8) _____ - more dramatic.

4.e Listen to the second part of the conversation again and complete Katie's notes.

Bird pictures

- 1) Man in the 1) _____ passing a 2) _____ to someone on beach.
2) People 3) _____ a bird. Woman in 4) _____ shirt holding bird, woman on the 5) _____ cleaning bird.
1st pic more 6) _____, makes you 7) _____ the situation.
2nd pic shows what experts 8) _____, but not very 9) _____.

4.f Complete these sentences from the conversation. Then listen again and check.

1. In the first one, _____ are four whales that are close to the beach.
2. There are loads of people _____ the background.
3. On the left of the picture, we can _____ the large head of a whale.
4. On the right, there are two people _____ are throwing water on the whale.
5. They _____ very professional.
6. He's _____ a bird to someone.
7. The second one _____ some people who are cleaning a bird.
8. The bird's _____ the middle of the picture.
9. There's another woman _____ the left.

5. Speaking

Choosing photos for a website

5.a Work with a partner. You are going to role-play a similar situation to the conversation in Listening above.

Student A: You are the Website Manager. Turn to p. 118 and prepare to describe your photos.

Student B: You are the Communications Director. Find out which links the photos are for and take notes.

5.b Swap roles and repeat the role-play.

Student B: You are now the Web Manager. Turn to p. 119.

5.c You are now back in the office. Look at the four photos that your partner described. Was the description good? Do you agree with his/her choice?

USEFUL PHRASES

This one is nicer/clearer/stronger/weaker/more unusual/dramatic/powerful

I like the way this one...

I think this one is better because...

It makes you feel sad/angry/...

I think we should use this one because...

6. Extra Activities

Whale Hunting!

6.a Answer these questions.

1. What do you think the arguments in favour of whale hunting are? And those against it?
2. Why do you think some countries/people are against whale hunting?
3. Why do you think some countries/ people are in favour of whale hunting?

6.b Read the article once to compare your ideas from 6.a.

To kill or not to kill – that is the question for a number of countries

By Sam Gordon



industry, the International Whaling Commission (IWC) was formed in 1946.

However, in 1986, the IWC voted for a temporary **ban** on whaling. The biggest concern was the **huge decline** in whale population across the planet. Indeed many people say that the global **moratorium** came too late and that commercial whaling has already **driven** many species **to the brink of extinction**. According to Greenpeace, blue whales (the largest animal on the planet) are at less than 1% of their original

What is the most controversial issue in your country? **Whaling** is one topic that's been dividing nations for many years now. Oil from whales lit the lamps of major cities in the US and Europe, and whale oil was used to manufacture soaps, **varnish**, cosmetics, paint and even the **glaze** on photographs. In order to oversee the development of the global whaling

abundance in the Antarctic. Sei Whales and Fin Whales are also listed as “endangered species” while Sperm Whales are classified as “vulnerable”.

But there are many other good reasons to oppose whaling. Whales are extremely intelligent mammals. They have social networks very similar to those of humans, and scientists have recently discovered that whales have brain cells only previously found in humans and great apes. On top of that, whaling is also a **notoriously** cruel industry. Whales are often caught using explosive **harpoons** that puncture

their skin and then explode inside their bodies. In some cases, when the harpoon doesn't hit its target properly, whales can take minutes or sometimes hours to die.

Despite this, some countries continue to hunt whales. In 1992, Norway declared itself exempt from the ban. And currently Japan hunts more than 1,000 whales a year – all of them part of a supposed “scientific research” programme run by the Japanese Institute of Cetacean Research. Many people argue that this “research” is nothing more than a **front** for commercial whaling (the meat that is left over after samples are taken is sold as a **delicacy**). The situation was not helped in 2001, when Maseyuku Komatsu from the Japanese Fisheries Agency described Minke Whales as the “**cockroaches** of the

sea” in an interview on Australian television.

Many ecological groups have tried to **sabotage** the hunts. In 2005 and 2006, Greenpeace sent boats to interfere with the **whaling fleet** in the Antarctic. In some cases, protests have turned violent. Just recently, the *Ady Gil* (a ship belonging to the Sea Shepherd Conservation Society) was rammed by a whaling ship. The *Ady Gil* later sank. At present, the world is fairly divided on the issue with Iceland, Japan and Norway on the pro-whaling side, and the US, Australia, New Zealand and the EU on the anti-whaling side. Asked recently how difficult his job was on a scale of one-to-ten, Cristian Maquieira, the chairman of the IWC, said “about a twelve”!

6.c Use your dictionary to match up these words and phrases from the article with their meanings:

- | | | | |
|-----|----------------------------------|---|--|
| 1. | whaling | A | to do things to try to stop some activity |
| 2. | varnish | B | a group of boats that are used for hunting whales |
| 3. | glaze, a ban | C | a rare or expensive food |
| 4. | a huge decline | D | a large brown insect that is found in warm places or near food |
| 5. | a moratorium | E | a weapon like a spear that has a rope attached to it |
| 6. | to drive something to extinction | F | when one activity is hiding another (often an illegal one) |
| 7. | to the brink of | G | to the edge of; almost |
| 8. | notoriously | H | famously, but for something bad |
| 9. | a harpoon | I | when an activity is stopped for a period of time, usually as a result of an agreement to destroy something so that it no longer exists |
| 10. | a front | J | |
| 11. | a delicacy | K | a prohibition |

- | | | | |
|-----|-----------------|---|---|
| 12. | a cockroach | L | a big increase in numbers |
| 13. | to sabotage | M | finding and killing whales |
| 14. | a whaling fleet | N | an oily liquid that is painted onto wood, etc. to give it a hard, shiny surface |
| | | O | a thin layer of liquid that is put on a photo to make it shiny |

6.d Read the article again. What do these numbers/dates refer to?

- | | |
|-----------|----------|
| 1. 30,000 | 5. 1992 |
| 2. 1946 | 6. 1,000 |
| 3. 1986 | 7. 2001 |
| 4. 1% | 8. 12 |

6.e Discussion

1. What do you think of whale hunting?
2. What do you think of hunting in general?
3. Is any form of hunting a controversial issue in your country? Which one? Why?

6. Writing

Project: Endangered animals.

7.a Work with a partner. Look at the table and ask and answer questions about these animals.

	Giant panda	Elephant	Rhino
Where it lives	Southwestern China	Central Africa	Africa
Food	Flowers, grass, bamboo	Grass, twigs, some fruit	Grass, plants
How it has become endangered	<ul style="list-style-type: none"> • Destruction of habitat • Variety of bamboo is decreasing • Hunted for 	Hunted for their tusks	Hunted for their horns

	their fur		
What has been done to protect it	<ul style="list-style-type: none"> • Illegal to kill them • Special wildlife parks have been set up 	The hunting and trading of ivory has been banned	<ul style="list-style-type: none"> • Areas are guarded • The selling of rhino horns has been banned

7.b Write about one of the animals above (or any other endangered animal). Mention where they live, what they eat, how they became endangered and what has been done to protect them. Find some photos to use with your project.

Unit 3

Arts

In this module you will:

- ✓ **Read about** a famous impressionist painter
- ✓ **Talk about** your interests in art
- ✓ **Test your** knowledge about London museums
- ✓ **Practise** prepositions, relative clauses, the present simple and the present continuous tenses
- ✓ **Listen to** a tour guide about the Winter Palace in St. Petersburg
- ✓ **Write / Make** a Power Point presentation
- ✓ **Learn about** a famous recluse

Useful vocabulary:

<i>Nouns</i>	art, collection, painting, celebrities, exhibition, replica, view, media, recluse, masterpiece, hit, band, stardom, royalties
<i>Verbs</i>	to experience, to design, to influence sb/sth, to develop as sb, to capture, to publicise, to profile, to track sb down, to release
<i>Adjectives</i>	ancient, modern, urban, visual
<i>Phrases and collocations</i>	to get somewhere, to get lost, piece of art, solo album, household name, to speak in public, tour guide

1. Lead-in

Telling the time

1.a Match these times. Then listen and repeat the times.

9 p.m., 4 p.m., 6 p.m., 6 a.m., 12.55,
10.15, 5.40, 4.30, 2.45, 9.10, 9.35,
6.20

- six o'clock in the morning, four o'clock in the afternoon, six o'clock in the evening, nine o'clock at night
- quarter past ten, half past four, ten past nine, twenty past six
- twenty to six, quarter to three, five to one, twenty-five to ten

1.b Look at the prepositions in these sentences.

The museum opens **at** ten o'clock **in** the morning. It closes **at** half past six **in** the evening. **On** Fridays, it closes **at** ten o'clock **at** night. **At** the

weekend, it is closed. **On** Mondays, it is open **from** ten **in** the morning **until** six **in** the afternoon.

1.c Complete the sentences with the correct prepositions.

at, on, in, from, until

1 It closes ___ six o'clock ___ in the evening.

It is closed ___ the weekend.

2 It closes ___ ten o'clock ___ night ___ Fridays and Saturdays.

3 It is closed ___ the afternoons and ___ the weekend.

4 It opens ___ half past two ___ the afternoon ___ Sundays.

5 It is open ___ eleven o'clock ___ the morning ___ eight o'clock ___ night ___ Sundays.

1.d Do you know the places in the pictures? Match the places in the box below (1-9) with their descriptions in the brochure about London.





1 The British Museum	2 Clink Prison	3 The London Eye
4 The Globe Theatre	5 Madam Tussaud's	6 The National Gallery
7 The Science Museum	8 The Tate Modern	9 The Natural History Museum

8

Do you like modern art? Then this is the place for you!

Open: 10 a.m. – 6 p.m. (Sunday-Thursday) and 10 a.m. – 10 p.m. (Friday-Saturday).

Bankside (Tube: Southwark). Free entrance.

6

This has one of the really great collections of paintings in the world. Don't miss it!

Open: 10 a.m. – 6 p.m. (Monday-Saturday) and 2 p.m. – 6 p.m. (Sunday).

Trafalgar square (Tube: Charing Cross). Free entrance.

1

One of the great museums in the world. There are famous exhibitions from ancient Egypt, Rome, Greece and other parts of the world.

Open: 10 a.m. – 5 p.m. (Monday-Saturday) and 2.30 p.m. – 6 p.m. (Sunday).

Great Russell Street (Tube: Holborn). Free entrance.

3

Take a bird's-eye view of the capital on this amazing big wheel. Spectacular views at night!

Open: 9.30 a.m. – 8 p.m. (in September until 9 p.m. on Fridays, Saturdays and Sundays; in July and August until 10 p.m. daily).

South Bank of the River Thames (Tube: Waterloo or Westminster). Adults: £11.50; students / over sixties £ 9.00; children £ 5.75; under fives free.

5

This wax museum has an incredible collection. There are famous people from history from Napoleon to Winston Churchill, and modern celebrities from the worlds of sport, pop and films.

Open: 10 a.m. – 5.30 p.m. (Monday-Saturday).

Marylebone Street (Tube: Baker Street).

Adults: £ 13.50; children £ 10.00.

2

In this old London Prison you can experience prison life. You can also have your birthday party here!

Open: 10 a.m. – 6 p.m. (Monday-Friday).

1 Clink St (Tube: London Bridge).

Adults: £ 3.50; children: £ 2.50.

4

Visit the replica of the old theatre. Learn about the life and play of Shakespeare.

Open: 9 a.m. – 12 a.m. (Monday - Friday).

New Globe Walk (Tube: Southwark).

Adults: £ 7.50; children £ 4.50.

7

There are over 10,000 things to see in this fantastic museum. Take a virtual rocket ride around the solar system!

Open: 10 a.m. – 6 p.m. (Sunday-Thursday) and 10 a.m. – 10 p.m. (Friday-Saturday).

Bankside (Tube: Southwark). Free entrance.

1.e What places from the brochure are described in ex. 1.c?

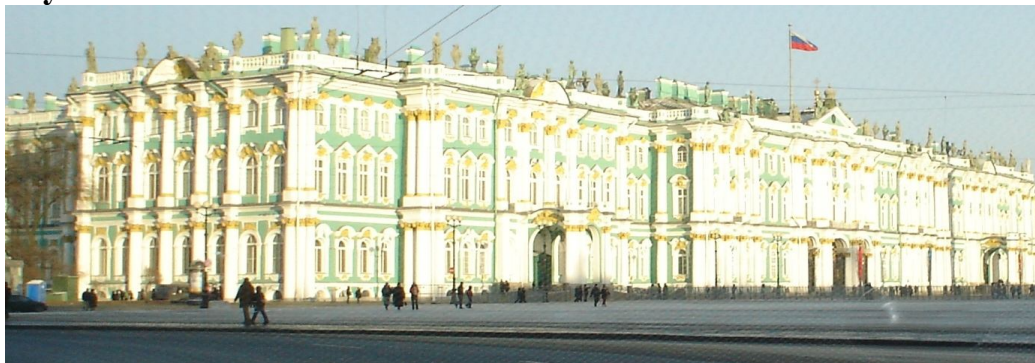
1.f These people are in London. Find places for them to visit.

- 1 Billy loves animals and nature.
- 2 Hannah is interested in famous people.
- 3 Martin likes acting.
- 4 Laura is interested in Ancient Egypt.
- 5 Joanna likes paintings but she doesn't like modern art.

2. Listening

2.a Look at the photo below of the Winter Palace in St Petersburg. Guess which of these things the palace had at the end of the 18th century.

art gallery, church, exotic birds, fountains, hanging garden, lake, library, rare plants, school, theatre, zoo



2.b Listen to a tour guide and check your guesses from ex. 2.a.

2.c Listen again and write the dates for the events below.

1 _____ Peter the Great founded the city of St Petersburg.

2 _____ Empress Elizabeth ordered Rastrelli to design a new winter palace.

3 _____ Catherine the Great became Empress.

4 _____ A fire destroyed the inside of the Winter Palace.

5 _____ The Winter Palace became the headquarters of the Russian government.

6 _____ It was attacked by the bolsheviks.

7 _____ The German siege of Leningrad began.

8 _____ The siege of Leningrad ended.

2.d What famous palaces or museums are there in your country / city? Tell a partner a few facts about them.

3. Reading



3.a Look at the painting and try to answer these questions.

- 1 What style is the painting in?
- 2 Where and when is the painting set?
- 3 What is happening in it?
- 4 What colours does the painter use?

While-reading activities

3.b Read about the painter and the painting. Check your guesses from ex. 3.a.

3.c Fill in the missing phrases from the list (A - E) to the gaps in the text. There's one extra phrase that you don't need to use.

- A but which are so silvery, lively and bright
- B such as Cézanne
- C bought a collection of modern art
- D took part in all eight of the Impressionist exhibitions
- E is going on in the street

Pre-reading activities

Camille Pissarro (1830-1903) was the only painter who 1) _____ which were held in Paris. Pissarro moved there in 1855 and Paris was the place where he started to develop as a painter. He met other painters like Monet, whose work influenced him and he began his move towards

Impressionism. Pissarro later influenced other painters that were younger than him 2) _____. Another painter he encouraged was the young Van Gogh.

In 1893, he began experimenting with urban views of Paris which were painted from the windows of hotels or apartments. In a letter he wrote to his son, Lucien, in 1897, he said, 'I am delighted to be able to paint these Paris streets that people find ugly 3) _____.'

Rue Saint-Honoré. Effect of Rain is a painting which explores the effect of rain in the early afternoon. The small figures and carriages capture the movement and activity that 4) _____. The colours Pissarro uses are not bright but he brilliantly produces the visual effect that comes from the wet streets.

After-reading activities

3.d Look at the underlined words and phrases and try to explain their meaning in other words in English.

4. Language skills

Grammar: The Relative Clauses

4.a Underline the following relative pronouns in the text above.

that where which who whose

Now complete the rules with the correct relative pronoun.

a We use _____ and _____ to refer to people.

b We use _____ and _____ to refer to things.

c We use _____ to say something about possession.

d We use _____ to refer to places.

a letter (that/which) he wrote to his son, Lucien

a painting which explores the effect of rain in the early afternoon

the colours (that/which) Pissarro uses

4.c Look at ex. 4.b again. When can we leave out the relative pronouns *who, that, which*?

a when it come before a verb

b when it comes before a noun or a pronoun

4.b Look at the descriptions below. The relative clauses are underlined. Find more relative clauses in the text.

*the only painter who took part in all eight of the Impressionist exhibitions
another painter (who) he encouraged*

4.d Read the sentences below. Circle the relative pronouns and underline the relative clauses. Then put brackets around the pronouns which are not necessary.

Example 1 I loved the museum (that) we visited yesterday.

1 I loved the museum that we visited yesterday.

2 He was a painter whose works were sold for over \$10,000 each.

3 The painter who you were talking to sells his paintings to the best galleries in Paris.

4 The opera that we saw was terribly boring.

5 I think the architects who design new buildings in Warsaw are too conservative.

6 Have you bought the CD which I was telling you about?

7 The place where we met is the oldest in town.

4.e Fill in the gaps with relative pronouns: who, which, where whose. Put brackets round the relative pronoun if it can be dropped.

I suppose I'm not a great art lover. I like poster 1_____look good in my bedroom. I usually buy posters 2_____I find in big stores. I like buying pictures 3_____go well with my mood. Sometimes, I go to art galleries 4_____I buy copies of famous paintings. I prefer pictures 5_____are realistic. Some people 6_____I know spend lots of money on paintings 7_____are really expensive and 8_____look horrible. I have a friend 9_____collection of

modern art is very valuable. The paintings 10_____ he buys are perhaps more sophisticated than mine but I'm happy with my collection.

4.f Add relative clauses to complete the sentences so that each says true about you.

Example 1 I enjoy watching films which *make me laugh*.

1 I enjoy watching films which ...

2 I enjoy watching films (-) ...

3 I like meeting people who ...

4 I like meeting people whose ...

5 I like meeting people (-) ...

6 I like visiting places where ...

7 I like visiting places that ...

4.g Write definitions of these words.

actor, architect, art gallery, boutique, camera, castle, composer, library, fashion designer, portrait, ticket

Example: An art gallery is a place where ...

Think of three other jobs, places objects and write their definitions. Then work in pairs and guess your partner's words.

Example:

It's a place where... / It's someone who... /It's something which...

Grammar: the Present Simple and the Present Continuous Tenses

present simple	present continuous
<ul style="list-style-type: none">• regular actions or habits• a fact or general truth• timetables and programmes	<ul style="list-style-type: none">• actions happening now, or around now• a trend, i.e. changing situation personal plans for the future

Note: some verbs which describe states, e.g. be, want, believe, know, understand, like, don't usually have a continuous form.

Revise how you form statements, negatives and questions with these tenses. Fill in the table.

Present Simple	Present Continuous
statement(to be) – (other verbs) -	statement
negative (to be) - (other verbs) -	negative
question (to be) - / (other verbs) -	question

4.h Which sentence (a or b) is correct in each context?

1 a musician talking about his job
a I play drums.
b I'm playing drums.

2 a pop star on holiday
a I don't work.
b I'm not working.

3 a boy talking about his hobby
a I take photos of rock groups.
b I'm taking photos of rock groups.

4.i Read an interview with a musician. Put the verbs in brackets in the correct tense, Present Simple or Present Continuous.

A 1 _____ (you work) a lot?
B Yes, I 2 _____ (do) a lot of concerts but I 3 _____ (not work)

every weekend. Like today, it's Saturday so I 4 _____ (relax) here in my garden and 5 _____ (talk) to you.

A What 6 _____ (you usually do) at the weekend?

B Well, I 7 _____ (have) a large family. We 8 _____ (relax) at home – my wife 9 _____ (not cook) at weekends so on Sundays, I 10 _____ (prepare) a meal and then my father 11 _____ (play) the piano and we all 12 _____ (sing).

A Where 13 _____ (your family be) now?

B Oh, they 14 _____ (wait) for me to help them. It's my wife's birthday and we 15 _____ (prepare) a surprise party for her. She 16 _____ (love) surprises. Right now, she 17 _____ (shop) at the mall and the kids 19 _____ (make) the birthday cake. I have to go and ice the cake.

5. Speaking

5.a Complete the dialogue with the words and expressions below. Then listen and check.

how, good morning, great day out, interested in, open, please, thanks very much, tickets

Tourist Information

Tourist 1 _____. I'd like information about museums in London, 2 _____.

Guide There are three hundred museums in London, you know! What do you want to see?

Tourist Well, I'm 3 _____ science.

Guide Ok, you can go to the Science Museum. That's a 4 _____. There are really interesting things to see.

Tourist Right. And when is it 5 _____?

Guide From ten in the morning until six in the evening. On Sundays, it opens at eleven and closes at eight.

Tourist How much are the 6 _____?

Guide Entrance is free!

Tourist That's great! And 7 _____ do I get there?

Guide Well, you can get a bus or the tube. The tube station for the museum is South Kensington.

Tourist Where can I get a map? I don't want to get lost.

Guide Here you are.

Tourist 8 _____.

Guide Not at all!

5.b Underline the phrases with the verb *get* in the dialogue. How do you say them in your own language?

5.c Work in pairs. Take turn to be a tourist and a guide in London. Use the brochure in ex. 1.d and the dialogue in ex. 1.a to ask and give information about places in London.

5.d Work in pairs. Complete the questions (1-6) to find out about your partner's interests in art. Interview each other and tell the class your partner's taste in art.

- 1 Do you go to galleries where ... ?
- 2 Do you have friend (who) ... ?
- 3 Do you like pictures that ... ?
- 4 Do you often watch programmes (which) ... ?
- 5 Do you like artists who ... ?
- 6 Do you buy posters which ... ?

6. Extra Activities

6.a You are going to read about a famous recluse. What is a recluse? Guess, then read the information below to check your answer.

A recluse is someone who:

- a) likes media attention.
- b) avoids media attention.
- c) comes back after a period away from media attention.

Out of sight, out of mind?

In today's multi-media age, it seems no artist with something to sell can afford not to do interviews and chat shows to publicise their latest product. People's interest in celebrity means we often know more about the artists than their work. Below, our reporter Wendy Finch profiles the recluse from the world of the arts who decided not to play the media game. Why are we fascinated by the artists themselves when really their work should speak for them?

6.b Read more about one recluse and answer the questions.

- 1 How is the person's character described in the article?
- 2 What is his most famous piece of work?
- 3 What did he do later in life?
- 4 How was his relationship with media?
- 5 Is there anything surprising in the article?



SYD BARRETT (1946-2006)

At the Pink Floyd reunion in London's Hyde Park for Live8, there was one member missing.

Often called an eccentric genius, Syd Barrett formed the supergroup Pink Floyd in 1965 and wrote, sang and played guitar on all their early hit records, including the 1967 masterpiece Piper at the Gates Dawn. He left the band in 1968 after experiencing some kind of breakdown due to the pressures of stardom and touring. He made two solo albums, *The Madcap Laughs* and *Barrett*, both released in 1970, which continue to sell well.

Barrett then left the music business completely, deciding a musician's life was not for him. He did not make any music at all after 1974. Once a household name, he is now more or less forgotten except by his fans. He moved back to his home town of Cambridge and started to use his original name of Roger Barrett.

He lived alone, quietly spending his time painting and gardening. He received a six-figure income from his Pink Floyd royalties, but his contact with the outside world was minimal. Although he hadn't appeared or spoken in public since the mid-1970s, fans and journalists still attempted to contact him.

In 1971 a journalist tracked him down. Syd told the reporter that he walked a lot, painted, wasted time and feared getting old. He also said that he felt full of dust and guitars. Another journalist reported that a bald, fat man answered the door and said that Syd couldn't talk. In 1992, Atlantic Records offered half a million dollars for any new Syd Barrett recordings.

His family reported that he was content and reasonably healthy. More recently, when fans or journalists called on him he was polite and coherent, but unwilling to discuss his past as a famous rock star. Talking to one journalist on his doorstep in 2001, Syd asked him to leave as he didn't do interviews any more.

6.c Find words or phrases in the text that mean the following.

- a a very successful record or CD
- b a great work of art
- c a very well-known person
- d payments made to writer of a book, song, etc.
- e to issue (a record, film, book, etc.) for sale or circulation
- f the fame and prestige of being a star in films, sport, etc.
- g a person or thing that is very well known.

6.d In groups, discuss the following.

- 1 What is so special about the person in this profile? Why can this profile be interesting?
- 2 Do you think celebrities have the right to a private life?
- 3 Which books, songs and films do you think are masterpieces?
- 4 What rumours about media celebrities have you heard recently?

7. Writing: Project Work

7.a Get ready to give a two minute Power Point presentation about a famous recluse painter, singer, sculptor, etc.

- Find some information about this person on the Internet or in magazines, books
- Process and structure the information using the Power Point software
- In your presentation, include visual aids together with the information about the person's early life, later life
- Present your findings to the class

Unit 4

The Age of Technology

In this module you will:

- ✓ **Read about** computers for the disabled
- ✓ **Talk about** invention of a computerised machine
- ✓ **Test your** project-making skills
- ✓ **Practise** using the future tense
- ✓ **Listen to** people talking about how they use computers
- ✓ **Write** a letter of complaint
- ✓ **Learn** how to use the Web

Useful vocabulary:

<i>Nouns</i>	technology, entertainment, network, icon, laptop, the disabled, bookmark, browser, favourites, link
<i>Verbs</i>	to fit, to upgrade, to connect, to operate, to click on, to download
<i>Adjectives</i>	interactive, virtual, wireless, computerised
<i>Linkers</i>	firstly, secondly, finally
<i>Phrases and collocations</i>	Global Positioning System, touchscreen monitor, computer addiction, cell phone, search engine, to chat online, to send emails

1. Lead-in

1.a People who have grown up with PCs and microchips are often called the digital generation. Read what some people answered when questioned about the use of computers in their lives.

Computers: friend ...



‘I have a GPS, Global Positioning System, fitted in my car. With this navigation system I never get lost. And the DVD recorder is perfect for my children’s entertainment.’

‘I use an interactive whiteboard, like a large touchscreen monitor, at school. I find computers very useful in education.’

‘Assistive technology, for people with disabilities, has helped me a lot. I can hardly see, so I use a screen reader, a program that reads aloud onscreen text, menus and icons.’

‘This new HMD, head-mounted display, allows me to watch films, and enjoy virtual reality, the artificial environment of the latest video games.’

‘The upgraded wireless network at my university is great: we can connect our laptops, PDAs and Wi-Fi cell phones to the network anywhere in the campus. Communication is becoming easier and easier.’

or foe?



‘Our society has developed technological dependence. When computers are down, our way of life breaks down: planes stop flying, telephones don’t work, banks have to close.’

‘Computers produce electronic waste, plastic cases and microchips that are not biodegradable and have to be recycled or just thrown away.’

‘They are responsible for health problems, e.g. computer addiction, an inappropriate and excessive use of computers.’

‘Cybercrime, crime committed with the help of computers, is creating serious problems.’

‘Citizens may feel a loss of privacy because of unauthorized use of personal data or receiving unwanted electronic messages.’

1.b Make a list of the ways your family uses computers at work and in your free time. Can you think of any problems that using computers might cause?

2. Listening

2.a Listen to these people talking about how they use computers at work and write each speaker's job in the table.

composer electrical engineer
secretary librarian



Speaker	Job	What they use computers for
1		
2		
3		
4		

2.b Listen again and write what each speaker uses their computer for.

3. Reading



Pre-reading activities

3.a Work in pairs to answer the following questions:

- 1 What sort of difficulties do you think are experienced by computer users with limitations of vision or mobility?
- 2 What type of devices could be helpful to disabled users?

While-reading activities

3.b Match the FAQs (A-F) with the answers (1-6).

- A How can a blind person see a computer screen?
- B How can disabled people or very ill children make friends?
- C What does a Picasso painting sound like?
- D How can you communicate with no words?
- E How can you use a computer with your mind?
- F How can disabled people become more independent?

Computers for the disabled

Can you hear or feel pictures? Can you move something without touching it? Dan Jellinek went to Los Angeles and found out that you can do all these things...and more.

Computers have started to change the lives of some disabled people. They can help them to communicate and to live more independently. The 14th international conference on computers and disabled people showed some exciting examples.

1. _____.

vOICE is a program that changes pictures into sounds. Different colours and shapes have different sounds. With practice, blind people can listen to the sounds and 'see' them by using their ears.

2. _____.

The program MouseCAT changes pictures into vibrations on the screen. Blind people can touch the screen and 'feel' the images. They can also use this program to speak – they write words and the computer says them.

3. _____.

Mindmouse can identify brain activity. It is like a hat. You put it around your head and operate the computer by thinking.

4. _____.

CharM is a computer system that can identify people's emotions. In this way, people who can't speak can communicate how they feel to other people.

5. _____.

Handy 1 is a robot arm with five different kinds of movement. It can help very disabled people do activities like eating and drinking.

6. _____.

It is often difficult for them to meet other children. DO-IT is an Internet program that helps them get help and support from other children who suffer the same problems.

Post-reading activities

3.c Read the article again. Write three ways computers can help disabled people. *Example:* Computers can help blind people to 'see' using...

3.d Work in groups and choose the most useful invention. Give your grounds.

Future forms

Future with will/won't

- To describe a decision made at the moment of speaking, often to make an offer.
I'll help you with the books.
- To talk about actions that will inevitably happen.
Next month I will be 23.
- To talk about hopes, promises, fears, etc. especially with 'expect', 'think', 'hope', 'probably', etc.
Electronic money will probably be more secure.
- To make predictions when you don't have 'present evidence'.
People will vote in elections online.

Present Continuous

- To describe fixed plans or arrangements (with a future time expression).
She is meeting the manager at 12.

Be going to + verb

- To describe future intentions (not as definite as firm plans).
The company is going to open a new office in Rome.
- To make predictions when you have 'present evidence' that something is going to happen.
Look at the clouds; it's going to rain.

Present Simple

- To describe timetabled events, programmes, etc.
The plane leaves at 9.30.

4.a Revise the future form in the box. Then choose the correct answer.

1. I promise
 - a) I'll buy you a 3G mobile phone.
 - b) I'm going to buy you a 3G mobile phone.
 - c) I'm buying you a 3G mobile phone.
2. A: Would you like to come to my party tomorrow?
B: I'm afraid, I can't
 - a) I'll meet Bob at the airport.
 - b) I'm meeting Bob at the airport.
 - c) I meet Bob at the airport.
3. In the near future Pcs
 - a) communicate with other devices without cables.
 - b) are going to communicate with other devices without cables.
 - c) will communicate with other devices without cables.
4. A: My laptop has crashed! B: Don't worry!
 - a) I'm lending you mine.

- b) I'll lend you mine.
 c) I'm going to lend you mine.

4.b Complete this conversation using the correct verb form.

Jorge: I hear you're going on holiday next week.

Carmen: Yes, we 1(go)_____ to Paris. I can't wait.

Jorge: I think you 2(love)_____ Paris. How 3(you travel)_____?

Carmen: Well, first we 4(fly)_____ from Madrid and we 5(stay)_____ in Paris for five days.

Jorge: That sounds great! Are you going to any theme parks near Paris?

Carmen: Yes, actually, we 6(visit)_____ EuroDisney. After that, we are going to the south of France. We probably 7(stop)_____ at Futuroscope, near Poitiers. It's a theme park based on new technologies, virtual reality, 3D images, ...

Jorge: How lovely! When are you coming back home?

Carmen: Well, I don't know. I have a month's holiday, so I hope we Just 8(relax)_____ by the sea for a few days and then ...

4.c Write your own predictions about these topics.

1 Space tourism

e.g. *There will be sightseeing trips to the Moon.*

Yours:

2 The Internet

e.g. *Everyone will have instant access to the Internet.*

Yours:

3 Health and genetics

e.g. *Electronic chips will be implanted inside our bodies to detect possible illnesses.*

Yours:

4 Intelligent homes

e.g. *Robots will do the house work for us.*

Yours:

5 Money/Holidays

e.g. *Cash will disappear.*

Yours:

Other future forms

Future Continuous (will be + present participle)

To talk about actions in progress at a stated future time.

This time next Saturday I'll be skiing.

Future Perfect Simple (will have + past participle)

To talk about actions finished at a stated future time.

By the end of June I will have finished my exams.

Future Perfect Continuous (will have been + present participle)

To emphasize 'how long'

By February I will have been working here for three years

4.d Look at the other future forms in the box. Translate these sentences into Russian.

- 1 Please don't call tonight. I'll be taking part in a videoconference.
- 2 He says he won't have finished the report by Monday.
- 3 The technician will have repaired the computer by Friday.
- 4 Some day, we'll be talking to our PC naturally, like a friend.
- 5 Next June she'll have been teaching for 30 years.
- 6 In a few years' time students will be using handheld and wearable computers in class.

4.e Expand these sentences using the Future Perfect Simple tense.

- 1 In ten years' time/a lot of people/connect their television to the telephone line
- 2 Portable PCs/replace/desktop PCs/in a few years' time
- 3 With the help of computers/doctors/find/cure/AIDS and cancer/by the year 2010
- 4 By this time next year/software manufactures/make/hundreds of new programs
- 5 By 2020/post offices and bookshops/disappear
- 6 By this time next year/I/buy/handheld computer
- 7 By the year 2030/robots/replace/human labour in industry

5. Speaking

5.a Think of a computerized machine you would like to invent. You may choose one of the machines below:

computerized fridge

computerized car

domestic robot

computerized house

5.b Draw a picture of your machine and write notes to explain how it works.

Example: *computerized fridge*

What it does: speaks to you, phones shops to order more milk, eggs, etc.

Advantages: more convenient, less work, etc.

How it works: you tell the fridge what you want, etc.

5.c Work in groups. Speak about your machines, ask and answer questions about them.

Example questions:

What can you use it for?

Why is it useful?

How does it work?

What do you do first?

What do you do next?

Has it got any disadvantages?

5.d Decide which of the inventions was:

- The most useful
- The most imaginative
- The silliest

6. Extra Activities: The Web

6.a Complete the factfile below with the Key Words.

Key Words: bookmarks, browser, download, favourites, Internet, links, online, search engine, website, World Wide Web



FACTFILE: The Internet

- The 1 _____ is an international network of computers – it includes electronic mail (email), the World Wide Web (www), discussion groups and online chatting.
- To go 2 _____, you need a 3 _____, such as Netscape Navigator or Microsoft Internet Explorer. These programs let you see web pages and 4 _____ information onto your computer.
- The 5 _____ is a collection of web pages. Each page has 6 _____ to other pages which you can get by clicking on words or pictures.
- A 7 _____, or web page, is a document available on the World Wide Web.
- To look for information, type key words into a 8 _____, such as Google, Which gives you a list of useful websites.
- If you find a good website, you can save it for future reference – put it in your 9' _____' or 10' _____'.

6.b Work in pairs. Are these statements true or false?

1. There are more Internet users in Europe than in North America.
2. Americans send more than four billion emails every year.
3. Search engines like Google can find hundreds of thousands of websites in less than a second.
4. In 2000, over nine million people watched one of Madonna's concerts 'live' on the Internet.

5. Computers operate better when they are cool because they conduct electricity more efficiently.

6.c Work in pairs. Discuss what you have tried or would like to try on the Internet.

Example: I'd like to send emails to my cousins in the USA

- chat online
- send emails
- find information for your studies
- find information about entertainment/travel
- listen to and/or download music
- shop, e.g. for videos, CDs, clothes
- read about your interests
- practise your English

6.d Answer the questionnaire.

Are You An Online Student?

Your English group is doing a project on Native American folk dancing in Alaska. You have to prepare an article. So...

1. Do you try to find information:

- a) on the Internet?
- b) in an encyclopedia?
- c) from other reference books?

2. You have about 15 minutes before the end of the lesson. Do you:

- a) go to the school library to find information?
- b) make a list of questions you want to find answers to?
- c) write down what you already know?

3. You want to start looking for information on the Internet using a search engine (like Google). What key words do you type in and search for?

- a) Native Americans
- b) folk dance Alaska
- c) folk dances

4. You try a really good website. Do you:

- a) try to remember the address?
- b) write the address in your notebook?
- c) put it in your bookmarks or favourites?

5. You find a website with the answer to your dreams – a short article called ‘Native American folk dances in Alaska’. Do you:

- a) try to write a summary of the article in your own words?
- b) print it out and use it to answer the questions on your list?
- c) copy it, put your name at the top and give it to your teacher?

6.e Listen to a student answering the questionnaire. Compare the answers. Are you a better online student? Prove it by taking notes.

7. Writing: *A letter of complaint*

7.a Read the letter. Find words and expressions that mean:

a light	a written promise	to move	digital
to return money	is broken	information	

7.b Complete the letter with these linking words.

finally, secondly, firstly

*99 Raven Lane
Shepton, BY9 2AZ
Digital Direct Ltd,
Industrial Estate,
Newton, SY8 9BV*

Dear Sir/Madam,

I bought a Conex digital camera from you last month. It cost £400 and has a six-month guarantee (number 9887654).

1 _____, it is very difficult to download pictures to my computer.

2 _____, the quality of the pictures is not good enough. The photos are too dark and not clear enough. 3 _____, the flash of the camera does not work.

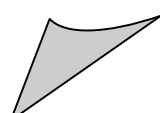
Could you please refund my money? I enclose the camera with this letter.

I look forward to hearing from you.

Yours faithfully,

C Hamilton

Caroline Hamilton



7.c Read the advertisement. Write notes about possible problems with the robot.



Domus XX20

This new domestic robot has three programmes: it guards you house; it cleans the floors; it interacts with people. The XX20 is fast and intelligent. It can move around the house and climb the stairs. And it only costs &595!

Domus Products Ltd, 31 Station Road, Norton NX9 9BD

7.d Use your notes to write a letter of complaint.

7.e Work in pairs. Read your partners' letters and compare your problems.

Unit 5

Around the world

In this module you will:

- ✓ **Read about** a famous explorer
- ✓ **Talk about** your travelling experience
- ✓ **Test** your knowledge about famous holiday destinations
- ✓ **Practise** using present perfect and past simple, reporting statements and questions
- ✓ **Listen** to a radio holiday programme
- ✓ **Write** a formal letter to a holiday company
- ✓ **Learn** how to plan a holiday

Useful vocabulary:

<i>Nouns</i>	journey, travel, trip, flight, mountaineer, trekker, desert, nightlife, advert / advertisement, price
<i>Adjectives</i>	available, fascinating, wonderful, delightful, crowded, still, pale, bare
<i>Phrases and collocations</i>	to book a holiday, tourist attraction, holiday destination, once-in-a-lifetime sightseeing tour, means of travelling, high season, half board, boat hire

1. Lead-in

1.a Look at the information about four travel books by Michael Palin. Match the books with photos A-D.

- 1) *Pole to Pole* is about a 141-day journey from the North Pole to the South Pole.
- 2) *Himalaya* is the story of a journey across the world's greatest mountains, from Afghanistan to China.
- 3) *Sahara* is about a journey across the desert that is the size of the USA and covers ten different countries.
- 4) *Full Circle* is the story of a 50,000km trip round the Pacific Ocean. The writer visited 17 countries on four continents.



A



B



C



D

1.b These extracts come from the four books. Match each extract with one of the books.

A. The air is still, and a watery sun gives the place a lonely feel. The temperature is minus 25 degrees C°. They say this is warm.

B. We are out of the crowded Asian Pacific area and into the great empty spaces of Australasia. In Java there are 850 people for every square kilometer of land; in Australia, just over two.

C. Everest Base Camp is nowhere near as romantic as it sounds. In high season, between June and August, this area is packed with mountaineers and trekkers. This year there were 32 separate expeditions.

D. Morocco has changed colour. The greens and golds of the north have become a line of pale yellow trees running beside the road. Beyond them, the land is brick-red and bare.

1.c Read the book extracts and find adjectives with these meanings.

- | | | |
|-----------|----------------------------|------------------------------|
| Extract A | 1 not moving | 2 sad and alone |
| Extract B | 3 full of people | 4 with nothing in it |
| Extract D | 5 light, not strong colour | 6 not covered, nothing there |

1.d Match the adjectives in ex. 1.c with the best pair of nouns below.

- | | | |
|---------------------|---------------------|--------------------|
| 1 _____ city/train | 3 _____ room/bottle | 5 _____ feet/wall |
| 2 _____ face/colour | 4 _____ person/life | 6 _____ lake/water |

2. Reading

2.a What famous explorers do you know?

2.b Read the interview with Michael Palin and put the questions 1-6 in the right place (a-f).

- 1 Which countries have you visited?
- 2 How many books have you written?
- 3 What have you learned from your different trips?
- 4 What's the best place that you've visited?
- 5 When did you become a travel writer?
- 6 Have you eaten any unusual things?

Around the world with Palin
by Stuart McCarthy

Michael Palin has visited many countries and he has become one of our most popular travel writers. I asked him about his fascinating life.

a) _____
When I was 42, in 1988. I made a TV series – Around the world in 80 days – and wrote a book about that trip, and so I started this great career.

b) _____
I've written six travel books – one for each TV series.

c) _____
Perhaps you should ask which countries I haven't visited! I've travelled from the North Pole to the South Pole, and across every continent. A very lucky man!

d) _____
Oh, definitely. I've eaten insects and a snake. I ate that when I was in China, in 1985. It tasted like chicken.

e) _____
Ah, my favourite place is in Peru – the river near Machu Picchu. It's the most wonderful, magical place I've ever been to in all my travels.

f) _____
The most important thing that I have learned is that people are warm, kind and fun all over the world, and that a smile really is universal.

2.b Are these sentences true or false?

- 1 He wrote his first travel book after he made a TV travel series.

- 2 He has made six TV travel series.
- 3 He has never visited South America.
- 4 He ate insects in 1985.
- 5 His favourite place is in Africa.
- 6 He thinks there are friendly people everywhere.

Grammar: Present perfect and past simple

2.c Look at these sentences and answer the questions.

- a) I made a TV series when I was 42.
- b) I've travelled across every continent.
- c) I've written six books.
- d) I wrote a book in 1988.

- 1 Which sentences give the time when Michael Palin did something?
- 2 Which tense do we use when we give the time we did something?
- 3 Which tense can we use when we do not give the exact time we did something?
- 4 How do we form the present perfect and the past simple tense?

Grammar tip: I've been=I've gone and I've come back

2.d Complete this personal travel history with the present perfect or the past simple.

I 1) _____ (visit) many different countries but I 2) _____ (not go) to South America and Africa – I hope to go there soon. I first 3) _____ (go) abroad in 1991. I went to France with my school and two years later I 4) _____ (visit) Spain – my favourite country. I also love Asia. I 5) _____ (work) in China and I 6) _____ (visit) Thailand and Japan. I 7) _____ (work) in China in 2003 – I 8) _____ (have) a wonderful time because it 9) _____ (be) so different from my country. Finally, last year I 10) _____ (study) at film school in New Zealand – that was great!

3. Speaking

3.a Do you know what places are shown in the pictures A-F? Find the places' names in the list below in ex. 3.b.



A



B



C



D



E



F

3.b Work with a partner and match the places with the encyclopaedia entries about them.

With your partner discuss the following:

- have you ever been to any of them, or seen any of them?
- what else do you know about them?

1 Heathrow Airport	9 Mount Fuji
2 the North Pole	10 Uluru (Ayers Rock)
3 the South Pole	11 Easter Island
4 Table Mountain	12 the Grand Canyon
5 the Coliseum	13 Machu Picchu
6 the Taj Mahal	14 the Empire State Building
7 the Great Wall of China	15 the Amazon Forest
8 Angkor Wat	16 the Djenne Mosque

A a steep-sided gorge carved by the Colorado River in the United States in the state of Arizona	K a volcanic island in the Pacific, discovered on Easter Sunday, 1722; noted for the remains of an aboriginal culture, which includes gigantic stone figures.
B a large isolated desert rock, sometimes described as the world's largest monolith, in the Northern Territory of Australia: sacred to local Aboriginal people. Height: 330m. Base circumference: 9 km	L the largest mud brick building in the world and is considered by many architects to be the greatest achievement of the Sudano-Sahelian architectural style

C a moist broadleaf forest that covers most of the Amazon Basin of South America	M a ruined Incan city in the south of Peru
D a 102-story landmark Art Deco skyscraper in New York City at the intersection of Fifth Avenue and West 34th Street	N an extinct volcano in central Japan: the highest mountain in Japan, famous for its symmetrical snow-capped cone. Height: 3776 m. Also called: Fujiyama
E the southernmost point on the earth's axis, at the latitude of 90°S	O a large area of ruins of the former Khmer Empire in Cambodia
F a white marble mausoleum in central India, in Agra: built (1632-43) by the emperor Shah Jahan in memory of his beloved wife, Mumtaz Mahal	P a wall in China from Gansu to the Gulf of Liaodong, constructed in the 3rd century BC as a defence against the Mongols. Length: over 2400 km; height: 6 m; width: 6 m
I the largest and busiest airport in the United Kingdom	Q a mountain in South Africa, overlooking Cape Town and Table Bay: flat-topped and steep-sided. Height: 1087 m (3567 ft.)
G the northernmost point on the earth's axis, at a latitude of 90°N	R an amphitheatre in Rome built about 75-80 A.D

3.b Listen to a woman talking about one of the places. Which place is it?

3.c Listen again. What does she say about it? Make notes.

1 first view of it:

2 visits to it:

3 reasons for liking it:

3.d Work with a partner to share your travelling experience.

Student A: Talk about your last holiday for about one minute.

Student B: Listen to your partner. Ask questions to get more information.

3.e Choose six places from ex. 3.a that you would like to visit (you have to choose from at least three continents). Think of the reasons for visiting them. Then tell a partner about them.

4. Language skills

Grammar: the Reported Speech

4.a Work with a partner to discuss the following.

- Do you prefer to go abroad for your holidays or stay in your own country?
- What kinds of places do you like to visit on holiday?

- If you could travel anywhere in the world for your holiday, where would you go? Why?

4.b You will hear four young people being interviewed on a radio holiday programme. As you listen, write down which statement (a-e) each speaker (1-4) makes. There is one statement you do not need.

- a I've always enjoyed going to different places. ____
- b I've always been afraid of flying. ____
- c I always go on holiday with my parents. ____
- d I don't like spending too much money on a holiday. ____
- e I like dancing and having a good time. ____

Reporting statements

To report statements we need to:

- use a reporting verb, e.g. *said*
- change the pronoun or possessive adjectives, e.g. *I* to *she*, *my* to *her*
- change the tense in the direct statement.

A Fill in the missing words in this example.

'I've always enjoyed going to different places abroad,' said Paula
Paula said (that) _____ always _____ going to different places
abroad.

B What changes would you make to these verbs in reported speech? Write in the name of the tense and an example.

Example

Present simple, e.g. 'go' > past simple, e.g. 'went'

Present continuous, e.g. 'is going' > _____

Future, e.g. 'will go' > _____

Present perfect, e.g. 'have gone' > _____

Past simple, e.g. 'did' > _____

4.c These are the statements from ex. 4.b. Can you change them into reported speech using the verb 'said' and a person's name?

- a I've always been afraid of flying.
- b I always go on holiday with my parents.
- c I don't like spending too much money on a holiday.
- d I like dancing and having good time.

Reporting questions

When we report questions, we need to make similar changes to those in

reported statements, but we also need to change the word order and the question form of the verb.

Examples

'How old are you?' Mary asked the small child.

Mary asked the small child how old he was.

'Are you frightened of flying?' the reporter asked.

4.d When we report questions without a question word, what word do we need to use?

Are you old enough to go to school?

Mary asked the small child _____ he was old enough to go to school.

4.e Report these questions using the words given in brackets.

1 'Which is your favourite country?' (Paul / Mary)

2 'Do you like Spain?' (Simon / Greg)

3 'Do you travel a lot?' (Rosa / Peter)

4 'Is the train on time?' (Bob / man in the ticket office)

4.f Spot the mistake!

Each of these sentences contains a mistake. Can you find and correct it?

1 The teacher asked the class they wanted to do any homework.

2 The class said they will like to do a project on travel.

3 The teacher told to the students that they had all passed their exam.

4 One student said the teacher that he wanted to do a project on Scotland.

5 The teacher asked whether the student has any books about Scotland.

6 The student says he hadn't any books on Scotland.

7 The teacher told she would bring the student a book the next day.

4.g In pairs, find out from each other the following information about your summer holidays. Make a note of your partner's answers.

- favourite / usual holiday destination
- usual means of travelling there
- length of time spent there
- activities to do there
- holiday companions
- type of food eaten
- feelings about the holiday

4.h Now find another partner and report what your first partner said. Use the verbs *say* and *tell*, and don't forget to make all the other necessary changes, for example, to the tenses.

5. Listening

5.a Discuss the questions with a partner.

- What do you know about ‘ethical travel’?
- Does ‘ethical travel’ mean:
 - a) behaving yourself while travelling
 - b) caring for the places (and people) you visit
 - c) taking a keen interest in the place’s history and culture?

5.b Listen to the conversation about ‘ethical travel’ and check if your guesses were right. Could you add some more main features of ‘ethical travel’?

5.c Listen to the conversation once again and fill in the missing words or phrases from the box below (there are two phrases you don’t need).

- | | |
|--|-----------------------------|
| A the effect | F solve problems |
| B tips | G long plane journey |
| C be more aware of | H at their cost |
| D causing problems | I running water |
| E ‘package’ and ‘all inclusive’ | J form of income |

1. Most of us have probably heard of _____ holidays but when I asked Bush House, not many of us had heard of ‘ethical travel’.
2. Trisha was talking about _____ that tourists can have on the people who live in the countries they visit.
3. We also heard how the local people usually have very poor ‘infrastructures’, for example, little access to transport, electricity and _____.
4. We’ll be able to visit those countries in the future without _____.
5. The governments of many developing countries encourage tourism as a valuable _____.
6. According to Trisha, knowing what’s going on could lead tourists helping to _____ rather than adding to them.
7. We’re not making the connections between their poverty and our luxury and the luxury that infrastructure is _____.
8. Do you think that _____ - giving extra money to low-paid workers – keeps their wages low?

5.d With a partner, discuss the problem of ethical tourism and suggest some ways of traveling without causing problems to the local people.

6. Extra Activities: Planning a holiday

6.a You and your partner have got \$500 each and seven days holiday. Look at the holiday adverts below and decide where you want to go. You can go on more than one trip. Look at these phrases. Can you remember how to continue?

- *I'd like...*
- *I prefer...*
- *Yes. But this one is more... than*
- *I'd rather...*
- *I don't mind...*
- *It looks ...*
- *We could ...*

6.b Look at these phrases and divide them into things a customer or a travel agent would probably say. See if you can finish the phrase with suitable words.

- *I'd like to book ...*
- *Certainly, when would you ...?*
- *I'm afraid that's not available, but you could ...*
- *I was wondering if ...?*
- *Could you tell me ...?*
- *Can I pay by ...?*

6.c Work with a different partner. Student A is a travel agent and Student B wants to book the holiday. Use the phrases in 6.b and the information in the adverts to help you.

6.d Find another partner and tell them about the holiday you have chosen, and when you are going.



Spend a week on a barge in Amsterdam. Amsterdam has a great nightlife and some of the best restaurants and cafes in the world. Just \$300.



Four days in a cottage in the heart of the British countryside. See old English villages, sip tea in a café and experience the peace of country life. Five nights in a bed and breakfast just \$250.



Hollywood. Visit Hollywood in the spring! See where all the stars live, and walk on a real movie lot. See the making of a film and have dinner at some of the restaurants that the stars go. For three days live the life of a successful actress on the boulevards where Robert DeNiro walks and works. \$500 per person.



Three days in Paris. See the Louvre, the Eiffel tower and the Champs Elysee on this wonderful once-in-a-lifetime sightseeing tour to the capital of France. Two nights in a hotel with half board and a trip on the Eurostar are included in the price. \$200 per person.

7. Writing: A formal letter to a holiday company

7.a Look through the advert and the letter below. Why did Natasha write the letter?

Spend a day on a boat with your friends! You can have a party or just sip cold drinks on the delightful River Thames. See the wonderful views of Oxfordshire from the water. For more details write to 'Fishy Boat Hire' 42 Market Street Henley RG8 2NL, enclosing a stamped addressed envelope.

Natasha Morgan
10 Ward Square
London
SE16 4AT
20th April

Fishy Boat Hire
42 Market Street
Henley
RG8 2NL

Dear Sir or Madam

I am writing with reference to your advertisement for boat hire in the Fun-lovers weekly. I am very interested in this kind of trip, and would be grateful if you could send me some more details. I am enclosing a stamped addressed envelope.

I look forward to hearing from you.

Yours faithfully
Natasha Morgan
Natasha Morgan

7.b Look at the letter and answer the questions.

1. How many addresses are there on a formal letter and where are they written?
2. Does Natasha know the name of the person she is writing to? How do you know?
3. What else should be enclosed in the envelope with the letter?

7.c Formal phrases contain 'set phrases'. Look at phrases a-f. Match them to their functions 1-6.

- | | |
|--|---|
| a I am writing with reference to your advert ... | 1 You are writing because you saw an advert. |
| b I am writing to enquire (about) ... | 2 You want to ask about something. |
| d I am enclosing ... | 3 You have put something else in the envelope. |
| e Yours sincerely ... | 4 You are finishing your letter and you know the person's name. |
| f Yours faithfully ... | 5 You are finishing your letter and you used Dear Sir or Madam. |
| | 6 You want somebody to do something. |

7.d Natasha received the price information and a letter from a lady called Mrs Saunders. She decided to book the boat for her friend's 16th birthday. Complete her letter using some of the phrases above.

	Natasha Morgan 10 Ward Square London SE16 4 AT 20 th April
Mrs Saunders Fishy boat hire 42 Market Street Henley RG8 2 NL	
Dear Mrs Saunders Thank you for your letter and the catalogue. I _____ about booking the boat for my friend's birthday on 14 June. I _____ a deposit of &100. I _____ let me know what time we would be able to have the boat and when we should bring it back. I look forward to hearing from you. _____ Natasha Morgan	

7.e Embedded questions

Look at this example from the letter:

I would be grateful if you could send me some more details.

This is a polite way of re-phrasing the question: *Can you send me some more details?*

We need to change the word order when we introduce a question with expressions like: *Could you tell me ...*

Please let me know ...

I would be grateful if you could let me know ...

The changes are the same as with reporting questions, and we either repeat the question word or use *whether*.

Rewrite these questions as embedded questions. See the examples.

1. When does the next train leave?

Could you tell me when the next train leaves?

2. Does the train stop at Reading?

Do you know whether the train stops at Reading?

3. Have you any rooms available on the 18th?

I would be ...

4. Is there anywhere I can get an evening meal?

Could you tell ...

5. Is the cottage free in June?

Could you let ...

6. How much does it cost to get into the museum?

Do you know ...

7. How far is the house from the station?

I would be grateful ...

8. When does the last train go?

Do you know ...

7.f Writing a formal letter

You want to book a room for a dance music evening that you and your friends are organizing. Look at the advert for a possible room. Plan a letter asking if the room will be available for the night you want it. Use the notes to help you.

Room available in large out-of-town building.
Suitable for up to 200 people, wild parties. Easy to get to.
For more details, enquire in writing, giving details of why you
want to use it to Mrs James, 218 Oxford Street, Chippenham.

Notes

- **Write the addresses in the correct position**
- **Think about how to open your letter. Do you know who are you writing to?**
- **Say why you are writing, refer to the advert.**
- **Ask for details to be sent to you.**
- **Close your letter. Do you know the name of the person you are writing to?**

Unit 6

Global Affairs

In this module you will:

- ✓ **Read about** Microsoft company
- ✓ **Talk about** pros and cons of globalisation
- ✓ **Test your** knowledge about the United Nations
- ✓ **Practise** using the past simple active / passive and the past continuous
- ✓ **Listen** to a talk about globalisation process
- ✓ **Write** a for and against essay
- ✓ **Learn about** Mc Donald's, Fiat, Samsung

Useful vocabulary:

<i>Nouns</i>	headquarters, justice, rights, department, staff, spokesperson, campus, employee, chairman, customer, ambassador, assistant, committee, branch, tax, brand, government, advantage, disadvantage, criminal
<i>Verbs</i>	to manage, to produce, to support, to employ, to be set up, to concentrate on, to launch, to release, to aim at sb/smth, to export, to be sentenced to, to affect smth
<i>Adjectives</i>	responsible for, powerful, private
<i>Phrases and collocations</i>	to solve problems, legal action, civil servant, unfair competition, to be in charge of smth, giant companies, fizzy drinks, CCTV cameras, anti-globalisation movement, economic integration, financial institutions, international trade
<i>Linkers</i>	although, therefore, on the other hand

1. Lead-in

1.a What do you know about the United Nations (the UN)? Answer these questions with a partner.



- 1 When was the UN founded?
- 2 How many countries are now UN members?
- 3 Where is the UN headquarters?
- 4 Where is the current Secretary General from?
- 5 Which of these activities is the UN not involved with?
 - Aid and peace keeping
 - Religious education
 - International justice
 - Children's rights
 - Economic development
 - Entertainment

1.b Listen and check your knowledge.

1.c Read this entry from an encyclopaedia. What is its main subject?

- 1 the work of the United Nations

- 2 celebrities who work for the Secretary General
- 3 the Secretary General and his/her department

THE UNITED NATIONS is an organisation that works in many different areas. In order to carry out its work, the UN has a large department of international civil servants (the Secretariat). The head of this UN department is the Secretary General and there are about 9,000 other staff members. The Secretary General is responsible for the day-to-day organisation of the UN and its many projects.

As well as these work responsibilities, the Secretary General is a symbol or face of the UN. He or she is also a spokesperson for the people of the world and can ask the UN to help with difficult situations in the world.

The Secretary General also chooses the Messengers of Peace. These people publicise the work of the UN and they are chosen from the fields of arts, literature and sports. Messengers of Peace have included Luciano Pavarotti (opera singer) and Muhammad Ali (boxer).

1.d Are these statements true (T) or false (F), or does the text not say (DS)?

- 1 The UN helps protect endangered animals.
- 2 The Secretariat manages the UN's daily business.
- 3 The Secretary General is very well paid.
- 4 The Secretary General can request that the UN solves a problem.

- 5 The countries in the United Nations select the Messengers of Peace.
- 6 The Messengers of Peace tell the world about the UN's work.
- 7 Politicians can become Messengers of Peace.

2. Reading

Pre-reading activities

2.a Look at this list of companies and answer the questions.

- 1 What do they do/produce?
- 2 In which country did they start?
- 3 Would you like to work for them?

*BP Coca-Cola Fiat Google
Honda IBM McDonald's Nestle
Nintendo Nokia Philips
Samsung Shell Sony*

While-reading activities

2.b Read the text about Microsoft and choose the correct phrase/ sentence from A-F to fill in gaps 1-5. There is one sentence that you won't need to use.

A Bill Gates himself has given over \$30 billion to support projects in global health and learning

B it is now published in 26 languages and is available in more than 60 countries

C Bill has mixed feelings about spending so much time running Microsoft

D that was designed to run on a computer

E so they started to develop software for personal computers

F by the end of that decade, however, attitudes were changing in the USA



Growth of a Global Giant

Today Microsoft employs more than 55,000 people in 85 countries and regions. In 2006, the company made profits of US\$ 12.6 billion. But it wasn't always that way ...

- **The seventies and eighties (1975-1989)**

Microsoft **was set up** in Albuquerque (New Mexico, USA) in 1975 by Bill Gates and his friend Paul Allen. The

two men **were guided by** a belief that every desk in every office, and every home, should have a computer, **1)**_____. At first, the company **concentrated on** selling to

businesses. In the late 1970s, Microsoft **moved to** the Seattle area. It is still based there today, on its own ‘corporate campus’ in Redmond. In the mid 1980s, Microsoft **was growing** rapidly and **chose** the Republic of Ireland as the Location of its first production facility outside the USA.

2) _____, and the company **was criticized** for making its employees work too hard!

- **The nineties (1990-1999)**

1994 Microsoft Encarta was launched – the first encyclopaedia
3) _____. The company slogan was also changed to: ‘Where do you want to go today?’

1995 Windows 95 was released, and more than a million copies were sold in the first four days. The company focus moved from business to the consumer. MSN, the Microsoft Network online service, was also launched, and quickly became one of the largest Internet service providers.

1996 Microsoft was named the company that Americans respected and admired the most.

1997 Microsoft opened its headquarters in India, now the second largest after its US headquarters.

1999 Gates’s book Business @ the Speed of Thought was published. The book shows how computer technology can solve business problems in new ways.

4) _____.

- **The ‘noughties’ (since 2000)**

2001 Windows XP was released worldwide.

2004 Microsoft gave \$3.5 million for relief and recovery efforts after the Asian tsunami.

5) _____. In this year Microsoft faced legal action from the European Union for unfair competition.

2006 Plans were announced to develop the campus in Redmond.

2007 Microsoft Windows Vista was launched.

Post-reading activities

2.c Which decade do the following statements go with?

- 1 People in the USA thought that Microsoft was top company.
- 2 The company started making software abroad.
- 3 Sales of one particular product were very good.
- 4 Microsoft helped people after the terrible events in the Indian Ocean.
- 5 Gates and Allen started the company.
- 6 Microsoft became more interested in selling computers to people than to companies.
- 7 Microsoft had problems in Europe.

2.d Find words in the text that mean:

- | | |
|--|---|
| 1 an idea that you think is true | 4 an area of land where company (or university) buildings are |
| 2 the programs that a computer uses to do different jobs | 5 a short, clever phrase that is used in advertising |
| 3 gave most of its time or attention to this | 6 made a new product available |

2.e Using your own words answer the questions.

- How did Microsoft change between 1975 and 2007?
- What do you think were the three most important years for Microsoft?

3. Language skills

Grammar: past simple and continuous active; past simple passive

3.a Look at the underlined verbs in the first paragraph of the text.

- What tense and voice are they?
- Underline all the examples of the same verb forms in the rest of the text.
- Match the tenses with their forms and meanings.

TENSE	FORM	MEANING
Past simple active		
Past continuous active		
Past simple passive		

Forms:
was/were+past participle +(by)

was/were+v-ing

v-ed/v₂

- 1 an action completed by someone in the past
- 2 an action in progress at a particular moment in the past
- 3 an action completed in the past when we are more interested in 'what happened' than in 'who did it'


Meanings:

- How do we form questions and negatives with these verb forms?

3.b Use these prompts to make questions about the start of the Italian company Fiat. Then listen and check your questions and answers to them.

- 1 When / Fiat / set up? *When was Fiat set up?*
- 2 Where / cars / test / in the early years?
- 3 When / car adverts / aim / at women for the first time?
- 4 Which newspaper / buy / by Fiat in 1926, *Corriere della Sera* or *La Stampa*?
- 5 What / set up / in the late 1920s?
- 6 Where / Fiat cars / construct / in the early 1930s?

3.c Complete the factfile about Samsung with the past simple passive or active form of the verbs in brackets.

 Samsung 1) _____ (set up) in Taegu, Korea, in 1938 by Byung-Chull Lee. At that time, Samsung General Store (its original name) 2) (sell) dried fish, vegetables and fruit to China. Samsung (which means three stars in Korean) 3) _____ (grow) quickly.

In the 1970s, Samsung 4) (move) into industry and many new Samsung companies 5) _____ (create), e.g. Samsung Shipbuilding. During this decade, Samsung also 6) (develop) its home electronic business. In 1976, the one millionth

black-and-white TV 7) (produce). The next year, colour televisions 8) _____ (export) for the first time.

In the 1980s, Samsung 9) (put) its energies into technology, and new products 10) _____ (introduce) to the global market. In 1987, Samsung's Chairman, Byung-Chull Lee, 11) (die) after almost 50 years in charge of the company. His son, Kun-Hee Lee, 12) _____ (become) the new chairman of Samsung.

3.d Put the verbs in brackets into the correct form: the past simple active/passive or the past continuous.



1 The parking lot was full, the lines were long, and customers 1) (leave) with an arm-full of food and a smile on their face. Kroc 2) (stop) to see what

3) _____ (go on): "You'll get the best hamburger you ever ate for fifteen cents. And you don't have to wait and mess around tipping waitresses."

- 2 The McDonald brothers 4) _____ (do) for hamburgers what Henry Ford 5) _____ (do) for cars.
- 3 Ray Kroc 6) _____ (open) his own first hamburger stand in suburban Chicago in 1955.
- 4 The brothers — Mac and Dick McDonald — had started the fast-

food stand in 1940, but 7)____(not achieve) real success until eight years later.

5 Over the years, operators 8)_____ (develop) successful additions to the menu such as the

Big Mac, Filet-O-Fish, and Egg McMuffin.

6 Ronald McDonald, the 'Hamburger-Happy Clown,' 9) (create) by Willard Scott, a local television announcer.

Vocabulary: people and organisations

3.e Put the words in the box into two groups: A for individuals and B for groups of people.

minister	ambassador	assistant
civil servant	committee	
department	staff	
head of a department		
spokesperson	president	

3.f Match some of the words above with their definitions. Write definitions for the other words.

- 1 a group of people who meet regularly and make important decisions
- 2 a politician with an important government job
- 3 one part of a company or organisation
- 4 someone who represents and speaks for a group of people or organisation
- 5 someone who helps a more senior colleague

3.g Which job has each of the new members of the government got? Match these descriptions with the jobs below.

- 1 Marcus Antrim will work for the government in New York.
- 2 Geraldine Smith has the top job in economics.
- 3 Alistair Frank helps Geraldine Smith.
- 4 John Wilson has the most important job in the department that works with schools and universities.
- 5 Janet Laurence has a desk job, working for John Wilson.
- 6 Alison MacDonald gives the government's opinions to the newspapers.

- a *Minister of Education*
- b *Civil Servant in Education Department*
- c *Head of finance Department*
- d *Assistant to Head of Finance*
- e *Press spokesperson*
- f *Ambassador*

4. Extra Activities

4.a In pairs, do the short quiz below.

- 1 Which is the biggest fizzy drinks company in the world?
- 2 Which fast food giant operates in 120 countries?
- 3 Can you name the most successful sportswear in the world?

4.b Read the article and choose the best word to fill in the gaps from the list below.

Do we have a global culture?

You probably know or can guess the answer to all these questions 1) what country you live in. These things are all part of a global culture that exists in almost every country in the world. They are all part of globalisation, the process whereby large multinational companies, usually from America, build 2)_____in every country. With the use of the Internet, the spread of English, and an increase in travel, the world is becoming a smaller place. Everybody wears the same trainers, eats the same fast food, drinks the same drinks and watches the same programmes on television.

Many people are worried about this global culture, and what it will mean to the culture of individual countries, villages and towns. One of the heroes of the anti-globalisation 3)_____ is the French sheep farmer Jose Bove, who makes Roquefort cheese. When the Americans increased the 4)_____ on Roquefort cheese, he 5)_____ so angry that he organised an attack on the local fast food restaurant. With a group of other farmers he 6)_____ into the restaurant with a bulldozer. He 7)_____ by the police, and when he was sentenced to three months in 8)_____, he became an even bigger hero to his supporters.



The protest, he explained, was about the 9)_____ of food. He believed that small local farmers 10)_____ because of a few big companies. The attack was not just an attack on fast food restaurants – it was an attack on

all multinationals, and the changes they had brought.

Some people might see the global culture as a good thing. It brings people

11)_____, means we have cheap food, you can travel anywhere and be sure you can find somewhere to stay, buy something to eat easily. But the question is, will the world become less interesting when people all look the same and speak the same language?

- | | | | | | | |
|----|---|---------------|---|----------------|---|----------------|
| 1 | A | no matter | B | that's why | C | the reason why |
| 2 | A | houses | B | shops | C | branches |
| 3 | A | movement | B | people | C | problem |
| 4 | A | profit | B | tax | C | production |
| 5 | A | was becoming | B | became | C | becomes |
| 6 | A | crashed | B | was crashing | C | was crashed |
| 7 | A | arrested | B | was arrested | C | was arresting |
| 8 | A | hospital | B | imprisonment | C | prison |
| 9 | A | quantity | B | delivery | C | quality |
| 10 | A | were suffered | B | were suffering | C | suffer |
| 11 | A | apart | B | together | C | each other |

4.c Read the article again and use information and your own ideas to write notes on this chart. When you have finished, choose one side and argue your case with your partner.

Advantages of globalisation	Disadvantages of globalisation
1 cheap fast food	1 small farmers can't live because of big companies
2 etc.	2 etc.

5. Listening



5.a What can you see in these pictures? What do you think the people are doing? What is WTO?

5.b Listen to the talk about globalisation process and tick the phrases you hear.

the United Nations	greater international trade	protected peace
economic integration	the increasing use of	fast-food chain

	English	
global financial institutions	technological developments	world seems to be a smaller place
the G 8 summit	military actions	common brands

5.c Listen again and fill in the missing words.

- 1 Technological developments have made_____and travel much easier, so that the world seems to be a smaller place.
- 2 There are also_____aspects of the globalisation process – such as the increasing use of English and the appearance of similar (often American) products.
- 3 And also the fact that you’ve got common brands that are on_____in many different parts of the world.
- 4 And that the process of globalisation is a process in which, if you like, some countries win and others_____.
- 5 These include_____brands such as Coca-Cola and Nike ... and - with a slogan “One World: One Taste” - the American fast-food chain McDonald’s.

6. Speaking

6.a Discuss these questions in small groups.

- 1 In what way do the companies mentioned on the previous pages affect your life? Do you buy or use the things they make?
- 2 Do most of the things you buy / use / watch / listen to come from your own country or abroad?
- 3 Do you think that big companies have too much power?
- 4 Do you think they are good or bad for society?
- 5 Which do you think are more powerful, governments or big companies?

6.b Make use of the following expressions.

<i>A further (negative/positive) aspect of this is ...</i>	<i>Actually, ...</i>
<i>On the one / other hand, ...</i>	<i>As far as I’m concerned, ...</i>
<i>Secondly, ...</i>	<i>In my view / opinion, ...</i>
<i>First of all, ... / Firstly, ...</i>	<i>Personally, I think ...</i>
<i>It’s also true that ...</i>	<i>I’m not sure (about / if) ...</i>
<i>For example / instance, ...</i>	<i>I don’t really know (if) ...</i>
	<i>What do you think (of / about...)?</i>

What's your view / opinion on ...?
Don't you agree that ...?
I agree (with you).
Exactly!

Yes / True, but ...
I'm afraid I disagree / can't agree
with you.
I see what you mean, but ...

7. Writing: a for and against essay



7.a Discuss these questions with a partner.

- 1 Are there a lot of CCTV (closed circuit television) cameras in your town?
- 2 Where do you usually find them?
- 3 Do you think they are a good thing? Why? Why not?
- 4 How do they make you feel?

7.b Zeina is a student in London. Read her essay about CCTV cameras. Does she mention any of the things you discussed?

The advantages and disadvantages of CCTV cameras

There are now four million CCTV cameras in the UK. That means one camera for every fourteen people. If you live in London, you are caught on camera 300 times every day. This is becoming a very important issue in our lives. How is it affecting us? This essay will consider whether CCTV cameras are good or bad for us.

One serious disadvantage of CCTV cameras is that it is difficult to find private places in our cities. People are watching us everywhere we go. Another problem is that, because there are so many of them, the government has spent a lot of money on them.

On the other hand, a major advantage is that they help to catch criminals and prevent crimes from happening in the first place. Another advantage is that ordinary people feel safer and have more freedom to lead their lives as they wish.

To sum up, are the cameras good or bad? This is a difficult question to answer. Although we feel safer, every move we make is seen by someone, somewhere. Therefore, we might get more freedom in some ways, but we lose it in other ways. Perhaps we need more time to understand the effect of this, but I personally think that the advantages are greater than disadvantages.

7.e Underline the phrases that are used in the essay to talk about advantages and disadvantages.

7.f Linkers. Fill in the missing linkers *although, on the other hand* and *therefore*.

1 _____ CCTV cameras can catch criminals, they are expensive.

2 There are a number of good points about this. _____, there are many more bad points.

3 There is very little data about this.

_____, it is difficult to reach clear conclusions.

4 A career in the police force could be very interesting. _____, it might be dangerous.

5 _____ the crime rate is going down, people sometimes feel less safe.

7.g Write a for and against essay (200-220 words) on one of the topic below.

- *globalisation*
- *development of giant companies*

Unit 7

Sports

In this module you will:

- ✓ **Read about** winter sports
- ✓ **Talk about** doing exercises and being healthy
- ✓ **Test your** knowledge of the Olympics
- ✓ **Practise** using the passive voice
- ✓ **Listen** to a presentation by the British Olympic Committee
- ✓ **Write** a biography of a famous sports person
- ✓ **Learn** about female fans

Useful vocabulary:

<i>Nouns</i>	the Olympics, athletes, venue, event, stadium, spectator, audience, fan, advertising, jogging, snowboarding, ice skating, surfing, skateboarding, curling, ski jumping, ice hockey, extreme skiing, freestyle skiing, muscles, toe, elbow, knee
<i>Verbs</i>	to win, to lose, to beat, to sweat, to push, to slide, to encourage, to organise,
<i>Adjectives</i>	spectacular, healthy, injured
<i>Adverbs</i>	just, only
<i>Phrases and collocations</i>	to burn calories, to lose fat, to hold competitions, to host the Olympics/championships, light/heavy exercise, cross-country ski race, ski resort, medal winner, speed skater,

1. Lead-in

1.a Work in pairs. Read the statements about diet and exercise. Do you think they are true (T) or false (F)?

- 1 Cleaning floors burns the same calories as playing a game of volleyball.
- 2 Heavy exercise, such as jogging or aerobics, is better than light exercise, like walking.
- 3 Special 'sports drinks' can help you exercise.
- 4 Orange juice contains more vitamin C than apple juice.
- 5 Exercises that make you sweat a lot help you lose fat.



1.b Here are some fun exercises you can do to keep fit. Read about them and check if your guesses were right or wrong.

1.c Match the headings (a-d) with the paragraphs (1-4).

- | | |
|-----------------------|-------------------|
| a Dance to the Music! | c Tidy Your Room! |
| b Jump for Joy! | d Easy as ABC! |

1 _____

Sit on a chair and put one leg out in front of you. Point your toes and 'write' each letter of the alphabet in the air with your big toe. Then repeat the exercise with the other foot. This is great for people who like skiing, snowboarding or ice skating.

2 _____

Put a tape measure on a wall outside your house and see how high

you can reach with one hand. Then, jump off one foot and see how high you can get. Then jump off both feet. Try to jump higher each day. This is useful basketball practice, by the way!

3 _____

You don't need a partner for this. Dancing is an aerobic exercise – this means it brings a lot of new oxygen to your muscles. This is really important because it makes your heart strong and keeps you healthy. Dance two or three times a week – at home or a discotheque!

4 _____

Do you think helping at home is useless and boring? You're wrong. Housework can make your muscles and bones strong. Cleaning floors or windows are also great exercises for your elbows and knees. And thirty minutes of digging the garden can burn 200 calories!



2. Reading

Pre-reading activities

2.a Work in pairs. Make a list of winter sports and discuss the questions:

- have you ever done any of them?
- would you like to try any?
- which winter sports are popular in your country?
- are there any famous winter sports people you know?



While-reading activities

2.b Read the encyclopaedia extracts (1-6) and match them with these headings. There is an extra heading.

- snowboarding
- the history of skiing
- ski jumping
- ice hockey
- extreme skiing
- Winter Olympics
- freestyle skiing



1) _____ This spectacular sport was invented by the Norwegian, Sondre Norheim, in the 1840s and the first competitions were held in the 1860s. Jumpers fly through the air at up to 100 kph and spend several seconds literally flying.

2) _____ The oldest skis were found in Sweden and are around 5,000 years old. Skis have been used in Scandinavia for transport and hunting since prehistoric times. One of the first cross-country ski races was held in 1843 in Norway. Alpine skiing was developed in the late 19th century in Switzerland. The first Alpine race was organized in 1911 by Sir Arnold Lunn and many of his rules for competitions have been used since then.

3) _____ This has only been done since the 1960s and was introduced into international competition in the 1970s. It is a mixture of skiing, skating, gymnastics and ballet.



4) _____ The games have been held since 1924 and they are organized in ski resorts around the world every four years. The record for gold medals is held by Bjorn Daehlie of Norway (8 medals). The youngest medal winner is speed skater Yoon-mi Kim of Korea at the age of 13.

5) _____ This was started in the 1960s but has not been made an Olympic event because it is so dangerous. It involves skiing down some of the most dangerous places in the mountains and is only done by a few people. The definition of the sport is: ‘If you fall, you die.’



6) _____ This was developed from surfing and skateboarding and was the fastest-growing winter sport of the 1980s and 1990s. It was made an Olympic event at Nagano in 1998.



After-reading activities

2.c Mark the following statements as true (T), false (F) or not mentioned (NM).

- 1 Ski jumping was invented to entertain the spectators.
- 2 The Scandinavians now use skis for transport and hunting.
- 3 Not many rules invented by Sir Arnold Lunn function nowadays.
- 4 Speed skating is young people’s favourite kind of sport.
- 5 Extreme skiing is not an Olympic sport.
- 6 Skateboarding was extremely popular in the 1980s and 1990s.

3. Speaking

Read this quotation:

*‘The only way to be healthy is to eat what you don’t want to,
drink what you don’t like and do what you don’t want to.’*

Mark Twain (1835-1910)

In groups discuss the following points giving your grounds:

- Do you agree or disagree with the quotation?
- Do you need to be a real sports fan to stay fit and healthy?
- Is it important to be fit and healthy? Why?

4. Language skills

Grammar: The Passive

4.a Look at the extracts from the previous text again and complete the sentences below. What tenses are used in A, B, and C?

A

The record for gold medals **is held** by Bjorn Daehlie of Norway.

It _____ only **done** by a few people.

They _____ **organised** in ski resorts around the world.

B

Snowboarding **was made** an Olympic event at Nagano in 1998.

The oldest skis _____ **found** in Sweden.

Ski jumping **was** _____ in the 1840s.

C

The games **have been held** since 1924.

Skis **have been** _____ since prehistoric times.

Freestyle skiing _____ **done** since the 1960s.

4.b Find other examples of the Passive in the extracts and complete the rule.

- The Present Simple Passive = *am, is* or _____ + _____ form of the verb.
- The Past Simple Passive = _____ or _____ + _____ form of the verb.
- The Present Perfect Passive = _____ or _____ + _____ + _____ form of the verb.

4.c Read this sentence from extract 1. What information does the underlined phrase give you?

This sport was invented by the Norwegian, Sondre Norheim.

Find more expressions like this in the extracts.

4.d Complete the text and put the verbs in brackets in the correct Passive tense.

Curling 1___(play) on ice by two teams of four players. First, large stones 2___(push) across the ice and allowed to slide towards a circle, which 3___(call) 'home'. After this, the players 4___(not allow) to touch the stone. They sweep the ice in front of the stone. In this way, the ice

5___(warm) and the speed and the direction of the stone 6___(change). The object of the game is to place your team's stones in the circle closer to the middle than your opponents' stones.

The oldest curling stone, bearing the date of 1511, 7___(find) in Scotland and in the 18th century, the first curling clubs 8___(form) there. Nowadays, the game 9___(play) in

many countries, e.g. in Switzerland, where natural outdoor ice 10___(find). In Canada and the USA, curling 11___(play) since the beginning of the 19th century. Curling 12___(make) more popular by the recent Winter Olympics. It 13___(play) for the first time at Nagano in 1998 but it 14___(not watch) by big audiences.

4.e Use the correct tenses and the clues to complete the sentences about Janica Kostelic, a Croatian skier.

1. Janica / born / 1982
2. She / first put on the skis at the age of three
3. She / selected for the national team / she / 16 years old
4. Janica / injured many times so far
5. She / allowed to ski in spite of her knee injuries
6. She / admired for her hard work and ambition

7. She / liked because of her sense of fun

4.f Winter Olympic quiz. Use the clue to write questions using the Passive. Do you know the answers to these questions?

Example: When was curling made an Olympic event?

1. When / curling /make an Olympic event?
2. When / first Winter Olympics / organise?
3. Who /ski jumping / invent by?
4. When / the first cross country ski races / hold?
5. When / extreme skiing / invent?
6. What two sport / snowboarding / develop from?
7. When / snowboarding / make an Olympic event?
8. Where / the last Winter Olympics / organise?
9. How often / the Winter Olympics / hold?

5. Listening



5.a Where was the last Summer Olympic Games held? Did you watch any of it? Did Russia win any medals?

5.b Which three cities below have never yet hosted the Summer Olympic Games?

- | | | | |
|-------------|----------|--------|-------------|
| Amsterdam | Athens | Berlin | Melbourne |
| Los Angeles | Madrid | Osaka | Mexico City |
| Moscow | New York | Paris | Seoul |



5.c In 2005, London won the competition to host the Olympic Games in 2012. Listen to four extracts from the presentation that was made by the British Olympic

Committee and match them with the topics a-d.

- a) transport
- b) the sports facilities
- c) accommodation for athletes

d) London's special ambition for the Games

5.d Are these sentences true or false? Listen again and check.

1 The organisers want the Games to encourage children to play sport.

2 None of the sports venues already exists.

3 The Olympic park will be less than ten minutes from the city centre.

4 The Olympic stadium will have 18,000 seats.

5 Many venues will be a long way from the athletes' accommodation.

6 The athletes will stay in single rooms.

7 Ten train and underground lines go to the venues.

8 Visitors to the games don't have to pay to use the trains and buses.

Adding emphasis

5.e We can use *just* and *only* to emphasise how small something is. Listen and complete these sentences from the extracts. Is the emphasis positive or negative?

1 We'll create an Olympic park which is ___ seven minutes from the center of London.

2 Half of the venues will be ___ five minutes from the athletes' accommodation.

3 ___ ten per cent will be more than twenty minutes away.

4 Athletes will be ___ a short walk from the main stadium.

5 The Olympic park will be ___ seven minutes from central London by train.

6. Extra Activities

6.a Read this magazine article and choose the best title.

A Men : Women - 1:0

B Companies spend billions on World Cup ads

C Advertisers forget female fans

D Record numbers of women watch World Cup

6.b While reading choose the best word to fill in the gaps from the list below.



This year, female football fans are everywhere. You can see them in the stadiums, you can see them at the big screen 1)____ and you can probably see them in front of your own television. However, despite the recent increase in the 2)____ of women watching the World Cup, the majority of the advertisements during the games are aimed at men.

This year, nearly 50 per cent of the tournament's audience has been female. In South Korea, a female 3)____ of 51 per cent watched their match against Togo. In England, 47 per cent of the audience was female during the match 4)____ Sweden. 'We've certainly missed an opportunity', said an advertising executive. 'There have been too many adverts for men and there haven't been enough adverts for female fans'.

There have been some adverts that have been 5)____ at women. However, these adverts have seen women not as fans, but as people who dislike the game. For example, one airline has been offering women-only holiday trips 6)____ the World Cup.

'The advertisers haven't been clever enough. They've been too 7)____ in women who hate football and they've forgotten about those who love the game', said Sean Gabb, a business lecturer and author. 'Companies have spent enough money on advertising, nearly \$1 billion worldwide, but they've spent too much money on the male fans and not enough on the female fans'.



However, some companies think they have been clever. Adidas have said that, as this is the male World Cup, it makes 8)____ to focus on advertising to men. They plan to focus on female products during next year's women's World Cup in China.

Other people have noted that women 9)____ to be more casual watchers of TV sport than men, so it is difficult to keep their attention during the adverts. However, as Sean Gabb said, 'Perhaps this is because they don't want to 10)____ their time watching adverts for shaving products and car tyres'.

- 1 A performances
2 A minority

- B events
B amount

- C plays
C number

- | | | | |
|----|------------|--------------|---------------|
| 3 | A lots | B majority | C most |
| 4 | A against | B opposite | C in front of |
| 5 | A aimed | B pointed | C intended |
| 6 | A escaping | B to escape | C escape |
| 7 | A in love | B interested | C fascinated |
| 8 | A sense | B meaning | C point |
| 9 | A tend | B like | C dream |
| 10 | A spend | B enjoy | C waste |

6.b According to the text, are these sentences true (T) or false (F)?

- 1 Many women have been watching football for many years.
- 2 Men are the target audience of advertisers during the World Cup.
- 3 More than half the English audience was female during the Sweden game.
- 4 The advertising executive thinks there should be more adverts aimed at women.
- 5 An airline offered special trips to the World Cup for women.
- 6 Companies did not spend a lot of money on advertising during this World Cup.
- 7 Adidas believes that it didn't make a mistake with its advertising.
- 8 Women often stop watching during the advertisements.

6.c Discuss these questions with a partner.

- Do you think that the advertisers missed an opportunity or do you agree with Adidas?
- Do you think that women are casual watchers of sport or do you agree with Sean Gabb?
- Who do you think watches more sport, men or women? Why?

7. Writing: *Writing a biography of a famous person*

7.a Read the article about Maria Sharapova and complete these notes for a mini-biography.



Maria Sharapova

Born in ____ (date), in ____ (country)

Age when she started tennis: ____ years old

Age nine: moved to ____

Off-court interests: 1 ____ 2 ____ 3 ____

Championships: _____

At the age of seventeen, Maria Sharapova won the Wimbledon tennis championship. She was the third youngest champion in

Wimbledon's 118-year history. This success quickly made her one of the world's best-known sports celebrities.

Born in 1987 in a small Siberian town, Maria started hitting tennis balls at the age of four. Her first tennis teacher was her father, Yuri Sharapov. When Maria was nine, she and her father moved to America. She went to a special tennis school in Florida, where she practised every day.

Maria's mother had to stay at home in Russia. Maria didn't see her for two years. She missed her mother and her family. But now this tall, good-looking young woman is the Number 2 player in the world.

Playing tennis is not Maria's only interest. She does not go to high school but she studies all her school subjects through an Internet school.

She enjoys reading. The Sherlock Holmes stories are among her favourite books. Her other off-court interests are fashion, singing, dancing and movies. In 2005, Maria designed her tennis dress for the championships, and she produced a new perfume.

However, Maria's main love is still tennis. She often plays charity matches to raise money for people in need, and she practices hard to be a champion.

'Everyone's trying to beat the World's Number 2 player', she says. 'It's absolutely normal. But I want to beat them as well. I love the competition.'

7.c Choose a famous person and write his/her biography (160-200 words).

Include the following:

- *When / where he/ she was born*
- *Why he/she became famous*
- *Family, interests, hobbies*

Unit 8

Languages and Communication

In this module you will:

- ✓ **Read about** fate of languages
- ✓ **Talk about** your native language, ways of learning languages
- ✓ **Test your** knowledge about world languages
- ✓ **Practise** using modals (can, be able to) and their equivalents
- ✓ **Listen** to an interview
- ✓ **Write** a letter to a friend
- ✓ **Learn** how to write SMS in English

Useful vocabulary:

Nouns community, effect on smth, texting

Verbs to disappear, to save, to survive, to destroy, to care, to say, to talk, to speak, to tell, to study, to revise, to practise, to improve, to socialize, to communicate, to prevent from, to decipher, to affect, to express oneself

Adjectives rare, unique, old-fashioned, close to

Phrases and collocations native speakers, spoken language, first language, official language, to have a proper conversation, correct English, means of communication,

Linkers because of, all in all, according to, reason why

1. Lead-in

1.a Do you know what languages the people in these countries speak? Choose from the table on the right.

<i>1 official language</i>	<i>2 or more official languages</i>
France→	Canada→
China→	Switzerland→
Portugal→	Belgium→
Spain→	India→
Australia→	Belarus→

French	Chinese	Portuguese
Spanish	Hindi	English
Italian	Russian	German
Flemish(Dutch)	Hungarian	
Belarussian	Japanese	Ukrainian
Bengali	Arabic	

1.c. How much do you know about the world's major languages? Try the quiz below.

Test your knowledge

1. **Approximately how many languages are there in the world?**
a 6,500 b 16,500 c 1,500
2. **Order the world's top 5 languages according to the number of native speakers.**
Chinese English Spanish Japanese Bengali
Russian Hindi Arabic Portuguese German
3. **How many people speak English as a first, second or third language?**
a 0.5 billion b 2 billion c 1.5 billion
4. **How much of the world's e-mail is written in English?**
a 60% b 70% c 80%
5. **How many Languages disappear every year?**
a 5 b 20 c 15

2. Reading

Pre-reading activities

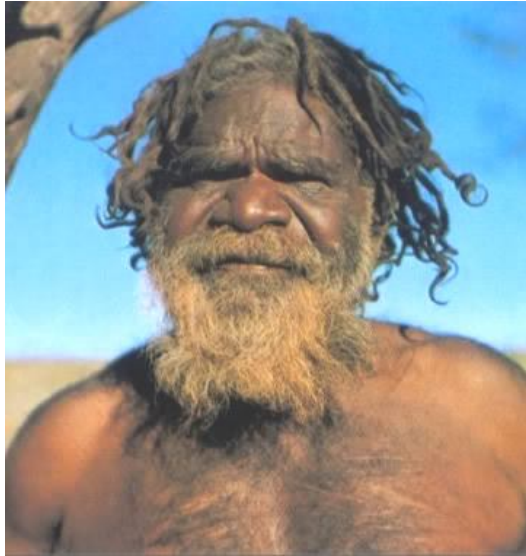
2.a Look at the picture in the text below and guess who the person might be. Look at the key words below and guess the topic of the text.

lonely(adj) die (v) language (n) disappear (v) speaker (n) save (v) rare (adj)

While-reading activities

2.b Read the article and match the topic a-f with paragraphs 1-6.

- a What communities can do _____.
- b The number of languages in danger_____.
- c The last speaker of his language_____.
- d The most important reason why languages are dying_____.
- e Languages and natural disasters_____.
- f What happens when languages die_____.



1 Maluerindi (a name which means 'Running Water') is lonely because he has nobody to talk to, but his loneliness won't change - he is the last person in the world who can speak his Aboriginal language. 'It's sad,' he says, 'but there's nothing we can do about it now.'

2 Experts who study languages say that there are 51 other languages with just one speaker left - 28 of them in Australia. These languages are so close to dying that nobody can save them. The experts tell us that out of the world's 6,000 languages, 3,000 will disappear in the next 100 years.

3 There are many reasons why languages die. Sometimes natural disasters such as earthquakes, floods or hurricanes suddenly destroy small groups of people who live in far away places. Sometimes the weather changes and there isn't enough food, and sometimes strangers bring new diseases.

4 But disasters like these are not the biggest danger, and do not tell us why languages are disappearing faster than ever before. The real problem comes from the big world languages such as English, Spanish, Portuguese and French. Today, mainly because of America, English is the first world language, and it is very hard for smaller languages to survive.

5 There are things that small communities can do to save a language, but they need time and money. First, people need to record the language and write it down. Then they need to train teachers, and write grammar books, dictionaries and books for schools.

6 We should care about languages that are in danger just as we should care about rare plants and animals. When a language dies it is not like when a civilization such as the ancient Greeks or Egyptians die. They leave behind buildings like the pyramids in Egypt and Parthenon in Greece - there is always something to show that they were there. But a spoken language leaves nothing behind - when it dies, there is only silence.

Post-reading activities

2.c Read the article again and answer these questions using your own words.

- 1 What does Maluerindi think we can do about his loneliness?
- 2 What is going to happen in the next 100 years?
- 3 Why do languages die?
- 4 What can people do to save a language?
- 5 Why should we care when languages die?

3. Language skills

Vocabulary

3.a Find these verbs in the article and match them to their meanings in this context.

- | | |
|-------------|------------------------------|
| 1 change | damage something badly |
| 2 disappear | stop existing |
| 3 destroy | live after a difficult event |
| 4 survive | stop something dying |
| 5 save | be interested in something |
| 6 care | become different |

Choose three of the verbs and write three sentences about the problem of dying languages.

3.b Complete these sentences with the correct form of *say, talk, speak* or *tell*.

- 1 He is lonely because he has nobody to _____ to.
- 2 He is the last and only person in Australia who can _____ his Aboriginal language.

3 'It's said,' he _____, 'but there's nothing we can do about it now.'

4 The experts _____ us that out of the world's 6,000 languages, 3,000 will disappear in the next 100 years.

- Which word means to know a language?
- Which word means to have a conversation with?
- Which word means to give information to someone?
- Which word is used to describe someone's actual words?

3.c Fill in the missing words.

Verbs	Nouns
study→	<i>student</i>
revise→	
practise→	← <i>repetition</i>
	← <i>memory</i>
	← <i>translation</i>

3.d Complete the following sentences. Use the words in the box if you like.

1 'For me, learning English is _____.'

a pleasure a nightmare an opportunity a pain an investment a necessity an effort a problem a hobby

2 In general, I want to:

learn write read improve feel make

- a _____ more confident when I speak.
- b _____ my listening skills.
- c _____ lots of new vocabulary.
- d _____ fewer grammar

3 In particular, I need English for:

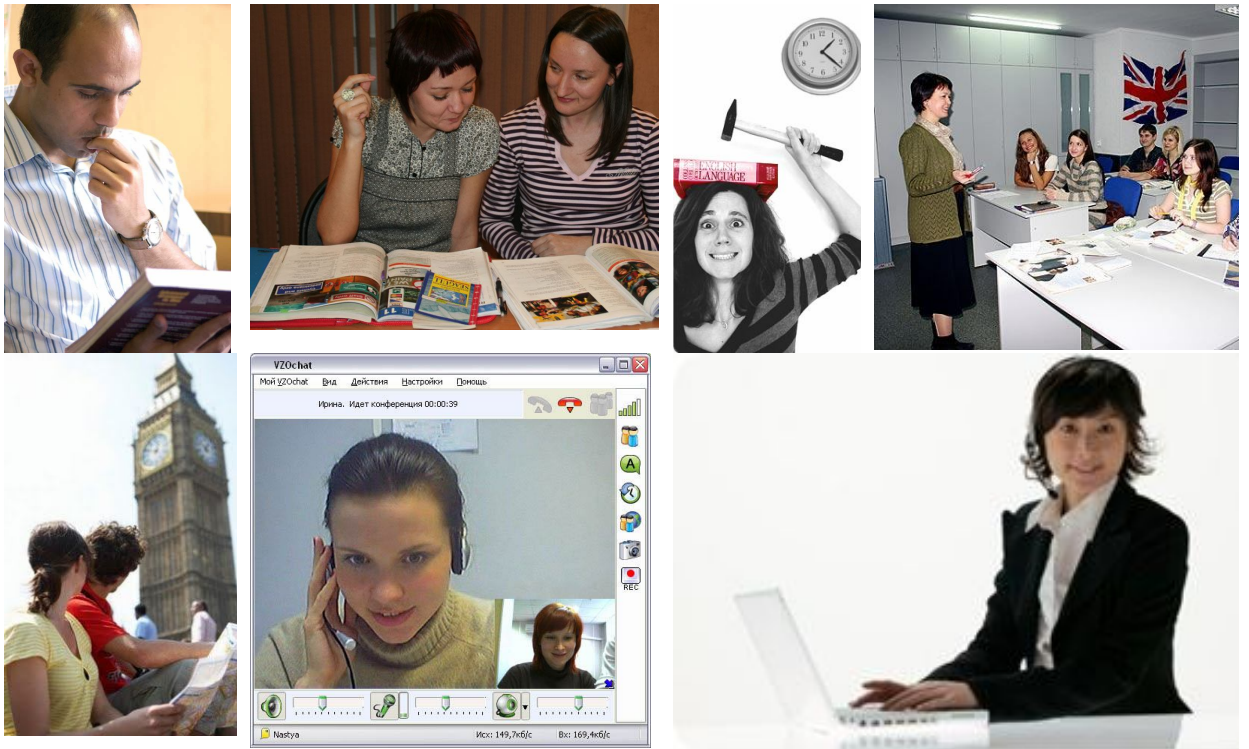
taking writing giving socialising travelling

- g _____ on business and holidays.
- H _____ e-mails, letters and faxes.
- i _____ with friends and colleagues.
- j _____ part in

mistakes. conferences.
 e _____ better, clearer k _____ short
 English. presentations.
 f _____ without using a
 dictionary so much.

3.e These pictures show different ways of learning a language. In pairs discuss what they show.

- *decide together which ways are the most helpful for learning a language*
- *say which activities you do, or would like to do*
- *ask about your partner's experience*
- *discuss your reasons for learning a language*



Grammar

Modals: can, can't or (not) be able to

- 1 We use *can* and *can't* to refer to things we are (not) able to do.
- 2 Sometimes it is not possible to use *can* because it has no infinitive form and no future form. We have to use *be able to* instead.

3.f Look at the extracts from the web page (ex. 4.a) and compare them with the rule below:

One in two Europeans can speak English quite well.

There are about a billion people who can't speak English.

3.g Look at the web page (ex. 4.a) and find an example of *be able to* that completes this phrase:

...in the future, even more Europeans it.

3.i Look at two columns below. In which column is it possible to use *can* or *be able to* after the words? Finish the sentences using your own ideas.

My brother	I want to
.	.
I	One day I will
.	.
A lot of people	He might
.	.
Not many English people_____.	I'd like to
.	.

3.j Complete these sentences using *can*, *can't* where possible or (not) *be able to*.

- I always learn a few words of the language when I go abroad. It's nice to _____ speak to local people.
- I'm sorry, can you please repeat that? It's very noisy and I ___ hear you.
- I'm going to take extra French Lessons because I want to _____ speak to people when I'm on holiday.
- It's great using the Internet.

You _____ learn a lot of new expressions.

5 If you go to Australia for two years, you'll _____ speak English really well by the time you come back.

6 Why don't you ask your teacher to recommend a book? She may help you.

7 I'm very sorry, but I'm afraid that I _____ come to the lesson next week.

8 People who work in the tourist industry usually need to _____ speak more than just one language.

3.k Write a list of five things that you can't do at the moment but you will / might be able to do in the future. Use the ideas to help you. Find out what your partners think they will be able to do in the future.

Example

I can't drive a car but I might be able to when I'm older.

- read a novel in English / finish the coursebook
- explain the difference between allow, let and permit / read TRENDS section
- graduate from university / I am 20-22
- visit the moon / technology becomes cheaper
-

4. Speaking

4.a What questions would you ask about the English language?

Here are the most frequently asked ones. Match the questions with the answers from the webpage below:

- Why do people learn English?
- What's the longest word in English?
- How many people speak English?
- How many words are there in English?

- What's the most common letter in English?
- Where does English come from?

<http://zzz.englishclub.com>

FAQ

Welcome to the English Club's frequently asked questions.

HOME

1

We can't answer that question exactly, but here's a recipe we came across the other day.

50 grammes Greek
 75 grammes Latin
 400 grammes Anglo Saxon
 150 grammes Norse
 300 grammes French (flavoured with Latin and Greek)
 25 grammes other mixed languages
 Mix all the ingredients together.
 Cook slowly for 1,000 years



2

English is the main language in 30 countries, and there are about 375 million people who speak it as their first language. It is also used as an official language in over 70 other countries such as Cameroon, Tanzania, India, Pakistan, Malaysia and Fiji, and is a second language for about 350 million people. One in two Europeans can speak English quite well and can have a proper conversation, and in the future even more Europeans will be able to speak it. All in all, there are about 1,000 million (a billion) people who can't speak English, but they're learning it!

3

There are about 300,000 entries in the *Oxford English Dictionary*. However, there are many scientific and technical words that are not in the dictionary (for example, there are over a million types of insect). An educated English speaker only uses about 30,000 words.

4

According to the *Oxford English Dictionary*, it is the name for a lung disease caused by breathing in dangerous dust and is *pneumonoultramicroscopicsilicovolcanoconios* is

5

The letter 'e' is used more than any other. Ernest Wright was very interested in this fact, and wanted to see if it was possible to communicate without using this letter at all.

He wasn't able to write very much! In the end, he wrote a 200-page novel, *Gadsby*, without using any words containing the letter 'e'. Sadly, it was not a great success, but here is a bit of it:

A glorious full moon sails across a sky without a cloud. A crisp night air has folks turning up coat collars and kids hopping up and down for warmth.



6

It's the top language for travel and tourism, and is used in business and science. At the moment, 80 per cent of the world's Internet sites are in English, but this will fall when more countries start using their own language.



4.b With your partner discuss the following points:

- where the Russian language comes from
- how many people speak/learn Russian
- why people abroad learn Russian
- what is the most frequently used letter in Russian

4.c Work in groups. Write a sentence (as long as possible) without any words containing the letter ‘e’. Students whose sentence is the longest are the winners. Make a list of the words containing more than ten letters.

4.d. Tell the class about Russian or any other language you know about. You can use FAQs from the webpage as a plan.

5. Listening

4.a Work with a partner to discuss the following.

- What languages are spoken in Scotland?
- What can you do to prevent a language from disappearing?

4.b Listen to a radio interview with Bradana MacKinnon, spokesperson for the Society for the Promotion of Gaelic. Tick the things that are mentioned.

- 1 statistics about people speaking Gaelic
- 2 the differences between Gaelic in Scotland and Ireland
- 3 the economy of the Gaelic-speaking Community
- 4 investment in cultural events and festivals of Gaelic arts
- 5 training teachers of Gaelic

4.c Listen again and choose the correct word for each space.

- 1 It’s a Gaelic word meaning_____.
a ‘sea’ b ‘salmon’ c ‘Celtic’
- 2 Should we fight to keep a dying language _____, even if few people will ever use it or hear it?
a alive b spoken c life

3 In the last 100 years or so, the number of Gaelic-only speakers in Scotland has fallen from nearly to zero.
a 4,400 b 44,000 c 34,000

4 It’s also true to say that since there has been a revival in the Celtic culture and language.
a the 1960s b the 1930s c the 1960s

5 There has been a huge_____in the number of young children being educated in Gaelic in primary schools and nurseries.
a decrease b drop c increase

6 At the moment we’re trying to raise our profile and we have a new fund-raising_____.
a program b campaign c company

7 Every language, like every_____of animal, is unique and worth protecting.
a species b spices c spaces

4.d Tell about your opinion on the problem of dying languages.

6. Extra Activities: Texting.

Vocabulary: allow, permit, let

6.a Compare the dictionary definitions and answer the questions below.

Allow - to give someone permission to do or have something: *I'm sorry, sir, but smoking is not allowed.*

Allow someone to do something: *She only allows the children to watch television at weekends.*

Allow someone something: *Some prisoners are allowed visitors. Allow yourself something: I'm on a diet but I allow myself an occasional piece of cake.*

Permit - to allow someone to do something, or to allow something to happen: *The use of mobile phones is not permitted inside the aircraft.*

Permit someone to do something: *We were not permitted to enter the area during the investigation.*

Permit someone something: *She permitted herself a single bar of chocolate a week.*

Let - to allow something to happen.

Let someone/something do something: *Alice's mum won't let her come with us.*

Let something in/out/through etc: *Open the windows and let some fresh air into the room.*

Let someone know (=tell someone): *Let us know what time you want us to be there.*

Let yourself: *She lets herself be talked into all kinds of schemes.*

- 1 Which is the most formal of the words? Which is the most informal?
- 2 Which of the following sentences is/are incorrect?
 - a) *The visa permits you to study for two months.*
 - b) *My father would never allow me to study English.*
 - c) *Let me to go. You're hurting me.*

6.b Text messages use a large number of abbreviations to save time and space. Words are shortened, often by leaving out vowels. Letters and numbers are used instead of words (or parts of words) that sound the same. Guess what the following abbreviations mean.

C u l8er
R u cumin 2day?
Tx 4 a gr8 party
RUOK?
Got ur msg

2 bsy atm, tlk l8er
Just 2 let u no
Need mo infmtn
Will u b hr Thu eve?

Is SMS good for young people?



Does SMS seriously
1) _____ young
people's ability to write
good English?

Recently, a Scottish
teenager 2) _____ her
entire English exam in text
language. Should she be
allowed to do that?

SMS is 3) _____ the
increase but is it sending
the right message to
young people and
teachers? Some
teachers believe that SMS

is having a negative effect 4) _____ young
people's literacy skills.

They say that texting is preventing young people
from 5) _____ properly. Because texting is fast
and users have to be brief, good grammar, spelling
and sentence structure is forgotten. 6) _____,
young SMS users are not able to write correct
English.

Other teachers, 7) _____, say that young
people should be permitted to express themselves
and that texting is just a modern means of
communication. Teachers who want to ban it are
'old-fashioned'. One educational expert commented:
'Children need to learn to 8) _____ in a range
of ways.'

A lot of teachers and lecturers refer to the story of
the teenager who wrote an entire English essay in
text language. Her essay started: 'My summr hols wr
CWOT. B4, we used 2go2 NY 2C my bro. ILNY, it's a
gr8 pic' The translation of this is: 'My summer
holidays were a complete waste of time. Before, we
used to go to New York to see my brother. I love New
York. It's a great place.'

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Text language should only be
used for texting! (That's why
it's called TEXT language.)
We'll never get a good
education if we keep using text
language instead of correct
English.

Lucy, 17, Oxford

I don't think that students
should be 9) _____ text
because it will create
problems for the teachers.
Most of them simply don't
understand text language.

Chris, 18, Leeds

No way! I think it's OK for
emails and texts, but NOT for
schoolwork, because it will
affect your spelling when
you're older.

Jordan, 16, London



I think teachers should let us
10) _____ text in classes.
Over thousands of years our
language has changed a lot.
Text is a new type of the
language and teachers 11)
_____ learn it.

Ahmed, 17, Bradford

[Click here to add a comment.](#)

6.c Choose the best option and fill in the gaps in the text above.

- | | | | | | | |
|----|---|-------------|---|------------|---|-------------|
| 1 | A | effect | B | affect | C | improve |
| 2 | A | wrote | B | typed | C | passed |
| 3 | A | at | B | on | C | in |
| 4 | A | in | B | on | C | at |
| 5 | A | writing | B | write | C | written |
| 6 | A | However | B | That's why | C | As a result |
| 7 | A | as a result | B | however | C | although |
| 8 | A | communicate | B | write | C | type |
| 9 | A | allowed to | B | let to | C | allowed |
| 10 | A | using | B | to use | C | use |
| 11 | A | can | B | need to | C | should |

6.d Work with a partner to discuss the following.

- 1 Texting seriously affects young people's ability to write good English.
- 2 Texting will be permitted in exams within five years.
- 3 Students will soon prefer to study British English rather than American English.
- 4 In twenty years' time, nobody will write letters.

7. Writing

Personal letters

7.a Match the functions in column A with the phrases in column B.

- | A | B |
|---------------------------|---|
| 1 Asking about them | A Dear + first name, |
| 2 Giving news | B Hi! How are things? How are you? How's it going? |
| 3 Making suggestions | C Great news about ... Glad to hear that ... Sorry to hear about ... |
| 4 Name | D Listen, did I tell you about ... You'll never believe what ... Oh, and another thing. |
| 5 Referring to their news | E Why don't you ... ? Maybe you could ... How about ...? |
| 6 Signing off | F Well, got to go now. Give my love to ... Say hello |

Unit 9

Customs and Traditions

In this module you will:

- ✓ **Read about** traditional festivals in different countries
- ✓ **Talk about** parties
- ✓ **Test your** knowledge about Scotland
- ✓ **Practise** making suggestions and advice, asking for ideas, responding to suggestions, congratulating
- ✓ **Listen** to a programme about April Fool's Day
- ✓ **Write** theses to give an oral presentation
- ✓ **Learn** how Christmas is celebrated in different countries

Useful vocabulary:

<i>Nouns</i>	festival, dance show, music concert, championship, parade, celebration, bonfire, firework, feast, going-away party, reception, parade, barbecue, fancy dress party, house-warming party, sit-down meal, hot drinks, snacks, soft drinks, practical joke, event, competition
<i>Verbs</i>	take place, take part, celebrate, commemorate,
<i>Adjectives</i>	traditional, international, national, folk
<i>Phrases and collocations</i>	to dress casually/smartly, to wear formal/casual clothes, to bring a drink, to give presents, to listen to/make speeches, to play music, to sing songs, to join in the fun, all over the world, to play a joke/trick on sb, to be taken in by

1. Lead-in

1.a Read about the water festivals and match the photos A-C with the festivals 1-3.

1. The Songkran Water Festival

This festival is the start of the Thai New Year in April. On day one, Thais clean their houses, visit temples with food and visit old relatives. Day two is the famous ‘water-throwing day’ when people throw water at each other. No one is safe – not even police officers! On day three, there are dance shows and music concerts.

2. The Abu Dhabi F1 Water Festival

This five-day festival in December is part of the World Powerboat Championship. There are a lot of races and competitions (powerboat, water ski jumping and jet ski) for international teams. The festival starts with big parade, there is a large show and there is a lot of international food.

3. The Vilagarcia Water Festival

This festival takes place on August 16th in northern Spain. After a parade people in the houses throw water on the people in the streets. After this, there is a drum dance and then the people jump in the sea!

A



B



C



1.b Complete the table with information about the festivals.

Festival	Month	Days	Activities
<i>Songkran</i>			

2. Reading

Pre-reading activities

2.a Look at the photos below. What do you know about Scotland? Work in pairs and try to answer these questions.

- 1 What is the capital of Scotland?
- 2 How do Scottish people celebrate the New Year?
- 3 What is Scotland's national dish?
- 4 What happens at the Edinburgh Festival?
- 5 What are the following?
 - a bagpipes
 - b first footing
 - c a kilt
 - d tossing the caber



While-reading activities

2.b Read about Scotland and check your answers for ex. 2.a.

Scotland – A place to celebrate

Scotland is famous for its own culture. Here are some of the ways visitors to Scotland can join in the fun.



Hogmanay, 31 December

Scotland celebrates Hogmanay, the New Year, with the music of bagpipes, Scotland's traditional instrument, and dancing in the street throughout the night. At midnight, there are fireworks and everyone sings 'Auld Lang Syne', a song by Robert Burns, a famous Scottish poet. Soon after midnight, Scottish families go 'first footing', visiting the houses of friends and relations to continue the celebrations!

Burns Night, 25 January

Robert Burns is Scotland's national poet and Scottish people have a big dinner every year to celebrate his birthday. The main part of the meal is 'haggis', Scotland's national dish made from liver, cereals and fat served in a sheep's stomach. Then everyone reads poems and sings songs written by the great 'Rabbie' Burns himself.

The Edinburgh Festival, August

Edinburgh is famous all over the world for its arts festival. There is an official festival for theatre, opera and classic music, and the 'Fringe' festival where you can see a large variety of plays, films, comedians, dance companies and concerts. Finally, there is the Military Tattoo, a military parade held in Edinburgh Castle.

The Highland Games, May-September

Nearly every weekend in the summer, there are highland games somewhere in Scotland but the biggest games are at Cowal. People from all over the world come to watch or take part. Over three thousand bagpipes and drummers play all day and there is a wonderful atmosphere. There are highland dancing competitions as well as events like throwing the hammer or 'tossing the caber' – throwing a large tree-trunk as far as possible! All the athletes wear traditional skirts called kilts.

Factfile:

Area: 78,769 sq km

Population: 5,200,000 approx

Capital: Edinburgh

Political: Scotland is part of the United Kingdom but it has its own parliament, legal system, education system and its own international football team.

History: The Romans never conquered Scotland. Between the years 120 and 140 AD, they built Hadrian's Wall, a huge wall, 118 km long, to protect their empire. In the Middle Ages, Scotland became a united country. There were many wars between England and Scotland. In 1603, the Scottish king, James VI, became king of England and a century later Scotland and England were united.

After-reading activities

2.c Are these sentences true (T) or false (F)? Correct the false information.

- 1 Scotland is an independent country.
- 2 Scotland has its own football team.
- 3 The Romans conquered Scotland.
- 4 Scottish New Year celebrations finish at midnight.
- 5 Scotland's national poet is Robbie Burns
- 6 Haggis is a vegetarian dish.
- 7 The Highland Games at Cowal are winter games.
- 8 The Edinburgh Festival is a classical music festival.

2.d Which Scottish celebrations would these people probably prefer?

- 1 Kim loves the theatre and classical music.
- 2 Carol likes sport and is interested in Scottish culture.
- 3 Lena loves parties and dancing all night.
- 4 Peter likes poetry and trying different food from around the world.

2.e Tell the class which celebration you would like to go to and give your reasons why.

3 Language skills

Vocabulary

3.a Fill in the gaps with the following words. There are some words you do not need.

GOING-AWAY PARTY BONFIRE RECEPTION PARADE
COSTUME FEAST DISPLAY FLAG FIREWORKS
CELEBRATION BIRTHDAY COMMEMORATE EVENT

1. People of my country light a _____ in the open air at night to celebrate a religious festival
2. They are planning to _____ Mother Teresa for her call to peace.
3. Tom put on a beautiful _____ during his wedding party.
4. There were hundreds of _____ displayed in the sky to welcome the national football team.
5. There was an interesting _____ at the Gallery last week celebrating a national event.
6. He proudly held the _____ of his country and made a tour around the stadium when he broke the 1500 metres record.
7. The host prepared a big _____ for the special guests
8. We're going to organise a _____ for my brother because he is going overseas for a year to study.
9. The president who visited our country last week was given an enthusiastic _____.
10. The lady lit just four candles on her fortieth _____.

Grammar: making suggestions

Factfile

3.b Listen to the Lowell Festival committee meeting about the programme. How many people speak at the meeting? What are their names?

Every year the city of Lowell in the USA has a Southeast Asian Water Festival. This is a free cultural event and over 60,000 people from all over the world come to it.

3.c Listen again to the conversation and complete the missing information 1-4 on the programme.

Lowell Water Festival: August 18 th -19 th		
River area	Stage 1	Stage 2
<u>Friday evening</u> Parade by river (traditional clothes) Candle ceremony	Dance show (Laos national flower dance and modern dance)	1 _____ (Cambodian traditional then Malaysian pop)
<u>Saturday morning</u> Save Water Now (talk by Professor Rees) Boat tour of river (history of the river and canal)	Fashion show (designs from Asia) 2 _____ (learn Asian styles)	Thai boxing (watch and learn) Drum workshop (learn to play and make drums)
<u>Saturday afternoon</u> Traditional boat races	3 _____ (Thai, Burmese, Cambodian)	Children's activities (face painting, games)
<u>Saturday evening</u> Short films from Thailand (open air cinema)	Barbecue and party (\$29 charge)	4 _____ (Burmese)

3.d Listen again and complete different ways of *making suggestions, asking for ideas and responding to suggestions* from the conversation.

suggestions

- 1 _____ having a music show on Friday evening?
- 2 _____ have traditional music and modern music.
- 3 _____ to have the dance workshop in the morning.
- 4 _____ Saturday evening?
- 5 _____ have a drum concert then?

asking for ideas

- 1 _____ anyone have any ideas for the last few spaces?
- 2 What _____ think?
- 3 What _____ to have then, Li?

responding to suggestions

- 1 I think _____.
- 2 I'm not _____.
- 3 I don't _____.
- 4 Great _____ Li.

OTHER USEFUL PHRASES

Excellent. Fantastic.
 That sounds fun/good/interesting/boring.
 I don't want to do that.

3.e Complete these suggestions with the correct form of *go, play or visit*. Use each verb twice.

- 1 Why don't we _____ a museum this weekend?
- 2 Let's _____ tennis this weekend.
- 3 What about _____ to the cinema this weekend?
- 4 I'd like _____ to the theatre this weekend.
- 5 What about _____ an art gallery this weekend?
- 6 I'd like _____ football this weekend.

3.f Listen to the end of the conversation and answer the questions.

3.h Listen to some more examples. Which intonation do you hear? Strong interest (SI) or weak interest (WI)?

- 1 Great idea.
- 2 Yes.

- 3 Excellent.
4. OK.

- 5 Fantastic.
- 6 Great.

3.i With your partner, make and respond to suggestions about this weekend. Use the language in ex. 3.c, 3.d, 3.g.

4. Speaking

4.a Look at the programme for Tralee St. Patrick's Festival. In pairs or groups:

- decide and agree what to do at the festival;
- make suggestions;
- reply to your partner's ideas.

Use the phrases from the Language Skills section.

- 1 Does Andy think having the food market in the afternoon is a really good idea?
- 2 Does Andy think going for something to eat is a really a good idea?
- 3 Does Cassie think having a burger is a really good idea?

3.g Listen to the word OK. Which intonation shows strong interest or enthusiasm and which shows weak interest or no enthusiasm, a) or b)? Then practice with your partner.

Tralee St. Patrick's Festival Clár na Féile / Programme, 16-17 March 2009.

Monday March 16

8.00pm: St. Patrick's Eve Concert featuring the Schlossgarde Band from Frankfurt, Siamsa Tíre, the National Folk Theatre, Kerry Choral Union, Tralee Pipe Band, Bryan Carr and other local artistes. Directed by Oliver Hurley.

Venue: Siamsa Tíre, Theatre & Arts Centre.

Tickets: Adults: €15, Concessions: €12, Family (2 adults + 2 children): €40.

Booking: Tel: 066-7123055.

Tuesday 17th, St. Patrick's Day Lá Fhéile Pádraig

10.30am: Multi-lingual Mass (Irish/English/German) in St. John's Church, Tralee.

Venue: St. John's Church, Castle Street.

12 noon: St. Patrick's Day Parade featuring 45 community groups, floats and bands pipe and drum bands from across the south-west.

Guest of Honour: Ambassador Christian Pauls.

Grand Marshall: Margaret Dwyer

Route: JJ Sheehy Road to Denny Street with Reviewing Stand in Denny Street.

1.30pm: Ceol agus Craic sa Cearnóg le Comhaltas Ceoltóirí Éireann

Venue: The Square.

2.30pm: KADE Multi-Cultural Celebration

Venue: The Brandon Conference Centre.

Tralee St. Patrick's Festival & Parade
is supported by Tralee Town Council

Bí Cinn
Bí Linn



TRALEE TOWN COUNCIL
COMHAIRLE BHAILE TRÁ LI

4.b Look at the photos and discuss the following:

- describe what is happening at the parties
- tell about the things which you prefer at parties

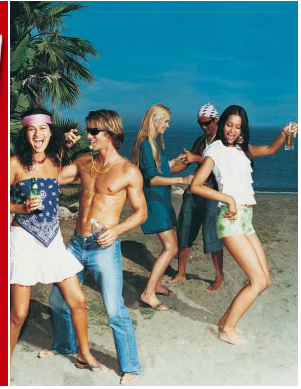
KEY WORDS: Parties

Kinds of party: barbecue, fancy dress, house-warming, sit-down meal

Food/drink: hot drinks, snacks, soft drinks

Clothes: dress casually/smartly, wear formal/casual clothes

Activities: bring a drink, dance, give presents, listen to/make speeches, play music, sing songs



4.c Listen to talk. Which of these statements about parties in the UK do you think are true?

- 1 People usually wear formal clothes at parties.
- 2 People take flowers or chocolates when they go to someone's house for dinner.
- 3 Teenagers sing songs and play games at parties.

Listen and check your predictions.

4.d Listen again and complete the phrases below.

Advice

- 1 If it's very formal, you _____ dress smartly.
- 2 Nowadays, for most parties you _____ be too formal.
- 3 It's _____ arrive late for a dinner party.
- 4 It's _____ take something with you.
- 5 You _____ always thank your host when you leave.
- 6 You _____ drink too much at parties.
- 7 You _____ accept a lift home from a person you don't know.

4.e Look at the sentences from the radio programme.

Underline the multi-part verbs.

- 1 It depends on what kind of party it is.
- 2 I never put a tie on.
- 3 We get together to dance and play music.
- 4 You don't have to dress up.
- 5 You can turn up when you want.

Match the verbs (1-5) above with the definitions (a-e).

- a to arrive at a place
- b to wear smart clothes
- c to vary according to the situation
- d to meet people
- e to put clothes onto your body

4.f Use the phrases from ex. 4.d, 4.e to prepare some advice for a foreign visitor who is invited to these celebrations in your country.

a birthday party, a wedding reception, a New Year's Eve party

Mention the following points:

- clothes to wear (male/ female)
- presents to take
- time to arrive
- things to say
- things not to do
- time to leave

Work in pairs. Student A is a foreign visitor and Student B gives advice. Ask and answer questions. Then swap roles.

Example

A *I'm going to a wedding. What should I wear?*

B *You should wear formal clothes – a jacket and tie.*

A *What should I take?*

4.g Match the situations (a-e) with the expressions (1-5) below.

- a someone has passed an exam
- b some friends have had a baby
- c someone has won a match
- d it's someone's birthday
- e someone is going to get married

Congratulations!

- 1 Happy birthday! Have a lovely day!
- 2 Well done! You played brilliantly!
- 3 Congratulations! You worked hard for it.
- 4 Wow! That's brilliant. When's the big day?
- 5 That's really great news. What are they going to call her?

Listen and repeat the underlined expressions above.

Work in pairs. Take turns to tell your partner some good news. Give congratulations using the expressions above.

Example

A *I've passed my driving test!*

B *That's great! Well done.*

A *Thanks. I'm really pleased.*

4.h Tell about the differences between parties in your country and in the UK.

<h2>5. Extra Activities: Celebration of Christmas</h2>

5.a Below are the descriptions of how people in different countries celebrate Christmas. Read the texts and match them with the countries.

- **France**
- **Brazil**
- **Japan**
- **Mexico**
- **Italy**



5.b Mark the words and phrases denoting the objects/events peculiar for every country.

5.c Mark the words and phrases denoting the objects/events common for all the countries.

1.	
-----------	--

The festivities start on December 16. Each night for nine nights before Christmas, families go to each other's homes for parties, or posadas. Each posada starts with a parade of all the guests. The paraders

go to a door of the host's house and knock. The host calls out that there is no room in his house. The guests continue to sing and knock, and finally they are invited in. The holy

figures are placed on an altar and the people pray and sing.

On Christmas Eve, the largest posada of all is held. There are fireworks and noisemakers. At

2.

In this country Christmas arrives at the beginning of summer. There is no snow or cold, but in spite of the heat, Santa Claus known here as "Papai Noel" wears the traditional costume as seen in countries where it is winter. The celebration runs from December 25th to Jan 6th (Three Kings' Day), lasting 12 days. People attend Mass on Christmas Eve, where the Christmas story is retold. One week later on New Year's Eve, many people will flock to Copacabana

3.

Most families enjoy two creches (Nativity Scene). The first is in their own church. The other is at home. Holly and greens are purchased for a backdrop. A lighted star is always suspended over the creche. The family gathers around and sings carols as the Jesus is placed in the manger. The three kings are placed there on Epiphany eve, (6 Jan). A special cookie is baked. Some feel it must first be shared with needy people.

Christmas Eve is for gift giving, Shoes are left by the fire to be filled

4.

Several days before Christmas, children go door to door singing favorite Christmas carols. They are often accompanied by pipers wearing bright red jackets and broad-brimmed hats with red tassels. They carry

midnight, the people go to church. After church, a large feast is held. Sometimes gifts are exchanged, but children often wait until King's Day (6 Jan) to receive gifts.

beach and participate in an African spiritualist ceremony that honors 'Lemanja', the goddess of the sea. Then on Epiphany or Three Kings' Day Children put their shoes beside the window or outside the door, hoping to find them filled with treats the next day, supposedly by the three wise men. This officially ends the Christmas season.

by Pere Noel. Birch sticks are sometimes left as a reminder to be good. Ashes from the Yule log are saved and used during the year to ward off sickness, or other misfortunes.

The children go to bed early to dream of their Christmas miracle. They place wooden shoes near the fireplace or under the tree. The shoes are filled with candies, oranges and chestnuts. Christmas presents are given on New Year's Day.

bagpipes, flutes and oboes, on which they play sweet holiday music. On Christmas Eve, many candles are lit as the children in the family take turns telling the wonderful story of

Christmas and the birth of the holy "Bambino."

At this time, families gather around their beloved "Presepio," a shrine to the Holy Child, and pray. After a 24-hour fast, all members of the family then sit down to a feast of delicious lasagna and spaghetti. On the 12th day of the holidays (6 Jan) a

5.

This is not a predominantly Christian country, but Christmas has become a holiday that many people there enjoy. Homes are decorated with evergreens, special meals are prepared, and Christmas songs sung. Santa, called Hoteisho, may visit some of the homes. Children believe that he has eyes on the back of his head so he can see all the good and bad things they do. More than Christmas, children look forward to New Year's Day. All the homes are cleaned and scrubbed, then decorated

kindly old witch known as "La Befana" brings gifts to the children. La Bafana is often shown as being old and ugly, but children love her very much. That is unless they have been naughty, for then their shoes will be filled with coal and ashes instead of candy and gifts.

with evergreens, bamboo, or flowers. Special rice cakes are made. Everyone pays all their bills, so that they will not be starting the new year in debt. On New Year's Eve, temple bells ring 108 times to show the old year is over and the new one is beginning. People put good luck poems under their pillows as they go to bed to bring good fortune in the coming year. On New Year's Day everyone wears their finest clothes. Gifts are often exchanged at this time.

6. Listening

6.a Work in pairs and discuss the questions.

- Is April Fool's Day celebrated in your country?
- Do people play jokes on each other?
- What kinds of tricks were you taken in by?
- Is there a tradition in your country to deceive people through TV, radio or newspapers and online?

6.b Match the phrases which you will come across in the following exercise with their definitions:

practical joke	a someone who believes things easily, even if it's obvious that they're not true
hoax	b to believe something that isn't true
taken in by	c to trick people into believing something that's not true, usually on a larger scale
gullible	d a practical joker
prankster	e a type of joke which is played at someone else's expense

6.c Listen to the people discussing how April Fool's Day is celebrated in England. Match the speakers with what they say.

- Kate** **A** My flatmate changed my clock so I ended up getting up a whole hour earlier than I needed to.
- Jackie** **B** If somebody makes somebody else look rather silly, by telling them something that isn't true, by playing a practical joke on them.
- Carrie** **C** Traditionally in England the jokes only last until noon midday.

6.d Listen again and decide whether the statements below are true (T) or false (F).

- 1 Jackie didn't realise that her flatmate had played a joke on her.
- 2 On April Fool's Day people are allowed to play a trick on someone they know.
- 3 The people in charge of the media rarely play tricks on their audience.
- 4 In 1965, the BBC started broadcasting smells through the airwaves.
- 5 In Ireland, France, and the USA, the jokes can be played all day.

6.e Tell about the way April Fool's Day is celebrated in England.

7. Writing and Speaking: Project Work
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6.a Find some information on one of the following topics (you can use any information available on the Internet or in books / magazines):

- the most exciting festivals in the world
- unusual festivals / traditions
- the festivals I'd like to take part in

Write these in order to give a brief oral presentation (5-6 minutes) of the topic you've chosen. Don't forget to

- include some visual aids (Power Point Microsoft software can help you)
- structure your theses
- include the phrases which will help your audience follow what you're talking about (see ex.6.b).

6.b Match the phrases in the box with the appropriate point in the presentation plan.

Today I'll be showing you/ reporting on ...
The subject / topic of my presentation is ...
Let's now look at the next slide which shows ...
Are there any questions?
My presentation will take about 10 minutes.
There will be time for questions after my presentation.
To conclude / In conclusion, I'd like to ...
In this part of my presentation, I'd like to talk about ...
I'd like to summarise what I've said so far ...
So much for point two.
It's a pleasure to welcome you today
Let's now move on / turn to ...
Well, that brings me to the end of my presentation.
Let me just start by introducing myself. My name is ...
I've divided my presentation into three main parts.

1 Introduction

- a welcoming the audience
- b introducing yourself
- c introducing your topic and purpose
- d mentioning the structure, timing and question time of the presentation

2 The main part

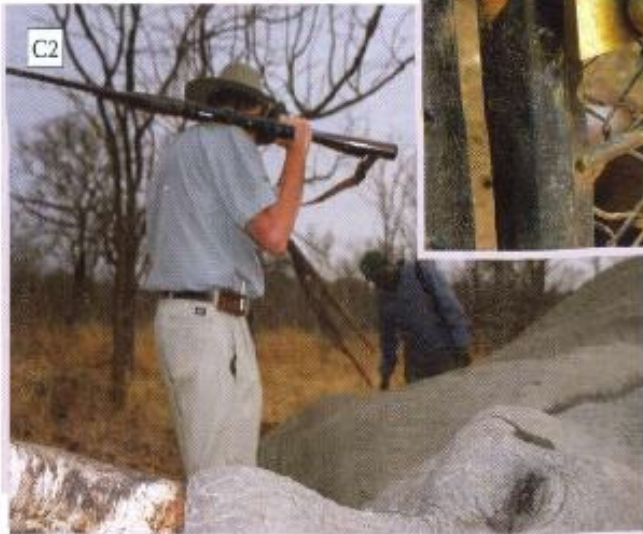
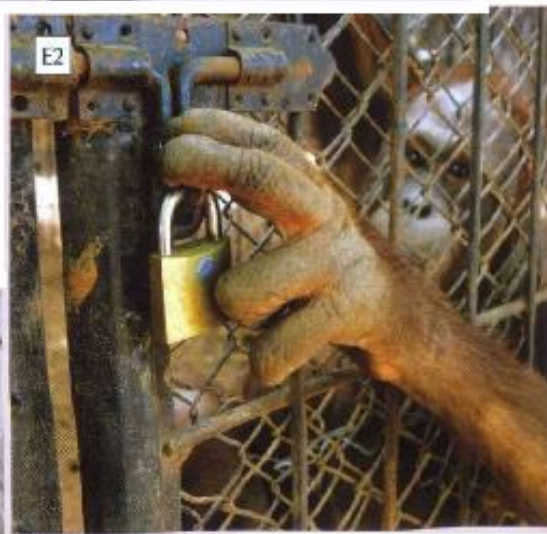
- a saying what is coming
- b describing visuals
- c summarising every point
- e indicating the end of the section and moving to the next part

3 Conclusion

- a indicating the end of your talk
- b summarising points
- c inviting questions

Picture Bank

Pictures for student A



Pictures for student B.

