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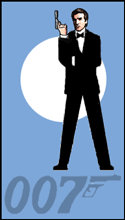
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**Pre-Intermediate Instant Lesson™**

**"Bond. James Bond."**

**Pre-Reading Activities**

**A: Discussion**

Look at the picture below and answer the questions.

1. What do you know about James Bond?   
2. Have you seen any James Bond movies?  Which ones?   
3. What is James Bond's job?   
4. What are the names of some actors who have played James Bond?   
5. Why do you think James Bond is so popular?

**B: Vocabulary**

Match these words from today's article with their meanings.

*character, spectacular, face, gadget, ultimate, internationally, appeal, hero, recognizable*

a. (verb) to find something attractive or interesting   
b. (adjective) wonderful to see  
c. (noun) a small machine or tool  
d. (adjective) the best   
e. (noun) the most important man or boy in a book, play or movie, a person who does something brave or good  
f. (noun) a person in a book, play or movie   
g. (adjective) easy to know or identify   
h. (noun) the front part of your head where your mouth, nose and eyes are   
i. (adverb) between two or more countries

**Reading Activities**

**A: Listening and  Reading**

Today's article is an interview with Pierce Brosnan, the actor.  Listen as your teacher reads the article.  After your teacher has finished reading the article aloud, find the words from Pre-Reading Activity B in the article and underline them.  Find the words as quickly as you can.  Do not use your dictionary.

|  |  |  |
| --- | --- | --- |
| **Brosnan still wants to be Bond**   |  |  | | --- | --- | | CANNES, France Sat May 18 (Reuters) Pierce Brosnan wants to make another James Bond movie. "Number Five still appeals," he told Reuters Television on Saturday after flying into the Cannes film festival for a spectacular party to celebrate the 40th anniversary of the world's most successful spy films. Brosnan, 50, is currently filming his fourth Bond movie "Die another Day"  with Oscar winner Halle Berry.  "Would I do another James Bond movie? I'd do another one, yes," said the actor who has so enthusiastically stepped into the role first filled back in 1962 by Sean Connery in "Dr No." | Asked why people always seem to like Bond, the Irish actor said: "It's the women, the gadgets,...the romance, the fantasy world, the ultimate hero."  More than half the world's population has seen a James Bond movie and Brosnan is calm about having one of the most recognizable faces on the planet. "It is an interesting character to live with...You are internationally known. It makes traveling very easy," he said.  "I will always be known as one of the Bonds. So you make peace with that and I'm very proud of it." |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Comprehension**

Read the article again and answer the questions below.

1. Which James Bond movie still *appeals to* Pierce Brosnan?  Has that James Bond movie been made yet?   
2. What was *spectacular?*   
3. How old is Brosnan?   
4. Who starred in the first James Bond movie?   
5. What was the title of that movie?   
6. How does Brosnan feel about having one of the most *recognizable faces* in the world?   
7. Why is it an *interesting character* for Pierce Brosnan to live with?   
8. What does Brosnan say is one good thing about being *internationally known*?

**C: Finding Words**

Find words in the article that match the meanings below.

Find...   
1. a noun that means **movie.**   
2. a noun that means **a date which is celebrated every year because something special happened on that date in a previous year.**   
3. an adjective that means **not nervous.**   
4. a noun that means **the earth (the place where we live)**.   
5. an adjective that means **to feel good about something you have done.**

**D: Paragraph Organization**

Match the headings below with the correct paragraph.  Write the number of the paragraph next to the heading. (One is done for you as an example.)

**About Being Famous:**   
**Reasons People Like James Bond:**  
**How Brosnan feels about being James Bond:**  
**Brosnan Wants to Make another James Bond Movie:** *Paragraph 2*  
 

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

Look at the following sentence:

Brosnan is calm about having **one of the most recognizable** faces on the planet.

This means that there is a small group of people who are recognized all over the world and Pierce Brosnan is one of those people.   
It is formed by:   *one of the* + *a superlative adjective.*

Look at the prompts  below and write sentences.  The first one has been done for you as an example.

1. He / tall / students / in the school.  *He is one of the tallest students in the school.*2. She / smart / people / I know.  
3. That river / long / rivers / in North America.  
4. "Titanic" / popular / movies / in the world.  
5. Brazil / good / soccer teams / on the planet.  
6. Tokyo / crowded / cities / in Asia.

Now write three more sentences using *one of + a superlative adjective* structure.

**B: Discussion**

Work in groups or pairs. Read and discuss the questions below.

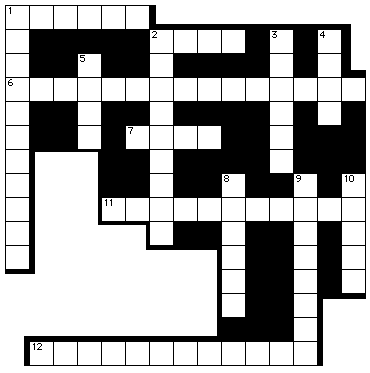
"It's the women, the gadgets,...the romance, the fantasy world, the ultimate hero."

1. Do you think these are the reason why James Bond is still popular?   
2. Can you think of any other reasons?

Brosnan is calm about having one of the most recognizable faces on the planet.

3. What do you think are some advantages and disadvantages of having one of the most recognizable faces?   
4. Would you like to have one of the most recognizable faces on the planet?

**C: Crossword**

Complete the crossword with words from today's article.  **Clues Across**1. (verb) to find something attractive or interesting  
2. an adjective that means not nervous  
6. between two or more countries  
7. the front part of your head where your mouth, nose and eyes are   
11. (adjective) wonderful to see  
12. (adjective) easy to know or identify

**Clues Down**1. a date which is celebrated every year because something special happened on that date in a previous year  
2. (noun) a person in a book, play or movie  
3. a noun that means the earth (the place where we live)4. a noun that means movie  
 5. the most important man or boy in a book, play or movie, a person who does something brave or good  
8. (noun) a small machine or tool  
9. (adjective) the best   
10. an adjective that means to feel good about something you have done

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Answers**

1. Answers will vary.   
2.  Some names of James Bond movies are: Dr. No, Gold finger, Live and Let Die, For Your Eyes Only,  Golden Eye, Tomorrow Never Dies, and The World is Not Enough.   
3. He is a secret agent. His code name is 007. The 00 means that he is 'licensed to kill'.   
4. Sean Connery; George Lazenby (who starred in one Bond movie "On Her Majesty's Secret Service"); Roger Moore; Timothy Dalton; and Pierce Brosnan   
5. Answers will vary.

**B: Vocabulary - Answers**  
a. appeal   
b. spectacular   
c. gadget   
d. ultimate   
e. hero   
f. character   
g. recognizable   
h. face   
i. internationally

**Reading Activities**

**A: Listening and Reading - Notes**

Read the article to the students at a slow to medium pace.  You may wish to set a time limit for students to find the words.  This will prompt them to scan for the words rather than read the article slowly.

**B: Comprehension - Answers**

1. The fifth James Bond movie Brosnan would star in.  It hasn't been made yet. (Brosnan is currently filming his fourth Bond film.)   
2. The party to celebrate James Bond 40th anniversary.   
3. 50 years old   
4. Sean Connery   
5. Dr No   
6. calm   
7. Because he is internationally  known.   
8. It makes traveling very easy.

**C: Finding Words - Notes**

If students are having difficulty finding words, you may like to tell them that the words are in the order they appear in the article.

**C: Finding Words - Answers**

1. film   
2. anniversary   
3. calm   
4. planet   
5. proud

**D: Paragraph Organization - Notes**

Before students begin the activity, ask them how many paragraphs there are in the article (5) to check that everyone understands what a paragraph is.  You may actually wish to point to the paragraphs and count them out to avoid confusion. You may need to make sure students understand exactly what they have to do (i.e. match the topic of each paragraph with the headings given.) You can tell them that one of the headings will have two answers.

**D: Paragraph Organization - Answers**

About Being Famous: Paragraph 4   
Reasons People Like James Bond: Paragraph 3  
How Brosnan feels about being James Bond: Paragraph 5   
Brosnan Wants to Make Another James Bond Movie: Paragraph 1, Paragraph 2

**Post-Reading Activities**

**A: Language - Answers**

1. He is one of the tallest students in the school.   
2. She is one of the smartest people I know.   
3. That river is one of the longest rivers in North America.   
4. "Titanic" is one of the most popular movies in the world.   
5. Brazil is one of the best soccer teams on the planet.   
6. Tokyo is one of the most crowded cities in Asia.

**C: Crossword - Answers**

**Across:** 1. appeal 2. calm 6. internationally 7. face 11. spectacular 12. recognizable **Down:** 1. anniversary 2. character 3. planet 4. film 5. hero 8. gadget 9. ultimate 10. proud

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**Pre-Intermediate Instant Lesson™**

**"Hi! Would you like an English lesson?"**

**Pre-Reading Activities**

**A: Brainstorming**

Today people can buy all kinds of things from vending machines.

In small groups think of some things you can buy from vending machines. Then share your answers with another group.

**B: Vocabulary**

The following words are used in the article. Work with a partner and match the beginnings and endings of the sentences.

**Beginnings**

1. If you **revolutionize** something...  
2. A **patent** is...  
3. A **subsidiary** company is...  
4. A **passerby** is...  
5. If you **call out** to someone you...

**Endings**

A. ...someone walking past you in the street.  
B. ...you introduce big changes in the way things are done.  
C. ...shout.  
D. ...an official document saying you are the only person allowed to sell something you have invented.  
E. ...part of a more important, larger company.

**Reading Activities**

**A: Comprehension**

Read the article as quickly as you can and write a question for each of the following answers.

**1. Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Answer:** It sells pizzas.

**2. Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Answer:** Its name is Telepizza.

**3. Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Answer:** Spain.

**4. Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Answer:** Ten.

**5. Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Answer:** It says, "Fancy a pizza?"

**6. Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Answer:** One minute and a half.

**7. Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Answer:** Up to 97 million pizzas.

**8. Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Answer:** It's called "Pizza Magic".

|  |  |  |
| --- | --- | --- |
| **Want A Pizza? Talk To Telepizza's New Machine**   |  |  | | --- | --- | | MADRID Thursday March 25 (Reuters) - Spanish fast food firm Telepizza is hoping to revolutionize the world pizza market with a new vending machine that catches its own customers and can take their order in 10 languages, the company said Thursday.  The machine, whose patent belongs to Telepizza's newly formed subsidiary Vending Pizza, detects passersby and calls out "Fancy a pizza?.'' | For $1.80 it will then defrost and cook a modest sized pizza in a minute and a half.  Telepizza hopes to distribute between 3,000 and 9,000 of its "Pizza Magic'' machines worldwide over the next three years and estimates they can sell up to 97 million little pizzas.  Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**B: Finding the Correct Definition**

Use an English-English dictionary to choose the most suitable definition for these words from the article and find out whether they are nouns, verbs or adjectives. When you have finished, compare your answers with a partner.

*Example:* **firm** Answer: (noun) a business company

1. **market** ()\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
2. **catch** ()\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
3. **fancy** ()\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
4. **modest** ()\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
5. **distribute** ()\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**C: Thinking About Aims**

Newspaper articles have different sections or parts. The writer has different aims in writing these parts. Read the article and choose from the list below the **aim** which you think best **fits** the **paragraph**.

1. Paragraph One:  
2. Paragraph Two:  
3. Paragraph Three:  
4. Paragraph Four:

**Aims**

A. Gives more details about how the machine works  
B. Describes Telepizza's future plans  
C. Introduces the pizza vending machine  
D. Gives details about how the machine works

**D: Punctuation**

If a **question** is written in **direct speech**, it begins with a capital letter, ends with a question mark and is enclosed by inverted commas.

*The Pizza Magic machine said, "Fancy a pizza?"*

*He asked his friend, "How is your pizza?"*

If an **exclamation** is written in **direct speech**, it begins with a capital letter, ends with an exclamation mark and is enclosed by inverted commas.

*"Yes please!" he shouted.*

*"It's too hot!" his friend cried. "I can't eat it!"*

**Punctuate these sentences correctly:**

1. The boy's parents asked where did you get that pizza  
2. It's none of your business he replied

3. How can you buy a pizza this late at night they demanded  
4. The boy shouted leave me alone

5. The parents questioned where did you get enough money to buy a pizza  
6. Certainly not from you he exclaimed

**Post-Reading Activities**You may do one or more of these**.**

**A: Meeting**

Get into groups. Each group is a small group of marketing managers for Telepizza. You have been given two things to do.

1. Think of a new name for the "Pizza Magic" machine. Make a list of names and choose your favorite name from that list.

2. Think of the phrases your machine will say to encourage a passersby to buy a pizza. Write down as many as you can and then choose the **best** **three**.

**B: Poster**

Work in pairs and make a poster using graphics and words to advertise the Pizza Magic machine. Use persuasive language to get people interested in your machine. Remember, do not use too many words.

**C: Telephone Dialogue**

With a partner, complete and then practice this telephone dialogue. One of you is **A** and one of you is **B**. **A** is a teenager, Joe, who has just seen the "Pizza Magic" machine. He calls his friend Sarah. **B** is Sarah, Joe's friend.

**B:** (Telephone rings: ring, ring...ring, ring) Hello?

**A:** Sarah? Is that you?

**B:** Yeah, Joe. What are you doing? It's late.

**A:** You won't believe the vending machine I saw today!

**B:** Really? Tell me about it.

**A:** Well, ... **(you continue)** .............................................................................................

.....................................................................................................................................

.....................................................................................................................................

**B:** Does it do anything else?

**A:** Yes, it talks to you!

**B:** No way! Does it have a woman's voice or man's voice?

**A:** ................................................................................................................................

**B:** How big are the pizzas?

**A: .**..............................................................................................................................

**B:** Is there anything else interesting about the machine?

**A: .**...............................................................................................................................

....................................................................................................................................

....................................................................................................................................

**B:** I want to get a pizza tomorrow. Can you show me the machine after school?

**A: .**.............................................................................................................................

....................................................................................................................................

**B:** Thanks. See you tomorrow.

**A:** Bye.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Brainstorming - Notes**

If you have students from different countries you should discover a variety of interesting items sold in vending machines. If students are from the same country the activity will only take a few minutes.

**B: Vocabulary - Answers**

1. B, 2. D, 3. E, 4. A, 5. C,

**Reading Activities**

**A: Comprehension - Notes**

Do not spend too long on this activity as its purpose is to get students looking quickly through the article for the answers. You could move around and check students' work or do a focus with the whole class on question formation at the end of the reading activities.

**A: Comprehension - Suggested Questions**

1. What does the vending machine sell?  
2. What is the name of the firm that made the pizza vending machine?  
3. What country is the firm from?  
4. How many languages does the vending machine take orders in?  
5. What does the vending machine say to catch passersby?  
6. How long does it take the machine to cook a pizza?  
7. How many pizzas does Telepizza hope to sell in the next three years?  
8. What is the machine's name?

**B: Finding the Meaning - Notes**

When students do not know the meaning of a word they sometimes use the first definition they see in their dictionary for that word. Today's activity shows students they can eliminate wrong meanings by: 1) determining the form of the word and looking only at definitions for that form of the word, 2) using the context of the sentence to pinpoint the most suitable meaning.

Different dictionaries will have slightly different definitions so allow for variation in the answers.

**B: Finding the Meaning - Suggested Answers**

1. market (n): trade in a particular product.  
2. catch (v): to ensnare, entrap.  
3. fancy (v): to feel you would like something.  
4. modest (adj.): not excessive or extreme; moderate.  
5. distribute (v): to send things to different parts of an area.

**C: Thinking About Aims - Answers**

1. Paragraph One: C  
2. Paragraph Two: D  
3. Paragraph Three: A  
4. Paragraph Four: B

**D: Punctuation - Answers**

1. The boy's parents asked, "Where did you get that pizza?"  
2. "It's none of your business!" he replied.   
3. "How can you buy a pizza this late at night?" they demanded.  
4. The boy shouted, "Leave me alone!"  
5. The parents questioned, "Where did you get enough money to buy a pizza?"  
6. "Certainly not from you!" he exclaimed.

**Post Reading Activities**

**A: Meeting - Notes**

At the end of this activity, you could get the groups to act out what the vending machine will say, and how people will respond. One student can be the vending machine.

**B: Poster - Notes**

Persuasive language in advertising often uses superlative adjectives:

...the best... ...the biggest... ...the cheapest... ...the healthiest... ...the tastiest...

**C. Telephone Role-Play - Notes**

This role-play allows for a lot of flexibility in writing. Remind the students to read the entire dialogue before they begin writing to avoid repeating sentences. One of the key points to this role-play is that the students need to capture the teenagers' excitement. They need to practice the stress, pronunciation and intonation of the questions and answers.

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| **Weekly Warmer** |

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| *Please print this page for use in the classroom.*  **'Going to' - for future intentions**  **Level:** Pre-Intermediate and above  **Language aim:** To give practice in the use of going to for future intentions (not predictions). To review/practice making suggestions  **Time:** 15 minutes.  ***Procedure:***  **Preparation:** None.  **1.** Explain to the class that they have US$50 million (or equivalent in your currency) which they must use to do some good for three or more groups of people in your country or another part of the world.  **2.** Put students into pairs or small groups and ask them to discuss and agree on a plan for using the money. Set a time limit of 6 minutes.  NB. Students may need to be pre-taught some of the language for making suggestions and agreeing/disagreeing. Possible dialogue could be:  *A. We could use some of the money to build special homes for old people ?*  *B. I don't think so. Old people should be looked after by their children. I know, why don't we use some of the money to help families to look after their old parents at home ?*  *C. Yes, I think that's a good idea. We could use some of the money to pay for things like wheelchairs.*  **3.** Ask each group/pair to explain to the class what they are going to do with the money. The class should take notes about the ideas.  Example: *We've decided that we're going to use the money to help old people. First we're going to set up .....*  **4**. When each group/pair has finished speaking, hold an open class discussion on the proposals. Get the whole class to agree on the three best ways to use the money.  w071199j |

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| **Weekly Warmer** |

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| --- |
| *Please print this page for use in the classroom.*  **2nd Conditional**  **Level:** Pre-Intermediate and above  **Language aim:** Fluency, Use of 2nd conditional *(if+would+past tense)*. Listening to instructions.  **Preparation:** Tear up paper into pieces approximately 4 cms square. Make enough for each class member plus two spare. Put a cross (X) on one piece of paper and fold it a few times so the cross is not visible.  **Time:** 10 minutes.  ***Procedure:***  **1.** Hand out the pieces of paper, one to each student. Ask them to draw a circle on the paper and to then fold it up tightly. (You may wish to demonstrate.)  **2.** Put all the pieces of folded paper (including your own with the cross) into a container.  **3.** Explain to students that all the pieces of paper, except one, have a circle on them.  **4.** Tell students that in a moment you will ask them to pick a piece of paper out of the container. If they pick a piece of paper with a circle on it, they will receive nothing. However, if they choose the paper with the cross, they will win US$5 million (or an equivalent sum in their currency).  **5.** Ask students to take a piece of folded paper out of the container. They MUST NOT look at it yet.  **6.** Ask students to give a percentage chance of their winning the prize. Explain that if the future is less than 50% likely to happen, then we usually use *if + would* to talk about it.(You may like to elicit the structure from students, write it on the board, explain the grammar and practice the pronunciation.)  Example structure:  A. What would you do if you won $5 million?  B. If I won $5 million I'd buy a house.  A. What kind of house would you buy? etc...  **7.** Get students to stand up and move around the class asking each other what they would do if they won $5 million.  **8.** Ask students to sit down again. Get feedback from some students about what they would do.  **9.** Finally get students to open their pieces of paper to find out who has won.  **10.** Give a piece of paper with $5 million to the winner !!    **Many thanks to Jose Estrados for this week's warmer.**  w230999j |

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**Pre-Intermediate Instant Lesson™**

**A Bad Job Interview**

**Pre-Reading Activities**

**A: Discussion**

In small groups discuss the questions below.

1. Have you ever had a job interview? If yes, what was it like? / If no, what do you think happens?  
2. What sort of questions does the interviewer ask?  
3. What should you wear to a job interview?  
4. How should you behave in a job interview?   
5. How do you know if a job interview went well?   
6. How do you know if the job interview didn't go well?



**B: Vocabulary**

**Part One:** Your teacher will give you some sentences that have been cut in half. Work in pairs and put the correct beginnings with the correct endings.

The sentences introduce you to some of the words from today's article.  
  
**Part Two:** Now use the words from Part One to fill the gaps in these sentences.

*surveillance, construction company, court, job interviews, charge, employee, arrest, recognize, interviewer, burglary*

1. The police \_\_\_\_\_\_*ed* the man last night and took him to the police station.   
2. I'd seen the man before so I \_\_\_\_\_\_*d* him straight away.   
3. Many people find \_\_\_\_\_\_ very difficult because they worry that the interviewer will ask them very difficult questions.  
4. The police \_\_\_\_\_\_*d* the man with \_\_\_\_\_\_.  
5. She is a very good \_\_\_\_\_\_. She is never late and works very hard.  
6. Taylor Macdowell is the name of the \_\_\_\_\_\_ \_\_\_\_\_\_ which is building the bridge.   
7. He had to go to \_\_\_\_\_\_ because he had driven through a red light and crashed into another car.  
8. The \_\_\_\_\_\_ asked me some very difficult questions but I answered them quite well.   
9. Unfortunately, the \_\_\_\_\_\_ camera wasn't working when the thieves stole the car.  
 

**Reading Activities**

**A: Finish the Sentence**

1. Below is the beginning of the first sentence in today's article. Read it and complete it with your own ideas. *You know your job interview did not go well when...(****you continue)...***

2. Compare your ideas with other students. Then answer these questions:  
a. Who had the best idea?   
b. Who had the strangest idea?

3. Now listen to your teacher read out the rest of the sentence. Then listen again and write down exactly what the teacher says.  
*You know your job interview did not go well when ...(****write the correct answer here)...***

4. Answer these questions with other students:  
a. Are you surprised by the answer?  
b. Was anyone in your class right (or nearly right)?  
c. Why do you think the interviewer did this?

**B: Sequencing**

**Part One:** The paragraphs from today's article are not in the correct order. Read the paragraphs, and put them in the correct order.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | 1. \_\_\_ The 20-year-old man is expected to be in court this week on burglary charges for stealing a $100 tool from the construction company and about $1,000 worth of items from an employee's car.  2. \_\_\_ A 20-year-old man was taken away from an interview for a job with a construction company in Stillwater, Oklahoma last week after employees recognized him as the person seen on a surveillance videotape robbing the same construction company just one day before, police said on Monday. | 3. \_\_\_ A day after the robbery, the man applied for a job with the construction company, and was arrested. Needless to say, he didn't get the job.  4. \_\_\_ OKLAHOMA CITY Tue June 10 (Reuters) - You know your job interview did not go well when your interviewer calls the police to arrest you. |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**Part Two:** Now check your understanding of what happened in today's article by putting these events in the order they occurred.

*\_\_\_ The man applies for a job.  
\_\_\_ The surveillance camera films him.  
\_\_\_ The police arrest the man.  
\_\_\_ The interviewer phones the police when employees recognize the man.  
\_\_\_ The man has an interview.  
\_\_\_ The man will go to court.  
\_\_\_ A man robs a construction company.*

**C: Categories**

Read the article again and find all the words to do with employment and crime, and list them under the correct heading below. One for each heading has been done for you. (You may use your dictionary if you need to.)  
  
**Employment:** *construction company,* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  
**Crime:** *court,* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**D: Comprehension**

Answer these questions using today's article.

1. Where was the robbery?  
2. What did the man steal?  
3. How old was the man?  
4. Did the man get the job?  
5. How did the police know he was the robber?

**E: Write A Headline**

Work in groups and write a headline for today's article. (Remember that headlines need to be short.)

**Post-Reading Activities**You may do one or more of these**.**

**A: Role Play**

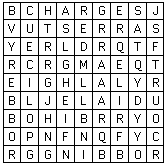
**Part One:** Work in groups of three. Think about what happened in today's article and discuss these questions:

1. What would the interviewer have said at the interview?   
2. What would the 20-year-old man have said at the interview?  
3. What would the employees have said when they recognized the man from the surveillance cameras?   
4. What would the interviewer have said to the police?  
5. What would the interviewer have said to the man after he called the police?  
6. What would the man have said to the interviewer when the police arrested him?

**Part Two:** Stay in your groups of three and role play what happened in today's article. One of you is the 20-year-old man, another is the interviewer and another is one of the employees who recognized the man. You could do the role play more than once and change roles.

You may like to perform your role-play in front of the class.

**B: Word Find**

The words in the puzzle are all from today's article and are all connected with crime. 

**C: What Is He Saying?**

Here is a picture of something that happened in today's article. Work in small groups and do the following:

1. Decide what the picture is showing. (Who is in the picture? What are they doing?)  
2. Write a caption for the man speaking. (What is he saying?)****

**D: Language**

When you want to give someone advice, a polite way to give it is to use the words *"you should / shouldn't..." and / or "don't forget to...*" Imagine that you are talking to someone who is going to have a job interview. Write sentences using the rules below and **"you should / shouldn't / don't forget to"**. (One is done for you as an example.)



*Don't be late.  
Dress smartly.* ***Answer****:* ***You should always dress smartly. / Don't forget to dress smartly.*** *Smile at the interviewer.  
Do not give very long answers to questions.  
Find out about the company.  
Ask the interviewer to repeat a question if you didn't hear it the first time.**Don't say negative things about your current job.**Think of one or two questions to ask the interviewer.*

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

You may like to do this activity as a lead-in class discussion.

**B: Vocabulary - Notes**

**Part One:** Students are presented with some of the words from today's lesson. They work in pairs or groups of three to match the sentence beginnings with the correct endings. (Please note: the sentences are not in any particular order.)

You will need to make copies of the sentence beginnings and endings and then cut them into strips so that every beginning and ending has been separated. (It would be a good idea to copy the texts onto colored cards for ease of sorting.) Give each group a complete set of sentence beginning and ending strips that have been shuffled and tell students to put the strips face down on a desk. When you give the signal, each group turns the strips over and begins trying to match them.

When you feel everyone has had enough time to match at least some of the strips, ask everyone to stop. Students now take it in turns to read out a correct combination (i.e. a correct beginning with a correct ending). If they are right, the group gets a point. If they are wrong, the group next to them has a chance to correct their mistake. Go clockwise round all the groups until all the sentence combinations have been read out correctly. The winners are the group to have read out the highest number of sentence combinations correctly.

(If you have a small class, they can work in pairs for this activity. Otherwise, groups of three students are a successful combination for a larger class.)

**Part Two:** Students now check their understanding of the words from Part One with the gap fill activity.

**B: Vocabulary - Part One - Sentence Halves To Be Cut Up and Given To Students**

|  |  |
| --- | --- |
| A **job interview** is... | ...they know who you are because they have seen you before. |
| An **interviewer** is... | ...a person who asks someone questions at an interview. |
| When police **arrest** someone,... | ...a person who works for another person or a company. |
| A **construction company** is... | ...they formally accuse somebody of having done a crime. |
| An **employee** is... | ...a place where legal matters are decided by a judge or a jury. |
| When a person **recognizes** you,... | ...when a person takes something that doesn't belong to them. |
| **Surveillance** means... | ...careful watching of someone or an area. |
| A **court** is... | ...they take them to the police station, because they believe that the person has done a crime. |
| A **burglary** happens... | ...a company that does business by building such things as buildings, factories and roads. |
| When police **charge** someone,... | ...a formal meeting where a person is asked questions in order to find out if they are suitable for a job. |

**B: Vocabulary - Answers**

**Part One:**  
A **job interviewer** is a person who asks someone questions at an interview.   
An **interview** is a formal meeting where a person is asked questions in order to find out if they are suitable for a job.   
When police **arrest** someone, they take them to the police station, because they believe that the person has done a crime.   
A **construction company** is a company that does business by building such things as buildings, factories and roads.   
An **employee** is a person who works for another person or a company.   
When a person **recognizes** you, they know who you are because they have seen you before.   
**Surveillance** means careful watching of someone or an area.   
A **court** is a place where legal matters are decided by a judge or a jury.   
A **burglary** happens when a person takes something that doesn't belong to them.  
When police **charge** someone, they formally accuse somebody of having done a crime.

**Part Two:** 1. arrest, 2. recognize, 3. job interviews, 4. charged / burglary, 5. employee, 6. construction company, 7. court, 8. interviewer, 9. surveillance.

**Reading Activities**

**A: Finish the Sentence - Notes**

1. This leads on from ideas in Pre-Reading A discussion questions. You may need to model how to do it with one of your own ideas. (e.g. You know your job interview did not go well when *...*the interviewer doesn't shake your hand at the end of the interview.)  
2. Compare the ideas as a class.   
3. Read the text below at normal speed to the class. Then read it again, and this time the students write down what you say. (You may need to read it again more than once.)  
4. Allow students enough time to answer the questions and give their reactions. There are no correct answers.

**A: Finish the Sentence - To Be Read Aloud To The Class**

3. You know your job interview did not go well when your interviewer calls the police to arrest you.

**B: Sequencing - Notes**

**Parts One** **and Two:** Go through the correct answers as a class.

**B: Sequencing - Answers**

**Part One:** The correct sequence is:  1.c,    2. b,    3. d,    4. a.   
 **Part Two:**  
1. A man robs a construction company.  
2. The surveillance camera films him.  
3. The man applies for a job.  
4. The man has an interview.  
5. The interviewer phones the police when employees recognize the man.  
6. The police arrest the man.  
7. The man will go to court.

**C: Categories - Notes**

Students look through the article and find all the words related to the two given topics. They may only find some of them. You could give them a chance to compare answers in pairs and then go through the words with them quickly as a class. You may like to set a time limit for this activity.

**C: Categories - Answers**

Employment: tool, construction company, employee, job interview, applied, interviewer.  
Crime: court, burglary charges, stealing, surveillance videotape, robbing, police, robbery, arrested, arrest.

**D: Comprehension - Answers**

1. At a construction company in Stillwater, Oklahoma.  
2. A $100 tool from the construction company and about $1,000 worth of items from a car belonging to a construction company employee.  
3. 20.  
4. No, he didn't.  
5. Because employees recognized him from surveillance videotape.

**E: Headlines - Notes**

You may want to look at some articles with headlines so students get an idea of what is required for a headline. They give some indication of the main idea of the article and are short and eye-catching. Here are two examples of headlines that you could show to students:   
Driver Has First Crash at Age 100   
Cat Saves Lives Before Dying in House Blaze

You may prefer not to tell them what the original headline was as their answers may be equally good.

**E: Headlines - Sample Answers**

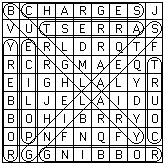
(This was the original headline of today's article.)  
So, Wait -- I Didn't Get the Job?

**Other possible headlines:** Man Robs, Then Applies For Job**;** Robber Arrested At Job Interview

**Post-Reading Activities**

**A: Role Play - Notes**

Allow plenty of time for the students to prepare this. (Alternatively, students could write a dialogue about the same situation which they could then perform.)

**B: Word Find**

**D: Language** **- Sample Answers**

You shouldn't be late. / Don't forget to / you should... be on time.  
Don't forget to / you should... smile at the interviewer.  
You shouldn't give very long answers to questions.   
Don't forget to / you should... find out about the company.  
Don't forget to / you should... ask the interviewer to repeat a question if you didn't hear it the first time.You shouldn't say negative things about your current job.Don't forget to / you should... think of one or two questions to ask the interviewer.

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**Pre-Intermediate Instant Lesson™**

**A Big Loss?**

**Pre-Reading Activities**

**A: Vocabulary**

Below are some words from today's article. Match the word with its correct meaning.

**Words**: a. to employ;   b. media;   c. tycoon;   d. casino;    e. taxes;   
f. billionaire;   g. generous;  h. donation;   i. to gamble.

**Meanings**:

1. \_\_ A person who is very rich. They have money or property worth a thousand million dollars.
2. \_\_ Television, newspapers, radio.
3. \_\_ A successful business person who is rich and powerful.
4. \_\_ You bet money in a game such as cards or on the result of a competition such as horse racing in order to win money.
5. \_\_ A place where people can play gambling games.
6. \_\_ Money you have to pay to the government.
7. \_\_ Pay someone money to do work for you.
8. \_\_ Always ready to give money or things.
9. \_\_ Money, time or things you give to people or organizations in order to help them.

**B: Using your Dictionary**

Look at the verb '**to gamble'** and find two nouns from the same word - one countable and one uncountable.

**Reading Activities**

**A: Reading for Overall Understanding**

Your teacher will divide you into two groups, Group A and Group B. Your teacher will give you an article. Read it quickly and answer these questions.

1. Who is Kerry Packer?  
2. Where did he gamble?  
3. What does Kerry Packer's company own?

**B: Jigsaw Reading**

Read your article again carefully. Your teacher is going to give you some questions. They are not for your article but for the other group's article. Find a partner from the other group and ask and answer the questions. Now read your partner's article and check your answers together.

**C: Think About It**

Stay with your partner from **Activity** **B:** **Jigsaw** **Reading**. Look at the two articles again.

In **Article** **A** it said that Kerry Packer lost $20 million but in **Article** **B** Kerry Packer said that he didn't lose $20 million.

Which article do you think is correct?  
Who do you think is not telling the truth - the media? - Kerry Packer ?  
Why may they not be telling the truth?

**D:  True or False?**

Work in pairs. Read the sentences below and use **Articles** **A** and **B** to decide if they are true or false

1. Kerry Packer lost the largest amount of money in Las Vegas.  
2. Kerry Packer is the biggest gambler in the world.  
3. Kerry Packer owns a casino.

**Post-Reading Activities**You may do one or more of these**.**

**A: Dictation**

Your teacher is going to read two sentences. On a different piece of paper write down what your teacher says.

**B: Discussion**

Work together in pairs and small groups and discuss these questions?

Why do people gamble?  
What are the good points about gambling?  
What are the bad points about gambling?

**C: Spelling Test**

Your teacher will say some words. Listen and write them down.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Answers**

1. f; 2. b; 3. c; 4. i; 5. d; 6. e; 7. a; 8. g; 9. h.

**B: Using your Dictionary - Answers**

countable noun: gambler;   uncountable noun: gambling

**Reading Activities**

**A: Reading for Overall Understanding - Notes**

Divide students into two groups, A and B. Then give them the two articles. In this activity they answer the same set of questions using either Article A or Article B.

**A: Reading for Overall Understanding - Answers**

1. Australia's richest man.  
2. Los Vegas.  
3. Melbourne's Crown Casino, and the Nine Network television station.

**A: Reading for Overall Understanding - (Articles to be given to students)**

**Article A for Group A**

|  |  |  |
| --- | --- | --- |
| **Australian Tycoon Loses $20 Million in Las Vegas**   |  |  | | --- | --- | | CANBERRA Tuesday August 29 (Reuters) - Australia's richest man, Kerry Packer, known as one of the world's biggest gamblers, was reported on Wednesday to have lost at least $20 million in three days of gambling in Las Vegas last month. The Australian newspaper said that the billionaire media tycoon had lost one of the largest amounts of money in the town's history.  However, the loss of $20 million dollars will only make a small difference to Mr. Packer. In 1999 he was worth about A$8.2 billion (US$4.6 billion). | Packer's media group Publishing & Broadcasting Ltd owns Australia's largest casino, Melbourne's Crown Casino, as well as the leading Nine Network television station.  Packer is one of the biggest gamblers in the world. He likes to gamble as much as $US100,000 to $US150,000 per time on games. There is a **global** list of about 150 big gamblers. Only the Sultan of Brunei and international arms dealer Adan Khashoggi match Packer's large amounts of money. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Note: global (adj.)** - of or about the whole world.

**Article B for Group B**

|  |  |  |
| --- | --- | --- |
| **Australian Tycoon Denies $20 Million Losses**   |  |  | | --- | --- | | CANBERRA, Australia Thursday August 31 (Reuters) - Australia's richest man, Kerry Packer says he never lost $20 million in three days of gambling in Los Vegas. The billionaire media tycoon said the media reports are completely wrong about how much he lost playing baccarat in Las Vegas.  Packer's comment came after Labor MP Mark Latham talked about how much Packer had lost and said that he should be paying more tax and helping build a better society. | Packer said his companies employ about 15,000 Australians and had paid more than $1.2 billion in taxes in the last 10 years.  Stories about how much Packer gambles are well known but so too are his generous donations to **health-related** charities and hospitals around Australia. Packer's media group Publishing & Broadcasting Ltd owns Australia's largest casino, Melbourne's Crown Casino, as well as the leading Nine Network television station. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Notes: denies** - says that something didn't happen. **health-related** - things to do with health.  
**MP** - Member of Parliament - a person that the people of a town or city choose to speak for them in politics.

**B: Jigsaw Reading - Notes**

Students read their articles again carefully. Then give them the set of questions. They should read the questions and make sure they understand them. They then find a partner from the other group (i.e. one student from Group A goes with a Group B student) and ask their partner the questions. (i.e. A Group B student asks a Group A student the questions and the Group A student answers using Article A. They then swap roles.)

Students from Group B must begin.

**B: Jigsaw Reading - Answers**

**Answers for Group B (Article A)**  
1. $20 million.  
2. A$8.2 billion.  
3. $US 100,000 - $US 150,000 per time.  
4. 150.

**Answers for Group A (Article B)**  
1. He says he never lost $20 million.  
2. 15,000 Australians.  
3. $1.2 billion.  
4. health-related charities and hospitals

**B: Jigsaw Reading (Questions to be photocopied and given to students)**

**Group B Questions (Ask a student from Group A these questions.)**

1. How much money did Kerry Packer lose over three days?  
2. How much money does Packer have?  
3. How much money does he like to gamble?  
4. How many big gamblers are on the global list?

(Group B students ask their questions first.)

**Group A Questions (Ask a student from Group B these questions.)**

1. What did Kerry Packer say about the $20 million?  
2. How many people do his companies employ?  
3. How much money have his companies paid in taxes in the last ten years?  
4. Who does he give money to?

(Group B students ask their questions first.)

**C: Think About It - Notes**

Students are asked to say what they think. They have to decide who should be believed: the media or Packer.

**C: Think About It - Answers**

Answers will vary.

**D: True or False? - Notes**

Students stay with the same partner and use the two articles to answer the questions.

**D: True or False? - Answers**

1. F; 2. F; 3. T.

**Post-Reading Activities**

**A: Dictation - Notes**

Tell the students you will be using vocabulary based on the article. To make the exercise less difficult allow the students to look at the article after you have dictated the sentences. Repeat if necessary but no more than 3 times. You may like to then get the students to dictate it back to you and you write it on the board. This then moves quite nicely into an error correction exercise

**A: Dictation - Text (To be read aloud by teacher.)**

In Australia,  there is a billionaire media tycoon who likes to gamble a lot of money at casinos. He also employs a lot of people in his companies, pays taxes to the government and makes generous donations.

**C: Spelling Test - Words to be read aloud by teacher**

1. casino; 2. media; 3. generous; 4. gamble; 5. employ.

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**Pre-Intermediate Instant Lesson™**

**A Bomb Dog**

**Pre-Reading Activities**

**A: Guessing Game**

Play this game with the rest of your class:

One student sits on a chair facing you and the other students, with their back to the board. The teacher shows the student a word or words. The other students can't see the word.

All of your class should ask the student questions to guess the word. The student can only answer "yes" or "no". (There may be one or two words.) You should try and guess the word in less than 20 questions if possible.

The student who guesses the word is the next student to answer the questions.

The words you are guessing are from today's articles.

**B: Create a Story**

Write down the words from **Pre-Reading** **Activity** **A** in a list on your paper. Work with a partner to make a one paragraph news article using all the words on your list. Be ready to share your paragraph with your class.

**Reading Activities**

**Worksheet for Student A**

**A: Finding the Main Ideas**

News articles often contain the most important information in the first two paragraphs. This information usually answers the questions:

* Who? (Who is the article about?)
* What? (What happened?)
* When? (When did this event happen?)
* Where? (Where did this event happen?)
* Why? (Why did the event happen?)

**1.** Work in pairs. Read Text A (while your partner reads Text B). Then answer the questions above with information from your text. Do not use a dictionary, but try to guess the meaning of any unknown words. (You are reading the first paragraph of one of today's two articles.)

**Text A:**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | SYDNEY, Australia Tuesday January 2 (Reuters) - A police dog trained to **detect** bombs has run away after apparently being scared off by New Year fireworks, Australian police said Tuesday. |  |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**(detect:** find, notice)

**2.** Talk about what you read with your partner.

**B: Matching Headlines**

Work with the same partner.

**1.** Read the two headlines below. It does not matter if you do not understand every word. Which headline belongs to Text A? Which headline belongs with your partner's text, text B?

**'Explosion-Shy Police Bomb Dog Found'**

**'Bomb Dog Flees Big Bang'**

**2.** Use a dictionary to look up any new words and try to understand the headlines.

**3.** Read Article A. Do not use a dictionary.

|  |  |  |
| --- | --- | --- |
| **Article A**   |  |  | | --- | --- | | SYDNEY, Australia Tuesday January 2 (Reuters) - A police dog trained to detect bombs has run away after apparently being scared off by New Year fireworks, Australian police said Tuesday.  Jed, a five-year-old Golden Labrador, broke out of his police yard home in Sydney's southwest minutes after the city's multi-million dollar New Year fireworks **extravaganza** began at midnight Sunday.  "Jed was obviously very frightened by the fireworks and **smashed** his way through the backyard fence to escape,'' police spokesman sergeant Paul Jarrett said in a statement. | "He hasn't come home and searches in the **local** area have not located him,'' he said.  Jarrett said the highly-trained Jed had been a police dog for four years and was worth about $5,500.  Jed had been part of the security team **assembled** for the Sydney Olympics in September, which passed without any major security **incidents**.  ``They are trained to find **explosives**, but they do not all like the sound of them,'' Jarrett said. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Vocabulary:  
extravaganza**: a big expensive show for people to go and see  
**smash**: break something into pieces  
**local**: of a place near you  
**assemble**: bring together people or things as a group  
**incident**: something that happens  
**explosives**: bombs

**C: Finding Information**

Work with a partner to complete the following:

**1.** Look at the table below and make sure you understand all the words.

|  |  |
| --- | --- |
| **Information about the dog** | **Answer** |
| Dog's Name | . |
| Age | . |
| Type of Dog | . |
| Where he lives | . |
| Value | . |
| Length of time he has worked as police dog | . |
| Past roles/jobs | . |
| What he looked like when he was found | . |
| Where he was found | . |
| How he was when he was found | . |

**2.** Use your article to find answers to as many of the spaces in the table as you can. Your text will not have all the answers you need, but your partner will have the rest of the information.  Do not use a dictionary.

**3.** Share your information with your partner. Ask your partner questions to complete any gaps in your table.

**4.** Read your partner's article and check the information in your table.

**(End of worksheet for Student A)**

**Worksheet for Student B**

**A: Finding the Main Ideas**

News articles often contain the most important information in the first two paragraphs. This information usually answers the questions:

* Who? (Who is the article about?)
* What? (What happened?)
* When? (When did this event happen?)
* Where? (Where did this event happen?)
* Why? (Why did the event happen?)

**1.** Work in pairs. Read Text B (while your partner reads Text A). Then answer the questions above with information from your text. Do not use a dictionary, but try to guess the meaning of any unknown words. (You are reading the first paragraph of one of today's two articles.)

**Text B**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | Thursday January 4 SYDNEY, Australia (Reuters) - Jed, the police bomb dog scared off by Sydney's fireworks **extravaganza**, has been found, relieved police said Thursday. |  |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**(extravaganza**: a big, expensive show for people to see)

**2.** Talk about what you read with your partner.

**B: Matching Headlines**

Work with the same partner.

**1.** Read the two headlines below. It does not matter if you do not understand every word. Which headline belongs to your partner's text, text A? Which headline belongs with your text, text B?

**'Explosion-Shy Police Bomb Dog Found'**

**'Bomb Dog Flees Big Bang'**

**2.** Use a dictionary to look up any new words and try to understand the headlines.

**3.** Read Article B. Do not use a dictionary.

|  |  |  |
| --- | --- | --- |
| **Article B**   |  |  | | --- | --- | | SYDNEY, Australia Thursday January 4 (Reuters) - Jed, the police bomb dog scared off by Sydney's New Year fireworks extravaganza, has been found, relieved police said Thursday.  Frightened by the noise of a multi-million-dollar fireworks display, the 5-year-old Golden Labrador trained to **detect** bombs broke out of his police yard home in Sydney's southwest in the first few minutes of the New Year Monday.  ``Jed's a bit **skinny** and has a bit of a **limp**, but he nearly knocked me over when I arrived to pick him up,'' Jed's **handler** sergeant Paul Jarrett said. | ``We'll give him a feed, get him washed and checked over and he'll be ready to get back to work,'' he said in a statement.  Hungry and **disheveled**, Jed walked into a petrol station not far from his home Thursday morning.  Aware of the hunt **launched** for Jed, the station owner immediately contacted the New South Wales state Police Dog Unit. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Vocabulary:  
detect**: find, notice  
**skinny**: thin  
**limp**: walking with difficulty because of a sore leg  
**handler**: person who controls an animal  
**disheveled**: not looking tidy and neat  
**launch**: begin, start

**C: Finding Information**

Work with a partner to complete the following:

**1.** Look at the table below and make sure you understand all the words.

|  |  |
| --- | --- |
| **Information about the dog** | **Answer** |
| Dog's Name | . |
| Age | . |
| Type of Dog | . |
| Where he lives | . |
| Value | . |
| Length of time he has worked as police dog | . |
| Past roles/jobs | . |
| What he looked like when he was found | . |
| Where he was found | . |
| How he was when he was found | . |

**2.** Use your article to find answers to as many of the spaces in the table as you can. Your text will not have all the answers you need, but your partner will have the rest of the information.  Do not use a dictionary.

**3.** Share your information with your partner. Ask your partner questions to complete any gaps in your table.

**4.** Read your partner's article and check the information in your table.

**(End of worksheet for Student B)**

**D: Language**

Active sentences in the past tense say what the subject did; passive sentences in the past tense say what happened to the subject.    
The past passive structure **(subject + was/were + past participle of verb + (by...)** is used when the writer feels the object of the active sentence is more important than the subject.    
Compare the following examples.  Which one is active?  Which one is passive?

* *The petrol station owner found Jed.*
* *Jed was found by the petrol station owner*

The following text is a summary of today's two articles.  Circle the correct tense (past simple or past passive) for each sentence.

On Thursday a police bomb dog called Jed **ran away / was run away** because he was scared of the fireworks at New Year.  
Two days later a petrol station owner **found / was found**the dog when Jed **walked / was walked** into a petrol station not far from his home.  The station owner **contacted / was contacted** the NSW police dog unit immediately.  The dog was so happy when his owner arrived to get him that he nearly **knocked / was knocked** him over.  
Jed **fed / was fed**, washed and checked over.  Then it **was decided / decided** Jed was ready to get back to work.  
Jed was part of the Sydney Olympics security team last year.

**Post-Reading Activities**You may do one or more of these**.**

**A: Vocabulary**

Work in pairs and complete the following:

1. Find 6 words from today's articles that are new to you. **Choose 3 words each.**

2. For each of your words:

1. look at the sentence the word is in and decide what part of speech the word is (e.g. noun, verb etc.).
2. look at the words which go together with the new word and write them down.
3. check the meaning of the word in your dictionary.
4. write a new sentence using the word.

3. Now teach your three words to your partner.

**B: Ask and Answer**

Work with a partner to complete the following:

1. You and your partner are both journalists. One of you must write 5 questions to ask the petrol station owner about the dog incident, and the other one must write 5 questions to ask Paul Jarrett from the police unit.

2. Ask your partner your 5 questions and then answer the questions your partner has written.

**C: Animal Associations**

1. As a class, brainstorm all the characteristics of the dog in today's article. Use your imagination.

*E.g. clever, reliable, friendly…*

2. Now think of an animal which has characteristics that you would like to have as a person. Make a list of all the characteristics of this animal and why they are important. *(E.g. I identify myself with the lion because it is brave, and being brave is very important. )*

3. Write a paragraph using this information. You should begin:

*" I identify myself with the … because it…*

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Guessing Game - Notes**

Choose a student and show them one of the words or phrases below.

**Words for the game:** bomb; fireworks; police dog; run away, scared.

(You may wish to allow the student to indicate whether the word is a noun, verb, adjective etc. and whether students are trying to guess one word or two. The other students could also be encouraged to ask whether the word is a person, a feeling or a thing.)

**Reading Activities**

**A: Find the Main Ideas - Notes**

1.You can either cut up the worksheets and give Student A and Student B copies of their part of the worksheet only OR Make sure students understand what they have to do before they begin. They should read only one of the two texts.

3. You may need to circulate around the class to help students if they are having trouble.(You could do some work as a class first on how to write headlines, modelling the 'key word' concept. Other Reuters articles may be useful for this.)

**A: Find the Main Ideas - Answers**

**Answers for Student A:**

* Who? A police bomb dog.
* What? He ran away.
* When? On New Year's Eve.
* Where? Sydney, Australia.
* Why? The dog was scared of the fireworks.

**Answers for Student B:**

* Who? Jed, a police bomb dog.
* What? He was found after he ran away from fireworks.
* When? Thursday, January 4.
* Where? Sydney, Australia.
* Why? The dog was scared of the fireworks so he ran away.

**B: Matching Headlines - Answers**

'Explosion-Shy Police Bomb Dog Found' - Text B  
'Bomb Dog Flees Big Bang' - Text A

**C: Finding Information - Notes**

2. When students are asking and answering questions to complete the table it is best that they sit opposite each other so they speak and listen rather than read each other's answers.

**C: Finding Information - Answers for Students A and B**

* Dog's Name: Jed.
* Age: 5 years old.
* Type of Dog: Golden Labrador.
* Where he lives: Southwest Sydney.
* Value: $5,500/$5,600.
* How long worked as police dog: 4 years.
* Past roles/jobs: Sydney Olympics security team.
* What he looked like when he was found: Skinny, has a limp.
* Where he was found: At a petrol station near his home.
* How he was when found: Hungry and untidy.

**D: Language - Answers**

On Thursday a police bomb dog called Jed **ran away** because he was scared of the fireworks at New Year.  
Two days later a petrol station owner **found** the dog when Jed **walked** into a petrol station not far from his home.   
The station owner **contacted** the NSW police dog unit immediately.  The dog was so happy when his owner arrived to get him that he nearly **knocked him over**.  
Jed **was fed**, washed and checked over.  Then it **was decided / decided** Jed was ready to get back to work.  
Jed was part of the Sydney Olympics security team last year.

**Post-Reading Activities**

**A: Vocabulary - Notes**

It would probably be helpful to students to spend some time learning to identify collocations of a word in a sentence. It will also be necessary to make sure students are identifying collocations correctly once they are working independently on this task.

**B: Ask and Answer - Notes**

You should circulate during this task as students will most likely need help with the grammar of their questions.

It may be enjoyable to have students interview one another in front of the whole class.

**C: Animal Associations -** **Sample Answer**

I identify myself with the dolphin because it is a social animal and I like people. I think being good with people is very important in life, in order to do well. Dolphins are incredibly gentle, but they are also strong and able to protect themselves from danger. I think that gentleness and strength need to belong together because you cannot have one without the other.

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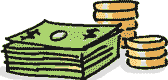
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**Pre-Intermediate Instant Lesson**

**A Bungling Armed Raider**

**Pre-Reading Activities**

**A: Scrambled words** 

The words below are all related to banking. The letters are mixed up. What are the words? Work in pairs to unscramble them.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| rwadhtiw | shca | knba | nstraatcnio | ymoen |
| opedsti | llti | lkcre | morf | ccanuto |

**B: Words in context**

Use the words from the table in Pre-Reading Activity A to complete the sentences about banking.

1. The safest place to keep your \_\_\_\_ is in a \_\_\_\_.
2. I usually don't carry more than $20.00 \_\_\_\_ in my wallet.
3. The bank keeps your money in your own personal \_\_\_\_.
4. If you want to put some money into the bank you need to \_\_\_\_ it.
5. A person who works in bank behind a counter is called a bank \_\_\_\_.
6. If you want to take some money from the bank you need to \_\_\_\_ it.
7. Small amounts of money are kept in a \_\_\_\_ behind the counter.
8. You need to fill out a \_\_\_\_ before you can take money out.
9. Taking money out or putting it into the bank is called a \_\_\_\_.

**Reading Activities**

**A: Headlines**

Skim the article and then choose the best headline from this list.

**Robber Raids Post Office  
Would-Be French Robber Caught Asking for Own Cash**  
**French Robber is being Held in Prison  
French Post Office Raided by Man with a Pistol**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | FRANCE May 5 (Reuters) - A bungling armed raider was caught trying to hold up a French post office after he tried to withdraw money from his own account, post officials said on Friday.  The would-be robber threatened the clerk at the post office in Bordeaux, southwest France, with a pistol and demanded $13,700.  On being told the till contained nowhere near that amount, he lowered his demand to $6,800. | After the clerk had again refused, he asked to withdraw a more modest amount of cash from his own account.  The clerk agreed and asked for his identity card to perform the transaction.  The unnamed man in his thirties is being held by police. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Scanning**

Read the questions about today's article and then find the answers as quickly as you can.

1. In which country did the holdup happen? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. From where did he try to steal the money? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What weapon did he use? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. How much money did he first ask for ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Why did he then ask for less money? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. How much did he ask for the second time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Where did he ask to get money from the third time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. What did the clerk ask for? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. How old is the man? \_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Where is he now? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C: Sequencing**

Work with a partner. The events in today's article are jumbled. Put them into the correct order. Write the number of the event in the table. (The first answer has been done for you.)

|  |  |
| --- | --- |
| A man is being held by police. |  |
| He asked for money from his own account. |  |
| A clerk was threatened with a gun. |  |
| A man walked into a post office in France. | 1 |
| The man was arrested. |  |
| He gave the clerk his identity card. |  |
| The clerk asked for his identity card. |  |
| He asked for $13,700.00. |  |
| He asked for $6,800.00. |  |
| He was told there was not enough money in the till. |  |

**D: Language**

|  |  |
| --- | --- |
| Past Perfect: The past perfect is had + the past participle. | |
|  | e.g. *had + demanded* |
| The past perfect is used to talk about the *past* of *the past*. We cannot use it to talk about only *one* action by itself. | |
|  | e.g. *He had demanded money.* **NO** |
| We can only use the past perfect to say that one action came after the other or that they were in a sequence. | |
|  | e.g. *After the clerk had again refused, he asked to withdraw a more modest amount of cash ....***YES** |
|  | e.g. *Before he demanded money, he had come into the post office.* **YES** |

Complete the following sentences by choosing the correct verb for each gap and using either the past simple or past perfect.

1. After he \_\_\_\_\_\_\_ to rob a post office, the police \_\_\_\_\_\_\_ him. (try/arrest)
2. Before he \_\_\_\_\_\_\_ for $6,800.00, he \_\_\_\_\_\_\_ more. (ask/demand)
3. The police \_\_\_\_\_\_\_ him after he \_\_\_\_\_\_\_ the clerk his identity card. (give/arrest)
4. He \_\_\_\_\_\_\_ the clerk his identity card because the clerk \_\_\_\_\_\_\_ to give him any money. (refuse/give)
5. Before he \_\_\_\_\_\_\_ the clerk with a gun, he \_\_\_\_\_\_\_ into the post office. (threaten/come)
6. He \_\_\_\_\_\_\_ to withdraw money from his account after the clerk \_\_\_\_\_\_\_ there wasn't enough money in the till. (try/say)
7. The clerk \_\_\_\_\_\_\_to give him money only after he \_\_\_\_\_\_\_ her his identity card. (show/agree)
8. The robber \_\_\_\_\_\_\_ for $13,700.00 before he \_\_\_\_\_\_\_ his demands to $6,800.00. (ask/lower)

**Post-Reading Activities**You may do one or more of these.

**A: Dialogue build**

Below is a conversation between a clerk and a customer in a bank. Decide what each person says and in what order. Write these in the chart below.

|  |  |
| --- | --- |
| * Would you like that in 20 dollar bills? * Just sign here please Sir. Thank you. Here is your money. * $160.00 please. * Yes * 4589-00. Is that correct? * Good afternoon Sir. Can I help you? * John B Frankton * Certainly. Have you got a withdrawal slip? * Yes, but I don't know how to fill it out. | * Thank you very much. Good bye. * 021-989899-4589-00. * Good bye * Hello. Yes I'd like to withdraw some money please. * What is you full name? * That would be fine. * OK Mr. Frankton. How much money would you like to withdraw? * OK I'll help you. What is your bank account number? |
| **Bank Clerk** | **Customer** |
| **1.** |  |
|  | **1.** |
| **2.** |  |
|  | **2.** |
| **3.** |  |
|  | **3.** |
| **4.** |  |
|  | **4.** |
| **5.** |  |
|  | **5.** |
| **6.** OK Mr. Frankton. How much would you like to withdraw? |  |
|  | **6**. OK Mr. Frankton. How much would you like to withdraw? |
| **7.** |  |
|  | **7.** |
| **8.** |  |
|  | **8.** |
| **9.** |  |

**B: Vocabulary**

Phrasal Verbs: Below are a number of sentences talking about banking. Complete the sentences by choosing a phrasal verb from the table. The meaning of the missing phrasal verb is in brackets.

|  |
| --- |
| **fill out, hand over, go into, pick up, take out, put away, tear up, put off, put up with, hold up** |

|  |
| --- |
| 1. I hate going to the bank so I always \_\_\_\_ it \_\_\_\_. (delay) 2. I hate queues and waiting in lines. I find it hard to \_\_\_\_ \_\_\_\_ \_\_\_\_ them. (tolerate; accept) 3. When I want to \_\_\_\_ \_\_\_\_ some money, I normally use my card at an ATM machine. (remove; withdraw) 4. When I need to use a bank, I usually wait until after lunch before I \_\_\_\_ \_\_\_\_ my local branch. (enter) 5. If I want to deposit some money into my account, I need to \_\_\_\_ \_\_\_\_ a deposit slip at a bank. (complete; write) 6. I often make mistakes and then I have to \_\_\_\_ \_\_\_\_ my deposit slip and start again. (rip; destroy) 7. After I have completed the deposit slip, I \_\_\_\_ it \_\_\_\_ to the teller with my money. (give) 8. The bank teller counts the money in front of you and then you need to \_\_\_\_ it \_\_\_\_ off the counter. (collect, lift up) 9. It is a good idea to \_\_\_\_ the money \_\_\_\_ before you leave the bank. Don't keep it in your hand. (place; hide) 10. Bad people try to \_\_\_\_ \_\_\_\_ banks using guns to demand money. (threaten; rob; steal money) |

**C: Language: Rob vs. Steal**

|  |  |
| --- | --- |
| * rob = steal **from** someone or somewhere, often using violence. To rob a person is to rob a person **of** things. You don't steal a bank because you take money FROM it. You rob a bank. * steal = to take something that does not belong to you You steal money from a bank because you take the money **not** the bank.   In these sentences choose the correct word: **rob** or **steal**. | 602_3 |

1. When the thieves broke into my grandmother's house, they only had time to (rob/steal) an inexpensive watch.
2. I left my car in the street and thieves (robbed/stole) it.
3. Two tourists were (robbed/stolen) at gunpoint in the city center last night.
4. Burglars broke into the house and (stole/robbed) a computer.
5. The window in my car was broken and my stereo was (robbed/stolen)
6. Help! Help! I've been (robbed/stolen)
7. The bank next to our school was (robbed/stolen)
8. $45,000.00 was (robbed/stolen) in the holdup.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Scrambled words - Answers**

withdraw, cash, bank, transaction, money, deposit, till, clerk, form, account.

**B: Words in context - Answers**

1. money, bank, 2. cash, 3. account, 4. deposit, 5. clerk, 6. withdraw, 7. till, 8. form, 9. transaction.

**Reading Activities**

**A: Headlines - Notes**

Students should still be able to find the correct answer even if they do not know the meaning of 'would-be' by looking at the words 'caught asking for own cash'.

**A: Headlines - Answers**

Headline 2 is the correct and original headline - **Would-Be French Robber Caught Asking for Own Cash**

(Headlines 1 and 4 are incorrect as the robber was unsuccessful in his attempt to raid the post office. Headline 3 says that the robber is now in prison rather than being held by police.)

**B: Scanning - Notes**

If it is not true for your country, you could explain to students that in a lot of countries, post offices have banking facilities for customers.

**B: Scanning - Answers**

France.

A post office.

A pistol.

$13,700.00

There wasn't enough money in the till.

$6,800.00

His own account.

His identity card.

In his thirties.

At the police station / being held by police.

**C: Sequencing - Answers**

A man is being held by police. 10  
He asked for money from his own account.6  
A clerk was threatened with a gun. 2  
A man walked into a post office in France.1  
The man was arrested. 9  
He gave the clerk his identity card. 8  
The clerk asked for his identity card. 7  
He asked for $13,700.00. 3  
He asked for $6,800.00. 5  
He was told there was not enough money in the till. 4

**D: Language - Answers**

1. After he had tried to rob a post office, the police arrested him.  
2. Before he asked for $6,800.00, he had demanded more.  
3. The police arrested him after he had given the clerk his identity card.  
4. He gave the clerk his identity card because the clerk had refused to give him any money.  
5. Before he threatened the clerk with a gun, he had come into the post office.  
6. He tried to withdraw money from his account after the clerk had said there wasn't enough money in the till.  
7. The clerk agreed to give him money only after he had shown her his identity card.  
8. The robber had asked for $13,700.00 before he lowered his demands to $6,800.00.

**Post-Reading Activities**

**A: Dialogue build - Answers**

|  |  |
| --- | --- |
| **Bank Clerk** | **Customer** |
| **1.** Good afternoon Sir. Can I help you? |  |
|  | **1.** Hello. Yes I'd like to withdraw some money please. |
| **2.** Certainly. Have you got a withdrawal slip? |  |
|  | **2.** Yes, but I don't know how to fill it out. |
| **3.** OK I'll help you. What is your bank account number? |  |
|  | **3.** 021-989899-4589-00. |
| **4.** 4589-00. Is that correct? |  |
|  | **4.** Yes |
| **5.** What is your full name? |  |
|  | **5.** John B Frankton |
| **6.** OK Mr. Frankton. How much would you like to withdraw? |  |
|  | **6**. $160.00 please. |
| **7.** Would you like that in 20 dollar bills? |  |
|  | **7.** That would be fine. |
| **8.** Just sign here please Sir. Thank you. Here is your money. |  |
|  | **8.** Thank you very much. Good bye. |
| **9.** Good bye |  |

**B: Phrasal verbs - Answers**

1. put off, 2. put up with, 3. take out, 4. go into, 5. fill out, 6. tear up, 7. hand over, 8. pick up, 9. put away, 10. hold up.

**C: Language: Rob vs. Steal - Answers**

1. steal, 2. stole, 3. robbed, 4. stole, 5. stolen, 6. robbed, 7. robbed, 8. stolen

**Please note:** There are a number of lessons with true stories of foolish robbers in the Pre-Intermediate section of the Instant Lessons library. If your students have enjoyed this one, you could try "Caught!", "Good Work!", "Help!" or "Unlucky Robbers". These lessons are all in the Pre-Intermediate section of the Instant Lessons library.

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**Pre-Intermediate Instant Lesson™**

**A Car of the Future**

**Pre-Reading Activities**

**A: Short Discussion**

Answer these questions with a partner:

1. What kind of vehicle do you think you will be driving in 2010?
2. How different do you think it will be from present-day cars?

(You could think about design, engine and speed.)

**Reading Activities**

**A: Comprehension**

Read the questions and look for the answers in the article. (**Note**: Today's article is divided into different sections.)

1. What is the name of the aviation company who will test the car?  
2. What is special about the car?  
3. What is the name of the car?  
4. When will the car have its first test journey?

|  |  |  |
| --- | --- | --- |
| **Company Plans To Test 'Flying Car'**   |  |  | | --- | --- | | Wednesday May 26 LONDON (Reuters) - A U.S. aviation company is planning to test a revolutionary new ``flying car'' that will **hover** above the ground and could change the way people travel in the future. | Moller International, of California, plans to take the so-called Skycar on its **maiden** journey in the next few weeks and could reveal it to the press by the end of the year, New Scientist magazine said on Wednesday. | |

5. How many people will it seat?  
6. How many miles per liter of gas will it do?  
7. What will its highest speed be?

|  |  |
| --- | --- |
| |  | | --- | | The Batmobile shaped vehicle will seat four people, do about five miles per liter of gas, have a top speed of over 370 miles per hour and will take off and land **vertically**. | |

8. How high will it fly on its first flight?  
9. How long will it hover before it lands on its first flight?  
10. How will later flights be different?  
11. In the future who will be able to fly one of the Skycars?

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | "On its first flight, the Skycar will rise to a height of two meters (six feet) or so, hover for one minute and then land, just like a Harrier jump jet," the magazine said. | "Later flights will be more ambitious. Once the aircraft receives a license from the Federal Aviation Administration (FAA) anyone with a pilot's license will be able to fly one in the U.S.," it said. | |

12. Who thought of the idea?  
13. How much will this Skycar cost?  
14. How long has he been working on this project for?  
15. The design is still not perfect. But how much could the car cost in the future?  
16. In the future who or what will actually fly the car?

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | The vehicle, which will be **hand-built** and cost about $1 million, is the **brainchild** of Paul Moller, who founded the company. He has been working on the project for 30 years.  Once the design is perfected and **mass produced**, Moller estimates it could cost about $60,000. | "The first Skycars will be fly-by-wire vehicles. In other words, while the pilot tells the craft what to do, a computer will actually do the flying, taking the vehicle's rate of turn, and altitude into account when it responds to instructions," the magazine said. |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**B: Matching words and meanings**

Find these words in the article and then match them with their meanings:

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| hover | goes straight up in the air |
| brainchild | to stay in the air in one place |
| mass produced | first |
| maiden | idea or invention |
| vertically | built by someone without using factory machines |
| hand-built | to make large numbers of something using machines |

**C: Check what you know**

These sentences have information from the article. Put the words in the right order **without** **looking** back at the article.

1. a / American / an / car / company / few / in / new / next / test / the / weeks / will
2. car / four / people / seat / the / will
3. 370 / be / hour / its / miles / more / per / speed / than / top / will
4. and / will / it / land / off / take / vertically
5. $60 000 / about / cost / could / future / in / it / the
6. a / actually / car / computer / fly / the / will

**D: Language**

Look at the following excerpts from today's article.  What word is used in the future form?

* *On its first flight, the Skycar will rise to a height of two meters (six feet).*
* *The first Skycars will be fly-by-wire vehicles.*

Do you know when to use **will** or **going to** to talk about something happening in the future?    
Most often **will** is used (see above).  We use **(be) going to** when a circumstance reveals something that is going to happen in the future:

* *"Look!  The Skycar driver has started the engine.  He's going to fly it."*
* *It's not a good day to fly.  It's going to rain.*

Complete the following dialogue between Paul Moller and one of his colleagues at Moller International, Gavin Spencer.    
Fill in the gaps with either **will** or **(be) going to**.

(In the lunch room)   
**Spencer:**  Would you like some more coffee, Mr Moller?   
**Moller:**  Thanks, Gavin...Oh, be careful, you **1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ spill it.   
**Spencer:** Sorry sir.....Mr Moller, can I ask you a question?  The Skycar seems simple to fly but I'm a little concerned about something.  Do you think it **2.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be safe to fly?   
**Moller:** Of course.  Now pass the salt, please.   
**Spencer:** Mr Moller, you shouldn't put so much salt on your food.  You **3.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have high blood pressure...Can I ask you another question?  Do you really think the Skycar **4.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cost only $60,000?  I think it will cost more than that, sir.   
**Moller:** Gavin, it all depends on how many Skycars we can mass produce.  The more we produce, the less each car **5.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cost.   
**Spencer:** Wow.  I could talk to you all day about work, Mr Moller.   
**Moller:** That's nice, Gavin, but it's 12:59.  You **6.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be late.   
**Spencer:**  Yes. Good-bye, sir.

**Post-Reading Activities**You may do one or more of these**.**

**A: Share your Opinion**

Answer these questions with a partner:

1. Paul Moller has been working on this project for 30 years. Would you be able to work for such a long time on a single project?

2. If you were married and your husband or wife was a researcher, would you support them in a project like this one?

**B: Roleplay**

Work in pairs.

**Student A:** The year is 2004. You are a salesperson representing a company that has just invented a flying car. **Student** **B** is someone who is wealthy but only spends money very carefully. Persuade **Student** **B** to buy one of the cars.

Using the information from today's article, make sure you know

* its top speed
* how many people it seats
* how it takes off and lands
* who can fly it
* how much it costs

**Student B:** The year is 2004. You want to buy a car and you are interested in the new flying car. **Student** **A** is a salesperson, representing the flying car. (You are wealthy but you will only spend your money if you think the car is suitable for you.)

You could ask **Student** **A** about

* the car's top speed
* how many people it seats
* how it takes off and lands
* who can fly it
* how much it costs

**C: Answering Questions**

You are Paul Moller, the inventor of the plane. A reporter has faxed you some questions. Answer these questions using information from the article and your own ideas.

1. What will you do if the test flight is not successful?  
**Your** **answer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. How will you feel if the test flight is successful?  
**Your** **answer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Will anyone be able to fly the car in America?  
**Your** **answer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. How much will the handbuilt car cost?  
**Your** **answer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. If I want to buy a production-line car, how much will it cost?  
**Your** **answer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. What will you do when the car is finished?  
**Your** **answer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D: Additional Reading**

Read the complete article and find more information about the design of the car. After you finish reading, tell someone else what you have learnt.

|  |  |  |
| --- | --- | --- |
| **Company Plans To Test 'Flying Car'**   |  |  | | --- | --- | | LONDON Wednesday May 26(Reuters) - A U.S. aviation company is planning to test a revolutionary new ``flying car'' that will hover above the ground and could change the way people travel in the future.  Moller International, of California, plans to take the so-called Skycar on its maiden journey in the next few weeks and could reveal it to the press by the end of the year, New Scientist magazine said Wednesday.  The Batmobile shaped vehicle will seat four people, do about five miles per liter of gas, have a top speed of over 370 miles per hour and will take off and land vertically.  ``On its first flight, the Skycar will rise to a height of two meters (six feet) or so, hover for one minute and then land, just like a Harrier jump jet,'' the magazine said.  ``Later flights will be more ambitious. Once the aircraft receives a license from the Federal Aviation Administration (FAA) anyone with a pilot's license will be able to fly one in the U.S.,'' it said. | The vehicle, which will be hand-built and cost about $1 million, is the brainchild of Paul Moller, who founded the company. He has been working on the project for 30 years.  The car uses two rotary engines and fans placed inside streamlined housings known as nacelles. The fans inside the nacelles create an airflow that generates thrust. Each four-passenger Skycar will have four nacelles to provide the power.  ``At the rear of each nacelle is a set of vanes that can be angled downwards to generate lift as well as forward thrust,'' the magazine said.  Once the design is perfected and mass produced, Moller estimates it could cost about $60,000.  ``The first Skycars will be fly-by-wire vehicles. In other words, while the pilot tells the craft what to do, a computer will actually do the flying, taking the vehicle's rate of turn, and altitude into account when it responds to instructions,'' the magazine said. |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Reading Activities**

**A: Comprehension - Notes**

Students should read the questions and then look for the answers. They should be discouraged from using dictionaries as most questions avoid any difficult words. (**Activity** **B** introduces them to some of the difficult words in the article.) You may, however, like to pre-teach the word 'hover', and also the word 'ambitious'.

**A: Comprehension - Answers**

1. Moller International
2. it flies
3. the Skycar
4. in the next few weeks
5. four people
6. five miles
7. 370 miles per hour
8. two meters (six feet)
9. one minute
10. They will be more ambitious.
11. anyone with a pilot's license.
12. Paul Moller
13. $1 million
14. 30 years
15. $60 000
16. a computer

**B: Matching words and meanings** - **Answers**

**hover**-to stay in the air in one place  
**brainchild**-idea or invention  
**mass produced**-to make large numbers of something using machines  
**maiden**-first  
**vertically**-goes straight up in the air  
**hand-built**-built by someone without using factory machines

**C: Check what you know- Answers**

1. An American aviation company will test a new car in the next few weeks.
2. The car will seat four people.
3. Its top speed will be more than 370 miles per hour.
4. It will take off and land vertically.
5. It could cost about US$60 000 in the future.
6. A computer will actually fly the plane.

**D: Language - Answers**

1.  are going to     2. will        3.  are going to        4. will        5. will        6. are going to

**Post-Reading Activities**

**B: Roleplay - Notes**

Before beginning the activity you may like to have a quick discussion on what transport in the year 2004 will be like. Will things have changed or will they be the same as today?

This activity could also be set in the present with salespeople trying to sell the expensive $1 million car to a wealthy person.

**C: Answering Questions - Notes**

Students use information from the article and their own imagination to answer these questions. After completing the sentences they could work in pairs to conduct an interview.

**C: Answering Questions - Answers**

1. We'll do more work on the car and then we'll test it again.
2. I'll be very happy! I've been working on this project for more than 30 years!
3. No, only people who have pilots' licenses.
4. It's expensive! 1 million dollars.
5. It will cost about $60 000.
6. I'll take a holiday.

**D: Additional Reading- Notes**

Students have an opportunity to reread the article including two paragraphs which were left out in the lesson. These focus on the design of the car.

You may decide to look at some other difficult words from the article.

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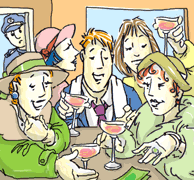
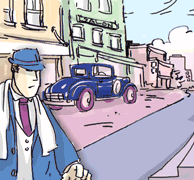
**Pre-Intermediate Instant Lesson™**

**A costly drink**

**Pre-Reading Activities**

**A: Picture Ordering**

Listen to your teacher read a short story about a robbery.  As you listen, number the pictures from 1 - 4 according to the order you think they should go in.

a. b.   
c. d.

**B: Vocabulary**

Work with a small group.

Today's article is about a man who robs a bank. Look at the list of words below. Discuss the meanings of the words and then decide which ones you would expect to see in today's article.  You may use a dictionary if nobody in your group knows the meaning.

* police
* to arrest
* a patient
* gunpoint
* a branch
* murder
* a customer
* to forgive
* to escape
* a robber

**Reading Activities**

**A: Ordering**

Read today's article. The paragraphs are not in the correct order. Number the paragraphs from 1 - 4 according to the order you think they should go in.  Do not use a dictionary.

|  |  |
| --- | --- |
| \_\_\_\_ | After being **identified** as a customer by a bank employee, the man was detained by police at a late-night bar in Klagenfurt. |
| \_\_\_\_ | Austrian police arrested a 28-year-old man who robbed the Salzburg branch of Austrian savings bank Sparkasse where he was known as a customer, the APA news agency reported Wednesday. |
| \_\_\_\_ | The Austrian man held up the bank at gunpoint Monday, escaping on foot with $20,070. |
| \_\_\_\_ | By the time of his arrest on Tuesday, the man, with several bar workers, had guzzled five bottles of champagne. APA said the robber did not **resist** arrest. |

**to identify** - to say that someone is a particular person  
**to resist** - to fight against something to stop it happening

**B: Finding the Headline**

Read the article again and choose the best headline. Think about which headline describes the main idea of the article.

**Headline A: Robber Found in Night Bar With Champagne   
Headline B: Bank Employee Identifies Robber  
Headline C: Man Robs Bank Branch Where He Was Customer   
Headline D: Bank Held at Gunpoint By Austrian Robber**

**C: Guessing From Context**

Work with a partner. Look at the sentences below and then answer the questions to help you guess the meaning of the words **in bold** from today's article.  Do not use your dictionary.

The man was **detained** by police at a late-night bar.1. What part of speech (e.g. noun, verb etc) is the word?   
2. Who detained him? Why did they do this?  
3. What does the word mean?

By the time of his arrest, the man, with several bar workers, had **guzzled** five bottles of champagne.  
1. What part of speech is the word?   
2. Who guzzled what? Who helped him do this?  
3. What does the word mean?

**D: Writing Questions**

Work with a partner.

**Student A:** Write three questions about the two paragraphs below to ask your partner. Make sure you know the answers yourself. Be ready to answer your partner's questions.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | VIENNA Wednesday October 3 (Reuters) - Austrian police arrested a 28-year-old man who robbed the Salzburg branch of Austrian savings bank Sparkasse where he was known as a customer, the APA news agency reported Wednesday.  The Austrian man held up the bank at gunpoint Monday, escaping on foot with $20,070. | (Continued/...) |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Student B:** Write three questions about the two paragraphs below to ask your partner. Make sure you know the answers yourself. Be ready to answer your partner's questions.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | |  | (Continued/...) After being identified as a customer by a bank employee, the man was detained by police at a late-night bar in Klagenfurt.  By the time of his arrest Tuesday, the man, with several bar workers, had guzzled five bottles of champagne. APA said the robber did not resist arrest. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**E: True or False**

Use the article to decide whether the following statements are true or false.

1. The man had been inside the bank before.   
2. The man was carrying a weapon.   
3. He had a car waiting for him outside the bank.   
4. He was probably drunk when police found him.   
5. He hit one of the police when they came to arrest him.   
6. Sparkasse is the name of an Austrian savings bank.

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

**Part 1:** Look at the sentence below which uses the **passive voice** (***be*** *verb +* ***past participle***).

...the man **was detained** by police at a late-night bar.

This sentence which has the same information uses the **active voic**e. Fill the gaps using the correct information from the article:

\_\_\_\_\_\_\_\_\_\_ detained \_\_\_\_\_\_\_\_\_\_ at a late night bar.

Now write the following sentences in the **passive**. Think carefully about the grammar.   
Use the sample sentence from today's article to help you.

1. A 28-year-old man robbed the Salzburg Branch of Sparkasse Bank.   
2. Police arrested the man.   
3. Bank employees knew the man.   
4. The robber and bar workers enjoyed the champagne.   
5. A bank employee identified the man.

**Part 2:** Now write some sentences of your own to describe something that has happened to you.

**Examples**:  *I was bitten by a dog when I was a child.    
I was sent to Japan on a business trip by my company last month.*

**B: Say It!**

Work in a group of four. Choose one of the roles from below and talk to your group for at least one minute.

**Role 1:** You are one of the police officers who arrested the man. Talk about what happened and what you did.

**Role 2:** You are the employee from the bank who identified the man. Talk about what happened during and after the robbery.

**Role 3:** You are the chief of police for the Salzburg area. Talk about why this robbery is a little different to other robberies.

**Role 4:** You are the robber. Talk about the robbery and why you did it. Talk about why you went to drink champagne at the bar after the robbery. Talk about how you felt when you were arrested and what you think your punishment should be.

**C: Writing**

Look at the four pictures from Pre-Reading Activity A. Use the pictures to write your own captions. Think about your grammar. Be ready to share your captions with the class.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Picture Ordering - Notes**

Read the text below aloud at a normal speed. Your students listen and put the pictures in Pre-Reading Activity A on their worksheets in the correct order. Repeat, if necessary. (They will need to listen carefully as the pictures may only show part of the description you are reading aloud.)

**A: Picture Ordering - Text to be read aloud by teacher**

**Picture 1:** It was a cold, fine day and the city was quiet. A car pulled up and a well dressed man got out and walked into the bank across the road.

**Picture 2:** The man went up to a woman standing behind the counter and opened his bag. He got out a gun and pointed it at the woman. The woman gave the man a lot of money and he put it in his bag.

**Picture 3:** The man left the bank and made his way to a bar nearby. He bought champagne for everyone there. They started to have a party.

**Picture 4:** A police officer arrived at the bar to take the man away. One of the people working at the bank had seen him entering the bar. The man's party was over!

**A: Picture Ordering** - Answers

1 - d, 2 - a, 3 - c, 4 - b

**B: Vocabulary - Notes**

Students should be encouraged to talk about the words rather than referring to a dictionary. This way speaking practice is involved in the task, and not just vocabulary.

While discussion and identification of the meanings of words is the most important aspect of this task, the following words are the most likely to appear in an article about a bank robbery: *police, to arrest, gunpoint, a branch, a customer, to escape, a robber*

(The activity can be done in a one-to-one situation. The student can talk to you about the words they recognize and then refer to a dictionary. You can also define words, if requested by the student.)

**B: Vocabulary - Answers**

police - the people who are responsible for making sure other people obey the law   
to arrest - to take charge of someone and send them to the police station because it is believed they have broken the law  
a patient - someone receiving medical treatment from a doctor or in a hospital   
gunpoint - when someone is pointing a gun at someone else   
a branch - a place of business which belongs to a larger company (e.g. bank branch, post office branch, etc.)   
murder - to kill someone   
a customer - a person who buys things from a shop  
to forgive - to stop being angry at someone for something bad that the person did to you   
to escape - to get free or get away from someone or something  
a robber- someone who takes property from a person or place illegally

**Reading Activities**

**A: Ordering - Notes**

You may like to remind students that in a newspaper article information is usually organized in order of  how important  it is.  The first paragraph is usually a summary of the main ideas of the article. The second paragraph gives more information about the main idea in paragraph one.  As they read each paragraph, they can think about which information is a summary of the article, and which information is extra.

Students can compare answers when they have finished.

**A: Ordering - Answers**

\_\_3\_\_ After being identified as a customer by a bank employee, the man was detained by police at a late-night bar in Klagenfurt.  
\_\_1\_\_ Austrian police arrested a 28-year-old man who robbed the Salzburg branch of Austrian savings bank Sparkasse where he was known as a customer, the APA news agency reported Wednesday.  
\_\_2\_\_ The Austrian man held up the bank at gunpoint Monday, escaping on foot with $20,070.  
\_\_4\_\_ By the time of his arrest on Tuesday, the man, with several bar workers, had guzzled five bottles of champagne. APA said the robber did not resist arrest.

**B: Finding the Headline - Notes**

This activity is a little more difficult than it first looks as all the headlines have correct information.

Headlines B and D contain correct information but only provide details of the story and not the main idea. Students may choose Headline A (which would be a fairly suitable headline for this article, capturing the humor of the man being arrested after drinking champagne.) However, Headline C has the point or idea that makes this article unusual (i.e. the robber chose a bank where he was known as he was a customer.)

Ask students to compare answers when they have finished the activity and think of reasons why the headline they chose is the right one.

**B: Finding the Headline - Answer**

Answer: C (This was the original headline.)

**C: Guessing From Context - Answers**

***detained***   
1. Verb (past participle)  
2. The police detained the man. Because he had robbed a bank and was recognized by a bank employee.  
3. To hold, keep in police care  
*guzzled*   
1. Verb  
2. The man guzzled the champagne. The bar workers.  
3. To drink quickly, to drink a large amount

**D: Writing Questions - Notes**

To maximize the benefit of this task, you should circulate and help students with the formation of questions. You may wish to note particular problems with question formation after this task and build a grammar lesson from these problems.

**E: True or False - Answers**

1. True, 2. True, 3. False, 4. True, 5. False, 6. True

**Post-Reading Activities**

**A: Language - Answers**

**Part One**  
Police detained the man at a late night bar.  
1. The Salzburg Branch of Sparkasse Bank was robbed by a 28 year old man.   
2. The man was arrested by police.   
3. The man was known by bank employees.   
4. The champagne was enjoyed by the robber and bar workers.   
5. The man was identified by a bank employee.

**B: Say It! - Notes**

Students should be given time to think carefully about what they will say. It may be helpful to have all of the students who have the same role to brainstorm together first before they form groups with different roles. Set a time limit for the actual speaking (one minute would be a suitable limit for most classes).

You may wish to give students more speaking practice by asking them to perform a different role after they have all had one turn. You can also give each student a job to do each time someone speaks. (For example: a speaker, a time keeper, a person to ask a question at the end and a person to make sure the speaker has spoken sufficiently about their role.)

(In a one-to-one situation a student should try to speak on all four roles to get maximum practice.)

**C: Writing - Notes**

You may need to explain to students that captions are the words or thoughts of a person in a particular picture.  Comic strips in newspapers and magazines use captions.

This activity provides good opportunity for  students to think about their grammar. You may wish to ask students to include some sentences using the passive to build on Post-Reading Activity A.  
One possibility is to have students peer edit each other's texts, focusing on particular grammar points. Alternatively, one or two texts could be circulated or written up on the board and the students could correct the grammar as a class, discussing issues as they go. Only students who can handle having their work critiqued should be chosen for this. With some classes you could ask a student to also volunteer to be the 'teacher' and conduct the discussion.

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**Pre-Intermediate Instant Lesson™**

**A Famous Place**

**Pre-Reading Activities**

**A: Discussion**

Work with a group of three or four to answer the questions.

Discuss the names below. Where is each one found? Why is each one famous?

* The White House
* The Coliseum
* The Great Wall
* Mecca
* Mt Everest
* Red Square
* The Taj Mahal

**B: Ranking**

Work in a group of four. Imagine that you are a family group and you have won a week's holiday for your group. You can go to any one of the places below.

You will be given a role. Do not show your role to the others in your group. Instead you must read or describe what is written on your card.

Work together and decide where you will go. Everyone in the group must be happy with the decision.

* a safari trip through Africa
* a beach in the Greek Islands
* New York
* a country farm in New Zealand or Australia
* Hong Kong
* a mountain trek in the Himilayas
* Venice

Be ready to present your decision to the class and give reasons for your choice.

**C: What Do You Know?**

Today's article is about a famous building, the Leaning Tower of Pisa. Work with a group and write down all you know about this famous place. (If you have never heard of it, you could use the Internet to find some information.)

**Reading Activities**

**A: Finding the Main Idea**

Read the article quickly (do not read every word) and decide which of these headlines summarizes the main idea of the article.

**Leaning Tower Now Straight**

**Leaning Tower of Pisa Leaning Less, to Reopen**

**Eleven Years of Work to Fix Leaning Tower**

**Leaning Tower, Famous Italian Building**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | ROME Friday April 6 (Reuters) - After 11 years of work to haul it closer to the **vertical**, the Leaning Tower of Pisa will reopen to visitors in November, Italy's Public Works Minister Nerio Nesi said Friday.  The 12th-century tower, one of Italy's most famous images, was closed in 1990 because it was deemed to be leaning too far for tourists to climb safely.  Michele Jamiolkowski, head of the team straightening the tower -- but not by too much -- said the lean had been reduced by 39.6 centimeters (15.59 inches) so far and the eight-story edifice should be **nudged** back another four millimeters (0.1575 inch) over the next few days.  ``Eleven years of work are not that much when you consider it took 200 to build the monument in the first place,'' Nesi said. | The lean team pulled the tower back using huge lead counterweights and said the work should keep the building, which stands apart from the main body of Pisa's cathedral, safe for the next 300 years.  562_1**Vocabulary: vertical** - standing straight up, completely upright to **nudge** - to push very gently |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Comprehension**

Work with a partner to answer the questions. Find the answers in the article. Do not use a dictionary.

1. How long have the repairs taken?
2. When will the tower be reopened?
3. When was the tower built?
4. When was it closed?
5. Why was it closed?
6. How tall is the tower?
7. "Eleven years of work are not that much..." Why is eleven years not too long to do repairs?
8. What was the job of the 'lean team'?

**C: Guessing From Context**

**Part 1**

Work with a partner to guess the meaning of the words below from today's article. Be ready to share your guesses with the class.

Think about:

* the part of speech of the unknown word;
* the words in front of and after the unknown word in the sentence;
* the meaning of the whole sentence.

1. "After 11 years of work to **haul** it closer to the vertical, the Leaning Tower of Pisa will reopen to visitors in November, Italy's Public Works Minister Nerio Nesi said Friday."

haul - \_\_\_\_\_\_\_\_\_\_\_\_

"The 12th-century tower, one of Italy's most famous images, was closed in 1990 because it was **deemed** to be leaning too far for tourists to climb safely."

deemed - \_\_\_\_\_\_\_\_\_\_\_\_

"Michele Jamiolkowski, head of the team straightening the tower -- but not by too much -- said the lean had been reduced by 39.6 centimeters (15.59 inches) so far and the eight-story **edifice** should be nudged back another four millimeters (0.1575 inch) over the next few days."

edifice - \_\_\_\_\_\_\_\_\_\_\_\_

**Part 2**

Your teacher will now give you a list of 9 meanings. 3 of them are the meanings of the words in Part 1.

**D: Language - the Passive**

1. Look at these sentences from today's article.

* *The tower* ***was closed in*** *1990.*
* *The lean* ***had been reduced*** *by 39.6 centimeters.*

Rewrite the sentences in the **active** using the sentence beginnings below:

1. The government...
2. Michele Jamiolkowski, head of the lean team, said the team...

2. Now rewrite these sentences in the **active**.

1. The tower was visited by thousands of tourists every year before its closure in 1990.
2. The tower is considered by experts to be one of Italy's most famous images.
3. The tower was constructed by builders in the 12th century.
4. The tower was pulled back by the lean team using huge lead counterweights.

3. These sentences about another famous building, the Coliseum, are in the active. However, it would be better if they were in the passive, because **who** built the Coliseum is unimportant. It is **the Coliseum** that is important.

***Active:*** *Builders constructed the Coliseum during the reign of the Emperor Vespasian.*  
***Passive****: The Coliseum was constructed during the reign of the Emperor Vespasian.*

Rewrite these sentences using the passive.

1. Builders constructed the Coliseum during the reign of the Emperor Vespasian.
2. They built the Coliseum of brick and concrete.
3. They covered the exterior of the building with stone.
4. They decorated the first three stories with arches.
5. Builders added a fourth story later.
6. During the Middle Ages people used stones from the Coliseum to build new buildings.

**Post-Reading Activities**You may do one or more of these**.**

**A: Places of Interest**

Plan a talk of around 5 minutes about a famous place in your city/country, or a place that you have visited/would like to visit. Use maps and pictures if you can and make your talk as interesting as possible. Try to include: a bit of the history of the place you are talking about, what people can do there, where it is, why it is interesting to you. You may like to use the Internet to find your information.

**B: Vocabulary**

Choose three words from today's article that you do not know. Then complete the following:

1. Copy the sentence from today's article (with the unknown word).  
2. Underline the words which go together with the new word.  
3. Look in the dictionary and find as much information as you can. Do all of the following:  
- check the part of speech;  
- read the example sentence if there is one;  
- notice other words (that you already know) with the same or opposite meaning;  
- write a simple definition of the word in English and in your own language;  
- write your own sentence using the new word.

**C: Writing a poem**

1. Read the short poem below.

My son was bitten by a dog  
My computer was attacked by a virus  
My phone was disconnected because I hadn't paid the bill  
and I was visited by my mother-in-law.  
What a terrible day!

2 Write your own poem based on a bad day you have had (or an imaginary one). Be ready to share your poem with the class.

**TEACHERS' NOTES AND ANSWER KEY**

**Please note:** This lesson has an accompanying Instant Workbook exercise.

**Pre-Reading Activities**

**A: Discussion - Notes**

If your students do not have much knowledge of the world you may want to encourage them to find out about just one of the places below by using the Internet or you could provide some stimulus material. Then students could present their findings on their particular place to the class.

**The** **White** **House** - the building in Washington DC (USA) where the US President lives. Also the offices of the US Government. Work began on the building in 1792.  
**The** **Coliseum** - a famous building in Rome, Italy, built by the Roman emperors Vespasian and Titus for contests and games. The building was completed by A.D. 80. Parts of it are still standing.  
**The** **Great** **Wall** - the longest structure ever built ( about 4,000 miles or 6,400 kilometers). The wall crosses northern China between the east coast and north-central China and was built to keep out invaders. It was constructed by hand. It can be seen from the moon.  
**Mecca** - the holiest city for Islam, the religion of the Muslims, It lies in western Saudi Arabia. The city is the birthplace of Muhammad, the prophet of Islam. Muslims face Mecca when they pray. Only Muslims may enter the city.  
**Mt** **Everest** - the tallest mountain in the world, part of the Himilayas, in Nepal.  
**Red** **Square** - a square in Moscow, Russia, about 1/4 mile (0.4 kilometer) long, lies just outside the walls of the Kremlin. The tomb of Lenin was placed in Red Square.  
**The** **Taj** **Mahal** - a marble building built by the Emperor Shah Jahan in memory of his favorite wife in the 17th century. North of New Delhi, India.

**B: Ranking - Notes**

Students are role playing members of a family group. This family is an extended family of a grandmother, her two sons, and the daughter of one of the sons.

If you wish, you could add more background by explaining that the daughter-in-law (i.e. the wife of one of the two sons and mother of the girl) died some years ago, and since that time, the uncle has lived with the family to help them with the family business.) (You could continue the story by adding that the grandmother entered a competition and the family have won first prize: a trip for four people to one of the places listed.

There is no correct answer here. Students have a good opportunity to give opinions and discuss issues. Choose one speaker from each group to present their final decision and give reasons.

If you are not able to have groups of four, remove one of the roles to make groups of three or create another family member to make groups of five.

**B: Ranking - Text to be given to students**

**Student A: the grandmother**

You are an elderly woman. You want to relax somewhere nice and quiet because you are not as confident as you once were, and you have some health problems. You are the mother of Students A and B, and the grandmother of Student D.

**Student B: the son**

You are in your fifties. You have never been overseas. You would love to see the world but you are worried about leaving your town and do not like taking risks. You are the son of Student A, the father of Student D and the brother of Student C.

**Student C: the uncle**

You are in your fifties. You are an experienced traveler who likes lots of action and adventure. You want to have an exciting holiday. You are the son of Student A, the uncle of Student D and the brother of Student B.

**Student D: the granddaughter**

You are in your twenties. You are studying for your doctorate in geology. You don't want to be a 'tourist'. You don't like looking at museums and old churches. You want to be outside, looking at the land and getting some information for your study. You are the granddaughter of Student A, the daughter of Student B and the niece of Student C.

**C: What Do You Know? - Notes**

You may wish to do this task as a class so there is a better pool of knowledge. Otherwise you could have some information on Pisa already prepared to give out if you think the students will need it.

**Reading Activities**

**A: Finding the Main Idea - Answer**

Headline 2 was the original headline. (Headline 1 is incorrect. Headline 3 is correct but has only half of the main idea (because it doesn't mention that it is going to be reopened to the public and Headline 4 is correct but is just a general statement about the tower.)

**B: Comprehension - Answers**

1. Eleven years.
2. November, 2001.
3. In the 12th century (i.e. between 1100 and 1200 AD).
4. In 1990.
5. It was decided that it wasn't safe (because it was leaning too much).
6. Eight stories (levels) high.
7. It took 200 years to build it, so 11 years is not very long.
8. They had to pull the tower back to make it safe again.

**C: Guessing From Context - Notes**

**Part 1**

You may wish to do the first word together as a class to model the process and then have students work on the other two themselves.

**Part 2**

Give students the text below for Part 2 (or write the list of meanings on the board.)Students now match the words with their meanings. (Their work from Part 1 will help them do this.)

**C: Guessing from Context - Text to be given to Students**

**Part 2**

Here are 9 meanings. Match the 3 words from Part A with their meanings. (Remember that only three of the meanings are correct!)

a statue  
happened  
to pull something very heavy  
to build something  
to make something smaller  
thought, considered  
a large, impressive building  
guessed  
a small building like a house

**D: Language - the Passive – Notes**

You may wish to explain the rules formally, though the example sentences provide raw materials for the students to form their own rules.

For Number 3, Sentences b, c and d could also be written using the simple present passive as they describe the building as it is now. This removes the focus from the action of building entirely. Sentences a, e and f must be written in the simple past tense as they describe completed actions in the past. (You may decide not to look at this unless your students are fairly confident about tenses and also the idea of the passive.)

Students will enjoy Post-Reading Activity C which gives them more practice with the passive voice.

**D: Language - the Passive - Suggested Answers**

1a. The government closed the tower in 1990.   
b. Michele Jamiolkowski, head of the lean team, said the team had reduced the lean by 39.6 centimeters.

2a. Thousands of tourists visited the tower every year before its closure in 1990.  
b. Experts consider the tower to be one of Italy's most famous images.  
c. Builders constructed the tower in the 12th century.  
d. The lean team pulled the tower back using huge lead counterweights.

3a. The Coliseum was constructed during the reign of the Emperor Vespasian.  
b. The Coliseum was built of brick and concrete. (or The Coliseum is built of brick and concrete.)  
c. The exterior of the building was covered with stone.  
d. The first three stories were decorated with arches.  
e. A fourth story was added later.  
f. During the Middle Ages stones from the Coliseum were used to build new buildings.

**Post-Reading Activities**

**A: Places of Interest - Notes**

This activity is a good opportunity to collect data on your students' speaking ability. You may wish to give each student written feedback on what they need to work on to improve their speaking.

**B: Vocabulary - Notes**

Students may need the process of finding out about a word modeled to them using both the text and a dictionary.

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**Pre-Intermediate Instant Lesson™**

**A Healthy Diet?**

**Pre-Reading Activities**

**A: Vocabulary**

Work in pairs. Discuss the words below. Arrange them into two groups according to their meanings. Give each group a heading. You may use a dictionary. Do this as quickly as you can.

yogurt; cereals; heart attack; legumes; cancer; heart disease; nuts; poultry; sweets

**B: Discussion**

Here is a table listing different things we eat and drink. Complete the **second** column of the table and say **how often** (every day, every week, every month) you think people should eat / drink each item if they want to be healthy. (You will use the third column in the Reading Activities.)

1219_1

|  |  |  |
| --- | --- | --- |
| **Food / Drink** | **Quantity - Daily/Weekly/Monthly? You** | **Quantity - Daily/Weekly/Monthly? The Article** |
| cheese |  |  |
| fish |  |  |
| poultry |  |  |
| wine |  |  |
| olive oil |  |  |
| meat |  |  |
| yogurt |  |  |
| vegetables |  |  |
| eggs |  |  |
| fruit |  |  |
| nuts |  |  |
| legumes |  |  |
| cereals |  |  |
| sweets |  |  |

**Reading Activities**

**A: Reading for Main Idea**

Read Part One of today’s article and answer the question below. Do not use a dictionary.  
*Is the 'Mediterranean diet' good or bad for people's health?*

**Part One**

|  |  |  |
| --- | --- | --- |
| **'Mediterranean Diet' Cuts Heart Attack, Cancer Risk**   |  |  | | --- | --- | | BOSTON Wed June 25 (Reuters) - A study of more than 22,000 Greeks provided further evidence on Wednesday that the "Mediterranean diet" rich in cheese, nuts and olive oil can protect against heart disease and cancer. The study found that people who ate a Mediterranean-style diet had a 33 percent reduction in the risk of death from heart disease and a cancer death rate that was 24 percent lower compared to volunteers who ate other foods. (Continued.../) |  |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Scanning**

Read Part Two of the article and complete the **third** column of the table in Pre-Reading Activity B, according to **how often** each item should be eaten or drunk.

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) The diet, which **varies** from country to country, often includes monthly servings of meat and weekly meals of poultry, eggs and sweets. Vegetables, fruits, nuts, legumes, unrefined cereals, olive oil, cheese and yogurt are eaten most days, as is fish. Wine is consumed in moderation. (Continued/...) | **Glossary: varies -** different from each other |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Fill The Gaps**

Read Part Three of the article and fill the gaps in the summary below using words from the list.

*Mediterranean, foods, more important, olive oil, decrease, improving*

In the past people believed that **\_\_\_\_\_\_\_\_** was the most important ingredient of the **\_\_\_\_\_\_\_\_** diet. However, the research team found that no one food in the diet was **\_\_\_\_\_\_\_\_** than any other in **\_\_\_\_\_\_\_\_** people's health. An American medical expert said that perhaps certain **\_\_\_\_\_\_\_\_** in the diet work together to **\_\_\_\_\_\_\_\_** the risk of cancer and heart disease.

**Part Three**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) Although olive oil is widely credited with many of the benefits of the diet, the research team, led by Antonia Trichopoulou of the University of Athens Medical School, found that no specific food in the diet appeared to be responsible for the improvement in health. | In an editorial in Thursday's New England Journal of Medicine, in which the study was published, Frank Hu of Brigham and Women's Hospital in Boston said specific nutrients or foods in the diet may somehow interact to reduce the risks of cancer and heart disease. |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**D: True or False**

Read today's article again and decide whether these sentences are **true (T)** or **false** **(F)**.

1. The study looked at the diet and health of Greeks and Americans.  
2. Eating olive oil, cheese and nuts and other "Mediterranean diet" foods can help stop you from getting cancer.  
3. Eating olive oil, cheese and nuts and and other "Mediterranean diet" foods can help stop you from getting heart disease.  
4. People in different Mediterranean countries eat exactly the same foods.  
5. The study was published in the New England Journal of Medicine.

**E: What Do You Think?**

Work in a small group. Think about what you read in the article and discuss the following questions:

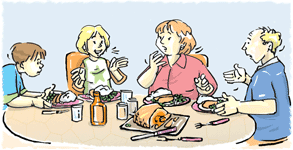
1. Were you surprised in any way by the Mediterranean diet?  
2. How similar or different is your diet?  
3. What changes could you make to your diet to make it more healthy?   
4. Does today’s article make you want to change your diet? Why or why not?

**Post-Reading Activities**You may do one or more of these**.**

**A: Drama**

Work in groups of four. Look at the picture below.

In this picture of a family having dinner the daughter has just told her family she wants to try the "Mediterranean diet" because she has read today's article.

Think about what the other members of her family might say to her. Create a short drama of the family discussion. Be ready to present your drama to the class.  


**B: What Is It?**

Your teacher will give everyone in the class a card to pin on their back. On each card will be the name of a food. You will not see the name of the food on your own back.

Move around the class and ask yes / no questions to your classmates to try and work out which food is on your back.

e.g. *Is the food a fruit?  
Is it green?  
Is it yellow?  
Is it a banana?*

You may only ask one question to each person, and then you must move to a different person. (If you have asked everyone in the class, you may then ask the same people again.)

**C: Language Game**

Your teacher will now read out the names of the foods that you looked at in Post-Reading Activity B. Pretend you are buying the food items. Work in pairs and decide quickly if each item is **countable** or **uncountable** *when shopping*. Then write the name of the food under the correct heading below. (One for each heading has done for you as an example.)

|  |  |
| --- | --- |
| **Countable** *Carrot* | **Uncountable** *Lamb* |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Notes**

Set a time limit for this activity of perhaps a couple of minutes. Encourage students to do it quickly. The words divide into two groups, one is kinds of foods, the other is different health problems.  **A: Vocabulary - Sample Answer**

**Illnesses:** heart attack**,** cancer, heart disease**.  
Foods:** nuts, poultry, sweets, legumes, cereals, yogurt.

**B: Discussion – Notes**

The most important parts of this task are the discussion and the practice with the vocabulary items needed for understanding the article. You could ask for feedback when the pair discussion has finished but do not indicate whether the answers students give you are right or wrong.

**Reading Activities**

**A: Reading for Main Idea - Notes**

The reason for not using a dictionary is to encourage students to read for the main idea rather than needing to understand every word. The question for this task is deliberately easy to guide them in their reading for the main point.  
  
The article is divided into three smaller parts because at this level students often do better with smaller pieces of text and one guided task to accompany it.

**A: Reading for Main Idea - Answer**

Good.

**B: Scanning - Answers**

cheese daily; fish daily; poultry weekly; wine \*; olive oil daily; meat monthly; yogurt daily; vegetables daily; eggs weekly; fruit daily; nuts daily; legumes daily; cereals daily; sweets weekly.

\* The article does not say how often wine should be drunk, only that a moderate amount should be drunk.

**C: Fill The Gaps - Answers**

In the past people have believed that **olive oil** was the most important ingredient of the **Mediterranean** diet. However, the research team found that no one food in the diet was **more important** than any other in **improving** people's health. An American medical expert said that perhaps certain **foods** in the diet work together to **decrease** the risk of cancer and heart disease.

**D: True or False - Answers**

1. F (Greeks, not Americans, were the subject of the study.); 2. T; 3. T; 4. F (The diet varies from country to country.); 5. T.

**E: Discussion - Notes**

The aim of this task is to get students talking about issues that move one step beyond the text. It also provides preparation for the drama in Post- Reading Activity B.

**Post-Reading Activities**

**A: Drama - Notes**

This task is a fluency-building task and should provide some enjoyment for the students! If you are unable to have groups of **four**, you could have groups of three by removing one of the roles or groups of five (add another role, perhaps a teenage son or a grandparent.) In a one to one situation you could ask the student to choose one of the roles (mother, father, son or daughter) and you take one of the other three parts.

**B: What Is It? - Notes**

You may wish to spend a short time before or after the task looking at the construction of questions. For example, *Is it expensive? Is it healthy?*  
Use the cards below or make your own, providing enough for each student to have one on their back. (You will need to attach these with tape.) It is a good idea to do some extra ones so that those that finish early can have another try. Adapt the cards, if you wish, so that they are more culturally appropriate for students in your class.

You can also 'recycle' the cards during the activity: as one student finishes, they hand you their old card and you stick another on their back. You can then give their old card to a different student.

**B: What Is It? - Cards To Be Cut Up and Given To Students**

|  |  |  |  |
| --- | --- | --- | --- |
| **Carrot** | **Lamb** | **Cabbage** | **Pineapple** |
| **Rice** | **Egg** | **Banana** | **Mango** |
| **Cherry** | **Bread** | **Tomato** | **Lemon** |
| **Coconut** | **Potato** | **Butter** | **Cheese** |
| **Fish** | **Noodles** | **Chicken** |  |

**C: Language Game - Notes**

Read the names of the foods below to students. They work in pairs and try to put them under the right heading. (Before beginning the activity, you could revise the names of some countable and uncountable foods.) If you are worried that students will not be able to spell words correctly, you could spell them out and make this part of the game. Alternatively, ask students to try to write the words correctly and then look at any mistakes when you are checking work at the end of the activity.

**C: Language Game - Words To Be Read Aloud To Students**

Carrot, Lamb, Cabbage, Pineapple, Rice, Egg, Banana, Mango, Cherry, Bread, Tomato, Lemon, Coconut, Potato, Butter, Cheese, Fish, Noodles, Chicken.

**C: Language Game - Answers**

**Uncountable:** Lamb (The meat from lamb and chicken is uncountable. The animals (lambs and chickens) are uncountable.), Rice, Bread, Butter, Cheese, Chicken, Fish (sometimes shopped for as whole fish, which would make it countable), Noodles**.  
Countable:** Carrot, Cabbage, Pineapple, Egg, Banana, Mango, Cherry, Tomato, Lemon, Coconut, Potato.

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**Pre-Intermediate Instant Lesson™**

**A Helping Hand**

**Pre-Reading Activities**

**A: Vocabulary**

Here are some words (**in bold**) from today's article. Match each word with its meaning.

Sentences   
1.  The famous movie star was **accompanied** by her body guards.   
2.  The man fell down a **flight** of stairs and injured his back.   
3.  The airplane **descended** as it got closer to the airport.   
4.  There was **panic** when people smelled smoke in the building.   
5.  The people acted **prudently** although they were in a very dangerous situation.

Meanings   
A.  a group of steps between two floors of a building   
B.  to behave sensibly and carefully when deciding something  
C.  to go somewhere with somebody   
D.  a feeling of great fear that you cannot control  
E.  to go down

**Reading Activities**

**A: Headlines**

The first paragraph of an article is often a summary of the article.  Read the first paragraph from today's article. Then decide which headline is the main idea of the article.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | BOGOTA Friday September 14 (Reuters) - A blind Colombian man accompanied by his faithful dog was led to safety by his female boss down 70 flights of a narrow emergency staircase of a tower of the World Trade Center after it was slammed by a hijacked plane. | (Continued/...) |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

Headline 1 - **Hijackers Crash Airplane Into World Trade Center**  
Headline 2 - **Dog Helps Blind Man Out of WTC**   
Headline 3 -**Woman, Dog Guide Blind Man Down 70 WTC Floors**   
Headline 4 -**World Trade Center Attacked: Blind Man Escapes**

**B: Comprehension**

Look at the questions and then read the rest of the article quickly to find the answers.

1. What is the Colombian man's name?   
2. What is the name of the woman who helped him?  
3. Which floor did Rivera work on?   
4. What is his job?  
5. Did the airplane crash into the building above or below him?  
6. How long did it take Rivera to get out of the building?

|  |  |  |
| --- | --- | --- |
| By Jason Webb   |  |  | | --- | --- | | (.../Continued)  Seated with his golden Labrador retriever guide dog beside him, Omar Eduardo Rivera told Caracol television and radio on Thursday how two days earlier he fled down the stairs for more than an hour with his hand on the unnamed woman's shoulder.  He **unleashed** the dog to let it escape, but with glass falling around them, the animal led him to an emergency exit and stayed by his side as a crowd of people descended the stairs to escape the building which collapsed soon afterward.  Computer worker Rivera was in his office on the 71st floor of the one of the trade center's twin towers on Tuesday, his dog underneath his desk, when suicide hijackers crashed a jet into the 110-story building some 25 floors above him.  "I stood up and I could hear how pieces of glass were flying around and falling," Rivera, said in a quiet voice in a peaceful garden somewhere in New York. "The dog was very nervous, and he ran off but came back and kept by my side. He didn't bark." | At the emergency exit, his boss led him down the stairs.  "I took hold of her arm. She went down on my right side and the dog on my left. When it became narrow and people were pushing and shoving more, she went in front and I just held on to her shoulder," said Rivera, who is from Bogota, the capital of Colombia.  "At first there was panic, and some people tried to run and go first. But really most people behaved quite prudently and grasped what was happening, so we walked down in an orderly fashion, but it was slow-going."      **unleash** - to unclip or separate the leash (lead) from the collar of the dog |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Sequencing**

Read the article again carefully and put these events from the story into the correct order.

\_\_\_ Rivera's boss meets him at the emergency exit.   
\_\_\_ Rivera is working in his office with his dog underneath his desk.   
\_\_\_ The dog returns to Rivera and leads him to the emergency exit.   
\_\_\_ A jet crashes into the building above Rivera.   
\_\_\_ The building collapses.   
\_\_\_ Rivera holds onto his boss's arm and all three (the boss, Rivera, and the dog) go down the stairs together.   
\_\_\_ They escape from the building more than one hour later.   
\_\_\_ Rivera's boss moves in front of Rivera and Rivera holds onto her shoulder as they go down the stairs.   
\_\_\_ Rivera unleashes the dog to let it escape.

**D: Language**

**Part One:** In today's article there are many prepositions of place.  Look at the following examples from the article.  The prepositions of place are in **bold**.

A blind man was led **down** 70 flights of stairs.   
Rivera went down the stairs with his hand **on** his boss's shoulder.   
The dog lay **underneath** Rivera's desk.   
The dog stayed **by** his side.   
The jet crashed **into** the building.   
The jet crashed 25 floors **above** him.   
His boss went down **on** Rivera's **right** side and the dog **on** his **left.**

Prepositions of place are used before nouns or pronouns to indicate the place of something or someone.

**Part** **Two:** Fill in the gaps in the sentences with prepositions of place from the list below.

**above,   by,   into,   on,   on**...**right,   on**...**left,   underneath**

1.  In my kitchen, I always keep the rubbish bin \_\_\_\_\_\_\_\_\_\_ the sink so no one can see it.   
2.  In my class photo, my best friend Matthew is standing  \_\_\_\_\_ my \_\_\_\_\_ and my other friend Jeffrey is standing \_\_\_\_\_ my \_\_\_\_\_.   
3.  I could see birds flying  \_\_\_\_\_\_\_\_\_\_ the trees.   
4.  The man fired the gun and the bullet went \_\_\_\_\_\_\_\_\_\_ the ceiling.   
5.  I like my study desk to be \_\_\_\_\_\_\_\_\_\_ a window so I can look outside.   
6.  The Chinese rug \_\_\_\_\_\_\_\_\_\_ the floor is very beautiful.

**Post-Reading Activities**You may do one or more of these**.**

**A: Guessing by Context**

The following words are from today's article. Look at them in the article and guess the meaning of each word by working out what kind of word it is (e.g. noun, verb, adjective, etc.) and by using other words in the sentence and your understanding of the article to guess its meaning.  Do not use your dictionary.

1.  slammed: (paragraph 1)  
2. orderly (paragraph 8)  
2.  grasped: (paragraph 8)

**B: Language**

Each of the three words used in the exercise above can have quite different meanings when used in a different context. Work in pairs to try and use the three words in the sentences below. This time you can use your dictionary. (You do not have to change the word in any way.)

1. I \_\_\_\_\_\_ his hand, shook it and said hello.  
2. He \_\_\_\_\_\_ his friend after she refused to help him.  
3. For three years I worked as an \_\_\_\_\_\_ in a hospital.

**C: Thinking Carefully**

Read the following questions and then write down your answers.  Be ready to share them with the class.

1.  In your opinion were the boss and the dog **heroes**?  (A hero is a person who is admired by many people for doing something brave or good.)  Why or why not?   
2.  Do you have a hero?  Why is this person a hero to you?   
3.  Why do you think the boss was **unnamed**?

**D: Research**

If you have access to the Internet, you may want to find some more information on dogs and how they have helped us all:  
<http://apl.discovery.com/working_dogs/working_dogs.html>

This site explains the role of seeing eye dogs:  
<http://www.howstuffworks.com/guide-dog.htm>

This site has a lot of interesting links and also looks at how to behave when you meet a working seeing eye dog:  
<http://thepuppyplace.org/page38.html>

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Answers**

1 - C        2 - A        3 - E        4 - D        5 - B

**Reading Activities**

**A: Headlines - Answer**

The actual headline from today's article is Headline 3.

**Headline 1 -** While this headline is factually correct, the hijackers are not the focus of this article.   
**Headline 2 -** This headline is incorrect as it does not mention the man's boss who led him out.   
**Headline 4 -** This headline is too general.  It does not mention anything about the man's dog or his boss.

**B: Comprehension - Answers**

1. Omar Eduardo Rivera  
2. don't know (the woman's name isn't given in the article)  
3. 71st floor  
4. he's a computer worker  
5. above  
6. more than an hour

**C: Sequencing - Answers**

1. Rivera is working in his office with his dog underneath his desk.   
2. A jet crashes into the building above Rivera.   
3. Rivera unleashes the dog to let it escape.  
4. The dog returns to Rivera and leads him to the emergency exit.   
5. Rivera's boss meets him at the emergency exit.   
6. Rivera holds onto his boss's arm and all three (the boss, Rivera, and the dog) go down the stairs together.   
7. Rivera's boss moves in front of Rivera and Rivera holds onto her shoulder as they go down the stairs.   
8. They escape from the building more than one hour later.   
9. The building collapses.

**D: Language - Answers**

Part Two  
1. underneath   
2. on my right / on my left or on my left / on my right   
3. above   
4. into   
5. by   
6. on

**Post-Reading Activities**

**A: Guessing by Context - Notes**

The purpose of this activity is to give students confidence in guessing the meanings of words.  They might find it difficult to come up with the specific English words they would like to use, therefore, be lenient when checking their definitions.  One word definitions are acceptable (e.g. slammed - crashed).

**A: Guessing by Context - Answers**

1. slammed (v) - crashed into with great force   
2. orderly (adj.) - well-behaved  
3. grasped (v) - understood; comprehended

**A: Language- Answers**

1. grasped   
2. slammed  
3. orderly

**C: Thinking Carefully - Suggested Answers**

1. Answers will vary.   
2. Answers will vary.   
3. One can only guess why Rivera didn't give the media his boss's name as it is highly likely that they asked for it.  Perhaps she asked Rivera not to reveal her name because she did not want any public attention.

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**Pre-Intermediate Instant Lesson™**

**A Long Goodbye**

**Pre-Reading Activities**

**A: Vocabulary**

Match these words from today's articles with their meanings.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| wipe | A \_\_\_\_\_\_\_\_\_\_\_\_ is a person who is in the army. |
| soldier | \_\_\_\_\_\_\_\_\_\_\_\_ means to make something clean with a cloth. |
| note | If you write a \_\_\_\_\_\_\_\_\_\_\_\_, you write a short letter. |
| track (v) | If you say \_\_\_\_\_\_\_\_\_\_\_\_, you say good bye to someone. |
| emigrate | \_\_\_\_\_\_\_\_\_\_\_\_ means good bye and is an example of informal language. |
| farewell | When you \_\_\_\_\_\_\_\_\_\_\_\_ someone, you find where they have gone. |
| ta-ta | If you \_\_\_\_\_\_\_\_\_\_\_\_, you leave your own country to go and live in another country. |

**Reading Activities**

**A: Comprehension**

Answer these questions as you read **Article** **1**.

1. Who found the bottle?
2. Who wrote the message?
3. When did he write it?
4. Where was he going?
5. What happened to him?
6. What did the message say?

|  |  |  |
| --- | --- | --- |
| **Article 1**   |  |  | | --- | --- | | LONDON (Reuters) Thursday April 8 - A fisherman has caught a British soldier's last message in a bottle to his wife 85 years after it was thrown into the sea in a bottle.  Private Thomas Hughes wrote the message to his wife on the way to the First World War trenches in France. Twelve days later he was dead. | After netting the old bottle, fisherman Steve Gowan told Thursday's Sun tabloid: ``It looked very old and when I wiped the grit and dirt off, I could see what appeared to be a note inside it.''  Bidding farewell to his wife, Hughes wrote: ``Ta Ta sweet for the present --your hubby.'' |   Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**B: Fill the Gaps**

Now read **Article** **2** and fill the gaps in these sentences with the correct information (one or two words are needed for each gap):

Private Thomas Hughes, a British soldier, wrote a message to his wife\_\_\_\_\_\_\_\_\_\_\_\_ in 1914, put it in a \_\_\_\_\_\_\_\_\_\_\_\_and dropped it into the English \_\_\_\_\_\_\_\_\_\_\_\_as he was on his way by boat to \_\_\_\_\_\_\_\_\_\_\_\_.

He died 12 days later in \_\_\_\_\_\_\_\_\_\_\_\_and his \_\_\_\_\_\_\_\_\_\_\_\_was never recovered. Steve Gowan, a fisherman, \_\_\_\_\_\_\_\_\_\_\_\_the bottle out of the \_\_\_\_\_\_\_\_\_\_\_\_estuary. After he had cleaned it, he saw it had a note inside.

Emily \_\_\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_\_\_\_\_of Private Hughes, who now lives in \_\_\_\_\_\_\_\_\_\_\_\_, was sent the \_\_\_\_\_\_\_\_\_\_\_\_and message. In September 1999 she went to \_\_\_\_\_\_\_\_\_\_\_\_to give the bottle to the 2nd Battalion \_\_\_\_\_\_\_\_\_\_\_\_Light Infantry.

|  |  |  |
| --- | --- | --- |
| **Article 2**   |  |  | | --- | --- | | LONDON Thursday September 9 (Reuters) - A British soldier's last message to his wife has returned home -- 85 years after it was dropped into the sea in a bottle.  Private Thomas Hughes scribbled a farewell note to his wife Elizabeth in 1914 and tossed it overboard into the English Channel on his way to the front in France. He was killed 12 days later and his body was never recovered.  The bottle was found in April last year when fisherman Steve Gowan fished it out of the Thames River estuary. | Private Hughes' daughter, Emily Crowhurst, was tracked to Onehunga in New Zealand where she had emigrated at the age of 10. The bottle and message were sent to her.  She has returned to Britain to hand them over to the military museum of her father's regiment, the 2nd Battalion, The Durham Light Infantry.  ``I talked it over with my family as I felt that it should go back to Durham and remain there for posterity,'' the 87-year-old Crowhurst told reporters at London's Heathrow airport. |   Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**C: Understanding Headlines**

These headlines are from **Articles** **1** and **2**. Match the headlines with **Articles** **1** and **2**.

**Message In Bottle Comes Home Eight Decades Later**

**Soldier's Message In Bottle Found After 85 Years**

**D: Mixed Sentences**

The words in the sentences are not in the correct order. They are questions about today's two articles.

1. Put the words in the right order to make the questions.

2. Answer the questions.

i. bottle? / did / find / Gowan / Steve / the / where

ii. bottle? / did / dirt / he / off / see / Steve / the / the / what / when / wiped

iii. Crowhurst? / Emily / is / who

iv. emigrated / Emily / how / New / old / she / to / was / when / Zealand?

v. Britain? / did / Emily / return / to / why

vi. airport? / at / did / Emily / Heathrow / reporters / tell / what

**Post-Reading Activities**You may do one or more of these**.**

**A: Vocabulary**

Find some words from today's articles that you don't know. First try to work out the meaning of each word (using your understanding of the article) and then check their meanings in your dictionary.

**B: Write a story**

Write your own story about sending a message in a bottle.

**C: Reading and Comparing**

Read this story. Note down the similarities between this story and the story in **Articles** **1** and **2** above.

|  |  |  |
| --- | --- | --- |
| **Message In A Bottle Finds Writer After 42 Years**   |  |  | | --- | --- | | BRUSSELS Tuesday August 10 (Reuters) - A note in a bottle thrown into the Atlantic by a Belgian sailor to his Canadian sweetheart 42 years ago never reached Canada. But it has made its way back to its author.  Pierre Latinis, 62, said he wrote the note on June 4, 1957, while training aboard an aircraft carrier during his military service.  ``In my heart, I was a bit naive. I hoped it would arrive on the coast of Canada,'' he said. | In 1998, a girl walking on an Icelandic beach found the bottle washed up after a storm and discovered the note still inside, including Latinis's name and address. With the help of the diplomatic service, Latinis was eventually found in Belgium.  ``I think it's completely extraordinary,'' said Latinis, who admitted he had long since lost touch with his Canadian friend. |   Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Answers**

**Wipe** means to make something clean with a cloth.  
A **soldier** is a person who is in the army.  
If you write a **note**, you write a short letter.  
When you **track** someone, you find where they have gone.  
If you **emigrate**, you leave your own country to go and live in another country.  
If you say **farewell**, you say good bye to someone.  
**Ta-ta** means good bye and is an example of informal language.

**Reading Activities**

**A: Comprehension - Answers**

1. Steve Gowan
2. Thomas Hughes
3. 85 years ago (on his way to WW1)
4. France
5. he died
6. "Ta Ta sweet for the present -- your hubby."

**B: Fill the Gaps - Notes**

Students read the second article and find the correct information to fill the gaps in **Activity** **B**. They **do** **not** have to change the form of the words.

**B: Fill the Gaps - Answers**

Private Thomas Hughes, a British soldier, wrote a message to his wife **Elizabeth** in 1914, put it in a **bottle** and dropped it into the English **Channel** as he was on his way by boat to **France**.

He died 12 days later in **France** and his **body** was never recovered. Steve Gowan, a fisherman, **fished** the bottle out of the **Thames** **River** estuary. After he had cleaned it, he saw it had a note inside.

Emily **Crowhurst**, the **daughter** of Private Hughes, who now lives in **New** **Zealand**, was sent the **bottle** and message. In September 1999 she went to **Britain** to give the bottle to the 2nd Battalion, **The Durham** Light Infantry.

**C: Understanding Headlines - Notes**

This is a potentially frustrating exercise for students who may say there is little difference in meaning in the two headlines. If you need to help them, ask if they can see any differences. Suggest they focus on the verbs: **'comes** **home'** and **'found'**. This may then lead them to see that the first article's headline raises the idea that the bottle has been found after 85 years in the sea, whereas the second article focuses on the fact that the bottle has been returned to Britain, the home of its former owner. (Returned by Emily Crowhurst.)

**C: Understanding Headlines - Answers**

**Article 1 - Soldier's Message In Bottle Found After 85 Years  
Article 2 - Message In Bottle Comes Home Eight Decades Later**

**D: Mixed Sentences - Answers**

1.

i. Where did Steve Gowan find the bottle?  
ii. What did Steve see when he wiped the dirt off the bottle?  
iii. Who is Emily Crowhurst?  
iv. How old was Emily when she emigrated to New Zealand?  
v. Why did Emily return to Britain?  
vi. What did Emily tell reporters at Heathrow airport?

2.

i. in the Thames River Estuary  
ii. a note inside the bottle  
iii. the daughter of Thomas and Elizabeth Hughes  
iv. 10  
v. To hand the bottle over to the museum of her father's regiment  
vi. "I talked it over with my family as I felt that it should go back to Durham and remain there for posterity.''

**Post-Reading Activities**

**C: Reading and Comparing - Notes**

Students can make a list of similarities. This will require them to read today's two articles again carefully as well as the article in **Activity** **C**.

**C: Reading and Comparing - Suggested Answers**

**Similarities** (between the stories about Thomas Hughes and Pierre Latinis)

In both stories:

1. a bottle is thrown into the sea
2. the man who wrote the message was on military service
3. the bottle never reached the intended recipient
4. the bottle was found
5. it was a long time before the bottle was found

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**Pre-Intermediate Instant Lesson™**

**A Rude Passenger**

**Pre-Reading Activities**

**A: Small Group Discussion**

Discuss the following questions in a small group.

1. Have you ever flown in an airplane? If you have, how many times?   
2. Have you had any bad experiences on airplane flights? If yes, share them with your group.   
3. What do you think should be done to people who are really loud and rude on airplane flights?

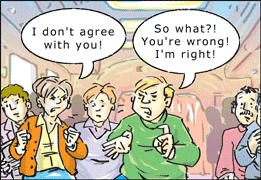
**B: Vocabulary**

Match the sentence beginnings with their endings.

|  |  |
| --- | --- |
| Sentence Beginnings  1. When you go on a **flight,**...  2. When something is **unscheduled**,...  3. A **passenger** is...  4. A **flight crew** is... | Sentence Endings  a. ...a person traveling in an airplane, bus, car or train.  b. ...you take a journey in an airplane.  c. ...it isn't planned.  d. ...the group of people who work on an airplane and look after the passengers. |

**C: Picture Descriptions**

Look at the pictures below and match them to the appropriate sentence descriptions. (You may use your dictionaries if you need to.)


A. The man is behaving in an **unruly** way because a flight attendant is refusing to serve him a drink.   
B. The man is **pleading guilty** in a courtroom.   
C. A man and a woman are having a **heated** argument on an airplane.   
D. The man is being handed over to police as he is **ejected** from his flight.

**Reading Activities**

**A: Headlines**

The headline for today's article is: **Unruly Passenger May Pay Bill.**

Using the ideas from the Pre-Reading Activities, discuss the questions below in pairs.

1. What sort of bill do you think the passenger may have to pay?   
2. Why do you think the passenger may have to pay the bill?

**B: Sequencing**

1. Look at the first sentence from today's article and put the lines into the correct order. (The first line is done for you.)

\_\_\_ after a heated argument   
\_\_\_ made an unscheduled stop on Thursday   
\_\_\_ to eject a passenger   
\_\_\_ who became unruly   
\_\_\_ with his girlfriend.   
\_1\_ A Singapore Airlines flight from Singapore to Brisbane, Australia

2. Now look at the second sentence and put the lines in the correct order.

\_\_\_ have to pay   
\_\_\_ The man may   
\_\_\_ the A$25,000 ($17,000) bill.

3. Answer the questions below.

a. Where was the airplane going?   
b. Why did the airplane make an unscheduled stop?   
c. What may the man have to pay?

**C: True or False**

Read the statements about today's article and decide if they are true or false. Write '**T**' if they are **true** and '**F**' if you think they are **false.**

1. A Singapore Airlines flight made a planned stop in Darwin.   
2. The airplane stopped in Darwin because it ran out of fuel.   
3. The flight number was SQ 235.   
4. An Australian man had a big argument with his girlfriend and became even angrier when flight crew refused to give him a drink.  
5. The airplane landed in Darwin in the afternoon.   
6. The police took the man away.   
7. The man told a Darwin courtroom he was not guilty of behaving in an insulting manner on the flight.   
8. The other passengers were sad that the police took the man away.   
9. The man might have to pay the bill for the unscheduled stop.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | SYDNEY Thu July 3 (Reuters) - A Singapore Airlines flight from Singapore to Brisbane, Australia made an unscheduled stop on Thursday to eject a passenger who became unruly after a heated argument with his girlfriend. The man may have to pay the A$25,000 ($17,000) **bill.**  The man, an Australian, had a heated discussion with his girlfriend, and then became more unruly when flight crew refused to serve him a drink.  He was handed over to police after flight SQ 235, carrying 298 passengers and 14 crew, landed in Darwin at 3.41 a.m. local time.  "When he was led off the aircraft by police, the police were **cheered**," a spokesman said. | The man pleaded guilty at a later court appearance to behaving in an **insulting** manner, but still faces a charge of threatening to injure a person, according to the Australian Associated Press.  Prosecutor Marcus Hassell told the Darwin court that the man was angry because he had a "bad holiday" in Egypt.  Singapore Airlines estimated the additional cost for making an unscheduled stop was between A$24,000 - A$25,000.  **Glossary:**  **bill** - a piece of paper which shows you how much money you have to pay  **insulting -** rude in a way that causes others to feel upset or annoyed  **cheered -** shouted loudly to show approval |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**D: Summarizing**

Check your understanding of today's article by filling each gap in the following summary with a word or phrase.

*An Australian man was thrown off a Singapore Airlines flight after behaving badly on a scheduled flight from Singapore to \_\_\_\_\_\_\_\_\_\_, Australia.*

*The man first had a heated discussion with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and then became even more unruly when he asked the flight crew to serve him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but they refused.*

*The flight made an unscheduled stop in \_\_\_\_\_\_\_\_\_\_, Australia where he was handed over to the police.*

*The man pleaded \_\_\_\_\_\_\_\_\_\_ in court to behaving in an insulting manner, but is facing another charge, too.*

*Singapore Airlines believes the unscheduled stop in Darwin cost the airline between \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_. The airline wants the man to \_\_\_\_\_\_\_\_\_\_ the bill.*

**E: What Do You Think?**

Write answers to the following questions and then share them with a partner.

1. Why do you think the flight crew ejected the man at Darwin, instead of taking him to Brisbane, and then calling the police?  
2. How do you think the other passengers felt?   
3. How do you think the flight crew felt?   
4. Do you think the unruly passenger should pay the bill?

**Post-Reading Activities**You may do one or more of these**.**

**A: Interview**

With two other people complete the following imaginary interview between a journalist, a passenger and a member of the flight crew. When you are finished, practice the interview and perform it in front of the class.

*(At Darwin Airport)*   
**Journalist:** I understand this flight was supposed to go to Brisbane. Why did you stop in Darwin?   
**Flight Crew Member (FCM):** Well, a man (*you continue*)... \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Journalist:** Wow. Had he been drinking?   
**FCM:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Journalist:** How did the other passengers feel while this man was behaving in an unruly way?   
**Passenger:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Journalist:** At what point did theflight crew decide to land in Darwin?   
**FCM:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Journalist:** After the plane landed in Darwin, was it easy to get the man off the airplane?   
**FCM:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Journalist:** I see. What did the other passengers do or say when the police took him off the plane?   
**Passenger:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Journalist:** I guess the big question is who do you think should pay for this unscheduled stop in Darwin?   
**FCM:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**Journalist:** Thank you very much, both of you.

**B: Information Exchange - Pair Crossword**

Your teacher is going to divide the class into two groups and give you half of a crossword. The words in it are from today's article. You are going to explain these words in English to a partner from the other group. Think about how to explain the words on your crossword.

Now find a partner from the other group. One of you is Student A, the other is Student B. Work together and fill in the crossword. Ask and answer questions with your partner. Do not show the other person your words!

**C: Language**

It is important when you are learning a language to be able to recognize the different word forms (e.g. the noun form, the adjective form, the verb form, the adverb form, etc.). It is also important to know which word form belongs in a particular part of a sentence.

Here are some sentences with words from today's article. Read the sentences and decide which word form in brackets is the correct one for each sentence.

1. "This unscheduled stop is going to be very **(cost / costly)** for our company," said an airline spokesman.   
2. The **(estimate / estimated)** cost for this stop could be around $25,000.   
3. According to our **(schedule / scheduled)**, we will arrive in Sydney at 10 a.m. local time.   
4. The **(schedule / scheduled)** flight to Brisbane was delayed.   
5. I don't know why they turned on the central **(heating / heated)** in the airport today. It's summer!  
6. They've been having a **(heat / heated)** discussion the whole flight and now he is shouting at her!   
7. He **(refusal / refused)** to stop behaving in an unruly way.   
8. The **(ejection / ejected)** of a passenger is a very unusual event.   
9. The **(ejection / ejected)** passenger was then arrested by the police.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Small Group Discussion - Notes**

You may need to explain to students that an airplane flight in the context of today's article is a trip on a commercial airline.

**B: Vocabulary - Answers**

1.b, 2. c, 3. a, 4. d.

**C: Picture Descriptions - Notes**

This familiarizes students with some of the words from today's article. Allow them to use their dictionaries to get a full understanding of the words and phrases.

**C: Picture Descriptions - Answers**

Picture 1 - A man and a woman are having a **heated** argument in an airplane.   
Picture 2 - The man is behaving in an **unruly** way because a flight attendant is refusing to serve him a drink.   
Picture 3 - The man is being handed over to police after being **ejected** from his flight.   
Picture 4 - The man is **pleading guilty** in a courtroom.

**Reading Activities**

**A: Headline - Notes**

This is a prediction activity and allows student to think about the article before they read it. You may need to give some prompts to help them, but don't indicate whether the students' suggestions are correct or incorrect.

**B: Sequencing - Answers**

One:   
\_5\_ after a heated argument   
\_2\_ made an unscheduled stop on Thursday   
\_3\_ to eject a passenger   
\_4\_ who became unruly   
\_6\_ with his girlfriend.   
\_1\_ A Singapore Airlines flight from Singapore to Brisbane, Australia

Two:  
\_2\_ have to pay   
\_1\_ The man may   
\_3\_ the A$25,000 ($17,000) bill.

Three:  
a. To Brisbane, Australia.   
b. To eject an unruly passenger.   
c. The A$24,000 - $A25,000 bill.

**C: True or False - Notes**

You may like to point out to students that the 'drink' in this article probably refers to an alcoholic drink. The crew would be reluctant to serve him with alcohol in case he became even more difficult.

**C: True or False - Answers**

1. F - Singapore Airlines made an unplanned / unscheduled stop.   
2. F - It stopped in Darwin because the man was behaving badly.   
3. T   
4. T   
5. F - It landed at 3.41 a.m.   
6. T   
7. F - He pleaded guilty.   
8. F - They cheered as he was taken off the plane by the police.   
9. T

**D: Summarizing - Suggested Answers**

An Australian man was thrown off a Singapore Airlines flight after behaving badly on a scheduled flight from Singapore to **Brisbane**, Australia.

The man first had a heated discussion with **his girlfriend** and then became even more unruly when he asked the flight crew to serve him **a drink** but they refused.

The flight made an unscheduled stop in **Darwin**, Australia where he was handed over to the police.

The man pleaded **guilty** in court to behaving in an insulting manner, but is facing another charge, too.

Singapore Airlines believes the unscheduled stop in Darwin cost the airline between **A$24,000** and **A$25,000**. The airline wants the man to **pay** the bill.

**E: What Do You Think? - Notes**

This activity will prepare them for the interview activity in Post-Reading Activity A.   
Answers will vary.

**Post-Reading Activities**

**A: Interview - Notes**

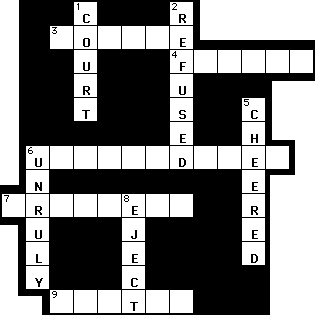
Remind students that they can use information from the article to help them complete this interview but some of the answers to the questions will not be obvious from the text. For example, the text does not clearly state that the man had been drinking but based on his behavior and how upset he got about being refused a drink, it is safe to say that he had been drinking a lot of alcohol prior to his being refused a drink. The interview also allows students to give their own opinion about the man and what they think should happen to him.

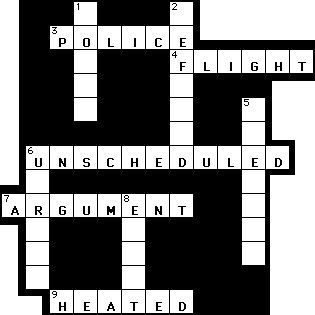
Students can take turns doing different roles as they practice for their performance.

**B: Information Exchange - Pair Crossword - Notes**

This is an information exchange activity. One student has the answers the other student needs. It's up to the student seeking the answers to work out what the missing words are by listening to their partner's definitions and asking questions. Have one student fill in their crossword first and then have the students switch roles. Remind students that the words are in today's article. ( Students may refer to the article while they are doing the crossword or you can ask them to put it away.)

**B: Information Exchange - Pair Crossword - Crosswords To Be Given To Students**

Crossword for Student A 

Crossword for Student B 

**C: Language - Answers**

1. costly, 2. estimated, 3. schedule, 4. scheduled, 5. heating, 6. heated, 7. refused, 8. ejection, 9. ejected.

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**Pre-Intermediate Instant Lesson™**

**AK-47**

**Pre-Reading Activities**

**A: Vocabulary**

Match these words with their meanings.

*inventor, terrorists, design, invent, proud, guerrillas*

1. verb: to plan and make a drawing of something so it can be built or made  
2. verb: to make or think of something for the first time  
3. noun: a person who makes or thinks of something new  
4. noun: people who hurt, frighten or kill others so that the government of the country will do what they want  
5. noun: people who fight secretly usually against the army of a country or its government  
6. adjective: to feel pleased or good about something you have done

**B: Discussion**

1. The pictures show different inventions. Which do you think is the most useful?

a. the paper clip b. the toothbrush c. the lawn mower d. the motor car  
991_1

2. Here are some dates showing when things in Number 1 were invented.  Match each invention with the correct date.

a. 1831 b. 1904 c. 1498 d. 1886

3. Today's article is about Mikhail Kalashnikov, the inventor of the AK-47 gun.

What do you know about the AK-47? Tell your class.

**Reading Activities**

**A: Word Order**

Look at the questions below and put the words into the correct order.

1. the / is / inventor / Who / ?   
2. and / did / he / What / design  / invent / ?   
3. use / do / terrorists / What / and / guerrillas / ?   
4. of / What / he / is / proud / ?

**B: Questions**

Now answer the questions from **A:** **Word** **Order** above.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | BERLIN Monday July 29 (Reuters) - Mikhail Kalashnikov, inventor of the  rifle AK-47, said Saturday he was proud of developing the rifle but wishes he'd designed something to help people instead -- like a lawnmower. "I would have preferred to invent something which helps people and makes life easier for farmers. A lawnmower, for example," the 82-year-old general told Bild newspaper.  The Kalashnikov can fire 400 rounds per minute and is light and easy to **maintain**. Guerrillas around the world use the Kalashnikov but its inventor does not feel sorry that he invented it. "I am proud of it. And sad, too, that the weapon is used by terrorists," said Kalashnikov | Kalashnikov is said to have thought of the idea for the submachine gun while he was in hospital recovering from shell-shock in 1941. The Kalashnikov went into production in 1947 and the Russian army started using the gun in 1949. About 100 million AK-47s have been built.  Although the AK-47 has been very successful, Kalashnikov has never earned any money from his invention. He said that all the money that the gun earned "went to the **state**."   **Words: maintain** - to keep something working well  **state** - a country and its government |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Reading for Detail**

Read the lines below and choose the best answers:

"Guerrillas around the world use the Kalashnikov but its **inventor** does not feel sorry that **he** invented it."

1.  *inventor* means...  
a. the AK-47   
b. Mikhail Kalashnikov   
c. a soldier

2. *he* means...  
a. the AK-47   
b. Mikhail Kalashnikov   
c. a soldier

"...he was proud of developing the rifle but wishes he'd designed something to help people instead -- like a lawnmower."

3. This part of the article means...  
a. Kalashnikov wishes he had invented a lawnmower, not the AK-47.   
b. Kalashnikov wishes he hadn't invented a lawnmower.  
c. Kakashnikov likes guns more than lawnmowers.

"...Although the AK-47 has been very successful, Kalashnikov has never earned any money from his invention."

4. This sentence means...  
a. the rifle is very popular and Kalashnikov has got lots of money because he invented it.  
b. the rifle is very popular and people have bought lots of them from Kalashnikov.  
c. the rifle is very popular, but Kalashnikov has not got any money from his invention.

"He said that all the money that the gun earned 'went to the state.'"

5. This sentence means...  
a. the government paid Kalashnikov a lot of money to invent the gun.  
b. money from the gun went to the government.  
c. terrorists have earned lots of money with this gun.

**D: Gapfill**

Look at the article below and fill in the gaps with the words below. Don't look back at the article.

*the (x4),    of,  a,    can,    and (x2),     but,   in (x2),   from (x2)*

|  |  |  |
| --- | --- | --- |
| **Kalashnikov Wishes He'd Invented a Lawnmower**   |  |  | | --- | --- | | BERLIN Monday July 29 (Reuters) - Mikhail Kalashnikov, inventor of 1.\_\_\_\_\_\_ rifle AK-47, said Saturday he was proud 2.\_\_\_\_\_\_ developing 3.\_\_\_\_\_\_ rifle but wishes he'd designed something to help people instead -- like 4.\_\_\_\_\_\_ lawnmower. "I would have preferred to invent something which helps people and makes life easier for farmers. A lawnmower, for example," the 82-year-old general  told Bild newspaper.  The Kalashnikov 5.\_\_\_\_\_\_ fire 400 rounds per minute 6.\_\_\_\_\_\_ is light 7.\_\_\_\_\_\_ easy to maintain. Guerrillas around the world use the Kalashnikov 8.\_\_\_\_\_\_ its inventor does not feel sorry that he invented it. "I am proud of it. And sad, too, that 9.\_\_\_\_\_\_ weapon is used by terrorists," said Kalashnikov. | Kalashnikov is said to have  thought of the idea for 10.\_\_\_\_\_\_ submachine gun while he was in hospital recovering 11.\_\_\_\_\_\_ shell-shock in 1941. The Kalashnikov went into production 12.\_\_\_\_\_\_ 1947 and the Russian army started using the gun 13.\_\_\_\_\_\_ 1949. About 100 million AK-47s have been built.  Despite the success of the AK-47, Kalashnikov has never earned any money 14.\_\_\_\_\_\_ his invention. He said that all the money that the gun earned "went to the state." |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

In today's article there are these words:   
"... [he] **wishes he'd designed** something to help people instead -- like a lawnmower."  
  
We use the pattern *wish + had (done)* to mean that we are sorry that something didn't happen.   
(In the sentence from the article Kalashnikov is sorry that he didn't invent the lawnmower.)

Here are some other examples:   
a. You ate some fish for dinner. Now you feel sick.  
*I* ***wish I hadn't eaten*** *that fish.*b. Your teacher gives you a test. You didn't study for it last night. You look at the test and see that it is very difficult.  
*I* ***wish I had studied*** *for the test.*

Look at the situations below. Put the words in the **mixed sentences** into the correct order to make sentences with *I wish*.... The first one is done for you as an example.

1. I forgot to bring my umbrella and now it is raining. **my / umbrella / had / I / wish / I / brought**   
**Answer**: *I wish I had brought my umbrella.*

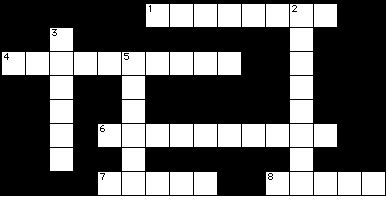
2. It rained when we were on holiday. **I / it / hadn't / wish / rained**

3. I didn't study very hard when I was younger. **younger / wish / I / had / studied / harder / when / I / was / I**

4. A job was offered to me but I didn't take it. Now I think it was a good job. **I / I / taken / job / wish / had / that**

5. I spent $500 on a new dress. Now I don't like it. **that / dress / I / bought / wish / I / hadn't**

**B: Crossword**

Complete this crossword using words from today's article.  
  
**Clues Across**1. to keep something working well   
4. people who fight secretly usually against the army of a country or its government  
6. people who hurt, frighten or kill others so that the government of the country will do what they want  
7. a country and its government  
8. to feel pleased or good about something you have done

**Clues Down**2. a person who makes or thinks of something new  
3. to plan and make a drawing of something so it can be built or made  
5. to make or think of something for the first time

**C: Discussion**

Answer these questions in small groups.

1. Do you think Mikhail Kalashnikov should feel **proud** of his invention?  
2. Would you like to **invent** something? If yes, what kind of thing would you like to invent?  
3. The AK-47 is used by **terrorists** and **guerillas**. Why do they like it? (Use the article to help you answer this question.)

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has listening exercises and another grammar exercise for your students to do online at [www.instantworkbook.com](http://www.instantworkbook.com). You can get a username and password for your students by clicking on the blue icon next to this lesson description at [www.english-to-go.com](http://www.english-to-go.com).

**Pre-Reading Activities**

**A: Vocabulary** **- Answers**

1. design; 2. invent; 3. inventor; 4. terrorists; 5. guerrillas; 6. proud.

**B: Discussion** **- Notes**

3. Students can share anything they know about the gun. If, however, you would like them to take a little more time over this, they can undertake the research activity below.

**Alternative:**  
3. Let the students research the information themselves (if they have access to the Internet) or print out some information for them from the Internet to have a look at. Students could prepare questions beforehand and then scan the information they have downloaded to find the answers.

Some examples of questions the students could ask:  
Where was Mikhail Kalashnikov born?   
Why is the AK-47 called the AK-47?

Here are two web sites:  
http://kalashnikov.guns.ru/mk.html   
http://www.bobtuley.com/kalashnikov.htm

**Please note**: Any research done by younger students using these two sites should be completed under your supervision.

**B: Discussion - Answers**

2a. 1831 - lawn mower; b. 1904 - paper clip; c. 1498 - toothbrush; d. 1886 - motor car.

**Reading Activities**

**A: Word Order** **- Answers**

1. Who is the inventor?   
2. What did he design and invent?   
3. What do terrorist and guerillas use?   
4. What is he proud of?

**B: Questions - Answers**

1. Mikhail Kalashnikov   
2. the AK-47 rifle   
3. the AK-47   
4. developing the AK-47

**C: Reading for Detail - Answers**

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

**D: Gapfill - Answers**

1. the; 2. of; 3. the; 4. a; 5. can; 6. and; 7. and; 8. but; 9. the; 10. the; 11. from; 12. in; 13. in; 14. from.

**Post-Reading Activities**

**A: Language - Answers**   
  
2. I wish it hadn't rained.   
3. I wish I had studied harder when I was younger.   
4. I wish I had taken that job.   
5. I wish I hadn't bought that dress.

**B: Crossword - Notes**

Students could be given this activity the day after you do this lesson to revise the words they have studied in the lesson OR you could ask them to do it using a copy of today's article but without referring back to Pre-Reading Activity A (which has the words and the same definitions).

**B: Crossword - Answers**

**Across**: 1. maintain; 4. guerrillas; 6. terrorists; 7. state; 8. proud.  
**Down**: 2. inventor; 3. design; 5. invent.

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**Pre-Intermediate Instant Lesson™**

**Alive or Dead?**

**Pre-Reading Activities**

**A: Vocabulary**

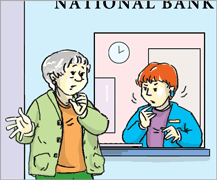
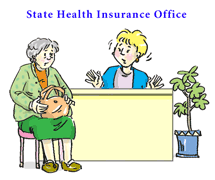
Match these words from today's article with their meanings.

*cleaning lady,   records,   deceased,   clerk,   health insurance,    canceled*

1.  a woman whose job is to clean things   
2.  dead   
3. an agreement where you pay money to a company so that it will give you money if you get sick or injured   
4.  something has been stopped   
5.  information about people that is kept in writing or on computers by the government   
6.  a person who works in an office, bank or law court and whose job is to look after the records and accounts

**B: Pictures and Predictions**

Look at the pictures below and the vocabulary from the previous activity and guess what today's article is about. Tell your partner.

**Reading Activities**

**A: Reading for Overall Understanding**

Read today's article quickly and answer the questions below. Try not to use your dictionary.

1. What is the cleaning woman's name?   
2. Is she dead or alive?   
3. What is the family name of the woman who died in May?

|  |  |  |
| --- | --- | --- |
| **'Dead' Woman Tells Bureaucrats She's Alive**   |  |  | | --- | --- | | BERLIN Wednesday August 14 (Reuters) - A retired cleaning lady has finally managed to convince German bureaucrats she is alive - two months after an office mistake listed her as dead on nationwide records.  Vjekoslava Smajic, a Croatian who has lived in Germany for 33 years, had to get a medical certificate confirming she was alive before anyone would believe her after her health insurance, pension and bank account were canceled.  "At first it was all rather amusing but there came a point when it wasn't at all funny," Smajic, 64, told Reuters. "It's nice to be alive again." | The troubles began for Smajic two months ago when a health insurance clerk told her the computer listed her as deceased. The same thing happened when she tried to withdraw money from her bank.  Smajic then gave the medical certificate saying she was alive, signed by the mayor of the town, to the state health insurance agency. Another woman named Smajic had died in May and the pension payment agency had incorrectly entered Vjekoslava Smajic as dead. All her accounts were reopened. |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Reading for Details**

Read these sentences from today's article and choose the best answers.

*A retired cleaning lady has finally managed to convince German bureaucrats she is alive ...*

1. *bureaucrats* in this sentence means:   
a. people who work in an office or for the government and follow the rules very carefully  
b. a government department

2. *alive* in this sentence means:   
a. dead  
b. not dead

3. *convince* in this sentence means:   
a.  to change something.   
b. to persuade

4. *managed* in this sentence means:   
a. succeeded in getting German bureaucrats to believe she is alive   
b. didn't succeed in getting German bureaucrats to believe she is alive

*Vjekoslava Smajic... had to get a medical certificate confirming she was alive before anyone would believe her after her health insurance, pension and bank account were canceled.*

5. *medical certificate* in this sentence means:   
a. a certificate to say you are a doctor   
b. a certificate to say that a doctor has examined you

6. *confirming* in this sentence means:   
a. saying something is true   
b. saying something is a lie

**C: Sequencing**

Put the events below into the order they happened. Write 1 next to the first event, 2 next to the second event, etc.

\_\_\_ Smajic got a medical certificate and had it signed by the mayor.   
\_\_\_ A clerk in the pension payment agency incorrectly entered Vjekoslava Smajic into the records as dead.   
\_\_\_ Smajic's health insurance, pension and bank account were canceled.   
\_\_\_ When Vjekoslava Smajic went to the bank  to withdraw some money, they also told her she was listed as deceased.   
\_\_\_ A health insurance clerk told Vjekoslava Smajic that the computer listed her as deceased.   
\_\_\_ Smajic then gave the signed medical certificate to the State Health Insurance Agency.   
\_\_\_ All of Smajic's accounts were reopened.   
\_\_\_ Another woman named Smajic died in May.

**D: Discussion**

In pairs or small groups discuss the questions below.

1. How much information do you think is stored on computers about you? What kinds of information is stored? Who can use this information?  
2. Do you think it is a good thing or a bad thing to have personal information stored on computers? Why?

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

Look at this excerpt from today's article.

"At first it was all rather amusing but there came a point when it wasn't at all funny," Smajic, **64**, told Reuters.

In this sentence there are two commas (,). The information between the two commas is 'extra information,' that is, it is information that is not absolutely necessary in understanding the sentence. It simply adds more information to the sentence. Here are a few more examples.

*My elderly neighbor, Joy Perkins, is very kind to me.  
My teacher, an Australian, loves playing the guitar in his free time.  
The dog, an Alsatian, fell into the river.*

Write the sentences below using the commas to show the extra information. The first one has been done for you as an example.

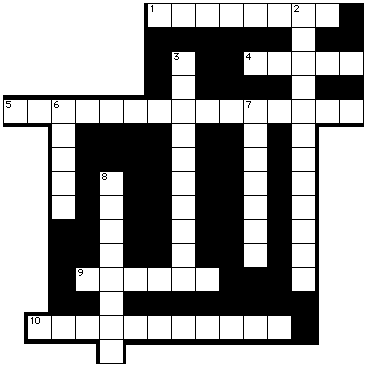
1. Eamon invited us for dinner. (my nephew)   *Eamon, my nephew, invited us for dinner.*2. Sima stayed for an hour. ( my neighbor)  
3. Ravi owns his own business. (aged 34)  
4. Vjekoslava Smajic had to get a medical certificate. (a Croatian)  
5. Craig is very good with computers. (an old friend)  
6. Lori speaks Spanish. (a doctor)  
7. A woman had died in May and the pension payment agency had incorrectly entered Vjekoslava Smajic as dead.  (also named Smajic)  
8. Anaraka is a good musician.  (my friend from high school)  
9. Yvonne works in Paris.  (a bank clerk)  
10. Jay likes to go jogging after work.  (a pizza shop manager)  
11. Mariko studies very hard.  (a student from Japan)  
12. Jen Yu goes to the movies every week.  (a real movie fanatic)

Now write a sentence about yourself using commas to add extra information.

I *(you continue...)*...

**B: Crossword**

Complete the following puzzle with words from today's lesson.

**Clues Across**1. to persuade  
4. a person who works in an office, bank or law court and whose job is to look after the records and accounts   
5. an agreement where you pay money to a company so that it will give you money if you get sick or injured (2 words)  
9. to succeed  
10. people who work in an office or for the government and follow the rules very carefully

**Clues Down**2. a woman whose job is to clean things (2 words)  
3. saying something is true  
6. not dead  
7. information about people that is kept in writing or on computers by the government   
8. dead

**C: Vocabulary**

Work in pairs and discuss the questions below.

In your country...  
1. do many people have *health insurance?*   
2. do retired people receive a *pension?* Is it paid by the government?   
3. have you ever needed to have a *medical certificate?* What was the reason you needed it?   
4. have you ever had to *convince* somebody of your identity? How did you do this?

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Answers**

1. cleaning lady; 2. deceased; 3. health insurance; 4. canceled; 5. records; 6. clerk.

**B: Pictures and Predictions - Notes**

Go over the pictures with your students as a class. Get the students to discuss the ideas from the pictures and vocabulary.

**Reading Activities**

**A: Reading for Overall Understanding - Answers**

1. Vjekoslava Smajic   
2. alive   
3. Smajic

**B: Reading for Details - Answers**

1. a; 2. b; 3. b; 4. a; 5. b; 6. a.

**C: Sequencing - Answers**

1. Another woman named Smajic died in May.   
2. A clerk in the pension payment agency incorrectly entered Vjekoslava Smajic into the nationwide records as dead.   
3. Smajic's health insurance, pension and bank account were canceled.   
4. A health insurance clerk told Vjekoslava Smajic that the computer listed her as deceased.   
5. When Vjekoslava Smajic went to the bank to withdraw some money, they also told her she was listed as deceased.   
6. Smajic got a medical certificate and had it signed by the mayor.   
7. Smajic then gave the signed medical certificate to the State Health Insurance Agency.   
8. All of Smajic's accounts were reopened.

**D: Discussion - Notes** You can either do this activity as a class discussion or a small group discussion.

**Post-Reading Activities**

**A: Language - Answers**

1. Eamon, my nephew, invited us for dinner.   
2. Sima, my neighbor, stayed for an hour.   
3. Ravi, aged 34, owns his own business.   
4. Vjekoslava Smajic, a Croatian, had to get a medical certificate.     
5. Craig, an old friend, is very good with computers.   
6. Lori, a doctor, speaks Spanish.   
7. A woman, also named Smajic, had died in May and the pension payment agency had incorrectly entered Vjekoslava Smajic as dead.   
8. Anaraka, my friend from high school, is a good musician.   
9. Yvonne, a bank clerk, works in Paris.   
10. Jay, a pizza shop manager, likes to go jogging after work.   
11. Mariko, a student from Japan, studies very hard.   
12. Jen Yu, a real movie fanatic, goes to the movies every week.

**B: Crossword - Notes** Students can refer to the article while doing this activity but should not look back at Pre-Reading Activity A or Reading Activity B.

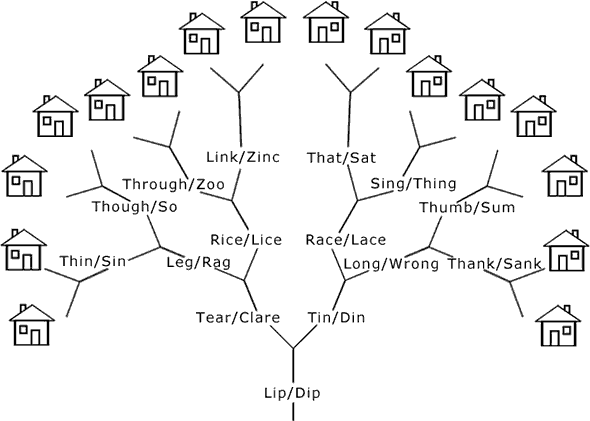
**B: Crossword - Answers**

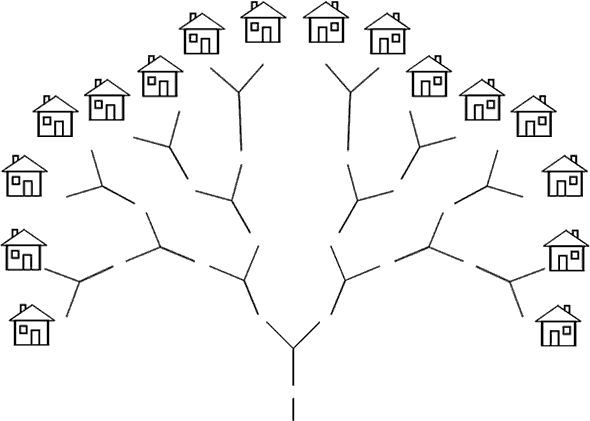
**Answers Across**: 1. convince; 4. clerk; 5. health insurance; 9. manage; 10. bureaucrats.  
**Down**: 2. cleaning lady; 3. confirming; 6. alive; 7. records; 8. deceased..

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|  |
| --- |
| **Weekly Warmer** |

|  |
| --- |
| **All Roads Lead to...a Student's House**  This activity brings fun and excitement to your pronunciation lesson. Please note this warmer also has a complementary InstantWorkbook exercise.  **Level:** All levels  **Language Aims:**  To practice differentiating sounds in minimal pairs or similar sounding words.  **Time:** 10 - 15 minutes  **Preparation:** The map on the next page starts with a single road with many forks. This road is for a journey to 16 houses. At each fork, there are two similar sounding words (e.g. pat / bat). One of the words represents the left road and the other represents the right road. Thus, there are 15 pairs of words branching off to 16 different houses. Write your students' names at each of the houses. You can make enough photocopies of the map we have provided for all of your students, or use the blank map to write in your own words.  ***Procedure:***  1. Draw your map on the board or give the students photocopies of it.  2. Tell the students you are going to direct them to a student's house, however, the only way they can get there is if they listen carefully to the words you say.  3. Direct students to the first pair of words. Show them the fork in the road and how it divides into two roads; a left and a right road. Tell the students that each word represents a road to take. The left word represents the left road; the right word represents the right road.  4. Ask the students to listen carefully to what words you say and take the roads those words represent.  5. After you have said four words, ask the students which of the 16 houses they are at. If they have heard the four words correctly they will be at the correct house.  **Additional Activity:** Instead of you saying the words, have students do this activity in pairs with one student saying the words and the other listening. Place the responsibility of getting to the correct house on the speaker rather than the listener. This motivates students to pronounce their words more clearly.  By Patrick Gleeson, Australia  w020605sl |





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**Pre-Intermediate Instant Lesson™**

**Allergies**

**Pre-Reading Activities**

**A: Vocabulary**

Read the paragraphs below which describe the word 'allergy'. You may look up any of the key words in your dictionary:

If you have an **allergy** you become ill when you smell, touch, or eat something but most other people will not get sick when they smell, touch or eat the same thing. For example, if you are **allergic** to dogs you may sneeze every time you are in a house where a dog lives. Some people are allergic to dust. A substance like dust that causes an allergy is called an **allergen**.

People who are worried that they will be **exposed** to something that causes their allergy and then have an **allergic** **reaction** will often take some kind of medicine to stop them from getting sick.

*What is the word for 'allergy' in your language?*

**B: Tell someone else**

Answer these questions with a partner:

Do you have any allergies?

If yes, what are you allergic to?

What kinds of things do people do to try and **protect** themselves from allergies?

Give examples of allergens:

*Dust mites \*, flower pollens...*(you continue)...  
\*a mite is a tiny creature similar to a spider that lives in carpets etc.

**Reading Activities**

**A: Understanding the Headline**

**Part 1**

The headline of today's article asks a question. What is your understanding of this question?

**Can house pets protect infants from allergies?**

\*infant - a very young child up to the age of two

**Part 2**

**Paragraphs** **1** and **2** answer the question asked in the headline. What is the answer?

SAN DIEGO, Monday March 6 (Reuters Health) - Keeping a dog or cat in the home may protect a child from developing allergies to pets, dust mites, grasses and pollens later on, results of a study suggest.

However, don't run out and buy your baby a kitten just yet: more study is needed to confirm the controversial research. (Continued/...)

**B: Comprehension**

Answer these questions as you read **paragraphs** **3** and **4**:

1. How many children were studied?
2. What percentage of children in the study had one or more pets (cats or dogs)?
3. In the study were children who lived with pets **more** likely or **less** likely to show signs of allergy to pets than children who didn't live with pets?

(.../continued) In the study of more than 700 children, 38.7% of the infants lived with one or more dogs, while 23.1% were in households with cats. Forty-eight percent had no animals at home, and about 10% had at least one cat and one dog.

By age 7, children who lived with one or more pets as infants were not more likely than those in pet-free households to show signs of allergic reactions or asthma, according to the study presented at the American Academy of Allergy, Asthma and Immunology annual meeting. In fact, the study results suggest that children living with pets at a young age were less likely to have signs of allergy to pets. (continued/...)

**C: Summarizing**

Match the beginnings of the sentences with the correct endings as you read **paragraphs** **5** - **7**. They summarize some of the main points of the article:

**Beginnings**

1. The study looked...
2. It was done...
3. It lasted...
4. Research done in Europe has shown that living...
5. It is the first study...
6. In contrast, other studies have shown that exposure to...

**Endings**

1. ...from the US to show this result.
2. ...with a pet may protect a child from allergies.
3. ...by the Henry Ford Health System in Detroit, Michigan.
4. ...allergens increases the chance of having an allergy.
5. ...about 10 years from 1987 to the end of 1996.
6. ...at 724 babies.

(.../continued) ``Studies in Europe have shown that having a pet when a child is very young may actually be protective against allergies later on,'' said Dr. Christine Cole Johnson of the Henry Ford Health System in Detroit, Michigan. About five studies have shown this result consistently, she said, but this is the first in the US to draw the same conclusion.

However, many studies have suggested that exposure to allergens, particularly in the first year of life, increases the risk of allergies. And it is not clear if the children were living in pet-free households because their parents were allergic to pets -- heredity can increase a child's risk of allergy as well.

The investigators based their findings on work involving 724 newborns (of whom 52% were female and 96% were Caucasian) studied from 1987 through 1996. By the time the children were 6 years old, more than 500 were still participating in the study. (continued/...)

**D: Understanding Point of View**

Can house pets protect children from allergies?

What do you think the writer of this article thinks? Read the last two paragraphs of the article and then choose one of these answers:

1. *The writer thinks that pets protect children from getting allergies to pets, dust mites etc.*
2. *The writer thinks that pets may protect children from getting allergies to pets, dust mites etc.*
3. *The writer thinks that pets do not protect children from getting allergies to pets, dust mites etc.*

(.../continued) If pets do protect children against allergies, it is not clear why this happens. Even if the reasons are unknown, more study is warranted.

``We have to reexamine the standard advice of almost all allergists, who say that pets don't belong in a home with children,'' Johnson said.

**E: Language**

Read these excerpts from today's article:

*'Keeping a dog or cat in the home* ***may*** *protect a child from developing allergies...later on, results of a study suggest.'  
'Heredity* ***can*** *increase a child's risk of allergy as well.'*

How do **'may'** and **'can'** affect the meaning of these statements?    
Choose the correct answer: **a** or **b**.

**a.**  they are included to emphasize that these statements are true.   
**b**.  they are used to emphasize that there is only a possibility that these statements are true.

These sentences have information from the article.  Put the words in the correct order without looking back at the article.

1.  may protect children from Pets but it is not clear why this allergies happens.   
2.  Children without pets by allergens when they grow up may be more affected.   
3.  may increase the risk of allergies, particularly in the first year of life, Exposure to allergens.   
4.  from generation Families pass on can allergies to generation.   
5.  need to Doctors may reexamine about their advice pets and children.

**Post-Reading Activities**You may do one or more of these**.**

**A: Role Play**

Work in groups of three or four. Before you begin, read the descriptions of your roles carefully so you know what you have to do:

**Students A and B:** You are parents. Your children want a pet but you are not happy about this idea (think of why you do not want them to have a pet.) **Students** **C** and **D** are your children (aged between 9 and 12). They will try to persuade you to let them have a pet.

**Students C and D:** You are children (aged between 9 and 12) and you want a pet but your parents (**Students** **A** and **B**) are not happy about this idea. Persuade your parents to let you have a pet. Think of reasons why they should let you have one.

**B: Telephone Conversation**

Work in pairs and have a phone conversation.

**Student** **A**: You live alone and have 5 cats and 2 dogs. You are looking forward to the visit of your son/daughter with his/her two children aged 3 and 5. They live a long way away from you. Student B is your son/daughter. Phone him/her and tell him/her that you are looking forward to the visit.

**Student** **B**: You are married with two children aged 3 and 5. You live a long way away from your mother/father (Student A) You have promised to visit him/her soon but you are worried about the 5 cats and 2 dogs that live with your parent and wish they were not in the house while you were staying there with the children. Talk to Student A and tell him/her what you are worried about.

**C: Extended Reading**

You may like to try to read the complete article:

|  |  |  |
| --- | --- | --- |
| **Can house pets protect infants from allergies?**   |  |  | | --- | --- | | SAN DIEGO, Monday March 6 (Reuters Health) - Keeping a dog or cat in the home may protect a child from developing allergies to pets, dust mites, grasses and pollens later on, results of a study suggest.  However, don't run out and buy your baby a kitten just yet: more study is needed to confirm the controversial research.  In the study of more than 700 children, 38.7% of the infants lived with one or more dogs, while 23.1% were in households with cats. Forty-eight percent had no animals at home, and about 10% had at least one cat and one dog.  By age 7, children who lived with one or more pets as infants were not more likely than those in pet-free households to show signs of allergic reactions or asthma, according to the study presented at the American Academy of Allergy, Asthma and Immunology annual meeting. In fact, the study results suggest that children living with pets at a young age were less likely to have signs of allergy to pets.  ``Studies in Europe have shown that having a pet when a child is very young may actually be protective against allergies later on,'' said Dr. Christine Cole Johnson of the Henry Ford Health System in Detroit, Michigan. About five studies have shown this result consistently, she said, but this is the first in the US to draw the same conclusion.  However, many studies have suggested that exposure to allergens, particularly in the first year of life, increases the risk of allergies. And it is not clear if the children were living in pet-free households because their parents were allergic to pets -- heredity can increase a child's risk of allergy as well. | The investigators based their findings on work involving 724 newborns (of whom 52% were female and 96% were Caucasian) studied from 1987 through 1996. By the time the children were 6 years old, more than 500 were still participating in the study.  The researchers began by recruiting pregnant women from middle class and affluent suburbs. When the babies were born, they tested the umbilical cord blood for immunoglobulin E, the antibody that causes allergies. They then followed the children for 7 years with home visits and telephone consultation, performing blood tests, skin prick tests, and lung tests to estimate the reactivity of the airways.  Because the study was intended to discover how indoor environment affects allergies, the researchers also collected data regarding cigarette smoking, dust, air quality, and pets in the homes and day care centers.  ``There's a lot of focus on the first year of life as being important in the development of the immune system,'' Johnson said. It is also known that people who live in countries that have less economic development also have much lower rates of allergy and asthma, but as countries industrialize, these diseases become more common.  If pets do protect children against allergies, it is not clear why this happens. Even if the reasons are unknown, more study is warranted.  ``We have to reexamine the standard advice of almost all allergists, who say that pets don't belong in a home with children,'' Johnson said. |   Article © 2000 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

(Today's article may be quite challenging for students. Encourage them to work through the activities one at a time in order to obtain a clear understanding of the article.)

**Pre-Reading Activities**

**A: Vocabulary - Notes**

This activity introduces key words used in today's article. If students are still unsure of their meanings they can use their dictionaries after they have read the two paragraphs.

**Reading Activities**

**A: Understanding the Headline - Answers**

**Part 1**

Is it possible that pets like dogs and cats are able to prevent young children from developing allergies?

**Part 2**

The answer is 'maybe': a study shows this result but more research is needed to check these results.

(You may need to discuss the phrase 'don't **run** **out** and buy...')

**B: Comprehension - Answers**

1. more than 700
2. 71.8%
3. less likely

**C: Summarizing - Answers**

1. The study looked / at 724 babies.
2. It was done / by the Henry Ford Health System in Detroit, Michigan.
3. It lasted / about 10 years from 1987 to the end of 1996.
4. Research done in Europe has shown that living /with a pet may protect a child from allergies.
5. It is the first study / from the US to show this result.
6. In contrast, other studies have shown that exposure to / allergens increases the chance of having an allergy.

**D: Understanding Point of View - Answer**

The writer thinks that pets may protect children from getting allergies to pets, dust mites etc.,..

**E: Language - Notes**

You may like to review basic sentence structure (Subject + modal verb + infinitive form of verb...) with students before they begin this task.  If some students have difficulty finding the first word of a sentence, remind them that the first letter of the first word is always capitalized.

**E: Language - Answers**

1.  Pets may protect children from allergies but it is not clear why this happens.   
2.  Children without pets may be more affected by allergens when they grow up.   
3.  Exposure to allergens, particularly in the first year of life, may increase the risk of allergies. OR Exposure to allergens may increase the risk of allergies, particularly in the first year of life.   
4.  Families can pass on allergies from generation to generation.   
5.  Doctors may need to reexamine their advice about pets and children.

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| **Weekly Warmer** |

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| **Amnesia**  This is a good way to practise formulating questions. My students have a lot of fun with it.  **Level:** Pre-Intermediate and above  **Language Aims:**  To formulate questions to get needed information.  **Time:** 10 minutes  **Preparation:** This warmer takes quite a bit of preparation. You will need to prepare cards containing personal information such as:   |  |  | | --- | --- | | NAME: AGE:  NATIONALITY:  HOMETOWN:  OCCUPATION:  NAMES OF PEOPLE IN YOUR FAMILY: ETC | Anthony Vierra,  36,  Italian,  Milan,  Airplane pilot,  Francesca, Sophia |   You choose what kind of personal information categories you wish to use, but be sure the categories are the same for everyone. Make one card for each student. 792_1  ***Procedure:***  1. Tell the students they have had an accident and cannot remember anything about themselves. Write the categories on the board:  (e.g. NAME, AGE, NATIONALITY, HOMETOWN, OCCUPATION, NAMES OF PEOPLE IN YOUR FAMILY, etc.).  Tell students that they can use these categories to ask questions about themselves.  2. Pin a card on the back of each student so they cannot see them.  3. Tell the students that information about them is pinned to their backs. They need to ask other students questions to find out about themselves.  4. Tell the students to stand up, walk around and ask students questions to get the needed information, at the same time answering other students' questions. Advise them to take some notes as they are asking questions.  5. After about 10 minutes, each student sits back down and uses their notes to tell the class about themselves.  6. When all of the students have shared their information, they can then compare their notes with the card on their backs.  By Eliana Stella,  Brazil  w020123sl |

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**Pre-Intermediate Instant Lesson™**

**An Important Meeting**

**Pre-Reading Activities**

**A: Who Am I?**

Your teacher will read you some sentences about a mystery person. Listen to them and decide who the person is.

**Reading Activities**

**A: Finding The Main Idea**

Read Part A of today's article and match each question with the correct answer. (Be careful, there are **two extra** answers!)

|  |  |
| --- | --- |
| 1. Who was at the **congress**? (A **congress** is a kind of meeting where people discuss things.) 2. What did the official statement say? 3. Where was the congress held? 4. When was the congress held? | *a. Santa is from Greenland. b. Father and Mother Christmases and Santa's helpers**from 12 countries.**c. July, 2003. d. December, 2003. e. Greenland.  f. Denmark* |

**Part A**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | Tue July 22, 2003 COPENHAGEN (Reuters) - Santa is from Greenland, according to an **official statement** from the world's Father Christmases at their congress in Denmark. 130 Father and Mother Christmases and Santa's helpers from 12 countries including Japan, Canada, Britain and Spain, discussed which **Nordic** country was their real home. | **Glossary: official** - from the government or someone important **statement** - something that you say or write **Nordic** - of the countries of Scandinavia |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Gap Fill**

Read Part B of the article and fill the gaps with the words below.

*know, 40th, comes, Kurt, Congress, reindeer, Greenland, argument*

**Part B**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | "It's a fact: he 1.\_\_\_\_\_\_\_\_\_\_ from 2.\_\_\_\_\_\_\_\_\_\_," said 3.\_\_\_\_\_\_\_\_\_\_ Flemming, chairman of the 4.\_\_\_\_\_\_\_\_\_\_ annual Father Christmas World 5.\_\_\_\_\_\_\_\_\_\_. | Greenland's delegate won the 6.\_\_\_\_\_\_\_\_\_\_ about the title, saying "We have lots and lots of 7.\_\_\_\_\_\_\_\_\_\_ in Greenland. Didn't you 8.\_\_\_\_\_\_\_\_\_\_that?"  **Glossary:** title - the name for something important, e.g. World Champion |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Mixed Sentences**

Here are some sentences about Part C of the article but the words are jumbled. Put the words in order to make the sentences.

1. presents / nice / year / Santas / said / that / children / The / would / bigger / get / this  
2. smaller / politicians / would / said / The / Santas / get / presents  
3. also / Flemming / clown / works / a / circus / as

**Part C**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | Feeling happier, the Santas promised bigger presents for children this year -- "if they've been nice. And most have. But politicians get smaller ones," said Flemming, who also works as a circus clown outside the Christmas season. |  |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**D: True or False**

Read Part D of the article below and decide whether the statements are **true (T)** or **false (F)**.

1. The congress was held in the summer.  
2. The people who were at the congress wore Santa costumes.  
3. Rudolph the Red-Nosed Reindeer was at the congress.  
4. There was a parade after the delegates had talked together.  
5. The delegates went to the beach before the debate.

**Part D**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | The **delegates** wore white beards and red hats and robes in the summer heat. After their **debate**, the delegates paraded through Copenhagen to the music of "Rudolph the Red-Nosed Reindeer." They cooled their feet on a beach and enjoyed Danish pastries and beer. | **Glossary: delegates** - the people at the congress; representatives **debate** - a discussion of something important |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**E: Comprehension**

Answer the questions for Part E of the article.

1. Which country did not have a delegate at the congress?2. What title are Greenland and this country rivals for?

**Part E**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | Finnish Lapland, **rival** of Greenland for the title, was not **represented** at the congress. | **Glossary: rival** - someone who is competing with you or trying to win something you want **represent** - to speak or do something for another person or other people |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**F: Sequencing**

Here are the six parts of the article you have already looked at. Put them in the correct order. (One is done for you as an example.)

1. ***Part F***  
2.  
3.   
4.  
5.   
6.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | **Part A** Tue July 22, 2003 COPENHAGEN (Reuters) - Santa is from Greenland, according to an official statement from the world's Father Christmases at their congress in Denmark. 130 Father and Mother Christmases and Santa's helpers from 12 countries including Japan, Canada, Britain and Spain, discussed which Nordic country was their real home.  **Part B** "It's a fact: [Santa] comes from Greenland," said Kurt Flemming, chairman of the 40th annual Father Christmas World Congress.  Greenland's delegate won the argument about the title, saying "We have lots and lots of reindeer in Greenland. Didn't you know that?"  **Part C** Feeling happier, the Santas promised bigger presents for children this year -- "if they've been nice. And most have. But politicians get smaller ones," said Flemming, who doubles as a circus clown outside the Christmas season. | **Part D** The delegates wore white beards and red hats and robes in the summer heat. After theirdebate, the delegates paraded through Copenhagen to the music of "Rudolph the Red-Nosed Reindeer." They cooled their feet on a beach and enjoyed Danish pastries and beer.  **Part E** Finnish Lapland, rival of Greenland for the title, was not represented at the congress.  **Part F Santa Is from Greenland** |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**Post-Reading Activities**You may do one or more of these**.**

**A: Sharing Experiences**

What does 'Christmas' mean to different people? Read what the four people below have to say.

*Person A: It's a time for children. The kids have stockings when they first wake up. They think they come from Santa. I like watching them open their gifts. And I like the Christmas tree. We buy a small pine tree and bring it home. We put colored lights on it.*

*Person B: It's a happy day for us. My family thinks about the birth of Jesus Christ on Christmas Day. We go to church. Then we come home and some of my cousins come to our house. We open gifts. We have a big dinner with roast meat and vegetables and Christmas pudding. It's summer here at Christmas, so it feels strange eating a hot dinner on a warm day.*

*Person C: We open our gifts on Christmas Eve. We try to be nice to each other on Christmas Day. We smile at the neighbors and wish them a happy Christmas. It's very cold and it sometimes snows.*

*Person D: I don't like Christmas much. We don't have much money so we can't buy nice presents for our children. That makes me feel sad. And I feel sorry for the people who don't have any family. They must feel very lonely at Christmas.*

**B: Complete The Picture**

Work in pairs, one of you is Student A; the other is Student B. Your teacher will give Student A a picture. Student B will have the same picture but some things are missing from it. Student A tells Student B about his / her picture and tells Student B what to draw to complete his / her picture. Do not show your picture to your partner until you have finished!

**C: Pair Crossword**Your teacher is going to divide the class into two groups and give each person half of a crossword about Christmas. You are going to explain these words in English to a partner from the other group. Think about how to explain the words on your crossword.   
  
Now find a partner from the other group. One of you is Student A, the other is Student B. Work together and fill in the crossword. Ask and answer questions with your partner. Do not show the other person your words!

1331_1

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Who Am I? - Notes**

Read the sentences below about the mystery person. Read them at a normal speed. Students could work in pairs and could be allowed to interrupt you to suggest the names of people, or you may prefer to have them answer after you have finished. The clues about the mystery person become easier, so that by the end of them, everyone should be able to guess his identity!

Alternative: Tell students you will dictate some sentences to them. They write them all down and guess the identity of the mystery person.

**A: Who Am I? - Text To Be Read Aloud To Students**

I keep lots of animals.  
I don't drive a car.   
I am a happy person.  
I am old.  
I like good children.  
I live in a cold country.  
I wear boots.  
I have a white beard.  
I wear a red hat and a robe.  
I am very busy on the night of December 24 every year.

**A: Who Am I? - Answer**

Santa Claus (Also known as Saint Nicholas and Father Christmas).

**Reading Activities**

**A: Finding The Main Idea - Answers**

1. b, 2. a, 3. f, 4. c. (Answers d. and e. are not used.)

**B: Gap Fill - Answers**

1. comes, 2. Greenland, 3. Kurt, 4. 40th, 5. Congress, 6. argument, 7. reindeer, 8. know.

**C: Mixed Sentences - Answers**

1. The Santas said that nice children would get bigger presents this year.  
2. The Santas said politicians would get smaller presents.  
3. Flemming also works as a circus clown.

**D: True or False - Notes**

Rudolph is a reindeer known from the song 'Rudolph the red-nosed reindeer', who according to the song, was chosen by Santa to be the lead reindeer in his sleigh team because Rudolph's nose glows red so Santa can see his way as he travels the world to deliver presents to good children everywhere.

**D: True or False - Answers**

1. T, 2. T, 3. F, 4. T, 5. F (they went after the debate).

**E: Comprehension - Answers**

1. Finnish Lapland, 2. The home of Santa Claus.

**F: Sequencing - Notes**

Check that students understand that they have not looked at the parts of the article in the correct order. Using their understanding of the different parts, they now put it together in a logical sequence. It is quite likely that students will not get all the answers right. They should be able to put most of the parts into the correct order, but will probably have difficulty with Part E. They may well miss the clue for Part C too--i.e. 'Feeling happier,' -- the Santas felt much happier after their time of eating and relaxing at the beach . This encouraged them to say nice things about Christmas 2004.

**F: Sequencing - Answers**

1. Part F, 2. Part A, 3. Part B, 4. Part D, 5. Part C, 6. Part E.

**Post-Reading Activities**

**B: Complete The Picture - Notes**

Give out the two pictures. Student A describes his / her picture to Student B who draws the things on his / her picture. Student B tries to make his / her picture look as much as possible like Student A's picture, but does this without seeing the picture. Student B asks questions about Student A's picture and Student A answers the questions.   
  
You may like to write some words on the board to help students: e.g. *sleigh, reindeer, gifts, chimney, roof, moon.*

**B: Complete The Drawing - Pictures To Be Given To Students**

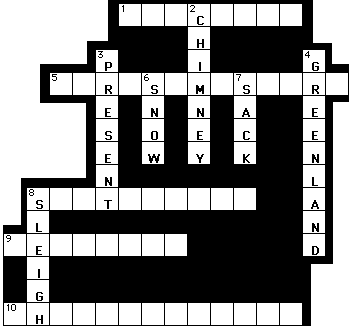
**Picture for Student A  
**

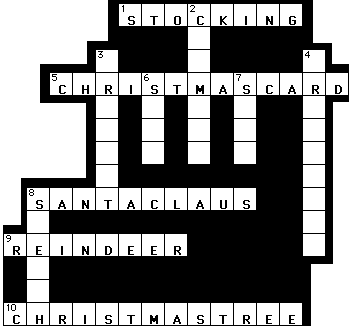
**Picture for Student B  
**

**C: Pair Crossword - Notes**

This is an information exchange activity. One student has the answers the other student needs. It's up to the student seeking the answers to work out what the missing words are by asking questions and listening to their partner's definitions. Have one student fill in their crossword first and then have the students switch roles. Remind students that the words are all about Christmas.

**C: Pair Crossword - To Be Copied And Given To Students**

**Crossword for Student A**

**Crossword for Student B**

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**Pre-Intermediate Instant Lesson™**

**An Unusual Job**

**Pre-Reading Activities**

**A: Find someone who...**

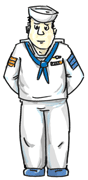
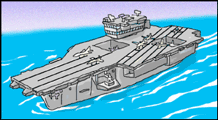
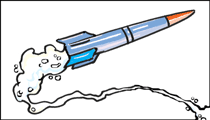
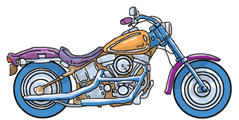
Your teacher will give you a card. On this card is the name of a job. Pretend that the job on the card is your job.

You are at a party.Introduce yourself to the other people at the party and find out what they do. Tell them about your job.

Your teacher will also give you a worksheet. Ask questions of the other people at the party to find out which of the people match the descriptions on your worksheet.

**B: Language**

Look at the pictures and match them with the words. They will help you with some of the words in today's article. (You may use your dictionary as well.)

*aircraft carrier, car salesman, missile, Harley Davidson, sailor*1.2.  
3. 4.  
5.

**Reading Activities**

**A: Understanding the Headline**

The headline of an article often tells you the main idea. Read the headline of today's article and answer the questions.

**Car Salesman Sells Cars on a US Carrier**

1. What is the man's job?  
2. Where does he work?  
3. Who do you think his customers are?

**B: Completing the Gaps**

Today's article is about a car salesman. Use Part One of the article to complete this form about him.

|  |
| --- |
| **Name: Job: Country:  Age:  Color of Hair: Place of Work:  Length of Time he has spent in his present job:  Things he sells:** |

**Part One**

|  |  |  |
| --- | --- | --- |
| **Car Salesman Sells Cars on a US Carrier** By Claudia Parsons   |  |  | | --- | --- | | ONBOARD USS CONSTELLATION Thu Jan 16 (Reuters) - A missile storage space on a US aircraft carrier is a strange place to find a car salesman but Paul St Pierre is not an ordinary car salesman.  From Grimsby in the north of England, St Pierre has spent the last five years on U.S. navy ships selling motorbikes and cars to sailors with plenty of time on their hands and nowhere to spend their money. | "Most people find it quite amusing having a Brit on the ship," says St Pierre, a sandy-haired man of 49.  (Continued/...) |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Writing Questions**

Below are some answers to questions for Part Two of the article. Read Part Two and write a question for each answer.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (*You write the question*.)  
*Outside one of the ship's canteens, next to a row of missiles.*

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
*Harley Davidsons.*

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*The ship is in the Gulf supporting Operation Southern Watch.*

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
*Pilots.*

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) From where he sits outside one of the ship's canteens, in a tiny space next to a row of guided missiles, St Pierre sells vehicles worth up to $80,000.  "The biggest interest is always Harley Davidsons."  The U.S.S. Constellation where St Pierre is currently doing business is in the Gulf supporting Operation Southern Watch which patrols a no-fly zone over southern Iraq. | "Even though they may be in a **conflict,** they still have **down time**." St Pierre says pilots are particularly keen on the big motorbikes.  (Continued/...)    **Glossary:**  **conflict -** a fight **down time** **-** the time when someone is not working |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**D: True or False**

Read the statements below and decide if they are true (T) or false (F) by comparing them with Part Three of the article.

1. US car production companies are happy that St. Pierre sells their products on the ship.  
2. The price that St. Pierre sells motorbikes for is a lot cheaper than the normal price.  
3. Sailors on the ship pay between $18,000 to $30,000 for a RSCA V-Rod Harley Davidson.  
4. St. Pierre lives on the ship for several weeks at a time.  
5. St Pierre hopes to sell 300 vehicles during his three or four weeks on the ship.

**Part Three**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) St Pierre's company has a **contract** with the U.S. military and major U.S. auto manufacturers to sell cars and motorbikes at **factory prices**, meaning a big saving for the buyer. He can sell a sailor a VRSCA V-Rod Harley Davidson for $18,000 and says the average saving on a Harley would be around 25 percent. "There's been reports of them reaching up to $30,000 in the States." | St Pierre will typically stay on board for periods of several weeks and expects to sell around 200 to 300 vehicles in a six month stint with a carrier.  **Glossary:**  **contract -** an official legal agreement **factory prices** - a price which is lower than the normal price |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**E: Choose the Best Answer**

Read the whole article again and choose the best answer for each statement below.

1. On the ship sailors...

a. still have free time even when they may be in the middle of a war.  
b. like to spend time riding Harley Davidsons.  
c. think St Pierre is amusing because he is a car salesman.

2. The journalist who wrote this article probably thought people would be interested in St Pierre because...

a. he sells Harley Davidsons at factory prices.  
b. he comes from Britain but now works in the States.  
c. he is a car salesman selling expensive motorbikes and cars on a warship.

3. The article says that it is unusual...

a. to find a car salesman working on a aircraft carrier.  
b. to find a person from Grimsby on an aircraft carrier.  
c. to find pilots who are interested in motorbikes.

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

Read this sentence from the article:

"Even though they may be in a **conflict** they still have **down time**."

The first idea here is: sailors may be in a conflict.  
The second idea is: they still have free time.

The words '**even though**' are used here to show us the difference in these two ideas.

**Even though** has a very similar meaning to '**although**'. It may be used when the writer wants to stress a surprising idea. **Even though** is a conjunction that joins the two ideas in one sentence.

Here are some sentences with 'even though'. Match each beginning with an ending.

**Beginnings**1. Even though sailors may buy Harley Davidsons from St. Pierre,...  
2. Even though St Pierre is British,...  
3. Even though life on a warship may be dangerous,...  
4. Even though some sailors have plenty of money,...  
5. Even though sailors and pilots may be extremely busy in a conflict,...  
6. Even though pilots spend much of their time in the air,...

**Endings**...St Pierre enjoys his life as a carsalesman on a carrier.  
...he is working on an American warship.  
...they still enjoy the opportunity to ride big motorbikes on the ground.  
...they still need time to relax.  
...they have few opportunities to spend it.  
... they will not get them until they return to shore.

**B: Advantage or Disadvantage?**

What would be the good things or advantages about St Pierre's job working on an aircraft carrier? What would be the disadvantages? Read the ideas below and decide whether they are advantages or disadvantages. Then think of 3 more advantages and disadvantages.

**Ideas***You have the opportunity to travel.  
Life could be very dangerous during a conflict.  
You would get to know a group of people well because you live with them.  
You have few opportunities to spend the money you make as a salesman.  
You have to stay on the ship for long periods of time.  
Life could be boring for some periods of time and exciting during other times.  
You have a lot of opportunities to talk to your customers.*

**C: Short Article**

Work in pairs.You are St Pierre. Imagine that you have been asked to write a short article for your old high school magazine about what it is like to sell Harleys on a warship. Using your ideas from Post-Reading Activity B, write a short article on this topic.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Find someone who... - Notes**

Give each of the students one of the cards. Take the cards back once the students have looked at them. The students imagine they are at a party and mingle, trying to find out about the other people at the party. They can use their own names but should pretend that they do the job on their card.  
  
Before they begin mingling, you could talk about the kinds of questions people ask each other about work, especially in an informal setting like this. Students may need time to understand the information on their cards.

As they mingle they try to find out the answers to the questions on the cards, writing the name of the person who fits the description next to it on their worksheet.

**A: Find someone who... - Cards to be Given to Students**

**Student 1**  
You are a florist. You own a flower shop next to a hospital. You love your work although it is very busy sometimes.

**Student 2**  
You work as Santa Claus in shopping malls at Christmas time asking little children what they want for Christmas. You find your work very hot as you have to wear a red suit, white beard and boots.

**Student 3**You are a racing car driver. You race Formula 1 cars and are very successful. You sometimes wonder why you spend every day driving a car but going nowhere.

**Student 4**You are a photographer. You usually take photos of babies and children. It's often very difficult to get the children to look happy but you are very good at your job.

**Student 5**  
You are a hairdresser. You have only done this job for two years so you still have a lot to learn. You love making your customers look good.

**Student 6**You are a car mechanic. You repair people's cars. You don't like your work very much and want to go back to school to do more study. You would like to be a pilot.

**Student 7**You are a teacher. When you were a child, you wanted to be a singer but then you realized your voice wasn't good enough. You work very hard but your students are very nice.

**Student 8**You are a clown. You work in a circus making people laugh. The pay isn't very good but you enjoy traveling around the country.

**Student 9**You are an ice-skating coach. You teach people how to skate. You love your job. You wanted to be a famous ice-skater when you were young but you hurt your leg very badly.

**Student 10**You work in a zoo. You look after the lions. You enjoy your job but you do not like cleaning the lions' cage.

**A: Find someone who... - Worksheet to be given to Students**

|  |
| --- |
| Find someone who works with children. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who wanted to be a singer. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who makes people laugh. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who makes people look good. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who works in a hospital. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who always feels hot at work. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who drives a car but doesn't go anywhere. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who wants to go back to school. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who works with large animals. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Find someone who works in a very cold place. **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**B: Language - Answers**

1. sailor, 2. aircraft carrier, 3. missile, 4. car salesman, 5. Harley Davidson.

**Reading Activities**

**A: Understanding the Headline - Answers**

1. A car salesman.  
2. On an American aircraft carrier.  
3. Sailors / pilots / people on the ship.

**B: Completing the Gaps - Answers**

**Name:** Paul St Pierre **Job:** Car Salesman **Country:** Britain **Age:** 49 **Color of Hair:** Sandy **Place of Work:** U.S. aircraft carrier, the USS Constellation **Length of Time he has spent in his present job:** last 5 years  
**Things he sells**: Motorbikes and cars

**C: Writing Questions - Sample Answers**

1. Where on the ship does St Pierre sell the cars and motorbikes? / Where does he work on the ship?  
2. What are the sailors on the ship most interested in?  
3. Where is the U.S.S. Constellation at the moment?  
4. Who are particularly keen on the big motorbikes?

**D: True or False - Answers**

1. T, 2. T. 3. F (They pay $18,000.), 4. T, 5. F (He hopes to sell this number during a six month stint.).

**E: Choose the Best Answer - Answers**

1.a, 2.c, 3. a.

**Post-Reading Activities**

**A: Language - Answers**

1. Even though sailors may buy Harley Davidsons from St. Pierre, they will not get them until they return to shore.  
2. Even though St Pierre is British, he is working on an American warship.  
3. Even though life on a warship may be dangerous, St Pierre enjoys his life as a carsalesman on a carrier.  
4. Even though some sailors have plenty of money, they have few opportunities to spend it.  
5. Even though sailors and pilots may be extremely busy in a conflict, they still need time to relax.  
6. Even though pilots spend much of their time in the air, they still enjoy the opportunity to ride big motorbikes on the ground.

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|  |
| --- |
| **Weekly Warmer** |

|  |
| --- |
| **And The Winner Is...**  This warmer is designed to be done before the U.S. Annual Academy Awards.  **Level:** Pre-Intermediate and above  **Language Aims:**  To practice arguing for or against something. To discuss choices and express opinions.  **Time:**15 - 20 minutes  **Preparation:** Use a search engine to print off a list of the Oscar nominees (for 2005, the web address was http://www.oscar.com/nominees/nominees.html) and make copies for your students of the most popular categories (e.g. best actress, best actor, best picture, best song).  ***Procedure:***  1. Place students in pairs.  2. Ask students to go through the list of nominees and in their pairs decide which nomination deserves the Oscar. Encourage them to discuss and give reasons for their choice. You may like to write some agree / disagree and expressing opinions language on the board: (e.g. *I think that... because... / I agree with you...because... / I'm sorry but I think that...*) They should mark off a choice for each category.  3. Ask students to put their nomination forms in a box. Ask two or three students to collate results.  4. Ask one student to be M.C. and announce the winners.  **Variation:** Have an 'Oscars' class with students choosing which actress / actor they would like to be. Hold interviews before the Awards, have other class members announce winners and then ask for acceptance speeches from the 'winners'.  w050216f |

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**Animal Friends**

**Pre-Reading Activities**

**A: Predicting**

You are going to read two articles today. Before you read the articles look at the following words and try and guess what the articles are about:

**Article A:** *locals, Adriatic Sea, hung on, Gulf, dubbed, dolphin, drown, realize.*

**Article B:** *vets, SPCA, mascot, breeder, kennels, Cape Town, propose, tug-of-love.*

**B: Vocabulary Check**

Choose a suitable word from those above and complete the sentences below. (You will not use all the words.)

1. A \_\_\_\_\_\_\_\_\_\_\_\_ is someone or something that brings sportsmen and sportswomen luck.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are animal doctors.
3. A place where dogs stay is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. A \_\_\_\_\_\_\_\_\_\_\_\_ is an area of sea shaped like a big bay.
5. To suggest something is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ something.
6. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is when two or more people fight for the same loved one.
7. The \_\_\_\_\_\_\_\_\_\_\_\_\_ is an organization which takes care of animals.
8. John was \_\_\_\_\_\_\_\_\_\_\_ "Einstein" by his classmates because he was very intelligent.
9. At first I didn't \_\_\_\_\_\_\_\_\_\_ it was Susan because she had dyed her hair and lost a lot of weight.

**Reading Activities**

**Worksheet for Student A**

**A: Gap Fill**

Read Article A and fill in the missing words from the list below.

**Article A**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | MANFREDONIA, Italy, Monday August 28 (Reuters) - A dolphin saved (1)\_\_\_\_\_\_\_\_ 14-year-old boy from drowning in (2)\_\_\_\_\_\_\_\_ Adriatic Sea on Monday, pushing him to the surface and helping (3)\_\_\_\_\_\_\_\_ to a nearby boat. The boy, (4)\_\_\_\_\_\_\_\_ could not swim, told Italian news agency ANSA he fell from the boat as he was sailing (5)\_\_\_\_\_\_\_\_ his father in the Gulf of Manfredonia, off the southern Italian coast. | "When I realized it was Filippo, I hung on to him," the boy said, referring to the dolphin. The (6)\_\_\_\_\_\_\_\_ carried the boy to the boat (7)\_\_\_\_\_\_\_\_ swam away.  The dolphin (8)\_\_\_\_\_\_\_\_\_ lived in the gulf's waters for years, (9)\_\_\_\_\_\_\_\_\_\_ say, and has (10)\_\_\_\_\_\_\_\_ dubbed Filippo. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

***been, with, a, who, locals, him, and, has, the, mammal\****

\***mammal** - any animal that drinks milk from its mother's body when it is young

**B: Comprehension**

Answer the following questions about Article A.

1. What saved the boy?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Why did he nearly drown?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Who was with the boy in the boat?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What do local people say?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. How exactly was the boy saved?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**End of Worksheet for Student A**

**Worksheet for Student B**

**A: Gap Fill**

Read Article B and fill in the missing words from the list below.

**Article B**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | CAPETOWN Wednesday August 16 Reuters)- South African vets are carrying out DNA tests to decide ownership of (1)\_\_\_\_\_\_\_\_ dog at the center of a tug-of-love between the crew of a Taiwanese cargo ship (2)\_\_\_\_\_\_\_\_ a Cape Town woman.  "This is the first time I have known anything like this," Shaun Bodington, chief inspector of the local Society for the Prevention of Cruelty to Animals (3)\_\_\_\_\_\_\_\_ Reuters Tuesday. " I (4)\_\_\_\_\_\_\_\_ the bill will be about 1,000 rand all in."  The crew insist the German Shepherd dog, (5)\_\_\_\_\_\_\_\_ they call Parpi, is a mascot who came from a local breeder 11 months ago and was (6)\_\_\_\_\_\_\_\_ the ship when they entered port. But local resident Stella Fuller says the dog is (7)\_\_\_\_\_\_\_\_ Max and disappeared a month ago from her mother's house. | Police (8)\_\_\_\_\_\_\_\_ called in after Fuller spotted the dog and said it had been kidnapped by the sailors who, local rumor had it, were proposing to put (9)\_\_\_\_\_\_\_\_ on the menu.  At present the dog is at the SPCA kennels. The DNA tests will show whether the dog came from the local breeder or if there has been a case of (10)\_\_\_\_\_\_\_\_ identity. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

***it, told, which, a, reckon\*, and, mistaken\*, called, on, were***

\***reckon** - to think, to believe something is true because you have thought about it  
\***mistaken** - wrong

**B: Comprehension**

Answer the following questions about Article B:

1 Why are vets doing DNA tests?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 The dog has two names. What are they?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 Who wants the dog?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 What does Stella Fuller say?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 What do the Taiwanese crew say?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**End of Worksheet for Student B**

**Worksheet for Students A and B**

**C: Tell Someone Else**

Work in pairs (one Student A works with one Student B). Explain in your own words (do not read directly from your article) what your article is about to your partner. Do not look at your partner's article. Ask questions when you don't understand.

Start something like this:

*Student A "What's your article about ?"  
Student B " It's about a \_\_\_\_\_\_\_\_\_\_ ."  
Student A " Sounds interesting, tell me more."  
Student B " ................................................"*

**D: Write a Summary**

Your partner has told you about their article and you asked questions about it. Now write a summary of your partner's article. (Do not look at your partner's article.)

**Student** **A**: start your summary like this:

*A German Shepherd dog ...(you continue...)*

**Student** **B**: start your summary like this:

A 14-year-old Italian boy ...*(you continue...)*

**E: Checking Information and Language**

Now exchange your written summaries and check your partner's grammar and information. Your teacher will help.

**F: Reading and Understanding**

Well done! You have completed all the activities! Now you can read the other article. Ask your teacher for a copy.

**Post-Reading Activities**You may do one or more of these**.**

**A: Writing Headlines**

After you have read both Articles A and B work with your partner and write suitable headlines for the articles.

**B: Role Play**

Work in groups of three and take one of these roles:

**Student A:** You are Shaun Bodington, the SPCA Inspector from Article B. Student B is Stella Fuller and Student C is a member of the crew of the Taiwanese cargo ship . Ask Students B and C to explain how they know the dog belongs to them.

**Student B:** You are Stella Fuller from Article B. You believe that the dog belongs to you. Student A is Shaun Bodington, the SPCA Inspector and Student C is a member of the crew of the Taiwanese cargo ship. Explain to Students A and C why you know the dog belongs to you.

**Student C:** You are a member of the crew of the Taiwanese cargo ship from Article B. You believe that the dog belongs to you. Student A is Shaun Bodington, the SPCA Inspector and Student B is Stella Fuller. Explain to Students A and B why you know the dog belongs to you.

**C: Writing an Interview**

Work alone and write a short interview between the boy in Article A and a reporter. Think of questions the reporter might ask and what the boy might answer.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Predicting - Notes**

Students have a chance to preview some of the words from the articles and can check the meanings of any they are not sure of.

**B: Vocabulary Check - Answers**

1.mascot; 2.vets; 3.kennels; 4.gulf; 5.propose; 6.a tug-of-love; 7.SPCA; 8.dubbed; 9.realize.

**Reading Activities**

**A and B: Gap Fill and Comprehension - Notes**

Article A is read by Student A, and Article B is read by Student B. Do not let the students see each other's articles.

After students complete an activity put all the Student As together and all the Student Bs together to check their answers. (i.e. Student As compare answers after they have completed Activity A etc.)

**A: Gap Fill - Answers for Student A**

1.a; 2.the; 3.him; 4.who; 5.with; 6.mammal; 7.and; 8.has; 9.locals; 10.been.

**A: Gap Fill - Answers for Student B**

1.a; 2.and; 3.told; 4.reckon; 5.which; 6.on; 7.called; 8.were; 9.it; 10.mistaken.

**B: Comprehension - Answers for** **Student A**

1 A dolphin.  
2 He fell into the water and he couldn't swim.  
3 His father.  
4 They say the dolphin is called Filippo and has lived in the gulf's waters for years.  
5 The dolphin pushed him to the surface and carried him back to the boat.

**B: Comprehension - Answers for Student B**

1 They are trying to decide ownership of a dog.  
2 'Parpi' and 'Max.'  
3 Stella Fuller, a Cape Town woman, and the crew of a Taiwanese cargo ship.  
4 She says the dog is called Max and it disappeared a month ago from her mother's house. She believes it had been kidnapped by the sailors.  
5 They say the dog came from a local breeder 11 months ago and was on board when they entered port.

**C: Tell Someone Else - Notes**

Students now work in pairs, one Student A with one Student B.

**E: Checking Information and Language - Notes**

Students read their partners' summaries and check them, looking to see if they have 1) correct information (this tests whether or not their partner understood their answers to questions in Activity C and also whether they gave their partners the right information) and 2) language (they see if they can spot any grammatical errors in their partners' work and discuss how these might be corrected.)

Students can ask you for help with the second aim and you can also circulate doing a final check when pairs have finished and answering questions as they arise.

**F: Reading and Understanding - Notes**

When students have finished all the other Reading Activities give them a copy of their partner's article.

**F: Reading and Understanding**

**Article A (To be given to Student B's after they have completed Activity E.)**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | MANFREDONIA, Italy, Monday August 28 (Reuters) - A dolphin saved a 14-year-old boy from drowning in the Adriatic Sea on Monday, pushing him to the surface and helping him to a nearby boat. The boy, who could not swim, told Italian news agency ANSA he fell from the boat as he was sailing with his father in the Gulf of Manfredonia, off the southern Italian coast | "When I realized it was Filippo, I hung on to him," the boy said, referring to the dolphin. The mammal carried the boy to the boat and swam away.  The dolphin has lived in the gulf's waters for years, locals say, and has been dubbed Filippo. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Article B (To be given to Student A's after they have completed Activity E.)**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | CAPETOWN Wednesday August 16 (Reuters)- South African vets are carrying out DNA tests to decide ownership of a dog at the center of a tug-of-love between the crew of a Taiwanese cargo ship and a Cape Town woman.  "This is the first time I have known anything like this," Shaun Bodington, chief inspector of the local Society for the Prevention of Cruelty to Animals told Reuters Tuesday. " I reckon the bill will be about 1,000 rand all in."  The crew insist the German Shepherd dog, which they call Parpi, is a mascot who came from a local breeder 11 months ago and was on the ship when they entered port. But local resident Stella Fuller says the dog is called Max and disappeared a month ago from her mother's house. | Police were called in after Fuller spotted the dog and said it had been kidnapped by the sailors who, local rumor had it, were proposing to put it on the menu.  At present the dog is at the SPCA kennels. The DNA tests will show whether the dog came from the local breeder or if there has been a case of mistaken identity. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Post-Reading Activities**

**A: Writing Headlines – Notes** Accept any sensible variations on the headlines below.

**A: Writing Headlines – Answers** These are the original headlines:

Article A: **Dolphin** **Saves** **Boy** **From** **Drowning**

Article B: **Dog** **in** **Tug-Of-Love** **DNA** **Tests**

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| **Weekly Warmer** |

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| *Please print this page for use in the classroom.*  **Animals**  **Level:** Pre-Intermediate and above  **Language aim:** Vocabulary revision and the creation of lexical sets around the topic 'animals'.  **Time:** 10 minutes.  Note: This activity can be used to revise many other word sets, not just the names of animals  ***Procedure:***  **Preparation:** A clean board and selection of chalks or marker pens  **1.** Divide the class into three groups.  **2.** Divide the board into three equal columns with two vertical lines.  **3.** Ask each group to think of a group/team name, then write the team name on the top of each column on the board .  **4.** Get the students to stand up and stand by the board. Give one member from each group a chalk/pen.  **5.** Tell students that they will have 2 minutes to write down as many animal names as they can on the board in their team's column. The person with the pen writes whilst the other members of the team think of animal names and help with spelling. The team with the most correctly spelled animal names at the end of two minutes wins (you may like to award a prize of some sort ).  **6.** Check your watch and say 'GO' ! You may like to shout when there is only a minute left.  **7.** At the end of 2 minutes, ask the students to sit down. Count the names on the board, check for spelling and practice any difficult pronunciation patterns. Announce the winning team.  **8.** Finally ask students to write down in their vocabulary books any words that they did not know.  **Additional Activity.**  You may like to follow up this activity with a 'mingling' exercise. All students stand up and come to the front of the class. When you (the teacher) claps, students find a new partner. Each student looks at the board and chooses an animal but does not tell his/her partner what the animal is. In pairs the students ask and answer yes/no questions until they can guess the name of the animal that their partner has chosen. Example questions could include:  "Does it have fur ?" "Is it a mammal ?" "Does it come from Africa ?" " Has it got a long tail ? " etc.,.  This activity can be repeated 3 or 4 times with different partners.    **Many thanks to Pamela Jones for this week's warmer.**  w031099j |

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| **Weekly Warmer** |

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| **Are you a Giraffe?**  This lively warmer is a nice complement to the many Instant Lessons with an animal topic. It ties in very nicely with the lesson "**Shelter Pup Finds Career**".  **Level:** Pre-Intermediate and above  **Language Aims:**  To use Yes / No questions to work out names of animals.  **Time:** 15 minutes  **Preparation:** Make a list of five animal names that all of the students should be familiar with. You may want to make the last word in the list more difficult than the others (e.g. *tiger, snake, elephant, turtle, whale*).  ***Procedure:***825_1 1. Divide students into teams of four or five. For example, if there are 15 students in your class, divide them into three groups of five. If there are 12 students in your class, divide them into three groups of four. If there are fewer than 10 students in your class, divide them into two groups. Arrange the teams into little discussion groups around the room. Stand in a central position in the room so you are easily accessible to all of the groups.  2. Tell the students that one of their team mates is an animal. Their goal is to guess as quickly as possible what kind of animal he / she is . However there are some rules they must adhere to:  **A.** *They must ask only Yes / No questions.* **B.** *All asking and answering of questions must be done in English.*  3. Begin by showing the messengers, i.e. the student chosen by their team to begin the game, the name of the first animal. The messenger then runs back to his / her group and awaits his / her group's Yes / No questions. The messenger can only give short answers (e.g. "Are you a big animal." "Yes, I am.").  4. As soon as a group guesses an animal correctly (Note: It must be in the form of a question (e.g. "Are you an elephant?" "Yes, I am!")), the next messenger in the group rotation comes to you to see the name of the next animal is and then goes back to his / her group to await questions. It is important that you keep an eye on each group's progress so that you know which word to show each messenger, since each group will probably be guessing words at different times.  5. This procedure continues until all five animal names have been guessed. The team to guess the five animal names the fastest is the winner.  Note: It is important that all of the members of each team get their turn at being messenger. In the case of smaller teams, some students will be messengers more than once.  by Alison, New Zealand  w020306a |

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| **Weekly Warmer** |

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| **At the Movies!**  This warmer is an interesting and effective way to introduce a new theme or topic.  **Level:** All levels (provided an appropriate selection of video segment is used).  **Language Aims:**  To encourage spoken fluency. To increase vocabulary, reading, listening and speaking skills. To encourage student teamwork in problem solving.  **Time:** 20 - 30 minutes  **Preparation:**Use a home video, film, or movie segment of not more than three minutes. The segment should target conversation concerning the topic area your students are preparing to study. Have a transcript of the segment prepared in advance as a student handout.  ***Procedure:*** 852_1 1. Explain to the students that you will show them a video with a short conversation. They should listen for understanding. They are not allowed to take notes nor use a dictionary.   2. After the segment, have students pair up and instruct them to read the transcript of the segment very carefully. If they find a word they don't understand, they are to discuss it among themselves to see if their partner knows the definition of the word.  3. If both students do not know the meaning of a word, they are to circle it. When they finish reading the transcript, they are to write the word(s) they do not understand on the blackboard.  4. When all of the students are finished, ask for volunteers in the room to provide the meaning of the words on the board. If no one knows the meaning of a word, the teacher can provide the definition.  5. After all unknown words have been defined, have the students watch the segment a second time.  6. Have your students go to groups of four or more and discuss the segment and their understanding of the conversation.  **Further Activity:** After students have discussed the segment in groups, have them practice and act out the conversation using the transcript.  w020410sl |

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| **Weekly Warmer** |

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| **Auction, Auction**  This is a good warmer for reviewing large numbers and guarantees student attention.  **Level:** Pre-Intermediate and above  **Language Aims:** To review large numbers. To say large numbers correctly in English.  **Time:** 10 minutes  **Preparation:** None  ***Procedure:***  1. Tell students that they are at an art auction and they are going to bid on a beautiful painting. Their aim is to outbid the other students for the beautiful painting.  2. Inform the students that this auction is a little different because to make a bid, a student must double the previous bid.  3. Select a student to begin bidding at $1. The next student in turn must double that ($2), and the next student after that must double that ($4).  4. Before long students will find themselves in the high numbers, which will become more and more challenging as they continue.   5. When a student gives a correct number, that student earns one point. Students should keep track of their points during the activity.  6. The student with the most points at the end of the activity is the winner.  **Note:** Decide how long the activity is going to last before it begins. For example, tell the students at the beginning of the activity that the first one to reach five points will be the winner.  **Alternative Activity:** This game can be played using any factor, such as multiplying the number by 3, rather than 2, each time.  By Abena Baiden  w030602sl |

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**Pre-Intermediate Instant Lesson™**

**Bad Parking**

**Pre-Reading Activities**

**A: Chain Story**

Sit in a circle. One student will be given a short story to read. This student will then tell the next student in the circle what he/she has read. Each student then tells the student next to them what they heard. When the story reaches the last person in the circle, this person tells the whole group what he/she heard, and this is compared with the original story.

**B: Understanding the Headline**

Look at the headline of today’s article.

**‘Bad Parking Choice Trips Up Criminal’**

Work with a partner to try and understand the headline. You may use a dictionary. Answer the questions below.

1. What happens if you ‘**trip** someone **up**’?  
2. What do you think 'trip up' means in today's headline?  
3. Write a few sentences to say what you think the article is going to be about. Be ready to share this with the class.  
4. Brainstorm a list of words related to the topic that you think might appear in the article. The first few are provided for you: *criminal, crime, police,...*

**Reading Activities**

**A: Read and Retell**

Read today’s article without using a dictionary. When you have finished, retell the main ideas of the article to your partner from Pre-Reading Activity B.

Think about: *Who? What happened? Where?*

Now look back at your answer for Number 3 of Pre-Reading Activity B. Make changes to your answer so that it is similar to today's article.

|  |  |  |
| --- | --- | --- |
| **Bad Parking Choice Trips Up Criminal**   |  |  | | --- | --- | | HOUSTON Monday September 17 (Reuters) - A bad parking spot tripped up an escaped Texas capital murderer on Friday for the second time in his criminal career.  Harold Laird's two-day freedom run from a southeast Texas prison ended after a constable in Hattiesburg, Mississippi, found him sitting in a stolen pickup truck parked outside an abandoned grocery store, said Texas prisons spokesman Larry Todd.  "The officer thought that the truck had no business parking there," Todd said. | A similar mistake led to his arrest and eventual conviction in a 1992 attack that left two people dead. A State College, Pennsylvania police officer who had intended to ticket Laird for parking illegally ended up arresting him for the killings.  Laird, 26, escaped from his solitary cell in a prison outside Beaumont, near the Louisiana state line, early on Wednesday.  (Continued/...) |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Guessing by Context**

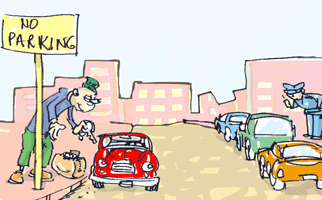
Look at the list of words taken from today’s article. Find each of the words in the article, underline the words and use the context to help you match the words with their correct meaning.

|  |  |
| --- | --- |
| **Words from Article** | **Meanings** |
| crime | a room for a prisoner in a prison which is away from other criminals |
| criminal | someone who works for the police |
| murderer | a place where criminals stay when they are found guilty of a crime |
| prison | a person who has killed someone |
| conviction | something done which is against the law |
| solitary cell | when someone is shown to be guilty of a crime |
| constable | a person who has done things which are against the law |

**C: Comprehension**

Now read through the article again and answer the following questions.

1. Who is the article about?  
2. How old is he?  
3. Where was the prison he had just escaped from?  
4. Which state was he in when he was caught? (Circle one: Texas, Mississippi, Louisiana.)  
5. Why did the man get caught by the police?  
6. Why had he been in prison?  
7. How many times has his parking caused him to be arrested?

**D: True, or False?**

Read the article again and decide whether the statements are true or false.

1. Harold Laird was only free for two days before he was arrested by a police officer.  
2. He had bought the truck after he escaped from the prison.  
3. The police officer from Pennsylvania had planned to give Laird a parking ticket.  
4. He escaped from the prison on Wednesday night.  
5. Laird was sharing his room at the prison in southeast Texas with two other prisoners.

**E: Language**

In English nouns can be made by adding a suffix (ending) onto a verb or another noun. For example, a person who is in prison is a **prison + er**. Look at the following sentences and add the appropriate ending to each word in brackets.

-**er -ance** **-ing** - **ism**

1. The police \_\_\_\_\_\_\_\_\_\_ (office) arrested the criminal.  
2. Police are surprised by the \_\_\_\_\_\_\_\_\_\_ (disappear) of the woman.  
3. "Don't tell me the \_\_\_\_\_\_\_\_\_\_ (end) of the movie. I haven't seen it yet."   
4. The \_\_\_\_\_\_\_\_\_\_ (attack) was carrying a knife.  
5. \_\_\_\_\_\_\_\_\_\_ (race) can be a problem in some police forces.  
6. No one was allowed near the crime scene where the \_\_\_\_\_\_\_\_\_ (kill) took place.  
7. The police\_\_\_\_\_\_\_\_\_\_s (find) showed that the man did in fact commit the crime.  
8. \_\_\_\_\_\_\_\_\_\_ (park) is not allowed on many streets in the city.

**Post-Reading Activities**You may do one or more of these**.**

**A: Ordering of Ideas**

1. Look at the items below. Each one is a step in Laird’s escape from prison. Put the events in the correct order according to what makes sense. Write '1' next to the first event, '2' next to the second, etc....and '7' next to the last event. You may use a dictionary.

\_\_\_He ran across the prison yard.  
\_\_\_He climbed up into the ceiling.  
\_\_\_He stole a truck and drove away.  
\_\_\_He took down the light in his cell to make a hole in the ceiling.  
\_\_\_He hid a fake person (a dummy) in his bed at the prison.  
\_\_\_He climbed over a razor wire fence to get out of the prison.  
\_\_\_He climbed up three floors until he reached the prison roof.

2. There is one step in the escape that is not mentioned. What do you think that is? Be ready to compare your ideas with the rest of the class.

3. Now read the rest of today’s article to check your ordering of the events above.

(.../Continued.) Guards noticed he was missing that morning after finding a dummy in his bed. Laird removed a light fixture in his cell, wormed his way into the ceiling and made his way up three floors to the prison's roof, Todd said. He ran across an open prison yard under a guard tower and then hopped a razor-topped fence to freedom. He took from a nearby farm an old pickup, the first of three vehicles he stole as he made his way eastward.

**B: Short Talk**

Find out about one criminal from your country. Prepare a short talk of 2 minutes to present to the class. Include the answers to the following questions in your talk.

1. Who was the criminal?  
2. When did he/she commit his/her biggest crime?  
3. What was that crime?  
4. Why was the criminal well-known in your country?

**C: Vocabulary**

Choose three words from today’s article that you would like to learn more about.

For each of your words find out the following information using the article and your dictionary to help you.

-part of speech of the word (e.g. noun, verb, adjective, etc.).  
-a translation of the word in your first language.  
-the English definition of the word.  
- two words that can be used together with the word (look in the article to find one, and try to think of a second one yourself).  
-an example sentence using the word to show the grammar. (If possible, the sentence should be from your personal experience. E.g. *One day I escaped from an angry dog by climbing a tree.)*

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Chain Story - Notes**

You may wish to have more than one story going round the circle at one time so that more students are involved. Give Story 1 to one student in the circle, and Story 2 to a student sitting opposite them in the circle. The student reads the story aloud to the student sitting on their left. That student tells the story to the person on their left and so it continues. Tell each student that they may only relate the story two times (or only once, depending on how difficult you think your students will find this).

The last person to hear the story (i.e. the person sitting on the right of the first student to hear the story) should write down the end version, and when all the stories are completed, the final versions are read aloud and compared with the originals. Discourage other students from prompting or helping the student who is relating the story at a particular time. You may prefer to write your own stories. Two are provided below.

(If you are working with a very small class (i.e. one or two students only) you could read them a slightly longer story (about 4 or 5 sentences). Ask them then to retell it to you and then see what differences there are. Or tell them the story and then ask them to retell it to you 5 minutes later (after they have had a chance to forget it! Only tell them the story once.)

**A: Chain Story - Text to be Given to First Student**

**Story 1**  
At 11 o’clock on Wednesday night a man went missing from his home, in *X (a city familiar to your students)*. The police think that he might be dead.

**Story 2**  
A young man escaped from prison this morning. It is the second time he has escaped. Police are worried because he is carrying a gun.

**B: Understanding the Headline - Answers**

1. to make someone fall over  
2. to get into trouble  
3. and 4. Answers will vary.

**B: Understanding the Headline - Notes**

3. Students should be encouraged to predict what the article is about based on the information in the headline. They can then read the article with more purpose, testing their predictions. It is important that they write down their predictions as they will use them in Reading Activity A.

Students will enjoy hearing other predictions, as these will add to their expectations as they read the text.

4 Students should not use a dictionary for this task. The aim is to draw on what they already know in preparation for reading the text. It also provides opportunity for revision as students pool their knowledge, think about spelling, etc.

It may be beneficial to elicit words from students and combine everyone’s list on the board.

**Reading Activities**

**A: Read and Retell - Notes**

You may need to tell students that at this stage they are reading to find the main idea and understand the main points of the story. They do not need to understand every word to do this. You could write up "Who? What happened? Where?" on the board to help them focus on finding the answers to these questions.

While students are making changes to their prediction sentences, circulate and help troubleshoot with any grammar problems that may arise. If there are common errors around the class, you may wish to focus on some of these from the front.

(Please Note: If you are working with only one student, then he/she can simply retell the content of the article to you.)

**B: Guessing by Context - Answers**

solitary cell - a room in a prison which is away from other criminals  
constable - someone who works for the police  
prison - place where criminals stay when they are found guilty  
murderer - a person who has killed someone  
crime - something done which is against the law  
conviction - when someone is shown to be guilty of a crime  
a criminal - a person who has done things which are against the law

**C: Comprehension - Answers**

1. An escaped convict named Harold Laird.  
2. 26  
3. southeast Texas (Beaumont)  
4. Mississippi  
5. He parked in a place that a constable thought he shouldn't be in.  
6. He was found guilty of murdering two people in 1992.  
7. twice

**D: True or False - Answers**

1. True 2. False (he had stolen it) 3. True 4. False (the article says it was early on Wednesday)   
5. False (He had a solitary cell.)

**E: Language - Answers**

1. officer 2. disappearance 3. ending 4. attacker 5. racism 6. killing 7. findings 8. parking

**Post-Reading Activities**

**A: Ordering of Ideas - Answers**

1.  
i. He hid a fake person (a dummy) in his bed at the prison.  
ii. He took down the light in his cell to make a hole in the ceiling.  
iii. He climbed up into the ceiling.  
iv. He climbed up three floors until he reached the prison roof.  
v. He ran across the prison yard.  
vi. He climbed over a razor wire fence to get out of the prison.  
vii. He stole a truck and drove away.  
  
2. The prisoner must have climbed down from the roof of the prison somehow, to the yard which he ran across.

**B: Short Talk - Notes**

If you have only one student, this task could be a written piece, or alternatively the student could present their findings on a poster and make an oral presentation.

For a class, this is a good opportunity to listen to students’ pronunciation issues and give feedback. If you want students to get more practice speaking, the talks could be presented several times to different small groups each time. Alternatively, it could be run as a 3/2/1 activity, whereby students give their talk in pairs (first for 3 minutes), then change partners and give the same talk in 2 minutes. Finally, with a third partner students could give the same talk in just 1 minute, thus giving opportunity for increased fluency.

You may wish to tell students that you do **not** want them to turn the criminal into a hero.

**C: Vocabulary - Notes**

This task allows students to work at their own level, choosing words they have difficulty with. You will need to check their sentences and perhaps even provide further opportunity to use the new words.You may wish to demonstrate how to do this activity if you feel students are not competent at locating the information they need. They may also need help finding words used together with their target words in the text. Practice with this can be done as a class before students work independently. For example, for the word ‘spot’ the students locate the words **a bad *parking* spot.** Or, for the word ‘abandoned,' they locate the words **an abandoned *grocery store.*** This technique of learning vocabulary increases their chances of being able to recall and use the new words correctly on future occasions.

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**Pre-Intermediate Instant Lesson™**

**Bank Robber!**

**Pre-Reading Activities**

**A: Brainstorming**

With a partner fill in the information you think would describe a 'typical' bank robber.

1. Age? \_\_\_\_\_\_\_\_
2. Male or Female? \_\_\_\_\_\_\_\_
3. Criminal record? \_\_\_\_\_\_\_\_
4. Other (discuss with partner)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B: Vocabulary**

Today's article has some words about crime. Match the words in bold with their meanings.

**Words**

1. The **bandit** walked into the bank carrying a gun.
2. He **held up** the bank by pointing his gun at the bank teller's head and demanding money.
3. An **accomplice** was waiting outside in the getaway car.
4. Both the bandit and the accomplice had criminal **records**.
5. Once they returned home from the bank, they divided the **booty** between them.
6. The police questioned a few **suspects** but they weren't sure who robbed the bank.
7. He needed **recruits** to help him rob the bank.

**Meanings**

1. Someone who helps another person do something wrong.
2. A robber, especially one who is carrying a gun.
3. A collection of stolen things (jewels, money, etc.).
4. To commit a robbery using a weapon.
5. When a person has been in trouble with the police, everything he/she has done is recorded.
6. Someone who helps someone do something.
7. Someone who is thought to be guilty of committing a crime.

**Reading Activities**

**A: Comprehension**

Read the questions below and then look for the answers in the article.

1. How old is the bank robber?
2. Is the bank robber male or female?
3. How many times has this person held up a bank?
4. Did he/she have a criminal record?
5. How old was the man who recruited the bank robber?
6. Who else was recruited?
7. Why did the young people rob banks?
8. What did the Young Offenders Act stop police from doing?

|  |  |  |
| --- | --- | --- |
| **Police Shocked By 'Sweet Sixteen' Bank Robber**   |  |  | | --- | --- | | Friday May 28 TORONTO (Reuters) - At an age when many teenagers are just opening their first bank accounts, a 16-year-old Toronto girl was busy robbing them.  When Toronto police finally caught up with the female bandit, who had committed a string of robberies in just one month, they were shocked at her age.  ``It's unusual. We had females committing bank robberies but not this young,'' said Toronto detective John DeCourcy Thursday.  Police arrested the teen-ager, who has been charged with eight counts of robbery, shortly after holding-up a downtown bank with an adult accomplice late last week.  Besides a **penchant** for robbing banks, they said the teen-ager appeared normal -- she has a clean record and still lives at home with her family.  However, she and another 16-year-old male became willing recruits of a 27-year-old man who gave them lessons on how to **pull off** **near-flawless** bank robberies. | With no disguise and clad in a sweater and pants, she would politely show the bank-teller a hold-up note. Once given the booty, she would flee to where the adult accomplice waited outside and divided up the money.  ``He picked people who were **vulnerable** and were easily **swayed.** The young people said they needed money,'' DeCourcy told Reuters.  In all, the group **made off** with about C$5,000.  Police said they would have caught her sooner if it wasn't for the Young Offenders Act provision that **bars** them from publishing a picture or description of a suspected young offender.  ``I'm glad we were able to bring the case to an end and hopefully assist the young people to get back **on track**,'' said Decor.      Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**B: Check Your Understanding**

Show you understand the main points of the article by completing the following statements.

*1. This case is unusual because...*

*2. It seems the girl didn't have a long history of crime because she had...*

*3. The accomplice probably chose young people because...*

*4. The police took some time to catch her because...*

**C:** **Guessing Unfamiliar Words**

Without using a dictionary, work out the meaning of the words below using your understanding of the article.

1. penchant

a. a punishment  
b. a payment  
c. a liking for something

2. pull off

a. to take something off  
b. to do something successfully  
c. to tear something

3. near-flawless

a. almost perfect  
b. almost cracked  
c. almost faulty

4. vulnerable

a. strong  
b. poor  
c. capable of being hurt

5. swayed

a. move from side-to-side  
b. easily influenced by others  
c. physically weak

6. made off

a. spent  
b. took away  
c. earned

7. on track

a. work at the horse track  
b. live a normal life without crime  
c. go to school

8. bar

a. catch  
b. observe  
c. prohibit

**D: Language**

Pronouns are often used to refer to previously mentioned people.

*Example: "The accomplice doesn't want the teenage girl to work with him any more."*

*him = ?*

*Answer: the accomplice*

Look at the pronouns in the paragraphs (P) indicated and write down who the pronoun refers to.

1. Them (P1) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2. Who (P2) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3. They (P2) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
4. Her (P2) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
5. Who (P6) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
6. Them (P6) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
7. He (P8) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
8. Them (P10) = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Post-Reading Activities**You may do one or more of these**.**

**A: Committee Meeting**

Crime is increasing among adolescents - and even children - in many countries. Some people believe there is a connection between the way parents raise their children and the incidence of crime.

Your committee has been asked to think of 10 parenting guidelines or methods to help parents raise their children effectively.

How can parents bring up their children so that the children do not have behavior problems, or worse, become criminals?

Write down your 10 points and report your findings to the rest of the class.

**B: Listening**

Describing a person: You were outside the bank when the female bandit ran out of the bank to the getaway car. The police have arrested the girl but are still looking for the accomplice. You saw the accomplice quite clearly in the car. Because you are a witness to the crime, you have been asked to describe the accomplice to the police artist at the police station.

Work in pairs.

**Student A:** You are the police artist. (**Student** **B** is the witness.) Ask **Student** **B** questions about what the accomplice looked like and draw a picture of the accomplice from the description. When finished, compare the drawing with the photo. Then reverse roles.

**Student B:** You are the witness. (**Student** **A** is the police artist.) Answer **Student** **A**'s questions about what the accomplice looked like using a photo your teacher will give you. **Student** **A** will draw a picture of the accomplice from your description. When finished, compare the drawing with the photo. Then reverse roles.

**Things to think about in your description:**

Some things to describe: hair, eyes, nose, mouth, chin, face shape, forehead, ears, shoulders, build, height, distinguishing marks (scars, tattoos, etc.), age, and clothing.

**Structures:**

1. To describe physical appearance: He / she has... (blue eyes, thick eyebrows, thin lips, big ears, a thick mustache, narrow shoulders, a thin build, etc.).

2. To describe clothes or accessories: He / she was wearing... (sunglasses, a denim jacket, big earrings, red lipstick, a watch, black sneakers, etc.).

**C: Writing**

Letter to the editor: You are concerned about the terrible behavior of some teenagers in your neighborhood. Write a letter to the editor of your local newspaper talking about your worries. Choose from one of the following topics or write about another topic you are concerned about.

1. There has been an increase in graffiti on fences, in public toilets, and at public bus stops in your neighborhood.

2. There is a group of 'bullies' at the local school who are making other students very unhappy. Some students have thought about changing to a different school or being home schooled because the situation is so bad.

3. There is a group of children aged between 10 and 13 who stay out very late almost every night. They sit at the public bus stop and keep everyone awake with their loud talk and loud music.

People who could possibly help improve the situations include: parents, school administrators, the police, social workers, etc.

Below is a letter to the editor which has been partially completed. Fill in the rest of the letter.

...................... (your street address)

...................... (your city or suburb and post (zip) code)

The Editor (job title)  
The Early Morning Herald (name of company)  
555 Bluebird Street (street address)  
Pleasantville 51059 ( city or suburb and post (zip) code)

(date)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Sir / Madam

I am worried about the increase in ...

...among teenagers in my neighborhood. Almost every day a group of teenagers...

What are the ... (choose from parents, school administrators, the police, etc.) doing about it? I think they should ...

Until this problem is looked at seriously, I fear that...

Yours sincerely

...................... (your signature)

...................... (your full name typed)

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Brainstorming - Notes**

Make sure students understand exactly what they have to do before they begin this activity. You will need to check their understanding of the words 'criminal record'.

(Be careful that this activity does not allow students to bring up prejudices against particular groups within a community. Students could be reminded that criminals come from all parts of society.)

**B: Vocabulary - Answers**

1.B; 2.D; 3.A; 4.E; 5.C; 6.F; 7.G

**Reading Activities**

**A: Comprehension - Answers**

1. 16  
2. Female  
3. 8  
4. No  
5. 27  
6. A 16 year old male  
7. They needed the money  
8. It prohibited police from publishing a picture or description of a suspected young offender

**B: Check your understanding - Suggested Answers**

1. This case is unusual because the bank robber was only 16 years old.  
2. It seems the girl didn't have a long history of crime because she had a clean record.  
3. The accomplice probably picked young people because they are vulnerable and easily led.  
4. The police took some time to catch her because they couldn't publish a picture or description of her to track her down.

**C: Vocabulary - Answers**

1.C; 2.B; 3.A; 4.C; 5.B; 6.B; 7.B; 8.C

**D: Language - Answers**

1. Bank accounts  
2. Female bandit  
3. The police  
4. Female bandit  
5. 27-year old man  
6. The 16-year old female and 16-year old male  
7. 27-year old man  
8. The police

**Post-Reading Activities**

**B: Listening - Notes**

You will need to provide photos from a text book or magazine for the students to use. Students may be apprehensive about drawing, so a little encouragement may be needed.

Students could either be given copies of the same photo or different ones.

If you wish to provide a detailed focus on giving a description, students could first work alone to think of ideas and words to describe their photos. (As students will do both roles, they could spend some time thinking about **1.** what questions to ask to elicit answers about appearance and **2.** vocabulary and structures to describe the appearance of the person in their photo.)

**C: Writing - Notes**

The purpose of this letter format is to guide students in letter writing and organization. You may like to encourage students to type their final draft. It is hoped that some students will write original ideas about concerns regarding the topic of teenage antisocial behavior or crime. The members of English-To-Go team would like to read what students have to say about this topic. Students should send e-mails to: crime@english-to-go.com

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**Pre-Intermediate Instant Lesson™**

**Binge Drinkers**

**Pre-Reading Activities**

**A: Discussion**

Talk about these questions in pairs or small groups.

1. What rules for drinking alcohol do you have in your country?

2. Which group do you think usually drinks the most alcohol in your country?

*15 - 20 year olds?  
21 - 25 year olds?  
26 - 35 year olds?  
36 - 50 year olds?  
51 - 65 year olds?  
66 - 80 year olds?  
81 years old and over?*

3. Do many people drink alcohol and then drive a car in your country? What rules does your country have about drinking alcohol and driving?

4. Read this sentence from today's article, and answer the questions that follow:

"More than one in four Americans had five or more drinks at one time (binge drinking) in 2001."

a. What problems are caused by binge drinking?  
b. Is binge drinking a problem in your country?

**Reading Activities**

**A: Finding the Main Idea**

Read the first two paragraphs and choose the best summary of the paragraphs.

1. The number of Americans who are binge drinking is increasing.  
2. A huge telephone survey was done by the U.S. Centers for Disease Control and Prevention.  
3. More than 35% of Americans had five or more drinks at one time in 2001.

**Part One**

|  |  |  |
| --- | --- | --- |
| **Binge Drinking Increases**   |  |  | | --- | --- | | Chicago Wed Jan 1 (Reuters) - Researchers said on Tuesday that more Americans are getting drunk each year. More than one in four Americans had five or more drinks at one time (binge drinking) in 2001, up 35 percent from 1995. | The research was done by the U.S. Centers for Disease Control and Prevention. It was based on a huge telephone survey of more than 200,000 adults. (Continued/...) |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Vocabulary and Predicting**  
  
1. Before you read Part Two of the article, check you understand the meanings of these words from it. How do you think they will be used?

*deaths, traffic accidents, double (v), New Year's Day, alcohol-related, sexual assaults,  
domestic violence, moderate drinkers*

2. Now read Part Two and find the words from 1. Were you right in saying how the words would be used?

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) On New Year's day in the US the number of deaths from traffic accidents doubles. An average of 393 people died in traffic accidents after midnight on New Year's Day over the last three yearsand more than half of **them** were alcohol - related. This compares to a daily average of 115 traffic deaths--40 % alcohol-related.  Alcohol kills about 100,000 Americans every year and binge drinking causes about half of **those deaths**. Binge drinkers are also 14 times more likely to drive while drunk. **They** are often involved in sexual assaults, domestic violence and other crimes. | Three quarters of binge drinkers were people who consider **themselves** moderate drinkers. The study found that 70% of binge drinking episodes were carried out by people over the age of 25.  (Continued/...) |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Reference Words**

Look at these words from Part Two and choose the best answer to say what each one refers to.

"...and more than half of **them** were alcohol-related."

1. **Them**in this sentence means:  
   a. traffic accident deaths.  
   b. drinks.  
   c. binge drinkers.

"...binge drinking causes about half of **those deaths**."

2. **Those deaths** in this sentence means:  
   a. the deaths of 100,000  Americans killed by alcohol.  
   b. the deaths of people driving cars and drinking alcohol.  
   c. the deaths of people at parties.

"**They** are often involved in sexual assaults, domestic violence and other crimes."

3. **They**in this sentence means:  
   a. people involved in domestic violence.  
   b. binge drinkers.  
   c. people who drink and drive.

"...were people who consider **themselves** moderate drinkers."

4. ***Themselves*** in this sentence means:  
   a. three quarters of binge drinkers.  
   b. all binge drinkers.  
   c. moderate drinkers.

**D: Questions**

Read these questions and find the answers in Part Two of the article.

1. What problems are caused by binge drinkers?  
2. Do students do most of the binge drinking?  
3. Do most binge drinkers think they drink too much alcohol?

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

In today's article there were these words: "Binge drinkers are 14 times more *likely to drive* while drunk..."

We use ***likely + to* + infinitive** when we think something will probably happen.

*I'm working late tonight. I am* ***likely to be*** *late home tonight.* (I will probably be late.)

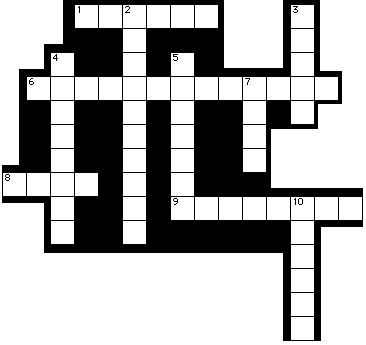
Complete the sentences below with ***likely + to*** and the correct infinitive from the list below. (The first one is done for you as an example.)

*make, do, fail, be, be, be, be, fall*

1. Amy hasn't ridden a horse before. She is \_\_\_\_\_\_\_\_\_\_ off. ***Answer:*** *She is likely to fall off.*  
2. James loves reading. He is \_\_\_\_\_\_\_\_\_\_ well at school.   
3. It's 5.30 PM. There is\_\_\_\_\_\_\_\_\_\_ a lot of traffic on the roads.   
4. Look at the blossom on the trees! I think it is \_\_\_\_\_\_\_\_\_\_ a good summer.  
5. Shay loves the sea. He is\_\_\_\_\_\_\_\_\_\_ a good swimmer.   
6. We haven't had any rain for a long time. There is \_\_\_\_\_\_\_\_\_\_ a drought soon. (be)  
7. I haven't done this before. I am \_\_\_\_\_\_\_\_\_\_ a mistake.  
8. I haven't studied for this test. I am \_\_\_\_\_\_\_\_\_\_.

**B: Crossword**

Complete this crossword using words from today's article.

**Clues Across**1. Asking people questions to find out what they think about a topic.  
6. Drinking five or more drinks at one time.   
8. Very big.  
9. To think about something so you can make a decision.

**Clues Down**  
2. Person who researches things.   
3. When people drink too much alcohol, they are this.  
4. 12 o'clock at night.  
5. Vehicles (cars, buses, etc.) moving along a street.  
7. To cause someone's death.  
10. To make something become twice as much or as many.

**C: Project Work**

Work in groups and do ONE of the following projects.

**Project 1**Think of an advertising plan aimed at making people aware of the dangers of binge drinking.  
Things to consider:  
1. What age group are your advertisements for?  
2. What type of advertising will you use? (radio, newspaper, TV, etc.)  
  
**or**

**Project 2**  
1. Find out what measures are being used to stop or decrease binge drinking or other alcohol-related problems. (e.g. drunk driving) where you live.  
2. Are the measures successful? Why or why not?  
4. What other ways could be used?

**D: Extra Reading**

Read Part Three of today's article and answer this question.

Why do people continue to drink lots of alcohol, according to the article?

**Part Three**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) While tax increases on cigarettes have helped decrease demand especially among the young, alcohol taxes have not kept pace with inflation over the past two decades, Timothy Naimi, a researcher at the US Centers for Disease Control and Prevention in Atlanta, said.  Meanwhile, more than a dozen U.S. states lag behind in lowering the legal blood-alcohol limit for impaired drivers, even though doing this has been found to save lives, and many doctors do not question patients about their drinking habits. | **DRUNK AND PROUD** Too often, Naimi said, binge drinking is seen as a joke. Alcohol advertising too often targets the young. The habit of "supersizing" bar drinks has become very common.  Naimi said that the goal was moderation, not necessarily abstinence. |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Finding the Main Idea - Answer**

The correct answer is: 1. (2 is true but is not the main idea. 3 is incorrect.)

**B: Vocabulary - Notes**

1. Alternative: ask students to work in groups of four. Each student looks up two of the words in their dictionaries. The students then share the meaning of their words in English with the others in the group. Then ask the students to think about how the words might be used in the article.

2. Students read Part Two quickly and look for the words from 1. They see how the words have been used in the article and whether their predictions were correct.

**C: Reference Words - Answers**

1. a, 2. a, 3. b, 4. a.

**D: Questions - Answers**

1. Binge drinking causes about 50,000 deaths in America every year. Binge drinkers are 14 times more likely to drive while drunk and are often involved in sexual assaults, domestic violence and other crimes.  
2. No, 70% is done by people over the age of 25 (i.e. most students are under the age of 25.)  
3. No, three-quarters of them think of themselves as moderate drinkers.

**Post-Reading Activities**

**A: Language - Answers**  
  
2. He is likely to do well at school.  
3. There is likely to be a lot of traffic on the roads.  
4. It is likely to be a beautiful summer.  
5. He is likely to be a good swimmer.  
6. There is likely to be a drought soon.  
7. I am likely to make a mistake.  
8. I am likely to fail.

**B: Crossword - Answers**

**Across**: 1. survey, 6. binge drinking, 8. huge, 9. consider.  
**Down**: 2. researcher, 3. drunk, 4. midnight, 5. traffic, 7. kill, 10. double.

**D: Extra Reading - Answers**

Alcohol tax is still low. More than a dozen states haven't lowered the blood alcohol limit for drunk drivers. Doctors don't ask their patients about their drinking habits (and therefore don't give them help or advice). Often heavy drinking is accepted as a joke. Advertisements for alcohol are aimed at young people. It is common for people to order 'supersize' (i.e. very large) drinks in bars.

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**Pre-Intermediate Instant Lesson™**

**Binge Drinkers**

**Pre-Reading Activities**

**A: Discussion**

Talk about these questions in pairs or small groups.

1. What rules for drinking alcohol do you have in your country?

2. Which group do you think usually drinks the most alcohol in your country?

*15 - 20 year olds?  
21 - 25 year olds?  
26 - 35 year olds?  
36 - 50 year olds?  
51 - 65 year olds?  
66 - 80 year olds?  
81 years old and over?*

3. Do many people drink alcohol and then drive a car in your country? What rules does your country have about drinking alcohol and driving?

4. Read this sentence from today's article, and answer the questions that follow:

"More than one in four Americans had five or more drinks at one time (binge drinking) in 2001."

a. What problems are caused by binge drinking?  
b. Is binge drinking a problem in your country?

**Reading Activities**

**A: Finding the Main Idea**

Read the first two paragraphs and choose the best summary of the paragraphs.

1. The number of Americans who are binge drinking is increasing.  
2. A huge telephone survey was done by the U.S. Centers for Disease Control and Prevention.  
3. More than 35% of Americans had five or more drinks at one time in 2001.

**Part One**

|  |  |  |
| --- | --- | --- |
| **Binge Drinking Increases**   |  |  | | --- | --- | | Chicago Wed Jan 1 (Reuters) - Researchers said on Tuesday that more Americans are getting drunk each year. More than one in four Americans had five or more drinks at one time (binge drinking) in 2001, up 35 percent from 1995. | The research was done by the U.S. Centers for Disease Control and Prevention. It was based on a huge telephone survey of more than 200,000 adults. (Continued/...) |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Vocabulary and Predicting**  
  
1. Before you read Part Two of the article, check you understand the meanings of these words from it. How do you think they will be used?

*deaths, traffic accidents, double (v), New Year's Day, alcohol-related, sexual assaults,  
domestic violence, moderate drinkers*

2. Now read Part Two and find the words from 1. Were you right in saying how the words would be used?

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) On New Year's day in the US the number of deaths from traffic accidents doubles. An average of 393 people died in traffic accidents after midnight on New Year's Day over the last three yearsand more than half of **them** were alcohol - related. This compares to a daily average of 115 traffic deaths--40 % alcohol-related.  Alcohol kills about 100,000 Americans every year and binge drinking causes about half of **those deaths**. Binge drinkers are also 14 times more likely to drive while drunk. **They** are often involved in sexual assaults, domestic violence and other crimes. | Three quarters of binge drinkers were people who consider **themselves** moderate drinkers. The study found that 70% of binge drinking episodes were carried out by people over the age of 25.  (Continued/...) |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Reference Words**

Look at these words from Part Two and choose the best answer to say what each one refers to.

"...and more than half of **them** were alcohol-related."

1. **Them**in this sentence means:  
   a. traffic accident deaths.  
   b. drinks.  
   c. binge drinkers.

"...binge drinking causes about half of **those deaths**."

2. **Those deaths** in this sentence means:  
   a. the deaths of 100,000  Americans killed by alcohol.  
   b. the deaths of people driving cars and drinking alcohol.  
   c. the deaths of people at parties.

"**They** are often involved in sexual assaults, domestic violence and other crimes."

3. **They**in this sentence means:  
   a. people involved in domestic violence.  
   b. binge drinkers.  
   c. people who drink and drive.

"...were people who consider **themselves** moderate drinkers."

4. ***Themselves*** in this sentence means:  
   a. three quarters of binge drinkers.  
   b. all binge drinkers.  
   c. moderate drinkers.

**D: Questions**

Read these questions and find the answers in Part Two of the article.

1. What problems are caused by binge drinkers?  
2. Do students do most of the binge drinking?  
3. Do most binge drinkers think they drink too much alcohol?

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

In today's article there were these words: "Binge drinkers are 14 times more *likely to drive* while drunk..."

We use ***likely + to* + infinitive** when we think something will probably happen.

*I'm working late tonight. I am* ***likely to be*** *late home tonight.* (I will probably be late.)

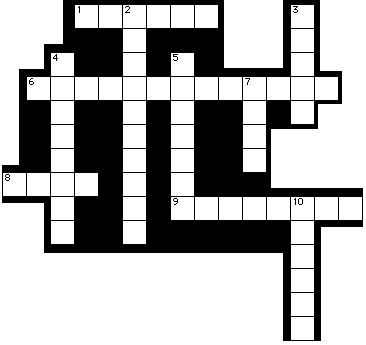
Complete the sentences below with ***likely + to*** and the correct infinitive from the list below. (The first one is done for you as an example.)

*make, do, fail, be, be, be, be, fall*

1. Amy hasn't ridden a horse before. She is \_\_\_\_\_\_\_\_\_\_ off. ***Answer:*** *She is likely to fall off.*  
2. James loves reading. He is \_\_\_\_\_\_\_\_\_\_ well at school.   
3. It's 5.30 PM. There is\_\_\_\_\_\_\_\_\_\_ a lot of traffic on the roads.   
4. Look at the blossom on the trees! I think it is \_\_\_\_\_\_\_\_\_\_ a good summer.  
5. Shay loves the sea. He is\_\_\_\_\_\_\_\_\_\_ a good swimmer.   
6. We haven't had any rain for a long time. There is \_\_\_\_\_\_\_\_\_\_ a drought soon. (be)  
7. I haven't done this before. I am \_\_\_\_\_\_\_\_\_\_ a mistake.  
8. I haven't studied for this test. I am \_\_\_\_\_\_\_\_\_\_.

**B: Crossword**

Complete this crossword using words from today's article.

**Clues Across**1. Asking people questions to find out what they think about a topic.  
6. Drinking five or more drinks at one time.   
8. Very big.  
9. To think about something so you can make a decision.

**Clues Down**  
2. Person who researches things.   
3. When people drink too much alcohol, they are this.  
4. 12 o'clock at night.  
5. Vehicles (cars, buses, etc.) moving along a street.  
7. To cause someone's death.  
10. To make something become twice as much or as many.

**C: Project Work**

Work in groups and do ONE of the following projects.

**Project 1**Think of an advertising plan aimed at making people aware of the dangers of binge drinking.  
Things to consider:  
1. What age group are your advertisements for?  
2. What type of advertising will you use? (radio, newspaper, TV, etc.)  
  
**or**

**Project 2**  
1. Find out what measures are being used to stop or decrease binge drinking or other alcohol-related problems. (e.g. drunk driving) where you live.  
2. Are the measures successful? Why or why not?  
4. What other ways could be used?

**D: Extra Reading**

Read Part Three of today's article and answer this question.

Why do people continue to drink lots of alcohol, according to the article?

**Part Three**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) While tax increases on cigarettes have helped decrease demand especially among the young, alcohol taxes have not kept pace with inflation over the past two decades, Timothy Naimi, a researcher at the US Centers for Disease Control and Prevention in Atlanta, said.  Meanwhile, more than a dozen U.S. states lag behind in lowering the legal blood-alcohol limit for impaired drivers, even though doing this has been found to save lives, and many doctors do not question patients about their drinking habits. | **DRUNK AND PROUD** Too often, Naimi said, binge drinking is seen as a joke. Alcohol advertising too often targets the young. The habit of "supersizing" bar drinks has become very common.  Naimi said that the goal was moderation, not necessarily abstinence. |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Finding the Main Idea - Answer**

The correct answer is: 1. (2 is true but is not the main idea. 3 is incorrect.)

**B: Vocabulary - Notes**

1. Alternative: ask students to work in groups of four. Each student looks up two of the words in their dictionaries. The students then share the meaning of their words in English with the others in the group. Then ask the students to think about how the words might be used in the article.

2. Students read Part Two quickly and look for the words from 1. They see how the words have been used in the article and whether their predictions were correct.

**C: Reference Words - Answers**

1. a, 2. a, 3. b, 4. a.

**D: Questions - Answers**

1. Binge drinking causes about 50,000 deaths in America every year. Binge drinkers are 14 times more likely to drive while drunk and are often involved in sexual assaults, domestic violence and other crimes.  
2. No, 70% is done by people over the age of 25 (i.e. most students are under the age of 25.)  
3. No, three-quarters of them think of themselves as moderate drinkers.

**Post-Reading Activities**

**A: Language - Answers**  
  
2. He is likely to do well at school.  
3. There is likely to be a lot of traffic on the roads.  
4. It is likely to be a beautiful summer.  
5. He is likely to be a good swimmer.  
6. There is likely to be a drought soon.  
7. I am likely to make a mistake.  
8. I am likely to fail.

**B: Crossword - Answers**

**Across**: 1. survey, 6. binge drinking, 8. huge, 9. consider.  
**Down**: 2. researcher, 3. drunk, 4. midnight, 5. traffic, 7. kill, 10. double.

**D: Extra Reading - Answers**

Alcohol tax is still low. More than a dozen states haven't lowered the blood alcohol limit for drunk drivers. Doctors don't ask their patients about their drinking habits (and therefore don't give them help or advice). Often heavy drinking is accepted as a joke. Advertisements for alcohol are aimed at young people. It is common for people to order 'supersize' (i.e. very large) drinks in bars.

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**Pre-Intermediate Instant Lesson™**

**Brrrrrrrr!**

**Pre-Reading Activities**

**A: Group Discussion**

Discuss the following questions in small groups.

1. Do you enjoy swimming? Why or why not?

2. Have you ever swum in...   
    a. the ocean?   
    b. a river?   
    c. a lake?

3. How are the ocean, a river and a lake different to swim in? (Think about the temperature of the water, the movement (i.e. the current) of the water, and anything else that is different.)

4. What is the coldest water you have ever swum in? Where were you? What was the temperature of the water?

**Reading Activities**

**A: Making Questions**

Read today's article and then fill the gaps in each question with an appropriate word. The answers for the questions will help you think of the missing word for each gap.

1. How \_\_\_\_\_\_\_\_\_\_ racers competed in the world icepool swimming championships?   
Answer: 300.  
2. How \_\_\_\_\_\_\_\_\_ was the water?   
Answer: One degree Celsius.  
3. How \_\_\_\_\_\_\_\_\_\_ were the races?   
Answer: Twenty-five meters.  
4. How \_\_\_\_\_\_\_\_\_\_ were the swimmers?   
Answer: They ranged in age from 11 to 79 years old.  
5. How \_\_\_\_\_\_\_\_\_\_ countries were represented in the competition?   
Answer: Six.  
6. How \_\_\_\_\_\_\_\_\_\_ days was the competition?   
Answer: Three days (Friday, 27 February to Sunday, 29 February).

|  |  |  |
| --- | --- | --- |
| **Ice Swimmers Take Plunge at World Championships**   |  |  | | --- | --- | | MUONIO, Finland Tue Mar 2 (Reuters) - **Some** 300 racers took the plunge in this year's world icepool swimming championship in the Arctic north of Finland.  "The feeling is difficult to describe," said Kari Farlin, 45, dressed in a fur hat and swimsuit after racing in water of one degree Celsius (34 degrees Fahrenheit).  The races from Friday to Sunday in Muonio covered 25 meters in a pool cut into a frozen lake. Racers aged between 11 and 79 turned out from six countries.  Tuula Koskivirta, 62, who took the 2004 world title in the over 60s series, said it's the cold that drives you to victory. "You really need to get out as quick as you can!" | Most competitors were Finnish but four French tourists **clad** in blue, white and red found their tour operator had signed them up the day before the race.  For some, the frigid plunge held unique opportunities.  "This is...the only sport in which I can represent Lebanon at world championship level," said Ghadi Boustari, 34.    **Glossary:** **some -** approximately  **clad** - wearing something |   Article © 2004 Reuters Limited. Lesson © 2004 www.english-to-go.com |

**B: Comprehension**

Read the article again and choose the best answer for each question.

1. Where was the water the racers swam in?

    a. In the ocean.     b. In a lake.     c. In a river.     d. In a swimming pool.

2. Which country hosted the world icepool swimming championships?

    a. France.     b. Lebanon.     c. The Arctic.     d. Finland.

3. How does Tuula Koskivirta think she won the over-60s part of the world icepool swimming championships?

    a. She stayed warm before her race.   
    b. She did lots of swimming training in cold water.   
    c. The coldness of the water forced her to swim quickly.   
    d. Her age helped her.

4. Why was Ghadi Boustari happy to race in the world icepool swimming championships?

    a. He could represent his country at world championship level.   
    b. He wanted a gold medal.   
    c. He has represented Lebanon in other world competitions, but never in swimming.   
    d. He wanted to show his wife how strong he was.

**C: Understanding The Headline**

In the headline "**Ice Swimmers Take Plunge at World Championships**" the word ***plunge*** has two meanings. Read the information about the meanings of 'plunge' below and answer the questions.

**plunge**: *verb - to fall, jump or dive suddenly into something***to take the plunge**: *phrase - to decide to do something important or difficult, especially after thinking about it for a long time*

1. What were the people doing?  
2. Does the writer of the article think it is easy or difficult to do this? Why do you think this?  
3. How do you think the swimmers got into the water at the championships?

**D: Gap Fill**

Use your knowledge of today's article to fill the gaps in the following summary with appropriate words.

The world icepool 1.\_\_\_\_\_\_\_\_\_\_ championships took place February 27 - 29 in 2.\_\_\_\_\_\_\_\_\_\_. Three hundred swimmers raced in the one degree 3.\_\_\_\_\_\_\_\_\_\_ water in a 25-meter 4.\_\_\_\_\_\_\_\_\_\_ cut into a frozen 5.\_\_\_\_\_\_\_\_\_\_.

Swimmers between 11 to 79 years old represented six 6.\_\_\_\_\_\_\_\_\_\_; however, most of the swimmers were from 7.\_\_\_\_\_\_\_\_\_\_.

Some competitors were tourists while others competed just so they could say they were in a world 8.\_\_\_\_\_\_\_\_\_\_ event.

**E: Thinking Carefully**

Today's article had this sentence: '*"This is...the only sport in which I can represent Lebanon at world championship level," said Ghadi Boustari, 34.*'

Now answer the following questions.

1. How old is Boustari?   
2. Do you think he is one of the best sportsmen in Lebanon? Why do you think this?   
3. Would you like to represent your country at next year's world icepool swimming championships? Why or why not?

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

A suffix is a letter or group of letters added to the end of a word to make a new word with a similar meaning.

*-er* and *-or* can be added to some words to make nouns which talk about a person who does an action.

e.g.  
teach - teach*er* - a person who teaches  
clean - clean*er* - a person who cleans  
direct - direct*or* - a person who directs

**What nouns like this can you find in today's article?** **Use the article to complete the missing letters of these nouns**:

1. s\_ \_ \_ \_ \_ \_   
2. r \_ \_ \_ \_   
3. c\_ \_ \_ \_ \_ \_ \_ \_ \_   
4. o \_ \_ \_ \_ \_ \_ \_

**Make nouns using the verbs in the list below and suffixes *-er* or *-or*.**

5. run   
6. ice skate   
7. play   
8. act   
9. lead   
10. drive

**Use the nouns from 1. - 10. above in the sentences below.**

11. A good \_\_\_\_\_\_\_\_ makes the sport look very easy but if you fall, the ice is very hard and cold!  
12. \_\_\_\_\_\_\_\_*s* from around the world compete in the Olympic Marathon.  
13. The tour \_\_\_\_\_\_\_\_ for our trip to Paris was very well-organized and made sure that we had a very good time.  
14. She is an excellent tennis \_\_\_\_\_\_\_\_ and usually wins all her games.  
15. Nearly three hundred \_\_\_\_\_\_\_*\_s* took part in the 2004 world icepool swimming championship.  
16. He is an \_\_\_\_\_\_\_*\_* and has starred in movies like 'Titanic'.  
17. My mother is a very good \_\_\_\_\_\_\_*\_*. She has never crashed her car. She is eighty years old!  
18. The \_\_\_\_\_\_\_*\_* of my discussion group makes me angry because he never listens to my ideas.  
19. I am a very bad \_\_\_\_\_\_\_*\_*. I do not like putting my face under the water.  
20. There were ten \_\_\_\_\_\_\_*\_s* in our Village Beard and Mustache Championships.

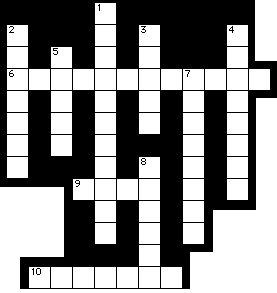
**B: Information Exchange Game**

**Part One:** Work in pairs. One of you is Student A; the other Student B. Your teacher will give you a table of information about different world championships. Ask and answer questions to complete your tables. Use some of the questions below if you wish:

*What is the name of the world championship?  
Where will it be held this year?   
When is it held?  
What happens at this world championship?*

**Part Two:** Think of a world championship you would be good at - you can create one yourself - and tell your partner. When you have finished, tell the rest of the class what world championship your partner would like to take part in.

**C: Crossword**

Complete the crossword puzzle using words from today's lesson. The words are all connected with sport.

**Clues Down**  
1. people who compete in a race  
2. winning a game or a contest (noun)  
3. a game which you do to keep you body strong and because you enjoy it  
4. using your body to move through the water  
5. drive, swim, run etc in a competition to see who is the fastest  
7. a piece of clothing used for swimming  
8. to jump, dive or fall into the water

**Clues Across**  
6. a competition to find a champion  
9. a place for swimming  
10. a person who swims

**TEACHERS' NOTES AND ANSWER KEY**

**Please note**: You may like to begin the lesson with the 'Festivals' Warmer, found in the Weekly Warmers section in the Teachers' Room on the English-to-go.com website.

**Reading Activities**

**A: Making Questions - Notes**

If you find students struggling with this, you can write the answers on the board (in random order) and the students can match the word to the question.

**A: Making Questions - Answers**

1. many, 2. cold, 3. long, 4. old, 5. many, 6. many.

**B: Comprehension - Answers**

1. b, 2. d, 3. c, 4. a.

**C: Understanding The Headline - Answers**

1. They were swimming at the world ice-pool championships.  
2. Difficult. The headline suggests that the swimmers competed (except for the French who did not know they had been entered by their tour operator) after thinking about it for a long time. (The writer probably thinks it would be very difficult to jump into icy water.)  
3. They jumped or dived into the water.

**D: Gap Fill - Answers**

1. swimming, 2. Finland, 3. Celsius, 4. pool, 5. lake, 6. countries, 7. Finland, 8. championship.

**E: Thinking Carefully - Answers**

1. 34.   
2. No. He said that the world icepool swimming championship is the only sport he could represent Lebanon in.   
3. Answers will vary.

**Post-Reading Activities**

**A: Language - Answers**

1. swimmer, 2. racer, 3. competitor, 4. operator, 5. runner, 6. ice skater, 7. player, 8. actor, 9. leader, 10. driver, 11. ice skater, 12. runner, 13. operator, 14. player, 15. racer / swimmer / competitor, 16. actor, 17. driver, 18. leader, 19. swimmer, 20. competitor.

**B: Information Exchange Game - Part One - Worksheets To Be Copied And Given To Students**

**Table For Student A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of the World Championship** | **Location in 2004** | **When it is held** | **Description of the event** |
| Lumberjack World Championships | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | July | men and women compete in log cutting, log climbing, and log rolling competitions |
| World Beard and Mustache Championships | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, next held in Germany | It will be next held in 2005. | men compete to see who has the most handsome, most imaginative, or just the MOST facial hair |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Malaysia | September | people of all ages test their ability to remember things in a series of interesting tasks |
| World Championships of Sand Sculpture | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | September | competitors create works of art using sand |
| Sauna World Championships | Finland | August | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the longest amount of time |
| World Orienteering Championships | Sweden | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | competitors use a map and compass to find sites that will lead them to the finish line |
| World Ultimate Frisbee and Guts Championships | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | August | this game is a mix of American football and soccer that involves making pinpoint passes with a Frisbee |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Finland | August | events include a contest to see\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Table For Student B**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of the World Championship** | **Location in 2004** | **When it is held** | **Description of the event** |
| Lumberjack World Championships | USA | July | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| World Beard and Mustache Championships | not held in 2004, next held in Germany | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | men compete to see who has the most handsome, most imaginative, or just the MOST facial hair |
| World Memory Championships | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | September | people of all ages test their ability to remember things in a series of interesting tasks |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Canada | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | competitors create works of art using sand |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Finland | August | people compete to see who can take the heat for the longest amount of time |
| World Orienteering Championships | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | September | competitors use a map and compass to find sites that will lead them to the finish line |
| World Ultimate Frisbee and Guts Championships | Finland | August | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that involves making pinpoint passes with a Frisbee |
| Mobile Phone Throwing World Championships | Finland | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | events include a contest to see who can throw a phone the longest distance |

**B: Information Exchange Game - Answers** **- Part One**

**Name of the World Championship / Location in 2004 / When it is held / Description of the event**

Lumberjack World Championships / USA / July / men and women compete in log cutting, log climbing, and log rolling competitions

World Beard and Mustache Championships / not held in 2004, next held in Germany / It will be next held in 2005. / men compete to see who has the most handsome, most imaginative, or just the MOST facial hair

World Memory Championships / Malaysia / September / people of all ages test their ability to remember things in a series of interesting tasks

World Championships of Sand Sculpture / Canada / September / competitors create works of art using sand

Sauna World Championships / Finland / August / people compete to see who can take the heat for the longest amount of time

World Orienteering Championships / Sweden / September / competitors use a map and compass to find sites that will lead them to the finish line

World Ultimate Frisbee and Guts Championships / Finland / August / this game is a mix of American football and soccer that involves making pinpoint passes with a Frisbee

Mobile Phone Throwing World Championships / Finland / August / events include a contest to see who can throw a phone the longest distance

**C: Crossword - Answers**

Down: 1. competitors, 2. victory, 3. sport, 4. swimming, 5. races, 7. swimsuit, 8. plunge,   
Across: 6. championship, 9. pool, 10. swimmer.

**Please Note**: Your students might also enjoy the Elementary Instant Lesson 'The Best Beard Show' which looks at the World Beard and Mustache Championships.

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**Pre-Intermediate Instant Lesson™**

**Bug-Buster**

**Pre-Reading Activities**

**A: Likes and Dislikes**

Write a short poem about your likes and dislikes. Use the pattern below.

I like \_\_\_\_\_\_\_\_\_\_\_\_\_  
I like \_\_\_\_\_\_\_\_\_\_\_\_\_  
I like \_\_\_\_\_\_\_\_\_\_\_\_\_  
but I don't like one thing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Be ready to share your poem with your group. Talk about why you don't like the thing you wrote about.

**B: Insect and Animal Experiences**

Work in pairs and ask each other these questions.

1. What are some of the most dangerous insects and animals in your home country?
2. What do these animals / insects do to humans?
3. What has been your worst experience with an insect / animal?

Now tell the class what your partner said.

**Reading Activities**

**A: Preparation for Reading**

Read the headline of today's article.

**This Trap Mimics Humans to Lure Biting Bugs**

Use a dictionary and try to understand the headline. Discuss with a partner what you think the article will be about.

**B: Writing Questions**

Write down three things you want to know about the 'trap' mentioned in the headline.



Now read the article. See if you can find answers to your questions. Do not use a dictionary.

|  |  |  |
| --- | --- | --- |
| **This Trap Mimics Humans to Lure Biting Bugs**   |  |  | | --- | --- | | SINGAPORE Wednesday March 14 (Reuters) - Forget the fly **swatter**, a new trap was launched in Singapore on Wednesday that lures biting insects to their **doom** by fooling them into thinking they are heading for a juicy human.  On the surface, the Mega-Catch trap - jointly developed by local **exterminator** Pestbusters and New Zealand-**based** Envirosafe Technologies - looks like a harmless, black plastic birdcage.  "It basically replicates a human target to a mosquito," Ken Child, Envirosafe's managing director, told a news conference**.**  "It's got color that mosquitoes find most attractive. It's got a heat **source** that's set to the human skin temperature. It breathes out carbon dioxide gas - **proven** scientifically as the main attractor to mosquitoes." | The trap also gives off several **frequencies** of non-visible light which different species of mosquitoes can't resist.  Child said the trap was the first of its kind to mimic multiple **facets** of the human body to suck in bloodthirsty bugs. It's also tailored for hot, humid climates and common mosquitoes which cause malaria or dengue fever.  **Vocabulary: swatter** - a plastic object which is used to hit insects to kill them. **doom** - a terrible future state or event, i.e. death. **exterminator** - someone who kills off dangerous animals / insects completely. **based** - the main place where someone works, stays or lives. **source** - the place where something comes from, or starts from, the thing that causes something. **proven** - shown to be true. **frequency** - a technical word for the speed of sound or light. **facet** - a part of something. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Correct or Incorrect?**

Look at these sentences and decide whether they are correct or incorrect. If a sentence is incorrect, rewrite it so that it has the right information.

1. The new insect trap makes insects think there is a person there.
2. The trap was developed by Singapore-based Envirosafe Technologies.
3. The trap looks similar to a birdcage.
4. The trap has many attractive colors.
5. Its color is the most attractive thing to mosquitoes.
6. It is most suitable for malaria-causing mosquitoes.

**D: Prefixes and Suffixes**

Work with a partner. For each of the words listed below complete the following:

* Say the meaning of the prefix / suffix.
* Give a definition of the word.
* Give one other word with the same prefix / suffix.

 (The first one is done for you).

1. exterminator - ***ex-****, out / away;* ***someone who wipes out something dangerous or makes it go away completely****;* ***ex****pel.*
2. Mega-Catch trap -
3. harmless -
4. non-visible -

**E: Vocabulary**

Use today's article to find out these things about the words below.

* the part of speech (is it a noun?, verb etc.)
* collocations (other words which go together with this word)
* the meaning (in the context of today's article)

Do not look in your dictionary until you have finished using the article to help you answer the questions. Be ready to share your answers with the class.

**Words**

1. launched
2. replicates
3. species
4. tailored
5. jointly

**Post-Reading Activities**You may do one or more of these**.**

**A: New Invention**

* Think of a product you would love to be invented.
* Write a paragraph describing this thing.
* Give it a name, describe what it does and give as much information as you can about how it works. (You can be as crazy as you like!)
* Say why this invention would be useful to you personally.
* Be ready to give a short talk to the class about your invention.

**B: Vocabulary**

Choose three words from today's article that you have seen before, but are not sure of. Now complete these steps for each word:

1. Copy the sentence from the article which has the word you chose.
2. Translate the word into your first language. Keep it simple!
3. Look in the dictionary and find as much information about the word as you can. Do all of the following:
   * Check the part of speech.
   * Read the example sentence, if there is one.
   * Find other words with the same or opposite meaning.
   * Look carefully at the way the word is used grammatically.
4. Write your own sentence using the new word.

**C: Short Talk**

In your opinion, what is the greatest invention ever created? Prepare a short talk about it.

Give information about

* who invented it,
* when it was invented,
* why the invention was so important.

Use pictures if you can, and try to talk for 3-5 minutes.

**D: Prefixes and Suffixes**

**Prefixes**

Underline the prefix for each of the words below. What does it mean? Think of another word with the same prefix.

* ex-husband
* international
* antiwar
* precede
* microscope

**Suffixes**

Underline the suffix for each of the words below. What part of speech is the word? Think of another word with the same suffix.

* differently
* actor
* beautiful
* employee
* ambitious
* impossible

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Likes and Dislikes - Notes**

If the class group is not too large it may be fun to sit in a circle and hear from each student one by one. Alternatively, groups of 8-10 students would be workable. Hopefully, through this activity, students will get to know each other a little better as they share something of themselves without feeling threatened.

**B: Insect and Animal Experiences - Notes**

If your students are all from the same country you may like to skip questions 1 and 2.

**Reading Activities**

**A: Preparation for Reading - Notes**

The students may need a dictionary for 'mimic', which means to copy or imitate something, and for 'lure', which means to attract someone and cause them to go to a particular place or do something that they should not do. They will need to establish that 'bugs' is another word for 'insects'.

You may wish to ask students to rewrite the headline in simple language and put it on the board before the class speculates on what the article will contain. For example: This trap tries to be like humans so that insects that bite will come to it.

**B: Writing Questions - Notes**

Circulate during this task to check that questions are appropriate. This is also an opportunity to do some work on question formation. Give students the chance to share their questions and findings.

**C: Correct or Incorrect? - Answers**

1. **C**
2. **I** The trap was developed by Singapore's Pestbusters and New Zealand-based Envirosafe Technologies.
3. **C**
4. **I** The trap is black.
5. **I** The carbon dioxide gas is the most attractive thing to mosquitoes.
6. **C**

**D: Prefixes and Suffixes - Notes**

Make sure your students know what a prefix / suffix is, before they do this section of the lesson. Post-Reading Activity D has more work on prefixes and suffixes.

**D: Prefixes and Suffixes - Answers and Suggestions**

1. Mega-Catch trap - mega - means units that are a million times bigger ('mega' is used in advertising to suggest that something is very big); a trap that will catch large numbers of insects; megabyte.
2. harmless - less - means 'not', that someone or something does not have a particular thing; not dangerous or harmful; fearless.
3. non-visible - 'non' - means 'not'; not visible, something you can't see; nonviolent.

**E: Vocabulary - Notes**

If students haven't done this before you may wish to spend a little time talking about how this kind of activity can help them develop the ability to guess the meanings of new words.

**E: Vocabulary - Answers**

1. launched - verb; launch a trap, to introduce a new product to the public for the first time.
2. replicates - verb; replicate a human, to copy (same as mimic).
3. species - noun; different species of mosquitoes, a group of plants or animals that share the same main characteristics.
4. tailored - verb (passive); tailored for hot climates, made to be suitable for a particular situation or purpose.
5. jointly - adverb; jointly developed, something done together.

**Post-Reading Activities**

**A: New Invention - Notes**

This activity is intended to be low-key and fun. You may need to model it first so students are aware that it should be entirely fantastical as opposed to technically realistic.

Example: The Super-Mega-tidy machine

'This machine comes into a room and tidies everything around it. It has a special magnet which attracts objects and then puts them in the correct place. It knows where to put things because you can program it. It is particularly useful for parents with young children who make a big mess with toys. This would be useful for me because I spend a lot of time every day tidying up.'

**B: Vocabulary - Notes**

Emphasize to students that they can choose words which they partially know. It may be appropriate to discuss with students all the aspects they should consider in order to 'know' a word (pronunciation, grammar, meaning, collocations, use, spelling) and that it is possible to 'partially' know a word.

You may wish to model the process of working with a word, to ensure students know how, and where to find all the information on a word in their dictionaries. You will also need to circulate, once students are working independently, to check the new sentences they have written.

**C: Short Talk - Notes**

If you want to have more writing in your program, this could also be a writing task. If you run it as a speaking activity, it would be good to focus on one particular feature, such as pronunciation difficulties, and give students feedback on this.

**D: Prefixes and Suffixes - Answers**

**Prefixes**

* **ex**-husband - past, previous, ex-president
* **inter**national - between, Internet
* **antiwar** - against, antiabortion
* **pre**cede - before - premature
* **micro**scope - small - microcomputer

**Suffixes**

* different**ly** - adverb, quickly
* act**or** - noun - exterminator
* beauti**ful** - adjective - doubtful
* employ**ee** - noun - divorcee
* ambiti**ous** - adjective - delicious
* imposs**ible** - adjective - invisible

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**Pre-Intermediate Instant Lesson™**

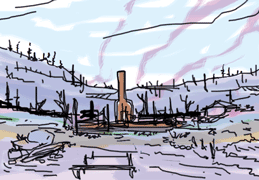
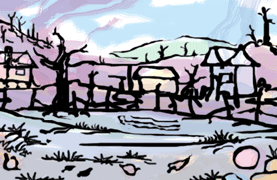
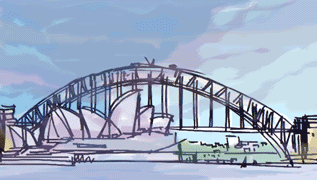
**Bush Fires**

**Pre-Reading Activities**

**A: Prediction**   
  
1. Look at the pictures below and choose the best answer.

Today's article is about...

a. Sydney, Australia.   
b. Fires.   
c. Fires near Sydney.

2. Match the words below with the correct picture.

*ash;    burnt leaves;    backyard;    thick smoke;    people fleeing;    destroyed homes;    Sydney*

Compare your answers with a partner

3. Talk with your partner some more. Have you heard about forest fires in Australia? Which other countries have similar problems? What kinds of problems do you think are caused by forest fires?

**B: Vocabulary**

Match the words with their meanings below.

*to devastate;    natural cycle;    deliberate;    native trees;     frequent;    drought;*   
*lightning*

1. to destroy or badly damage something  
2. a sequence of events that happens naturally  
3. to happen often   
4. something that you want and plan to do, and do not do by mistake  
5. trees that grow naturally in a country and haven't been taken there  
6. no rain for a long period of time  
7. bright light that flashes in the sky

Compare your answers with your partner.

**Reading Activities**

**A:  Gap Fill**

Read the first paragraph of today's article and fill in the gaps with the words below.

*devastated;    frequent;    natural cycle*

SYDNEY Friday December 28 (Reuters) - The fires which (1) \_\_\_\_\_ areas around Sydney, Australia over Christmas are part of a (2) \_\_\_\_\_ which may be becoming more (3) \_\_\_\_\_ , an Australian fire scientist said.

Read the next paragraph and fill in the gaps with the words below.

*deliberately;    destroyed homes;    thick smoke;    people fleeing;    ash and burnt leaves*

More than 100 fires have sent hundreds of (4) \_\_\_\_\_ , (5) \_\_\_\_\_ , covered Sydney in (6) \_\_\_\_\_ and dumped (7) \_\_\_\_\_ in backyards. Police believe nearly half of the fires were (8) \_\_\_\_\_ started.

Compare your answers with your partner.

**B:  Paragraph Headings**  
Read the complete article below.

|  |  |  |
| --- | --- | --- |
| **Bush Fires**   |  |  | | --- | --- | | SYDNEY December 28 (Reuters) - (1) The fires which devastated areas around Sydney over Christmas are part of a natural cycle which may be becoming more frequent, an Australian scientist said.  (2) More than 100 fires have sent hundreds of people fleeing, destroyed homes, covered Sydney in thick smoke and dumped ash and burnt leaves in backyards. They have erupted just seven years after 1994 bush fires which raced through the city's suburbs. While police believe nearly half of the fires were deliberately started, in the natural cycle it still seems too soon. | (3) Phil Cheney, senior principal research scientist with the Commonwealth Scientific and Industrial Research Organization (CSIRO), said that fires like these occur maybe every 10 years or so. Fires as bad as the Ash Wednesday fires in 1983, which killed 76 people and destroyed thousands of  homes in South Australia and Victoria States, occur only on a 50-year cycle.  (4) Fires are important to native  trees because they open the trees' seed pods, allowing forests to grow. Some native Australian trees are full of burnable oil. When there is a 6 month drought and a gap between major  fires, a lightening strike is enough to start a bush fire. Authorities believe lightning started the first fires. Fire experts say water bombing is useless and only wind shifts or rain can stop the fires. |   Article © 2001 Reuters Limited. Lesson © 2002 www.english-to-go.com |

Now choose the best heading for each paragraph. There is one extra heading.

*Australian native trees;     The results of the fires;     Introduction;       
Fire is a natural cycle;     Why there is fire*

**C:  True or False**  
Read the sentences below and decide if they are true or false, according to the article.

1. The fires are part of a natural cycle.   
2. The natural fire cycle is becoming less frequent.   
3. A lot of the fires were started by people.   
4. The first fires were started by lightning.   
5. The fires have killed 76 people.   
6. The only way to stop the fires is by water bombing.

**D: Listening**   
  
Cover today's article. Listen to your teacher read today's article and answer the questions below.

1. Are the fires part of a natural cycle?   
2. Are the fires becoming more frequent?   
3. Did the fires make hundreds of people flee?   
4. Were some of the fires deliberately started?   
5. When were the last big bush fires?   
6. When was Ash Wednesday?   
7. Why are fires important for native Australian trees?   
8. Are some native trees full of burnable oil?

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**   
  
In today's article there are these words:

Fires **as bad as** the Ash Wednesday fires... occur only on a 50-year cycle.

*We use the structure* ***'as + adjective + as'*** *when  two things are similar.* So in this example,  fires similar to the Ash Wednesday fires occur every 50 years.

Fill in the gaps using **as .... as** and one of the adjectives below.

*blue   tall   clever    high   old*

1. Wow! A cliff \_\_\_\_\_that one is very dangerous.   
2. A painting \_\_\_\_\_ that one is probably worth a lot of money.  
3. Scientists \_\_\_\_\_ John don't usually stay in our country. They go overseas.  
4. Can you ask Rob to come and play basketball tonight? We really need players \_\_\_\_\_ your brother!  
5. Her eyes are\_\_\_\_\_ the sea.

**B: Discussion**  
Work in groups and discuss the paragraph and questions below.

In today's article the police said that nearly half the fires were deliberately started.  People who deliberately start fires are called arsonists. Many of the arsonists who were caught lighting fires around Sydney were teenagers.

1. Why do you think people want to start fires deliberately?   
2. How do you think the police and the government should punish the arsonists?   
3. Do people deliberately start fires in your country?   
4. What do the police and the government do to punish the arsonists in your country?  
5. Do you think this is a suitable punishment? Why / Why not?

**C: Answer a Question**

Talk to a partner. Tell your partner something that you have learnt about fires from this article.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Prediction - Answers**  
  
1. c.  
2. Picture 1 - Sydney   
Picture 2 - people fleeing   
Picture 3 - destroyed homes   
Picture 4 - thick smoke   
Picture 5 - ash; burnt leaves; backyard  
3. Students answers will vary. They may mention forest fires in places such as the United States. Fires cause problems not only for people, (danger to lives, agriculture, homes, economic loss etc.), but also for wildlife. Encourage students to speculate widely.  
NB. Some students may be aware of certain species of plants that need forest fires in order to reproduce, and this information is given later, in the article. This topic would be a good topic for further research.

**B: Vocabulary - Answers**   
  
1. to devastate   
2. natural cycle   
3. frequent   
4. deliberate  
5. native trees   
6. drought   
7. lightning

**Reading Activities**

**A: Gapfill - Answers**  
1. devastated   
2. natural cycle   
3. frequent   
4. people fleeing   
5. destroyed homes   
6. thick smoke   
7. ash and burnt leaves   
8. deliberately

**B: Paragraph Headings - Answers**  
  
Paragraph 1 - Introduction   
Paragraph 2 - The results of the fires   
Paragraph 3 - Fire is a natural cycle   
Paragraph 4 - Why there is fire

**C: True or False - Answers**   
  
1. True   
2. False - The fires are becoming more frequent.   
3. True   
4. True   
5. False - The Ash Wednesday fires killed 76 people.   
6. False - The only way to stop the fires is with a wind shift or rain.

**D: Listening - Notes**

Read the article at normal speed no more than three times. Use the text given under Reading Activity B. (Students cover their copy of the article while you read.)  
  
**D: Listening - Answers**  
1. Yes; 2. Yes; 3. Yes; 4. Yes; 5. 1994; 6. 1983; 7. To open their seed pods. 8. Yes.

**Post-Reading Activities**

**A: Language** - **Answers**  
  
1. as high as  
2. as old as  
3. as clever as  
4. as tall as  
5. as blue as

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**By Another Name**

**Pre-Reading Activities**

**A: What do you think?**

Read the problem and then answer the questions in pairs:

*She is fourteen years old. She is unhappy. When you ask her why she is unhappy she says no-one likes her. She thinks people don't like her because of her name. If you tell her that she has a beautiful name, she looks at you and says, "No, I don't like it. And other people don't like my name. That's why they don't like me. I want to change my name."*

Do you agree with this girl? Will people like her more if she changes her name?

**B: Vocabulary Check**

Check the meanings of these words from today's article in your dictionary:

*positive, negative, prune, wrinkly, snack, plum, makeover*

Now check that you understand the meanings of these words by answering these questions:

1. When did you last eat a **prune**?
2. If someone thinks that an idea will be successful, are they feeling **positive** or **negative** about the idea?
3. Which person from this list would usually have **wrinkly** skin?
4. *a young child, a teenager, an old person,*
5. When do you usually eat a **snack**?
6. What is another name for a 'dried **plum**'?
7. Would you like to have a **makeover**? Why or why not?

Check your answers with another student.

**Reading Activities**

**A: Vocabulary**

This article talks about the marketing of a product. Read the meanings of these words which are used in marketing and then find the words in the article.

* **image** - how a person, product or organization seems to the public.
* **marketed** - organizing the sale of a product, deciding on its price, where it should be sold and how it should be advertised.
* **campaign** - a group of activities trying to make a product more popular.

**B: Understanding the Main Idea**

Read the questions and find the answers in the article. (They will help you understand the main idea of the article.)

1. What will happen to the prune?
2. How much will this cost?
3. Who do marketers think will want to buy the prune?
4. What other fruit was successfully renamed?

|  |  |  |
| --- | --- | --- |
| **Prune Gets $10 Million Makeover**   |  |  | | --- | --- | | PLEASANTON Wednesday September 13 (Reuters) - What's in a name? Hopefully a sweet new **image** for the dowdy prune after a $10 million makeover into a "dried plum."  After some 10 years of falling sales, the dark wrinkly processed fruit is being re-**marketed** as a vitamin-rich snack for busy people on the go, the California Prune Board said on Tuesday.  "People have told us that dried plums have a more positive 'fresh fruit goodness' image. They've said they're more likely to eat dried plums than prunes," said Richard Peterson, executive director of the California Prune Board. But he had no plans to rename his group the California Dried Plum Board.  California's prune growers -- the world's largest producers of the fruit -- hope the name change reaching U.S. supermarkets next month will do what the renaming of the fruit now known as the kiwifruit did for the obscure Chinese gooseberry. | "If you can get people to try it, in general they like it and will buy it. Dried plums have changed -- they are moister, they are a little bit sweeter and less wrinkled. It's a convenient healthy snack to carry around for a busy lifestyle," said marketing director Peggy Castaldi.  The **campaign** will begin in October. But it will be limited to the United States.  "It is only in the United States that prunes have a negative **image**. Outside the United States people have very, very positive associations with prunes," said Castaldi.  In Finland and France, prunes are used in pork and duck dishes, while the fruit is popular in Italy and the Netherlands. In Japan the prune is valued for its high potassium content. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Find the Errors**

These sentences are all incorrect. Read the article carefully and correct each sentence.

Sales of prunes have increased over the last ten years.  
People around the world like prunes.  
The campaign will begin in the United States from the end of October.  
California growers produce the largest prunes.  
The Board will also be renamed.  
The name of the prune has changed but everything else about it is the same.

**D: Language**

1. Look at the words that are underlined in the article. What is something they have in common?

* dowdy
* obscure
* convenient

2. 'Dried plums have changed -- ...they are a little bit sweeter....'

Read the sentence. What is the name for this kind of adjective?

3. Write the comparative form for each of these words from the article:

*dark : \_\_\_\_\_\_\_\_\_  
negative : \_\_\_\_\_\_\_\_\_  
healthy : \_\_\_\_\_\_\_\_\_  
delicious : \_\_\_\_\_\_\_\_\_  
convenient : \_\_\_\_\_\_\_\_\_  
positive : \_\_\_\_\_\_\_\_\_  
fresh : \_\_\_\_\_\_\_\_\_*

4. Use the adjectives from Number 3 in these sentences. For some of the sentences you will have to use the comparative form. (You may use the same word more than once).

1. These prunes are **\_\_\_\_\_\_\_\_\_\_\_\_\_** than those ones. Those ones are quite old.
2. Prunes are **\_\_\_\_\_\_\_\_\_\_\_\_\_** than French fries.
3. The company says that this is a **\_\_\_\_\_\_\_\_\_\_\_\_\_** snack for busy people.
4. Some people have **\_\_\_\_\_\_\_\_\_\_\_\_\_** feelings about prunes. They ate them as children and don't want to eat them now.
5. In many countries the prune has a **\_\_\_\_\_\_\_\_\_\_\_\_\_** image.
6. Prunes are a **\_\_\_\_\_\_\_\_\_\_\_\_\_** snack now than before because you can buy them in a bag.
7. Many people believe that bananas and apples are **\_\_\_\_\_\_\_\_\_\_\_\_\_** than prunes.
8. Some plums are **\_\_\_\_\_\_\_\_\_\_\_\_\_** in color than others.

**Post-Reading Activities**You may do one or more of these**.**

**A: Give your opinion**

Work in pairs and answer these questions:

Do you think that changing the name of the prune will help sales? Can you think of any items that you have bought because you liked the name? Can you think of an item where the name has made you feel that you didn't want to buy it?

**B: Complete the Sentence**

Use the article to complete a sentence advertising prunes (dried plums).

Here is the beginning of the advertisement:

"Buy a pack of dried plums today: they're sweet,...*(you continue)...*

**C: Plan an Advertisement**

Work in small groups. Imagine you are an advertising agency and you have been given the job of producing an advertisement for prunes for the new campaign in the United States.

Answer these questions:

1. Where would you place your advertisement:

1. in magazines?
2. on billboards?
3. on television?
4. on the radio?
5. other? (your idea)

2. What would your advertisement show?

(Talk about what your advertisement would look like.)

When you have finished, present your ideas to other students.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**B: Vocabulary Check - Notes**

Students check the meanings of the words using a dictionary and answer the questions. They can then compare their answers in pairs and spend a brief time explaining their answer for question 6.

They may not be able to find the word 'makeover' in their dictionaries so you may like to explain the word this way:

a person changes the way they look by wearing different clothes, having their hair cut in a new style and perhaps wearing different makeup. They may get help from beauty or fashion experts. Their aim is to have a 'new' or 'exciting' appearance or image and look quite different from before.  (A product could be changed in a similar way.)

**B: Vocabulary Check - Answers**

1. Answers will vary.
2. Positive.
3. An old person.
4. Answers will vary (but make sure students realize this is something that is eaten 'between meals').
5. A prune.
6. Answers will vary.

**Reading Activities**

**A: Vocabulary - Notes**

Students read the words and their meanings and then look at the words in the context of the article. If you wish, you could ask a few questions at this stage about what these words mean in the sentences.

**B: Understanding the Main Idea - Answers**

1. It will get a makeover (it will be renamed and remarketed).
2. $10 million.
3. Busy people who need a snack.
4. The kiwifruit which used to be known as the Chinese gooseberry.

**C: Find the Errors - Suggested Answers**

Sales of prunes have **fallen** over the last ten years.  
People **everywhere except the United States** like prunes.  
The campaign willbegin in the United States **in** October.  
California growers produce the **largest number** of prunes **in the world**.  
The Board will **not** be renamed.  
The name of the prune has changed and it is also **sweeter, moister and less wrinkled.**

**D: Language - Answers**

1. They are all adjectives.

2. A comparative adjective

3.

darker  
more negative  
healthier  
more delicious  
more convenient  
more positive  
fresher

4. (These are suggested answers. Students may think of alternative answers.)

a. These prunes are **fresher** than those ones. Those ones are quite old.  
b. Prunes are **healthier** than French fries.  
c. The company says that this is a **convenient** snack for busy people.  
d. Some people have **negative** feelings about prunes. They ate them as children and don't want to eat them now.  
e. In many countries the prune has a **positive** image.  
f. Prunes are a **more convenient** snack now than before because you can buy them in a bag.  
g. Many people believe that bananas and apples are **more delicious** than prunes.  
h. Some plums are **darker** in color than others.

**Post-Reading Activities**

**B: Complete the Sentence - Notes**

Students read the article again looking for information to complete the sentence advertising prunes. Castaldi's description of how prunes have changed will be useful for this but they may also use other pieces of information like "vitamin-rich" , or for "people on the go."

Students could then go on to Activity C, using their sentences as part of their advertisement.

**C: Plan an Advertisement - Notes**

Students work in small groups to plan an advertisement promoting the prune. Give them as long as you feel is necessary. They could, for example, stop once they have completed the two questions (and you could give them a time limit) , continue until they have actually drafted the whole advertisement (words, images etc.) or even make the advertisement.

**Please note:** If you are still interested in 'prunes' there's a lesson in the Intermediate section of the Instant Lesson library titled 'Prunes' about the drive to encourage high school students in America to eat prunes. If your present class are a high-level pre-intermediate you could try it with them.

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**Pre-Intermediate Instant Lesson™   
1296_1Can't See The Trees1296_2  
Pre-Reading Activities**

**A: What Do You Think?**

Work in small groups and answer the questions below.

1. '*Trees are very important*'. Do you agree with this idea? Why or why not?

2. Here are some ways trees help us. 1296_3

*Trees look beautiful.  
Trees help clean the air.  
Trees are homes for birds and animals.  
Trees help stop flooding.*  
  
Can you think of any others? Add your ideas to the list.

3. Which is true for your country? *There are* ***more / fewer*** *trees in my country compared with 10 years ago. This is because...*(You finish the sentence.)...

4. Today's article is about the United States. Would you expect the United States to have **more** or **fewer** trees compared with 10 years ago? Why?

**1296_4Reading Activities1296_5**

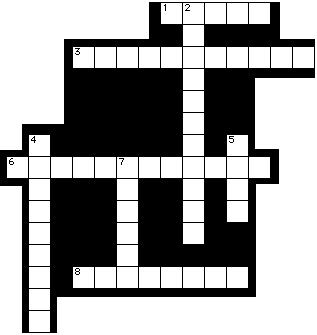
**A: Understanding The Main Idea**

1. Read the headline and first sentence of today's article and complete this sentence. Do not use your dictionary. *There are* ***more / fewer*** *trees in the* ***cities / countryside*** *of the United States compared with 10 years ago.*

|  |  |  |
| --- | --- | --- |
| **Study Shows Massive Tree Loss in Cities**   |  |  | | --- | --- | | SAN ANTONIO, Wed Sep 17 Texas (Reuters) - US cities have lost more than 20 percent of their trees in the past 10 years. (Continued/...) |  |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

2. The headline uses the word '**massive**'. If you do not know the word '**massive**', try to work out its meaning by answering these questions.

a. What kind of word is it? Is it a noun, verb, adjective, adverb or pronoun?  
b. What word or words is it describing?  
c. Has a **large** number or **small** number of trees been lost in the United States in the past 10 years? Why do you think this?  
d. Does 'massive' mean very large or very small?

**B: Vocabulary**  
Read today's article below and find the right words to complete the crossword.

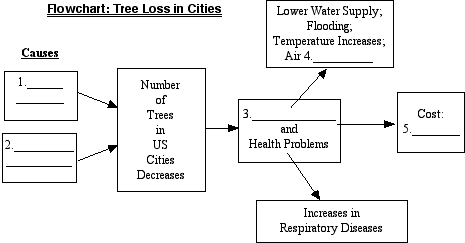
**Clues Across**  
1. Tall plants with trunks, branches and leaves. (Paragraph 1)  
3. A city growing bigger. 2 words (Paragraph 1)  
6. Building something. (Paragraph 1)  
8. To make something stay the same. (Paragraph 3)

**Clues Down**  
2. Connected with breathing. (Paragraph 4)  
4. Making air, rivers, the sea etc., dirty and dangerous. (Paragraph 3)  
5. Losing something.(Paragraph 2)  
7. Make something smaller. (Paragraph 3)

|  |  |  |
| --- | --- | --- |
| **Study Shows Massive Tree Loss in Cities**   |  |  | | --- | --- | | 1. SAN ANTONIO, Wed Sep 17 Texas (Reuters) - US cities have lost more than 20 percent of their trees in the past 10 years. This is due mainly to urban sprawl and highway construction, an environmental group said on Wednesday.  2. The loss of trees adds to environmental and health problems that have cost an estimated $234 billion, the group American Forests said in a study released at the annual National Urban Forest Conference.  3. "Trees preserve our water and **prevent** flooding," American Forests Vice-President Gary Moll said. "They remove pollution from the air. They cool the environment and reduce the need for air conditioning." | 4. He said the loss of trees had added to a **rise** in respiratory diseases in the United States.  5. American Forests said that cities, **developers** and individuals should protect forests. 10 percent of the lost tree cover should be replaced by planting 1.7 billion trees over the next 10 years.    **Glossary: prevent** - stop something happening **rise** - increase, becoming higher  **developers** - people who build houses, factories etc. on land and then sell the land |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Finding Information**

Read the article and answer the questions by filling in the gaps in the flowchart.



1. What are the two main causes of tree loss in cities? (Gaps 1. & 2.)  
2. What kinds of problems does tree loss cause? (Gap 3.)  
3. What happens to the air when trees are lost? (Gap 4.)   
4. How much has the loss of trees in cities cost in the United States? (Gap 5.)  
5. Work in pairs and take turns to explain the flowchart to each other. **D: Reading In Detail1296_8**

Answer the questions about these parts of today's article.

"US cities have lost more than 20 percent of their trees in the past 10 years. This is due mainly to urban sprawl and highway construction, an environmental group said on Wednesday.

The loss of trees adds to environmental and health problems that have cost an estimated $234 billion, the group American Forests said in a study released at the annual National Urban Forest Conference."

1. The information from this article is taken from...

a. a letter written by an environmental group.  
b. a report written by the American government.  
c. a study done by American Forests.

2. American Forests is...

a. a company that sells trees.  
b. a conference that takes place once a year.  
c. a group that is concerned about the environment, especially trees.

"He said the loss of trees had added to a rise in **respiratory** diseases in the United States."

3. An example of **respiratory** disease is...

a. asthma.  
b. backache.  
c. heart attack.

"10 percent of the lost tree cover should be replaced by planting 1.7 billion trees over the next 10 years."

4. If 1.7 billion trees were planted in the next 10 years, this would replace...

a. all the trees that have been lost over the last 10 years.  
b. a tenth of the trees that have been lost.  
c. a fifth of the trees that have been lost.

**1296_9**

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

1. Look at these sentences below. What is the name of the verb tense in each sentence?

a. US cities **have lost** more than 20 percent of their trees in the past 10 years.  
b. Trees **preserve** our water and **prevent** flooding.   
c. The reporter **went** to the National Urban Forest Conference in September 2003.

2.  
**Sentence** **1a** talks about something that has happened in the recent past which has a result now. The news article is reporting new information.  
**Sentence** **1b** gives true information about something. These facts won't change. (Trees preserve water. This is always true.)  
**Sentence** **1c** talks about an event that has a finished time. (September 2003)

3. Look at the sentences below and decide which tense to use: the present simple, past simple or present perfect simple.

a. From 1992 to 2002, cities in the United States ***lose / lost / have lost*** more than 20 per cent of their trees.  
b. The group American Forests***release / released / have released*** a study about trees at the National Urban Forest Conference in September, 2003.  
c. The conference***is held / was held / has been held*** in San Antonio, Texas last month.  
d. Trees ***cool / cooled / have cooled*** the environment and ***remove*** ***/ removed / have removed*** pollutants from the air.  
e. The problems ***cost / cost / have cost*** an estimated $234 billion.  
f. The National Urban Forest Conference ***is held / was held / has been held*** every year.  
g. Gary Moll ***is / was / has been*** the Vice-President of the environmental group, American Forests.  
h. A branch from one of my neighbor's trees ***falls / fell / has fallen***onto my roses!  
i. The branch ***falls / fell / has fallen*** down a few minutes ago.  
j. Every year I ***plant / planted / have planted*** a new tree in my yard.

**B: Word Game1296_10**

In each of the rows below, one word does not belong. Decide which word does not belong in each row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. | trunk | branch | sap | leaf | stream |
| 2. | air conditioning | cooling | temperature | forest | celsius |
| 3. | reduce | decrease | lessen | make smaller | rise |
| 4. | environment | disease | sickness | illness | virus |
| 5. | very large | enormous | tiny | massive | huge |
| 6. | highway | bridge | road | street | avenue |
| 7. | protect | preserve | add | look after | keep safe |
| 8. | flooding | car crash | earthquake | hurricane | tidal wave |

**C: Brainstorming**

Work in small groups and try to think of 10 reasons why we should plant trees. Use the article to help you. (One is done for you as an example.)

*1. Trees are beautiful. They make gardens and parks look more attractive.*

**1296_111296_12**

1296_13

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson a series of related grammar exercises for your students to do online at [www.instantworkbook.com](http://www.instantworkbook.com). You can get a username and password for your students by clicking on the blue icon next to this lesson description at [www.english-to-go.com](http://www.english-to-go.com).

**Pre-Reading Activities**

**A: What Do You Think?** **- Notes**

This activity prepares students for reading the article. Questions 2. and 3. are the most important ones. For question 2, you could provide students with poster-size pieces of paper, and ask them to brainstorm all the uses of trees. (If students are from the United States, they can omit question 4. as this repeats the idea of question 3.)

**Reading Activities**

**A: Understanding The Main Idea - Answers**

1. There are **fewer** trees in the **cities** of the United States compared with 10 years ago.  
2. a. It's an adjective. b. Tree loss. c. Great. 20% is a significant loss. d. Very large.

**B: Vocabulary - Answers**

**Crossword Answers  
Across**: 1. trees, 3. urban sprawl, 6. construction, 8. preserve.  
**Down**: 2. respiratory, 4. pollution, 5. loss, 7. reduce.

**C: Finding Information** 1. urban sprawl 2. highway construction, 3. environmental, 3. pollution, 4. $234 billion.

**D: Reading In Detail – Answers** 1. c, 2. c, 3. a, 4. b.

**Post-Reading Activities**

**A: Language - Answers**1. a. present perfect simple b. present simple, c. past simple.  
2. a. lost, b. released, c. was held, d. cool, remove, e. have cost, f. is held, g. is, h. has fallen, i. fell, j. plant.

**B: Word Game - Answers**1. stream (The other words are all parts of a tree.)  
2. forest (The other words are all related to temperature and keeping things cool.)  
3. rise (The other words all mean making something smaller.)  
4. environment (The other words are all related to sickness.)  
5. tiny (The other words all mean something that is very big.)  
6. bridge (The other words are all roads.)  
7. add (The other words all relate to protecting something.)  
8. car crash (The other words all relate to natural disasters.)

**C: Brainstorming - Notes**

For a list of reasons, you can refer (or refer students) to the American Forests list at  
<http://www.americanforests.org/resources/10reasons/>

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|  |
| --- |
| **Weekly Warmer** |

|  |
| --- |
| **Cartoon Creations**  **Level:** Pre-Intermediate and above  **Language Aims:**  To encourage spoken fluency to describe a picture(s).  To deduce what text is missing by looking at other contextual clues.  **Time:** 10 minutes  **Preparation:** Find a cartoon out of a current newspaper or magazine that contains a popular topic and take out all or part of the caption.  Photocopy the cartoon onto an OHP transparency or onto a piece of paper (one for each student).  ***Procedure:***  1.  Show the students the cartoon on the OHP or give them photocopies of it.  2.  Ask them to describe the picture in every discernible detail: the people, the surroundings, etc.  3.  When they have described it thoroughly, have them guess what the missing text might be.  I have been surprised to find that students soon get a knack for guessing the missing text and can often guess within two or three minutes.  **Alternative Activity:** Instead of a single cartoon, find a popular comic strip and take out all the written text in it.  Do the same procedures as for a cartoon but let the students fill in the missing text with their own words.  Display the comic strips in the class.  By Mag. Franziska Holzner Austria |

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**Pre-Intermediate Instant Lesson™**

**Caught!**

**Pre-Reading Activities**

**A: Fill the Gaps**

Your teacher will read the story to you. It is a true story. Fill in the missing words (there are 2 or 3 words in each gap) as you listen to the teacher.

|  |
| --- |
| A South African man tried **\_\_\_\_\_\_\_\_\_\_\_\_** police by jumping **\_\_\_\_\_\_\_\_\_\_\_\_** an apartment building.  Police were trying to arrest him when he **\_\_\_\_\_\_\_\_\_\_\_\_** the first-floor window of an apartment. The 28-year old man forgot **\_\_\_\_\_\_\_\_\_\_\_\_** he jumped. He landed **\_\_\_\_\_\_\_\_\_\_\_\_** officer and was immediately arrested. |

**B: Vocabulary**

Check that you know the meanings of these words from today's article.

|  |  |  |  |
| --- | --- | --- | --- |
| robber | bank | disguise | patiently |
| wait | knife | nylon stocking | customers |
| teller | tackle (v) | police station | arrest (n) |

**Reading Activities**

**A: Predicting**

Today's article is another story about a crime. Use today's vocabulary list (in **Section** **B** of the **Pre-Reading** **Activities**) to predict the story. What will it be about?

**B: Sequencing**

Read the article quickly (do not read every word) and put these actions from the article in order.

Customers caught him.  
He tried to escape.  
He waited in line with other customers in the bank.  
He went up to the teller and pulled the stocking over his face.  
He put a stocking on his head (like a hat).  
He was arrested.  
He demanded money from the bank teller.

|  |  |  |
| --- | --- | --- |
| **Robber Gets A Lesson In Disguises**   |  |  | | --- | --- | | ALDERGROVE, British Columbia Tuesday January 12 (Reuters) - Police in a Vancouver suburb have some advice for a would-be bank robber: next time perhaps he should put on his disguise before he enters the bank.  The Royal Canadian Mounted Police said the 44 year-old robber was patiently standing in line with other bank customers on Monday when he began preparing for the robbery by donning a nylon stocking as a hat.  "Other customers and tellers took notice of the large man and his peculiar dress code,'' the police said. | When it was his turn at the teller, the robber pulled the stocking over his face, produced a knife and demanded money.  Several customers tackled the intrepid robber as he tried to escape from the bank with the money. He was arrested.  The Mounties said the arrest was helped by the robber's decision to rob a bank a stone's throw from a police station. |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**C: Comprehension**

Read the questions and then look for the answers in the article:

1. In which city did the robbery take place?  
2. When was the robbery?  
3. What is the name used for the Canadian police?  
4. What is the nickname of the Canadian police?  
5. How old was the robber?

**D: Language work**

Match the words or phrases with their meanings using the article to help you:

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| donning | brave |
| a stone's throw | a very short distance |
| suburb | put on and wear |
| intrepid | one of the parts of a town or city outside the center |

**E: Language**

**Part One**   
Look at the followingtwo past simple sentences:

* *The 44 year-old robber patiently stood in line with other bank customers.*
* *He prepared for the robbery by donning a nylon stocking as a hat.*

How can they be joined to make one sentence?

One way is to make the first sentence into a **past continuous** clause (was/were + verb+ing) to show the first action, and make the next sentence into a **'when'** clause to show second action.

Look at the example below:  
*The 44 year-old robber* ***was*** *patiently* ***standing*** *in line with other bank customers* ***when*** *he prepared for the robbery by donning a nylon stocking as a hat.*

* What is the first action?
* What is the second action?

**Part Two**   
Make one sentence from the following pairs of sentences by using **past continuous** and **when**.

1.  The robber waited in line with other customers in the bank.  He put a stocking on his head.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
2.  The bank teller helped customers.  The robber pointed a knife at him and demanded money.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
3.  The bank robber tried to escape.  Some customers tackled him.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
4.  The customers held the robber on the ground.  Somebody called the police.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
5.  The robber sat in jail.  He was told he could call his lawyer.   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Post-Reading Activities**You may do one or more of these**.**

**A: Reading carefully**

Here is the newspaper article about the South African man who tried to escape from police. Read it and compare it with the dictation you did at the beginning of this lesson. What extra information is in the newspaper article?

|  |  |  |
| --- | --- | --- |
| **Suspect falls into the arms of the law**   |  |  | | --- | --- | | JOHANNESBURG, South Africa Wednesday October 14 (Reuters) - A South African escaping arrest dropped neatly into the arms of the law after forgetting to look before he jumped, newspapers reported on Wednesday.  The 28-year old man, a suspect in 15 unsolved crimes in the Durban area, jumped from the first-floor window of an apartment building in a Johannesburg suburb with police in hot pursuit. | "He landed on an officer and was arrested on the spot,'' Detective Services spokesman Reg Crewe told The Citizen newspaper. The Star newspaper said that both the suspect and the arresting officer were slightly hurt by the fall. |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**B: Write a story**

Use the words from the vocabulary list at the beginning of this lesson to write your own story about a bank robbery.

You could either:

**a.** describe an imaginary robbery

or

**b.** write about the robbery from the bank robber's point of view or from a customer's point of view.

**C: Making a list**

Can you think of any reasons why the bank robber in Vancouver was silly?

Make a list here:

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Fill the Gaps - Notes**

Ask students to first read through the story silently and think about what the missing words could be. You could ask them a few questions about what they think the story is about if you feel this is necessary. Then read the story to them at a normal speed twice while they fill in the missing words. They can compare answers in pairs and if necessary you could then read it to them a third time.

(This exercise could lead to some work on infinitives as it uses : tried **to escape**..., trying **to arrest.**..,forgot **to look.**...).

Students can read the newspaper account of this story in **Section** **A** of the **Post-Reading**.

**A: Fill the Gaps - Dictation Text**

(Teacher reads this text aloud to the class)

|  |
| --- |
| A South African man tried **to escape from** police by jumping **out of** an apartment building.  Police were trying to arrest him when he **jumped from** the first-floor window of an apartment. The 28-year old man forgot **to look before** he jumped. He landed **on a police** officer and was immediately arrested. |

**B: Vocabulary - Notes**

Students should already know the meanings of some of these words. Work through them as a class or in pairs quite quickly.

**Reading Activities**

**A: Predicting - Notes**

Encourage students to spend some time focussing on what the story will be about. Then get them to compare their predictions in pairs or small groups. This will increase their motivation to read the article and allow them to check whether they know all the words in today's vocabulary list.

**B: Sequencing - Notes**

Check that students understand what the word 'sequencing' means. You may wish to give them some help by first reading through the list of actions with them and checking that they understand what each one means.

Students should try and do **Sections** **B** and **C** of the **Reading** **Activities** without using their dictionaries. There will still be words they do not know but encourage them to make guesses about these or ignore them. These activities do not require them to know these words.

(If you wish to check answers for **Section** **B** in a 'lively' way you could mime the actions and say to students, "Now what do I do next?" If a student gives you the wrong instruction, do it, as another student will probably correct them quite quickly.")

**B: Sequencing - Answers**

He waited in a line with other customers in the bank.  
He put a stocking on his head (like a hat).  
He went up to the teller and pulls the stocking over his face.  
He demanded money from the bank teller.  
He tried to escape.  
Customers caught him.  
He was arrested.

(Some students may have difficulty in deciding the order of answers for the first two actions as they will have been confused by the first paragraph of the article and incorrectly thought that the robber put on his disguise before he entered the bank. Point out to them the words "next time" and then direct them to paragraph 2 which gives the correct order of the first two actions.)

**C: Comprehension - Answers**

1. Vancouver.  
2. Monday 11 January 1999.  
3. Royal Canadian Mounted Police.  
4. The Mounties.  
5. 44.

**D: Language work - Notes**

Students should look at the words in the context of the article before choosing the correct answers.

(The article contains other words students won't know: (would-be, advice, dress code). They will still be able to do the activities without learning these words, but you could do more vocabulary work using these words.)

**D: Language work - Answers**

suburb - one of the parts of a town or city outside the center  
a stone's throw - a very short distance  
donning - put on and wear  
intrepid - brave

**E: Language - Notes**

Do Part One as a class discussion.  Try to solicit answers to the question, How can the two sentences be joined to make one sentence? before you reveal the answer in the next sentence.

**E: Language - Answers**

1.  The robber was waiting in line with other customers in the bank when he put a stocking on his head.   
2.  The bank teller was helping customers when the robber pointed a knife at him and demanded money.   
3.  The bank robber was trying to escape when some customers tackled him.   
4.  The customers were holding the robber on the ground when somebody called the police.   
5.  The robber was sitting in jail when he was told he could call his lawyer.

**Post- Reading Activities**

**B: Write a story - Notes**

If students do **b.**, get them to read today's article again to make sure they have all the details clear in their mind.

You could introduce some new ideas by asking them to describe the robber or the bank. Students could describe the incident from the point of view of different characters: the bank teller, the robber, other customers, a police officer etc. If you do it this way, you could write some of the central details or the introduced ideas on the board so that students' stories all agree on these.

Once the activity is finished, display students' work or ask them to pass their contributions around the class as everyone will be interested in reading the different accounts of the scene.

**C: Make a list - Suggested Answers**

Here are several obvious answers. Students may think of others.

1. He chose to rob a bank which was very close to a police station.

2. He put on his disguise after he entered the bank (he should have put it on before he entered the bank so that nobody would recognize him).

3. He waited in line so that other customers and tellers had time to see his face.

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|  |
| --- |
| **Weekly Warmer** |

|  |
| --- |
| **Check the Date - Present Perfect**  This is similar to the Check the Date warmer students used to practice the past continuous. In this warmer they use the present perfect.  **Level:**  Pre-Intermediate and above  **Language Aims:**  To practice using the present perfect to talk about what students have done since a particular date in the past. To encourage spoken fluency.  **Time:** 10 minutes  **Preparation:** Bring a few coins to class.  ***Procedure:***  1. Place students in pairs.  2. Ask students to take a coin from their pocket. (Have a few spare to avoid embarrassment.)  3. Tell them to look at the date on the coin and write it in their notebook.  4. Instruct students to talk about things they have done since that date. Write on the board:  Since \_\_(date)\_\_ I have + past participle...  Give some examples of your own.  Examples: *Since 1995 I have changed jobs two times. Since 1995 I have got married. Since 1995 I have been to Europe for a holiday.*  Tell students they should think of three to five things they have done.  Encourage students to ask their partners questions.  5. After pairs have changed roles, nominate students to report back to the class any interesting facts they discovered about their partner.  w040408l |

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**Pre-Intermediate Instant Lesson™**

**Checking Up on Supplies**

**Pre-Reading Activities**

**A: Vocabulary**

Match the meanings with the correct words.

*a. supplier; b. council; c. contract; d. compensation; e. employee; f. suspicious; g. expense.*

1. If you receive money from a person or a company because you have had some loss this money is called \_\_\_\_.  
2. When a person works for a company or organization they are called an \_\_\_\_.  
3. A legal agreement between two or more people is called a \_\_\_\_.  
4. A person or organization that supplies things is called a \_\_\_\_.  
5. If you don't trust somebody or something, you are \_\_\_\_.  
6. If you have to pay money for something, this is called an \_\_\_\_.  
7. A local government office can also be called  a \_\_\_\_.

**B: Prediction**

Look at the man in the picture and then answer the questions.

1. What is he doing?   
2. Why do you think he is doing this?

**Reading Activities**

**A: Questions**

Below is the headline and first paragraph in today's article. Read it and answer the questions below.

|  |  |  |
| --- | --- | --- |
| **Worker Solves Toilet Roll Rip-Off**   |  |  | | --- | --- | | LONDON Wed Sep 25 (Reuters) - The counting of toilet roll paper was successful for a British worker who won his employer thousands of pounds in compensation after he discovered that some rolls were not as long as they should be. (Continued/...) | **Glossary: rip-off** - doing something that isn't honest like charging someone too much money, cheating |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

1. What was successful?  
2. Why was it successful?

**B: Reading**

Your teacher is going to hand out today's article. You will have **five minutes** to read the article. Try to remember as much information as possible without writing anything down. (You may use your dictionary if you like.)

**C: Information Exchange**

When your teacher has collected today's article, get a pen and piece of paper and go into the center of your classroom. Work with the other students and talk about today's article. Share information from the article and write down any new information from it. You will use your notes from this activity in Reading Activity D.

**D: Writing**

In pairs, use your notes to rewrite your own version of today's article.

**E: Comprehension**

Your teacher will now give you back your copy of today's article. Read it again and answer these questions.

1. What is the name of the worker?  
2. What is the name of his employer?  
3. What did the worker discover?  
4. What did the council do after the worker had told them about the rip-off?  
5. How many sheets did the worker find were in a roll?  
6. How many sheets did the contract say were in a roll?  
7. When did the worker become suspicious?  
8. How many toilet rolls does the council use each year?  
9. How much money did the council win after it went to court?  
10. What is it now considering?

**Post-Reading Activities**You may do one or more of these**.**

**A: Language**

In  today's article there were these words: "...they felt they ran out of toilet rolls ***too*** quickly."

We use the word ***too*** when we think something is more than we want or need.  We can use **too** before an adjective (e.g. *too hot*) or an adverb (e.g. *too slowly*).

For example:  
*It's* ***too hot*** *in here. I'll open the windows.  
He's working* ***too slowly****. I'll tell him to hurry up.*

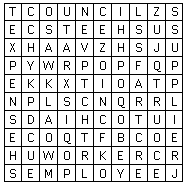
1. Fill the gaps in the sentences below with ***too*** and **one** of the adjectives or adverbs in the list. (Be careful as you will not use all of the words in the list!)

*hard; easy; big; light; easily; quickly; slowly; sweetly*

a. I will have to write a more difficult test for those students. They found the last test **\_\_\_\_ \_\_\_\_**.  
b. I have told her to speak more slowly in the interview. She spoke **\_\_\_\_ \_\_\_\_** in yesterday's practice test.  
c. I will have to go back to the store and get a smaller size. This sweater is **\_\_\_\_ \_\_\_\_**.  
d. The students are complaining that the test is **\_\_\_\_ \_\_\_\_**. They say they don't know any of the answers.  
e. I'm not going to walk to school with him any more. Yesterday he made me late because he walked **\_\_\_\_ \_\_\_\_** .  
f. Did you remember to pack everything? This suitcase feels **\_\_\_\_ \_\_\_\_**.  
  
2. Now write your own sentences using **too** + an adjective or an adverb.

**B:  Word Find**

Find the words below in the Word Find puzzle.

*contract, council, court, employee, expense, sheet, supplier, suspicious, worker*

**C: Discussion and Research Activity**

**Part One:** Answer these questions in pairs.

1. Do you think that the toilet rolls you buy have the correct number of sheets?   
2. Are there any other products you feel suspicious of?   
3. Have you ever weighed something or counted the amount of something to check its weight or number?  
4. If you haven't, do you think you ever would? Why or why not?

**Part Two:** Try this short research activity.

1. Every student in the class brings one roll of toilet paper to class. (Make sure the toilet roll still has its original packaging so you know how many sheets it should have.)   
2. Work alone or in pairs and count the number of sheets for your toilet roll.   
3. Choose one student to record the numbers on the board. Write the numbers in a table like this:

|  |  |  |
| --- | --- | --- |
| **Brand Name of Toilet Roll** | **Number Advertised** | **Number Counted** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

4. Write a short report on what you discovered. Does any brand of toilet paper have fewer sheets than it should have?  
5. You could finish the activity by writing a short letter to any manufacturer either congratulating them on having the correct number of sheets in their toilet rolls or complaining about the incorrect number! (Toilet roll packaging often has a Customer Services number, so you could also phone that.)

**TEACHERS' NOTES AND ANSWER KEY**

**(Please Note**: Reading Activities B - D are a little different to the usual approach taken in Pre-Intermediate lessons. Make sure you have understood instructions carefully before commencing the lesson with students. The lesson will be especially effective for classes who enjoy working together and like trying to use the target language to exchange information.)

**Pre-Reading Activities**

**A: Vocabulary - Answers**

1. d; 2. e; 3. c; 4. a; 5. f; 6. g; 7. b.

**B: Prediction** **- Notes**

Classes vary in their ability to predict confidently what happens next. With a class that is rather diffident, point out that when they read in their native language(s) they are constantly predicting what they are about to read by looking at things  such as headlines and pictures.

It is important for student to realize that it doesn't matter if they are right or wrong with their predictions as they will be able to check their answers themselves.

**B: Prediction** **- Answers**

1. The man is counting toilet paper.  
2. Accept a variety of answers.

**Reading Activities**

**A: Questions - Notes**

(You may like to point out to students the pun used in the headline. 'Rip-off' here has two meanings: 1. the one given in the Glossary **and** 2. the fact that Jewell had to rip off (tear off) at least 200 sheets of toilet paper from each roll as he counted how many sheets each roll had.)

**A: Questions - Answers**

1. Counting toilet roll sheets.  
2. Because the man won his employer thousands of pounds in compensation.

**B: Reading** **- Notes**

Hand the article out to the students. The students read the article for exactly 5 minutes and try to remember as much information as possible. They can use their dictionaries but they are not allowed to make any notes. After exactly five minutes, collect the articles.

**B: Reading - Text to be Given to Students**

|  |  |  |
| --- | --- | --- |
| **Worker Solves Toilet Roll Rip-Off**   |  |  | | --- | --- | | LONDON Wed Sep 25 (Reuters) - Counting toilet roll sheets proved a success for a British worker who won his employer thousands of pounds in compensation after he discovered that some rolls were not as long as they should be.  West Somerset District Council said on Wednesday it went to court after its employee Ian Jewell counted several rolls and found they had only 200 sheets, not the 320 stated in the contract with its supplier. | Jewell became suspicious after staff of the western England council said they felt they ran out of toilet rolls too quickly.  Jewell said that they had immediately discovered the errors and realized that it was a huge expense for the council.  The council, which uses an estimated 40,000 toilet rolls a year, won $28,100 in compensation and said it was now considering giving Jewell time off for his work. |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Information Exchange - Notes**

Ask the students to come into the middle of the classroom, or if there isn't room, group the students together around desks with a pen and a piece of paper. If the class is fairly small, they can form one group. Otherwise, you can ask students to work in groups of four.

Tell the students to talk to each other and exchange information about the article. Every student should note down any new information about the article. Allow about 10 minutes for this activity.

**D: Writing - Notes**

Pair the students and ask them to sit down together.  They should combine their notes and rewrite their own version of the article. Stress to them that they are trying to record the facts and events of the article as accurately as possible but are NOT trying to use exactly the same words or language.

Circulate and help with grammar and spelling but not with the content of the article. When the students have finished their version of the article, group them with another pair. They exchange their article with the other pair for them to read and comment on.

**Alternative Activity**: If you feel that this activity is too difficult, hand back the original article at the beginning of this activity and allow them to read it (without taking any notes) for another 3 minutes. Then collect the article again and tell students to proceed with trying to write their version of the article.

**E: Comprehension - Notes**

Give students back the original article. They use it to answer the questions and check their understanding of the main points.

**E: Comprehension - Answers**

1. Ian Jewell.  
2. West Somerset District Council.  
3. Some rolls of toilet paper were not as long as they should be.  
4. It went to court.  
5. 200.  
6. 320.  
7. He became suspicious after council staff said they felt they ran out of toilet rolls too quickly.  
8. Around 40,000.  
9. $28,100.  
10. It is now considering giving Jewell some time off (i.e. some paid holidays as a reward).

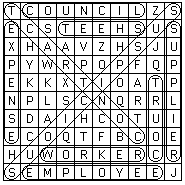
**Post-Reading Activities**

**A: Language** **- Answers**

1.  
a. I will have to write a more difficult test for those students. They found the last test **too easy**.  
b. I have told her to speak more slowly in the interview. She spoke **too quickly** in yesterday's practice test.  
c. I will have to go back to the store and get a smaller size. This sweater is **too big**.  
d. The students are complaining that the test is **too hard**. They say they don't know any of the answers.  
e. I'm not going to walk to school with him any more. Yesterday he made me late because he walked **too slowly**.  
f. Did you remember to pack everything? This suitcase feels **too light**.

2. Answers will vary.

**B: Word Find - Answers**



**C: Discussion and Research Activity - Notes**

**Part Two** (This is intended as a fairly lighthearted exercise but still has opportunities for useful language exchange.)

Try to arrange for students to bring four or five of the **same** brands of toilet paper to school. (i.e. restrict the activity to a certain number of brands so that comparisons can be made for rolls of each brand.)

If you think students will feel uncomfortable counting toilet roll sheets, you could think of some other product that is more acceptable and do the same activity with this. (For some products you could measure the weight or length and compare them with what is advertised on the packaging.)

For younger students in a homeschooling situation, this could become quite a lengthy activity as they explore the claims made by advertisers and the truth of those claims. Writing a letter or email to the supplier would be an interesting end to the activity.

Please send any interesting results to toiletpaper@english-to-go.com

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**Pre-Intermediate Instant Lesson™**

**Child Tracking Devices May Be Next**

**Pre-Reading Activities**

**A: Short Discussion**

Answer these questions in pairs.

1. You have a cat or dog that your family loves very much. One morning you can't find it. Who would you ask to help you find your pet? How would you try and find it?

2. Some pet owners use special ways to find their pets if they go missing. Here are two ways. What are the advantages and disadvantages of each way? Can you think of any other ways?

*i. They put their telephone number on a tag on the pet's collar.*   
*ii. They* ***implant a microchip*** *inside the pet.*

**implant** - to put something inside the body, in a medical operation   
**microchip** - a very small thing inside a computer and other devices that makes it work

**Reading Activities**

**A: Understanding the Main Idea**

The headline and first paragraph of an article often give a lot of information about what the article is about. Read the headline and first paragraph of today's article and then complete this sentence.

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Britain are asking a British \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to   
implant\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

**Part One**

|  |  |  |
| --- | --- | --- |
| **British Parents Want Microchip to Track Their Kids** By Jason Hopps   |  |  | | --- | --- | | LONDON Monday September 2 (Reuters) - A British scientist said on Monday he had received many requests from worried parents asking him toimplant a **tracking** microchip into their children after the recent murders of two 10-year-olds in a quiet English town. (Continued/...) | **Word** **tracking** - something that follows or finds someone |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Scanning for Words**

Look quickly through the rest of today's article and highlight or underline the following words as you find them in the article.  Then carefully read the words and the sentences they are in and match the words to their meanings below. Be careful to match them with the **meanings used in the article**! (There are **two** extra meanings.)

|  |  |
| --- | --- |
| **Words**  1. contacted  2. guinea pig  3. transmitter  4. abductor | **Meanings** a. telephoned, e-mailed or wrote to someone  b. a person who takes someone away illegally; a kidnapper  c. a small furry animal without a tail  d. equipment used to send radio signals, messages, etc.  e. a child who is stolen by someone else  f. someone who is used to test a new drug or new kind of treatment |

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (Continued/...) **Cybernetics** expert Kevin Warwick from Reading University near London believes he can stop parents worrying with a tiny microchip.  "A number of families havecontacted me after the murders of Holly Wells and Jessica Chapman with the possibility of using an implant for their own daughter," Warwick told Reuters in a telephone interview.  One family, the Duvals, has offered up their 11-year-old daughter Danielle as the firstguinea pig to test the microchip. | The operation would involve implanting a smalltransmitter about one inch long (2.5 centimeters) -- the size of a lozenge, Warwick says -- either into the child's arm or stomach.  "A potentialabductor wouldn't know the child had the **device**," Warwick said. (Continued/...)  **Words**  **cybernetics -** a science that looks athow the brain works and then develops electronic  machines that work the same way  **device -** an object that has been invented for a special purpose |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Choose the Best Answer**

Read Parts One and Two again and choose the best answer for each question.

1. What are parents in Britain very worried about?

a. the safety of their children   
b. the safety of everyone in towns and cities in Britain   
c. the safety of microchips

2. Why are some parents thinking about having a microchip implanted in their sons and daughters?

a. They will be able to know exactly where their children are because the microchip has a transmitting device.   
b. They want to know whether their children are really at home or in the library after school each day.   
c. They want to use a transmitting device to find out where abductors live and what they do.

3. If a family decided that they wanted an implant for their child, what part of the body would the microchip be implanted in?

a. the arm or leg   
b. the stomach or leg   
c. the stomach or arm

4. How big is the implant?

a. smaller than an ant   
b. smaller than a matchbox   
c. bigger than a matchbox but smaller than a cassette case

5. What could happen to Danielle Duval?

a. She may allow Warwick to operate on her pet guinea pig.   
b. She may help Warwick by answering his questions.   
c. She may be the first child to have a microchip implanted by Warwick.

**D: Reading Carefully**

Read the questions and then use the article and your own knowledge to help you answer them.

1. Why are British parents so worried about the safety of their children at the moment?  
2. What are the advantages of the microchip?

**Post-Reading Activities**You may do one or more of these**.**

**A: What Do You Think?**

Answer these questions in small groups.

1. How do you feel about parents using a microchip to keep track of their children? Can you think of any problems with this?   
2. What other groups in society might like to use the microchip?   
3. How might children feel about having a microchip implanted?

**B: Language**

Here are two sentences using 'say' and 'tell' from the article. What is the difference between these two verbs?

- A British scientist **said** ... he had received many requests from worried parents...   
- "A number of families havecontacted me...," Warwick **told** Reuters in a telephone interview.

Fill the gaps in these sentences using **say / said** or **tell / told.** Be sure the answers arein the correct form.

1. Joan \_\_\_\_\_\_\_\_\_\_ the teacher that she would be late for class.   
2. "I'll be late for class,"\_\_\_\_\_\_\_\_\_\_ Joan.   
3. "I like your new haircut," Mrs Robins \_\_\_\_\_\_\_\_\_\_.   
4. Mrs Robins\_\_\_\_\_\_\_\_\_\_me that she liked my new haircut.   
5. The doctor \_\_\_\_\_\_\_\_\_\_ he is worried about my mother.   
6. The doctor\_\_\_\_\_\_\_\_\_\_ me that he was worried about my mother.   
7. The doctor \_\_\_\_\_\_\_\_\_\_to me that he was very worried about my mother.   
8. What did she \_\_\_\_\_\_\_\_\_\_ after you \_\_\_\_\_\_\_\_\_\_ her she had won the competition?

**C: Extra Reading**

Here is the last part of today's article. Use your dictionaries and try to understand the main points. Then complete the summary sentences.

In the United States you can buy **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** that allow people to track someone. The disadvantage of these watches is that **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

Warwick believes it is not up to him to decide whether it is all right to implant microchips. He believes it is up to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to decide. He believes that if microchip implants are accepted by the British people, the first implant operations could take place **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (Continued/...) Watches that perform a similar function are already commercially available in the United States, but they could be too easily removed and thrown away, Warwick said.  Warwick believes it is for society to decide if a microchip implant is the ethical way to combat fears of abduction. "There are of course many more questions to be asked and I **suspect** there will be objections to an implant, but if the general **trend** in Britain is in favor of such an operation it will be ready to go by Christmas," he said. | **Words** **suspect -** to believe something is true  **trend -** a change or development towards something new or different |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** Today's lesson deals with a sad and serious topic: the possibility of children being abducted. The lesson refers to the murders of Holly Wells and Jessica Chapman in Britain.

**Pre-Reading Activities**

**A: Short Discussion - Notes**

2. It may be a good idea to get students to look up the word 'microchip' in their dictionaries for a more technical description if they are confused by the rather simplified definition provided for them in the lesson.

Students may also recall that some pet owners have an ID number tattooed inside their pet's ear.

**Reading Activities**

**A: Understanding the Main Idea - Suggested Answer**

***Parents*** *in Britain are asking a British* ***scientist*** *to implant* ***a tracking microchip into their children****.*

**B: Scanning for Words - Notes**

This activity has two tasks. The first task is for students to scan Part Two of the article to find the words listed and either highlight them or underline them. You may like to time the students so that they are forced to read through the article quickly and recognize words. The second task is to look more carefully at those words and select the most appropriate meanings based on the context of the article.

**B: Scanning for Words - Answers**

1. a;  2. f;  3. d;  4. b.

**C: Choose the Best Answer- Answers**

1. a;  2. a;  3. c;  4. b;  5. c.

**D: Reading Carefully - Suggested Answers**

1. After the murders of two ten-year-old girls in a quiet British town, parents are worried that their own children might be abducted and murdered too.   
2. It is tiny (one inch long).   
It allows the parents to track their children (i.e. pinpoint their location).   
Because it is implanted under the skin, an abductor wouldn't know that a child had one.   
Because it is under the skin, a child would probably not feel embarrassed about wearing one because no one can see it.

**Post-Reading Activities**

**B: Language - Answers**

When someone speaks, **say** or **said** is usually used. (Bob said to go away.) When **tell** or **told** is used, it is followed by an object or object pronoun to indicate who is being talked to.(*Bob told him to go away.*)

(We can also use **say** ... **to:** *I* ***said*** *hello* ***to*** *my neighbor.*)

1. Joan **told** the teacher that she would be late for class.   
2. "I'll be late for class," **said** Joan.   
3. "I like your new haircut," Mrs Robins **said**.   
4. Mrs Robins **told** me that she liked my new haircut.   
5. The doctor **says** he is worried about my mother.   
6. The doctor **told** me that he was worried about my mother.   
7. The doctor **said** to me that he was very worried about my mother.   
8. What did she **say** after you **told** her she had won the competition?

**C: Extra Reading - Suggested Answers**

In the United States you can buy **watches** that allow people to track someone. The disadvantage of these watches is that **they can be easily removed and thrown away**.

Warwick believes it is not up to him to decide whether it is all right to implant microchips. He believes it is up to **society** to decide. He believes that if microchip implants are accepted by the British people, the first implant operations could take place **by Christmas**.

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**Pre-Intermediate Instant Lesson**

**Chimney Sweep**

**Pre-Reading Activities**

**A: Vocabulary**

Match the words below with their correct meanings.

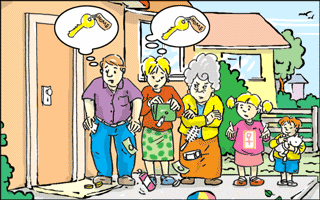
*realize, chimney sweep, locked out, stuck, locksmith, rescue workers, chimney, dismantle*

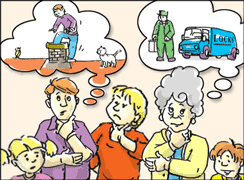
1. A pipe over a fire that lets smoke go up into the air.   
2. When a person can't go in through a door because they don't have a key.   
3. When you are not able to move.   
4.  A person who fixes locks and makes keys.   
5. To understand or know something.   
6. People whose job it is to save somebody from danger.   
7. To take something apart.   
8. A person whose job it is to clean chimneys using brooms.

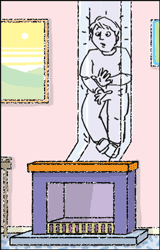
**Reading Activities**

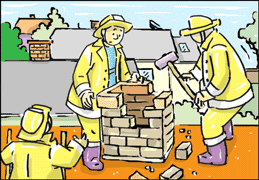
**A: Pictures**

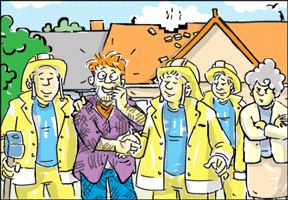
 Look at the pictures and answer the questions with a partner.

  
1. Who is locked out?   
2. Do they know where the key is?   
3. Have you ever been locked out of your house?   
4. What did you do?   
5. What do you think the family will do next?

  
6. What is the woman thinking?   
7. What is the man thinking?   
8. What do you think will happen next?

  
9. What did the man do?   
10. Why did he do this?   
11. What happened?   
12. What do you think will happen next?

  
13. Who are the people?   
14. What are they doing?   
15. Why?   
16. What do you think will happen next?

  
17. What is the man doing?   
18. Why is he doing this?   
19. Why did the man try to go down the chimney?   
20. Do you think it was a good idea?

**B: Matching Information and Pictures**

Look at these excerpts taken from today's article and match them with the correct Reading Activity A picture.

a. When his mother-in-law told him to get a locksmith, Vaughn said he thought of going down the chimney.   
b. A grateful Vaughn, his face black with soot, shook hands with the firefighters who rescued him...   
c. ...he got stuck near the bottom. After about 30 minutes in the chimney, Vaughn realized he could go no further and yelled for help.   
d. ...they locked themselves out.   
e. Rescue workers carefully dismantled the chimney brick by brick...

**C: Gap Fill**

Read the article below and fill in the gaps and with the words from Reading Activity B. (Put a letter from Reading Activity B into each gap in the article.)

|  |  |  |
| --- | --- | --- |
| **Man Stuck in Chimney**   |  |  | | --- | --- | | FORT WORTH, Texas Wed Nov. 13 (Reuters) - It may work for Santa Claus but one Texan found that going down the chimney was no way to enter a home after he became stuck.  Mark Vaughn was trying to help his family get back into their home after (1)\_\_\_ (2)\_\_\_. He got the idea from the movie "Mary Poppins" which has the character of the chimney sweep played by actor Dick Van Dyke. | Vaughn said he thought  he was going to make it all the way down, but (3)\_\_\_.  His family called the fire department and as Vaughn waited, his arms and legs went numb.  (4)\_\_\_ and after about an hour, they opened a hole large enough to free Vaughn. (5)\_\_\_ who rescued him and said the episode left him shaken. |   Article © 2002 Reuters Limited. Lesson © 2003 www.english-to-go.com |

Now listen to your teacher and check your answers.

**D: Reading For Detail**

Read each extract from the article and choose the best answers.

"It may work for Santa Claus but one *Texan found* that going down the chimney was no way to enter a home after he became stuck."

1. *Texan* in this sentence means...   
a. Santa Claus.   
b. Mark Vaughn's mother in law.   
c. Mark Vaughn.

2. *found* in this sentence means...   
a. to see something and know where it is.   
b. to discover or come to understand something.   
c. to pick something up from the ground.

"He *got the idea from* the movie "Mary Poppins" which has the character of the chimney sweep played by actor Dick Van Dyke."

3. *got the idea from* means...   
a. he decided to copy an idea from the movie.   
b. he wanted to see the movie again.   
c. he thought that he should tell his family about the movie.

"His family called the fire department and as Vaughn waited, his arms and legs went *numb.*"

4. *numb* in this sentence means...   
a. Vaughn couldn't feel his arms or legs.   
b. stupid   
c. Vaughn could feel his arms and legs.

"A *grateful* Vaughn, his face black with soot, shook hands with the firefighters who rescued him and said the episode left him *shaken.*"

5. *grateful* in this sentence means...   
a. Vaughn was pleased that the firefighters rescued him and wished to thank them.   
b. Vaughn was happy because he had enjoyed himself.   
c.  Vaughn wanted to know the names of the firefighters.

6. *shaken* in this sentence means:   
a. Vaughn's body was moving.   
b. Vaughn felt scared.   
d. Vaughn's body was numb.

**E: Questions**

Read the complete article and answer these questions.

1. What happened to Mark Vaughn?   
2. Why did Mark Vaughn decide to go down the chimney?   
3. Where did he get the idea from?   
4. What happened when he went down the chimney?   
5.  How long was Vaughn in the chimney for?   
6. Who rescued him?   
7. How did they rescue him?   
8. How did Mark Vaughn feel about being stuck in the chimney?

|  |  |  |
| --- | --- | --- |
| **Man Stuck in Chimney**   |  |  | | --- | --- | | FORT WORTH, Texas Nov. 13 (Reuters) - It may work for Santa Claus but one Texan found that going down the chimney was no way to enter a home after he became stuck.  Mark Vaughn was trying to help his family get back into their home after they locked themselves out.  When his mother-in-law  told him to get a locksmith, Vaughn said he thought of going down the chimney. He got the idea from the movie "Mary Poppins" which has the character of the chimney sweep played by actor Dick Van Dyke. | Vaughn said he thought  he was going to make it all the way down, but he got stuck near the bottom. After about 30 minutes in the chimney, Vaughn realized he could go no further and yelled for help.  His family called the fire department and as Vaughn waited, his arms and legs went numb.  Rescue workers carefully dismantled the chimney brick by brick and after about an hour, they opened a hole large enough to free Vaughn.  A grateful Vaughn, his face black with soot, shook hands with the firefighters who rescued him and said the episode left him shaken. |   Article © 2002 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**Post-Reading Activities**   
You may do one or more of these**.**

**A: Language**

In  today's article there were these words:

*Mark Vaughn was trying to help his family...*

**try + infinitive (+ to)** = want to do something, make an effort to do it.

Look at the sentences below and fill in the gaps with the right verb.

*study; lose; bake; stay; be; write*

1. "Be quiet! I'm trying to \_\_\_\_\_\_\_. I've got an exam tomorrow."   
2. The class was so boring, I tried to \_\_\_\_\_\_\_ awake but I couldn't.   
3. "No thanks. I'm not eating any ice cream at the moment, I'm trying to \_\_\_\_\_\_\_ weight."   
4. "Where is the recipe book? I'm going to try to  \_\_\_\_\_\_  some bread."   
5. "Oh dear! I'm trying to \_\_\_\_\_\_ this letter neatly but it is so hard!"   
6. "Oh Dad! I'm really trying to \_\_\_\_\_\_\_ good but it is so difficult!"

**B: Crossword Completion**

Your teacher is going to divide the class into two groups and give you half of a crossword. Work together in small groups and discuss the meanings of the words in your crossword.

You are going to explain these words in English to a partner from the other group, so think of lots of examples. Once you understand and know how to explain the words on your crossword, find a partner from the other group.

One of you is Student A, the other is Student B. Work together and fill in the crossword. Ask and answer questions with your partner. Do not show the other person your words!

**'What is 2 down?**'   
'It's an animal that lives in Australia. It hops.'   
'A kangaroo?'   
'Yes.'

**'What is 5 across?'**   
'It's an animal people often keep as a pet. It barks.'   
'A dog?'   
'Yes.'

**C: Tell Me About It!**

Work in pairs. (One of you is Student A, the other Student B.)

**Student A**: You are Mark Vaughn. Student B is your friend. It is the morning after you got stuck in the chimney. Student B wants to know why you are looking tired this morning.

Read the article again before you begin and then answer Student B's questions.

**Student B**: You are Mark Vaughn's friend. Student A is Mark Vaughn. It is the morning after your friend, Mark Vaughn got stuck in the chimney. You see that he (Student A) is looking tired this morning. Find out why Student A is looking tired.

You can use some or all of these questions to find out what happened from Student A.

*How are you this morning?*   
*What happened?*   
*What happened next?*   
*Why did you do it?*   
*Who did they phone for help?*   
*How did you feel?*

When you have finished, change roles.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Answers**

1. chimney, 2. locked out, 3. stuck, 4. locksmith, 5. realize, 6. rescue workers, 7. dismantle. 8. chimney sweep

**Reading Activities**

**A: Pictures - Answers**

1. A family.   
2. No.   
3. - 5. Answers will vary.   
6. It would be a good idea to get a locksmith.   
7. It would be a good idea to go down the chimney.   
8. Answers will vary.   
9. The man went down the chimney.   
10. Because his family was locked out. / To open the door.   
11. He got stuck.   
12. Answers will vary.   
13. They're rescue workers, probably firefighters.   
14. Rescuing the man.   
15. Because he is stuck inside the chimney.   
16. Answers will vary.   
17. Shaking hands with his rescuers.   
18. To say thank you to them.   
19. To open the door because his family was locked out.   
20. Answers will vary.

**A: Pictures - Notes**

Because part of this activity is getting the students to predict what will happen, ask the students to fold their worksheets so that they can't see what will happen next or copy the pictures onto an OHP transparency and do the activity together so that you can control when students see the pictures.

**B: Matching Information and Pictures - Answers**

Picture 1 - d, Picture 2 - a, Picture 3 - c, Picture 4 - e, Picture 5 - b.

**C: Gap Fill - Notes**

Once the students have completed the gap fill, read the article out loud below.

**C: Gap Fill - Text to be Read Aloud to Students**

**Man Stuck in Chimney**

FORT WORTH, Texas Nov. 13 (Reuters) - It may work for Santa Claus but one Texan found that going down the chimney was no way to enter a home after he became stuck.

Mark Vaughn was trying to help his family get back into their home after they locked themselves out. When his mother-in-law  told him to get a locksmith, Vaughn said he thought of going down the chimney. He got the idea from the movie "Mary Poppins" which has the character of the chimney sweep played by actor Dick Van Dyke.

Vaughn said he thought  he was going to make it all the way down, but he got stuck near the bottom. After about 30 minutes in the chimney, Vaughn realized he could go no further and yelled for help. His family called the fire department and as Vaughn waited, his arms and legs went numb.

Rescue workers carefully dismantled the chimney brick by brick and after about an hour, they opened a hole large enough to free Vaughn.  A grateful Vaughn, his face black with soot, shook hands with the firefighters who rescued him and said the episode left him shaken.

**C: Gap fill - Answers**

1. d, 2. a, 3. c, 4. e, 5. b.

**D: Reading For Detail - Answers**

1. c, 2. b, 3. a, 4. a, 5. a, 6. b.

**E: Questions - Answers**

1. He got stuck down a chimney.   
2. Because he and his family were locked out of their house.   
3. From the movie, "Mary Poppins".   
4. He got stuck.   
5. 1 1/2 hours   
6. Firefighters / rescue workers.   
7. By dismantling the chimney brick by brick.   
8. Shaken.

**Post-Reading Activities**

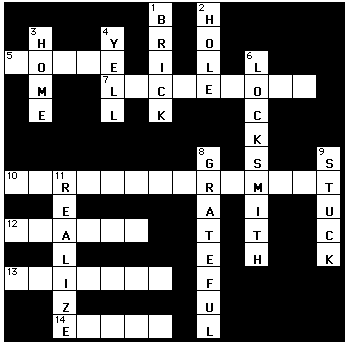
**A: Language - Answers**

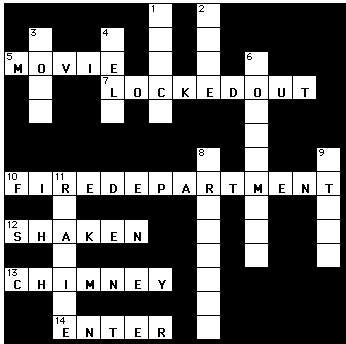
1. study, 2. stay, 3. lose, 4. bake, 5. write, 6. be.

**B: Crossword Completion - Notes**

This is an information exchange activity. One student has the answers the other student needs. It's up to the student seeking the answers to work out what the missing words are by asking questions and listening to their partner's definitions. Have one student fill in their crossword first and then have the students switch roles. Remind students that the words are in today's article. (Students may refer to the article while they are doing the crossword or you can ask them to put it away.)

**B: Crossword Completion - Crosswords to be Copied and Given to Students**

**Crossword for Student A**

**Crossword for Student B**

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**Choose Your Toy**

**Pre-Reading Activities**

**A: Make a Choice**

You have to choose a toy for a seven-year old boy. Which toy would you choose?

1. A doll that talks and tells jokes.  
2. A toy gun that looks real.  
3. A computer game.  
4. A set of little plastic building blocks. (For example: A Lego set.)  
5. A toy electric train.  
6. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Your idea.)

**B: Vocabulary**

Find a partner. One of you should do **Word** **List** **A**, the other **Word** **List** **B**. (The words are from today's article.) Then when you have finished, share your answers.

**Word List A**

Match each word on the left with its meaning on the right.

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| Click (v) means... | using and studying science and ideas about how things work to make things. |
| Software means... | shown on a computer. |
| Technology means... | to make something make a short sharp sound. |
| On-screen means... | programs for a computer. |

**Word List B**

Match each word on the left with its meaning on the right.

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| A manufacturer is... | a child. |
| An inventor is... | a person who sells things to the public. |
| A kid is... | a person who thinks of or makes something new. |
| A retailer is... | a person or company that makes things in a factory using machines. |

**Reading Activities**

**A: Matching Information**

Read the article as quickly as you can (do not read every word) and match the information in Part 1 with the statements in Part 2.

|  |  |
| --- | --- |
| **Part 1** | **Part 2** |
| Keith Lambert is... | a computer game . |
| Samuel White is... | the secretary of the British Association of Toy Retailers. |
| George White is... | a seven year-old boy. |
| Gerry Masters is... | Samuel's uncle. |
| Lego is... | a set of plastic building bricks. |
| The new version of Lego is... | Samuel's brother. |

|  |  |  |
| --- | --- | --- |
| **Virtual Lego set to transform toytown.**   |  |  | | --- | --- | | By Matthew Green LONDON, Jan 1 (Reuters) - Half a century after children first played with Lego, the plastic building bricks have been put onto the computer screen.  The three-dimensional software version of Lego is one of a new wave of toys aimed at tempting children with technology and changing the way they play.  "I like it because you can click on things and make them move," said seven-year-old Samuel White, testing an on-screen Lego kit at a toyshop in London. His five-year-old brother George nodded in silent approval.  Nostalgic adults, who remember the plastic colored bricks from their own childhood, were skeptical.  "The kids definitely prefer it, but as a member of the older generation I prefer the real thing," said Samuel and George's uncle, Keith Lambert.  To adults like Lambert, the whole point of a toy like Lego is using your hands to build things, not a mouse and a computer screen. | But toy manufacturers have always tried to use new technology in their designs, said Gerry Masters, secretary of the British Association of Toy Retailers.  "Inventors of toys have always had a very sharp eye for the technology market," said Masters. "Electric train sets came out in the 1920s when electricity was still a relative novelty."  Early train sets may look like mediaeval relics next to computerized versions of toys. But Masters said there was room enough for both of them.  "I don't see a war between physical toys and computers because both offer a different experience," he said.  "We're still selling loads of Monopoly sets, even though you can get Monopoly on the computer." |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**B: True or False**

Read the article carefully and decide if these sentences are true or false.

1. The game Lego was invented about thirty years ago.  
2. Computerized toys could change the way that children play.  
3. Children really like the new computer version of Lego.  
4. Adults also really like the new version of Lego.  
5. Makers of toys usually try to use new ideas in their toys.  
6. Gerry Masters thinks computer games will replace physical toys.

**C: Thinking Carefully**

Read the questions below and choose the right answer:

1. George nods because

1. he agrees with his brother about the computer version of Lego.
2. he wants his brother to stop talking so he can test the new game.
3. he can't think of anything to say.

2. Masters talks about Monopoly because

1. he thinks it is a very good game and he wants people to buy it.
2. he thinks it shows that physical and computer versions of a toy can be popular.
3. he thinks Monopoly is a much better game than Lego.

3. Toy makers have always used new technology in their toys because

1. they want toys to be educational.
2. it makes toys more exciting and interesting.
3. most toy makers are scientists.

**D: Language**

Look at the following excerpts from today's article.

* *But toy manufacturers have always tried to use new technology in their designs.*
* *"Inventors of toys have always had a very sharp eye for the technology market."*

The present perfect structure (**have (always) + past participle of verb...**) links the past with the present.   
In the examples above, the present perfect is used to link the beginning of something (e.g. when toy manufacturers started mass producing toys) to the present.

Complete the following sentences with your own ideas.  Think about something you think has never changed from the beginning to the present.

1.  Car manufacturers have always tried to...  
2.  Mothers have always had to...  
3.  Inventors have always...  
4.  Teachers have always...  
5.  Farmers...  
6.  Doctors...

**Post-Reading Activities**You may do one or more of these**.**

**A: What do you think?**

*"Should all toys be educational?"*

Discuss this in small groups.

**B: Role Play**

**Student** **A**: You and **Student** **B** are parents and you have a seven-year old child. You need to buy him/her a birthday present. You must choose between a Lego kit and the computer Lego game. You think the Lego kit is better for your child.

**Student** **B**: You and **Student** **A** are parents and you have a seven-year old child. You need to buy him/her a birthday present. You must choose between a Lego kit and the computer Lego game. You think the computer Lego game is better for your child.

**C: Tell someone else...**

What was your favorite toy when you were a child? Why did you like this toy?

Share your answers with your partner.

You could use the language below to help you:

*When I was a child my favorite toy was...* (what kind of toy was it?)

*It was...* (What did the toy look like? What color was it? How big was it?)

*My ...* (who gave it to you? Your parents? Your friend?) *gave it to me when I was* (how old were you?) *years old.*

*I liked this toy because...* (Why did you like this toy?)

*I used to play with this toy...* (Where did you play with the toy?)

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Make a Choice - Notes**

This activity encourages students to think about what toys they think a seven-year old boy would prefer. (Of course, if you wish you can change the subject to a girl.) They can then check their choice with the article.

This activity introduces a key word used in the article: Lego. Make sure students know what Lego is before you continue. Lego has its website at www.lego.com

**B: Vocabulary - Notes**

Students decide with their partner whether they will do List A or List B words. Then they do the exercise (using a dictionary if necessary) and then teach their partner the meanings of these words. If you wish, you could tell them to dictate the meanings to their partners (just give the partners a list of the words) to give some dictation and pronunciation practice. Or you could organize a shouting dictation.

**B: Vocabulary - Answers**

**Word List A**

Click (v) means...to make something make a short sharp sound (for example, a computer mouse)  
Software means...programs for a computer  
Technology means...using and studying science and ideas about how things work to make things  
On-screen means...something is shown on a computer

**Word List B**

A manufacturer is...a person or company that makes things in a factory using machines.  
An inventor is...a person who thinks of or makes something new.  
A kid is...a child.  
A retailer is...a person who sells things to the public.

**Reading Activities**

**A: Matching Information - Notes**

Students should try to do this as quickly as they can. You may wish to set a time limit.

**A: Matching Information - Answers**

Keith Lambert is... Samuel's uncle.  
Samuel White is... a seven year-old boy.  
George White is... Samuel's brother.  
Gerry Masters is... the secretary of the British Association of Toy Retailers.  
Lego is... a set of plastic building bricks.  
The new version of Lego is... a computer game .

**B: True or False - Answers**

1. False (Children were playing with it 50 years ago.)
2. True
3. True.
4. False. (Adults prefer the physical Lego.)
5. True.
6. False. (There isn't a war between them because they offer different experiences. Example: both kinds of Monopoly are still popular.)

**C: Thinking Carefully - Notes**

Students can use their understanding of the text to answer questions 1 and 2. Questions 3 requires them to think about why toy manufacturers make toys. (For Question 1 check students understand the word 'nod' and 'approval'.)

**C: Thinking Carefully - Answers**

1. George nods because - he agrees with his brother about the computer version of Lego.
2. Masters talks about Monopoly because - he thinks it shows that physical and computer versions of a toy can be popular.
3. Toymakers have always used new technology in their toys because - it makes toys more exciting and interesting.

**D: Language - Notes**

Answers will vary.  Circulate around the room while students are writing and see that they are writing the present perfect structure correctly.  After completing the writing portion of this activity, you may like to put them into pairs or small groups to compare answers.

**Post-Reading Activities**

**B: Role Play - Notes**Before students practice the role play they should meet with students with the same role to think of reasons why they have made this choice. They could brainstorm the reasons or you may wish to help them by giving them some of these reasons.

The computer version of Lego...

- is modern.  
- can't get lost.  
- is a new idea.  
- helps you enjoy computers.  
- teaches you how to use a computer mouse.  
- is clean and tidy. (You don't have to pack it up).

A Lego kit...

- can be used to make models that last a long time.  
- can be shared. (Two children can play with one Lego kit.)  
- makes you use your hands to build something.  
- can be used in other games.  
- can be played anywhere. (You don't need a computer.)

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**Pre-Intermediate Instant Lesson™**

**Chow Yun-Fat**

**Pre-Reading Activities**

**A: 20 Questions**

Work with a group to complete the following:

Choose one person in the group to start. This person must think of a movie they have seen. They do not tell anyone in the group.

The other people in the group must take turns to ask yes/no questions to try and guess the movie. It is a race to see who can guess first. They may only ask 20 questions.

Each person in the group then has a turn to think of a movie and answer questions.

**B: Movie Vocabulary**

Today's article has a lot of words about movies. Match the words from today's article in column A with their correct meanings in column B. (Try not to use a dictionary.)

|  |  |
| --- | --- |
| **Column A** | **Column B** |
| **role**  **Oscar**  **lead actor**  **director**  **academy award**  **studio**  **nomination** | - a person who has the most important part in a movie.  - a person who decides how the movie should be made, the boss.  - a character or part an actor plays in a movie.  - a place where movies are made.  - another name for an Oscar.  - a list of the names of the best movies, actors, directors etc.: the winners of Oscars are chosen from these names on the list.  - a small gold statuette presented to people every year in America for excellent work acting in or making movies. |

**C: Preparation for Reading**

Today's article is about the actor Chow Yun-fat. As a class, discuss what you know about Chow. Work with your teacher to make a list of facts about this actor on the board.

**Reading Activities**

**A: Advice on Staying Young**

In today's article Chow gives advice about how to stay young. Before you read the article, make a list of 5 of the best ways people can stay young and look young.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Now read the 3 paragraphs below. Find out what Chow's advice is.

*In Chow's opinion, the way to stay young is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| --- | --- | --- |
| **Be Stupid, Look Young, Says Movie Star**   |  |  | | --- | --- | | HONG KONG Friday February 2 (Reuters) - **Dashing** Chinese movie star Chow Yun-fat, hero of the kung-fu **epic** ``Crouching Tiger,'' says the key to staying young is stupidity.  "You see I am very stupid. I don't understand or talkwell. I take it easy every day. I am like an idiot. Be like this every day, and then you'll look young," Chow, who looks younger than his 45 years, **bantered** in Mandarin at a news conference. | "Don't try to push yourself too hard," said the star.  (Continued/...)    **Meanings:** **dashing** - very good-looking **epic** -a very long story, full of action **bantered** - happy talking, not serious, lighthearted |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

Compare your answer with another student.

**B: Comprehension**

1. Look at the notes on the board about Chow and see if this information is mentioned in the article below. Were all of the facts you listed about Chow correct?

2. Now answer these questions using the article:

1. How old is Chow?
2. What role is Chow best known for internationally?
3. Which American actor has Chow been compared to?
4. How many movies has he made?
5. What movie did he make with Jodie Foster?
6. Who does Chow hope will win the Oscar for best director?

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| **Be Stupid, Look Young, Says Movie Star**   |  |  | | --- | --- | | HONG KONG Friday February 2 (Reuters) - Dashing Chinese movie star Chow Yun-fat, hero of the kung-fu epic "Crouching Tiger," says the key to staying young is stupidity.  "You see I am very stupid. I don't understand or talk well. I take it easy every day. I am like an idiot. Be like this every day, and then you'll look young," Chow, who looks younger than his 45 years, bantered in Mandarin at a news conference.  "Don't try to push yourself too hard," said the star.  Chow, sometimes described as Hong Kong's Harrison Ford, is perhaps best known internationally for his role in "Crouching Tiger, Hidden Dragon," which some **tip** will **grab** an Oscar nomination for best movie, and as lead actor in "Anna and the King" with Jodie Foster.  Well loved in Asia for his good humor, **affability** and total absence of any **airs**, Chow was speaking at a news conference to launch a set of stamps and first-day covers issued by the South American nation of Guyana and featuring him.  The set includes six colorful stamps **depicting** Chow in his various movie roles. But in a **spirited** session full of **wisecracks**, the actor admitted he could not identify all six films.  "Every one was so specially drawn, so much so that even I can't remember which movie it is," he said.  "It seems that they were picked by the PR company and my wife. I don't know. I only come out to see people," he said playfully. | "My agent and my wife. They're pushing me very hard every day," Chow said, referring many questions to his Singaporean wife, Jasmin.  Chow has been one of Asia's most celebrated film stars since 1985 and has appeared in more than 70 movies. He has achieved worldwide **acclaim** since his break into Hollywood in 1998.  Chow said he hoped "Crouching Tiger" would win the Oscar for the best film and that Ang Lee would be named best director. The Academy Awards will be presented on March 25.  Asked about his next film role, Chow said: "This we should wait for Ang Lee, who is talking on several films."  "If at the Oscars he wins best movie and best director, then studios must give him a lot of money and then he'll start a new film right away. If he doesn't, he may wait for two to three years."  "You're still young. You can wait," he said, teasing a young woman reporter who asked when he would appear in another film.  **Meanings:** **tip** -think, predict **grab** - take something quickly, win **affability** - friendliness **airs** - unnatural manners, trying to act very important or educated **depicting** - showing **spirited** - lively **wisecracks** - jokes **acclaim** - enthusiastic approval |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Thinking Carefully**

Look at the list of words below. Decide which words you think describe Chow and circle them. The words **are not** used in the article. You may read the article again to help you.

1. nervous
2. ambitious
3. relaxed
4. funny
5. formal
6. likable
7. proud
8. social
9. shy
10. easy going
11. serious

**D: Language**

Work with a group to complete the following:

1. Read the paragraph below and look at the grammar.

Chow **has** **been** one of Asia's most celebrated film stars since 1985 and **has** **appeared** in more than 70 movies. He **has** **achieved** worldwide acclaim since his break into Hollywood in 1998.

2. Why is the **present** **perfect** **tense** used and not the **simple** **past** **tense**?

3. Write down one example sentence where you would use the present perfect. Then listen to the other people in your group give a different example.

4. Complete the sentences below with information from your own life.

*Since I was a child I …*

*Since …*

*I have never...*

*I have just...*

*I have already...*

**Post-Reading Activities**

**A: Short Talk**

Prepare a short talk about your favorite movie. Give the name of the movie, a short description of what happened and why you liked it so much. Try to talk for 2 minutes.

**B: Writing**

Sit in a circle as a class. You will be given the name of one student in your class. Think of something that he/she contributes to your class or something you like about him/her. Then write a short description of what you are giving your award for and give the award a name. Each student will then read aloud to the rest of the class what they have written.

For example: "This is an award for X. I am giving her the humor award because she always makes us laugh in class and she is one of the funniest people I have ever met."

**C: Watch a Movie**

See if you can find a movie with Chow in it. Watch the movie (or part of the movie) as a class and talk about the kind of character he was in the movie.

**D: Vocabulary**

Choose three words that are new to you in today's article. Find out some information about those words using a dictionary and the article. Be ready to teach one of your new words to the class.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: 20 Questions - Notes**

If the class is not too big, this activity would also work as a class, with students sitting in a circle, and each one asking one question until the name of the movie has been guessed.

If you have students from different countries it will be better for students to think of recent 'Hollywood' movies that they have seen. But if students are from the same country they can think of movies in English or their own language they have seen but of course they must use English to do the activity.

**B: Movie Vocabulary - Answers**

**role** - a character or part an actor plays in a movie.  
**Oscar** - a small gold statuette presented to people every year in America for excellent work acting in or making movies.  
**lead** **actor** - a person who has the most important part in a movie.  
**director** - a person who decides how the movie should be made, the boss.  
**academy** **award** - another name for an Oscar.  
**studio** - a place where movies are made.  
**nomination** - a list of the names of best movies, actors, directors etc.: the winners of Oscars are chosen from these names on the list.

**C: Preparation for Reading - Notes**

If nobody knows anything about Chow, you could try to access a movie with Chow in it and have the students view a portion of it and say where it looks like he is from, how old he looks etc.

If you wish to research Chow yourself there are a number of websites on the Internet about him.

**http://www.celebrity-link.com/showcelebrity\_categoryid-1400\_supercategoryid-16.html** gives addresses of some Chow websites produced by fans of the actor.

**Reading Activities**

**A: Advice on Staying Young - Answers**

In Chow's opinion, the way to stay young is to be stupid and take it easy.

**B: Comprehension - Answers**

2: a. 45; b. "Crouching Tiger, Hidden Dragon"; c. Harrison Ford; d. more than 70; e. "Anna and the King"; f. Ang Lee.

**C: Thinking Carefully - Answers**

- relaxed; funny; likable; social; easy going.

**D: Language - Notes**

Other examples of sentences using the present perfect that students may write could include: ever, never, just, already.

You may prefer to provide them with these words and then ask them to make sentences.

At this stage students should be recognizing the present perfect, but will not necessarily be always using it correctly.

**D: Language - Answers**

2. The article is referring to a period of time that continues from the past until now. It talks about what Chow has done in his life (a period of time until now).

**Post-Reading Activities**

**A: Short Talk - Notes**

This can be done as a whole class activity, small group or pair activity depending on the confidence of the students.

**B: Writing - Notes**

Before beginning you could remind students that they should write something nice or positive about the student. This is a good activity to do with a class where the students like each other and get on well. Avoid doing it if you think some students will write unpleasant things about other students.

Write each student's name on a strip of paper and put them in a box. Let each student draw one piece of paper from the box. They should show other students whose name they have drawn. Sit in a circle as a class.

**C: Watch a Movie - Notes**

You could use the movie for a range of activities, including a comprehension exercise based on a small portion of the movie, listen and retell or prediction.

**D: Vocabulary - Notes**

The students may need to be guided as to what information to look for in their dictionaries and what information is already contained in the article itself. This would be a good opportunity to do some intensive dictionary work, whereby you draw their attention to the abbreviations used in their dictionary, and the information contained in each dictionary entry.

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**Pre-Intermediate Instant Lesson™**

**Clever Cats**

**Pre-Reading Activities**

**A: Vocabulary**

These words are in today's two articles. Read them and their meanings before you begin the Reading Activities.

* **burglar** - a person who enters a building to try and steal something
* **catflap** - a small door into a house that a cat can open
* **modus** **operandi** - a way of working
* **track** **down** - find somebody or something after looking for them
* **embarrassing** - something that makes you feel worried or shy about what other people are thinking
* **wrestle** - fight by trying to throw somebody to the ground

**Reading Activities**

Today's two articles are about two cats. The cat in **Article** **1** is very brave. The cat in **Article** **2** likes to steal things.

**A: Sequencing**

The paragraphs in the two articles are not in the correct order. Work with a partner and put them in the correct order. Write the correct letter next to the correct number. Remember: there are **two** different articles.

**Write your answers here:**

**Article 1**

**This Was No Cat Burglar**

HONG KONG (Reuters) - Wednesday April 28

1 - a)  
2 -  
3 -

**Article 2**

**Cat Burglar Becomes Headache For Owner**

LONDON (Reuters) - Friday October 8

1 - f)  
2 -  
3 -  
4 -  
5 -

**Paragraphs**

**a)** A Hong Kong burglar took to his heels after being attacked by a cat, local newspapers reported Wednesday.

**b)** ``It was funny at first but the haul just got more and more adventurous,with matching pairs of expensive trainers,'' Ali Daffin of Taunton in southwestern England told the Mirror.

**c)** After slipping out through the catflap at night, Tommy has returned with all manner of stolen goods, including shoes, designer clothes, a bag of coins and a golf umbrella, British newspapers said on Friday.

**d)** ``It's becoming embarrassing,'' she told the Mirror. ``It looks like I've trained him.''

**e)** Mimi, a Persian cat, leapt on the intruder from a shelf when she apparently saw the man wrestling with her owner.

**f)** The thieving habits of a tomcat named Tommy have become a headache for his British owner, who worries that people may think she groomed her pet to be a cat burglar.

**g)** Sham, whose right hand was slightly injured in the incident, later told police Mimi scratched the face and head of the burglar who fled with jewelry worth about HK$50,000 (US$6,452).

**h)** Daffin reckons Tommy's ``modus operandi'' is to slip into other people's catflaps but she has not been able to track down the owners of the 50 items her pet has dragged home.

**B: Comprehension**

Below are the answers to some questions about today's articles. Read the articles carefully and write a question for each of the answers.

**Article 1**

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: In Hong Kong.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: A Persian cat.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: Because Mimi scratched him.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: His face and head.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: Yes, he stole jewelry worth about HK$50 000.

**Article 2:**

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: She's from Taunton, England.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: At night.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: He goes out through the catflap.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: Shoes, designer clothes, a bag of coins and a golf umbrella.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: About 50 things.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: Because she doesn't know who the items belong to.

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  
Answer: She thought it was funny at first, but now it's embarrassing.

**C: Vocabulary**

Use your understanding of the articles to match these words with their meanings:

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| to slip out | to go out quickly and quietly so that no-one sees you |
| to reckon | to pull something along the ground slowly |
| to take to your heels | to try to hurt somebody or something |
| to leap | to feel something bad will happen |
| to scratch | to make a big jump |
| to drag | to run away |
| to worry | to believe something because you have thought about it |
| to attack | to cut or make a mark on something with a sharp thing |

**D: Language**

These sentences contain the vocabulary words from Activity C.  Put the words in the correct order without looking back at the article.

1.  Tommy's owner  that people worries she groomed her pet may think to be a cat burglar.   
2.  slips out through the catflap at night all kinds of stolen goods and returns with Tommy .   
3.  Daffin Tommy's method reckons  into other people's is to slip catflaps.   
4.  everything He drags home he steals.   
5.  A burglar in Hong Kong  him when a cat jumped on took to his heals.   
6.  the cat attacked Mimi the burglar because her owner he was wrestling with .   
7.  the intruder She leapt on a shelf from.   
8.  burglar Mimi the face and head scratched of the.

**E: Thinking Carefully**

Answer these questions:

1. 'Mimi, a Persian cat, leapt on the intruder from a shelf when she apparently saw the man wrestling with her owner.'  
The word **'apparently'** is used when you are not sure if what someone else said is true. Why is it used here?

2.`The thieving habits of a tomcat named Tommy have become a headache for his British owner....'  
Why has Tommy's owner got a headache?

3. ` ``It's becoming embarrassing,'' she told the Mirror. ``It looks like I've trained him.'' '  
What is Tommy's owner worried about?

**Post-Reading Activities**You may do one or more of these**.**

**A: Write a Letter**

You are Tommy's owner. Write a short letter of apology to the owner of one of these items:

* *the expensive trainer shoes*
* *the designer clothes*
* *the golf umbrella*

**B: Role play**

Work in pairs.

**Student A:** You are Tommy's owner. **Student** **B** is the owner of the golf umbrella. It is 10 o'clock at night. He/she has just seen your cat Tommy leaving his/her house with the golf umbrella. **Student** **B** has followed Tommy to your house and now wants you to explain why your cat steals things. Talk to **Student** **B**.

**Student B:** You are the owner of the golf umbrella that was stolen by Tommy. **Student** **A** is Tommy's owner. It is 10 o'clock at night. You have just seen Tommy leaving your house with your golf umbrella so you have followed him to **Student** **A**'s house. You want **Student** **A** to explain to you why his/her cat steals things. You are not very happy and you want your umbrella! Talk to **Student** **A**.

**C: Dialogue**

Imagine that police have caught the burglar who was attacked by Mimi and he has been sent to prison. He is talking to another prisoner who asks him, *"Hey, why have you got those scratches on your face?"*

Write a dialogue between the two prisoners in which the burglar tells his story.

Finish by reading your dialogue aloud with another student.

**D: Internet Activity**

There are all kinds of web pages on the Internet about people and their pets. Here is one that describes another catburglar:

**http://www.onthe.net.au/~flippy/catburglar.html**

Have a look at it and then see if you can find any other web pages about unusual pets. If you have a favourite, email us here at English to Go with the address and tell us why you like it.

**TEACHERS' NOTES AND ANSWER KEY**

**A: Sequencing - Notes**

Students will find the activity easier if the paragraphs are photocopied and separated so that pairs of students or individuals can have their own set to move around. (If you do them on colored card or paper they will be easy to sort and can be used again.)

**A: Sequencing - Answers**

**Article 1**1 - a)  
2 - e)  
3 - g)

**Article 2**1 - f)  
2 - c)  
3 - b)  
4 - h)  
5 - d)

**(You should give students these complete copies of the articles after they have completed the Sequencing Activity. The words in bold print are used in Activity C: Vocabulary.)**

**Article 1**

|  |  |  |
| --- | --- | --- |
| **This Was No Cat Burglar**   |  |  | | --- | --- | | HONG KONG (Reuters) - Wednesday April 28 A Hong Kong burglar **took** **to** **his** **heels** after being **attacked** by a cat, local newspapers reported Wednesday.  Mimi, a Persian cat, **leapt** on the intruder from a shelf when she apparently saw the man wrestling with her owner. | Sham, whose right hand was slightly injured in the incident, later told police Mimi **scratched** the face and head of the burglar who fled with jewelry worth about HK$50,000 (US$6,452). |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**Article 2**

|  |  |  |
| --- | --- | --- |
| **Cat Burglar Becomes Headache For Owner**   |  |  | | --- | --- | | LONDON (Reuters) -Friday October 8 The thieving habits of a tomcat named Tommy have become a headache for his British owner, who **worries** that people may think she groomed her pet to be a cat burglar.  After **slipping out** through the catflap at night, Tommy has returned with all manner of stolen goods, including shoes, designer clothes, a bag of coins and a golf umbrella, British newspapers said on Friday. | ``It was funny at first but the haul just got more and more adventurous,with matching pairs of expensive trainers,'' Ali Daffin of Taunton in southwestern England told the Mirror.  Daffin **reckons** Tommy's ``modus operandi'' is to slip into other people's catflaps but she has not been able to track down the owners of the 50 items her pet has **dragged** home.  ``It's becoming embarrassing,'' she told the Mirror. ``It looks like I've trained him.'' |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**B: Comprehension - Suggested Answers**

**Article 1**

**Where does Mimi live?** In Hong Kong.  
**What kind of cat is she?** A Persian cat.  
**Why did the burglar run away?** Because Mimi scratched him. **Which parts of his body did Mimi scratch?** His face and head.  **Did he steal anything valuable?** Yes, he stole jewelry worth about HK$50 000.

**Article 2**

**Where is Ali Duffin from?** She's from Taunton, England.  
**When does Tommy steal things?** At night.  
**How does he get out of Ali's house?** He goes through the catflap.  
**What has he stolen?** Shoes, designer clothes, a bag of coins and a golf umbrella.  
**How many things has he brought home?** About 50 things.  
**Why hasn't Ali returned the items to their owners?** Because she doesn't know who the items belong to.  
**How does Ali feel about Tommy's burglaries?** She thought it was funny at first, but now it's embarrassing.

**C: Vocabulary - Answers**

to **slip** **out** - to go out quickly and quietly so that no-one sees you  
to **reckon** - to believe something because you have thought about it  
to **take** **to** **your** **heels** - to run away  
to **leap** - to make a big jump  
to **scratch** - to cut or make a mark on something with a sharp thing  
to **drag** - to pull something along the ground slowly  
to **worry** - to feel something bad will happen  
to **attack** - to try to hurt somebody or something

**D: Language - Notes**

Before students begin writing sentences, ask them to find some of the verbs in the two articles and ask them which tense - past or present  - the verbs are in in the article.  (**Answer:** The sentences about Tommy are in the present tense form while the sentences about Mimi are in the past tense form.)    
Then ask them why they think the two articles use different tenses.    
(**Answer:** Tommy's stealing is a regular habit and, thus, present tenses are used in the article.  On the other hand, Mimi's quick thinking was a once off thing, thus, past tenses are used to show the action is finished.)   
In today's mixed sentences activity, sentences 1- 4 about Tommy are in present simple tense and sentences 5 - 8 about Mimi are in past simple tense.

**D: Language - Answers**

1.  Tommy's owner worries that people may think she groomed her pet to be a cat burglar.   
2.  Tommy slips out through the catflap at night and returns with all kinds of stolen goods.   
3.  Daffin reckons Tommy's method is to slip into other people's catflaps.   
4.  He drags home everything he steals.   
5.  A burglar in Hong Kong took to his heals when a cat jumped on him.   
6.  Mimi the cat attacked the burglar because he was wrestling with her owner.   
7.  She leapt on the intruder from a shelf.   
8.  Mimi scratched the face and head of the burglar.

**E: Thinking Carefully - Suggested Answers**

1. Mimi can't be interviewed to confirm what she actually saw and whether she jumped on the man in order to defend her owner.  
2. Tommy's habit of stealing things is causing his owner a lot of stress.  
3. She is worried that people will think she trained Tommy to steal things from people's houses.

**Post-Reading Activities**

**Activities B and C - Notes**

Both activities allow opportunities for enjoyable fluency practice. You may want to tell students which one is more useful for them to do or allow them to choose for themselves. Before they begin, spend a little time talking about how they will complete the activity. In **Activity** **B** students should think about how the two characters would be feeling and how they would express their thoughts. Ask pairs of students to demonstrate their role plays.

In **Activity** **C** students may want to write a dialogue in which the fellow prisoner is sympathetic or amused or scornful after hearing that the ex-burglar was attacked by a cat.

Walk round and give students advice about language and style while they are writing the dialogues.

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| **Weekly Warmer** |

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| **Coin Grab**  This is a fun, communicative warmer that will keep you laughing.  **Level:**Pre-Intermediate and above  **Language Aims:**  To practice speaking fluency while talking about the weekend or something in the news.  **Time:** 10 minutes840_1  **Preparation:**None  ***Procedure:***  1. Place students in pairs and have them stand and face each other. Each student has one coin in their hand.  2. One student puts one hand on their hip while they hold the other hand out. In the palm of their hand is a coin. The other student puts their opposite hand on their hip and extends the opposite hand with the coin in their palm.  3. While having a conversation about the weekend or a topic in the news recently, they try to snatch the coin from their partner's hand. Students are allowed to close their hand, but only as a reflex: it may not remain in the shut position for any amount of time.  4. The first person to successfully grab the other student's coin is the winner.  Whenever I play this game, I can't stop laughing. A great way to start off any class, especially a Monday morning.  By Megan Power,  Canada  w020327sl |

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| **Weekly Warmer** |

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| Conditional Relay  This is a fun activity for reviewing conditional forms.  **Level:** Pre-Intermediate and above.  **Language Aims:**  To practice using conditional forms to complete open-ended sentences.  **Time:** 10 - 20 minutes.  **Preparation:** None  ***Procedure:***  1. Write a conditional sentence on the board (e.g. If I have money, I will go to the movies.).  2. Now select a student to say another conditional sentence using the second part of your sentence (e.g. If I go to the movies, I will see "Titanic.").  3. Select the next student (follow an order of students) and have him/her repeat Step 2 (e.g. If I see "Titanic," I will cry a lot.).  4. Continue in this manner until all of the students have had an opportunity to participate.  This activity becomes more interesting as the students' conditional sentences get more unusual (e.g. If I cry a lot, my face will turn red. > If my face turns red, I will have to go home immediately. etc.).    by Grayce Fonseca  w230501sl |

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| **Weekly Warmer** |

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| Connect the Sentences  **Level:** Pre-Intermediate and above  **Language Aims:**  To listen and understand the sequence of events in a narrative story.  To listen for clues (e.g. sequence markers or pronouns of previously mentioned nouns) to put sentences in correct order to make a story.  **Time:** 20 - 30 minutes  **Preparation:** Students should have already studied the past tense as it is used in story telling and be familiar with sequence markers (e.g. next, then, finally, etc.) and pronouns (e.g. he, his, him, his).  Find a narrative story or write one yourself that includes sequence markers and pronouns.  Do not write the story in paragraph form. Rather, write each sentence on a separate line.  (You should have as many sentences as there are students.)  Cut out each sentence and put the strips of paper in a container.  ***Procedure:***  1.  Have each student pick one strip of paper from the container, making sure not to show it to anyone else.  Tell them they have two minutes to memorize the sentence.  2.  After two minutes collect all of the strips of paper.  3.  Say to the students, "This is a story.  Each sentence is part of the story.  Put the sentences in the correct order.  You may begin."  4.  Sit down and observe as the students try to put the story together.  Resist any temptation to offer any help.  Rather, let the students work the story out by themselves.  You may wish to take notes and write down how the students do this.  You can give them feedback after they finish the task.  (e.g. Who were the natural leaders in the group?; Did they physically place students in order according to the order of the story? etc.)  **Note:**  If the students really have difficulty putting the story together, you might suggest to them to form a line, with the student who has the first sentence of the story at the front of the line and so on.  w310101l |

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| **Weekly Warmer** |

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| **Contradictions**  **Level:** Pre-Intermediate and above  **Language Aim:** To practice giving short contradictory replies to statements.  **Time:** 5 - 10 minutes  **Preparation:** Write a list of statements (10 -15) on a piece of paper and either make one photocopy for each student or write the statements on the board. Use whichever tense you are teaching at the time, or mix tenses for revision. (See statement and reply examples in step 3 of Procedures below.)  ***Procedure:***  1. Explain to the class that their task is to contradict the statements you are going to give them. Write the following example on the board:  Student A: They live in Australia. Student B: No, they don't.  Now write these examples and ask students to write in Student B's reply. Remind them that short replies either end with a 'do' verb (if there is only a main verb in the statement) or the auxiliary verb from the statement.  Student A: Junko studied for five hours last night. Student B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_.   (Answer: No, she didn't.)  Student A: I can't pass the test. Student B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Answer: Yes, you can.)  2. Put students in pairs. Give each student a worksheet with a list of statements on it or write the statements on the board.  3. Have one student read a statement and the other student contradict that statement. Have students alternate reading statements. When they have read through the list once, get them to read the statements again, but have students read the statements they didn't read the first time. This will give both students an opportunity to reply to all of the statements.  Here are some examples of **past simple** statements and a contradictory reply.  Student A: I went to Sydney at the weekend.  Student B: No, you didn't.  Student A: I should have phoned her last night.  Student B: No, you shouldn't have.  Student A: You bought a new outfit last week.  Student B: No, I didn't.  Student A: My boyfriend didn't arrive on time. Student B: Yes, he did.  Student A: We didn't make noise at the cinema. Student B: Yes, you did!  Student A: It didn't rain on Monday. Student B: Yes, it did.  **Alternative Activity:** For higher level classes, you may like to deliver statements verbally and have students give a contradictory reply. Another alternative is to play a chain game: You start the game by saying a statement and selecting a student to give a contradictory reply. After that student gives a reply, he / she says a statement and selects a different student to reply. The game goes on in this manner until all of the students have had an opportunity to give a statement and reply.  By Ann Tracey Australia  w030707sl |

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