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**Pre-Intermediate Instant Lesson™**

**A Retiring Student**

**Pre-Reading Activities**

**A: Discussion**

Work with a partner and answer these questions

1. How old are most people when they finish high school?
2. How old are they when they finish university?
3. How old are most people when they retire?
4. How old do you want to be when you retire?

**B: Vocabulary**

These words are from today's article. Check that you know their meanings by putting them in the right places:

|  |  |  |  |
| --- | --- | --- | --- |
| law | lecture | graduate | exams |

|  |  |  |
| --- | --- | --- |
| university | part-time | high-school |

I am a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**student now and I also have a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** job. After I finish high school I am going to study **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** at **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. If I pass the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** I will then go to **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** school. One day I would like to be a university professor and **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in law.

**Reading Activities**

**A: Comprehension**

Read the article and answer the questions:

1. How old is Utagawa?
2. What is his occupation?
3. Utagawa began studying in April 1999. Which university is he studying at?
4. What will he do after he completes his four-year course?
5. What will he do at the same time?
6. What does he lecture in?

|  |  |  |
| --- | --- | --- |
| **It's Back To School For 96-Year-Old Man**   |  |  | | --- | --- | | TOKYO Tuesday February 23 (Reuters) - 96-year-old Toyokuni Utagawa is a renowned print master but he has set himself a new goal: to become probably the first centenarian to win a doctorate in law.  Monday, Utagawa heard that he had passed ***rigorous*** written and oral examinations, allowing him to enter the law division of Kinki University in the western Japanese city of Osaka when the new academic year begins in April, Kyodo news agency reported.  "I will study for four years and then proceed to graduate school,'' Utagawa was ***quoted*** as saying, planning to carry on his print making at the same time. | "If possible, I hope to take a doctorate.'' Utagawa, the sixth generation of a ***renowned*** family of Japanese print artists, was born in 1903 and ***apprenticed*** himself to his father after finishing primary school.  After several decades in management with a trading firm after World War Two, he returned to his art in 1972.  Hoping to start writing books, he began to study at a part-time high school several years ago and is due to graduate this March.  Already the author of one published book, Utagawa also lectures several times a month on how to stay healthy, Kyodo said. Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**B: Matching Information**

These sentences talk about Utagawa's plans. Match each beginning with the correct ending:

**Beginnings:**

* Utagawa did the entrance examinations because he wanted to...
* He studied at high school because he wanted to...
* Utagawa wants to...
* While he is studying at university he hopes to...
* After he finishes a 4 year law course he wants to....

**Endings:**

* ...be the first centenarian to complete a doctorate in law.
* ...continue working in his print making business.
* ...go to graduate school.
* ...go to Kinki University.
* ...start writing books.

**C: Understanding the Headline**

1. What does '**back'** mean in today's headline?

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

2. Which of these statements summarizes the headline of the article?

a. A 96-year-old man is a student for the first time.  
b. A 96-year-old man has finished school.  
c. A 96-year-old man is going to do more study.

**D: Language**

**1.** The article contains several difficult words. Use the article to help you match these words with their definitions:

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| renowned | worked for an employer for a period of time for low wages and received training |
| quoted | famous |
| rigorous | very hard or difficult |
| apprenticed | a newspaper reports what somebody else has said or written |

**2.** Imagine that the following short article was written this month (May 1999). Utagawa began his university studies in April 1999.

Put the verbs in brackets into the correct tenses:

Toyokuni Utagawa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(be)** a student at Kinki University where he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(study)** law. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(be)** also a printmaker. He\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(lecture)** several times a month on how to stay healthy. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(be)** born in 1903 and after he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(finish)** primary school, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(become)** an apprentice printmaker. From about 1945 until 1972 he **(work)** in management and then **(return)** to printmaking. Although he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(be)** 96 years old he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(be)** a very busy person.

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

**A: Role Play**

Work in groups of three and role play this situation.

**Student** **A:** You are retired and you have just finished a course. (Think of the name of the course.) Now you want to study something else. You also exercise three or four times a week. **Student** **B** is your son/daughter and **Student** **C** is your friend. Tell them about about your plans.

**Student** **B:** You are the eldest son/daughter of **Student** **A.** **Student** **A** is planning to do more study, but he/she is old and you think he/she should relax. **Student** **C** is **Student** **A**'s friend. Tell **Student** **A** what you think.

**Student** **C:** You are a friend of **Student** **A**. **Student** **A** is old but he/she is is planning to do more study. You are excited about **Student** **A**'s plans to do more study. **Student** **B** is **Student** **A**'s son or daughter and he/she feels worried about **Student** **A**'s plans. Talk to them both.

**B: Tell Someone Else**

In pairs or small groups discuss the following questions:

* What plans do you have for your retirement?
* Will you be similar to Utagawa?

**C: What do you think?**

Discuss:

Some people believe that you have to be young to study.

* What are the advantages in studying when you are older?
* What are the disadvantages?

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

This activity will only take a few minutes. Students reach agreement on the expected age for each of these educational milestones. They finish by stating the age they hope to retire at. This will be followed up by a personal response question in Activity B of the Post-Reading Activities where students are asked to compare their aspirations to Utagawa's.

**B: Vocabulary - Answers**

I am a **high school** student now and I also have a **part-time** job. After I finish high school I am going to study **law** at **university**. If I pass the **exams** I will then go to **graduate** school. One day I would like to be a university professor and **lecture** in law.

**A: Comprehension - Answers**

1. 96 years old
2. He's a print maker.
3. Kinki University
4. Go to graduate school
5. Continue his printmaking business
6. How to stay healthy

**B: Matching Information**

* Utagawa did the entrance examinations because he wanted to... go to Kinki University.
* He studied at high school because he wanted to... start writing books.
* Utagawa wants to... be the first centenarian to complete a doctorate in law.
* While he is studying at university he hopes to... continue working in his print making business.
* After he finishes a 4 year law course he wants to... go to graduate school.

**C: Understanding the Headline - Notes**

If you wish you could use these short conversations to illustrate the meaning of the word 'back':

A: It's a lovely day!  
B: Yes, but I can't stay outside. I'm going **back** inside now.  
A: O.K. See you later!

A: I don't understand this book!  
B: Did you read it slowly?  
A: No.  
B: Well, go **back** to the beginning and read it again slowly.

**C: Understanding the Headline - Answers**

1. '**back**' means to return or go back to a place. Utagawa is going back to school to do more study.  
2. **c.** is the best answer.

**D: Language - Answers**

**1.** **Words**

**renowned** - famous  
**quoted** - to report what somebody else has said or written  
**rigorous** - very hard or difficult  
**apprenticed** - worked for an employer for a period of time for low wages and received training

2. Toyokuni Utagawa **is** a student at Kinki University where he **is** **studying** law. He **is** also a printmaker. He **lectures** several times a month on how to stay healthy. He **was** born in 1903 and after he **finished** primary school, he **became** an apprentice printmaker. From about 1945 until 1972 he **worked** in management and then **returned** to printmaking. Although he **is** 96 years old he **is** a very busy person.

**Post-Reading Activities**

**C: What do you think? - Notes**

Students could either discuss this in small groups, make a list of ideas or write two or three paragraphs to express their ideas. If you work at a university it may be possible to invite an 'elderly' person to your class to discuss some of the advantages or disadvantages in studying when someone is older.

Alternative Idea: Students could find out what kinds of academic support are available for elderly people in their area or meet with and write their own short article about some elderly person in their area.

**D: Web Sites**

Some of the following web sites might be of interest:

A short history of Kinki University can be found at **http://www.kindai.ac.jp/enkaku-e.html**

The article tells us that Utagawa is "the sixth generation of a renowned family of Japanese print artists". Some prints from that family can be found on the web:

Utagawa Toyokuni (1769-1825) at **http://www.artgallery.sbc.edu/ukiyoe/toyokuni.html**

Toyokuni the Second (ca.1802- 1835) at **http://www.unesco.org/webworld/asia/japill3.htm**

And a picture of 'The actor Hamamuraya (Segawa Kikunojo III)' at **http://www.sannichi-ybs.co.jp/SYUNSEN/GRABHORN/grab9e.htm**

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**Pre-Intermediate - Lower-Intermediate Instant Lesson™**

**Found in a Bog**

**Pre-Reading Activities**

**A: Vocabulary**

1. Match the words with their correct meanings.

recover; swerve; submerge; bog; passerby; bumper

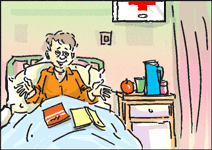
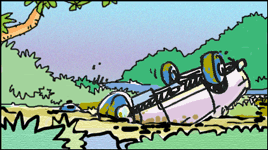
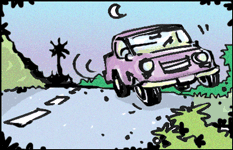
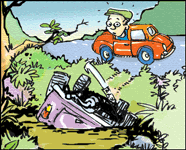
1. To get better after a sickness or an injury.   
2. To put something underwater.  
3. To move quickly to the left or right.   
4. Land which is very wet and muddy.  
5. Part of the front or the back of a car to protect the car if it bumps into something.  
6. Someone who is walking or driving near something.

2. Discuss the questions below with a partner.

1. Where do people often go to recover from sickness or injury?  
2. What sorts of things can swerve?  
3. Does your country have bogs? (If the answer is yes, where are they? Have you been there? What are they like?)

**B:  Pictures and Phrases**

1. Match the phrases with the correct pictures.

1. 2.  
3. 4.

a. ...a passerby on Monday saw the bumper of the car...  
b ...in a car submerged in a bog.  
c. ...her car swerved off a road...  
d. ...a woman was recovering in hospital...

2. Which pictures above show these things:

a. 'sticking out of the bog'  
b. 'upside down'

(You may use your dictionary if you like.)

**C: Sequencing**  
  
Look at the pictures and phrases in Pre-Reading Activity B. Put them into the right order. (What happened first, second, third...)

**Reading Activities**

**A:** **Predicting**

Look at the headline of today's article.

**Woman Stuck in Car In Bog for 34 Hours**

What do you think the article is about?   
How do you think the woman and the car became stuck?

**B: Reading for General Information**  
  
Read these questions.

1. Who is recovering in hospital?  
2. Why is she in hospital?  
3. Where did her car swerve off the road?  
4. When did her car swerve off the road?  
5. When did the passerby see the car sticking out of the bog?

Now read today's article very quickly and answer the questions above. You have one minute. (Do not try to understand every word of the article.)

|  |  |  |
| --- | --- | --- |
| **Woman Stuck in Car In Bog for 34 Hours**   |  |  | | --- | --- | | DUBLIN Tues Oct 22 (Reuters) - A woman was recovering in a Dublin hospital on Tuesday after **surviving** 34 hours in a car submerged in a bog, the Irish Independent reported.  An air pocket which allowed her to breathe was believed to have saved English-born Lisa Landau, 39, after her car swerved off a road in County Wicklow south of Dublin on Saturday night and sank upside-down in the bog, the paper said. | Landau, who has lived in Ireland for 11 years, was rescued after a passerby on Monday saw  the bumper of the car sticking out of the bog and told the police.    **Word: surviving** - to stay alive in a dangerous situation |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Reading for Detail**  
  
Read these words from today's article and choose the best answer.  
  
*An air pocket which allowed her to breathe was believed to have saved English-born Lisa Landau, 39,...*

1. *air pocket* in this sentence means:  
a. Air in a trouser pocket.  
b. Pockets found in the air.  
c. A small amount of trapped air.  
   
2. *breathe* in this sentence means:  
a. When air moves in and out of your lungs.  
b. When air moves in and out of your pockets.   
c. When air moves through the trees.  
  
3. *An air pocket which allowed her to breathe* in this sentence means:  
a. Because of her trouser pockets, she was able to breathe.  
b. Because of the air pockets, she was able to breathe.  
c. Because of her lungs, she was able to breathe.  
  
4. *saved* in this sentence means:  
a. To stop somebody from dying.  
b. To stop somebody from breathing.  
c. To stop somebody's air pockets.  
  
5. *An air pocket which allowed her to breathe was believed to have saved English-born Lisa Landau, 39,* means:  
a. Lisa Landau's trouser pockets saved her life.  
b. An air pocket saved Lisa Landau's life.  
c. Lisa Landau's breathing saved her life.

**D: Class Work**  
  
Your teacher is going to give you a piece of paper.

1. Read the information on the piece of paper.   
2. Remember the information.  
3. Check any words or meanings you don't understand with your dictionary or your teacher.  
4. Work with your classmates to put this story into the correct order. Only talk and listen - DO NOT read your classmates' information!

**E: Dictation**

When you have finished putting the story into the correct order, get a pen and a piece of paper and sit down in the same order as the story.

When it is your turn, read your part of the story aloud to other students. You will also listen and write down what other class members say.

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

**A: Language**

**Part One**: In today's article there are three sentences joined with the word 'after'.

*We use 'after' to describe when events happen in order of time.*

Here is an example with***after****:*

*The car landed in a bog* ***after*** *swerving off the road.  
Order of events: 1. The car swerved off the road. 2. The car landed in a bog.*

Look at these three sentences from the article and number the events in each sentence in the order that they happened.

a. A woman was recovering in a Dublin hospital on  Tuesday **after** surviving 34 hours in a car submerged in a bog.  
1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. An air pocket which allowed her to breathe was believed to have saved English-born Lisa Landau, 39, **after** her car swerved off a road in County Wicklow south of Dublin on Saturday night and sank upside-down in the bog.  
1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. Landau...was rescued **after** a passerby on Monday saw the bumper of the car sticking out of the bog and told the police.  
1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part Two**: Here are some more sentences about past events. What happens to the verb that follows 'after' in each sentence?

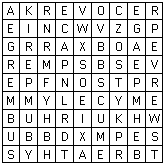
Alice parked her car **after driving** to work, because she found a parking space.

Alice parked her car **after she drove** to work, because she found a parking space.

**After Alice drove** to work, she parked her car, because she found a parking space.

**B: Word Find**

Find these words from today's article in the Word Find Puzzle.

*recover; submerge; swerve; bog; bumper; passerby; air pocket; breath; sank  
*

**C: Chain story**

You are going to tell some stories around the room. Each story is about events in the past. Each person should add a new event.

Use 'after' when you add to each new part of the story. Make sure you use the correct verb form when you use 'after'.

Your teacher will give you the beginning of the story.

For example...

*Student One: Let me tell you about the time I fell off my bicycle. It was a lovely sunny day, so I decided to go for a ride on my bike.*

*Student Two: After pumping up the tires, I began to cycle along the street near my home. Suddenly, a cat ran in front of my bike.   
  
Student Three: After swerving to avoid the cat,...(the story continues around the room)*

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Answers**

1. recover, 2. submerge, 3. swerve, 4. bog, 5. bumper, 6. passerby.  
   
**B: Pictures and Phrases - Answers**

1. Picture 1 - d  
Picture 2 - b  
Picture 3 - c  
Picture 4 - a  
  
2. a. sticking out of the bog - Picture 4  
b. upside down - Picture 2  
  
**C: Sequencing - Notes**

Put the students into pairs and ask them to work together to put the pictures into the order they think the event happened. Don't tell them whether they are right or wrong. They will have the opportunity to check their answers when they read the article.

**Reading Activities**

**A: Predicting - Notes**

Accept answers which give an appropriate response, for example, "The story is about a car accident where a woman drove a car into a bog and the car was underwater for 34 hours."

**B: Reading for General Information - Notes**

Give students time to understand the questions. Then tell them that they have one minute to look quickly through the article for the answers (or set a time limit appropriate for the level of your students that encourages them to speed-read). Remind them that they should look for the answers and not worry about understanding every word of the article.

**B: Reading for General Information - Answers**

1. Lisa Landau.  
2. Because her car sank upside down in a bog.  
3. In County Wicklow south of Dublin.  
4. On Saturday night.  
5. On Monday.  
  
**C: Reading for Detail - Answers**

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

**D: Class Work - Notes**

Write (or print out) the sentence extracts and sentences below on strips of paper. Mix them before you give them out! Give one strip of paper to each student. Ask your students to check the meanings of any words they don't know. Now tell them this is a standing activity and that they must all try and put the story into the correct order. To do this they have to physically put themselves into the correct order of the story.

Remind the students that this is a speaking and listening activity and **they are not to read the other students' pieces of paper**. It would be a good idea for you not to get involved in the process; let the students have the job of working out the story sequence themselves.

**D: Class Work - Sentences to be Given to Students**

Lisa Landau was driving home one very rainy...  
Saturday evening when suddenly...  
... her car hit a fallen branch.  
 The car swerved off the road...  
... and sank upside down into a bog.   
Luckily for Lisa there was an air pocket which allowed her to breathe and probably saved her.   
On Monday a passerby saw the bumper of...  
...the car sticking out of the bog and called the police.   
The police and the passerby rescued Lisa from the car.   
Lisa was taken to hospital in Dublin where she is recovering.

**E: Dictation - Notes**  
  
Once the students have organized themselves into the correct sequence, ask them to remember where in the story they are. Ask them to get a pen and a piece of paper and to sit down in the same order. Ask each student to read out their part of the story and get the others to listen and write down the information. This continues until the whole story is written down. Finally, hand out the whole story (see below) for the students to self correct.

**E: Dictation - Text to be Given to Students**   
  
Lisa Landau was driving home one very rainy Saturday evening when suddenly her car hit a fallen branch.  
The car swerved off the road and sank upside down into a bog.   
Luckily for Lisa there was an air pocket which allowed her to breathe and probably saved her.   
On Monday a passerby saw the bumper of the car sticking  out of the bog and called the police.   
The police and the passerby rescued Lisa from the car.   
Lisa was taken to hospital in Dublin where she is recovering.

**Post-Reading Activities**

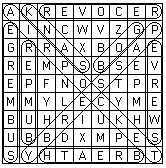
**A: Language - Answers**

**Part One:**

a. A woman was recovering in a Dublin hospital on Tuesday after surviving34 hours in a car submerged in a bog,  
1. surviving 34 hours in a car submerged in a bog  
2. A woman was recovering in a Dublin hospital on Tuesday  
  
b. An air pocket which allowed her to breathe was believed to have saved English-born Lisa Landau, 39, after her car swerved off a road in County Wicklow south of Dublin on Saturday night and sank upside-down in the bog....  
1. her car swerved off a road in County Wicklow south of Dublin on Saturday night  
2. (the car) sank upside-down in the bog  
3. An air pocket which allowed her to breathe was believed to have saved English-born Lisa Landau, 39,  
  
c. Landau ....was rescued after a passerby on Monday saw the bumper of the car sticking out of the bog and told the police...  
1. a passerby on Monday saw the bumper of the car sticking out of the bog   
2. (the passerby) told the police  
3. Landau was rescued (by the police)

**Part Two**

Sentences - rules for using 'after'

Alice parked her car **after driving** to work, because she found a parking space. - **after + -'ing'**Alice parked her car **after she drove** to work, because she found a parking space. **- after + pronoun + simple past  
After Alice drove** to work, she parked her car, because she found a parking space. **- after + noun + simple past**  
  
**B: Word Find Puzzle - Answers**  


**C: Chain Story - Notes**

Have students sit in a circle. (It's nice if you join them and take part in the activity too.) Read aloud (or ask a student to read aloud) the text below that begins Story 1. The student sitting next to you (on either your right or your left) continues the story. The process can go on round the circle until everyone has had a turn OR it can continue until it's obvious that the story can go no further. Repeat the process with Stories 2 and 3 if you wish.You may need to monitor the activity to make sure that one student doesn't dominate (by interrupting others or by telling too much of the story). This can be a nice way to fill up five or ten minutes at the end of a lesson. You could try the same activity in a one to one situation, if you think your student would enjoy it.

**C: Chain Story - Story Beginnings to be Given to Students**

Now here is the beginning of Story 1... *"It was the end of the school year. Exams were about to start. After studying all night I ...* (continue the story)

Now here is the beginning of Story 2... *"Last week I went to the bank to get some money. While I was in the bank a man came in waving a gun in his hands. He told everyone to lie on the floor. After lying down ...*

Now here is the beginning of Story 3... *"Yesterday my pet rabbit died. I had owned it since I was a child, so I was very sad. After crying all night...*

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**New Pet Craze in Japan**

**Pre-Reading Activities**

**A: Matching**

Complete the following tasks with a partner.

1. Match the animal names with the names they are called when they are babies.

|  |  |
| --- | --- |
| **Animal Names** | **Baby Animal Names** |
| cat  cow  dog  goat  pig  sheep | calf  kid  kitten  lamb  piglet  puppy |

2. Which of the animals listed above would you prefer to have as a pet? Why?

3. Do you think people generally prefer a smaller pet to a larger one? Why or why not?

**B: Vocabulary**

Today's article uses many adjectives to describe one of the animals listed above. Divide the following adjectives into those that describe: (a) appearance; and (b) personality.

*miniature; svelte; tiny; sweet natured; portly; nice; fat; round; petite; earnest; undersized*

(a) appearance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
(b) personality: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reading Activities**

**A: Scanning**

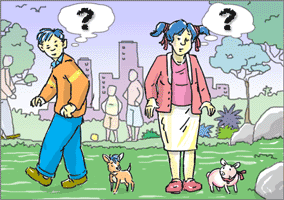
Each of the following sentences has one mistake. Read Part One of the article and correct the mistakes.

1. Unemployment is decreasing in Japan.   
2. Mini pigs are adored because of their serious nature.   
3. Emi Ito works in Saitama, south of Tokyo.   
4. She has been a mini-pig breeder for seven years.   
5. Mini pigs were bred for use as farm animals.

**Part One**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | TOKYO Tue Dec 10 (Reuters) - Depressed by rising unemployment and an uncertain future, more and more Japanese are turning to an unlikely source of **solace**  -- **miniature** pigs.  The latest **boom** on the Japanese pet scene, the tiny porkers are **adored** for their sweet nature and portly shapes.  "They are nice and fat, also very lovable," said Emi Ito, who works at Saiboku Livestock Farm Corp in Saitama, just north of Tokyo, and has been a mini-pig fan for seven years. | "They're really **comforting** and round -- and anything that comforts people is very popular in Japan right now."  The pigs -- originally bred for use as lab animals -- are about one tenth to one fifth the size of the normal livestock variety. (Continued/...)  **Glossary:**  **solace** - comfort when troubled  **miniature** - very small version of the original  **boom** - quickly becoming popular  **adored** - loved  **comforting** - something that makes you feel less worried or unhappy |   Article © 2002 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Matching Details**



Read Part Two of the article. Match the following numbers with their explanation.

|  |  |
| --- | --- |
| 1. 200 - 300 | a. The number of people who currently own mini pigs. |
| 2. 110 - 132 | b. The maximum weight (in pounds) of the mini pigs. |
| 3. 90 | c. The number of people who owned mini pigs earlier this year. |
| 4. 500 - 600 | d. The minimum weight (in pounds) of the mini pigs. |
| 5. 45 | e. The percentage of people looking for information about mini pigs on the homepage. |

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued)  But "miniature" is a relative term.  Mini pigs tip the scales anywhere from a svelte 45 pounds (20 kg) on up to 110-132 pounds (50-60 kg), making them difficult to keep in narrow Japanese homes.  Despite this, the number of people -- mainly women -- who own one of the petite porkers has roughly doubled to around 500-600 from some 200-300 early this year. | "I think a lot of people also saw the movie 'Babe' and were **taken with** the earnest nature of the main character," Ito said.  Nearly 90 percent of hits on the "Pig University" homepage she runs are from people seeking information about the undersized trotters, and she is kept busy answering their questions and **dispensing** tips about **porcine** care.  **Glossary:**  **taken with** - impressed by  **dispensing** - giving out  **porcine** - adjective form of pig |   Article © 2002 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: True or False**

Now read the whole article again and mark the following statements true **(T)** or false **(F).**

1. Some Japanese people are getting mini pigs as pets because they are unhappy.   
2. Mini pigs are much smaller than normal pigs.   
3. Mini pigs are easy to keep in Japanese homes because they are so small.   
4. Most people who own mini pigs are men.   
5. The number of people owning mini pigs is increasing quickly.   
6. People like the appearance but not the personality of the mini pigs.   
7. Emi Ito runs the Pig University homepage.   
8. Most people who log into the Pig University homepage want to know about mini pigs.

**D: Headline**

Which of the following headlines do you think would be the best for this article? Discuss your answer with your partner.

a. **Japanese People Depressed**   
b. **Mini Pigs Becoming The Most Popular Pet**   
c. **Mini Pigs Bring Much Needed Comfort**   
d. **Mini Pig Sales Double**

**E: Vocabulary**

**1. Synonyms:** The writer of the article uses two other words which have the same meaning as 'pig'. The first letter is given for you as a clue. Find the words in the article and write them down.

p\_ \_ \_ \_ \_ \_   
t \_ \_ \_ \_ \_ \_ \_

**2. Prefixes: Un-** is a prefix which is used to give words a negative meaning, e.g. **un**employment = no job; **un**certain = not certain; **un**likely = not likely. Write the words which have the following negative meanings and then put the correct word into the sentences below.

1. not happy          *unhappy*   
2. not friendly   
3. not kind   
4. not known   
5. not lucky   
6. not official   
7. not popular   
8. not selfish

a. Tom was \_\_\_\_\_\_\_\_\_\_ with his teachers because of his bad behavior.   
b. The location of the gold is \_\_\_\_\_\_\_\_\_\_.   
c. He was \_\_\_\_\_\_\_\_\_\_ after he lost his watch.   
d. It was \_\_\_\_\_\_\_\_\_\_ of her to share her food.   
e. The people in the town were \_\_\_\_\_\_\_\_\_\_ to strangers.   
f. Helen was \_\_\_\_\_\_\_\_\_\_ when the tree fell on her car.   
g. The result of the election is still \_\_\_\_\_\_\_\_\_\_.   
h. It is \_\_\_\_\_\_\_\_\_\_ to talk about her weight problem.

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

**A: Discussion**

Discuss the following questions with a partner.

1. Would you like to have a mini pig as a pet? Why or why not? Would it be possible to keep one at your home?   
2. Are there any other animals that you think would be popular if they were miniature sized?

**B: Writing**

Imagine you have a business selling miniature pigs. With a partner, write a short radio advertisement for mini pigs and then perform the advertisement in front of the class.

**C: Language**

*The (mini) pigs ...are about one tenth (1/10) to one fifth (1/5) the size of the normal livestock variety.*

This means they are only 10% to 20% as big as normal pigs.

Match the expressions on the left with the correct percentage on the right.

|  |  |
| --- | --- |
| 1. two fifths the size  2. half the size  3. one quarter the size  4. three quarters the size  5. double the size  6. triple the size | a. 200% as big   b. 75% as big   c. 40% as big   d. 300% as big   e. 25% as big   f. 50% as big |

**TEACHERS' NOTES AND ANSWER KEY**   
**Pre-Reading Activities**

**A: Matching - Notes**

Once pairs have finished answering questions together, it would be interesting to compare answers as a whole class.

**A: Matching - Answers**

1. cat - kitten; cow - calf; dog - puppy; goat - kid; pig - piglet; sheep - lamb.   
2 - 3. Answers will vary.

**B: Vocabulary - Answers**

(a) appearance: - miniature, svelte, tiny, portly, nice, fat, round, petite, undersized   
(b) personality: - sweet natured, nice, earnest

**Reading Activities**

**A: Scanning - Answers**

1. Unemployment is **rising** (decreasing) in Japan.   
2. Mini pigs are adored because of their **earnest** (serious) nature.   
3. Emi Ito works in Saitama, **north** (south) of Tokyo.   
4. She has been a mini-pig **fan** (breeder) for seven years.   
5. Mini pigs were bred for use as **lab** (farm) animals.

**B: Matching Details - Answers**

1. c, 2. b, 3. e, 4. a, 5. d.

**C: True or False - Answers**

1. True, 2. True, 3. False (Mini pigs are not very small and most Japanese homes are narrow.) 4. False (Most owners are women.), 5. True, 6. False (People like the mini pig's personality.), 7. True, 8. True.

**D: Headline - Answer**

(c) was the original headline; (a) does not reflect the article; (b) is not accurate; and (d) only focuses on one point in the article.

**E: Vocabulary - Answers**

1. Synonyms: porkers; trotters.   
2. Prefixes: 1. unhappy, 2. unfriendly, 3. unkind, 4. unknown, 5. unlucky, 6. unofficial, 7. unpopular, 8. unselfish.   
a. Tom was **unpopular** with his teachers because of his bad behavior.   
b. The location of the gold is **unknown**.   
c. He was **unhappy** after he lost his watch.   
d. It was **unselfish** of her to share her food.   
e. The people in the town were **unfriendly** to strangers.   
f. Helen was **unlucky** when the tree fell on her car.   
g. The result of the election is still **unofficial**.   
h. It is **unkind** to talk about her weight problem.

**Post-Reading Activities**

**C: Language - Answers**

1. c, 2. f, 3. e, 4. b, 5. a, 6. d.

Your students may also be interested in the Intermediate Instant Lesson "High Flyer".

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**Olympic Mini Lesson  
Level: Pre-Intermediate and Above**

**Olympic Flag Returned**

**A: Class Discussion**

Discuss this question with your classmates.

Have you ever taken anything that wasn't yours and then given it back to the person it belonged to? How long did it take you to give it back?

**B: Olympic Quiz**

In a group answer the following questions as quickly as you can. The team that finishes fastest without any mistakes is the winner.

1. The Olympic flag has five rings. What are the colors of those rings?

2. Where were the following Olympics held? Match the dates with the following place names. The first one has been done for you as an example.

Antwerp, Belgium; Athens, Greece; Atlanta, USA; Berlin, Germany;  
Melbourne, Australia; Mexico City, Mexico; Seoul, South Korea

|  |  |
| --- | --- |
| **Date of Olympics** | **Place of Olympics** |
| 1996 | Atlanta, USA |
| 1988 |  |
| 1968 |  |
| 1956 |  |
| 1936 |  |
| 1920 |  |
| 1896 |  |

**C: Predicting**

Look at the headline of today's article and Activities A and B again. What do you think today's article might be about? Share your idea with a partner.

**"Olympian, 103, Gives Back Stolen Flag"**

**D: Comprehension**

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

**Question** **1**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Answer**: "Harry" Hal Haig Prieste.

**Question** **2**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Answer**: 103.

**Question** **3**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Answer**: An Olympic flag.

**Question** **4**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Answer**: At the 1920 Antwerp Olympic Games.

**Question** **5**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Answer**: In a suitcase.

**Question** **6**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Answer**: Platform diving.

|  |  |  |
| --- | --- | --- |
| **Olympian, 103, Gives Back Stolen Flag**   |  |  | | --- | --- | | SYDNEY Monday September 11 (Reuters) - The world's oldest surviving Olympic medallist, 103-year-old "Harry" Hal Haig Prieste, finally **came** **clean** on Monday and gave back an Olympic flag that he stole from the Antwerp Games in 1920.  "It was no good to me," the American told reporters after basking in the applause at a session of the International Olympic Committee in Sydney.  "I won't be able to hang it up in my room 'cos I won't be here...I ain't gonna be around too long," he said after handing the folded flag to IOC president Juan Antonio Samaranch.  Prieste had kept the flag hidden away in a suitcase since 1920. It will now go on display at the IOC Museum in Switzerland. | "You can't be selfish about these things. You've got to figure that it's for the good of the club and the Olympic Committee," Prieste said.  Prieste, bronze medallist in platform diving at Antwerp, stole the flag on **a** **dare** from teammate Duke Kahanamoku at the end of the Games, the first to fly the famous five-ring symbol.  He **shinnied** **up** the flagpole, grabbed it and then sprinted off with Kahanamoku, giving pursuing police the slip.  "We were together all the time and we did a lot of comedy tricks, like Laurel and Hardy. He was a great guy. He had a great sense of humor," Prieste said of his friend. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**E: Guessing Unfamiliar Words**

Look at the words in bold in today's article. Choose the best definition for those words by circling A, B, or C.

1. To **come clean** means to:

A. clean yourself with soap.  
B. admit you did something wrong.  
C. return to a special place.

2. A **dare** is:

A. a building.  
B. a flag pole.  
C. a silly challenge.

3. To **shinny up** something means to:

A. shine a flashlight or torch at something.  
B. cut something with a knife.  
C. climb up something using your hands and legs to keep you from sliding down.

**F: Your Opinion**

Complete the following sentences.

I think Prieste probably returned the stolen flag because... *(you continue)*  
I believe what Prieste did 80 years ago was (wrong/OK) because...

**TEACHERS' NOTES AND ANSWER KEY**

**B: Olympic Quiz - Notes**

When a group finishes the quiz, look at their answers. If they made some mistakes tell them how many mistakes they made and they can then change their answers. The team that finishes first with no mistakes is the winner.

**B: Olympic Quiz - Answers**

1. From left to right: **blue**, **yellow**, **black**, **green,** and **red**. (The rings represent the five major regions of the world: Africa, the Americas, Asia, Europe, and Oceania. Every national flag is said to contain at least one of these colors.)  
2. 1996: Atlanta, USA; 1988: Seoul, South Korea; 1968: Mexico City, Mexico; 1956: Melbourne, Australia; 1936: Berlin, Germany; 1920: Antwerp, Belgium; 1896: Athens, Greece.

**C: Predicting - Notes**

The title along with Activities A and B should supply students with enough information to deduce that an Olympic flag was taken from somewhere and later returned.

**D: Comprehension: Suggested Answers**

Question 1: What is the man's name?  
Question 2: How old is he?  
Question 3: What did he steal?  
Question 4: Where did he steal the Olympic flag?  
Question 5: Where has Prieste kept the flag since 1920?  
Question 6: In which sport did he compete in the Antwerp Olympics?

**E: Guessing Unfamiliar Words - Answers**

1. B; 2. C; 3. C.

**F: Your Opinion - Notes**

In the second sentence the students should circle either 'wrong' or 'OK' based on their opinion and then complete the sentence. This will give students an opportunity to voice their opinions on the severity of the 'crime'. You may like some students to share their answers with the class.

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

|  |
| --- |
| **Profile**  This warmer was developed to precede an IT lesson that asked students to create a newspaper front page with news stories from the day they were born. I was surprised at how involved they got when they did this warmer.  **Level:** Pre-Intermediate - Intermediate  **Language Aims:**  To introduce questions with ‘like’ and to practice vocabulary dealing with appearance, personality and people’s likes and dislikes.  **Time:** 20 minutes  Write the following heading and questions on a sheet of A4 paper. Each question needs to be a different color. Make sure that there is some space between the questions to write answers. Make one worksheet for each student.  PROFILE  What does he / she look like? What is he / she like? What does he / she like?  ***Procedure:***  1. Explain to the students that the noun ‘profile’ has two meanings: a) a side view of someone’s head; and b) a short description that gives important details about a person.  2. Tell students that they are going to use both meanings of the word in today's warmer activity.  3. Give each student a PROFILE worksheet. (See Preparation above.) You may wish to check the students' understanding of the questions by asking them to answer the questions on the worksheet about you.  4. Place students in pairs. Ask one student to put their head on the PROFILE paper while their partner draws the outline of that student's profile. Then ask them to switch roles and have the other student draw their partner's profile.  5. Ask the students to answer the questions on the PROFILE sheet about their partners. They need to write the answers under the questions. Circulate to see that the questions have been understood correctly.  6. When students are finished answering the questions about their partner, put them into different groups and have them take turns showing their completed PROFILES to other students. The students get to guess whose PROFILE they see.  I've found that students have a lot of fun showing the drawings to each other.  By Galina Moscow  w030414sl |

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**Pre-Intermediate - Lower-Intermediate Instant Lesson™**

**Warm Weather**

**Pre-Reading Activities**

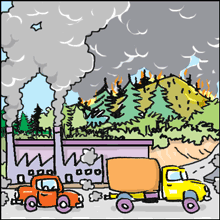
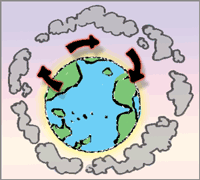
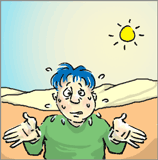
**A: Vocabulary and Discussion**

i. Match the words and phrases with their meanings.

*trapped heat,* ***greenhouse*** *gases, temperature, global, climate change, global warming*

1. of the whole world  
2. hot air that cannot escape  
3. gases such as carbon dioxide, methane etc,.  
4. the problem of the slow rise in the earth's temperature   
5. when the weather changes over a long period of time  
6. how hot or cold something is

ii. Match these phrases with the pictures below:*trapped heat;       greenhouse gases;       climate change.*

1. 2. 3.

iii. Work with a partner and describe the pictures in your own words.

Picture 1:  
Picture 2:  
Picture 3:

iv. Answer these questions in small groups:

1. Do you think the temperatures in your country are rising?   
2. Why do you think it is bad for the temperatures to rise around the world?   
3. What can people do to stop or slow down this problem?

v. Read these words and their meanings from today's article.

**a record** - the highest number for something  
**to break a record** - when a number or amount is higher than the old record       
**climate research scientist** - a scientist that studies the weather    
**meteorological** office - a group that studies the weather, the atmosphere and forecasts the weather

**Reading Activities**

**A: Reading for Gist**

Read Part One of today's article quickly and answer the questions below.

1. What was special about the weather in the first six months of 2002?  
2. What may break the record set in 1998?  
3. What does the Intergovernmental Panel on Climate Change think has caused the higher temperatures?

**Part One**

|  |  |  |
| --- | --- | --- |
| **World Heads for Warmest Year Yet**   |  |  | | --- | --- | | LONDON Thurs August 1 (Reuters) - The first six months of the year have been the second-warmest ever and global temperatures in 2002 could be the highest ever recorded, British weather experts said on Thursday.  "Globally 2002 is likely to be warmer than 2001, and may even break the record set in 1998," said Briony Horton, the Meteorological Office's climate research scientist. | The Intergovernmental Panel on Climate Change gives governments information about climate change. The panel believes that the higher temperatures are caused by global warming. More greenhouse gases in the air have trapped heat and caused temperatures to rise, a Met Office spokesman said.  "We agree with them," the spokesman told Reuters. (Continued.../) |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: True or False?**

Decide whether the sentences below are true or false according to Part One of the article.

1. The British Meteorological Office believes that 2002 could be the second-warmest ever year in recorded history.  
2. 2002 will probably be a warmer year than 2001.  
3. In her work for the Meteorological Office Briony Horton studies the weather.  
4. The Intergovernmental Panel on Climate Change and the Met Office agree that the higher temperatures are caused by global warming.  
5. Larger amounts of greenhouse gases have stopped heat from escaping.  
6. 1998 was the warmest year in recorded history.

**C: Reading and Understanding**

Here is Part Two of the article. Read it and answer this question:

What has caused global warming since 1970?

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (Continued/...) The Met Office spokesman said that since 1970 there has been a clear increase in global temperatures. Before 1970 the rise "was partly man-made and partly due to natural effects." He added that since 1970 scientists agree that global warming has been caused by "man's polluting activities." |  |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**D: Reading for Detail**

Look at these excerpts from Part Two of today's article and choose the correct answers.

"...since 1970 there has been a*clear increase* in global temperatures."

1.*clear* in this sentence means:  
a.  something that is easy to see.  
b. something you don't see.  
c. something that is made of glass.

2. *increase* in this sentence means:  
a. something that goes down.  
b. something that stays the same.  
c. something that goes up.

"...the rise before 1970 was *partly* man-made and partly *due to natural effects.*"

3. *partly* in this sentence means:  
a. completely.  
b. not completely.  
c. when people come together to enjoy food, drink and music.

4. *due to* in this sentence means:   
a. money you have to pay.  
b. because of.  
c. the date when you have to return something.

5. *natural effects* in this sentence means:  
a. things which come from nature.  
b. things which come from humans.  
c. nature.

"...since 1970 scientists agree that global warming has been caused by '**man's polluting activities**'."

6. *man's activities* in this sentence means:  
a. things that men do.  
b. things that women do.  
c. things that people do.

7. *polluting activities* in this sentence means:  
a. things that make the earth, sea or air dirty or dangerous to live in or use.  
b. things that don't look very nice.  
c. things that make our world cleaner.

**E: Did You Understand?**

Read the complete article in pairs and then cover the article. Take it in turns to say the main points of the article again.

|  |  |  |
| --- | --- | --- |
| **World Heads for Warmest Year Yet**   |  |  | | --- | --- | | LONDON Thurs August 1 (Reuters) - The first six months of the year have been the second-warmest ever and global temperatures in 2002 could be the highest ever recorded, British weather experts said on Thursday.  "Globally 2002 is likely to be warmer than 2001, and may even break the record set in 1998," said Briony Horton, the Meteorological Office's climate research scientist.  The Intergovernmental Panel on Climate Change gives governments information about climate change. The panel believes that the higher temperatures are caused by global warming. More greenhouse gases in the air have trapped heat and caused temperatures to rise, a Met Office spokesman said. | "We agree with them," the spokesman told Reuters.  The Met Office spokesman said that since 1970 there has been a clear increase in global temperatures. Before 1970 the rise "was partly man-made and partly due to natural effects." He added that since 1970 scientists agree that global warming has been caused by "man's polluting activities". |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

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

**A: Discussion**

Answer these questions in small groups:

1. What is your country doing about global warming?  
2. Is there anything you could do to try to stop global warming?  
3. What will happen to the climate of the place where you live if temperatures continue to rise?  
4. "global warming has been caused by 'man's polluting activities'." Think of some examples of these activities that pollute our planet.  
5. Does global warming frighten you? Why or why not?

**B: Language**

In today's article there were these words: ...global temperatures in 2002 **could be** the highest ever recorded,...  
  
We use **could**  to suggest that something is a possibility, but we are not certain that it will happen.

***Could*** *is used with* ***be*** *+* ***adjective*** *or* ***noun****, or with a* ***verb****.*

*The students have been practicing for weeks. The concert* ***could be*** *very good.  
There's someone at the door. It* ***could be*** *the plumber.  
The ozone hole over Antarctica* ***could close*** *by 2050.*

Look at the prompts below and write sentences using **could**.

For example:  
*the lecture / interesting* - ***Answer:*** ***The lecture could be interesting.*** *rain / tomorrow*  - ***Answer: It could rain tomorrow.***

1. *the party tonight / fun*  
2. *there / some famous people / at the party*  
3. *we / talk to someone interesting*  
4. *we / stay out really late*

Now answer these questions using **could** and your own ideas.

5. What are you going to do next summer?  
6. What do you think the weather will be like next Saturday?  
7. Do you think global temperatures will be higher or lower in 2050?  
8. Could you do anything to help stop global warming?

**C: Spelling**

Listen to your teacher read out five words from today's article and write them down. Then check your spelling using today's article.

1.  
2.  
3.  
4.  
5.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary and Discussion - Answers**

i. 1. global; 2. trapped heat; 3. greenhouse gases; 4. global warming; 5. climate change; 6. temperature.  
ii. picture 1 - greenhouse gases; picture 2 - trapped heat, greenhouse gases; picture 3 - climate change.  
iv.1. - 3. Answers will vary.

**Reading Activities**

**A: Reading for Gist - Answers**

1. The first six months of 2002 have been the second-warmest ever.  
2. global temperatures in 2002  
3. global warming

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

1. False (It could be the warmest year in recorded history.) 2. True 3. True 4. True 5. True 6. True

**C: Reading and Understanding - Answer**

Man's polluting activities.

**D: Reading for Detail - Notes**

(You may like to point out the example of rather sexist language in the phrase - '**man's** activities'. Traditionally, this use of 'man' was acceptable to describe things done by everyone (men and women), but now 'human' or 'people' would be preferred. However, these are the actual words that the Met Office spokesman used.)

**D: Reading for Detail - Answers**  
  
1. a; 2. c; 3. b; 4. b; 5. a; 6. c; 7. a.

**E: Did You Understand - Notes**

Students work in pairs and take it in turns to try and restate the main points of the article. They can look quickly at the article if they need to, but should try to use their own words as much as possible. To help them, you could put some key words on the board if you wish.

**Post-Reading Activities**

**B: Language - Answers**

1. The party tonight could be fun.  
2. There could be some famous people at the party.  
3. We could talk to someone interesting.  
4. We could stay out really late.  
5. - 8. Answers will vary.  
   
**C: Spelling - Notes**

Read these words out two time if necessary.

**C: Spelling - Words to be Read Aloud to Students and Answers**  
  
1. greenhouse gases  
2. research scientist  
3. climate change  
4. temperatures  
5. global warming

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| **Weekly Warmer** |

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| --- |
| **Who is This Person?**  This warmer is good review activity for Elementary-level students, but it can be adapted for students of all levels.  **Level:** All levels  **Language Aims:**  To practice writing a description. To practice listening to others and writing information. To ask questions and give information. To check understanding.  **Time:** 30 - 45 minutes  **Preparation:** Bring magazine or newspaper photographs of people (one photo for each group of four students) for students to write a description about.1030_2  ***Procedure:***  1. Tell students that they are going to write a description of one of the people in the photographs.  2. Divide the students into groups of four; *A, B, C* and *D*. Assign each person in a group a number (*i.e. Student 1, Student 2, Student 3, Student 4*). Quietly tell each group which person they are going to write about without letting other students know. In order to guide the students, provide an outline to help them write the description. The content in the outline will depend on the kinds of structures and vocabulary students already know.  The following example is an outline for Elementary-level students: NAME: NATIONALITY: AGE: WHERE THEY LIVE: (*if known*) APPEARANCE: PERSONALITY: WHAT THE PERSON IS DOING/DOES:  Make it very clear to students that they are going to write a text, **not** answer a questionnaire.  3. Have students begin writing their descriptions. As individuals finish their text, make any corrections that might interfere with comprehension.  4. When students are finished writing, place every students' text on the wall or board, making sure to keep the texts from each group together.  5. Now each group does the following:   * **Student 1** from *Group A* chooses a text from another group - *Group B* - and dictates it to **Student 2** from *Group A*. Student 2 remains seated at his / her desk and writes the new description. * Student 2 tries to guess who that person is. * **Student 3** from *Group A* meets **Student 4** from a different group - *Group C* - and asks questions to get information about the person *Group C* described. Student 3 writes down his / her answers. * Student 3 tries to guess who that person is.   Each group now has **two** new descriptions from the other groups.  6. The groups choose **one** of the three descriptions they now have. The other students ask questions to find out about the group's choice. They can ask up to **five** questions, but they cannot ask the name of the person. They then try to guess who that person is.  7. The activity is finished when all of the groups have been questioned and each group's choice has been identified by the other students.  **Alternative activity:** As an alternative activity, students can write descriptions of their classmates rather than descriptions of people from photographs.  By Eliana Stella Brazil  w021106sl |

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