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**Intermediate Instant Lesson™**

**"...and now, for all you cats out there..."**

**Pre-Reading Activities**

**A: Short Interviews**

**Questions: Student A**

Your topic is cats. Interview at least two other people using these questions.

1. Do you know anyone who has had a cat as a pet?
2. Who bought the food for the cat?
3. How did the owner decide which cat food to buy?
4. Did the cat ever watch TV?
5. If cats watched TV, what kind of programs would they like to watch?

**Questions: Student B**

Your topic is TV commercials. Interview at least two other people using these questions.

1. What is your favorite TV commercial at the moment? Why do you like it?
2. Has this ad encouraged you to buy anything? Why or why not?
3. What is the most successful TV commercial you have ever seen? Why was it so successful?
4. If a company is making an ad for people of your age group, what do they need to think about?

**B: Vocabulary**

Match each word in the table with its meaning. (Use your dictionary if necessary.)

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| **1.** stationed | **a.** hard question, riddle |
| **2.** consumer | **b.** advisor |
| **3.** guru | **c.** to research something |
| **4.** soundtrack | **d.** placed, sat |
| **5.** conundrum | **e.** user, buyer |
| **6.** investigate | **f.** to get started |
| **7.** launch (v) | **g.** sound on a film or TV |

**Reading Activities**

**A: Choose the best answer**

Read the article and choose the best answer from the list of choices offered:

1. In January a food maker launched...

1. a new cat food.
2. a TV ad.
3. a soap opera about cats.

2. Whiskas is...

1. a pet food maker.
2. an advertising agency.
3. a cat food maker.

3. The ads are made for...

1. cats.
2. cat lovers.
3. cat owners.

4. Meows, tweets and squeaks are noises...

1. made by fish, birds and mice.
2. cats, birds and dogs.
3. cats, birds and mice.

5. The ad described in today's article...

1. cost $825 000.
2. is 10 seconds long.
3. has been enjoyed by 60% of cats.

6. The article says that many cats show they are watching TV by...

1. smelling the screen.
2. looking up or moving their ears.
3. tapping the TV.

|  |  |  |
| --- | --- | --- |
| **Ad Men Claim Purr-Fect TV Spot For Cats**   |  |  | | --- | --- | | LONDON Wednesday January 27 (Reuters) - First there was "girl power," now Britain's advertising gurus have hit upon "pet power."  A British cat food maker is launching Wednesday what it says is the first TV commercial to go over the heads of pet owners and speak directly to their feline friends. The 40-second ad features cat-friendly pictures of fish, mice, birds and a ball of string set against a soundtrack of meows, tweets and mice-like squeaks.  Whiskas, the cat food maker, will also be running a 10-second pre-ad spot to urge owners to get their cats stationed in front of the TV set, said M&C Saatchi, the advertising agency that created the $825,000 commercial.  The ad will be shown during one of Britain's top soap operas when an estimated seven million cats will be watching. | The advertisers hope the sight of their pets glued to the screen will get owners heading for the shops, the agency said.  "One of the conundrums of pet food advertising has been that we are advertising to purchasers who don't consume and consumers who don't purchase," agency chief Maurice Saatchi said.  Tests conducted with hundreds of cats have suggested that 60 percent of cats watching should experience some form of response, the agency said.  "Reactions range from mild interest, such as looking up or twitching their ears into a listening posture which was very common in research, to more active responses -- a few cats even investigated and tapped the TV," a spokesman said. |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**B: What does it mean?**

Use your understanding of the article to choose the correct meaning for each phrase.

1. "**to hit upon**" (Paragraph 1)

a. to think out, to get an idea  
b. to smack

2. " **to go over the heads of**" (Paragraph 2)

a. to not understand  
b. to avoid the usual decision maker and communicate directly with their boss

3. **"glued to the screen**" (Paragraph 5)

a. pasted to the screen with gum  
b. paying close attention to the screen

4. "**heading for the shops**" (Paragraph 5)

a. playing soccer while going to the shops  
b. going to the shops

**C: Thinking Carefully**

Answer these questions.

1. How is the ad described in today's article different to other TV ads for cat food?
2. How are the advertisers making sure that cat owners will station their cats in front of the TV?
3. 7 million cats watch 'one of Britain's top soap operas'. How do advertisers know this?
4. Advertisers are hoping to get a response from cats. What sort of response are they expecting? How do they hope this response will influence cat owners?
5. Look again at the headline of today's article. Why is the word 'Purr-fect' used?
6. What do the words 'cat-friendly' (paragraph 2) mean?

**D: Vocabulary**

Fill spaces in the sentences below with the most suitable pair of words from this table. (There are more words than sentences.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| soap opera | girl power | feline friends | pre-ad | cat food |
| advertising guru | TV spot | advertising agency | pet food | TV set |

1. The Spice Girls showed teenagers the strength of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is food made for pets like dogs and cats.
3. A British cat food maker has an advertisement for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of pet owners.
4. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a serial TV story about people's lives.
5. He is an expert on making TV ads. He's an \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. M&C Saatchi is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**E: Grammar**

All the following words are a special type of noun. What sort of nouns are they?   
They are all \_\_\_\_\_\_\_\_\_ nouns.

**Wednesday, January, London, M&C Saatchi, Whiskas, Maurica Saatchi, Reuters, Britain, British.**

A proper noun has to always be spelt starting with a capital letter. It is usually the name of a single, particular, person, country, or thing. (T.V. is not a proper noun. It is in capital letters because it is an abbreviation.)   
None of the proper nouns in this story start with capital letters. Find them and correct them.

I am a proud siamese cat whose ancestors came from siam which is now called thailand. I live at 12 tabby st. I really enjoy eating whiskas cat food. Cat food tastes better than harry the goldfish or tweety the parrot. The fish and the bird have too many bones. I like saturday mornings the best as my owner imran gives me real fish and chips from a shop called fishywishy. I have to eat quickly otherwise my brother scatchy eats all my food.   
Sometimes imran has to travel to europe as he is an actor. In fact he works for a company called stagecraft company. This company does not want cat actors so I don't like them. However, whiskas recently did a new advertisement aimed at cats like me who watch T.V. I wanted to be an actor in the commercial but maurice saatchi said that he didn't need cat actors; only fish, mice and bird actors.  
Of course I got to test the new advert. I can't think why humans might think that I would be interested in watching balls of string, fish, mice or birds on T.V. I'm far more interested in watching documentaries about rock 'n' roll music and climbing mount everest. I also enjoy watching national geographic documentaries especially the one called 'big cats'. Last week, I even got to watch a travel documentary about russians and the kremlin.   
When the advertisements come on, I just go to my special cat bowl (which has my name itchy written on it) and nibble my whiskas purrfect treats cat food. Why waste time watching the advertisements about cat food when you can eat the real thing. However, maybe one day imran will take me to foodcity and let me choose a real salmon steak and perhaps he'll take me to see the eifffel tower in paris as well.

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

**A: Give an Opinion**

*"One of the conundrums of pet food advertising has been that we are advertising to purchasers who don't consume and consumers who don't purchase...."*

Discuss this statement in groups using these questions.

1. Which words in the sentence could be replaced with the words **buyer** and **user**?
2. Do you think that the cats who respond to the commercial will really like that food better than any other?
3. Will cat owners be influenced by the advertisement? Why or why not?
4. How do owners usually decide what to feed their pets?

**B: TV Commercial**

Work in small groups and write a plan for a TV ad for cat food or some other pet food.

Before you write it answer these questions:

* Who or what is your target audience?
* What is the name of your product?
* What kind of pictures would you use?
* What soundtrack would be best for your ad?
* When would your ad be shown?

Now write a description of the ad.

**C: Categorizing words**

From the following list of animals choose the four that go in each category below.

|  |  |  |  |
| --- | --- | --- | --- |
| cat | zebra | greyhound | rat |
| pony | mouse | lion | wolf |
| tiger | horse | squirrel | spaniel |
| donkey | poodle | leopard | hamster |

|  |  |  |  |
| --- | --- | --- | --- |
| **Feline** | **Canine** | **Rodent** | **Equine** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Short Interviews - Notes**

Students are encouraged to think about keeping a pet and also about TV advertising and its influence. Half the class does **Questionnaire** **A**, the other half **Questionnaire** **B**. This could be followed with a short feedback session with the whole class, or the students could then meet with others who asked the same questions and compare their answers.

**B: Vocabulary - Answers**

**1.d, 2.e, 3.b, 4.g, 5.a, 6.c, 7.f.**

**Reading Activities**

**A: Choose the best answer - Answers**

Read the article and choose the best answer from the list of choices offered:

**1 - b, 2 - c, 3 - a, 4 - c, 5 - a, 6 - b.**

(Question 6 - Most of the cats that responded reacted in this way: only a few tapped the TV.)

**B: What does it mean? - Answers**

Use your understanding of the article to choose the correct meaning for each phrase.

**1.a, 2.b, 3.b, 4.b.**

**Note:** "go over the heads of" is used in a humorous way in this article. Normally the audience for a cat food ad is the cat owner (who makes the decision which cat food to buy). This ad communicates directly with the cat, bypassing the normal decision maker.

**C: Thinking Carefully - Suggested Answers**

1. Its target audience is cats. It has a cat-friendly soundtrack with animal sounds and shows pictures of things cats like to look at. (Other TV ads for cat food show films of cats doing things or eating food.)
2. Before the ad shows, there is a 10-second TV spot in which owners are told to place their cats in front of the TV.
3. Advertisers probably don't know how many cats watch this soap opera. But market surveys can tell them the number of people watching this particular soap and other surveys show the percentage of people owning cats.
4. They hope cats respond by moving their heads or ears and looking interested at the screen. They reason that if the cats look interested in the ad, their owners will be encouraged to buy the cat food.
5. Purr-fect is a play on the words 'purr' and 'perfect'. (Purr- the sound a cat makes when it is pleased or contented.)
6. 'Cat-friendly'- something that is pleasant or enjoyable for cats.

**D: Vocabulary - Answers**

1. girl power
2. pet food
3. feline friends
4. soap opera
5. advertising guru
6. advertising agency

**E: Grammar - Answers**

Proper Nouns

I am a proud Siamese cat whose ancestors came from Siam, which is now called Thailand. I live at 12 Tabby St. I really enjoy eating Whiskas cat food. Cat food tastes better than Harry the goldfish or Tweety the parrot. The fish and the bird have too many bones. I like Saturday mornings the best, as my owner Imran gives me real fish and chips from a shop called Fishywishy. I have to eat quickly otherwise my brother Scatchy eats all my food.   
Sometimes Imran has to travel to Europe, as he is an actor. In fact he works for a company called Stagecraft Company. This company does not want cat actors so I don't like them. However, Whiskas recently did a new advertisement aimed at cats like me who watch TV. I wanted to be an actor in the commercial but Maurice Saatchi said that he didn't need cat actors; only fish, mice and bird actors.   
Of course I got to test the new advert. I can't think why humans might think that I would be interested in watching balls of string, fish, mice or birds on TV. I'm far more interested in watching documentaries about Rock 'n' Roll music and climbing Mount Everest. I also enjoy watching national geographic documentaries especially the one called 'Big Cats'. Last week, I even got to watch a travel documentary about Russians and the Kremlin.   
When the advertisements come on, I just go to my special cat bowl (which has my name itchy written on it) and nibble my Whiskas Purrfect Treats cat food. Why waste time watching the advertisements about cat food when you can eat the real thing. However, maybe one day Imran will take me to Foodcity and let me choose a real salmon steak and perhaps he'll take me to see the Eiffel tower in Paris as well

**Post- Reading Activities**

**A: Give an Opinion - Answer**

1. purchaser - buyer; consumer - user

**B: TV Commercial - Notes**

Students write an outline of a commercial in brief. They decide on their target audience (people, or a particular kind of animal), give their product a name and then talk about what sounds and pictures would be suitable for their ad. (If their ad is aimed at animals, they should think about what sights and noises different animals respond to.)

This exercise could be done quite quickly or in a more detailed way with students writing a scene by scene account of their ad. Students could even perform their ad in groups.

**C: Added Vocabulary**

Feline:- cat, lion, tiger, leopard,  
Canine:- greyhound, wolf, spaniel, poodle,  
Rodent:- rat, mouse, squirrel, hamster,  
Equine:- horse, pony, zebra, donkey,

**D: Internet Sites**

**http://www.mcsaatchi.com/** is the advertising company who created the ad for Whiskas.

**http://www.petcat.co.uk/friends/pages/whiskas/index.html** has pictures of Whiskas products, but most of the links did not work when we visited.

**http://www.petcat.com/petcat/catfacts/catfacts.html** is the start of the same site with lots about cats, including information on a private health insurance for cats at http://www.petcat.com/friends/pages/insurance/

**http://adbusters.org/main/index.html** is an anti-advertising site with interesting articles and ad parodies. It does not mention, and has no connection with the ad discussed in this Instant Lesson.

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Dear Anna  Could you tell me what the difference in meaning is between already and yet in a *positive sentence* or *question*?  e.g. Have you already seen the new building? e.g. Have you seen the new building yet?  Thank you for your help. Best wishes Erna K. |

Dear Erna

Normally, already is used in Positive statements, and yet in questions and negatives. If you use already in a question, this indicates an attitude - the speaker is surprised.

*Have you already seen the new bridge? (I didn't think it was possible.)* This could also be  
*Have you seen the new bridge already??*

With yet the question is neutral, with no attitude intended.

Kind regards  
Anna Grammar

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Dear Anna,  I'm in a bit of a predicament and was hoping you could help me. One of my Japanese students questioned the word order of the following negative sentence:  Even now, scarcely anything has been done about the problem = model answer.  The student asked why it would not be possible to say it in the following way:  Even now, scarcely has anything been done about the problem.  He stressed that usually when there is a negative at the beginning of the sentence we can invert:  Little did I know about the problem... Hardly had I...  So why would "scarcely has anything been done about the problem" be wrong?  Please help me!  Jenny |

Dear Jenny

“Anything” is an indefinite pronoun. It can be used after hardly, scarcely and never, which are negatives, or have negative force:

*- There’s never anything interesting to watch on TV on Thursdays.  
- Hardly/scarcely anything has been done.*

"Anything" is not a verb*.* Hardly, scarcely and no sooner can be used with a verb, and then these can be inverted or not:

*- He had hardly/scarcely put his food in his mouth when she asked him a question.  
- I had no sooner put down the phone then it rang again.*

These words indicate that something happens immediately after the first thing.  
NOTE that there is a “when” clause after hardly/scarcely, but a “than” clause after no sooner.

When these words start a sentence, inversion takes place:

*- Hardly had she walked in when she saw her husband with another woman.  
- Scarcely had she closed the door when she realized that the key was inside.  
- No sooner had she eaten than she felt sick.*

These sentences are literary and formal.

Kind regards  
Anna Grammar

Contact Anna Grammar at [**grammar@english-to-go.com**](mailto:grammar@english-to-go.com)

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Dear Anna,  As a French teacher of English I often read the tips you give to help my pupils understand grammar. But I have a problem: how can I explain the difference between *"as though"* and *"as if"*?  Thanks for helping me and for your very interesting section dealing with grammar.  Paulet  France |

Dear Paulet

*"As if"* and *"as though"* are interchangeable. They are used after the verbs *be, act, appear, behave, feel, look, seem, smell, sound* and *taste*.

For example:  
*He looked* ***as if/as though*** *he was going to hit me.   
I felt* ***as if/as though*** *I was floating on a cloud.   
She acts* ***as if/as though*** *she rules the world.*

We also use these adverbial clauses of manner with "It":   
*It looks* ***as if/as though*** *the situation may improve.   
It seems* ***as if/as though*** *the world is getting worse.*

*"As if"* and *"as though"* can be used to describe behaviour:   
*Pauline was trembling* ***as if/as though*** *she had seen a ghost.   
He shouts* ***as if/as though*** *he wants to kill someone.*

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Dear Anna  I'd like know what "schedule" means. I'm translating some English text that contains the following sentence: "He was already behind schedule". I don't know what this is.  Aloisio  Brazil |

Dear Aloisio

According to the Oxford Advanced Learner's Dictionary, a **schedule** is "a programme of work to be done; [a programme] of planned events". It can be used in the following ways: *a factory production schedule; a full, busy schedule (i.e. have many things to do); a project can be ahead of / on / behind* *schedule.*

To be "behind schedule" means to be going more slowly than your plans require.

Try not to run behind schedule in your year's work!

Kind regards  
Anna Grammar

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Dear Anna,   When can I use *"between"* and when can I use *"among"*? Once, one of my teachers told me that *"between"* is used to talk about places, and *"among"* to talk about feelings. Is that correct? Another teacher told me I should use *"between"* to talk about two things and *"among"* to talk about 3 or more? Can you help me please?  I'll give you a example:  *"\_\_\_\_\_\_\_\_\_\_\_\_\_ like and love there is a big difference. I like many things, but I love only you."*  I have seen that with *"among"* - is it correct?  Simone |

Dear Simone   
  
According to Today’s English by Virginia McDavid and Thos J. Creswal (Harper & Row, N.Y.), this is the general rule:

*Among, between.* Both *among* and *between* are prepositions.  *Among* is used with three or more possibilities: “He circulated the petition *among us."  
Between* is most commonly used with only two possibilities (*between you and me*), but it may be used with three or more possibilities if they are considered individually: “*The new airport will be built midway between* *Creedon, Downing and Paxton.”*

In your example I would say *“between”*, with gerunds: “Between liking and loving there is a big difference. I like many things, but I love only you.” *Among* is not possible.

Circulate this *among* your colleagues.

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Good Morning Anna,  I teach English from primary to university levels in Bremen, Germany. Even my most fluent  students have a very difficult time sorting out when to use "by" and when to use "until".  Do you have any lessons with practice exercises that address this problem?  Thanks,  Liz |

Hello Liz   
  
Perhaps a description will help. We use '**by**' to mean **at** a particular time **at the latest**, or before that time, but not after.

*The builders have promised to finish the house by March.*   
*Put it in the oven now, and it will be cooked by 7 o'clock.*   
*By the time we got there, the party had already started.*

'**Until**' can be a conjunction, and then it is followed by a verb. It means **as far as the time when**:

*We waited until he arrived.*   
*The names will not be released until the relatives have been notified.*

'**Until**' can be a preposition, meaning as far as the specified time or event. Something will continue **up to a particular time**.

*Wait until Friday.*   
*Nothing happened until midnight.*   
*I worked until 9 o'clock last night.*

'**Until**' and '**till**' are interchangeable. '**Till**' is a little less formal.   
    
Exercise: Choose by or until to complete these sentences.

1. They've given the builder \_\_\_\_\_\_\_\_\_ the end of July to finish the house.

2. My boss has told me I have to finish the report \_\_\_\_\_\_\_\_\_ the end of July.

3. \_\_\_\_\_\_\_\_\_ 2 o'clock I had had enough, but the guests carried on dancing.

4. They went on dancing \_\_\_\_\_\_\_\_\_ half past two.

5. Students must hand in all their assignments \_\_\_\_\_\_\_\_\_ the end of September.

6. You have \_\_\_\_\_\_\_\_\_ September to hand in your assignments.

7. The show continues \_\_\_\_\_\_\_\_\_ April 23rd, when it moves to London.

8. \_\_\_\_\_\_\_\_\_ April 23rd, ten thousand people will have seen the show.

9. He has to take that library book back \_\_\_\_\_\_\_\_\_ the end of the month.

10. You can keep this library book \_\_\_\_\_\_\_\_\_ the end of the month.

11. We waited \_\_\_\_\_\_\_\_\_ 11 o'clock, and then we started the meeting without him.

12. \_\_\_\_\_\_\_\_\_ 11 o'clock everyone had arrived.

Answers: 1. until; 2. by; 3. by; 4. until; 5. by; 6. until; 7. until; 8. by; 9. by; 10. until; 11. until; 12. by.

Kind regards  
Anna Grammar

Contact Anna Grammar at [**grammar@english-to-go.com**](mailto:grammar@english-to-go.com)

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Dear Anna  In these two sentences:  1. He climbed the wall using a rope. 2. He broke into the house by breaking the window.  Why do you have to add "by" in the second sentence but not in the first?  Thanks Cathy |

Dear Cathy

"By" is used to say how someone does something. When we talk about an action - about what we do to get a result. When we us "by" we are interested in the means.

In sentence 1, the importance is in climbing the wall. If his interlocutor said, "How did he climb the wall?" The answer would be "by using a rope". In sentence 2, there is an implication that we need/want to know how the deed was done. (There could also be an inclination to delay the repetition of 'break' for as long as possible.)

The difference is very slight, and it is a difference in stress.

Kind regards  
Anna Grammar

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Hello Anna!  I have a lovely student who just can't seem to grasp the idea that we say,  "did you have . . ."  she always wants to say  "had you . . ."  and although she knows that her form is wrong she needs a better explanation than I can give her!  Can you help?  I am really glad to have found you guys on the net you know, you provide a great service.  Thanks.  Best regards, Anne-Marie Germany |

Dear Anne-Marie

As you know, English questions are very, very difficult. We have question asking as a part of every lesson, and I have still heard people, at the end of the advanced class, saying: "Are you went?"

"Have" is a very complex verb, with different uses and applications. When we use "have" as an auxiliary, the question does begin with "have": *Have you eaten all the chocolates? Has he finished the report yet?*

Explain to your pupil that have = own is an ordinary verb, like "eat", or "work". When we ask questions in English, we have to use the auxiliary do/does/did. We do not say "Eat they spinach?" or "Works she here?"

I explain questions like this:

|  |  |
| --- | --- |
| **Statement**  He works | **Question**  Why \Does he work?/ Where When How often  etc. |

Wh - words go in front of the question, except WHO? which replaces the subject in the statement: WHO works?

Then you practise, practise, practise. Get pictures of a teddy bear, a cowboy-outfit, a bicycle, a tricycle, a swing, etc. then you say, "Ask me if I had a teddy bear when I was a child." Answer: "Did you have a teddy bear when you were a child?"

If necessary, write \Did you have .........?/ on the board.

You say, "Ask me why."  
Write "Why" in front of \Did you have ........?/  
Answer : "Why did you have a teddy bear?"  
- "Ask me when".  
- "When did you have a teddy bear?"  
- "Ask me for how long."  
- "For how long did you have a teddy bear?"  
- "Ask me who."  
- "Who had a teddy bear?"

It will start off hesitantly, but it becomes fluent after a while.

And thank you for your encouraging words! We're glad you enjoy the site.

Kind regards  
Anna Grammar

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# Wolfie the amazing grammar dogAn Anna Grammar Page

|  |
| --- |
| Dear Anna,  One of my students asked about the many uses of the verb "to do." For example:  - Imperative: "Do your homework?" - Question: (yes/no or open ended) Do you like chocolate? What did you get for Christmas? - Short answer: "No, I don't."  Can you tell me a way to present this that makes sense and includes all the various uses of this verb?  Thanks, Sara Falls Church, VA |

Dear Sara

The word "do" (does, did) has different functions in English:

1. It is an **auxiliary**, that is, a **helping** **word**, which we use with other verbs to make questions and negatives:

*Do you like chocolate? Yes, I do/ No, I don't.  
Does he play tennis? Yes, he does/ No, he doesn't.  
Did you switch off the light? Yes, I did/ No, I didn't.*

*I didn't want to go.  
I don't eat chocolate.  
He doesn't want to see you.*

In this case, *do*, *does* and *did* have no meaning - they are simply a tool that we use to make questions and negatives.

2. "to do" is a **verb**, often similar in meaning to "make", but the one cannot be used instead of the other:

*You do your homework*, but *you make a table*.  
*I'm doing my homework and you are making dinner.*

This means that "do" auxiliary can be used with "to do" verb:

*Did you do your homework?* "Did" indicates past tense and "do" is the infinitive after the auxiliary.  
*Do you do yoga?  
Does she do the cooking?*

Most foreign languages use the same word for "make" and "do", so students find it difficult to use the correct one. There is a lesson on "make" and "do" in the Anna Grammar library.

I do hope that this answer helps!

Kind regards  
Anna Grammar

Contact Anna Grammar at [**grammar@english-to-go.com**](mailto:grammar@english-to-go.com)

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**Intermediate Instant Lesson™**

**A Glamorous Job?**

**Pre-Reading Activities**

**A: What Would You Do?**

Work in pairsand say what you would do in each of the situations below.

1. *Your little sister is having trouble learning how to swim. She is frightened of the water. She asks you for help.*

*Would you tell her...*a. that she will not be frightened of the water if she stands on her head every night before she goes to bed. (She always believes everything you tell her.)  
b. that you were frightened when you were little too. You offer to go swimming with her and help her.  
c. that she must wear your old swimming goggles. They have magic powers so she won't be frightened anymore.

2. *You are very good at math. An educational company sells a math textbook and offers you   
$5,000, if you will be in an advertisement saying how good the textbook is and how it helped you improve your math. You have never used the textbook.*

*Would you...*  
a. agree to say how good the textbook is and take the money.  
b. refuse. You have never used the textbook and it is wrong to lie.  
c. agree but give the $5,000 to a poor family.

3. *A company is making a new cold and flu medicine. You agree to be part of tests for the medicine. Unfortunately, when you take the medicine, it gives you a very sore throat and a cough that lasts for six weeks! The company says it will give you a lot of money if you promise not to tell anyone how the medicine made you feel.*

*Would you...*a. agree not to say anything about the medicine and take the money.  
b. refuse. You must tell the truth.  
c. agree not to say anything, but tell the company to stop making the medicine.

4. *Which of the statements below best describes you?*

a. I often lie because it makes life easier for me. Lying often helps me get nice things. If people are silly enough to believe me, that is their problem.   
b. I try not to lie. Sometimes I would like to lie but usually I know that it would make me feel bad if I did.  
c. I try not to lie but sometimes I do. But I would never lie if I thought it was going to hurt someone else.  
d. **Other.***(Your own idea...)*

**B: Predicting**

Work in pairs and answer the questions below.

*The film and fashion industry are being asked by WHO to stop* ***glamorizing*** *something.*

***Glamorizing*** *means doing things to make someone or something seem more attractive, exciting or interesting than an ordinary person or thing.*

1. **What** do you think the film and fashion industries are being asked to stop glamorizing?  
2. **How** would the film and fashion industries 'glamorize' something?

**Reading Activities**

**A: Finding the Main Idea**

Read today's article and fill the gap in the headline. (Do this as quickly as you can.)

**Part One**

|  |  |  |
| --- | --- | --- |
| **Film, Fashion Asked to Stop Glamorizing \_\_\_\_\_\_\_\_\_\_**   |  |  | | --- | --- | | 1. GENEVA Tue Feb 18 (Reuters) - Hollywood, Bollywood and the fashion industry should stopglamorizing smoking, the World Health Organization (WHO) said on Tuesday.  2. It urged the industries to "stop being used as vehicles of death and disease."  3. The United Nations body, currently trying to **realize** a global anti-tobacco treaty, called on the film industry to avoid presenting smoking in a favorable light and on the fashion industry not to use cigarettes as a "fashion accessory."  4. Young people under 17 should be barred from watching films where anyone smokes, cigarette brands should not be identified on screen and cinemas should run strong anti-tobacco advertisements, WHO said. | 5. "If a tobacco product seems macho or feminine, sophisticated or rugged, sexy or sporty, it is because of the marketing around it...Two of the most successful contexts in which to build these images are film and fashion," it said in a statement. "The world of film and fashion cannot be accused of causing cancer. But they do not have to promote a product that does."  6. A survey of the Indian film industry, the world's largest, showed that some 320 out of 400 recent "Bollywood" films contained some form ofsmoking, it noted, with most portraying it as a cool thing to do. In India, some 15 million people see Indian films every day. (Continued/...)  **Glossary: realize** - to make something happen |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Sequencing**

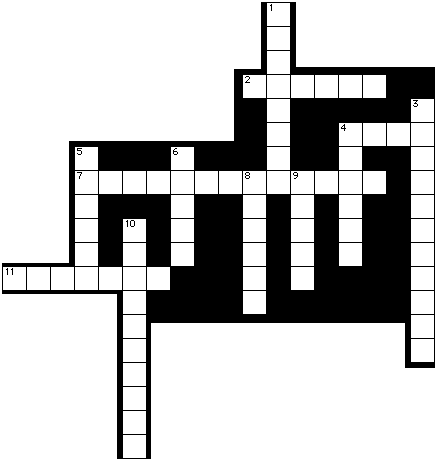
Each sentence below matches the idea of one of the paragraphs of Part One of the article. Match each one with the paragraph it refers to. (One is done for you as an example.) Write your answers below.

**Answers:** paragraph 1 - *d*, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a. WHO is encouraging the film and fashion industries to stop being used as something that causes death and disease.  
b. People under the age of 17 should not be allowed to watch movies in which people smoke, the names of cigarettes should not be shown in a movie and all movie theaters should have anti-smoking advertisements.  
c. More than three-quarters of Indian films have some kind of smoking.  
d. WHO says the film and fashion industries should stop glamorizing smoking.  
e. WHO, hoping to organize a world treaty against smoking, asked the industries to stop making smoking look good or fashionable.  
f. The two industries are not guilty of giving people cancer, but they should stop marketing a cancer-causing product.

**C: Vocabulary**

Complete this crossword using words from today's article.

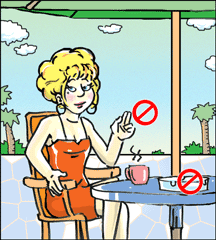
**Clues Across**  
2. A place where you go to sit and watch movies with other people. (paragraph 4)   
4. Fashionable and attractive. (slang, adjective) (paragraph 6)  
7. An announcement on television, the radio or in the newspaper telling people about a product etc. (paragraph 4)  
11. Something that is made and sold in large amounts. (paragraph 5)

**Clues Down**1. Of or like women. (adjective) (paragraph 5)  
3. Doing things to make something seem more attractive, exciting or interesting than an ordinary thing. (paragraph 1)  
4. A disease in which abnormal cells grow in the body. (paragraph 5)  
5. Prevented someone from doing something. (paragraph 4)  
6. Recommended something strongly. (paragraph 2)  
8. An investigation of something. (paragraph 6)  
9. Behaving in an aggressively male way. (adjective) (paragraph 5)  
10. Doing well. (adjective) (paragraph 5)  
 **D: Choose the Best Answer**

Read Part One of the article again and choose the **best** answer for each question.

1. WHO believes that...

a. attractive fashion models and movie stars smoking cigarettes make people like the idea of smoking.  
b. models and movie actors will get cancer if they continue to smoke at work.  
c. movie producers should encourage their stars to talk about the dangers of smoking.

2. Movies often suggest...

a. that smoking is bad for your health.  
b. that smoking is a fashionable and attractive thing to do.  
c. that smoking is safe.

3. Good marketing...

a. makes people think a certain way about a product.  
b. isn't as important as having a good product.  
c. doesn't encourage people to buy a product.

4. Bollywood is...

a. a suburb in Los Angeles.  
b. a nickname for the American film industry.  
c. a nickname for the film industry in India.

**E: Gap Fill**

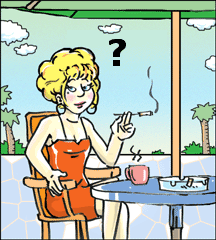
Read Part Two of the article and fill in the gaps with the words and phrases from the list.

*February 28, Geneva, developing countries, tobacco advertising, global, smoking-related illness*

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | Restrictions on 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and sponsorship are key parts of a 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ treaty to curb smoking which WHO's 192 member states are negotiating in3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The world's first public health treaty, it is due to be agreed by4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and approved by the WHO assembly in May. | Health officials estimate five million people die from 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ each year, a figure which could double over the next 20 years because of the long development period for lung cancer and cardiovascular disease. Some 70 percent offuture victims are expected to come from6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

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

**A: What Do You Think?** 

Divide into two groups. Each group should make a line facing each other: (i.e. Group A students make one line facing Group B students so that each Group A student faces a Group B student.) Your teacher will read aloud a statement to you. After your teacher has read the statement to you, tell the person opposite you whether you agree or disagree with the statement and why.

After you have talked about the statement, change partners (everyone in the Group A line moves one place to the left with the Group A student at the top of the line moving to the end of the line).

**B: Language**

Look at these extracts from today's article:

"the fashion industry should ***stop glamorizing*** smoking"  
"currently ***trying to realize*** a global anti-tobacco treaty"   
"called on the film industry to ***avoid presenting*** smoking in a favorable light"

*The verb* ***stop*** *is followed by* ***the -ing form****.  
The verb* ***try*** *is followed by to+* ***infinitive.****The verb* ***avoid*** *is followed by* ***the -ing form.*** *Many verbs have a pattern and are followed by* ***the infinitive*** *or the**'****-ing****'* ***form****.*

**Part One**: Below is a summary of today's article. There are 14 verbs followed by the infinitive or -ing form. Find the verbs and write them into Column A or Column B in the table.

*The World Health Organization hopes to convince Hollywood, Bollywood and the fashion industry to stop glamorizing smoking. It wants to encourage the industries to "stop being used as vehicles of death and disease." The United Nations body is trying to realize a global anti-tobacco treaty and called on the film industry to avoid presenting smoking in a favorable light. WHO considers using cigarettes as a "fashion accessory" dangerous. WHO aims to prevent young people under 17 from watching films where anyone smokes. They want film producers to promise not to identify cigarette brands on screen. They plan to implement strong anti-tobacco advertisements in theaters. They believe marketing around tobacco seems to make products appear macho or feminine, sophisticated or rugged, sexy or sporty. In India, many films manage to portray smoking as a cool thing to do. The world of film and fashion do not have to recommend smoking a product that risks causing cancer.*

|  |  |
| --- | --- |
| **A: to + infinitive** | **B: -ing** |
|  |  |

The verbs all have a similar pattern. See if you can can work it out!

*Verbs which are followed by \_\_\_\_\_ may often talk about actions experienced or completed (what I have done or experienced/ haven't done or experienced).  
Verbs which are followed by \_\_\_\_\_ may often talk about actions intended; expectations or future plans (what I plan or would like to do).*

**Part Two**: Complete the sentences below and put the verb (in brackets) in the correct form using the pattern from part one.

1. I want to stop \_\_\_\_\_\_\_\_\_\_. (smoke)  
2. I dislike \_\_\_\_\_\_\_\_\_\_ people smoke in the movies. (see)  
3. My brother plans \_\_\_\_\_\_\_\_\_\_ smoking every new year. (quit)  
4. I don't enjoy \_\_\_\_\_\_\_\_\_\_ watch smoking being sold as something cool. (have to)  
5. The WHO hopes \_\_\_\_\_\_\_\_\_\_ the laws about tobacco advertising. (change)  
6. People who smoke risk \_\_\_\_\_\_\_\_\_\_ cancer. (develop)  
7. Most smokers try \_\_\_\_\_\_\_\_\_\_ smoking at some time. (give up)  
8. WHO thinks the film and fashion industries can avoid \_\_\_\_\_\_\_\_\_\_ smoking and therefore encouraging it. (show)

**C: Tell Someone Else**

**Part One**: Work in pairs, one of you is Student A, the other Student B. Your teacher is going to give you a short article to read about the Australian actress, Nicole Kidman. Your partner will read some different information about her. Read your article carefully and remember as much of it as you can. When you are ready, tell your partner what you read.

**Part Two**: Your teacher will now give you some questions about what you have read. Work in your pairs and answer as many of the questions as you can. Do not look at your articles while you are doing this.

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has linked 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 Would You Do? - Notes**

This activity makes students think about lying. It does not raise the question of 'white lies' but looks at three situations in which someone else might get hurt or be disadvantaged as a result of the lie. Each situation is more serious than the one before. The fourth question asks students to describe their attitude to lying. They may feel that none of the three statements is correct for them. In this case they can write a description of their attitude or tell their partner.

In a one to one situation you could ask the student to think about each of the questions and thengo through the situations together.

**B: Predicting - Notes**

Check that students understand the meaning of 'glamorize'. You may like to do this activity as a class discussion.

Do not indicate at this stage whether the students' answers are right or wrong. Students will find out the answer to question 1 in the next activity.

**B: Predicting - Answers**

1. Answers will vary.  
2. Answers will vary.

**Reading Activities**

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

This should take students a matter of seconds as the answer is in the first sentence--it provides an opportunity to point out that the headline and first paragraph of an article usually unite in presenting the main idea of an article. You might like to time students in doing this activity to encourage them to work quickly.  
  
**A: Finding the Main Idea - Answer**

Film, Fashion Asked to Stop Glamorizing **Smoking**

**B: Sequencing - Answers**

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

**C: Vocabulary - Answers**

**Across**: 2. cinema, 4. cool, 7. advertisement, 11. product. **Down**: 1. feminine, 3. glamorizing, 4. cancer, 5. barred, 6. urged, 8. survey, 9. macho, 10. successful.  
 **D: Choose the Best Answer - Answer**

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

**E: Gap Fill - Answers**

1. tobacco advertising, 2. global, 3. Geneva, 4. February 28, 5. smoking-related illness, 6. developing countries.

**Post-Reading Activities**

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

This activity encourages students to say what they think about today's article and gives them fluency practice. Students make two lines facing each other: i.e. Group A students make one line facing Group B students so that each Group A student faces a Group B student. Read any of the statements below aloud. Then give students an opportunity to talk about the statement for about two or three minutes.

Students can then change partners: everyone in the Group A line moves one place to the left with the Group A student at the top of the line moving to the end of the line.

Repeat this process so that all the statements are discussed. (If you think students may have some difficulty in understanding the statements, put the statements on an OHT and go through the meaning of each one before you start the discussion.)

**A: What Do You Think? - Statements To Be Read Aloud to Students**

*People under the age of 17 should be barred from watching films showing people smoking.*

*Movies should only show people smoking if the people are unattractive.*

*Movies need to show people smoking because they are a picture of real life.*

*Smoking isn't sophisticated, sexy or sporty. It's just the marketing around it that makes it look this way.*

*Smoking on screen encourages people to think that smoking tobacco isn't dangerous.*

*People who began smoking because they saw stars smoking in movies should be able to sue the movie production companies.*

**B: Language - Notes**

You may like to point out the following about the verbs 'stop' and 'try' to students:  
In today's article the pattern '*stop + -ing*' is used. When this pattern is used, '**stop**' means to **give up something** or **end an action**.Some students might ask you about the meaning of '*stop + to + infinitive'. The* infinitive of purpose is used here: (i.e. '*I stopped to pick up some things at the store*' = I stopped traveling to buy some things. The infinitive tells us **why** I stopped).

**Try** can also be followed by both verb forms. *Try + to + infinitive* is used when you make an effort to do something difficult. *Try + -ing* means to experiment, do something as a test or trial.  
 **B: Language - Suggested Answers**

**Part One:** 1. hopes to convince, 2. to stop glamorizing, 3. wants to encourage, 4. stop being used, 5. is trying to realize, 6. to avoid presenting, 7. considers using, 8. aims to prevent, 9. promise not to identify, 10. plan to implement, 11. seems to make, 12. manage to portray, 13. recommend smoking, 14. risks causing.

|  |  |
| --- | --- |
| **A: to + infinitive** | **B: -ing** |
| hope, want, try, aim, promise, plan, seem, manage | stop, avoid, consider, recommend, risk |

*Verbs which are followed by* ***the -ing form*** *may often talk about actions experienced or completed (what I have done or experienced/ haven't done or experienced).  
Verbs which are followed by* ***to+ infinitive*** *may often talk about actions intended; expectations or future plans (what I plan or would like to do).*

**Part Two:** 1. stop smoking, 2. dislike seeing, 3. plans to quit, 4. enjoy having to, 5. hopes to change, 6. risk developing, 7. try giving up, 8. avoid showing.

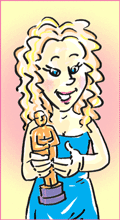
**C: Tell Someone Else - Notes**

**Part One:** Give out the articles, one to Student A, the other to Student B. They work separately to read their articles. They could use their dictionaries if necessary. You may like to ask the Student As to meet together (and the Student Bs in another group) to talk about their articles and practice summarizing them.

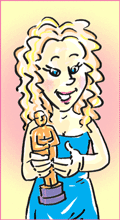
When students are ready, they meet in pairs (one Student A and one Student B). They tell each other about their articles. They **do not** look at their articles while they are doing this, but use their memories to give their partners as much information as they can.

**Part Two:** Give each pair a copy of the questions below. The questions ask them about what they read in the two articles. They work together to complete their worksheet. They should not refer to their articles while they are doing this. You may like to set a time limit and award a small prize to the pair that finishes with correct answers first.

**C: Tell Someone Else - Articles To Be Copied and Given to Students**

**Article for Student A**

|  |  |  |
| --- | --- | --- |
| **Kidman wants to be swept off her feet - but not yet.**   |  |  | | --- | --- | | LONDON, Jan 31 (Reuters) - Nicole Kidman would love to be swept off her feet by a new man - but not yet.  And, speaking to Hello! magazine about her breakup with fellow movie star Tom Cruise, she said: "It was the worst time in my 35 years of living, where all I felt was great sadness."  Kidman's film career is currently on a high with her role in the critically acclaimed "The Hours" already a contender for Oscar honors. But there is no new love in her life. | She said she was not dating anyone and had no desire to go back to the dating game.  "I'd love to be swept off my feet at some stage. I really would. It would be nice to fall in love again. But I strongly believe that it will happen when I least expect it." she told the celebrity magazine.  "For now I have to admit I still go through periods where I'm frightened by the love of a man so I know that I'm not quite ready to be dating seriously." |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**Article for Student B**

|  |  |  |
| --- | --- | --- |
| **Nicole Kidman says acting fills her with fear.**   |  |  | | --- | --- | | LONDON, Feb 17 (Reuters) - Hollywood star Nicole Kidman confessed Monday that she has a phobia of acting and said "Every time I star in a film, I think I cannot act."  Kidman, hotly tipped for an Oscar for her critically acclaimed role in "The Hours," said: "I've tried to pull out of almost every one I've done because of sheer terror."  The Australian actress said her parents - Anthony, a psychiatrist, and Janelle, a nurse and teacher - were certainly not star-struck by her success. | "My mother keeps telling me to call it quits," she said. "She thinks my nature is too fragile for acting. She'd love it if I was a writer and had a more secluded life. I agree."  Kidman said her parents did not even come to the Academy Awards when she was nominated for her role in "Moulin Rouge" because they were on a bush-walking trek. "I asked them to cancel but they refused." |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Tell Someone Else - Questions To Be Copied and Given to Students**

**Part Two:** Work in your pair and answer these questions:

1. How old was Kidman when she broke up with Tom Cruise?  
2. Would Kidman like to fall in love again?  
3. What does she have a phobia about?  
4. What do her parents do?  
5. What would Kidman's mother love her to be?  
6. What film has Kidman received an Oscar nomination for?  
7. Did her parents come to the Academy Awards when she was nominated for "Moulin Rouge"?   
8. Does Kidman think she is ready to start dating again?

**C: Tell Someone Else - Answers for Part Two**

1. 35, 2. Yes, but not yet. 3. Acting, 4. Her father is a psychiatrist and her mother is a nurse and teacher. 5. A writer. 6. "The Hours", 7. No, 8. No.

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**A Global Issue**

**Pre-Reading Activities**

**A: Make a Choice**

1. If you were very rich and famous, what would your hobbies be? Choose from this list:

* sailing an expensive boat
* buying lots of fashionable clothes
* buying and running a big farm
* collecting different types of cars
* traveling in a hot air balloon
* collecting wine
* buying expensive paintings
* buying race horses
* writing books
* your own idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Share your answers with someone else.

**B: Ranking**

Answer these questions.

1. What do you think are the biggest problems facing the world? Write a list of about 5 problems.  
2. Who or what does each problem on your list affect?  
3. Rank the problems on your list in order of importance (1 = most important, 5 = least important).  
4. Compare your lists in small groups or as a class. Can you agree on a list of the five most important problems?  
5. Which problems do you think would be the easiest to solve? Why do you think this?  
6. Is there anything **you** could do about any of these problems? What could you do?

**C: Guessing**

**Part One**: Read the following news article.  Use the numbers and words to fill in the gaps.

*18, United States, quarter, eight, Beatle, strong, vegetables, 59, 25, two*

|  |  |  |
| --- | --- | --- |
| **Paul McCartney declares his love - for** 1.**\_\_\_\_\_\_\_\_\_\_\_**   |  |  | | --- | --- | | LONDON, Sunday June 24 (Reuters) - All you need are vegetables, **former** 2.\_\_\_\_\_\_\_\_\_\_\_Paul McCartney says as he prepares to show his well-being by undertaking a new concert tour.  McCartney, 3.\_\_\_\_\_\_\_\_\_\_\_, who is ready to hit the road again for the first time in 4.\_\_\_\_\_\_\_\_\_\_\_ years, says being vegetarian for the past5.\_\_\_\_\_\_\_\_\_\_\_of a century has kept him going 6.**\_\_\_\_\_\_\_\_\_\_\_**. The singer-songwriter became vegetarian more than 7.**\_\_\_\_\_\_\_\_\_\_\_** years ago along with his late wife Linda. | McCartney revealed last month that he was planning a concert tour for around the time his new studio album comes out in September. He is currently recording in the 8.**\_\_\_\_\_\_\_\_\_\_\_**. "Recently I recorded 9. **\_\_\_\_\_\_\_\_\_\_\_** songs for this new album in just 10.**\_\_\_\_\_\_\_\_\_\_\_** weeks," he said.    (**former** - what someone used to be but no longer is) |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Part Two**: Listen as your teacher reads the article.  Check your answers and change them if necessary.

**Reading Activities**

**A: Scanning**

Today's main article also features Paul McCartney.  Read the questions below and then find the answers as quickly as you can in the following article.

1. What problem is the article about?   
2. Is this a problem that affects many countries?   
3. What is the name of the charity McCartney and Mills are supporting?   
4. What is the aim of this charity?   
5. Where did they go in April?   
6. Who did they meet there?   
7. What other famous person supported this problem?

|  |  |  |
| --- | --- | --- |
| **Ex-Beatle McCartney leads new anti-landmine drive**   |  |  | | --- | --- | | LONDON, Monday June 4 (Reuters) - Former Beatle Paul McCartney and his girlfriend, Heather Mills, launched a new campaign Monday to **rid** the world of landmines.  "Landmines take or wreck three lives an hour, every hour, every day of every year. We have to come together now to try to stop that," McCartney said on launching Adopt-A-Minefield UK, a new **charity** raising funds for mine clearance and landmine survivors.  An estimated 60 million landmines may still be hidden in the ground in 70 countries. Each year an estimated 26,000 people are killed or injured by landmines. As many as a third of the victims are children. | Britain's late Princess Diana made the abolition of landmines one of the causes she backed before being killed in a Paris car crash in 1997.  Mills said more work must still be done. "There have been many excellent and high-profile campaigns against this hidden killer, but the need for a continued, concerted drive to rid the world of landmines is as great now as it ever was," she said.  In April, Mills and McCartney took their campaign to Washington where they said they found **Secretary of State** Colin Powell supportive despite U.S. **reservations** about a worldwide ban. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**rid** - remove   
**charity** - an organization collecting money to help people who are ill etc.   
**Secretary of State** - head of the government department looking after foreign affairs  **reservations** - not sure if something is good or right

**B: Vocabulary**

Find these words in today's article and match them with their meanings.

|  |  |
| --- | --- |
| launch (paragraph 1) funds (paragraph 2) wreck (paragraph 2) victim (paragraph 3) abolition (paragraph 4) campaign (paragraph 5) | the stopping or ending of something by someone with authority start something set of actions organized to achieve a result damage very seriously, destroy someone who is hurt or killed by someone or something amounts of money available to be spent on something |

**C: Thinking Carefully**

These are excerpts from today's article.  Answer the questions that follow the excerpts by circling A, B or C. The questions encourage you to look carefully at some parts of the article.

1. "Landmines take or wreck three lives an hour, every hour, every day of every year."  What does this mean?

A. 3 people are killed by landmines every hour.   
B. 3 people are killed or injured by landmines every hour.   
C. 3 people are injured by landmines every hour.

2. "Each year an estimated 26,000 people are killed or injured by landmines."  How many people are killed or injured by landmines every year?

A. Less than 26,000 people.   
B. An average of 26,000 people.   
C. Some people have worked out that it is 26,000 people.

3. "As many as a third of the victims are children." What does this mean?

A. Many more than a third.   
B. Up to a third.   
C. About a third.

4. "Secretary of State Colin Powell (was) supportive despite U.S. reservations about a worldwide ban."  What does this mean?

A. The USA is ready to give complete support.   
B. The USA is not ready to give any support and doesn't like the idea.   
C. The USA will give some support but has some doubts about the idea.

**D: Understanding the Main Idea**

Here are two paragraphs summarizing the main points of today's article but some words are missing. Write a word or words in each gap.  Try to do this without looking at the article.

Every year thousands of people, a large number of them 1.**\_\_\_\_\_\_\_\_\_\_\_**, are killed orinjured by landmines. Various charities are raising 2.**\_\_\_\_\_\_\_\_\_\_\_** for mine 3.**\_\_\_\_\_\_\_\_\_\_\_** and the support of people injured by landmines. Their goal is to see the world become free of 4.**\_\_\_\_\_\_\_\_\_\_\_**.

5.**\_\_\_\_\_\_\_\_\_\_\_** of Britain was one of the campaigners against landmines, ex-6.**\_\_\_\_\_\_\_\_\_\_\_** Paul McCartney is another. The problem is a global one as around7.**\_\_\_\_\_\_\_\_\_\_\_** landmines may still be lying in the 8.**\_\_\_\_\_\_\_\_\_\_\_** in 70 countries. According to 9.**\_\_\_\_\_\_\_\_\_\_\_**, landmines take or wreck the lives of 10.**\_\_\_\_\_\_\_\_\_\_\_** people every hour every day of the year.

**E: Language**

*"Each year an estimated 26,000 people* ***are killed*** *or injured by landmines."*

This sentence is written in the passive. The passive is formed by combining a form of the 'be' verb with the past participle of the main verb.

We use the passive when we want to focus attention on the receiver; the person or thing receiving the action: *Each year an estimated 26,000* ***people are*** *killed or injured by landmines.* In this sentence '**people**' are receiving the action and the word 'people' is the subject.

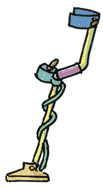
Now look at the following sentence: *Each year* ***landmines*** *kill or injure an estimated 26,000 people.* This sentence has the same meaning as the previous sentence but the subject is different and the word '**people**' is now the object of the sentence.   
The word '**landmines**' is the **subject** and the focus is different.

Use the word prompts to write sentences in which the underlined word or phrase is the focus. Decide if each sentence is active or passive and use the correct tense. Add any extra words you think are needed. The first one has been done for you as an example.

1. Sir Paul McCartney / support / Adopt-A-Minefield UK campaign / - *The Adopt-A-Minefield UK campaign is supported by Sir Paul McCartney.*2. Heather Mills and Sir Paul McCartney / work / together / raise / money.  
3. Heather Mills / help / the victims of landmines in many countries.  
4. The disabled and landmine victims / give / artificial limbs / Heather Mills  
5. Heather Mills / injure / in an accident and / lose / part of her leg.  
6. A police officer on a motorbike / hit / Heather Mills / in 1993.  
7. Cruelty to animals / strongly / oppose / Sir Paul McCartney.  
8. Not a single animal / eat / Sir Paul McCartney / for 25 years.

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

**A: Think and Evaluate**

Read this:

To find landmines several different methods are used:

1. A mine detector can detect (discover) metal that is hidden under the ground.  A human must operate the mine detector.  
2. A trained dog can sniff out and detect mines. They sniff the ground searching for the smell of explosive material.  
3. Robots travel across the ground searching for mines using equipment similar to a metal detector.  
4. Special heavy machinery can also be used to clear land of forest and bush. Mines explode under the machines but do not damage them.

The United Nations has a requirement that anything used to detect mines must have a 99.6 per cent reliability, which means that for every 1000 mines detected or found in one area, only four mines can be missed.

In pairs or small groups, do the following tasks:

1.  Make a list of the advantages and disadvantages of using each method. Think about particular countries that have lots of landmines.  Which method is most suitable for each particular country?  Why?

2. Decide which method you think would be the cheapest and which method you think would be the most reliable.

**B: Poster**

Make your own poster on the topic of landmines.  Decide what you want to focus on about landmines.  Write a slogan and use pictures or symbols for your poster.

**C: Say It!**

Work in a group of six. Select one of the roles below and talk for 1-2 minutes on the topic provided. You may wish to change to a different role after everyone has spoken to give yourself extra practice.

**Role** **A**: You are a landmine victim. Talk about the effect your injury has had on your life and how you feel about landmines.

**Role** **B**: You are the owner of a major landmine producing company. If landmines were banned internationally, your business would collapse. You employ hundreds of staff.

**Role** **C**: You are part of a Government who buys landmines for a conflict in your own country. Explain why you use landmines.

**Role** **D**: Explain your own position on the use of landmines. Give reasons why.

**Role** **E**: You are an anti-landmines campaigner. Give reasons why you want to ban landmines.

**Role** **F**: You are a U.S. Government official. Your administration has reservations about a worldwide ban. Explain why.

**D: Research**

Find out what your own government's position is on landmines and what involvement, if any, they have had on the issue.

**E: Writing**

Write an essay on the question below.

*"In your opinion, what is the most serious problem facing the world today?"*

Include the following ideas in your essay:

* why you think it is the most serious.
* describe the effect this problem is having on the world at present.
* describe how this problem will affect the world in the future, if it is not solved.
* how could this problem be solved in your opinion. (Give reasons for your opinion, and if possible, some examples to support your ideas.)

Make sure your essay has a clear introduction, body and conclusion.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Make a Choice - Notes**

If you wish, you could begin by asking students to suggest the names of several wealthy, famous people who are likely to be known by most people in the class. Ask students if they know what the hobbies of these people are. Students work alone to select the activities they would enjoy if they were rich and famous. They can choose more than one activity.

**B: Ranking - Notes**

The purpose of this activity is to not only get students thinking about current world problems, but to give students practice agreeing / disagreeing and negotiating. It would be best if students do Questions 1 - 3 alone, making notes as they answer the questions. Then put them in small groups to complete Questions 4 - 6. Students are being asked a very difficult question (i.e. which problems are most serious) so do not expect there to be one clear answer and encourage them to 'agree to disagree'. You may wish to set a time limit to avoid this activity dominating the lesson.

**C: Guessing - Notes**

This short text introduces students to Sir Paul McCartney, one of the four British musicians who made up the Beatles. McCartney features in today's article.

Students try to fill the gaps in the article with the correct word or number. Don't spend too long on this. Then read the text at normal speed (twice if necessary) while students check their answers.  After you have read the text, ask pairs to compare their answers.  Finally, check answers by choosing students to read the text out loud.  This way you can check comprehension by asking students some questions as you go along.

(Teachers of pre-intermediate level classes may prefer to skip this activity. Just make sure your students know who the Beatles were.)

**C: Guessing- Text to be read aloud to students**

**Paul McCartney declares his love - for vegetables**

LONDON, Sunday June 24 (Reuters) - All you need are vegetables, former Beatle Paul McCartney says as he prepares to show his well-being by undertaking a new concert tour.

McCartney, 59, who is ready to hit the road again for the first time in eight years, says being vegetarian for the past quarter of a century has kept him going strong. The singer-songwriter became vegetarian more than 25 years ago along with his late wife Linda.

McCartney revealed last month that he was planning a concert tour for around the time his new studio album comes out in September. He is currently recording in the United States. "Recently I recorded 18 songs for this new album in just two weeks," he said.

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**C: Guessing - Answers**

1. vegetables; 2. Beatle; 3. 59; 4. eight; 5. quarter; 6. strong; 7. 25; 8. United States; 9. 18; 10. two.

**Reading Activities**

**A: Scanning - Notes**

If you are teaching a higher level class (i.e. Intermediate or above) set a time limit to encourage your students to work quickly. Discourage your students from using a dictionary for this activity.

You may wish to give students this definition for **landmines** before they read the article: A container filled with explosive material that is placed in the ground. When a person or a vehicle passes over it, the mine explodes.

**A: Scanning - Answers**

1. landmines.  
2. yes (70 countries).  
3. Adopt-A-Minefield UK.  
4. To rid the world of landmines / raise money for mine clearance and landmine survivors.  
5. Washington, U.S.A.   
6. (US) Secretary of State Colin Powell.  
7. The late Princess Diana of Britain.

**B: Vocabulary - Notes**

Students should find the words in the article. They should think about what information the article gives them to help them match the words (the form of the word, its position in the sentence, what the other words in the sentence mean and what the sentence means.)

**B: Vocabulary - Answers**

launch - start something  
funds - amounts of money available to be spent on something  
wreck - damage very seriously, destroy  
victim - someone who is hurt or killed by someone or something  
abolition - the stopping or ending of something by someone with authority  
campaign - set of actions organized to achieve a result

**C: Thinking Carefully - Answers**

1. B; 2. C; 3. B; 4. C.

**D: Understanding the Main Idea - Notes**

Students try to fill the gaps using the correct information from the article. When checking their answers, also look at whether they have used the correct form of a word.

**D: Understanding the Main Idea - Answers**

1. children; 2. money/funds; 3. clearance; 4. landmines; 5. Princess Diana;  
6. Beatle; 7. 60 million; 8. ground; 9. McCartney; 10. three.

**E: Language - Answers**

2. Heather Mills and Sir Paul McCartney are working together to raise money. ("work" is also possible)   
3. The victims of landmines in many countries are helped by Heather Mills. ("are being helped" would also be acceptable as it is happening now)   
4. Heather Mills gives artificial limbs to the disabled and landmine victims.   
5. Heather Mills was injured in an accident and lost part of her leg.   
6. Heather Mills was hit by a police officer on a motorbike in 1993.   
7. Sir Paul McCartney strongly opposes cruelty to animals.   
8. Sir Paul McCartney has not eaten a single animal for 25 years. (Note the word order in this sentence - "not" is now used with the verb)

**Post-Reading Activities**

**A: Think and Evaluate - Notes**

Students work in groups but could also work alone and write their answers.

**A: Think and Evaluate - Comments on the Different Methods**

1. In many countries where mines are found, it is cheap to employ people to find the mines. This method is also the most reliable because it is done by hand by a person who can use all their senses-sight, sound, smell, touch, hearing. However, it is not as safe as other methods even if a person wears the right protection. The process is slowed down if there are lots of other pieces of metal in the ground other than landmines. However, people can go where machinery and dogs cannot go.

2. Where the jungle or ground cover is not too thick (dense) dogs can quickly pick up the explosive scent. However, they often treat the activity as a game and they get bored. They also find it difficult to find landmines that are buried deep in the earth. Dogs need to be trained, fed and looked after. This method does not reach the reliability required by the Unites Nations, even though it is safer for humans. Please Note: The lesson **'How Good is your Nose?'** found in the Intermediate - Upper Intermediate section of the Instant Lessons library looked at the invention of a mechanical sniffer dog that could be used to sniff out mines.

3. The advantage of using robots is that it is safer for humans. However robots are not cheap to make, so if they are damaged, it is very expensive to repair them. Experts are required to be able to use robots and identify if what a robot has found is actually a landmine. This means that local people are not employed. In addition, the land in many countries is not suitable for using robots

4. If a machine is used, mines can explode under them without causing damage. Large areas of land can be covered and humans are unlikely to get hurt. However, some landmines are planted in the ground so deeply that machines cannot find them. This means that when it rains or rivers flood, the mines might come to the surface. The reliability of this method does not reach the United Nations standard. Heavy machines need wide-open space not narrow tracks. As well as this, they need fuel to get them going and usually several people to operate them.

**B: Poster - Notes**

This activity is suitable for any level.  If your students want some information about the effect of landmines on children, you could give them the information below. It has been adapted and comes from the **International Campaign to Ban Landmines site** found at *http://www.icbl.org/resources/*

--Mines kill and mutilate 8 000 to 10 000 children each year   
--Children form 25 percent of those treated for landmine injuries in Red Cross units in the Afghan and Cambodian conflicts, and 75 percent of the mine-related injuries in a hospital in northern Somalia   
--Children are often underrepresented in hospitals that treat landmine injuries -- many simply do not survive a landmine blast because of their size. Some are killed outright or die of sheer agony. They may not survive the huge losses of blood which result from landmine injuries.   
--A child who survives a mine blast is likely to be seriously injured and permanently disabled. They may lose one or both legs or arms. Shrapnel may cause blindness and disfigure their face.   
--Cambodia has twice as many landmines as children (7 millions landmines)   
--Handicap International estimates that a child may have to wait up to 10 years before having a prosthetic limb fitted.   
--Child amputees might not be able to attend school or may be too ashamed to leave their home   
--Children are also at risk because of their curiosity; they like to pick up and play with new objects and can mistake a landmine for a toy or harmless object.   
--Some antipersonnel mines, such as airborne butterfly mines, are specifically designed to attract children   
Source: International Committee of the Red Cross, United Nations Children's Fund

**C: Say It! - Notes**

This task aims to give students practice using the vocabulary in the lesson as well as arguing a point and giving reasons. It is probably best to have students rotate roles to provide more opportunity for practice. Having listened to others in the group talk on a role will help their own performance when they talk on that topic. You may also wish to call on a few students to give their 'say it' talk in front of the class.

**D: Research - Notes**

You may like to visit this address to find a list of countries who have not signed the 1997 Mine Ban Treaty: http://www.icbl.org/treaty/nonsign.php3  
This site may also be useful:  
http://www.minesactioncanada.org/home/index.cfm?lang=e. It has a map and country positions on the 1997 Mine Ban Treaty.

If students are already very familiar with their own government's stance on landmines they may want to find out what the stance of another country is.

**E: Writing - Notes**

Have your students review the discussion they had in Pre-Reading Activity B: Ranking.

Get them to prepare an essay plan before they start to write, and set them word and time limits which you feel are appropriate to their ability.

When they have finished, (this may be done at a later date), have them exchange and read each others' essays. They should then prepare a comments page, (i.e.. a written response) on the essay they have read. Comments should relate to aspects such as grammar, spelling, and ideas expressed, and should be **constructive.** In this way, students will be more motivated to write if they know they will have a real audience for their work.

Finally, display the essays on a notice board or on the wall, so all students can read every essay.

**Please Note**: Here is a list of other web resources that may be of interest to you and your students.

1. As a vegetarian, Sir Paul is a strong supporter of Viva. One of Viva's main aims is to end cruelty to animals. They believe the best way of doing it is to get people to stop eating them. You can read their on-line pamphlet that features Paul http://www.viva.org.uk/goveggie/index.htm or see him in their video; http://www.viva.org.uk/Viva!%20Campaigns/Campaigns.html   
Their presentation also covers many environmental issues such as deforestation, desertification and global warming.

2. This United Nations site - http://www0.un.org/cyberschoolbus/banmines/index.asp may be useful as it contains personal accounts from people who have experienced landmines firsthand and talks about what can be done. Three specifically designed teaching units are also available.

3. Today's feature article mentions the Adopt-A-Minefield campaign and this is the official site: http://www.landmines.org The site provides a lot of information on the landmine crisis and has a press release centre to find information on Paul and Heather and provides many ideas for what you can do to help.   
There are also downloadable teaching curriculum available at different levels and students can join the model UN. The Model United Nations is an authentic simulation of the UN General Assembly, UN Security Council, and other multilateral bodies, which catapults students into the world of diplomacy and negotiation. Students from all around the world assume the roles of United Nations ambassadors, from Afghanistan to Zimbabwe, and participate to debate the current issues on the UN's agenda.   
An excellent teaching resource!

4. To find out about animals and landmines students can go to the site: www.minesactioncanada.org and use the advanced search, select dates, under "Development Issues" select "wildlife and livestock" then select search.

[ETG logo](http://www.english-to-go.com/members/index.cfm?CFID=1003522&CFTOKEN=10365442)

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**Intermediate Instant Lesson™**

**A Great Musician**

**Pre-Reading Activities**

**A: Tell someone else**

When you are old, which of these things would you have liked to have achieved in your life?

* to have been a loving parent
* to have fallen in love
* to have been skilled at your job
* to have worked for world peace
* to have a comfortable home
* to have plenty of friends
* to have made some new discovery or improvement in your area of work expertise
* to have helped people you don't know
* to have spoken out against injustice
* to have helped your friends
* to have traveled to other countries
* to have always eaten healthy food
* to have studied the subjects you are interested in
* to have met famous people

Choose which of these are important for you. What are your top three choices? Now tell someone else what your choices were.

**B: What do you know?**

Today you will be reading about a famous musician, Yehudi Menuhin. Do you know anything about him? Tell other students what you know.

**Reading Activities**

**A: Scanning**

**1.** Yehudi Menuhin visited different countries during his lifetime. Scan the article and look for the names of cities or countries mentioned in the article. Your teacher will set a time limit. Write your answers here:

Cities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Countries: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.** Now check the article again and match some of these places with pieces of information about Menuhin.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: He was born in this city.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: He became a citizen of this country nearly fifteen years ago.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: He had an academy in this country for young musicians.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: He studied music in this country in the 1920s.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: The physicist Albert Einstein heard him play in this city.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: He was based in this city.

**B: Looking for Specific Information**

Fill the gaps in this table of biographical information about Menuhin:

|  |
| --- |
| Family Name: *Menuhin*  Given Name: *Yehudi*  Year of Birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Place of Birth: *New York*  Died: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on *Friday March 12 1999* aged \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Occupation: *violinist*, *conductor*, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Married to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Studied under \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the 1920s.  Musical interests: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Helped young musicians by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Retired from public performances \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

|  |  |  |
| --- | --- | --- |
| **Virtuoso Violinist Menuhin Dies In Berlin**   |  |  | | --- | --- | | BERLIN Friday March 12 (Reuters) - Sir Yehudi Menuhin, a child prodigy who became one of the world's most famous violinists and music teachers, died in Berlin Friday at the age of 82.  A spokeswoman for Menuhin in Britain, where the U.S.-born virtuoso had made his home, said he died at 12.45 p.m. at the Martin Luther Hospital in Berlin after a brief illness.  "It was totally unexpected for all of us,'' she told Reuters. Menuhin's German agents Adler said he had been taken to hospital earlier in the week suffering from bronchitis.  Menuhin fulfilled his early promise to become one of the world's foremost violinists before extending his range to teaching and conducting.  He became a British citizen in 1985 and was as renowned for his devotion to humane causes as for his startling early mastery of the violin.  German Chancellor Gerhard Schroeder sent a telegram to Lady Diana Rosamund Menuhin to express his condolences.  "In the name of the German government I would like to express my deep sorrow over the death of your husband,'' Schroeder wrote. "The world has lost a great musician and director.''  German President Roman Herzog called Menuhin one of the most brilliant musicians of the century. ``We are mourning the loss of one of the great humanists,'' Herzog said. "The world has become a poorer place with his death.''  In Britain, Prime Minister Tony Blair led the tributes, calling Menuhin one of the greatest musicians of his age, ''someone who worked tirelessly to ensure that young people could share his love of music.''  Menuhin, a member of the British House of Lords since 1993, had a school in England and an academy in Switzerland for talented young musicians.  "I've told the children and they are heartbroken. He was inspirational and we're going to miss that inspiration dreadfully,'' said Nicolas Chisholm, headmaster of the Yehudi Menuhin School in southern England. | By the time he was 13, Menuhin had performed in Paris, London, New York and Berlin and was launched on a touring career as breadwinner for his family.  Born in New York in 1916, he became a major figure in jazz as well as on the classical violin scene. He was based in London but spent much of his time traveling around the world.  In Berlin, his performances prompted physicist Albert Einstein to exclaim: "Now I know there is a God in heaven.''  Menuhin gave up public performances in his 70s, when his hearing had become a little impaired, but continued to conduct at his English school at least once a month.  "His legacy is not only the school but his inspiration to musicians worldwide,'' Chisholm told Reuters.  One of Menuhin's pupils was punk British violinist Nigel Kennedy, who marveled at his teacher's generosity.  "He had this box of chocolates he wanted to share with people -- that was his attitude,'' Kennedy once explained.  Menuhin's death was mourned in Romania where he studied under national composer George Enescu in the 1920s and supported artistic efforts throughout the communist era.  "Menuhin's death is an irreparable loss although he leaves behind remarkable achievements,'' Culture Minister Ion Caramitru, a prominent stage actor, told Bucharest radio. ``We have lost one of the most important supporters of Romania's culture.''  French President Jacques Chirac hailed Menuhin as one of the great violinists of the century whose influence spread beyond the world of music.  "With him, a light has gone out, the light of genius and also the light of the heart,'' Chirac said in a statement. |   Article © 1999 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**C: Vocabulary**

Use your understanding of the article to match these phrases with their meanings:

**Phrases**

1. to *e****xpress*** your ***condolences*** (Paragraph 6)
2. to ***mourn the loss of*** someone (Paragraph 8)
3. to *l****ead the tributes*** (Paragraph 9)
4. to ***work tirelessly*** for something (Paragraph 9)
5. to be***based*** somewhere (Paragraph 13)

**Meanings**

* to be one of the first people to make a statement showing your respect for the dead person
* to be situated in a place in or which you operate from
* to feel sadness for somebody's death
* to speak, write or communicate your sympathy
* to work with great energy

**D: Paraphrasing**

Tributes were paid to Menuhin by different people. Work with a partner and discuss what one or more of these selected tributes may mean. Try to use your own words to express the meaning of it:

1. Nigel Kennedy: "He had this box of chocolates he wanted to share with people -- that was his attitude.''

2. Nicolas Chisholm: "His legacy is not only the school but his inspiration to musicians worldwide."

3. Jacques Chirac: "With him, a light has gone out, the light of genius and also the light of the heart.''

**E: Grammar**

**Part One**

The past perfect (had +past participle) is often used to show a sequence of actions in the past. Find four sentences in the text that use the past perfect and underline them.

**Part Two**

Now complete these sentences using the past perfect. The verbs that you are to use are in brackets.

1. Before he died, Yehudi Menuhin \_\_\_\_\_\_\_\_ one of the most famous musicians in the world. (become)
2. During his lifetime, Yehudi \_\_\_\_\_\_\_\_\_ many other musicians. (encourage)
3. Before he \_\_\_\_\_\_\_\_\_, Yehudi \_\_\_\_\_\_\_\_ to sick for less than a week. (die, to be)
4. Before his untimely death, Yehudi Menuhin \_\_\_\_\_\_\_\_ many things other than just playing the violin. (do)
5. He \_\_\_\_\_\_\_\_ performing after his hearing \_\_\_\_\_\_\_\_ damage. (stop, become)
6. After he \_\_\_\_\_\_\_\_ to Romania in the 1920's, he \_\_\_\_\_\_ under national composer George Enescu. (go, study)
7. Before he \_\_\_\_\_\_\_\_\_ teaching, Yehudi Menuhin \_\_\_\_\_\_\_\_\_\_ British violinist Nigel Kennedy and many other musicians. (stop, teach)
8. Before his parents \_\_\_\_\_\_ to New York, they \_\_\_\_\_\_ in Palestine for a short time. (move, live)
9. His grandmother \_\_\_\_\_\_ a cheque for a new violin after he \_\_\_\_\_\_ his toy violin because it did not 'sing'. (send, break)
10. After he \_\_\_\_\_\_ performing, he still \_\_\_\_\_\_ to conduct at his English school at least once a month. (stop, continue)

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

**A: Summarizing**

Work in pairs and answer the questions below using your understanding of the article.

Menuhin has been described as "one of the most brilliant musicians" and "a great humanist." Why was he a great man?

Work in pairs and make a list of the things he did in his life. Which of the achievements listed in **Pre-Reading** **Activity** **A** fit his life?

**B: Biography**

Write a short biography of Menuhin using the information from Activity B in the Reading Activities. You can do more research if you wish and add more information to it. These phrases could help you:

* *Menuhin was born in...*
* *By the age of 13 he had...*
* *He helped his family by...*
* *He was taught by...*
* *He spent much of his life...*
* *He helped young musicians by...*
* *He retired from public performances...*
* *After his death world leaders...*

**C: Further Reading**

If you are interested in reading more about Menuhin's life, here is some information about him divided into topics:

|  |
| --- |
| **His childhood and early love of music**  Menuhin was born in New York in 1916 of Russian-Jewish parents who had emigrated separately via Palestine.  When Yehudi was two and the family were living in San Francisco, the Menuhins smuggled him into a concert. He behaved well and listened happily - leading to regular visits.  After he broke a toy violin in a tantrum because it would not "sing", his grandmother in Palestine sent a check to buy a real violin for his fourth birthday.  His mother soon took him to Louis Persinger, leader of the San Francisco Symphony Orchestra, for private tuition. This was followed by study in Europe with two great musicians, Romanian Georges Enesco and German Adolf Busch.  Performing Beethoven's Violin Concerto in Carnegie Hall in 1927 with the New York Symphony Orchestra under the great German conductor Fritz Busch, he astounded the public and critics.  By the mid 1930s, he had completed his first world tour. His parents and younger sisters Hephzibah and Yaltah, who became professional pianists, traveled with him.  Composer Sir Edward Elgar conducted him and hailed him as the perfect interpreter of his violin concerto. Hungarian composer Bela Bartok wrote his last work, a celebrated sonata for solo violin, for him. |

|  |
| --- |
| **Some of his political ideas**  The name Yehudi means Jew but Menuhin held to no single creed and called himself an "ardent neutral". He played for both Israeli and Palestinian charities and urged reconciliation between Israel and the Arabs.  He was attacked by many Jews for supporting German conductor Wilhelm Furtwaengler but criticized those who sought to demonize Germans as a whole for the war. Saying the Allied destruction of Dresden was "a crime", he performed there in 1995, 50 years on.  Menuhin worked for the freedom of Soviet dissidents and black South Africans and brought young Chinese violinists to study in Britain. He canceled a 1989 visit to China by his Asian youth orchestra after the massacre of demonstrators in Beijing's Tiananmen square. |

|  |
| --- |
| **His personal life**  After Menuhin and his first wife, Australian Nola Nicholas, divorced in 1947, he married British ex-ballet dancer Diana Gould. He has a daughter, Zamira, and son, Krov, from his first marriage and sons Gerard and Jeremy, a pianist, from the second. |

|  |
| --- |
| **Other Information**  He has also helped found various musical festivals, held the Nehru Peace Prize and was a goodwill ambassador for UNESCO.  While pursuing interests such as the environment, organic farming, alternative medicine, education and the plight of gypsies, he sticks to a long standing healthy diet and yoga. |

 (These excerpts are all from an article: Menuhin, from child prodigy to elder statesman. 12 March 1999. Copyright 1999 Reuters Limited.)

**TEACHERS' NOTES AND ANSWER KEY**

**General Comments**

Today's article is fairly long but the activities are clear and should present no problems to students. Keep to time limits (where given).

You could look for a Menuhin recording and play one or two excerpts during your class. Play it quietly while students are completing the Post-Reading Activities.

**Pre-Reading Activities**

**A: Tell Someone Else - Notes**

Students first work alone to select any of the ideas which appeal to them (they may add their own ideas to the list as well). They then work in pairs to compare answers.

This activity encourages students to think about what kinds of aims they have in life. This activity is then linked up with Activity A of the Post-Reading Activity.

**B: What do you know? - Notes**

Keep this activity very short. Give your students just enough time to check whether they know anything about Menuhin. Many may already know that he was a violinist and died recently. You do not need to give them any other information.

**Reading Activities**

**A: Scanning - Notes**

Students should only look for the specified information. Time limits of about 50 seconds for Part 1 and two minutes for Part 2 would be appropriate.

**A: Scanning - Answers**

**1.** **Cities:** Berlin, Paris, London, New York, Bucharest. **Countries:** Britain, U.S., Germany, Switzerland, Romania, France.

**2.** **New York:** He was born in this city. **Britain:** He became a citizen of this country nearly fifteen years ago. **Switzerland:** He had an academy in this country for young musicians. **Romania:** He studied music in this country in the 1920s. **Berlin:** The physicist Albert Einstein heard him play in this city. **London:** He was based in this city.

(Students may give Britain as the answer for "He had an academy..." as Menuhin also had a school there.)

**B: Looking for Specific Information - Answers**

Family Name: Menuhin  
Given Name: Yehudi  
Year of Birth: **1916** Place of Birth: New YorkDied **in the Martin Luther Hospital, Berlin** on Friday March 12 1999 aged **82**.Occupation:Violinist, conductor, **music teacher**Married to: **Lady Diana Rosamund Menuhin**Studied under **George Enescu** in the 1920s.  
Musical interests: **classical, jazz**Helped young musicians by **funding a school in southern England and an academy in Switzerland for talented young musicians.**Retired from public performances **in his seventies** because **his hearing was slightly impaired**.

**C: Vocabulary - Notes**

(If you wish, students could first predict the meanings of the words by looking at them in the context of the article before they actually look at the given meanings.)

**C: Vocabulary - Answers**

* To *express* your *condolences* (Paragraph 6) - to speak, write or communicate your sympathy
* To *mourn the loss of* someone (Paragraph 9) - to feel sadness for somebody's death
* To *lead the tributes* (Paragraph 10) - to be one of the first people to make a statement showing your respect for the dead person
* To *work tirelessly* for something (Paragraph 10) - to work with great energy
* To be *based* somewhere (Paragraph 14) -to be situated in a place in or which you operate from

**D: Paraphrasing - Notes**

Students work in pairs to talk about what the tributes mean. They explain them using their own words. Be fairly flexible in deciding whether an answer is correct or not as there are different ways to express the sentiment and content of these tributes.

**D: Paraphrasing - Suggested Answers**

1. Menuhin was a very generous person, ready to share his talent: his gift of music with other people. He was always ready to share his joy and 'treasure' with others.

2. Menuhin has left the world a gift of his school which is set up to educate future musicians but the example of his life and music will also continue to encourage musicians everywhere .

3. Menuhin was a musical genius and a person who worked for and was involved with humanity. The world has lost something with his death.

**E: Grammar - Suggested Answers**

**Part 1**  
1. A spokeswoman for Menuhin in Britain, where the U.S.-born virtuoso had made his home, said he died at 12.45 p.m. at the Martin Luther Hospital in Berlin after a brief illness.   
2. "It was totally unexpected for all of us,'' she told Reuters. Menuhin's German agents Adler said he had been taken to hospital earlier in the week suffering from bronchitis.   
3. By the time he was 13, Menuhin had performed in Paris, London, New York and Berlin and was launched on a touring career as breadwinner for his family.   
4. Menuhin gave up public performances in his 70s, when his hearing had become a little impaired, but continued to conduct at his English school at least once a month.

**Part 2**   
1. had become 2. had encouraged 3. died, had been 4. had done 5. stopped, had become 6.had gone, had studied 7. stop, had taught 8. moved, had lived 9. sent, had broken 10. had stopped, continued

**Post-Reading Activities**

**Activities A and B: Summarizing and Biography - Notes**

You could extend these activities by asking students to do Activity C first. It provides students with additional information about Menuhin.

**C: Further Reading - Notes**

Students can choose to read all or just one of the excerpts. If you wish to make this into a group activity, get students to read different excerpts. (If possible, ask them to choose which topic they would like to learn more about.) Students can then share their information with others or use what they have learnt when they do **Activity** **A** or **B**.

**D: Further Information about Menuhin**

Here are some web sites your students may like to look at:

**http://www.napf.org/Yehudibio.html** A short biography of Menuhin from the Nuclear Peace Foundation.

**http://www.glenngould.ca/menuprize.html** A short profile from the Glenn Gould Foundation.

**http://www.brainsys.com/ymschool/** An interesting site about the Yehudi Menuhin School with photos of Menuhin.

**http://news.bbc.co.uk/olmedia/290000/video/\_291306\_menuhin\_vi.ram** A BBC video obituary of Menuhin (which has to be downloaded).

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**A Happy Retirement**

**Pre-Reading Activity**

**Discussion**

Think about the questions below:

1. What does the word 'retirement' mean to you?
2. What do you need to have a happy retirement? Make a list of the things you think are needed and then compare your list with someone else's.

**Reading Activities**

**A: Understanding the headline**

Read the title of the article:

**"To retire happy, be rich - in friends"**

This headline summarizes the main idea of the article. Check your understanding of the headline by choosing the statement which explains the headline:

1. Your friends' money will make you happy in retirement.
2. You need to be rich to retire.
3. Having friends will make you happy in retirement.

**B: Comprehension**

Read the questions below and then look for the answers in the article:

1. How many people were interviewed in the University of Michigan study?
2. Were the people used in the study interviewed once or twice?
3. Which group of people is bigger: those who were more satisfied, or those who were less satisfied?
4. What percentage of retired people had the same levels of satisfaction before and after retirement?
5. According to this research, how big should a network of friends be during retirement?

|  |  |  |
| --- | --- | --- |
| **To retire happy, be rich - in friends**   |  |  | | --- | --- | | WASHINGTON Wednesday August 5 (Reuters) - A happy retirement depends on being rich, not in money but in friends, researchers say.  They said as people age they should invest as wisely in their friends as they do in money.  Toni Antonucci and Alicia Tarnowski at the University of Michigan analyzed data on 100 people interviewed before and after retirement.  A quarter, 25 percent, said they were more satisfied with life after retirement, while 34 percent said they were less satisfied. The rest reported about the same levels of satisfaction before and after.  The researchers looked at a variety of factors in these peoples' lives, including physical health, income,divorce, death of a spouse, age and gender. | What most strongly predicted happiness after retirement was having a strong social support network, they told a meeting of the Society for the Psychological Study of Social Issues.  "Our findings suggest that new retirees may need more emotional support than they did when they were working," Tarnowski said in a statement.  "Just having a number of people who provide emotional support, listen to your concerns and let you know you're still valued right after you retire seems to make a big difference."  The most satisfied people had networks of about 16 people on average, while those reporting they were less happy had only about 10 friends to call on. |   Article © 1998 Reuters Limited. Lesson ©2001 www.english-to-go.com |

**C: Summarizing**

Use your understanding of the article to complete the following sentences:

1. If you want a happy retirement, you should...
2. For a happy retirement factors like health and income are not as important as...
3. A new retiree needs...
4. Having friends provides a retired person with...
5. In the University of Michigan study people with only 10 friends were...

**D: Vocabulary in Context**

Use the context of the article to work out the meanings of these words:

analyzed (paragraph 3)

factor (paragraph 5)

spouse (paragraph 5)

concerns (paragraph 8)

**E: Grammar**

These four suffixes ***-ment, -ation, -er, -tion*** can often be added to the endings of a number of verbs to form nouns.   
For example the verb *'sing'* can be changed to the noun *'singer'* by adding *'er'* to the end of the verb.

Here is an example of a sentence using these two words: - '*He will always sing well because he is a trained singer'*.

Add the correct suffixes to these verbs to change them into nouns and then write one or two sentences using both the verb and noun. You can change the tense of the verb if you need to. Most of the words can be found in the article. If you do not know the meaning of a word, use your dictionary.

1. Retire
2. Invest
3. Interview
4. Report
5. Research
6. Predict
7. Support
8. Suggest
9. Work
10. Provide
11. Call
12. Exam

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

**A:** **Diagram**

Draw a diagram or graph to illustrate the University of Michigan's findings.

**B: Extending your Vocabulary**

**Per cent** means 'one part in every hundred.' Match the words below with their meanings. They all contain `cent' (meaning a hundred).

**Words**

1. cent
2. century
3. centipede
4. centenary
5. centimeter
6. centenarian

**Meanings**

1. one hundredth part of a dollar
2. an insect like a worm with many legs
3. a period of a hundred years
4. a person who is a hundred years old or more
5. one hundredth part of a meter.
6. the hundredth anniversary of something

Now fill the gaps in the sentences below with some of the words containing `cent'.

**Sentences**

* His family held a special party for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The school is nearly a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ old. The school is celebrating its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ next year.
* **A joke: Question:** What goes 99 clunk, 99 clunk...?

**Answer:** A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with a wooden leg.

**C: Interview**

Work in pairs.

**Student A:** You work for the Human Resources Department of a large company. Part of your job is to help prepare company employees for retirement. Your partner is a company sales clerk who is going to retire in 6 months' time. Talk to your partner about how they should plan for a happy retirement using the University of Michigan research.

Before you begin read the profile of your partner to help you prepare for the interview:

**Profile**Age: 59  
Hobbies: Reading, watching sport on t.v.  
Marital Status: Divorced  
Length of employment with this company: 20 years

**Student B:** You are a sales clerk who will retire from a large company in 6 months time. Your partner is a counselor working for the Human Resources Department of your company. Part of their job is to help prepare company employees for retirement and they are going to talk to you about how you should be planning for a happy retirement.

Before you begin read the information about yourself to help you prepare for the interview:

**Profile**Age: 59  
Hobbies: Reading, watching sport on t.v.  
Marital Status: Divorced  
Length of employment with this company: 20 years

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

1. Students could compare their perceptions of the meaning of the word 'retirement'.  
2. Students may think of things you need to do or things you need to have in order to be happily retired.

**Reading Activities**

**B: Comprehension - Answers**

1. 100 people
2. Twice
3. Those who were less satisfied.
4. 41%
5. 16 people

**C: Summarizing - Suggested Answers**

1. If you want a happy retirement, you should make sure that you have a network of friends.
2. For a happy retirement factors like health or income are not as important as having friends.
3. A new retiree needs more emotional support than before.
4. Having friends provides a retired person with emotional support and lets them know they are still valued.
5. In the University of Michigan study people with only 10 friends were less happy after retirement than those who had 16 friends.

**D: Vocabulary in Context - Notes**

Students could work in pairs or alone to try and work out the meanings of these words.

**D: Vocabulary in Context - Answers**

analyzed - to examine something in order to understand or explain it  
factor - any of the things that cause or influence something  
spouse - a husband or wife  
concerns - a worry or cause for anxiety

**E: Grammar - Suggested Answers**

Answers with possible sentences using verb and noun

1. retirement (A happy retirement is one with lots of friends. Therefore, when you retire make sure you have plenty of friends.)
2. investment (I like to invest every year and I think my investment this year is making me lots of money.)
3. interviewer (Peter interviews many people because he is a professional TV news interviewer.)
4. reporter (Susan is a reporter who reported a story about how you can be happy when you retire.)
5. researcher (Alicia is a researcher who researched how retired people felt before and after they retired.)
6. prediction (I can predict that if you have lots of friends when you retire, you will most likely be happy when you retire. A simple prediction can be made based on the number of friends that you have when you retire.)
7. supporter (The support of friends is useful when you retire. My friends supported me when I retired.)
8. suggestion (I suggest that you think about the suggestion that I made.)
9. worker (I am a worker at the zoo and I love working there.)
10. provider (The provider in my family is my mother, as she provides money and food for our family by working at the factory.)
11. caller (The phone rang and my friend said the call was for me. The caller did not give a name.)
12. examination (In the pronunciation part of the examination, the teacher carefully examined each student individually.)

**Post-Reading Activities**

**B: Extending your Vocabulary - Answers**

1. = 1
2. = 3
3. = 2
4. = 6
5. = 5
6. = 4

**Sentences**

* His family held a special party for the **centenarian**.
* The school is nearly a **century** old. The school is celebrating its **centenary** next year.
* **A joke: Question:** What goes 99 clunk, 99 clunk...? **Answer:** A **centipede** with a wooden leg.

|  |
| --- |
| **Note:** With the joke, you may have to explain to students that `clunk' is the noise that a wooden leg makes and centipedes are commonly believed to have a hundred legs. |

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**A Hitch in Your Hike**

**Pre-Reading Activities**

**A: Language**

What words do you think of when you think about traveling? Here are some examples for you to choose from:

1. beautiful
2. mountains
3. litter
4. carry
5. picturesque
6. ruins
7. fly
8. hike
9. sea

Add some words of your own to the list. Compare your words with a partner.

**B: Parts of Speech**

1. Are the words you have chosen:

1. nouns?
2. verbs?
3. adjectives?

Arrange the words into three groups, according to which part of speech they are. Some words may go into more than one group.

|  |  |  |
| --- | --- | --- |
| **Nouns** | **Verbs** | **Adjectives** |
|  |  |  |

2. Can you change any of your words so that they become another part of speech (e.g. beauty (n); beautiful(adj.); beautify (v)? Use a dictionary if you need to.

**C: Vocabulary**

Match these words from today's article with their meanings. (Use a dictionary if you need to.)

|  |  |  |
| --- | --- | --- |
| **Words** |  | **Meanings** |
| overburdened |  | intrude / go beyond proper limits |
| wear (n) |  | increase, grow |
| swell |  | damage caused by overuse |
| citadel |  | a thick flat piece (of stone, metal, etc.) |
| slab |  | a strong fort |
| estimate |  | made to carry too much |
| encroach |  | calculate the cost or value |

**Reading Activities**

**A: Predicting**

Today you are going to read an article about a famous tourist attraction in South America.

Here is the first sentence from the article:

"Peru plans to limit the thousands of visitors who hike its well-worn Inca Trail to the mountain ruins of Machu Picchu, in efforts to better preserve the ancient road it says is overrun by tourists."

What do you think this article is about? How do you think this article will end?

Compare your ideas with another student. (After you have read the whole article you will need to talk to each other again.)

**B: Reading**

Now read Part One of today's article. Underline or highlight all the nouns connected with traveling.

|  |  |  |
| --- | --- | --- |
| **Part One Peru to Limit Visitors on Overburdened Inca** **Trail** By Carlos A. DeJuana   |  |  | | --- | --- | | LIMA Thursday May 11 (Reuters) - Peru plans to limit the thousands of visitors who hike its well-worn Inca Trail to the mountain ruins of Machu Picchu, in efforts to better preserve the ancient road it says is overrun by tourists.  As of mid-August, the number of people traveling on the trail's six routes to Machu Picchu, including tourists and the porters they sometimes hire to carry backpacks, tents and food, will be limited to 500 people, according to a law published this week. That's down from an average of 600-650 people a day on the trail during the peak season, the northern hemisphere's summer months, said a spokesman for Peru's National Institute for Natural Resources (Inrena), which oversees the trail's upkeep. | ``This is a positive law, because, given all the wear, it's possible that in two, three years we wouldn't have an Inca Trail,'' Manuel Bryce, whose tour operator Hirca organizes treks on the route, said Thursday. ``It's saving something that under the prior conditions was beyond saving,'' he said.  Bryce, also vice president of Peru's Tourism Chamber, reckons that the number of people on the trail can swell to over 1,000 per day in August.  All six routes through jungle-covered mountains were once used by the pre-Columbian Inca people to get from Cusco to Machu Picchu, a 14th-15th citadel perched atop Peruvian mountains which is now one of South America's most important archeological ruins.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Writing Questions**

Write six questions to go with your nouns. Use the following question words:

1. Who?
2. Where?
3. Why?
4. When?
5. How?
6. What?

Then find the answers to your questions in Part One. For example,

1. Who?

**Sentence**: *Who are hired to carry things for tourists?***Answer** - Porters

**D: Comprehension**

Now read Part Two of today's article and answer these questions:

1. What attracts thousands of tourists?
2. Who takes the Inca Trail?
3. How long is the most popular route?
4. Where is Machu Picchu located?
5. When will hiking along the route become a better experience?

**E: Check your Prediction**

When you have finished, talk to the same partner you worked with in **Reading Activity A: Predicting**. Were your predictions about the ending of the article correct? Did any information surprise you? Is there anything you still don't understand? Ask your partner to help you.

|  |  |  |
| --- | --- | --- |
| **Part Two Peru to Limit Visitors on Overburdened Inca** **Trail**   |  |  | | --- | --- | | (Continued/...) The spectacular collection of huge stone slabs, sun dials and temples attracts thousands of tourists a year and those seeking the more adventurous route there take the Inca Trail. The six routes are a small part of the myriad of roads spread across South America left behind by the Inca empire. The most popular route to Machu Picchu, about 25 miles long, usually takes about four days to hike. Located in southern Peru, Machu Picchu is the country's biggest tourist attraction.  The Inrena spokesman estimated over 120,000 people and their accompanying donkeys and horses loaded with gear make their way along the trail every year, leaving behind trash and slowly wearing away the road and the smaller ruins which line it. "They look like an Arab caravan,'' the spokesman said. Under the new regulations, tourists will have to hike the trail with either a government-approved tourism company or a guide assigned to groups of 10. Some of the most popular routes will cost $50 instead of a current $17, | ``Which isn't enough to pick up the trash, to clean the bathrooms,'' the spokesman said. Students will pay half-price.  "The problem isn't the number of people but their concentration,'' he said, adding that the fewer numbers will also make hiking along the route a better experience.  Bryce said the government should also try to rebuild the original ecosystem around the trail, which has been encroached on by cattle and farmers, to improve the hike and also keep the trail safe.  ``That hay, it's like gasoline,'' he said. |   Article © 2000 Reuters Limited. Lesson © 2001 www.english-to-go.com |

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

**A: Language**

In today's article, many PARTICIPLES are used.

1. The -**ing** form (active or present participle) describes an action.
2. The -**ed** form (passive or past participle) describes the result of an action.

We can use present participles and past participles as adjectives:

e.g*.* It's a **boring** story. We were **bored.**

We can also use participles to shorten a relative clause:

e.g. We saw some tourists walking. (i.e. who were walking).  
The citadel built a thousand years ago still stands. (i.e. which had been built).

1. Work with a partner. Find two examples from the text in which the participles are used as adjectives. Highlight or underline them.

2. Now highlight or underline two examples where the participles are used to shorten a relative clause:

Continue to work with your partner.

* Use the sentences below.
* Take turns to make one sentence out of two, using a participle.
* Do not change the meaning of the phrase.
* Say your answers to each other.
* Do you agree with your partner's sentence? If you think it needs to be changed, tell your partner why.

**Sentences**

1. Many visitors hike the Inca Trail. It is well-worn.
2. There are more than 600 people a day on the trail. They include porters.
3. Donkeys and horses accompany people. Animals carry loads.
4. He said the concentration of people was the problem. He added that the route may be a better experience.

**B: Role Play.**

In pairs or small groups, prepare and practice a role play based on the information in today's article and the ideas below. Your teacher will listen to you and offer some suggestions.

**Student A:** Imagine you are a tourist wishing to hike the Inca Trail.

**Student B:** Imagine you are a travel agent.

**Student C:** Imagine you are a spokesperson for The National Institute for Natural Resources.

**Student D:** Imagine you are a porter.

Which questions would you like to ask each other?

Perform your role play in front of the class.

**C: Discussion.**

Answer this questions in pairs:

Where in the world would you like to travel? (Imagine you are very rich.)

Make a list of interesting places which you would like to see while you are there.

Talk about the good and bad things about traveling in your chosen place.

Example. *I would like to go hiking along the Inca Trail because I am interested in the ruins. You can see nature, enjoy the scenery, and get fit at the same time. But hiking also means carrying a lot of things on your back. If it rains, you may get wet and the ground may get damp and muddy. There may be mosquitoes too.*

**D: Extension.**

**Web Research**.

If you have Web access, choose a place you wish to visit and collect some necessary data regarding prices, peak seasons, transportation.

**Composition:** Write a short essay on the following topic,

'The Place I Would Most Like to Visit.'

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**.

**A: Language**

This activity gets students thinking about traveling and prepares them for the main theme of the article.

**B: Parts of Speech - Notes**

Have the students arrange the words into three columns. Remind them that many words in English have the same noun and verb form. Check that any words they change from one part of speech to another are accurate and that the meanings correspond.

**C: Vocabulary - Answers**

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| overburdened | made to carry too much |
| wear (n) | damage caused by overuse |
| swell | increase, grow |
| citadel | a strong fort |
| slab | a thick flat piece (of stone, metal, etc.) |
| estimate | calculate the cost or value |
| encroach | intrude / go beyond proper limits |

**Reading Activities**

**A: Predicting - Notes**

This exercise introduces students to the main idea of today's article. It also contains two past participles, "well-worn" and "overrun". Make sure the students understand the sentence before they discuss their predictions.

No matter how close or how far the students predictions are from the text, encourage them to make full sentences and talk as widely as possible on the subject of traveling.

**B: Parts of Speech - Notes**

Accept appropriate nouns from the article.

**C: Writing Questions - Notes**

Check the questions for accuracy and discuss any common problems which may arise.

**C: Writing Questions - Suggested Answers**

1. Who hikes the Inca Trail?
2. Where is the Inca Trail located?
3. Why does Peru plan to limit the number of visitors?
4. When is the peak season?
5. How many people a day travel the Inca Trail now?
6. What measures does the government plan to take?

**D: Comprehension - Answers**

1. The spectacular collection of huge stone slabs, sun dials and temples attracts thousands of tourists.
2. Those tourists seeking the more adventurous route.
3. It is about 25 miles long.
4. Machu Picchu is located in southern Peru.
5. In the future. (The article doesn't mention a specific time.)

**E: Check your Prediction - Notes**

Get students toshare their understanding, and any problems they have, with each other. Often they are well able to explain to each other, or they may have similar issues. It builds independence if they can get support from each other rather than always relying on teacher input. Any real problems can then be discussed at the end of the activity, but by then most will already have been dealt with.

**Post-Reading Activities**

**A: Language - Notes**

Discuss the types of English participles (as described in this activity). Encourage students to find as many of the participles in the article as they can, but don't allow this part of the activity to go on for too long. As long as they have at least two examples of each type they will be able to do the next part of the activity. You may wish to have them write their answers on the board.

**A: Language - Answers**

Examples:

**Participles used as adjectives:**

1. **well-worn** Inca Trail.
2. **jungle-covered** mountains.

**Participles used to shorten a relative clause:**

1. ...a 14th-15th century citadel **perched** atop Peruvian mountains (=which is perched).
2. He said, **adding** that the fewer numbers will also make hiking along the route a better experience (= and added).
   1. Many visitors hike the well-worn Inca Trail.
   2. There are more than 600 people a day including porters on the trail.
   3. Donkeys and horses carrying loads accompany people. (Be careful here, or students could be getting the people to carry the loads, accompanied by donkeys and horses, it may be worthwhile at this point, to discuss how word order affects meaning.)
   4. He said the concentration of people was the problem, adding that the route may be a better experience.

**B and C: Role play and Discussion - Notes**

These activities are designed to help students talk. Let them use their imagination and say what they wish. Insert your own questions or prompts when needed.

**D: Extension - Notes**

**Web Research** If you have Web access, you can suggest that the students choose a country or a continent first, then work with a search engine or with some known sites to gather information.

**Composition** This can be done in class or at home, depending on the time available.

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**Intermediate Instant Lesson™**

**A Long Journey**

**Pre-Reading Activities**

**A: Discussion**

1. Talk about the following as a class:

If you talk about **'your dream'** you are talking about something that you would really like to happen. What is the meaning of a **'dream come true'**?

Make a list of examples of dreams people have. (For example: to have a baby, to visit a different country).

2. Answer these questions in a group of three or four:

1. Can you think of any dream that has come true for you? Tell your group about it.
2. What dream do you have for your future?
3. How will you try to make your dream come true?

**B: Preparing for Reading**

Work with a partner to complete the following:

**Part I**

Today's article is about a trip in a **tuktuk.**

What is a tuktuk? Use your imagination to write about a tuktuk. You can be as crazy as you like! What does it look like? Does it have wheels? How many people does it carry? What color is it? Where is it used?

**Part II**

Listen to the other groups read their descriptions of a tuktuk. Be ready to read your description.

**Part III**

Your teacher will give you a short text. Read the text you are given to find out what a tuktuk really is. When you have finished, test your memory by trying to tell your partner what you have read without looking at your text. Your partner has different information.

**Reading Activities**

**A: Find the Main Idea**

Read the first two paragraphs of the article and find answers to the following questions:

1. Who is the article about?

2. What are they doing?

3. When are they doing this?

4. Where are they going?

5. Why are they doing this?

Compare your answers with a partner.

|  |  |  |
| --- | --- | --- |
| **Bangkok to Miami Trip in 'Tuktuk'**   |  |  | | --- | --- | | BANGKOK Wednesday September 13 (Reuters) - A 36-year-old Belgian and his Thai dog Raja are due to set off Friday on a year-long adventure that will take them from Bangkok to Miami in a tuktuk. | "I am just an ordinary guy who has a dream and I just want that dream to come true," Axel Ewbank told Reuters as he prepared to embark on a 40,000 km (25,000 mile) journey in the 550 cc three-wheeled vehicle with a maximum speed of 70 km (43 miles) per hour. Tuktuks are a popular mode of transport in Thailand.  (Continued/...) | |

**B: Reading and Note Taking**

Work with a group to complete the following:

Choose one topic each from the list below. Find information about your topic as you read the rest of the article.

1. *How Ewbank will pay for the trip.*
2. *Past trips Ewbank has made.*
3. *Where Ewbank will travel.*

When you have finished reading tell your group what you found out. Listen to the others in the group talk about their topic.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../continued)  1.5 million baht ($37,500) is needed for the journey. Sponsorship from Thailand's tourism authority covers one third, Beer Singha another third, and Ewbank is still looking for a third sponsor.  Ewbank will travel through Laos and China and aims to reach the Russian city of Khabarovsk, where temperatures can drop to minus 40 degrees Celsius (minus 40 degrees Fahrenheit), by early next year.  "I am not afraid of the winter. I have prepared clothes for the dog, too," Ewbank said.  He plans to sail to Alaska from Vladivostok before making his way down through Canada and the west coast of the United States and finally crossing the country to Miami. | A Web site -- www.tuktuk-thailand-usa.com -- has been set up to let people monitor his progress.  "Traveling itself is just a piece of cake, but getting someone to support you officially, that is the most difficult part," Ewbank said.  The journey is not Ewbank's first marathon tuktuk trip -- in 1996 he covered 33,529 km (20,835 miles) in a tuktuk, traveling from Bangkok to Brussels in nine months.  Asked if he could manage such journeys without his dog, Ewbank looked suddenly serious.  "I cannot... Without him, I cannot make it," he said. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Thinking Carefully**

Read the text again and complete the table below. You must decide whether each situation is difficult, easy or impossible for Ewbank.

|  |  |  |  |
| --- | --- | --- | --- |
| **Situation** | **Easy** | **Difficult** | **Impossible** |
| Getting money to pay for the trip. |  |  |  |
| Traveling long distances with his dog. |  |  |  |
| Traveling alone. |  |  |  |
| Cold Weather. |  |  |  |

**D: Vocabulary**

**Part I**

Work with a partner to complete the following:

Look at the sentence below from today's article.

"Traveling itself is just a piece of cake, but getting someone to support you, that is the most difficult part."

What do you think a **'piece of cake'** means? Write down your definition. You may like to hear from other students and decide which definition makes the best sense.

**Part II**

Now try to guess the meanings of the two sentences below. When you have finished, you can look in your dictionary.

1. *"Books about Princess Diana sell like hot cakes."*
2. *"You can't have your cake and eat it too. If you go out late every night you can't expect to do well in your exams."*

**E: Parts of Speech**

1. Complete the table below. The first one is done for you. You can use your dictionary if you need to.

|  |  |
| --- | --- |
| **Nouns** | **Verbs** |
| approval | *approve* |
|  | prepare |
| sponsorship |  |
|  | travel |
| cause |  |
| decision |  |

2. Now try to write a sentence for each of the words you have written in the table.

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

**A: Say It!**

Work with a group of four. Choose one role each to talk about for at least one minute. When you have finished you may like to take a different role.

**Role A**: You are from the Thailand Tourism Authority. Talk about why you are supporting Ewbank's trip.

**Role B**: You are Ewbank. Talk about why you chose to do this trip.

**Role C**: You are person who likes dogs. Talk about everything Ewbank can do to make Raja's trip as comfortable as possible.

**Role D**: You are from Thailand. How do you feel about Ewbank being given so much money for his trip. Is the trip worth it?

**B: Plan a Trip**

Plan a trip you would like to make. Prepare a short talk. Say why you want to visit the place, what you would do there, who you would travel with and how you would travel.

**C: Have a Dream**

Write about a dream you have for your future.

**D: Vocabulary**

Choose five 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. Look at the sentence and try to decide what part of speech the word is.

3. Look at the words which go together with the new word. Underline these words.

4. Try to guess the meaning of the word before you look in the dictionary. Write down your guess.

5. Look in your dictionary and find as much information as you can. Do all the following:

- check the part of speech.  
- read the example sentence if there is one.  
- notice other words with the same or opposite meaning.  
- look carefully at the grammar of the new word.  
- write your own sentence using the new word.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

The purpose of question 2 is not to get students to share from their own experience but simply to ensure they understand the concept.

**B: Preparing for Reading - Notes**

If there is a Thai student in the class it may be a good idea for them to judge which description of a tuktuk is the best. Alternatively, they could be the last to speak and give the true description.

For a picture of a tuktuk students can look at Axel's site (there is also one below):

www.tuktuk-thailand-usa.com

For Part III students stay in their pairs (Student A and Student B). Give out copies of the text below.

**B: Preparing for Reading - Part III Texts to be given to students**

|  |
| --- |
| **Text for Student A:**  A tuktuk is a three-wheeled vehicle with a 550 cc engine. It has no windows, but has a roof and sides. |

|  |
| --- |
| **Text for Student B:**  A tuktuk can travel at up to 70 kilometers an hour. It is a popular mode of transport in Thailand. It can seat about three people. |

Here is a photo of Axel, Raja and the tuktuk that you may like to show students:

**Reading Activities**

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

1. A 36 year old Belgian man, Axel Ewbank, and his Thai dog Raja.
2. They are going on a year-long trip in a tuktuk.
3. Friday - September 15. (The trip began.)
4. From Bangkok to Miami.
5. Ewbank has a dream which he wants to come true.

**B: Reading and Note Taking** **- Notes**

Students are in groups of 3, with each one choosing one of the topics. They work separately to find information on one of the topics and then join together to swap information on all 3 topics.

If you don't have enough students to have groups of 3 (or the wrong number of students to have groups of 3), you could have pairs, with each doing one topic and both doing the third topic.

**B: Reading and Note Taking**  **- Answers**

1. The Thailand Tourism Authority is paying for one third of the cost, Beer Singha another third, and Ewbank is still looking for a third sponsor.
2. Ewbank made a nine month trip from Bangkok to Brussels in 1996.
3. Ewbank will first sail from Vladivostok to Alaska. Then he will travel through Canada and the west coast of the USA. Finally he will cross the USA to Miami where he will finish the trip.

**C: Thinking Carefully - Answers**

**Easy** - Cold Weather, Traveling long distances with his dog.  
**Difficult** - Getting money to pay for the trip.  
**Impossible** - Traveling alone.

**D: Vocabulary - Notes**

It may be a good idea to elicit students' guesses and write them up on the board before they all refer to a dictionary. This is a good opportunity to help students look at all the available clues in the sentence itself, so they can develop their ability to make informed guesses. It would be worth going through the process for each sentence together.

**D: Vocabulary - Answers**

**Part I**

A piece of cake: something that is very easy.

**Part II**

1. The books sell very quickly.
2. You can't expect everything to go your way. You have to choose one or the other.

**E: Parts of Speech - Notes**

2. Students like to have their sentences checked to make sure they are on the right track.

**E: Parts of Speech - Answers**

Nouns/Verbs; approval/approve; preparation/prepare; sponsorship/sponsor; travel/travel; cause/cause; decision/decide.

**Post- Reading Activities**

**D: Vocabulary - Notes**

It will be necessary to work together as a class learning to identify the collocations of a word in a sentence (for Number 3). The article provides many ready examples for students to practice with. Once students have mastered it, they will be ready to work independently with the words they have chosen for this task. The teacher will need to circulate to make sure they are all on track.