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**Upper-Intermediate Instant Lesson™**

**A Healthy Life**

**Pre-Reading Activities**

**A: Brainstorming**

Work in pairs and answer the question below. (You have three minutes).

What do you need to do to lead a healthy life?

*e.g. You should get plenty of sleep.*

**Reading Activities**

**A: Sequencing**

The paragraphs in **Part** **1** of today's article are not in the correct order. Put them in the correct order as quickly as you can:

**Part 1**

|  |  |  |
| --- | --- | --- |
| **It doesn't hurt to be social -- and it's more healthy**   |  |  | | --- | --- | | NEW YORK, Tuesday March 7 (Reuters Health) --  ``Social relationships may favorably enhance health behaviors,'' write a team of researchers from the Centers for Disease Control and Prevention in Atlanta, Georgia. They studied the connection between levels of social activity and behaviors that affect the risk of heart disease, including smoking, exercise, diet, and having a blood pressure and cholesterol check.  Dr. Earl S. Ford and colleagues reviewed data from the National Health and Nutrition Examination Survey, which included over 19,000 adults throughout the United States. In addition to answering questions about their health and lifestyle, respondents answered five questions about their social contacts, such as talking with friends or family, visiting, and participating in organized activities. | Results for individual social contacts were similar for some things -- people who had more contacts with friends and family were more likely to have their blood pressure and cholesterol checked and to eat adequate amounts of fruits and veggies. But the study also found that those with more individual social contacts were also more likely to smoke, not less.  Can being more sociable make you healthier? Increasing numbers of reports are suggesting that folks with more active social lives live longer and get sick less often. A recent study looked at the factors that might explain these connections.  According to the report published in Preventive Medicine, the more people were involved in organizational activities, such as church groups or clubs, the less likely they were to smoke cigarettes. In addition, the more active the person in group social activities, the more likely they were to eat adequate amounts of fruits and vegetables, to have their blood pressure and cholesterol checked regularly, and to get exercise, the authors note.  (continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Checking Information**

Fill the gaps in the sentences below with the correct information from **Part** **1** of the article:

In a study done by **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in Atlanta, Georgia, more than **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** adults were asked about their health, **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and social contacts. Researchers wanted to look at the relationship between social activities and behaviors that affect **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. The report says that if people are involved in group social activities like clubs they are **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to smoke and more likely to exercise and eat **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. These people will also get their **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** checked regularly.

One **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in results for this group and another group of people who were categorized as having greater contact with friends and family was that those with more individual social contacts are more likely **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

**C: Comprehension**

Answer these questions as you read **Part** **2** of today's article:

1. What factors apart from social relationships may decrease risk of heart disease?
2. What may health care workers want to include in their planning?
3. How may social relationships help improve people's health?
4. Why do the research team think these findings are important?

**Part 2**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../continued)  ``Social relationships have a beneficial effect on several behaviors that directly or indirectly affect the risk of cardiovascular disease,'' according to the researchers. They report that these relationships reduce heart risk even after accounting for age, sex, ethnicity, marital status, employment status, and other factors that might influence heart risk.  Ford and colleagues suggest that social contacts may provide individuals with support, reminders, chances to discuss health behaviors, and a set of standards for behavior. The authors note that professionals who plan health promotion activities may want to include aspects of social support in their programs. | These findings, Ford's team concludes are ``especially relevant in light of high levels of physical inactivity and inappropriate dietary habits in the United States.'' They add that even a small reduction in the incidence of cardiovascular disease would make a big impact on the health of the nation.  SOURCE: Preventive Medicine 2000;30:83-92.    Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com | |

**D: Language**

1. Find two examples of the structure 'such as' in today's article.

2. How is the structure 'such as' used in this article?

3. Should a writer include all examples of something in a sentence after 'such as' ?

4. Use the examples to complete the sentences below using 'such as'.

i.*Sentence: Finding ways to relax \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can help the busy person to feel less stressed.*

Examples of relaxing activities: listening to music, reading

ii.*Sentence: Vitamin C found in fruit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is important for the development of bones, teeth and blood vessels.*

Examples of fruit with Vitamin C: oranges, lemons, grapefruit

iii.*Sentence: Some personal situations \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are very stressful.*

Examples of personal situations: breaking up with a partner, moving house

Write sentences with the words 'such as' using your own ideas:

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**A: Discussion**

Talk about this question in small groups:

People who are more social have been shown to be healthier, but which of the following reasons do you think is true?

Healthier people are able to be more social, so they are more social **because** they are healthier;

**or**

People become healthier when they become more social, so they are healthier **because** they are more social.

**B: Questionnaire**

'In addition to answering questions about their health and lifestyle, respondents answered **five** **questions** **about** **their** **social** **contacts**, such as talking with friends or family, visiting, and participating in organized activities.'

Write a set of questions for other students using information from this article to investigate whether they are involved in group social activities and/or have individual social contacts.

Then use your questionnaire with other students.

**C: Speaking activity**

Work in pairs and answer these questions:

1. Do you think you have enough social interaction to keep you healthy?
2. What could you do to make your lifestyle healthier?

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Brainstorming - Notes**

This activity prepares students for today's article. Stop them after three minutes and either get them to compare answers with another pair or do a quick check with the whole class.

(As an extra activity you can get students to do a quick check of the article to see if their answers were correct if you wish.)

**Reading Activities**

**A: Sequencing - Answers**

NEW YORK, Tuesday March 7 (Reuters Health) -- Can being more sociable make you healthier? Increasing numbers of reports are suggesting that folks with more active social lives live longer and get sick less often. A recent study looked at the factors that might explain these connections.

``Social relationships may favorably enhance health behaviors,'' write a team of researchers from the Centers for Disease Control and Prevention in Atlanta, Georgia. They studied the connection between levels of social activity and behaviors that affect the risk of heart disease, including smoking, exercise, diet, and having a blood pressure and cholesterol check.

Dr. Earl S. Ford and colleagues reviewed data from the National Health and Nutrition Examination Survey, which included over 19,000 adults throughout the United States. In addition to answering questions about their health and lifestyle, respondents answered five questions about their social contacts, such as talking with friends or family, visiting, and participating in organized activities.

According to the report published in Preventive Medicine, the more people were involved in organizational activities, such as church groups or clubs, the less likely they were to smoke cigarettes. In addition, the more active the person in group social activities, the more likely they were to eat adequate amounts of fruits and vegetables, to have their blood pressure and cholesterol checked regularly, and to get exercise, the authors note.

Results for individual social contacts were similar for some things -- people who had more contacts with friends and family were more likely to have their blood pressure and cholesterol checked and to eat adequate amounts of fruits and veggies. But the study also found that those with more individual social contacts were also more likely to smoke, not less.

**B: Checking Information - Suggested Answers**

In a study done by **the Centers for Disease Control and Prevention** in Atlanta, Georgia, more than **19, 000** adults were asked about their health, **lifestyle** and social contacts. Researchers wanted to look at the relationship between social activities and behaviors that affect **the risk of heart disease**. The report says that if people are involved in group social activities like clubs they are **less likely** to smoke and more likely to exercise and eat **fruit and vegetables**. These people will also get their **blood pressure and cholesterol** checked regularly.

One **difference** in results for this group and another group of people who were categorized as having greater contact with friends and familywas that those with more individual social contacts are more likely **to smoke**.

**C: Comprehension - Answers**

1. age, sex, ethnicity, marital status, employment status
2. opportunities for social interaction (or social support) in their programs
3. It may provide individuals with support, reminders, chances to discuss health behaviours and a set of standards for behaviour.
4. Because the US has high levels of physical inactivity and poor dietary habits. These findings could help reduce cardiovascular disease.

**D: Language - Answers**

1. Paragraph 3 - "In addition to answering questions about their health and lifestyle, respondents answered five questions about their social contacts, **such** **as** talking with friends or family, visiting, and participating in organized activities."

Paragraph 4 - "According to the report published in Preventive Medicine, the more people were involved in organizational activities, **such** **as** church groups or clubs, the less likely they were to smoke cigarettes."

2. In this text it is used to mean 'like' or 'for example'. It introduces examples of something.

3. No, 'such as' introduces **examples** that illustrate something.

4.

i. Finding ways to relax **such as listening to music and reading** can help the busy person to feel less stressed.

ii. Vitamin C found in fruit **such as oranges, lemons and grapefruit** is important for the development of bones, teeth and blood vessels.

iii. Some personal situations **such as breaking up with a partner or moving house** are very stressful.

**Post-Reading Activities**

**C: Speaking Activity - Notes**

Students work in pairs and answer these questions. Give them as much or as little time as they need. This is an opportunity for free speaking although they can use some of the vocabulary introduced in today's article.

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**Upper -Intermediate Instant Lesson™**

**"Hello, is that Travel Dot Com?"**

**Pre-Reading Activities**

**A: Discussion**

How do you make your travel arrangements? Choose 'Always/Often/Sometimes/Never' for each method listed below. What are the advantages and disadvantages of each?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Always/Often/ Sometimes/Never | Advantages | Disadvantages |
| In person at a travel agent or airline office. |  |  |  |
| On the phone with a travel agent or airline. |  |  |  |
| By email with a travel agent or airline. |  |  |  |
| Online (through a website). |  |  |  |
| Other...(*your own idea*) |  |  |  |

**Reading Activities**

**A: Vocabulary**

Find the word from Part One of today's article that fills the gap in each sentence.

1. When I phone to buy a ticket on an airplane or bus, I am making a b\_\_\_\_\_\_\_\_.  
2. When I use a computer to send messages or research something, I am doing my work o\_\_\_\_\_\_\_\_.  
3. Another word for feeling annoyed is f\_\_\_\_\_\_\_\_.  
4. When I pay amounts of money for services I use, I am paying f\_\_\_\_\_\_\_\_.  
5. When I ask someone to say whether something is correct, I am asking them to c\_\_\_\_\_\_\_\_ the information.

**Part One**

|  |  |  |
| --- | --- | --- |
| **Away on Business: Self-Service Travel** By Michael Conlon   |  |  | | --- | --- | | CHICAGO Sat Nov 13 (Reuters) - In today's corporate climate, where self service means saving money, business travelers are increasingly asked to make their own air, lodging and rental car arrangements through online programs.  But those who have been frustrated when doubts arise about whether the bookings are being done correctly or when the process takes too long may want to know they're not alone in reaching for the phone, going back to the old -- and presumably more expensive -- way of doing business. | A survey, done by Seattle-based Travelport, which covered 631 U.S. business travelers, found that about a third of those who had the option of booking on line instead used traditional methods, such as calling a travel agent. In general, automated systems are thought to be cheaper than the fees charged for in-person arrangements, provided that employees use them.  In the survey, nearly half of those who no longer used their online system said they did so because they wanted to have a real person confirm that what they were trying to book was actually booked. (Continued/...) |   Article © 2004 Reuters Limited. Lesson © 2004 www.english-to-go.com |

**B: Finding The Main Idea**

Read Part One of today's article and answer the question below by choosing a. or b. as your answer.

What did the survey find out?  
a. Some business travelers have stopped using computers to make their travel bookings.  
b. More and more business travelers are using computers to make their travel bookings.

**C: Sequencing**

The paragraphs in Part Two of the article are in the wrong order. Put them in the correct order. The first one is done for you as an example.

Answer: 1. b; 2. \_\_; 3. \_\_; 4. \_\_; 5. \_\_.

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) a. His company's experience, Hace said, is that if a self-booking system does what it is supposed to do, its rate of use continues to grow, instead of growing to a point and then falling off. It is often the office environment, where workers exchange informal chat, tips and experiences about using such systems that helps foster expanded use, he added.  b. Other top reasons were that they were on the road or were trying to make changes at the last minute and found the online process was too complicated, or that specific travel needs couldn't be addressed by online systems.  c. "They want to get on and off. When they can, we see people continue to come back to the system. If it takes too long, people will start giving up the process. That's pretty consistent," he said. | d. At the same time the survey found that when such systems work, people like them. Those surveyed cited ease of use as the main reason followed by the fact that automated systems often include preferences, frequent flyer credits and other personal information. They also liked the flexibility of being able to make travel arrangements outside of office hours.  e. Brian Hace, director of product management for Minneapolis-based Carlson Wagonlit Travel, the world's second-largest travel management company after American Express, says "fast and easy" are the key words. |   Article © 2004 Reuters Limited. Lesson © 2004 www.english-to-go.com |

**D: Check Your Understanding**

1. Look at the statements below and say which are true for you. (You do not have to agree with any of them.)

*a. I don't like making bookings online because I try to avoid using a computer.  
b. If I make a mistake online, it is impossible to correct it.  
c. I enjoy talking to a real person when I am making a booking.  
d. The Internet is usually fast so I can make my bookings quickly.  
e. I sometimes do not understand the instructions on a website and get confused about what to do.  
f. An online service can give me information about other things like flight rewards.  
g. I like making bookings online because I can do it at nighttime.*

2. Look again at the statements in 1. above and say which support online bookings.

3. Now look at Part Two of the article. Which of the statements from 1. above are mentioned in Part Two of the article?

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

**A: What Should I Pack?**

Imagine that you are a business traveler about to fly from Los Angeles to Europe for a five-day business trip. It is January and you will be staying in hotels. Work alone and make a list of the things that you think you would pack.

Now work in pairs and make a list together. Try to get your partner to agree with you.

**B: Travel Research**

Work in pairs and do one of the following.

Imagine that you are booking a flight to an overseas destination. Decide where you want to go.

a. Visit or phone a travel agent and find out all the information you need in order to organize the flight.  
OR  
b. Use the Internet to find out all the information you need in order to organize the flight.

Then write a short report saying how long it took you to complete a. or b. and describing any problems you experienced.

**TEACHERS' NOTES AND ANSWER KEY**

**Reading Activities**

**A: Vocabulary** - Answers

1. booking, 2. online, 3. frustrated, 4. fees, 5. confirm.

**B: Finding The Main Idea - Answer**

a.

**C: Sequencing - Answers**

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

**D: Check Your Understanding - Answers**

1. Answers will vary.  
2. d, f, g.  
3. d, f, g.

**Post-Reading Activities**

**A: What Should I Pack? - Notes**

Students should work alone and write a list of items. They then work together with a partner and try to agree on a list of items. You may like to limit a pair to a certain number of items to increase the debate.

A number of websites contain answers on this topic and you could peruse these and print out a few of them if you wish.

**A: What Should I Pack? - Sample Answers**

To include: laptop computer, mobile phone (provided it can be used internationally), tickets, papers (passport, driver's license etc) batteries for laptop, cables for laptop, scissors, discman, book for light reading, sleepwear, business wear: (i.e. suit, shoes, shirts etc), casual wear for after work, medicines, toothbrush, deodorant, comb.

**B: Travel Research - Notes**

Students could write their reports or present them orally. The emphasis here is on what happened but you can ask them to also present the information they obtained. If you are in an English-speaking country, you may ask students to do a. and b. so that students have an opportunity visit a travel agent to practice their English.

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**Upper -Intermediate Instant Lesson™**

**"Hello, is that Travel Dot Com?"**

**Pre-Reading Activities**

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How do you make your travel arrangements? Choose 'Always/Often/Sometimes/Never' for each method listed below. What are the advantages and disadvantages of each?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Always/Often/ Sometimes/Never | Advantages | Disadvantages |
| In person at a travel agent or airline office. |  |  |  |
| On the phone with a travel agent or airline. |  |  |  |
| By email with a travel agent or airline. |  |  |  |
| Online (through a website). |  |  |  |
| Other...(*your own idea*) |  |  |  |

**Reading Activities**

**A: Vocabulary**

Find the word from Part One of today's article that fills the gap in each sentence.

1. When I phone to buy a ticket on an airplane or bus, I am making a b\_\_\_\_\_\_\_\_.  
2. When I use a computer to send messages or research something, I am doing my work o\_\_\_\_\_\_\_\_.  
3. Another word for feeling annoyed is f\_\_\_\_\_\_\_\_.  
4. When I pay amounts of money for services I use, I am paying f\_\_\_\_\_\_\_\_.  
5. When I ask someone to say whether something is correct, I am asking them to c\_\_\_\_\_\_\_\_ the information.

**Part One**

|  |  |  |
| --- | --- | --- |
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**C: Sequencing**

The paragraphs in Part Two of the article are in the wrong order. Put them in the correct order. The first one is done for you as an example.

Answer: 1. b; 2. \_\_; 3. \_\_; 4. \_\_; 5. \_\_.

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) a. His company's experience, Hace said, is that if a self-booking system does what it is supposed to do, its rate of use continues to grow, instead of growing to a point and then falling off. It is often the office environment, where workers exchange informal chat, tips and experiences about using such systems that helps foster expanded use, he added.  b. Other top reasons were that they were on the road or were trying to make changes at the last minute and found the online process was too complicated, or that specific travel needs couldn't be addressed by online systems.  c. "They want to get on and off. When they can, we see people continue to come back to the system. If it takes too long, people will start giving up the process. That's pretty consistent," he said. | d. At the same time the survey found that when such systems work, people like them. Those surveyed cited ease of use as the main reason followed by the fact that automated systems often include preferences, frequent flyer credits and other personal information. They also liked the flexibility of being able to make travel arrangements outside of office hours.  e. Brian Hace, director of product management for Minneapolis-based Carlson Wagonlit Travel, the world's second-largest travel management company after American Express, says "fast and easy" are the key words. |   Article © 2004 Reuters Limited. Lesson © 2004 www.english-to-go.com |

**D: Check Your Understanding**

1. Look at the statements below and say which are true for you. (You do not have to agree with any of them.)

*a. I don't like making bookings online because I try to avoid using a computer.  
b. If I make a mistake online, it is impossible to correct it.  
c. I enjoy talking to a real person when I am making a booking.  
d. The Internet is usually fast so I can make my bookings quickly.  
e. I sometimes do not understand the instructions on a website and get confused about what to do.  
f. An online service can give me information about other things like flight rewards.  
g. I like making bookings online because I can do it at nighttime.*

2. Look again at the statements in 1. above and say which support online bookings.

3. Now look at Part Two of the article. Which of the statements from 1. above are mentioned in Part Two of the article?

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

**A: What Should I Pack?**

Imagine that you are a business traveler about to fly from Los Angeles to Europe for a five-day business trip. It is January and you will be staying in hotels. Work alone and make a list of the things that you think you would pack.

Now work in pairs and make a list together. Try to get your partner to agree with you.

**B: Travel Research**

Work in pairs and do one of the following.

Imagine that you are booking a flight to an overseas destination. Decide where you want to go.

a. Visit or phone a travel agent and find out all the information you need in order to organize the flight.  
OR  
b. Use the Internet to find out all the information you need in order to organize the flight.

Then write a short report saying how long it took you to complete a. or b. and describing any problems you experienced.

**TEACHERS' NOTES AND ANSWER KEY**

**Reading Activities**

**A: Vocabulary** - Answers

1. booking, 2. online, 3. frustrated, 4. fees, 5. confirm.

**B: Finding The Main Idea - Answer**

a.

**C: Sequencing - Answers**

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

**D: Check Your Understanding - Answers**

1. Answers will vary.  
2. d, f, g.  
3. d, f, g.

**Post-Reading Activities**

**A: What Should I Pack? - Notes**

Students should work alone and write a list of items. They then work together with a partner and try to agree on a list of items. You may like to limit a pair to a certain number of items to increase the debate.

A number of websites contain answers on this topic and you could peruse these and print out a few of them if you wish.

**A: What Should I Pack? - Sample Answers**

To include: laptop computer, mobile phone (provided it can be used internationally), tickets, papers (passport, driver's license etc) batteries for laptop, cables for laptop, scissors, discman, book for light reading, sleepwear, business wear: (i.e. suit, shoes, shirts etc), casual wear for after work, medicines, toothbrush, deodorant, comb.

**B: Travel Research - Notes**

Students could write their reports or present them orally. The emphasis here is on what happened but you can ask them to also present the information they obtained. If you are in an English-speaking country, you may ask students to do a. and b. so that students have an opportunity visit a travel agent to practice their English.

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| 256_3 | **Upper-Intermediate Instant Lesson™**  **"Please pass the GM potatoes"**  **Pre-Reading Activities** |

**A: Multiple Choice**

Here is a story about listening to advice. Work on your own and for each situation, choose the best answer or write your own answer.

**1.** You find lots of mushrooms growing under a tree. They look very similar to the ones you normally eat, but not exactly the same. You pick one and examine it. It has a slightly different shape and an unusual smell. Would you now

1. eat the whole mushroom.
2. eat a small piece of it.
3. take it home.
4. other...

**2.** You decide to take it home. On your way home you meet your neighbor's ten-year-old son. You show him the mushroom, and he says, "Those are great! I've eaten them lots of times." Would you now

1. eat the whole mushroom.
2. eat a small piece of it.
3. put it in a meal for your family.
4. other...

**3.** You get home and your aunt is visiting. She looks at the mushroom and says, "That's a strange mushroom. I wouldn't eat it!" Would you now

1. throw the mushroom away.
2. eat a small piece of it.
3. ask your aunt what her qualifications are for giving expert opinions on mushrooms.
4. other...

**4.** A friend of yours, who is an artist, looks at the mushroom and says, "What a beautiful mushroom. I'm sure you can eat it." Would you now

1. eat the whole mushroom.
2. eat a small piece of it.
3. ask for a painting of the mushroom to hang on your bedroom wall.
4. other...

**6.** Your neighbor's son brings his teacher to look at the mushroom. The teacher says, "That mushroom is probably good to eat. See how similar it is to this picture in my Big Book of Mushrooms. But you should check with someone else before you decide." Would you now

1. eat the whole mushroom.
2. ask the teacher who you should check with before eating it.
3. check who wrote the Big Book of Mushrooms.
4. other...

**7.** News of your mushroom has spread and a representative of the government comes and takes away your mushroom for tests. Six weeks later the government says, "After studying the mushroom and paying for reports by our best mushroom scientists the government has decided to set up a **Department** **of** **Mushrooms** to regulate the availability of mushrooms in this country." There is a report from the Department of Mushrooms with a picture of your mushroom with the words, "**Safe** **To** **Eat**" printed beneath. Would you now

1. go and pick the rest of the mushrooms and eat them all.
2. go and pick another mushroom and eat a small part of it.
3. ask the Department of Mushrooms how they decided your mushroom was safe to eat.
4. other...

**B: Discussion**

Now get into pairs or groups and discuss your answers to the multiple choice questions in **A:** **Multiple Choice** above.

**C: Group Work**

Get into groups. Discuss your answers to these questions:

1. Would you eat a strange looking mushroom if the others in your group told you that it was good to eat?

2. Would you eat a strange looking mushroom if your teacher told you that it was good to eat?

3. Who would you really believe if they told you that a strange looking mushroom was good to eat? Write your group's answers here:

a).......................... b).......................... c)..........................

**Reading Activities**

**A: Scanning**

Scan the article and fill in the gaps in the table below. Do this as quickly as you can and do not read every word.

|  |
| --- |
| **Arpad Pusztai** |
| World authority on plant proteins. |
| Previously employed by:.......................................... |
| His findings show:................................................................  ..................................................................... |
| Forced to retire after:.......................................... |
| Reinstatement has been supported by:.......................................... |

**B: Vocabulary**

Find these words and phrases (1-10) in the article, then use the context to match them with their meanings (a-j).

|  |  |
| --- | --- |
| **1.** reinstatement | **a.** a series of actions controlled by rules or laws |
| **2.** modified | **b.** changed (and usually improved) |
| **3.** immune system | **c.** early, before the main action |
| **4.** preliminary | **d.** the return to original position or job |
| **5.** substantiated | **e.** strict |
| **6.** gagged | **f.** used to make money |
| **7.** moratorium | **g.** the body's natural defense system against disease |
| **8.** regulatory process | **h.** made unable to speak freely |
| **9.** commercially exploited | **i.** proved |
| **10.** stringent | **j.** temporary stopping of an activity |

**C: Comprehension**

Read the article and answer these questions:

1. How many scientists from which countries have supported Pusztai?
2. What did Finn think Pusztai's results suggested?
3. What was the reason given for Pusztai being forced to leave the institute?
4. What does Professor Goodwin think the results support?
5. Are GM foods available in England?
6. What have the scientists called for?
7. Has there been other research into the effects of GM food?

|  |  |  |
| --- | --- | --- |
| **Scientists Urge More Research On Modified Food** By Patricia Reaney   |  |  | | --- | --- | | LONDON Friday February 12 (Reuters) - Twenty-one top scientists called for more research into genetically modified (GM) food Friday and demanded the reinstatement of a researcher who claimed that rats fed on GM potatoes suffered a weakened immune system.  Scientists from Britain, Europe, the United States and Canada signed a memorandum supporting the findings of Arpad Pusztai, who was forced to retire last year after he said his experiments also showed GM food can damage rats' vital organs.  "Dr Pusztai's results, at the very least, raise the suspicion that genetically modified food may damage the immune system," Dr Ronald Finn, a past president of the British Society of Allergy and Environmental Medicine, told a news conference. "He has been unfairly treated."  Pusztai, a world authority on plant proteins, was forced to leave the Rowett Institute in Aberdeen, Scotland, two days after revealing preliminary findings in a television documentary. The institute said his claims could not be substantiated.  But a review of his experiments and research by Stanley Ewen, a pathologist at Aberdeen University Medical School, supported his conclusion that there was reason for concern.  Dr. Vyvyan Howard of Britain's Liverpool University said the transgenic potatoes significantly influenced the growth, metabolism and immune function of the rats.  Similar effects in humans could lead to a huge increase in cancers and deaths. "We simply don't know," Howard said.  Professor Brian Goodwin of Schumacher College in southwest England said Pusztai was "effectively gagged" and the free flow of important scientific information was restricted. | "It is extremely worrying," he said. "These results strongly support an immediate moratorium (on food containing GM material)...for at least five years."  British Prime Minister Tony Blair sought to reassure Britons, saying no GM food can be sold in the country without going through a long regulatory process.  "There are no commercially exploited GM crops grown in this country at the present time at all. I think there are four particular items -- soya is one of them, tomato paste is another -- which are actually available," he told a local radio station.  "Let's proceed on the basis of genuine scientific analysis and inquiry, proceed with very great care and not get the facts mixed up."  The scientists said not enough is known about the effects of GM food and more research needs to be done. They called for better labeling and suggested GM foods should go through the same stringent trials as drugs before they are approved.  Pusztai's experiments are thought to be the first time that trials of genetically modified food showed harmful effects.  His results could have a massive effect on the biotechnology industry which claims the new technology could reduce the need for chemicals in farming and make food more plentiful. |   Article © 1999 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**D: Thinking Carefully**

Look at what Tony Blair says and try and answer these questions. Give reasons for your answers. Some questions do not have a clear answer:

1. Is Blair worried about GM foods?
2. Are GM foods sold in Britain?
3. Are any GM foods grown in Britain?
4. Does he agree with the scientists' memorandum?

**E: What is the Main Idea**

Which of these statements best describe the main idea of the article?

1. The Prime Minister of Great Britain says that people should not worry about GM foods, and only four items containing GM foods are available in Britain.
2. Scientists have said that Pusztai should not have been removed from his position and that GM foods should be researched more thoroughly before being sold to the public.
3. Rats should not eat GM potatoes as they could harm their immune systems and damage their vital organs.

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

**A: Using the Language**

Look at the following sentences:

*The* ***effect*** *of GM foods on the immune system could be damaging.*   
*GM potatoes may* ***affect*** *the immune system.*

**Effect** is a ***noun*** that means*a change produced by an action or a cause; a result or an outcome.*  **Affect** has a similar meaning; *to have an influence on someone/something; to produce an effect on someone/something* but it is the ***verb*** form.

* These sentences have information from the article.
* Put the words in the right order without looking back at the article.
* Capitalize the first word of each sentence.

1.  Pusztai's firing a great effect on some of the world's top scientists has had.

2.  said GM potatoes the immune function Dr Vyvyan Howard of the rats affected.

3.  the rats in addition the growth and metabolism rates of were affected.

4.  humans could lead to similar effects  a huge increase in cancers and deaths in.

5.  the effects of GM food said the scientists not enough is known about and more research needs to be done.

6. the biotechnology industry affect may seriously Pusztai's results.

**B: Additional Reading**

You are going to divide into three groups. **Group** **A** are the representatives of your government. **Group** **B** are the representatives of the food industry who support the introduction of GM foods. **Group** **C** are representatives of groups opposed to the introduction of GM foods.

Each group will get part of an article to read. Read the text and discuss it.

**Reading for Group A**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | CARTAGENA, Saturday February 20 Colombia (Reuters) - Fears of mutant maize and "Frankenstein food" have been pitched against promises of a time of plenty to end world famine at a United Nations conference on genetically-modified crops this week.  More than 500 delegates from 130 countries are meeting in Colombia's colonial port city of Cartagena to hammer out rules for the import, export and use of crops and food engineered in laboratories by scientists mixing genes and DNA from plants and even animals.  U.N. officials hope government representatives will adopt a protocol by the end of the meeting Tuesday but concede that any agreement would likely be "based on moral suasion rather than punishment" -- effectively a dog with no teeth.  Environmentalists and industry experts appear to be poles apart on the issue, but only | government representatives are taking a direct part in this week's talks in Cartagena.  Michael Williams, spokesman for the U.N. Environment Program said the discussions, which began last Sunday, had been tough.  "This is a very complex issue and negotiations have been difficult. But we're optimistic we will have a reasonable protocol at the end," he said.  Controversy has centered on whether new rules should just apply to modified seeds or extend to products made from genetically-modified crops. There has also been argument over who should be liable if a genetically-modified crop produces unwanted side effects or environmental damage.  "There's a potential incompatibility between environmental and trade interests here," Williams said. |   Article © 1999 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Reading for Group B**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | CARTAGENA, Saturday February 20 Colombia (Reuters) - The manufacturers of genetically-modified foods accuse the pressure groups of using "bogus, metaphysical" arguments in a bid to wrap the industry up in red tape.  Last year, about one-quarter of all maize, or corn, grown in the United States was transgenic, together with about 35 percent of soybeans and some 45 percent of cotton, according to industry estimates.  The bio-technology industry says their advanced techniques ultimately will allow the world to feed its ever-growing population by boosting crop quality and yields on existing farm land without encroaching on hitherto uncultivated areas. | This week environmental activists dumped four tons of genetically-modified, U.S. soybeans on British Prime Minister Tony Blair's doorstep, after he said he had no worries about eating the hi-tech food.  "Nobody has more of a vested interest than ourselves to make sure these products are safe for the consumer. Bio-technology gives us the possibility to modify plants with precision," Val Giddings, vice president of the Washington-based Bio-Technology Industry Organization, told Reuters.  "The argument that gene exchange is problematic is bogus. Greenpeace and its likes have made a decision for metaphysical reasons that it is opposed to bio-technology," he added. |   Article © 1999 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Reading for Group C**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | CARTAGENA, Saturday February 20 Colombia (Reuters) - Environmental activists accuse bio-technology companies of trying to make quick money in what is already a multibillion-dollar industry at the risk of sparking a huge ecological disaster and damaging human health.  "It's now possible to do stuff that only writers could imagine before and build up completely new life forms. The argument that we need genetically-modified food to feed the world is complete bull," Mika Raila, a Greenpeace spokesman at the conference, told Reuters.  "The U.S. government has said it sees the bio-tech industry as the second most promising after information technology ... and it's been bullying everybody to please the U.S. bio-tech industry," he said, adding that other major grain exporters including Canada, Argentina and Australia were also lobbying for as few controls as possible on genetically-modified food. | But alarm over the potential environmental and health risks of genetically-engineered produce has reached fever-pitch in parts of Europe, leading the British press to dub it "Frankenstein food".  This week environmental activists dumped four tons of genetically-modified, U.S. soybeans on British Prime Minister Tony Blair's doorstep, after he said he had no worries about eating the hi-tech food.  Raila argued that genetically-modified crops could cross- pollinate with wild species causing unwanted changes or even wiping out plants, insects and animals right up the food chain.  The health risk to humans of eating such foods is as yet unknown but there are signs it could cause allergies, resistance to certain medicines and possibly even affect internal organs, he said. |   Article © 1999 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Negotiation**

Representatives from each of the three groups from **Activity** **A** now meet to negotiate an agreement on what will be done about the introduction of GM foods into your country.

The government group (**Group** **A**) will make the final decision.

**D: Writing a Letter**

You are the owner of a supermarket. You have to decide what you are going to do about the introduction of GM foods.

Your choices include banning GM foods, stocking as few GM foods as possible, stocking only clearly labeled GM foods and stocking all GM foods.

Read the article below to find out what some other supermarkets are doing, then write a letter to your customers telling them what your supermarket will do about GM foods.

|  |  |  |
| --- | --- | --- |
| **M&S Seeks To Cut Genetically Modified Foods**   |  |  | | --- | --- | | LONDON Friday February 12 (Reuters) - British clothing and food retailer Marks & Spencer said Friday it is working to reduce the use of genetically modified (GM) food ingredients in its products.  "We are working, where the recipe allows, either to minimize the use of genetically modified ingredients or if possible to replace them," said the spokesman.  "If we can take it out, we will," he added.  Consumer fears over genetically modified foods were highlighted Friday by news 20 international scientists had demanded the reinstatement of a British researcher who found rats fed on GM potatoes suffered a weakened immune system.  Thursday, Britain's Consumer Association wrote to Prime Minister Tony Blair calling on the government to block further genetically modified foods coming onto the market until the current method of approving GM foods is overhauled.  The main issue for consumers is centered on foods containing genetically modified soya which is mixed at source with natural soya in the United States, the world's biggest supplier of the crop.  About 60 percent of processed foods sold in Britain contain soya, making it very difficult for consumers to avoid eating such products.  British supermarkets were required by an EU directive in September 1998 to label GM ingredients over a detectable level but the law does not cover derivatives of soya and maize such as oil and lecithin. | Many supermarket chains have gone beyond what is required by the directive on their own label foods.  In September Tesco, the country's largest supermarket chain with around 650 outlets, said it would label all products containing the Soya derivatives.  A spokesman for Tesco said there was no policy to reduce the use of GM ingredients in its foods but "to offer choice through clear labeling."  In October, British supermarket chain ASDA Group asked its suppliers to avoid using genetically modified soya or maize in own brand products.  If suppliers are unable to find guaranteed GM-free supplies ASDA is asking them to reformulate recipes to take out the soya or maize altogether.  A spokeswoman for supermarket group J. Sainsbury said the group is also trying to find an alternative to GM soya or to remove it altogether.  If this is not possible the products are labeled accordingly, she said. |   Article © 1999 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Reading Activities**

**Note:** For more information on potatoes, you may be interested in "The Humble Potato" where Max Vocab tells us about the history of the words to do with potatoes.

**A: Scanning - Answers**

Previously employed by: **the Rowett Institute**.  
His findings show: **GM potatoes weaken the immune system and damage the vital organs of rats**.  
Forced to retire after: **he revealed preliminary findings in a TV documentary**.  
Reinstatement has been supported by: **21 top scientists from the UK, the EU, the USA and Canada**.

**B: Vocabulary - Notes**

When this was tested with Upper-Intermediate students, a group of six students worked together without dictionaries and managed to work out the answers by sharing their knowledge. However, smaller groups or individual students at the Upper-Intermediate level may find this activity difficult.

**B: Vocabulary - Answers**

1-d; 2-b; 3-g; 4-c; 5-i; 6-h; 7-j; 8-a; 9-f; 10-e.

**C: Comprehension - Answers**

1. 21 from Britain, Europe, the USA and Canada.
2. GM food may damage the immune system.
3. The institute said claims could not be substantiated.
4. A moratorium of at least 5 years.
5. Yes. Four items are available, including soya and tomato paste.
6. Better labeling and that GM foods should go through the same stringent trials that drugs (medicines) do.
7. Yes. This is implied in "Pusztai's experiments are thought to be the first time that trials of genetically modified food showed harmful effects".

**D: Thinking Carefully - Notes**

This exercise is not easy. It is designed to focus the students' attention on the careful way people can use English. Examples of the use of language by politicians in your country could be used to illustrate how carefully used language is not always clear language.

1. Is Blair worried about GM foods? He does not say, but he does tell Britons not to worry because his government will control the introduction of GM foods.
2. Are GM foods sold in Britain? Yes. Soya, tomato paste and two other items, and all products that contain those items. (It is estimated that soya is in 60% of all processed foods.)
3. Are any GM foods grown in Britain? Yes. Blair says that there are no commercially exploited crops grown, but that implies that there are GM crops being grown on a trial basis.
4. Does he agree with the scientists' memorandum? This is not clear.

**E: What is the Main Idea - Answer**

Number 2

**Post-Reading Activities**

**A: Language - Notes**

Remind students of the basic parts of a sentence:  Subject + verb + complement.  This might help them with word order. You might also want to remind them that effect is a noun and affect is a verb.

Anna Grammar also has a page on this point which you may find helpful: "Confusables - "effect" and "affect". This is in reply to Dominic from Denmark who was trying to settle an office dispute.

**A: Language - Answers**

1.  Pusztai's firing has had a greateffect on some of the world's top scientists.  
2.  Dr Vyvyan Howard said GM potatoes affected the immune function of the rats.  
3.  In addition the growth and metabolism rates of the rats were affected.  
4.  Similar effects in humans could lead to a huge increase in cancers and deaths.  
5.  The scientists said not enough is known about the effects of GM food and more research needs to be done.  
6.  Pusztai's results may seriously affect the biotechnology industry.

**B: Additional Reading - Notes**

The class reads the sections text in groups of all **A**, all **B** and all **C**. In these groups they can discuss the meaning of their text and share their knowledge and opinions on the topic.

**C: Negotiation - Notes**

The class now moves into groups of **A+B+C**. These groups could have a general discussion as part of a lobbying process before the class meets as a group. Then the class could have a formal meeting with the government representatives in the front. A range of meeting or debating rules could be used. In the end the government representatives must make a decision about the rules for GM foods. They may want to think about their decision for homework and announce it the next day.

We would be very interested to hear what your students decide at the end of this activity. (editor@english-to-go.com)

**Supplementary Activity:** Here is the whole article from Activity A, students could get into **A+B+C** groups and try and sequence the paragraphs in their sections of text (and write a headline) before checking their answer by reading the whole article:

|  |  |  |
| --- | --- | --- |
| **Greens And Growers Wide Apart On Bio-Tech Food**   |  |  | | --- | --- | | CARTAGENA, Saturday February 20 Colombia (Reuters) - Fears of mutant maize and "Frankenstein food" have been pitched against promises of a time of plenty to end world famine at a United Nations conference on genetically-modified crops this week.  More than 500 delegates from 130 countries are meeting in Colombia's colonial port city of Cartagena to hammer out rules for the import, export and use of crops and food engineered in laboratories by scientists mixing genes and DNA from plants and even animals.  Environmental activists accuse bio-technology companies of trying to make quick money in what is already a multibillion-dollar industry at the risk of sparking a huge ecological disaster and damaging human health.  The manufacturers of genetically-modified foods accuse the pressure groups of using "bogus, metaphysical" arguments in a bid to wrap the industry up in red tape.  U.N. officials hope government representatives will adopt a protocol by the end of the meeting Tuesday but concede that any agreement would likely be "based on moral suasion rather than punishment" -- effectively a dog with no teeth.  "It's now possible to do stuff that only writers could imagine before and build up completely new life forms. The argument that we need genetically-modified food to feed the world is complete bull," Mika Raila, a Greenpeace spokesman at the conference, told Reuters.  "The U.S. government has said it sees the bio-tech industry as the second most promising after information technology ... and it's been bullying everybody to please the U.S. bio-tech industry," he said, adding that other major grain exporters including Canada, Argentina and Australia were also lobbying for as few controls as possible on genetically-modified food.  Last year, about one-quarter of all maize, or corn, grown in the United States was transgenic, together with about 35 percent of soybeans and some 45 percent of cotton, according to industry estimates.  The bio-technology industry says their advanced techniques ultimately will allow the world to feed its ever-growing population by boosting crop quality and yields on existing farm land without encroaching on hitherto uncultivated areas.  But alarm over the potential environmental and health risks of genetically-engineered produce has reached fever-pitch in parts of Europe, leading the British press to dub it "Frankenstein food". | This week environmental activists dumped four tons of genetically-modified, U.S. soybeans on British Prime Minister Tony Blair's doorstep, after he said he had no worries about eating the hi-tech food.  Raila argued that genetically-modified crops could cross- pollinate with wild species causing unwanted changes or even wiping out plants, insects and animals right up the food chain.  The health risk to humans of eating such foods is as yet unknown but there are signs it could cause allergies, resistance to certain medicines and possibly even affect internal organs, he said.  "Nobody has more of a vested interest than ourselves to make sure these products are safe for the consumer. Bio-technology gives us the possibility to modify plants with precision," Val Giddings, vice president of the Washington-based Bio-Technology Industry Organization, told Reuters.  "The argument that gene exchange is problematic is bogus. Greenpeace and its likes have made a decision for metaphysical reasons that it is opposed to bio-technology," he added.  Environmentalists and industry experts appear to be poles apart on the issue, but only government representatives are taking a direct part in this week's talks in Cartagena.  Michael Williams, spokesman for the U.N. Environment Program said the discussions, which began last Sunday, had been tough.  "This is a very complex issue and negotiations have been difficult. But we're optimistic we will have a reasonable protocol at the end," he said.  Controversy has centered on whether new rules should just apply to modified seeds or extend to products made from genetically-modified crops. There has also been argument over who should be liable if a genetically-modified crop produces unwanted side effects or environmental damage.  "There's a potential incompatibility between environmental and trade interests here," Williams said. |   Article © 1999 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**D: Writing a Letter - Notes**

* Other possible choices for the supermarket include:
* stocking GM foods and labeling them where possible
* only stocking GM foods that have been declared safe by the government
* only stocking GM foods that have been declared safe by their manufacturer.

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**Upper-Intermediate Instant Lesson™**

**'Drink of the Gods'  
  
Pre-Reading Activities**

**A: Discussion**

Discuss these questions in small groups:

1. Are there any plants in your country that are used as medicines?   
2. What symptoms are they used to treat?   
3. Are there any traditional medicines that help people to relax or to sleep?   
4. You see a new herbal medicine advertised in a magazine. It claims to help you relax and to be harmless. Would you try it? Why or why not?

**B: Vocabulary**

Match the following words / expressions with their meanings:

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| 1. narcotic | a. to make by mixing ingredients |
| 2. frail | b. caused difficulties |
| 3. numbs | c. causes a part of the body to have no feeling |
| 4. ground to a pulp | d. weak |
| 5. watchdog | e. helps you feel better |
| 6. therapeutic | f. can be bought without a prescription |
| 7. concoct | g. organization that checks for illegal or dangerous behavior |
| 8. over-the-counter | h. drugs which make you feel sleepy or stop you feeling pain |
| 9. thrown a spanner | i. to crush until smooth, soft and wet |

**Reading Activities**

**A: Finding the Main Idea**

Scan Part 1 of the article and decide which of the following sentences best sums up the **main idea**.

a. Kava is a popular drink.   
b. Kava can cause serious health problems.   
c. Kava is used as a medicine in some countries.   
d. Kava can help you relax.

**Part 1**

|  |  |  |
| --- | --- | --- |
| **Australians Urged to Avoid 'Drink of Gods'** By Belinda Goldsmith   |  |  | | --- | --- | | CANBERRA Thurs March 7 (Reuters) - On Thursday Australia joined European nations and Canada in warning people against over-the-counter medicines containing kava, a plant used by Pacific islanders to concoct a mildly narcotic drink.  Growing health concerns about kava or Piper Methysticum plant, a member of the pepper family, have thrown a spanner in South Pacific plans to turn it into a big export crop, straining already frail island economies.  Australia's parliamentary secretary for health Trish Worth said the effects of kava had never been studied thoroughly but there were indications in Europe, where kava has been banned by some countries, that it could be linked to severe liver damage.  The age-old herbal drink, used in a range of social and formal ceremonies, numbs the mouth but also acts as a relaxant, prompting its use in alternative drugs and herbal supplements to promote sleep, relieve stress and ease pain.  It is the drink of choice across Polynesia and in the Melanesian island nation of Vanuatu.  In some countries, like Fiji, the cloudy brownish drink is brewed in large wooden bowls, the plant's roots ground to a pulp and mixed with water or coconut milk. Elsewhere, islanders still make kava the traditional way -- by spitting in it. | Worth said use of kava could induce symptoms like tiredness, loss of appetite, mild fever, **nausea**, bleeding and **jaundice**.  She said little was also known about how kava interacts with other medicines, prompting a warning from Australia's drug watchdog, the Therapeutic Goods Administration.  "The Therapeutic Goods Administration has advised while there have not been any reports of liver damage related to kava use in Australia, consumers as well as healthcare professionals should be alert for any possible signs," Worth said in a statement.  "Anyone using kava-containing medicines should seek medical advice if they experience any unexplained symptoms."  She said anyone at special risk of liver damage, such as those who have existing liver disease, should avoid the 84 medications containing kava currently on sale in Australia.    (Continued/...)  **Words: nausea** - a sick feeling **jaundice** - an liver illness that that makes your skin and eyes become yellow |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Complete the Table**

Use Part 1 of the article to complete the gaps in this table of information about kava.

|  |
| --- |
| **Kava** |
| **Scientific name:** |
| **Family:** |
| **Where found:** |
| **Uses:** |
| **Methods of preparation:** |
| **Symptoms of kava use:** |

**C: True or False**

Use Part 1 of the article to decide if the following statements are **True** or **False**.

1. It is easy to obtain medicines containing kava.   **True / False**   
2. Kava is important to the economy of several South Pacific countries. **True / False**   
3. Kava has been banned in many countries.   **True / False**   
4. Kava makes you hungry.   **True / False**   
5. If you have any problems with your liver, you should not use kava. **True / False**

**D: Note-Taking**

1. Now read Part 2 of the article and make notes under the following headings:

a. **Organizations which want to ban or investigate the use of Kava.**b. **Reasons for banning Kava.**c. **People who don't want to see Kava banned.**d. **Reasons for not banning Kava.**

2. Use your own words to make sentences arguing **for** and **against** the banning of kava. (Use your notes from Part 2 and ideas from Part 1 to make sentences.)

**Part 2**

|  |  |  |
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| **International Action**   |  |  | | --- | --- | | (.../Continued.) British authorities have already negotiated with the herbal food industry for a voluntary withdrawal of kava from stores, citing reports from Germany and Switzerland that six people suffered liver failure after using kava, and one died.  The Swiss government has banned the sale of all products containing kava extract and German drugs group Merck KGaA withdrew two nonprescription drugs last year.  The U.S. Food and Drug Administration is also investigating kava after 38 adverse reports and Canada has urged consumers to avoid kava until questions about its safety are settled.  The global concerns dismay South Pacific nations, where $200 million worth of kava has been planted for export. | At a recent meeting of South Pacific officials in Sydney, Samoan Finance Minister Misa Telefoni said Samoa had appointed a special task force to seek a solution.  Vanuatu's Finance Minister, Joe Baumol Carlo, said adverse medical reports were not the fault of kava.  "Kava is the drink of the gods. But it has been doctored and derivatives added by pharmaceutical companies," he said.  Kidney disease is a problem in the South Pacific, but it is blamed on extremely high rates of diabetes caused by poor diets. |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

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

**A: Role-Play**

Work in pairs and use the notes and sentences you made in Reading Activity D to construct a role-play. One of you is Student A, the other Student B.

**Student A**: You are the Swiss Health Minister. Defend your country's decision to ban the use of kava in medicines.   
**Student B**: You are Vanuatu's Finance Minister. Explain why kava should not be banned.

**B: Discussion / Debate**

Work in small groups OR as a class. Discuss or debate the following topic: ***"All drugs should be legal"***

**C: Language**

Complete the sentences using the prepositions listed:

like    with    on    with    by    against    of    for

1. Australia has warned people \_\_\_\_\_\_\_\_\_\_\_\_\_ over-the-counter medicines using kava.   
2. Kava has been banned \_\_\_\_\_\_\_\_\_\_\_\_\_ some countries.   
3. Kava could induce symptoms \_\_\_\_\_\_\_\_\_\_\_\_\_\_ tiredness, nausea and jaundice.   
4. Little is known about how kava interacts \_\_\_\_\_\_\_\_\_\_\_\_ other medicines.   
5. There are 84 medicines containing kava currently \_\_\_\_\_\_\_\_\_\_\_\_ sale in Australia.   
6. British authorities have already negotiated \_\_\_\_\_\_\_\_\_\_\_\_ the herbal food industry.   
7. The Swiss government has banned the sale \_\_\_\_\_\_\_\_\_\_\_\_\_ all products containing kava extract.  
8. Health care professionals should be alert \_\_\_\_\_\_\_\_\_\_\_\_\_\_ any possible signs.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**B: Vocabulary - Answers**

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

**Reading Activities**

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

Students need to read through part 1 of the article quickly. Set an appropriate time limit for your class to encourage them to work quickly.

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

**b** is the best answer .  (a, c and d are true but contain information that is less important.)

**B: Complete the Table** **- Answers**

|  |
| --- |
| **Kava** |
| **Scientific name:** Piper Methysticum |
| **Family:** pepper |
| **Where found:** Islands of the South Pacific. |
| **Uses:** herbal drink, used in social and formal ceremonies, acts as a relaxant, used in alternative drugs to promote sleep, relieve stress and ease pain |
| **Methods of preparation:** In some countries like Fiji it is brewed in large wooden bowls, the plant's roots are ground to a pulp and mixed with water or coconut milk. Other countries still use the traditional way--by spitting in the kava. |
| **Symptoms of kava use:** numbs the mouth, liver damage, tiredness, loss of appetite, mild fever, nausea, bleeding, jaundice |

**C: True or False - Answers**

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

**D: Note-Taking - Answers**

1. a. **Organizations which want to ban or investigate the use of Kava.**   
British authorities, the Swiss government, German drugs group Merck KGaA, The US Food and Drug Administration.   
b. **Reasons for banning Kava**   
Reports from Germany and Switzerland that six people suffered liver failure and one died after using kava.   
c. **People who don't want to see Kava banned**   
The Samoan Finance Minister and Vanuatu's Finance Minister.   
d. **Reasons for not banning Kava**   
$200 million worth of kava has been planted for export by Pacific Island nations. Adverse medical reports are not the fault of Kava. Kava is a wonderful drink but it has been changed by the drug companies.

2. Examples of sentences for and against banning kava:

Kava should be banned because it causes liver damage.   
Kava should be banned until more is known about how it interacts with other drugs.  
Kava should be banned because medical authorities in some countries are worried about the side-effects of using it.  
Kava shouldn't be banned because it is important to the economy of South Pacific nations.   
Kava is not harmful. Instead it is the substances that have been added to it by drug companies that are dangerous.  
Kava should not be banned because it has been enjoyed by people in the South Pacific for centuries.

**Post-Reading Activities**

**A: Role-play - Notes**

It may be useful here to teach students some functional language relating to arguments. e.g. "*I firmly believe that..*." ; "*That may be true,but...*"

**B: Discussion / Debate - Notes**

Put students into small groups to brainstorm all the possible arguments for and against the proposition. In a one to one situation, you could ask the student to prepare a short talk to give to you on the topic or write a short essay.

If you opt for a debate, then students will need to spend more time developing their arguments. A debate could be done in groups or with selected teams and the rest of the class as an audience who then vote to choose the best team.

**C: Language - Answers**

1. against   2. by   3. like   4. with   5. on   6. with   7. of    8. for

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**Upper-Intermediate Instant Lesson™**

**24-hour plane delay**

**Pre-Reading Activities**

**A: Dictation**

You will hear a short passage from a diary which introduces the idea of today's article. Listen and write down exactly what you hear.

**B: Have a Guess**

Work in pairs and think of answers to the questions below:

1. Who or what is Nutkin?
2. Describe who the writer of the diary might be.
3. What was the writer's plan?

**C: Vocabulary**

These words are from today's article. Check their meanings:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ground (v) | hide and seek | conventional | cables | coax |

**Reading Activities**

**A: Fill the Gaps**

Here is a second imaginary diary entry but it has some gaps. Read it and then fill in the gaps with **a word** or **words** **from the newspaper article**.

Tuesday (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ July 1998

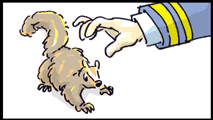
The (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Airways flight from (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Cyprus was announced so we all boarded the plane. My plan of getting Nutkin, my pet(4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, onto the plane worked really well. I had hidden him in my (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and nobody noticed him. Everything went fine until I had to leave my seat to go (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Nutkin (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ! When I came back to my seat, he wasn't there anymore! I was really worried but I didn't say anything because I knew that what I had done(8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I was sure everyone would be angry with me.

**B: Comprehension**

1. For how many hours did airline staff look for the squirrel?
2. What were they afraid the squirrel would do?
3. What did they successfully use to catch the squirrel?
4. How much did the escaped squirrel cost the airline?
5. Why was this cost so high?
6. Who then looked after the squirrel until it could be returned to its owner?
7. What did Angeli promise?

|  |  |  |
| --- | --- | --- |
| **Pet squirrel grounds plane**   |  |  | | --- | --- | | NICOSIA Tuesday July 28 (Reuters) - A pet squirrel grounded a Cyprus Airways jetliner for a day as it played hide-and-seek with engineers and airline crew trying to catch it, airline executives said on Tuesday.  The squirrel was smuggled on a Cyprus Airways flight from Athens to Cyprus on Sunday afternoon by a young passenger who had it concealed in a bag.  "The boy must have known what he had done was wrong because he only let it out of the bag when he went to the toilet. That is when it escaped and we spent the next 24 hours looking for it," said airline spokesman Tassos Angeli. | Fearing it would chew through cables or cause other damage the airline briefly contemplated gassing the plane to flush the playful pet out but finally fell back on the more conventional method of coaxing it with food.  It worked. But not before costing the airline some 50,000 pounds (US$95,250) from rescheduled or delayed flights.  Engineers have temporarily adopted the squirrel until its owner shows up.  "We have told the boy to come forward and claim his pet. We promise we won't be angry," Angeli said. |   Article © 1998 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**C: Thinking Carefully**

What do the following phrases mean? Write a short explanation.

1. "...as it **played hide-and-seek** with engineers and airline crew trying to catch it...."
2. "...finally fell back on the more **conventional method of coaxing it** with food."

**D: Vocabulary and Language**

These words and phrases give us information about time in the article. Think about their meanings and then use them to complete the gaps in the following sentences. Each one can only be used **once**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| for a day | the next 24 hours | briefly | finally | temporarily |

1. "I can only speak to you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the problem," the airline spokesman said. "I'm in a hurry."
2. Passengers flying from Athens to Cyprus were stranded \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ while officials looked for the squirrel.
3. They used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to try and find the squirrel.
4. The airline had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ found a home for the squirrel but hoped the young boy would come and get him soon.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after long delays, they managed to coax the squirrel out.

**E: Grammar**

Look at this excerpt from today's article.

*"we spent the next 24 hours looking for it",*

Spend is a verb that can be followed by an ***object + -ing*** form and can refer to money and time.

*we spent* ***time looking*** *for it*

Spend can also be followed by the prepositions **'on', 'with', 'without'** and **'by'**

*I spent $4000.00* ***on*** *my new computer.  
He spends hours* ***by*** *himself walking in the forest.  
She spends time* ***with*** *her grandmother every week.*

Complete the following sentences.

* Decide on the form of the verb **'spend'.**
* Decide on the **form** of any **other verbs** used.
* Decide if you need to use a **preposition.** You can choose from **'on', 'with',** or **'by'.**

1. I make sure I \_\_\_\_\_\_\_\_ quality time \_\_\_\_\_\_\_\_ my children.
2. I can't believe the way he \_\_\_\_\_\_\_\_ money \_\_\_\_\_\_\_\_ cars.
3. I find I need to \_\_\_\_\_\_\_\_ time \_\_\_\_\_\_\_\_ myself or I go mad.
4. I \_\_\_\_\_\_\_\_ four hours \_\_\_\_\_\_\_\_ the house yesterday. (clean)
5. My sister-in-law \_\_\_\_\_\_\_\_ money \_\_\_\_\_\_\_\_ anything. She is dangerous with a credit card.
6. They \_\_\_\_\_\_\_\_ hours \_\_\_\_\_\_\_\_ (go) to work each week by train.
7. 24 hours \_\_\_\_\_\_\_\_ that runaway animal. (look for)
8. I have to \_\_\_\_\_\_\_\_ $250.00 \_\_\_\_\_\_\_\_ my car.
9. I \_\_\_\_\_\_\_\_ hours \_\_\_\_\_\_\_\_ my English essay today and it is still not finished. (do)
10. My teacher always \_\_\_\_\_\_\_\_ extra time \_\_\_\_\_\_\_\_ us. (help)
11. If you \_\_\_\_\_\_\_\_ time \_\_\_\_\_\_\_\_ in English it will help improve your vocabulary. (read)

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

**A: Dialogue**

Work in pairs. Here is a conversation between the young boy from today's article and his father. They are on the Cyprus Airways flight to Cyprus and the boy has just realized that his squirrel has escaped. Read the conversation and **complete the unfinished speeches**. Then read it aloud.

Boy: Dad, there's something I have to tell you.

Parent: What is it? What's wrong?

Boy: You know how I wanted to bring Nutkin to Cyprus with us and you wouldn't let me?

Parent: Yes? Well? I'm sorry about that but we explained to you why we couldn't bring him with us.

Boy: Yes, I know. But I decided I really wanted to bring Nutkin with me so I ...................................................................................................................

Parent: What?

Boy: Yes, and I brought him onto the plane.

Parent: And where is he now?

Boy: He's ........................................................................................................

Parent: Is that why ...........................................................................................?

Boy: Yes, they're all looking for him at the moment.

Parent: You mean ..............................................................................................

Boy: Yes, a flight attendant saw him running away.

Parent: O.K. If they realize you did it, they'll be ...................................Now I want you to pretend that you .................................................................... Do you understand?

Boy: Yes ...........................................................................................................

**B:** **Diary**

You are the young boy from today's article. You went and collected your squirrel from the airline's office. Write a diary entry describing what happened.

**C: Make an Advertisement**

Work in groups of 3. You work for an airline (choose a name for it) and your boss has given you the job of making an advertisement asking the young boy to come and get his squirrel. Your boss has told you that:

* the advertisement must be cheap.
* it must include a reminder that your office will not be angry with the boy.
* it must emphasize the friendly and caring service given to your passengers.

Your advertisement could be a newspaper or radio advertisement or a poster.

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**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson has a number of linked listening, reading and 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: Dictation - Text (To be read aloud by the teacher)**

Saturday 25 July 1998

"When I woke up I remembered that tomorrow we're flying to Cyprus for Dad's new job. And today I have to give Nutkin to my cousin because we can't take him to Cyprus. I felt really sad. Mum and Dad have promised that I can get a new pet when I get there but I want Nutkin.

I was about to put him in his cage and take him over to my cousin's place when I suddenly decided to take Nutkin to Cyprus. I thought for a long time about how to hide him and finally I came up with a plan."

**A: Dictation - Notes**

(If you wish, this text could be used instead as a reading text or students can listen to it on-line.)

After students have completed the dictation, give them a copy of the text to check their answers.

Please tell them it is not a real diary entry, but is used as a lead-in to today's article.

**B: Have a guess- Notes**

Encourage students to use their imagination to give answers to these questions. What information can they extract from the imaginary diary entry about Nutkin and the writer. How old do they think the writer is? Is the writer a boy or a girl? What is the writer's problem? Why has he made this plan?

**Reading Activities**

**A: Fill the Gaps - Notes**

Check that students realize that they must extract the answers from today's article. Otherwise, they may think that they have to guess what the words will be.

Make sure that students know what a squirrel is.

**A: Fill the Gaps - Answers**

1. 28th
2. Cyprus
3. Athens
4. squirrel
5. bag
6. to the toilet
7. escaped
8. was wrong

**B: Comprehension - Answers**

1. 24 hours.
2. It could cause damage to the plane by, for example, chewing the cables.
3. Food.
4. About 50,000 pounds (US$95,250).
5. Because the airline had to reschedule or delay other flights while one of its aircraft was grounded.
6. Some engineers (from the airline).
7. If the boy came and collected his squirrel, the airline would not be angry with him.

**C: Thinking carefully - Answers**

1. The squirrel hid and the crew searched the whole plane trying to find it (similar to a game of hide and seek).
2. The airline did consider using gas to try and make the squirrel come out, but then decided to use a more accepted or standard idea of attracting it with food.

**D: Vocabulary and Language - Answers**

1. briefly
2. for a day
3. the next 24 hours
4. temporarily
5. finally

**E: Grammar**

1. spend, with, 2. spends, on, 3. spend, by, 4. spent, cleaning, 5. spends, on, 6. spend, going, 7. were spent, looking for, 8. spend, on, 9. have spent, doing, 10. spends, helping, 11. spend, reading

**Post - Reading Activities**

**A: Dialogue - Notes**

Students work in pairs to complete the unfinished sentences of the boy and his father. Encourage them to think about what the boy and his father might really say in this situation.

(To make this activity easier you could read the dialogue through with students and discuss with them what the boy and his father might say. It is a more effective language activity, however, for the students to be left in their pairs to solve these problems while you are going round the pairs and checking what they have written for errors in grammar and meaning. Students may ask you to suggest a phrase or to help them define exactly what they want to write.)

Students then practice their dialogues (you could give some help with pronunciation) and finish the exercise by reading them aloud to other pairs. If you have a large number of students it could be tedious for everyone to listen to all the dialogues being read out: instead organize the students to work in groups of four or six with pairs of students reading their dialogues out to the others in their group.

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**Upper-Intermediate Instant Lesson™**

**29 February, 2000, Then On To October 10, 2000**

**Pre-Reading Activities**

**A: Discussion**

1. In schools in some English-speaking countries children learn the following chant to remember the number of days in each month:

*30 days has September,  
April, June and November.  
All the rest have 31  
except February which has 28 days clear  
and 29 in a Leap year.*

2. Discuss the following questions with a partner.

1. Do you have any tricks which help you to remember the number of days in a month?
2. What is a leap year?
3. Why do we have leap years?
4. How do you work out when it is a leap year?

3. There were lots of warnings about possible year 2000 computer problems (the Y2K Bug) last year. Answer the following questions with a partner.

1. What possible Y2K Bug problems were people warned about?
2. What preparations did you make for possible Y2K Bug problems?
3. What Y2K Bug problems really happened?
4. Do you know any other dates so far this year that could have caused computer problems?
5. Do you know any other dates that could cause computer problems later this year?

**B: Vocabulary**

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

|  |  |
| --- | --- |
| **Beginnings** | **Endings** |
| 1. Something is a dud if | 1. it can be divided into equal parts. |
| 2. Something is a navigational tool if | 2. it is not clear and not easily seen through. |
| 3. Something is divisible when | 3. it has signals sent from space. |
| 4. Something is satellite-based if | 4. it proves to be a failure. |
| 5. Something is a trigger when | 5. it is used to find the way. |
| 6. The opacity of something means | 6. it starts something or sets it off. |

**Reading Activities**

**A: Predicting**

Using the **title** **of** **the** **lesson**, **Activity** **A**, **Activity** **B** and the following sentences from the article, try to predict what the article is about. Write a short sentence explaining your guess.

1. A succession of other warnings last year turned out to be duds.
2. February 29 2000 has credibility as a possible problem.
3. Companies would be wise to pay attention to the possibility of problems.
4. The leap year problem is not going to be worth worrying about too much.
5. A computer services company is looking at other dates for evidence of computer problems.

**B: Scanning**

Read the questions below and then look for the answers in the article. Try to find the answers as quickly as you can.

1. Which dates might cause computers to crash?
2. A succession of warnings last year turned out to be duds. What dates were they?
3. What is the rule for calculating a leap year?
4. Why do we need an extra day every 4 years?

|  |  |  |
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| **1/1/2000 Safely Handled, Now for 29/2/2000** By Neil Winton   |  |  | | --- | --- | | LONDON Sunday January 2 (Reuters) - You can't say that the millennium computer bug industry lacks imagination.  We breathed a collective sigh of relief to have handled January 1, 2000, now we are asked to believe that another date which is rushing toward us -- 29th February, 2000 -- might cause computers to **crash**. We still can't relax if that passes without incident. The 10th of October, 2000 is the first eight digit number of the new millennium and might somehow **unhinge** our computers.  A succession of other warnings last year turned out to be duds.  April 9, 1999 -- the 99th day of the year -- was supposed to upset computer systems. So was September 9, 1999, which could be represented as 9-9-99. In theory this string of nines was a threat to computers because nines were often used by programmers to instruct a computer to shut down, or prepare for maintenance.  January 1, 1999 was a danger because many contracts, insurance policies and loans would reach ahead one year and trigger the millennium bug.  The popular navigation tool, the satellite-based Global Positioning System, reset its computer clock in August. Although not strictly a Y2K problem, it was heralded as a threat to light planes and yachts. In the event, only a few Japanese taxi drivers using computerized maps got themselves lost.  **Leap Year 2000 Not On Some Calendars**  February 29, 2000 has credibility as a possible problem because it is a one-day-in-400-year event. Because the phases of the moon don't exactly mirror the calendar, every four years an extra day in February brings it into step again. But 1800 and 1900 weren't leap years. The ruling by scientists is that all years divisible by four are leap years, except those divisible by 100.  The exception to this is that years divisible by 400 are leap years.  Given the opacity of the reasoning, it is not surprising that some computer calendars don't include February 29. | Nick Fitzhugh, Year 2000 teamleader at management consultants Ernst & Young, believes companies would be wise to pay attention to the possibility of problems from the leap year date, not least because the millennium computer bug might be quietly undermining data bases.  ``Be vigilant because February 29 is another possible hot spot. It makes sense for companies to increase monitoring of their systems on February 28/29, March first, and the end of the first quarter,'' Fitzhugh said.  Most experts involved with the millennium computer bug expected that it would not be an **explosive**, spectacular event. If it had any impact, the use of two **digit** numbers like 87 or 98 would cause computers to stumble over the zeros in 2000 and gradually degrade before finally crashing.  The Gartner Group, a U.S. information technology research company, said the leap year date will not cause serious problems.  ``There could be some residual leap year problems because of calculations based on what day of the week comes after February 29, but there won't be any explosion on the day,'' Kyte said.  Fons Kuijpers, member of the management group of PA Consulting, doesn't give much credence to the leap year effect.  ``One, one, 2000 was the big date. The leap year problem isn't going to be worth worrying about too much. Organizations should be a little more alert than they might usually be. I don't think they will be setting up big command and control centers like we have over the New Year,'' Kuijpers said.  Margaret Joachim, Year 2000 expert for U.S. computer services company Electronic Data Systems Corp, is looking at other dates for evidence of computer problems and dismisses any possibility of fallout from 10/10/2000.  ``You should be looking at data processing from the first set of month end figures at the end of January and see if they are markedly different than expected. Then the leap year, first quarter-end and year-end,'' Joachim said.  ``As for 10, 10, 2000, computers fill in the blanks so I can't see that one. I don't think we need to get terribly worried about that,'' she said. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Differentiating fact and opinion**

These statements are all from the article but some are fact while others are opinions.

Write **F** if you think they are fact.  
Write **O** if you think they are opinions.  
Say why you think so.

1. 'The 10th October 2000 is the first eight digit number.'
2. 'Only a few Japanese Taxi drivers using computerized maps got themselves lost.'
3. '"Be vigilant because February 29 is another possible hot spot."'
4. '" One, one, 2000 was the big date. The leap year problem is not going to be worth worrying about too much."'
5. '"As for 10, 10, 2000 , computers fill in the blanks , so I can't see that one."'

**D: Vocabulary**

The following words have two meanings. One is listed with the word. Write the other meaning used in the article.

1. digit - toe or finger - \_\_\_\_\_\_\_\_\_\_
2. crash - smash - \_\_\_\_\_\_\_\_\_\_
3. unhinge - make mad - \_\_\_\_\_\_\_\_\_\_
4. explosive - something that can cause an explosion - \_\_\_\_\_\_\_\_\_\_

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

**A: Discussion**

This article talks about possible computer problems on February 29 2000. It was written before that date. It also talks about computer problems in October 2000. Answer these questions in groups.

1. Do you know of any computer problems that happened on February 29?
2. Was the article accurate about the February 29 problem?
3. Are you worried about the next date that could cause computer problems, 10, 10, 2000?

**B: Write a Memo**

You are the head of a computer division in a big firm. Write a memo to your staff with advice on what to do on 10.10.00.

**C: Fun Dates**

With a partner list some dates in the future which would be unusual and state why.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**B: Vocabulary - Answers**

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

**Reading Activities**

**B: Scanning - Answers**

1. 29th February 2000, 10th October 2000
2. April 9,1999, September 9 1999, January 1, 1999
3. All years divisible by 4 are leap years except those divisible by 100. The exception to this last rule is that years divisible by 400 are leap years.
4. Because the phases of the moon don't follow the calendar.

**C: Differentiating fact and opinion - Answers**

1.F; 2.F; 3.O; 4.O; 5.O.

**D: Vocabulary - Answers**

1. number
2. computer shut-down
3. confuse data
4. severe and sudden

**Post-Reading Activities**

**C: Fun Dates - Notes**

Some examples could be special dates that read the same backwards and forwards (use the American system of month first or the English system of date first) . An interesting date could be 10th October 2010 which would be 10.10.10. in USA or Britain. There are others. 02.11.20 would be able to be read both ways but would be 2 November 2020 in Britain and 11 February 2020 in USA.

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**Upper-Intermediate Instant Lesson™**

**A Big Boat**

**Pre-Reading Activities**

**A: Give your opinion**

Work in pairs and answer these questions:

**1a.** Have you ever been on a long boat trip (longer than one day)? What was it like?

**Or**

**1b.** Would you like to go on a long boat trip (longer than one day)? Why or why not?

**2.** If you were able to telecommute (work from home using electronic equipment) how would you feel about living and working on a boat?

**3.** What would be the advantages and disadvantages of living on a boat?

**Reading Activities**

**A: Scanning**

Scan the article and fill in the gaps in this table of information. Do it as quickly as you can:

|  |
| --- |
| Agent for boat builder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Builder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cost of project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Measurements of boat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Port where it will be built: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Country where it will be built: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of passengers it could carry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cost of Accommodation on boat: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of workers required: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |
| --- | --- | --- |
| **Giant Floating Metropolis Planned** By James Crombie   |  |  | | --- | --- | | TEGUCIGALPA, Honduras Monday November 22 (Reuters) - A massive $8.5 billion luxury floating metropolis, the biggest boat in history, is on the verge of being built in the poverty-stricken Central American nation of Honduras.  ``If things work out the way we want, we should be starting in January,'' Mario Mossi, agent for boat builder Freedom Ship Inc. in Tegucigalpa, the Honduran capital, told Reuters.  Freedom Ship says it wants to make a tax-free floating city that will circumnavigate the globe to give inhabitants perpetual sunshine, ``an ideal place to live or run a business -- a friendly, safe and secure community.''  Measuring 4,320 feet (1,500 meters) by 750 feet wide (250 meters) and 340 feet deep (130 meters), the boat will house sports centers, parks, theaters and nightclubs, all to be built in Honduras' Caribbean port of Trujillo, Mossi said.  Around five times longer than the biggest cruise liner now afloat, able to carry 115,000 people and land jets on its top deck, the vessel will cost $8.5 billion, almost twice the Honduran gross domestic product.  Mossi said a 200-acre building site lease and free trade zone status allowing duty-free imports of raw materials were still being negotiated with Honduran port authorities, but he was hopeful these issues would be resolved soon.  ``The good thing is that we have the minister's approval.''  Trade Minister Reginaldo Panting told Reuters he welcomed the project because he hoped it would boost tourism as prospective buyers came to view their luxury floating homes in the making. Presidential chief of staff Gustavo Alfaro was less enthusiastic.  ``There is no clear definition on this project,'' he said, though he added that if the firm met environmental standards, Honduras was open to the project. | Offering condominiums from $138,000 to $44 million each, the boat will be beyond the reach of most Hondurans, whose minimum wage is just $70 a month. ``I think the market is not really intended for Hondurans,'' said Mossi, a Honduran of Italian descent.  Mossi said 20 percent of the properties had been sold by September. A 675 square-feet unit costs $298,250, while 1,125 square-feet one with sea view goes for $728,750. Time shares are also available, offering buyers a different view of the world each year.  Honduras beat back worldwide competition to host the project mainly because of dirt-cheap labor. At $0.35 to $0.45 an hour, workers are about an eighth of the cost of those in Australia, the second favorite in Freedom Ship's search for a birthplace, Mossi said.  At full steam, construction will employ 8,000-9,000 workers. Working 24 hours a day, seven days a week the boat would take two-and-a-half years to complete.  ``We would expect (building) here to be a bit longer because one of the main concerns is that we might not be able to get that amount of people from the Trujillo area,'' said Mossi.  Honduras is not likely to be a port of call for the floating island, but it could be the base for further constructions. Mossi said feasibility studies had shown potential demand for two or three giant ships.  ``There's a big chance that once the project starts and it looks good, we could even be in Honduras for say eight years, maybe even more.''  Funding will come partly from a listing on the Nasdaq stock market, which company officials expect to be completed early in 2000. A 51-percent stake will be held by ship designer U.S.-based Engineering Solutions. |   Article © 1999 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Checking Information**

These sentences contain information from the article but some of them have some mistakes. Read them, compare them with the article and cross out any incorrect words and replace them with the correct information. Write "correct" next to any sentences that have no mistakes.

1. The floating city is seen as an ideal place for people to holiday in with theaters, parks and nightclubs.
2. If work starts in January 2000 the ship is expected to be finished within 2 and a half years time.
3. Australia was also considered as a potential base for the construction of the ship.
4. Trade Minister Reginaldo Panting and Presidential chief of staff Gustavo Alfaro are both enthusiastic about the idea.
5. After completing this construction project Future Ship does not expect to build any more ships in Honduras.
6. An American ship design company will own a little over half the shares in the project.
7. 40% of the properties had already been sold by November 1999.

**C: Reading Carefully**

Answer these questions:

1. What advantages does the article mention for people who decide to live on this ship?

2. What advantages does the article say the project may bring for the people of Honduras?

**D: Vocabulary**

Give the meanings of these phrases from the article:

1. poverty-stricken nation (paragraph 1)
2. perpetual sunshine (paragraph 3)
3. prospective buyers (paragraph 8)
4. dirt-cheap labor (paragraph 12)
5. potential demand (paragraph 15)

**E: Language**

Look at the following excerpt from today's article.

*Honduras is not likely to be a port of call for the floating island, but it could be the base for* ***further*** *constructions.*

**Further** and **farther** are both the comparative form of far.    
Do you know how they are different?

***Further*** and *farther* are both used to talk about distance (e.g. I have to travel *further/farther* to work now).  However, only *further* means 'more' (e.g. Are there any *further* questions) or is used to talk about how important or how serious something is (e.g. Let's consider this point *further*).

Look at the following sentences and circle one of the words in brackets to make it grammatically correct.  In some cases both words are acceptable.

1.  We watched their ship moving (*farther/further*) and (*farther/further*) away.   
2.  The building of the boat is (*farther/further*) along than they had expected.   
3.  People who buy condominiums on the boat will get to travel (*farther/further*) than they ever have before.   
4.  Presidential chief of staff Gustavo Alfaro believes (*farther/further*) talks are needed.   
5.  Freedom Ships believes the (*farther/further*) east the ship sails, the more daylight people on the ship will have.   
6.  It is possible more giant ships will be build (*farther/further*) into the future.

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

**A: Short Discussion**

Answer these questions in small groups:

1. Can you think of any possible disadvantages that the project could bring for Hondurans?
2. Are there any other advantages for Hondurans you can think of not mentioned in the article?
3. What is your reaction to an idea like this? Do you support it or oppose it? Give reasons.

**B: Role Play**

Read the list of advantages you made in **Activity** **C**, **Question** **1** of the **Reading** **Activities** and then do this role play in pairs.

**Student** **A**: You are a salesperson representing the floating city described in today's article. Student B is a potential buyer of a condominium on the ship. Tell Student B about the ship and try and 'sell' the idea to him/her.

**Student** **B**: You are unhappy with where you are currently living. You telecommute (and receive a large salary!) so you are able to work from home. You are thinking of moving to a new location and would like to try something really different, like living in a condominium on the ship described in today's article. Student A is is a salesperson representing the floating city. He/she will tell you about the ship.

**C: Making Comparisons**

1. The article makes some comparisons using facts to help the reader fit information into a 'frame'.

"The vessel will cost $8.5 billion, almost twice the Honduran gross domestic product."

By making this comparison between the cost of the boat and the Honduran GDP, what does the article imply or make the reader think about?

2. Now look through the article and find any other comparisons that the article makes.

**TEACHERS' NOTES AND ANSWER KEY**

**Reading Activities**

**A: Scanning - Answers**

Agent for boat builder: Mario Mossi  
Builder: Freedom Ship Inc.  
Cost of project: $8.5 billion  
Measurements of boat: 4,320 feet (1,500 meters) by 750 feet wide (250 meters) and 340 feet deep (130 meters),  
Port where it will be built: Trujillo  
Country where it will be built: Honduras  
Number of passengers it could carry: 115 000  
Cost of Accommodation on boat: $138,000 to $44 million each,  
Number of workers required: 8,000-9,000

**B: Suggested Answers** (Corrections shown in **bold type**)

1. The floating city is seen as an ideal place for people to **live** **and** **work** **in** with theaters, parks and nightclubs.
2. If work starts in January 2000 the ship is expected to **take** **a** **bit** **longer** **than** 2 and a half years **to** **finish** **because** **of** **a** **shortage** **of** **labor** **in** **the** **Trujillo** **area.**
3. Australia was also considered as a potential base for the construction of the ship. **- Correct**
4. **While** Trade Minister Reginaldo Panting welcomes the idea Presidential chief of staff Gustavo Alfaro is **less** enthusiastic.
5. After completing this construction project Future Ship may build **two** **or** **three** **more** ships in Honduras.
6. An American ship design company will own a little over half the shares in the project. **- Correct**
7. **40%** of the properties had already been sold by **Septembe**r 1999.

**C: Reading Carefully - Answers**

1.

Living on the ship will be:

tax-free, safe and secure.

The ship will be like a friendly community with the facilities of a city (parks, theaters etc.). The inhabitants will have luxury homes with `perpetual sunshine' and changing views, plus 'a different view of the world each year' for those that buy time shares.

2.

Benefits for Honduras:

The Trade Minister thinks that the project would boost tourism. It will also provide continuing employment for workers.

**D: Vocabualry - Answers**

1. poverty-stricken nation (paragraph 1) - an extremely poor country
2. perpetual sunshine (paragraph 3) - continuous sunshine
3. prospective buyers (paragraph 8) - future or possible customers
4. dirt-cheap labor (paragraph 12) - the cost of employing workers is very cheap; wages are very low
5. potential demand (paragraph 15) - something is possibly wanted by a lot of people (they want to buy it)

**E: Language - Notes**

Wolfie helps Anna Grammar and has answered two letters asking about "further" which you may find helpful: "British vs American - "Further / Farther" - Wolfie answers a query from Japan" and "Further - More" Wolfie gives Ana from Argentina some help and examples".

**E: Language - Answers**

1.  farther or further; farther or further   
2.  further   
3.  farther or further   
4.  further   
5.  farther or further   
6.  further

**Post-Reading Activities**

**B: Role Play - Notes**

In preparation, **Student** **A** could spend a little time thinking about how they will try and 'sell' the idea of the ship to **Student** **B**. **Student** **B** could spend time thinking about who he/she is (a person with a family, a single person looking for excitement etc.) and what they are looking for.

**C: Making Comparisons - Notes**

After finding the answers, students could discuss what impact the comparisons might have on the reader.

**C: Making Comparisons - Suggested Answers**

1. The reader is led to think about the enormous cost of the ship and the wealth it demonstrates in relation to the size of the GDP of "poverty stricken" Honduras.

2. The ship is "around five times longer than the biggest cruise liner now afloat."

The condominiums ranging in price from "$138,000 to $44 million each", will be beyond the reach of most Hondurans, "whose minimum wage is just $70 a month."

"At $0.35 to $0.45 an hour, workers are about an eighth of the cost of those in Australia...."

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**Upper-Intermediate Instant Lesson™**

**A Brand New Fish!**

**Pre-Reading Activities**

**A: Brainstorming**

In the movie 'Finding Nemo', Nemo, an orange clown fish is caught and taken to Sydney where he ends up in an aquarium in a dentist's waiting room. In small groups discuss these questions:

1. What would be the advantages of having a fish like Nemo as a pet?  
2. What would be the problems or disadvantages of having a fish like Nemo as a pet?

**B: Vocabulary**

1. Check the meaning of any words you don't understand and then complete the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **Noun** | **Verb** | **Adjective** | **Adverb** |
| a.\_\_\_\_\_\_\_\_\_\_\_ | glow | b.\_\_\_\_\_\_\_\_\_\_\_ | c.\_\_\_\_\_\_\_\_\_\_\_ |
| gene | -------- | d.\_\_\_\_\_\_\_\_\_\_\_ | genetically |
| e.\_\_\_\_\_\_\_\_\_\_\_ | fluoresce | fluorescent | -------- |

2. Now complete the sentences below with a word from the table above. Make sure you use the correct form of the word.

*a. Scientists have* ***\_\_\_\_\_\_\_*** *engineered a potato that is resistant to insect pests.   
b. My* ***\_\_\_\_\_\_\_*** *lamp has a hard bright light.  
c. My son has a model skeleton that* ***\_\_\_\_\_\_\_*** *in the dark. It's very scary.*

**Reading Activities**

**A: Skimming**

Here is a sentence summarizing the main idea of today's article, but it has mistakes. Skim-read the article (do not read every word) and correct the mistakes in the sentence.

*Researchers have genetically engineered a large tropical fish that glows fluorescent green and will be the largest genetically-engineered pet in the world.*

|  |  |  |
| --- | --- | --- |
| **Glowing Fish to Be First Genetically-Changed Pet**   |  |  | | --- | --- | | WASHINGTON Fri Nov 21 (Reuters) - A little tropical fish that glows fluorescent red 1.\_\_\_\_\_\_\_\_\_ the first genetically-engineered pet, a Texas-based company said on Friday.  The zebra fish were originally developed to detect environmental toxins, but Alan Blake and colleagues at Yorktown Technologies, L.P. licensed them to sell as pets.  "These fish were bred to help fight environmental pollution," Blake said in a telephone interview. "They were bred to fluoresce in the presence of toxins."  Scientists have for decades used a gene called green fluorescent protein, taken from jellyfish, to help in research.  The fish, sold under the trademarked name GloFish, carry a similar gene taken from a sea coral that makes it glow all the time. | Blake said there is no evidence the fish 2.\_\_\_\_\_\_\_\_\_ any threat to the environment. Normal zebra fish are commonly used in aquariums and cannot survive in non-tropical waters.  "They are very bright under any type of light," Blake said. "Under ultraviolet light in a dark room they 3.\_\_\_\_\_\_\_\_\_ to be glowing in the dark." Blake, who before he set up the new business ran an Internet company, says he did not have a particular interest in fish before. "I had an aquarium when I was about 10," he said.  The fish, developed at the National University of Singapore by researcher Zhiyuan Gong, are also available as pets in Taiwan, the company said.  They 4.\_\_\_\_\_\_\_\_\_ for about $5 apiece at pet stores in January, 2004. |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Gap Fill**

When we want to talk about something in the future, we can use ***will* + infinitive (without *to*)**. Fill the gaps in today's article with the verbs below using***will + infinitive* (**without ***to*)**.

*sell, appear, be, pose*

**C: Complete the Information**

Use the article to complete the information in the table about the genetically-engineered fish.

|  |
| --- |
| Name of original fish (which was genetically modified): Color of genetically-engineered fish:  Trademark name:  Where the fish was developed:  Cost of genetically-engineered fish:  When available: |

**D: Matching**

Match the phrases from A, B and C below to make sentences about today's article.

|  |  |  |
| --- | --- | --- |
| **A***1. For years scientists - 2. Alan Blake - 3. Alan Blake said - 4. The genetically-engineered zebra fish - 5. The fish -* | **B***were originally developed the fish are very bright were bred to glow have used a gene taken from had an aquarium* | **C***in the presence of toxins.  jellyfish to help in research. when he was about 10.  under any type of light. to detect environmental toxins.* |

**E: True, False or Not Given**

Mark the following statements **T** if they are true, **F** if they are false and **NG** if the information is not given in the text.

1. Genetically-engineered zebra fish were developed by a company in Texas.   
2. Alan Blake is the manager of Yorktown Technologies, L.P.  
3  Fluorescent zebra fish have a gene taken from a jellyfish.   
4. Zebra fish can only live in tropical waters.   
5. The genetically-engineered fish will glow in any type of light.   
6. Alan Blake has always been interested in fish.

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

**A: Language**

**Part One**: Complete the following sentences with an appropriate preposition. Do not look back at the article until you have finished.

a. Yorktown Technologies, L.P. licensed the fish to sell \_\_\_\_\_\_ pets.   
b. Alan Blake answered questions \_\_\_\_\_\_ a telephone interview.   
c. Scientists have used a gene taken from jellyfish \_\_\_\_\_\_ decades.   
d. The fish will be sold \_\_\_\_\_\_ the trademarked name GloFish.   
e. The fish will not pose any threat \_\_\_\_\_\_ the environment.   
f. He said he did not have a particular interest \_\_\_\_\_\_ fish.   
g. The fish are available as pets \_\_\_\_\_\_ Taiwan.  
h. The fish will sell \_\_\_\_\_\_ about $5 apiece.

**Part Two**: Now complete the sentences below with an appropriate preposition. The sentences in Part One will help you.

a. Are you interested \_\_\_\_\_\_ reading about this genetically-modified fish?  
b. Each fish will sell \_\_\_\_\_\_ $5.  
c. Blake has been a businessman \_\_\_\_\_\_ a number of years.  
d. Yorktown Technologies, L.P. is based \_\_\_\_\_\_ Texas.   
e. Do you think this fish will be a risk \_\_\_\_\_\_ the environment?  
f. \_\_\_\_\_\_ a recent interview, a Yorktown Technologies, L.P. spokesman said the fish will be available as pets in Taiwan.  
g. I have developed a genetically-modified rose that glows in the dark and will market it \_\_\_\_\_\_ the name GloBriteRose.  
h. I plan to market my rose \_\_\_\_\_\_ the perfect gift for the person who has everything.

**B: Interview**

Work in pairs. One of you is Student A; the other is Student B. Role play the interview below. Think carefully about your roles before you begin.

**Interview 1**

**Student A**: You are a journalist who wants to write an article on the new GloFish. You work for an environmental issues magazine. Student B is Alan Blake, spokesperson for Yorktown Technologies, L.P. Ask him about the fish and discuss any concerns that your magazine has about the fish.

**Student B**: You are Alan Blake, spokesperson for Yorktown Technologies, L.P. Student A is a journalist for an environmental issues magazine. Answer Student A's questions.

**Interview 2**

**Student A:** You are Alan Blake, spokesperson for Yorktown Technologies, L.P. Student B is the host of a kids' television program. Answer Student B's questions.

**Student B:** You are the host of a kids' television program. Parents and children watch your show and you will be presenting an information segment on new products for children. Student A is Alan Blake, spokesperson for Yorktown Technologies, L.P. Ask him about the fish and its suitability as a pet for children.

**C: What Do You Think?**

Work in small groups. Look at some of the questions below and discuss them. In your groups take turns at expressing your opinion. (You may like to spend some time thinking about the questions individually before you begin.)

- Is the GloFish a real animal?  
- Should the GloFish be allowed to breed in the wild?  
- Should the GloFish be killed if found in the wild?  
- Who should make decisions about what kinds of genetic engineering experiments are allowed?  
- What benefits could genetic engineering bring for developing countries?  
- What benefits does genetic engineering have for farmers?  
- What risks could genetic engineering pose for farming?  
- What dangers or benefits could genetic engineering have for parents?  
- What dangers or benefits could genetic engineering have for our society?  
- If you could genetically modify a pet, what kind of pet would you design?

1339_1

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**B: Vocabulary - Answers**

1a. glow, b. glowing, c. glowingly, d. genetic, e. fluorescence.  
2a. genetically, b. fluorescent, c. glows.

**Reading Activities**

**A: Skimming - Answers**

Researchers have genetically engineered a ~~large~~ tropical fish **(a tiny tropical fish)** that glows fluorescent ~~green~~ **(fluorescent red)** and will be the ~~largest~~ genetically-engineered pet **(the first genetically-engineered pet)** in the world.

**B: Gap Fill - Answers**

1. will be, 2. will pose, 3. will appear, 4. will sell.

**C: Complete the Information - Answers**

Name of original fish (which was genetically modified): Zebra  
Color of genetically-engineered fish: fluorescent red   
Trademark name: GloFish   
Where developed: the National University of Singapore   
Cost: $5 (for one fish)  
When available: in January, 2004

**D: Matching - Answers**

1. For years scientists have used a gene taken from jellyfish to help in research.   
2. Alan Blake had an aquarium when he was about 10.   
3. Alan Blake said the fish are very bright under any type of light.   
4. The genetically-engineered zebra fish were originally developed to detect environmental toxins.   
5. The fish were bred to glow in the presence of toxins.

**E: True, False or Not Given - Answers**

1. F (The fish were developed at the National University of Singapore. The Texas-based company has a license to sell them as pets.)  
2. NG (The article says Blake set up the company, but does not give his position in it.)  
3. F (It is taken from a sea coral.)   
4. T  
5. F (Only under ultraviolet light in a dark room.)   
6. F (He did not have a particular interest in fish before.)

**Post-Reading Activities**

**A: Language - Answers**

**Part One:** a. as, b. in, c. for, d. under, e. to, f. in, g. in, h. for. **Part Two:** a. in, b. for, c. for, d. in, e. to, f. in, g. under, h. as.

**B: Interview - Notes**

Encourage students to think about their roles. They could pair with someone playing the same role before they begin. The environmental issues journalist is likely to be focusing on what effect the new fish could have on the environment, if it is released (deliberately or accidentally) and the future implications of this kind of genetically-engineered work.

The host of the children's television program may focus more on the cost, care and benefits of having a pet like the GloFish.

**C: What Do You Think - Notes**

Students could look on the Internet for information on the benefits and risks of genetic engineering. They do not have to discuss all the questions. You may like to finish with a class discussion or reporting-back session.

Other Instant Lessons on genetic engineering include: Transgenic Mosquitoes, Monkey Business, A New Fish and GM Fears Boost Organic Produce. Please Note:   
  
Your students can find out more about the GloFish by looking at: http://www.glofish.com

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**Upper-Intermediate Instant Lesson™**

**A Changing World**

**Pre-Reading Activities**

**A: What do you think?**

Answer these questions and then share your answers with a partner:

1. How many hours of work (paid or unpaid, including housework) do you think men in your country usually do?
2. How many hours of work (paid or unpaid, including housework) do you think women in your country usually do?
3. Which country from this list do you think has the highest number of women in management positions: Germany, the US, Japan or Norway?
4. Which country from this list do you think has the lowest number of women in management positions: Germany, the US, Japan or Norway?

**B: Vocabulary**

Check that you know the meanings of these words from today's article:

gender  
equality  
discrimination  
promotion  
legislative

**Reading Activities**

**A: Scanning**

Read the questions below and then find the answers in the article as quickly as you can. (Your teacher will set a time limit) :

1. How many hours of work (paid or unpaid, including housework) do Japanese men usually do?
2. How many hours of work (paid or unpaid, including housework) do Japanese women usually do?
3. Which country from this list has the highest number of women in management positions: Germany, the US, Japan or Norway?
4. Which country from this list has the lowest number of women in management positions: Germany, the US, Japan or Norway?

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| --- | --- | --- |
| **Study Finds Japan Women Work More, Advance Less**   |  |  | | --- | --- | | TOKYO Friday April 23 (Reuters) - Fewer than one in 10 working women in Japan become managers, indicating more needs to be done to help women in the workplace, a government report on gender equality said Friday.  A ``remarkably low'' 9.3 percent of Japan's 26.65 million working women hold managerial posts, compared with 44.3 percent in the United States, 30.6 percent in Norway and 26.6 percent in Germany, the report said.  The report comes on the heels of a revised law which bans sexual discrimination in employment and promotion and as the government plans to invest more than $1.6 billion to bolster programs to help working women.  Friday's report found the percentage of female managers is rising among younger generations, but the burdens of housework and child-rearing still hold women back.  ``When we combine paid work and unpaid housework, (Japanese) women consistently work longer hours...another sign that the women's burden is heavy,'' said Haniwa Natori, director of the Office for Gender Equality at the Prime Minister's Office.  She said many women quit before reaching managerial positions due to the added burden of housework and child-rearing.  ``What makes it worse is the long working hours of Japanese men. It's so long compared to other countries that it's pitiful to further ask them to do housework,'' Natori told Reuters in an interview.  The report found Japanese women aged 40 to 44 spend nine hours and 41 minutes per day in paid and unpaid work, while men average nine work hours, mostly in paid work. | Kaori Kitamura, 33, who works at a securities firm and is the mother of a three-year-old, said it's tough to be promoted in a Japanese company while raising a child.  ``Women have to take time off from work at least to give birth. You start to see the difference (in promotion) when people reach their 40s,'' she said.  Kitamura said her husband was more cooperative than many when it came to sharing housework, but added: ``He's so busy at work. He never comes home before midnight. He can't take care of our child.''  The Japanese government has adopted various legislative and other steps to try to improve the working environment for women.  The Labor Ministry, for example, has been sponsoring activities directed at business owners and employees to inform them of the revised employment law.  This month Japanese lawmakers plan to earmark 200 billion yen ($1.68 billion) to help local governments promote projects, such as increasing the number of daycare centers.  The Health Ministry has also created a television commercial and a poster using the husband of pop singer Namie Amuro holding their baby son to get the message across.  The slogan reads, ``A man who does not rear his child can't be called a father.''  ``We think fathers must also actively participate in child-rearing to reduce the burden on women,'' said the ministry's Masaki Matsuoka, who organized the campaign.  ``We wanted to convince men that raising children is cool and tell women that the world is changing.'' ($1-119 yen) |   Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**B: Note-taking**

Read the article carefully and take brief notes on these topics:

* Conditions for Japanese women compared to women in other countries
* Government plans to help working women
* Difficulties for working women
* Problems for parents in sharing housework

**C: Weighing Evidence**

Use the notes you made in **Activity** **B** to evaluate these points. Read each point and choose one of these answers:

* **Agree** (because evidence from the article supports the point)
* **Disagree** (because evidence from the article disagrees with the point)
* **Unsure** (because some evidence from the article seems to support the point but the evidence seems insufficient)
* **No evidence** (because the point is not mentioned in the article)

**Statements**

1. American men are more helpful and supportive than men in Japan.
2. Conditions for working women in Japan are improving quickly.
3. Japanese men work longer hours than men in other countries.
4. Discrimination in the workplace has been a problem in Japan but in future it should not occur.
5. The Japanese government wants to help working women.
6. Most Japanese male employees earn more money than their female colleagues.
7. In future Japanese men may be able to spend more time with their children.
8. Some men may be reluctant to spend time with their children.
9. Many women are unable to be managers because of their roles as wives and mothers.
10. Daycare centers are becoming popular in Japan.

**D: Vocabulary**

Use the context of the article to choose the correct meaning for these words from the list of three below:

a **revised** law:

a new law  
a changed law  
a planned law

to **bolster** something:

to support something  
to start something  
to defend something

a **burden**:

a job  
a responsibility  
a problem

to **earmark** something:

to spend money on something  
to save something for a special purpose  
to raise money for something

**E: Language**

Relative pronouns (e.g. **who, where, which,** and **that**) are often used to link clauses together.    
Join the following sentences with relative pronouns to make **one** sentence.  You may sometimes need to change the sentences slightly.

**Example:**  The Japanese government report comes just after a revised law.  The law bans sexual discrimination in employment and promotion.   
**Answer:**  The Japanese government report, which comes just after a revised law, bans sexual discrimination in employment and promotion.

1.  Women account for only 9.3 percent of the managerial posts in Japan.  Women work very hard.

2.  In Japan, the average man works nine hours work per day. Many men work six days a week.

3.  Kaori Kitamura is 33 years old. She works at a securities firm. Kaori Kitamura said it's tough to be promoted in a Japanese company while raising a child.

4.  Many women feel it is unfair to ask Japanese men to also do housework. Japanese men work very long hours.

5.   Masaki Matsuoka organized the government campaign.  The campaign tells men that raising children is cool. Masaki Matsuoka encourages fathers to participate actively in child-rearing.

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

**A: Short Discussion**

"A man who does not rear his child can't be called a father."

Do you agree or disagree with this slogan? Why or why not?

**B: Write a slogan**

Suggest other slogans that a Government or company could use in an advertising campaign to encourage:

* women to become managers
* men to spend more time with their families
* gender equality in the workplace
* workers to produce high-quality work

**C: Hold a Meeting**

You work in a company. Meet with other employees to discuss how to encourage an increase in the number of women in management positions in your company.

Before you begin the meeting, decide these things:

1. how big your company is
2. how many male and female employees the company has
3. what your job title is

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

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

Decide whether you want this activity to take a few minutes or develop into a group discussion. Make sure students understand what is meant by paid or unpaid work before they begin. Encourage them to make guesses about questions one and two and then compare opinions in small groups or as a whole class.

**Reading Activities**

**(All of these reading activities should be done without a dictionary.)**

**A: Scanning - Notes**

A time limit of up to 30 seconds would be appropriate for most classes.

**A: Scanning - Answers**

1. 9 hours per day
2. 9 hours and 41 minutes per day
3. the US
4. Japan

**B: Note-taking**

Students take notes on the four topics. (Explain that this activity is to help them develop a complete understanding of the article and that they will be using their notes to answer some questions in **Activity** **C**.)

**C: Weighing Evidence - Notes**

This activity should cause discussion and students may have different answers as the activity has been designed to cause some disagreement. They should, however, be able to say why they chose a particular answer and quote the evidence in support of it.

Students can complete this activity in pairs or first work alone and then compare answers in small groups. They should use their notes to answer the questions but may refer back to the article if necessary. (An alternative way is to divide students into small groups and ask each group to reach a consensus on the statements. Different students could report back to the class on different questions.)

(If you wish, you could read out the suggested answers to the class below or photocopy them for students at the end of **Activity** **C**.)

**C: Weighing Evidence - Suggested Answers**

1. **No evidence.** (Some students may, however, point out the comparison that Japanese men do not help women with housework and women bear burdens of work and home and, therefore, the opposite could be true: there are more American women managers perhaps because their partners support them.)
2. **Disagree:** The title of the article, the actions of the government and the government report on gender equality show that there are still problems for women workers.
3. **Agree:** Haniwa Natori says that Japanese men work longer than men in other countries and Kitamura says her husband doesn't arrive home before midnight. (**Unsure :** The only evidence provided by the article is Natori's statement which compares Japanese men to men in other countries but no statistics are given so students may say there is insufficient evidence.)
4. **Unsure:** As the government has introduced a revised law banning sexual discrimination there is some evidence for the first part of this statement. There is no strong evidence, however, to support the second part although it is true that the government is doing a number of things to support working women. The article makes no comment on the likelihood of the success or failure of these policy decisions.
5. **Agree:** The government is taking a number of steps to support women.
6. **Unsure:** There is some evidence which supports this statement: the difference in promotion and the shortage of women managers but no information about wages for male and female employees is given.
7. **Agree:** From the government campaign it seems likely that Japanese men will be encouraged by society to devote more time to their children.
8. **Unsure:** Matsuoka says that the Health Ministry advertisement aims to convince men "that raising children is cool." This suggests a reluctance on the part of some men but there is no other evidence in the article.
9. **Agree:** Natori says women quit before reaching management positions because of the pressures of housework and child rearing. Kitamura also speaks about the difficulties of having children and being promoted.
10. **No evidence:** The government is planning to increase the number of daycare centers but no information about them being popular is given in the article.

**D: Vocabulary - Answers**

a **revised** law: a changed law  
to **bolster** something: to support something  
a **burden**: a responsibility  
to **earmark** something: to save something for a special purpose

**E: Language - Notes**

All of the sentences in the answers will have non-defining or 'extra information' clauses so you may wish to review non-defining clauses with your students.  Remind them that they will need to use commas.

**E: Language - Suggested Answers**

1.  Women, who work very hard, account for only 9.3 percent of the managerial posts in Japan.

2.  In Japan, where the average man works nine hours work per day, many men work six days a week.

3.  Kaori Kitamura, who is 33 years old and works at a securities firm, said it's tough to be promoted in a Japanese company while raising a child.

4.  Many women feel it is unfair to ask Japanese men, who work very long hours, to also do housework.

5.  Masaki Matsuoka, who organized the government campaign which tells men that raising children is cool, encourages fathers to participate actively in child-rearing.

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**Upper-Intermediate Instant Lesson™**

**A Child's View**

**Pre-Reading Activities**

**A: Discussion**

1. Fill in the stars below with the names of some famous movie stars.



1. Work in pairs. Discuss the following questions.

a. Show your partner the names of the stars you wrote down in the star shapes above. What famous movie star would you choose to be?  Why?

b. If you were a famous movie star, which well-known charities or helping organizations would you support?  Why?

**Reading Activities**

Your teacher will divide you into two groups, Group A and Group B, and give you either Article 1 or Article 2. Use only the worksheet for your group.

**Worksheet for Group A**

**A: True or False**

Read these statements and then scan the article quickly to see if they are **true** or **false**.

1. When Curtis gives up being an actor, she wants to spend more time working for organizations that support children.
2. Curtis thinks that most actors get better as they get older.
3. Curtis believes that actors should use their fame to influence the lives of other people for good.
4. Curtis also works as an FBI agent to help locate missing children.
5. Curtis believes that having a child changes your view of the world.

**Article 1**

|  |  |  |
| --- | --- | --- |
| **Jamie Lee Curtis Serious About Life After Hollywood** By Jill Serjeant   |  |  | | --- | --- | | LOS ANGELES Tuesday June 19 (Reuters) - Movie star, Jamie Lee Curtis believes children will be a focus in her life when she quits acting. everyone should see the world from a small child's point of view.  **Part One** Jamie Lee Curtis kicked off her shoes, flung her fabulous legs over a chair and urged everyone to get down on the floor.  The 42-year-old star of movies such as ``Halloween'', ``A Fish Called Wanda'' and ``True Lies'' wants people to see the world from a small child's point of view. Children have changed her world and will provide the focus of life when she quits the movie business -- before, she says, she gets to be a joke.  **Part Two** ``I think there is a sell-by date with actors unless your talent is so **profound** that watching it season with age is a thrill. I think you have to learn how to get out before you become laughable, before you become a **parody** of yourself,'' the relaxed, barefoot star told Reuters in an interview.  ``You should be able to walk away and try and find another **avenue**, use your celebrity for something good. If I spend the next 25 years of my life working on behalf of children's causes rather than worrying about whether I fit into clothes that are inappropriate, then I did the right thing.''  **Part Three** Quitting Hollywood is not in the cards just yet for Curtis, who has signed up for an eighth installment of ``Halloween,'' but the actress known as ``The Body'' likes to joke that her audience has changed from **drooling** teenage boys in the 1980s to drooling 4-year-olds who lap up her four best-selling children's books. | She is dead serious in her commitment to children -- and not just her own two adopted kids, Annie, 14, and Tom, 5.  Already a children's author, the official spokesperson for the Children Affected with Aids Foundation and a fund-raiser for children's hospitals in Pittsburgh and Los Angeles, Curtis is also **spearheading** a U.S. program aimed at keeping kids safe and locating missing children.  **Part Four** ``When you have small children, your world changes forever. All of a sudden you are lying on the floor with them and you look at the world from a different point of view. You see how frightening the world is,'' Curtis said.  ``I recommend it to all people: Get down on the floor and look at the world from where the child looks at it.''  **Part Five** The ``Commitment to Kids'' program, a partnership of U.S. Ford auto dealers and the National Center for Missing and Exploited Children, encourages parents to have their kids photographed and fingerprinted as part of a safety ID kit.  According to FBI statistics, more than 2,100 children are reported missing every day in the United States.  ``If we keep safe or locate even one missing child, then this program will prove to be a success,'' said Curtis, who described her role as spokeswoman as a perfect match ``to what I was trying to do with this **bizarre** thing of being a celebrity.'' |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Vocabulary**

Match these words from the article to their meanings, as used in the article.  The words are in **bold** in the article.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| profound | leading, directing, initiating |
| parody | way to do something |
| avenue | significant, great, important, unusual |
| drooling | a humorous copy |
| spearheading | unusual, strange, odd |
| bizarre | looking at someone or something with uncontrolled pleasure |

**C: Making Notes**

1. Read your article again carefully. Write one or two sentences for each part of the article (i.e. Parts 1, 2, 3, 4, 5), which summarize the main idea of that part.

**Example:** *Part 4: She wants people to get down on the floor and see the world from a small child's point of view.*

1. Now work with a partner from Group A. Use your notes to help you tell your partner the main ideas in your article. **Do NOT** just read your notes.

Your partner will also tell you about their article. Listen carefully and try to think of two or three questions you can ask to get more information from your partner.

1. Now read your partner's article.

**End of Worksheet for Student A**

**Worksheet for Group B**

**A: True or False**

Read the statements and then scan the article quickly to see if they are **true** or **false**.

1. Curtis became a movie star as a child.
2. In her teen years she lived a wild lifestyle.
3. Curtis is also a well-known children's' writer.
4. Curtis thinks she is more irritating than amusing.
5. Curtis does advertisements on television for a mobile phone company.

**Article 2**

|  |  |  |
| --- | --- | --- |
| **Realist Not Romantic**   |  |  | | --- | --- | | **Part One** LOS ANGELES Tuesday June 19 (Reuters) - Jamie Lee Curtis is the daughter of Hollywood stars Janet Leigh and Tony Curtis but says she does not ``buy into that child of Hollywood royalty stuff.'' Her parents were divorced when she was only 4 and she got her first **big break** at 18 as the terrified baby-sitter in ``Halloween'' in 1978.  **Part Two** She showed her comedic talents in ``Trading Places'' in 1983, as the scheming small-time **crook** in ``A Fish Called Wanda'' (1988) and won a Golden Globe for the action film ``True Lies''.  Early fame led to a **roller coaster life** of parties, drugs, drink and boyfriends in her 20s before she settled down to marriage with actor/director Christopher Guest, creator of ''Spinal Tap'' and ``Best in Show''.  **Part Three** Curtis says the joys of being a mother and her unexpected success as the author of picture books such as ``Where Do Balloons Go?'' and ``Today I Feel Silly'' **eclipse** the **fleeting** pleasures of fame.  She is also the spokesperson for VoiceStream, her face featured in almost daily ads in U.S. newspapers in markets where the up-and-coming mobile phone company operates. | **Part Four** ``I've received my fair share of attention, financial gain, fame and the things that everybody thinks are really cool. None of it was particularly satisfying,'' she said. ``But book writing is the first time that my internal voice has been brought out in a creative way. Instead of being the interpreter of other people, where all I do is read a script, I get to be responsible for my own ideas. It is incredibly liberating and gratifying.''  **Part Five** Despite her success in comedy, Curtis describes herself as serious rather than funny, realistic rather than romantic.  ``I'm a realist. I don't think I'm a particularly funny person. I'm a **smart aleck**. I'm like a comic gnat or mosquito. I'm one of those things that you want to hit and make go away,'' she said. ``And I can't tell a joke to save my life.'' |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Vocabulary**

Match these words from the article to their meanings, as used in the article.  The words are in **bold** in the article.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| big break | fast paced, up and down |
| crook | lessen the influence of something |
| roller coaster life | cheeky, precocious person |
| fleeting | wonderful opportunity |
| eclipse | criminal |
| smart aleck | last for a short time |

**C: Making Notes**

1. Read your article again carefully. Write one or two sentences for each part of the article (i.e. Parts 1, 2, 3, 4, 5), which summarize the main idea of that part.

***Example:*** *Part 5 - Although she has been a successful actor in comedies, she sees herself as a serious and realistic person rather than a funny person.*

2. Now work with a partner from Group A. Use your notes to help you tell your partner the main ideas in your article. Do NOT just read your notes.

Your partner will also tell you about their article. Listen carefully and try to think of two or three questions you can ask to get more information from your partner.

3. Now read your partners' article.

**End of Worksheet for Student B**

**D: Language - Understanding and Arranging Key Ideas in Sentences**

Look at this sentence from the article.

"Children have changed her world."

This sentence contains the following ideas:

* There are some people.
* The people are children.
* The children have done something (1).
* 'Something' (1) is 'change'.
* The change happened to something (2).
* 'Something' (2) is the 'world'.
* The world belongs to someone.
* 'Someone' is 'her'.

Can you see how all of these ideas have been linked together to form one sentence?

1. With a partner, work together on the ideas below. Try to put them together into one sentence. DO NOT look at today's article.

* The subject is myself.
* The subject is unable to do something (1).
* 'Something (1) ' is 'tell' something (2).
* 'Something (2)' is a joke.
* The purpose of telling is to do something (3)
* 'Something (3)' is 'save'.
* There is an object to be saved.
* The object is 'life'.
* The object belongs to someone.
* The someone is 'me'.

When you have finished, try to find the sentence in the Group B article which matches your sentence.

2. With your partner, try to list all the main ideas contained in the following sentence.  Use the previous examples to help you.

"She showed her comedic talents in "Trading Places''.

**E: Personal Response**

Work in pairs. Read again some of the things that Jamie Lee Curtis said in today's article. Which of these responses do you feel when you read each statement.

Choose **one** of the following responses for each of the statements 1 - 5 below, and complete each response with your own ideas. (You may say or write your answers.)

*I agree with her. I understand what she is saying. I think she is right because...*

*I haven't thought about this before. I'm not sure whether...*

*I disagree with her. I don't think that's right because...*

1. "I think there is a sell-by date with actors unless your talent is so profound that watching it season with age is a thrill. I think you have to learn how to get out before you become laughable..."
2. 'You should be able to walk away and try and find another avenue, use your celebrity for something good.'
3. "When you have small children, your world changes forever. All of a sudden you are lying on the floor with them and you look at the world from a different point of view. You see how frightening the world is,'' Curtis said. ``I recommend it to all people: Get down on the floor and look at the world from where the child looks at it.''
4. '...the joys of being a mother and her unexpected success as the author of picture books such as ``Where Do Balloons Go?'' and ``Today I Feel Silly'' eclipse the fleeting pleasures of fame.'
5. ``I've received my fair share of attention, financial gain, fame and the things that everybody thinks are really cool. None of it was particularly satisfying,'' she said.

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

**A: Dictation**

Your teacher will dictate an excerpt from Article 2 to you. Some of the words are missing. When the dictation is finished, try to guess what the missing words are and include them.

DO NOT look at the article until you have finished the whole activity and you are ready to check your answers. (Check Article B. Part Four.)

**B: Interview**

Interview three people outside your class. Ask them the following questions.

* In your opinion, what is the most worthwhile thing someone can do for another person? Why?
* What well known helping organizations can you name?
* If you had a serious problem in your life, would you go to a helping organization for assistance? Why / why not?
* If your interviewee says 'No', ask ... Who, if anyone, would you go to for help?

When you have finished your interviews, write a short report summarizing the information you found out. Give this to your teacher to be corrected, then use the information in your report to help you explain your findings to your classmates. DO NOT just read your report and DO NOT identify the people you interviewed.

**C: Research**

Work in groups of three. Choose a well known helping organization in your country. Find out as much information as you can about...

* its history: who started it, when, where and why it was started.
* its aims and present day activities.
* how it is funded, by whom it is funded, and how it is supported.

Make a large wall poster that contains all the key information you found. Use your poster to share your findings with the rest of your class. Don't forget to explain why you chose the organization that you did.

**TEACHERS' NOTES AND ANSWER KEY**

**Additional Activity Idea for Pre-Reading**

**Please Note:** This lesson would begin well with an activity from the Weekly Warmers section of the English-to-go-site. If you have access to the warmers, find the warmer entitled the '**Famous Persons Game**'.

You will have to do a small amount of preparation as the warmer requires you to write the names of famous people on cards.

**A: Discussion - Notes**

Give your students some examples of some well known organizations and causes, but not too many, you don't want to 'steal their thunder' (e.g. The Red Cross, Greenpeace, UNICEF, World Vision).

**Reading Activities**

**A: True or False -  Answers**

**Group A**

1. T
2. F
3. T
4. F (Curtis does work for an organization which helps to find missing children, but she is not an FBI agent.)
5. T

**Group B**

1. F
2. F (She was in her twenties when she behaved like this)
3. T
4. T
5. F (The advertisements appear in newspapers, not on television.)

**B: Vocabulary - Answers**

**Group A**

profound - significant, great, important, unusual  
parody -  a humorous copy  
avenue - way to do something  
drooling - looking at someone or something with uncontrolled pleasure  
spearheading - leading, directing, initiating  
bizarre - unusual, strange, odd

**Group B**

big break - wonderful opportunity  
crook - criminal  
roller coaster life - fast paced, up and down  
eclipse - lessen the influence of something  
fleeting - last for a short time  
smart aleck - cheeky, precocious person

**C: Note taking - Notes**

Students work in their separate groups (A and B) for the note taking activity. They could then compare their sentences with someone from the same group.

After this, they pair with someone from the other group (i.e. one A meets with one B) and tell their partner about the article using their sentence summaries. Make sure at this stage that they do not just read their sentences. Students should also put the article away. Their partners should listen and think of questions to ask.

If you wish to test their understanding of what their partners have said and give them a purpose for listening, you could then ask them to answer the Reading Activity A True / False questions (i.e. a Group A student now answers the Worksheet for Group B true/false questions.) However, there is no need to do this as most students will be interested to know what the other part of the article contains and will therefore listen attentively to their partners.

Finally, students read their partner's copy of Part 1 or 2 of the article. (You could give them a clean copy if you suspect that students will have written all over their copy and it will be hard for their partner to read or if students would like a copy of the whole article to take home.)

**C: Note taking - Sample Answers**

**Group A**

**Part 1:** Movie star, Jamie Lee Curtis believes that children will be a focus for her when she retires from acting. She also believes that having children changes your world view.

**Part 2:** She thinks that most actors need to quit acting before they get too old and then use their fame for a worthwhile purpose. She wants to work for children's causes.

**Part 3:** She says that her biggest fans are now young children. As well as being a mother and an author, she works for various children's charities.

**Part 4:** She wants people to get down on the floor and see the world from a small child's point of view.

**Part 5:** She is currently working on a program aimed at keeping children safe, called The ``Commitment to Kids'', which encourages parents to have their children photographed and fingerprinted as a part of an ID kit.

**Group B**

**Part 1:** Jamie Lee says that although her parents were movie stars, it did not mean that she automatically became successful as an actor.

**Part 2:** In her twenties, after being successful in different movies, she partied, and was involved with alcohol and drugs before getting married.

**Part 3:** The short happiness of being famous as an actor isn't nearly as pleasurable to her as being a mother and a writer of children's books.

**Part 4:** She has got most of the things that people would like (fame, money etc), but these things didn't make her feel satisfied. Book writing gave her a chance to express her own ideas.

**Part 5:** Although she has been a successful actor in comedies, she sees herself as a serious and realistic person, rather than a funny person.

**D: Language - Understanding and Arranging Key Ideas in Sentences - Notes**

The purpose of this activity is to raise students' awareness of ...

1. the way English sentences are constructed, i.e. grammar and word order.
2. the efficient way in which English can condense several ideas or propositions together in a precise, unified whole.
3. the way that the intended meaning of a sentence can alter if these ideas are arranged incorrectly.

This activity is a useful way to teach the finer points of grammar inductively, as well as uncover the reasons why individual students have particular problems.

If students make mistakes as they do this activity, that's OK. Accept their answers and get them to explain why they have made the choices they have. You will gain some valuable insights into their thinking processes. After you have done this, you will be ready to give a brief explanation of the reasons why the answers are as they are, if in fact you need to do this at all.

If you follow these steps, your students should begin to understand for themselves, more of the logic and features of English sentence construction, without the need for a lengthy, formal explanations of 'the rules'

**D: Language - Understanding and Arranging Key Ideas in Sentences - Answers**

1. I can't tell a joke to save my life.
2. The sentence "She showed her comedic talents in ``Trading Places,'' contains the following ideas.

* There is a person.
* The person is 'she.'
* 'She' did something.
* 'Something' is 'show'.
* 'Show' is in the past.
* 'Show' has an object.
* The object is 'talent'.
* 'Talent' is plural.
* 'Talent' is qualified by an adjective.
* The adjective is 'comedic'.
* 'Talent' belongs to someone.
* 'Someone' is her.
* The showing happened somewhere.
* 'Somewhere' is in something.
* 'Something' is 'Trading Places', (a film).

**E: Personal Response - Notes**

Students choose one of the responses for each of the five statements (e.g. I agree with her etc) and then complete that response with the reasons of why they agree/disagree. Both students in the pair take turns to do this for all the statements. If you prefer, they can write their answers down. If you wish to shorten the activity, ask students to choose one statement that interests them and discuss this with their partner.

**Post-Reading Activities**

**A: Dictation - Notes**

Read the following text aloud to your students. Say ''**Blank**,'' where there is a space in the text.

**A: Dictation - Text to be Read Aloud to Students**

``I've received my fair \_\_\_\_\_1\_\_\_\_\_ of attention, financial gain, fame and the things that everybody thinks are \_\_\_\_\_2\_\_\_\_\_ cool.

None of it was \_\_\_\_\_3\_\_\_\_\_ satisfying,'' she said. ``But book writing is the first time that my internal\_\_\_\_\_4\_\_\_\_\_ has been brought out in a creative way.

Instead of being the interpreter of other people, where all I do is read a \_\_\_\_\_5\_\_\_\_\_, I get to be responsible for my own ideas. It is incredibly liberating and gratifying.''

**A: Dictation - Answers**

1. share
2. really
3. particularly
4. voice
5. script

**B: Interview - Notes**

Spend some preparatory time discussing interviewing etiquette. Make sure students explain to their interviewees who they are, what they are doing and why, how the information will be used, and the fact that the information will remain confidential.

Students should carry some form of ID with them whenever they interview people, and should approach interviewees with courtesy, ensuring that people have free time and are willing to talk before the interviews begin, and thanking them for their participation at the close of the interview.

**C: Research - Notes**

You may need to suggest some suitable organizations for your students to study. Make sure that each group has chosen a different organization, so feedback is not duplicated. Alternatively, some of your students might like to spend some time helping as a volunteer with an appropriate helping organization and report back about their experiences to the class. Note the information about etiquette in **B: Interviews** above, when approaching organizations for information or when offering to be a volunteer.

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**Intermediate - Upper-Intermediate Instant Lesson™**

**A Lost Pet**

**Pre-Reading Activities**

**A: What would you do?**

Think about these questions:

1. Your dog is missing. You want to find it. What steps would you take to try and find it?

2. Your neighbor calls out that he's just heard that a cow (that was being transported) has got loose and is running down a neighboring street. Would you go and help try to catch it?

3. You hear on the news that a lion has escaped from the local zoo. (You live 2 streets away from the zoo.) Would you go and help police and zoo staff look for it? If your answer was yes, what would you wear? What equipment would you take?

4. If the lion is still loose and the radio says it is in your neighborhood, would you change your daily routine in any way until it was caught? If your answer is yes, how would you change it?

Now tell someone else your answers.

**Reading Activities**

**A: Comprehension**

Read these questions and then look for the answers in **Article** **1**:

1. Where was the snake normally kept?
2. How did the police warn the public?
3. When was the snake last seen?
4. Where did one expert think the snake was likely to be?
5. Who were helping the police look for the snake?

**Article 1**

|  |  |  |
| --- | --- | --- |
| **Police Comb Neighborhood for Deadly Viper**   |  |  | | --- | --- | | TORONTO Tuesday May 2 (Reuters) - Residents of Toronto's west end were warned to tread carefully on Monday as police and zoo officials scrambled to track down a deadly viper.  The saw-scaled viper -- whose venom can kill a human -- was found missing from its cage in its owner's apartment on Monday morning, sending police into a frenzy as they canvassed the neighborhood for the deadly reptile.  The owner said it had been three days since the pet was last seen.  ``If you get a bite on your leg in the middle of the night, call 911,''advised acting sergeant Richard Cashmore of the Toronto police.  After evacuating the immediate neighborhood, about 25 police officers alerted other area residents to the escape of the 45-centimeter (18-inch) snake, which may have slithered out of its owner's apartment. Radio messages and press releases were also sent out by the police.  At least one Toronto hospital has viper venom antidote on hand in case someone is bitten, police said. | John Stoner, animal manager at the Metropolitan Toronto Zoo, said his staff had been recruited to assist in searching for the dangerous and aggressive snake.  ``They've got attitude,'' he said of the viper, which produces a``sizzling'' warning sound by rubbing its scales together before it strikes.  Despite its fierce nature, Stoner said the viper -- which typically features red or brown splotches -- is more likely to hide in a warm corner then venture outdoors in the cool spring air.  And if it decided to hide, it could be even harder to find in the closed quarters of an apartment, Stoner said.  ``It would be like looking for a needle in a haystack.''  Under a Toronto by-law, it is illegal to keep a saw-scaled viper, police said. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Fill the Gaps**

Here is a radio news item about the missing snake. Use **Article** **1** to fill the gaps in the sentences with the correct word or phrase.

Residents in the **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** end area of the city have been warned by police to watch out for a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** that has gone missing from an **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**. The snake, a **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** viper, is deadly and should not be approached. It is about **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in length and has **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** or brown marks. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and zoo staff are searching the area for the viper and any sightings should be reported to the police immediately. Anyone who is bitten should phone **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to get urgent **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** attention. A **\_\_\_\_\_\_\_\_\_\_\_\_\_\_** is available.

**C: True or False?**

Decide whether these statements are true or false according to **Article** **1**.

1. A viper is normally quite aggressive and ill-tempered.
2. A viper is dangerous because it is a fast and silent killer.
3. People in neighboring apartments were allowed to go about their normal business.
4. The owner was breaking the law by keeping this snake as a pet.
5. Police were only moderately worried about the disappearance of the snake.

**D: Reading for Specific Information**

Look for these numbers in **Article** **2**. Write sentences to show why they are important:

**1; 19; 20; 250; 10,000**

**Article 2**

|  |  |  |
| --- | --- | --- |
| **Deadly Viper Finds There's No Place Like Home**   |  |  | | --- | --- | | TORONTO Wednesday May 3 (Reuters) - Residents in a west-end Toronto neighborhood were breathing easier on Tuesday after police and Toronto Zoo staff tracked down an escaped deadly viper that turned out to be a homebody.  The saw-scaled viper -- whose venom can kill a human -- was reported missing from a tank in its owner's apartment on Monday morning. Police evacuated the apartment building and issued warnings to neighboring businesses and residents.  But despite the viper's reputation for being aggressive, the 45-centimeter (18-inch) snake stayed put, finding a warm corner in the apartment more inviting than the cool spring air outside. | It was tracked down late on Monday afternoon, just one meter (3 feet) from its tank, nestled under a radiator.  A 19-year-old man -- who owns 20 venomous snakes -- will be charged under a city by-law that prohibits the ownership of exotic pets. The fine is around $250 per animal, police said.  ``You're not allowed to keep an animal like this in a regular residence,'' explained police Sergeant Niels Sondergaard. ``The antivenin was not (immediately) available so it posed an extreme risk to the public.''  Some antivenin, costing about C$10,000 ($6,730), was located in a New York hospital and flown to Toronto on Monday as a safety precaution. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**E: Check your understanding**

Read **Article** **2** carefully and complete these sentences with appropriate information:

1. Residents were feeling relieved because...
2. The owner will be fined because...
3. The snake probably stayed inside because...
4. The owner could be charged up to $5, 000 because...

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

**A: What would you do?**

Work in pairs. Imagine that you are one of the residents of Toronto's west end. Answer these questions:

1. You hear on the news that a deadly viper has escaped. Would you go and help police and zoo staff look for it?
2. If your answer is yes, what would you wear?
3. What equipment would you take?
4. Would you change your daily routine in any way until it was caught? How?

**B: News Bulletin**

Write a short item for the radio news announcing the recapture of the snake.

**C: Is it enough?**

Discuss these questions in small groups:

A lot of police resources and money were used in the hunt for the snake. Read the articles again and estimate what the hunt could have cost the taxpayers of Toronto.

Now find out what the possible punishment will be according to today's article.

Do you think this is fair? Do you think the owner should be punished in any other way? What would you do?

**D: Role play**

Work in pairs.

**Student A:** You are the owner of the snake in today's story. Your pet has now been found and the police want to talk to you. You may have to explain a few things! **Student** **B** is a police officer. Get ready for your interview with **Student** **B**.

**Student B:** You are a police officer. **Student** **A** is the owner of the snake in today's story. You need to interview **Student** **A** and find out why he was illegally keeping snakes in his apartment. You also need to make **Student** **A** aware that a lot of police resources and money have been used in the hunt for the snake and there is a fine for keeping exotic pets in an apartment. Interview **Student** **A**.

**E: Language**

Here are some instructions on what to do if someone is bitten by a snake. Put the words into each sentence into the correct order:

1. emergency/call/the/number
2. calm/casualty/keep/the
3. possible/put/if/them/their/back/on/
4. pulse/heartbeat/casualty/breathing/if/the/is/and/unconscious/check/their/
5. CPR\*/they/not/begin/if/are/breathing/
6. bite/remove/or/anything/the/near/restrictive/tight/

**\*(CPR = cardiopulmonary resuscitation)**

**TEACHERS' NOTES AND ANSWER KEY**

**Reading Activities**

**A: Comprehension - Answers**

1. In a cage in an apartment.
2. Evacuating the immediate neighborhood, radio messages, press releases and talking to residents in the neighborhood.
3. 3 days before.
4. In a warm corner of the apartment.
5. Staff from the Metropolitan Toronto Zoo.

**B: Fill the Gaps - Answers**

Residents in the **west** end area of the city have been warned by police to watch out for a **snake** that has gone missing from an **apartment**. The snake, a **saw-scaled** viper, is deadly and should not be approached. It is about **45** **cms** in length and has **red** or brown marks. **Police** and zoo staff are searching the area for the viper and any sightings should be reported to the police immediately. Anyone who is bitten should phone **911** to get urgent **medical** attention. A **venom** **antidote** is available.

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

1. True.
2. False (it makes a warning sound before it strikes).
3. False (they were evacuated).
4. True.
5. False (they were described as being in 'a frenzy' and 'scrambling to track down the viper').

**D: Reading for Specific Information - Answers**

1. The snake was found 1 meter from its tank.
2. The owner of the snake is 19 years old.
3. He has 20 venomous snakes.
4. He could be fined $250.00 per animal for illegally keeping exotic pets.
5. The antivenin cost $10,000.

**E: Check your understanding - Suggested Answers**

1. Residents were feeling relieved because **the** **snake** **had** **been** **found.**
2. The owner will be fined because **it's** **against** **the** **law** **in** **Toronto** **to** **keep** **exotic** **pets.**
3. The snake probably stayed inside because **it** **preferred** **the** **warmth** **of** **the** **apartment** **to** **the** **cool** **spring** **air** **outside.**
4. The owner could be charged up to $5, 000 because **he** **owns** **20** **snakes** **and** **the** **fine** **would** **be** **$250.00** **per** **snake.**

**Post-Reading Activities**

**C: Is it enough? - Notes**

This discussion is an effective lead-in to **Activity** **D**. It makes students think about the consequences of the snake owner's actions.

**C: Is it enough? - Suggested Answer**

**The** **cost** **of** **the** **hunt:**

* Wages and time of the police officers involved in the hunt (they are taken away from other duties to look for the snake).
* Wages and time of zoo staff involved in the hunt.
* Cost of purchasing the anti venom for the snakebite: C$10,000 ($6,730).
* Cost of transporting the anti venom.

**Other** **costs**

* Stress to neighbors who have to watch out for snake
* Being forced to change daily routine because snake has escaped

**D: Role play** **- Notes**

As with any role play, it is more effective if students only read the notes for their role play character. In this role play **Student** **A** will only be able to guess what **Student** **B** wants to say and must be listening carefully in order to respond to **Student** **B**'s questions.

**E: Language - Answers**

1. Call the emergency number.
2. Keep the casualty calm.
3. If possible, put them on their back.
4. If the casualty is unconscious, check their breathing, pulse and heartbeat.
5. If they are not breathing, begin CPR.
6. Remove anything tight or restrictive near the bite.

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**Upper-Intermediate Instant Lesson™**

**A New Fish**

**Pre-Reading Activities**

**A: How much do you know?**

Answer these questions with a partner:

1. What is a genetically modified food (GM food)?
2. What is your government's attitude to GM foods?
3. Are there any GM foods for sale in shops in your country?
4. Why are some people so excited by the development of GM foods?
5. Why are other people worried about GM foods?

**Reading Activities**

**A: Complete the Sentences**

Complete the sentences using information from **Part** **One** of today's article (you can use more than one word):

1. A **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** can grow ten times faster than a normal fish.
2. Raising a GM fish could halve the cost of farming **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.
3. GM foods are sometimes nicknamed **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.
4. Environmentalists do not want to see these fish being sold for consumption before **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** are done.
5. GM supporters say the technology could lower **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and the need for **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and provide food for developing **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.
6. Opponents are worried about the environmental **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

|  |  |  |
| --- | --- | --- |
| **Part One Environmentalists Alarmed Over Giant GM Fish** By Paul Majendie   |  |  | | --- | --- | | LONDON Tuesday April 11 (Reuters) - Environmentalists warned on Tuesday that genetically modified fish which can grow 10 times faster than normal could taint the gene pool and upset the delicate balance of nature.  The latest alarm bells about what critics call ''Frankenstein Foods'' were sounded after a U.S. firm -- AF Protein -- engineered GM fish which could cut the cost of raising salmon and trout by half. | Both British and U.S. environmentalists said more tests were needed before the fish are served up on dinner plates.  GM proponents say the technology could help feed the developing world, cut costs and reduce the need for pesticides. Detractors say the health risks of the fledgling technology are unclear and the environmental hazards potentially alarming.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Comprehension**

Answer these questions as you read **Part** **Two** of the article:

1. Why are British supermarkets reluctant to sell GM foods?
2. Why does AF Protein have no fears that escaping GM fish will breed with wild fish?
3. What may the US Government do soon?
4. How did environmentalists feel about the experiments done on salmon in Scotland in 1999?
5. What results did the Scottish experiments show?
6. What happened to the Scottish GM salmon?

|  |  |  |
| --- | --- | --- |
| **Part Two**   |  |  | | --- | --- | | (.../Continued) **Growth Hormone Genes**  British supermarkets are wary of stocking GM food due to deep-seated consumer fears about their safety and most leading chains have now pulled such produce from their shelves.  AF Protein is reported to have inserted growth hormone genes from one fish and genes from another fish, which can activate them, into Atlantic salmon.  It says the technology is precise enough to be sure that only genetically modified fish can produce the growth hormone. It also made sure that all its ``guinea pig'' fish are infertile.  But Andrew Kimbrell, from the Washington-based Center For Food Safety, said: ``It is not possible to ensure 100 percent of the fish are sterile.''  He told BBC Radio: ``Once you have an organism out there, you can't recall it. It reproduces, it disseminates, it mutates.  ``We have low probability, admittedly, but very high consequences if a few of those fish do escape and they do mate with native wild populations, no one, nothing, can stop that genetic pollution from destroying that species.''  British environmentalists were equally concerned, echoing the anger they vented last year when details were revealed about similar experiments being done in Scotland.  Christopher Poupard, director of the Salmon and Trout Association which lobbies on behalf of game anglers, said: ''Salmon are unique and highly complex. They migrate thousands of miles and still manage to return to their home river. This has evolved since the last ice age.'' | He said environmentalists share the same concern: ``Escaped GM fish might breed with wild fish and interrupt that process.''  AF Protein are said to be confident that U.S. authorities would clear the fish for human consumption within a year.  AF Protein President Elliot Entis said toxicological tests were unnecessary. ``There is no level at which you could examine our fish and find any difference between our fish and the non-GM fish,'' he told BBC Radio.  **"Franken-Fish''**  Environmental groups reacted angrily last year to news that Britain had allowed experiments in Scotland to create GM salmon.  Details of the so-called ``Franken-fish'' experiments emerged when Scottish Secretary John Reid told parliament that thousands of fish were given an extra gene to make them grow faster.  The experiment took place three years ago in a confined, land-based area to prevent the fish from escaping into the wild.  ``Approximately 50 of the fish grew at four times the normal rate with no sign of abnormalities. The project was terminated after approximately a year and all the fish were destroyed,'' Reid said. He denied that the tests were kept secret.        Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com | |

**C: Understanding Viewpoints**

Summarize the viewpoints of the supporters and opponents below by answering these questions:

Does this person or organization support the raising of GM salmon? If yes, what reasons do they give? If no, what reasons do they give?

1. **AF Protein:**
2. **Andrew Kimbrell, Center for Food Safety, Washington:**
3. **Christopher Poupard, director of the Salmon and Trout Association:**

**D: Language**

Look at the following quotation from today's article:

*"It is not possible to* ***ensure*** *100 percent of the fish are sterile."*

**Ensure** is a verb which means '*to make certain; to guarantee*'.  Ensure is often confused with two similar verbs: **assure** and **insure.**    
The general meaning of **assure** is '*to attempt to convince*' (e.g. I can assure you we will pay for the damages to your car).    
The general meaning of **insure** is '*to protect against harm*' (e.g. We have taken measures to insure you will be safe while you are visiting our country, Mr President).  A more specific meaning is '*to get financial protection in anticipation of various misfortunes that may possibly happen - loss of property through fire or theft, medical expenses, loss of earnings through sickness, etc*'.  (E.g.  I bought that life insurance policy to insure my family would be okay financially if I suddenly died.)

Read the following sentences and circle the most appropriate verb.

1.  AF Protein \_\_\_\_\_\_\_\_\_\_ (*assures / ensures / insure*s) everyone there is nothing to worry about; only genetically modified fish can produce the growth hormone.

2.  People opposed to genetically modified (GM) fish say there is no way to \_\_\_\_\_\_\_\_\_\_ (*assure / ensure / insure*) people's health will not be in danger if they eat the GM fish.

3.  "I can \_\_\_\_\_\_\_\_\_\_ (*assure / ensure / insure*) you, if those fish escape and mate with native wild fish, no one, nothing can stop that genetic pollution from destroying that species," said Andrew Kimbrell.

4.  The experiment with GM salmon in Scotland took place in a confined, land-based area to \_\_\_\_\_\_\_\_\_\_ (*assure / ensure / insure*) none of the fish would escape into the wild.

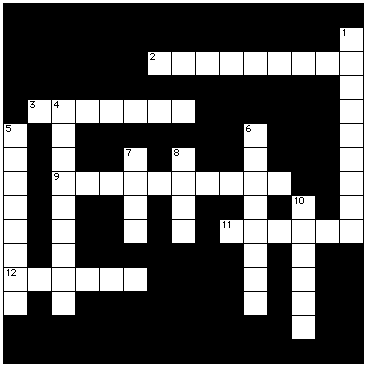
5.  To \_\_\_\_\_\_\_\_\_\_ (*assure / ensure / insure*) people's safety, many supermarkets in Britain have now pulled GM products from their shelves.

6.  After the experiment in Scotland, all of the salmon were destroyed to \_\_\_\_\_\_\_\_\_\_ (*assure / ensure / insure*) none of them escaped into the wild.

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

**A: Vocabulary**

Do the crossword. You can find all of these words in today's article.

**Clues**

**Across**

2: a chemical substance used to kill unwanted insects etc.  
3: to leave one place for part of the year and go and live in another, especially to breed or find food etc.  
9: a scientific test done to discover what happens to something in certain conditions  
11: to change or make something change in structure or form  
12: a large silver-colored fish with pink flesh

**Down**

1: to produce young  
4: unable to produce young  
5: an individual plant or animal  
6: someone who buys things or uses services  
7: part of a cell in a living thing which controls inherited characteristics  
8: plants or animals that grow or live in natural surroundings, not with people  
10: a danger or risk

**B: Make a choice**

Work in small groups. You are the government of a country that regularly faces serious shortages of food. Scientists have told you that if you start growing GM crops you will solve your food shortage problem. They have also warned that there may be potential health and environmental risks from consuming GM foods. Because the technology is very new they can't tell you what these risks are.

What will you do? Will you allow farmers to grow the new GM crops or look for other ways to solve your problem?

**C: Hold an Interview**

Work in pairs.

**Student A:** You are AF Protein President Elliot Entis. You have just announced that your company has produced a GM fish. You expect this fish to be available in US supermarkets soon. Student B is a journalist writing an article for an anglers' magazine. Prepare for your interview by reviewing what your company has done and then answer Student B's questions.

**Student B:** You are a journalist writing an article for an anglers' magazine. Anglers are worried about what the possible escape of GM fish into rivers and streams could do to natural fish populations. Student A is AF Protein President Elliot Entis. Prepare some questions and then interview him.

**D: Share your opinion**

Different attitudes to GM fish were expressed in the article. Which viewpoint do you feel more sympathy for? Give reasons for your answer.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: How much do you know? - Notes**

This gives you an opportunity to see how much knowledge students already have about this topic and for students to share information with each other.

**Reading Activities**

**A: Complete the Sentences - Suggested Answers**

1. A **genetically modified fish** can grow ten times faster than a normal fish.
2. Raising a GM fish could halve the cost of farming **salmon and trout**.
3. Gm foods are sometimes nicknamed **Frankenstein Foods**.
4. Environmentalists do not want to see these fish being sold for consumption before **more tests** are done.
5. GM supporters say the technology could lower **costs** and the need for **pesticides** and provide food for developing **countries**.
6. Opponents are worried about the environmental **dangers and potential health risks**.

**B: Comprehension - Answers**

1. Because consumers are worried about their safety.
2. Because their GM fish are infertile.
3. Clear the fish for human consumption.
4. They were concerned and angry.
5. Half of the fish grew four times faster than normal fish with no sign of any abnormalities.
6. They were destroyed.

**C: Understanding Viewpoints - Notes**

In order to encourage a personal response from students follow this Activity with **Post-Reading** **Activity** **C:** **Give** **your** **opinion**.

**C: Understanding Viewpoints - Answers**

1. AFProtein - supports the raising of GM salmon. The company says the technology is safe as only GM fish will have the growth hormone and these fish are infertile. As a food they will be exactly the same as natural salmon.
2. Andrew Kimbrell, Center for Food Safety, Washington - is nervous about GM salmon. He doesn't think it is possible to make sure that all GM salmon are infertile and there is a possibility that the fish will escape and mate with wild salmon. This would mean that the gene pool is then tainted.
3. Christopher Poupard, director of the Salmon and Trout Association - also opposes the raising of GM salmon. He is also worried that GM salmon might escape and breed, interrupting the natural migration process and destroying the unique genetic nature of wild salmon.

**D: Language - Answers**

1. assures 2. ensure 3. assure 4. ensure 5. insure 6. ensure

**Post-Reading** **Activities**

**A: Vocabulary - Answers**

Across: 2-pesticide, 3-migrate, 9-experiment, 11-mutate, 12- salmon.  
Down: 1-reproduce, 4-infertile, 5-organism, 6-consumer, 7-gene, 8-wild, 10-hazard.

(If your students have shown an interest in this topic, you may like to try other lessons on the same topic in the Instant Lessons library: "**Please** **Pass** **the** **GM** **Potatoes**" and extension lessons: **Eating** **out**: **GM** **Foods** and **GM** **fears** **boosts** **organic** **produce**.)

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**Upper-Intermediate Instant Lesson™**

**A Slab of Health**

**Pre-Reading Activities**

**A: Discussion**

Health is often linked with diet. What you eat can help keep you healthy. Write down six things that are healthy to eat (try and be specific: e.g. write "oranges", not "fruit"), then discuss your list with other students:

|  |  |  |
| --- | --- | --- |
| 1.\_\_\_\_\_\_\_\_\_: \_\_ + \_\_ = \_\_ | 2.\_\_\_\_\_\_\_\_\_: \_\_ + \_\_ = \_\_ | 3.\_\_\_\_\_\_\_\_\_: \_\_ + \_\_ = \_\_ |
| 4.\_\_\_\_\_\_\_\_\_: \_\_ + \_\_ = \_\_ | 5.\_\_\_\_\_\_\_\_\_: \_\_ + \_\_ = \_\_ | 6.\_\_\_\_\_\_\_\_\_: \_\_ + \_\_ = \_\_ |

Now look at your list, **and** the list below and give each item a mark out of 10 for how **healthy** it is, with **0** being completely **unhealthy**, and **10** being completely **healthy**. Compare your answers with other students. Say **why** you think each item is healthy or unhealthy.

7. cheese: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
8. chocolate: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
9. apples: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
10. beef: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
11. lettuce: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
12. coffee: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
13. tea: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
14. peanuts: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
15. rice: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
16. honey: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
17. sugar: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
18. ice-cream: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
19. potatoes: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
20. beans: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Now go back and give each item in the lists a mark out of 10 for how it **tastes**, with **0** being **terrible**, and **10** being **delicious**. Compare your answers with other students.

By adding the numbers together, you should be able to find out which foods best combine healthiness and tastiness!

**B: Health and Diet**

Look back at the lists **again** and decide which of the items would be good for your:

1. heart: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. lungs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. bones: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. muscles: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. brain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C: Vocabulary**

Match the words and the meanings.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| clogged | oxygen is combined with a substance |
| arteries | long life |
| oxidation | blocked with thick material |
| cardiovascular | matter found in the blood; too much can cause damage to the arteries |
| longevity | encouraged |
| spurred | tubes carrying blood from the heart to any part of the body |
| cholesterol | involving the heart and veins (veins are tubes carrying blood from parts of the body to the heart) |

**Reading Activities**

**A: Predicting from Headlines**

Read the headline of **Article** **1**:

**Eating Chocolate Is Good For Your Heart**

How might chocolate be good for your heart?

**B: Sequencing**

Here is a list of ideas from **Article** **1**. (There is one idea for each paragraph.) Read the article and number the ideas in the order in which they appear in the article.

* Oxidation could be a cause of blocked arteries.
* A report shows cocoa contains flavonoids that may assist in stopping plaque from forming on artery walls.
* Flavonoids in some chocolate have different antioxidant actions.
* Studies have shown that flavonoids, also contained in wine, may lead to less heart disease.
* Certain flavonoids were identified that are able to restrict the oxidation of bad cholesterol.
* The December study was encouraged by the idea that because societies through history have eaten candy, eating it must be beneficial.
* Researchers have found cocoa contains many chemicals which help with a variety of health problems.
* Eating chocolate may reduce heart disease.
* One study found candy could help you live longer.
* Dr Schmitz thinks the findings are very important.

**Article 1**

|  |  |  |
| --- | --- | --- |
| **Eating Chocolate Is Good For Your Heart**   |  |  | | --- | --- | | LOS ANGELES (Reuters) - Thursday March 25 There is more good news from the scientific community for chocolate lovers -- eating chocolate may reduce their chance of heart disease by helping arteries remain unclogged.  A study released Wednesday, sponsored by Mars Inc., the makers of M&M's and Snickers, and conducted by Mars and the University of California Davis, found that cocoa contains flavonoids that act as antioxidants and can help prevent plaque from sticking to artery walls.  ``What we found is that these individual flavonoids in some of our chocolate products actually have significantly different antioxidant activities,'' Mars researcher Dr. Harold Schmitz told Reuters.  ``This is very significant. About 100 years ago people found vitamins, 50 years later they found various vitamins all do different things,'' he said after the findings were presented at the American Chemical Society's national meeting in Anaheim, California.  The report went further than previous studies by identifying particular flavonoids found in chocolate that inhibit the oxidation of so-called bad cholesterol. | That oxidation is believed to be a key event leading to build-up of plaque in arteries, which can lead to their blockage and ultimately cardiovascular disease.  Researchers told a cocoa experts meeting in Spain last year that cocoa contained more than 600 chemicals that may help fight cancer and heart disease, and could also help protect the human immune system, fight rheumatism and combat stress.  Another report last December by the Harvard School of Public Health said eating candy could increase longevity.  The Harvard study was spurred by the belief that since candy has been part of the diet from the days of Ancient Egyptians, Arabs and Chinese, it presumably had some value. The study showed that eating candy appeared to add a year to life expectancy.  Flavonoids are also the chemical found in wine that studies have indicated are linked to a lower risk of heart disease and stroke. |   Article © 1999 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Thinking Carefully**

Answer these questions about **Article** **1**:

1. In **Paragraph** **3** Dr. Schmitz says "..individual flavonoids in some of **our** chocolate products actually have significantly different antioxidant activities." Why does he say 'our'?
2. Why does Dr. Schmitz compare this study to the discovery of vitamins in **Paragraph** **4** ? What point is he making?
3. "The report went further than previous studies." (**Paragraph** **5**) What does this mean?

**D: Check your Understanding**

Scan **Article** **2** and fill the gaps in this advertisement. Do this as quickly as you can:

|  |
| --- |
| Come to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for  **Eurochocolate**  A \_\_\_ day festival dedicated to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ !  The annual delicious extravaganza started in \_\_\_\_\_\_\_\_\_\_ and this year has already attracted \_\_\_\_\_\_\_\_ in the first weekend.  The festival ends \_\_\_\_\_\_\_\_\_\_\_ so don't miss out!  Try:  \_\_\_\_\_\_\_ pasta made with \_\_\_\_\_\_ and a \_\_\_\_\_ cheese sauce, \_\_\_\_\_\_\_\_\_\_\_\_ stuffed with chocolate \_\_\_\_\_\_.  There are hundreds of shops and stalls that sell chocolate in \_\_\_,\_\_\_\_\_,\_\_\_\_,\_\_\_, \_\_\_,and \_\_\_\_. There are also chocolate truffles tasting of \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ and of course those with the traditional nuts.  **See** **the** **giant chocolate** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **in Perugia's Piazza Italia!**  Activities include: courses in chocolate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and psychology \_\_\_\_\_\_\_\_\_\_\_ for chocolate \_\_\_\_\_\_\_\_\_\_\_\_\_ who may be in need of help! |

**Article 2**

|  |  |  |
| --- | --- | --- |
| **Town Becomes 'Chocoholics' Paradise** By Stephanie Holmes   |  |  | | --- | --- | | PERUGIA, Italy (Reuters) October 26 - For nine days a year, the mists swirling through Perugia are infused with a sweet, warm smell as the medieval Umbrian hilltop town hosts Europe's biggest chocolate festival.  "Chocolate is still considered to be a sinful food in Italy. But here it is all out in the open -- the passion and the greed come to the fore, whereas it usually stays hidden,'' said Eugenio Guarducci, organizer of Eurochocolate.  An army of beaming "chocoholics'' descended on the town on the first weekend of the festival this month.  On Perugia's Piazza Italia, overlooked by stone buildings, crowds clustered round as a sculptor carved away at a huge block of the dark stuff weighing a ton. His hands and face were covered with chocolate. A huge roar went up every time the sculptor knocked lumps out of the block and people hovered with plastic bags to collect bits and pieces as they melted in the autumn sunshine.  The festival, which includes courses in the art of making chocolate and psychology lectures for chocolate addicts, is a dream come true for Guarducci. As an 18-year-old on a trip to Munich's beer festival, he was overwhelmed by its popularity which had hotel rooms booked out for 50 miles around. Perugia, he decided, could do the same, and so the idea of a chocolate celebration was born.  Eurochocolate began in 1994, attracting a small but ardent group of fans at first. It has grown enormously since then -- this year 450,000 came on the first weekend, topping all of last year's attendance. The festival ends on October 28.  LOVE FOR CHOCOLATE Italians might consume only around 6.6 lbs of chocolate a year per person -- meager compared to some of their European neighbors who go through as much as 24.25 lbs -- but they make up for it with their enthusiasm and love for one of life's little luxuries. | Perugia is the birthplace of a much-loved Italian chocolate brand, now owned by the world's largest food group Nestle.  The chocolate house was founded in 1907 and in a few years was employing 1,300 people out of a population of 140,000.  The distinctive "Baci,'' or "Kisses,'' are hazelnut truffles covered in dark chocolate and wrapped in silver foil studded with blue stars. A poetic quote about love is tucked inside every wrapper. Italians consume 350 billion Baci a year but they won't alter the recipe to cater for the broader European market. "Perugina was the brand that introduced the Italians to chocolate,'' said Maurizio Benvenuti, head of Nestle's confectionery division in Italy. "`It is intimately linked with Italian history and culture. We tried to market them abroad but the British, for example, wanted us to make them with milk chocolate which we just couldn't do.''  ALL TASTES CATERED FOR At the festival, every conceivable form and kind of chocolate was on offer, with hundreds of stalls selling it in bars, squares, triangles, powders, flakes and spreads.  Chocolate was shaped into truffles, studded with nuts and flavored with everything from pink pepper to green tea. Even a typical Umbrian menu had been adapted to feature cocoa in every course.  "We have dark tagliatelle pasta made with cocoa and served with four cheeses sauce, liver studded with chocolate drops that melt when cooked and even a slice of mature pecorino cheese with melted chocolate,'' said chef Lucio Tabarrini. "Calorie wise, I think that there are probably at least four times the amount of an average meal,'' he added with a laugh.  Waistline worries didn't seem to keep chocolate lovers at bay though, as bus loads arrived from all over Italy and from as far afield as Australia. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**E: Vocabulary**

Work in pairs. Share your answers when you have finished. **Student A** needs to find words in **column 1 of Article** **2** and **Student B** needs to find words in **column 2 of Article** **2** that mean the following:

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| 1. ancient; from the middle ages | 1. begun; formed |
| 2. a person who is addicted to chocolate | 2. different from other things |
| 3. a person who carves or makes sculptures | 3. eat |
| 4. a science studying the human mind | 4. change; adapt |
| 5. affected very strongly by something | 5. imaginable or possible to believe |
| 6. small | 6. far away |

**F: Further reading**

Finish the following sentences with information from the article:

1. The festival was started by .....  
2. He started the festival after ........  
3. Annually, Italians eat only .....  
4. The Italian favorite "baci" began .....  
5. Worrying about waistlines and doesn't seem to .....

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

**A: Language**

Look at the following excerpt from today's article:

***Eating*** *chocolate may reduce a person's chance of heart attack by* ***helping*** *arteries remain unclogged.*

Explanation sentences sometimes **begin** with a gerund (an **-ing verb**).  This becomes the **subject** of the sentence and is a useful way to explain many things.

Notice that **'by**' is also followed by a gerund to help explain how something is done.    
(Note: The adverb of manner clause (i.e. by....) is not always necessary.)

**Part One**:    
These sentences have information from today's article. Put the words in the correct order without looking back at the article.  Use a capital letter for the first word of the sentence.

1.  candy  increase eating a person's could  longevity.   
2.  appears candy  add a  to  year to life eating expectancy.   
3.  inhibiting may reduce eating the build-up of plaque chocolate in the the oxidation arteries by of bad cholesterol.

**Part Two**:    
Complete these sentences with your own ideas.

4.  Drinking wine in moderation...   
5.  Drinking water...   
6.  Exercising regularly...   
7.  Eating fruit and vegetables...

**B: Plan a Festival**

Perugia has a chocolate festival. What kind of festival could your town or region have? Work in small groups and think of an idea. What kind of activities would you have at the festival? Why would people want to come to it?

After you have planned your festival, present your ideas to the class.

**C: Advertising Language**

Most chocolate advertising concentrates on how delicious it tastes. Now there is scientific evidence that chocolate is healthy, chocolate could be advertised as a health food.

**"Live longer - eat chocolate."**

**"Have you had your daily intake of chocolate?"**

Write an advertisement that ignores how good chocolate tastes, and only says how healthy it is. Try and make chocolate sound boring but good for you: Something that you may not enjoy very much, but that will be very healthy for you.

Design a wrapper or box to market chocolate as a health food.

**D: Business Letter**

You are the owner of a large chocolate company. You are writing to Dr John Burton, Chairperson of the Government Public Health Committee to urge the committee to issue health guidelines that include a minimum daily intake of chocolate for all citizens. Use the facts in **Article** **1** to strengthen your argument. Remember to write in a formal register, and remember to put new ideas into new paragraphs. The letter is started for you:

Dear Dr Burton,

As the Government Health Guidelines are now under review, we feel it is important to take into consideration the recent research which shows that chocolate deserves a clear recommendation as a health food.

We urge you to include a minimum daily intake of chocolate in the new Health Guidelines.

**TEACHERS' NOTES AND ANSWER KEY**

**Please note:** This lesson could be used in conjunction with these Instant lessons: "Chocolate help" and "Chocolate!". Max Vocab also gives a very interesting explanation about the history of chocolate.

**Pre-Reading Activities**

**C: Vocabulary - Notes**

You can tell students to use clues within the words and meanings. Some of the answers could be worked out from clues like oxidation / oxygen, longevity / long life, and (more difficult) cardiovascular / veins.

**C: Vocabulary - Answers**

* clogged - blocked with thick material
* arteries - tubes carrying blood from the heart to any part of the body
* oxidation - oxygen is combined with a substance
* cardiovascular - involving the heart and veins (veins are tubes carrying blood from parts of the body to the heart)
* longevity - long life
* spurred - encouraged
* cholesterol - matter found in the blood; too much can cause damage to the arteries

**Reading Activities**

**B: Sequencing - Answers**

1. Eating chocolate may reduce heart disease.
2. A report shows cocoa contains flavonoids that may assist in stopping plaque from forming on artery walls.
3. Flavonoids in some chocolate have different antioxidant actions.
4. Dr Schmitz thinks the findings are very important.
5. Certain flavonoids were identified that are able to restrict the oxidation of bad cholesterol.
6. Oxidation could be a cause of blocked arteries.
7. Researchers have found cocoa contains many chemicals which help with a variety of health problems.
8. One study found candy could help you live longer.
9. The December study was encouraged by the idea that because societies through history have eaten candy, eating it must be beneficial.
10. Studies have shown that flavonoids, also contained in wine, may lead to less heart disease.

**C: Thinking Carefully - Answers**

1. He works for Mars Inc. and is suggesting that Mars chocolate products have these beneficial flavonoids.
2. Vitamins were found to do different things. He thinks different individual flavonoids do different things too and this is an important medical discovery.
3. This report found information that other studies hadn't discovered (by identifying particular flavonoids).

**D: Check your Understanding - Answers**

Come to **Perugia** for:  
Eurochocolate!  
A 9 day festival dedicated to **chocolate**!   
The annual delicious extravaganza started in **1994** and this year has already attracted **450,000** in the first weekend.  
The festival ends on **October 28** so don't miss out!  
Try: **Dark tagliatelle** pasta made with cocoa and a **four** cheese sauce, liver stuffed with chocolate **drops**.  
There are hundreds of shops and stalls that sell chocolate in **bars, squares, triangles, powders, flakes** and **spreads**. There are also chocolate truffles tasting of **pink pepper** and **green tea** and of course those with the traditional nuts.  
See the giant chocolate **sculpture** in Perugia's Piazza Italia!  
Activities include: courses in chocolate **making** and   
psychology **lectures** for chocolate **addicts** who may be in need of help!

**E: Vocabulary - Answers**  
Column 1: 1. medieval, 2. chocoholics, 3. sculptor, 4. psychology, 5. overwhelmed, 6. meager  
Column 2: 1. founded, 2. distinctive, 3. consume, 4. alter, 5. conceivable, 6. afield

**F: Further reading**1. The festival as started by Eugenio Guarducci.  
2. He started the festival after going on a trip to Munich's beer festival.  
3. Annually, Italians eat only 6.6 lbs of chocolate a year per person  
4. The Italian favorite "baci" began in Perugia (in 1907).  
5. Worrying about waistlines and doesn't seem to keep chocolate lovers at bay/stop chocolate lovers coming.

**Post-reading Activities**

**A: Language - Answers**

**Part One - Answers**   
1.  Eating candy could increase a person's longevity.   
2.  Eating candy appears to add a year to life expectancy.  
3.  Eating chocolate may reduce the build-up of plaque in the arteries by inhibiting the oxidation of bad cholesterol.

**Part Two - Sample Answers**   
4.  Drinking wine in moderation...may lower the risk of heart disease and stroke by introducing antioxidants into the bloodstream.  
5.  Drinking water...is a good lifestyle habit.   
6.  Exercising regularly...lowers the risk of heart attack.   
7.  Eating fruit and vegetables could help reduce the risk of cancer because of all of the antioxidants they have.

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**A Sparkling Life**

**Pre-Reading Activities**

**A: Discussion**

These statements are paraphrases about a famous person. Read them and answer the questions that follow:

1. *Now she's rich, she can't forget other people who are poor and she feels she can do something to help people. She doesn't believe poverty**happens to people who aren't clever enough to avoid it.*

2. *She's started an organization that can help all kinds of people in lots of different ways.*

3. *Music is fun and she really enjoys it and makes a lot of money from it. But when she's old she doesn't believe that she can say she did things to help people through music alone.*

4. *Love is becoming very important to her.*

5. *Her life has been hard but she's still alive and she feels grateful .*

**Questions**

What job does the person have?

What does she want to do?

What kind of person is she?

**Reading Activities**

Divide into three groups, **A**, **B** and **C**. Each group is going to read a different section of the article and answer some questions. After this, members of the different groups will work together to answer some other questions.

**Group A Worksheet**

**A: Comprehension**

You are going to divide into three groups and each group will read one part of today's article. As you read your part of the article, answer the comprehension and vocabulary questions. (They will help you understand the article.) You are reading the first section of the article.

**Comprehension Questions**

Read this part of the article and answer the questions:

1. What kind of musician is she?
2. When did Jewel become famous?
3. How many copies has Pieces of You sold?
4. What is one thing she wants to do?
5. What is one job she had before she became a musician?
6. What did she used to live in?
7. What has she done with her mother?

|  |  |  |
| --- | --- | --- |
| **Jewel Wants More Spirit In Life Than Music** By Jacqueline Wong   |  |  | | --- | --- | | SINGAPORE Friday April 9 (Reuters) - She has dug her way out of **poverty** and now top-selling Alaskan singer Jewel wants to help those who have not.  "When you've lived with poverty, it bites your heart and changes how you see the world forever. It changes the course for the rest of your life,'' says the folk-pop singer whose home used to be a van.  Jewel, 24**,** surfaced worldwide in 1995with her hauntingly sparse acoustic debut album Pieces of You. The album has since sold more than 10 millioncopies.  Despite her success, Jewel regards herself an ordinary person yet feels the burning need to make a difference to other people. Music is fun but it doesn't change the world, she says.  "I'm now in a position where I can do something about it, and I can't just turn my back on it...can't just pretend that (poverty) doesn't happen to many, many other people that didn't have a talent to get them out of it.'' | Born Jewel Kilcher, she rose from waitressing in coffee houses and playing gigs in San Diego, California, to become an international star who has graced the covers of Time magazine, Rolling Stone and Vogue.  "I get paid to be who I am and that's really fun, a great position to be in,'' **mused** the young musician on the Southeast Asian leg of the Jewel Spirit Tour.  But her child-like nature seems to **belie** a serious **intention** to make things other than her career happen.  "All over the world there is tremendous need. We have set up an organization that can be limitless in its ability over time to do many, many different types of projects,'' she says.  The organization, Higher Ground for Humanity (HGH), a non-profit, humanitarianfoundation set up with her mother, Nedra Carroll, was launched about five years ago. Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**B: Vocabulary**

Match these words from the article with their meanings (the tense used in the meanings may not match the tense of the word):

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| poverty | to say something to yourself in a thoughtful way |
| belie | aim |
| intention | improving the lives of people |
| mused | to give a false idea of something |
| humanitarian | being poor |

**End of Group A Worksheet**

**Group B Worksheet**

**A: Comprehension**

You are going to divide into three groups and each group will read one part of today's article. As you read your part of the article, answer the comprehension and vocabulary questions. (They will help you understand the article.) You are reading the middle section of the article.

**Comprehension Questions**

Read this part of the article and answer the questions:

1. Who did she dedicate her album Spirit to?
2. Jewel has set up an organization called Higher Ground for Humanity. Where is it working to produce clean water?
3. How does she feel about music?
4. How is Higher Ground for Humanity funded?
5. Where can you find information about it?
6. What are some groups that it has helped?

|  |  |  |
| --- | --- | --- |
| **MAKING A DIFFERENCE**   |  |  | | --- | --- | | Jewel dedicated her second album Spirit to the one who **inspired** that **outlook** -- her mother and manager.  "I don't have enough good words for her,'' she says.  Carroll wrote that Higher Ground's vision was to help the ongoing discovery of what it meant to be human.  The organization is involved in projects to produce clean water in Asia, Peru and Mexico.  "My mother has always sought to understand what it means to be a human being in the highest sense and how to be that.''  About the wider purpose of her life, Jewel freely admits that music is kind of **frivolous**.  "It's creative, it's a lot of fun and I make a really good living out of it, but it doesn't change the world.'' | "When you're on your death bed looking back at your life, I don't think that's what's going to make me feel like I did a great **deed.**''  According to a mission statementon HGH's Web site, the foundation is **funded** by Jewel, her mother as well as other individuals and organizations.  Jewel has donated money from sales of her book of poetry A Night Without Armour, merchandise and concert tickets. The foundation also takes gifts of expertise, time, ideas and prayer, because many projects involve promoting values in the family, workplace and community, the mission statement says.  Groups that have received help include youth, research, the arts, community building, spiritual development and alternative health care.  Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**B: Vocabulary**

Match these words from the article with their meanings (the tense used in the meanings may not match the tense of the word):

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| inspired | not serious |
| outlook | attitude to life |
| frivolous | an act |
| deed | to provide a project with money |
| funded | to make someone feel something |

**End of Group B Worksheet**

**Group C Worksheet**

**A: Comprehension**

You are going to divide into three groups and each group will read one part of today's article. As you read your part of the article, answer the comprehension and vocabulary questions. (They will help you understand the article.) You are reading the final section of the article.

**Comprehension Questions**

Read this part of the article and answer the questions:

1. Who did she sing with when she was a child?
2. What does she think women in Alaska are like?
3. After her parents' divorce who did she live with first?
4. How did Jewel and her mother try to save money?
5. How many albums has she made?
6. Does she think that love is important?

|  |  |  |
| --- | --- | --- |
| **FROM RAGS TO RICHES**   |  |  | | --- | --- | | Jewel used to work the bars as part of her family's trade of entertaining, but the singer-songwriter hasn't come away **hard-edged**.  "The reason I was in bar rooms wasn't because my parents were **neglectful**. It was just our jobs,'' she says. Jewel performed with her father as a duo in local bars, hotels and Eskimo villages.  She **attributes** her ability to stay above the fray of bohemia to a childhood in Alaska, which she calls a strong place of very **self-reliant** people "where women live alone, build their own cabins and hunt by themselves''.  Jewel and her two brothers spent their early years in Anchorage, Alaska. When her parents divorced, she moved with her father Atz Kilcher to Homer,Alaska. They lived in a log cabin on an 800 acre family homestead with no electricity or running water.  In 1992, she moved to San Diego to live with her mother and tried a variety of jobs, including waitressing. Mother and daughter attempted to | cut down on living expenses by moving into separate vans. Part of their experience was to eat cheaply, mainly peanut butter and carrot sticks.  "Nothing's killed me you know, so it's good ... Being alive and having a house is the best thing anyone has and I've always really felt thankful for that,'' she said.  With two albums to her name, Jewel feels fortunate but says the responsibility to humanity becomes larger the more successful she becomes. Pieces of You has been described as a time capsule of where she was at 19 and her second album Spirit, the embodiment of the themes she now cherishes. Asked if she still believes everyone **yearns** for love, she says unequivocally: "I believe there are two places each action comes from in the world, and that's love and fear. That's the choice all the time...and you usually do both in a day.''  "I think I'm moving more and more toward love.''  Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**B: Vocabulary**

Match these words from the article with their meanings (the tense used in the meanings may not match the tense of the word):

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| hard-edged | thinks something was caused by something |
| neglectful | independent |
| attributes | tough |
| self-reliant | to want something very strongly |
| yearns | not taking care of something properly |

**End of Group C Worksheet**

**C: Sharing Information**

Now work with people from other groups and answer the questions below. You should all try to contribute some information in order to give complete answers to the questions. (One student from **Group** **A** works with one from **B** and one from **C**.)

1. What kind of music does Jewel sing?
2. How successful is she?
3. What kind of childhood did Jewel have?
4. Has her life been easy or difficult? Why?
5. How does she feel about the past?
6. Who is very important to her? Why?
7. What ideal or aims does she have?
8. How important is music to her?
9. What does Higher Ground for Humanity do?
10. How is Higher Ground for Humanity funded?
11. Which of these adjectives would you use to describe Jewel: *selfish, greedy, innocent, independent, hardworking, caring, carefree, uncomplaining, committed*

**D: True or False?**

Stay in your groups of three to answer these true or false questions:

1. Jewel first performed in public in 1995 singing songs from her Pieces of You Album.
2. Her family life wasn't very stable or settled.
3. She says her parents didn't take care of her.
4. The most important thing in her life is her music.
5. Her mother has taught her a lot about life.
6. She has only worked as a musician.
7. Singing is hard work for her.
8. Profits from her music fund Higher Ground for Humanity .

**E: Matching Statements**

Scan the article and match the paraphrases in **Activity** **A** of the **Pre-Reading** **Activities** with the direct quotations from Jewel in the article.

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

**A: Web Research on Jewel**

What other information would you like to find out about Jewel? Work out some questions and then look at web sites to find the answers:

The official Jewel web site (you can send her an email) is at http://www.jeweljk.com/ and has a list of links to other Jewel pages.

A long list of Jewel web sites is at http://dir.yahoo.com/Entertainment/Music/Artists/By\_Genre/Rock\_and\_Pop/Jewel/

**B: Magazine Story**

Work in groups of three. Today's article gave lots of information about Jewel and some information about her mother. Use the notes you made in **Activity** **C** of the **Reading** **Activities** and write a short article about Jewel for a magazine.

(Before you begin, decide what kind of magazine you are writing for and what aspects of Jewel, her life or music your article will be about. For example, is it a music magazine or a magazine for teenagers or a general news magazine?)

**C: Language Work**

Today's article contained some words to do with music and some idioms. Find each word or phrase in the article and then using your understanding of the article, match these words and phrases with their meanings:

|  |  |
| --- | --- |
| **Words and Phrases** | **Meanings** |
| **gig** | from being very poor to becoming very wealthy |
| **album** | a musical instrument (not electric) |
| **acoustic** | to escape something through your own achievements |
| **duo** | a live performance of music |
| **folk** | a record, tape or CD with at least several songs by the same musician |
| to **dig your way out** of something | music originally sung or made by ordinary people |
| to **turn your back on** something | a pair of performers |
| to be **on your deathbed** | ignoring something |
| to go **from rags to riches** | to be dying |

**D: Parts of speech**

Look at the following excerpt from today's article.

*She* ***attributes*** *her ability to stay above the fray of bohemia to a childhood in Alaska...*

* The word **attribute** can be used as a verb or a noun.
* Find attribute in your dictionary and notice the differences in the pronunciation of the verb and noun forms.
* Be ready to pronounce the words for your teacher.

In the example above, **attribute** is used as a **verb** to say that **something was caused by another thing**.   or that **somebody is responsible for doing something, especially a piece of writing, a saying, a painting.**   
For example:  *This play is attributed to Shakespeare.*    
Finally, **attribute** is used in its **noun** form to talk about a **quality** or **feature** someone has.  
For example: *His best attribute is his patience with other people.*

Complete the following sentences with your own ideas:

1.  In my opinion, Jewel's best attribute is...   
2.  My favorite song is "\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_" which is attributed to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   
3.  In my opinion, poverty can be attributed to...   
4.  My best attribute is...   
5.  My worst attribute...   
6.  I attribute my personality to...

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

Students don't know who the famous person is. They read the statements and make guesses about the person.

**Reading Activities**

Divide the class into three groups, **A**, **B** and **C**. Each group reads a different section of the article and answers some comprehension and vocabulary questions. They may work independently or in pairs (of As etc.) to complete **Activities** **A** and **B**.

(Variation: If you wish to give your class a longer reading text, then each student may do the **worksheets** for **A**, **B** and **C**, joining up to do **Activities** **C** and **D** with other students.)

**Comprehension Answers for Group A**

1. folk pop
2. In 1995
3. More than 10 million copies
4. Make a difference to other people
5. Waitressing
6. A van
7. Set up Higher Ground for Humanity (HGH), a non-profit, humanitarianfoundation

**Vocabulary Answers for Group A**

poverty - being poor  
belie - to give a false idea of something  
intention - aim  
mused - to say something to yourself in a thoughtful way  
humanitarian - improving the lives of people

**Comprehension Answers for Group B**

1. To her mother
2. Asia, Peru and Mexico
3. She enjoys it and makes a good living from it but she thinks it doesn't change the world
4. By Jewel (through sales of a book of poetry, merchandise and concert tickets), her mother, other individuals and organizations
5. On its Web site
6. Youth, research, the arts, community building, spiritual development and alternative health care

**Vocabulary Answers for Group B**

inspired - to make someone feel something  
outlook - attitude to life  
frivolous - not serious  
deed - an act  
funded - to provide a project with money

**Comprehension Answers for Group C**

1. Her father
2. They are self-reliant, they live alone, build their own cabins and hunt by themselves.
3. Her father
4. By living in vans and eating cheaply
5. 2
6. Yes she does

**Vocabulary Answers for Group C**

hard-edged - tough  
neglectful - not taking care of something properly  
attributes - thinks something was caused by something  
self-reliant - independent  
yearns - to want something very strongly

**C: Sharing Information** - **Notes**

Students now join with members of the other **groups** (one **A**,one **B,**one **C**) to share information and compile answers. For some of the questions all group members should be able to contribute something. Students could write down their groups' answers if you or they wish, taking turns to be secretary. These notes could then be used by their group for **Activity** **B** of the **Post-Reading** **Activities**.

If you wish, you could have a class feedback session where selected students from different groups give their groups' answers for questions. Otherwise you could go straight on to **Activity** **D**.

**C: Sharing Information - Suggested Answers**

1. She is a folk pop-singer. Her first album was described in this article as "hauntingly sparse."

2. Very successful. Her first album sold more than 10 million copies. Her photos has appeared on Time, Rolling Stone and Vogue.

3. Quite difficult. She used to sing with her father in different public places such as bars and hotels in Alaska. She says the people there are very independent. After the divorce of her parents she lived with her father and brothers in Homer, Alaska in a cabin with no electricity or running water.

4. She has not always been a successful singer. She has done a variety of jobs including waitressing and playing gigs. When she moved to San Diego to be with her mother, they didn't have much money and couldn't afford to spend much on accommodation or food.

5. She doesn't appear bitter. She acknowledges that living with poverty has changed her forever. She says her parents didn't neglect her and she is not hard-edged. She is thankful for still being alive.

6. Her mother. She inspired her outlook on life and she doesn't have enough good words to say about her. They set up HGH together.

7. She wants to help people who are poor. She hopes her organization HGH has helped and will help lots of people.

8. Music is fun and she gets paid for it but it doesn't change the world. She doesn't think that when she dies, music will make her feel she did some great act for the world.

9. It's a non-profit humanitarian foundation. It is involved in projects producing clean water. It has helped such groups as youth, research, the arts....

10. From sales of her book of poetry, merchandise, concert tickets. It is funded by Jewel and her mother. (It also accepts gifts of expertise, time etc. from other people.)

11. The first part of the article describes her as having a child-like (or innocent) nature but she is also serious in her aims. She may be seen as carefree in playing her music. Her childhood may have made her independent and hardworking and she doesn't complain about her difficult past life. She is also committed to helping other people.

**D: True or False - Notes**

The true or false questions are not difficult and are designed to help groups check whether or not they now have a complete understanding of the article from their work together.

**D: True or False - Answers**

1. False (She first performed in public with her father when she was a child.)
2. True
3. False
4. False
5. True
6. False
7. False
8. True

**E: Matching Statements - Answers**

1 : "I'm now in a position where I can do something about it, and I can't just turn my back on it...can't just pretend that (poverty) doesn't happen to many, many other people that didn't have a talent to get them out of it.''

2 : "All over the world there is tremendous need. We have set up an organization that can be limitless in its ability over time to do many, many different types of projects,'' she says.

3: "It's creative, it's a lot of fun and I make a really good living out of it, but it doesn't change the world.'' "When you're on your death bed looking back at your life, I don't think that's what's going to make me feel like I did a great deed.''

4: "I think I'm moving more and more toward love.''

5: "Nothing's killed me you know, so it's good ... Being alive and having a house is the best thing anyone has and I've always really felt thankful for that,'' she said.

**Post-Reading Activities**

**C: Language Work - Answers**

**gig** - a live performance of music  
**album** - a record, tape or CD with at least several songs by the same musician  
**acoustic** - a musical instrument (not electric)  
**duo** - a pair of performers  
**folk** - music originally sung or made by ordinary people  
to **dig your way out** of something - to escape something through your own achievements  
to **turn your back on** something - ignoring something  
to be **on your deathbed** - to be dying  
to go **from rags to riches** - from being very poor to becoming very wealthy

**D: Parts of speech- Notes**

The purpose of this activity is twofold.  The first purpose is to give students practice constructing sentences with the noun and verb forms of attribute.  The second is to give students an opportunity to look inwardly and express some things about themselves.  Silently circulate around the room only to check and see if students are constructing sentences correctly.  You may want to put students in pairs to compare answers when they are finished.

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**A Taxing Problem**

**Pre-Reading Activities**

**A: Unscrambling, Ranking and Discussion**

Every week we go to shops and buy things to use, eat and enjoy. Some of them are good for us but some are unhealthy. The following are a list of five products that a person might buy each week. But the letters in each word are scrambled: unscramble them.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| merhbuarg | emiragarn | rbee | gsrciettae | hcolatoec |

Which one of the five do you think is the unhealthiest? Which is the least unhealthy? Rank them in order with 1 as the most unhealthy and 5 as the least.

Think about which product you selected as Number 1: why did you choose this one? Show your list to someone else. Now discuss these questions:

**How would you feel if you were a producer of a food or household item which scientists have proven is dangerous for humans?**

**Would you feel:**

* a little guilty?
* quite guilty?
* very guilty?
* not guilty at all?

**In your advertising would you:**

* tell people everything about the risks involved in using your product?
* tell people a little about why your product has some risks?
* not tell them about the risks?
* tell them that your product is very safe?

**Reading Activities**

Today you are going to read about an argument in America over proposed new legislation (laws) for cigarettes and smoking. At the time of the article, discussions had been organized to consider the new legislation.

**A: Scanning**

Read the questions and look for the answers in the article.

1. On one side of the argument is the tobacco industry. Which two groups are on the other side?
2. What do the tobacco companies want to do if changes are not made to the legislation?
3. Who is John McCain? How does he feel about the legislation?
4. How much tax will the Bill put on cigarettes?
5. Are the tobacco companies taking part in the talks about the Bill?
6. What do some tobacco companies think will happen if the tax on cigarettes is introduced?

|  |  |  |
| --- | --- | --- |
| **Battle lines hardened in US tobacco bill fight** By John Crawley   |  |  | | --- | --- | | WASHINGTON, April 12 1998 (Reuters) - Battle lines hardened Sunday in the fight over U.S. tobacco legislation with the Clinton administration and Congress vowing to push their anti-smoking initiative and the industry promising an all-out effort to kill it unless changes are made.  There were no fresh signs from tobacco companies they would return to talks they abandoned last week over their opposition to tax and liability provisions in legislation to reduce smoking by America's youth.  But administration officials and a congressional leader at the center of the political storm said the issue was too important let Big Tobacco dictate terms.  "I believe the Congress of the United States will move forward on this issue," Sen. John McCain, the Arizona Republican and Commerce Committee chairman who is spearheading the $500 billion tobacco bill, told ABC's "This Week." "And I believe the American people expect us to."  Health Secretary Donna Shalala, defending President Clinton from congressional criticism of weak leadership on the issue and downplaying any possibility of an administration-led tobacco summit, predicted success. "We will get bipartisan legislation this year. There's no question about it," she told NBC's "Meet the Press." She said Clinton believes legislation would pass with or without the tobacco companies.  At issue are tobacco objections to provisions in McCain's bill that would impose a $1.10-per-pack tax on cigarettes, expand government regulation of tobacco and nicotine, and weaken the industry's legal protections.  Tobacco lobbyists were basically shut out of the talks between legislators and policy makers. That prompted cigarette manufacturers to pull out of the process last Wednesday, vowing to take their case to the public, and later the courts, if necessary. | "We are out," Steven Parish, a senior vice president with Philip Morris Cos. Inc. told "Meet the Press."  "We have to spend our time working with others who are adversely impacted by the proposals that are out there - retailers, tobacco growers, smokers and others - to try to make sure that no unreasonable legislation passes this year.  "We cannot sit down and agree to do things that will end up putting us out of business," he said.  Phil Carlton, lead attorney for the tobacco companies, said on "This Week" the tax proposal in the McCain bill would create ample opportunities for organized crime.  "What it is going to do is to create a black market, the worst kind of bootleg contraband in a product that we've had in this country since the days of Prohibition," he said. "And the sad thing is that at the end of the day, it's not going to work."  Carlton said the tobacco companies would not return to the talks "until they come back to a reasonable starting place."  He said not even a less restrictive bill, like the one being considered in the U.S. House of Representatives, would improve the negotiating climate. A comprehensive package was the best way to go, Carlton said.  White House Budget Director Franklin Raines left the door open for the tobacco companies to return to the bargaining table, saying their cooperation would produce a better bill.  "We would welcome them back, but it's not necessary," he said. "There are strong incentives for them to come back to the table."  The Senate bill, which received overwhelming support from McCain's committee, is tentatively slated for floor action in late May.  Article © 1998 Reuters Limited. Lesson ©1998 www.english-to-go.com | |

**B: Sorting Information**

Here is a list of ideas contained in the article. There are ten ideas. Put them in the correct order: matching the order of ideas in the article:

1. The man who is its strongest supporter said the Bill is too important to allow companies to control it.
2. Tobacco supporters were 'shut out' of talks.
3. At present the fight over a new Bill is getting more serious.
4. McCain thinks that Congress and the American public support the Bill.
5. Tobacco companies walked out of discussions last week because they oppose certain plans.
6. A Vice-President for a company explained that the companies could not agree to ideas that would make his company unprofitable.
7. According to the White House, tobacco companies are welcome to rejoin the talks.
8. An attorney said that the planned tax would encourage organized crime.
9. Two of the Bill's aims are to place a tax on cigarettes, and increase government control of tobacco.
10. This led to cigarette manufacturers leaving the talks, saying they would tell the public about what is happening.

**C: Vocabulary**

Match the words in the table with their definitions. Before you decide, read the paragraphs again from which they come:

|  |  |  |
| --- | --- | --- |
| an **initiative** (paragraph 1) | to **abandon** (paragraph 2) | to **spearhead** (paragraph 3) |
| **a bill** (paragraph 4) | to **vow** (paragraph 7) | to **leave the door open** (paragraph 15) |

**Definitions:**

* to provide the opportunity for something to happen
* to lead the plan
* a plan or approach
* to stop doing something
* to make a serious promise
* a written plan for a proposed new law

**D: Thinking carefully**

Think about these two questions:

* How could the Bill put the tobacco companies out of business?
* Why would this tax cause opportunity for 'organized crime?'

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

**A: A discussion**

Do you support taxes on products that are harmful? Why / why not?

**B: Plan (and write) an essay**

"If I want to smoke, let me smoke. I already know the risks. Don't try to educate me. Putting a tax on cigarettes won't be any use. I will still buy them, I'll just be a bit poorer."

**What do you think of the statement above? Is it a waste of time to try to discourage people from smoking through education or by putting a tax on cigarettes?**

**C: A meeting**

Get into pairs. One of you is a government health worker. The other is a representative of a tobacco company. The government of your country wants to make cigarette packets look as unattractive as possible. Think of two ways you could do this. Then explain your ideas to your partner.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Unscrambling, ranking and discussion - Answers**

hamburger; margarine; beer; cigarettes; chocolate

**Reading Activities**

**A: Scanning - Answers**

1. The Clinton administration and Congress.
2. They want to stop it from becoming law.
3. He is a Senator. He feels the legislation is very important and the American people expect the issue to be resolved.
4. There will be a tax of $US1.10 per packet.
5. No, the tobacco companies pulled out of the talks.
6. They think it will create a black market.

**B: Sorting Information - Notes**

This exercise is quite demanding although it is not as difficult as it looks. You could make it easier by getting students to work in pairs or having a pause after students have been working for a short time and check answers for A, B and C. Then encourage students to continue.

**B: Sorting Information - Answers**

1:C, 2:E, 3:A, 4:D, 5:I, 6:B, 7:J, 8:F, 9:H, 10:G

**C: Vocabulary - Answers**

* **to leave the door open** : to provide the opportunity for something to happen
* **to spearhead:** to lead the plan
* **an initiative:** a plan or approach
* **to abandon:** to stop doing something
* **to vow:** to make a serious promise
* **a bill:** a written plan for a proposed new law

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**Upper-Intermediate Instant Lesson™**

**A Very Popular Mousetrap**

**Pre-Reading Activities**

**A: Discussion**

Discuss the following questions in small groups:

1. Have you ever been to a play? If so, how many have you been to and what did you see?   
2. What kind of plays (or movies) do you like? For example, comedy, drama, romance, murder mystery, etc.  
3. Are there any plays in your country that are famous or have been running for a long time?

**Reading Activities**

**A: Gap Fill**

Read Part One of the article and complete the following sentences:

The Mousetrap is the world's \_\_\_\_\_\_\_\_\_\_ -running play. It has been running for \_\_\_\_\_\_\_\_\_\_ years. The play was written by \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ by Sir Stephen Waley-Cohen. The play will be performed for the \_\_\_\_\_\_\_\_\_\_th time on Monday night. The Mousetrap has become a major British \_\_\_\_\_\_\_\_\_\_ attraction. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ will make a speech after the play. Queen \_\_\_\_\_\_\_\_\_\_, who is celebrating \_\_\_\_\_\_\_\_\_\_ years as Queen of \_\_\_\_\_\_\_\_\_\_, is going to attend the gala performance.

**Part One**

|  |  |  |
| --- | --- | --- |
| **Mousetrap' Marks 50 Years as Longest-Running Play**  By Paul Majendie   |  |  | | --- | --- | | LONDON Sun November 24 (Reuters) - Queen Elizabeth and "The Mousetrap" get together Monday night for a double celebration -- both have enjoyed half a century at the top in Britain.  In her Golden Jubilee year, the British monarch is off to the theater to see the Agatha Christie **whodunit** on the night that performance number 20,807 marks its 50th anniversary as the world's longest-running play.  "The Mousetrap" ranks alongside Westminster Abbey and Buckingham Palace as one of Britain's must-see tourist attractions and it shows no signs of running out of steam. "I don't see why it should ever come off," said its producer, Sir Stephen Waley-Cohen. | Oscar-winning director Richard Attenborough, who was in the original production, agrees: "It is like a London institution -- like the ravens in The Tower of London."  Attenborough, who will be making the **curtain call** speech after Monday night's **gala** performance, said: "You must view the play as a classical piece of theater. That is why it has run so long."  (Continued/...)  **Glossary:**  **whodunit -** a murder mystery  **curtain call** - performers appear on stage after the play to receive the audience's applause  **gala** - a celebration |   Article © 2002 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Matching Ideas**

Read Part Two of the article and match the following ideas to the number of the paragraph.

a. The play was written to celebrate Queen Mary's birthday.   
b. The play was first performed when Queen Elizabeth became queen.   
c. The queen attended the premiere of the latest James Bond movie.   
d. The queen has not seen the play before.

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued)  1. And for the queen, it offers a chance to celebrate another great British **icon** after her attendance last week at the world **premiere** of the latest James Bond movie marked the 40th anniversary of the world's most famous secret agent.  2. Buckingham Palace said it believed the monarch was seeing the murder play for the first time. "She doesn't know whodunit," a spokeswoman said. "So yes, she's looking forward to seeing it." | 3. "The Mousetrap" was originally called "Three Blind Mice" and was written by Agatha Christie in 1947 as a 30-minute radio play to celebrate the then Queen Mary's 80th birthday.  4. It took to the London stage the year that Queen Elizabeth took to the throne. Both have survived a rollercoaster half century since then. Fashions have changed but they have both survived. (Continued/...)  **Glossary:**  **icon** - a famous symbol of something  **premiere -** the first public showing |   Article © 2002 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Complete the Table**

Read through Part Three of the article quickly to complete the following table. You do not need to understand every word to find the answers in the text.

|  |
| --- |
| Number of people who have seen the play:  Number of countries the play has been performed in:  Number of entries in The Guinness book of Records:  Highest number of performances by one actor:  Number of items remaining from the original performance:  Price the film rights were sold for: |

**Part Three**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) The play has been seen by over 10 million people and performed in 44 different countries.  "The Mousetrap" has three different entries in the Guinness Book of World Records.  It is the longest-running theatrical show in the world.  It **boasts** the world's most **durable** actor -- David Raven played the role of Major Metcalfe for 4,575 performances.  Nancy Seabrooke can lay **claim** to being the world's longest-serving understudy for 6,240 performances over 15 years. She would sit patiently out in the wings doing embroidery and crochet.  One item still remains from the 1952 set -- the clock on the mantelpiece. The revolver from the original production is now in London's Victoria and Albert Museum. | Christie, one of the world's greatest thriller writers, gave the stage rights to her grandson Matthew Prichard on his ninth birthday.  Still sworn to secrecy on who the killer is, he said: "The enjoyment of the audience watching it is **transparent**. I saw it once with a group of Japanese and they had a great time and **hissed** the killer at the end."  The play has rewarded its original investors 1,000 times over but not everyone has been so lucky.  Two British producers bought the film rights for 5,000 pounds on condition that they could not make the movie until six months after the theater production closed. The play has long since outlived them.  **Glossary:**  **boasts** - to proudly possess something  **durable** - long lasting  **claim** - to say something belongs to you  **transparent** - easy to see  **hissed** - prolonged sound of the letter 's'; shows disapproval |   Article © 2002 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**D: True, False or Not Given**

Read the whole article and mark the following statements **T** if the are true, **F** if they are false and **NG** if the information is not given in the article.

1. The play is likely to keep running.   
2. Richard Attenborough is the director of the play.   
3. The queen doesn't know who the murderer in the play is.   
4. The play lasts for 30 minutes.   
5. Nancy Seabrooke had to sew costumes for the play.   
6. The play is owned by Agatha Christie's grandson.   
7. The play is very popular with most Japanese people.   
8. The play has been made into a movie.

**E: Meanings in Context**

Choose the correct meaning of the expressions or words in **bold**. Use the context of the article to help you. Don't use your dictionary.

1. *...it shows* ***no signs of running out of steam.***

a. It has plenty of steam available.   
b. It remains very popular.

2. *Both have survived a* ***rollercoaster half century.***

a. There have been many ups and downs over the last fifty years.   
b. The last fifty years have been frightening.

3. *Two British producers bought the film rights ... on condition that they could not make the movie until six months after the theater* *production closed. The play has* ***long since outlived them.***

a. The two producers have died, but the play has continued.   
b. The two producers have both lived a very long time.

4.  *Nancy Seabrooke can lay claim to being the world's longest-serving* ***understudy*** *for 6,240 performances over 15 years.*

a. She has been studying acting for over 15 years.   
b. She replaces one of the main actors if that actor cannot perform.

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

**A: Discussion**

Discuss the following questions in small groups.

1. Nancy Seabrooke was an understudy for 15 years. Why is it necessary to have understudies in the theater? Would it be a difficult job? Why or why not? What qualities would you need to be a good understudy? Why would a hobby like embroidery be useful?   
2. David Rowan played the role of Major Metcalfe thousands of times. What would be the advantages and disadvantages of playing the same role so many times?   
3. Would you like to have been Nancy Seabrooke? How about David Raven? Why or why not?   
4. Agatha Christie is a famous writer of murder mysteries. Have you read any of her stories?   
5. Are there any murder mystery writers that you really like? What are the writers' names? Why do you like their books?   
6. Do you think it is more entertaining to watch a play or a movie? Explain your answer.

**B: Research**

Use the Internet to find out as much as you can about Agatha Christie and her writing. Report your findings to the class.

**C: Writing**

Write a 250-word persuasive essay based on your answer to discussion question six (from Post-Reading A: Discussion).

**D: Language**

**Part One:** Read the following excerpts taken from today's article.   
"...*both* ***have enjoyed*** *half a century at the top in Britain."*   
*"Fashions have changed..."*   
*"...not everyone has been so lucky."*

1. Which verb form is used in all three sentences?   
2. How is this formed? \_\_\_\_\_\_ + \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

The verb form is used to connect the present to the past. The three main uses are:   
**a.** A past experience - either recent or at some indefinite time the past. - *not everyone has been so lucky*.   
**b.** Activities that began in the past and have continued up until the present. - *both* ***have enjoyed*** *half a century at the top in Britain*.   
**c.** The present results of a past action. The past is connected to now; we can see the results. - *Fashions have changed*.

Look at the article and find **6** more examples of the present perfect. Then write them in the table below.   
Decide why the present perfect is used each time. Was it a, b or c from above? (One has been done as an example.)

|  |  |  |
| --- | --- | --- |
| **1. e.g.** *That is why it has run so long.***b** | **2.** | **3.** |
| **4.** | **5.** | **6.** |

**Part Two:** Look at the following sentences and circle the correct verb form - present perfect or past simple?

1. Princess Elizabeth **became / has become** Queen in 1952.   
2. There **were / have been** over 20, 000 performances of "The Mousetrap".   
3. As well as seeing Westminster Abbey and Buckingham Palace, millions of tourists **saw / have seen** "The Mousetrap".   
4. Queen Elizabeth **didn't see / hasn't seen** "The Mousetrap" before.   
5. "The Mousetrap" **was performed / has been performed** in 44 different countries.   
6. Nancy Seabrooke **was / has been** an understudy for 15 years.   
7. They **used / have used** the same clock on the mantelpiece for 50 years.   
8. Matthew Prichard **never told / has never told** anyone who the murderer is.   
9. The original investors **made / have** **made** a lot of money.   
10. Some investors **died / have died** before they could make a movie of the play.

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has another grammar exercise looking at the present perfect 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).

**Reading Activities**

**A: Gap Fill - Answers**

The Mousetrap is the world's **longest-**running play. It has been running for **50** years. The play was written by **Agatha Christie** and **produced** by Sir Stephen Waley-Cohen. The play will be performed for the **20,807**th time on Monday night. The Mousetrap has become a major British **tourist** attraction. **Richard Attenborough** will make a speech after the play. Queen **Elizabeth**, who is celebrating **50** years as Queen of **England**, is going to attend the gala performance.

**B: Matching Ideas - Answers**

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

**C: Complete the Table - Notes**

You may like to make this a timed reading activity to encourage students to scan the text rather than read it carefully.

**C: Complete the Table - Answers**

Number of people who have seen the play: *10 million*   
Number of countries the play has been performed in:  *44*   
Number of entries in The Guinness book of Records:  *3*   
Highest number of performances by one actor:  *4,575*   
Number of items remaining from the original performance:  *1*   
Price the film rights were sold for:  *5,000 pounds*

**D: True, False or Not given - Answers**

1. T   
2. F (He was in the original production.)   
3. T   
4. F (The original radio play lasted 30 minutes.)   
5. F (Her hobby was embroidery and crocheting.)   
6. T   
7. NG   
8. F (The movie can not be made until the theater production closes.)

**E: Meanings in Context - Answers**

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

**Post-Reading Activities**

**A: Discussion - Answers**

1. An understudy is required because an actor may suddenly become sick and need to be replaced quickly by someone who knows the part. It would be frustrating to learn the part and then not have the opportunity to go on stage. You would have to be very patient. You would need a relaxing hobby or activity while you waited off-stage every night.   
2. Playing a role many times would enable you to become very good at it, but it could become boring.   
3. -  6. Answers will vary.

**D: Language - Answers**

**Part One:** 1. present perfect, 2. have + past participle

|  |  |  |
| --- | --- | --- |
| **1. e.g.** *That is why it has run so long.***b** | **2.** Both have survived a rollercoaster half century since then.**c** | **3. ...**they have both survived.**c** |
| **4.** The play has been seen by over 10 million people...**a** | **5.** The play has rewarded its original investors... **a** | **6. ...**has long since outlived them.**c** |

**Part Two:** 1. became, 2. have been, 3. have seen, 4. hasn't seen, 5. has been performed, 6. was (We know she no longer plays the role as the text says, " she would sit patiently" in the past.), 7. have used, 8. has never told, 9. have made, 10. died.

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**A Wild Race**

**Pre-Reading Activities**

**A: Opinion**

The dictionary defines an 'athlete' as a person who is trained to do exercises of physical agility and strength. Do you think agility and strength are the only qualities needed to be an athlete?  Pick five qualities you think best describe a true athlete from the list of words and phrases below.  Rank them from 1 to 5 with 1 being the most important quality.  When you are finished, share your answers with a partner.

* ability to stay relaxed
* a burning desire to win
* agility
* determination
* endurance
* flexibility (able to adapt to new situations)
* focus
* good eye-hand coordination
* good leg speed
* good physical condition
* good technique
* grit (courage)
* patience
* self-oriented approach
* strength
* team-oriented approach

**B: Vocabulary**

The following words in bold are in today's article.  Match the beginning of each sentence with an appropriate ending.

Beginnings

1.  **Leeches** are a kind of worm that...  
2.  If someone was **blazing** in a 100 meter race, they were...  
3.  If you **crow** about someone you...  
4.  The anchor **leg** of a relay race is the...  
5.  **Blistering** heat means that...  
6.  I **impaled** the sausage on a stick in order...

Endings

A.  ...running very fast.  
B.  ...to cook it in the fire.  
C.  ...it is very hot.  
D.  ...sucks your blood.  
E.  ...last stage.  
F. ...boast or brag about him/her.

**Reading Activities**

**A: Fill the Gaps**

Look at the first paragraph (**Part** **One**) of today's article.  Some adjectives are missing.  Use the adjectives from the box below and put them in the appropriate gap.

|  |  |  |  |
| --- | --- | --- | --- |
| steamy | toughest | searing | thirsty |

|  |  |  |
| --- | --- | --- |
| **Part One** **US Team Fends Off Heat, Leeches to Clinch Eco Race**   |  |  | | --- | --- | | SEMPORNO, Malaysia Sunday August 27 (Reuters) - After a week of fighting \_\_\_\_\_\_\_\_\_\_ heat, \_\_\_\_\_\_\_\_\_ jungles and \_\_\_\_\_\_\_\_\_\_ leeches, the U.S. Team Salomon/Eco-Internet paddled into this small Borneo port on Sunday to claim title to this year's Eco-Challenge, billed as the world's \_\_\_\_\_\_\_\_\_\_ expedition race.  (Continued/...) |  |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Comprehension and Language**

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

1. Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Answer: It was 300 miles long.

2. Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Answer: 6 days, 7 hours and 13 minutes.

3. Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Answer: 33 degrees Celsius.

4. Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Answer: Team Spie.

5. Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Answer: Jane Hall.

6. Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Answer: 76.

7. Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Answer: US$55,000.

8. Question:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Answer: Besides sailing in outrigger canoes, teams had to climb through old caves and ride 80 kilometers on mountain bikes.

|  |  |  |
| --- | --- | --- |
| **Part Two**   |  |  | | --- | --- | | (.../continued)  "This was a race not so much of athletic talent, but of grit -- who could **hang** **on** the longest, and that was us," said Robyn Benincasa of Salomon/Eco-Internet.  The team took just 12 hours of sleep over the six days, seven hours and 13 minutes it needed to finish the 300 mile race.  Team members had to fight off temperatures reaching 33 degrees Celsius (91 Fahrenheit) or more, high humidity and France's Team Spie and Australia's Aussiespirit.com. The three traded the lead several times before the Americans finally **pulled** **away**.  "You were blazing," crowed race founder and director Mark Burnett, who proclaimed the U.S. team the world champions of adventure racing. | Team Spie finished second, two hours behind the winner. Aussiespirit.com, led by veteran adventure racer Jane Hall, took third place, completing the last 73.5 km (46 mile) outrigger sailing leg at 11:11 am Borneo time.  Seventy-six, four-person teams from around the world **set** **off** on Aug 20 from this small Malaysian port in outrigger canoes aiming to take the US$55,000 first prize. The best teams were expected to complete the grueling race in six to eight days.  This year's race, the seventh, included a climb through 200,000-year-old caves filled with 6 meters (20 feet) of bat guano and an 80 km (50 mile) mountain bike leg that many competitors were too exhausted to contend with after two days in blistering heat and rain on the open water.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Reading and Listening**

Read **Part** **Three** of today's article carefully.  After you are finished reading, your teacher will read a summary of Part Three, but some of the information in the summary will be incorrect.  Write down the mistakes on a piece of paper.  When your teacher is finished reading, compare answers with a partner.

|  |  |  |
| --- | --- | --- |
| **Part Three**   |  |  | | --- | --- | | (.../continued)    Five racers had biking accidents, including one whose lung collapsed when he fell and was impaled on a broken branch.  Leeches were a constant annoyance for racers. | As of Sunday morning, 46 teams were still officially on course and hoping to finish. Eighteen had lost team members to injury or fatigue or missed time cut-offs at checkpoints but were still continuing.  Another nine had **pulled out.**  The last teams are expected to finish on Sept 1. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**D: Language**

A phrasal verb is a combination of a verb with an adverb (e.g. give up smoking), a verb with a preposition (e.g. take to the forest) or both (e.g. put up with his bad habit).

Look at the phrasal verbs in the following table.  Find them in today's article **(in bold)** and match them with a suitable meaning.

|  |  |
| --- | --- |
| **Phrasal Verbs** | **Meanings** |
| hang on | to begin |
| pull away | to persevere |
| set off | to withdraw, quit |
| pull out | to extend the lead |

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

**A: Group Discussion**

Discuss the following questions in small groups.

1.  In today's article you learned that some Eco-Challenge teams consisted of women and men.  Can you think of any other sports in which women compete against men?

2.  In American schools boys and girls cannot be excluded from a sports team on the basis of gender.  For example, a girl can join the boys' football team if there is no girls' football team.  Or a  boy can join the girls' field hockey team if there is no boys' field hockey team.  Do schools in your country have the same policy?  How do you feel about the American policy?

**B: Research**

The Eco-Challenge race was staged in Borneo.  How much do you know about Borneo?  Find the answers to the following questions by doing a web search (go to a search engine and type in "Borneo") or a library search.  After you have completed the questions, write a descriptive paragraph about Borneo from the information you have found.

1.  How big (square kilometers) is Borneo?  
2.  What is its population?  
3.  What is the climate like in Borneo?  
4.  Which three countries is Borneo divided between?  
5.  What is its major natural resource?  
6.  What  are the largest ethnic groups in Borneo?

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Opinion - Notes**

You may want to ask your students to tell you the names of some sports.  Write these names on the board.  Ask them to think of a variety of sports to show that different sports require varying levels physical and mental exertion.  For example, chess is a sport that involves little physical exertion but much mental exertion.  Weightlifting, on the other hand, involves great physical exertion but not as much mental exertion.

**B: Vocabulary**

1 - D; 2 - A; 3 - F; 4 - E; 5 - C; 6 - B.

**Reading Activities**

**A: Fill the Gaps - Answers**

**US Team Fends Off Heat, Leeches to Clinch Eco Race**

Sunday August 27 SEMPORNO, Malaysia (Reuters) - After a week of fighting searing heat, steamy jungles and thirsty leeches, the U.S. Team Salomon/Eco-Internet paddled into this small Borneo port on Sunday to claim title to this year's Eco-Challenge, billed as the world's toughest expedition race.

**B: Comprehension and Language - Suggested Answers**

1. Question: How long was the race?

2. Question: How long did the winning team take?

3. Question: How hot did it get?

4. Question: What was the name of the team that finished second?

5. Question: Who was the leader of Aussiespirit.com?

6. Question: How many teams started the race?

7. Question: How much was the money for first place?

8. Question: What kinds of activities did the racers have to do?

**C: Reading and Listening - Notes**

After students have read **Part** **Three** through tell them they must cover it over (so they can't see it).  Read the summary twice to the students at normal speed.  Students should write down mistakes on a piece of paper then compare answers with a partner.

**C: Reading and Listening - (Text to be read aloud to students)**

SUMMARY: There were accidents, injuries, and unpleasant conditions during the race.  Fifteen racers had cycling accidents.  Racers often found leeches stuck to their bodies.  Some racers had to quit due to hunger, fatigue or missed time cut-offs at checkpoints leaving only 36 teams who could officially finish the race.  Nine teams stopped racing.  The first teams should finish on September 1.

**C: Reading and Listening - Answers**

fifteen - five;       hunger - injury;       36 - 46;       first - last.

**D: Language - Answers**

hang on - to persevere; pull away - to extend the lead; set off - to begin; pull out - to withdraw, quit

**Post-Reading Activities**

**A: Group Discussion - Suggested Answers**

1.  equestrian riding, horse racing (jockey), some yachting events, sky diving, and drag car racing

**B: Research - Answers**

1. **746,308 sq km.**  
2. **12.5 million.**  
3. **Tropical.**  
4. **Indonesia, Brunei, Malaysia.**  
5. **Oil.**  
6. **Dayaks, Malays, Chinese.**

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**A Women's Sport**

**Pre-Reading Activities**

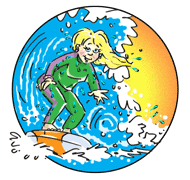
**A: Discussion**

In groups of three or four discuss the following questions.

1. Which sports activities do girls and women participate in in your country?   
2. Which of the following sports activities do you think are very popular among girls and women now? Put a tick next to your choice(s) and give reasons for your choices.

|  |  |  |  |
| --- | --- | --- | --- |
| golf |  | sky diving |  |
| in-line skating (roller blading) |  | soccer |  |
| mountain climbing |  | surfing |  |
| power walking |  | swimming |  |
| rappelling (abseiling) |  | tennis |  |

3. Has the attitude to women doing certain sports activities changed in your country?

**Reading Activities** 

**A: Comprehension**

Read Part One of the article and answer the following questions.

1. Which group was surfing once restricted to?   
2. Who were the Beach Boys?   
3. At what age are young women learning to surf?   
4. In which decade did surfing become popular?   
5. How many female surfers are there in the United States?   
6. Are only young women learning how to surf for the first time?   
7. Who is Louise Southerden?

**Part One**

|  |  |  |
| --- | --- | --- |
| **More Women Seek an Endless Summer Riding Waves** By James Regan   |  |  | | --- | --- | | SYDNEY Tue Jan 28 (Reuters) - **Legions** of young and not-so-young women are plunging into waves at surf beaches worldwide, ending the male **domination** of a sport once restricted to Hawaiian kings.  Male surfing "safaris" in search of the perfect wave, glamorized decades ago by Californian bands such as the Beach Boys, have resurfaced as female-only **getaways** run by **trend-savvy** tour operators in Australia and California.  All-girl surfing schools that put kids onto surfboards as early as age 7 are also gaining popularity, sometimes **subsidized** by women's surf magazines riding a crest of enthusiasm bigger than the Hollywood-inspired "Gidget" surf **craze** of the early 1960s. | In the United States alone, board sports research firm Board-trac Inc estimates about 150,000 females, aged 12 to 19, surf. Add in all other age groups and the number of women in the waves swells to 484,000, many in their 30s, 40s and 50s trying the sport for the first time.  "It's gone beyond just having role models," says surfer and former editor of Waves SurfGirl magazine Louise Southerden, who is writing a learn-to-surf book for women. "There is a whole culture around women's surfing." (Continued/...)  **Glossary:** **legions** - large numbers  **domination** - control  **getaways** - holidays  **trend-savvy** - understand current fashions  **subsidized** - partly paid  **craze** - very popular activity |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**B: Sentence Completion**

Read Part Two of today's article and match the sentence beginnings to the sentence endings. There are three extra sentence endings.

|  |  |
| --- | --- |
| **Sentence Beginnings**  1. Natalie Jandl...  2. Jandl's surf trips attract...  3. Rochelle Ballard's home is in...  4. Rochelle Ballard works...  5. Surf training involves... | **Sentence Endings**  a. ...does not allow men on her tours.  b. ...exercises to improve lung capacity.  c. ...Hawaii.  d. ...exercises to improve swimming endurance.  e. ...Hollywood.  f. ...mostly women in their mid-30s.  g. ...both as a surfer and in the movies.  h. ...a lot of male surfers. |

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | "CHICKS ONLY"  (.../Continued) Surf Diva Australia tour operator Natalie Jandl has one rule for the women who sign on for her surfing adventures to **remote** beaches along the Australian east coast: "Chicks only."  "My surf trips are strictly for chicks, who tend to be in their mid-30s and are looking to develop surfing skills in a more supportive and less competitive setting than you might get if guys came along," Jandl says.  Half the Pacific Ocean away, professional surfer and Hollywood stunt double Rochelle Ballard is planning a teach-in this month to build confidence for about 75 surf-smart 8 to 19-year-old girls **itching to tackle** the powerful waves of Hawaii.  "It's not about discrimination toward males. It's just that girls are more responsive in certain situations and less likely to focus on simply trying to impress each other," Ballard said from her home in Oahu. | Typical surf training exercises include running underwater while carrying heavy rocks in order to build lung capacity to withstand wipeouts when **tsunami**-size boomers come marching toward shore.  The **advent** of female surfing daredevils like Ballard, happy to risk their lives to ride the biggest waves, and just-as-good-as-the-guys surf flicks, such as last year's "Blue Crush," are drawing women in **droves** into the water.  (Continued/...)    **Glossary:** **remote** - far from large population centers  **itching to tackle** - really want to try to do something  **tsunami** - an extremely large wave in the sea caused by a storm or earthquake **advent -** the start of something  **droves** - large numbers |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Vocabulary in Context**

There are a lot of surfing words in today's article. Look at the following excerpts from Parts One and Two of today's article and work out the meanings of the words in **bold** by using other words in the sentences to guess their meanings.

'Male **surfing "safaris"** in search of the perfect wave ... have resurfaced as female-only getaways run by trend-savvy tour operators in Australia and California.'

1. ***Surfing safaris*** are...   
    a. travel packages that allow people to surf AND hunt wild animals in some African countries.   
    b. groups of surfers who travel anywhere to find great waves to surf on.   
    c. paid helicopter flights over oceans to find the perfect wave.

'Surf Diva Australia tour operator Natalie Jandl has one rule for the women who sign on for her surfing adventures: "Chicks only."'

2. ***Chicks*** are...   
    a. barbecued chicken.   
    b. a piece of paper you can use to pay for something.   
    c. females.

'Typical surf training exercises include running underwater while carrying heavy rocks in order to build lung capacity to withstand **wipeouts** when tsunami-size **boomers** come marching toward shore.'

3. A ***wipeout*** is...   
    a. when someone is knocked off their surfboard by a wave.   
    b. pressure.   
    c. a dangerous wave.

4. A ***boomer*** is...   
    a. a shark.   
    b. a wave.   
    c. a naval ship.

'The advent of female **surfing daredevils** like Ballard, happy to risk their lives to ride the biggest waves, and just-as-good-as-the-guys **surf flicks**, such as last year's "Blue Crush," are drawing women in droves into the water.'

5. A ***surfing daredevil*** is...   
    a. a famous surfer.   
    b. a surfer who does not obey the rules of surfing.   
    c. a surfer who does dangerous things while surfing.

6. A ***surf flick*** is...   
    a. a kind of drink that is popular with surfers.   
    b. a surfing movie.   
    c. a difficult surfing move.

**D: Reading for Specific Information**

Read Part Three of the article and explain who the following people or following things are.

|  |
| --- |
| Blue Crush: Kate Bosworth: Layne Beachley: Kate Skarratt: Rip Curl, Billabong, Quiksilver: |

**Part Three**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | "ADRENALINE JUNKIE"  (.../Continued) Ballard doubled for "Blue Crush" star Kate Bosworth's **show-stealing** big-wave surfing scenes.  "It just takes one person to show it can be done and a lot more girls start doing it," said Layne Beachley, reigning world women's surfing champion and a sporting icon at home in Australia.  "It's no longer about the water being strictly **blokesville**," says Beachley, a self-described "adrenaline junkie" and one of only a handful of riders -- female or male -- to conquer the mountainous Hawaiian wave at Maui called "Jaws."  Fellow Australian professional Kate Skarratt believes the current crop of fearless women surfers has a responsibility to guide newcomers into the ocean. | "Women's surfing has hit a new level and with that comes an obligation to help the next generation of girl surfers," says Skarratt.  Skarratt nearly died in a wipeout at the feared Banzai Beach Pipeline during filming of "Blue Crush," in which she plays herself.  Like almost all professional surfers, Skarratt is sponsored financially by apparel and equipment manufacturers, allowing her to follow the summer around the globe in search of ideal surf.  In turn, surf **outfitters** such as Rip Curl, Billabong, Quiksilver and others reap hundreds of millions of dollars in revenue from a newly minted market for women's surf gear.   **Glossary:** **show-stealing** - getting the most attention  **blokesville** - just for men  **outfitters** - clothing companies |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**E: True, False or Not Given**

Read the whole article again and mark the following statements **T** if they are true, **F** if they are false and **NG** if the information is not mentioned in the article.

1. Surfing was once seen as just an activity for men.   
2. Women's surf magazines help to run surf schools for young girls.   
3. Remote beaches have better waves.   
4. Women feel more relaxed learning to surf if there are no men around.   
5. Being able to breathe underwater is important for a surfer.   
6. Female surfers are just as good as male surfers.   
7. Female surfers never take big risks like male surfers.   
8. Hawaii has some very dangerous surf conditions.   
9. Female surfers don't get sponsorship like male surfers.   
10. There is a big market in female surfwear.

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

**A: Thinking Carefully**

Discuss the following questions in small groups.

1. The female surfers mentioned in the article act as role models for young girls learning to surf. What is a **role model**? Why are role models important? Are there any other sports where girls have role models?

2. Layne Beachley says she's an "adrenaline **junkie**". One definition of a junkie is a person who is addicted to a particular activity. How might Beachley be addicted to adrenaline? How would surfing give her adrenaline? Are there any other sports that would attract "adrenaline junkies"?

**B: Peer Dictation**

Your teacher will provide you with one half of an article. Your partner will have the other half. Dictate the words you have to your partner. Fill in the missing words that your partner dictates to you.

**C: Language**

**Like** is used to indicate similarity and can be followed by a noun, pronoun or noun phrase, e.g. ***Like almost all professional surfers,*** *Skarratt is sponsored financially by apparel and equipment manufacturers....* (Phrases beginning with **like** can be used at the beginning or in the middle of sentences.)

**Part One:** Use **like** to create sentences by combining a clause from List A with a phrase from List B.

*Example: This car is expensive like the others he owns.*

List A. *this car is expensive; Tom was very fit; he is very tall; the weather was very cold and wet; I have been to university; the meal was wonderful*

List B. *the others he owns; my brother and sister; most football players; many countries in Northern Europe; his mother; everything he cooks*

**Part Two:** Finish these sentences with your own ideas.

1. Like all good students, I...   
2. Like everyone in my family, I...   
3. Like capital cities everywhere, the capital city of my country...   
4. Like many extreme sports, surfing...   
5. Like most language learners, I...

**D: Writing**

Look at the following statement:

*"Sport is good for girls as it improves their self-confidence".*

Comment on this statement in a 250-word essay.

**E: Role-play**

Work with a partner. One of you is Student A, the other Student B.

**Student A**: You are a 15-year-old girl who wants to try surfing. Student B is your mother. She is anxious about the dangers of the sport. Think of all the reasons why you want to try the sport. Then have a conversation with Student B. Convince your mother to let you try the sport.

**Student B**: Student A is a 15-year-old girl who wants to try surfing. You are Student A's mother. You think that surfing is dangerous. Think about why it is dangerous. Have a conversation and persuade her that surfing is too dangerous.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

1. The word 'sports activities' has been used so that students can talk about both competitive sports and activities, such as mountain climbing or power walking.

2. It would be interesting to compare answers as a class, particularly focussing on the reasons why some students might consider certain sports to be unpopular with girls.

**Reading Activities**

**A: Comprehension - Answers**

1. Hawaiian kings.   
2. A Californian band.   
3. At age seven.   
4. The 1960s.   
5. 484,000   
6. No. Women in their 30s, 40s and 50s are trying the sport for the first time.   
6. The former editor of Waves SurfGirl magazine.

**B: Sentence Completion - Answers**

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

(Extra sentence endings are: d. ..exercises to improve swimming endurance; e. ...Hollywood; h. ...a lot of male surfers.)

**C: Vocabulary in Context - Answers**

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

**D: Reading for Specific Information - Answers**

Blue Crush - a movie about female surfers.   
Kate Bosworth - a star in Blue Crush.   
Layne Beachley - current women's world surfing champion.   
Kate Skarratt - fellow Australian professional surfer.   
Rip Curl, Billabong, Quiksilver - surf clothing companies.

**E: True, False or Not Given - Answers**

1. T, 2. T, 3. NG, 4. T, 5. F, 6. NG, 7. F, 8. T, 9. F, 10. T.

**Post-Reading Activities**

**A: Thinking Carefully - Answers**

1. Role models are successful people who provide an example to younger people in the same field / activity / career / sport, etc. They are important because they provide encouragement to younger people. There are successful women in many sports such as tennis, golf and swimming.

2. Adrenaline is a stimulant produced by the adrenal gland that gives people a sense of excitement, so it is like a natural drug. Because of the dangers in surfing, it provides a lot of adrenaline. People enjoy the feeling of excitement the adrenaline brings and they don't want it to stop, so they become addicted. All extreme sports are like this, e.g. snowboarding, motor car racing, bungee jumping, sky diving, street luge, etc.

**B: Peer Dictation - Complete Text for Teachers**

TAKING THE PLUNGE

In beach cities such as Sydney, "girls-only" surf days at schools for beginners are booked out weeks in advance by parents anxious to see daughters take the plunge.

"Sixty percent of our students are female and the number grows every year," says Matt Grainger, owner of a surf school at Manly beach where the last all-girls learn-to-surf day drew 270 participants.

"I wiped out three times," beamed 15-year-old Jessica Honeywood of Sydney, who was up at 5:30 a.m. to squeeze in a surf lesson after gymnastics training.

"But it didn't hurt and was so much fun."

**B: Peer Dictation - Texts for Student A and Student B**

**Text for Student A**

TAKING THE PLUNGE

In beach cities \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, "girls-only" surf days \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are booked out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by parents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ daughters take the plunge.

"Sixty percent of our students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_," says Matt Grainger, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at Manly beach \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all-girls learn-to-surf day drew \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

"I wiped out three times," \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Sydney, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to squeeze in a surf lesson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

"But it didn't hurt \_\_\_\_\_\_\_\_\_\_\_\_."

**Text for Student B**

TAKING THE PLUNGE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ such as Sydney, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at schools for beginners \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ weeks in advance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ anxious to see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are female \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grows every year," \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, owner of a surf school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where the last \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ drew 270 participants.

  "\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_," beamed 15-year-old Jessica Honeywood \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, who was up at 5:30 a.m. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ after gymnastics training.

  "\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and was so much fun."

**C: Language - Answers**

**Part One**   
Tom was very fit like most football players.   
He is very tall like his mother.   
The weather was very cold and wet like many countries in Northern Europe.   
I have been to university like my brother and sister.   
The meal was wonderful like everything he cooks.

**Part Two** **- Sample Answers**   
1. Like all good students, I...review what I have studied in class each night before I go to bed.   
2. Like everyone in my family, I...have blonde hair.   
3. Like capital cities everywhere, the capital city of my country...is crowded but beautiful.   
4. Like many extreme sports, surfing...is dangerous.   
5. Like most English language learners, I...have trouble pronouncing certain sounds.

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**Agree to Disagree**

**Pre-Reading Activities**

**A: Questionnaire**

Many people believe in the existence of strange and exciting things that may or may not exist. Choose one of the options for each question and then compare your answers with a partner:

1. Ghosts are:

1. the spirits of dead people.
2. creatures from another universe.
3. people dressed in white sheets.
4. (your own idea): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. Unidentified Flying Objects (UFOs) are:

1. friendly aliens from another planet.
2. dangerous aliens from another planet.
3. weather balloons, meteors and other unidentified objects in the sky.
4. (your own idea): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. Dragons are:

1. giant fire-breathing lizards.
2. intelligent fire-breathing flying creatures.
3. interesting old drawings based on dinosaur bones.
4. (your own idea): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. The Loch Ness Monster is:

1. a giant water creature living in a lake in Scotland.
2. a dinosaur still alive in a lake in Scotland.
3. an excellent idea encouraged by the Loch Ness Marketing Board.
4. (your own idea): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. Aliens from Space are:

1. peaceful short creatures with big heads who want to help us.
2. dangerous short creatures with long fingers who want to hurt us.
3. good stories to tell when you've arrived home 4 hours' late.
4. (your own idea): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. A yeti is:

1. a tall hairy creature that lives in the Himalayas.
2. a large alien from Space that lives in the Himalayas.
3. a sasquatch on a Himalayan holiday.
4. (your own idea): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. A sasquatch is:

1. a tall hairy creature that lives in Canada.
2. a large alien from Space that lives in Canada.
3. a yeti on holiday in Canada.
4. (your own idea): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**B: Vocabulary**

Sometimes a word is not what it seems. Look at the words from today's article in bold and find the most suitable match from the meanings below.

**Words**

1. I love soccer. In fact, I'm a Manchester United **fan**.
2. In politics right **wing** and left **wing** groups have very different opinions about most topics.
3. At the chocolate conference there were two **camps** of chocolate lovers--those who believed dark chocolate was the best, and those who supported milk chocolate.
4. The witness's **account** of the bank robbery was very accurate.
5. My **brush** with a lion was frightening, but fortunately it wasn't hungry and I could escape.
6. A **staple** for a lot of magazines these days is gossip about famous people.

**Meanings**

1. A group of people supporting a theory.
2. A description of events.
3. To meet with someone or something unexpectedly.
4. Someone who supports or likes a team or person.
5. The main part of something.
6. One of two opposing groups.

**C: Parts of Words**

Many words are very long and appear difficult to understand. However, you will often find that a word contains a prefix or suffix you already know. The following words are in today's article. Figure out their meanings by doing the exercise below. Use the key words in brackets to help you.

*Example: immovable (not, can, move )*

*im = not*

*move = move*

*able = can*

*An immovable object is something you cannot move.*

1. Cryptozoology (study, animals, hidden)

crypto =

zoo =

logy =

Cryptozoology is the study of...

2. Paranormalists (people who believe, natural, beyond)

para =

normal =

ists =

Paranormalists are people who believe in things that are...

3. Extraterrestrial (E.T.) (belonging to the Earth, outside)

extra =

terrestrial =

An extraterrestrial is something or someone that is...

4. Interdimensional (appearance, between)

inter =

dimensional =

If something is interdimensional it can travel \_\_\_\_\_\_\_\_\_ different dimensions.

**Reading Activities**

**A: Headlines: Predicting**

The legend of a large hairy creature in the mountains of western Canada and the USA goes back to a time before Europeans settled the continent. The Chehalis Indians named the creature 'sasquatch' which means 'wild man of the woods'.

Look at the headline of today's article:

**'Alien Issue Splits Sasquatch Believers'**

What do you think today's article will be about? Write your answer down on a piece of paper and be ready to discuss it with the entire class.

**B: True / False / Not Mentioned?**

Read the statements below and quickly scan the article. Write '**T**' if the statement is true; '**F**' if the statement is false; or '**NM**' if the article does not have that information.

1. The Sasquatch Symposium is in Vancouver.
2. Another name for sasquatch is Big Foot.
3. Cryptozoologists believe sasquatch are aliens.
4. Cryptozoologists believe sasquatch have never been captured because they are good tree climbers.
5. Paranormalists believe sasquatch have strange powers.
6. Both groups believe there must be more than one sasquatch.
7. Mainstream scientists believe the sasquatch does not exist.
8. Bill Miller claims he saw a sasquatch in 1980 in the Pacific Northwest.

|  |  |  |
| --- | --- | --- |
| **Alien Issue Splits Sasquatch Believers** By Allan Dowd   |  |  | | --- | --- | | VANCOUVER Monday September 27 (Reuters) - For sasquatch fans gathered in Vancouver this weekend, the debate is not over the reality of the large, apelike animal but over its relation to UFOs.  ``It's a huge divide,'' Stephen Harvey, organizer of the International Sasquatch Symposium, said in describing the dispute between the cryptozoology and paranormal wings of sasquatch studies.  Sasquatch -- aka Bigfoot -- is an ordinary flesh-and-blood creature that just happens to have avoided capture, according to the cryptozoologists, or students of hidden animals.  But to believers in the paranormal, or psychic phenomena, sasquatch is also an ``interdimensional'' being with strange powers and ties to extraterrestrials aboard UFOs. | Both camps tend to think there must be more than one specimen around. And neither seems worried that no live or dead sasquatch has ever been produced for study or that mainstream science considers the idea of such an animal lurking in the forests of North America complete nonsense.  ``How can you expect a creature that can't build a fire to fly a spaceship?'' grumbled Bill Miller of Illinois, one of about 150 people who came in Vancouver to trade the latest reports of sightings and accounts of their personal experiences.  Miller's own brush with sasquatch took place in northern Minnesota in 1980. ``Who'd have thought it would happen outside of the Pacific Northwest? But it turns out there are a lot of sightings in northern Minnesota,'' he said.  (Continued) /... |   Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**C: Comprehension Check**

Read the second part of the article to get the main idea, then complete the following sentences.

1. The cryptozoologists complain about the paranormalists because they believe the paranormalists...

2. The paranormalists complain about the cryptozoologists because they believe the cryptozoologists'...

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | .../ (Continued) **ORIGIN IN INDIAN TALES**  The legend of a large, hairy creature lurking in the mountains of western Canada and the United States goes back to a time before Europeans settled the continent. The word ''sasquatch'' was derived in the 1920s from tales of the Chehalis Indians in British Columbia.  Stories about sasquatch and his connection with flying saucers are also staples of supermarket tabloids -- a fact that has the cryptozoologists complaining that the paranormals give sasquatch research a bad name.  ``I mean, if you call the police to report a murder and describe what happened and say you saw little green men, how long before the police officer stops taking notes?'' Miller asked a reporter.  Members of the paranormal wing contend that their opponents' minds are closed and say that is why the cryptozoologists have never been able to produce more than circumstantial evidence -- such as alleged footprints -- of the creature's existence. | ``The way to go is to become more evolved ourselves,'' argued Jack ``Kewaunee'' Lapseritis, the author of ``Physic Sasquatch'' and a member of the Self-Mastery Earth Institute in Trout Lake, Washington.  Lapseritis, who reported having had five dealings with sasquatch in the last seven weeks, contended that since the creature could travel between dimensions of reality and space, it would not be found unless it wanted to be.  So deep is the divide between the two schools of sasquatch thought that Harvey ended up scheduling their discussion sessions on different days.  ``I sort of had to segregate them,'' he said, alluding to problems at past gatherings.  (Continued) /...    Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**D: Thinking Carefully**

Read the following sentence and answer the question below.

"Lapseritis, who reported having had five dealings with sasquatch in the last seven weeks, contended that since the creature could travel between dimensions of reality and space, it would not be found unless it wanted to be (found)."

What do you think Jack Lapseritis meant when he said he had five 'dealings' with sasquatch in the last seven weeks?

**E: Language - Singular / Plural Forms**

A singular word is a word which refers to one person or thing. A plural word refers to more than one person or thing. Usually a singular word is made plural by adding **-s** or -**es** to the word. However, some plural forms of words just do not follow the rules at all. Write the plural forms of the words below. Most of them have irregular plural forms but some words with regular plural forms have been added to make the activity a little more difficult.

*Example: sasquatch, Plural: sasquatch*

|  |  |
| --- | --- |
| 1. cactus, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. criterion, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. sheep, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. elf, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. fish, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. fungus, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. gas, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8. half, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  9. hippotamus, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  10. medium, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 11. menu, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  12. mother-in-law, Plural:\_\_\_\_\_\_\_\_\_\_  13. nucleus, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_  14. phenomenon, Plural:\_\_\_\_\_\_\_\_\_\_  15. quiz, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  16. roof, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  17. salmon, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  18. series, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  19. stimulus, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  20. virus, Plural:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

**A: Legends**

**Part 1**

A legend is a very old story passed down from generation to generation. Below is a list of legendary creatures from different cultures. Put a tick next to any of the following creatures if they are legends in your culture. Use your dictionary if you are not sure of the meaning of a word. At the end, add the name of another legendary creature.

|  |  |
| --- | --- |
| 1. dragons 2. mermaids 3. centaurs (a horse with a human head) 4. unicorns 5. goblins | 6. minotaurs (a half bull / half man creature) 7. fairies 8. sea serpents 9. Other:\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Part 2**

Write a short story of a legendary creature in your culture. Include the setting: time, place, main character(s); and the sequence of events.

**B: Discussion**

In a small group discuss the following question: What makes people believe in things that are not proved to exist? Report your findings to your teacher.

**C: Interview**

Below are the opening lines of an imaginary interview between a newspaper reporter and Laurence, a man who says he saw a sasquatch in the mountains near Vancouver. Work with a partner and write the rest of the interview. Then practice the interview and do it in class.

**Reporter:** Let me get this straight. You claim you saw a sasquatch while you were camping last night.

**Laurence:** Yes, that's right.

**Reporter:** What were you doing when you saw the sasquatch?

**Laurence:** Well, I ... (You continue)...

**Reporter:** Did anybody else see the sasquatch?

**Laurence:** No, ...

**Reporter:** What kind of sound did it make?

**Laurence:** It ...

**Reporter:** Can you describe what it looked like?

**Laurence:** Sure, it ...

**Reporter:** But you said you saw it in the evening. I don't believe you could have seen it so clearly in the dark.

**Laurence:** Are you calling me a liar?

**Reporter:** No, but I need some evidence. ...

**Laurence:** No, I didn't take a photos. And besides, sasquatch can't be photographed because they travel between reality and space. They can disappear in the wink of an eye!

**Reporter:** Aha! You're here for the International Sasquatch Symposium, aren't you?

**Laurence:** How did you know?

**D: Extra Reading**

Read the final part of today's article:

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | .../ (Continued) **NOT TAKEN SERIOUSLY**  If cryptos and paras have common ground, it is in complaining that mainstream science and news media will not take sasquatch, or their efforts to find him, seriously.  ``Mainstream scientists think they have a monopoly on knowledge,'' said Lapseritis, who described his research methods as being identical to those used by primatologist Jane Goodall in studying chimpanzees in Africa.  ``Yes, the evidence (of sasquatch's existence) is circumstantial. ... But ifthis were a murder trial, then sasquatch would have been convicted long ago,'' Chad Deetken of Vancouver said. | Deetken, who also researches such puzzles as crop circles and was initially reluctant to give his name, said scientists needed to show ``the same courage as Columbus'' did in trying to prove the Earth was round.  As for the future of the divided sasquatch research community, members of each side were quick to say they had no ''personal animosity'' toward the other but gave no hint of willingness to compromise.  ``I also believe in extraterrestrials ... but there is simply no connection (with sasquatch),'' Miller said, shaking his head. |   Article © 1999 Reuters Limited. Lesson ©1999 www.english-to-go.com |

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Questionnaire - Notes**

The seven things on the list are all part of legend or belief. Some people even claim they have seen them but there has only been circumstantial, rather than hard, evidence to support their existence. In other words, not enough evidence has been produced about any of these things to prove their existence.

\*A sasquatch is a big hairy creature which lives in the mountains of western Canada and the USA.

\*A yeti is the Himalayan equivalent of the North American sasquatch.

**B: Vocabulary - Answers**

1.D; 2.F; 3.A; 4.B; 5.C; 6.E;

**C: Parts of Words - Suggested Answers**

1. Cryptozoology (study, animals, hidden)  
crypto = hidden  
zoo = animals  
logy = study   
Cryptozoology is the study of **hidden animals**

2. Paranormalists (people who believe, natural, beyond)  
para = beyond  
normal = natural  
ists = people who believe  
Paranormalists are people who believe in things that are **beyond natural or beyond normal, ie supernatural.**

3. Extraterrestrial (E.T.) (belonging to the Earth, outside)  
extra = outside  
terrestrial = belonging to the Earth   
An extraterrestrial is something or someone that is **not from the Earth.**

4. Interdimensional (appearance, between)  
inter = between  
dimensional = appearance  
If something is interdimensional it can travel **between** different dimensions.

**Reading Activities**

**A: Headlines: Predicting - Notes**

You may need to tell the students that an alien is similar to an extraterrestrial. After the students have written down some ideas, have a class discussion and write some ideas on the board.

**A: Headlines: Predicting - Suggested Answer**

The headline when broken down word by word indicates that a group of sasquatch believers is divided (split) into two smaller groups. The issue is whether sasquatch have some sort of relationship with aliens from outer space or not.

**B: True / False / Not Mentioned? - Answers**

1. True
2. True
3. False
4. Not Mentioned
5. True
6. True
7. True
8. False

**C: Comprehension Check - Suggested Answers**

1. The cryptozoologists complain about the paranormalists because they believe the paranormalists give sasquatch research a bad name.

2. The paranormalists complain about the cryptozoologists because they believe the cryptozoologists' minds are closed, and therefore have only ever found circumstantial evidence to support the existence of sasquatch.

**D: Thinking Carefully - Notes**

This would be a good opportunity for a class discussion. Encourage students to voice their ideas and then write their ideas on the board.

**E: Plural Forms - Notes**

This is a rather difficult task but a fun one to end the **Reading** **Activities**. You might want to make this a pairs competition and see which pair comes up with the most correct answers. It would be a good idea to time this exercise in order to discourage students from using their dictionaries. It is after all, a fun contest.

**E: Plural Forms - Answers**

1. cactus Plural: cacti
2. criterion Plural: criteria
3. sheep Plural: sheep
4. elf Plural: elves
5. fish Plural: fish (fish is more commonly used. 'fishes' is used to refer to different species of fish.)
6. fungus Plural: fungi
7. gas Plural: gases
8. half Plural: halves
9. hippotamus Plural: hippotamuses/hippotami
10. medium Plural: media
11. menu Plural: menus
12. mother-in-law Plural: mothers-in-law
13. nucleus Plural: nuclei
14. phenomenon Plural: phenomena
15. quiz Plural: quizzes
16. roof Plural: roofs
17. salmon Plural: salmon
18. series Plural: series
19. stimulus Plural: stimuli
20. virus Plural: viruses

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**Upper-Intermediate Instant Lesson™**

**AMAZON DESTRUCTION**

**Pre-Reading Activities**

**A: Discussion**

Discuss these questions in small groups:

1. What is a rain forest? (Describe it.)  
2. Have you ever been in a rain forest? Where was it?   
3. Are there any rain forests in your country? If there are, have parts of them been cut down?   
4. Which countries or regions in the world contain the largest areas of rain forest?   
5. Why are large areas of rain forest being cut down?   
6. Why is it important to preserve our rain forests?

**B: General Knowledge Quiz**

How much do you know about the Amazon rain forest?  Do this short quiz with a partner.  Circle True or False.

1. The Amazon rain forest is the world's largest tropical rain forest.   True / False   
2. The Amazon rain forest is an important source of medicines.   True / False   
3. The Amazon rain forest is being destroyed at an increasing rate.   True / False   
4. The Amazon rain forest affects the world's weather.   True / False   
5. The Amazon rain forest is larger than Western Europe.   True / False   
6. The Amazon rain forest is only located in Brazil.   True / False

**Reading Activities**

**A: Check Your Answers**

Read Part One of today's article and check to see if your answers to Pre-Reading Activity B were correct.

**Part One**

|  |  |  |
| --- | --- | --- |
| **Brazil Amazon Destruction Down but Still Alarming** By Axel Bugge   |  |  | | --- | --- | | BRASILIA, Brazil Tues June 11 (Reuters) - The rate of forest destruction of Brazil's treasured Amazon jungle fell 13.4 percent last year from a five-year **peak** in 2000, figures showed on Tuesday, but it is still at a pace that deeply troubles environmentalists, they said.  The Amazon is a generous source of medicines for mankind and a home to up to 30 percent of the world's animal and plant life. As the world's largest rain forest, it helps sustain regional weather patterns upon which society now depends, scientists say.  But logging and fires destroyed 6,095 square miles -- an area slightly smaller than half of Belgium -- in 2001, down from 7,037 square miles a year earlier, according to **preliminary** estimates from the government's National Institute for Space Research. The environment ministry said in a statement the reduction was largely thanks to increased government monitoring of Amazon **hot spots** and the authorities' efforts of "changing the model of predatory occupation of the Amazon." Its continuous and impenetrable forest, the vast bulk of which is situated in Brazil but extends to neighboring countries as well, is larger than all of Western Europe. | While environmentalists welcomed the fact that the rate of deforestation **trended** back toward the average of the late 1990s from the five-year high in 2000, they urged greater action to control development of the Amazon. The vast majority of Amazon destruction takes place because of the **encroachment** of farms that cut down or burn forests to expand.  (Continued/...)          **Glossary:** **peak** - highest point  **preliminary** - early (not final)  **hot spots** - major areas of activity  **trended** - moved in a certain direction  **encroachment** - to extend beyond proper boundaries |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Comprehension**

Read Part One of the article again and answer the following questions:

1. In what year did the largest amount of Amazon forest destruction take place?   
2. Why is the Amazon rain forest being destroyed?   
3. Which organization has estimated how much destruction has taken place?   
4. How much of the world's plant and animal life is found in the Amazon?

**C: Parts of Words**

Prefixes change the meaning of a word (e.g. possible > *im*possible).  Suffixes change the form of a word (e.g. govern (v) > govern*ment* (n)).  By understanding what the prefixes mean and what word form each suffix is used for, you can often work out the meanings of words that appear difficult to understand.

Look at the words in **bold** in each of the sentences and answer the questions that follow.  Then write your own definition for the words.

*Its continuous and* ***impenetrable*** *forest...is larger than all of Western Europe.*

1. What does the prefix *im-* mean?   
2. Does the suffix *-able* change words into nouns, verbs or adjectives?   
3. The stem word is 'penetrate.'  What does penetrate mean?   
4. Complete this definition: *Impenetrable means...*

*...Environmentalists welcomed the fact that the rate of* ***deforestation*** *trended back toward the average of the late 1990s...*

5. What does the prefix *de-* mean?   
6. Does the suffix *-ation* change words into nouns, verbs, or adjectives?   
7. What is the stem word?   
8. Complete this definition: *Deforestation means...*

**D: Scanning**

Read Part Two of today's article quickly and complete the table below.

|  |
| --- |
| **Environmental Summit** |
| Formal name of Summit: Other names (2) for Summit: Month Summit will be held: Country to host Summit: Reason Summit is called: Rio+10: Organization Analuce Freitas works for: Freitas' position in that organization: Organization Roberto Smeraldi works for: Smeraldi's position in that organization: |

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | **ENVIRONMENTAL** **SUMMIT** (.../Continued) South Africa will host in August a World **Summit** on **Sustainable Development, dubbed** Earth Summit 2 or Rio+10, as it comes 10 years after Brazil hosted a meeting of world leaders where broad commitments to the environment were made.  "I think at this moment that there is a global discussion on sustainability with Rio+10, it is truly saddening to turn up at the meeting with a number like this," said Analuce Freitas, coordinator of public environmental policies at the World Wildlife Fund in Brazil. Freitas said the only way to cut deforestation rates is to **overhaul** government development policies for the Amazon so all projects include environmental considerations. "If environmental policies are not **integrated** with development projects these numbers will not change," she said.  A study last year warned that a government development plan including **infrastructure** projects could destroy 42 percent of the Amazon if it goes ahead. | Roberto Smeraldi, head of the Amazon-protection program at Friend of the Earth in Brazil, said it was good news that the destruction rate had fallen from 2000.  "Still, last year's figures showing a return to business as usual, so to speak, of annual destruction around 15,000 square kilometers (5,800 sq. miles), confirmed what is an extremely serious situation." Smeraldi said the worst part of current Amazon destruction rates is that the vast majority -- an estimated 4,400 sq. miles (11,500 square km) -- results from farmland cut out of the forests, which is **authorized** by local authorities.  **Glossary:** **summit** - conference of leaders  **sustainable development** - development which can be continued without damaging the environment or depleting natural resources  **dubbed** - called  **overhaul** - examine thoroughly and make changes to improve it        **integrated** - brought together  **infrastructure** - water, power, transport systems, etc. developed by the government  **authorized** - to give legal permission |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**E: Thinking Carefully**

Read Part Two of the article again carefully and answer these questions.

*Analuce Freitas said, "...It is truly saddening to turn up at the meeting with a number like this."*

1. What number is she referring to?   
2. Why is it saddening?   
3. What does Freitas say is the only way to cut deforestation rates?

*Roberto Smeraldi said, "Still, last year's figures showing a return to business as usual...confirmed what is an extremely serious situation."*

4. A "return to business as usual" means that something returns to its normal situation. In this case what is returning to normal?   
5. Why is this "an extremely serious situation"?

*Smeraldi said the worst part of current Amazon destruction rates is that the vast majority...is authorized by local authorities.*

6. Why do you think Smeraldi regards this as "the worst part"?   
7. Do you think that he is surprised that local authorities would authorize such destruction?  Why or why not?

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

**A: Different Viewpoints**

How you feel about a situation will depend on your point of view. How would you feel about the destruction of the Amazon forest if you were one of the following people?  In groups of five, each student take the role of one of these people and discuss your viewpoint on the destruction of the Amazon.

1. an environmentalist   
2. a poor farmer needing more land   
3. the owner of a logging company   
4. a native Amazon Indian living a traditional lifestyle   
5. the Brazilian Finance Minister

**B: Writing**

Imagine you are Analuce Freitas or Roberto Smeraldi. Write to the government of Brazil urging them to stop the destruction of the Amazon rain forest.

**C: Language**

Compare the following sentences.  Do they have the same or different meanings?

*- Last year's figures showing a return to business as usual, confirmed what is an extremely serious situation.*   
*- Last year's figures which show a return to business as usual, confirmed what is an extremely serious situation.*

Clauses which begin with a present participle verb can be linked to other clauses in the same way relative clauses (clauses that begin with a relative pronoun e.g.  who, which, that, where, etc.) can be linked to other clauses.

Change the following sentences using an **-ing** clause.

1. There are many plants used for medicine that live in the forest.   
2. I live in an apartment which overlooks a park.   
3. Next to my house there is a river which leads to the ocean.   
4. My friend sent me a book that weighs three kilograms.

Make one sentence from two sentences using a relative clause (who / which / that / where...).  Then make another sentence using an **-ing** clause.  Sometimes the clause will go in the middle of the new sentence; sometimes it will go at the end.

5. The man was very poor.  He was sitting on the ground.   
6. The bus had an accident. The bus was going to the city.   
7. I found an old shoebox.  The shoebox contained many old love letters.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Answer**

4. Tropical areas contain most of the world's rain forests - central and western Africa, Central and South America and Southeast Asia.

**B: General Knowledge Quiz - Notes**

Do not indicate what the correct answers are at this stage.  Simply allow students to discuss their answers.  They will find out the answers when they begin reading the article.

**Reading Activities**

**A: Check Your Answers - Answers**

1. True   
2. True   
3. False (The rate of destruction actually decreased in 2001.)   
4. True   
5. True   
6. False (The Amazon rain forest is also found in neighboring countries.)

**B: Comprehension - Answers**

1. 2000   
2. The Amazon is cut down or burned to create more farmland. The forest is also logged for timber.   
3. National Institute for Space Research   
4. up to 30%

**C: Parts of Words - Answers**

1. not, the opposite of   
2. adjectives   
3. to move through   
4. Impenetrable means unable to move through something.   
5. remove something   
6. nouns   
7. forest   
8. Deforestation means the act of removing trees from a forest.

**D: Scanning - Answers**

Formal name of Summit: *World Summit on Sustainable Development*   
Other names (2) for Summit: *Earth Summit 2 and Rio+10*   
Month Summit will be held: *August*   
Country to host Summit: *South Africa*   
Reason Summit is called Rio+10: *It comes 10 years after Brazil hosted a similar summit.*   
Organization Analuce Freitas works for: *World Wildlife Fund*   
Freitas' position in that organization: *coordinator of public environmental policies*   
Organization Roberto Smeraldi works for: *Friend of the Earth*   
Smeraldi's position in that organization: *head of the Amazon-protection program*

**E: Thinking Carefully - Answers**

1. The amount of Amazon rain forest destroyed each year.   
2. Because so much rain forest is being destroyed, causing major damage to the environment.   
3. Overhaul government development policies for the Amazon so all projects include environmental considerations.   
4. The destruction of the Amazon has returned to its previous rate.   
5. The rate of destruction is so high.   
6. Because the destruction is being done with the full knowledge and approval of government authorities.   
7. It is surprising because you would expect the government to try to protect the rain forest.

**Post-Reading Activities**

**A: Different Viewpoints - Notes**

Students can change roles a number of times to give them some extra conversation practice.

**A: Different Viewpoints - Sample Answers**

1. The destruction of the Amazon rain forest is bad because it will cause a loss of plant and animal species.  Many of the world's medicines have come from plants found in the Amazon. The world's weather will be affected and burning the rain forest causes pollution.   
2. I need more land to grow crops and feed my family.  What use is all that jungle?  There is so much of it.   
3. The rain forest is full of valuable trees that can be used for building.  The trees are wasted just standing in the rain forest.   
4. I need the rain forest to live the way my ancestors have.  If the rain forest is cut down, how will I hunt and feed my family?  I don't know any other way of life.   
5. We are not a rich country. A lot of resources are locked up in the rain forest.  We need to develop the Amazon to give our people a better standard of living.  Besides, the Amazon is so large it will never disappear.

**B: Writing - Notes**

Analuce Freitas and Roberto Smeraldi are both conservationists, so the letter will present a pro-conservationist viewpoint.

**C: Language - Notes**

Remind students that for exercises 5, 6 and 7, they will need to write two sentences for each; one sentence using a relative clause and one sentence using an -ing clause.

**C: Language - Answers**

1. There are many plants used for medicine living in the forest.   
2. I live in an apartment overlooking a park.   
3. Next to my house there is a river leading to the ocean.   
4. My friend sent me a book weighing three kilograms.   
5. The man who was sitting on the ground was very poor. / The man sitting on the ground was very poor.   
6. The bus that was going to the city had an accident. OR The bus, which was going to the city, had an accident. / The bus going to the city had an accident.   
7. I found an old shoebox that contained many old love letters. / I found an old shoebox containing many old love letters.

**Please Note**:This lesson could also be taught in conjunction with two other Instant Lessons on the Amazon, "Deforestation of the Amazon" and "Stolen Animals".

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**Upper-Intermediate Instant Lesson™**

**An Informant in New York**

**Pre-Reading Activities**

**A: Discussion**

If you owned a restaurant with rich customers, and they wanted some kind of illegal food, would you get it for them? Would you charge them extra?

**B: Vocabulary**

1. Read this sentence.

"The police knew about the plan to rob the bank because they had an informant in the gang of robbers."

What do you think an informant is?

2. Slang, nicknames and idioms.

Match each word on the left with its correct meaning on the right.

|  |  |
| --- | --- |
| upscale (e.g. "upscale restaurant") | cigars |
| stogies | fashion |
| Big Apple | expensive |
| craze | New York City |

3. Phrasal Verbs.

Put these phrasal verbs into the gaps in the sentences below.

1. cash in
2. crack down on
3. sweeping through
4. stems from
5. set aside
6. cashing in

1. The police have decided that there are too many accidents at intersections that have traffic lights, and they will \_\_\_\_\_\_\_\_\_\_\_\_\_\_ people going through red lights.
2. The Prime Minister was in a hurry and she went \_\_\_\_\_\_\_\_\_\_\_\_ the group of reporters without answering any questions.
3. His cough \_\_\_\_\_\_\_\_\_\_\_\_\_ his habit of smoking cigars.
4. "I'd like to buy these shoes, but I haven't got enough money with me. Please \_\_\_\_\_\_\_ them \_\_\_\_\_\_\_ for me, and I'll come back tomorrow."
5. The Olympic Games are being held in this city, and many hotels and restaurants are \_\_\_\_\_\_\_\_\_\_\_ by raising their prices.

**C: Background**

Here is a paragraph from the article. Read it carefully. Use your dictionary. What do you know about the history of the relationship between Cuba and America? Check with other students.

|  |
| --- |
| The men are charged under a law known as the Trading with the Enemy Act under which the president can prohibit the import of property from a foreign country. Federal law has banned such transactions with Cuba since July 8, 1963. |

**D: Guessing**

These numbers are all in the article. Put the numbers in the gaps in the following sentences where you guess they should go. Compare your answers with another student. (Note: "Seized" means taken by the U.S. Customs Service.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 221 | 240 | 825 | 875 | 1,565 | 3,700 | 3,100 |

1. $\_\_\_\_\_\_ for three boxes.
2. The most expensive cigars were $\_\_\_\_\_\_ to $\_\_\_\_\_\_ a box.
3. The number of seizures of Cuban cigars rose to \_\_\_\_\_\_ during the 1996-1997 fiscal year up from \_\_\_\_\_\_ in the 1993-94 fiscal year.
4. In the last fiscal year \_\_\_\_,000 cigars worth about $\_\_\_\_\_,000 were seized.

**Reading Activities**

**A: Skimming**

Skim the article and match the names in column **A** with the businesses in column **B** and the occupations in column **C**.

|  |  |  |
| --- | --- | --- |
| **A** | **B** | **C** |
| Robert Gressler | cigar importer | cigar room manager |
| Alex Hasbany | Patroon restaurant | cigar seller / informant |
| Kenneth Aretsky | the Racquet & Tennis Club | owner |
| A woman | Patroon restaurant | manager |

**B: Vocabulary**

1. What do you think fiscal year (last paragraph) means?

1. half a year
2. financial year
3. American year

2. What do you think go up in smoke (first paragraph) means?

1. burn in a fire
2. increase quickly
3. disappear

**C: Sequencing**

These events are all mentioned in the article. Read the article and put these events in the order in which they happened. (Not in the order in which they are mentioned in the article.)

1. The U.S. Customs Service investigated where the Cuban cigars had come from.
2. The conversations were recorded.
3. The couple sent Cuban cigars to America.
4. The couple traveled overseas.
5. The woman delivered boxes of Cuban cigars to the club and the restaurant.
6. The couple agreed to help the Customs Service.
7. The couple bought Cuban cigars.
8. The restaurant's owner is expected to surrender to Federal Agents.
9. The U.S. Customs Service discovered some Cuban cigars.
10. Federal Agents went to the club and restaurant and arrested two men.
11. The U.S. Customs Service arrested the couple.
12. The woman went to the Racquet & Tennis Club and Patroon restaurant to offer them Cuban cigars.

|  |  |  |
| --- | --- | --- |
| **Cuban cigars too hot to handle for bar owners**   |  |  | | --- | --- | | NEW YORK Thursday August 6 (Reuters) - Big Apple bar owners hoping to cash in on the cigar craze are watching their profits go up in smoke this week as federal agents crack down on illegally imported Cuban stogies.  Federal authorities said two men were arrested on Wednesday, a third was to surrender on Thursday and there could be as many as eight more arrested this week. Agents also seized Cuban cigars although the quantity could not be immediately confirmed.  Customs agents began their raids on Wednesday, sweeping through the men-only Racquet & Tennis Club on Manhattan's Park Avenue and arresting manager Robert Gressler.  They also searched the upscale restaurant Patroon and arrested its cigar room manager Alex Hasbany. The restaurant's owner, Kenneth Aretsky, was expected to surrender to authorities on Thursday.  The men are charged under a law known at the Trading with the Enemy Act under which the president can prohibit the import of property from a foreign country. Federal law has banned such transactions with Cuba since July 8, 1963.  According to court papers, the raids stem from a U.S. Customs Service investigation of a shipment of Cuban cigars to Connecticut in April.  As part of that probe, a man and woman were arrested and then became informants. Authorities learned that the couple had traveled to Cuba, Morocco, Spain, France and elsewhere and shipped Cuban cigars to the United States. The cigars were then sold to U.S. customers. | The woman said her role in the scheme was to take orders for the cigars, deliver them and accept payments. She identified the Racquet & Tennis Club and Patroon as customers.  The court papers described recorded conversations between the woman and other defendants as well as various deliveries she made to their establishments.  In one conversation, the woman advised Hasbany that she had Aretsky's favorite Cohiba Siglo cigars for sale. Hasbany allegedly asked that she set aside boxes of the cigars for the restaurant as well as a box for Aretsky.  In one delivery in June, the woman allegedly gave Hasbany a box of Cohiba Siglo I cigars, one box of Partagas Series D cigars and one box of Bolivar Belicoso Fino cigars. She accepted $1,565 for the three boxes.  According to court papers, the most expensive cigars were Cohiba Esplendidos which were sold to the defendants for $825 to $875 a box.  The cigar bar trend in New York and other big cities has caused a huge increase in seizures of illegal cigars. Customs officials said the number of seizures of Cuban cigars rose to 3,700 during the 1996-1997 fiscal year up from 221 in the 1993-94 fiscal year.  In the last fiscal year, agents said they grabbed 240,000 cigars worth about $3.1 million.  Article © 1998 Reuters Limited. Lesson ©1999 www.english-to-go.com | |

**D: Comprehension**

Answer these questions:

1. How many people does the article say could be arrested in the week this article was written?
2. How did the police know what the people ordering cigars from the woman informer said?
3. Did the woman informer come to the police and say she would help them?
4. What happened in April?

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

**A: Learning Phrasal Verbs**

Find the phrasal verbs (from **Activity** **B** of the **Pre-Reading** **Activities**) in the article and look at how they are used. Then write your own sentences to help you remember their meanings.

**B: Test another student**

Write at least four questions about today's article and then ask another student to answer them. (Your partner can either look at the article to find the answers or test their memory by trying to answer you without looking back at the article.) You could also do this activity in small groups.

**TEACHERS' NOTES AND ANSWER KEY**

There is another **Instant** **Lesson** which deals with Cuban cigars, their quality and how they're made. You could do that lesson before or after this one. It is in the Upper-Intermediate Library, and is titled **"Cuba defends its 'work of art' cigars**".

**Pre-Reading Activities**

**A: Discussion - Notes**

Some examples could include alcohol in some countries or food products made from endangered animal.

**B: Vocabulary - Answers**

1. An informant is a person who gives information to the police.

2.  
upscale (e.g. "upscale restaurant") - expensive  
stogies - cigars  
Big Apple - New York City  
craze - fashion

3.

1. **crack down on**
2. **sweeping through**
3. **stems from**
4. Please **set** them **aside** for me
5. **cashing in**

**D: Guessing - Answers**

1. $**1,565** for three boxes.
2. The most expensive cigars were $**825** to $**875** a box.
3. The number of seizures of Cuban cigars rose to **3,700** during the 1996-1997 fiscal year up from **221** in the 1993-94 fiscal year.
4. In the last fiscal year **240**,000 cigars worth about $**3,100**,000 were seized.

**Reading Activities**

**A: Skimming - Answers**

|  |  |  |
| --- | --- | --- |
| A | B | C |
| Robert Gressler | the Racquet & Tennis Club | manager |
| Alex Hasbany | Patroon restaurant | cigar room manager |
| Kenneth Aretsky | Patroon restaurant | owner |
| A woman | cigar importer | cigar seller / informant |

**B: Vocabulary - Suggested answers**

1.b; 2.c.

**C: Sequencing - Answers**

1. The couple traveled overseas.
2. The couple bought Cuban cigars.
3. The couple sent Cuban cigars to America.
4. The U.S. Customs Service discovered some Cuban cigars.
5. The U.S. Customs Service investigated where the Cuban cigars had come from.
6. The U.S. Customs Service arrested the couple.
7. The couple agreed to help the Customs Service.
8. The woman went to the Racquet & Tennis Club and Patroon restaurant to offer them Cuban cigars.
9. The conversations were recorded.
10. The woman delivered boxes of Cuban cigars to the club and the restaurant.
11. Federal Agents went to the club and restaurant and arrested two men.
12. The restaurant's owner is expected to surrender to Federal Agents.

**D: Comprehension - Answers**

1. 11 (2 arrested on Wednesday, 1 surrendering on Thursday, as many as 8 more to be arrested.)
2. The conversations were recorded
3. No. First she was arrested, then she became an informant.
4. The U.S. Customs Service investigated a shipment of Cuban cigars to Connecticut.

980806smog

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