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

**A Moviemakers' Paradise**

**Pre-Reading Activities**

**A: Pair Discussion**

Discuss the following questions in pairs.

1. What is your favorite movie?   
2. Do you know where it was filmed?   
3. Would you like to visit the place where your favorite movie was filmed? Give reasons for your answer.   
4. Do you know where the movie 'The Fellowship of the Ring," the first movie in "The Lord of the Rings" trilogy, was filmed?   
5. Do you know where the movie "Star Wars" was filmed?

**B: Quiz**

Take this short quiz about New Zealand.  Circle one answer for each question.

|  |  |
| --- | --- |
| 1. New Zealand is located in... a. the United States.  b. Europe.  c. the Pacific.  d. South America.  2. New Zealand has a population of... a. 10.6 million people.  b. 3.9 million people. c. 100.2 million people. d. 45.5 million people.  3. People from New Zealand are called.. a. shepherds.  b. Kiwis.  c. All Blacks.  d. Silver Ferns. | 4. New Zealand has... a. mountains.  b. glaciers.  c. beaches.  d. volcanoes, mud pools and hot springs. e. forests.  f. rolling green hills.  g. all of the above.  5. The capital city of New Zealand is... a. Auckland.  b. Christchurch.  c. London.  d. Wellington.  e. Sydney.  6. New Zealand is about the size of... a. Australia.  b. Great Britain.  c. Ireland. d. Canada. |

**C. What Else Do You Know?**

Write down anything else that you know or have heard about New Zealand.   
 

**Reading Activities**

**A: Taking Notes and Summarizing: 1**

1. Make short notes as you read each of the four paragraphs of Part One of today's article.   
2. Now briefly summarize Part One of the article in no more than 2 or 3 sentences.

**Part One**

|  |  |  |
| --- | --- | --- |
| **New Zealand Eyes Rings Movie Role Spin-Off** By Rodney Joyce   |  |  | | --- | --- | | WELLINGTON Wednesday December 19 (Reuters) - Kiwi film director Peter Jackson's opening film in the ''The Lord of the Rings'' **trilogy**, "The Fellowship of the Ring,'' has opened worldwide. The second and third films in the series will follow after one-year gaps. As moviegoers watch heroic hobbit Frodo Baggins trek through the mountains and forests of Middle Earth, New Zealand will be looking to **cash in** on its own role in the latest fantasy **blockbuster** to hit the screens.  New Zealand, where the films were shot, is already spending millions of dollars promoting itself as **a movie makers' paradise**. Entrepreneurs are busily tempting fans of J.R.R. Tolkien's classic fantasy trilogy **down under** to see for themselves where the movies were filmed. Voted the story of the 20th century in some millennium polls, Lord of the Rings has a fanatical following with 100 million books sold since it was written in the 1950s.  "New Zealand is Middle Earth,'' says actor Elijah Wood, who plays Frodo. "It has every geological formation and geographical landscape you can imagine ... and some you couldn't.''  The challenge for Pete Hodgson, New Zealand's Minister for Lord of the Rings, as well as Minister of Energy, Fisheries, Forestry and Science, is to ensure the stunning **backdrops** in the movie **lure** both tourists and movie makers  to follow in Frodo's footsteps. "Some films have a good link with their origin and some films haven't ... Most of the world didn't know that Star Wars was made in Morocco,'' Hodgson told Reuters. | The New Zealand promotional effort builds on the dreams of Jackson, a self-taught movie maker who began with the tongue-in-cheek blood and gore of splatter movies. He read "The Lord of the Rings'' as a teen-ager and sold a major Hollywood studio on the idea that he could bring to life one of the world's most-loved stories. Jackson found plenty of room in New Zealand -- a country with 3.9 million people spread over a land the size of Great Britain -- to film scenes ranging from volcanic Mount Doom to the gently rolling green countryside of Frodo's home in Hobbiton.  (Continued/...)        **Words: trilogy -** a group of three books or movies that are connected **cash in -** to make money / profit from something **blockbuster** - a very successful film or book  **a movie makers' paradise -** a place which has everything that is needed for making movies  **down under -** an informal phrase that refers to either the countries in the Pacific, usually Australia or New Zealand. **backdrops** - the background scenery  **lure** - the power to cause something / someone to draw near. |   Article © 2001 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Comprehension**

 Read the questions and read Part One again to find the answers.

1.  How many films has Peter Jackson had to make to tell the story of "The Lord of the Rings"?   
2.  What is the title of the first film  in the trilogy?   
3.  What role did New Zealand play in the making of the movie?   
4.  Now that the film has been made, what is New Zealand trying to do?   
5.  What was one reason why Peter Jackson chose to film the movie in New Zealand?   
6.  What example of a geological formation is used in the article?   
7.  What example of a geographical landscape is used in the article?   
8.  Why do you think New Zealand appointed a government minister to be Minister for "The Lord of the Rings"?

**C: Taking Notes and Summarizing: 2**

1.  Make short notes as you read Part Two.   
2.  Now briefly summarize Part Two in no more than two or three sentences.

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued)  Travel entrepreneur Vic James, from Red Carpet Tours, is out to grab a share of the potentially **lucrative** tourism **spin-off** from the movie, as Tolkien fans seek to follow Frodo's progress through 35 filming locations.  Up to 300 Singaporean fans may be the first to follow the movie's call, with James booking bus trips in February to see ''mysterious forests where magic still **lingers**,'' as he describes it. However the fans will need to bring their imaginations with them. | "All of the **movie sets** have been dismantled but what they're going to be seeing is the exact spot where the different shots were filmed,'' James told Reuters. ``A lot of it is the natural scenery anyway and particularly the genuine fans, they'll want to come to that particular area because it will be like **hallowed** ground to them,'' he predicts. (Continued/...)  **Words: lucrative:** a deal that would make lots of money **spin-off**: a side result or benefit of something; not the main result or benefit  **lingers**: slow to go away  **movie sets:** places where a movie is filmed  **hallowed: s**acred or holy |   Article © 2001 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**D: True or False?**

Look at these statements and read Part Two again to see if they are **true** or **false**.

1. Vic James is the only person who is organizing travel for people who want to see where "The Lord of the Rings" was filmed.   
2. Fans can see the sets from the movie's 35 different filming locations.  
3. Fans will see the exact places where different parts of the movie were filmed.   
4. Vic James thinks that fans will not mind if they have to use their imagination.

**E: Check Your Understanding**

Read Part Three of today's article and then choose the correct statements.

1.  New Zealand wants to...   
a. attract filmmakers to Wellington.   
b. attract tourists only.   
c. attract tourists, but more importantly it wants people to come and make movies in New Zealand.

2.  Before 'The Lord of the Rings' was made...   
a. New Zealand spent hundreds of millions of dollars on making feature movies.   
b. New Zealand spent hundreds of thousands of dollars on making feature movies.   
c. New Zealand spent only a few million dollars on making feature movies.

3.  The movie 'The Lord of the Rings' has helped the New Zealand film industry by...  
a. bringing a lot of money into New Zealand.   
b. encouraging people who have special skills needed for making films.   
c. providing lots of opportunities for New Zealand actors.

4.  At the moment...   
a. it is cheaper to make movies in  New Zealand than in the United States.   
b. it is more expensive to make movies in New Zealand than in the United States.   
c. it costs about the same to make movies in New Zealand as it does in the United States.

5.  Many people think of New Zealand as...   
a. a country where there are sheep everywhere.   
b. a beautiful, peaceful country that has lots of sheep but not much else.   
c. a place that has lots of towns and beautiful scenery.

**Part Three**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (..../Continued.) But the bigger focus is on New Zealand as a movie location, and not just because of the glistening snowy mountains that Frodo and his fellowship of ring-bearers must cross on their trek. New Zealand has had moderate success in the movie industry, through films such as haunting period love story "The Piano'' (1992) and the graphically violent "Once Were Warriors'' (1994). It was also home to cult television show "Xena, Warrior Princess.''  But the Rings trilogy  (which cost AOL Time Warner's New Line Cinema nearly $300 million to make) is a huge leap forward for a country that spent just $6.5 million making **feature movies** the year before Jackson -- typically bare foot in baggy shorts -- began working on Middle Earth in a **nondescript** warehouse that is his studio in suburban Wellington. | In fact The Lord of the Rings has been a leap forward for New Zealand's small film sector, advancing skills ranging from computer graphics to wardrobe, says Ruth Harley, the chief executive of promotional agency Film New Zealand. A 30 percent fall in the New Zealand dollar in the past four years has made it much cheaper to film there and Harley is setting out to change a perception that New Zealand is a beautiful but quiet rural **backwater** overrun with sheep.  **Words: feature movies**- a full-length movie, usually 2-3 hours long, that has an invented story played by actors  **nondescript** - not noticeable; doesn't have anything that would make it stand out  **backwater** - a place that is away from the places where most things happen and is therefore not affected by events, new ideas, etc. |   Article © 2001 Reuters Limited. Lesson © 2002 www.english-to-go.com |

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

**A: Research**

You are a travel agent.  You have been asked to prepare a travel itinerary (i.e. a travel plan) for a group of tourists from your hometown who want to visit New Zealand. They are spending ten days in New Zealand.  They will arrive in Auckland and leave from Christchurch. They want to see New Zealand's natural scenery.    
  
Your job is to do some research and find out which places they should visit during their stay.  Be prepared to describe the itinerary to your class. Write or type up the travel itinerary neatly to give to your teacher.

**B: Language**

The words ***in, at,*** and ***on*** are prepositions used for telling the reader or listener where something is.  Complete the sentences using **in, at** or **on** and one of the following nouns or noun phrases in the table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| an e-mail | the movie | the sky | his finger | the mountains |
| his coffee | a T-shirt | New Zealand | the end | the island |
| the series | the top | holiday | Frodo | a hobbit |

1. All three movies of  "The Lord of the Rings" were filmed \_\_\_\_\_ .   
2. When we were filming \_\_\_\_\_ , it started to snow.   
3. Fortunately, there was nobody living \_\_\_\_\_ when we did the filming there.   
4. The ring \_\_\_\_\_ made him disappear.   
5.  The interviewer asked Peter if he would like sugar \_\_\_\_\_ .   
6. "I am looking forward to seeing the next two movies \_\_\_\_\_ ," said the critic.   
7. Elijah Wood is one of the main actors \_\_\_\_\_ .   
8. Peter Jackson's studios can be found \_\_\_\_\_ of a small suburban street in Wellington, New Zealand.   
9. There wasn't a cloud \_\_\_\_\_ when we started filming the movie.   
10. "Come and visit New Zealand-Middle Earth" was the headline \_\_\_\_\_ of the page.   
11. When Peter Jackson directed the movie he dressed \_\_\_\_\_ and baggy shorts every day.   
12. I told my friend \_\_\_\_\_ message that I had gone \_\_\_\_\_ to New Zealand to visit the "The Lord of the Rings" filming locations.

**C: Speaking**

Prepare a two minute speech describing your favorite movie. What type of movie is it? (e.g. horror, romance, comedy, action, mystery, etc.)  
  
Give a short summary of the movie. Discuss the scenery, the acting, the story, the music and any special effects used.  Explain why you liked the movie and describe how it made you feel.

**TEACHERS' NOTES AND ANSWER KEY**

**Please note:** This lesson has an InstantWorkbook exercise.

**Pre-Reading Activities**

**A: Pair Discussion - Answers**

4. The movie "The Fellowship of the Ring" was filmed in New Zealand.   
5. The movie "Star Wars" was filmed in Morocco.

**B: Quiz - Answers**

1. c; 2. b; 3. b; 4. g; 5. d; 6. b.

**C. What Else Do You Know? - Notes**

Get students to write down their perceptions of what they think New Zealand is like. You may have students in your class who have traveled or lived in New Zealand. You could ask them to describe what New Zealand is like.

**Reading Activities**

**A: Taking Notes and Summarizing: 1 - Notes**

The purpose of the Taking Notes and Summarizing activities is to give students practice reading, highlighting, note-taking and summarizing information from a news article.  You may like to have pairs of students check their work by reading their summaries aloud to each other.  They could then discuss differences and ways to improve their summaries. Students are given two opportunities to practice these skills in this lesson.

**A: Taking Notes and Summarizing: 1 - Sample Answer**

The "The Lord of the Rings" trilogy was filmed in New Zealand and with the opening of the first movie, New Zealand wants to promote itself, not only as a wonderful place for Tolkein fans to visit, but as the best place to make movies. New Zealand has appointed a government minister to be Minister of the "The Lord of the Rings" to help promote New Zealand worldwide.

**B: Comprehension - Answers**

1. 3   
2. The Fellowship of the Ring.   
3. The film was filmed and made in New Zealand, which means that the New Zealand landscape provided all the backdrops.   
4. New Zealand is trying to promote and publicize itself as the place to make movies and as a great place for tourists to come and see amazing landscapes.   
5. Because he was able to film the movies using New Zealand's many varied landscapes as backdrops in the three movies.   
6. The volcanic Mount Doom.   
7. The gently rolling green countryside.   
8. So that someone with lots of power/influence could represent New Zealand's interests. In addition, the Minister would have been given lots of government money to promote New Zealand.

**C: Taking Notes and Summarizing: 2 - Sample Answer**

Entrepreneurs are trying to encourage visitors to visit New Zealand.  For example, a tourist operator (or tour agency) has already booked fans to visit the locations where "The Lord of the Rings" was filmed even though the movie sets have been taken apart.

**D: True or False - Answers**

1. False (He is 'grabbing a share", which means there will be other tourist operators organizing travel.)   
2. False (The movie sets have been taken apart/dismantled.)   
3. True   
4. True

**E: Check Your Understanding - Answers**

 1 - c; 2 - c; 3 - b; 4 - a; 5 - b.

**Post-Reading Activities**

**A: Research - Notes**

If your students have a map of New Zealand, this will make the activity easier. After completing the exercise, students could describe their itineraries to the class either in groups or as individuals.

You may find one or more of these web sites useful:  
http://nz.com   
http://www.purenz.com   
http://url.co.nz/nzl.html   
http://www.tourism.net.nz/   
http://www.tourisminfo.govt.nz/cir\_home/index.cfm

**B: Language - Answers**

1. All three movies of  "The Lord of the Rings" were filmed **in New Zealand.**   
2. When we were filming **in the mountains**, it started to snow.   
3. Fortunately, there was nobody living **on the island** when we did the filming there.   
4. The ring **on his finger** made him disappear.   
5. The interviewer asked Peter if he would like sugar **in his coffee**.   
6. I am looking forward to seeing the next two movies **in the series** said the critic.   
7. Elijah Wood is one of the main actors **in the movie**.   
8. Peter Jackson's studios can be found **at the end** of a small suburban street in Wellington.   
9. There wasn't a cloud **in the sky** when we started filming the movie.   
10. "Come and visit New Zealand-Middle Earth" was the headline **at the top** of the page.   
11. When Peter Jackson directed the movie he dressed **in a T shirt** and baggy short every single day.   
12. I told my friend **in an e-mail** message that I had gone **on holiday** to New Zealand to visit the "The Lord of the Rings" filming locations.

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

**A State of Emergency  
  
Pre-Reading Activities**

**A: Brainstorming**

Work in groups of three. Read the following words. What do they have in common?

770_1

**B: Matching**

What other facts do you know about this famous city? In the same groups match the sentence beginnings with their endings.

|  |  |
| --- | --- |
| **Sentence Beginnings** | **Sentence Endings** |
| The city of Venice... | ...contain the body of an early Christian. |
| Many famous people have lived there, ... | ...is the gondola. |
| The most common form of transport... | ...in Venice, and the speed limit on the canals is 5km (3mph). |
| The church of St Mark is said to... | ...is built on water. |
| Pigeons are a major source of ... | ...including Ernest Hemingway and Robert Browning. |
| There is only one traffic light... | ...pollution in St Mark's Square. |

**C: Discussion**

What do you think are the biggest problems facing Venice today?

Rank these problems in order of importance: 1 = the most serious problem; 8 = the least serious problem.

\_\_\_ decaying historical buildings  
\_\_\_ local health issues related to damp living conditions  
\_\_\_ pigeon droppings  
\_\_\_ cost of maintaining buildings, art works and other treasures  
\_\_\_ too many tourists  
\_\_\_ water pollution  
\_\_\_ too many rats  
\_\_\_ rising sea levels caused by global warming

**Reading Activities**

**A: Predicting**

Here is the headline from today's article.

**Italy Declares 'Environmental Emergency'**

Today's article is about environmental emergencies. Put a tick next to the following words and phrases you might expect to find in the article. (Do NOT read the article yet!)

|  |  |
| --- | --- |
| minor issues | state of emergency |
| air pollution | extraordinary measures |
| gases | no necessary action |
| eroding historic buildings | health hazards |
| places to see | water pollution |
| global warming | cafes and shops |

Compare your answers with a partner when you have finished.

**B: Skimming770_4  
  
Part One:** Read today's article quickly, looking for any of the above words and phrases. When you find them, highlight them with a colored pen or underline them.

|  |  |  |
| --- | --- | --- |
| **Italy Declares 'Environmental Emergency'**   |  |  | | --- | --- | | ROME Thursday November 15 (Reuters) - Italy declared a state of environmental emergency in Venice, one of its most popular tourist destinations, and two other cities on Thursday, paving the way for urgent measures to tackle pollution. "Extraordinary measures are needed because of the high levels of pollution,'' said Federica Cingolani, the environment ministry press secretary. "The states of emergency could last a year but it will be up to local officials to decide.''  Growing boat traffic in the world-famous waterways of Venice prompted the ministry to declare an emergency there, while air pollution from heavy road traffic raised fears of health hazards in the Sicilian city of Messina and the industrial hub of Milan. In Venice, a city built on stilts in the middle of a lagoon in northern Italy, water pollution and the wake from boats plying its canals are eroding historic buildings. | By declaring a state of emergency, the ministry paves the way for parliament to nominate local commissioners who can draw up and implement extraordinary measures, which are yet to be decided. They could include closing certain areas to boat or road traffic, charging tolls or imposing fines. "The decision gives local commissioners the authority to act quickly and independently,'' Cingolani said.  It is the first time the Italian environment ministry has declared a state of emergency in cities. In the past it has declared emergencies in whole regions in southern Italy due to drought or severe sewage problems. Italy, along with other European Union states, backs the Kyoto accord on restricting gases that cause global warming, some of the same gases that are exacerbating the air pollution problems in Milan and Messina. |   Article © 2001 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**Part Two:** Now go back to your answers in Pre-Reading Activity C: Discussion and change your answers (if necessary) to match the information in the article.

**C: Reading for Deeper Understanding**

Now read the article again more carefully and answer the following questions **in your own words**.

1. Why are urgent measures being taken in three Italian cities?  
2. What is the cause of the high levels of pollution in Venice?  
3. What is the cause of the high levels of pollution in Messina and Milan?  
4. What is the aim of the Kyoto accord?  
5. What is different about the emergencies declared in Venice, Messina and Milan compared with previous emergencies elsewhere in Italy?

Now compare your answers with a partner. Do you have the same information or are your answers quite different? If your answers are different, explain your reasons for your answers to your partner. Try to persuade your partner to agree with you. Finally, your teacher will check your answers as a class.

**D: Language**

**Part One:** Work with your partner. Here are some words from today's article. Match the words which collocate with each other.

Do NOT look back at the article.

|  |  |
| --- | --- |
| health | measures |
| urgent | famous |
| world | measures |
| high | hazards |
| extraordinary | levels |

**Part Two:** Listen as your teacher dictates some sentences to you. Write down each sentence. There are some gaps in each sentence. Your teacher will say 'blank' when there is a gap.

When you have finished writing down the sentences, try to think of the most suitable word to put in the gap. (These are collocations, so the words you choose should be those which most people commonly say in sentences like these.)

**E: Thinking Carefully**

Look at the following excerpts from today's article. Use your own knowledge and your understanding of the article to try and answer the questions that follow them.

1**.** *Italy...backs the Kyoto accord on restricting gases that cause global warming, some of the same gases that are exacerbating the air pollution problems in Milan and Messina.* How do gases cause global warming?

2. *In Venice, a city built on stilts in the middle of a lagoon in northern Italy, water pollution and the wake from boats plying its canals are eroding historic buildings.* Why does erosion occur in this situation?

**770_5**

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

**A: Role-play**

Your group of three or four students is going to role-play a situation. Use the information in the article to help you prepare what you want to say but put it in your own words.

**Student A:** You are a tour guide. You are taking a group of people around the city of Venice. Describe the problems Venice is facing and what they are caused by. Explain what the government is trying to do about these problems.

**Other students:** You are tourists visiting Venice. Think of some questions to ask your tour guide about the environmental problems you have noticed during your stay in Venice. (Each person should have two or three questions to ask.)

**B: Research**

Using books, travel guides, magazines and / or the Internet, find pictures and information about a city of your choice.

Prepare a travel brochure about the city you have chosen. Include information about the following things:

1. Important facts about the city: historical and / or interesting facts, population, main industries, geography, language, currency, climate, etc.  
2. Things to do and see in the city  
3. Useful information: public transportation, accommodation, shopping, clothes to take, etc.

When you have finished, exchange your brochure with a partner, and talk about anything interesting you found out that you didn't know before.

Finally, display all the brochures in class. Take a class vote to find out which city most people would like to visit.

**C: Writing / Peer Editing**

1. Think of an environmental problem facing one of the major cities in your country. Write the first draft of a letter, in English, to the city council which administers that city. In your letter,

a. describe the problem as you understand it.  
b. explain how you think it could be solved.  
c. ask the council to take action to solve the problem.

Remember to use the layout and language of a formal letter.

2. Exchange your draft letter with a partner. Look for anything in your partner's letter which you think could be improved, e.g. grammar, spelling, punctuation, and layout. Discuss your suggestions for improvement with your partner. If there is anything you don't understand, ask your partner to explain.

3. After discussing your drafts with each other, rewrite your letter, making changes where you and your partner think they should be made.770_6

4. Finally, give your draft and your rewritten copies to your teacher for checking.

e

**TEACHERS' NOTES AND ANSWER KEY**

**Please note:** This lesson has an accompanying online exercise for your students to do at www.instantworkbook.com.

**Pre-Reading Activities**

**A: Brainstorming - Answer**

All of these words and phrases describe something that can be seen in Venice, Italy.

**B: Matching - Answers**

The city of Venice is built on water.  
Many famous people have lived there, including Ernest Hemingway and Robert Browning.  
The most common form of transport is the gondola.  
The church of St Mark is said to contain the body of an early Christian.  
Pigeons are a major source of pollution in St Mark's Square.  
There is only one traffic light in Venice, and the speed limit on the canals is 5km (3mph).

**C: Discussion - Notes**

At this stage just let students speculate about what they think is the likely ranking. Once they have read the article, encourage them to go back and modify their answers.

**Reading Activities**

**A: Predicting - Notes**

Do not tell the students the answers yet. They can check these for themselves when they do the skimming activity.

**B: Skimming - Answers**

|  |  |  |
| --- | --- | --- |
| **Italy Declares 'Environmental Emergency'**   |  |  | | --- | --- | | ROME (Reuters) - Italy declared a state of environmental emergency in Venice, one of its most popular tourist destinations, and two other cities on Thursday, paving the way forurgent measures to tackle pollution. **"Extraordinary measures** are needed because of thehigh levels of pollution,'' said Federica Cingolani, the environment ministry press secretary. ``The states of emergency could last a year but it will be up to local officials to decide.''  Growing boat traffic in the world-famous waterways of Venice prompted the ministry to declare an emergency there, while **air pollution** from heavy road trafficraised fears of **health hazards** in the Sicilian city of Messina and the industrial hub of Milan. In Venice, a city built on stilts in the middle of a lagoon in northern Italy, **water pollution** and the wake from boats plying its canals are **eroding historic buildings.** | By declaring a **state of emergency,** the ministry paves the way for parliament to nominate local commissioners who can draw up and implement **extraordinary measures**, which are yet to be decided. They could include closing certain areas to boat or road traffic, charging tolls or imposing fines. ``The decision gives local commissioners the authority to act quickly and independently,'' Cingolani said.  It is the first time the Italian environment ministry has declared a **state of emergency** in cities. In the past it has declared emergencies in whole regions in southern Italy due to drought or severe sewage problems. Italy, along with other European Union states, backs the Kyoto accord on restricting **gases** that cause **global warming**, some of the same gases that are exacerbating the **air pollution** problems in Milan and Messina. |   Article © 2001 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Reading for Deeper Understanding - Suggested Answers**

1. To try to resolve the problems caused by pollution.  
2. Water pollution caused by heavy boat traffic.  
3. Air pollution caused by heavy road traffic.  
4. The Kyoto accord aims to restrict gases that cause global warming.  
5. This is the first time a state of emergency has been declared in cities. Normally, the Italian Government has done this on a regional basis.

**D: Language - Notes**

**Part One:** Ask students what 'collocations' are. Hopefully, students at this level will have come across the word 'collocation' before. If not, explain that in English, certain words always belong together. An alternative cannot be used as the language sounds unusual. There is no magic rule for the way these function, students simply have to memorize them. Encourage them to have a section in their vocabulary notebook where collocations can be collected, as they come across them. **Part Two:** Read the sentences below to the students. Where there is a gap, say the word 'Blank'. When students have written their sentences, get them to compare what they have written with each other before you put the sentences on the board for final checking. (Note: You may like them to write the sentences on the board.) Then encourage them to work together to fill the gaps with suitable answers.

**D: Language - Part Two - Sentences to be read aloud to students**

(Say 'Blank', where there is a gap in the sentence.)  
a. Last night, I was very tired, so I went to bed early. By 9 pm I was \_\_\_\_\_ asleep.  
b. He always leaves the refrigerator door \_\_\_\_\_ open when he takes something out.  
c. The police were amazed because the attack occurred in \_\_\_\_\_ daylight.  
d. My sister never buys \_\_\_\_\_ furniture. Everything in her house is \_\_\_\_\_ new.  
e. My \_\_\_\_\_ clock went off at 2 am and I couldn't go back to sleep after that because I was \_\_\_\_\_ awake.

**D: Language - Answers**

**Part One:** health hazards; urgent measures; world famous; high levels; extraordinary measures **Part Two:** a. fast b. wide c. broad d. secondhand; brand e. alarm; wide

**E: Thinking Carefully - Notes**Encourage students to write their answers in their own words. They should write just a one sentence explanation for each question. If a student is struggling with this task, let them use a dictionary - preferably an English dictionary - but remind them to use their own words.

**E: Thinking Carefully - Suggested Answers**

1.Large amounts of greenhouse gases (e.g. carbon dioxide) in the atmosphere trap the heat of the sun, causing global warming.2. Erosion occurs because water with different agents in it (e.g. oil, salt) can cause most anything, including buildings, to wear down.

**Post-Reading Activities**

**A: Role-play - Notes**

Make sure students participate equally, especially those who take the role of tourists. Encourage them to have the same number of questions each. Be sure not to let the 'tour guide' dominate too much.

**B: Research - Notes**

You may need to provide some resources such as website addresses, old travel brochures, paper, colored pens, scissors and glue. Students may also like to use computers to do the word processing, so that the writing on their brochure looks more professional.

**C: Writing / Peer Editing - Notes**

One of the main goals of this activity is to point out to students in a practical way that satisfying writing is never a 'once off' product, but should be a process whereby their ideas are modified and improved. Encourage them to be positive in the peer correction phase, to ask lots of questions, and to try to develop each other's ideas, not simply focus on correcting the mistakes they find. Students should find that when they have a real audience, they are much more motivated to produce the best standard of work they can.

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

**Air in the air**

**Pre-Reading Activities**

**A: Discussion**

Work in small groups and discuss the following questions.

1. Have you ever traveled by air?
2. Where did you go?
3. How long was the flight?
4. What is the longest flight you have ever taken?
5. What were the conditions on the plane? (Did you always feel comfortable?)
6. How do you think they could be improved?
7. What possible health problems, for the crew as well as the passengers, do airlines and aircraft designers need to consider?

**B: Vocabulary**

Here are some words from today's article. Work in groups of three, (Students A, B and C). Each student should match their words to the correct meanings, then teach their words to the other two students in the group.

**Student A**

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| allegations | organized into a group relating to a particular trade or job |
| pollutants | banned / made illegal |
| unionized | chemicals or other substances which damage the environment |
| addressed | unproved statements or claims |
| outlawed | made right / corrected |

**Student B**

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| humidity | situations / settings / circumstances |
| recirculated | a feeling of sickness |
| nausea | passed from one place to another (again and again) |
| scenarios | controlling (by legal means) |
| regulatory | amount of moisture in the air |

**Student C**

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| hygienist | tube or pipe |
| emit | someone who specializes in the study of health and cleanliness |
| filter (n) | putting a pushing force on something |
| pressurized | give or send out |
| duct | a device that removes the particles from a substance |

**C: Find Your Other Half / Dictation**

Your teacher will give you a piece of paper with half a sentence on it. Find the person in the class who has the other half of your sentence.

When you have found your 'other half', sit together. Each pair should then take turns to read their sentences aloud. The rest of the class will write the sentences down.

When every sentence has been dictated, one person from each pair should write the sentence on the board so the other students can check their work.

**Reading Activities**

**A: Scanning**

You have thirty seconds to scan the article (your teacher will time you). Try to decide what the subject of the article is. When your teacher tells you to stop, describe the subject of the article to a partner. Try to do this in one sentence only.

|  |  |  |
| --- | --- | --- |
| **Air Quality in Jetliners Comes Under Scrutiny**   |  |  | | --- | --- | | WASHINGTON Wednesday January 3 (Reuters) - An independent review of air quality aboard commercial jetliners got off the ground on Wednesday, with allegations that de-icing fluids, engine fumes and other pollutants may pose onboard health risks.  The National Academy of Sciences review was requested by Congress in response to complaints by groups, such as unionized flight attendants, who spend long hours on aircraft and allege that the air they breathe on the job can make them sick.  "It's a public health problem that has not been addressed," said Christopher Witkowski, director of safety and health for the Association of Flight Attendants. The AFA represents more than 40,000 flight attendants at more than 25 airlines.  With cigarette smoking outlawed on all U.S. airline flights, complaints in recent years have shifted to other onboard air quality issues like low humidity, stuffiness and the potential for viruses to be transmitted through recirculated air.  Some health problems cited by flight attendants include headaches, nausea and problems with balance. Studies are underway to determine if reproductive health is affected by cabin air quality.  The Federal Aviation Administration said in a statement that cabin air quality has been improved over the years and it "looked forward" to identifying any scenarios that might "pose possible risks" and require regulatory action. | The academy will review data on aircraft contaminants from the FAA and other health and environmental organizations and will evaluate potential approaches for improving air quality.  The study, including recommendations, must be completed by September. The academy has no regulatory authority.  Judith Murawski, an industrial hygienist with the flight attendants association, told the NAS in a public meeting on Wednesday that oil coated on moving parts can warm and emit gasses that can leak into the air supply.  Olney Anthony, an air safety investigator with the International Association of Machinists and Aerospace Workers, said de-icing and other chemicals "can find their way" into systems that provide air to the cabin. That does not mean, however, those chemicals are not filtered out before they reach the cabin.  Pressurized air comes mainly from the compressor stages in the aircraft's engines. Moving through the compressor, the outside air gets extremely hot as it is pressurized. It is cooled, mixed with highly filtered recycled air and blown in through ducts. It moves through the cabin and exits through the floor.  Replacing circulated air with more fresh air in the cabin would require the engines to work harder, using more fuel and costing the airlines more money. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Reading for Key Information**

Take more time to read the article again.

Answer the following questions.

1. Find at least five people and / or groups of people mentioned in the article.
2. Where did the review take place?
3. Why are there concerns about air quality on long flights?
4. What is the main purpose of the review?
5. What kinds of problems, which affect air quality on planes, do researchers already know about?
6. What other problems do airlines face if they want to improve air quality on long flights?

**C: Understanding Details**

Read the following statements. If you think the statement is true, write '**T**', '**F**' if the statement is false and '**NM**' if the article does not have this information.

1. The people who work on planes requested that the US Government do something about the problem of poor air quality on American jetliners.
2. Several studies have already been done, which suggest that poor air quality causes health problems.
3. The problem of air quality became more noticeable to passengers when smoking was banned on aircraft.
4. Poor air quality is sometimes blamed for the fact that aircraft workers find it difficult to stay on their feet.
5. Some aircraft workers believe they have been unable to have children as a result of poor working conditions on long flights.
6. The US Government is waiting for the review so it can pass new laws enabling the FAA to control the air supply on large aircraft.
7. Changes to the way air is recycled may cost airlines more money, and use more fuel than at present.

**D: Language**

Your teacher will divide you into two groups, Group A and Group B.

* Work with someone from your group.
* Look at your list of phrases from today's article.
* Together write a short sentence which explains the meaning of each phrase. Use your own words. **DO NOT** just copy sentences from your dictionary.
* Get your teacher to check your sentences for accuracy.
* When you have finished, work with a partner from the other group.
* Take turns to read out one of your sentences to your new partner. (**Mix up the order**.)
* Your partner should try to match your sentence with the correct phrase from your list.

**Group A Phrases**

1. 'got off the ground...'
2. 'pose possible risks...'
3. 'de-icing fluids...'
4. 'in response to complaints...'

**Group B Phrases**

1. 'studies are underway...'
2. 'evaluate potential approaches...'
3. 'that has not been addressed...'
4. 'can find their way into..."

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

**A: Role play / Listening and Note-taking**

**Part A**

Work with a partner and prepare a role play based on the following information. When you are ready, present your role play to the rest of the class.

**Student A:** Imagine you are a flight attendant working on long distance flights. You have developed a number of health symptoms which you believe are related to poor air quality on aircraft. You have arranged an interview with your airline manager because you want the airline to do something about this problem. You also want some financial help to cover ongoing medical costs.

**Student B:** Imagine you are the manager of an airline company. Your company is experiencing some financial difficulties. It is important that you do all you can to save money. You know that your aircraft are in need of maintenance work, but the company can't afford to do anything extra at the moment. You are not convinced that air quality is related to any health problems that your workers experience. Instead you think that health problems may be caused by your staff not taking adequate rest on their days off.

**Part B**

Each person in the class should make notes listing all the arguments used by the other students to support their points of view. (Do not repeat information as you take notes.)

This list of notes should then be used to help you write a short essay of no more than one page. The topic of the essay is...

" Discuss the arguments for and against improving air quality on long distance flights".

Conclude your essay with a paragraph which outlines your own opinion on this issue.

**B: Advertising Brochure - (Reading and Writing)**

Work in groups of three or four. Prepare an advertising brochure for an imaginary airline company.

Each person should choose a different aspect of your airline to describe. (You could consider such things as safety record, up-to-date technology, in-flight entertainment, quality of staff etc.).

Put all your information onto a folded A4 sized piece of paper. Use pictures from magazines to illustrate your brochure, or draw your own if you wish.

Don't forget to include

* a name for your airline,
* destinations that you fly to,
* a table explaining costs,
* types of seats (e.g. first class, economy class, business class),
* frequency of flights,
* routes,
* benefits of using your company.
* Include imaginary contact details such as phone numbers, addresses, e-mail addresses and web site information on your back page.

Distribute your brochures around the class for other students to read. Which airline appears to be the most popular with your potential customers (i.e. the other students in your class)?

**C: Questionnaire / Survey and Report**

Write a list of questions that you could ask people to find out...

1. their opinions on air travel conditions.
2. their experiences when traveling by air (positive and negative)
3. what they would like to see airlines providing for passengers on long flights.

Now work together in a group of three students and complete the following steps:

1. Go through all your questions and decide which ones you **all** think are the most useful. You will need about fifteen questions altogether. After discussion, you may choose to reword some of your questions to improve them.

2. Get your teacher to check your questions.

3. Speak to at least five English speaking people (e.g. other students in your school, teachers, friends and family), and ask them your questions. Record their answers.

4. In your group write a report summarizing your findings and then present it to the class. \*Take turns to present the different parts of your report. Make sure each speaker has an equal time to speak and an equal amount of information to share.

\*Use at least one visual aid per group to help the class understand your findings, (e.g. a large graph, a worksheet, an overhead transparency or large pictures). You may use more if you wish, but one per speaker is about right.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

If none of your students have ever traveled by air, have them talk about other kinds of transport to begin with, then get them to speculate about what conditions might be like on a long flight, and what the possible health risks might be. Or, if you have traveled by air and your students have not, get them to work in pairs and think of some questions about air travel that they could ask you.

If you have a class with mixed experience of air travel, try to match students who have traveled by air with those who have not, so at least there is an opportunity for those who haven't traveled to listen and ask questions.

**B: Vocabulary - Notes**

Encourage students to try to work out the meanings without recourse to their dictionaries if possible.

**B: Vocabulary - Answers**

**Student A**

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| allegations | unproved statements or claims |
| pollutants | chemicals or other substances which damage the environment |
| unionized | organized into a group relating to a particular trade or job |
| addressed | made right / corrected |
| outlawed | banned / made illegal |

**Student B**

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| humidity | amount of moisture in the air |
| recirculated | passed from one place to another (again and again) |
| nausea | a feeling of sickness |
| scenarios | situations / settings / circumstances |
| regulatory | controlling (by legal means) |

**Student C**

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| hygienist | someone who specializes in the study of health and cleanliness |
| emit | give or send out |
| filter (n) | a device that removes the particles from a substance |
| pressurized | putting a pushing force on something |
| duct | tube or pipe |

**C: Find Your Other Half/Dictation - Notes**

There are fifteen sentences here, enough for a class of up to thirty students. If you have a smaller number of students in your class, give out enough half sentences for the number of students you have. (Make sure the students each have a matching half sentence). You can then repeat the activity by matching the remaining sentences after the first dictation.

Copy these sentences and cut them out so each sentence is separate, then cut each sentence in half where indicated with a '**/**'.

**- cut and copy -**

The dental hygienist took a long ... **/** ... time to clean my teeth.

A telephone emits a loud ... **/** ... noise when it rings.

The air-conditioning duct was blocked, ... **/** ... so the air couldn't go through.

A filter is used to stop large particles of dirt ... **/** ... from leaking into a swimming pool.

An aircraft cabin is pressurized ... **/** ... so people can breathe normally when they fly.

When there is a high level of humidity in the air ... **/** ... people feel hot and sticky.

Because the air had been recirculated many times ... **/** ... it no longer smelt fresh.

Pregnant women ... **/** ... sometimes suffer from nausea and tiredness.

He described three scenarios ... **/** ... so they would know what might happen in real life.

The Police have a regulatory function, ... **/** ... as they administer a country's laws.

The Government outlawed ... **/** ... the sale of cigarettes to people under 16 years of age.

The problem of drinking and driving ... **/** ... has still not been finally addressed.

Most workers in the clothing industry ... **/** ... have now been unionized.

The burning of plastics ... **/** ... releases pollutants into the atmosphere.

The politician denied ... **/** ... the allegations made against her.

**- cut and copy -**

**Reading Activities**

**A: Scanning - Notes**

Give students thirty seconds to scan the article, then have them summarize the subject in one sentence. Finally get some feedback from each pair, in order to check general understanding.

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

Because this activity is designed to develop skim reading skills, most of the information is easy to find, and does not require much interpretation. More detailed comprehension work will follow in Activity C.

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

1. Accept answers from the following list: The National Academy of Sciences (NAS), the US Congress, unions for flight attendants, Christopher Witkowski (Director of Safety and Health for the Association of Flight Attendants) (AFA), airline companies, the Federal Aviation Administration, other health and safety organizations, Judith Murawski (an industrial hygienist), Olney Anthony (air safety investigator), the International Association of Machinists and Aerospace Workers.
2. In the USA.
3. It is thought that poor air quality may pose health risks. Air quality on aircraft is an area of health and safety which has not yet been addressed. There have been complaints about poor air quality (from passengers and workers) and people have reported health problems which they believe are related to poor air quality. There are, as yet, no regulations controlling air quality on flights. Air quality control involves cost issues.
4. To investigate public health issues surrounding air quality on board aircraft.
5. Gases emitted from oil-coated moving aircraft parts, de-icing (and other) chemicals entering air systems, air temperature control and air movement in aircraft.
6. Issues of cost and fuel efficiency.

**C: Understanding Details - Answers**

1. T
2. F
3. T
4. T
5. NM
6. NM
7. T

**D: Language - Notes**

Check that your students understand what they have to do. Make sure that their sentences are correct both grammatically and in terms of meaning, before they regroup themselves. Take the best of the sentences (matched to the phrases) and type them up or photocopy them later for your class to have as a reference.

**D: Language - Sample Answers**

**Group A**

1. 'got off the ground...' We are glad to hear that work **began** on the project last month.
2. 'pose possible risks...' They discussed things that could **endanger the health** of their clients.
3. 'de-icing fluids...' The company is producing **liquids that prevent ice from forming** on the wings of planes.
4. 'in response to complaints...' They investigated the matter **because several people had said how dissatisfied they were** with the service.

**Group B**

1. 'studies are underway...' **Research is being done** to find an answer to the problem.
2. 'evaluate potential approaches...' They are **studying different ways** of trying to solve the problem.
3. 'that has not been addressed...' He said that the matter had **not been looked at** before.
4. 'can find their way into...' It is not known how some chemicals **are able to enter** the environment .

**Post-Reading Activities**

**A: Role play / Listening and Note-taking - Notes**

**Part B**

Encourage your students to present an evenly balanced argument in the body of their essay. They should give attention to writing an introduction which outlines what they propose to write about, and a conclusion which summarizes their essay AND indicates their own opinion.

Tell your students you are going to pass the completed essays around the class to give them the opportunity to read and comment on each other's work, as students are usually more motivated to give careful attention to their writing if they know there is going to be a real audience at the end of the process.

**B: Advertising Brochure - (Reading and Writing) - Notes**

You will need to provide your students with paper, colored pens or pencils, scissors, glue, and old magazines for this activity.

**C: Questionnaire / Survey and Report - Notes**

If your students have no or limited contact with English speaking people outside the classroom, they may translate their questions into their own language, but they should do the **planning stages** in class and **present the results** of their survey **in English**.

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**Upper Intermediate - Advanced Instant Lesson™**

**Blondes**

**Pre-Reading Activities**

**A: Discussion**

**Part 1:** Read the short text below and then answer the questions in pairs:

*"When she heard my accent, she told a joke about a man who did something foolish. Of course the man in the joke came from my country. After telling it, she looked at me with a little smile. It wasn't a friendly smile. Two of the other staff laughed when she told the joke. The others looked uncomfortable. It was my first day in this company.*

*On another occasion she came into the lunchroom and started talking loudly. I knew I was meant to hear her. She said people from my country had come to this country to get government welfare and we had no right to be here. On that day I just picked up my lunch and walked out.****"***

***Anna*** *25*

**Questions:**

1. What happened to Anna? Tell your partner using your own words.  
2. Why do you think the other woman did this?  
3. Imagine you work in Anna's company and are present when the joke is told. You are from the same country as the woman who told the joke. Would you laugh? Why or why not?

**Part 2:** Read and answer the questions:

(NB. **Discrimination** is the practice of treating a person or group less well or less fairly than other people.)

1. Here are some different kinds of discrimination:

* + gender discrimination
  + discrimination against someone with a disability
  + age related discrimination
  + political discrimination

Try to think of examples of what might happen when these types of discrimination occur.

2. Here is an excerpt from today's article.

*"As in the English-speaking world, there are an unending number of jokes about "louras burras'' or dumb blondes in Brazil."*

Jokes are sometimes told about people with blonde hair. They are known as '**dumb blonde** jokes'. The jokes suggest that blondes are unintelligent. How do you feel about this type of joke?

**Reading Activities**

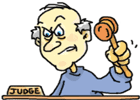
**A: Vocabulary**

Look at the words and their meanings from today's article. Once you understand the meanings, use the words to fill in the gaps in the sentences below. (Be careful!  You may need to change the forms of some of the words.)

* + **moral** - to do with the principles of right and wrong behavior
  + **unduly** - more than is right or reasonable
  + to be **fired** - someone is dismissed from their job
  + to **pave the way -** to make it possible for something to happen in the future
  + **compensation** - a thing, usually money, given to someone because of injury, damage to property etc.
  + **unprecedented -** something that has never happened before
  + **violated** - a law, rule, or agreement was broken / not obeyed
  + **dignity** - being worthy of respect or honor

1. When she became a judge she always made sure that her public behavior was \_\_\_\_\_\_\_\_\_\_ and correct.  
2 . She received a large sum of money in \_\_\_\_\_\_\_\_\_ after the court decided that the other driver was responsible for her injuries.  
3. The court decision was absolutely \_\_\_\_\_\_\_\_\_\_. Everybody was shocked.   
4. He has to pay a fine, as his actions were a \_\_\_\_\_\_\_\_\_\_ of the law.   
5. He was \_\_\_\_\_\_\_\_\_\_ after using a company credit card to pay for his trip to see his parents.  
6. I do not believe the decision was \_\_\_\_\_\_\_\_\_\_ harsh as he had already been given many chances.   
7. We have a \_\_\_\_\_\_\_\_\_\_ duty to oppose discrimination in the workplace.  
8. We hope these new laws will \_\_\_\_\_\_\_\_\_\_ for better conditions for workers.

**B: Listening and Grammar**

**Woman Sues Boss Over 'Dumb Blonde' Jokes**

This is the headline from today's article. (**To sue someone** means you can take them to court.) The article is about a woman called **Andrea Eloisa da Silva**. Your teacher will read you part of today's article.

* + Write down what you hear. (It is not necessary to produce an exact copy of what your teacher says.)
  + The first two times you listen, write down the important **content** words, that is, the **meaning** words. For example, you do not need to write down **a**, or **the,** or **in** but you do need to write down **blonde**.
  + Then, rewrite the text to get the meaning and the grammar correct. (Remember, it does not need to be exactly the same as what you heard.)
  + Finally, compare your text with a partner.  Work together to try and rebuild the story using correct grammar.

**C: Comprehension**

Work with your partner from the previous activity. Your teacher will now divide the class into two groups,**Group** **A** and **Group B**,and give you worksheets. Follow the instructions on your worksheet.

**D: Test your Memory**

**Part 1:** Below is the complete article. Read it through and then cover it.

|  |  |  |
| --- | --- | --- |
| **Woman Sues Boss Over 'Dumb Blonde' Jokes**   |  |  | | --- | --- | | RIO DE JANEIRO, Brazil September 26 (Reuters) - Brazilian metalworker Andrea Eloisa DA Silva is no "dumb blonde.''  After listening to her boss repeatedly call her just that in front of colleagues, the 32-year-old Silva sued him and won $1,300 in moral damages plus recognition that she was unduly fired -- which paves the way for more compensation.  "It is an unprecedented decision on moral damages for blondes,'' Alexandre Santoro, a spokesman for the regional labor court that ruled in Silva's favor, said on Tuesday. | "The judge determined that the term 'dumb blonde' violated the dignity of the employee,'' he said.  The owner of Usinagem RPM metal factory in Belo Horizonte, 280 miles (450 km) northwest of Rio de Janeiro, can appeal the ruling.  As in the English-speaking world, there are an unending number of jokes about "louras burras'' or dumb blondes in Brazil. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Part 2:** Here is a summary of today's article. It has some mistakes. Find the mistakes and correct them. Do NOT look at the article again until you have finished.  How many facts can you remember?

**Summary:** Andrea Eloisa DA Silva from Brazil has won $130,000 in damages after a judge ruled her boss had violated her dignity when on one occasion he called her a 'dumb blonde' in front of her union representative.  The owner of the factory, Alexandre Santoro, can appeal the ruling. The decision was made by a regional labor court 280 miles (450 km) Northwest of Rio de Janeiro. It was the second time in Brazilian history that a blonde has sued and received payment based on intellectual grounds. Dumb blonde jokes are not very common in Brazil.

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

**A: Group Discussion**

Imagine that you work with Anna, the employee (from Pre-Reading Activity A) who is very unhappy because another worker has made racist jokes and remarks. Anna comes to you and asks you what she should do. You are from the same country as the worker who made these jokes. What would you tell Anna to do? How could you help her? Should the boss of your company do anything?

**B: Applying for a Job**

Jim Hamilton is applying for a job he saw advertised at an employment agency. Look at his resume below:

He has prepared a functional resume which focuses on his skills and qualities. Some words from the resume have been removed. Complete it with the words in the box.

|  |
| --- |
| development, diving, experienced, independently, motivational, referees, skills, team, understanding |

Jim Hamilton   
129 Leafy Street   
Broadway   
London, E17 7JN   
Tel/Fax: (0044 20) 354 78345   
E-mail: jimham@yahoo.com

**Profile**   
Enthusiastic, 1.\_\_\_\_\_\_\_, responsible teacher and teacher coordinator with a Postgraduate Diploma, MA in Applied Linguistics and good organizational and 2.\_\_\_\_\_\_\_\_ skills. Flexible, as able to work 3. \_\_\_\_\_\_\_\_ using initiative or as part of a 4. \_\_\_\_\_\_\_\_. Good computing skills.

**Training**   
Completed the Postgraduate Teaching Diploma at the University of Chicago and MA (applied) at the University of London. Certificate in Advanced Computer Skills from Sydney Polytechnic.   
5. \_\_\_\_\_\_\_\_ gained:   
Curriculum design   
Testing and evaluation design   
CALL course design and implementation   
Classroom management   
Materials design   
6. \_\_\_\_\_\_\_\_ of current linguistic theory   
Web design and use of graphics software   
Use of spreadsheet software and word-processing

**Experience**   
Three years work experience with Australian Languages Inc. Brisbane as a course curriculum designer.   
Teacher training and 7. \_\_\_\_\_\_\_\_ at Australian Languages Inc.   
Teacher coordination, class scheduling and general administration in Turkey.   
Language teacher at 'A to Z Language Institute', Tokyo, Japan.

**Education**   
MA in Applied Linguistics, University of London   
Post Graduate Diploma in Second Language Teaching, University of Chicago   
Degree BA (Hons) with major in English, Art and Design

**Interests**   
Music: playing the guitar.   
Skiing.   
8. \_\_\_\_\_\_\_\_   
Photography

9.\_\_\_\_\_\_\_\_   
Dr J. M. Smith, Ph.D.   
Director   
Australian Languages Inc.   
4 Moresby Street   
Moorooka 4105   
Queensland

**B: Writing a C.V.**

**Part One:** When writing a resume, you need to focus on your personal qualities and skills. This is the area that some people find difficult, as they have been taught not to boast about what they are good at. However, if you don't tell a potential employer about your good qualities, who will?

Look at the list of words below.  They are frequently used when writing resumes. Decide into which of the four categories the words fit. You may need to use your dictionary. (Sometimes more than one category is possible for a word.)

*friendly, methodical, independent worker, thoughtful, hands-on knowledge, experienced, good sense of humor, punctual, works well with others, gets on well with other people, careful, positive, thorough, organized, self-motivated, courteous, hardworking, skilled*

|  |  |  |  |
| --- | --- | --- | --- |
| **People Skills** | **Training** | **Work Skills** | **Personal Qualities** |
|  |  |  |  |

**Part Two:** Use five words from the list above which you think apply to you or other people in your class. For each one you choose, give a reason why you chose that word to describe yourself or another person in the class.

*For example: I think Jim is courteous and polite, because he always says " Please", and "Thank you."*

**TEACHERS' NOTES AND ANSWER KEY**

**Please note:** This lesson can be used in conjunction with the Upper Intermediate Instant Lesson  **"Sue Them!"** which looks at employment issues and the writing of cover letters. You could also try the Elementary Instant Lesson called  "**Blondes Earn Less"** as a warmer.

(There is some cutting and pasting to do with this lesson. Worksheets for Reading Activity C are contained in the Teachers' Notes and need to be copied.)

This lesson also has a further vocabulary development exercise based on the article 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: Discussion - Notes**

**Part 1:** Be sensitive when doing this activity. It is not intended to unleash a series of racist or sexist jokes.   
Students retell the story using their own words and then give their responses to what happened. They are probably more likely to be honest if they are working with other students they feel comfortable with.

**Part 2:**1. Students describe scenarios where discrimination might take place, e.g. with age-related discrimination, an older worker loses their job because they do not fit with the 'youthful' image of the company.  
2. Students give a personal response to this question. Once again, do not encourage this to become an opportunity for discriminatory joke telling. Jokes like these allow one group to feel superior towards people in another group. (Some students may argue that jokes are just funny and don't hurt anyone. However, the jokes do hurt the people in the targeted group and can be used to attack or isolate them.)  
(Please note: the noun 'blonde' can also be spelt 'blond'. 'Blonde' is used to refer to 'women', 'blond' to men.)

**Reading Activities**

**A: Vocabulary - Answers**

1. dignified    2. compensation    3. unprecedented    4. violation    5. fired    6. unduly     7. moral     8. pave the way

**B: Listening and Grammar - Notes**

Read out the passage at the same speed that you would normally read aloud. The students have to take notes as it is being read - they need to write down the stressed, 'content/information' words rather than the 'grammar' words. After one or two readings, each student tries to rebuild the text and write the passage using their notes, so that it makes sense.

Then read the text again and students try to rebuild it in pairs. Students should work together to make grammatical decisions about the text: especially about word choice, sentence formation, verb forms, etc.  The idea is not to produce an exact copy of the original, but to produce a logical, grammatically correct text. You should go round, helping out and correcting or offering alternatives.

You could compare the students' versions with the original, but this would change the aim and could also be demotivating if the students feel their versions aren't very good.  The follow-up exercises will show if students have understood the content.

In a one-to-one situation, you may prefer to turn this into a gap-fill activity. Give the student the text below with gaps (remove four or five words for each gap). Read the text to the student while they try to fill the gaps. After reading it through two times, let the student take the lead in identifying possible errors or omissions. Do not just tell them the correct answers but help them to work through the process of deducing what the correct text should be.

**B: Listening and Grammar - Text to be read aloud to students**

Brazilian metalworker, Andrea Eloisa DA Silva, is no "dumb blonde.''   
After listening to her boss repeatedly call her just that in front of colleagues, the 32-year-old Silva sued him and won $1,300 in moral damages plus recognition that she was unduly fired -- which paves the way for more compensation.   
It is an unprecedented decision on moral damages for blondes. The judge determined that the term 'dumb blonde' violated the dignity of the employee.

**C: Comprehension - Notes**

Walk around and look at the questions students are writing. Correct them, or make notes of the main errors and focus on them after the Reading Activities have been completed.

In a one-to-one situation the student could ask you the questions for the Group A Worksheet, and answer your questions from the Group B worksheet. (They can write the questions out beforehand.)

**C: Comprehension - Worksheets to be copied and given to Students**

**Worksheet for Group A**

**Group A: Instructions**

Here are some answers to questions taken from today's article. With your partner, write questions for the answers. When you have done this, work with a pair of Group B students.  
Ask them your questions and answer their questions (using the text you wrote down in Reading Activity B).

**Answers:** *(You write the questions.)*

1. **Example:** 32 **Question**: *How old is DA Silva?*   
  
2. her colleagues   
3. more compensation   
4. She is a metal worker.   
5. moral damages

**Worksheet for Group B**

**Group B: Instructions**

Here are some answers to questions taken from today's article. With your partner, write questions for the answers. When you have done this, work with a pair of Group A students.  
Ask them your questions and answer their questions (using the text you wrote down in Reading Activity B).

**Answers:** *(You write the questions.)*

1. **Example**: Brazil: **Question**: *Where is Da Silva from?*  
  
2. $1,300   
3. the dignity of the employee   
4. being unduly fired   
5. No, it was unprecedented.

**C: C**

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

**Cancer Risk Starts Early**

**Pre-Reading Activities**

**A: Discussion**

Discuss these questions in small groups.

1.  Are there any health problems that are common in your family over two or three generations?  That is, are there any diseases (e.g. certain types of cancer, heart disease, etc.) that have passed on from generation to generation in your family?

2.  What health problems are common in your country?  Can any of these be linked to lifestyle?  For example, lung cancer, skin cancer, liver cancer, heart attacks, diabetes, obesity.

**B: Vocabulary**

Match the following words from today's article with their meanings.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| 1. irrespective | a. ancestry, family origin |
| 2. descent | b. how often something happens |
| 3. abstract (n.) | c. the state of not having enough of something important |
| 4. incidence | d. bringing (blame, punishment or danger) on yourself |
| 5. incurring | e. likely to suffer from something |
| 6. deficiencies | f. without being influenced by something else |
| 7. prone | g. a summary |

**Reading Activities**

**A: Predicting**

Read the headline of today's article and try to predict what the article will be about.  Share your ideas with another student.

**Study: First 20 Years in Life Key to Cancer Risk**

**B: True or False**

Read the following statements and then read the article to see if they are true or false.

1. The way you live before you are twenty has a major effect on your risk of cancer.   
2. Where your parents grow up makes little difference to your risk of cancer.    
3. Moving to another country when you are over twenty doesn't change your risk of cancer.     
4. Where you live makes no difference to your risk of cancer.   
5. The two Swedish studies compared the same groups of people.   
6. It is recommended that possible means of cancer prevention be targeted for the first 20 years of people's lives.

|  |  |  |
| --- | --- | --- |
| **Study: First 20 Years in Life Key to Cancer Risk**   |  |  | | --- | --- | | STOCKHOLM, Sweden, Monday April 22 (Reuters) - Lifestyle during the first 20 years of life is a more important factor than one's origin when defining the risk of cancer, two Swedish studies on **first-** and **second-generation immigrants** show.  "Birth in Sweden sets the Swedish pattern for cancer development irrespective of the nationality of descent," said the abstract of one of the studies due to be published on May 10 in the International Journal of Cancer.  The survey of some 600,000 immigrants, who came to Sweden in their 20s and became parents in this country, showed that their cancer risks did not differ **significantly** from the cancer risks of the populations in their native countries.  But second-generation immigrants born in Sweden had a different risk profile than their parents and had a similar cancer incidence to native Swedes, another study of some 600,000 immigrants, mainly from Europe and North America, showed. | "Internationally, there are clear differences between cancer risks. But these differences disappear within one generation, so environment must clearly be a significant cancer factor," Professor Kari Hemminki of the Karolinska Institute university hospital told Reuters Monday.  As the first 20 years of a person's life were so important in defining the risk of incurring cancer, possible preventive means should be aimed during that period, he said.  (Continued/...)    **Words: first generation immigrants -** the people who immigrate to a new country  **second generation immigrants** - the children of the people who immigrated  **significantly -** in a way that is large enough to have an effect on something or be noticed |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Cause and Effect**

Read the second part of the article and complete the following table.  What are the causes of the changes in the incidence of these diseases?  Write them in the table.

|  |  |
| --- | --- |
| **Causes** | **Effects on Second Generation Immigrants** |
|  | Less lung cancer |
|  | Less stomach cancer |
|  | More skin cancer |

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued.) In some types of cancer it was clear why the risks were different between the generation who spent their first 20 years outside Sweden and their children born in Sweden.  For example, the risk of lung cancer decreased among second-generation immigrants because Swedes tended to smoke less than people in many other countries.  The higher risk of stomach cancer among first-generation immigrants compared with their children and native Swedes could be linked to eating habits, vitamin deficiencies and use of salt -- all factors linked to this type of cancer, Hemminki said. | Darker skinned second-generation immigrants were as prone to **contract** skin cancer as blond Swedes, and much more so than their own parents, due to a similar sun bathing style among youths regardless of origin.  The studies were made using the Swedish Family Cancer Database which has information on all people born in Sweden after 1931 and their parents.      **Word:** **contract -** to get an illness |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**D: Language**

Taking information from Activity C, use **therefore** and **as** **a** **result** to link ideas across sentences to show cause and effect.

Look at the following examples:

He had too much fatty food. He developed heart disease.   
He had too much fatty food. **Therefore,** he developed heart disease.   
He had too much fatty food. **As a result,** he developed heart disease.

1.   
2.   
3.

**E: Scanning**

Read the following questions and quickly find the answers in the article.

1. How many people were studied in the two surveys?   
2. What was the name of the journal which published the survey results?   
3. Where does Professor Hemminki work?   
4. What does he think must be a significant cancer factor?   
5. Where did the information about Swedish families come from?   
6. For how long has Sweden been keeping detailed health information on people born in the country?

**F: Summarizing**

Complete this sentence with suitable words to sum up the main idea of the article.

The risk of \_\_\_\_\_ is different for the children of \_\_\_\_\_ to Sweden compared to \_\_\_\_\_ \_\_\_\_\_ because their \_\_\_\_\_ is different during the first \_\_\_\_\_ years of life.

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

**A: Discussion**

Discuss the following questions in small groups.

Professor Hemminki talked about how "the first twenty years of life were so important in defining the risk of incurring cancer."  Do you think young people in your country have a healthy or unhealthy lifestyle?  In what ways would their lifestyle be considered unhealthy?  How about you?  What are your healthy and unhealthy lifestyle habits?

**B: Writing**

Imagine that you are Professor Hemminki and Sweden's Health Minister has asked you to produce a pamphlet (a piece of folded paper containing information) to encourage young people to follow a healthy lifestyle to reduce their risk of getting cancer.  Work with a partner to produce your pamphlet.

**C: Debate**

You are going to prepare to debate the following topic:

*Everyone is the product of his or her environment.*

Divide into teams.  Work together to prepare your arguments and discuss what your different roles are.  Then debate the topic with an opposing team.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

2. The diseases listed could be linked with the following lifestyle problems:   
lung cancer - smoking; skin cancer - excessive exposure to the sun; liver cancer - excessive alcohol intake; heart attacks - a diet with too much fat and a lack of exercise; diabetes - poor diet with a lack of fiber and complex carbohydrates, and a lack of exercise; obesity - overeating, a diet high in fat and sugar, and a lack of exercise.

**B: Vocabulary - Answers**

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

**Reading Activities**

**A: Predicting - Answers**

Answers may vary but students should generally be able to guess that the article will discuss the link between a person's first 20 years of life and their chances of getting cancer.

**B: True or False - Answers**

1. True (The first 20 years of a person's life were very important in defining the risk of incurring cancer.)   
2. True ("But these differences disappear within a generation.")   
3. True (A survey of immigrants who came to Sweden in their 20s showed that their cancer risks did not differ significantly from the cancer risks of the populations in their own countries.)   
4. False ("Internationally there are clear differences between cancer risks.")   
5. False (The first study compared immigrants to people from their own countries, while the second compared immigrants to their children.)   
6. True  ("...Possible preventative means should be aimed during that period (the first 20 years of a person's life)," Professor Hamming said.)

**C: Cause and Effect - Answers**

|  |  |
| --- | --- |
| **Causes** | **Effects on Second Generation Immigrants** |
| Swedes tended to smoke less than people in many other countries. | Less lung cancer |
| Children of first-generation immigrants and native Swedes had better eating habits,  fewer vitamin deficiencies and used less salt than first-generation immigrants. | Less stomach cancer |
| Swedes spent more time sun bathing than first generation immigrants. | More skin cancer |

**D: Language - Notes**

The full stop can be replaced by a semicolon as the adverbs join two independent clauses.

**D: Language - Sample Answers**

Swedes had better eating habits. Therefore, second generation migrants developed less stomach cancer.   
Swedes spent more time sun bathing.  As a result, second generation migrants developed more skin cancer.

**E: Scanning - Answers**

1. 1,200,000   
2. International Journal of Cancer   
3. Karolinska Institute university hospital   
4. environment   
5. the Swedish Family Cancer Database   
6. since 1931

**F: Summarizing - Answers**

The risk of **cancer** is different for the children of **immigrants** to Sweden compared to **their parents** because their **lifestyle** is different during the first **20** years of life.

**Post-Reading Activities**

**B: Writing - Notes**

Encourage students to consider the visual aspect of their pamphlet and include appropriate drawings or pictures.  They should avoid trying to include too much detail.  Ideally, provide the students with some examples, particularly pamphlets with a health message.

**C: Debate - Notes**

The purpose of this debate is to expand on the argument of genetics vs environment to include not only health, but other things such as intelligence, athletic ability and musical ability.

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

**Connected**

**Pre-Reading Activities**

**A: Discussion**

Discuss these questions with your class.

1. When do you think the telephone was invented?   
2. How many types of phones can you think of?   
3. In which situations would you use a telephone?   
4. Which countries have the most telephones in the world?

**B: Vocabulary**

The words and expressions below are in today's article. Make sure you understand all of them. (You could ask your teacher for help or check a dictionary.)

***crash (v),  ram (v),  smash (v),  collapse (n),  rubble,  horrific,,  enormity***

**Reading Activities**

**A: Reading for Specific Information**

Read Part 1 of today's article and answer this question:

What three groups of people managed to use their phones when the airplane crashes occurred?

|  |  |  |
| --- | --- | --- |
| **As Attacks Unfolded, Americans Dialed Mobile Phones**  By Yukari Iwatani   |  |  | | --- | --- | | CHICAGO Wednesday September 12 (Reuters) - Moments before a hijacked plane crashed near Pittsburgh on Tuesday, passenger Mark Bingham called his mother on a mobile phone to say, "I want to let you know that I love you.'' In New York, where two other hijacked U.S. planes rammed into the twin towers of the World Trade Center, one man managed to use his cell phone from one of the twin towers to tell his wife that he was badly hurt, that there were people dying all around him, and that he loved her before his phone cut out.  Mobile phones played an important role in Tuesday's horrific chain of events in which two commercial jetliners smashed into the World Trade Center, causing the collapse of the towers. A third hijacked plane crashed into the Pentagon, killing hundreds, and a fourth crashed in Pennsylvania. | "Any time there's a disaster, people reach for the nearest phone. More and more people are reaching for wireless phones,'' said Travis Larson, spokesman for wireless industry group Cellular Telecommunications Industry Association.  Cellular and mobile air phones were used by some airplane passengers to call their loved ones or business associates minutes before they crashed and were used by victims, trapped in the rubble of the World Trade Center, to call for help.  Rescue workers took advantage of cellular phones donated by wireless operators to communicate with each other.  (Continued/...) |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Summarizing**

Now read Part 2 of today's article.  Which of the following sentences do you think best expresses the **main idea**?

1. A lot of pay phones weren't working after the explosions.   
2. More than 40 percent of the US population owns cell phones.   
3. Cell phones allowed people to get in touch with each other quickly.   
4. Mobile transmitter sites are called cells-on-wheels (COWs).

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (Continued/...) Meghan Mitchell, a 22-year-old New York resident, said cell phones helped her communicate with her boyfriend, who witnessed the World Trade Center explosions after an early morning business appointment there. "He called me right before the building collapsed,'' Mitchell said. "I was so relieved to actually hear his voice ... a lot of pay phones weren't working or there were huge lines for them,'' she said.  Some wireless industry observers said the high penetration rate of the cell phones - more than 40 percent of the US population owns them - may have helped lessen the degree of panic on Tuesday by connecting families relatively quickly. Until recently, the only telephone communication available would have been through regular land-based wired phones.  "The fact that people could get hold of each other rapidly, parent to kid, husband to wife, probably alleviated some of the panic that otherwise would have happened. Ten years ago, they couldn't reach other,'' Herschel Shosteck, chairman of wireless consulting firm Shosteck Group, said. | Some cell phone owners complained that they had trouble getting a dial tone, but Shosteck said the networks held up remarkably well given the enormity of the situation.  Wireless telephone operators had said they experienced significantly higher call volume than usual, and some firms such as Sprint Corp. lost some cell sites used to connect calls in lower Manhattan.  Many companies, including the nation's two largest wireless firms Verizon Wireless and Cingular Wireless, were able to beef up their networks in New York and Washington quickly with temporary cell sites or mobile transmitter sites called cells-on-wheels (Cows). |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**C: Find the Word**

Read Part 2 again and look for the words that match the meanings listed below.

Find a word that means that someone 'saw something happen'.   
Find a word that means 'feeling happy because something unpleasant is not happening'  
Find a word that means doing something 'very quickly'.  
Find a word that means 'made something less severe'.  
Find two words that mean to 'add weight to something'.

**D: Check your Understanding**

Here is a summary of some of the main points of today's article. Match the sentence beginnings and endings to complete the summary.

**Sentence Beginnings:**Mobile phones were very important on Tuesday September 11 in...  
Some passengers on the hijacked planes used cellular airphones to...  
Rescue workers were able to talk to each other by phone and...  
If a disaster like this had happened 10 years earlier,...  
People who didn't have cellphones had to...  
Some cell phone users complained that they...  
One expert believes that the cellphone network...  
Temporary cell sites were used to help...

**Sentence Endings:**...worked very well in an extremely difficult situation.   
...families were able to check on each other.   
...support the huge increase in cell phone traffic in New York and Washington.   
...had difficulty making calls.  
...helping people to communicate quickly.  
...wait in line to use payphones, one woman said.  
...people would not have been able to phone their loved ones so quickly.  
...call their families or business partners.

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

**A: Scanning**

1. Today's article talks about different kinds of phones.  Read through Part 1 and Part 2 of the article, find the names given to phones and then underline them.

2. Work in pairs and put the names you found after the appropriate heading. (To do this, use the article to help you. Use the parts of the words (e.g. *wire***less**) to work out their meanings.  Also look at what the article says about the phones.)

**Wired Phones:**

**Unwired Phones:**

**B: Abbreviations**

An abbreviation is a shortened form of a word or expression, often a name for someone or something.  Look at the following examples:

USA (the United States of America)   
URL ( Universal Resource Locator)

Abbreviations are often made and used because they use fewer letters than the original word or expression, they are simple to understand, and they are easily recognized (e.g. FAQ = Frequently Asked Questions).

At the end of today's article, you will find the abbreviation **Cows**, which stands for **cells-on-wheels**.

--Try to remember several more abbreviations widely used today.   
--Do they always spell out words?   
--Why are they used?

**C: Web Research**

If you have Web access, you may choose one of the topics discussed in today's article for your own research. You can then write a short essay on one of the themes or present an oral report in class.  The following are suggested topics for further research and discussion.

1. Terrorist Attacks   
2. Telecommunications   
3. Rescue Workers  
4. We Are All Connected

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This is not an easy subject. Students may have strong feelings about this topic or be reluctant to talk about it at all.  You should stay objective about the topic, and let the content of the article speak for itself.

**Pre-Reading Activities**

**A: Discussion - Notes**

Do not tell the students the answer to number 2 yet.  They will read about the different kinds of phones later on in the lesson. **Variation**: Students answer questions 1 - 4 in small groups.

**A: Discussion - Answers**

1. The telephone was invented by Alexander Graham Bell in 1875.   
2. Regular land-based wired phones; pay phones; cell (cellular) phones; mobile phones.  
3. Answers will vary.  Examples: in an emergency, when people feel extremely happy or very sad.   
4. The USA, Japan.  
5. Answers will vary.  
6. Answers will vary. For example, the USA is a country where all the nationalities coexist, and where most languages on the planet are spoken. These factors can be both uniting and dividing.

**B: Vocabulary - Notes**

This activity could be done in different ways. Here are three suggestions:  
1. You could ask students to talk together about the words they recognize and then provide help as they check any words they don't know. 2. You could write on the board any of the words below with their definitions that you think they will not know. **or** 3. Give them the list below and tell them to refer to it when necessary while they are reading the article.

**B: Vocabulary - Answers**

crash (v) -  to hit something violently while moving   
ram (v) -  to run or drive into something very hard   
smash (v) -  to cause something to break into pieces noisily and violently   
collapse (n) -  a complete fall and breaking down of a structure   
rubble -  ( a mass of) broken stones or bricks, esp. from a building that has been destroyed   
horrific - something is so bad that it shocks people   
enormity -  the great size of something

**Reading Activities**

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

The airplane passengers; the victims of the World Trade Center disaster; rescue workers.

**B: Summarizing - Answer**

3

**C: Find the Word - Answers**

witnessed  
relieved   
rapidly   
alleviated   
beef up

**D: Check your Understanding - Notes**

This is quite a challenging activity for many students. While they may have understood what they have read, they may still have difficulty matching sentence beginnings and endings because they do not spend enough time thinking about sentence construction.

(You may find a student, for example, trying to make this sentence: ~~'Mobile phones were very important on Tuesday September 11~~ **~~in...call~~** ~~their families or business partners~~.' because they have forgotten that 'in' needs to be followed by an '-ing' word.) You could talk to students individually about points like this, or raise them at the end with the whole class, (having made a note of which language points they were having particular difficulty with).

**D: Check your Understanding - Answers**

Mobile phones were very important on Tuesday September 11 in... / ...helping people to communicate quickly.  
Some passengers on the hijacked planes used cellular airphones to... / ...call their families or business partners.  
Rescue workers were able to talk to each other by phone and... / ...families were able to check on each other.  
If a disaster like this had happened 10 years earlier,... / ...people would not have been able to phone their loved ones so quickly.  
People who didn't have cellphones had to... / ...wait in line to use payphones, one woman said.  
Some cell phone users complained that they .... / ...had difficulty making calls.  
One expert believes that the cellphone network .../ ...worked very well in an extremely difficult situation.  
Temporary cell sites were used to help... / ...support the huge increase in cell phone traffic in New York and Washington.

**Post-Reading Activities**

**A: Scanning - Answers**

1. mobile phones, cell phones, wireless phones, cellular and mobile air phones, pay phones, land-based wired phones

2. **Wired Phones**: pay phones; land-based wired phones   
**Unwired Phones**: mobile phones; cell phones; wireless phones; cellular and mobile air phones

**B: Web Research - Notes**

If you have Web access at school or university, it might be advisable to help students navigate the Web, and to direct them to more positive areas of research, like Telecommunications and the Future, or We Are All Connected - It's a Small World!   
The simplest way to find some new information is to use the sites of some well known publications, like <http://www.nytimes.com>, or any other major newspaper or magazine.  However, some educational sites also offer a lot of information on what's done in the world to promote knowledge, understanding and inter-cultural communication, e.g. <http://www.iearn.org> and <http://www.eun.org>.

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **English?? - Imported Words 1**  This warmer about words that are used in English, but are not English.  **Level:** Upper-Intermediate and above  **Language Aims:**  Learning loan words and where they come from.  **Time:** 10 - 15 minutes  **Preparation:** Take list of words, meanings and languages below to class.  ***Procedure:***  1. Hand out the list, or write the information on the board.  2. Ask your class to match the words and meanings and say which language they are from. Encourage students to ask each other and use any knowledge of other languages to good use! No dictionaries.  **These are mixed up. Match the words with their meanings, and which language they are from.**   |  |  |  | | --- | --- | --- | | cul-de-sac  dekko  taboo  kowtow  macho | to show excessive respect/obedience  aggressive and proudly male  a cultural/religious ban on something  street with no exit; a dead end  look (as in 'have a look') | Chinese  French  Hindu  Spanish  Tongan |   Answers:   |  |  |  | | --- | --- | --- | | cul-de-sac  dekko  taboo  kowtow  macho | street with no exit; a dead end  look (as in 'have a look')  a cultural/religious ban on something  to show excessive respect/obedience  aggressive and proudly male | French  Hindu  Tongan  Chinese  Spanish |   w040205g |

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

**Fair and Fit**

**Pre-Reading Activities**

**A: Understanding Words and Phrases**

Use your own words to try and explain the meanings of these words and phrases from today's article:

1. *evolution*
2. *survival of the fittest*
3. *a person's fair share of something*
4. *fair play*

**B: Self-Analysis**

Work alone and answer these questions:

1. How good do you think you are at sharing things?
2. When you share something that belongs to you with someone else, what are your reasons for doing this?
3. Think of someone you know who is oftenhappy to share (things they like!) with other people? How do you feel about this person? Do you like them more because they share things with others?

**C: Short Discussion**

Work in small groups and answer these questions.

1. In times of difficulty do you think humans are good at sharing and being fair? Why or why not?
2. What about in normal times when there are no major problems facing people?
3. Do you think people in your society are becoming more selfish? Why or why not?

**Reading Activities**

**A: Comprehension**

Read **Part** **One** of today's article and answer the questions:

1. How should we behave in life if we follow the 'survival-of-the-fittest' rule?
2. What are the benefits of sharing?
3. How does it affect people's behavior towards us when we share?
4. Who did this research?

|  |  |  |
| --- | --- | --- |
| **Part One Evolution favored 'fair play' over selfishness** By Amy Norton   |  |  | | --- | --- | | NEW YORK Friday September 8 (Reuters Health) - Strictly speaking, fairness looks irrational. In a survival-of-the-fittest scheme of life, it would seem that the best tactic for each person would be to grab up all the resources he or she could, and then refuse to share. So why do we so often choose to play fair? Because sharing helps to boost an individual's reputation, so it is also self-serving, scientists explain.  Using a series of games, researchers have figured out how fairness may fit into the Darwinian concept of evolution. They suggest that people who demand their fair share of the goods boost their reputation in society. This reputation then encourages others to offer them a fair cut of whatever is at stake. During evolution, these people were the survivors, and the concept of fairness survived with them. | That is the theory researchers offer in the September 8th issue of Science. Investigators led by Martin A. Nowak of the Institute for Advanced Study in Princeton, New Jersey, devised a numerical scheme that sheds light on the human concept of fair play.      (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Fill the Gaps**

Here is a short description of what happens when people play the Ultimatum Game (described in **Part** **Two** of the article). Read **Part** **Two** and complete the gaps in the sentences with the correct information. (Use one or two words in each gap.)

***Rules for the Ultimatum Game***

* *The game is played by* ***\_\_\_\_\_\_\_\_\_\_*** *people.*
* *The players are offered a chance to* ***\_\_\_\_\_\_\_\_\_\_*** *some* ***\_\_\_\_\_\_\_\_\_\_****.*
* *One of them (Person A) will then be asked to make a decision. Person A will offer Person B**some of* ***\_\_\_\_\_\_\_\_\_\_.*** *Person A decides* ***\_\_\_\_\_\_\_\_\_\_*** *of that money they are prepared to offer Person B.*
* *Person B can decide to* ***\_\_\_\_\_\_\_\_\_\_*** *the amount of money offered by Person A or* ***\_\_\_\_\_\_\_\_\_\_*** *the offer.*
* *If Person B**refuses the offer, neither player will* ***\_\_\_\_\_\_\_\_\_\_*** *any of the money.*

***Hints:***

* *When Person A offers the money to Person B they should keep the amount as****\_\_\_\_\_\_\_\_\_\_*** *as possible.*
* *Person B should* ***\_\_\_\_\_\_\_\_\_\_*** *any offer Person A makes, because then both of them will****\_\_\_\_\_\_\_\_\_\_*** *something.*

|  |  |  |
| --- | --- | --- |
| **Part Two**   |  |  | | --- | --- | | (.../continued)  In the past, researchers have used an experiment called the Ultimatum Game to study people's tendency toward fairness. In the game, two people are offered a chance to win a certain sum of money, but they must decide how to divide it. One person offers a cut to the other, who can accept or refuse it. If that person refuses the offer, neither one gets any money. | According to reason, the "responder" in this situation should accept any offer since it is better than no money, Nowak explained in an interview with Reuters Health. And the person making the offer should keep it as low as possible.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Check your Reading**

Work in pairs and answer these questions about **Part** **Three**:

1. What happens when most people play the Ultimatum Game?
2. Is this result what scientists expected?
3. Why would someone want to be fair in the real world?
4. Why would it be sensible when playing the Ultimatum Game to refuse a lower amount of money than is fair?

|  |  |  |
| --- | --- | --- |
| **Part Three**   |  |  | | --- | --- | | (.../continued)  However, a body of studies have shown people do not work that way: they usually offer 40% to 50% of the money, and often reject offers of less than 30% of the money. Nowak's team used their mathematical model to figure out why.  The research team came away with this concept: If people are aware of how other people play the Ultimatum Game, then that will affect how they deal with each other. In the real world, if someone develops a reputation for demanding a fair deal, then they will be more likely to be offered a fair deal.  "You don't want to be the person with the reputation for accepting anything," Nowak said. | In this light, it makes sense to risk winning no money for the sake of demanding your fair share. If you take out the concept of reputation, Nowak said, fairness is "irrational." But reputation and survival seem to be closely connected--Nowak and his colleagues have also seen this in their research into why people cooperate when cooperation seems to go against the survival-of-the-fittest concept.  Evolution, according to Nowak, appears to have favored fairness and cooperation over the more reasonable choice of selfishness. "Reputation based on commitment and communication plays an essential role in the natural history of economic life," the researchers also note.  SOURCE: Science 2000;289:1773-1775. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**D: Complete the Sentences**

Check your understanding of **Part** **Three** by completing these sentences:

1. Novak believes that it is important to have a reputation for....
2. If a person demands a fair deal then they are more likely....
3. Survival-of-the-fittest and selfishness may seem to go together but Nowak has found that humans usually prefer to be...

**E: Understanding the Headline**

Look again at the headline of today's article:

**Evolution favored 'fair play' over selfishness**

Work in pairs and discuss its meaning. (Read the whole article again if you have difficulty explaining the headline.)

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

**A: What do you think?**

Discuss these questions with someone else:

Do you think that these researchers have provided a satisfactory explanation of why people choose to be fair and cooperate?

Why do you think this?

**B: Fairness Test**

Read this problem:

You and another student named Peter are the top students in your class. You or Peter always come first in exams. Three days before a big exam you see Peter looking upset. He tells you that someone has stolen his lecture notes. You believe him because you know he has taken careful notes all through the year.

Do you:

* say you are sorry but feel secretly happy? Now you are certain to be the best student!
* say you are sorry and suggest that he has probably done enough study anyway?
* say you are sorry and offer to share your notes with him?

Work in pairs and write your own problems like this looking at the idea of fairness and cooperation. After you have written about 5, try them out on other students.

**C: Write a Paragraph**

How would you explain the concept of fairness and its importance to a ten-year-old child?

Write a paragraph outlining the arguments you would use.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Understanding Words and Phrases - Notes**

Students may check any words they do not understand in their dictionaries but should also discuss what words like 'fairness' mean to them. The activity encourages them to use their own words to describe the meanings of the language items, testing whether or not they have clear ideas of what the words mean.

**B: Self-Analysis** **- Notes**

Because these questions are fairly personal students work alone to think of their answers. (You could ask them to read through them and then think silently about them. You could even play some music while they are doing this!) You may like to explain to them that this activity is a leadup to today's article and will get them thinking about certain ideas that will be introduced.

If you think students will be comfortable discussing their answers with other students (or they express a willingness to do so) then allow them time at the end for sharing thoughts OR You could ask them to share one thought from the activity with other students in small groups. Otherwise, move straight on to the Discussion in **Pre-Reading** **Activity** **C**.

**Reading Activities**

**A: Comprehension - Answers**

1. Getting all the resources we can and then refusing to share them with anyone.
2. It improves our reputations.
3. They are more likely to be fair with us and offer to share things too.
4. The research team was led by Martin A. Nowak of the Institute for Advanced Study in Princeton, New Jersey.

**B: Fill the Gaps - Suggested Answers**

**Rules for the Ultimatum Game**

* The game is played by **two** people.
* The players are offered a chance to **win** some **money**.
* One of them (Person A) will then be asked to make a decision. Person A will offer Person B some of **the money**. Person A decides **how much** of that money they are prepared to offer Person B.
* Person B can decide to **accept** the amount of money offered by Person A or **refuse** the offer.
* If Person B refusesthe offer,neither player will **win** any of the money.

**Hints:**

* When Person A offers the money to Person B they should keep the amount as **low** as possible.
* Person B should **accept** any offer Person A makes,because then both of them will **win** something.

**C: Check your Reading - Answers**

1. They usually offer 40% or 50% of the money to the other player and refuse to accept less than 30% of the money.
2. No, it was expected that people would accept any amount of money.
3. Because if you develop a reputation for being fair, people are more likely to treat you fairly.
4. Because then the other player is more likely to offer you a 'fair amount.'

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

1. Novak believes that it is important to have a reputation for **demanding or expecting a fair deal.**
2. If a person demands a fair deal then they are more likely **to be treated fairly or offered a fair deal by other people.**
3. Survival-of-the-fittest and selfishness may seem to go together but Nowak has found that humans usually prefer to be **cooperative and fair.**

**E: Understanding the Headline - Answer**

The researchers believe that people who used fair play rather than selfishness were the survivors during evolution.

**Post-Reading Activities**

**B: Fairness Test - Notes**

Students write their own quiz testing people's fairness using the example given as a model.

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

**Feeling Weird?**

**Pre-Reading Activities**

**A: Categorizing Words**

Here are some words from today's article. Sort them into one of the two groups below. You may use your dictionary, if necessary.

*sorrow,  chills down the spine,  acoustic,  shivers,  anxiety,  inaudible,  bass,  uneasy,  nervous,  revulsion,  fear,  low frequency*

**Words Connected With Sounds:**... **Words Connected With Feelings:**...

**B: Discussion**

Discuss the following questions in small groups:

1. Think of times in your life when you felt frightened. What happened? *(Describe exactly how you felt. In which parts of your body did you experience the feelings?)*   
2. Do you believe in ghosts?   
3. Do you know any ghost stories? If you do, tell one to the other people in your group.

**Reading Activities**

**A: Understanding The Main Idea**

Read the headline and first paragraph of today's article and then answer the question below.

|  |  |  |
| --- | --- | --- |
| **Soundless Music Shown to Produce Weird Sensations** By Patricia Reaney   |  |  | | --- | --- | | MANCHESTER, England Sun Sep 7 (Reuters) - Mysteriously **snuffed out** candles, weird sensations and shivers down the spine may not be due to the presence of ghosts in haunted houses but to very low frequency sound that is **inaudible** to humans. | **Glossary: snuffed out** candle - a candle that has stopped burning **inaudible** - can't be heard |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**Question**: *Which statement below is true?*

1. Ghosts in a house may cause people to have weird sensations and feel shivers up and down their spines.  
**..........or**   
2. Low frequency sounds that people can't hear may cause them to have weird sensations and feel shivers up and down their spines.

**B: Sequencing**

Read the article and put the following sentences into the correct order. One is done for you as an example.

\_\_ a. Angliss is pleased to have the opportunity to examine the impact of infrasound more closely.  
\_\_ b. Dr. Lord said that people can't normally hear very low frequencies.   
1\_ c. Weird sensations and shivers down the spine may be caused by very low frequency sounds.   
\_\_ d. Infrasound was tested on 750 people at a concert.   
\_\_ e. Lord and Wiseman mixed infrasound with four pieces of live music.   
\_\_ f. An experiment using infrasound was conducted by British scientists.   
\_\_ g. Infrasound may be present at places thought to be haunted.   
\_\_ h. Some animals use infrasound.

|  |  |  |
| --- | --- | --- |
| **Soundless Music Shown to Produce Weird Sensations** By Patricia Reaney   |  |  | | --- | --- | | MANCHESTER, England Sun September 7 (Reuters) - Mysteriously snuffed out candles, weird sensations and shivers down the spine may not be due to the presence of ghosts in haunted houses but to very low frequency sound that is inaudible to humans.  British scientists have shown in a controlled experiment that the extreme bass sound known as infrasound produces a range of **bizarre** effects in people including anxiety, extreme sorrow and chills -- supporting popular suggestions of a link between infrasound and strange sensations.  "Normally you can't hear it," Dr Richard Lord, an acoustic scientist at the National Physical Laboratory in England who worked on the project, said Monday.  Lord and his colleagues, who produced infrasound with a seven-meter (yard) pipe and tested its impact on 750 people at a concert, said infrasound is also generated by natural phenomena.  "Some scientists have suggested that this level of sound may be present at some allegedly haunted sites and so cause people to have odd sensations that they **attribute to** a ghost -- our findings support these ideas," said Professor Richard Wiseman, a psychologist at the University of Hertfordshire in southern England.  In the first controlled experiment of infrasound, Lord and Wiseman played four contemporary pieces of live music, including some laced with infrasound, at a London concert hall and asked the audience to describe their reactions to the music. | The audience did not know which pieces included infrasound but 22 percent reported more unusual experiences when it was present in the music.  Their unusual experiences included feeling uneasy or sorrowful, getting chills down the spine or nervous feelings of revulsion or fear.  "These results suggest that low frequency sound can cause people to have unusual experiences even though they cannot consciously detect infrasound," said Wiseman, who presented his findings to the British Association science conference.  Infrasound is also produced by storms, seasonal winds and weather patterns and some types of earthquakes. Animals such as elephants also use infrasound to communicate over long distances or as weapons to **repel foes**.  "So much has been said about infrasound -- it's been associated with just about everything from beam weapons to bad driving. It's wonderful to be able to examine the evidence," said Sarah Angliss, a composer and engineer who worked on the project.    **Glossary:** **bizarre** - very strange **attribute to** - is considered responsible for **repel foes** - drive away enemies |   Article © 2003 Reuters Limited. Lesson © 2003 www.english-to-go.com |

**C: Comprehension**

Read the article again and answer these questions.

1. What is infrasound?   
2. What effect does infrasound have on people?   
3. How did the scientists produce infrasound?   
4. Where was the concert held?   
5. Where were the findings presented?   
6. What else can produce infrasound?

**D: Complete The Information**

Explain who the following people mentioned in today's article are:

Dr. Richard Lord -  
Professor Richard Wiseman -  
Sarah Angliss -

**E: True or False**

Decide whether the following statements are **true** or **false**.

1. Infrasound is produced by ghosts.   
2. The experiment proved that ghosts don't exist.   
3. It was the first experiment using infrasound.   
4. Most people at the concert had strange feelings.   
5. Infrasound has been linked to bad driving.

**F: Summarizing**

Fill in the gaps in the following sentences to complete a summary of the article's main points.

Scientists in \_\_\_\_\_\_\_\_\_\_ have experimented with \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ frequency sound called \_\_\_\_\_\_\_\_\_\_. The \_\_\_\_\_\_\_\_\_\_ at a London \_\_\_\_\_\_\_\_\_\_ listened to \_\_\_\_\_\_\_\_\_\_ music mixed with \_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_ % of people reported \_\_\_\_\_\_\_\_\_\_ experiences such as getting \_\_\_\_\_\_\_\_\_\_ down the \_\_\_\_\_\_\_\_\_\_. Such feelings are often associated with \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ houses.

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

**A: Writing A Story**

Take your chair and sit in a large circle in the classroom. You will need an exercise book and a pen to write with. Write the first sentence of a ghost story in your exercise book e.g. *I walked up to the old house and knocked on the door but no one answered.* Then pass your book to the person on your left. Read what the previous person has written and continue their story by writing the next sentence. Repeat the process until you receive your book back. Now write a conclusion to your ghost story and be prepared to read it to the class.

**B: Language**

Some of these sentences contain grammatical errors. Correct the errors. If the sentence is correct, write 'Correct'. Do not look back at the article.

1. People are feeling frightened if they think there is the ghost near them.   
2. British scientists conduct a experiment using very low frequency sound.   
3. They were producing infrasound with using a seven-meter pipe.   
4. People at the audience have experienced strange sensations.   
5. Storms can also produce infrasound.   
6. The findings presented to British Association science conference.   
7. Animals such like elephants also use infrasound to communicating over long distances or as weapons to repel foes.  
8. "It's wonderful to be able to examine the evidence," said Sarah Angliss, a composer and engineer who worked on the project.

**C: Pair Crossword**

Your teacher is going to divide the class into two groups and give each person half of a crossword. You are going to explain these words in English to a partner from the other group. Think about how to explain the words in your crossword. They are all from today's article.  
  
Now find a partner from the other group. One of you is Student A, the other is Student B. Work together and fill in the crossword. Ask and answer questions with your partner. Do not show the other person your words!

**D: Telling A Ghost Story**

1. Work in groups of eight. (You could also work in smaller groups.) Your teacher will give you a piece of text from a story. Read your text and remember as much of it as you can. However, do not memorize it as you will use your own words to tell the story. Sit with the other students in your group in a circle. Sit in the order in which you will tell the story.

2. The student with Part One of the story now tells that part of the story. Use your own words and try to tell it in a scary voice. The other students in the group listen and then take turns to tell their parts of the story. (The story doesn't have an ending.)

3. When you have listened to all eight parts of the story, work as a group and think of an ending for the story . Write it or say it.

4. Listen to your teacher read aloud the real ending of the story.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Answers**

**Words Connected With Sounds** - acoustic, bass, inaudible, low frequency   
**Words Connected With Feelings** - sorrow, chills down the spine, shivers, anxiety, uneasy, nervous, revulsion, fear

**Reading Activities**

**A: Understanding The Main Idea - Notes**

The main idea of today's article is quite complex, so it is worth spending some time on this activity to make sure students have understood it, before going on to the other reading activities.

**A: Understanding The Main Idea - Answer**

Statement 2.

**B: Sequencing - Answers**

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

**C: Comprehension - Answers**

1. An extreme bass (low frequency) sound.   
2. Anxiety, extreme sorrow, chills, revulsion, fear.   
3. With a seven-meter pipe.   
4. In London.   
5. The British Association science conference.   
6. Storms, seasonal winds and weather patterns.

**D: Complete The Information - Answers**

Dr. Richard Lord - acoustic scientist at the National Physical Laboratory in England.   
Professor Richard Wiseman - psychologist at the University of Hertfordshire in southern England.   
Sarah Angliss - composer and engineer who worked on the project.

**E: True or False - Answers**

1. F (It is a low frequency sound that is produced naturally.)   
2. F (It showed that infrasound may be present at some allegedly haunted sites.)   
3. T   
4. F (Only 22%.)   
5. T

**F: Summarizing - Answers**

Scientists in **Britain** have experimented with **very low** frequency sound called **infrasound**. The **audience** at a London **concert** listened to **live** music mixed with **infrasound**. **22 %** of people reported **unusual** experiences such as getting **chills** down the **spine**. Such feelings are often associated with **ghosts** and **haunted** houses.

**Post-Reading Activities**

**A: Writing - Notes**

Remind students that the story they are writing needs to be fairly short, so they have to keep the plot moving. Otherwise, the final student will have a lot to write to bring the story to a conclusion. When you give a signal, students pass their stories on. Allow them enough time to read what the previous person has written and then write another sentence. Repeat the signal each time to encourage students to finish together. If your class is quite small, the books could be passed around the circle two or even three times depending on how long you wish to spend on the activity.

You will find that the activity is a little chaotic, with some students finishing before others, but most students will not mind waiting for other students. Once students have their books back, ask them to read through the stories quickly, and then write a conclusion. If your class is small, you can then ask students to read their stories aloud. Keep them sitting in a circle to do this as this will help students to listen attentively. If your class is larger, you could ask for volunteers to read their stories aloud or tell students to swap stories with others and read each other's work.

(As an alternative, students could be asked to write the conclusion for homework.)

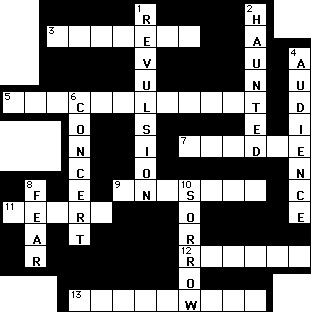
**B: Language - Answers**

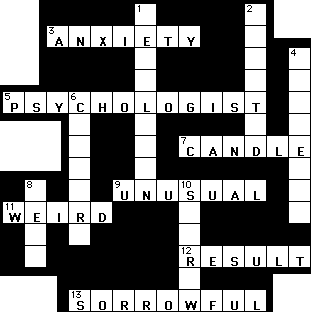
1. People **feel** (are feeling) frightened if they think there is **a** (the) ghost near them.   
2. British scientists **have conducted** (conduct) **an** (a) experiment using very low frequency sound.   
3. They **produced** (were producing) infrasound **by** (with) using a seven-meter pipe. / They **produced** (were producing) infrasound (with) using a seven-meter pipe.  
4. People **in** (at) the audience (have) **experienced** strange sensations.   
5. Correct   
6. The findings **were** presented to **the** British Association science conference.   
7. Animals such **as** (like)elephants also use infrasound to **communicate** (communicating) over long distances or as weapons torepel foes.   
8. Correct

**C: Pair Crossword - Notes**

This is an information exchange activity. One student has the answers the other student needs. It's up to the student seeking the answers to work out what the missing words are by asking questions and listening to their partner's definitions. Have one student fill in their crossword first and then have the students switch roles.

**C: Pair Crossword - Crosswords To Be Copied And Given To Students**

**Student A:** 

**Student B:** 

**D: Telling A Ghost Story - Notes**

Make copies of the pieces of text below and give a piece to each student. Give them a short time to read and understand their piece of text. Then tell them to give them back to you (or put them away.) If you need to have smaller groupings, you can give two pieces of text to each student in a group of four. Tell them to sit in the order in which they will tell the story. (I.e. The student with Part 1 sits next to the student with Part 2.)

Students then take turns to tell their part of the story. They should use their own words but should keep to the main points of the story. When everyone in the group has told their part of the story, they work together to compose an ending. You may then like them to share their endings with the class.

Finally, read the real ending to the students. You could read the whole story to them or just the ending. (If you read the whole story to them, try to turn off or lower the lights first to make it a little spookier.) Students could finish the activity by writing their own ghost story.

**D: Telling A Ghost Story - Texts To Be Given To Students**

1. I want to tell you a story about something that happened to me the other night. I was getting ready for bed in the normal way. Every night I do the same things. I walk around the house, checking that I've shut all the windows and locked the doors. I make sure I've turned off all the lights downstairs and have left a bowl of milk out for the cat. The last thing I do is to turn off the light by the stairs. Then I go up to bed.

2. On this particular night I was doing the usual things. I was shutting the window in the kitchen when I heard a strange sound coming from outside. It sounded like a scream and it sent shivers down my spine. I opened the window and called out, "Is anybody there?" It was a very dark night. No one answered. I shut the window again and turned to go out of the kitchen. I was feeling a little nervous by now and was looking forward to getting into bed and reading a magazine.

3. As I moved towards the stairs, there was a new sound. This time it was a tap, tap, tap. It was coming from the back door. I opened the door and slowly looked out. It was hard to see because the chain was still on the door, but everything was still.

4. After locking the door I went upstairs to bed. I read a magazine and soon fell into an uneasy sleep. The next sound made me wake instantly. This one was more alarming because now it was coming from inside the house. It was the piano. Someone was playing my piano! Single notes, some high ones, then some low ones.

5. I lay in bed wondering what to do. I then quickly reached over and dialed the emergency number. When the operator answered, I immediately asked for the police. I spent the next few minutes waiting for them to come. When the car arrived, I ran thankfully downstairs to let them in, hoping that the robber wasn't going to hit me on the head.

6. "Thank goodness you're here!" I said as I opened the door. "Someone's been playing my piano!" The female police officer looked at me a little strangely but she and her companion nodded and walked into the house. They turned on all the lights and explored each room. No one was there. After walking round each room downstairs, they went upstairs. They even went outside and looked around there.

7. "Are you sure you really heard the piano playing?" asked the male police officer. I could see that now they thought I was a little crazy.

"Absolutely," I said. "And I heard other noises too. A scream and a tap, tap, tap."

After the police had gone, I went back upstairs to bed. Maybe I had been dreaming. Maybe I had imagined the noises.

8. I had just fallen asleep again when I heard it once more! The piano playing! What was it? A ghost? What could get into my house and start playing my piano? The house was old and there had been people living in it before me. I crept downstairs. I decided to switch on as many lights as I could and then yell, "Who's there?" I did this. And as I switched on the light by the piano, I saw her...

**D: Telling A Ghost Story - Text To Be Read Aloud To Students**

...one very frightened cat. My cat. She looked at me, startled. She must have come in the catdoor from outside. She was sitting on the piano but jumped off when she heard my voice and went into the kitchen.

A little later we went upstairs, both feeling a lot better after some hot milk. From now on I am going to shut the lid of the piano at night. My cat can do her piano practice in the daytime.

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

**Is Anybody Listening to Me?**

**Pre-Reading Activities**

**A: Quiz**

With a partner answer the following questions.

1. **True** or **False**:  People and animals have the ability to communicate with each other.
2. If you answered True to Number 1, how do you think people and animals communicate with each other?
3. Dogs can understand up to  
   a. 0 words.   
   b. 20 words.  
   c. 200 words.  
   d. 2,000 words.
4. Dogs have the intelligence of a  
   a. 1-year-old baby.  
   b. 2-year-old child.  
   c. 3-year-old child.  
   d. 4-year-old child.

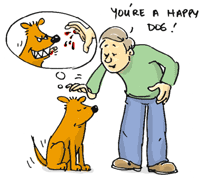
**Reading Activities**

You are going to divide into two groups (A and B).  Each group will read one news article about animal communication.

**Worksheet for Student A**

**A: Vocabulary**

The following words and phrases in **bold type** are from today's article about dog communication. Match the beginnings of the sentences with their endings.

Beginning of Sentence

1. If a dog **wags** its tail, it...
2. If a dog **snarls** at someone, it....
3. If a dog **bares its teeth** at someone, it...
4. If a dog **licks** something, it...
5. **Body language** is...

  End of Sentence

a. ...shows its teeth.  
b. ...moves its tail from side to side.  
c. ...non-verbal communication.  
d. ...growls angrily.  
e. ...passes its tongue over the surface of something.

**B: Scanning**

Scan Article A and fill the gaps in the table below. 

|  |  |
| --- | --- |
| **Article A** |  |
| Name of author of book  Name of book |  |
| The kind of language dogs use to communicate |  |
| Three examples of this kind of dog language |  |
| Common misinterpretations people make when they see their dogs trying to communicate to them in dog language |  |
| How people can better interpret their dogs' language |  |

|  |  |  |
| --- | --- | --- |
| Article A **Listen up - Your dog wants to tell you something.**   |  |  | | --- | --- | | LOS ANGELES, April 18 (Reuters) - It's a dog's life - and the sooner you humans understand that the better.  Think a dog wagging its tail is happy and friendly? Forget about it. It could be eyeing you as its next meal. On the other hand - or paw - a snarling dog could be just smiling at you.  After years of dogged research, Stanley Coren, a psychology professor at the University of British Columbia in Vancouver, Canada, has come out with a book to help dog owners understand what their pets are telling them and to help dogs understand what their owners are saying. He wants you to talk dog.  Coren, who grew up playing with his family's three pooches and has been studying canine behavior and psychology for more than 30 years, said that while dogs are able to understand people, for the most part people do not understand dogs.  "Dogs are much more intelligent than we give them credit for. They can understand up to 200 words, or commands, and they can read our body language to understand what we are trying to tell them," he said in a telephone interview from New York, where he was promoting his book, "How to Speak Dog: Mastering the Art of Dog-Human Communications," published by Free Press.  **AS SMART AS YOUR CHILDREN** "People should recognize the fact that a dog has the intellect of a 2-year-old child. And the dog, just like the child, understands a lot more than it says," he said.  It bothers him that dogs give out so many common signals through body language that people fail to interpret. "All the information is there, you just have to know what to look for."  Unlike humans, he added, dogs speak a universal language.  One of the most common misinterpretations of dog talk involves tail-wagging.  "When a dog wags its tail high and arched slightly over its back, people think it is happy. What the dog is really saying is 'I'm top dog and I'll fight to prove it.' I have seen parents send their child over to play with such a dog because they think it is happy, but in reality they are putting that child in serious jeopardy of being bitten," Coren said. | Another common misconception is when a dog's tail is down, wagging slightly. "People will say the dog's a little bit happy. What the dog is really saying is, 'I'm a little bit poorly,'" he said. But a broad tail wag really does mean a dog likes a person or another dog.  **I'M NOT SNARLING, I'M SMILING** Do dogs snarl when they show their teeth or are they smiling? Both, said Coren. People have to read the other signs that the dog is giving off with body language.  A dog with its teeth bared and its tail straight out behind is snarling and spoiling for a fight. But a dog with its teeth bared and wagging its tail broadly is smiling.  "I was asked to help with an Irish Setter dog named Finnigan that was sent back to his breeder because he was too aggressive. He was leaping and snarling at visitors and other dogs. When the breeder opened the kennel, out leaped this happy red dog who looked around and then bared every tooth in that large mouth of his," Coren said.  "To people who do not understand dog language, that could have been a snarl, but actually it was a submissive grin which meant, 'It's OK, I'm not a threat.'" The young dog's bounciness did cause him to leap at people but he did it with a submissive smile to let them know he was only playing, he said.  Dogs have been called "animals who put horrible things in their mouths and then want to lick you." But is licking the human equivalent of kissing, as many people think? Not really, said Coren. The dog is trying to tell you something.  "It can be saying 'I'm hungry,' or 'I'm dependent on you.' In either case petting the dog or giving him a biscuit is in order. But as all licking is passive and submissive, I'm quite happy with joining the world and telling my granddaughter that her dog is 'giving her a kiss.'"  By Michael Miller |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**C: Analyzing an Example**

**Part 1**

Find the answers to these questions in paragraphs 13 and 14 of Article A.

1. What kind of dog is Finnigan?
2. What would he do when he saw visitors or other dogs?
3. What did people think when he showed his teeth?
4. According to the writer, what was Finnigan actually trying to communicate?

**Part 2**

Use linking words to connect ideas from the answers in Part 1.    
Use relative pronouns (that, which, where) and/or conjunctions (and, so, but, because, or) to make two sentences.   
Write them down on a piece of paper.

**D: Information Exchange**

**Part 1**

Work in pairs (one Student A and one Student B). Tell your partner about your article using the information in the table from Reading Activity B.  (Do not show them your table.) Listen to Student B telling you about their article and complete the following table.

|  |  |
| --- | --- |
| **Article B** |  |
| Name of author of book Name of book |  |
| The kind of people-animal communication talked about in this article |  |
| Pet problems that can be solved by this kind of  communication |  |
| How pet owners can better communicate with their animals. |  |

**Part 2**

Stay in your pairs. Now read aloud to your partner the sentences you wrote in Part 2 of Reading Activity C.

**E: Comparing and Contrasting**

Work with a Student B and answer these questions:

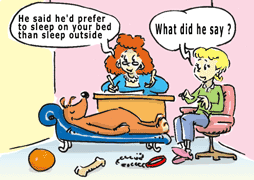
1. What similarities do these two articles have?
2. What differences are there?
3. Which points made in both or one of the articles do you agree with?

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

**Worksheet for Student B**

**A: Vocabulary**

The following words in **bold type** are from today's article about animal communication. Match the beginnings of the sentences with their endings.

Beginning of Sentence

1. **Telepathy** is communication...
2. A **channel** is...
3. If you **convince** someone they were wrong...
4. If a vet **puts** a sick animal **to sleep**...
5. If something **ails** you...

End of Sentence

a. ...you persuade them to believe you.  
b. ...from one mind to another mind.  
c. ...a route through which anything passes.  
d. ...it troubles your body or mind.  
e. ... they kill it painlessly.

**B: Scanning**

Scan Article B and fill the gaps in the table below.

|  |  |
| --- | --- |
| **Article B** |  |
| Name of author of book  Name of book |  |
| The kind of people-animal communication talked about in this article |  |
| Pet problems that can be solved by this kind of  communication |  |
| How pet owners can better communicate with their animals. |  |

|  |  |  |
| --- | --- | --- |
| Article B **You Can Talk to the Animals**   |  |  | | --- | --- | | We're all Dr. Doolittles. Or so say the animal communicators. Humans and animals communicate with one another telepathically all the time, say professional animal communicators, who are hired to talk with people's pets and report back on the conversation.   It may sound strange, but those who have tried it say that after such a conversation they feel closer than they've ever felt to their animals. I interviewed eleven professional animal communicators and dozens of their clients for my book, "You Can Talk with Your Animals: Animal Communicators Tell You How" (IDG Books, 2000). What I heard over and over again is that telepathic animal communication can help people solve problems with their pets, learn their animals' histories, help them figure out what ails their animals and even help decide when it's time to put a pet to sleep.   Take the case of Michele Hegedus and her cat Touché. The cat loved to rub up against the rough material of a lampshade on the bedside table. Michele wanted Touché to stop this practice, because she was afraid he'd slip on the slick surface of the table top and slide into the hot brass base of the lamp.  Through Gail De Sciose, an animal communicator, she explained to Touché the danger of his rubbing against the lamp. She promised to scratch his neck for him after he told her how good it felt to scratch it on the lampshade. The very night of their conversation, he came into the bedroom as usual, hopped on the bed and instead of jumping onto the bedside table like he did every other night, he sat down and looked at Michele. Then he looked at the lamp and looked back at Michele. He then walked to the end of the bed and went to sleep. From that day on, he never rubbed against the lamp again. | Animal communication can help animal lovers in many ways. But it's not just animal communicators who can do it. All humans have the ability to speak telepathically with animals. We're born with it, but because humans rely on language, we block off telepathic channels, which animals keep open all of their lives. Children frequently talk with animals. But when they report this to their parents, they're told to stop being silly. "It's just your imagination," is a typical response from a parent. So kids close their telepathic channels.   How can you open up your mind and communicate with animals? It takes patience, practice, and trust. You'll need to quiet your mind and focus on your animal. Ask a question and pay attention to any response you might get. That response could be words. It could be a feeling or an emotion. The hardest part is trusting that the response is actually from the animal.  But with a lot of practice ˜and trust˜ you can have two-way conversations with your animal.  Communicators recommend keeping a journal of each conversation, so that you will have something to look back on if you need to convince yourself you're doing it. Many animal communicators hold workshops on learning to communicate with animals. These workshops are a great way to get started.    By Janine Adams |   Article © 2000 Janine Adams. Lesson © 2000 www.english-to-go.com |

**C: Analyzing an Example**

**Part 1**

Find the answers to these questions in paragraphs 3 and 4 of Article B.

1. Who is Touché?
2. What did Touché do that annoyed his owner, Michelle Hegedus?
3. Who is Gail De Sciose?
4. How did De Sciose communicate with Touché?
5. Through De Sciose, what did Touché tell Hegedus was the reason he behaved that way?
6. What did Michelle promise to do for Touché?
7. Did Touché stop?

**Part 2**

Use linking words to connect ideas from the answers in Part 1.  Use relative pronouns (that, which, where) and/or conjunctions (and, so, but, because, or) to make four sentences.  Write them down on a piece of paper.

**D: Information Exchange**

**Part 1**

Work in pairs (one Student A and one Student B). Tell your partner about your article using the information in the table from Activity B.  (Do not show them your table. ) Listen to Student A telling you about their article and complete the following table.

|  |  |
| --- | --- |
| **Article A** |  |
| Name of author of book  Name of  book |  |
| The kind of language dogs use to communicate |  |
| Three examples of this kind of dog language |  |
| Common misinterpretations people make when they see their dogs trying to communicate to them in dog language |  |
| How people can better interpret their dogs' language |  |

**Part 2**

Stay in your pairs. Now read aloud to your partner the sentences you wrote in Part 2 of Reading Activity C.

**E: Comparing and Contrasting**

Work with a Student A and answer these questions:

1. What similarities do these two articles have?
2. What differences are there?
3. Which points made in both or one of the articles do you agree with?

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

**Post-Reading Activities**

**A: Vocabulary**

People from different countries seem to hear differently the sounds animals make and therefore spell the sounds differently. For example, in English a dog's bark is '**bow-wow**' or '**woof-woof**'. In Spanish it's '**jau-jau**'; in French it's '**woa-woa**,' and in Korean it's '**mung-mung**'. In a group of students who speak the same first language, write down the sounds the following animals make in your language. First, agree on the sound and then agree on the English spelling. When you are finished, share your answers with your classmates.

Your Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. dog
2. cat
3. chicken
4. horse
5. pig
6. snake
7. donkey
8. cow

**B: Short Discussion**

In groups discuss the following questions.

* Did you talk to animals when you were a little child?
* If you did, how did you do this?
* What did your parents think of this behavior?
* Do you still talk to animals?

**C: Game**

We learned in Article A that dogs communicate through body language. People communicate through body language too, but who communicates through body language better; dogs or people? Your teacher is going to teach you a game in which you must communicate a message to your classmates without making a sound. But will he/she ask you to be a person or a dog?

**D: Writing**

Write an email to English-to-Go to this address, **animals@english-to-go.com** , expressing your opinion about one of the articles you read in today's lesson. Do you agree or disagree with what the writer said?  We at English-to-Go are interested in what you think about animal communication.

201_3

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson has a number of linked listening exercises for your students to do online at 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.

**Pre-Reading Activities**

**A: Quiz - Notes**

The answers for this quiz are from the two articles in today's lesson.  Discuss question 2 with students but let the students find the answers later in today's articles.

**A: Quiz - Answers**

1. True.
2. Answers from students will vary.
3. 200 words.
4. 2-year-old child.

**Reading Activities**

**A: Vocabulary - Answers (Student A)**

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

**A: Vocabulary - Answers (Student B)**

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

**B: Scanning - Answers (Student A)**

|  |  |
| --- | --- |
| **Article A** |  |
| Name of author of book  Name of book | Stanley Coren "How to Speak Dog: Mastering the Art of Dog-Human Communication" |
| The kind of language dogs use to communicate | body language |
| Three examples of this kind of dog language | tail-wagging teeth-baring licking |
| Common misinterpretations people make when they see their dogs trying to communicate to them in dog language | tail-wagging: dog is happy teeth-baring: snarling or angry licking: showing affection (kissing) |
| How people can better interpret their dogs' language | learn the body signals for dogs |

**B: Scanning - Answers (Student B)**

|  |  |
| --- | --- |
| **Article B** | . |
| Name of author of book  Name of book | Janine Adams "You Can Talk with Your Animals: Animal Communicators Tell You How" |
| The kind of people-animal communication talked about in this article | telepathic communication |
| Pet problems that can be solved by this kind of  communication | solve problems; learn animal's history; figure out what ails animal; decide when it's time to put pet to sleep |
| How pet owners can better communicate with their animals. | quiet your mind and focus on animal; ask questions and pay attention to any response you might get; trust response is actually from animal; hire an animal communicator |

**C: Analyzing an Example - Notes**

Students continue to work alone to complete Part 1. They could then compare their answers with someone from the same group (i.e. one Student A works with another Student A.)

**C: Analyzing an Example - Answers (Student A)**

**Part 1**

1. Irish Setter.
2. He would leap and bare his teeth at visitors and other dogs.
3. They thought he was snarling at them.
4. He was trying to say, "It's OK, I'm not a threat."

**Part 2 (Suggested Answer)**

Finnigan was an Irish Setter that would leap and bare his teeth at visitors and other dogs.  They thought he was snarling at them, but he was trying to say, "It's OK, I'm not a threat."

**C: Analyzing an Example - Answers (Student B)**

**Part 1**

1. A cat.
2. He would rub up against the lampshade on the bedside table.
3. An animal communicator.
4. Telepathically.
5. He said it felt good to scratch his neck on the lampshade.
6. She promised to scratch his neck for him.
7. Yes.

**Part 2 (Suggested Answer)**

Touché is a cat that would rub up against the lampshade on a bedside table. This practice bothered Touché's owner, Michele Hegedus, so she asked Gail De Sciose, an animal communicator, to talk to Touché telepathically.  Through De Sciose, Touché told Michele that he scratched his neck on the lampshade because it felt good, so she promised him she would scratch his neck instead. From that day on, he never rubbed against the lamp again.

**D: Information Exchange - Notes**

Students work in pairs (one Student A and one Student B). They help each other to complete the tables and then read the sentences they wrote to their partner.

Variation for Part 2 - Students could dictate the sentences to their partners.

**E: Comparing and Contrasting - Notes**

Students work in pairs (one Student A and one Student B) to complete the questions. They could do this orally or write their answers down. It would be good to get pairs of students to then compare their answers with other pairs or else have a class feedback session with students reporting their answers to the class.

This activity requires students to analyze the information they have read. The level and length of the discussion will depend on how carefully the students have read their articles. The activity could end with students reading their partners' articles.

**E: Comparing and Contrasting - Suggested Answers**

1. Both articles look at the topic of animal communication and how humans can better communicate with and understand their pets. Both articles summarize the findings of books published on the topic of animal communciation. The articles suggest that animals are more intelligent than we realize (Article A focusses on dogs and says they have the intelligence of a 2-year-old child while Article B suggests that people can actually have conversations with animals.).
2. Article A focusses on dogs whereas Article B looks at animals in general. Article A argues that people need to learn how to talk dog by being able to recognize and interpret different dog body language signals. If they do this they will know how to respond to their pets. Article B argues that humans and animals communicate with each other telepathically and that humans need to open their telepathic channels in order to talk to their pets. Children are able to do this but begin to block their channels after recieving a negative response from their parents.
3. Answers will vary.

**Post-Reading Activities**

**A: Vocabulary - Notes**

If your class is made up of students who speak the same first language, you may wish to skip this activity though they may find it interesting to try and spell the sounds using English letters. If your class is made up of students who have different first languages, remind them that spelling these sounds in English is an important part of this activity. When they are finished, you might like each group to write the words on the board to compare spellings.

**C: Game - Notes**

This is a pantomime game. That is, students cannot use language or sounds to communicate. Cut the sentences below into ten strips and put them into a container (e.g.. a hat, a big bowl, etc.). Divide the students into two teams. Select a student to come up to the front of the class. Ask him/her to take a sentence strip from the container. (Hold the container high so he/she can not see what is written on the strips.) After the student has selected a strip, tell him/her to read the sentence silently.

Then it is your turn. You tell the student either, "You are a person." or "You are a dog." (It is completely up to you to decide whether that student will be a dog or person but you cannot look at the student's sentence strip.) The student then begins pantomiming and the other students try to guess the action or feeling the student is attempting to communicate. The student who guesses correctly gets one point for his/her team and can then select someone from the other team to act out the next pantomime. The first team to get five correct answers is the winner.

|  |  |
| --- | --- |
| I'm hungry. | I'm sad. |
| I'm happy to see you. | I'm frightened. |
| I'm angry. | I'm hot. |
| I'm thirsty. | I'm cold. |
| Please help me! | I'm the best! |

000414anil

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

**Long Hours**

**Pre-Reading Activities**

**A: Short Discussion**

Work in small groups and answer the following questions:

1. How many hours a week do you think people work in your country?  
2. Is there a law in your country about how many hours a week people can work?  
3. Do you think people work too many hours?  
4. Do you think working longer means you do more work?

**B: Prediction**

Before you read today's article, answer the following questions with your partner. Talk about each question until you both **agree** on the answer.

1. The following countries are mentioned in today's article: **Austria, Belgium, Britain, France, Sweden**. Place the countries in order from the longest working week to the shortest.  
2. Who do you think work longer hours in Britain: men or women?  
3. Which professions work more extra hours: managers and professionals **or** skilled and manual labor?  
4. Why do people tend to work long hours?  
5. What negative things can be caused by working too long?  
6. If people have a short working week, are they more productive? **Yes** / **No**.

**Reading Activities**

**A: Scanning**

Read the article and check if your answers to Pre-Reading Activity B were correct. Your teacher will time you.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | LONDON Monday February 4 (Reuters) - British employees work more than three hours longer per week than workers in Europe, a new report by the Trades Union Congress (TUC) showed on Monday.  Britons on average worked 43.6 hours a week, compared to the 40.3-hour average in Europe, the report said. However, government figures show they are less productive than workers abroad despite the longer hours.  "Britain's long hours culture is a national disgrace," said TUC General Secretary John Monks in a statement. "It leads to stress, ill health and family strains."  Managers and professionals topped the British long hours league, the TUC report said. About half said that they were working longer hours to deal with excessive workloads.  By contrast, 70 percent of skilled and manual workers said they put in extra hours to earn overtime pay, the report said. | One in six working Britons puts in longer than 48 hours, a limit set by a European working time directive that became British law in 1998, the report said.  Men were much more likely to work long hours, with 3.2 million, or one in four, exceeding the 48-hour limit but 750,000 woman employees, or six percent, were also on duty for longer than the European Union limit.  Britain is the only EU state that allows employees to opt out of the bloc's working hour limit if they want to. However, this clause would be reviewed by the European Commission by 2003, the TUC report said, and was likely to be removed.  Many European countries already have much tougher restrictions on working hours. Employees in Austria, Belgium and Sweden all have 39- or 40-hour limits, and France has a 35-hour week but recent figures show that French workers are 24 percent more productive than Britons on an hourly basis and Germans 11 percent. |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Headline**

This is the headline for today's article. Put the words in the right order.

**Less Longer, Producing Working ?**

**C: Further Understanding**

The following sentences are a summary of today's article. Read the article again and match the sentence halves.

|  |  |  |
| --- | --- | --- |
| **Sentence Beginnings** 1. The average working week in Europe... 2. However, the British work 43.6 hours per week,...  3. Even though they work longer, it seems...  4. Many professional people and managers worked very long hours...  5. Legally, people are not allowed to work...  6. However, the British can choose to ignore this law...  7. After 2003, it is unlikely that the British will have the option...  8. Many countries in Europe already have strict rules...  9. Despite having the shortest working week,... 10. Germans are over 10% more productive per hour... |  | **Sentence Endings** A. ...and work over this limit. B. ...British workers are less productive than other Europeans.  C. ...which is longer than the average.  D. ...is just over 40 hours per week. E. ...as they had too much work to do. F. ...the French are more productive on an hourly basis. G. ...about the length of the working week.  H. ...more than 48 hours a week in Europe.  I. ...to work longer than the limit.  J. ...than Britons. |

**D: Language**

The following sentences from the article all contain markers to show **surprising ideas** or **contrast**:

***However****, government figures show they are less productive...****By contrast,*** *70 percent of skilled and manual workers said...****Howeve****r, this clause would be reviewed...   
...* ***despite*** *the longer hours.****but*** *750,000 woman employees...*

**However** and **By contrast** are used to link ideas across ***two*** sentences, whereas **but** and **despite** join sentences. **Despite** is a *preposition* and so must be followed by a *noun* or an *-ing* form.

Complete the following sentences by using the correct marker from this list: *however, by contrast, but, despite.*

1. My colleague always gets to work early and then leaves early. \_\_\_\_\_\_\_\_, I arrive late and leave late.  
2. \_\_\_\_\_\_\_\_ the long hours he works, he gets little done.  
3. She works really hard \_\_\_\_\_\_\_\_ achieves very little.  
4. I think I should work fewer hours. \_\_\_\_\_\_\_\_, my boss doesn't agree with me.  
5. He gets paid the same as I do \_\_\_\_\_\_\_\_ working less hours.  
6. He spends most of his time at work reading the newspaper. This, \_\_\_\_\_\_\_\_, does not mean he gets paid any less.

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

**A: Spot the Difference**

Below are groups of four words. Three of the words in each group have the same job or function or are from the same word group. Can you spot the one that is **different**?   
Work in pairs to agree upon which word is different. (For 1.-3. you need to look at the word families and for 4. & 5. you need to think about word functions). When you have agreed, write down why it is different. Be prepared to share your answers with the class.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | so | and | or | in addition |
| 2. | but | although | in spite of | however |
| 3. | even though | yet | while | although |
| 4. | whereas | so | because | therefore |
| 5. | since | as | because | but |

**B: Graph Analysis**

Look at the following graphs about today's article. Write about two paragraphs describing what the graphs show. The questions on the side will help you to write your description. You may use the words in brackets in your sentences, if you want to.

|  |  |
| --- | --- |
| 844_1 | What types of graphs can you see? *(The two...)*  What do they represent? *(hours of... per...)*  What does the first graph represent? *(Countries, number of hours per...)*  Contrast the country in which people work the longest and the country where people work the shortest number of hours. *(...can be seen. This is compared to...)*  Focus on countries where people work the same number of hours. *(However, in..., the average working week is...)* |
| 844_2 | What does the second graph represent? (*Country, total number, work*)  What do the columns show? (*the percentage of, men, women*)  Contrast men and women. (*...whereas*...) |

*The two bar graphs represent the number of hours people work per week in five European countries. (you continue ...)*

**C: Memos**

A memo (memorandum) is a short typed, emailed or written message sent from one person to another in an organization. The paragraphs of a memo are short so people will read and understand them. The structure of a memo is usually very clear and will include these points:

1. The receiver's name and the sender's name (**To:** / **From:** ).
2. Explanation of what the measure or plan is.
3. Explanation of why the measure or plan is being put in place.
4. Explanation of what the effect of the measure / plan will be.
5. Explanation of when the measure / plan will take place.
6. Explanation of what should (not) be done.
7. Explanation of who is involved and what the consequences will be.
8. Indication of who people can contact if they have questions / complaints / comments, etc.

Below is an imaginary memo from SolTec Ltd - a British company. The director of SolTec asked a new secretary to send it out, but while it was being typed, the various parts of the memo got jumbled. Read it and put the parts of the memo into the correct order. Use the points above to help you.

|  |
| --- |
| **Date:** 6 April 2002 **Subject:** Hours of work  In order to effect a smooth transition, staff will be asked to discuss workloads and other operational issues with Human Resources. HR staff have been requested to start scheduling these discussions immediately.  Any employee with questions relating to these changes should contact Human Resources. Please also feel free to contact me personally.  We are also aware that many of our staff are working longer hours to deal with excessive workloads. Therefore, some case loads may need to be reviewed and it may be that structures will need to be put in place to support staff.  At SolTec we believe that a culture of working long hours can lead to stress, ill health and family strains. We also believe that working longer hours can in fact lead to less productivity.  These new measures are to come into effect as of the 20th April 2002.  **To:** All SolTec staff **From:** The Director - Peter Baggins  In order to maintain a happy and productive environment in our workplace, we have decided that staff in this company will no longer have the option to opt out of the European Union's working hour limit. This limit states that no employee is to work over 48 hours a week. |

**TEACHERS' NOTES AND ANSWER KEY**

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

**Pre-Reading Activities**

**A: Short Discussion - Notes**Allow students to discuss these questions for about 3 minutes and then have a short class discussion.

**B: Prediction - Notes**This could lead to some interesting debate as students need to agree. It is important that they do not read the article yet. Do not give them the answers when they have finished, but encourage them to go straight on to the Reading Activities. (Reading Activity A gives the answers to this Prediction Activity.)

**Reading Activities**

**A: Scanning - Notes**Make sure students realize what they have to do before they begin (i.e. find the answers for Pre-Reading Activity B in the article). Allow students 4 minutes to scan the article and answer the questions. The next activity will allow for closer reading.

**A: Scanning - Answers**1. Britain, Austria, Sweden, Belgium, France, 2. men, 3. managers and professionals, 4. excessive workloads and extra money, 5. stress, ill health and family strains, 6. On an hourly basis - yes.

**B: Headline - Answer  
Working Longer, Producing Less?**

**C: Further Understanding** - **Answers**The average working week in Europe is just over 40 hours per week. 1. - D  
However, the British worked 43.6 hours per week, which is longer than the average. 2. - C  
Even though they work longer, it seems British workers are less productive than other Europeans. 3. - B  
Many professional people and managers worked very long hours as they had too much work to do. 4. - E  
Legally, people are not allowed to work more than 48 hours a week in Europe. 5. - H  
However, the British can choose to ignore this law and work over this limit. 6. - A   
After 2003, it is unlikely that the British will have the option to work longer than the limit. 7. - I  
Many countries in Europe already have strict rules about the length of the working week. 8. - G  
Despite having the shortest working week, the French are more productive on an hourly basis. 9. - F  
Germans are over 10% more productive per hour than Britons. 10. - J

**D: Language - Answers**1. My colleague always gets to work early and then leaves early. **By contrast,** I arrive late and leave late.  
2. **Despite** the long hours he works, he gets little done.  
3. She works really hard **but** achieves very little.  
4. I think I should work fewer hours. **However**, my boss doesn't agree with me.  
5. He gets paid the same as I do, **despite** working less hours.  
6. He spends most of his time at work reading the newspaper. This, **however**, does not mean he gets paid any less.

**Post-Reading Activities**

**A: Spot the Difference - Notes**Although it is not strictly necessary that students know the grammatical names of many discourse markers, it is important students are aware of the different functions. This exercise can easily pinpoint gaps in students' knowledge of how to use these markers when writing.

**A: Spot the Difference - Answers**1. in addition - this is because the others are called coordinating conjunctions and their job is to join two sentences. As an adverbial, in addition links across two separate sentences.  
2. However - this contrast marker is an adverbial and links across two separate sentences. The others all join sentences.  
3. Yet - this links across two separate sentences. The others all join sentences.   
4. Whereas - it shows contrast. The others are indicators of reason or result.  
5. But - it shows contrast. The others are indicators of reason.

**B: Graph Analysis - Notes**Allow for a certain amount of variation in the answers.

**B: Graph Analysis** **- Sample Answer**The two bar graphs represent the number of hours people work per week in five European countries. The first graph looks at the length of time spent at work each week in European countries: Britain, Austria, Belgium, Sweden and France. It can be seen that Britain is the country where people work the longest with the weekly average being 43.6 hours. This is compared to France which has the shortest working week with 35 being the maximum number of hours worked per week. However, in three other European countries, Austria, Belgium and Sweden, the average working week is around 39.5 hours.

The second bar graph looks at the total number of Britons who work longer than 48 hours per week. The three columns show the total number of British workers who exceed 48 hours of weekly work to be 17%. This is then broken down into the percentage of men who work this many hours and the percentage of women. It can be seen that 25% of men work more than 48 hours per week, whereas 6% of women do.

**C: Memos - Notes**Below is a correct version of the memo which you may like to give to students after they have finished the exercise. Students can also order the memo online at [www.instantworkbook.com](http://www.instantworkbook.com).

**C: Memos - Answers**  
6, 8, 7, 3, 5, 1, 2, 4,

MEMORANDUM  
To: All SolTec staff  
From: The Director - Peter Baggins  
Date: 6 April 2002  
Subject: Hours of work

In order to maintain our workplace as a happy and productive environment, we have decided that staff in this company will no longer have the option to opt out of the European Union's working hour limit. This limit states that no employee is to work over 48 hours a week.

At SolTec we believe that a culture of working long hours can lead to stress, ill health and family strains. We also believe that working longer hours can in fact lead to less productivity.

We are also aware that many of our staff are working longer hours to deal with excessive workloads. Therefore, some case loads may need to be reviewed and it may be that structures will need to be put in place to support staff. In order to effect a smooth transition, staff will be asked to discuss workloads and other operational issues with Human Resources. HR staff have been requested to start scheduling these discussions immediately.

These new measures are to come into effect as of the 20th April 2002.

Any employee with questions relating to these changes should contact Human Resources. Please also feel free to contact me personally.

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Upper-Intermediate - Advanced Instant Lesson

**Model E Ford**

**Pre-Reading Activities**

**A: Pair Dictation**

Work with another student. You both have half a text and you need to create the complete text by taking turns dictating to each other. You need to listen carefully and DO NOT look at each other's texts. Student A begins.

**B: Gap Fill**

Below is another text about Henry Ford. Complete the text by using the words in the box. However, **be careful!** You will need to change the form of some of the words.

|  |
| --- |
| **assembly, criticize, innovation, introduce, opposition, performance, record, reservation, tedious, use** |
| **Slaves to machines** Ford was able to make a low-costing car mainly because he 1.\_\_\_\_\_\_\_ the moving assembly line to manufacturing. The assembly line used conveyor belts to carry automobile parts past a line of workers who each 2.\_\_\_\_\_\_\_a different task. This 3.\_\_\_\_\_\_\_helped him make car manufacturing a successful business, enabling him to sell cars at a low price. In 1912 it took 12 and a half worker-hours to 4.\_\_\_\_\_\_\_ a car, in 1914 this figure had dropped to one and a half hours. Costs fell and so did the price of the Ford automobile.  While the assembly line was excellent for his business, Ford received a lot of 5.\_\_\_\_\_\_\_for using it and for also sometimes thinking of his workers as machines. Work on an assembly-line was 6.\_\_\_\_\_\_\_, putting workers under consistent pressure in uncomfortable circumstances. Ford was also one of the first industrialists to 7.\_\_\_\_\_\_\_time clocks in the workplace to 8. \_\_\_\_\_\_\_when workers arrived at work, had lunch and finished each day. Ford 9. \_\_\_\_\_\_\_the rise of labor unions and fought to prevent employees in his company from becoming unionized.  Many people still wanted to work for Ford, however, as the wages he offered were high. Ford also introduced a profit sharing scheme in which some of the company's profits were 10. \_\_\_\_\_\_\_for Ford staff. |

**Reading Activities**

**A: Scanning**

Read Article 1 and answer the questions.

1. What five things is Ford offering its workers?  
2. What is Ford aiming to improve with its workforce?  
3. What does Ford want to become?  
4. What does Ford want its workers to experience?  
5. Does Ford intend to monitor worker's Internet use?

**Article 1**

|  |  |  |
| --- | --- | --- |
| **Ford offers free computers to its workers** By Todd Nissen   |  |  | | --- | --- | | DETROIT, Feb 3 (Reuters) - In an **unprecedented** move for corporate America, Ford Motor Co. on Thursday said it would give its 350,000 employees free Hewlett-Packard Co. personal computers and printers, as well as Internet access for a cut-rate monthly fee of $5.  U.S. employees who accept the offer will begin receiving the computers in the second quarter, and the No. 2 automaker will roll out the plan globally within 12 months, Ford said.  Along with the computer and printer, each hourly and salaried worker will receive two electronic-mail addresses and more if they ask. Employees will also be allocated 10 megabytes of space each to build a personal Web site.  Ford's move is based on the idea that "the Internet will be the equivalent of the moving assembly line of the 21st Century," said Ford Chairman William Clay Ford Jr., whose great-grandfather was the pioneer of the car assembly line.  In addition to the benefits of having a "wired" work force, Ford has come up almost sure-fire way to improve relations with its employees, analysts said.  "At least for goodwill to the employees, it seems like a net-net win for Ford," said Mark Corcoran, an analyst at D.A. Davidson & Co.. | Ford Chief Executive Jac Nasser said the program was part of the automaker's **strategy** of staying on top of fast-moving electronic business developments as it **strives** to be consumer-driven.  "We want our employees to experience what's going on in technology," Nasser said at a news conference, held at the headquarters of the United Auto Workers union.  After signing on, the Internet connection will bring users to a customized screen that will offer links to other products and discounts, allowing Ford to benefit from advertising revenues. Even so, the program will not be supported exclusively by ads. "We're not going to flood the screen with advertising," said Ford Chief Information Officer James Yost.  Although Ford will have e-mail addresses for all of its employees - Nasser currently communicates with Ford's white-collar employees via a weekly e-mail newsletter - the company will not be able to track the Internet activity of its workers, Yost said. Still, the company will control what employees first see when they log on to the Internet.  But that doesn't bother Brenda Johnson, a member of UAW Local 900 and worker at the Michigan Truck plant in Wayne, Mich.  Johnson, who does not currently own a PC, said she especially welcomed the opportunity to get a computer she can upgrade. "I'm very excited by it," she said. |   Article © 2000 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**unprecedented** -; never happened before   
**strategy** - plan; scheme  
**strives** - works towards; tries hard

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

Read Article 2 and answer thefollowing statements **True (T), False (F) or Not Given (NG)** if the text doesn't provide the answer.

1. Ford is temporarily stopping its plans to give away computers to its staff.  
2. The Model T Ford was invented by Henry Ford's grandfather.  
3. An e-mail announcement was only sent to the American staff.  
4. 166,000 workers in America had already been given computers.  
5. Ford is the world's second biggest car manufacturer.  
6. Car sales have lessened since the attacks on the World Trade Center.  
7. Ford has recently lost money over a six month period.  
8. Many Ford employees lost their jobs in 1992  
9. Ford employs about 50,000 white collar workers in North America.  
10. Ford is looking to make a number of employees redundant.

**Article 2**

|  |  |  |
| --- | --- | --- |
| **Ford Cancels Computer Giveaway Program**   |  |  | | --- | --- | | DETROIT (Reuters) October 19 - Ford Motor Co., in a sign of its changing fortunes, said on Friday that it was canceling plans to equip all of its employees with free personal computers and printers.  The program, **dubbed** Model E, was billed as a breakthrough achievement in the history of corporate America when it was announced in February 2000 by Ford Chairman William Clay Ford Jr., whose great-grandfather pioneered the assembly line and brought the world the Model T automobile.  But Ford spokesman Peter Olsen said the company sent out an e-mail Friday to its nearly 346,000 employees worldwide, informing them that the days of the great computer giveaway were over.  "Under today's very difficult economic environment that we find ourselves in, we unfortunately have to cancel the program,'' Olsen told Reuters.  He said about 166,000 Ford workers, mostly in the United States, had already received personal computers and printers at Ford's expense, along with Internet access for a cut-rate monthly fee of $5.00. | In announcing the Model E program, Ford's chairman said it was based on the idea, "the Internet will be the equivalent of the moving assembly line of the 21st Century.''  The world's second-largest automaker has rolled back on several electronic business ventures since the Internet bubble burst on Wall Street, however. And management clearly questioned the benefits of having a "wired'' work force, at a time when Ford is suffering from the auto industry slowdown and fallout from the Sept. 11 attacks on the United States.  The company, which halved its dividend earlier this month, reported its first back-to-back quarterly loss since 1992 Wednesday. It is currently **hammering out** the details of a broad restructuring plan, under which it plans to cut up to 5,000 white-collar jobs, or about 10 percent of its North American work force. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

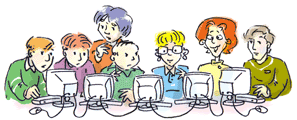
**dubbed** - called, nicknamed  
**hammering out** - negotiating, planning, finalizing

**C: Language and Summary**

Below is a summary of today's articles. Complete the text by filling the gaps with the correct verb. Make sure you have used the correct verb form.

|  |
| --- |
| **accept, aim**, **begin, cancel**, **come up with, find, give (x2), hope, introduce**, **plan, send, tell, to be (x2),** |
| Ford Motor Co.'s unprecedented scheme **1.\_\_\_\_\_\_** its 350,000 employees free personal computers and printers **2.\_\_\_\_\_\_** on Friday due to an auto industry slowdown and fallout from the Sept. 11 attacks on the United States.  The company **3.\_\_\_\_\_** out an e-mail Friday to its nearly 346,000 employees worldwide, **4.\_\_\_\_\_\_** them that the days of the great computer giveaway **5.\_\_\_\_\_\_** over because of the very difficult economic environment the company now **6.\_\_\_\_\_\_** itself in.  The scheme, dubbed Model E **7.\_\_\_\_\_\_** in February 2000 and was billed as a breakthrough achievement in the history of corporate America. It **8.\_\_\_\_\_\_** to give hourly and salaried workers who **9.\_\_\_\_\_\_** the offer, a computer, printer, two electronic-mail addresses, and 10 megabytes of space each to build a personal Web site. Workers **10.**\_\_\_\_\_\_ receiving the computers in the second quarter, and Ford **11.\_\_\_\_\_\_** to extend the giveaway globally within 12 months.  In addition to the benefits of having a "wired" work force, Ford **12.\_\_\_\_\_\_** it **13.\_\_\_\_\_\_\_\_\_\_\_\_** a way to improve relations with its employees.  Through the program, which **14.\_\_\_\_\_\_** in place for approximately 20 months before its cancellation, Ford **15.\_\_\_\_\_\_** personal computers and printers along with Internet access to about 166,000 Ford workers, mostly in the United States. |

**D: Think About It**

**Part One**

*"Ford's move is based on the idea that "the Internet will be the equivalent of the moving assembly line of the 21st Century," said Ford Chairman William Clay Ford Jr., whose great-grandfather was the pioneer of the car assembly line".*

Do you agree with this? If so, explain how.

The Internet could be seen as the equivalent of the assembly line because (*you continue*) ...........

**Part Two***"... it plans to cut up to 5,000 white-collar jobs****"***

In the workforce there is often a distinction between "blue-collar jobs" as compared to "white-collar jobs".

What is the difference between these types of work and what do you think these two names refer to - what is their origin?  
Make a list of 5 examples of each type of job.

Blue-collar jobs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
White-collar jobs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**A: Business Vocabulary**

Your teacher will give you and your partner two halves of a crossword puzzle. Work together to solve it by following the instructions on your worksheet. You will need to sit with your back to your partner and listen carefully. Student A will work with words from Article 1 and Student B will work with Article 2.

**B: E-mail memo**

*..... the company sent out an e-mail Friday to its nearly 346,000 employees worldwide, notifying them the days of the great computer giveaway were over.*

Below is a **fictitious** or **imaginary** e-mail from a company like Ford to its employees. However, the sentences below have been removed from the text. Read the e-mail through and decide where they should go.

|  |
| --- |
| 1. will now be canceled forthwith. 2. that we now find ourselves in a very difficult economic environment. 3. very difficult but nevertheless imperative decision. 4. there has been an extensive amount of money and effort expended 5. I am absolutely convinced 6. numerous changes have been identified for implementation 7. and best regards, 8. Subject: Model E – Computer giveaway 9. are considered absolutely essential to the viability of the company. |

Smith Motor Co. Friday, October 19, 2001   
To: Smith Motor Co. Employees   
  
From: John Smith, Chairman  
  
a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Over the past twenty months, b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in developing a "wired'' work force through our groundbreaking Model E - Computer Giveaway Program. We had aimed to give our 350,000 employees worldwide free personal computers and printers, as well as Internet access for a cut-rate monthly fee of $5.

Unfortunately, the tragic events of September the 11th in New York and the auto industry slowdown from which we are suffering has meant c) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Essentially every facet of the company’s business has been examined. As a result, d) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that range greatly in scope and complexity. However, in all cases, these changes e) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Regrettably, Smith's breakthrough achievement to try and equip all employees with free personal computers and printers f) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

g) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that the sacrifice and disappointment of many of our employees will now feel is necessary as we unite to maintain the viability of the Smith Motor Company.

I am counting on your understanding and acceptance of this h) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you i) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
John Smith  
Smith Chairman

**C: Find Someone Who**

Imagine that the students in your class all work for a website. Your teacher will give you a card describing your 'wired job'. Read the description. You will also get a "Find Someone Who..." worksheet. Read it and write your own name next to any piece of information that applies to your own job with the website.

Then ask other students questions about their jobs to complete the whole worksheet. When you have found someone who can answer your question, write their name down next to it.

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

**Pre-Reading Activities**

**A: Pair Dictation - Notes**The texts need to be photocopied and given out to each pair of students. Below is a copy of the complete text.

Henry Ford was a leading manufacturer of automobiles who set up the Ford Motor Company. The company's use of the assembly line to produce cars revolutionized the auto industry. In 1896 Ford built his first automobile and in 1903 helped set up the company that still carries his name.

Ford had an active interest in politics and was a controversial figure. He performed different philanthropic activities, sponsoring, for example, the building of a Detroit hospital for Ford workers, the Henry Ford Museum and the Ford Foundation. The Foundation has given over $8 billion in grants for research, education and development since it began.

(Note: A philanthropist is a person who gives money freely to those who need it. )

**A: Pair Dictation -Texts to be Copied and Given to Students**

**Text for Student A**Henry Ford \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ manufacturer of \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_the Ford Motor Company. The company's use \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_to produce cars \_\_\_\_\_\_ \_\_\_\_\_\_auto industry. In 1896 \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_automobile and \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ set up the company that still \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_.

Ford \_\_\_\_\_\_ different philanthropic activities, \_\_\_\_\_\_, \_\_\_\_\_\_ \_\_\_\_\_\_, the building of a Detroit hospital for Ford workers, the Henry Ford Museum \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ Foundation. The Foundation has \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ in grants for research, education \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ it began.

**Text for Student B**Henry Ford was a leading \_\_\_\_\_\_ \_\_\_\_\_\_ automobiles who set up \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ of the assembly line to produce cars revolutionized the auto industry. In 1896 Ford built his first \_\_\_\_\_\_ \_\_\_\_\_\_ in 1903 helped \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_that still carries his name.

Ford performed different philanthropic activities, sponsoring, for example \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ Detroit hospital for Ford workers, \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ Museum and the Ford Foundation. The Foundation has given over $8 billion in \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_, \_\_\_\_\_\_ and development since it began.

**B: Gap Fill - Notes**  
For those who wish to find more information on Henry Ford, these sites may be of interest:  
<http://www.biography.com><http://www.geocities.com/historyproject2000/ford.htm><http://history1900s.about.com/cs/fordhenry/>

**B: Gap Fill - Answers**1. introduced 2. performed 3. innovation 4. assemble 5. criticism 6. tedious 7. use 8. record 9. opposed 10. reserved

**Reading Activities**

**A: Scanning - Answers  
1.** free Hewlett-Packard Co. personal computers and printers, Internet access for a cut-rate monthly fee of $5, two electronic-mail addresses and 10 megabytes of space each to build a personal Web site  
2. improve relations with its employees  
3. consumer-driven  
4. what's going on in technology  
5. no (although it would control what employees saw when they first logged on.)

**B: True or False or Not Given - Answers**1. F, 2. F, 3. F, 4. F (mostly in America), 5. T, 6. T, 7. T, 8. NG, 9. T, 10. T

**C: Language and Summary - Answers**  
1. to give, 2. was canceled, 3. sent , 4. telling, 5. were, 6. found, 7. was introduced, 8. aimed, 9. accepted, 10. began, 11. had planned, 12. hoped, 13. had come up with, 14. had been, 15. had given

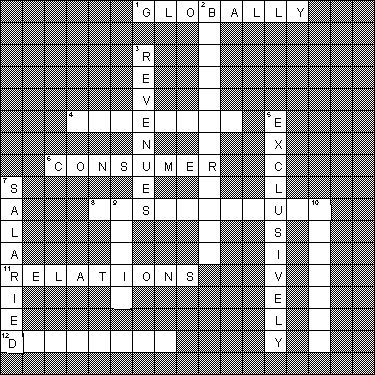
**D: Think About It - Answers**  
**Part One**  
Answers will vary.

**Part Two**  
Answers will vary but one explanation is below.  
Blue collar or white collar jobs refers to the shirt that you wear to your job.  
People who work in an industrial setting or a manual worker will usually wear a nonwhite shirt on the job. The blue collar refers to the blue overalls often worn in factories and the white collar to the normal office attire of a white shirt and a tie which men who work in offices performing clerical duties generally wear.  
Blue-collar jobs: factory worker, plumber, mechanic, steel worker, laborer  
White-collar jobs: clerk, secretary, accountant, bookkeeper, bank teller

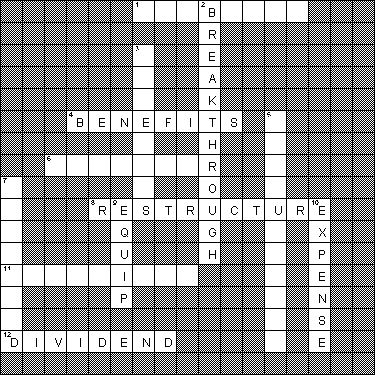
**Post-Reading Activities**

**A: Business Vocabulary - Notes**The aim of the exercise is for students to explain the meanings of the words on their half of the puzzle to their partner. Divide the class into two groups: Students A and Students B. Allow the students within each group to work together to write the definitions or clues for the words in their puzzle.  
They can use dictionaries but do not allow them to copy from them. When they have completed the definitions, put the students in the A and B pairings. Place two chairs together so students are seated with with their backs toward each other. Student A begins. Student A gives the clues and Student B must guess the words from today's articles.  
As an alternative, if you prefer to use this as a reinforcement activity, you may like to give the students the list of words for homework on the day you have done the lesson and ask them to familiarize themselves with their meanings that night. During the next lesson, students do the crossword (but only have a little time beforehand to think of clear definitions to give their partners).

**Worksheet for Student A:**



**Worksheet for Student B:**



**B: E-mail memo - Notes**Your students can also do this exercise online. Click on the blue icon next to the lesson description to view the exercise.

**B: E-mail memo - Answers**a - 8, b - 4, c - 2, d - 6, e - 9, f - 1, g - 5, h - 3, i - 7

**C: Find Someone Who - Notes**  
This is a scanning, listening and speaking activity. Cut the cards up and distribute all of them among the students. (If you have fewer than 6 students, try to give the extra cards to the stronger students). In order to complete their forms, students need to ask questions and get answers from other members of the class. They then write the name of that person down next to the question.  
There are a number of technical terms used in this exercise. Students may wish to find out what some of these terms mean after they have completed the exercise. If so, the sites listed below may be of use:

<http://www.pcwebopedia.com/><http://www.learnthenet.com/english/index.html><http://www.walthowe.com/>

**Cards to be cut up and distributed:**

|  |  |
| --- | --- |
| You are a **web designer**. You are responsible for how a web site looks. You know programs like Dreamweaver and Photoshop and are proficient in HTML and SQL. You have a degree in graphic design and are a visual person. | You are a **web programmer or developer**. You are responsible for the development of the security, cost and ease of use of a web site. You have a computer science degree and are proficient in scripting languages such as JAVA and with databases like access. |
| You are a **database administrator.** Your job is to design and develop databases linked to a website and ensure the information is secure and easily accessible for those who need it. You need to develop good back up systems and keep records of all your system designs and procedures. You have a diploma in engineering and use things like SQL server databases. | As a **webmaster,** your job is to coordinate all the technical development of the website and oversee the quality. You are ultimately responsible for the site security. You need to know about different Internet browsers, FTP and have a working knowledge of HTML and web layout tools such as Frontpage. You have a diploma in information technology. |
| You have a job as a **web content producer**. You write the stories that appear on the web. You have a degree in journalism and a certificate in multimedia. You know how to use word processing tools and a WYSIWYG (what you see is what you get) or web development tools like Dreamweaver. | Your position is that of an **eBusiness project manager**. You are very experienced in business having worked in finance / banking for 15 years. You have a business degree and also a diploma in programming. You work as a consultant and are responsible for the sales strategy and project development. |

|  |  |
| --- | --- |
| **Find someone who ...** has a certificate in multimedia \_\_\_\_\_\_\_\_\_\_\_ knows how to use FTP \_\_\_\_\_\_\_\_\_\_\_ has to develop backup systems \_\_\_\_\_\_\_\_\_\_\_ is a visual person \_\_\_\_\_\_\_\_\_\_\_ is an eBusiness project manager \_\_\_\_\_\_\_\_\_\_\_ is responsible for site security \_\_\_\_\_\_\_\_\_\_\_ | **Find someone who...** is a web content producer \_\_\_\_\_\_\_\_\_\_\_ has been a banker \_\_\_\_\_\_\_\_\_\_\_ has a diploma in engineering \_\_\_\_\_\_\_\_\_\_\_ has a degree in graphic design \_\_\_\_\_\_\_\_\_\_\_ has a degree in journalism \_\_\_\_\_\_\_\_\_\_\_ knows how to use a web development tool \_\_\_\_\_\_\_\_\_\_\_ |
| **Find someone who ...** is responsible for how a site looks \_\_\_\_\_\_\_\_\_\_\_ writes content for websites \_\_\_\_\_\_\_\_\_\_\_ has a computer science degree \_\_\_\_\_\_\_\_\_\_\_ makes a web site easy to use \_\_\_\_\_\_\_\_\_\_\_ is a web developer \_\_\_\_\_\_\_\_\_\_\_ knows how to use a graphics program \_\_\_\_\_\_\_\_\_\_\_ | **Find someone who ...** works as a consultant \_\_\_\_\_\_\_\_\_\_\_ is a webmaster \_\_\_\_\_\_\_\_\_\_\_ is a database administrator \_\_\_\_\_\_\_\_\_\_\_ has to document systems \_\_\_\_\_\_\_\_\_\_\_ is a web designer \_\_\_\_\_\_\_\_\_\_\_ writes stories that appear on the web \_\_\_\_\_\_\_\_\_\_\_ |

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Top of Form

|  |  |  |  |
| --- | --- | --- | --- |
| **Folder** | **Notes** |  |  |
|  |  |  | Add this lesson to your list of favourites. See "My Lessons" in the [FAQ](http://www.english-to-go.com/members/helpdesk.cfm?CFID=1003760&CFTOKEN=39085312) for more information on bookmarking lessons. [**Back to top ^**](http://www.english-to-go.com/members/view_lesson.cfm?lesson_id=751&sli=2&CFID=1003760&CFTOKEN=39085312#top#top) |

Bottom of Form

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

**New Stoves Could Mark End of Indoor Cooking Fires**

**Pre-Reading Activities**

**A: Imagine**

Imagine you are able to travel in a time machine into the past. You decide to visit a home belonging to one of your ancestors about **100 years** **ago**. Work alone and answer these questions. Think about what their home would look like. (If you are not sure about a question, skip it and go on to the next one.)

1. How big would the home have been? (e.g. *two floors with a barn for animals...?*)   
2. What sources of energy would have been used by your ancestors? (e.g. *gas, candles, etc. made from animal fat...?*)   
3. How would your ancestors have cooked their food?   
4. How many generations of people would have lived in the home? (*e.g. parents, children, grandparents...?*)   
5. What kinds of health problems would they have suffered from? *(malnutrition, lung problems...?)*

Now share your answers with another student.

**B: What Do You Know?**

Today's lesson is about the country of Eritrea. Try to answer the questions below and then ask your teacher for help.

1. Where is Eritrea?   
2. What are the names of some countries near it?   
3. Does it have a large or small population?   
4. What kind of economy does it have? (e.g. agricultural? industrial?)   
5. What other things do you know about it?

**Reading Activities**

**A: Scanning**

Read the first part of the article and answer these questions. They help you to understand the main idea of the article.

1. What is Kebedsh Habte using to cook her food?   
2. What makes her stove different from other stoves in Eritrea?   
3. How many women and children die every year as a result of using indoor cooking fires according to the United Nations? What are the causes of death?   
4. What could solve some health problems for Eritreans?   
5. Why would it solve these problems?   
6. How could this design also help the environment?

**Part One**

|  |  |  |
| --- | --- | --- |
| By Taro Matsuoka   |  |  | | --- | --- | | **1.** ADI KUSHET, Eritrea Sunday September 15 (Reuters) - In a scene familiar across the tiny African state of Eritrea, four-year-old Kessanet plays on the floor as her grandmother, Kebedsh Habte, 57, cooks sour pancakes on a wood-fired stove.  **2.** But this home is different -- the child's eyes are not watering from smoke from the fire and the stove is burning far fewer logs than traditional stoves. The air in the house is so clear that the walls remain white.  **3.** Eritrea is hoping a new stove design will do its part to fight the **deforestation** and lung problems caused by cooking fires used by an estimated 2.5 billion people in the developing world, according to United Nations estimates.  **4.** According to United Nations figures, indoor cooking fires kill an estimated 2.5 million women and children a year through **respiratory** infections from **inhaling** fumes. | **5.** Eritrean officials say that with their new stove design -- which uses **insulation** to conserve heat and a metal chimney to suck in air and funnel smoke -- Kebedsh, and other women like her, could cut the amount of wood used by half. The scheme aims to cut thousands of tons of carbon dioxide emissions by burning often scarce supplies of wood more efficiently and save 800 pounds (364 kg) of firewood per household per year.  (Continued/...)      **Glossary:** **deforestation** -the cutting down of trees over a large area  **respiratory** - relating to breathing  **inhaling** - breathing in  **insulation -** material used to prevent heat from escaping |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: Choose the Best Headline**

Read Part One again and choose the most suitable headline for today's article from this list.

**1. Kebedsh Happy with New Design**   
**2. Deforestation No Longer A Problem in Eritrea**   
**3. Indoor Fires Kill 2.5 Million Women and Children a Year**   
**4. Eco-Friendly Stoves Solve Age Old Eritrean Problem**

**C: Complete the Table**

Read Part Two of the article and fill the gaps in this table with the correct information.

|  |  |  |  |
| --- | --- | --- | --- |
| **Advantages of clay and**  **metal stoves** | **Number of households**  **project aims to reach** | **Problems project has to struggle with** | **How project is trying to**  **spread the idea** |
| 1. they cut smoke output  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. much less wood is burned | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ households | 1. Eritrea is struggling to repair itself after two wars.  2. Households are in \_\_\_\_\_\_\_\_\_\_ areas.  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so it's difficult to spread the message | Women \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | **FUEL FRIENDLY** (.../Continued)  **6.** Paul Mushamba, energy adviser for the Program for Biomass Energy Conservation in Southern Africa, has been working on a project partly funded by Germany to introduce a whole range of energy efficient clay and metal stoves, cutting smoke output. "Some of the designs are really low cost, which puts them within reach of the very poor," he said.  **7.** Often simply showing people how to make a small clay stove with walls, replacing three large loose stones placed around a fire, can produce huge wood savings for less than a dollar.  **8.** However, the challenge in Eritrea, as with many environmental projects working with households in Africa, is to spread the impact from a few villages to the entire country of 3.7 million.  **9.** The aim is to convert all stoves in rural areas into the new fuel-efficient design, which means reaching out to 500,000 households, mostly in remote areas of the Red Sea state of barren plains and **parched** mountain ranges. | **10.** But Eritrea is still struggling to repair the **legacy** of a 30-year liberation struggle and a 1998-2000 border war with its much larger neighbor Ethiopia, meaning progress is gradual.  **11.** The government says the cheap, simple and homegrown nature of the project is just the kind to thrive in a country fiercely proud of its tradition of self-reliance, although the scheme does receive funding from Britain.  **12.** But in a country where many people cannot read, spreading the idea is far from easy. The government has so far trained 223 women to pass on information about the stove by word of mouth to some of the remotest area of the country, Afeworki, director of energy research at the Eritrean Research and Training Center, said. The stoves are designed to be affordable, costing $14 to purchase the chimney pipes and various metal components such as a metal furnace door.  **13.** Villagers can pay for the pieces over a year under a credit scheme. (Continued/...)  **Glossary:** **parched -** very dry from lack of rain  **legacy -** a situation that exists now because of events that occurred in the past |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**D: Matching Sentences**

Match the sentence beginnings with the endings to make statements about the whole article. (Be careful as there are three extra endings.)

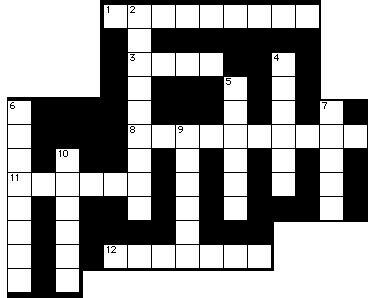
**Beginnings**1. Two problems caused by wood-burning cooking fires...   
2. The new stove design will burn wood more efficiently,...   
3. The stove also...   
4. The Eritrean government hopes to spread...   
5. The difficulty with this...   
6. The country is also struggling...   
7. The government believes that the project will...   
8. Women are being trained to...

**Endings**...is that most houses are in remote areas.   
...to get enough funding from overseas sources for the project.   
...the idea to all households in rural areas..   
...and will cook food much faster than traditional indoor cooking fires.   
...to deal with the after-effects of long years of war.   
...are respiratory infections and deforestation.   
...to write accurate descriptions of how to use the stove.   
...cutting carbon dioxide emissions.   
...pass on the idea about the stoves by word of mouth.   
...conserves heat and produces much less smoke.   
...be successful because the people of Eritrea are proud of being self-reliant.

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

**A: Crossword**

Work in pairs. Below are the meanings of some words from today's article. Quickly look through the article and try to find the words, and write them in the crossword. Use other clues to help you find the words.  The fastest team is the winner. Good luck!

**Clues Across**1. changing to something different (Paragraph 7 / P7)   
3. extremely small (P1)   
8. reasonably priced (P12)   
11. a plan or arrangement (P13)   
12. slow (P10)   
  
**Clues Down**2. formed an idea of the size of something without calculating exactly (P3)   
4. a strong effect (P8)   
5. not good enough for plants to grow on it (P9)  
6. to use something carefully so that it lasts (P5)   
7. not cloudy or smoky (P2)   
9. provided money for something (P6)   
10. to do well and be successful (P11)

**B: Note Taking**

Imagine that you are writing a short article about the stove for a community newspaper. You are hoping that people in your community will want to help fund the Eritrean project.

Make notes about the stove using today's article. Then write a short piece describing it and outlining the advantages it offers Eritreans. Point out why people in your local community should give money for this project.

**C: Language**

Here is Part 3 of the article. Read it and look carefully at each line. Some of the lines have one word that is grammatically incorrect. If a line has an incorrect word, cross it out and write the correct word by the corresponding number on the Answer Sheet. If a line has no mistakes, write '**correct**' by the corresponding number on the Answer Sheet below.  (The first one has been done for you as an example.) The rules below the exercise may help you to complete it.

**Part Three:**

**EXPERTS IN CLAY** (.../Continued)  
1. The project's organizers say Eritrean women, who grow up ~~learn~~ to use clay,   
2. will have little difficulty in making the new eco-friendly version of the traditional "mogogo" stoves.   
3. Women have long been taught by their mothers for make everything   
4. from pots to sofas out of clay before leave their parents' home   
5. and making a house with their husbands.   
6. "The skills are already there," said Afeworki, pointed as three women   
7. began make one of the cooking furnaces   
8. at a home in the village of Adi Gembelo, nine miles south of the capital.

**Answer Sheet**   
1. *learning*   
2.   
3.   
4.   
5.   
6.   
7.   
8.

***Rules:*** *When one verb follows another verb, the structure is usually* ***verb*** *+* ***-ing*** *or* ***verb*** *+* ***to...*** *(For example: She* ***hates*** *cook****ing*** *everyday; She* ***hates******to*** *cook everyday.)*

*If a preposition (in, at, for, about, with, of, instead of, in spite of, before, after, without, etc.) is followed by a verb, the verb ends in* ***-ing****. (For example: They are interested* ***in*** *buy****ing*** *a new stove; The family put together one of the stoves* ***before*** *us****ing*** *it.)*

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Imagine - Notes**

You may need to explain the instructions to students before they begin. They are to imagine that they are traveling back in time to the home of their great-great-grandparents around the year 1900. They are to try and picture what the home looked like and then answer the questions. (Younger students could be asked to do a little research on this at home so they have a chance to ask their parents.)

If all your students are from the same country, you could give them a couple of key early twentieth-century dates in the history of that country to help them imagine what life was like at that time. If your students are from different countries, try to pair different nationalities together when it comes time to share answers, as the exchange will be much more enjoyable. In a one to one situation, you can then interview the student once he / she has finished thinking about the questions.

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

Depending on where your students are from, they may know a lot or a little about Eritrea. If they know a lot, they should be able to answer the questions given in this activity. If their knowledge is sparse or nonexistent, give them a little time to read the questions. When the students are ready, read out the short summary of information about Eritrea below while they listen and answer the questions. Obviously, if you have a world map, students will find it useful to locate the country.

You could ask them to do some extra research using encyclopedias or the Internet.

Here are two sites with information:

http://www.sas.upenn.edu/African\_Studies/Country\_Specific/Eritrea.html   
http://news.bbc.co.uk/1/hi/world/africa/country\_profiles/1070813.stm

**B: What Do You Know? - Text to be Read Aloud to Students**

Here are a few facts about Eritrea:

The name of the country is pronounced /ehr ih TREE uh/. The capital is Asmara.   
Eritrea is found on the northeast coast of Africa along the Red Sea between Sudan and Djibouti. Ethiopia is to the south.

The country has an area of 45,405 sq. mi. (117,598 sq. km) with a population of under 4 million people.   
It has an agricultural economy with the chief products being things like barley, dairy products, lentils and wheat. Most of the people are farmers or herders. There is little industry.

**B: What Do You Know? - Answers**

1. It is found on the northeast coast of Africa along the Red Sea between Sudan and Djibouti. Ethiopia is to the south.   
2. Djibouti, Sudan, Ethiopia.  
3. Small (under 4 million people).  
4. Agricultural.  
5. Answers will vary.

**Reading Activities**

**A: Scanning - Answers**

1. A wood-fired stove.  
2. There is little smoke and the stove burns far fewer logs than traditional stoves. The air in the house is clear.   
3. 2.5 million / respiratory infections and lung problems.  
4. A new stove design.  
5. It uses insulation to conserve heat and a metal chimney to suck in air and funnel smoke out of the house, making it a much cleaner way to cook.   
6. The stove burns much less wood, so fewer trees are needed for fuel.

**B: Choose the Best Headline - Answer**

4. is the original headline for the article.  
(1. would be too unclear for a newspaper headline; 2. is incorrect (the problem has not been solved); and 3. is correct but is not the main point of the article.)

**C: Complete the Table - Answers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Advantages of clay and**  **metal stoves** | **Number of households**  **project aims to reach** | **Problems project has to struggle with** | **How project is trying to**  **spread the idea** |
| 1. they cut smoke output  2. *low cost designs*  3. much less wood is burned | *500,000* households | 1. Eritrea is struggling to repair itself after two wars.  2. Households are in *remote*  areas.  3. *People can't read,* so it's difficult to spread the message | Women *are trained to use the stove and then can share the idea.* |

**D: Matching Sentences - Answers**

1. Two problems caused by wood-burning cooking fires ... are respiratory infections and deforestation.   
2. The new stove design will burn wood more efficiently, ... cutting carbon dioxide emissions.   
3. The stove also ... conserves heat and produces much less smoke.   
4. The Eritrean government hopes to spread ... the idea to all households in rural areas.   
5. The difficulty with this ... is that most houses are in remote areas.   
6. The country is also struggling ... to deal with the after-effects of long years of war.   
7. The government believes that the project will ... be successful because the people of Eritrea are proud of being self-reliant.   
8. Women are being trained to ... pass on the idea about the stoves by word of mouth.

**Extra Endings**:  
...and will cook food much faster than traditional indoor cooking fires.   
...to get enough funding from overseas sources for the project.   
...to write accurate descriptions of how to use the stove.

**Post-Reading Activities**

**A: Cross Word - Answers**

**Answers Across**: 1. replacing; 3. tiny; 8. affordable; 11. scheme; 12. gradual.  
**Answers Down**: 2. estimated; 4. impact; 5. barren; 6. conserve; 7. clear; 9. funded; 10. thrive.

**C: Language - Notes**

Remind students that there is either no mistake on a line or only one mistake. If there is one incorrect word, students need to put a line through it and replace it with just one other word. No other words in the sentence change.

**C: Language - Answers**

1. *learning;* 2. correct; 3. to; 4. leaving; 5. correct; 6. pointing; 7. making; 8. correct.

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

**New Words Old Words**

**Pre-Reading Activities**

**A: Discussion**

Answer these questions in small groups:

1. Today you are going to read about two new dictionaries. What dictionaries have you found most useful in studying English?
2. Is your use of a dictionary different in any way now from when you began learning English? If yes, in what ways is it different?
3. When most people think of a dictionary they think of a book that gives the words of a language with explanations of their meanings. What other kinds of dictionaries are there?

**B: Vocabulary**

Check that you understand these words and their meanings. They are from **Article** **One**.

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| slogan | a word or phrase that is easy to remember, and may be used in advertising |
| classic (adj.) | one of the best of its kind |
| contemporary | modern |
| rumination | a deep thought |
| quotation | a group of words taken from a book, poem or play |

**Reading Activities**

**A: Scanning**

Read **Article** **One** and answer these questions as quickly as you can.

1. Which book now includes contemporary phrases with those from William Shakespeare?
2. When was the book published?
3. Give an example of a slogan also included in this book.
4. How many new quotations have been included?
5. Which two singers have lyrics included in the book?

**Article One**

|  |  |  |
| --- | --- | --- |
| **'Eat My Shorts!' Enters Quotes Dictionary**   |  |  | | --- | --- | | LONDON Thursday September 30 (Reuters) - Looking for a classic quotation?  How about "Eat my shorts?"  Bart Simpson's catch phrase is just one of thousands of contemporary phrases that now nestle alongside some of William Shakespeare's immaculately turned lines in the revised Oxford Dictionary of Quotations published Thursday.  Hamlet's rumination "To be or not to be" rubs shoulders with advertising slogans "Australians wouldn't give a XXXX for anything else" and "All because the lady loves Milktray." | "The unprecedented rise in new quotations entering the dictionary challenges the traditional views that good writing is the only true source of quotations," the dictionary said.  The tome includes 2,000 new quotations from film, newspapers, songs and sport from all parts of the English-speaking world -- including lyrics from Madonna and Elton John and comments from Northern Irish republican leader Gerry Adams.  Article © 1999 Reuters Limited. Lesson ©2000 www.english-to-go.com | |

**B: Vocabulary**

Use the article to match these words with their meanings:

|  |  |
| --- | --- |
| immaculately | never having been known before |
| nestle | a large book |
| unprecedented | right in every detail, with no mistakes |
| challenges | to settle comfortably in one place |
| source | a place from which something comes |
| tome | questions whether something is true |

**C: Text Organization**

The beginnings of six sentences have been removed from **Article** **Two** (and replaced with the numbers **(1)** - **(6)**. They are listed here. Read the article and try to put each sentence beginning back in the correct place.

a. Today you might call someone...  
b. Over the years it grew to mean...  
c. Take for example, the origins...  
d. Blair babes, spin doctor, canteen culture, Harry...  
e. Most people have heard of Moby...  
f. The new Oxford Dictionary of Phrase...

**Article Two**

|  |  |  |
| --- | --- | --- |
| **New Dictionary to Demystify English Phrase, Fable**   |  |  | | --- | --- | | LONDON Friday November 10 (Reuters) - **(1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Potter and Hogwarts, cash for questions, netiquette, London Eye and the Dome -- all part of Britain's cultural landscape alongside Buckingham Palace.  But the allusions, references and hidden meanings pose a veritable minefield to the uninitiated.  **(2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** and Fable published on Thursday aims to demystify and decode the language.  "Just as new words are creeping into the English language, it is equally interesting to learn the origin of words and phrases that have a resonance today -- in politics, world affairs and culture," a spokeswoman for the Oxford University Press (OUP) said. | **(3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** of the word "business." In Old English, the word "bisignis" meant an anxiety. **(4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** a task over which one was anxious, and now means an appointed task or commercial undertaking.  **(5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** who was more at home in the drawing room or bedroom a "lounge lizard," rather than the 14th century alternative "carpet knight."  **(6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Dick. But what was a Mocha Dick? Mocha Dick was a real man-eating whale from the 1840s. The new book has a huge potential market. There are 1.5 billion English speakers, half of them learning it as a second language, the British Council said. |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**D: Language**

1. Here are some sentences about Article 2 but they have been separated into beginnings and endings. Use **Article** **Two** to help you match each beginning with the correct ending.

**Beginnings**

1. A spokeswoman for the Oxford University Press said that it was interesting to...
2. The dictionary aims to...
3. The British Council believes that many people who are learning English as a second language will want to...
4. If you wanted to...
5. People can use this dictionary to...
6. Some English words and phrases have hidden meanings making them difficult to...

**Endings**

* 1. ...demystify and decode the English language.
  2. ...understand.
  3. ...find out the history and meanings of different English words.
  4. ...say that someone was a 'lounge lizard' in the 14th century you called them a ''carpet knight''.
  5. ...buy this dictionary.
  6. ...learn the origin of some English words and phrases.

2. Now write your own sentences using these sentence beginnings:

1. *It is exciting to...*
2. *I want to...*
3. *I aim to...*
4. *She wanted to...*
5. *It is difficult to...*
6. *I plan to use my new dictionary to...*

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

**A: Give your opinion**

Answer this question with a partner:

Would you be interested in either of the dictionaries described in today's articles? Why or why not?

**B: Writing**

Collect some modern English slogans. (You could, for example, look at newspapers or collect ones from advertisements on television.)

**C: Vocabulary Extension**

Choose three of the words you looked at today and prepare sentences that use these words. Then work with a partner and read your sentences to them. As you read them, replace the word from today with the word 'elephant'. Your partner must guess what the missing word is.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Discussion - Notes**

This discussion encourages students to talk about how they use their dictionaries. They may like to spend time comparing the merits of their dictionaries.

**Reading Activities**

**A: Scanning - Notes**

Encourage students to work quickly by setting a time limit appropriate for the level of your class.

Students may be interested to know that XXXX (pronounced "four ex") is the name of an Australian beer.

**A: Scanning - Answers**

1. the Oxford Dictionary of Quotations
2. Thursday September 30 1999
3. "Australians wouldn't give a XXXX for anything else"; "All because the lady loves Milktray".
4. 2,000
5. Madonna, and Elton John

**B: Vocabulary - Answers**

|  |  |
| --- | --- |
| immaculately | right in every detail, with no mistakes |
| nestle | to settle comfortably in one place |
| unprecedented | never having been known before |
| challenges | questions whether something is true |
| source | a place from which something comes |
| tome | a large book |

**C: Text Organization - Answers**

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

**D: Language - Answers**

**1.**

1. A spokeswoman for the Oxford University Press said that it was interesting/ to learn the origin of some English words and phrases.  
2. The dictionary aims/ to demystify and decode the English language.  
3. The British Council believes that many people who are learning English as a second language will want/ to buy this dictionary.  
4. If you wanted/ to say that someone was a 'lounge lizard' in the 14th century you called them a ''carpet knight''.  
5. People can use this dictionary to/find out the history and meanings of different English words.  
6. Some English words and phrases have hidden meanings making them difficult/ to understand.

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

**Pacific Islands Sinking**

**Pre-Reading Activities**

**A: Discussion**

Discuss the following questions in small groups.

1. Would you like the climate where you live to be warmer or colder? Give reasons for your answer.   
2. *Greenhouse gas emissions* are gases, such as carbon dioxide and chlorofluorocarbon (CFC), that are sent out into the atmosphere and trap the heat of the sun.   
    a. Will the earth's temperature increase or decrease if greenhouse gases continue to be sent into the air at the same rate they are now?   
    b. What might happen globally as a result of this temperature change? How might your lifestyle change?

**B: Vocabulary**

The following words in **bold** are in today's article. Work out the forms of each word (noun, verb, adjective, etc.) and match them to their meanings.

Words   
1. The father **chided** himself for not spending more time with his children.   
2. There was **grave** concern about the man's condition after he was hit by a car while walking across the street.   
3. Fortunately, the flood waters did not **submerge** the rice fields.   
4. Failing my first year at university and having to repeat it had a **profound** effect on my study habits.  
5. The country gave $50 million in aid last **fiscal** year.   
6. The government wants to **implement** changes in foreign policy.   
7. His **predecessor** was a very popular public figure.   
8. Batman and his **sidekick** Robin were busy every day saving the good people of Gotham City.   
9. "This is a new **benchmark** for water pollution control," said the Environment Minister.   
10. The woman said it was a **flawed** contract and refused to sign it.

Meanings   
a. connected with government or public money   
b. previous person in that position   
c. having faults   
d. criticized   
e. make something happen; carry out   
f. put underwater   
g. very serious and important   
h. a standard or level to measure quality   
i.  extreme   
j.  assistant; close friend

**Reading Activities**

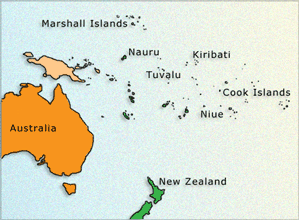
**A: Comprehension**

Today's article is about a meeting of the leaders of Pacific Island nations. The big topic of discussion at the meeting was the Kyoto Protocol - an agreement on global warming that requires countries to limit their greenhouse gas emissions. Read Part One of the article and answer the following questions.

1. Which countries have not signed the Kyoto Protocol?   
2. What was the name of the meeting being held?   
3. How many countries released a statement?   
4. What are the nations worried about?   
5. Which country gives the most money to Pacific Island states?   
6. How high above sea level is Tuvalu?   
7. When does Tuvalu think it will be underwater?

**Part One**

|  |  |  |
| --- | --- | --- |
| **Sinking Pacific States Slam U.S. over Sea Levels**  By Paul Tait   |  |  | | --- | --- | | SUVA Thurs August 15 (Reuters) - Pacific Island nations, most at risk of sinking beneath rising sea levels, chided the United States on Thursday for not signing the Kyoto Protocol and urged big aid donor Australia to do more to cut greenhouse gas emissions.  Six island states met at the start of the annual Pacific Islands Forum and expressed their grave concern about climate change. The former leader of one of the islands, Tuvalu, predicted the Pacific would submerge his country in 50 years.  The leaders of the Cook Islands, Kiribati, Nauru, Niue, the Marshall Islands and Tuvalu released a statement saying they "expressed profound disappointment at the decision of the U.S. to reject the Kyoto Protocol."  The statement stopped short of also naming Australia, the region's biggest greenhouse emitter and one of its largest aid donors. Canberra is expected to give more than $278.9 million in aid to the region in the next fiscal year. Australia also is not a signatory to the 1997 treaty on global warming that limits greenhouse gas emissions. | "We are very sad," Tuvalu Prime Minister Saufatu Sopoanga told a news conference. "Australia is one of our traditional donors."  "We were actually expecting they would do something **concrete** about...making a marked contribution to ensuring that industrialized countries respect and implement the Kyoto protocol," he said.  Sopoanga's nation of about 11,000 people measures just 10 square miles. A **string** of nine coral **atolls**, Tuvalu is just 16 feet above sea level at its highest point.  Tuvalu fears its last palm tree could sink under the Pacific within 50 years.  (Continued/...)  **Glossary**  **concrete** - real  **string** - a line  **atolls** - small coral islands shaped like rings with a lake of sea water in the middle |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |



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

Read Part Two of the article and mark the following statements 'T' if they are true, 'F' if they are false and 'NG' if the information is not given in the article.

1. Tuvalu has sued the U.S. and Australia over their failure to ratify the Kyoto Protocol.   
2. The United States is interested in reducing greenhouse gas emissions.   
3. Australia has reduced its greenhouse gas emissions.   
4. Australia will meet its Kyoto Protocol targets.   
5. The Australian Prime Minister thinks Australia has similar views to Pacific Island states about climate change.   
6. Australia would like the United States to sign the Kyoto Protocol.

**Part Two**

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (.../Continued) In March, Sopoanga's predecessor Koloa Talake said Tuvalu might sue the United States and its climate policy sidekick Australia over their failure to **ratify** the Kyoto protocol.  The Bush administration abandoned the Kyoto protocol in 2001, arguing that it would hurt the US economy. But Bush has put forward a plan aimed at encouraging industries to **trim** emissions.  Australia released data on Thursday showing its greenhouse emissions would rise by about 11 percent by 2010 from 1990 levels, slightly more than its Kyoto target of eight percent. Without the government's actions, however, the emissions would have increased by 22 percent, officials said.  "Australia moved early on domestic greenhouse response and the figures released today provide a new benchmark for climate change action," said a proud Australian Environment Minister David Kemp in releasing the latest greenhouse data in Canberra. | Australian Prime Minister John Howard, who is attending the Pacific Islands Forum, described the battle against climate change as a great challenge and did not think Australia's concern varied greatly from that of the small island states.  However, he repeated his conservative government's position that Australia would not sign up to Kyoto because the absence of the United States makes it a flawed **treaty**.      **Glossary**  **ratify** - approve  **trim -** reduce  **treaty** - a formal agreement between two or more countries |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**C: Understanding the Main Idea**

Which of the following headlines best sums up the main idea of the article?

A. The Islands Of Tuvalu Are Sinking   
B. Pacific Island States Meet To Discuss Rising Sea levels   
C. Sinking Pacific States Criticize US and Australia   
D. Pacific States To Sue US Over Sea Levels

**D: Vocabulary**

Complete the following table.

|  |  |
| --- | --- |
| **Person or group responsible for an action** | **Action** |
| donor |  |
| signatory |  |
|  | contribution |
|  | emission |
| leader |  |

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

**A: Language**

One way of expressing an imaginary situation in the past is to use **without + noun (phrase)** and **would have + past participle.** *(e.g. Without the government's actions, the emissions would have increased by 22%.)*

Rewrite the following sentences to show what would have happened if the situation had been different. (The first one is done for you as an example.)

1. I helped him pass the test.   
Without \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, he \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ the test.   
*Answer: Without my help, he would have failed the test.*

2. He worked hard to become rich.   
Without \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, he \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ rich.

3. She trained for many hours to win the race.

4. They had a car, so they arrived on time.

5. We had an umbrella, so we didn't get wet.

*Now write some sentences of your own using the structure you have just studied.*

**B: Thinking Carefully**

In small groups look at the excerpts from the article and answer the questions that follow. You will need to use your own ideas as well as information from the article.

1. 'The statement **stopped short** of also naming Australia....'   
What do you think 'stopped short' means? Did it name Australia or not? What could be a reason for not naming Australia?

2. 'Tuvalu fears its last palm tree could sink under the Pacific within 50 years.'   
Explain the link between global warming and rising sea levels.

3. 'In March, Sopoanga's predecessor Koloa Talake said Tuvalu might sue the United States and its climate policy sidekick Australia over their failure to ratify the Kyoto Protocol.'   
What grounds (reasons) would Tuvalu have for suing the US and Australia?

4. 'The Bush administration abandoned the Kyoto Protocol in 2001, arguing that it would hurt the US economy.'   
Why would the Kyoto Protocol hurt the US economy?

5. If the world's climate continues to heat up, what do you think will be the consequences for the following things?  
a. health / diseases    b. clothing / fashion    c. appliances    d. holiday destinations    e. crops

**C: Role Play**

Work with a partner. One person will play the Australian Prime Minister and the other will play the Prime Minister of Tuvalu. Discuss the pros and cons of why it is important to ratify the Kyoto Protocol.

**D: Writing**

Imagine you are the Prime Minister of Tuvalu. Write to the Australian Prime Minister and explain why it is important that Australia approve of the Kyoto Protocol.

**>TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has a number of interactive exercises for your students to do online at [www.instantworkbook.com](http://www.instantworkbook.com). Students can write a letter to a head of state expressing their opinion. 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: Discussion - Notes**

The purpose of this discussion is to get students talking about climate and also encourage them to share what they know about greenhouse gas emissions. It is not important that you tell them the answers to number 2 at this point.  They will find the answers in the article.

**B: Vocabulary - Answers**

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

**Reading Activities**

**A: Comprehension - Notes**

Please note that only those Pacific Island nations mentioned in the article are shown on the map (along with New Zealand and Australia). You may like to refer students to a world map so that they can find the location of other Pacific Island nations like Fiji and Tonga. For more information about the Pacific Islands Forum and a list of members, students can look at: http://www.forumsec.org.fj/about/about.htm

**A: Comprehension - Answers**

1. The United States and Australia.  
2. The Pacific Islands Forum.  
3. Six.  
4. They are concerned that rising sea levels will submerge their nations.   
5. Australia.  
6. 16 feet (about 5 meters).  
7. In 50 years.

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

1. F (They *might* sue.)   
2. T  
3. F (Emissions will rise by about 11% by 2010.)   
4. F (The Kyoto target is a rise of 8%.)   
5. T   
6. NG

**C: Understanding the Main Idea - Answer**

C is the best headline. A and B contain some of the information, but not the main point. D is not correct.

**D: Vocabulary - Answers**

|  |  |
| --- | --- |
| Person or group responsible for an action | Action |
| donor | **donation** |
| signatory | **signature** |
| **contributor** | contribution |
| **emitter** | emission |
| leader | **leadership** |

**Post-Reading Activities**

**A: Language - Answers**

2. Without hard work, he wouldn't have become rich.   
3. Without many hours of training, she wouldn't have won the race.   
4. Without a car, they would have arrived late.   
5. Without an umbrella, we would have got wet.

**B: Thinking Carefully - Suggested Answers**

1. The phrase 'stopped short' means to stop before the end of something. Someone stops before actually saying  
or doing something while hinting at it. In this case they criticized Australia's position, but did not name Australia. They may have been frightened to name Australia because it donates a lot of money to Pacific Island nations.

2. Global warming could melt the polar ice caps which would cause a rise in sea levels.

3. Tuvalu might argue that emissions from industries and motor vehicles in the US are a major contributor to global warming and they have a responsibility to reduce emissions.

4. If industries in the US have to reduce emissions it would add to their costs and reduce profits and therefore hurt the economy.

5. a. health / diseases: Skin cancer rates could increase as could tropical diseases. Illnesses associated with cold weather such as the 'flu may decrease.   
b. clothing / fashion: Heavier clothing and warmer fabrics may become less popular, while more lightweight garments and fabrics such as cotton could become more popular.   
c. appliances: Air conditioners and fans will be more in demand and refrigeration more necessary. Heaters will be less necessary.   
d. holiday destinations: There may be less snow, so skiing holidays will become more difficult, but warmer sea temperatures will encourage more people to spend time at the beach.   
e. crops: Crops that can grow in warmer climates will become more popular, whereas those that require cooler climates will become more difficult to grow. Crops may be genetically engineered to grow in warmer climates.

**D: Writing - Notes**

Students can do this letter writing exercise online at [www.instantworkbook.com](http://www.instantworkbook.com).

[ETG logo](http://www.english-to-go.com/members/index.cfm?CFID=1003760&CFTOKEN=39085312)

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

**Panda in Danger**

**Pre-Reading Activities**

**A: Vocabulary**

Today's article contains a lot of vocabulary related to wildlife. Discuss the meaning of the following words with a partner. Don't use a dictionary. Ask your teacher for clues if neither of you know the meaning.

1. habitat
2. nature reserve
3. extinction
4. conservation
5. endangered
6. unprotected area
7. natural resources
8. in the wild
9. species
10. carnivore

**B: Listening Gap Fill**

**Part 1**

Today's article is about the giant panda.

Listen as your teacher reads aloud some information about pandas and fill in the gaps with the correct word or words.

There are two species of panda, the giant panda which has a black-and-white coat and the red panda which is reddish-brown in color. The (1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the giant panda used to inhabit Myanmar and (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but now can only be found in western and(3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The red panda is also found in India and Nepal, as well as Myanmar.

Giant pandas are famous throughout the world. Children love their cartoon-like appearance but sadly, they are extremely rare, and because of this, giant pandas protected by law in China. According to the (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there may be as few as (5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ left in the wild.

Giant pandas are very small when they are born (weighing 5 ounces (140 grams)) and stay with their mothers for up to two years.

Adult pandas eat shoots, stems and leaves from (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trees. They need to eat large amounts of (7)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because their digestive systems are not good at turning food into energy.

They live in forests in high (8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ areas. Their habitat is currently threatened by activities like (9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the (10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of trees for fuel wood.

**Part 2**

Now read the information from Part 1 again. Some of the pieces of information you wrote down in Numbers 1 -10 are not true. Which facts do you think are incorrect? Compare your answers with someone else.

**Reading Activities**

**A: Asking and Answering Questions**

Work in pairs. One of you is Student A, the other Student B.

**Student A:** Answer the Student A questions below using **Part 1** of today's article. After you have finished, ask your partner the **Student** **B** questions.

**Questions for Student A:**

1. Who or what is responsible for the destruction of the panda habitat?
2. What is the main reason given for the destruction of the panda habitat?
3. What percentage of the world's panda population is believed to live in the Wolong Nature Reserve?
4. How many people are living in the park?
5. What has to be protected if the pandas in the reserve are to survive?

**Student B:** Answer the Student B questions below using **Part 2** of today's article. After you have finished, ask your partner the **Student** **A** questions.

**Questions for Student B:**

1. How did panda numbers in the park change between 1974 and 1998?
2. What does Liu expect will happen to pandas if their habitat isn't protected?
3. When will this happen?
4. What three things have decreased since the park was started?
5. What three things do pandas need to live comfortably?

**Part 1 of today's article (Student A reads this)**

|  |  |  |
| --- | --- | --- |
| **Human Activity Harms Giant Panda Reserve in China** By Will Dunham   |  |  | | --- | --- | | WASHINGTON Thursday April 5 (Reuters) - Prime habitat for giant pandas has been destroyed at an alarming rate within China's top nature reserve for the bamboo-munching creatures due to relentless human activity that is pushing them perilously close to extinction, scientists said on Thursday.  Michigan State University researchers and scientists in China used satellite data dating back more than three decades to examine the mountainous Wolong Nature Reserve area in Sichuan Province in southwestern China, the largest protected area for the conservation of the endangered giant panda. The 500,000-acre reserve is believed to harbor about 10 percent of the world's giant pandas.  Despite good intentions and financial support by the Chinese government, high-quality habitats for the gentle black-and-white animals in Wolong had been disappearing more quickly or at rates similar to unprotected areas outside the park since the reserve's creation in 1975, scientists said. | The human population within the park soared to 4,260 people and 904 households in 1995 from 2,560 people and 421 households in 1975, the researchers said, concluding that pressure on natural resources by those people was the ``direct driving force'' behind the destruction of the forest and panda habitat.  Chopping down trees for fuel wood and timber, farming, tourism, Chinese herbal medicine collection and road work were cited as key destructive human activities within the reserve.  ``If you continue these kinds of activities, I think the panda habitat will continue to be destroyed and eventually no pandas will be there,'' Michigan State's Jianguo Liu, who led the study, said in an interview. ``So that's obvious. If you don't have habitat left, then you cannot support any pandas.''    (Continued/...) |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**Part 2 of today's article (Student B reads this)**

|  |  |  |
| --- | --- | --- |
| **Extinction of Pandas Feared**   |  |  | | --- | --- | | (.../Continued) The wild panda population in the reserve area plummeted to 72 in 1986 from 145 in 1974, according to official counts. No current figure is available, but Liu said the population had likely dropped further. The World Wildlife Fund (WWF) said there might be as few as 1,000 giant pandas left in the wild.  Liu said the giant panda would cease to exist in the wild if nothing was done to stop the habitat destruction. ``A few decades would allow that to happen, but we don't know how many,'' said Liu, whose research appears in the journal Science. ''Twenty years or 30 years or 100 years, it's hard to say.''  The range of the giant panda's ancestors used to cover parts of Myanmar and Vietnam, but it is now restricted to half a dozen mountain ranges in China. Their diet consists almost entirely of bamboo species found in high-mountain areas.  The giant panda is one of the world's eight bear species. | ``They're a very unusual member of the bear family in that they have the digestive system of a carnivore but they eat almost nothing but bamboo,'' said Karen Baragona, WWF giant panda conservation program manager.  Pandas need plenty of forest canopy, elevations that allow for comfortable temperatures, and slopes that are not too steep. Liu's team combined those criteria to define desirable habitat, then mapped it with data from a recently declassified spy satellite and NASA's Landsat satellites.  Liu's team found that the total amount of high-quality panda habitat, the number of individual habitat patches, and the average patch size within Wolong all decreased at a faster rate after the reserve was established.    (Continued/...) |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

**B: Reading for Specific Information**

Compare the information from **Pre-Reading** **Activity** **A** with Parts 1 and 2 of today's article. Which of the facts are correct and which are incorrect?

Work in pairs and read either Part 1 or Part 2 of the article.

Circle **'Correct'** or **'Incorrect'** for Numbers 1 - 10. Then correct any sentences that have false information.

The (1) ancestors **(Incorrect or Correct?)** of the giant panda used to inhabit Myanmar and (2) Vietnam **(Incorrect or Correct?)** but now can only be found in western and (3) northeastern China **(Incorrect or Correct?)**.

According to the (4) World Wild Fund **(Incorrect or Correct?)** there may be as few as (5) 100, 000 **(Incorrect or Correct?)** left in the wild.

Adult pandas eat shoots, stems and leaves from (6) bamboo **(Incorrect or Correct?)** trees. They need to eat large amounts of (7) bamboo **(Incorrect or Correct?)** because their digestive systems are not good at turning food into energy.

They live in forests in high (8) mountainous **(Incorrect or Correct?)** areas. Their habitat is currently threatened by activities like (9) farming **(Incorrect or Correct?)** and the (10) chopping down **(Incorrect or Correct?)** of trees for fuel wood.

**C: Summary**

Write a short summary of today's article. You should include:

* what the problem is;
* where the problem is;
* why there is a problem.

Be ready to share your summary with your classmates.

**D: Language**

Here is an excerpt from Part 3 of today's article. The punctuation has been removed from these sentences.

Decide where the sentences begin and end and then punctuate them. They need capital letters to show the beginnings of sentences, full stops (.), and **commas** (,). The **apostrophes** (') have also been removed so add them to show possessives (e.g. the man's coat). (Note: capital letters for names have not been removed.) Do not add any other punctuation.

After you have punctuated the sentences divide the excerpt in three paragraphs.

for example Liu said improved educational opportunities could entice young Wolong residents to attend technical schools and colleges and obtain jobs outside the reserve Liu added he did not want the Chinese government to see the findings as an attack on its conservation efforts or on those running the Wolong reserve Baragona whose group has provided training and support to Wolongs staff noted that the reserve was only one of 32 for pandas in China most of which were in far more remote locations and had less human encroachment

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

**A: Reading and Planning**

1. Read the last part of today's article. Then do the planning project below.

|  |  |  |
| --- | --- | --- |
| **A Worldwide Conservation Movement**   |  |  | | --- | --- | | (.../Continued) The Wolong reserve has received considerable financial support from China and groups such as the WWF. It is one of 12,700 protected areas worldwide to protect biodiversity, accounting for 9 percent of the Earth's land surface.  Liu said he did not want his work interpreted as an assault on the idea of creating natural reserves.  ``I'm not suggesting that we should get rid of the reserve system,'' he said. ``But it is necessary to evaluate the effectiveness of panda reserves and other nature reserves for other wildlife species or biodiversity in general. And we need to consider how we can help the local people, and in the meantime help the wildlife.''  For example, Liu said improved educational opportunities could entice young Wolong residents to attend technical schools and colleges and obtain jobs outside the reserve. | Liu added he did not want the Chinese government to see the findings as an attack on its conservation efforts or on those running the Wolong reserve.  Baragona, whose group has provided training and support to Wolong's staff, noted that the reserve was only one of 32 for pandas in China, most of which were in far more remote locations and had less human encroachment.  She said the creation of the Wolong reserve likely prevented the eradication of the habitat in the region because it was accompanied by a moratorium on commercial logging. |   Article © 2001 Reuters Limited. Lesson © 2001 www.english-to-go.com |

2. Imagine you are part of a committee created for the well-being of the Wolong Park in China. You must prepare a strategic plan for the next five years. Your plan should consider the following issues:

1. panda habitats are being destroyed;
2. tourism brings in money to the area but also endangers pandas;
3. the human population is growing;
4. trees are being cut down for timber;
5. roads are being built which are necessary for tourism and farming;
6. the need to help people in the area (according to Liu).

**B: Research**

Think of 10 things you would like to know about the giant panda. Then use the Internet to find the answers to your questions.

A good place to begin would be at:

**http://www.giantpandabear.com/index.html**

Other sites of interest include:

**http://www.sandiegozoo.org/special/pandas/panda\_facts/panda\_faqs\_answer.html**

**http://www.cnd.org/Contrib/pandas/**

You may also like to find out something about Wolong Nature Reserve. You'll find different sites on the Internet if you type in the word 'Wolong'.

**C: Language**

1. Complete the table with the different parts of speech for each word.

|  |  |  |
| --- | --- | --- |
| Noun | Verb | Adjective |
| destruction |  |  |
|  | X | extinct |
|  | to disappear |  |
| protection |  |  |
|  |  | endangered, dangerous |

2. Now choose one word from each row and write your own sentence using it. Be ready to share your sentences with a partner.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Vocabulary - Notes**

Students should attempt this task first without a dictionary. You could also do the activity with the whole class so that everyone is sharing what they know.

**A: Vocabulary - Answers**

**habitat** - the natural environment where an animal or plant normally lives.  
**nature** **reserve** - an area of land that is separate or private to protect birds or animals that live there.  
**extinction** - the death or destruction of all the remaining members of an animal or plant species.  
**conservation** - protection and preservation of the environment or of natural things.  
**endangered** - at risk of extinction.  
**unprotected** **area** - an area that is not a protected park or reserve.  
**natural** **resources** - things that are found in the physical world like water, minerals etc.  
**in** **the** **wild** - animals living in their natural, free state in their natural surroundings, in contrast to being kept in a cage or in a park or reserve.  
**species** - animals or plants that belong to a particular class because of some common features, therefore, they can breed together.  
**carnivore** - an animal that eats meat (as opposed to plants).

**B: Listening Gap Fill - Notes**

**Part 1**

Read aloud the text below to the students at a normal speed two or three times.

**This activity is a little different to normal as some of the information you are reading aloud is incorrect. Do not tell students this before they do Part 1 of the activity and do not let them read the text in Reading Activity A until they have completed both parts of this activity.**

**Part 2**

Students make guesses about which pieces of information are correct. Make sure they realize they are only looking at the facts listed in Numbers 1 - 10.

You may like to provide them with a world map so they can look at the regions mentioned. Once they have done this, they go straight on to Reading Activity A.

**B: Listening Gap Fill - Text** (To be read aloud to students.)

There are two species of panda, the giant panda which has a black-and-white coat and the red panda which is reddish-brown in color. The ancestors of the giant panda used to inhabit Myanmar and Vietnam but now can only be found in western and eastern China. The red panda is also found in India and Nepal, as well as Myanmar.

Giant pandas are famous throughout the world. Children love their cartoon-like appearance but sadly, they are extremely rare, and because of this, giant pandas protected by law in China. According to the World Wild Fund there may be as few as 100,000 left in the wild.

Giant pandas are very small when they are born (weighing 5 ounces (140 grams)) and stay with their mothers for up to two years.

Adult pandas eat shoots, stems and leaves from rubber trees. They need to eat large amounts of rubber because their digestive systems are not good at turning food into energy.

They live in forests in high mountainous areas. Their habitat is currently threatened by activities like farming and the chopping down of trees for fuel wood.

**A: Listening Gap Fill - Answers**

1. ancestors; 2. Vietnam; 3. eastern China; 4. World Wild Fund; 5. 100,000; 6. bamboo; 7. bamboo;  
8. mountainous; 9. farming; 10. chopping down

**Reading Activities**

**A: Questions for Student A - Answers**

1. humans
2. the increase in human population in the area which puts pressure on natural resources
3. ten percent
4. 4,260 people / 904 households (in 1995)
5. their habitat

**A: Student B Questions - Answers**

1. Numbers dropped from 145 in 1974 to 72 in 1986.
2. The pandas will no longer exist in the wild.
3. Liu isn't sure (a few decades, 20, 30 or even 100 years from now).
4. the amount of high quality panda habitat; the number of individual habitat patches; and the average patch size
5. They need plenty of tree covering, temperatures that are not too cold and slopes that are not too steep.

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

(This activity may be done in one of two ways. Students can, as directed, scan the whole article to find the answers. However, if you have a class who you think may struggle with this, tell them to work in pairs again. Student A reads Part 1 of the article and Student B reads Part 2. (If they do this, tell them that their part of the article will only have some of the answers. After scanning their part of the article, they share their answers with their partner.))

Encourage students to scan the text looking for the pieces of information. They should not read every word. You may like to set a time limit to encourage them to do this.

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

(The correct pieces of information are shown in *italics* in the text.)

There are two species of panda, the giant panda which has a black-and-white coat and the red panda which is reddish-brown in color. The **(1)ancestors Correct** of the giant panda used to inhabit Myanmar and **(2)Vietnam** **Correct** but now can only be found in western and **(3)northeastern China** **Incorrect** *(It should be southwestern China)*. The red panda is also found in India and Nepal, as well as Myanmar.

Giant pandas are famous throughout the world. Children love their cartoon like appearance but sadly they are extremely rare and because of this giant pandas protected by law in China. According to the **(4)World Wild Fund** **Incorrect***(It should be the World Wildlife Fund)*there may be as few as **(5)100, 000** **Incorrect** *(it should be 1,000)*left in the wild.

Giant pandas are very small when they are born (weighing 5 ounces (140 grams)) and stay with their mothers for up to two years.

Adult pandas eat shoots, stems and leaves from **(6)bamboo** **Correct**trees. They need to eat large amounts of **(7)bamboo Correct** because their digestive systems are not good at turning food into energy.

They live in forests in high **(8)mountainous** **Correct** areas. Their habitat is currently threatened by activities like **(9)farming** **Correct** and the **(10)chopping down** **Correct** of trees for fuel wood.

**C: Summary - Sample Answer**

The Wolong Nature Reserve in the Sichuan area of China was set up to provide good quality habitats for giant pandas. However, the human population in the reserve area has increased considerably and this is putting pressure on natural resources. Because their habitat is being devastated by human activity in the reserve, the panda population could disappear altogether.

**D: Language - Answers**

For example, Liu said improved educational opportunities could entice young Wolong residents to attend technical schools and colleges and obtain jobs outside the reserve.

Liu added he did not want the Chinese government to see the findings as an attack on its conservation efforts or on those running the Wolong reserve.

Baragona, whose group has provided training and support to Wolong's staff, noted that the reserve was only one of 32 for pandas in China, most of which were in far more remote locations and had less human encroachment.

**Post-Reading Activities**

**A: Planning - Notes**

There are no correct answers for this task. Rather, it should generate good discussion and debate amongst groups. The time you allow for this task should be determined by how well discussion is going.

**D: Language - Answers**

1. **Noun / Verb / Adjective  
destruction** / to destroy / destroyed  
extinction / X / **extinct**disappearance / **to disappear** / disappeared;disappearing  
**protection** / to protect / protected  
danger / to endanger / **endangered; dangerous**

**Please Note:** Students interested in thinking about the question of how local people can be encouraged to support an environmental reserve could be given the Instant Lesson **'Jordan's nature reserve finds room for all'** found in the Upper Intermediate section of the Instant Lessons library.

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

**Redheads Feel More Pain**

**Pre-Reading Activities**

**A: Discussion**

Discuss the following questions in small groups:

1. What are some physically painful experiences you have had? For example, have you ever had a bad headache, cut yourself, burnt yourself or broken a bone? How did you treat the pain?

2. Have you ever had an operation? If yes, what was the operation for? Were you in pain afterwards?

3. What could happen if you were having an operation, and the anesthetic (a drug which blocks the feeling of pain, touch, etc) wasn't strong enough?

**B: Vocabulary**

Match the following words with their meaning:

|  |  |
| --- | --- |
| 1. trait 2. insights 3. toxic 4. cardiac 5. pulmonary 6. modulate 7. inhaled 8. reflex | a. related to the lungs  b. characteristic  c. automatic movement of part of the body  d. breathed in  e. related to the heart  f. understanding  g.  adjust  h. something that is deadly, poisonous |

**Reading Activities**

**A: Fill in the Gaps**

Some phrases have been removed from Part One of the article. Read Part One and fill in each gap with the correct phrase.

*a. ...the first visible human trait...   
b. ...can awaken during surgery...   
c. ...that makes them stand out...   
d. ...the finding is important news...   
e. ...are likely to experience more pain...   
f. ...than people with other hair colors...*

|  |  |  |
| --- | --- | --- |
| **News for Redheads**   |  |  | | --- | --- | | WASHINGTON Tues Oct 15 (Reuters) - Redheads may actually have another trait 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-- sensitivity to pain, specialists reported on Tuesday.  People with natural red hair need about 20 percent more anesthesia 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, they told a meeting of anesthesiologists. The unexpected finding not only suggests that redheads are more sensitive to pain, but offers insights into how anesthesia works in people.  "Red hair is 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or phenotype, that is linked to anesthetic requirement," Dr. Edwin Liem of the University of Louisville in Kentucky said in a statement. | "In a nutshell, redheads 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from a given stimulus and therefore require more anesthesia to alleviate that pain," he added.  Liem, who reported his findings to a meeting in Orlando, Florida of the American Society of Anesthesiologists, said 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for specialists who monitor patients during surgery.  "The art and science of anesthesiology is choosing the right dose," he said. "There is very little difference between the effective dose and the toxic dose of most anesthetics. Patients 6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ if they are given insufficient anesthesia or suffer cardiac and pulmonary complications when they are given too much." (Continued/...) |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**B: True or False**

Read Part One again and decide whether these statements are true (T) or false (F):

1. People with red hair are less sensitive to pain.   
2. Redheads need a larger dose of an anesthetic than people with other hair colors.  
3. This finding only applies to redheads who do not dye their hair red.  
4. There is little difference in the amount of anesthetic that can kill a person or keep them unconscious during an operation.  
5. People who are given too large a dose of an anesthetic could wake up during an operation.

**C: Matching Information**

Read the following statements and find the paragraphs they refer to in Part Two of the article. Match the letter of the statement with the number of the paragraph.

a. Scientists studied the physical responses to the inhaled anesthetic, desflurane.   
b. This research is likely to help scientists understand which systems in the brain produce unconsciousness.  
c. Scientists don't completely understand how anesthesia works.   
d. In the experiment redheads needed more anesthesia than people with other hair colors.  
e. Scientists have found a link between red hair and the melanocortin system.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | (Continued.../) 1. He said scientists do not fully understand how anesthesia works, but the findings offers clues, as people with red hair have a certain genetic variant.  2. "Since red hair can be traced to particular mutations (variations) in the melanocortin 1 receptor, we now have the opportunity to evaluate central nervous system pathways that may influence or mediate anesthetic requirement," Liem said.  3. "Investigating the role of melanocortin system in the central nervous system is thus likely to help us understand fundamental questions such as which systems in the brain produce unconsciousness and which modulate pain perception." | 4. Liem's team studied white women aged 19 to 40 who were given the inhaled anesthetic, desflurane. Their physical responses were closely monitored, especially unconscious reflex arm or leg movement in response to painful stimulation.  5. More anesthesia was needed to block movement in redheads than in participants with dark or blond hair, Liem said. |   Article © 2002 Reuters Limited. Lesson © 2002 www.english-to-go.com |

**D: Referencing**

Read Part Two and identify who or what the pronouns in **bold** in the following sentences refer to.

1. **He** said scientists do not fully understand how anesthesia works...  
2. ...**we** now have the opportunity to evaluate central nervous system pathways...  
3. "Investigating the role of melanocortin system in the central nervous system is thus likely to help **us** understand fundamental questions...  
4. **Their** physical responses were closely monitored, especially unconscious reflex arm or leg movement...

**E: Check Your Understanding**

**Part One:** Read Parts One and Two of the article again and answer these questions:

1. Are scientists surprised by this finding?  
2. Why is the finding important?  
3. What will the results of this research encourage scientists to do?  
4. What important questions in connection with anesthesia do scientists need to find answers to?  
5. How was the anesthetic given to research subjects during the study?

**Part Two:** Write one or two sentences to sum up the main idea of the article.

**F: Thinking Carefully**

Use your own ideas and information from the article to answer these questions.

1. Why do you think the study used white women and not women of other skin colors? Why were the women aged 19 to 40? (Why didn't the study use younger women than this or women over the age of 40?)  
2. Would redheads who dye their hair a different color still have greater sensitivity to pain? Why or why not?

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

**A: Discussion**

Discuss the following questions in small groups:

1. Do you think being an anesthesiologist would be a stressful job? Why or why not? Would it be more or less difficult or stressful than being a surgeon? Which of these two jobs would you choose?

2. In western countries there are stereotypes (fixed images / common ideas) about people with certain physical characteristics. For example, redheads are supposed to have quick tempers (become angry very quickly). What stereotypes do you have in your country? Do you think stereotypes are accurate or useful?

**B: Writing**

Imagine you are Dr. Edwin Liem. Write to a colleague explaining what your research team has found about the link between redheads and sensitivity to pain. Explain why the findings are important for anesthesiology.

**C: Language**

1. Some of the words from today's article have been put into this table. Complete the table with the correct form of the word. (If there is no particular form of a word, draw a short line (---------).

|  |  |  |
| --- | --- | --- |
| **Noun** | **Verb** | **Adjective** |
|  | sensitize | sensitive |
|  | --------- | genetic |
|  | --------- | toxic |
| response |  |  |
| stimulus | stimulate |  |
| complication | complicate |  |

2. Use the correct form of the words in the table to complete the sentences below:

a. The form was difficult to understand because it was so \_\_\_\_\_\_\_\_\_.  
b. How are you going to \_\_\_\_\_\_\_\_\_ to his complaint?  
c. He needs to show greater \_\_\_\_\_\_\_\_\_ when dealing with patients, especially when giving them bad news.  
d. A \_\_\_\_\_\_\_\_\_ is part of a cell in a living thing that controls its growth and characteristics.  
e. The detective tried to find out whether the man had eaten any \_\_\_\_\_\_\_\_\_ substance in the 48 hours before his death.  
f. That was the most \_\_\_\_\_\_\_\_\_ lecture I've ever had! You must come to her next one, she is very interesting!

**TEACHERS' NOTES AND ANSWER KEY**

**Please Note:** This lesson also has a linked reading comprehension exercise, an exercise looking at word forms and a vocabulary exercise for your students to do online at [www.selfaccess.com](http://www.selfaccess.com).

**Pre-Reading Activities**

**B: Vocabulary - Answers**

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

**Reading Activities**

**A: Fill in the Gaps - Answers**

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

**B: True or False - Answers**

1. F, 2. T, 3. T, 4. T, 5. F.

**C: Matching Information - Answers**

1. c,   2. e,   3. b,   4. a,   5. d.

**D: Referencing - Answers**

1. Dr. Edwin Liem.  
2. Dr. Edwin Liem and other researchers.   
3. Dr. Edwin Liem and other researchers (including perhaps not just his research team but other scientists elsewhere working on the similar research questions).   
4. The women aged 19 to 40 who had been given the inhaled anesthetic, desflurane.

**E: Check Your Understanding - Answers**   
  
**Part One**1. Yes, the article says that this finding is 'unexpected'.  
2. Because it offers clues on how anesthesia works on people and points to what kind of research should be done.  
3. Investigate the role of melanocortin system in the central nervous system.  
4. Questions about which systems in the brain produce unconsciousness and which modulate pain perception.  
5. The subjects inhaled the anesthetic.

**Part Two: (Sample Answer)** People with red hair are more sensitive to pain and may require more anesthesia during surgery. This finding may lead us to have a greater understanding about the way anesthesia works in people.

**F: Thinking Carefully - Suggested Answers**

1. (This answer is a suggestion: the article does not give the answer to this question.) Perhaps white women are more likely to be redheads than women of other races. By using women of one skin color, the researchers can be fairly sure that the women are similar in other ways so that they can concentrate on the hair color.   
The study probably couldn't use women younger than a certain age for ethical reasons (The study involved mild anesthesia and then looking at the women's unconscious reflex movements in response to painful stimulation.) The study may have wanted to use women of very good health and possibly women over the age of 40 were more likely to develop health problems or are going through menopause, factors that might affect the results of the study.

2. No. It is not the hair color that causes the sensitivity to pain. People with red hair have a mutation in the 'melanocortin 1 receptor' which causes the red hair, and probably causes the pain sensitivity. Changing the color of your hair has no impact on the melanocortin 1 receptor.

**Post-Reading Activities**

**A: Discussion - Notes**

2. This activity needs to be done with a great deal of sensitivity. Students need to be sufficiently mature and have a good relationship with fellow students. Tell students to avoid any stereotypes that may be offensive or hurtful.

**C: Language - Answers**

1.

|  |  |  |
| --- | --- | --- |
| Noun | Verb | Adjective |
| **sensitivity** | sensitize | sensitive |
| **gene** | **---------** | genetic |
| **toxin, toxicity** | **---------** | toxic |
| response | **respond** | **responsive** |
| stimulus | stimulate | **stimulating** |
| complication | complicate | **complicated** |

2. a. complicated, b. respond, c. sensitivity, d. gene, e. toxic, f. stimulating.

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

**Science Fiction?**

**Pre-Reading Activities**

**A: Looking at Headlines**

1. Here are some different headlines. Read them and decide which are true.

**Mutant Mushroom Solves Laundry Problem**

**Giant Bullfrogs Invade Canada**

**West Coast Faces Deadly Giant Cloned Algae**

**Outer Space Gases Brought to Earth on Buckyballs**

**Chicken Sentries to Detect Deadly Virus**

**Scientists Develop High-Speed Superboots**

**Monster Squid From Antarctic**

2.Tell someone else your answer. Then work together and say what you think each headline is about.

3. Which headline from number 1 belongs to today's article? Scan **Part** **One** of the article (after **Reading** **Activity** **A**) and find out. Do this as quickly as you can.

**Reading Activities**

**A: Complete the table**

Read **Part** **One** of today's article carefully and complete the following table of information:

* Name of plant - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Physical description - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Newest location of plant\* - ( be as exact as you can) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Has already spread through - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Where it originated - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Reason it's a threat - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Plant species it threatens in its new environment - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* How serious the problem is - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Part One**  By Andrew Quinn   |  |  | | --- | --- | | SAN FRANCISCO Friday July 7 (Reuters) - It looks like a soft carpet of vibrant green, rippling in the ocean's currents. But biologists call it an alien invader, a killer that strangles native sea plants, **plays** **havoc** with fish populations and causes ecological devastation in coastal communities.  Having defeated the control efforts of France, Spain, Monaco and Italy to spread throughout the north Mediterranean, the Caulerpa taxifolia alga has been spotted for the first time in California waters -- prompting a **red** **alert** among environmentalists and oceanographers watching for new threats to the region's delicate **ecology**.  "In terms of potential damage, this **species** is a very, very serious problem," Robert Hoffman of the National Marine Fisheries Service said Thursday. "It moves in and displaces anything that is normally found along the ocean bottom and becomes the one single species that dominates the **habitat**." | Marine biologists identified the first North American sample of the species several weeks ago in eelgrass beds in a coastal lagoon about 20 miles (32 km) north of San Diego.  Scientists say the lagoon infestation is an isolated case and stress there is no indication so far that the algae have spread into open ocean along the coast.  But many marine biologists fear it is only a matter of time before the **hardy** water plants -- originally engineered to look pretty in home aquariums -- take hold in coastal waters, where they could **imperil** the eelgrass and kelp beds that form the basis of the region's marine ecosystem.  "Once it gets out of control, it is really out of control," Hoffman said. "That's why we are moving as fast as we can."    (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Vocabulary**

Match each word or phrase from **Part** **One** of the article with its meaning. (Be careful! There are some extra meanings.)

|  |  |
| --- | --- |
| **Words** | **Meanings** |
| plays havoc  red alert  ecology  species  habitat  hardy  imperil | a class of plants or animals with the same characteristics, able to breed with each other.  tough, surviving difficult conditions.  stops something from behaving normally or damages something.  a situation in which people know an emergency may happen soon and are waiting to take action.  the study of the relationship between living things and their environment.  to take the place of something.  relationship between plants, creatures and their environment.  to be quick to notice things and act.  the environment of an animal or a plant.  to put someone or something in danger. |

**C: Listening Cloze**

This is an excerpt from **Part** **Two** of the article. Listen as your teacher reads it aloud and fill in the gaps with the correct **word or words.**

Today, caulerpa algae have spread throughout the northern Mediterranean, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ tourism,\_\_\_\_\_\_\_\_\_\_\_\_\_\_ recreational diving, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ native sea plants,\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fish populations and tangling net fishing operations.

The original caulerpa may have seemed a fragile and decorative plant, but the European clone has proved a resourceful foe -- \_\_\_\_\_\_\_\_\_\_\_\_\_\_ nearly 10 feet (three meters) in length, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ deeper and colder water, and able to survive for up to 10 days out of water.

**D: True or False?**

Decide whether these statements are **true** or **false** as you read **Part** **Two** of the article:

1. Commercial fishing and tourist operations, divers and environmentalists will all be affected by this problem.
2. Humans are in no danger from the plant.
3. The plant is a strong, slow grower.
4. It can survive in shallow or deep water.
5. The aquarium in Stuttgart was the first in Europe to use the original plant as decoration in its fish displays.
6. The cloned version was released by accident into the Mediterranean.

|  |  |  |
| --- | --- | --- |
| **Part Two**   |  |  | | --- | --- | | **A Deadly Clone Escapes In Monaco**  For an object lesson in what can happen when the algae get a head start, scientists point to the northern Mediterranean.  Caulerpa taxifolia originally gained notice as a fast-growing plant used to decorate saltwater aquariums. A hardier, cloned version of the species was developed for display at the Stuttgart Aquarium in Germany in the early 1980s and was provided to aquariums in France and Monaco to brighten up their displays.  Around 1984, however, a sample apparently escaped from the Oceanographic Museum of Monaco into the open Mediterranean. From an **initial** patch of about 1.2 square yards (one square meter), the algae spread to cover about 2.5 acres (one hectare) of ocean by 1989. | Today, caulerpa algae have spread throughout the northern Mediterranean, harming tourism, destroying recreational diving, overgrowing native sea plants, influencing fish populations and tangling net fishing operations.  The original caulerpa may have seemed a fragile and decorative plant, but the European clone has proved a **resourceful** foe -- growing to nearly 10 feet (three meters) in length, thriving in deeper and colder water, and able to survive for up to 10 days out of water.  While harmless to humans, the algae contain a **toxin** that can interfere with the eggs of some marine animals and kill off many microscopic organisms.  (Continued/...) |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**Vocabulary (Part Two)**

* **initial** - first
* **resourceful** - clever at dealing with problems
* **toxin** - a poisonous substance

**E: Language**

Choose the correct tense for each of the verbs in brackets. (Verbs may be in the active or passive.)

1. Caulerpa taxifolia \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to find)** now throughout the whole of the northern Mediterranean.
2. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to locate)** recently in a lagoon about 20 miles (32 km) north of San Diego.
3. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to use)** originally as a decorative saltwater plant in aquariums.
4. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to clone)** in the 1980s in Germany and then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to distribute)** to other countries.
5. The cloned plant somehow\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to escape)** from a museum in 1984.
6. France, Spain, Monaco and Italy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to be)** unable to control it.
7. It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to consider)** a great danger to native sea plants and fish populations.
8. Biologists like Hoffman \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to work)** to prevent the plant from becoming established in American waters.
9. The species \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to replace)** any other plants found on the ocean bed.
10. Environmentalists and oceanographers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(to be)** extremely worried about this new threat.

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

**A: Extended Reading**

Read **Part** **Three** of the article and check your understanding of it by completing these sentences with appropriate information.

1. The caulerpa may have been introduced into Californian waters when...
2. Attempts are being made to destroy it by...
3. Cohen was responsible for preventing the plant from being...
4. He believes the invasion of the plant demonstrates the fragility...
5. Even if this invasion is stopped, it may reoccur because...

|  |  |  |
| --- | --- | --- |
| **Part Three**   |  |  | | --- | --- | | **"Carpet Of Astroturf"**  Scientists have compared the introduction of the algae to "unrolling a carpet of Astroturf" across the sea bottom, where it soaks up all available nutrients and bulldozes other species out of existence.  Hoffman of the National Marine Fisheries Service said the California infestation probably occurred when somebody dumped a fish tank into a storm drain. Steps are under way to kill off the invader, covering the algal turf with tarpaulins and then dosing it with herbicides, he said.  Andrew Cohen, a marine biologist at the San Francisco Estuary Institute who pioneered a successful drive to get the United States to ban the import of caulerpa as a "noxious weed" in 1999, said the San Diego discovery did not necessarily mean the end of California's native coastal ecosystem. | "We are in as good a shape as we could be to eradicate this initial introduction," Cohen said. But he said the menace illustrated the vulnerability of the world's interconnected ecosystems, where a common fish tank could hold the key to the destruction of huge expanses of open ocean.  "We need more education on these kind of threats," he said. "The chances are pretty good there is more of this clone out there in aquariums or supply stores around the country." |   Article © 2000 Reuters Limited. Lesson © 2000 www.english-to-go.com |

**B: Check your predictions**

Here are the **first** **paragraphs** from the other articles referred to in **Pre-Reading** **Activity** **A**. Read them to see if you were correct in guessing what the articles were about.

**Mutant Mushroom Solves Laundry Problem**

NEW YORK, Mar 31 (Reuters Health) -- A scientist may have solved the problem of red socks turning white T-shirts pink in the washing machine -- with a mushroom.

**Giant Bullfrogs Invade Canada**

VICTORIA, British Columbia Wednesday July 26 (Reuters) - Baseball-size bullfrogs are invading large areas of British Columbia and endangering native species with their hearty appetites, according to a Canadian biologist. The intruding Rana Catesbeiana, more commonly known as the American Bullfrog, is the largest frog in North America with females weighing up to 24.5 ounces.

**Outer Space Gases Brought to Earth on Buckyballs**

WASHINGTON (Reuters) -Tuesday March 2 Weird gases from outer space arrived on Earth during a dinosaur-killing asteroid strike 65 million years ago, and survive in molecular cages called buckyballs, researchers reported on Tuesday. Buckyballs, lacy-looking molecules made up of carbon atoms, are also known as fullerenes and are named in honor of Buckminster Fuller because they are shaped like the geodesic dome he invented.

**Chicken Sentries to Detect Deadly Virus**

LONDON Thursday May 18 (Reuters) - Canadian health authorities are stationing chickens along 1,550 miles of the border with the United States to detect the deadly West Nile virus, New Scientist magazine said on Wednesday. The virus, which mainly infects birds and is transmitted to humans by mosquitoes, killed seven people and made 46 others ill when it struck New York last year.

**Scientists Develop High-Speed Superboots**

MOSCOW (Reuters) -Friday July 7 Russian scientists are perfecting fuel-powered boots which allow the wearer to take huge strides at high speed, RTR state television reported Friday.

**Monster Squid From Antarctic**

LONDON (Reuters) Wednesday July 5 - A British biologist thanked fate Monday for the body of a rarely caught giant squid that washed up outside her remote Antarctic base just hours before she left the outpost for home.

**TEACHERS' NOTES AND ANSWER KEY**

**Pre-Reading Activities**

**A: Looking at Headlines - Notes**

Students may need to use their dictionaries to find the meanings of some words.

(Tell students not to look up the word buckyballs in their dictionaries as they will not find it.)

**A: Looking at Headlines - Answers**

2. They're all true. They are all headlines for newspaper articles written over the last two years.

3. Answer: West Coast Faces Deadly Giant Cloned Algae

**Reading Activities**

**A: Complete the table - Answers**

* Name of plant - caulerpa taxifolia alga.
* Physical description - carpet of vibrant green.
* Newest location of plant - eelgrass beds in a coastal lagoon 20 miles (32 km) north of San Diego.
* Has already spread through: north Mediterranean.
* Where it originated - it was engineered for display in home aquariums.
* Reason it's a threat - it becomes the one dominant species in a habitat.
* Plant species it threatens in its new environment - eel grass, kelp beds.
* How serious the problem is - very serious.

**B: Vocabulary - Notes**

You may wish to remind students that they are choosing the correct meaning of each word in the context of today's article. If they do not do this, they will have difficulty with the definition for 'ecology'.

**B: Vocabulary - Answers**

**plays** **havoc** - stops something from behaving normally or damages something.  
**red** **alert** - a situation in which people know an emergency may happen soon and are waiting to take action.  
**ecology** - relationship between plants, creatures and their environment.  
**species** - a class of plants or animals with the same characteristics, able to breed with each other.  
**habitat** - the environment of an animal or a plant.  
**hardy** - tough, surviving difficult conditions.  
**imperil** - to put someone or something in danger.

**Extra Meanings**:  
to be quick to notice things and act.  
the study of the relationship between living things and their environment.  
to take the place of something.

**C: Listening Cloze - Notes**

Ask students to read the paragraphs through and make guesses as to what words they would expect to hear. Then read the paragraphs aloud. You may need to do this two or three times. Students can check their own answers when they do Part Two of the article.

**C: Listening Cloze - Text to be read aloud by teacher**

Today, caulerpa algae have spread throughout the northern Mediterranean, harming tourism, destroying recreational diving, overgrowing native sea plants, influencing fish populations and tangling net fishing operations.

The original caulerpa may have seemed a fragile and decorative plant, but the European clone has proved a resourceful foe -- growing to nearly 10 feet (three meters) in length, thriving in deeper and colder water, and able to survive for up to 10 days out of water.

**C: Listening Cloze - Answers**

Today, caulerpa algae have spread throughout the northern Mediterranean, **harming** tourism, **destroying** recreational diving, **overgrowing** native sea plants, **influencing** fish populations and tangling net fishing operations.

The original caulerpa may have seemed a fragile and decorative plant, but the European clone has proved a resourceful foe -- **growing to** nearly 10 feet (three meters) in length, **thriving in** deeper and colder water, and able to survive for up to 10 days out of water.

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

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

**E: Language - Suggested Answers**

1. Caulerpa taxifolia **is** now **found** throughout the whole of the northern Mediterranean.
2. It **has** recently **been** **located** in a lagoon about 20 miles (32 km) north of San Diego.
3. It **was** originally **used** as a decorative saltwater plant in aquariums.
4. It **was** **cloned** in the 1980s in Germany and then **distributed** to other countries.
5. The cloned plant somehow **escaped** from a museum in 1984.
6. France, Spain, Monaco and Italy **have** **been** unable to control it.
7. It **is considered** a great danger to native sea plants and fish populations.
8. Biologists like Hoffman **are** **working** to prevent the plant from becoming established in American waters.
9. The species **replaces** any other plants found on the ocean bed.
10. Environmentalists and oceanographers **are** extremely worried about this new threat.

**Post-Reading Activities**

**A: Extended Reading - Suggested Answers**

The caulerpa may have been introduced into Californian waters when **a fish tank was dumped into a storm drain.**

Attempts are being made to destroy it by **covering it with tarpaulins and then treating it with herbicides.**

Cohen was responsible for preventing the plant from being **imported into the USA.**

He believes the invasion of the plant demonstrates the fragility **of the world's ecosystems.**

Even if this invasion is stopped, it may reoccur because **there may be more of the clone in aquariums or stores around the USA.**

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