

THE MINISTRY OF HIGHER AND SPECIAL SECONDARY
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English Breaking News

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Preface

This methodic elaboration is intended for the 4th year students to be used in Practical sessions of the English Language. The objective of this elaboration is to provide the effectiveness of teaching by developing students' fluent oral skills.

It includes 25 Sessions consisting of short thematic topics, as well as a block of pre-reading, while reading and post reading exercises given to promote students' comprehension learning and creative skills.

This manual may also be applicable in conducting "Conversation and Discussion" classes.

Activities and exercises given in the manual can be easily adapted to students of different level thanks to their clear structure and the presence of keys to exercises.

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Session 1

Schwarzenegger allows execution

Arnold Schwarzenegger finally played real life Terminator earlier today as he allowed the execution of multiple murderer, Donald Beardslee, 61, to be put to death by lethal injection. This is the first California State execution for Arnie and the first in the state in three years. Arnie rejected the pleas for mercy, that commonly surround capital punishment in America, saying Beardslee was fully aware of how serious his crimes were. The Republican governor stated, "The federal courts have affirmed his conviction and death sentence, and nothing in his petition or the record of his case convinced me that he did not understand the gravity of his actions or that these heinous murders were wrong". Beardslee's defence lawyers, however, tried to get the death penalty overturned on the grounds that he was suffering from brain disorders when he killed two women over a drugs deal in 1981. He had previously served seven years in prison for strangling a woman in 1969, and had been on Death Row since 1984. About 300 protestors staged a vigil outside the infamous San Quentin prison hoping for the last minute reprieve, which never came. California restored the Death Penalty in 1978 and now has the largest Death Row population in America, with 600 inmates awaiting execution.

POSSIBLE WARM UPS / COOL DOWNS

1. CHAT: Talk in pairs or groups about Arnold Schwarzenegger / Terminator (I, II, III ...) / the death penalty / lethal injection / drug-related crime / Death Row / ...

To make things more dynamic, try telling your students they only have one minute (or 2) on each chat topic before changing topics / partners. Change topic / partner frequently to energize the class.

2. DEATH PENALTY METHODS: Write the following methods of capital punishment on the board for students to discuss:

hanging, guillotine, firing squad, stoning, lethal injection, electrocution (electric chair), gas chamber, lethal injection ...

3. MY COUNTRY: Students talk about laws and attitudes towards the death penalty in their own country.

4. AMNESTY INTERNATIONAL: Students discuss the following statement from Amnesty International (link below) about the Death Penalty in the USA:

"The death penalty is the ultimate, irreversible denial of human rights. By working towards the abolition of the death penalty worldwide, Amnesty International USA's Program to Abolish the Death Penalty looks to end the cycle of violence created by a system riddled with economic and racial bias and tainted by human error."

5. 2-MINUTE DEBATES: Students face each other in pairs and engage in the following (**for-fun**) 2-minute debates. Students A are assigned the first argument, students B the second. Rotate pairs to ensure a lively pace and noise level is kept:

- (a) All killing is wrong. vs. An eye for an eye, a tooth for a tooth.
- (b) Saves taxpayers money – no prison bills. vs No price can be put on human life.
- (c) The Death Penalty is a deterrent. vs Murder is common with or without it.
- (d) The Death Penalty violates human rights. vs. So does multiple murder.
- (e) Mistakes are made. Innocent people die. vs. Hey, no system is perfect.
- (f) The Death Penalty gives society the message that killing is OK. vs. No way.

- (g) Executed ‘terrorists’ may become ‘martyrs’. vs. So be it.
- (h) It provides closure for victims’ families. vs. That’s a poor reason to kill someone.
- (i) Life in prison is better. vs. You mean life watching TV, reading and chatting.
- (j) Most of the public support the Death Penalty vs. Not true.
- (k) Other teacher / student created mini-debates – dependent on cultures of students.

PRE-READING IDEAS

1. WORD SEARCH: Students look in their dictionaries / computer to find collocates, other meanings, information, synonyms ... of the words ‘lethal’, and ‘injection’.

2. TRUE / FALSE: Students look at the headline and predict whether they believe the following statements are true or false:

- (a) Arnold Schwarzenegger is to star in the movie Terminator 6. T / F
- (b) Arnold Schwarzenegger allowed the execution of a convicted killer. T / F
- (c) The killer was stoned to death. T / F
- (d) This is the fourteenth California State execution for Arnie. T / F
- (e) Arnie said the killer knew the difference between right and wrong. T / F
- (f) Beardslee’s defence lawyers tried to get the death penalty overturned. T / F
- (g) California has always had the Death Penalty. T / F
- (h) California has the largest Death Row population in America. T / F

3. SYNONYM MATCH: Students match the following synonyms from the article:

| | | |
|-----|------------|--------------|
| (a) | allowed | clemency |
| (b) | execution | sentence |
| (c) | murderer | seriousness |
| (d) | mercy | killer |
| (e) | conviction | reversed |
| (f) | gravity | permitted |
| (g) | heinous | cancellation |
| (h) | overturned | prisoners |
| (i) | reprieve | killing |
| (j) | inmates | despicable |

4. PHRASE MATCH: Students match the following phrases based on the article (sometimes more than one combination is possible):

- | | |
|------------------------------|-----------------------|
| (a) multiple | lethal injection |
| (b) be put to | a vigil |
| (c) death by | overturned |
| (d) pleas for | sentence |
| (e) death | murderer |
| (f) get the death penalty | seven years in prison |
| (g) drugs | execution |
| (h) He had previously served | mercy |
| (i) protestors staged | deal |
| (j) awaiting | death |

WHILE READING ACTIVITIES

1. GAP-FILL: Put the missing words under each paragraph into the gaps.

Schwarzenegger allows execution

BNE: Arnold Schwarzenegger _____ played real life Terminator earlier today as he allowed the execution of multiple murderer, Donald Beardslee, 61, to be _____ to death by lethal injection. This is the first California State execution for Arnie and the first in the state in three years. Arnie rejected the pleas for mercy, that _____ surround capital punishment in America, saying Beardslee was fully aware of how serious his crimes were. The Republican governor stated, "The federal courts have affirmed his conviction and death sentence, and nothing in his petition or the record of his case _____ me that he did not understand the gravity of his actions or that these heinous murders were wrong". Beardslee's defence lawyers, however, tried to get the death penalty _____ on the grounds that he was _____ from brain disorders when he killed two women over a drugs deal in 1981. He had _____ served seven years in prison for strangling a woman in 1969, and had been on Death Row since 1984. About 300 protestors staged a vigil outside the infamous San Quentin prison hoping for the last minute reprieve, which never came. California restored the Death Penalty in 1978 and now has the largest Death Row _____ in America, with 600 inmates awaiting execution.

*commonly
previously
suffering
finally
population
overturned
put
convinced*

2. TRUE/FALSE: Students check their answers to the T/F exercise.

3. SYNONYMS: Students check their answers to the synonyms exercise.

4. PHRASE MATCH: Students check their answers to the phrase match exercise.

5. QUESTIONS: Students make notes for questions they would like to ask the class about the article.

6. VOCABULARY: Students circle any words they do not understand. In groups pool unknown words and use dictionaries to find the meanings.

POST READING IDEAS

1. GAP-FILL: Check the answers to the gap-fill exercise.

2. QUESTIONS: Students ask the discussion questions they thought of above to their partner / group / class. Pool the questions for all students to share.

3. VOCABULARY: As a class, go over the vocabulary students circled above.

4. STUDENT-GENERATED SURVEY: Pairs/Groups write down 3 questions based on the article. Conduct their surveys alone. Report back to partners to compare answers. Report to other groups / the whole class.

5. 'LETHAL' / 'INJECTION': Students make questions based on their findings from pre-reading activity #1.

6. DISCUSSION: Students ask each other the following questions:

- What do you think of Arnold Schwarzenegger?
- Is the Death Penalty wrong?
- Is the Death Penalty a violation of human rights?

- (d) Does your society have (want) the Death Penalty?
- (e) Do you think it's strange that the USA has, and enforces the Death Penalty?
- (f) What is the most 'humane' form of execution?
- (g) Which is better, life imprisonment or capital punishment?
- (h) What would be going through your head if you were to spend your last night on Death Row?
- (i) On the eve of their execution, inmates can request a final meal. What would you choose?
- (j) Is the Death Penalty deterrent?
- (k) Does the Death Penalty desensitize us to killing?
- (l) What must it be like to be the executioner?
- (m) Do you believe in 'an eye for an eye, a tooth for a tooth', or are you a 'turn the other cheek' person?
- (n) What does a government do when it discovers the person just executed was innocent?
- (o) What is the best alternative to the Death Penalty?
- (p) Teacher's / Students' additional questions

HOMEWORK

1. VOCAB EXTENSION: Choose several of the words from the text. Use a dictionary or the Google search field to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find more information on the death penalty. Share your findings with your class next Session.

3. POSTER: Create a poster arguing for or against capital punishment.

4. LETTER TO ARNIE: Write a letter to the California Governor Arnold Schwarzenegger explaining what you think about his allowing the execution.

Michael Jackson in job interview

Michael Jackson seems to be settling in to life in the Persian Gulf and away from the celebrity goldfish bowl of Los Angeles. After surviving his emotion-draining and grueling child molestation court battle last year, he now appears to have regained some semblance of a normal life. He has invested in property, buying a new luxury pad in Bahrain - his newfound home - and regularly engages in one of life's more mundane chores – shopping - albeit at glitzy boutiques. His latest venture into resurrecting his life from the aftermath of the court case is to apply for a regular job. He is currently negotiating to secure a position as an entertainment consultant with a Bahrain-based company connected with the Bahraini royal family.

Mr. Jackson is in talks with AAJ Holdings, a company that has designs to establish theme parks and music academies in the Middle East. CEO Ahmed Abu Bakr Janahi believes Jackson could play a pivotal role in securing the success of his ambitious venture to make Bahrain one of the world's leading entertainment and leisure hubs. A company press release suggests Jackson's talent and creativity would be invaluable in adding the necessary spice to his venture. It says: "Stagnant architectural structures need content in the form of entertainment to revive them and that's where Michael Jackson will play an integral role." Jackson is also still sticking to his singing roots by recording a Hurricane Katrina relief song, to be released on a Bahraini record label.

WARM-UPS

1. MICHAEL JACKSON: Talk to as many other students as you can to find out what they know about Michael Jackson. After you have talked to lots of students, sit down with your partner(s) and share your information. Tell each other what you thought was interesting or surprising. What else would you like to know?

2. CELEBRITY JOBS: With your partner(s), decide on new jobs for the following people. Do you think they'd be good at the jobs?

- | | |
|-------------------|--------------------|
| • Michael Jackson | • Pervez Musharraf |
| • Brad Pitt | • Condoleezza Rice |
| • Kofi Annan | • Fidel Castro |
| • Mariah Carey | • Ronaldo |
| • Venus Williams | • Kate Moss |

3. CHAT: In pairs / groups, decide which of these topics or words are most interesting and which are most boring.

Settling in / Persian Gulf / goldfish bowls / Los Angeles / court battles / luxury / glitz / negotiating / consultants / theme parks / ambitions / spice / entertainment

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

4. SPECULATE: In pairs / groups, speculate on the story in the article. Use the words in the "Chat" section to help you. Change partners and compare your stories. Try to agree on how each of the above words relate to the story in the article.

5. SENTENCE STARTERS: In pairs / groups, agree on endings to the following sentence starters. Change partners and talk about your sentences.

- a. Michael Jackson is _____.

- b. Michael Jackson should _____.
- c. Michael Jackson promotes _____.
- d. Michael Jackson did _____.
- e. Michael Jackson must _____.
- f. Michael Jackson can't _____.

6. ENTERTAINMENT: Spend one minute writing down all of the different words you associate with the word “entertainment”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING / LISTENING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- a. Michael Jackson is conducting job interviews to find his successor. T / F
- b. Los Angeles can be like living in a goldfish bowl for celebrities. T / F
- c. Michael Jackson never goes shopping. T / F
- d. Jackson may team up as a consultant for a Bahrain-based company. T / F
- e. The company wants to open a Michael Jackson museum in Bahrain. T / F
- f. The company plans to make Bahrain an entertainment hub. T / F
- g. Michael Jackson will design new architectural structures in Bahrain. T / F
- h. Michael Jackson is currently recording a Hurricane Katrina relief song. T / F

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|----------------|------------|
| a. settling in | centers |
| b. grueling | home |
| c. semblance | intentions |
| d. pad | draining |
| e. aftermath | static |
| f. designs | appearance |
| g. pivotal | beginnings |
| h. hubs | adjusting |
| i. stagnant | crucial |
| j. roots | wake |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---------------------------------------|---------------------------------|
| a. settling in | spice to his venture |
| b. away from the celebrity | an integral role |
| c. regained some semblance | goldfish bowl of Los Angeles |
| d. He has invested in property, | to establish theme parks... |
| e. into resurrecting his life from | on a Bahraini record label |
| f. a company that has designs | buying a new luxury pad |
| g. play a pivotal | to life in the Persian Gulf |
| h. invaluable in adding the necessary | the aftermath of the court case |
| i. Michael Jackson will play | role in securing the success |
| j. to be released | of a normal life |

WHILE READING / LISTENING

WORD ORDER: Put the underlined words back into the correct order.

Michael Jackson in job interview

Michael Jackson seems to be settling in to life in the Persian Gulf bowl away from the celebrity and goldfish of Los Angeles. After surviving his emotion-draining and grueling child molestation court battle last year, he now appears to have some life of a regained normal semblance. He has invested in property, buying a new luxury pad in Bahrain - his newfound home - and regularly engages in life's chores of more mundane one – shopping - albeit at glitzy boutiques. His latest venture into resurrecting his life from case the court of the aftermath is to apply for a regular job. He is currently secure to a negotiating position as an entertainment consultant with a Bahrain-based company connected with the Bahraini royal family.

Mr. Jackson is in talks with AAJ Holdings, a company that parks establish designs has to theme and music academies in the Middle East. CEO Ahmed Abu Bakr Janahi believes Jackson could role in securing a pivotal play the success of his ambitious venture to make Bahrain one of the world's leading entertainment and leisure hubs. A company press release suggests Jackson's talent and creativity would be necessary invaluable spice in the adding to his venture. It says: "Stagnant architectural structures need content in entertainment to revive the form of them and that's where Michael Jackson will play an integral role." Jackson is also still to roots sticking his singing by recording a Hurricane Katrina relief song, to be released on a Bahraini record label.

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words '**gold**' and '**fish**'.

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. WORD ORDER: In pairs / groups, compare your answers to this exercise. Check your answers.

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. STUDENT "NEW LIFE" SURVEY: In pairs / groups, write down questions about starting a new life in another country.

- Ask other classmates your questions and note down their answers.
- Go back to your original partner / group and compare your findings.
- Make mini-presentations to other groups on your findings.

6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

- away
- grueling
- pad
- albeit
- venture
- secure
- designs
- pivotal
- hubs
- spice
- stagnant
- roots

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a. Did the headline make you want to read the article?
- b. Do you like to know what's going on in Michael Jackson's life?
- c. What do you think life as Michael Jackson would be like?
- d. Do you think he made a good decision by relocating to Bahrain?
- e. Do you think it's possible for Michael Jackson, or any superstar, to have a normal life?
- f. What things do you think superstars miss about not being able to live lives like the rest of us?
- g. Do you think you would miss those same things?
- h. How do you think Michael Jackson would do in a 9-to-5 consultancy job?
- i. Are you looking forward to hearing Michael Jackson's new song?
- j. Have you ever been an integral or pivotal part of something?

STUDENT B's QUESTIONS (Do not show these to student A)

- a. Did you like reading this article?
- b. What do you think about what you read?
- c. Do like Michael Jackson?
- d. Would you like to see him make a musical comeback?
- e. Would you like to move overseas and start a new life?
- f. What do you think of the idea of Bahrain rivaling Hollywood or Bollywood as an entertainment hub?
- g. Do you think Michael Jackson is a good choice to add "spice" to the AAJ Holdings business venture?
- h. What questions would you like to ask Michael Jackson?
- i. What do you think his answers would be?
- j. Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

- a. What was the most interesting thing you heard?
- b. Was there a question you didn't like?
- c. Was there something you totally disagreed with?
- d. What did you like talking about?
- e. Which was the most difficult question?

SPEAKING

FAMOUS CAREERS: You are a famous person career adviser. It is your job to put famous people into new careers. Discuss which career would suit the people below (or those of your own choosing). Decide on their strengths in doing the job and the things they are likely to achieve.

| FAMOUS PERSON | CAREER | STRENGTHS | ACHIEVEMENTS |
|------------------------|--------|-----------|--------------|
| Bono (U2 singer) | | | |
| Kate Moss (supermodel) | | | |
| Fidel Castro | | | |
| Kofi Annan | | | |
| Condoleezza Rice | | | |

Change partners and talk about your career guidance choices. Give each other feedback on your choices. Decide which of the careers you chose for the famous people is best.

Return to your original partner(s) and talk about what you discussed with your other partner(s).

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find more information on Michael Jackson's job hunting. Share your findings with your class in the next Session. Did you all find out similar things?

3. NEW LIFE: Write an essay about the new life you would like to have in a new country. Show your essay to your classmates in the next Session. Did you all write about similar things?

4. A DAY IN THE LIFE: You are Michael Jackson. Write an account of one day in your life. Read what you wrote to your classmates in the next Session. Did everyone have similar days?

Session 3

Britney Spears admits baby driving mistake

Pop singer Britney Spears has hit the headlines for the wrong reasons again, this time for driving her SUV with her four-month-old son seated on her lap. While she has admitted how reckless and dumb her actions were, she has apportioned a considerable amount of blame on the paparazzi.

She said the celebrity-obsessed photographers hound her to the extent that she feels she is constantly escaping their attentions. Ms Spears claimed she instinctively put her son between her and the steering wheel in an attempt to avoid a waiting “pack” of “aggressive” cameramen. The media agency that took the pics rebutted her claims, saying: “These pictures were taken in a very peaceful context, in which photographers exhibited no aggressive behavior.”

Spears may face prosecution for violating traffic safety laws. California regulations require children to be secured in a child-safety seat until they are at least 6 years old or weigh 27 kg. A police spokesperson said Ms. Spears would have been fully aware of the legalities and repercussions of her recklessness. He said a deputy sheriff had already paid a visit to Spears’ Malibu home at the request of the Los Angeles Department of Children and Family services, who are apparently up in arms at the irresponsible and “downright dangerous” example set by the singer. They said it is quite routine to report incidents where a child has been endangered due to a failure to properly restrain them in a car. The matter is now pending with the LA Police Department.

WARM-UPS

1. CELEBRITIES: Write down the name of some celebrities who have broken the law. Talk about these in pairs / groups. What punishment did they receive? Was it the same as a “normal” person would get? Do you think famous people get treated differently under the law?

2. CHAT: In pairs / groups, decide which of these topics or words are most interesting and which are most boring.

Pop singers / headlines / SUVs / recklessness / paparazzi / steering wheels / photos / traffic safety laws / child car seats / sheriffs / Los Angeles / setting good examples

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. CAR SAFETY: Which of these points are subject to traffic laws in your country? Would you like to see any of them tightened up?

- Child seats
- Children sitting in the front
- Smoking in a car and children
- Speed and children
- Stickers to warn other drivers
- The number of children in a car
- Seat belts
- Other

4. OPINIONS: Do you agree with these opinions on celebrities and the law?

- a. Celebrities should be treated exactly the same as everyone else under the law.
- b. Celebrities have a duty to set a good example to others.
- c. Famous people are under different pressures and should be treated differently.
- d. Too many celebrities get away with crimes because they are rich and famous.
- e. Celebrity lawbreakers should get bigger punishments to set an example.
- f. Famous people should work to encourage us to keep to the law.
- g. Britney Spears had no excuse to break the law by putting her son on her lap.

5. HEADLINES: Spend one minute writing down all of the different words you associate with the word “headlines”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. HOUNDED: You are a famous star. Everyone in the street recognizes you. The paparazzi constantly follow you and photograph your every move. Talk to the other “stars” in the class about being famous. What do you think of the paparazzi? In what ways is your life not normal?

BEFORE READING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. Britney Spears allowed her baby son to steer her car at 80 kph. | T / F |
| b. Ms. Spears has admitted her actions were reckless and dumb. | T / F |
| c. Ms. Spears said she was afraid of a hound owned by a photographer. | T / F |
| d. A photo agency said it took pics of Ms. Spears in a peaceful manner. | T / F |
| e. In California, children up to the age of six must use child seats in cars. | T / F |
| f. Los Angeles police visited Ms. Spears at her home after the incident. | T / F |
| g. A family group has called Ms. Spears’ actions “upright dangerous”. | T / F |
| h. The LA Police Department said the matter is now fully resolved. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|------------------|-----------------|
| a. reckless | flouting |
| b. hound | repudiated |
| c. instinctively | awaiting action |
| d. rebutted | demonstrated |
| e. exhibited | thoroughly |
| f. violating | foolhardy |
| g. repercussions | intuitively |
| h. up in arms | consequences |
| i. downright | harry |
| j. pending | angry |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--------------------------------------|-----------------------------------|
| a. hit the headlines | of her recklessness |
| b. she has admitted how reckless | no aggressive behavior |
| c. apportioned a considerable | of aggressive cameramen |
| d. avoid a waiting pack | a visit to Spears’ Malibu home |
| e. photographers exhibited | with the LA Police Department |
| f. Spears may face prosecution | amount of blame on the paparazzi |
| g. the legalities and repercussions | for the wrong reasons again |
| h. a deputy sheriff had already paid | arms at... |
| i. up in | and dumb her actions were |
| j. The matter is now pending | for violating traffic safety laws |

WHILE READING

GAP FILL: Put the words in the column on the right into the gaps in the text.

Britney Spears admits baby driving mistake

Pop singer Britney Spears has hit the _____ for the wrong reasons again, this

extent

time for driving her SUV with her four-month-old son seated on her _____. While she has admitted how reckless and _____ her actions were, she has _____ a considerable amount of blame on the paparazzi. She said the celebrity-obsessed photographers hound her to the _____ that she feels she is constantly escaping their _____. Ms. Spears claimed she instinctively put her son between her and the steering wheel in an attempt to avoid a waiting “_____” of “aggressive” cameramen. The media agency that took the pics rebutted her claims, saying: “These pictures were taken in a very peaceful _____, in which photographers exhibited no aggressive behavior.”

dumb
context
apportioned
headlines
attentions
lap
pack

Spears may face prosecution for _____ traffic safety laws. California regulations require children to be _____ in a child-safety seat until they are at least 6 years old or weigh 27 kg. A police spokesperson said Ms. Spears would have been fully _____ of the legalities and repercussions of her recklessness. He said a deputy sheriff had already _____ a visit to Spears’ Malibu home at the request of the Los Angeles Department of Children and Family services, who are _____ up in arms at the irresponsible and “downright dangerous” example set by the singer. They said it is quite _____ to report incidents where a child has been endangered due to a failure to properly _____ them in a car. The matter is now _____ with the LA Police Department.

paid
routine
secured
pending
apparently
violating
restrain
aware

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words ‘**matter**’ and ‘**pending**’.

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. STUDENT “CHILD SEAT” SURVEY: In pairs / groups, write down questions about holidays and sick days.

- Ask other classmates your questions and note down their answers.
- Go back to your original partner / group and compare your findings.
- Make mini-presentations to other groups on your findings.

6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

- | | |
|------------|-------------|
| • hit | • face |
| • reckless | • aware |
| • amount | • paid |
| • hound | • arms |
| • pack | • downright |
| • peaceful | • pending |

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- Did the headline make you want to read the article?
- Do you like Britney Spears?
- What do you think of celebrities who break the law?
- What are the laws regarding child safety and cars in your country?
- Do you think the laws should be stricter?
- What punishment do you think Britney Spears should receive?
- What punishment should people receive if children are injured or killed because they are not in child seats in an accident?
- What do you think of the paparazzi?
- Do you think the photographers are to blame in any way in this story?
- Do you think celebrities should show more patience with the media?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- What do you think about what you read?
- Would you like to be very famous and be followed by photographers?
- Do you think child safety seats are essential every time?
- Do you think it is right for stars and celebrities to get preferential treatment under the law?
- What other laws would you like to see passed to protect children in cars?
- Do you think cars should be automatically fitted with seats to protect children?
- Do you think it is becoming safer or more dangerous to drive a car?
- Do you think you would have acted similarly if you were Britney Spears?
- Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

- What was the most interesting thing you heard?
- Was there a question you didn't like?
- Was there something you totally disagreed with?
- What did you like talking about?
- Which was the most difficult question?

SPEAKING

CHILD SAFETY: In pairs / groups, think of new laws to make it safer for children to be in cars. Create the penalties for people breaking these laws.

| | LAW | PENALTY |
|---------------------------------|-----|---------|
| Child seats | | |
| Children sitting in the front | | |
| Smoking in a car and children | | |
| Speed and children | | |
| Stickers to warn other drivers | | |
| The number of children in a car | | |
| Seat belts | | |

Change partners / groups. Tell each other your laws and penalties. Give each other feedback on them.

Return to your original partner(s) and share what you heard from your earlier partner(s).

Conduct a class survey to find out what the most common laws and penalties were.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find information on previous occasions on which Britney Spears has hit the headlines. Share your findings with your class in the next Session. Did you all find out similar things?

3. SURVEY: Conduct your own "child seat" survey among your family and friends. Report your findings to your partner(s) in your next class. Did you all write about similar things?

4. CAR SAFETY: Write an e/essay on your thoughts about car safety and children. Read what you wrote to your classmates in the next Session. Did everyone write about similar things?

Session 4

Retirement age may be extended to 85

Workers may soon experience major and unwelcome shifts in the lengths of their working lives, if an American consultant is to be believed. The age at which people look forward to early retirement might be consigned to the history books. Instead, we may be hanging up our boots at 85 instead of 65. Stanford University biologist Shripad Tuljapurkar told a science convention in the USA that medical advances could increase human longevity dramatically over the coming decades, rudely reshaping our perceptions and realities of work. Tuljapurkar predicts modern economies will not be able to support their increasingly numerous retirees, greater numbers of who are opting to leave the workforce at increasingly younger ages.

Professor Tuljapurkar forecasts that most people living in today's industrialized societies can expect to become centenarians because of advances in medicine and genetic science. He believes once geneticists unlock the key to the ageing gene, society will have to quickly undergo shifts of seismic magnitude. He predicts a rude awakening for many workers once they discover their insurance and pension companies have not catered for elongated life spans. Dreams of spending one's golden years with a nest egg may have to be put on hold for a decade or two. "Some people believe we are on the brink of being able to extend human lifespan significantly... We have doubled human lifespan in the last century", he said. As a result, accepted societal parameters will change considerably.

WARM-UPS

1. RETIREMENT: In pairs / groups, talk about what life would be like to be retired. Write down five differences of retiring at 65 and 85 years old. Share these with your partners. What are the benefits of each retirement age? Change partners often.

2. CHAT: In pairs / groups, decide which of these topics or words are most interesting and which are most boring.

Workers / working lives / sociologists / retirement / history books / medical advances / longevity / centenarians / keys / genes / pensions / nests / eggs

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. AT THE SOCIAL CLUB: You are 100 years old. You have been retired now for 15 years. You are at the retirees social club. Talk to the other centenarians about being 100. What do you do every day? What do you want to do in life? How much longer do you hope to live? Ask each other the questions normal of centenarians.

4. GOLDEN YEARS: Talk about each of these times in our lives. What are the things we typically do during these periods? Would these things change if we lived to be much older and retired at 85 years old?

- Teenage years
- Our twenties
- Being thirtysomething
- Our 40s
- In our 50s
- 60 to 69
- Being a septuagenarian
- Over 100

5. LONGEVITY OPINIONS: What do you think about these opinions? Students A agree with them, Students B disagree.

- a. Scientists should never try to make us live longer.
- b. Increasing our lifespan increases the problems associated with overpopulation.
- c. It's better to die naturally than take medicine to live longer and work until 85.
- d. People retiring at 85 means a much wiser and experienced workforce.
- e. A retirement age of 85 will turn us into a population of slaves.
- f. Extending the retirement age is only good for pension companies.
- g. Early retirement is one of our basic human rights.
- h. Living to be over 100 would be fantastic.

6. RETIREMENT: Spend one minute writing down all of the different words you associate with the word “retirement”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. The retirement age may soon be extended for university majors. | T / F |
| b. Early retirement may one day be consigned to the history books. | T / F |
| c. We may be hanging up our boots when we are 85 instead of 65. | T / F |
| d. Modern economies are well able to cope with ageing societies. | T / F |
| e. Many people in the developed world could well live beyond 100. | T / F |
| f. Geneticists will lock the key to ageing. | T / F |
| g. Workers dream of spending their nest years with a golden egg. | T / F |
| h. We have doubled human lifespan in the past century. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|-------------------------|---------------|
| a. consigned | extended |
| b. hanging up our boots | abruptly |
| c. rudely | selecting |
| d. numerous | breakthroughs |
| e. opting | verge |
| f. advances | relegated |
| g. seismic | boundaries |
| h. elongated | enormous |
| i. brink | retiring |
| j. parameters | abundant |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--|-------------------------------------|
| a. early retirement might be consigned | being able to extend human lifespan |
| b. we may be hanging up our | and realities of work |
| c. medical advances could increase | to the ageing gene |
| d. rudely reshaping our perceptions | to the history books |
| e. greater numbers of who are opting | boots at 85 instead of 65 |
| f. become centenarians because of | awakening for many workers |
| g. unlock the key | human longevity dramatically |
| h. He predicts a rude | with a nest-egg |
| i. spending one’s golden years | to leave the workforce |
| j. we are on the brink of | advances in medicine |

WHILE READING

GAP FILL: Put the words in the column on the right into the gaps in the text.

Retirement age may be extended to 85

Workers may soon experience major and unwelcome _____ in the lengths of

longevity

their working lives, if an American sociologist is to be believed. The age at which people look forward to early retirement might be _____ to the history books. Instead, we may be _____ up our boots at 85 instead of 65. Stanford University professor Shripad Tuljapurkar told a science _____ in the USA that medical advances could increase human _____ dramatically over the coming decades, _____ reshaping our perceptions and realities of work. Tuljapurkar predicts modern economies will not be able to support their increasingly numerous _____, greater numbers of who are _____ to leave the workforce at increasingly younger ages.

*shifts
opting
hanging
rudely
consigned
retirees
convention*

Professor Tuljapurkar forecasts that most people living in today's industrialized societies can _____ to become centenarians because of advances in medicine and genetic science. He believes once _____ unlock the key to the ageing gene, society will have to quickly _____ shifts of seismic magnitude. He predicts a _____ awakening for many workers once they discover their insurance and pension companies have not catered for _____ life spans. Dreams of spending one's golden years with a _____ may have to be put on hold for a decade or two. "Some people believe we are on the _____ of being able to extend human lifespan significantly... We have doubled human lifespan in the last century", he said. As a result, accepted _____ parameters will change considerably.

*elongated
geneticists
societal
rude
expect
brink
nest-egg
undergo*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'life' and 'span'.

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. STUDENT "RETIREMENT" SURVEY: In pairs / groups, write down questions about retirement.

- Ask other classmates your questions and note down their answers.
- Go back to your original partner / group and compare your findings.
- Make mini-presentations to other groups on your findings.

6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

- | | |
|-------------|-----------|
| • unwelcome | • expect |
| • forward | • key |
| • boots | • seismic |
| • advances | • golden |
| • rudely | • brink |
| • support | • result |

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- Did the headline make you want to read the article?
- Do you think its right for scientists to extend our lives so much?
- Do you think scientists are playing the role of God in increasing our longevity?
- What would society be like if most of the population was over fifty?
- What do you think of 85 as a retirement age?
- When do you want to hang up your boots?
- What do you think of the prospect of living to be 150?
- How would life change if we knew we had to work until we were 85?
- What new industries would spring up if we retired at 85 and lived to be over 100?
- Do you think scientists should unlock the key to the ageing gene?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- What do you think about what you read?
- Do you think increasing our lifespans will create more or fewer problems for society?
- Would you be happy to fly on an airplane piloted by an 84-year-old?
- If we all lived to be 120, when would middle age be?
- What do you think of the idea of having great great great grandchildren?
- Do you think retiring at 85 means you'll be very rich and have a huge nest-egg?
- Do you think it's possible and desirable for scientists to double our lifespans again?
- What societal parameters will change as a result of our retiring at 85 and living to be over 100?
- Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

- What was the most interesting thing you heard?
- Was there a question you didn't like?
- Was there something you totally disagreed with?
- What did you like talking about?
- Which was the most difficult question?

SPEAKING

100: In pairs / groups, talk about the pros and cons of a society having an average lifespan of 100. Use the items in the left hand column to help your conversations.

| | PROS | CONS |
|----------------|------|------|
| Workforce | | |
| Pensions | | |
| Babysitting | | |
| New industries | | |
| Crime | | |
| Food | | |
| Healthcare | | |

Change partners / groups. Tell each other what your previous partner(s) said.

Decide whether you would be in favor or against increasing our longevity.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find information about retirement ages around the world. Share your findings with your class in the next Session. Did you all find out similar things?

3. MY RETIREMENT: Outline all the things you hope to do when you are retired. Compare these things with the lives of your grandparents, parents or other retirees you know of. Did everyone want to do similar things when they retire?

4. EFFECTS: Write an essay on the effects of the retirement age on society. What will governments and companies need to change if people retire at 85 and live to be over 100? Read what you wrote to your classmates in the next Session. Did everyone write about similar things?

Session 5

Heavier toys help fight childhood obesity

Researchers at a university in America have come up with a novel and ingenious way to help kids stay trim and avoid childhood obesity. It is a simple trick of making toys heavier, thus requiring children to exert more effort during playtime and so burn more calories. The research team, at Indiana State University, conducted tests on ten young volunteers aged between six to eight years. The kids played with specially adapted toys and teddy bears that had been inserted with steel blocks to increase their weight by one-and-a-half kilograms. The children were oblivious to the fact the toys were heavier and burnt more calories than other children playing with regular toys. The research may lead to a revolution in how kids exercise and simultaneously increase the biceps of parents who tidy up after their children.

Lead researcher Dr John Ozmun remained cautious about the implications of his research. He doubted it would solve the obesity problem but ventured to say: "it could be a small part of the puzzle, making a positive contribution... This study provides one intervention to the current trend of declining fitness in America's youth." He tentatively added: "Handling heavier objects, either through play or instruction, may provide opportunities to increase workload intensity in a benign manner allowing for subsequent improvements in children's physical fitness." He stressed that his findings are just a starting point and that weighted toys would not be on toy store shelves any time soon. He said they would initially most likely serve a niche market for physical therapists to help their young patients with strength, balance and coordination.

WARM-UPS

1. TOYS: Write down three toys you think are good for children and three you think are bad. Share what you wrote down with your partner(s). Decide together on the two best and worst toys.

2. CHAT: In pairs / groups, decide which of these topics or words are most interesting and which are most boring.

Ingenuity / obesity / simplicity / tricks / playtime / toys / calories / steel / revolutions / biceps / puzzles / fitness / toy stores / balance / coordination

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. EXERCISE TOYS: With your partner(s), decide how the following toys might be adapted to help children increase the exercise they do every day. Put the adapted toys in order of the most effective. Change partners and compare your answers.

| | |
|-----------------------------------|---------------------|
| ___ Video/Computer games | ___ Building blocks |
| ___ Board games | ___ Role play games |
| ___ Card games | ___ Soft toys |
| ___ Action figures / Barbie dolls | ___ Other _____ |

4. HEADLINE PREDICTION: With your partner(s), use all of the words in the "Chat" activity above to predict what the news article will be about. Once you have your story, change partners and compare your different versions. Who was closest to the real story?

5. CHILDHOOD OBESITY: Which of the ideas below do you think would be best at reducing childhood obesity? Would you have been happy to do these as a child?

- a. Walk (faster) to school
- b. No candy, potato chips or fast food, except on special occasions
- c. Sports Sessions every day at school
- d. Doing lots of housework
- e. Spending more time playing outdoors than indoors
- f. Linking pocket money to body weight
- g. Compulsory jogging before breakfast
- h. Heavier toys

6. TEDDY BEARS: Spend one minute writing down all of the different words you associate with teddy bears. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. Research shows teddy bears inserted with steel help kids lose weight. | T / F |
| b. The research was conducted on ten children. | T / F |
| c. Toys were inserted with steel blocks weighing one-and-a-half kilos. | T / F |
| d. Parents want heavier toys to increase their bicep size. | T / F |
| e. The lead researcher is positive his research will reduce obesity in kids. | T / F |
| f. Further tests are to be conducted on weighted jigsaw puzzles. | T / F |
| g. Weighted toys are due to hit toy store shelves before the year is out. | T / F |
| h. The toys will most likely fill a niche market for physical therapists. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|----------------|------------|
| a. novel | unaware |
| b. ingenious | cautiously |
| c. exert | careful |
| d. oblivious | use |
| e. regular | offered |
| f. cautious | original |
| g. ventured | harmless |
| h. tentatively | specialist |
| i. benign | inventive |
| j. niche | normal |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|--------------------------------|
| a. come up | trim |
| b. help kids stay | to say |
| c. requiring children to exert | after their children |
| d. children were oblivious to | a niche market |
| e. parents who tidy up | the fact the toys were heavier |
| f. remained cautious about the | in a benign manner |
| g. ventured | with a novel and ingenious way |
| h. increase workload intensity | implications of his research |
| i. toys would not be on toy store shelves | more effort during playtime |
| j. most likely serve | any time soon |

WHILE READING

GAP FILL: Put the words in the column on the right into the gaps in the text.

Heavier toys help fight childhood obesity

Researchers at a university in America have _____ up with a _____ and ingenious way to help kids stay trim and avoid childhood obesity. It is a simple _____ of making toys heavier, thus requiring children to _____ more effort during playtime and so burn more calories. The research team, at Indiana State University, _____ tests on ten young volunteers aged between six to eight years. The kids played with specially adapted toys and teddy bears that had been _____ with steel blocks to increase their weight by one-and-a-half kilograms. The children were _____ to the fact the toys were heavier and burnt more calories than other children playing with regular toys. The research may lead to a revolution in how kids exercise and simultaneously increase the _____ of parents who tidy up after their children.

*conducted**oblivious**trick**novel**come**biceps**inserted**exert**puzzle**starting**cautious**current**niche**solve**benign**tentatively*

Lead researcher Dr John Ozmun remained _____ about the implications of his research. He doubted it would _____ the obesity problem but ventured to say: "it could be a small part of the _____, making a positive contribution... This study provides one intervention to the _____ trend of declining fitness in America's youth." He _____ added: "Handling heavier objects, either through play or instruction, may provide opportunities to increase workload intensity in a _____ manner allowing for subsequent improvements in children's physical fitness." He stressed that his findings are just a _____ point and that weighted toys would not be on toy store shelves any time soon. He said they would initially most likely serve a _____ market for physical therapists to help their young patients with strength, balance and coordination.

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words '**childhood**' and '**obesity**'.

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. STUDENT “TOYS” SURVEY: In pairs / groups, write down questions about toys and their possible uses in fighting childhood obesity.

- Ask other classmates your questions and note down their answers.
- Go back to your original partner / group and compare your findings.
- Make mini-presentations to other groups on your findings.

6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

- | | |
|-------------|------------|
| • novel | • remained |
| • trick | • puzzle |
| • exert | • benign |
| • specially | • point |
| • oblivious | • soon |
| • biceps | • niche |

DISCUSSION

STUDENT A’s QUESTIONS (Do not show these to student B)

- a. Did the headline make you want to read the article?
- b. What do you think of children’s toys nowadays?
- c. Should toys be for play or for exercise?
- d. Do you think video and computer games are dangerous?
- e. What is/was your favorite toy?
- f. Do you think the idea of weighted toys will catch on?
- g. What is the heaviest a teddy bear should weigh?
- h. Is childhood obesity a problem in your country?
- i. Are there things in your daily life that might be adapted to make you exercise more?
- j. Do you think weighted toys would cost too much money?

STUDENT B’s QUESTIONS (Do not show these to student A)

- a. Did you like reading this article?
- b. What do you think about what you read?
- c. Do you think toy manufacturers need to take more responsibility in designing toys that also ensure children get exercise?
- d. Do you think heavier toys might do more harm than good?
- e. What other areas of children’s lives could be adapted to ensure they exercise more?
- f. Is the government of your country taking any measures to tackle childhood obesity?
- g. What is the most important thing parents can do for their children to avoid obesity?
- h. Would you buy a child a weighted toy as a present?
- i. Do you think children will care about the fact that their toys will be heavier?
- j. Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

- a. What was the most interesting thing you heard?
- b. Was there a question you didn’t like?
- c. Was there something you totally disagreed with?

- d. What did you like talking about?
- e. Which was the most difficult question?

SPEAKING

FITNESS REGIME: In pairs / groups, discuss how children could increase the amount they exercise each day by adapting the things or routines around them. Make a mini presentation for the rest of your class.

| Age group | Ideas |
|------------------|-------|
| 1. 0 – 2 years | |
| 2. 3 - 6 years | |
| 3. 7 - 10 years | |
| 4. 11 - 15 years | |
| 5. 16 - 18 years | |

- Change partners and talk about what you wrote with your previous partner(s).
- Give your presentations.
- Discuss what was said in each presentation and vote on the best ones.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find information on childhood obesity around the world. Talk about what you discover with your partner(s).

3. OBESITY: Make a poster outlining the many ways children can change their daily lives to increase their levels of exercise. Show your poster to your classmates in the next Session. Which poster(s) did you like most and why?

4. HEAVY BEARS: Make a poster advertising the benefits of heavy teddy bears. Show your poster to your classmates in the next Session. Which poster(s) did you like most and why?

Session 6

The year 2007 to be the hottest ever

Britain's Meteorological Office has predicted that 2007 could be the world's hottest since records began in 1850. It based its forecast on several key indicators including the rate of climate change and global warming. A factor adding to this year's heat is the El Nino effect, a phenomenon in which major fluctuations in ocean temperatures increase those on land. El Nino occurs roughly every four years in the southern hemisphere and is expected to be active again in 2007. The upshot of these climatic conditions colliding this year is a rise in the average temperature across the world of 0.54 degrees. This seemingly represents a small variation, but is one which will certainly bring adverse weather conditions to many parts of the world.

The world's leading climate scientists unanimously agree that human activity is accelerating global warming. It is a fact that the world's ten warmest years have all occurred in the last twelve years. A United Nations panel on climate change predicted that global temperatures could rise by as much as 5.8 degrees this century. This could have catastrophic consequences for vast areas of the globe. The panel warned that if there were not significant cuts in greenhouse gas emissions soon,

especially from fossil fuels, there would be greater risks of more extreme weather. This includes more droughts, hurricanes, bushfires, shrinking polar ice and coastal flooding. It now seems it is more urgent than ever for coal and gas guzzling economies to curb consumption and seek more efficient energies.

WARM-UPS

1. GLOBAL WARMING: What do you know about global warming? Find out as much as you can from your partner. Change partners often to build up your information.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

Weather predictions / heat / climate change / El Nino / southern hemisphere / scientists / temperatures / catastrophes / greenhouse gases / flooding / drought

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. THE CULPRITS: Talk to your partner(s) about who the biggest culprits are – rank these countries in order. Together, decide on three (different) things each country must do to slow down global warming.

- | | |
|-------------|----------------|
| • USA | • Japan |
| • Canada | • China |
| • India | • Saudi Arabia |
| • Australia | • Russia |

4. QUICK DEBATE: Students A believe the world will overheat because of human activity. Students B believe scientists and politicians can act together to reverse global warming. Debate this with your partners. Change partners often.

5. MY EFFORTS: In pairs / groups, decide on what you (would) do in your life to reduce the effects of global warming. Decide on how much impact each of your actions might have.

- a. Writing a letter to US President George W. Bush.
- b. Refusing plastic bags in stores and using your own paper bag.
- c. Walking up the stairs instead of using an elevator / escalator.
- d. Using fewer lights in your house.
- e. Buying a hybrid energy car instead of a regular car.
- f. Cycling, taking the train, etc. and not buying a car.
- g. Your idea (1) _____
- h. Your idea (2) _____

6. CLIMATE: Spend one minute writing down all of the different words you associate with the word “climate”. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. The US Weather Office has predicted major global climate change. | T / F |
| b. Weather records began in the middle of the nineteenth century. | T / F |
| c. The weather phenomenon El Nino will be active in 2007. | T / F |
| d. Average temperatures are expected to rise by more than a degree. | T / F |
| e. Scientists unanimously agree that humans cause global warming. | T / F |
| f. The world’s ten warmest years have been in the past four decades. | T / F |
| g. Shrinking polar ice is one example of the effects of climate change. | T / F |
| h. Gas guzzling economies need to curb energy consumption. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|-----------------|-------------|
| a. key | result |
| b. phenomenon | calamitous |
| c. fluctuations | commonly |
| d. upshot | changes |
| e. adverse | search for |
| f. unanimously | central |
| g. catastrophic | limit |
| h. vast | unfavorable |
| i. curb | occurrence |
| j. seek | extensive |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---------------------------------------|--|
| a. the world's hottest since | of these climatic conditions colliding |
| b. It based its forecast | polar ice |
| c. major fluctuations in | all occurred in the last twelve years |
| d. The upshot | agree |
| e. one which will certainly | more efficient energies |
| f. climate scientists unanimously | records began |
| g. the world's ten warmest years have | on several key indicators |
| h. This could have catastrophic | ocean temperatures |
| i. shrinking | bring adverse weather conditions |
| j. curb consumption and seek | consequences for vast areas |

WHILE READING

GAP FILL: Put the words in the column on the right into the gaps in the text.

The year 2007 to be the hottest ever

Britain's Meteorological Office has _____ that 2007 could be the world's hottest since records began in 1850. It _____ its forecast on several key indicators including the rate of climate change and global warming. A factor _____ to this year's heat is the El Nino effect, a phenomenon in which major fluctuations in ocean temperatures increase _____ on land. El Nino occurs roughly every four years in the southern hemisphere and is expected to be active again in 2007. The _____ of these climatic conditions _____ this year is a rise in the average temperature across the world of 0.54 degrees. This _____ represents a small variation, but is one which will certainly bring _____ weather conditions to many parts of the world.

*those
colliding
adding
based
upshot
adverse
predicted
seemingly*

The world's leading climate scientists _____ agree that human activity is _____ global warming. It is a fact that the world's ten warmest years have all occurred in the last twelve years. A United Nations _____ on climate change predicted that global temperatures could rise by as much as 5.8 degrees this century. This could have catastrophic consequences for _____ areas of the globe. The panel warned that if there were not _____ cuts in greenhouse gas emissions soon, especially from fossil fuels, there would be greater risks of more extreme weather. This includes more _____, hurricanes, bushfires, shrinking polar ice and coastal flooding. It now seems it is more urgent than ever for coal and gas _____ economies to curb consumption and seek more _____ energies.

*significant
droughts
panel
unanimously
efficient
guzzling
vast
accelerating*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'climate' and 'change'.

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. STUDENT "GLOBAL WARMING" SURVEY: In pairs / groups, write down questions about global warming.

- Ask other classmates your questions and note down their answers.
- Go back to your original partner / group and compare your findings.

- Make mini-presentations to other groups on your findings.

6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

- | | |
|-----------|---------------|
| · records | · unanimously |
| · adding | · twelve |
| · land | · 5.8 |
| · upshot | · panel |
| · 0.54 | · shrinking |
| · adverse | · guzzling |

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- Did the headline make you want to read the article?
- Did anything in the article surprise you?
- Do you think the Earth is becoming warmer?
- What are the dangers of global warming?
- Has there been an increase in adverse weather conditions in your country in recent years?
- What do you think the climate will be like in 50 years?
- Do you do anything to reduce global warming?
- What do you know about El Nino?
- Would you rather it be too hot or too cold?
- What single action do you think the world should take to curb climate change?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- What do you think about what you read?
- Do you always believe what scientists say about global warming?
- Would you like to work in Antarctica and study climate change?
- Is global warming the biggest current threat to our planet?
- Do you think a 0.54-degrees increase in temperature is significant?
- Have you experienced any catastrophes due to weather?
- Do you think rich nations are doing enough to slow down global warming?
- Do you think it's easy to replace our use of fossil fuels with cleaner alternatives?
- Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

- What was the most interesting thing you heard?
- Was there a question you didn't like?
- Was there something you totally disagreed with?
- What did you like talking about?
- Which was the most difficult question?

SPEAKING

ROLE PLAY:

A discussion between different parties interested in global warming.

Team up with classmates who have been assigned the same role to develop your roles and discuss ideas and “strategies” before the role play begins. Introduce yourself to the other role players. Discuss your roles after the role play ends.

Role A – Penguin leader

You live in Antarctica. You need global warming to stop. Temperatures must actually get cooler. Your species is at great risk of extinction. Your habitat, the ice, is melting and your sources of food are disappearing. The world must act to save you. The day the last penguin dies is the start of the end of the Earth.

Role B – Desert dweller

You like the recent effects of global warming. It has brought a lot of unexpected rain to your land. For the first time you can grow things. You have bumper harvests. You have lots of water to drink. You think global warming is simply a matter of winners and losers. You think global warming or cooling has always happened.

Role C – Worried Martian

Billions of years ago, Mars, your planet, looked like Earth. Life was everywhere. However, greedy Martians controlled the energy sources and the Mars climate changed, killing all life – except you. The greedy Martians paid leaders to pretend nothing was happening and that alternative energies would arise. It was all too late. Advise the Earthlings and the penguins of the dangers of climate change.

Role D – U.S. President

You are terrified of taking measures to control global warming because you might lose your power. You believe scientists can build a huge machine to re-freeze the ice caps. You think keeping American jobs is more important than penguin food. You know better than the world’s climate experts. You don’t believe in aliens.

LANGUAGE

CORRECT WORD: Choose the correct words from a – d below and write them in the article.

Britain's Meteorological Office has (1) _____ that 2007 could be the world's hottest since records began in 1850. It based its forecast on several (2) _____ indicators including the (3) _____ of climate change and global warming. A factor adding to this year’s heat is the El Nino effect, a phenomenon in which major (4) _____ in ocean temperatures increase those on land. El Nino occurs roughly every four years in the southern

hemisphere and is expected to be active again in 2007. The (5) _____ of these climatic conditions colliding this year is a rise in the average temperature across the world of 0.54 degrees. This seemingly represents a small variation, but is one which will certainly bring (6) _____ weather conditions to many parts of the world.

The world's leading climate scientists (7) _____ agree that human activity is accelerating global warming. It is a fact that the world's ten warmest years have all occurred in the last twelve years. A United Nations (8) _____ on climate change predicted that global temperatures could rise by as much as 5.8 degrees this century. This could have catastrophic consequences for (9) _____ areas of the globe. The panel warned that if there were not significant cuts in greenhouse gas (10) _____ soon, especially from fossil fuels, there would be greater risks of more extreme weather. This includes more droughts, hurricanes, bushfires, (11) _____ polar ice and coastal flooding. It now seems it is more urgent than ever for coal and gas guzzling economies to (12) _____ consumption and seek more efficient energies.

1. (a) predicting (b) prediction (c) predicted (d) predict
2. (a) lock (b) chain (c) key (d) security
3. (a) rate (b) rating (c) ration (d) pro rata
4. (a) flatulence (b) fluctuations (c) flabbergast (d) flux
5. (a) offshoot (b) uproar (c) upside (d) upshot
6. (a) advocacy (b) advent (c) adverts (d) adverse
7. (a) unanimously (b) unanimity (c) unaware (d) unassisted
8. (a) frame (b) deck (c) panelist (d) panel
9. (a) vista (b) vast (c) vastness (d) vacuum
10. (a) emissions (b) commissions (c) emitters (d) emissaries
11. (a) shredding (b) shirking (c) shrinking (d) shrunk
12. (a) kerb (b) curb (c) club (d) clam

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. CLIMATE CHANGE: Search the Internet and find more information about climate change. Talk about what you discover with your partner(s) in the next Session.

3. CATASTROPHES: Research two different climatic catastrophes that happened around the world. Find five differences and five similarities between them. Make a poster using your findings

4. LETTER: Write a letter to a US President George W. Bush. Tell him your thoughts on global warming and climate change. Ask him three questions. Read your letter to your classmates in the next Session. Your partner(s) will answer your questions. Which letter did you like best and why?

Session 7

UN - We can control Global Warming

A United Nations committee on climate change has said we can control global warming. The panel, made up of representatives from over 120 countries, believes we can limit the harm greenhouse gases do to the atmosphere. Its report concluded the picture of Armageddon painted by many scientists will not happen if we use technology and have the right strategies to protect the ozone layer. Rajendra Pachauri, chairman of the panel, told reporters in Bangkok that the study was a

“remarkable step forward”. The panel indicated that we can keep our Earth safe by changing the way we use energy around the world. Most important is to introduce more fuel-efficient vehicles and household goods. For this to happen, individuals need to change their lifestyles and spending patterns.

Report co-author Pete Smith said: “We can go a long way to addressing this problem at relatively low costs with a range of options.” He calculated that it would cost less than three percent of world economic output by 2030. He added: “We've got a big problem on our hands [but] this report provides governments with a way out.” The “big problem” is the damage rising temperatures are doing to the Earth. Increased floods, droughts, rising sea levels, more violent and destructive storms and extinctions of species are just a few things threatening the life of our planet. The report stressed the urgent need for introducing a wide variety of clean technologies. Harlan Watson, head of the U.S. team, warned: “If we continue to do what we are doing, then we are in deep trouble.”

WARM-UPS

1. GLOBAL WARMING: Walk around the class and talk to other students about global warming. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

United Nations / committees / greenhouses / atmosphere / energy / fuel-efficiency / addressing problems / economic output / floods / storms / trouble

Have a chat about the topics you liked. For more conversation, change topics and partners frequently.

3. WHAT WE CAN DO: With your partner(s), rank these things – which are best to slow down / control climate change?

- Walk or take public transport instead of driving.
- Write to US president George W. Bush urging him to do more.
- Replace your electricity supply with renewable energy, such as solar or wind power.
- Use the lights in your house less.
- Replace your electrical appliances with more energy efficient ones.
- Plant a tree in the forest.
- Recycle everything you use.
- Donate money to organizations pushing for controls on global warming.

4. GREENHOUSE GASES: Spend one minute writing down all of the different words you associate with greenhouse gases. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

5. WARMING FUTURE: In pairs / groups, rank the following outcomes of global warming - most serious at the top.

- | | |
|---|---|
| • Polar bears and penguins will disappear | • Hurricanes will be stronger |
| • Winters will be 10 degrees colder | • Skin cancer will increase |
| • Malaria will spread around the globe | • Drinking water will be expensive |
| • Cockroaches will be everywhere | • Many countries will disappear under water |
| • Africa will have more droughts | • Water wars will break out between nations |

6. QUICK DEBATE: Have this quick debate with your partner(s). Students A think climate change is not a problem; students B think climate change is the most serious problem in the world today. Change partners and topics every two minutes.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. The UN said global warming and climate change are not problems. | T / F |
| b. Over 120 nations met to discuss how to limit greenhouse gases. | T / F |
| c. The UN's report said Armageddon may still happen. | T / F |
| d. People will have to buy cars and refrigerators that use less energy. | T / F |
| e. Tackling climate change will cost 10% of world economic output. | T / F |
| f. The UN's report doesn't provide governments with any answers. | T / F |
| g. Rising temperatures are not such a big problem now. | T / F |
| h. The report stressed the need for a wide range of clean technology. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|----------------|---------------|
| a. committee | pointed out |
| b. limit | purchasing |
| c. strategies | big |
| d. indicated | solving |
| e. spending | endangering |
| f. addressing | plans |
| g. relatively | panel |
| h. range | comparatively |
| i. threatening | cap |
| j. deep | variety |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|-------------------------------------|----------------------------------|
| a. A United Nations committee | lifestyles and spending patterns |
| b. limit the harm | and destructive storms |
| c. the picture of Armageddon | forward |
| d. a remarkable step | on our hands |
| e. individuals need to change their | on climate change |
| f. addressing this problem | with a way out |
| g. We've got a big problem | greenhouse gases do |
| h. this report provides governments | of clean technologies |
| i. more violent | painted by many scientists |
| j. a wide variety | at relatively low costs |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

UN - We can control Global Warming

A United Nations committee _____ climate change has said we can control global warming. The panel, made _____ of representatives from over 120 countries, believes we can limit the _____ greenhouse gases do to the atmosphere. Its report concluded the picture of Armageddon _____ by many scientists will not happen if we use technology and have the right strategies to protect the ozone layer. Rajendra Pachauri, chairman of the panel, told reporters in Bangkok that the study was a “remarkable _____ forward”. The panel indicated that we can keep our Earth safe by changing the _____ we use energy around the world. Most important is to introduce more fuel-efficient vehicles and household goods. For _____ to happen, individuals need to change their lifestyles and spending _____.

*this
painted
up
way
on
step
patterns
harm*

Report co-author Pete Smith said: “We can go a _____ way to addressing this problem at relatively low costs with a range of _____.” He calculated that it would cost _____ than three percent of world economic output by 2030. He added: “We've got a big problem on our _____ [but] this report provides governments with a way out.” The “big problem” is the damage rising temperatures are doing to the Earth. Increased floods, droughts, rising sea _____, more violent and destructive storms and extinctions of _____ are just a few things threatening the life of our planet. The report stressed the urgent need for introducing a wide variety of _____ technologies. Harlan Watson, head of the U.S. team, warned: “If we continue to do what we are doing, then we are in _____ trouble.”

*less
clean
hands
species
long
deep
levels
options*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words ‘**climate**’ and ‘**change**’.

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. STUDENT “CLIMATE CHANGE” SURVEY: In pairs / groups, write down questions about global warming.

- Ask other classmates your questions and note down their answers.
- Go back to your original partner / group and compare your findings.
- Make mini-presentations to other groups on your findings.

6. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|---|--|
| <ul style="list-style-type: none"> • made up • picture • strategies • remarkable • way • patterns | <ul style="list-style-type: none"> • a long way • calculated • a way out • violent • a few things • deep |
|---|--|

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a. What did you think when you read the headline?
- b. What do you think about global warming?
- c. When did you first hear about climate change?
- d. Do you agree with people who say global warming is not man made?
- e. What do you think global warming will do to the Earth?
- f. What is your government doing to slow down the rate of climate change?
- g. What are you doing to help save our environment?
- h. Do you think Armageddon might happen one day?
- i. Do you think you need to change your lifestyles and spending?
- j. What question would you like to ask the UN climate change panel?

STUDENT B's QUESTIONS (Do not show these to student A)

- a. Did you like reading this article?
- b. Do you think cost is important in saving our planet?
- c. Do you think 3 percent of economic activity is a little or a lot?
- d. Has global warming changed the weather in your country?
- e. What are the most dangerous weather phenomena that happen in your country?
- f. What can we do to protect species from becoming extinct?
- g. What clean technologies do you think your country will introduce?
- h. Do you think we're already in deep trouble?
- i. Do you think scientists and governments can control climate change?
- j. Did you like this discussion?

AFTER DISCUSSION: Join another partner / group and tell them what you talked about.

- a. What was the most interesting thing you heard?
- b. Was there a question you didn't like?
- c. Was there something you totally disagreed with?
- d. What did you like talking about?
- e. Which was the most difficult question?

SPEAKING

CLIMATE CHANGE FOR ANIMALS:

Discuss with your partner(s) what the following animals think of climate change:

| Animal | Good things about climate change | Bad things about climate change |
|-----------|----------------------------------|---------------------------------|
| Penguin | | |
| Mosquito | | |
| Human | | |
| Cockroach | | |
| Fish | | |
| Other | | |

Change partners and share your ideas.

Make a presentation to the class about your ideas.

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

UN - We can control Global Warming

A United Nations committee (1) ____ climate change has said we can control global warming. The panel, made (2) ____ of representatives from over 120 countries, believes we can limit the harm greenhouse gases do to the atmosphere. Its report concluded the picture of Armageddon (3) ____ by many scientists will not happen if we use technology and have the right strategies to (4) ____ the ozone layer. Rajendra Pachauri, chairman of the panel, told reporters in Bangkok that the study was a “remarkable step forward”. The panel indicated that we can keep our Earth safe by changing the (5) ____ we use energy around the world. Most important is to introduce more fuel-efficient vehicles and household (6) _____. For this to happen, individuals need to change their lifestyles and spending patterns.

Report co-author Pete Smith said: “We can (7) ____ a long way to addressing this problem at relatively low costs with a range of (8) _____.” He calculated that it would cost less than three percent of world economic output by 2030. He added: “We've got a big problem on our hands [but] this report provides governments with a way (9) _____.” The “big problem” is the damage rising temperatures are doing to the Earth. Increased floods, droughts, rising sea levels, more (10) ____ and destructive storms and extinctions of species are just a (11) ____ things threatening the life of our planet. The report stressed the urgent need for introducing a wide variety of clean technologies. Harlan Watson, head of the U.S. team, warned: “If we continue to do what we are doing, then we are in (12) ____ trouble.”

- | | | | | |
|----|----------------|--------------|----------------|--------------|
| 1. | (a) on | (b) in | (c) an | (d) of |
| 2. | (a) out | (b) in | (c) up | (d) down |
| 3. | (a) paints | (b) painter | (c) painting | (d) painted |
| 4. | (a) protective | (b) protect | (c) protection | (d) protects |
| 5. | (a) path | (b) hour | (c) way | (d) will |
| 6. | (a) goods | (b) good | (c) goodness | (d) goodies |
| 7. | (a) head | (b) go | (c) visit | (d) come |
| 8. | (a) optics | (b) opinions | (c) option | (d) options |
| 9. | (a) over | (b) in | (c) out | (d) under |

10. (a) violent (b) violence (c) violently (d) violate
 11. (a) three (b) some (c) few (d) all
 12. (a) depths (b) deep (c) depth (d) deeply

HOMEWORK

1. **VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. **INTERNET:** Search the Internet and find more information about global warming. Talk about what you discover with your partner(s) in the next Session.
3. **DISASTER POSTER:** Make a poster about the different disasters happening around the world because of global warming. Show your poster to your class in the next Session. Vote on the best one(s).
4. **MAGAZINE ARTICLE:** Write a magazine article about global warming. In particular, write about your country. Read what you wrote to your classmates in the next Session. Which article was best and why?
5. **LETTER:** Write a letter to the UN. Ask them three questions about global warming. Give them three pieces of advice about what they should do next. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 8

Diana's last hours seen by London court

Jurors at a London court have been shown previously unreleased video footage of the last moments of Diana, Princess of Wales, and her partner Dodi Al Fayed. The ten-year-old scenes were shown at the British inquest into the deaths of Diana, Dodi and their driver Henri Paul. The new images have been carefully edited and pieced together from 31 security cameras inside Paris' Ritz Hotel. The couple were seen rushing into the hotel on the evening they both died in a tragic car crash in a Paris tunnel. They were swarmed by paparazzi and onlookers and dived into the hotel to avoid the photographers' flashes. The new pictures reveal Diana and Dodi sharing intimate moments in the hotel's elevator on the way to their fateful car journey.

The focus of the inquest is now on the actions of Henri Paul, the head of security at the Paris Ritz. There is speculation that he tipped off the paparazzi to exactly when and from where Diana would leave the hotel the evening she died. Dodi's father, Harrods owner Mohamed al Fayed, claims Paul was an agent for the British secret services, who wanted Diana dead. He refuses to believe Mr. Paul was drunk and maintains blood tests were faked to fool the world. Mr Paul was seen having several drinks in the hotel bar hours before he got behind the wheel. However, the leading judge in the case, Lord Justice Scott Baker, said the videos show Paul "coming down the stairs, bending down and balancing whilst tying his shoelaces, and that there is no indication that his movements were affected by alcohol." The case continues.

WARM-UPS

1. PRINCESSES: Walk around the class and talk to other students about princesses. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

jurors / courts / video footage / security cameras / car crashes / paparazzi / speculation / secret services / being drunk / blood tests / tying one's shoelaces

Have a chat about the topics you liked. Change topics and partners frequently.

3. OPINIONS: What you think these peoples' opinions might be of the causes of the deaths of Diana and Dodi in 1997? Discuss this with your partner(s).

- Prince William
- Prince Charles
- Mohammed al Fayed
- Queen Elizabeth
- The British secret service
- A photographer who chased Diana's car
- The barman of the Ritz Hotel in Paris
- The surviving passenger of the crash

4. LIFE OF A ROYAL: Imagine you are a royal - a prince or princess, an emperor or empress, a sultan or sultana, a sheikh or sheikhah. Talk to the other "royals" in the class about these things:

- The good things about your life
- The bad things about your life
- The other royals in your family
- Other royals in other countries
- Countries that have no royal family
- Clothes
- Official duties
- Dinner
- Charity work
- Other _____

5. PAPARAZZI: Spend one minute writing down all of the different words you associate with the word "paparazzi". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. QUICK DEBATE: Students A think monarchies are a great idea. Students B believe they are a bad idea. Debate this with your partners. Change partners often.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. An inquest into why Diana died is taking place in London. | T / F |
| b. A court jury is watching videos that were first shown in 2001. | T / F |
| c. The video images were taken inside the tunnel where Diana died. | T / F |
| d. The images show Diana and Dodi being intimidated in an elevator. | T / F |
| e. People now think Diana's driver told the paparazzi security details. | T / F |
| f. The owner of Harrods believes Britain's secret service killed Diana. | T / F |
| g. Diana's driver went to the hotel bar but did not have a drink. | T / F |
| h. A video shows the driver being unable to balance on some stairs. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|--------------------|------------------------|
| 1. previously | a. joined |
| 2. inquest | b. sign |
| 3. pieced together | c. flocked |
| 4. swarmed | d. centre of attention |
| 5. reveal | e. informed |
| 6. focus | f. hitherto |
| 7. speculation | g. show |
| 8. tipped off | h. deceive |
| 9. fool | i. inquiry |
| 10. indication | j. conjecture |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|---------------------------------|
| 1. previously unreleased video footage | a. off the paparazzi |
| 2. The new images have been carefully | b. intimate moments |
| 3. They were swarmed | c. the wheel |
| 4. Diana and Dodi sharing | d. of the last moments of Diana |
| 5. on the way to their | e. whilst tying his shoelaces |
| 6. There is speculation that he tipped | f. edited and pieced together |
| 7. blood tests were faked | g. were affected by alcohol |
| 8. hours before he got behind | h. fateful car journey |
| 9. bending down and balancing | i. to fool the world |
| 10. there is no indication that his movements | j. by paparazzi and onlookers |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

Diana's last hours seen by London court

Jurors at a London court have been _____ previously unreleased video footage of the last _____ of Diana, Princess of Wales, and her partner Dodi Al Fayed. The ten-year-old _____ were shown at the British inquest into the deaths of Diana, Dodi and their driver Henri Paul. The new images have been carefully _____ and pieced together from 31 security cameras inside Paris' Ritz Hotel. The couple were seen _____ into the hotel on the evening they both died in a tragic car crash in a Paris tunnel. They were swarmed by paparazzi and _____ and dived into the hotel to avoid the photographers' flashes. The new pictures _____ Diana and Dodi sharing intimate moments in the hotel's elevator on the way to their _____ car journey.

*onlookers
scenes
shown
fateful
edited
moments
reveal
rushing*

The _____ of the inquest is now on the actions of Henri Paul, the head of security at the Paris Ritz. There is speculation that he _____ off the paparazzi to exactly when and from where Diana would _____ the hotel the evening she died. Dodi's father, Harrods owner Mohamed al Fayed, claims Paul was an agent for the British secret services, who wanted Diana dead. He refuses to believe Mr. Paul was drunk and _____ blood tests were faked to fool the world. Mr Paul was seen having several drinks in the hotel bar hours

*affected maintains
tipped
indication
behind
focus*

before he got _____ the wheel. However, the leading judge in the case, Lord Justice Scott Baker, said the videos show Paul "coming down the stairs, bending down and _____ whilst tying his shoelaces, and that there is no _____ that his movements were _____ by alcohol." The case continues.

*balancing
leave*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words '**last**' and '**moment**'.

| last | moment |
|------|--------|
|------|--------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|---|--|
| <ul style="list-style-type: none"> • previously • ten-year-old • edited • rushing • swarmed • fateful | <ul style="list-style-type: none"> • focus • speculation • agent • fool • shoelaces • indication |
|---|--|

STUDENT PRINCESS DIANA SURVEY

Write five GOOD questions about Diana in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|--|-----------|-----------|-----------|
|--|-----------|-----------|-----------|

| | | | |
|------|--|--|--|
| | | | |
| Q.1. | | | |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What do you know about how Diana, Dodi and Henri Paul died?
- Why do you think this inquest has begun, ten years after Diana's death?
- Have you seen any of the previously unreleased video footage on the news?
- What do you know about the conclusions of other inquiries into the deaths?
- What do you think of the paparazzi for swarming around Diana everywhere she went?
- What do you remember about the death of Diana and the others?
- Are there paparazzi in your country who chase royalty and celebrities?
- Why do you think it has taken ten years to see the security video?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- What do you know about Diana, Princess of Wales?
- Do you think the driver Henri Paul was responsible for the deaths?
- What do you think of Mohammed Al Fayed's claim that the British secret service killed Diana and his son?
- Do you know any other conspiracy theories about Diana's death?
- Do you think Henri Paul was OK to drive if he could tie his shoelaces on the stairs?
- Do you think the truth will ever be known about Diana's death?
- What questions would you like to ask the survivor of the crash?
- Did you like this discussion?

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

Diana's last hours seen by London court

Jurors at a London court have been shown previously (1) ____ video footage of the last moments of Diana, Princess of Wales, and her partner Dodi Al Fayed. The ten-year-old (2) ____ were shown at the British inquest (3) ____ the deaths of Diana, Dodi and their driver Henri Paul. The new images have been carefully (4) ____ and pieced together from 31 security cameras inside Paris' Ritz Hotel. The couple were seen rushing into the hotel on the evening they both died in a (5) ____ car crash in a

Paris tunnel. They were swarmed by paparazzi and onlookers and dived into the hotel to avoid the photographers' flashes. The new pictures reveal Diana and Dodi sharing intimate moments in the hotel's elevator on the way to their (6) ____ car journey.

The focus of the inquest is now (7) ____ the actions of Henri Paul, the head of security at the Paris Ritz. There is speculation that he tipped (8) ____ the paparazzi to exactly when and from where Diana would leave the hotel the evening she died. Dodi's father, Harrods owner Mohamed al Fayed, claims Paul was an agent for the British secret services, who wanted Diana dead. He refuses to believe Mr. Paul was (9) ____ and maintains blood tests were faked to (10) ____ the world. Mr Paul was seen having several drinks in the hotel bar hours before he got behind the (11) _____. However, the leading judge in the case, Lord Justice Scott Baker, said the videos show Paul "coming down the stairs, bending down and balancing whilst tying his shoelaces, and that there is (12) ____ indication that his movements were affected by alcohol." The case continues.

- | | | | | |
|-----|---------------|-----------------|-----------------|----------------|
| 1. | (a) unrefined | (b) unregulated | (c) unrehearsed | (d) unreleased |
| 2. | (a) scenery | (b) scene | (c) scenes | (d) scenic |
| 3. | (a) into | (b) onto | (c) unto | (d) so to |
| 4. | (a) edition | (b) edited | (c) editing | (d) editor |
| 5. | (a) tragic | (b) tragedy | (c) tragically | (d) target |
| 6. | (a) fete | (b) fate | (c) fateful | (d) fatally |
| 7. | (a) on | (b) in | (c) out | (d) by |
| 8. | (a) on | (b) in | (c) out | (d) off |
| 9. | (a) drinker | (b) drink | (c) drank | (d) drunkard |
| 10. | (a) fool | (b) foolish | (c) foolhardy | (d) foolproof |
| 11. | (a) car key | (b) seat | (c) tyre / tire | (d) wheel |
| 12. | (a) none | (b) no | (c) not | (d) no one |

WRITING:

Write about *Diana* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find more information about the inquest into the deaths of Diana, Dodi and Henri Paul. Talk about what you discover with your partner(s) in the next Session.

3. DIANA: Make a poster about the life and death of Diana, Princess of Wales. Show your poster to your classmates in the next Session. Did you all find out similar things?

4. MAGAZINE ARTICLE: Write a magazine article about Diana and the things she did for charity. Include imaginary interviews with another prince or princess and a British citizen.

Read what you wrote to your classmates in the next Session. Write down new words and expressions.

5. LETTER: Write a letter to the head of the inquest in London. Ask him three questions about the inquest. Give him three pieces of advice on what he should do to get to the truth. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 9

London set to ban plastic bags

London may soon be changing the habits of shoppers in the city and helping the environment by banning the use of the ubiquitous plastic shopping bag. Estimates are that Londoners and tourists use 1.6 billion plastic bags each year, many of which are thrown away after just one use. Shoppers may soon have to buy reusable bags in an attempt to reduce the strain on landfill sites, where the bags take 400 years to break down. Local authorities have asked the British government to ban retailers from giving away free plastic bags. A spokesman said stores should sell reusable bags and pass the money raised on to environmental projects. "As a society, we need to do far more to reduce the amount of waste we are sending to landfill and London as a city is determined to take an ambitious lead on this issue," he said.

Retailers are up in arms at the idea and have promised to fight the government to stop the ban from going ahead. The British Retail Consortium said there was no need for the ban as it would simply cause inconvenience to shoppers. A spokesman told reporters: "We think it's excessive and misguided [because] retailers are already committed to reducing the environmental impact of bags by 25 per cent by the end of next year." He was worried the ban would affect sales, saying: "If somebody is going to go into a supermarket or convenience store, it's hard to see in practical terms, unless they have brought a bag with them, how they will be able to buy more than a few items." A recent survey found 92 percent of Londoners supported a total ban on plastic bags or a tax on them.

WARM-UPS

1. PLASTIC BAGS: Walk around the class and talk to other students about plastic bags. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

habits / environment / shopping bags / landfill sites / environmental projects / being up in arms / bans / inconvenience / sales / convenience stores / surveys

Have a chat about the topics you liked. Change topics and partners frequently.

3. BANNING THINGS: Are there everyday things in society we should ban? Rank these things on a scale of 1 (= doesn't need banning) to 10 (= definitely needs banning). Explain your choices to your partner(s).

- | | |
|--|----------------|
| · plastic bags | · Disney goods |
| · cars that can exceed the speed limit | · cigarettes |
| · fast food | · alcohol |
| · guns | · other _____ |

4. SHOPPING HABITS: With your partner(s), discuss which of the things below you would miss most when shopping:

- plastic bags
- trolleys / carts
- itemized receipts

- two-for-the-price-of-one special offers
- cash
- sales assistants

5. PLASTIC: Spend one minute writing down all of the different words you associate with the word 'plastic'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. QUICK DEBATE: Students A think plastic bags should be banned; Students B think the opposite. Change partners often.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. London has banned all stores from giving plastic bags to shoppers. | T / F |
| b. People use around 1.6 billion plastic bags in London every year. | T / F |
| c. It takes around 4,000 years for a plastic bag to decompose. | T / F |
| d. London has no ambitions to set an example with a plastic bag ban. | T / F |
| e. London stores are totally behind the idea of banning plastic bags. | T / F |
| f. Retailers do not yet have a target to reduce the number of bags. | T / F |
| g. Stores are worried people would buy fewer products with no bags. | T / F |
| h. 19.2 percent of Londoners agreed with the plastic bag ban. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|------------------|------------------|
| 1. habits | a. effect |
| 2. ubiquitous | b. furious |
| 3. estimates | c. serious |
| 4. strain | d. questionnaire |
| 5. determined | e. guesses |
| 6. up in arms | f. annoyance |
| 7. inconvenience | g. routines |
| 8. excessive | h. pressure |
| 9. impact | i. ever-present |
| 10. survey | j. extreme |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--|---------------------------------|
| 1. banning the use of the ubiquitous | a. total ban on plastic bags |
| 2. many of which are thrown | b. to break down |
| 3. bags take 400 years | c. lead on this issue |
| 4. pass the money raised | d. arms at the idea |
| 5. determined to take an ambitious | e. away after just one use |
| 6. Retailers are up in | f. of bags by 25 per cent |
| 7. it would simply cause inconvenience | g. practical terms |
| 8. reducing the environmental impact | h. plastic shopping bag |
| 9. it's hard to see in | i. on to environmental projects |

10. Londoners supported a

j. to shoppers

WHILE READING

GAP FILL: Put the words into the gaps in the text.

London may soon be changing the _____ of shoppers in the city and helping the environment by banning the _____ of the ubiquitous plastic shopping bag. Estimates are that Londoners and tourists use 1.6 billion plastic bags each year, many of which are _____ away after just one use. Shoppers may soon have to buy _____ bags in an attempt to reduce the strain on landfill sites, where the bags take 400 years to _____ down. Local authorities have asked the British government to ban _____ from giving away free plastic bags. A spokesman said stores should sell reusable bags and pass the money raised on to environmental projects. “As a _____, we need to do far more to reduce the amount of waste we are sending to landfill and London as a city is determined to take an ambitious lead on this _____,” he said.

*break
society
use
issue
reusable
habits
retailers
thrown*

Retailers are up in _____ at the idea and have promised to fight the government to stop the ban from going _____. The British Retail Consortium said there was no need for the ban as it would simply _____ inconvenience to shoppers. A spokesman told reporters: “We think it’s _____ and misguided [because] retailers are already committed to reducing the environmental impact of bags by 25 per cent by the _____ of next year.” He was worried the ban would affect sales, saying: “If somebody is going to go into a supermarket or convenience store, it’s hard to _____ in practical terms, unless they have brought a bag with them, how they will be able to buy more than a few _____.” A recent survey found 92 percent of Londoners supported a _____ ban on plastic bags or a tax on them.

*see
cause
end
total
arms
items
ahead
excessive*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words ‘**plastic**’ and ‘**bag**’.

| | |
|----------------|------------|
| plastic | bag |
|----------------|------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|--|--|
| <ul style="list-style-type: none"> • changing • estimates • strain • pass • society • lead | <ul style="list-style-type: none"> • arms • cause • impact • worried • practical • tax |
|--|--|

STUDENT PLASTIC BAGS SURVEY

Write five GOOD questions about plastic bags in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What are your feelings after reading the article?
- What do you think about plastic bags?
- Are there too many plastic bags in your country?
- Does your country have any campaigns to recycle plastic?

- f) Do you think shops need to give plastic (or any) bags to customers?
- g) Do you think our throwaway society has gone too far?
- h) What do you think of the idea of selling reusable bags and giving the money to environmental projects?
- i) Could you easily live without bags?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) Do you think retailers are right to be up in arms over this issue?
- c) When was the last time you were up in arms about something?
- d) Do you think no free plastic bags would inconvenience shoppers?
- e) What other everyday things do you think should be banned to help protect the environment?
- f) Do you think people really would buy less if there were no free plastic bags?
- g) What questions would you like to ask the head of the retail organization?
- h) What do you think his answers would be?
- i) Did you like this discussion?

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

London may soon be changing the (1) ____ of shoppers in the city and helping the environment by banning the (2) ____ of the ubiquitous plastic shopping bag. Estimates are that Londoners and tourists use 1.6 billion plastic bags each year, many of (3) ____ are thrown away after just one use. Shoppers may soon have to buy reusable bags in an attempt to reduce the strain on landfill sites, where the bags take 400 years to break (4) _____. Local authorities have asked the British government to ban retailers from giving away free plastic bags. A spokesman said stores should sell reusable bags and pass the money (5) ____ on to environmental projects. "As a society, we need to do far more to reduce the amount of waste we are sending to landfill and London as a city is determined to take an ambitious (6) ____ on this issue," he said.

Retailers are up in (7) ____ at the idea and have promised to fight the government to stop the ban from going ahead. The British Retail Consortium said there was no need for the ban as it would (8) ____ cause inconvenience to shoppers. A spokesman told reporters: "We think it's excessive and misguided [because] retailers are (9) ____ committed to reducing the environmental impact of bags (10) ____ 25 per cent by the end of next year." He was worried the ban would affect sales, saying: "If somebody is going to go into a supermarket or convenience store, it's (11) ____ to see in practical terms, unless they have brought a bag with them, how they will be able to buy more than a few items." A recent survey (12) ____ 92 percent of Londoners supported a total ban on plastic bags or a tax on them.

- | | | | | |
|----|----------------|------------|---------------|-------------|
| 1. | (a) habitation | (b) habit | (c) habits | (d) habitat |
| 2. | (a) useful | (b) use | (c) using | (d) user |
| 3. | (a) which | (b) whom | (c) that | (d) who |
| 4. | (a) away | (b) out | (c) in | (d) down |
| 5. | (a) heightened | (b) upped | (c) increased | (d) raised |
| 6. | (a) leading | (b) leader | (c) lead | (d) leads |
| 7. | (a) legs | (b) arms | (c) head | (d) feet |

- | | | | | |
|-----|--------------|-------------|-------------|--------------|
| 8. | (a) simply | (b) simple | (c) simpler | (d) simplest |
| 9. | (a) yet | (b) already | (c) as | (d) by |
| 10. | (a) at | (b) with | (c) for | (d) by |
| 11. | (a) hard | (b) hardly | (c) harden | (d) hardness |
| 12. | (a) findings | (b) finding | (c) found | (d) find |

WRITING:

Write about *plastic bags* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find more information about countries that have had campaigns regarding plastic bags and the environment. Talk about what you discover with your partner(s) in the next Session.

3. PLASTIC BAGS: Make a poster about how plastic bags can affect the environment. Show your poster to your classmates in the next Session. Did you all include similar things?

4. MAGAZINE ARTICLE: Write a magazine article about how plastic bags can affect the environment. Include imaginary interviews with a plastic bag manufacturer and an environmentalist.

Read what you wrote to your classmates in the next Session. Write down new words and expressions.

5. LETTER: Write a letter to the head of the British Retail Consortium. Ask him/her three questions about the plastic bag ban. Give him/her three pieces of advice on how to keep shoppers happy and keep the environment clean. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 10**Divorce is bad for the environment**

Divorce is bad for the environment. This is the conclusion of a research study carried out by ecologists at Michigan State University in the USA and published in the journal 'Proceedings of the National Academy of Sciences'. Researchers found that divorce has different kinds of negative impacts on the planet, including a higher demand for resources and a lower rate of efficiency in the use of household resources. The research team analyzed data on married couples and their use of resources in 12 countries, including the USA, Brazil, Costa Rica, Ecuador, Greece, Mexico and South Africa. Lead researchers Eunice Yu and Jianguo Liu discovered that divorce led to smaller average household sizes, which resulted in a larger number of total households and thus a greater demand for energy, water, and land.

In many countries around the world divorce rates have been rising. "A married household actually uses resources more efficiently," said Mr Liu. He added that people seemed surprised by his findings at first, and then after thinking about it, decided it was simple. He said: "People have been talking about how to protect the environment and combat climate change, but divorce is an overlooked factor that needs to be considered." His report states that in America in 2005, divorcees could have saved more than 73 billion kilowatt-hours of electricity and 627 billion gallons of water if

they had stayed married. In percentage terms, divorcees used 42-61 percent more resources per person compared with a married person. To help save natural resources, Yu and Liu recommended that governments consider the environmental impact of divorce and separation.

WARM-UPS

1. DIVORCE AND THE ENVIRONMENT: Walk around the class and talk to other students about possible links between divorce and the environment. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

divorce / environment / ecologists / resources / efficiency / household sizes / divorce rates / being surprised / climate change / electricity / water

Have a chat about the topics you liked. Change topics and partners frequently.

3. TWO-MINUTE DIVORCE DEBATES: Have the following fun 2-minute debates. Students A strongly believe in the first argument, students B the second. Change pairs often.

- a. Divorce is bad for the environment. Vs. What a ridiculous idea.
- b. Children should be able to divorce their parents. Vs. A crazy idea.
- c. Divorce is healthy. Vs. Divorce is unhealthy.
- d. Parents can never divorce. Vs. Divorce is often good for the kids.
- e. Divorce should be illegal. Vs. Don't be silly. This is the 21st Century.
- f. People should sign divorce settlements before marriage. Vs. How stupid.

4. ENVIRONMENTAL IMPACT: With your partner(s), discuss the possible impact on Earth's environment of these situations:

- ___ an increase in divorce
- ___ more and more people being able to speak English
- ___ a huge increase in the popularity of the colour pink
- ___ Mickey Mouse being totally unpopular
- ___ a doubling of the ant population
- ___ people becoming ten times happier
- ___ people watching, reading and listening to the news more often
- ___ 1960s fashion making a comeback

5. DIVORCE: Spend one minute writing down all of the different words you associate with the word 'divorce'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. QUICK ROLE PLAY: Student A believes divorce has no impact on the environment; Student B believes divorce has a huge impact on the environment. Role play their conversation. Change partners often. Change partners again and talk about your roles and conversations.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. Divorced people create a bad environment in schools and offices. | T / F |
| b. Researchers say divorce increases the demand for our resources. | T / F |
| c. The research was carried out on couples in 112 countries. | T / F |
| d. The research team discovered divorce reduced demand for water. | T / F |
| e. Divorce rates are going down in many countries around the world. | T / F |
| f. Divorce is rarely looked at as a factor of environmental change. | T / F |
| g. Divorcees use 14 percent more resources than married people. | T / F |
| h. The researchers urged governments to think about divorce more. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|----------------|--------------------|
| 1. conclusion | a. examined |
| 2. impacts | b. look at |
| 3. analyzed | c. effects |
| 4. resulted in | d. call |
| 5. demand | e. proportions |
| 6. rates | f. fight |
| 7. simple | g. findings |
| 8. combat | h. missed |
| 9. overlooked | i. led to |
| 10. consider | j. straightforward |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|-----------------------------|
| 1. the conclusion of a research study carried | a. on the planet |
| 2. different kinds of negative impacts | b. at first |
| 3. a lower rate of efficiency in the use | c. been rising |
| 4. smaller average | d. out by ecologists |
| 5. a greater demand for | e. per person |
| 6. divorce rates have | f. energy |
| 7. people seemed surprised by his findings | g. of household resources |
| 8. divorce is an overlooked factor that | h. household sizes |
| 9. divorcees used 42-61% more resources | i. the environmental impact |
| 10. recommended that governments consider | j. needs to be considered |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

Divorce is bad for the environment. This is the _____ of a research study carried _____ by ecologists at Michigan State University in the USA and

published in the journal 'Proceedings of the National Academy of Sciences'. Researchers found that divorce has different kinds of _____ impacts on the planet, including a higher demand for resources and a lower _____ of efficiency in the use of household resources. The research team analyzed _____ on married couples and their use of resources in 12 countries, _____ the USA, Brazil, Costa Rica, Ecuador, Greece, Mexico and South Africa. Lead researchers Eunice Yu and Jianguo Liu discovered that divorce _____ to smaller average household sizes, which resulted in a larger number of total households and _____ a greater demand for energy, water, and land.

*negative
rate
out
thus
including
conclusion
led
data*

In many countries around the world divorce rates have been _____. "A married household _____ uses resources more efficiently," said Mr Liu. He added that people seemed surprised by his findings at _____, and then after thinking about it, decided it was simple. He said: "People have been talking about how to _____ the environment and combat climate change, but divorce is an _____ factor that needs to be considered." His report states that in America in 2005, divorcees could have _____ more than 73 billion kilowatt-hours of electricity and 627 billion gallons of water if they had stayed married. In percentage terms, divorcees used 42-61 percent more resources _____ person compared with a married person. To help save natural resources, Yu and Liu recommended that governments consider the environmental _____ of divorce and separation.

*saved
actually
impact
protect
per
overlooked
rising
first*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words '**negative**' and '**impact**'.

| | |
|-----------------|---------------|
| negative | impact |
|-----------------|---------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|--------------|----------|
| • conclusion | • rising |
|--------------|----------|

| | |
|---|---|
| <ul style="list-style-type: none"> • negative • lower • data • led • greater | <ul style="list-style-type: none"> • surprised • combat • saved • per • separation |
|---|---|

STUDENT DIVORCE SURVEY

Write five GOOD questions about divorce in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- Do you think divorce is bad for the environment?
- What else is divorce bad for?
- Is divorce a problem in your country?
- Do you think religions should teach people about the environmental impact of divorce before they get married?
- Do you think divorcees should pay a special CO₂ charge?
- Do you think this study will be taken seriously?
- What other negative impacts do you think divorce might have on the environment?
- Do you think more couples will think about the environment before splitting up and getting divorced?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- Why would a married couple use resources more efficiently than two divorced people living alone?
- Don't you think a lot of the contents of this study is obvious?

- d) Why do you think divorce has been overlooked as contributor to climate change for so long?
- e) Are the numbers in the last half of paragraph two in the article serious numbers?
- f) Do you think the research findings will encourage environmentally conscious single people to cohabitate?
- g) Do you think governments should now seriously consider the environmental impact of divorce and separation?
- h) What questions would you like to ask the researchers?
- i) Did you like this discussion?

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

Divorce is bad for the environment. This is the conclusion (1) _____ a research study carried (2) _____ by ecologists at Michigan State University in the USA and published in the journal 'Proceedings of the National Academy of Sciences'. Researchers found that divorce has different kinds of negative (3) _____ on the planet, including a higher demand for resources and a lower rate of efficiency in the use of household resources. The research team analyzed (4) _____ on married couples and their use of resources in 12 countries, including the USA, Brazil, Costa Rica, Ecuador, Greece, Mexico and South Africa. (5) _____ researchers Eunice Yu and Jianguo Liu discovered that divorce led to smaller average household sizes, which resulted in a larger number of total households and (6) _____ a greater demand for energy, water, and land.

In many countries around the world divorce (7) _____ have been rising. "A married household (8) _____ uses resources more efficiently," said Mr Liu. He added that people seemed surprised by his findings at first, and then after thinking about it, decided it was simple. He said: "People have been talking about how to protect the environment and (9) _____ climate change, but divorce is an overlooked factor that needs to be considered." His report states that in America in 2005, divorcees could have saved more than 73 billion kilowatt-hours of electricity and 627 billion gallons of water if they (10) _____ stayed married. In percentage terms, divorcees used 42-61 percent more resources (11) _____ person compared with a married person. To help save natural resources, Yu and Liu recommended that governments consider the environmental impact of divorce and (12) _____.

- | | | | | |
|-----|---------------|----------------|---------------|---------------|
| 1. | (a) with | (b) for | (c) by | (d) of |
| 2. | (a) away | (b) in | (c) out | (d) across |
| 3. | (a) impacts | (b) compacts | (c) pacts | (d) pact |
| 4. | (a) datum | (b) data | (c) database | (d) databank |
| 5. | (a) Lead | (b) Gold | (c) Metal | (d) Steel |
| 6. | (a) though | (b) this | (c) thus | (d) these |
| 7. | (a) ratio | (b) rates | (c) rate | (d) pro rata |
| 8. | (a) acutely | (b) actuary | (c) actual | (d) actually |
| 9. | (a) combatant | (b) combative | (c) combats | (d) combat |
| 10. | (a) had | (b) have | (c) has | (d) have to |
| 11. | (a) pair | (b) poor | (c) per | (d) pre |
| 12. | (a) separate | (b) separation | (c) separates | (d) separated |

WRITING:

Write about *divorce* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

- 2. INTERNET:** Search the Internet and find more information about the report on divorce and the environment. Talk about what you discover with your partner(s) in the next Session.
- 3. DIVORCE:** Make a poster about divorce rates around the world and how societies treat divorcees differently. Show your poster to your classmates in the next Session. Did you all include similar things?
- 4. MAGAZINE ARTICLE:** Write a magazine article about how we can use the Earth's resources more efficiently. Include imaginary interviews with a river and the sky. Read what you wrote to your classmates in the next Session. Write down new words and expressions.
- 5. LETTER:** Write a letter to your government leaders. Give them three suggestions on what they should do about divorce and its impact on the environment. Give them three reasons they should act immediately. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 11

UK plans huge wind farm programme

The British government has unveiled plans to make the country the world's leader in the use of wind farms. It announced an ambitious project to power the entire country's homes using wind. Politicians hope that wind farms will provide 20 percent of Britain's total power needs by 2020. To do this, power companies will need to build 7,000 wind turbines all around the British coastline. This will greatly change coastal views, which many nature lovers are unhappy about. There are also fears that the wind farms may disrupt shipping, wildlife and the fishing industry. Meanwhile, consumer groups are concerned over the fact that the public will have to pay higher electricity bills for the wind power. The government hopes the environmental benefits of its idea will win over those worried about the project.

Britain's Business Secretary John Hutton outlined his vision of greatly increasing the amount of renewable energy. He said: "The UK has some of the best offshore wind resources in the world. [It also has] a long history of design, installation and operational expertise in the offshore environment." He added: "The challenge for government and for industry is to turn this potential – for our energy and economy – into a cost-effective reality." Britain may soon produce twice as much electricity from wind than any other country in the world. It could also be a model for how other countries can reduce the amount of fossil fuels and carbon they use. A spokesperson from the British Wind Energy Association said the UK would soon dominate the global market for offshore wind technologies.

WARM-UPS

- 1. WIND:** Walk around the class and talk to other students about wind. Change partners often. After you finish, sit with your original partner(s) and share what you found out.
- 2. CHAT:** In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

plans / world leaders / farms / power needs / coastal views / electricity bills / vision / renewable energy / design / expertise / challenges / fossil fuels

Have a chat about the topics you liked. Change topics and partners frequently.

- 3. TWO-MINUTE WIND DEBATES:** Have the following fun 2-minute debates. Students A strongly believe in the first argument, students B the second. Change pairs often.

- a. We should stop using all fossil fuels within 5 years. Vs. Don't be ridiculous.
- b. Wind will one day power the whole world. Vs. Only in windy places.
- c. Wind power is better than solar power. Vs. Solar power is best.
- d. Wind farms are too ugly. Vs. Wind farms help save the planet.
- e. Nuclear energy is better than wind energy. Vs. Too dangerous.
- f. The world will run out of wind one day. Vs. No way!!! How could it?

4. RENEWABLE ENERGY: With your partner(s), rank which of these power sources are best. Discuss when they are likely to play a large part in providing power for your country's needs:

- ___ wind farms
- ___ solar energy
- ___ wave power
- ___ hydroelectricity
- ___ geothermal power
- ___ nuclear power
- ___ biofuels

5. AMBITIOUS: Spend one minute writing down all of the different words you associate with the word 'ambitious'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. QUICK ROLE PLAY: Student A believes scientists will find renewable energies to satisfy the world's demand for power; Student B believes that when fossil fuels run out, the world will have not have enough power. Change partners often. Change partners again and talk about your roles and conversations.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. The UK plans to power all its homes using wind power by 2020. | T / F |
| b. It will build 70,000 special wind turbines to power all homes. | T / F |
| c. The wind farms will be built on mountain tops and beaches. | T / F |
| d. Wind power will mean people having to pay higher power charges. | T / F |
| e. The UK is a great place for renewable energy from wind. | T / F |
| f. The UK has only recently started wind farms in the sea. | T / F |
| g. The UK will soon produce most of the world's wind energy. | T / F |
| h. The UK may become the leading global player in wind technology. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|-------------|------------|
| 1. unveiled | a. anxious |
| 2. entire | b. example |
| 3. disrupt | c. whole |

- | | |
|--------------|--------------|
| 4. concerned | d. know-how |
| 5. win over | e. actuality |
| 6. expertise | f. promise |
| 7. potential | g. interrupt |
| 8. reality | h. convince |
| 9. model | i. control |
| 10. dominate | j. revealed |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|------------------------------|
| 1. The British government has unveiled | a. wind technologies |
| 2. an ambitious project to power the | b. views |
| 3. greatly change coastal | c. environment |
| 4. the wind farms may disrupt | d. entire country's homes |
| 5. its idea will win over those | e. his vision |
| 6. Secretary John Hutton outlined | f. shipping |
| 7. operational expertise in the offshore | g. fuels and carbon |
| 8. produce twice as much | h. plans |
| 9. reduce the amount of fossil | i. worried about the project |
| 10. dominate the global market for offshore | j. electricity from wind |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

The British government has unveiled _____ to make the country the world's leader in the use of wind farms. It announced an ambitious project to power the _____ country's homes using wind. Politicians hope that wind farms will provide 20 percent of Britain's total power _____ by 2020. To do this, power companies will need to build 7,000 wind turbines all around the British _____. This will greatly change coastal views, which many nature _____ are unhappy about. There are also fears that the wind farms may disrupt shipping, wildlife and the fishing _____. Meanwhile, consumer groups are concerned over the fact that the _____ will have to pay higher electricity bills for the wind power. The government hopes the environmental benefits of its idea will _____ over those worried about the project.

industry
needs
public
coastline
plans
win
lovers
entire

Britain's Business Secretary John Hutton _____ his vision of greatly increasing the amount of renewable energy. He said: "The UK has some of the best offshore wind _____ in the world. [It also has] a long _____ of design, installation and operational expertise in the offshore environment." He added: "The challenge for government and for industry is to _____ this potential – for our energy and economy – into a cost-effective reality." Britain may soon produce _____ as much electricity from wind than any other country in the world. It could also be a _____ for how other countries can reduce the amount of fossil fuels and _____ they use. A spokesperson from the British Wind Energy Association said the UK would soon dominate the _____ market for offshore wind technologies.

history
resources
global
carbon
outlined
model
turn
twice

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'wind' and 'farm'.

| | |
|-------------|-------------|
| wind | farm |
|-------------|-------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|--|---|
| <ul style="list-style-type: none"> • unveiled • entire • views • disrupt • higher • win over | <ul style="list-style-type: none"> • outlined • best • expertise • twice • model • dominate |
|--|---|

STUDENT RENEWABLE ENERGY SURVEY

Write five GOOD questions about renewable energy in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- Do you think wind farms will become a big thing in the future?
- Could wind power provide electricity to all of the homes in your country?
- What renewable energy sources could and should your country be using?
- Do you think it's OK to ruin the beauty of the countryside to stop global warming?
- What would you think if your town became full of wind turbines?
- Would you pay for much more expensive electricity to help the environment?
- Are people in your country enthusiastic about renewable energy?
- Does your government have any ambitious renewable energy projects?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- What is your vision for the energy needs of the world?
- Which renewable resource does your country have most of?
- Do you think governments are moving too slowly or too fast to develop renewable energy?
- Why is Britain and not your country the leader in wind technologies?
- How long do you think countries should continue using fossil fuels?
- Do you think there'll be zero carbon emissions one day?
- Will every house have its own wind turbine one day?
- Did you like this discussion?

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

The British government has unveiled plans to make the country the world's leader in the (1) ____ of wind farms. It announced an ambitious project to power the entire (2) ____ homes using wind. Politicians hope that wind farms will provide 20 percent of Britain's total power (3) ____ by 2020. To do this, power companies will need to build 7,000 wind turbines all around the British coastline. This will greatly change coastal (4) ____, which many nature lovers are unhappy about. There are also fears that the wind farms may disrupt shipping, wildlife and the fishing industry. Meanwhile, consumer groups are concerned (5) ____ the fact that the public will have to pay higher electricity bills for the wind power. The government hopes the environmental benefits of its idea will win (6) ____ those worried about the project.

Britain's Business Secretary John Hutton outlined his (7) ____ of greatly increasing the amount of renewable energy. He said: "The UK has some of the best offshore wind resources in the world. [It also has] a long history of design, installation and operational (8) ____ in the offshore environment." He added: "The challenge for government and for industry is to turn this potential – for our energy and economy – (9) ____ a cost-effective reality." Britain may soon produce twice as (10) ____ electricity from wind than any other country in the world. It could also be a model for how other

countries can reduce the amount of (11) _____ fuels and carbon they use. A spokesperson from the British Wind Energy Association said the UK would (12) _____ dominate the global market for offshore wind technologies.

- | | | | | |
|-----|----------------|---------------|----------------|---------------|
| 1. | (a) user | (b) usage | (c) use | (d) using |
| 2. | (a) countries | (b) country | (c) countries' | (d) country's |
| 3. | (a) necessary | (b) needs | (c) needy | (d) needing |
| 4. | (a) views | (b) viewers | (c) view | (d) viewing |
| 5. | (a) in | (b) around | (c) over | (d) under |
| 6. | (a) over | (b) under | (c) up | (d) down |
| 7. | (a) visible | (b) visionary | (c) visibility | (d) vision |
| 8. | (a) expert | (b) expertise | (c) expertly | (d) experts |
| 9. | (a) into | (b) onto | (c) unto | (d) up to |
| 10. | (a) most | (b) more | (c) many | (d) much |
| 11. | (a) fossilized | (b) fossilize | (c) fossil | (d) fossils |
| 12. | (a) sooner | (b) soon | (c) soonest | (d) soonish |

WRITING:

Write about *wind farms* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find more information about wind farms. Which are the best value? Talk about what you discover with your partner(s) in the next Session.

3. RENEWABLE ENERGIES: Make a poster about different kinds of renewable energies. Show your poster to your classmates in the next Session. Did you all include similar things?

4. MAGAZINE ARTICLE: Write a magazine article about how much longer we should use fossil fuels. Include imaginary interviews with an oil company executive and an environmentalist.

Read what you wrote to your classmates in the next Session. Write down new words and expressions.

5. LETTER: Write a letter to your government leaders. Give them three suggestions on what renewable energy sources they should be trying. Give them three reasons they should take your advice. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 12

China anger at Spielberg Olympics snub

China has expressed regret over the decision of US film-maker Steven Spielberg to cut his ties with the 2008 Olympic Games. The Hollywood producer decided to quit his post as the Games' artistic director because of the genocide in Darfur, and his view that China could do more to stop it. He told reporters: "Sudan's government bears the bulk of the responsibility for these ongoing crimes but the international community, and particularly China, should be doing more to end the continuing human suffering." China hit back at the negative press by saying it had worked tirelessly for years to

bring about peace in Sudan. "The Chinese government has made [continual] efforts to resolve the Darfur conflict," said Zhu Jing, a spokeswoman from the Olympic organizing committee. She added that China's endeavor to bring regional peace was "an obvious fact to the international community".

Spielberg's withdrawal coincides with Nobel Prize winners, Olympic athletes, writers, actors and politicians from around the world signing a letter criticizing China over Darfur. Signatories include South Africa's Archbishop Desmond Tutu. Ms Jing said that Darfur should not be linked to the Beijing Games because it would not help to resolve the issue and was "not in line with the Olympic spirit that separates sports from politics." China's 'Global Times' newspaper expressed outrage at what it called Western exploitation of the Olympics. It's editorial ran: "The vast majority of Chinese people have expressed...outrage at the Western pressure. In their view, it's absolutely absurd to place the Darfur issue...on the head of China." China is one of Sudan's closest allies and buys most of its oil exports. China is also a major supplier of weapons to Sudan.

WARM-UPS

1. BEIJING OLYMPICS: Walk around the class and talk to other students about the 2008 Olympic Games in Beijing. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

regret / cutting ties / genocide / bearing responsibility / suffering / endeavor / coincidences / resolving issues / the Olympic spirit / outrage / weapons supplier

Have a chat about the topics you liked. Change topics and partners frequently.

3. PREDICTION: With your partner(s), use all of the above words and make your own story based on the headline. Change partners and share your stories.

4. REGRETS: Complete the table below. Talk with your partner(s) about what you wrote. Change partners and share what you heard with others.

| Things I really my country doing | Things I regret my country not doing | Things I have no regrets about my country doing |
|----------------------------------|--------------------------------------|---|
| | | |
| | | |
| | | |
| | | |

5. DARFUR OLYMPICS: With your partner, talk about which of the these possibilities you agree with. Rank them in order of your favourite. Change partners and share your ideas and findings

- _____ Boycott the Olympics unless China acts
- _____ Hold the Olympic Games in Darfur
- _____ Ban Sudan from competing in the Olympics
- _____ Rename the Games "Olympics for Darfur"
- _____ Allow a Team Darfur to compete in the Beijing Games
- _____ Show the numbers of dead in the genocide next to the medals tables

6. REGRET: Spend one minute writing down all of the different words you associate with the word 'regret'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

7. QUICK ROLE PLAY: Student A **strongly** believes that China should put strong pressure on Sudan over Darfur; Student B **strongly** believes that sport and politics shouldn't mix. Change partners again and talk about your roles and conversations.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. Steven Spielberg has refused free Olympics tickets from China. | T / F |
| b. Spielberg quit his Olympics job because of the Darfur genocide. | T / F |
| c. China said it has worked for many years to bring peace to Sudan. | T / F |
| d. An Olympics spokeswoman said China's peace efforts aren't clear. | T / F |
| e. Archbishop Desmond Tutu wrote to China to request tickets. | T / F |
| f. The Olympics spokeswoman said sport and politics shouldn't mix. | T / F |
| g. A Chinese paper said the West was taking advantage of the Games. | T / F |
| h. China and Sudan supply each other with weapons and oil. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|-----------------|-----------------------|
| 1. expressed | a. happens together |
| 2. ties | b. lion's share |
| 3. bulk | c. ridiculous |
| 4. tirelessly | d. making the most of |
| 5. endeavor | e. doggedly |
| 6. coincides | f. relations |
| 7. resolve | g. great |
| 8. exploitation | h. indicated |
| 9. vast | i. settle |
| 10. absurd | j. effort |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--|----------------------------|
| 1. expressed regret | a. of the responsibility |
| 2. Sudan's government bears the bulk | b. on the head of China |
| 3. end the continuing human | c. over the decision |
| 4. it had worked | d. China over Darfur |
| 5. China's endeavor to bring | e. with the Olympic spirit |
| 6. signing a letter criticizing | f. regional peace |
| 7. not in line | g. of the Olympics |
| 8. Western exploitation | h. tirelessly for years |
| 9. absurd to place the Darfur issue... | i. weapons to Sudan |
| 10. China is also a major supplier of | j. suffering |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

China has expressed _____ over the decision of US film-maker Steven Spielberg to _____ his ties with the 2008 Olympic Games. The Hollywood producer decided to quit his _____ as the Games' artistic director because of the genocide in Darfur, and his view that China could do more to stop it. He told reporters: "Sudan's government _____ the bulk of the responsibility for these ongoing crimes but the international community, and particularly China, should be doing more to end the continuing human suffering." China _____ back at the negative press by saying it had worked _____ for years to bring about peace in Sudan. "The Chinese government has made [continual] efforts to _____ the Darfur conflict," said Zhu Jing, a spokeswoman from the Olympic organizing committee. She added that China's endeavor to bring regional peace was "an _____ fact to the international community".

post
tirelessly
cut
resolve
regret
hit
obvious
bears

Spielberg's withdrawal _____ with Nobel Prize winners, Olympic athletes, writers, actors and politicians from around the world signing a letter criticizing China over Darfur. _____ include South Africa's Archbishop Desmond Tutu. Ms Jing said that Darfur should not be _____ to the Beijing Games because it would not help to resolve the issue and was "not in _____ with the Olympic spirit that separates sports from politics." China's 'Global Times' newspaper expressed outrage at what it called Western exploitation of the Olympics. It's _____ ran: "The vast majority of Chinese people have expressed...outrage at the Western pressure. In their _____, it's absolutely _____ to place the Darfur issue...on the head of China." China is one of Sudan's closest _____ and buys most of its oil exports. China is also a major supplier of weapons to Sudan.

signatories
view
linked
allies
coincides
editorial
line
absurd

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'express' and 'regret'.

| | |
|----------------|---------------|
| express | regret |
|----------------|---------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|--|--|
| <ul style="list-style-type: none"> • cut • post • bears • end • press • endeavor | <ul style="list-style-type: none"> • coincides • linked • resolve • Western • vast • closest |
|--|--|

STUDENT DARFUR SURVEY

Write five GOOD questions about Darfur in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the word 'Olympics'?
- c) What are your feelings toward what is happening in Darfur?
- d) What do you think of Steven Spielberg's decision to quit his Olympic post and cut his ties with Beijing?
- e) How worried do you think China is about negative press and bad publicity affecting the Beijing Olympic Games?
- f) George W. Bush recently said what was happening in Darfur was genocide. Do you agree with him?
- g) What responsibility does China have towards trying to end the human suffering in Darfur?
- h) If the US thinks genocide is happening in Darfur, why do you think it isn't acting to stop it?
- i) Is China's endeavor to bring regional peace in Sudan an "obvious fact" to you?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) Why do you think it's mainly athletes and artists who are pressuring China over Darfur?
- c) Do you agree with Olympic spokeswoman Zhu Jing when she said Darfur should not be linked to the Olympics Games?
- d) Can politics and sport ever be kept separate, especially with the Olympics?
- e) Do you agree the West is exploiting the Olympics over Darfur?
- f) Do you think countries with poor human rights records should be banned from holding the Olympic Games?
- g) Would you like to go to the Beijing Games?
- h) What questions would you like to ask Steven Spielberg?
- i) Did you like this discussion? Why (not)?

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

China has expressed regret (1) _____ the decision of US film-maker Steven Spielberg to cut his (2) _____ with the 2008 Olympic Games. The Hollywood producer decided to quit his post as the Games' artistic director because of the genocide in Darfur, and his (3) _____ that China could do more to stop it. He told reporters: "Sudan's government (4) _____ the bulk of the responsibility for these ongoing crimes but the international community, and particularly China, should be doing more to end the continuing human suffering." China hit back at the negative press by saying it had worked (5) _____ for years to bring about peace in Sudan. "The Chinese government has made [continual] efforts to resolve the Darfur conflict," said Zhu Jing, a spokeswoman from the Olympic organizing committee. She added that China's endeavor to bring regional peace was "an (6) _____ fact to the international community".

Spielberg's withdrawal (7) _____ with Nobel Prize winners, Olympic athletes, writers, actors and politicians from around the world signing a letter criticizing China over Darfur. (8) _____ include South Africa's Archbishop Desmond Tutu. Ms Jing said that Darfur should not be linked to the Beijing Games because it would not help to resolve the issue and was "not (9) _____ line with the Olympic spirit that separates sports from politics." China's 'Global Times' newspaper expressed outrage at what it called Western exploitation of the Olympics. It's editorial (10) _____: "The vast majority of Chinese people have expressed...outrage at the Western pressure. In their view, it's (11) _____ absurd to place the Darfur issue...on the head of China." China is one of Sudan's closest (12) _____ and buys most of its oil exports. China is also a major supplier of weapons to Sudan.

- | | | | | |
|-----|------------------|----------------|-----------------|------------------|
| 1. | (a) under | (b) on | (c) in | (d) over |
| 2. | (a) ties | (b) neckties | (c) bow ties | (d) tie-dye |
| 3. | (a) viewing | (b) view | (c) viewer | (d) viewed |
| 4. | (a) outfoxes | (b) dogs | (c) bears | (d) apes |
| 5. | (a) tires | (b) tire | (c) tirelessly | (d) tireless |
| 6. | (a) obviously | (b) obvious | (c) oblivious | (d) obliviously |
| 7. | (a) coincidences | (b) coinciding | (c) coincidence | (d) coincides |
| 8. | (a) Signatories | (b) Signs | (c) Signature | (d) Autographs |
| 9. | (a) on | (b) in | (c) parallel | (d) out of |
| 10. | (a) sprinted | (b) jogged | (c) dashed | (d) ran |
| 11. | (a) absolutist | (b) absolute | (c) absolutely | (d) absoluteness |
| 12. | (a) allies | (b) ally | (c) alliance | (d) alied |

WRITING:

Write about *the Olympics* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out about politics and the Olympics. Share what you discover with your partner(s) in the next Session.

3. OLYMPICS: Make a poster about your favourite Olympics events. Show your work to your classmates in the next Session. Did you all have similar things?

4. SNUB: Write a magazine article about Steven Spielberg's decision to snub China and the Beijing Olympics. Include imaginary interviews with Mr Spielberg and China's President Hu Jintao.

Read what you wrote to your classmates in the next Session. Write down new words and expressions.

5. LETTER: Write a letter to Steven Spielberg. Ask him three questions about his decision to snub China and the Beijing Olympics. Give him three suggestions on what he should do from now to help stop the human suffering in Darfur. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 13

Afternoon naps increase risk of stroke

People used to believe that taking an afternoon nap was good for their health. However, according to a new report, daytime dozing may actually harm our health, especially in the elderly. A team of American researchers told the recent International Stroke Conference that older people who regularly napped were more likely to suffer a stroke. Their research showed that "some dozing" increased the risk of a stroke by up to 2.6 times, compared with those who never took naps. "Significant dozing" meant the risk was 4.5 times higher. The researchers said that the habit of napping may be an early warning sign of a future stroke. The team leader, Dr Bernadette Boden-Albala advised doctors to keep a check on older people who often dozed off. She said: "If patients are moderately or significantly dozing, physicians need to think about sending them for further evaluation."

In the two-and-a-half-year study, the team asked 2,000 people how often they dozed off in different situations. These included while watching TV, sitting and chatting to someone, relaxing after lunch, and stopping in traffic while driving. All the participants were aged 40 or above and none had previously suffered a stroke. The team's findings were adjusted to take into account traditional stroke risk factors, such as age, race, gender, education, blood pressure, diabetes, obesity, and levels of exercise. Dr Boden-Albala suggested we need to question what is healthiest for us, saying "sleepiness obviously puts us at risk of stroke". She added this was important to ask because other studies show that people do not get enough sleep, which makes them constantly tired. The study's findings may not be comfortable reading for those in countries where siestas are common.

WARM-UPS

1. TAKING A NAP: Walk around the class and talk to other students about taking a nap. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

afternoon naps / the elderly / strokes / early warning signs / risk / doctors / watching TV / chatting / relaxing after lunch / gender / getting enough sleep

Have a chat about the topics you liked. Change topics and partners frequently.

3. EARLY WARNING SIGNS: Scientists often discover strange things. With your partner(s), imagine what dangers to our bodies these “early warning signs” might represent. Change partners and share what you talked about.

| “Early warning sign” | Possible dangers | Remedy |
|-------------------------------------|------------------|--------|
| a. Afternoon napping | | |
| b. Forgetting people’s names | | |
| c. Daydreaming | | |
| d. Stiff shoulders | | |
| e. Being bored of going shopping | | |
| f. Complaining about younger people | | |

4. NAPS: With your partner, talk about the best place to take a nap. Rank them in order of the best quality nap. Change partners and share your ideas and findings

- _____ in English class
- _____ on a train or bus
- _____ on the sofa after lunch
- _____ in a hot bath
- _____ in the park
- _____ while watching TV

5. STROKE: Spend one minute writing down all of the different words you associate with the word ‘stroke’. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. QUICK ROLE PLAY: Students A **strongly** believe that sleep is a waste of valuable time; Students B **strongly** believe sleep is one of the best things in life. Change partners again and talk about your roles and conversations.

BEFORE READING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- Dozing off in the afternoon could be dangerous to teenagers. T / F
- People who sometimes napped didn’t increase their risk of a stroke. T / F
- Heavy dozers were 4.5 times more likely to suffer a stroke. T / F
- A researcher suggested doctors should ask about sleeping habits. T / F
- A study into dozing off and strokes took two-and-a-half years. T / F
- Everyone in the study was over 50 years old. T / F
- The study considered things like age, sex and physical activity. T / F
- The study is welcome news for people who like having a siesta. T / F

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|---------------|------------------|
| 1. nap | a. changed |
| 2. elderly | b. clearly |
| 3. regularly | c. circumstances |
| 4. physicians | d. earlier |
| 5. evaluation | e. doctors |
| 6. situations | f. conclusions |
| 7. previously | g. frequently |
| 8. adjusted | h. shut-eye |
| 9. obviously | i. examination |
| 10. findings | j. aged |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|-------------------------|
| 1. taking an afternoon nap was good | a. different situations |
| 2. daytime dozing may actually | b. was 4.5 times higher |
| 3. more likely to suffer | c. at risk |
| 4. Significant dozing meant the risk | d. harm our health |
| 5. keep a check | e. suffered a stroke |
| 6. how often they dozed off in | f. for their health |
| 7. none had previously | g. reading |
| 8. take into account traditional | h. a stroke |
| 9. sleepiness obviously puts us | i. stroke risk factors |
| 10. The study's findings may not be comfortable | j. on older people |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

People used to _____ that taking an afternoon nap was good for their health. However, _____ to a new report, daytime dozing may actually harm our health, especially in the _____. A team of American researchers told the recent International Stroke Conference that older people who regularly napped were more _____ to suffer a stroke. Their research showed that "some dozing" increased the risk of a stroke by up to 2.6 times, compared with those who never took naps. "Significant dozing" _____ the risk was 4.5 times higher. The researchers said that the habit of napping may be an early warning sign of a _____ stroke. The team leader, Dr Bernadette Boden-Albala advised doctors to keep a _____ on older people who often dozed off. She said: "If patients are moderately or significantly dozing, physicians need to think about sending them for further _____."

*meant
according
evaluation
likely
elderly
check
believe
future*

In the two-and-a-half-year study, the team asked 2,000 people how often they dozed off in different _____. These included while watching TV, sitting and chatting to someone, _____ after lunch, and stopping in traffic while driving. All the participants were aged 40 or above and none had _____ suffered a stroke. The team's findings were adjusted to take into _____ traditional stroke risk factors, such as age, race, gender, education, blood

*obviously
previously
levels
common*

pressure, diabetes, obesity, and _____ of exercise. Dr Boden-Albala suggested we need to question what is healthiest for us, saying "sleepiness _____ puts us at risk of stroke". She added this was important to ask because other studies show that people do not get enough sleep, which makes them _____ tired. The study's findings may not be comfortable reading for those in countries where siestas are _____.

*situations
constantly
account
relaxing*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words '**warning**' and '**sign**'.

| | |
|----------------|-------------|
| warning | sign |
|----------------|-------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|--|---|
| <ul style="list-style-type: none"> • used to • actually • regularly • compared • check • further | <ul style="list-style-type: none"> • situations • traffic • adjusted • question • constantly • common |
|--|---|

STUDENT SLEEP SURVEY

Write five GOOD questions about sleep in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'nap'?
- How often do you take a nap?
- Do you think the findings of this research makes sense?
- Why do you think taking a nap can increase the risk of a stroke?
- What do you know about strokes and heart attacks?
- Other studies say taking a nap is good for us. What do you think?
- Do you get enough sleep?
- What other early warning signs of stroke and heart disease do you know of?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- Where and when is your favourite place to take a nap?
- Have you ever dozed off when you shouldn't have?
- What do you think of dozing off in Sessions?
- When was the sleepest you have ever been?
- Do you think sleeping can be a waste of time?
- Do you think people in countries where siestas are common will worry about this report?
- What questions would you like to ask Dr Boden-Albala?
- Did you like this discussion? Why (not)?

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

People used to believe that (1) _____ an afternoon nap was good for their health. However, according to a new report, daytime dozing may actually (2) _____ our health, especially in the elderly. A team of American researchers told the (3) _____ International Stroke Conference that older people who regularly napped were more (4) _____ to suffer a stroke. Their research showed that “some dozing” increased the risk of a stroke by up to 2.6 times, compared with those who never took naps. “Significant dozing” meant the (5) _____ was 4.5 times higher. The researchers said that the habit of

napping may be an early warning sign of a future stroke. The team leader, Dr Bernadette Boden-Albala advised doctors to keep a (6) _____ on older people who often dozed off. She said: "If patients are moderately or significantly dozing, physicians need to think about sending them for further evaluation."

In the two-and-a-half-year study, the team asked 2,000 people how often they dozed off (7) _____ different situations. These included while watching TV, sitting and chatting to someone, relaxing after lunch, and stopping in traffic (8) _____ driving. All the participants were aged 40 or above and none had (9) _____ suffered a stroke. The team's findings were adjusted to take into account traditional stroke risk factors, such as age, race, (10) _____, education, blood pressure, diabetes, obesity, and levels of exercise. Dr Boden-Albala suggested we need to question what is healthiest for us, saying "sleepiness obviously puts us (11) _____ risk of stroke". She added this was important to ask because other studies show that people do not get enough sleep, which makes them constantly tired. The study's findings may not be (12) _____ reading for those in countries where siestas are common.

- | | | | | |
|-----|------------------|----------------|-----------------|----------------|
| 1. | (a) taken | (b) take | (c) taking | (d) takes |
| 2. | (a) harm | (b) harmful | (c) harms | (d) harmless |
| 3. | (a) resent | (b) recently | (c) recentness | (d) recent |
| 4. | (a) like | (b) likely | (c) likes | (d) liked |
| 5. | (a) risky | (b) risk | (c) risqué | (d) risked |
| 6. | (a) check | (b) cheek | (c) cheque | (d) checked |
| 7. | (a) by | (b) for | (c) in | (d) on |
| 8. | (a) whiling | (b) whiles | (c) whiled | (d) while |
| 9. | (a) periodically | (b) preciously | (c) precisely | (d) previously |
| 10. | (a) gender | (b) gentler | (c) gander | (d) gender gap |
| 11. | (a) to | (b) at | (c) for | (d) of |
| 12. | (a) snug | (b) cozy | (c) comfortable | (d) relaxed |

WRITING:

Write about *napping* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about the health benefits of sleep. Share what you discover with your partner(s) in the next Session.

3. SLEEP: Make a poster about your different sleeping patterns. Show your work to your classmates in the next Session. Did you all have similar things?

4. ANTI-SLEEP PILL: Write a magazine article about an anti-sleep pill that gives your body all the rest it needs without the need to sleep. Include imaginary interviews with the inventor and a doctor who disagrees with the pill.

Read what you wrote to your classmates in the next Session. Write down new words and expressions.

5. LETTER: Write a letter to Dr Boden-Albala. Ask her three questions about her study. Give her three reasons why you agree or disagree with her findings. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 14

Top spam e-mail sender stays in prison

An American court has sent a strong warning to anyone who sends spam e-mail. Virginia judges decided that one of the world's top e-mail spammers, Jeremy Jaynes, must stay in prison. He was originally jailed for nine years in 2004 for mass distribution of junk e-mail. He appealed against the decision and was trying to get his prison sentence overturned, saying that sending bulk e-mail was not against the law. He tried to argue in court that his rights of free speech meant he could send as many mails as he liked. The judges disagreed in a 4-3 decision against him. Virginia's state attorney Bob McDonnell said: "This is a historic victory in the fight against online crime." He added: "Spam not only clogs e-mail inboxes and destroys productivity, it also defrauds citizens and threatens the online revolution that is so critical to...economic prosperity."

Jaynes was thought to be one of the top ten spammers in the world before the police caught him. He used aliases and false Internet addresses to mail out millions of junk mails. Investigators said he sent as many as ten million mails a day, which earned him up to \$750,000 a month. Many of these mails were for fake goods and services. The court ruled that Jaynes was sending out false information and this was not protected under America's laws of free speech. Jaynes' lawyer said the court's decision was dangerous as it meant anyone who sent out bulk mail anonymously could now be arrested. Although keeping Jaynes in prison is good news in the fight against cyber-crime, there are thousands more like him. Experts predict that up to 90 percent of the world's e-mail is junk. Spam also tricks people into giving personal information like bank and credit card details to the spammers.

WARM-UPS

1. E-MAIL: Walk around the class and talk to other students about e-mail. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

American courts / strong warnings / prison / free speech / rights / online crime / aliases / junk mails / fake goods / experts / personal information / spammers

Have a chat about the topics you liked. Change topics and partners frequently.

3. E-OPINIONS: Talk with your partner(s) about the points below. Are they true? Rate them: 10 = very true, 1 = not at all true. Talk about the reasons for your scores. Change partners and share your findings.

- a. _____ e-mail can never harm us
- b. _____ children should not have e-mail accounts until they are 16
- c. _____ letters are better than e-mail
- d. _____ anyone who buys anything from an e-mail is stupid

- e. _____ spammers are worse than thieves
- f. _____ sending e-mail anonymously is totally OK
- g. _____ spammers should be jailed for damaging the economy
- h. _____ online crime will get worse in the future

4. E-MAIL PROBLEMS: Talk with your partner(s) about these e-mail problems. Agree on the three biggest and smallest. Change partners and share your findings.

- spam
- time taken to send mail
- file size
- connection speed
- viruses
- English spelling
- personal information
- phishing
- losing mails
- other _____

5. JUNK: Spend one minute writing down all of the different words you associate with the word 'junk'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. QUICK ROLE PLAY: Student A **strongly** believes that sending spam e-mails isn't a criminal offence; Student B **strongly** believes sending spam e-mails is a serious crime. Change partners again and talk about your roles and conversations.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. A US court ruled a big-time e-mail spammer must stay in jail. | T / F |
| b. The spammer will be released from prison in 2013. | T / F |
| c. Forty three judges decided to keep the spammer in prison. | T / F |
| d. Spam mail has a negative effect on the economy. | T / F |
| e. The spammer used his own name in all of the mails he sent. | T / F |
| f. The spammer sent as many as 10,000,000 mails every day. | T / F |
| g. It could be that up to 90 per cent of all e-mails is spam. | T / F |
| h. Spammers never try to get personal information and bank details. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|----------------|----------------|
| 1. mass | a. reversed |
| 2. originally | b. fools |
| 3. overturned | c. wealth |
| 4. clogs | d. large-scale |
| 5. prosperity | e. imitation |
| 6. aliases | f. initially |
| 7. fake | g. forecast |
| 8. anonymously | h. blocks |
| 9. predict | i. false names |
| 10. tricks | j. secretly |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--|-----------------------------|
| 1. sent a strong warning to anyone who | a. laws of free speech |
| 2. mass distribution | b. sentence overturned |
| 3. trying to get his prison | c. false Internet addresses |
| 4. his rights of | d. of junk e-mail |
| 5. the online revolution that is so critical | e. be one of the top ten |
| 6. thought to | f. sends spam e-mail |
| 7. He used aliases and | g. world's e-mail is junk |
| 8. not protected under America's | h. to economic prosperity |
| 9. anyone who sent out bulk mail | i. free speech |
| 10. Experts predict that up to 90% of the | j. anonymously |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

An American court has sent a _____ warning to anyone who sends spam e-mail. Virginia judges decided that one of the world's top e-mail spammers, Jeremy Jaynes, must stay in prison. He was _____ jailed for nine years in 2004 for mass distribution of junk e-mail. He appealed _____ the decision and was trying to get his prison sentence overturned, saying that sending bulk e-mail was not against the law. He tried to _____ in court that his rights of free speech meant he could send as many mails as he liked. The judges disagreed in a 4-3 _____ against him. Virginia's state attorney Bob McDonnell said: "This is a historic victory in the fight against _____ crime." He added: "Spam not only _____ e-mail inboxes and destroys productivity, it also defrauds citizens and threatens the online revolution that is so critical to...economic _____."

*decision
against
prosperity
online
strong
argue
clogs
originally*

Jaynes was _____ to be one of the top ten spammers in the world before the police caught him. He used aliases and _____ Internet addresses to mail out millions of junk mails. Investigators said he sent as _____ as ten million mails a day, which earned him up to \$750,000 a month. Many of these mails were for _____ goods and services. The court ruled that Jaynes was sending out false information and this was not protected _____ America's laws of free speech. Jaynes' lawyer said the court's decision was dangerous as it _____ anyone who sent out bulk mail anonymously could now be arrested. Although keeping Jaynes in prison is good news in the fight against cyber-crime, there are thousands more like him. Experts _____ that up to 90 percent of the world's e-mail is junk. Spam also _____ people into giving personal information like bank and credit card details to the spammers.

*under
many
fake
tricks
thought
meant
false
predict*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'junk' and 'mail'.

| | |
|------|------|
| junk | mail |
|------|------|

- Share your findings with your partners.

- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|--|--|
| <ul style="list-style-type: none"> • strong • originally • overturned • judges • historic • critical | <ul style="list-style-type: none"> • false • earned • protected • dangerous • fight • tricks |
|--|--|

STUDENT E-MAIL SURVEY

Write five GOOD questions about e-mail in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?

- b) What springs to mind when you hear the word 'spam'?
- c) How do you feel when you see junk mail in your inbox?
- d) What would you like to do to people who send you junk mail?
- e) Do you think the authorities could and should do more to stop spammers sending junk mail?
- f) Is it part of free speech to send mails to people you don't know?
- g) What do you do to keep your e-mail address known to as few people as possible?
- h) What punishment should spammers receive for sending out junk mail?
- i) Why do you think Jaynes thought it was OK to send up to 10 million e-mails a day using aliases and false Internet addresses?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) Has a junk mail ever successfully tricked you?
- c) Do you think nine years in prison is a suitable sentence for Jeremy Jaynes?
- d) Do you think junk mail will be a problem for many years or will someone find a solution to stop spamming?
- e) Do you prefer e-mail or writing letters with a pen and mailing them in an envelope?
- f) What do you do to avoid spam?
- g) Are you worried that the Internet will become more and more dangerous?
- h) What do you think about what Jaynes' lawyer said about the decision?
- i) Did you like this discussion?

LANGUAGE

CORRECT WORD: Put the correct words from a–d below in the article.

An American court has sent a (1) _____ warning to anyone who sends spam e-mail. Virginia judges decided that one of the world's top e-mail spammers, Jeremy Jaynes, must stay in prison. He was (2) _____ jailed for nine years in 2004 for mass distribution of junk e-mail. He appealed against the decision and was trying to get his prison sentence (3) _____, saying that sending bulk e-mail was not against the law. He tried to argue in court that his rights (4) _____ free speech meant he could send as many mails as he liked. The judges disagreed in a 4-3 decision against him. Virginia's state attorney Bob McDonnell said: "This is a (5) _____ victory in the fight against online crime." He added: "Spam not only clogs e-mail inboxes and destroys productivity, it also defrauds citizens and (6) _____ the online revolution that is so critical to...economic prosperity."

Jaynes was thought (7) _____ be one of the top ten spammers in the world before the police caught him. He used (8) _____ and false Internet addresses to mail out millions of junk mails. Investigators said he sent as many as ten million mails a day, which (9) _____ him up to \$750,000 a month. Many of these mails were for fake goods and services. The court ruled that Jaynes was sending out false information and this was not protected (10) _____ America's laws of free speech. Jaynes' lawyer said the court's decision was dangerous as it meant anyone who sent out bulk mail anonymously could now be arrested. Although (11) _____ Jaynes in prison is good news in the fight against cyber-crime, there are thousands more like him. Experts predict that up to 90 percent of the world's e-mail is junk. Spam also tricks people (12) _____ giving personal information like bank and credit card details to the spammers.

- | | | | | |
|----|----------------|----------------|---------------|---------------|
| 1. | (a) strengthen | (b) strength | (c) strongest | (d) strong |
| 2. | (a) origins | (b) originally | (c) origin | (d) originate |

- | | | | | |
|-----|----------------|------------------|----------------|-----------------|
| 3. | (a) overturned | (b) overtaken | (c) overstayed | (d) overcast |
| 4. | (a) by | (b) for | (c) of | (d) from |
| 5. | (a) hysterical | (b) historically | (c) historic | (d) historian |
| 6. | (a) threats | (b) threatens | (c) treats | (d) threatening |
| 7. | (a) to | (b) of | (c) on | (d) out |
| 8. | (a) aliens | (b) alias | (c) alas | (d) aliases |
| 9. | (a) burned | (b) earned | (c) yearned | (d) turned |
| 10. | (a) over | (b) before | (c) around | (d) under |
| 11. | (a) keep | (b) keeps | (c) keeping | (d) kept |
| 12. | (a) into | (b) onto | (c) and to | (d) up to |

WRITING:

Write about *e-mail* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out about spam mails and junk mails. Share what you discover with your partner(s) in the next Session.

3. CYBER DANGERS: Make a poster about all the different dangers and annoyances of the Internet – from spam to phishing to identity theft. Show your work to your classmates in the next Session. Did you all have similar things?

4. SPAM: Write a magazine article about a spammer who became very rich by sending bulk spam mail and then ended up in prison. Include imaginary interviews with the spammer and someone who lost a lot of money after buying fake goods from one of the spammer's mails.

Read what you wrote to your classmates in the next Session. Write down new words and expressions.

5. LETTER: Write a letter to the head teacher of cybercrime fighting unit. Ask her/him three questions about cybercrime. Give her/him three suggestions on what (s)he should do to stop it. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 15

Huge US job losses spark recession fears

There seems to be little doubt among Americans that the USA is sinking into recession. The US Labor Department reported 80,000 job losses in March, the biggest reduction in five years. The cuts came as an unwelcome surprise to economists, who predicted an increase of 50,000 jobs. Almost a quarter of a million jobs have been lost in America in the first three months of the year. This is another grim economic statistic that suggests the world's largest economy has some difficult times ahead. The US unemployment rate now stands at 5.1 percent. There are fears that further job losses will come in the next few months. Economists are worried that employers will cut back on hiring

because of a lack of confidence in the financial system. The credit crisis and recent housing slump has put companies off taking risks.

The US treasury secretary Ben Bernanke came as close as he has ever come to acknowledging that a recession was looming. He didn't use the "r" word but did admit that the US economy could be heading into a very mild recession. "It now appears likely that real gross domestic product (GDP) will not grow much, if at all, over the first half of 2008 and could even contract slightly," he said. On a more positive note, he did say any negative growth would be short term: "We expect economic activity to strengthen in the second half of the year, in part, as the result of [our] monetary and fiscal policies." He said recent actions to help banks had helped the economy, but that "financial markets remain under considerable stress." All eyes will now be on the job figures for April.

WARM-UPS

1. THE ECONOMY: Walk around the class and talk to other students about the economy. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

doubt / sinking / job losses / unwelcome surprises / grim statistics / hiring / slumps / the "r" word / gross domestic product / monetary policies / financial markets

Have a chat about the topics you liked. Change topics and partners frequently.

3. JOB LOSS: How bad is losing your job? What lifestyle changes would you need to make if you were unemployed? Talk about the things in the table with your partner(s). Change partners and share your ideas.

| My lifestyle | changes after job loss (sell, cut down, do more, replace...) |
|--------------|--|
| sleep | |
| car | |
| hobbies | |
| food | |
| investments | |
| the children | |
| savings | |
| the house | |

4. POLICIES: If you were your nation's leader, what would you do on each of these? With your partner(s), agree on one or two decisions for each. Change partners and share your decisions.

- monetary policy
- fiscal policy
- immigration policy
- foreign policy
- defence policy
- education policy
- welfare policy
- environmental policy

5. RECESSION: Spend one minute writing down all of the different words you associate with the word 'recession'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. QUICK DEBATE: Students A **strongly** believe that the world's economy will strengthen from now; Students B **strongly** believe the world's economy will weaken from now. Change partners again and talk about your roles and conversations.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. Most Americans still believe the USA will not sink into recession. | T / F |
| b. Recent job losses were the biggest for 50 years. | T / F |
| c. Nearly 250,000 American jobs were lost in the first quarter of 2008. | T / F |
| d. A lack of employer confidence in the financial system is affecting hiring. | T / F |
| e. The "r" word is "reality". | T / F |
| f. The US treasury secretary is optimistic about the second half of 2008. | T / F |
| g. Recent actions put the markets under a great deal of stress. | T / F |
| h. Everybody is now eagerly awaiting the employment statistics for April. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|------------------|--------------------|
| 1. doubt | a. worries |
| 2. sinking | b. bleak |
| 3. grim | c. shrink |
| 4. fears | d. a great deal of |
| 5. slump | e. approaching |
| 6. acknowledging | f. dropping |
| 7. looming | g. admitting |
| 8. contract | h. downturn |
| 9. fiscal | i. uncertainty |
| 10. considerable | j. financial |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|---------------------------------|
| 1. There seems to be little | a. surprise to economists |
| 2. the USA is sinking | b. into a very mild recession |
| 3. The cuts came as an unwelcome | c. economic statistic |
| 4. This is another grim | d. has ever come |
| 5. The credit crisis and recent housing | e. into recession |
| 6. came as close as he | f. on the job figures for April |
| 7. the US economy could be heading | g. and fiscal policies |
| 8. On a more | h. doubt among Americans |
| 9. as the result of our monetary | i. slump |
| 10. All eyes will now be | j. positive note |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

There seems to be little _____ among Americans that the USA is sinking into recession. The US Labor Department reported 80,000 job losses in March,

the biggest _____ in five years. The cuts came as an unwelcome _____ to economists, who predicted an increase of 50,000 jobs. Almost a quarter of a million jobs have been lost in America in the _____ three months of the year. This is another _____ economic statistic that suggests the world's largest economy has some difficult times _____. The US unemployment rate now stands at 5.1 percent. There are fears that further job losses will come in the next few months. Economists are worried that employers will cut back on _____ because of a lack of confidence in the financial system. The credit crisis and recent housing _____ has put companies off taking risks.

grim
hiring
reduction
first
doubt
ahead
slump
surprise

The US treasury secretary Ben Bernanke came as _____ as he has ever come to acknowledging that a recession was looming. He didn't use the "r" word but did _____ that the US economy could be heading into a very mild recession. "It now appears _____ that real gross domestic product (GDP) will not grow much, if at _____, over the first half of 2008 and could even contract slightly," he said. On a more positive _____, he did say any negative growth would be short term: "We expect economic activity to strengthen in the second half of the year, in _____, as the result of [our] monetary and fiscal policies." He said recent actions to help banks had helped the economy, but that "financial markets remain under considerable _____." All _____ will now be on the job figures for April.

part
all
eyes
admit
note
likely
close
stress

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'job' and 'loss'.

| | |
|------------|-------------|
| job | loss |
|------------|-------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall exactly how these were used in the text:

| | |
|---------|--------|
| • doubt | • come |
|---------|--------|

| | |
|--|---|
| <ul style="list-style-type: none"> • surprise • million • grim • rate • slump | <ul style="list-style-type: none"> • admit • grow • note • half • eyes |
|--|---|

STUDENT RECESSION SURVEY

Write five GOOD questions about recession in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

RECESSION DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
 - b) What springs to mind when you hear the word 'recession'?
 - c) Have you been following the news on America's economic woes?
 - d) Do you think America will go into recession?
 - e) Will the world sneeze if America catches a cold?
 - f) What is the state of your country's economy?
 - g) When was the last time you received an unwelcome surprise?
 - h) Has the credit crisis affected your country's economy?
 - i) Are you a risk taker?
 - j) What's the job market like in your country?
-

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) When do you think Ben Bernanke will utter the "r" word?
- c) What is a recession?
- d) What will happen in the US economy if it is hit by a recession?
- e) Do you share Ben Bernanke's positive note of a strengthening US economy toward the end of

- the year?
- f) When was the last time you were under considerable stress?
 - g) What measures should America adopt to avoid a recession?
 - h) Do you like following news about the global economy?
 - i) What questions would you like to ask Ben Bernanke?
 - j) Did you like this discussion?

LANGUAGE

CORRECT WORD: Put the correct words from (a) to (d) below in the article.

There seems to be (1) ____ doubt among Americans that the USA is sinking into recession. The US Labor Department reported 80,000 job (2) ____ in March, the biggest reduction in five years. The cuts came (3) ____ an unwelcome surprise to economists, who predicted an increase of 50,000 jobs. Almost a quarter of a million jobs have been lost in America in the first three months of the year. This is another (4) ____ economic statistic that suggests the world's largest economy has some difficult times ahead. The US unemployment rate now (5) ____ at 5.1 percent. There are fears that further job losses will come in the next few months. Economists are worried that employers will cut back (6) ____ hiring because of a lack of confidence in the financial system. The credit crisis and recent housing slump has put companies off taking risks.

The US treasury secretary Ben Bernanke (7) ____ as close as he has ever come to acknowledging that a recession was looming. He didn't use the "r" (8) ____ but did admit that the US economy could be heading into a very mild recession. "It now appears likely that real gross domestic product (GDP) will not grow much, if at (9) ____, over the first half of 2008 and could even contract slightly," he said. On a more positive (10) ____, he did say any negative growth would be short term: "We expect economic activity to strengthen in the second half of the year, in (11) ____, as the result of [our] monetary and fiscal policies." He said recent actions to help banks had helped the economy, but that "financial markets remain under considerable stress." All (12) ____ will now be on the job figures for April.

- | | | | | |
|-----|-------------|------------|------------|------------|
| 1. | (a) little | (b) small | (c) few | (d) many |
| 2. | (a) loss | (b) loses | (c) losses | (d) lost |
| 3. | (a) by | (b) on | (c) to | (d) as |
| 4. | (a) grin | (b) grim | (c) grip | (d) grit |
| 5. | (a) kneels | (b) sits | (c) walks | (d) stands |
| 6. | (a) to | (b) by | (c) on | (d) in |
| 7. | (a) come | (b) came | (c) coming | (d) comes |
| 8. | (a) word | (b) letter | (c) sign | (d) symbol |
| 9. | (a) all | (b) whole | (c) entire | (d) every |
| 10. | (a) message | (b) memo | (c) note | (d) mail |
| 11. | (a) partly | (b) parts | (c) apart | (d) part |
| 12. | (a) chins | (b) eyes | (c) mouths | (d) noses |

WRITING:

Write about *recession* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. **VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. **INTERNET:** Search the Internet and find out about the possible recession in the USA. Share what you discover with your partner(s) in the next Session.
3. **ECONOMIES:** Make a poster about very different economies around the world. Show your work to your classmates in the next Session. Did you all have similar things?
4. **RECESSION:** Write a magazine article about how a recession affects the lives of a company CEO and a factory worker. Include imaginary interviews with them.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. **LETTER:** Write a letter to the US treasury secretary Ben Bernanke. Ask him three questions about America's economy. Give him three pieces of advice on what he should do to avoid recession. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.
6. **DIARY / JOURNAL:** Imagine you are US treasury secretary Ben Bernanke. Write your diary / journal entry for one day in your life. Be sure to write about the possibility of the recession. Read your entry to your classmates in the next Session.

Session 16

PC keyboards dirtier than toilet seats

A British computer magazine has discovered our computer keyboards could be bad for our health. "Which? Computing" asked a laboratory to check 30 keyboards in its London office for bacteria. The results were shocking, and disgusting. The lab scientists said five of the keyboards they tested put people at risk of illness. One keyboard contained 150 times more bacteria than health officials say is safe. Its test results showed it was five times dirtier than a toilet seat. The researchers said the germs they found could easily cause symptoms similar to food poisoning, such as diarrhoea and upset stomachs. They named these illnesses "QWERTY tummy," after the first six letters on the keyboard. The magazine recommended people clean their keyboards regularly to stay healthy and avoid stomach bugs.

The magazine said almost half the people they interviewed cleaned their keyboard less than once a month. Ten percent of people said they never cleaned it. Editor, Sarah Kidner, warned: "Most people don't give much thought to the [dirt] that builds up on their PC...But if you don't clean your computer, you might as well eat your lunch off the toilet." The main causes of germs and bacteria are crumbs and other small pieces of food that drop onto the keys while workers eat at their desks. Oily fingers from eating potato chips and fries also attract bacteria. Joanne Baxter, a secretary

from West London, said she was shocked at this news. “I had no idea that my keyboard could make me ill. I’m afraid to find out what nasty things there are hiding under my keys.” she said.

WARM-UPS

1. BACTERIA: Walk around the class and talk to other students about bacteria. Change partners often. After you finish, sit with your original partner(s) and share what you found out.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

magazines / laboratory / disgusting / bacteria / toilet seats / food poisoning / bugs / cleaning keyboards / dirt / germs / crumbs / desks / oily fingers / potato chips / nasty

Have a chat about the topics you liked. Change topics and partners frequently.

3. COMPUTER DANGERS: How dangerous are computers? What can we do to reduce the dangers? Complete this table with your partner. Change partners and share your ideas.

| Things | Dangers | How to reduce the dangers |
|-------------|---------|---------------------------|
| keyboard | | |
| mouse | | |
| screen | | |
| radio waves | | |
| software | | |
| Internet | | |

4. HYGIENE: Do you always think about where nasty bacteria might be hiding? Rank the things in the table for their danger to hygiene levels: 10 = lots of nasties hiding here; 0 = totally bacteria free. Change partners and share your rankings.

_____ my keyboard

_____ the coins in the change you get

_____ my toilet seat

_____ a cafeteria spoon / chopstick / fork

_____ the door handle of a public toilet

_____ a small child’s toy

_____ the hand rail of an escalator

_____ the door handle of a fridge

5. HEADLINE PREDICTION: With your partner(s), use the words in the “Chat” activity above to predict what the news article will be about. Once you have your story, change partners and share them. Who was closest to the real story?

6. KEYBOARD: Spend one minute writing down all of the different words you associate with the word ‘keyboard’. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. Computer keyboards can be unhygienic and make us ill. | T / F |
| b. Toilet seats are 150 times more hygienic than the average keyboard. | T / F |
| c. Many germs found on keyboards can cause food poisoning. | T / F |
| d. Typing QWERTY (the first six keyboard letters) helps keep germs away. | T / F |
| e. Around fifty per cent of people clean their keyboards each month. | T / F |
| f. An editor said eating your lunch in the toilet is safer than at your desk. | T / F |
| g. Eating fries while using a keyboard can attract bacteria and germs. | T / F |
| h. A secretary couldn't wait to find the bacteria hiding in her keyboard. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|----------------|---------------|
| 1. discovered | a. lab |
| 2. laboratory | b. stomach |
| 3. disgusting | c. sick |
| 4. symptoms | d. nasty |
| 5. tummy | e. questioned |
| 6. interviewed | f. greasy |
| 7. dirt | g. found |
| 8. builds up | h. filth |
| 9. oily | i. collects |
| 10. ill | j. signs |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|--------------------------|
| 1. keyboards could be bad | a. to food poisoning |
| 2. people at risk | b. lunch off the toilet |
| 3. 150 times more bacteria than health | c. of illness |
| 4. cause symptoms similar | d. under my keys |
| 5. ... to stay healthy and | e. officials say is safe |
| 6. ... cleaned their keyboard less | f. up on their PC |
| 7. the [dirt] that builds | g. avoid stomach bugs |
| 8. you might as well eat your | h. bacteria |
| 9. potato chips and fries also attract | i. for our health |
| 10. find out what nasty things there are hiding | j. than once a month |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

A British computer magazine has _____ our computer keyboards could be bad for our health. "Which? Computing" asked a laboratory to _____ 30 keyboards in its London office for bacteria. The results were _____, and disgusting. The lab scientists said five of the keyboards they tested put people at _____ of illness. One keyboard contained 150 times more bacteria than health officials say is safe. Its test results showed it was five times _____ than a toilet seat. The researchers said the germs they found could easily _____ symptoms similar to food poisoning, such as diarrhoea and upset stomachs. They named these illnesses "QWERTY tummy," _____ the first six letters on the keyboard. The magazine recommended people clean

cause
risk
check
dirtier
avoid
discovered
after
shocking

their keyboards regularly to stay healthy and _____ stomach bugs.

The magazine said almost _____ the people they interviewed cleaned their keyboard less than once a month. Ten percent of people said they _____ cleaned it. Editor, Sarah Kidner, warned: "Most people don't give much thought to the [dirt] that _____ up on their PC...But if you don't clean your computer, you might as _____ eat your lunch off the toilet." The main causes of germs and bacteria are crumbs and other small pieces of food that drop onto the keys _____ workers eat at their desks. Oily fingers from eating potato chips and fries also _____ bacteria. Joanne Baxter, a secretary from West London, said she was shocked at this news. "I had no idea that my keyboard could make me ill. I'm _____ to find out what _____ things there are hiding under my keys." she said.

*while
never
nasty
builds
attract
half
afraid
well*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'key' and 'board'.

| key | board |
|-----|-------|
|-----|-------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|---|---|
| <ul style="list-style-type: none"> • discovered • check • risk • five • named • avoid | <ul style="list-style-type: none"> • half • never • builds up • might • oily • afraid |
|---|---|

STUDENT HYGIENE SURVEY

Write five GOOD questions about hygiene in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

COMPUTER KEYBOARD DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
 - What springs to mind when you hear the word 'keyboard'?
 - How often do you clean your keyboard?
 - What do you think scientists might find hiding under your keyboard?
 - Do you think computers are bad for our health?
 - What do you think of the idea of toilet seats being cleaner than computer keyboards?
 - Do you think it's possible your keyboard or mouse has ever given you an upset tummy?
 - Have you ever had food poisoning?
 - Do you think we should wash our hands before and after using a keyboard?
 - Will you think twice from now about using someone else's computer, or a computer in an Internet café?
-

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- Do you like your keyboard?
- If you changed your keyboard, what would you change it for?
- Do you think our voice will replace keyboards in the future and then we'll be healthier?
- Should parents limit the amount of time children spend playing video games so their children can exercise?
- Do you ever think about the dirt that builds up inside your keyboard?
- Do you think it's a bad idea to eat while working at your computer?
- Will you clean your keyboard properly after this Session?
- What questions would you like to ask the lab workers who checked the keyboards?
- Did you like this discussion?

LANGUAGE

A British computer magazine has (1) _____ our computer keyboards could be bad for our health. “Which? Computing” asked a (2) _____ to check 30 keyboards in its London office for bacteria. The results were shocking, and disgusting. The lab scientists said five of the keyboards they tested (3) _____ people at risk of illness. One keyboard contained 150 times more bacteria than health officials say is (4) _____. Its test results showed it was five times dirtier than a toilet seat. The researchers said the germs they found could easily (5) _____ symptoms similar to food poisoning, such as diarrhoea and upset stomachs. They named these illnesses “QWERTY tummy,” (6) _____ the first six letters on the keyboard. The magazine recommended people clean their keyboards regularly to stay healthy and avoid stomach bugs.

The magazine said (7) _____ half the people they interviewed cleaned their keyboard less than once a month. Ten percent of people said they never cleaned it. Editor, Sarah Kidner, (8) _____: “Most people don't give much (9) _____ to the [dirt] that builds up on their PC....But if you don't clean your computer, you (10) _____ as well eat your lunch off the toilet.” The main causes of germs and bacteria are crumbs and other small pieces of food that drop onto the keys while workers eat (11) _____ their desks. Oily fingers from eating potato chips and fries also attract bacteria. Joanne Baxter, a secretary from West London, said she was shocked at this news. “I had no idea that my keyboard could make me ill. I'm afraid to find (12) _____ what nasty things there are hiding under my keys.” she said.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|-----------------|----------------|-----------------|------------------|
| 1. | (a) discovering | (b) discover | (c) discovery | (d) discovered |
| 2. | (a) lavatory | (b) laboratory | (c) observatory | (d) conservatory |
| 3. | (a) put | (b) pushed | (c) pulled | (d) punched |
| 4. | (a) safety | (b) safest | (c) safe | (d) safer |
| 5. | (a) coz | (b) course | (c) cause | (d) 'cause |
| 6. | (a) near | (b) after | (c) between | (d) before |
| 7. | (a) almost | (b) all | (c) whole | (d) most |
| 8. | (a) warnings | (b) warn | (c) warning | (d) warned |
| 9. | (a) think | (b) thought | (c) thoughts | (d) thinking |
| 10. | (a) should | (b) need | (c) can | (d) might |
| 11. | (a) for | (b) in | (c) at | (d) on |
| 12. | (a) out | (b) over | (c) on | (d) off |

WRITING:

Write about *keyboards* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out about the health hazards of computers. Share what you discover with your partner(s) in the next Session.

3. HYGIENE: Make a poster about all the things you can do to stay healthy while at the computer. Think about the different parts of your body. Show your work to your classmates in the next Session. Did you all have similar things?

4. KEYBOARD NASTY: Write a magazine article about a man who became very ill after using a computer keyboard in an Internet café. Include imaginary interviews with the man and the café owner.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. LETTER: Write a letter to a keyboard manufacturer. Give them three pieces of advice on what they should do to make keyboards more hygienic. Ask them three questions about the company and its keyboards. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

6. DIARY / JOURNAL: You are a key on a keyboard. Choose which key you are. Write your diary entry for one day in your keyboard life. Include your thoughts on the other keys on the keyboard and on the humans who use you. Read your entry to your classmates in the next Session.

Session 17

Production of biofuels set to rise

The world's production of biofuels is set to rise rapidly over the next ten years. This is according to a new report by the United Nations Food and Agriculture Organization. The report stated that increased global demand for biofuels will "boost international trade" over the next decade. This is because of rising concerns about global warming and the search for alternative energies. Governments around the world are desperate to reduce the amount of fossil fuels they use so they can meet their CO₂ targets. The current record price of oil is fueling the scramble for biofuels. New biofuel production plants are springing up in developed countries all over the world. The race is on to produce clean and economically-friendly biofuels that will provide up to 20 per cent of the energy needs in the major world economies.

Biofuels are not without their critics. Many people believe they are a major cause of the current rise in food prices. Industry analysts disagree and say biofuels make up only five percent of these increases, and that supply and demand is more to blame. However, it seems that a sharp rise in biofuel production would greatly influence food prices. This is because more wheat, seeds, palm oil and sugar would go into making biofuels instead of feeding people and farm animals. There is a danger that food riots could spread across the world, even to rich countries. People would have cheaper fuel for their cars but more expensive food on store shelves. This would greatly increase the gap between the haves and have-nots. In October 2007, a United Nations spokesperson called biofuels a "crime against humanity".

WARM-UPS

1. ENERGY: Walk around the class and talk to other students about energy. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

production / biofuel / international trade / alternative energies / CO2 targets / oil price / critics / food prices / supply and demand / feeding people / haves and have nots

Have a chat about the topics you liked. Change topics and partners frequently.

3. RISING PRICES: Look at these causes of rising food prices. With your partner(s), discuss what the world should do to stop the rises. Write your ideas in the table. Change partners and share your ideas. As a whole class, choose the best ideas.

| | |
|------------------------|--|
| rising oil prices | |
| population increase | |
| rise of middle classes | |
| biofuels | |
| global warming | |
| poor farming | |

4. CHEAPER: What would you like to be cheaper? Rank the items below: 10 = “absolutely essential to be cheap;” 1 = “I don’t care if prices go through the roof”. Compare your answers with your partner(s).

| | |
|---------------------------------|----------------------|
| _____ petrol | _____ transportation |
| _____ electricity and gas bills | _____ phone calls |
| _____ bread and rice | _____ air fares |
| _____ English Sessions | _____ other _____ |

5. HEADLINE PREDICTION: With your partner(s), use the words in the “Chat” activity above to predict what the news article will be about. Once you have your story, change partners and share them. Who was closest to the real story?

6. FOSSIL FUELS: Spend one minute writing down all of the different words you associate with the term ‘fossil fuels’. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. The production of biofuels will more than double over the next decade. | T / F |
| b. The demand for biofuels will help increase global trade. | T / F |
| c. Governments are extremely keen to replace fossil fuels with biofuels. | T / F |
| d. There is an international competition to produce a clean biofuel. | T / F |

- | | |
|--|-------|
| e. There are no critics of biofuels. | T / F |
| f. Analysts believe biofuels are a major cause of rising food prices. | T / F |
| g. It's possible that food riots might break out in developed countries. | T / F |
| h. A UN official said biofuels were a crime against humanity. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|-----------------|-------------------------|
| 1. set | a. push up |
| 2. rapidly | b. disadvantaged people |
| 3. boost | c. appearing |
| 4. fueling | d. quickly |
| 5. springing up | e. form |
| 6. critics | f. ready |
| 7. make up | g. difference |
| 8. influence | h. stimulating |
| 9. gap | i. affect |
| 10. have-nots | j. commentators |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---------------------------------------|-------------------------------|
| 1. production of biofuels is set | a. of these increases |
| 2. boost | b. CO2 targets |
| 3. the search | c. their critics |
| 4. meet their | d. international trade |
| 5. production plants are springing | e. rise in biofuel production |
| 6. Biofuels are not without | f. to rise rapidly |
| 7. biofuels make up only five percent | g. for alternative energies |
| 8. a sharp | h. and have-nots |
| 9. There is a danger that food | i. up in developed countries |
| 10. the gap between the haves | j. riots could spread |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

The world's production of biofuels is _____ to rise rapidly over the next ten years. This is _____ to a new report by the United Nations Food and Agriculture Organization. The report stated that increased global demand for biofuels will "boost international trade" over the next _____. This is because of rising _____ about global warming and the search for alternative energies. Governments around the world are _____ to reduce the amount of fossil fuels they use so they can meet their CO2 targets. The current record price of oil is fueling the _____ for biofuels. New biofuel production plants are springing up in developed countries all over the world. The _____ is on to produce clean and economically-_____ biofuels that will provide up to 20 per cent of the energy needs in the major world economies.

desperate
decade
friendly
set
concerns
scramble
according
race

Biofuels are not _____ their critics. Many people believe they are a major cause of the _____ rise in food prices. Industry analysts disagree and say

biofuels make up only five percent of these increases, and that _____ and demand is more to blame. However, it seems that a _____ rise in biofuel production would greatly influence food prices. This is because more wheat, seeds, palm oil and sugar would go into making biofuels instead of _____ people and farm animals. There is a danger that food _____ could spread across the world, even to rich countries. People would have cheaper fuel for their cars but more expensive food on store _____. This would greatly increase the gap between the haves and have-nots. In October 2007, a United Nations spokesperson called biofuels a "crime against _____".

shelves
feeding
sharp
current
humanity
without
riots
supply

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words **'bio'** and **'fuel'**.

| bio | fuel |
|-----|------|
|-----|------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|---|---|
| <ul style="list-style-type: none"> • set • boost • search • meet • scramble • 20 per cent | <ul style="list-style-type: none"> • without • five percent • sharp • feeding • shelves • haves |
|---|---|

STUDENT BIOFUELS SURVEY

Write five GOOD questions about biofuels in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

BIOFUELS DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the term 'biofuel'?
- What are your thoughts on this article?
- What do you know about biofuels?
- Are you worried about the rise in food and oil prices?
- Do you think the rise in biofuels production is good or bad for the world?
- What does your country have to do to meet its CO₂ targets?
- Do you think there are better alternatives to biofuels?
- How economically friendly do you think biofuels are?
- Do you think the world's major economies should reduce the energy they use?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- What adjectives would you use to describe today's situation of rising prices?
- What do critics of biofuels say?
- How can supply and demand be to blame for rising food prices?
- What increases in food prices have you noticed?
- Do you think farmers should grow crops for fuel or food?
- Have there been food riots in your country? Would you protest in the streets?
- What do you think life is like for the have-nots?
- What questions would you like to ask the UN spokesperson?
- Did you like this discussion?

LANGUAGE

The world's production of biofuels is set to rise (1) ____ over the next ten years. This is according to a new report by the United Nations Food and Agriculture Organization. The report (2) ____ that increased global demand for biofuels will "boost international trade" over the (3) ____ decade. This is because of rising concerns about global warming and the search (4) ____ alternative energies. Governments around the world are desperate to reduce the amount of fossil fuels they use so they can

meet their CO₂ targets. The current record price of oil is (5) _____ the scramble for biofuels. New biofuel production plants are springing up in developed countries all over the world. The race is (6) _____ to produce clean and economically-friendly biofuels that will provide up to 20 per cent of the energy needs in the major world economies.

Biofuels are (7) _____ without their critics. Many people believe they are a major cause of the current rise in food prices. Industry analysts disagree and say biofuels make (8) _____ only five percent of these increases, and that supply and demand is more to blame. However, it seems that a sharp rise in biofuel production would greatly (9) _____ food prices. This is because more wheat, seeds, palm oil and sugar would go into making biofuels instead of (10) _____ people and farm animals. There is a danger that food riots could spread across the world, (11) _____ to rich countries. People would have cheaper fuel for their cars but more expensive food on store shelves. This would greatly increase the gap between the (12) _____ and have-nots. In October 2007, a United Nations spokesperson called biofuels a "crime against humanity".

Put the correct words from the table below in the above article.

- | | | | | |
|-----|-----------------|---------------|----------------|----------------|
| 1. | (a) rapidness | (b) rapidity | (c) rapid | (d) rapidly |
| 2. | (a) state | (b) statement | (c) stated | (d) stating |
| 3. | (a) current | (b) next | (c) last | (d) one |
| 4. | (a) for | (b) by | (c) with | (d) to |
| 5. | (a) fueled | (b) fuels | (c) fueling | (d) fuel |
| 6. | (a) won | (b) over | (c) in | (d) on |
| 7. | (a) none | (b) not | (c) no | (d) nope |
| 8. | (a) up | (b) over | (c) it | (d) to |
| 9. | (a) influencing | (b) influence | (c) influences | (d) influenced |
| 10. | (a) feeds | (b) food | (c) feeding | (d) fed |
| 11. | (a) even | (b) evenly | (c) evenness | (d) evening |
| 12. | (a) have | (b) has | (c) had | (d) haves |

WRITING:

Write about *biofuels* for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about biofuels and how they influence rising food prices. Share what you discover with your partner(s) in the next Session.

3. ALTERNATIVE ENERGIES: Make a poster about alternative energies. Include the ones that are used in your country. Show your work to your classmates in the next Session. Did you all have similar things?

4. RIOTS: Write a magazine article about food riots. Include imaginary interviews with haves and have-nots. Include questions about food prices and oil prices.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. LETTER: Write a letter to the head of the United Nations Food and Agriculture Organization. Ask him/her three questions about biofuels and food production. Give him/her three pieces of advice on what (s)he should do to make sure there is enough food in the world. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

6. DIARY / JOURNAL: You are a farmer. You need to decide if you will produce crops for food or fuel. Write your diary entry about one day in your life. Include your thoughts on biofuels and rising food prices. Read your entry to your classmates in the next Session.

Session 18

Leaders urge and wish at G8 summit

United Nations Secretary General Ban Ki-moon has urged world leaders at the G8 summit to tackle three major crises in the world. Speaking at a resort in Hokkaido, Japan, he said: "The world faces three simultaneous crises; a food crisis, a climate crisis and a development crisis." He added that "the three crises are deeply interconnected and need to be addressed as such". The UN chief painted a rather gloomy picture of the task ahead for the developed nations. He said high food prices were "turning back the clock on development gains" and that "progress in many countries is off track, particularly in Africa". It seems unclear how the leaders will agree on solutions to spiralling oil prices, food shortages, climate change and concerns about the situation in Zimbabwe.

President Bush, in his last G8 summit, got into the swing of things by placing a wish on a bamboo tree. Japan is celebrating the festival of Tanabata, whereby people write down their wishes for the future and tie them onto a special 'wishing tree'. In a handwritten note, Mr Bush wrote: "I wish for a world free from tyranny: the tyranny of hunger, disease and tyrannical governments. I wish for a world in which the universal desire for liberty is realized. I wish for the advance of new technologies that will improve the human condition and protect our environment." Unlike most of us, Mr Bush has quite a bit of power to make his wishes come true. It remains to be seen whether he will try to realize them or simply repeat his trusted sound bites and smile for the photos.

WARM-UPS

1. SUMMITS: Walk around the class and talk to other students about world summits. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

world leaders / resorts / crises / gloomy picture / turning the clock back / oil prices / wishes /

bamboo / festivals / tyranny / hunger / disease / new technologies / smile

Have a chat about the topics you liked. Change topics and partners frequently.

3. WORLD CRISES: With your partner(s), solve the major crises in the world. Complete the table below. Change partners and share your ideas. As a class, vote on the best solutions.

| Crises | Solution | Problems with solution |
|--------------------|----------|------------------------|
| Food shortages | | |
| Oil prices | | |
| Climate change | | |
| Tyrannical leaders | | |
| Nuclear weapons | | |
| Disease | | |

4. WISHES: Make a wish for the things below. How would life change if your wishes came true? Talk about this with your partner(s).

- my English level
- the G8 summit
- this evening
- my favourite sports team
- world leaders
- tyrannical governments
- the situation in Zimbabwe
- my love life

5. HEADLINE PREDICTION: With your partner(s), use the words in the “Chat” activity above to predict what the news article will be about. Once you have your story, change partners and share them. Who was closest to the real story?

6. WISH: Spend one minute writing down all of the different words you associate with the word ‘wish’. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. The UN General Secretary spoke about three major world crises. | T / F |
| b. He said they were not connected and needed to be handled separately. | T / F |
| c. The UN chief showed off his talent for art and did a painting at the G8. | T / F |
| d. He said development in Africa was not on schedule. | T / F |
| e. President George W. Bush played on the swings. | T / F |
| f. Mr Bush wrote a note to the world’s tyrannical governments. | T / F |
| g. Mr Bush made a wish for the advance of new technology to slow down. | T / F |
| h. No one knows if Mr Bush will try to make his wishes come true. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|--------------|---------------|
| 1. urged | a. dealt with |
| 2. tackle | b. putting |
| 3. addressed | c. without |

- | | |
|------------------------|-----------------|
| 4. gloomy | d. bullying |
| 5. spiralling | e. sort out |
| 6. placing | f. freedom |
| 7. free from | g. called on |
| 8. tyranny | h. is unknown |
| 9. liberty | i. dark |
| 10. remains to be seen | j. skyrocketing |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|-----------------------------------|
| 1. urged world leaders at the G8 summit | a. picture of the task ahead |
| 2. the three crises are deeply | b. he will try to realize them |
| 3. The UN chief painted a rather gloomy | c. oil prices |
| 4. turning back the | d. of things |
| 5. spiralling | e. to tackle three major crises |
| 6. got into the swing | f. bites and smile for the photos |
| 7. a world in which the universal | g. a bit of power |
| 8. Mr Bush has quite | h. interconnected |
| 9. It remains to be seen whether | i. desire for liberty is realized |
| 10. repeat his trusted sound | j. clock on development gains |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

United Nations Secretary General Ban Ki-moon has _____ world leaders at the G8 summit to _____ three major crises in the world. Speaking at a resort in Hokkaido, Japan, he said: "The world _____ three simultaneous crises; a food crisis, a climate crisis and a development crisis." He added that "the three crises are _____ interconnected and need to be addressed as such". The UN chief painted a rather _____ picture of the task ahead for the developed nations. He said high food prices were "turning back the _____ on development gains" and that "progress in many countries is _____, particularly in Africa". It seems unclear how the leaders will agree on solutions to _____ oil prices, food shortages, climate change and concerns about the situation in Zimbabwe.

*clock
deeply
tackle
off track
urged
gloomy
spiralling
faces*

President Bush, in his last G8 summit, got into the _____ of things by placing a wish on a bamboo tree. Japan is celebrating the _____ of Tanabata, whereby people write down their wishes for the future and tie them onto a special 'wishing tree'. In a handwritten _____, Mr Bush wrote: "I wish for a world _____ from tyranny: the tyranny of hunger, disease and tyrannical governments. I wish for a world in which the universal _____ for liberty is _____. I wish for the advance of new technologies that will improve the human condition and protect our environment." Unlike most of us, Mr Bush has quite a bit of power to make his wishes come true. It _____ to be seen whether he will try to realize them or simply repeat his _____ sound bites and smile for the photos.

*desire
free
festival
trusted
remains
swing
realized
note*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words '**world**' and '**leader**'.

| | |
|--------------|---------------|
| world | leader |
|--------------|---------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|---|--|
| <ul style="list-style-type: none"> • tackle • faces • deeply • picture • clock • concerns | <ul style="list-style-type: none"> • swing • tie • note • desire • bit • smile |
|---|--|

STUDENT WORLD CRISES SURVEY

Write five GOOD questions about world crises in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

G8 DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the term 'G8 summit'?
- Do you think having a G8 summit is a good idea?
- What do you think happens at a G8 summit?
- Can you remember anything good that came from previous summits?
- Do you think the world leaders should spend much more time at the summit to get into real talks?
- Do you think the G8 leaders will try and tackle the three crises?
- What do you think of the UN leader's gloomy picture?
- Are you surprised progress in Africa is so behind schedule? Why is this?
- Will the G8 change the situation in Zimbabwe in even the tiniest way?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- Do you think the G8 summit is like a little holiday for the leaders?
- Does it take you long to get into the swing of things?
- Would you like to turn the clock back? Why?
- What are your wishes for the world?
- What do you wish the world is free from?
- Do you think there'll always be tyrannical governments in this world?
- What would you do if you had quite a bit of power in the world?
- What questions would you like to ask George W. Bush?
- Do you think George W. Bush will make his wishes come true ?

LANGUAGE

United Nations Secretary General Ban Ki-moon has (1) ____ world leaders at the G8 summit to tackle three major crises in the world. Speaking at a resort in Hokkaido, Japan, he said: "The world (2) ____ three simultaneous crises; a food crisis, a climate crisis and a development crisis." He added that "the three crises are (3) ____ interconnected and need to be addressed (4) ____ such". The UN chief painted a rather gloomy picture of the task ahead for the developed nations. He said high food prices were "turning back the (5) ____ on development gains" and that "progress in many countries is off track, particularly in Africa". It seems unclear how the leaders will agree (6) ____ solutions to spiralling oil prices, food shortages, climate change and concerns about the situation in Zimbabwe.

President Bush, in his last G8 summit, got into the (7) ____ of things by placing a wish on a bamboo tree. Japan is celebrating the festival of Tanabata, (8) ____ people write down their wishes for the future and tie them onto a special 'wishing tree'. In a handwritten note, Mr Bush wrote: "I wish for a world (9) ____ from tyranny: the tyranny of hunger, disease and tyrannical governments. I wish for a

world in which the universal desire for liberty (10) _____ realized. I wish for the advance of new technologies that will improve the human condition and protect our environment." Unlike most of us, Mr Bush has quite a (11) _____ of power to make his wishes come true. It remains to be seen whether he will try to realize them or simply repeat his trusted sound (12) _____ and smile for the photos.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|-------------|-------------|------------|------------------|
| 1. | (a) urged | (b) purged | (c) merged | (d) verge |
| 2. | (a) heads | (b) faces | (c) eyes | (d) looks |
| 3. | (a) depth | (b) deepest | (c) deeply | (d) deepness |
| 4. | (a) to | (b) by | (c) so | (d) as |
| 5. | (a) sands | (b) timer | (c) watch | (d) clock |
| 6. | (a) that | (b) in | (c) on | (d) by |
| 7. | (a) swing | (b) slide | (c) climb | (d) bounce |
| 8. | (a) how | (b) whereby | (c) while | (d) which |
| 9. | (a) freedom | (b) freely | (c) free | (d) free-for-all |
| 10. | (a) is | (b) be | (c) will | (d) are |
| 11. | (a) bitty | (b) bits | (c) bite | (d) bit |
| 12. | (a) bitten | (b) bites | (c) bytes | (d) bits |

WRITING:

Write about **world crises** for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about what's happening (what happened) at the G8 summit; her captivity and what she is doing now. Share what you discover with your partner(s) in the next Session.

3. CRISES: Make a poster about the major world crises. Include some history and your solutions. Show your work to your classmates in the next Session. Did you all have similar things?

4. G8: Write a magazine article about the G8 summit. What really happens behind the scenes? Include imaginary interviews with two world leaders who went to Japan.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. DIARY / JOURNAL: You are a fly on the wall at the G8 summit. Write your thoughts on the private discussions you heard. Include your opinions on the leaders. Read your entry to your classmates in the next Session.

6. LETTER: Write a letter to a leader who attended the G8 summit. Ask him/her three questions about the summit. Give him/her three pieces of advice on what she/he should do about one of the world's crises. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 19

PlayStations banned in UK jails

The heads of British prisons have banned prisoners from playing computer games that have an adult rating. Under new rules, prison authorities have also decided not to buy any more games or games consoles for prisoners. However, they are allowing prisoners who behave well to buy their own PlayStations or xBoxes. Prisons can also allow prisoners at risk of suicide to play games to keep them occupied. The new crackdown on the games culture in prisons is because of a fear that many games make prisoners more violent. The Prison Service has called an end to its PlayStation Project, where games consoles were given to highly dangerous prisoners. The reason for introducing prison gaming was to stop prisoners from getting too depressed.

The British government sparked anger last year when it admitted to spending \$20,000 on games and equipment for prisoners to use in their cells. There was public uproar when a convicted killer was photographed with a PlayStation in May. A leading prison reformer, Geoff Dobson, said games did serve a useful purpose to keep order in prisons. "We should not forget the usefulness of these games to prison officers...keeping order in overcrowded prisons," he said. Dobson added that because of overcrowding, prisoners were spending more time in their cells doing nothing and becoming more frustrated. He summed up the problem, saying: "The bottom line is access to computer games is no substitute for [useful] activity like work or education classes."

WARM-UPS

1. PRISON: Walk around the class and talk to other students about prisons. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

heads / British prisons / computer games / prisoners / suicide / violent / depressed / sparking anger / prison cells / uproar / convicted killer / overcrowding / bottom line

Have a chat about the topics you liked. Change topics and partners frequently.

3. PRISON OPINIONS: Do you agree with these opinions? Talk about them with your partner(s). Change partners and share what you talked about.

- Prisoners should never be allowed to have things like computer games.
- Violent computer games make everyone violent.

- Prisoners should be allowed to take their own PlayStations to their cells.
- Prisoners should work or study in their cells, not play games.
- Prisoners need to relax. PlayStation is a good way of relaxing.
- I'd like to be locked in a cell for 20 hours with nothing but a PlayStation.
- If PlayStations help keep prisons quiet, every prisoner should have one.
- Spending taxpayers' money on games consoles for prisoners is an outrage.

4. PRISON CELLS: What do you think prisoners should be allowed to have in their cells? Rate the items below: 10 = "Prisoners must have this" 1 = "No way on Earth should prisoners have this". Discuss your ratings and reasons with your partner(s).

| | |
|-------------------------------------|-----------------------------|
| _____ PlayStation | _____ newspapers |
| _____ computer with Internet access | _____ radio |
| _____ television | _____ music |
| _____ books | _____ coffee maker / kettle |
| _____ a pen and paper | _____ toilet |

5. HEADLINE PREDICTION: With your partner(s), use the words in the "Chat" activity above to predict what the news article will be about. Once you have your story, change partners and share them. Who was closest to the real story?

6. PRISONER: Spend one minute writing down all of the different words you associate with the word 'prisoner'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. British prisoners can no longer play adult-rated games on PlayStations. | T / F |
| b. Prisons will stop buying PlayStation consoles and games for prisoners. | T / F |
| c. Prisoners are no longer allowed to buy PlayStations while in prison. | T / F |
| d. Prisons introduced PlayStations to stop prisoners getting bored. | T / F |
| e. The British government spent \$200,000 on PlayStations last year. | T / F |
| f. A prison reformer said PlayStations help keep the peace in prisons. | T / F |
| g. There are not too many prisoners in British prison cells. | T / F |
| h. The reformer said education classes are better than PlayStations. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|--------------|------------------------|
| 1. heads | a. heart of the matter |
| 2. banned | b. act |
| 3. behave | c. miserable |
| 4. suicide | d. stopped |
| 5. depressed | e. anger |
| 6. sparked | f. peace |

- | | |
|-----------------|--------------------|
| 7. uproar | g. bosses |
| 8. order | h. summarized |
| 9. summed up | i. killing oneself |
| 10. bottom line | j. started |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--|---------------------------|
| 1. computer games that have | a. in overcrowded prisons |
| 2. prisoners who behave | b. anger last year |
| 3. prisoners at risk | c. well |
| 4. games consoles were given to highly | d. uproar |
| 5. stop prisoners from getting | e. of suicide |
| 6. The British government sparked | f. an adult rating |
| 7. public | g. for useful activity |
| 8. games did serve a | h. too depressed |
| 9. keeping order | i. useful purpose |
| 10. no substitute | j. dangerous prisoners |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

The heads of British prisons have _____ prisoners from playing computer games that have an adult _____. Under new rules, prison authorities have also decided not to buy any more games or games consoles for prisoners. However, they are allowing prisoners who _____ well to buy their own PlayStations or xBoxes. Prisons can also allow prisoners at _____ of suicide to play games to keep them occupied. The new _____ on the games culture in prisons is because of a fear that many games make prisoners more violent. The Prison Service has called an _____ to its PlayStation Project, where games consoles were given to _____ dangerous prisoners. The reason for introducing prison gaming was to stop prisoners from _____ too depressed.

crackdown
highly
rating
getting
risk
banned
end
behave

The British government sparked _____ last year when it admitted to spending \$20,000 on games and equipment for prisoners to use in their _____. There was public uproar when a convicted _____ was photographed with a PlayStation in May. A leading prison reformer, Geoff Dobson, said games did serve a useful _____ to keep order in prisons. "We should not forget the usefulness of these games to prison officers...keeping _____ in overcrowded prisons," he said. Dobson added that because of overcrowding, prisoners were _____ more time in their cells doing nothing and becoming more _____. He summed up the problem, saying: "The bottom line is access to computer games is no _____ for [useful] activity like work or education classes."

order
cells
purpose
frustrated
anger
substitute
killer
spending

AFTER READING / LISTENING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words ‘**prison**’ and ‘**cell**’.

| | |
|---------------|-------------|
| prison | cell |
|---------------|-------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|--|---|
| <ul style="list-style-type: none"> • heads • rules • behave • culture • project • reason | <ul style="list-style-type: none"> • sparked • uproar • purpose • order • frustrated • bottom |
|--|---|

STUDENT PRISONS SURVEY

Write five GOOD questions about prisons in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

PRISONS DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'prison'?
- Do you think prisoners should have PlayStations in their cells?
- What is the most important role of a prison?
- Do you think PlayStations can serve a useful purpose in prisons?
- Should a government buy PlayStations for prisoners or poor children?
- Do you think violent video games make prisoners more violent?
- Is it a good idea for prisons to keep a few PlayStations for suicidal prisoners?
- Do video games stop you from getting depressed?
- What do you think of the prison PlayStation Project?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- Would you be angry if your government spent money on video games consoles for prisoners?
- What should prisoners be allowed to have in their cells?
- Should prisoners be allowed PlayStations to keep the peace?
- Is giving a prisoner a PlayStation a real punishment?
- If you were a prison officer, would you like all prisoners to have PlayStations?
- How do you keep the peace in overcrowded prisons?
- How frustrated do you get when you have nothing to do?
- Is the bottom line letting no prisoners play games?
- What useful activity should prisoners do in prison?

LANGUAGE

The heads of British prisons have (1) ____ prisoners from playing computer games that have an adult rating. (2) ____ new rules, prison authorities have also decided not to buy any more games or games consoles for prisoners. However, they are allowing prisoners who behave (3) ____ to buy their own PlayStations or xBoxes. Prisons can also allow prisoners at risk (4) ____ suicide to play games to keep them occupied. The new crackdown on the games culture in prisons is because of a fear that many games make prisoners more (5) _____. The Prison Service has called an end to its PlayStation Project, where games consoles were given to (6) ____ dangerous prisoners. The reason for introducing prison gaming was to stop prisoners from getting too depressed.

The British government (7) ____ anger last year when it admitted to spending \$20,000 on games and equipment for prisoners to use in their cells. There was public (8) ____ when a convicted killer was photographed with a PlayStation in May. A leading prison reformer, Geoff Dobson, said games did serve a useful purpose to (9) ____ order in prisons. "We should not forget the usefulness of these games to prison officers...keeping order in overcrowded prisons," he said. Dobson (10) ____ that because of overcrowding, prisoners were spending more time in their cells doing nothing and

becoming more frustrated. He summed (11) _____ the problem, saying: "The (12) _____ line is access to computer games is no substitute for [useful] activity like work or education classes."

Put the correct words from the table below in the above article.

- | | | | | |
|-----|---------------|----------------|--------------|--------------|
| 1. | (a) boned | (b) burned | (c) binned | (d) banned |
| 2. | (a) Over | (b) Upon | (c) Under | (d) For |
| 3. | (a) good | (b) well | (c) OK | (d) up |
| 4. | (a) of | (b) on | (c) in | (d) at |
| 5. | (a) violently | (b) violence | (c) violent | (d) violet |
| 6. | (a) tall | (b) height | (c) high | (d) highly |
| 7. | (a) sparks | (b) sparked | (c) sparking | (d) sparkled |
| 8. | (a) uproar | (b) roared | (c) roaring | (d) roars |
| 9. | (a) get | (b) keep | (c) take | (d) make |
| 10. | (a) totalled | (b) multiplied | (c) added | (d) summed |
| 11. | (a) up | (b) on | (c) in | (d) into |
| 12. | (a) diagonal | (b) top | (c) middle | (d) bottom |

WRITING:

Write about **prisons** for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about prisons in your country. Share what you discover with your partner(s) in the next Session.

3. PRISON RULES: Make a poster about prison rules and what prisoners should and should not be allowed to have in their cells. Show your work to your classmates in the next Session. Did you all have similar things?

4. NO PS3: Write a magazine article about the life of prisoners. Include imaginary interviews with a prisoner whose PlayStation was taken away and the victim of crime.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. DIARY / JOURNAL: You are a prisoner. Write your diary entry for one day in your life. Read your entry to your classmates in the next Session.

6. LETTER: Write a letter to the boss of a prison. Ask him/her three questions about his/her prison. Give him/her three pieces of advice on how to improve his/her prison for prisoners. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 20

Scientists develop pill to replace exercise

US researchers say they have developed a pill that makes you fit without exercising. Scientists at California's Salk Institute for Biological Studies tested a new drug on genetically engineered “marathon mice” that could run non-stop for hours. They then developed a pill that could reproduce the positive effects of the running. Researcher Professor Ronald Evans said the pill helps cells burn fat quicker and at the same time boosts energy levels. The new discovery could benefit those who do not get the recommended 40 minutes of exercise per day. Professor Evans said: "If you're out of shape, and most of us are...you have to do some exercise...If there was a way to mimic exercise, it would make the quality of exercise [we] have much more efficient."

Fitness experts are unconvinced by the new discovery. They say there is no substitute for real exercise and a balanced, healthy diet. However, it seems there would be enormous appeal for a pill that does away with the need for strenuous workouts or sweating it out jogging. If the effects can be reproduced in humans, it could become one of science’s biggest money-spinners. It could additionally reduce a large number of diseases related to obesity and seriously cut the number of hospital patients. Scientists also say such a medicine could be used to treat muscle-wasting diseases. The pills are still in the experimental stage and the researchers are not working with any drug manufacturer.

WARM-UPS

1. FITNESS: Walk around the class and talk to other students about fitness. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

researchers / pills / genetically engineered mice / marathons / burning fat / energy / fitness / healthy diet / sweating / money-spinners / obesity / hospital patients

Have a chat about the topics you liked. Change topics and partners frequently.

3. THREE TIMES A DAY AFTER MEALS: Would you like an exercise pill? Look at the pills below. Write down what you hope they could do and how your life might change if you took them. Change partners and share your thoughts.

| Type of pill | What they could do | How my life might change |
|---------------|--------------------|--------------------------|
| Exercise pill | | |

| | | |
|-------------------|--|--|
| Intelligence pill | | |
| Better looks pill | | |
| Music pill | | |
| Personality pill | | |
| Health pill | | |
| English pill | | |
| No-sleep pill | | |

4. QUICK DEBATE: Students A strongly believe that taking a pill to replace exercise is dangerous; Students B strongly believe an exercise pill is the best thing since sliced bread. Change partners again and talk about your roles and conversations.

5. PILLS: Rank the pills below in the order you most want them. Discuss your rankings and reasons with your partner(s).

- | | |
|-------------------------|------------------------|
| _____ exercise pill | _____ personality pill |
| _____ intelligence pill | _____ health pill |
| _____ better looks pill | _____ English pill |
| _____ music pill | _____ no-sleep pill |

6. EXERCISE: Spend one minute writing down all of the different words you associate with the word 'exercise'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. Scientists have developed an exercise pill that could make us all fit. | T / F |
| b. Laboratory mice were able to run without stopping for a very long time. | T / F |
| c. Scientists say jogging and other exercise will be a thing of the past. | T / F |
| d. The pill will increase the efficiency of any exercise we do. | T / F |
| e. Fitness specialists are very excited about the new discovery. | T / F |
| f. The pill could make its developers extremely rich. | T / F |
| g. There could be fewer people staying in hospitals because of the pill. | T / F |
| h. The pills will be on pharmacy store shelves within the next 3 months. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|--------------|------------------|
| 1. pill | a. exhausting |
| 2. fit | b. copy |
| 3. reproduce | c. specialists |
| 4. mimic | d. in good shape |
| 5. efficient | e. tablet |
| 6. experts | f. test |
| 7. appeal | g. imitate |
| 8. strenuous | h. cure |

9. treat
10. experimental

- i.* attraction
j. productive

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

1. makes you fit
2. run non-
3. reproduce the positive
4. boosts
5. out of
6. experts are unconvinced
7. there is no substitute
8. a pill that does away with the
9. reduce a large number of diseases
10. used to treat

- a.* effects of the running
b. related to obesity
c. shape
d. for real exercise
e. stop for hours
f. need for strenuous workouts
g. without exercising
h. muscle-wasting diseases
i. energy levels
j. by the new discovery

WHILE READING

GAP FILL: Put the words into the gaps in the text.

US researchers say they have developed a pill that _____ you fit without exercising. Scientists at California's Salk Institute for Biological Studies tested a new drug _____ genetically engineered "marathon mice" that could run non-stop for _____. They then developed a pill that could reproduce the _____ effects of the running. Researcher Professor Ronald Evans said the pill helps cells burn fat _____ and at the same time boosts energy levels. The new discovery could benefit those who do not _____ the recommended 40 minutes of exercise per day. Professor Evans said: "If you're _____ of shape, and most of us are...you have to do some exercise...If there was a way to mimic exercise, it would make the quality of exercise [we] have _____ more efficient."

out
hours
quicker
makes
get
much
on
positive

Fitness _____ are unconvinced by the new discovery. They say there is no substitute for real exercise and a balanced, healthy _____. However, it seems there would be enormous appeal for a pill that does away with the _____ for strenuous workouts or sweating it out jogging. If the effects can be reproduced in humans, it could become one of science's _____ money-spinners. It could additionally reduce a large number of diseases _____ to obesity and seriously _____ the number of hospital patients. Scientists also say such a medicine could be used to _____ muscle-wasting diseases. The pills are still in the experimental _____ and the researchers are not working with any drug manufacturer.

treat
diet
need
stage
related
cut
experts
biggest

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'exercise' and 'pill'.

exercise

pill

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

- fit
- marathon
- burn
- 40
- shape
- mimic

- discovery
- diet
- appeal
- money
- cut
- stage

STUDENT EXERCISE PILL SURVEY

Write five GOOD questions about exercise pills in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | | | |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
 - b) What springs to mind when you hear the word 'exercise'?
 - c) Do you think an exercise pill is a good thing?
 - d) Do you think the pills would work?
 - e) Would you prefer to get fit through exercise or through taking a pill?
 - f) Would you like to have the pills and take up marathon running?
 - g) Do you get enough exercise every day?
 - h) Do you think this pill will make us all lazier?
 - i) What do you think are the negative effects of an exercise pill?
 - j) What pills do you think scientists will or should discover next?
-

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) Why do you think fitness experts are unconvinced by the new pill?
- c) Do you think the pill could be a substitute for real exercise?
- d) Why do you think people like strenuous exercise like jogging and working out?
- e) Do you like sweating with exercise?
- f) Do you think the pill could change the world's health?
- g) Would you like to do away with the need for exercise?
- h) Are you excited at this news?
- i) Will you try the new pills if they go on sale?
- j) What questions would you like to ask Professor Ronald Evans?

LANGUAGE

US researchers say they have developed a pill that makes you (1) ____ without exercising. Scientists at California's Salk Institute for Biological Studies tested a new drug (2) ____ genetically engineered "marathon mice" that could run non-stop for (3) _____. They then developed a pill that could reproduce the positive effects of the running. Researcher Professor Ronald Evans said the pill helps cells (4) ____ fat quicker and at the same time boosts energy levels. The new discovery could benefit (5) ____ who do not get the recommended 40 minutes of exercise per day. Professor Evans said: "If you're (6) ____ of shape, and most of us are...you have to do some exercise...If there was a way to mimic exercise, it would make the quality of exercise [we] have much more efficient."

Fitness experts are unconvinced by the new discovery. They say there is (7) ____ substitute for real exercise and a balanced, healthy diet. However, it seems there would be enormous appeal for a pill that does (8) ____ with the need for strenuous workouts or sweating it out jogging. If the effects can be reproduced in (9) ____, it could become one of science's biggest money-spinners. It could additionally reduce a large number of diseases related (10) ____ obesity and seriously cut the number of hospital patients. Scientists also say such a medicine could be used to (11) ____ muscle-wasting diseases. The pills are (12) ____ in the experimental stage and the researchers are not working with any drug manufacturer.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|---------------|-------------|--------------|---------------|
| 1. | (a) fitness | (b) fit | (c) fitted | (d) fittest |
| 2. | (a) by | (b) at | (c) on | (d) in |
| 3. | (a) hours | (b) hour | (c) hourly | (d) hour-long |
| 4. | (a) burns | (b) burning | (c) burnt | (d) burn |
| 5. | (a) them | (b) these | (c) those | (d) this |
| 6. | (a) out | (b) off | (c) down | (d) not |
| 7. | (a) non- | (b) never | (c) not | (d) no |
| 8. | (a) soon | (b) away | (c) for | (d) over |
| 9. | (a) everyone | (b) us | (c) we | (d) humans |
| 10. | (a) by | (b) at | (c) to | (d) on |
| 11. | (a) treatment | (b) treat | (c) treating | (d) treaty |
| 12. | (a) still | (b) yet | (c) until | (d) up |

WRITING:

Write about **fitness and exercise** for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about the exercise pill. Share what you discover with your partner(s) in the next Session.

3. DISCOVERIES: Make a poster about some wonder drugs that have been discovered in the past. Show your work to your classmates in the next Session. Did you all have similar things?

4. A FITTER WORLD: Write a magazine article about how the pills changed the world. Include imaginary interviews with people whose lives changed after taking the pills.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. LETTER: Write a letter to Professor Evans. Ask him three questions about the exercise pills. Make three suggestions on what pills he should discover next. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 21**Japanese cars still most reliable**

Japanese cars are the most reliable in the world. That's according to J.D. Power and Associates, an international market research company. J.D. Power's asked thousands of car owners about problems they had with their cars in the first three years of ownership. The Lexus car topped the reliability list, for the fourteenth year in a row. Lexus is Toyota's luxury car brand. The survey found that Lexus cars were getting better and better. They had 120 problems per 100 vehicles, down from 145 problems in the 2007 study. "That's a pretty good track record," said Dave Sargent, a J.D. Power's executive. Lexus was first place in six categories, while other Toyota and Honda cars led four categories. Toyota's Prius hybrid was the winning compact car.

Mr Sargent said that reliability in cars is improving every year. In the past two years, the industry average has improved from 237 problems per 100 vehicles to 206. Land Rover, sold earlier

this year to India's Tata Motors, was the worst-performing brand, with 344 problems. Sargent also said the "seriousness" of the problems was decreasing. The complaints being reported a few years ago were "hard" problems, such as serious technical defects. Sargent said these were becoming less common. He told reporters it is now more likely that car owners will complain about "soft" problems, like strange noises or wear and tear of the car's interior. He added that: "Improved quality is good for everybody, [especially] for the consumers, who don't have the annoyance of problems [and costs]."

WARM-UPS

1. RELIABLE: Walk around the class and talk to other students about being reliable. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

Japanese cars / reliable / market research / luxury car / problems / first place / improving / averages / complaints / technical defects / strange noises / wear and tear

Have a chat about the topics you liked. Change topics and partners frequently.

3. RELIABILITY: Are you happy with the products you buy? Look at the goods and services below. Write down the most and least-reliable company related to them. Change partners and share your ideas. Agree on the best and worst for each.

| Good / Service | Most reliable company | Least reliable company |
|----------------|-----------------------|------------------------|
| Car | | |
| Computer | | |
| Music player | | |
| Mobile phone | | |
| English school | | |
| Airline | | |

4. QUICK DEBATE: Students A strongly believe that Japanese cars will always be the world's most reliable cars; Students B strongly believe another nation will soon overtake the Japanese. Change partners again and talk about your roles and conversations.

5. PROBLEMS: What problems do you experience with the things below? Discuss this with your partner(s). Are these problems getting bigger or are they disappearing?

- cars
- computers
- mobile phones
- English schools
- public transport
- government
- restaurants
- other _____

6. CARS: Spend one minute writing down all of the different words you associate with the word 'cars'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. A market research firm found Japanese cars to be the most reliable. | T / F |
| b. Japanese makers have topped the reliability list for the past 14 years. | T / F |
| c. Only 145 people said they had problems with their Japanese car. | T / F |
| d. Toyota's energy-saving hybrid car was the most reliable of all cars. | T / F |
| e. Industry-wide, overall reliability worsened in the past year. | T / F |
| f. The best-performing non-Japanese car maker was Land Rover. | T / F |
| g. Car owners are now more likely to complain about strange noises. | T / F |
| h. People will complain about wear and tear more than engine problems. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|------------------|----------------------|
| 1. reliable | a. headed |
| 2. according to | b. irritation |
| 3. topped | c. faults |
| 4. track record | d. small |
| 5. compact | e. deterioration |
| 6. improving | f. trustworthy |
| 7. defects | g. getting better |
| 8. likely | h. past performance |
| 9. wear and tear | i. in the opinion of |
| 10. annoyance | j. probable |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|-------------------------------|-------------------------------|
| 1. Japanese cars are the most | a. in a row |
| 2. an international market | b. defects |
| 3. The Lexus car topped | c. common |
| 4. the fourteenth year | d. research company |
| 5. Lexus was first place | e. tear of the car's interior |
| 6. the industry average | f. reliable in the world |
| 7. serious technical | g. good for everybody |
| 8. becoming less | h. has improved |
| 9. wear and | i. the reliability list |
| 10. Improved quality is | j. in six categories |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

Japanese cars are the most _____ in the world. That's according to J.D. Power and Associates, an international market research company. J.D. Power's asked _____ of car owners about problems they had with their cars in the first three years of _____. The Lexus car topped the reliability list, for the fourteenth year in a row. Lexus is Toyota's _____ car brand. The survey found that Lexus cars were getting better and better. They had 120 problems per 100 vehicles, _____ from 145 problems in the 2007 study. "That's a _____ good track record," said Dave Sargent, a J.D. Power's executive. Lexus was first place in six _____, while other Toyota and Honda cars led

*down
thousands
pretty
reliable
luxury
ownership
compact*

four categories. Toyota's Prius hybrid was the winning _____ car.

categories

Mr Sargent said that reliability in _____ is improving every year. In the past two years, the industry _____ has improved from 237 problems per 100 vehicles to 206. Land Rover, sold earlier this year to India's Tata Motors, was the worst-performing _____, with 344 problems. Sargent also said the "seriousness" of the _____ was decreasing. The complaints being reported a few years ago were "hard" problems, such as _____ technical defects. Sargent said these were becoming less common. He told reporters it is now more _____ that car owners will complain about "soft" problems, like strange noises or _____ and tear of the car's interior. He added that: "Improved quality is good for everybody, [especially] for the consumers, who don't have the annoyance of problems [and _____]."

*wear
serious
average
problems
cars
costs
likely
brand*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'wear' and 'tear'.

| wear | tear |
|------|------|
| | |

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|---|--|
| <ul style="list-style-type: none"> • most • three • row • 120 • pretty | <ul style="list-style-type: none"> • two • sold • seriousness • common • soft |
|---|--|

| | |
|----------|---------|
| • hybrid | • costs |
|----------|---------|

STUDENT CAR SURVEY

Write five GOOD questions about cars in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | | | |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

CAR DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'reliable'?
- Are you reliable?
- Are you happy with the reliability of the things you buy?
- Have you ever had a problem with a car?
- What do you think of Japanese cars?
- How do you think Toyota can stay number one for 14 years in a row?
- Would you buy a Toyota after reading this article?
- What are your favourite and least favourite cars?
- How do you think Toyota bosses feel about being number one?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- Do you think cars will ever become 100 per cent reliable?
- How important is reliability to you?
- Are you surprised that Land Rover was the worst-performing car?
- Do you worry about the wear and tear of the things you buy?
- Do you read consumer guides or look at consumer Internet sites before you buy something?
- Do you think car companies care about reports such as the one in the article?
- What other "soft" problems do you think cars might have?
- What annoyances have you had recently with things you've bought?
- What questions would you like to ask Toyota's boss?

LANGUAGE

Japanese cars are the most reliable in the world. That's according (1) ____ J.D. Power and Associates, an international market research company. J.D. Power's asked thousands of car (2) ____ about problems they had with their cars in the first three years of ownership. The Lexus car (3) ____ the reliability list, for the fourteenth year in a row. Lexus is Toyota's luxury car brand. The survey found that Lexus cars were getting better and (4) _____. They had 120 problems per 100 vehicles, (5) _____ from 145 problems in the 2007 study. "That's a pretty good track record," said Dave Sargent, a J.D. Power's executive. Lexus was first place in six categories, while other Toyota and Honda cars led four categories. Toyota's Prius hybrid was the (6) ____ compact car.

Mr Sargent said that (7) _____ in cars is improving every year. In the past two years, the (8) _____ average has improved from 237 problems per 100 vehicles to 206. Land Rover, sold earlier this year to India's Tata Motors, was the worst-performing brand, (9) _____ 344 problems. Sargent also said the "seriousness" of the problems was decreasing. The complaints (10) _____ reported a few years ago were "hard" problems, such as serious technical defects. Sargent said these were becoming less common. He told reporters it is now more (11) _____ that car owners will complain about "soft" problems, like strange noises or wear and tear of the car's interior. He added that: "Improved (12) _____ is good for everybody, [especially] for the consumers, who don't have the annoyance of problems [and costs]."

Put the correct words from the table below in the above article.

- | | | | | |
|-----|-----------------|--------------|-------------------|--------------------|
| 1. | (a) for | (b) to | (c) with | (d) by |
| 2. | (a) ownership | (b) owner | (c) owners | (d) owns |
| 3. | (a) topped | (b) tipped | (c) tapped | (d) taped |
| 4. | (a) betterment | (b) betters | (c) best | (d) better |
| 5. | (a) low | (b) under | (c) down | (d) below |
| 6. | (a) winning | (b) winner | (c) won | (d) win-win |
| 7. | (a) reliant | (b) reliably | (c) reliable | (d) reliability |
| 8. | (a) industrious | (b) industry | (c) industrial | (d) industrialist |
| 9. | (a) which | (b) while | (c) well | (d) with |
| 10. | (a) were | (b) was | (c) being | (d) be |
| 11. | (a) liked | (b) likely | (c) likes | (d) likelihood |
| 12. | (a) quality | (b) quantity | (c) qualification | (d) quantification |

WRITING:

Write about **cars** for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about the reliability of different cars. Share what you discover with your partner(s) in the next Session.

3. CARS: Make a poster about your favourite cars. Show your work to your classmates in the next Session. Did you all have similar things?

4. MOST UNRELIABLE: Write a magazine article about a car owner with the most unreliable car in the world. Include imaginary interviews with the car owner and the boss of the car company.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. LETTER: Write a letter to Toyota's boss. Ask him three questions about Toyota cars. Make three suggestions on what he should do to improve his cars. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

6. DIARY / JOURNAL: You are a car. Write your thoughts on your daily life. Include your opinions on your driver(s) and the way they drive you and treat you. Read your entry to your classmates in the next Session.

Session 22

Georgia calls for ceasefire in South Ossetia

Georgia's President Mikhail Saakashvili has called for a ceasefire in the conflict with Russia. The two nations started hostilities over the breakaway province of South Ossetia. Russia sent hundreds of tanks and troops into South Ossetia on Friday to protect Russian citizens living there. Georgia responded by sending troops and fighter planes to the area. The fighting left over 1,500 dead on both sides. Mr. Saakashvili also proposed that Russian and Georgian troops step back from the region to allow breathing space and avoid a full-blown war. He said Georgian soldiers would withdraw from South Ossetia's capital Tshkinvali and would stop shelling Russian forces. Media reports are that Russia is already in control of Tshkinvali.

The wider world is worried the conflict might erupt into a dangerous war between the two sides. Georgia is a staunch ally of America and wants to join NATO, something Russia does not want to happen. Many analysts in the West say that Russia may be planning to march to Georgia's capital Tblisi and overthrow Saakashvili. The Kremlin views Georgia's leader as a puppet of the West. U.S. Secretary of State Condoleezza Rice urged Russia to halt its attacks and withdraw from Georgian territory. Russian President Dmitry Medvedev said he sent his troops into South Ossetia on a peacekeeping mission and wants a ceasefire. Heated arguments took place at the UN Security Council on Friday night as members tried to avoid war.

WARM-UPS

1. WAR: Walk around the class and talk to other students about war. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

ceasefire / conflict / tanks / troops / fighting / breathing space / capital city / media / staunch allies / NATO / puppets / the West / peacekeeping missions / arguments

Have a chat about the topics you liked. Change topics and partners frequently.

3. HOSTILITIES: Why do countries go to war? Look at the possible reasons below. Write your solutions to how to stop countries fighting because of these. Change partners and share your ideas. Can you think of any real-life examples?

| Reason | Solutions |
|-----------------------------|-----------|
| Water | |
| Religion | |
| Border lines | |
| Kidnapping | |
| Weapons of mass destruction | |
| Terrorist attack | |

4. QUICK DEBATE: Students A strongly believe there will be a long war between Georgia and Russia; Students B strongly believe everything will be back to normal very soon. Change partners again and talk about your roles and conversations.

5. CONFLICT: Discuss with your partner(s) the best way to resolve these conflicts.

- Georgia - Russia
- Palestine - Israel
- North Korea – South Korea
- Iraq
- Afghanistan
- U.S. – Mexico border dispute
- Darfur
- Colombia - FARC

6. NATO: Spend one minute writing down all of the different words you associate with NATO. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. Georgia's president has asked South Ossetia's leader for a ceasefire. | T / F |
| b. Russia sent hundreds of airplanes into South Ossetia. | T / F |
| c. Georgia's president said it is difficult for South Ossetian's to breathe. | T / F |
| d. The world's newspapers and TV say Georgia controls Tshkinvali. | T / F |
| e. Georgia is an enemy of the USA and NATO. | T / F |
| f. Russia is very keen on Georgia becoming a NATO member. | T / F |
| g. Russia's president said his troops are peacekeepers. | T / F |
| h. Angry discussions took place in the U.N. Security Council. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|--------------|--------------|
| 1. ceasefire | a. region |
| 2. conflict | b. friend |
| 3. province | c. break out |
| 4. responded | d. angry |
| 5. proposed | e. truce |
| 6. erupt | f. pull out |

- | | |
|-------------|--------------|
| 7. ally | g. suggested |
| 8. puppet | h. dispute |
| 9. withdraw | i. tool |
| 10. heated | j. replied |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|--|------------------------------|
| 1. Saakashvili has called | a. mission |
| 2. the breakaway | b. by sending troops |
| 3. Georgia responded | c. ally of America |
| 4. step back from the region to | d. took place |
| 5. stop shelling | e. for a ceasefire |
| 6. the conflict might erupt | f. allow breathing space |
| 7. Georgia is a staunch | g. puppet of the West |
| 8. Kremlin views Georgia's leader as a | h. province of South Ossetia |
| 9. a peacekeeping | i. Russian forces |
| 10. Heated arguments | j. into a dangerous war |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

Georgia's President Mikhail Saakashvili has _____ for a ceasefire in the conflict with Russia. The two nations started hostilities over the breakaway _____ of South Ossetia. Russia sent hundreds of tanks and troops into South Ossetia on Friday to protect Russian _____ living there. Georgia responded by sending troops and fighter planes to the area. The _____ left over 1,500 dead on both sides. Mr. Saakashvili also proposed that Russian and Georgian troops _____ back from the region to allow breathing space and _____ a full-blown war. He said Georgian soldiers would _____ from South Ossetia's capital Tshkinvali and would stop shelling Russian forces. Media _____ are that Russia is already in control of Tshkinvali.

*step
withdraw
province
fighting
reports
called
avoid
citizens*

The wider _____ is worried the conflict might erupt into a dangerous war between the two sides. Georgia is a staunch _____ of America and wants to join NATO, something Russia does not want to happen. Many _____ in the West say that Russia may be planning to _____ to Georgia's capital Tblisi and overthrow Saakashvili. The Kremlin views Georgia's leader as a _____ of the West. U.S. Secretary of State Condoleezza Rice urged Russia to _____ its attacks and withdraw from Georgian territory. Russian President Dmitry Medvedev said he sent his troops into South Ossetia on a peacekeeping _____ and wants a ceasefire. Heated arguments took _____ at the UN Security Council on Friday night as members tried to avoid war.

*mission
march
place
ally
analysts
puppet
world
halt*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'cease' and 'fire'.

| | |
|--------------|-------------|
| cease | fire |
|--------------|-------------|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|---|---|
| <ul style="list-style-type: none"> • called • started • protect • proposed • avoid • shelling | <ul style="list-style-type: none"> • erupt • ally • march • views • halt • heated |
|---|---|

STUDENT WAR SURVEY

Write five GOOD questions about war in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.

- Make mini-presentations to other groups on your findings.

WAR DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'war'?
- What did you think when you heard Russia and Georgia were fighting?
- Do you think the conflict will escalate into a full-blown war?
- What consequences would a Russia-Georgia war have for the world?
- Who is most at fault in this conflict?
- Should South Ossetia get its independence?
- Was Russia right to send its troops to South Ossetia to protect Russian citizens?
- Do you think Russia will keep South Ossetia?
- What advice do you have for the Russian and Georgian leaders?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- Do you think it is a problem if Georgia wants to join NATO?
- Do you think it bothers Russia that Georgia is a staunch ally of the US?
- Why do you think Russia is so worried about former Soviet states joining NATO?
- Do you think NATO should send forces to help the South Ossetian people?
- How would the world react if Russia overthrew Mikhail Saakashvili?
- Do you think Saakashvili is a puppet of the West? Does it matter?
- What do you think the UN Security Council argued about?
- What questions would you like to ask Dmitry Medvedev?
- What questions would you like to ask Mikhail Saakashvili?

LANGUAGE

Georgia's President Mikhail Saakashvili (1) ____ called for a ceasefire in the conflict with Russia. The two (2) ____ started hostilities over the breakaway province of South Ossetia. Russia sent hundreds of tanks and troops into South Ossetia on Friday (3) ____ protect Russian citizens living there. Georgia responded by sending troops and fighter planes to the area. The fighting left over 1,500 (4) ____ on both sides. Mr. Saakashvili also proposed that Russian and Georgian troops step (5) ____ from the region to allow breathing space and avoid a full-blown war. He said Georgian soldiers would (6) ____ from South Ossetia's capital Tshkinvali and would stop shelling Russian forces. Media reports are that Russia is already in control of Tshkinvali.

The (7) ____ world is worried the conflict might erupt into a dangerous war between the two sides. Georgia is a staunch (8) ____ of America and wants to join NATO, something Russia does not want to happen. Many (9) ____ in the West say that Russia may be planning to march to Georgia's capital Tblisi and (10) ____ Saakashvili. The Kremlin views Georgia's leader as a puppet of the West. U.S. Secretary of State Condoleezza Rice urged Russia to halt its attacks and withdraw from Georgian territory. Russian President Dmitry Medvedev said he sent his troops into South Ossetia (11) ____ a peacekeeping mission and wants a ceasefire. Heated arguments took place at the UN Security Council on Friday night (12) ____ members tried to avoid war.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|---------------|--------------|-------------------|----------------|
| 1. | (a) is | (b) had | (c) was | (d) has |
| 2. | (a) nationals | (b) nations | (c) nationalities | (d) nation |
| 3. | (a) to | (b) for | (c) and | (d) so |
| 4. | (a) death | (b) died | (c) dead | (d) dies |
| 5. | (a) up | (b) forwards | (c) back | (d) in |
| 6. | (a) pull | (b) withdraw | (c) drawn | (d) withdrawal |
| 7. | (a) wider | (b) width | (c) wide | (d) widely |
| 8. | (a) allies | (b) alliance | (c) allied | (d) ally |
| 9. | (a) analysis | (b) analysts | (c) analyze | (d) analyzing |
| 10. | (a) throwing | (b) throw | (c) thrown | (d) overthrow |
| 11. | (a) with | (b) for | (c) on | (d) to |
| 12. | (a) as | (b) by | (c) for | (d) to |

WRITING:

Write about **war** for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about the conflict between Georgia and Russia. Share what you discover with your partner(s) in the next Session.

3. BREAKAWAY: Make a poster about the different states that were once part of the former Soviet Union. Show your work to your classmates in the next Session. Did you all have similar things?

4. SOUTH OSSETIAN: Write a magazine article about the future of South Ossetia. Include imaginary interviews with a Georgian and a Russian leader.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. LETTER: Write a letter to Russian President Dmitry Medvedev. Ask him three questions about his country's military involvement in South Ossetia. Make three suggestions on what he should do to secure peace. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

6. DIARY / JOURNAL: You are a South Ossetian. Write your thoughts on your daily life. Include your opinions on the Russian and Georgian troops fighting on your land. Read your entry to your classmates in the next Session.

Session 23

Russian buys world's priciest home

A new world record for a home has been set by an unidentified Russian billionaire. The mystery tycoon has spent \$750 million on a luxurious villa on the French Riviera. The price tag smashes the previous record of the Indian steel magnate Lakshmi Mittal earlier this year. He paid \$235 million for a mansion on London's 'Billionaire Boulevard'. The new record was for the historic Villa Leopolda estate on France's Cote d'Azur. For his or her money, the unnamed purchaser gets a mansion built by King Leopold II of Belgium in 1902. The grounds include 20 acres of gardens that require fifty full-time gardeners, and 1,200 olive, lemon and orange trees. Jonathan Hewlett, a London property expert, told the BBC that Central London and the French Riviera are the "current hotspots" for Russia's new mega-rich.

The world's media have been guessing the identity of the new owner of the Villa Leopolda. Many press reports say it is an oil fat cat. Initial rumours were that Roman Abramovich, the owner of Chelsea Football Club, was the mystery buyer. He already owns an exclusive property near Antibes, also on the French Riviera. According to a local French newspaper, there are now over 60 villas or mansions on the Cote d'Azur owned by wealthy Russians. Britain's Times newspaper quoted a French luxury-home salesman as saying Russians become angry if they are offered a property at any price below \$150 million. The latest record, however, will not last long. India's richest man Mukesh Ambani will soon move into his \$2 billion 27-storey home. The property was supposedly inspired by the Hanging Gardens of Babylon.

WARM-UPS

1. PROPERTY: Walk around the class and talk to other students about property. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

world records / billionaires / mystery / price tags / mansions / gardens / hotspots / media / rumours / exclusive property / becoming angry / Hanging Gardens of Babylon

Have a chat about the topics you liked. Change topics and partners frequently.

3. BILLIONAIRE: Would you like to be a billionaire? Write what you would do if you were a billionaire in the table below. Change partners and share your ideas.

| Situations | What I would do |
|---------------------|-----------------|
| My house | |
| My car | |
| My family & friends | |
| Charity | |
| Hobbies | |
| Other _____ | |

4. WEALTH: Students A strongly believe it is immoral for a few people to be so rich while millions starve; Students B strongly believe wealth makes the world a better place. Change partners again and talk about your roles and conversations.

5. MY WANTS: What do you want most in life? Rank the following in order of your most desired.

- | | |
|-----------------------------|--------------------------------|
| _____ a billion dollars | _____ extra-supermodel looks |
| _____ perfect health | _____ the perfect family |
| _____ a genius intelligence | _____ the world's best friends |
| _____ fluency in English | _____ a super-long life |

6. HOME: Spend one minute writing down all of the different words you associate with the word 'home'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. A Russian billionaire has bought an expensive mystery home. | T / F |
| b. The price more than tripled the previous world record paid for a home. | T / F |
| c. The record home is in a London street called 'Billionaire Boulevard'. | T / F |
| d. Russia's wealthiest people are buying property in London and France. | T / F |
| e. The owner of the world record home has many fat cats. | T / F |
| f. The mystery buyer also owns an English football club. | T / F |
| g. Wealthy Russians prefer properties with a price tag over \$150 million. | T / F |
| h. An Indian tycoon has built a replica of the Hanging Gardens of Babylon. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|-----------------|-------------------|
| 1. set | a. recommended |
| 2. tycoon | b. super |
| 3. purchaser | c. created |
| 4. require | d. early |
| 5. mega | e. buyer |
| 6. guessing | f. as stated by |
| 7. initial | g. influenced |
| 8. according to | h. billionaire |
| 9. offered | i. speculating on |
| 10. inspired | j. need |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|----------------------------------|--------------------------|
| 1. A new world record for a home | a. Villa Leopolda estate |
| 2. The price tag smashes | b. exclusive property |
| 3. the historic | c. has been set |
| 4. The grounds include 20 | d. of the new owner |

- | | |
|--------------------------------|-------------------------------|
| 5. current | e. Hanging Gardens of Babylon |
| 6. guessing the identity | f. the previous record |
| 7. Initial | g. acres of gardens |
| 8. He already owns an | h. salesman |
| 9. a French luxury-home | i. hotpots |
| 10. supposedly inspired by the | j. rumours |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

A new world record for a home has been _____ by an unidentified Russian billionaire. The mystery tycoon has _____ \$750 million on a luxurious villa on the French Riviera. The price tag _____ the previous record of the Indian steel magnate Lakshmi Mittal earlier this year. He paid \$235 million for a mansion on London’s ‘Billionaire Boulevard’. The new record was for the _____ Villa Leopolda estate on France’s Cote d’Azur. For his or her money, the unnamed purchaser _____ a mansion built by King Leopold II of Belgium in 1902. The grounds include 20 acres of gardens that _____ fifty full-time gardeners, and 1,200 olive, lemon and orange trees. Jonathan Hewlett, a London _____ expert, told the BBC that Central London and the French Riviera are the “current _____” for Russia’s new mega-rich.

- require*
- historic*
- spent*
- property*
- gets*
- set*
- hotpots*
- smashes*

The world’s media have been guessing the _____ of the new owner of the Villa Leopolda. Many press reports say it is an oil fat _____. Initial rumours were that Roman Abramovich, the owner of Chelsea Football Club, was the _____ buyer. He already owns an _____ property near Antibes, also on the French Riviera. According to a local French newspaper, there are now over 60 villas or mansions on the Cote d’Azur _____ by wealthy Russians. Britain’s Times newspaper quoted a French luxury-home salesman as saying Russians become angry if they are _____ a property at any price below \$150 million. The latest record, however, will not _____ long. India’s richest man Mukesh Ambani will soon move into his \$2 billion 27-storey home. The property was supposedly _____ by the Hanging Gardens of Babylon.

- last*
- mystery*
- cat*
- owned*
- inspired*
- identity*
- exclusive*
- offered*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words ‘fat’ and ‘cat’.

| | |
|------------|------------|
| fat | cat |
| | |

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|--|--|
| <ul style="list-style-type: none"> • new • tag • historic • 1902 • 20 • mega | <ul style="list-style-type: none"> • media • cat • exclusive • 60 • 150 • 27 |
|--|--|

STUDENT BILLIONAIRE SURVEY

Write five GOOD questions about billionaires in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | | | |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

PROPERTY DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'billionaire'?
- Would you like to be a billionaire?
- How would your life change if you were mega rich?

- e) Why do you think the buyer's identity is being kept a secret?
- f) Would you spend \$750 million on a home or buy a cheaper house and give the rest to charity?
- g) Do you think people who spend so much money on themselves are immoral?
- h) Where would you live if you had lots of money?
- i) Would you like a house that has 20 acres of gardens?
- j) Where are the property hotspots in your country?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) Are you interested in knowing the identity of the mystery buyer?
- c) What do you think of Russia's oil fat cats?
- d) Would you invest in property?
- e) Why do you think someone might get angry at being offered a home less than \$150 million?
- f) Is it important for you to own your own home?
- g) Why do you think someone would build a 27-storey home?
- h) What inspirations would you use in designing your own home?
- i) What do you know about the Hanging Gardens of Babylon?
- j) What questions would you like to ask the mystery tycoon?

LANGUAGE

A new world record for a home has been (1) _____ by an unidentified Russian billionaire. The mystery tycoon has spent \$750 million on a luxurious villa (2) _____ the French Riviera. The (3) _____ tag smashes the previous record of the Indian steel magnate Lakshmi Mittal earlier this year. He paid \$235 million for a mansion on London's 'Billionaire Boulevard'. The new record was for the historic Villa Leopolda estate on France's Cote d'Azur. For his or her money, the (4) _____ purchaser gets a mansion built by King Leopold II of Belgium in 1902. The grounds include 20 acres of gardens that (5) _____ fifty full-time gardeners, and 1,200 olive, lemon and orange trees. Jonathan Hewlett, a London property expert, told the BBC that Central London and the French Riviera are the "current (6) _____" for Russia's new mega-rich.

The world's media have been (7) _____ the identity of the new owner of the Villa Leopolda. Many press reports say it is an oil fat (8) _____. Initial rumours were that Roman Abramovich, the owner of Chelsea Football Club, was the mystery buyer. He already owns an (9) _____ property near Antibes, also on the French Riviera. According to a local French newspaper, there are now over 60 villas or mansions on the Cote d'Azur owned (10) _____ wealthy Russians. Britain's Times newspaper (11) _____ a French luxury-home salesman as saying Russians become angry if they are offered a property at any price below \$150 million. The latest record, however, will not last long. India's richest man Mukesh Ambani will soon move into his \$2 billion 27-storey home. The property was supposedly (12) _____ by the Hanging Gardens of Babylon.

Put the correct words from the table below in the above article.

- | | | | | |
|----|--------------|--------------|--------------|--------------|
| 1. | (a) set up | (b) setting | (c) sets | (d) set |
| 2. | (a) in | (b) on | (c) at | (d) over |
| 3. | (a) price | (b) cost | (c) fee | (d) amount |
| 4. | (a) unmarked | (b) unmanned | (c) unnamed | (d) unmapped |
| 5. | (a) request | (b) requires | (c) require | (d) requests |
| 6. | (a) hotshot | (b) hotspots | (c) hotshots | (d) hotspot |

- | | | | | |
|-----|---------------|-----------------|-----------------|-------------------|
| 7. | (a) guessing | (b) guess | (c) guessed | (d) guesses |
| 8. | (a) kitty | (b) feline | (c) kitten | (d) cat |
| 9. | (a) exclusion | (b) exclusive | (c) exclusively | (d) exclusiveness |
| 10. | (a) at | (b) of | (c) with | (d) by |
| 11. | (a) quotes | (b) quotation | (c) quoted | (d) quote |
| 12. | (a) inspired | (b) inspiration | (c) inspiring | (d) inspire |

WRITING:

Write about **billionaires** for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about the historic Villa Leopolda estate. Share what you discover with your partner(s) in the next Session.

3. BILLIONAIRES: Make a poster about the world's billionaires. How did they get their wealth? What do they do with their riches? Show your work to your classmates in the next Session. Did you all have similar things?

4. BILLIONAIRE: Write a magazine article about wealth and a lack of it. Include imaginary interviews with a billionaire and someone who lives on less than a dollar a day. What do they think of each other?

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. LETTER: Write a letter to the unidentified Russian billionaire. Ask him/her three questions about being wealthy. Make three suggestions on what he/she should do with his/her fortune. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

6. DIARY / JOURNAL: You are a billionaire. Write about one day in your life. Read your entry to your classmates in the next Session.

Record-setting Beijing Olympics end

The 29th Olympic Games ended in Beijing on Sunday night with a spectacular closing ceremony. Over 7,000 performers and a breathtaking fireworks display entertained the crowd of 90,000 in the famous Bird's Nest stadium. It has truly been one of the most memorable Olympics ever. China's leaders will feel they have fulfilled their goal to show the world what China can achieve. Numbers tell part of the Beijing story. The record \$40-billion games officially started on 08.08.2008, at eight minutes past eight – the number 8 brings luck in China. Altogether, 11,028 athletes qualified from 204 different countries. A record number of 88 countries won medals, with 122 athletes winning more than one. The USA's Michael Phelps and Jamaica's Usain Bolt set 10 world records between them.

The president of the Beijing Organizing Committee, Liu Qi, summed up his feelings on the Games in his closing speech. He said: "The past 16 days have witnessed superb athletic performances and sportsmanship. Athletes...have competed in the Games in the Olympic spirit. They have...achieved amazing results by breaking 38 world records and 85 Olympic records." He added that the Games had brought China closer to the world. "The Beijing 2008 Olympic Games is a grand celebration of sport, a grand celebration of peace and a grand celebration of friendship," he said. International Olympic Committee president Jacques Rogge echoed Qi's enthusiasm, saying: "These were truly exceptional Games...The world learned more about China and China learned more about the world."

WARM-UPS

1. BEIJING OLYMPICS: Walk around the class and talk to other students about the Beijing Olympics. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

Beijing / ceremonies / performers / fireworks / memorable / lucky numbers / athletes / superb performances / sportsmanship / results / celebrations / peace / friendship

Have a chat about the topics you liked. Change topics and partners frequently.

3. SUMMING UP: You must give a short presentation on the Beijing Olympics. With your partner(s), make notes on the points below and rate them (10= super successful, 1= a failure). Change partners and share your ideas. Make your presentations to the class.

| Points | 1-10 | Good | Bad |
|----------------|------|------|-----|
| Beijing stadia | | | |
| Ceremonies | | | |
| Records | | | |
| Athletes | | | |
| Politics | | | |
| Pollution | | | |

4. SPORT: Students A strongly believe the Olympics is better than the football World Cup; Students B strongly believe the World Cup is better than the Olympics. Change partners again and talk about your roles and conversations.

5. OLYMPIC ADJECTIVES: Look at these words from the article. With your partner(s) use them to talk about the Beijing Olympics. Change partners and share your discussions.

- spectacular
- breathtaking
- memorable
- lucky
- superb
- amazing
- grand
- exceptional

6. WORLD RECORD: Spend one minute writing down all of the different words you associate with the phrase ‘world record’. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article’s headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. The Beijing Olympic Games set 29 different records. | T / F |
| b. An audience of 90,000 people attended the closing ceremony. | T / F |
| c. China’s leaders will be unhappy at not achieving more at the Olympics. | T / F |
| d. The number eight was an important number in the Beijing Games. | T / F |
| e. The organizer of the Games talked about maths in his closing speech. | T / F |
| f. Over 100 Olympic records were broken in Beijing. | T / F |
| g. The organizer said the Games brought China closer to the world. | T / F |
| h. The Olympics president agreed with the comments of the organizer. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|-----------------|------------------|
| 1. spectacular | a. extraordinary |
| 2. crowd | b. created |
| 3. memorable | c. magnificent |
| 4. fulfilled | d. undoubtedly |
| 5. set | e. audience |
| 6. summed up | f. repeated |
| 7. witnessed | g. evaluated |
| 8. truly | h. unforgettable |
| 9. echoed | i. achieved |
| 10. exceptional | j. saw |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---------------------------------|------------------------------|
| 1. a spectacular closing | a. his feelings on the Games |
| 2. a breathtaking fireworks | b. their goal |
| 3. one of the most memorable | c. brings luck in China |
| 4. they have fulfilled | d. display |
| 5. the number 8 | e. spirit |
| 6. Liu Qi summed up | f. ceremony |
| 7. superb athletic performances | g. exceptional Games |
| 8. the Olympic | h. more about China |
| 9. These were truly | i. Olympics ever |
| 10. The world learned | j. and sportsmanship |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

The 29th Olympic Games _____ in Beijing on Sunday night with a spectacular closing ceremony. Over 7,000 performers and a breathtaking fireworks _____ entertained the crowd of 90,000 in the famous Bird's Nest stadium. It has truly been one of the most _____ Olympics ever. China's leaders will feel they have fulfilled their goal to show the world what China can _____. Numbers tell part of the Beijing story. The record \$40-billion games _____ started on 08.08.2008, at eight minutes past eight – the number 8 _____ luck in China. Altogether, 11,028 athletes qualified from 204 different countries. A _____ number of 88 countries won medals, with 122 athletes winning more than one. The USA's Michael Phelps and Jamaica's Usain Bolt _____ 10 world records between them.

record
officially
memorable
brings
ended
achieve
set
display

The president of the Beijing Organizing Committee, Liu Qi, _____ up his feelings on the Games in his closing speech. He said: "The _____ 16 days have witnessed superb athletic performances and sportsmanship. Athletes... have competed in the Games in the Olympic _____. They have... _____ amazing results by breaking 38 world records and 85 Olympic records." He added that the Games had brought China _____ to the world. "The Beijing 2008 Olympic Games is a grand celebration of sport, a grand celebration of _____ and a grand celebration of friendship," he said. International Olympic Committee president Jacques Rogge _____ Qi's enthusiasm, saying: "These were _____ exceptional Games... The world learned more about China and China learned more about the world."

spirit
closer
past
echoed
truly
summed
achieved
peace

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words '**Olympic**' and '**spirit**'.

| Olympic | spirit |
|---------|--------|
| | |

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|---|---|
| <ul style="list-style-type: none"> • 29 • 90,000 • 40 billion • eight • 88 • 10 | <ul style="list-style-type: none"> • feelings • witnessed • closer • peace • echoed • learned |
|---|---|

STUDENT BEIJING OLYMPICS SURVEY

Write five GOOD questions about the Beijing Olympics in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

BEIJING OLYMPICS DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- a) What did you think when you read the headline?
- b) What springs to mind when you hear the word 'Olympics'?
- c) Did you like the Beijing Olympics?
- d) What did you think of the opening and closing ceremonies?
- e) What was the most memorable part of the Olympics for you?
- f) Do you think China's leaders will be happy with the Olympics?
- g) What numbers are lucky in your country, and why?
- h) Which athlete did you most want to win and why?
- i) Are you happy with the performance of the athletes from your country?
- j) Who's better, swimmer Michael Phelps or sprinter Usain Bolt?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?

- b) How would you sum up your feelings on the Beijing Olympics?
- c) What did you think of the sportsmanship in Beijing?
- d) What Olympic gold medal would you most like to win?
- e) Do you think the Beijing Olympics brought China closer to the world?
- f) In what way are the Olympics celebrations of friendship and peace?
- g) What did you learn about China in these games?
- h) Did you think about things like pollution and politics during these games?
- i) Do you think the London Olympics in 2012 will be better than the Beijing Games?
- j) What questions would you like to ask International Olympic Committee president Jacques Rogge about the Beijing Games?

LANGUAGE

The 29th Olympic Games ended in Beijing on Sunday night with a spectacular (1) ____ ceremony. Over 7,000 performers and a breathtaking fireworks display entertained the crowd of 90,000 in the famous Bird's Nest stadium. It has (2) ____ been one of the most memorable Olympics ever. China's leaders will feel they have (3) ____ their goal to show the world what China can achieve. Numbers tell part of the Beijing story. The record \$40-billion games (4) ____ started on 08.08.2008, at eight minutes past eight – the number 8 (5) ____ luck in China. Altogether, 11,028 athletes qualified from 204 different countries. A record number of 88 countries won medals, with 122 athletes winning more than one. The USA's Michael Phelps and Jamaica's Usain Bolt (6) ____ 10 world records between them.

The president of the Beijing Organizing Committee, Liu Qi, summed (7) ____ his feelings on the Games in his closing speech. He said: "The (8) ____ 16 days have witnessed superb athletic performances and sportsmanship. Athletes... have competed in the Games in the Olympic (9) ____ . They have... achieved amazing results by breaking 38 world records and 85 Olympic records." He added that the Games had brought China (10) ____ to the world. "The Beijing 2008 Olympic Games is a grand celebration of sport, a grand celebration of peace and a grand celebration of (11) ____," he said. International Olympic Committee president Jacques Rogge echoed Qi's enthusiasm, saying: "These were truly (12) ____ Games... The world learned more about China and China learned more about the world."

Put the correct words from the table below in the above article.

- | | | | | |
|-----|----------------|---------------|------------------|-----------------|
| 1. | (a) closure | (b) close | (c) closed | (d) closing |
| 2. | (a) truth | (b) true | (c) truly | (d) truthful |
| 3. | (a) filled | (b) fulfilled | (c) filling | (d) full |
| 4. | (a) officially | (b) official | (c) officials | (d) officialdom |
| 5. | (a) has | (b) comes | (c) brings | (d) serves |
| 6. | (a) setter | (b) settings | (c) setting | (d) set |
| 7. | (a) on | (b) up | (c) in | (d) down |
| 8. | (a) past | (b) parts | (c) passed | (d) passing |
| 9. | (a) spiritual | (b) spirit | (c) spirituality | (d) spirits |
| 10. | (a) closing | (b) closed | (c) closer | (d) closeness |
| 11. | (a) friendship | (b) friend | (c) friendly | (d) befriended |
| 12. | (a) exceptions | (b) exception | (c) except | (d) exceptional |

WRITING:

Write about **the Beijing Olympics** for 10 minutes. Correct your partner's paper.

HOMEWORK

- 1. VOCABULARY EXTENSION:** Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
- 2. INTERNET:** Search the Internet and find out more about the Beijing Olympics. Share what you discover with your partner(s) in the next Session.
- 3. OLYMPICS:** Make a poster about the history of the Olympics. What are the key moments of the 29 different Games. Show your work to your classmates in the next Session. Did you all have similar things?
- 4. OLYMPIC SPIRIT:** Write a magazine article about Olympic spirit. Include imaginary interviews with a Chinese and non-Chinese athlete. How can we bring the Olympic spirit into our lives? Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).
- 5. LETTER:** Write a letter to International Olympic Committee president Jacques Rogge. Ask him three questions about Beijing. Make three suggestions on what he should do to make the London Olympics in 2012 a bigger success. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.
- 6. DIARY / JOURNAL:** You are an Olympic athlete. Write about one day in your life at the Beijing Olympics. Read your entry to your classmates in the next Session.

Session 25

Baseball was invented in England

Historians in England have uncovered evidence that baseball may not be as American as apple pie. The BBC reports that baseball was played in England in 1755, more than twenty years before America's independence in 1776. This may come as a shock for lovers of America's national game, who believe baseball is an American creation. A recently discovered diary is "proof" that Englishmen were hitting home runs long before their cousins across the Atlantic. The diarist was a man called William Bray, who wrote about the game being played in the county of Surrey, south of London. The Surrey History Centre confirmed the diary was authentic and that it contains an entry describing the game of baseball. The BBC says Major League Baseball officials are aware of this news.

It will come as no surprise to many sports fans that baseball originated in England. The English invented the world's most popular sports, including football, tennis, rugby and cricket. What might come as a surprise is that the original form of baseball was played by both sexes. William Bray's diary describes a game of baseball played on a spring afternoon in which "young ladies" took part. A Washington Post journalist, Kevin Sullivan, told the BBC that he was not surprised baseball came from Britain. He said: "It's a great American tradition to take things from other places and improve them. We've always known that baseball evolved; it wasn't invented like basketball." Despite the recent discovery, it seems unlikely that England will overtake the USA as the number one baseball power.

WARM-UPS

- 1. BASEBALL:** Walk around the class and talk to other students about baseball. Change partners often. After you finish, sit with your partner(s) and share your findings.
- 2. CHAT:** In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

historians / evidence / as American as.../ apple pie / shock / diary / cousins / officials / surprise / sports fans / popular sports / spring afternoons / traditions / discoveries

Have a chat about the topics you liked. Change topics and partners frequently.

3. AS AMERICAN AS...: What things are very, very American? Write your thoughts on the things in the first column. What does your country have instead of these things? What do you think of these? Share your ideas with your partner(s).

| Things | My thoughts | My country |
|-----------------------|-------------|------------|
| Baseball | | |
| Apple Pie | | |
| Hamburgers | | |
| The Stars and Stripes | | |
| The President | | |
| Hollywood | | |

4. SPORT: Students A strongly believe that sport is NOT important; Students B strongly believe sport is HIGHLY important. Change partners again and talk about your roles and conversations.

5. INVENTIONS: Rank the following inventions in order (you choose what kind of order). Change partners to share and discuss your ranking.

_____ baseball

_____ hangman

_____ playing cards

_____ the Olympics

_____ jogging

_____ football (soccer)

_____ video games

_____ sudoku

6. DIARY: Spend one minute writing down all of the different words you associate with the word 'diary'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|--|-------|
| a. The world's oldest baseball player says baseball came from England. | T / F |
| b. Baseball was invented before America became independent. | T / F |
| c. Eighteenth century Englishmen hit home runs across the Atlantic. | T / F |
| d. A diary entry confirms that baseball is an English invention. | T / F |
| e. America invented most of today's biggest sports, including tennis. | T / F |
| f. Baseball in 18th century England was played by men and women. | T / F |
| g. Unlike baseball, which evolved, basketball is an invented sport. | T / F |
| h. England will soon become the number one power in baseball. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|---------------|-----------------|
| 1. uncovered | a. proof |
| 2. evidence | b. real |
| 3. lovers | c. better |
| 4. authentic | d. style |
| 5. aware | e. found |
| 6. originated | f. developed |
| 7. form | g. conscious of |
| 8. took part | h. fans |
| 9. improve | i. participated |
| 10. evolved | j. started |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|-------------------------|
| 1. Historians in England have uncovered | a. of this news |
| 2. as American | b. the USA |
| 3. This may come | c. was authentic |
| 4. the diary | d. to many sports fans |
| 5. Baseball officials are aware | e. as apple pie |
| 6. It will come as no surprise | f. American tradition |
| 7. the original form of baseball was | g. evidence |
| 8. It's a great | h. baseball evolved |
| 9. We've always known that | i. as a shock |
| 10. England will overtake | j. played by both sexes |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

Historians in England have uncovered _____ that baseball may not be as American as _____. The BBC reports that baseball was played in England in 1755, more than twenty years before America's independence in 1776. This may _____ as a shock for lovers of America's national game, who believe baseball is an American _____. A recently discovered diary is "proof" that Englishmen were hitting home runs _____ before their cousins across the Atlantic. The _____ was a man called William Bray, who wrote about the game being played in the county of Surrey, south of London. The Surrey History Centre _____ the diary was authentic and that it contains an _____ describing the game of baseball. The BBC says Major League Baseball officials are aware of this news.

*long
come
entry
creation
evidence
confirmed
apple pie
diarist*

It will come as no _____ to many sports fans that baseball originated in England. The English _____ the world's most popular sports, including football, tennis, rugby and cricket. What might come as a surprise is that the original _____ of baseball was played by both _____. William Bray's diary describes a game of baseball played on a _____ afternoon in which "young ladies" took part. A Washington Post journalist, Kevin Sullivan, told the BBC that he was not surprised baseball came from Britain. He said: "It's a great American _____ to take things from other places and improve them. We've always known that baseball _____; it wasn't invented like basketball." Despite the recent discovery, it seems unlikely that England will

*sexes
evolved
invented
tradition
spring
surprise
power
form*

overtake the USA as the number one baseball _____.

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words ‘apple’ and ‘pie’.

| | |
|-------|-----|
| apple | pie |
|-------|-----|

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|---|--|
| <ul style="list-style-type: none"> • uncovered • twenty years • lovers • cousins • William Bray • aware | <ul style="list-style-type: none"> • fans • invented • sexes • spring • tradition • overtake |
|---|--|

STUDENT BASEBALL SURVEY

Write five GOOD questions about baseball in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |

| | | | |
|------|--|--|--|
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

BASEBALL DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- What did you think when you read the headline?
- What springs to mind when you hear the word 'baseball'?
- Are you surprised baseball is more roast beef than apple pie?
- Why do you think soccer and not baseball is the world's most popular sport?
- Do you think MLB officials will rewrite the baseball history books?
- Do you think lovers of baseball will be shocked the game started in England and not the USA?
- What do you know about the origins of your favourite sport?
- How important and popular is your country's national sport?
- Why is apple pie so often linked to the American image?
- Why do you think baseball did not become popular in England?

STUDENT B's QUESTIONS (Do not show these to student A)

- Did you like reading this article?
- Why do you think so many sports that Britain invented became so popular around the world?
- What was the last thing that came as a surprise to you?
- What are your biggest worries at the moment?
- Are games that are played together by both sexes better?
- What other things has America taken and improved on?
- How has your favourite sport evolved?
- How do you think your favourite sport should / will evolve from now?
- Do you think England could ever overtake America at baseball?
- What questions would you like to ask the MLB officials?

LANGUAGE

Historians in England have uncovered (1) ____ that baseball may not be as American as apple pie. The BBC reports that baseball was played in England in 1755, (2) ____ than twenty years before America's independence in 1776. This may come as a shock for (3) ____ of America's national game, who believe baseball is an American creation. A recently discovered diary is "proof" that Englishmen were hitting home runs (4) ____ before their cousins across the Atlantic. The diarist was a man called William Bray, who wrote about the game being played in the county of Surrey, south (5) ____ London. The Surrey History Centre confirmed the diary was authentic and that it contains an entry describing the game of baseball. The BBC says Major League Baseball officials are aware (6) ____ this news.

It will (7) _____ as no surprise to many sports fans that baseball originated in England. The English invented the world's most popular sports, including football, tennis, rugby and cricket. What might come (8) _____ a surprise is that the original form of baseball was played by both sexes. William Bray's diary describes a game of baseball played on a spring afternoon (9) _____ which "young ladies" took part. A Washington Post journalist, Kevin Sullivan, told the BBC that he was not surprised baseball came from Britain. He said: "It's a great American (10) _____ to take things from other places and improve them. We've always known that baseball (11) _____; it wasn't invented like basketball." Despite the recent discovery, it seems unlikely that England will (12) _____ the USA as the number one baseball power.

Put the correct words from the table below in the above article.

- | | | | | |
|-----|-----------------|----------------|----------------|-----------------|
| 1. | (a) evidence | (b) evident | (c) evildoing | (d) evict |
| 2. | (a) over | (b) much | (c) more | (d) above |
| 3. | (a) sweethearts | (b) lovers | (c) boyfriends | (d) darlings |
| 4. | (a) longing | (b) longest | (c) length | (d) long |
| 5. | (a) from | (b) for | (c) of | (d) to |
| 6. | (a) of | (b) from | (c) for | (d) to |
| 7. | (a) get there | (b) reach | (c) arrive | (d) come |
| 8. | (a) by | (b) as | (c) at | (d) than |
| 9. | (a) with | (b) on | (c) in | (d) for |
| 10. | (a) tradition | (b) trading | (c) trade | (d) traditional |
| 11. | (a) evolution | (b) evolved | (c) evolving | (d) evolve |
| 12. | (a) overgrow | (b) overweight | (c) overact | (d) overtake |

WRITING:

Write about **sport** for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about the history of baseball, or a sport you like better. Share what you discover with your partner(s) in the next Session.

3. APPLE PIE: Make a poster about the things that symbolize your country. Include explanations why these things represent your country. Show your work to your classmates in the next Session. Did you all have similar things?

4. OUR INVENTION: Write a magazine article about the origins of baseball. Include imaginary interviews with an American baseball lover who is positive baseball is an American invention, and a relative of the diarist William Bray.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. DIARY / JOURNAL: You are a professional baseball (or another sport) player. Write about one day in your life. How has your sport changed your life? Read your entry to your classmates in the next Session.

6. LETTER: Write a letter to the Major League Baseball officials. Ask them three questions about the new discovery that baseball started in England. Make three suggestions on what they should do to rewrite their history books or celebrate this new discovery. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

Session 26

UN boss arrives at work in solar taxi

United Nations chief Ban Ki-moon showed the world the future of green transport on September 12 when he used a solar-powered taxi to get to work. The Solartaxi is the invention of Swiss engineer Louis Palmer. Mr Ban hoped his zero-emission commute would promote the use of alternative energy sources in our day-to-day life. He was very excited and positive about his carbon-neutral journey to work, saying: "I hope that this Solartaxi, one of the alternative sources of energy, can give some good messages to the people around the world that we need to be creative; we need to be practical; we need to really address these energy issues and also address the climate change issues." The Secretary General added: "This is a fantastic experience. I hope I can enjoy another ride."

The Solartaxi is currently on a worldwide tour to highlight the need for more environmentally-friendly technologies. The tour's climax will be in December, when the energy-saving vehicle arrives in Poznan, Poland. The Polish city is hosting a conference on climate change. This gathering is part of preparations for a bigger meeting in Copenhagen in 2009, which will attempt to replace the Kyoto Protocol. Mr Palmer was very enthusiastic about Mr Ban's trip in his Solartaxi. He said his taxi showed that there are solutions to reversing the damage humankind is doing to the planet. He congratulated the UN for its efforts: "As climate change doesn't stop at borders, it's a global problem and the UN is playing a central role in the fight to stop global warming," he said.

WARM-UPS

1. TAXIS: Walk around the class and talk to other students about taxis. Change partners often. After you finish, sit with your partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

United Nations / green transport / solar power / zero emissions / carbon neutral / environmentally friendly / energy saving / climate change / global warming

Have a chat about the topics you liked. Change topics and partners frequently.

3. SOLARTAXIS: Are Solartaxis the answer? Write your thoughts on the solutions below to save energy. Would your life change? Share your ideas with your partner(s).

| Solutions | My thoughts | How my life would change |
|--------------------------------------|-------------|--------------------------|
| Solartaxis | | |
| Bicycles only in cities | | |
| No electricity use in daylight hours | | |

| | | |
|--------------------------|--|--|
| Wind-up computers | | |
| No airplanes, just ships | | |
| Vegetarianism for all | | |

4. ALTERNATIVE ENERGY: Students A strongly believe that scientists will find many alternative sources of energy and we can live as we do today; Students B strongly believe we will run out of energy, damage the Earth and live in poverty. Change partners again and talk about your roles and conversations.

5. GOING GREEN: Rank the following technologies in order (you choose what kind of order). Change partners to share and discuss your ranking.

- | | |
|----------------------|--------------------------------|
| _____ solar power | _____ hydro-electricity |
| _____ wind power | _____ nuclear power |
| _____ wave power | _____ biofuels |
| _____ thermal energy | _____ carbon capture & storage |

6. CARBON: Spend one minute writing down all of the different words you associate with the word 'carbon'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING

1. TRUE / FALSE: Look at the article's headline and guess whether these sentences are true (T) or false (F):

- | | |
|---|-------|
| a. New York City has bought 2,500 solar-powered taxis. | T / F |
| b. The inventor of the Solartaxi comes from Switzerland. | T / F |
| c. Ban Ki-moon said creativity was needed to fight climate change. | T / F |
| d. The UN Secretary General never wants to take the Solartaxi again. | T / F |
| e. The Solartaxi is on a tour of the world to highlight green technologies. | T / F |
| f. A conference in Poland will replace the Kyoto Protocol. | T / F |
| g. The Solartaxi inventor was upset with the UN for not doing more. | T / F |
| h. The impact of climate change rarely crosses borders. | T / F |

2. SYNONYM MATCH: Match the following synonyms from the article:

- | | |
|--------------|--------------|
| 1. chief | a. high spot |
| 2. invention | b. part |
| 3. commute | c. presently |
| 4. practical | d. journey |
| 5. address | e. creation |
| 6. currently | f. sensible |
| 7. climax | g. undoing |
| 8. gathering | h. boss |
| 9. reversing | i. meeting |
| 10. role | j. tackle |

3. PHRASE MATCH: Match the following phrases from the article (sometimes more than one combination is possible):

- | | |
|---|---------------------------------|
| 1. zero- | a. conference on climate change |
| 2. carbon- | b. these energy issues |
| 3. alternative sources | c. stop global warming |
| 4. we need to really address | d. friendly technologies |
| 5. This is a fantastic | e. of energy |
| 6. highlight the need for more environmentally- | f. at borders |
| 7. The Polish city is hosting a | g. humankind is doing |
| 8. solutions to reversing the damage | h. experience |
| 9. climate change doesn't stop | i. neutral |
| 10. the fight to | j. emission |

WHILE READING

GAP FILL: Put the words into the gaps in the text.

United Nations _____ Ban Ki-moon showed the world the future of green transport on September 12 when he used a _____-powered taxi to get to work. The Solartaxi is the invention of Swiss engineer Louis Palmer. Mr Ban _____ his zero-emission commute would promote the use of alternative energy sources in our day-to-day life. He was very excited and _____ about his carbon-_____ journey to work, saying: "I hope that this Solartaxi, one of the alternative sources of energy, can give some good messages to the people around the world that we _____ to be creative; we need to be practical; we need to really _____ these energy issues and also address the climate change issues." The Secretary General added: "This is a _____ experience. I hope I can enjoy another ride."

*address
need
solar
positive
fantastic
chief
neutral
hoped*

The Solartaxi is currently on a worldwide _____ to highlight the need for more environmentally-friendly technologies. The tour's climax will be in December, when the energy-saving _____ arrives in Poznan, Poland. The Polish city is _____ a conference on climate change. This gathering is part of preparations for a bigger meeting in Copenhagen in 2009, which will _____ to replace the Kyoto Protocol. Mr Palmer was very enthusiastic about Mr Ban's _____ in his Solartaxi. He said his taxi showed that there are solutions to reversing the _____ humankind is doing to the planet. He congratulated the UN for its _____: "As climate change doesn't stop at borders, it's a global problem and the UN is playing a _____ role in the fight to stop global warming," he said.

*damage
vehicle
central
attempt
tour
hosting
efforts
trip*

AFTER READING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'carbon' and 'neutral'.

| | |
|--------|---------|
| carbon | neutral |
|--------|---------|

- Share your findings with your partners.

- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

| | |
|---|--|
| <ul style="list-style-type: none"> • future • Swiss • day-to-day • need • address • enjoy | <ul style="list-style-type: none"> • tour • climax • hosting • attempt • reversing • borders |
|---|--|

STUDENT TAXI SURVEY

Write five GOOD questions about taxis in the table. Do this in pairs. Each student must write the questions on his / her own paper.

When you have finished, interview other students. Write down their answers.

| | STUDENT 1 | STUDENT 2 | STUDENT 3 |
|------|-----------|-----------|-----------|
| Q.1. | _____ | _____ | _____ |
| Q.2. | | | |
| Q.3. | | | |
| Q.4. | | | |
| Q.5. | | | |

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

ALTERNATIVE ENERGY DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

a) What did you think when you read the headline?

- b) What springs to mind when you hear the word 'solar'?
- c) What do you think the future of green transport is?
- d) Why is there only one solar-powered taxi in the world? Shouldn't we have millions of them?
- e) Do you think Ban Ki-moon's commute will raise awareness of alternative energies?
- f) What do you know about the term 'carbon neutral'?
- g) Will we be creative enough to save the planet?
- h) What are the most serious climate change issues we need to address?
- i) Do you think it would feel different riding in the Solartaxi?
- j) How can you be more efficient in your energy use?

STUDENT B's QUESTIONS (Do not show these to student A)

- a) Did you like reading this article?
- b) What other environmentally-friendly technologies do you know about?
- c) What really happens at conferences on climate change?
- d) What would you say if you gave a speech at a climate change conference?
- e) What do you know about the Kyoto Protocol? Has it worked?
- f) What damage to the Earth needs to be reversed? Is it too late?
- g) What is the UN doing to fight global warming?
- h) Has global warming affected your country or your life?
- i) What is the most promising alternative energy?
- j) What questions would you like to ask Solartaxi inventor Louis Palmer?

LANGUAGE

United Nations chief Ban Ki-moon (1) _____ the world the future of green transport on September 12 when he used a solar-powered taxi to (2) _____ to work. The Solartaxi is the invention of Swiss engineer Louis Palmer. Mr Ban hoped his zero-emission commute would promote the use (3) _____ alternative energy sources in our day-to-day life. He was very excited and positive about his carbon- (4) _____ journey to work, saying: "I hope that this Solartaxi, one of the alternative sources of energy, can give some good messages to the people around the world that we need to be (5) _____; we need to be practical; we need to really address these energy issues and also address the climate change issues." The Secretary General added: "This is a fantastic experience. I hope I can enjoy (6) _____ ride."

The Solartaxi is (7) _____ on a worldwide tour to highlight the need for more environmentally-friendly technologies. The tour's climax will be in December, when the energy-saving vehicle (8) _____ in Poznan, Poland. The Polish city is hosting a conference on climate change. This gathering is part of preparations (9) _____ a bigger meeting in Copenhagen in 2009, which will attempt to replace the Kyoto Protocol. Mr Palmer was very (10) _____ about Mr Ban's trip in his Solartaxi. He said his taxi showed that there are solutions to (11) _____ the damage humankind is doing to the planet. He congratulated the UN for its efforts: "As climate change doesn't stop at borders, it's a (12) _____ problem and the UN is playing a central role in the fight to stop global warming," he said.

Put the correct words from the table below in the above article.

- | | | | | |
|----|------------|-------------|------------|--------------|
| 1. | (a) showed | (b) showing | (c) shown | (d) showered |
| 2. | (a) arrive | (b) reach | (c) get | (d) take |
| 3. | (a) to | (b) of | (c) by | (d) at |
| 4. | (a) newt | (b) neuter | (c) neural | (d) neutral |

- | | | | | |
|-----|-------------------|----------------|--------------|---------------|
| 5. | (a) create | (b) creation | (c) creative | (d) created |
| 6. | (a) another | (b) the other | (c) other | (d) others |
| 7. | (a) current | (b) currant | (c) currency | (d) currently |
| 8. | (a) gets | (b) arrives | (c) reaches | (d) comes |
| 9. | (a) with | (b) on | (c) for | (d) in |
| 10. | (a) enthusiastic | (b) enthusiasm | (c) enthuse | (d) enthused |
| 11. | (a) reversal | (b) reversing | (c) reversed | (d) reserve |
| 12. | (a) international | (b) Earth | (c) planet | (d) global |

WRITING:

Write about **climate change** for 10 minutes. Correct your partner's paper.

HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about the Solartaxi. Share what you discover with your partner(s) in the next Session.

3. CLIMATE CHANGE: Make a poster about the effects of climate change. Include ideas on how to reverse these effects. Show your work to your classmates in the next Session. Did you all have similar things?

4. SOLAR INVENTION: Write a magazine article about a new solar-powered invention. Include imaginary interviews with the inventor and a person it will help.

Read what you wrote to your classmates in the next Session. Write down any new words and expressions you hear from your partner(s).

5. DIARY / JOURNAL: You are an inventor. Write about one day in your life. How have your inventions changed the world? Read your entry to your classmates in the next Session.

6. LETTER: Write a letter to the inventor of the Solartaxi Louis Palmer. Ask them three questions about his new invention. Make three suggestions on what he should invent next. Read your letter to your partner(s) in your next Session. Your partner(s) will answer your questions.

ANSWERS FOR EXERCISES**Session 1 ANSWERS****TRUE / FALSE:**

- (a) Arnold Schwarzenegger is to star in the movie Terminator 6. F
- (b) Arnold Schwarzenegger allowed the execution of a convicted killer. T
- (c) The killer was stoned to death. F
- (d) This is the fourteenth California State execution for Arnie. F
- (e) Arnie said the killer knew the difference between right and wrong. T
- (f) Beardslee's defence lawyers tried to get the death penalty overturned. T

- (g) California has always had the Death Penalty. F
 (h) California has the largest Death Row population in America. T

SYNONYM MATCH:

- | | |
|----------------|--------------|
| (a) allowed | permitted |
| (b) execution | killing |
| (c) murderer | killer |
| (d) mercy | clemency |
| (e) conviction | sentence |
| (f) gravity | seriousness |
| (g) heinous | despicable |
| (h) overturned | reversed |
| (i) reprieve | cancellation |
| (j) inmates | prisoners |

PHRASE MATCH:

- | | |
|------------------------------|-----------------------|
| (a) multiple | murderer |
| (b) be put to | death |
| (c) death by | lethal injection |
| (d) pleas for | mercy |
| (e) death | sentence |
| (f) get the death penalty | overturned |
| (g) drugs | deal |
| (h) He had previously served | seven years in prison |
| (i) protestors staged | a vigil |
| (j) awaiting | execution |

GAP FILL:**Schwarzenegger allows execution**

Arnold Schwarzenegger **finally** played real life Terminator earlier today as he allowed the execution of multiple murderer, Donald Beardslee, 61, to be **put** to death by lethal injection. This is the first California State execution for Arnie and the first in the state in three years. Arnie rejected the pleas for mercy, that **commonly** surround capital punishment in America, saying Beardslee was fully aware of how serious his crimes were. The Republican governor stated, "The federal courts have affirmed his conviction and death sentence, and nothing in his petition or the record of his case **convinced** me that he did not understand the gravity of his actions or that these heinous murders were wrong". Beardslee's defence lawyers, however, tried to get the death penalty **overturned** on the grounds that he was **suffering** from brain disorders when he killed two women over a drugs deal in 1981. He had **previously** served seven years in prison for strangling a woman in 1969, and had been on Death Row since 1984. About 300 protestors staged a vigil outside the infamous San Quentin prison hoping for the last minute reprieve, which never came. California restored the Death Penalty in 1978 and now has the largest Death Row **population** in America, with 600 inmates awaiting execution.

Session 2. ANSWERS**TRUE / FALSE:**

a. F b. T c. F d. T e. F f. T g. F h. T

SYNONYM MATCH:

| | |
|----------------|------------|
| a. settling in | adjusting |
| b. grueling | draining |
| c. semblance | appearance |
| d. pad | home |
| e. aftermath | wake |
| f. designs | intentions |
| g. pivotal | crucial |
| h. hubs | centers |
| i. stagnant | static |
| j. roots | beginnings |

PHRASE MATCH:

| | |
|---------------------------------------|---------------------------------|
| a. settling in | to life in the Persian Gulf |
| b. away from the celebrity | goldfish bowl of Los Angeles |
| c. regained some semblance | of a normal life |
| d. He has invested in property, | buying a new luxury pad |
| e. into resurrecting his life from | the aftermath of the court case |
| f. a company that has designs | to establish theme parks... |
| g. play a pivotal | role in securing the success |
| h. invaluable in adding the necessary | spice to his venture |
| i. Michael Jackson will play | an integral role |
| j. to be released | on a Bahraini record label |

WORD ORDER:

Michael Jackson in job interview

Michael Jackson seems to be settling in to life in the Persian Gulf and away from the celebrity goldfish bowl of Los Angeles. After surviving his emotion-draining and grueling child molestation court battle last year, he now appears to have regained some semblance of a normal life. He has invested in property, buying a new luxury pad in Bahrain - his newfound home - and regularly engages in one of life's more mundane chores – shopping - albeit at glitzy boutiques. His latest venture into resurrecting his life from the aftermath of the court case is to apply for a regular job. He is currently negotiating to secure a position as an entertainment consultant with a Bahrain-based company connected with the Bahraini royal family.

Mr. Jackson is in talks with AAJ Holdings, a company that has designs to establish theme parks and music academies in the Middle East. CEO Ahmed Abu Bakr Janahi believes Jackson could play a pivotal role in securing the success of his ambitious venture to make Bahrain one of the world's leading entertainment and leisure hubs. A company press release suggests Jackson's talent and creativity would be invaluable in adding the necessary spice to his venture. It says: "Stagnant architectural structures need content in the form of entertainment to revive them and that's where Michael Jackson will play an integral role." Jackson is also still sticking to his singing roots by recording a Hurricane Katrina relief song, to be released on a Bahraini record label.

Session 3. ANSWERS

TRUE / FALSE:

- a. F b. T c. F d. T e. T f. T g. F h. F

SYNONYM MATCH:

- | | |
|------------------|-----------------|
| a. reckless | foolhardy |
| b. hound | harry |
| c. instinctively | intuitively |
| d. rebutted | repudiated |
| e. exhibited | demonstrated |
| f. violating | flouting |
| g. repercussions | consequences |
| h. up in arms | angry |
| i. downright | thoroughly |
| j. pending | awaiting action |

PHRASE MATCH:

- | | |
|--------------------------------------|-----------------------------------|
| a. hit the headlines | for the wrong reasons again |
| b. she has admitted how reckless | and dumb her actions were |
| c. apportioned a considerable | amount of blame on the paparazzi |
| d. avoid a waiting pack | of aggressive cameramen |
| e. photographers exhibited | no aggressive behavior |
| f. Spears may face prosecution | for violating traffic safety laws |
| g. the legalities and repercussions | of her recklessness |
| h. a deputy sheriff had already paid | a visit to Spears' Malibu home |
| i. up in | arms at... |
| j. The matter is now pending | with the LA Police Department |

GAP FILL:**Britney Spears admits baby driving mistake**

Pop singer Britney Spears has hit the **headlines** for the wrong reasons again, this time for driving her SUV with her four-month-old son seated on her **lap**. While she has admitted how reckless and **dumb** her actions were, she has **apportioned** a considerable amount of blame on the paparazzi. She said the celebrity-obsessed photographers hound her to the **extent** that she feels she is constantly escaping their **attentions**. Ms. Spears claimed she instinctively put her son between her and the steering wheel in an attempt to avoid a waiting "**pack**" of "aggressive" cameramen. The media agency that took the pics rebutted her claims, saying: "These pictures were taken in a very peaceful **context**, in which photographers exhibited no aggressive behavior."

Spears may face prosecution for **violating** traffic safety laws. California regulations require children to be **secured** in a child-safety seat until they are at least 6 years old or weigh 27 kg. A police spokesperson said Ms. Spears would have been fully **aware** of the legalities and repercussions of her recklessness. He said a deputy sheriff had already **paid** a visit to Spears' Malibu home at the request of the Los Angeles Department of Children and Family services, who are **apparently** up in arms at the irresponsible and "downright dangerous" example set by the singer. They said it is quite **routine** to report incidents where a child has been endangered due to a failure to properly **restrain** them in a car. The matter is now **pending** with the LA Police Department.

Session 4 ANSWERS

TRUE / FALSE:

- a. F b. T c. T d. F e. T f. F g. F h. T

SYNONYM MATCH:

- | | |
|-------------------------|---------------|
| a. consigned | relegated |
| b. hanging up our boots | retiring |
| c. rudely | abruptly |
| d. numerous | abundant |
| e. opting | selecting |
| f. advances | breakthroughs |
| g. seismic | enormous |
| h. elongated | extended |
| i. brink | verge |
| j. parameters | boundaries |

PHRASE MATCH:

- | | |
|--|-------------------------------------|
| a. early retirement might be consigned | to the history books |
| b. we may be hanging up our | boots at 85 instead of 65 |
| c. medical advances could increase | human longevity dramatically |
| d. rudely reshaping our perceptions | and realities of work |
| e. greater numbers of who are opting | to leave the workforce |
| f. become centenarians because of | advances in medicine |
| g. unlock the key | to the ageing gene |
| h. He predicts a rude | awakening for many workers |
| i. spending one's golden years | with a nest-egg |
| j. we are on the brink of | being able to extend human lifespan |

GAP FILL:

Retirement age may be extended to 85

Workers may soon experience major and unwelcome **shifts** in the lengths of their working lives, if an American sociologist is to be believed. The age at which people look forward to early retirement might be **consigned** to the history books. Instead, we may be **hanging** up our boots at 85 instead of 65. Stanford University professor Shripad Tuljapurkar told a science **convention** in the USA that medical advances could increase human **longevity** dramatically over the coming decades, **rudely** reshaping our perceptions and realities of work. Tuljapurkar predicts modern economies will not be able to support their increasingly numerous **retirees**, greater numbers of who are **opting** to leave the workforce at increasingly younger ages.

Professor Tuljapurkar forecasts that most people living in today's industrialized societies can **expect** to become centenarians because of advances in medicine and genetic science. He believes once **geneticists** unlock the key to the ageing gene, society will have to quickly **undergo** shifts of seismic

magnitude. He predicts a **rude** awakening for many workers once they discover their insurance and pension companies have not catered for **elongated** life spans. Dreams of spending one's golden years with a **nest-egg** may have to be put on hold for a decade or two. "Some people believe we are on the **brink** of being able to extend human lifespan significantly... We have doubled human lifespan in the last century", he said. As a result, accepted **societal** parameters will change considerably.

Session 4 ANSWERS

TRUE / FALSE:

- a. T b. T c. T d. F e. F f. F g. F h. T

SYNONYM MATCH:

- | | |
|----------------|------------|
| a. novel | original |
| b. ingenious | inventive |
| c. exert | use |
| d. oblivious | unaware |
| e. regular | normal |
| f. cautious | careful |
| g. ventured | offered |
| h. tentatively | cautiously |
| i. benign | harmless |
| j. niche | specialist |

PHRASE MATCH:

- | | |
|---|--------------------------------|
| a. come up | with a novel and ingenious way |
| b. help kids stay | trim |
| c. requiring children to exert | more effort during playtime |
| d. children were oblivious to | the fact the toys were heavier |
| e. parents who tidy up | after their children |
| f. remained cautious about the | implications of his research |
| g. ventured | to say |
| h. increase workload intensity | in a benign manner |
| i. toys would not be on toy store shelves | any time soon |
| j. most likely serve | a niche market |

GAP FILL:

Heavier toys help fight childhood obesity

Researchers at a university in America have **come up** with a **novel** and ingenious way to help kids stay trim and avoid childhood obesity. It is a simple **trick** of making toys heavier, thus requiring children to **exert** more effort during playtime and so burn more calories. The research team, at Indiana State University, **conducted** tests on ten young volunteers aged between six to eight years. The kids played with specially adapted toys and teddy bears that had been **inserted** with steel blocks to increase their weight by one-and-a-half kilograms. The children were **oblivious** to the fact the toys were heavier and burnt more calories than other children playing with regular toys. The research may lead to a revolution in how kids exercise and simultaneously increase the **biceps** of parents who tidy up after their children.

Lead researcher Dr John Ozmun remained **cautious** about the implications of his research. He doubted it would **solve** the obesity problem but ventured to say: "it could be a small part of the

puzzle, making a positive contribution... This study provides one intervention to the **current** trend of declining fitness in America's youth." He **tentatively** added: "Handling heavier objects, either through play or instruction, may provide opportunities to increase workload intensity in a **benign** manner allowing for subsequent improvements in children's physical fitness." He stressed that his findings are just a **starting** point and that weighted toys would not be on toy store shelves any time soon. He said they would initially most likely serve a **niche** market for physical therapists to help their young patients with strength, balance and coordination.

Session 7 ANSWERS

TRUE / FALSE:

- a. F b. T c. T d. F e. T f. F g. T h. T

SYNONYM MATCH:

- | | |
|-----------------|-------------|
| a. key | central |
| b. phenomenon | occurrence |
| c. fluctuations | changes |
| d. upshot | result |
| e. adverse | unfavorable |
| f. unanimously | commonly |
| g. catastrophic | calamitous |
| h. vast | extensive |
| i. curb | limit |
| j. seek | search for |

PHRASE MATCH:

- | | |
|---------------------------------------|--|
| a. the world's hottest since | records began |
| b. It based its forecast | on several key indicators |
| c. major fluctuations in | ocean temperatures |
| d. The upshot | of these climatic conditions colliding |
| e. one which will certainly | bring adverse weather conditions |
| f. climate scientists unanimously | agree |
| g. the world's ten warmest years have | all occurred in the last twelve years |
| h. This could have catastrophic | consequences for vast areas |
| i. shrinking | polar ice |
| j. curb consumption and seek | more efficient energies |

GAP FILL:

The year 2007 to be the hottest ever

Britain's Meteorological Office has **predicted** that 2007 could be the world's hottest since records began in 1850. It **based** its forecast on several key indicators including the rate of climate change and global warming. A factor **adding** to this year's heat is the El Nino effect, a phenomenon in which major fluctuations in ocean temperatures increase **those** on land. El Nino occurs roughly every four years in the southern hemisphere and is expected to be active again in 2007. The **upshot** of these climatic conditions **colliding** this year is a rise in the average temperature across the world of 0.54 degrees. This **seemingly** represents a small variation, but is one which will certainly bring **adverse** weather conditions to many parts of the world.

The world's leading climate scientists **unanimously** agree that human activity is **accelerating** global warming. It is a fact that the world's ten warmest years have all occurred in the last twelve years. A United Nations **panel** on climate change predicted that global temperatures could rise by as much as 5.8 degrees this century. This could have catastrophic consequences for **vast** areas of the globe. The panel warned that if there were not **significant** cuts in greenhouse gas emissions soon, especially from fossil fuels, there would be greater risks of more extreme weather. This includes more **droughts**, hurricanes, bushfires, shrinking polar ice and coastal flooding. It now seems it is more urgent than ever for coal and gas **guzzling** economies to curb consumption and seek more **efficient** energies.

LANGUAGE WORK

1 - c 2 - c 3 - a 4 - b 5 - d 6 - d 7 - a 8 - d 9 - b 10 - a 11 - c 12 - b

Session 8 Answers

TRUE / FALSE:

a. F b. T c. F d. T e. F f. F g. F h. T

SYNONYM MATCH:

| | |
|----------------|---------------|
| a. committee | panel |
| b. limit | cap |
| c. strategies | plans |
| d. indicated | pointed out |
| e. spending | purchasing |
| f. addressing | solving |
| g. relatively | comparatively |
| h. range | variety |
| i. threatening | endangering |
| j. deep | big |

PHRASE MATCH:

| | |
|-------------------------------------|----------------------------------|
| a. A United Nations committee | on climate change |
| b. limit the harm | greenhouse gases do |
| c. the picture of Armageddon | painted by many scientists |
| d. a remarkable step | forward |
| e. individuals need to change their | lifestyles and spending patterns |
| f. addressing this problem | at relatively low costs |
| g. We've got a big problem | on our hands |
| h. this report provides governments | with a way out |
| i. more violent | and destructive storms |
| j. a wide variety | of clean technologies |

GAP FILL:

UN - We can control Global Warming

A United Nations committee **on** climate change has said we can control global warming. The panel, made **up** of representatives from over 120 countries, believes we can limit the **harm** greenhouse

gases do to the atmosphere. Its report concluded the picture of Armageddon **painted** by many scientists will not happen if we use technology and have the right strategies to protect the ozone layer. Rajendra Pachauri, chairman of the panel, told reporters in Bangkok that the study was a “remarkable **step** forward”. The panel indicated that we can keep our Earth safe by changing the **way** we use energy around the world. Most important is to introduce more fuel-efficient vehicles and household goods. For **this** to happen, individuals need to change their lifestyles and spending **patterns**.

Report co-author Pete Smith said: “We can go a **long** way to addressing this problem at relatively low costs with a range of **options**.” He calculated that it would cost **less** than three percent of world economic output by 2030. He added: “We’ve got a big problem on our **hands** [but] this report provides governments with a way out.” The “big problem” is the damage rising temperatures are doing to the Earth. Increased floods, droughts, rising sea **levels**, more violent and destructive storms and extinctions of **species** are just a few things threatening the life of our planet. The report stressed the urgent need for introducing a wide variety of **clean** technologies. Harlan Watson, head of the U.S. team, warned: “If we continue to do what we are doing, then we are in **deep** trouble.”

LANGUAGE WORK

1 - a 2 - c 3 - d 4 - b 5 - c 6 - a 7 - b 8 - d 9 - c 10 - a 11 - c 12 - b

Session 8 ANSWERS

TRUE / FALSE:

a. T b. F c. F d. F e. T f. T g. F h. F

SYNONYM MATCH:

| | |
|--------------------|------------------------|
| 1. previously | a. hitherto |
| 2. inquest | b. inquiry |
| 3. pieced together | c. joined |
| 4. swarmed | d. flocked |
| 5. reveal | e. show |
| 6. focus | f. centre of attention |
| 7. speculation | g. conjecture |
| 8. tipped off | h. informed |
| 9. fool | i. deceive |
| 10. indication | j. sign |

PHRASE MATCH:

| | |
|--|---------------------------------|
| 1. previously unreleased video footage | a. of the last moments of Diana |
| 2. The new images have been carefully | b. edited and pieced together |
| 3. They were swarmed | c. by paparazzi and onlookers |
| 4. Diana and Dodi sharing | d. intimate moments |
| 5. on the way to their | e. fateful car journey |
| 6. There is speculation that he tipped | f. off the paparazzi |
| 7. blood tests were faked | g. to fool the world |
| 8. hours before he got behind | h. the wheel |
| 9. bending down and balancing | i. whilst tying his shoelaces |

10. there is no indication that his movements *j.* were affected by alcohol

GAP FILL:

Diana's last hours seen by London court

Jurors at a London court have been **shown** previously unreleased video footage of the last **moments** of Diana, Princess of Wales, and her partner Dodi Al Fayed. The ten-year-old **scenes** were shown at the British inquest into the deaths of Diana, Dodi and their driver Henri Paul. The new images have been carefully **edited** and pieced together from 31 security cameras inside Paris' Ritz Hotel. The couple were seen **rushing** into the hotel on the evening they both died in a tragic car crash in a Paris tunnel. They were swarmed by paparazzi and **onlookers** and dived into the hotel to avoid the photographers' flashes. The new pictures **reveal** Diana and Dodi sharing intimate moments in the hotel's elevator on the way to their **fateful** car journey.

The **focus** of the inquest is now on the actions of Henri Paul, the head of security at the Paris Ritz. There is speculation that he **tipped** off the paparazzi to exactly when and from where Diana would **leave** the hotel the evening she died. Dodi's father, Harrods owner Mohamed al Fayed, claims Paul was an agent for the British secret services, who wanted Diana dead. He refuses to believe Mr. Paul was drunk and **maintains** blood tests were faked to fool the world. Mr Paul was seen having several drinks in the hotel bar hours before he got **behind** the wheel. However, the leading judge in the case, Lord Justice Scott Baker, said the videos show Paul "coming down the stairs, bending down and **balancing** whilst tying his shoelaces, and that there is no **indication** that his movements were **affected** by alcohol." The case continues.

LANGUAGE WORK

| | | | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| 1 - d | 2 - c | 3 - a | 4 - b | 5 - a | 6 - c | 7 - b | 8 - d | 9 - c | 10 - a | 11 - d | 12 - b |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|

Session 9 ANSWERS

TRUE / FALSE:

- a. F b. T c. F d. F e. F f. F g. T h. F

SYNONYM MATCH:

- | | |
|------------------|-------------------------|
| 1. habits | <i>a.</i> routines |
| 2. ubiquitous | <i>b.</i> ever-present |
| 3. estimates | <i>c.</i> guesses |
| 4. strain | <i>d.</i> pressure |
| 5. determined | <i>e.</i> serious |
| 6. up in arms | <i>f.</i> furious |
| 7. inconvenience | <i>g.</i> annoyance |
| 8. excessive | <i>h.</i> extreme |
| 9. impact | <i>i.</i> effect |
| 10. survey | <i>j.</i> questionnaire |

PHRASE MATCH:

- | | |
|--|---------------------------------|
| 1. banning the use of the ubiquitous | a. plastic shopping bag |
| 2. many of which are thrown | b. away after just one use |
| 3. bags take 400 years | c. to break down |
| 4. pass the money raised | d. on to environmental projects |
| 5. determined to take an ambitious | e. lead on this issue |
| 6. Retailers are up in | f. arms at the idea |
| 7. it would simply cause inconvenience | g. to shoppers |
| 8. reducing the environmental impact | h. of bags by 25 per cent |
| 9. it's hard to see in | i. practical terms |
| 10. Londoners supported a | j. total ban on plastic bags |

GAP FILL:**London set to ban plastic bags**

London may soon be changing the **habits** of shoppers in the city and helping the environment by banning the **use** of the ubiquitous plastic shopping bag. Estimates are that Londoners and tourists use 1.6 billion plastic bags each year, many of which are **thrown** away after just one use. Shoppers may soon have to buy **reusable** bags in an attempt to reduce the strain on landfill sites, where the bags take 400 years to **break** down. Local authorities have asked the British government to ban **retailers** from giving away free plastic bags. A spokesman said stores should sell reusable bags and pass the money raised on to environmental projects. "As a **society**, we need to do far more to reduce the amount of waste we are sending to landfill and London as a city is determined to take an ambitious lead on this **issue**," he said.

Retailers are up in **arms** at the idea and have promised to fight the government to stop the ban from going **ahead**. The British Retail Consortium said there was no need for the ban as it would simply **cause** inconvenience to shoppers. A spokesman told reporters: "We think it's **excessive** and misguided [because] retailers are already committed to reducing the environmental impact of bags by 25 per cent by the **end** of next year." He was worried the ban would affect sales, saying: "If somebody is going to go into a supermarket or convenience store, it's hard to **see** in practical terms, unless they have brought a bag with them, how they will be able to buy more than a few **items**." A recent survey found 92 percent of Londoners supported a **total** ban on plastic bags or a tax on them.

LANGUAGE WORK

1 - c 2 - b 3 - a 4 - d 5 - d 6 - c 7 - b 8 - a 9 - b 10 - d 11 - a 12 - c

Session 10 ANSWERS**TRUE / FALSE:**

a. F b. T c. F d. F e. F f. T g. F h. T

SYNONYM MATCH:

- | | |
|----------------|-------------|
| 1. conclusion | a. findings |
| 2. impacts | b. effects |
| 3. analyzed | c. examined |
| 4. resulted in | d. led to |
| 5. demand | e. call |

- | | |
|---------------|---------------------------|
| 6. rates | <i>f.</i> proportions |
| 7. simple | <i>g.</i> straightforward |
| 8. combat | <i>h.</i> fight |
| 9. overlooked | <i>i.</i> missed |
| 10. consider | <i>j.</i> look at |

PHRASE MATCH:

- | | |
|---|------------------------------------|
| 1. the conclusion of a research study carried | <i>a.</i> out by ecologists |
| 2. different kinds of negative impacts | <i>b.</i> on the planet |
| 3. a lower rate of efficiency in the use | <i>c.</i> of household resources |
| 4. smaller average | <i>d.</i> household sizes |
| 5. a greater demand for | <i>e.</i> energy |
| 6. divorce rates have | <i>f.</i> been rising |
| 7. people seemed surprised by his findings | <i>g.</i> at first |
| 8. divorce is an overlooked factor that | <i>h.</i> needs to be considered |
| 9. divorcees used 42-61% more resources | <i>i.</i> per person |
| 10. recommended that governments consider | <i>j.</i> the environmental impact |

GAP FILL:**Divorce is bad for the environment**

Divorce is bad for the environment. This is the **conclusion** of a research study carried **out** by ecologists at Michigan State University in the USA and published in the journal 'Proceedings of the National Academy of Sciences'. Researchers found that divorce has different kinds of **negative** impacts on the planet, including a higher demand for resources and a lower **rate** of efficiency in the use of household resources. The research team analyzed **data** on married couples and their use of resources in 12 countries, **including** the USA, Brazil, Costa Rica, Ecuador, Greece, Mexico and South Africa. Lead researchers Eunice Yu and Jianguo Liu discovered that divorce **led** to smaller average household sizes, which resulted in a larger number of total households and **thus** a greater demand for energy, water, and land.

In many countries around the world divorce rates have been **rising**. "A married household **actually** uses resources more efficiently," said Mr Liu. He added that people seemed surprised by his findings at **first**, and then after thinking about it, decided it was simple. He said: "People have been talking about how to **protect** the environment and combat climate change, but divorce is an **overlooked** factor that needs to be considered." His report states that in America in 2005, divorcees could have **saved** more than 73 billion kilowatt-hours of electricity and 627 billion gallons of water if they had stayed married. In percentage terms, divorcees used 42-61 percent more resources **per** person compared with a married person. To help save natural resources, Yu and Liu recommended that governments consider the environmental **impact** of divorce and separation.

LANGUAGE WORK

1 - d 2 - c 3 - a 4 - b 5 - a 6 - c 7 - b 8 - d 9 - d 10 - a 11 - c 12 - b

Session 11 ANSWERS**TRUE / FALSE:**

a. T b. F c. F d. T e. T f. F g. F h. T

SYNONYM MATCH:

- | | |
|--------------|--------------|
| 1. unveiled | a. revealed |
| 2. entire | b. whole |
| 3. disrupt | c. interrupt |
| 4. concerned | d. anxious |
| 5. win over | e. convince |
| 6. expertise | f. know-how |
| 7. potential | g. promise |
| 8. reality | h. actuality |
| 9. model | i. example |
| 10. dominate | j. control |

PHRASE MATCH:

- | | |
|---|------------------------------|
| 1. The British government has unveiled | a. plans |
| 2. an ambitious project to power the | b. entire country's homes |
| 3. greatly change coastal | c. views |
| 4. the wind farms may disrupt | d. shipping |
| 5. its idea will win over those | e. worried about the project |
| 6. Secretary John Hutton outlined | f. his vision |
| 7. operational expertise in the offshore | g. environment |
| 8. produce twice as much | h. electricity from wind |
| 9. reduce the amount of fossil | i. fuels and carbon |
| 10. dominate the global market for offshore | j. wind technologies |

GAP FILL:**UK plans huge wind farm programme**

The British government has unveiled **plans** to make the country the world's leader in the use of wind farms. It announced an ambitious project to power the **entire** country's homes using wind. Politicians hope that wind farms will provide 20 percent of Britain's total power **needs** by 2020. To do this, power companies will need to build 7,000 wind turbines all around the British **coastline**. This will greatly change coastal views, which many nature **lovers** are unhappy about. There are also fears that the wind farms may disrupt shipping, wildlife and the fishing **industry**. Meanwhile, consumer groups are concerned over the fact that the **public** will have to pay higher electricity bills for the wind power. The government hopes the environmental benefits of its idea will **win** over those worried about the project.

Britain's Business Secretary John Hutton **outlined** his vision of greatly increasing the amount of renewable energy. He said: "The UK has some of the best offshore wind **resources** in the world. [It also has] a long **history** of design, installation and operational expertise in the offshore environment." He added: "The challenge for government and for industry is to **turn** this potential – for our energy and economy – into a cost-effective reality." Britain may soon produce **twice** as much electricity from wind than any other country in the world. It could also be a **model** for how other countries can reduce the amount of fossil fuels and **carbon** they use. A spokesperson from the British Wind Energy Association said the UK would soon dominate the **global** market for offshore wind technologies.

LANGUAGE WORK

- 1 - c 2 - d 3 - b 4 - a 5 - c 6 - a 7 - d 8 - b 9 - a 10 - d 11 - c 12 - b

Session 12 ANSWERS

TRUE / FALSE:

- a. F b. T c. T d. F e. F f. T g. T h. T

SYNONYM MATCH:

- | | |
|-----------------|-----------------------|
| 1. expressed | a. indicated |
| 2. ties | b. relations |
| 3. bulk | c. lion's share |
| 4. tirelessly | d. doggedly |
| 5. endeavor | e. effort |
| 6. coincides | f. happens together |
| 7. resolve | g. settle |
| 8. exploitation | h. making the most of |
| 9. vast | i. great |
| 10. absurd | j. ridiculous |

PHRASE MATCH:

- | | |
|--|----------------------------|
| 1. expressed regret | a. over the decision |
| 2. Sudan's government bears the bulk | b. of the responsibility |
| 3. end the continuing human | c. suffering |
| 4. it had worked | d. tirelessly for years |
| 5. China's endeavor to bring | e. regional peace |
| 6. signing a letter criticizing | f. China over Darfur |
| 7. not in line | g. with the Olympic spirit |
| 8. Western exploitation | h. of the Olympics |
| 9. absurd to place the Darfur issue... | i. on the head of China |
| 10. China is also a major supplier of | j. weapons to Sudan |

GAP FILL:

China anger at Spielberg Olympics snub

China has expressed **regret** over the decision of US film-maker Steven Spielberg to **cut** his ties with the 2008 Olympic Games. The Hollywood producer decided to quit his **post** as the Games' artistic director because of the genocide in Darfur, and his view that China could do more to stop it. He told reporters: "Sudan's government **bears** the bulk of the responsibility for these ongoing crimes but the international community, and particularly China, should be doing more to end the continuing human suffering." China **hit** back at the negative press by saying it had worked **tirelessly** for years to bring about peace in Sudan. "The Chinese government has made [continual] efforts to **resolve** the Darfur conflict," said Zhu Jing, a spokeswoman from the Olympic organizing committee. She added that China's endeavor to bring regional peace was "an **obvious** fact to the international community".

Spielberg's withdrawal **coincides** with Nobel Prize winners, Olympic athletes, writers, actors and politicians from around the world signing a letter criticizing China over Darfur. **Signatories** include South Africa's Archbishop Desmond Tutu. Ms Jing said that Darfur should not be **linked** to the Beijing Games because it would not help to resolve the issue and was "not in **line** with the Olympic spirit that separates sports from politics." China's 'Global Times' newspaper expressed outrage at what it called Western exploitation of the Olympics. It's **editorial** ran: "The vast majority

of Chinese people have expressed...outrage at the Western pressure. In their **view**, it's absolutely **absurd** to place the Darfur issue...on the head of China." China is one of Sudan's closest **allies** and buys most of its oil exports. China is also a major supplier of weapons to Sudan.

LANGUAGE WORK

1 - d 2 - a 3 - b 4 - c 5 - c 6 - b 7 - d 8 - a 9 - b 10 - d 11 - c 12 - a

Session 13 ANSWERS

TRUE / FALSE:

a. F b. F c. T d. T e. T f. F g. T h. F

SYNONYM MATCH:

| | | | |
|-----|------------|----|---------------|
| 1. | nap | a. | shut-eye |
| 2. | elderly | b. | aged |
| 3. | regularly | c. | frequently |
| 4. | physicians | d. | doctors |
| 5. | evaluation | e. | examination |
| 6. | situations | f. | circumstances |
| 7. | previously | g. | earlier |
| 8. | adjusted | h. | changed |
| 9. | obviously | i. | clearly |
| 10. | findings | j. | conclusions |

PHRASE MATCH:

| | | | |
|-----|---|----|----------------------|
| 1. | taking an afternoon nap was good | a. | for their health |
| 2. | daytime dozing may actually | b. | harm our health |
| 3. | more likely to suffer | c. | a stroke |
| 4. | Significant dozing meant the risk | d. | was 4.5 times higher |
| 5. | keep a check | e. | on older people |
| 6. | how often they dozed off in | f. | different situations |
| 7. | none had previously | g. | suffered a stroke |
| 8. | take into account traditional | h. | stroke risk factors |
| 9. | sleepiness obviously puts us | i. | at risk |
| 10. | The study's findings may not be comfortable | j. | reading |

GAP FILL:

Afternoon naps increase risk of stroke

People used to **believe** that taking an afternoon nap was good for their health. However, **according** to a new report, daytime dozing may actually harm our health, especially in the **elderly**. A team of American researchers told the recent International Stroke Conference that older people who regularly napped were more **likely** to suffer a stroke. Their research showed that "some dozing" increased the risk of a stroke by up to 2.6 times, compared with those who never took naps. "Significant dozing" **meant** the risk was 4.5 times higher. The researchers said that the habit of napping may be an early warning sign of a **future** stroke. The team leader, Dr Bernadette Boden-Albala advised doctors to

keep a **check** on older people who often dozed off. She said: "If patients are moderately or significantly dozing, physicians need to think about sending them for further **evaluation**."

In the two-and-a-half-year study, the team asked 2,000 people how often they dozed off in different **situations**. These included while watching TV, sitting and chatting to someone, **relaxing** after lunch, and stopping in traffic while driving. All the participants were aged 40 or above and none had **previously** suffered a stroke. The team's findings were adjusted to take into **account** traditional stroke risk factors, such as age, race, gender, education, blood pressure, diabetes, obesity, and **levels** of exercise. Dr Boden-Albala suggested we need to question what is healthiest for us, saying "sleepiness **obviously** puts us at risk of stroke". She added this was important to ask because other studies show that people do not get enough sleep, which makes them **constantly** tired. The study's findings may not be comfortable reading for those in countries where siestas are **common**.

LANGUAGE WORK

1 - c 2 - a 3 - d 4 - b 5 - b 6 - a 7 - c 8 - d 9 - d 10 - a 11 - b 12 - c

Session 14 ANSWERS

TRUE / FALSE:

a. T b. T c. F d. T e. F f. T g. T h. F

SYNONYM MATCH:

| | |
|----------------|----------------|
| 1. mass | a. large-scale |
| 2. originally | b. initially |
| 3. overturned | c. reversed |
| 4. clogs | d. blocks |
| 5. prosperity | e. wealth |
| 6. aliases | f. false names |
| 7. fake | g. imitation |
| 8. anonymously | h. secretly |
| 9. predict | i. forecast |
| 10. tricks | j. fools |

PHRASE MATCH:

| | |
|--|-----------------------------|
| 1. sent a strong warning to anyone who | a. sends spam e-mail |
| 2. mass distribution | b. of junk e-mail |
| 3. trying to get his prison | c. sentence overturned |
| 4. his rights of | d. free speech |
| 5. the online revolution that is so critical | e. to economic prosperity |
| 6. thought to | f. be one of the top ten |
| 7. He used aliases and | g. false Internet addresses |
| 8. not protected under America's | h. laws of free speech |
| 9. anyone who sent out bulk mail | i. anonymously |
| 10. Experts predict that up to 90% of the | j. world's e-mail is junk |

GAP FILL:

Top spam e-mail sender stays in prison

An American court has sent a **strong** warning to anyone who sends spam e-mail. Virginia judges decided that one of the world's top e-mail spammers, Jeremy Jaynes, must stay in prison. He was **originally** jailed for nine years in 2004 for mass distribution of junk e-mail. He appealed **against** the decision and was trying to get his prison sentence overturned, saying that sending bulk e-mail was not against the law. He tried to **argue** in court that his rights of free speech meant he could send as many mails as he liked. The judges disagreed in a 4-3 **decision** against him. Virginia's state attorney Bob McDonnell said: "This is a historic victory in the fight against **online** crime." He added: "Spam not only **clogs** e-mail inboxes and destroys productivity, it also defrauds citizens and threatens the online revolution that is so critical to...economic **prosperity**."

Jaynes was **thought** to be one of the top ten spammers in the world before the police caught him. He used aliases and **false** Internet addresses to mail out millions of junk mails. Investigators said he sent as **many** as ten million mails a day, which earned him up to \$750,000 a month. Many of these mails were for **fake** goods and services. The court ruled that Jaynes was sending out false information and this was not protected **under** America's laws of free speech. Jaynes' lawyer said the court's decision was dangerous as it **meant** anyone who sent out bulk mail anonymously could now be arrested. Although keeping Jaynes in prison is good news in the fight against cyber-crime, there are thousands more like him. Experts **predict** that up to 90 percent of the world's e-mail is junk. Spam also **tricks** people into giving personal information like bank and credit card details to the spammers.

LANGUAGE WORK

1 - d 2 - b 3 - a 4 - c 5 - c 6 - b 7 - a 8 - d 9 - b 10 - d 11 - c 12 - a

Session 15 ANSWERS

TRUE / FALSE:

a. F b. F c. T d. T e. F f. T g. F h. T

SYNONYM MATCH:

| | |
|-----------------------|---------------------------|
| 1. doubt | <i>a.</i> uncertainty |
| 2. sinking | <i>b.</i> dropping |
| 3. grim | <i>c.</i> bleak |
| 4. fears | <i>d.</i> worries |
| 5. slump | <i>e.</i> downturn |
| 6. acknowledging | <i>f.</i> admitting |
| 7. looming | <i>g.</i> approaching |
| 8. contract | <i>h.</i> shrink |
| 9. fiscal | <i>i.</i> financial |
| 10. considerable | <i>j.</i> a great deal of |

PHRASE MATCH:

| | |
|--|--------------------------------------|
| 1. There seems to be little | <i>a.</i> doubt among Americans |
| 2. the USA is sinking | <i>b.</i> into a very mild recession |
| 3. The cuts came as an unwelcome | <i>c.</i> surprise to economists |
| 4. This is another grim | <i>d.</i> economic statistic |
| 5. The credit crisis and recent housing | <i>e.</i> slump |

- | | |
|------------------------------------|--|
| 6. came as close as he | <i>f.</i> has ever come |
| 7. the US economy could be heading | <i>g.</i> into recession |
| 8. On a more | <i>h.</i> positive note |
| 9. as the result of our monetary | <i>i.</i> and fiscal policies |
| 10. All eyes will now be | <i>j.</i> on the job figures for April |

GAP FILL:**Huge US job losses spark recession fears**

There seems to be little **doubt** among Americans that the USA is sinking into recession. The US Labor Department reported 80,000 job losses in March, the biggest **reduction** in five years. The cuts came as an unwelcome **surprise** to economists, who predicted an increase of 50,000 jobs. Almost a quarter of a million jobs have been lost in America in the **first** three months of the year. This is another **grim** economic statistic that suggests the world's largest economy has some difficult times **ahead**. The US unemployment rate now stands at 5.1 percent. There are fears that further job losses will come in the next few months. Economists are worried that employers will cut back on **hiring** because of a lack of confidence in the financial system. The credit crisis and recent housing **slump** has put companies off taking risks.

The US treasury secretary Ben Bernanke came as **close** as he has ever come to acknowledging that a recession was looming. He didn't use the "r" word but did **admit** that the US economy could be heading into a very mild recession. "It now appears **likely** that real gross domestic product (GDP) will not grow much, if at **all**, over the first half of 2008 and could even contract slightly," he said. On a more positive **note**, he did say any negative growth would be short term: "We expect economic activity to strengthen in the second half of the year, in **part**, as the result of [our] monetary and fiscal policies." He said recent actions to help banks had helped the economy, but that "financial markets remain under considerable **stress**." All **eyes** will now be on the job figures for April.

LANGUAGE WORK

1 - a 2 - c 3 - d 4 - b 5 - d 6 - c 7 - b 8 - a 9 - a 10 - c 11 - d 12 - b

Session 16 ANSWERS**TRUE / FALSE:**

a. T b. F c. F d. F e. T f. F g. T h. F

SYNONYM MATCH:

- | | |
|----------------|----------------------|
| 1. discovered | <i>a.</i> found |
| 2. laboratory | <i>b.</i> lab |
| 3. disgusting | <i>c.</i> nasty |
| 4. symptoms | <i>d.</i> signs |
| 5. tummy | <i>e.</i> stomach |
| 6. interviewed | <i>f.</i> questioned |
| 7. dirt | <i>g.</i> filth |
| 8. builds up | <i>h.</i> collects |
| 9. oily | <i>i.</i> greasy |
| 10. ill | <i>j.</i> sick |

PHRASE MATCH:

- | | |
|---|--------------------------|
| 1. keyboards could be bad | a. for our health |
| 2. people at risk | b. of illness |
| 3. 150 times more bacteria than health | c. officials say is safe |
| 4. cause symptoms similar | d. to food poisoning |
| 5. ... to stay healthy and | e. avoid stomach bugs |
| 6. ... cleaned their keyboard less | f. than once a month |
| 7. the [dirt] that builds | g. up on their PC |
| 8. you might as well eat your | h. lunch off the toilet |
| 9. potato chips and fries also attract | i. bacteria |
| 10. find out what nasty things there are hiding | j. under my keys |

GAP FILL:**PC keyboards dirtier than toilet seats**

A British computer magazine has **discovered** our computer keyboards could be bad for our health. "Which? Computing" asked a laboratory to **check** 30 keyboards in its London office for bacteria. The results were **shocking**, and disgusting. The lab scientists said five of the keyboards they tested put people at **risk** of illness. One keyboard contained 150 times more bacteria than health officials say is safe. Its test results showed it was five times **dirtier** than a toilet seat. The researchers said the germs they found could easily **cause** symptoms similar to food poisoning, such as diarrhoea and upset stomachs. They named these illnesses "QWERTY tummy," **after** the first six letters on the keyboard. The magazine recommended people clean their keyboards regularly to stay healthy and **avoid** stomach bugs.

The magazine said almost **half** the people they interviewed cleaned their keyboard less than once a month. Ten percent of people said they **never** cleaned it. Editor, Sarah Kidner, warned: "Most people don't give much thought to the [dirt] that **builds** up on their PC....But if you don't clean your computer, you might as **well** eat your lunch off the toilet." The main causes of germs and bacteria are crumbs and other small pieces of food that drop onto the keys **while** workers eat at their desks. Oily fingers from eating potato chips and fries also **attract** bacteria. Joanne Baxter, a secretary from West London, said she was shocked at this news. "I had no idea that my keyboard could make me ill. I'm **afraid** to find out what **nasty** things there are hiding under my keys." she said.

LANGUAGE WORK

1 - d 2 - b 3 - a 4 - c 5 - c 6 - b 7 - a 8 - d 9 - b 10 - d 11 - c 12 - a

Session 17 ANSWERS**TRUE / FALSE:**

a. F b. T c. T d. F e. F f. F g. T h. T

SYNONYM MATCH:

- | | |
|------------|------------|
| 1. set | a. ready |
| 2. rapidly | b. quickly |
| 3. boost | c. push up |

- | | |
|-----------------|--------------------------------|
| 4. fueling | <i>d.</i> stimulating |
| 5. springing up | <i>e.</i> appearing |
| 6. critics | <i>f.</i> commentators |
| 7. make up | <i>g.</i> form |
| 8. influence | <i>h.</i> affect |
| 9. gap | <i>i.</i> difference |
| 10. have-nots | <i>j.</i> disadvantaged people |

PHRASE MATCH:

- | | |
|---------------------------------------|--------------------------------------|
| 1. production of biofuels is set | <i>a.</i> to rise rapidly |
| 2. boost | <i>b.</i> international trade |
| 3. the search | <i>c.</i> for alternative energies |
| 4. meet their | <i>d.</i> CO2 targets |
| 5. production plants are springing | <i>e.</i> up in developed countries |
| 6. Biofuels are not without | <i>f.</i> their critics |
| 7. biofuels make up only five percent | <i>g.</i> of these increases |
| 8. a sharp | <i>h.</i> rise in biofuel production |
| 9. There is a danger that food | <i>i.</i> riots could spread |
| 10. the gap between the haves | <i>j.</i> and have-nots |

GAP FILL:**Production of biofuels set to rise**

The world's production of biofuels is **set** to rise rapidly over the next ten years. This is **according** to a new report by the United Nations Food and Agriculture Organization. The report stated that increased global demand for biofuels will "boost international trade" over the next **decade**. This is because of rising **concerns** about global warming and the search for alternative energies.

Governments around the world are **desperate** to reduce the amount of fossil fuels they use so they can meet their CO2 targets. The current record price of oil is fueling the **scramble** for biofuels. New biofuel production plants are springing up in developed countries all over the world. The **race** is on to produce clean and economically-**friendly** biofuels that will provide up to 20 per cent of the energy needs in the major world economies.

Biofuels are not **without** their critics. Many people believe they are a major cause of the **current** rise in food prices. Industry analysts disagree and say biofuels make up only five percent of these increases, and that **supply** and demand is more to blame. However, it seems that a **sharp** rise in biofuel production would greatly influence food prices. This is because more wheat, seeds, palm oil and sugar would go into making biofuels instead of **feeding** people and farm animals. There is a danger that food **riots** could spread across the world, even to rich countries. People would have cheaper fuel for their cars but more expensive food on store **shelves**. This would greatly increase the gap between the haves and have-nots. In October 2007, a United Nations spokesperson called biofuels a "crime against **humanity**".

LANGUAGE WORK

1 - d 2 - c 3 - b 4 - a 5 - c 6 - d 7 - b 8 - a 9 - b 10 - c 11 - a 12 - d

Session 18 ANSWERS**TRUE / FALSE:**

a. T b. F c. F d. T e. F f. F g. F h. T

SYNONYM MATCH:

- | | |
|------------------------|-----------------|
| 1. urged | a. called on |
| 2. tackle | b. sort out |
| 3. addressed | c. dealt with |
| 4. gloomy | d. dark |
| 5. spiralling | e. skyrocketing |
| 6. placing | f. putting |
| 7. free from | g. without |
| 8. tyranny | h. bullying |
| 9. liberty | i. freedom |
| 10. remains to be seen | j. is unknown |

PHRASE MATCH:

- | | |
|---|-----------------------------------|
| 1. urged world leaders at the G8 summit | a. to tackle three major crises |
| 2. the three crises are deeply | b. interconnected |
| 3. The UN chief painted a rather gloomy | c. picture of the task ahead |
| 4. turning back the | d. clock on development gains |
| 5. spiralling | e. oil prices |
| 6. got into the swing | f. of things |
| 7. a world in which the universal | g. desire for liberty is realized |
| 8. Mr Bush has quite | h. a bit of power |
| 9. It remains to be seen whether | i. he will try to realize them |
| 10. repeat his trusted sound | j. bites and smile for the photos |

GAP FILL:

Leaders urge and wish at G8 summit

United Nations Secretary General Ban Ki-moon has **urged** world leaders at the G8 summit to **tackle** three major crises in the world. Speaking at a resort in Hokkaido, Japan, he said: "The world **faces** three simultaneous crises; a food crisis, a climate crisis and a development crisis." He added that "the three crises are **deeply** interconnected and need to be addressed as such". The UN chief painted a rather **gloomy** picture of the task ahead for the developed nations. He said high food prices were "turning back the **clock** on development gains" and that "progress in many countries is **off track**, particularly in Africa". It seems unclear how the leaders will agree on solutions to **spiralling** oil prices, food shortages, climate change and concerns about the situation in Zimbabwe.

President Bush, in his last G8 summit, got into the **swing** of things by placing a wish on a bamboo tree. Japan is celebrating the **festival** of Tanabata, whereby people write down their wishes for the future and tie them onto a special 'wishing tree'. In a handwritten **note**, Mr Bush wrote: "I wish for a world **free** from tyranny: the tyranny of hunger, disease and tyrannical governments. I wish for a world in which the universal **desire** for liberty is **realized**. I wish for the advance of new technologies that will improve the human condition and protect our environment." Unlike most of us, Mr Bush has quite a bit of power to make his wishes come true. It **remains** to be seen whether he will try to realize them or simply repeat his **trusted** sound bites and smile for the photos.

LANGUAGE WORK

1 - a 2 - b 3 - c 4 - d 5 - d 6 - c 7 - a 8 - b 9 - c 10 - a 11 - d 12 - b

Session 19 ANSWERS**TRUE / FALSE:**

a. T b. T c. F d. F e. F f. T g. F h. T

SYNONYM MATCH:

- | | |
|-----------------|------------------------|
| 1. heads | a. bosses |
| 2. banned | b. stopped |
| 3. behave | c. act |
| 4. suicide | d. killing oneself |
| 5. depressed | e. miserable |
| 6. sparked | f. started |
| 7. uproar | g. anger |
| 8. order | h. peace |
| 9. summed up | i. summarized |
| 10. bottom line | j. heart of the matter |

PHRASE MATCH:

- | | |
|--|---------------------------|
| 1. computer games that have | a. an adult rating |
| 2. prisoners who behave | b. well |
| 3. prisoners at risk | c. of suicide |
| 4. games consoles were given to highly | d. dangerous prisoners |
| 5. stop prisoners from getting | e. too depressed |
| 6. The British government sparked | f. anger last year |
| 7. public | g. uproar |
| 8. games did serve a | h. useful purpose |
| 9. keeping order | i. in overcrowded prisons |
| 10. no substitute | j. for useful activity |

GAP FILL:**PlayStations banned in UK jails**

The heads of British prisons have **banned** prisoners from playing computer games that have an adult **rating**. Under new rules, prison authorities have also decided not to buy any more games or games consoles for prisoners. However, they are allowing prisoners who **behave** well to buy their own PlayStations or xBoxes. Prisons can also allow prisoners at **risk** of suicide to play games to keep them occupied. The new **crackdown** on the games culture in prisons is because of a fear that many games make prisoners more violent. The Prison Service has called an **end** to its PlayStation Project, where games consoles were given to **highly** dangerous prisoners. The reason for introducing prison gaming was to stop prisoners from **getting** too depressed.

The British government sparked **anger** last year when it admitted to spending \$20,000 on games and equipment for prisoners to use in their **cells**. There was public uproar when a convicted **killer** was photographed with a PlayStation in May. A leading prison reformer, Geoff Dobson, said games did serve a useful **purpose** to keep order in prisons. "We should not forget the usefulness of these games to prison officers...keeping **order** in overcrowded prisons," he said. Dobson added that because of

overcrowding, prisoners were **spending** more time in their cells doing nothing and becoming more **frustrated**. He summed up the problem, saying: "The bottom line is access to computer games is no **substitute** for [useful] activity like work or education classes."

LANGUAGE WORK

1 - d 2 - c 3 - b 4 - a 5 - c 6 - d 7 - b 8 - a 9 - b 10 - c 11 - a 12 - d

Session 20 ANSWERS

TRUE / FALSE:

a. T b. T c. F d. T e. F f. T g. T h. F

SYNONYM MATCH:

| | |
|------------------|------------------|
| 1. pill | a. tablet |
| 2. fit | b. in good shape |
| 3. reproduce | c. copy |
| 4. mimic | d. imitate |
| 5. efficient | e. productive |
| 6. experts | f. specialists |
| 7. appeal | g. attraction |
| 8. strenuous | h. exhausting |
| 9. treat | i. cure |
| 10. experimental | j. test |

PHRASE MATCH:

| | |
|--------------------------------------|--------------------------------|
| 1. makes you fit | a. without exercising |
| 2. run non- | b. stop for hours |
| 3. reproduce the positive | c. effects of the running |
| 4. boosts | d. energy levels |
| 5. out of | e. shape |
| 6. experts are unconvinced | f. by the new discovery |
| 7. there is no substitute | g. for real exercise |
| 8. a pill that does away with the | h. need for strenuous workouts |
| 9. reduce a large number of diseases | i. related to obesity |
| 10. used to treat | j. muscle-wasting diseases |

GAP FILL:

Scientists develop pill to replace exercise

US researchers say they have developed a pill that **makes** you fit without exercising. Scientists at California's Salk Institute for Biological Studies tested a new drug **on** genetically engineered "marathon mice" that could run non-stop for **hours**. They then developed a pill that could reproduce the **positive** effects of the running. Researcher Professor Ronald Evans said the pill helps cells burn fat **quicker** and at the same time boosts energy levels. The new discovery could benefit those who do not **get** the recommended 40 minutes of exercise per day. Professor Evans said: "If you're **out** of shape, and most of us are...you have to do some exercise...If there was a way to mimic exercise, it would make the quality of exercise [we] have **much** more efficient."

Fitness **experts** are unconvinced by the new discovery. They say there is no substitute for real exercise and a balanced, healthy **diet**. However, it seems there would be enormous appeal for a pill that does away with the **need** for strenuous workouts or sweating it out jogging. If the effects can be reproduced in humans, it could become one of science's **biggest** money-spinners. It could additionally reduce a large number of diseases **related** to obesity and seriously **cut** the number of hospital patients. Scientists also say such a medicine could be used to **treat** muscle-wasting diseases. The pills are still in the experimental **stage** and the researchers are not working with any drug manufacturer.

LANGUAGE WORK

1 - b 2 - c 3 - a 4 - d 5 - c 6 - a 7 - d 8 - b 9 - d 10 - c 11 - b 12 - a

Session 21 ANSWERS

TRUE / FALSE:

a. T b. T c. F d. F e. F f. F g. T h. T

SYNONYM MATCH:

| | |
|------------------|----------------------|
| 1. reliable | a. trustworthy |
| 2. according to | b. in the opinion of |
| 3. topped | c. headed |
| 4. track record | d. past performance |
| 5. compact | e. small |
| 6. improving | f. getting better |
| 7. defects | g. faults |
| 8. likely | h. probable |
| 9. wear and tear | i. deterioration |
| 10. annoyance | j. irritation |

PHRASE MATCH:

| | |
|-------------------------------|-------------------------------|
| 1. Japanese cars are the most | a. reliable in the world |
| 2. an international market | b. research company |
| 3. The Lexus car topped | c. the reliability list |
| 4. the fourteenth year | d. in a row |
| 5. Lexus was first place | e. in six categories |
| 6. the industry average | f. has improved |
| 7. serious technical | g. defects |
| 8. becoming less | h. common |
| 9. wear and | i. tear of the car's interior |
| 10. Improved quality is | j. good for everybody |

GAP FILL:

Japanese cars still most reliable

Japanese cars are the most **reliable** in the world. That's according to J.D. Power and Associates, an international market research company. J.D. Power's asked **thousands** of car owners about problems they had with their cars in the first three years of **ownership**. The Lexus car topped the reliability list,

for the fourteenth year in a row. Lexus is Toyota's **luxury** car brand. The survey found that Lexus cars were getting better and better. They had 120 problems per 100 vehicles, **down** from 145 problems in the 2007 study. "That's a **pretty** good track record," said Dave Sargent, a J.D. Power's executive. Lexus was first place in six **categories**, while other Toyota and Honda cars led four categories. Toyota's Prius hybrid was the winning **compact** car.

Mr Sargent said that reliability in **cars** is improving every year. In the past two years, the industry **average** has improved from 237 problems per 100 vehicles to 206. Land Rover, sold earlier this year to India's Tata Motors, was the worst-performing **brand**, with 344 problems. Sargent also said the "seriousness" of the **problems** was decreasing. The complaints being reported a few years ago were "hard" problems, such as **serious** technical defects. Sargent said these were becoming less common. He told reporters it is now more **likely** that car owners will complain about "soft" problems, like strange noises or **wear** and tear of the car's interior. He added that: "Improved quality is good for everybody, [especially] for the consumers, who don't have the annoyance of problems [and **costs**]."

LANGUAGE WORK

1 - b 2 - c 3 - a 4 - d 5 - c 6 - a 7 - d 8 - b 9 - d 10 - c 11 - b 12 - a

Session 22 ANSWERS

TRUE / FALSE:

a. F b. F c. F d. F e. F f. F g. T h. T

SYNONYM MATCH:

- | | |
|--------------|--------------|
| 1. ceasefire | a. truce |
| 2. conflict | b. dispute |
| 3. province | c. region |
| 4. responded | d. replied |
| 5. proposed | e. suggested |
| 6. erupt | f. break out |
| 7. ally | g. friend |
| 8. puppet | h. tool |
| 9. withdraw | i. pull out |
| 10. heated | j. angry |

PHRASE MATCH:

- | | |
|--|------------------------------|
| 1. Saakashvili has called | a. for a ceasefire |
| 2. the breakaway | b. province of South Ossetia |
| 3. Georgia responded | c. by sending troops |
| 4. step back from the region to | d. allow breathing space |
| 5. stop shelling | e. Russian forces |
| 6. the conflict might erupt | f. into a dangerous war |
| 7. Georgia is a staunch | g. ally of America |
| 8. Kremlin views Georgia's leader as a | h. puppet of the West |
| 9. a peacekeeping | i. mission |
| 10. Heated arguments | j. took place |

GAP FILL:

Georgia calls for ceasefire in South Ossetia

Georgia's President Mikhail Saakashvili has **called** for a ceasefire in the conflict with Russia. The two nations started hostilities over the breakaway **province** of South Ossetia. Russia sent hundreds of tanks and troops into South Ossetia on Friday to protect Russian **citizens** living there. Georgia responded by sending troops and fighter planes to the area. The **fighting** left over 1,500 dead on both sides. Mr. Saakashvili also proposed that Russian and Georgian troops **step** back from the region to allow breathing space and **avoid** a full-blown war. He said Georgian soldiers would **withdraw** from South Ossetia's capital Tshkinvali and would stop shelling Russian forces. Media **reports** are that Russia is already in control of Tshkinvali.

The wider **world** is worried the conflict might erupt into a dangerous war between the two sides. Georgia is a staunch **ally** of America and wants to join NATO, something Russia does not want to happen. Many **analysts** in the West say that Russia may be planning to **march** to Georgia's capital Tblisi and overthrow Saakashvili. The Kremlin views Georgia's leader as a **puppet** of the West. U.S. Secretary of State Condoleezza Rice urged Russia to **halt** its attacks and withdraw from Georgian territory. Russian President Dmitry Medvedev said he sent his troops into South Ossetia on a peacekeeping **mission** and wants a ceasefire. Heated arguments took **place** at the UN Security Council on Friday night as members tried to avoid war.

LANGUAGE WORK

1 - d 2 - b 3 - a 4 - c 5 - c 6 - b 7 - a 8 - d 9 - b 10 - d 11 - c 12 - a

Session 23 ANSWERS

TRUE / FALSE:

a. F b. T c. F d. T e. F f. F g. T h. F

SYNONYM MATCH:

| | |
|-----------------|-------------------|
| 1. set | a. created |
| 2. tycoon | b. billionaire |
| 3. purchaser | c. buyer |
| 4. require | d. need |
| 5. mega | e. super |
| 6. guessing | f. speculating on |
| 7. initial | g. early |
| 8. according to | h. as stated by |
| 9. offered | i. recommended |
| 10. inspired | j. influenced |

PHRASE MATCH:

| | |
|----------------------------------|--------------------------|
| 1. A new world record for a home | a. has been set |
| 2. The price tag smashes | b. the previous record |
| 3. the historic | c. Villa Leopolda estate |
| 4. The grounds include 20 | d. acres of gardens |
| 5. current | e. hotpots |
| 6. guessing the identity | f. of the new owner |
| 7. Initial | g. rumours |

- | | |
|--------------------------------|--------------------------------------|
| 8. He already owns an | <i>h.</i> exclusive property |
| 9. a French luxury-home | <i>i.</i> salesman |
| 10. supposedly inspired by the | <i>j.</i> Hanging Gardens of Babylon |

GAP FILL:**Russian buys world's priciest home**

A new world record for a home has been **set** by an unidentified Russian billionaire. The mystery tycoon has **spent** \$750 million on a luxurious villa on the French Riviera. The price tag **smashes** the previous record of the Indian steel magnate Lakshmi Mittal earlier this year. He paid \$235 million for a mansion on London's 'Billionaire Boulevard'. The new record was for the **historic** Villa Leopolda estate on France's Cote d'Azur. For his or her money, the unnamed purchaser **gets** a mansion built by King Leopold II of Belgium in 1902. The grounds include 20 acres of gardens that **require** fifty full-time gardeners, and 1,200 olive, lemon and orange trees. Jonathan Hewlett, a London **property** expert, told the BBC that Central London and the French Riviera are the "current **hotspots**" for Russia's new mega-rich.

The world's media have been guessing the **identity** of the new owner of the Villa Leopolda. Many press reports say it is an oil fat **cat**. Initial rumours were that Roman Abramovich, the owner of Chelsea Football Club, was the **mystery** buyer. He already owns an **exclusive** property near Antibes, also on the French Riviera. According to a local French newspaper, there are now over 60 villas or mansions on the Cote d'Azur **owned** by wealthy Russians. Britain's Times newspaper quoted a French luxury-home salesman as saying Russians become angry if they are **offered** a property at any price below \$150 million. The latest record, however, will not **last** long. India's richest man Mukesh Ambani will soon move into his \$2 billion 27-storey home. The property was supposedly **inspired** by the Hanging Gardens of Babylon.

LANGUAGE WORK

1 - d 2 - b 3 - a 4 - c 5 - c 6 - b 7 - a 8 - d 9 - b 10 - d 11 - c 12 - a

Session 24 ANSWERS**TRUE / FALSE:**

a. F b. T c. F d. T e. F f. T g. T h. T

SYNONYM MATCH:

- | | |
|-----------------|-------------------------|
| 1. spectacular | <i>a.</i> magnificent |
| 2. crowd | <i>b.</i> audience |
| 3. memorable | <i>c.</i> unforgettable |
| 4. fulfilled | <i>d.</i> achieved |
| 5. set | <i>e.</i> created |
| 6. summed up | <i>f.</i> evaluated |
| 7. witnessed | <i>g.</i> saw |
| 8. truly | <i>h.</i> undoubtedly |
| 9. echoed | <i>i.</i> repeated |
| 10. exceptional | <i>j.</i> extraordinary |

PHRASE MATCH:

- | | |
|---------------------------------|------------------------------|
| 1. a spectacular closing | a. ceremony |
| 2. a breathtaking fireworks | b. display |
| 3. one of the most memorable | c. Olympics ever |
| 4. they have fulfilled | d. their goal |
| 5. the number 8 | e. brings luck in China |
| 6. Liu Qi summed up | f. his feelings on the Games |
| 7. superb athletic performances | g. and sportsmanship |
| 8. the Olympic | h. spirit |
| 9. These were truly | i. exceptional Games |
| 10. The world learned | j. more about China |

GAP FILL:**Record-setting Beijing Olympics end**

The 29th Olympic Games **ended** in Beijing on Sunday night with a spectacular closing ceremony. Over 7,000 performers and a breathtaking fireworks **display** entertained the crowd of 90,000 in the famous Bird's Nest stadium. It has truly been one of the most **memorable** Olympics ever. China's leaders will feel they have fulfilled their goal to show the world what China can **achieve**. Numbers tell part of the Beijing story. The record \$40-billion games **officially** started on 08.08.2008, at eight minutes past eight – the number 8 **brings** luck in China. Altogether, 11,028 athletes qualified from 204 different countries. A **record** number of 88 countries won medals, with 122 athletes winning more than one. The USA's Michael Phelps and Jamaica's Usain Bolt **set** 10 world records between them.

The president of the Beijing Organizing Committee, Liu Qi, **summed** up his feelings on the Games in his closing speech. He said: "The **past** 16 days have witnessed superb athletic performances and sportsmanship. Athletes...have competed in the Games in the Olympic **spirit**. They have...**achieved** amazing results by breaking 38 world records and 85 Olympic records." He added that the Games had brought China **closer** to the world. "The Beijing 2008 Olympic Games is a grand celebration of sport, a grand celebration of **peace** and a grand celebration of friendship," he said. International Olympic Committee president Jacques Rogge **echoed** Qi's enthusiasm, saying: "These were **truly** exceptional Games...The world learned more about China and China learned more about the world."

LANGUAGE WORK

1 - d 2 - c 3 - b 4 - a 5 - c 6 - d 7 - b 8 - a 9 - b 10 - c 11 - a 12 - d

Session 25 ANSWERS**TRUE / FALSE:**

a. F b. F c. F d. T e. T f. T g. F h. F

SYNONYM MATCH:

- | | |
|-----------------|---------------|
| 1. saying | a. expression |
| 2. root | b. cause |
| 3. concerns | c. worries |
| 4. cut back | d. spend less |
| 5. worsening | e. declining |
| 6. consequences | f. effects |

- | | |
|-----------------|---------------|
| 7. appears | g. seems |
| 8. consequently | h. therefore |
| 9. spiralling | i. increasing |
| 10. nation | j. country |

PHRASE MATCH:

- | | |
|--|-----------------------------|
| 1. An old saying says that money is | a. the root of all evil |
| 2. The recent ill health of | b. the world economy |
| 3. concerns about the economy are | c. driving up stress levels |
| 4. people cut back | d. on healthy food |
| 5. warn people early that their health | e. may be worsening |
| 6. Money worries could have serious | f. consequences |
| 7. lack | g. of exercise |
| 8. spiralling food | h. and fuel prices |
| 9. one in five of those surveyed said they | i. were sleeping less |
| 10. The lack of concern | j. over long-term health |

GAP FILL:**Credit crunch making Britons ill**

An old **saying** says that money is the root of all evil. It is also the cause of increasing health problems in Britain. The **recent** ill health of the world economy is making people sick. This is according to a survey carried out **jointly** by the UK's Blood Pressure Association and the insurance company Friends Provident. They found that two-thirds of British people feel **less** well than they did three years ago. Researchers say the credit crunch and **concerns** about the economy are driving up stress levels and making people cut **back** on healthy food and fitness clubs. Their research coincides with the **launch** of a campaign called Know Your Numbers Week, during which Britons can get free blood pressure checks. The aim is to warn people early that their health may be **worsening**.

Money worries could have **serious** consequences for people in Britain. Mark Jones, a Friends Provident spokesman, said: "The credit crunch **appears** to be having serious [effects]. Lifestyle changes, poor diet and **lack** of exercise in particular, can have a negative effect on people's blood pressure and consequently their **long-term** health." Many people are worrying more about spiralling food and fuel prices, home **loan** repayments, and rising debt. Nearly one in **five** of those surveyed said they were sleeping less, 56% are buying cheaper food and cutting back on fruit and vegetables, while 6% have started smoking. Professor Graham Macgregor of the Blood Pressure Association **warned**: "The lack of concern over long-term health is putting the nation at risk of a blood-pressure **ticking** time bomb."

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