

QSE

QUICK SMART ENGLISH

Advanced

TEACHER'S GUIDE

with

Photocopiable Resources

Maurice Forget

BROOKEMEAD ENGLISH
LANGUAGE TEACHING

QSE

QUICK SMART ENGLISH

Advanced

TEACHER'S GUIDE

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Unit	Title	Subject The BIG question	Reading	Language Banks Functions/ Grammar	Speaking	Vocabulary	Listening Audio/Video	Writing	CLIL (Content and Language Integrated Learning)	Teacher's Guide Photocopiable Resources	Pages
1	Buy now, think later	Advertising <i>Is advertising all a con?</i> SB8	Marketing: Decline of TV commercials; Celebrities out of a job SB9	Expressions used before challenging; Contradicting LB1 Prepositions WB94	TEAMWORK: Create a TV ad SB10,114 CONTROVERSY: Do spoof ads challenge advertisers? SB10 STRATEGIES: Mapping the presentation WB94	Marketing, consumers, industry; Idioms WB94	Audio: Cigarette warning labels SB10	Review of an ad; Letter SB10 Sales email; Product description WB94	Public relations: Marketing, society and advertising, government regulation SB11	Teacher's notes and answer key TG26 IGCSE Exam PR176, 196, 203 CAE Exam PR246 IELTS Exam PR208	Unit 1 SB8-11 WB94 TG26
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3	The sky's the limit!	Ambitions <i>What would you do to succeed?</i> SB16	Film: Success stories: Jackie Chan, Shah Rukh Khan SB17	Downplaying; Justifying an argument LB3 Joining clauses WB96	TEAMWORK: A problem tree SB18, 114 CONTROVERSY: Does welfare work? SB18 STRATEGIES: Rhetorical questions WB96	Measures of social success; Idioms WB96	Video: Interviews about the American Dream SB18	Being a country's leader; Successful person's life SB18 Letter; Guide to speaking WB96	Careers: Jobs of the future SB19	Teacher's notes and answer key TG38 IGCSE Exam PR185, 192, 194, 196 CAE Exam PR242 IELTS Exam PR213, 221, 223	Unit 3 SB16-19 WB96 TG38
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6	Playing to win	Competitiveness <i>How important is winning?</i> SB28	Sport and leisure: Man versus machine; Sports and competitiveness SB29	The passive; Expressing reservations LB6, WB99	TEAMWORK: A reality TV show SB30, 115 CONTROVERSY: Can there be gender equality in sports funding? SB30	Competitiveness, sports; Idioms WB99	Audio: Alternative beauty contests SB30	At the Olympics: New beauty contest SB30 Press release; Sports report WB99	Physiology: Effect of extreme sport on the body SB31	Teacher's notes and answer key TG54 IGCSE Exam PR192, 197 IELTS Exam PR223	Unit 6 SB28-31 WB99 TG54
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11	Peace around the world	International events <i>Will we ever have peace?</i> SB50	International news: Chávez, Latin American revolutionary; Peaceful protest SB51	Tentative expressions; Evaluating viewpoints LB11	TEAMWORK: Conflict resolution SB52, 117 CONTROVERSY: EU and US – friends or rivals? SB52 STRATEGIES: Power of three WB104	News items; Idioms WB104	Audio: A tropical storm and flooding in Haiti SB52	Press release; An international event SB52 Email; Summary WB104	Drama: Anti-war drama SB53	Teacher's notes and answer key TG88 IGCSE Exam PR181, 188, 198 CAE Exam PR227	Unit 11 SB50-53 WB104 TG88

Unit	Title	Subject The BIG question	Reading	Language Banks Functions/ Grammar	Speaking	Vocabulary	Listening Audio/Video	Writing	CLIL (Content and Language Integrated Learning)	Teacher's Guide Photocopiable Resources	Pages
12	Click here!	Using the internet <i>Are we all online now?</i> SB54	Cyber news: Professional computer gamers; Internet dating SB55	Uncountable nouns; Deducing LB12 WB105	TEAMWORK: Creating a website SB56, 117 CONTROVERSY: What's the real cost of online gambling? SB56	Computers, information technology; Idioms WB105	Video: Languages used on the internet SB56	Personal profile; Predictions for the internet SB56 Email; Game concept WB105	Information technology: Viruses and hacking SB57	Teacher's notes and answer key TG93 IGCSE Exam PR190, 198 CAE Exam PR229	Unit 12 SB54-57 WB105 TG93
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14	Heroes and villains	Role models <i>Do we need someone to look up to?</i> SB62	Pop culture: Eminem, pop culture icon; Christopher Reeve, disability campaigner SB63	Idiomatic and Softening expressions LB14 Joining clauses WB107	TEAMWORK: Role models for teenagers SB64, 117 CONTROVERSY: Is there a link between image and eating disorders? SB64	Personal qualities; Idioms WB107	Audio: Comic book superheroes SB64	Being a mentor; What is a 'bad' role model? SB64 Letter; Play outline WB107	Literature: Iconic writers: Maya Angelou and Jack Kerouac SB65	Teacher's notes and answer key TG105 IGCSE Exam PR195, 199 IELTS Exam PR213 CAE Exam PR227, 236, 239	Unit 14 SB62-65 WB107 TG105
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17	Adventures in science	Scientific developments <i>Is science making life better?</i> SB76	Science and technology: Bionic suit; 'Spider-goats' super web material SB77	Expressions used to introduce assertions; Developing an argument LB17	TEAMWORK: Be a futurologist SB78, 118 CONTROVERSY: Where will cloning lead? SB78 STRATEGIES: Knowing what is important: key words WB110	Science; Idioms WB110	Video: Space debris SB78	Report; Scientific developments SB78 Article; Letter WB110	Engineering: New products and developments SB79	Teacher's notes and answer key TG125 IGCSE Exam PR179, 191, 202 IELTS Exam PR207, 222 CAE Exam PR239, 240, 245, 247	Unit 17 SB76-79 WB110 TG125
18	The company we keep	Social issues <i>Are we doing enough to help?</i> SB80	National news: Hidden homeless; Waiting for medical treatment SB81	Expressions used to contradict; Summarising LB18 Wordforms WB111	TEAMWORK: New work opportunities for your community SB82, 119 CONTROVERSY: Should immigration be controlled? SB82	Social problems; Idioms WB111	Audio: Computer training for slum dwellers in Brazil SB82	Report on crime; Letter about healthcare SB82 Article; Report WB111	Social studies: Community development SB83	Teacher's notes and answer key TG132 IGCSE Exam PR183 CAE Exam PR243	Unit 18 SB80-83 WB111 TG 132
19	Stressed out!	Stress management <i>Are we seriously stressed?</i> SB84	Health: Prime Minister, fitness fan; Watching fish eases stress SB85	Language of empathy and sympathy; Calming LB19	TEAMWORK: How does fear turn into phobia? SB86, 119 CONTROVERSY: Dealing with stress or depression SB86 STRATEGIES: Anticipating questions WB112	Ways of reducing stress; Idioms WB112	Audio: Laughter Clubs SB86	Coping with stress; Most stressful day SB86 Email; Article WB112	Biology: Effects of stress on the body and on behaviour SB87	Teacher's notes and answer key TG138 IGCSE Exam PR191 CAE Exam PR249	Unit 19 SB84-87 WB112 TG138
20	Shock tactics	Young people's behaviour <i>Are all teenagers rebels?</i> SB88	Crime: Rock group with no drugs message; Jobs in the marijuana industry SB89	Language of caution; Eliciting feedback LB20 Verbs WB113	TEAMWORK: Creating programmes to help young people SB90, 119 CONTROVERSY: Should tattoos and body piercings be banned? SB90	Types of teenage behaviour; Idioms WB113	Audio: Binge drinking SB90	Youth behaviour; Advice for a friend SB90 Email; Story WB113	Poetry and music: Analysing the meaning of a song SB91	Teacher's notes and answer key TG144 IGCSE Exam PR183, 192 IELTS Exam PR204 CAE Exam PR242, 250	Unit 20 SB88-91 WB113 TG144
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Introduction - Welcome to *QSE Advanced*

- *Quick Smart English* is a topic-based English language course for levels B2 to C1 in line with the CEF (Common European Framework).
- *QSE* uses affective, topical and sometimes controversial reading and listening material to present and revise structures and vocabulary and to develop communication skills.
- The language structures are those found in widely-accepted international curricula.
- The topic-based vocabulary is wide-ranging and based on real-life ideas and issues.
- The learning tasks include integrated skills activities, with a particular focus on speaking.
- Integrated CLIL (Content and Language Integrated Learning) activities are in each unit.
- Although *QSE Advanced* is not a dedicated exam preparation course, the structure and vocabulary practice, skills work, question types and supplementary test materials are all designed to help students prepare for international ESOL examinations.
- *QSE Advanced* is designed to cover a 70-80 hour course, although it can also be used in modules for skills development, in particular speaking practice.

QSE and the CEF

The structure and approach of the course are based on the Council of Europe's Common European Framework of Reference (CEF). Like the CEF, *QSE Advanced* takes a very broad view of what language students need to learn in order to use a foreign language and what knowledge and skills they need to develop so as to be able to communicate effectively. *QSE* aims to provide the widest possible cultural context, using examples from the great cultural diversity of global English (British, American, Australian, South African and others).

QSE helps to provide learners with strategies to activate general and communicative competences in order to carry out the activities and processes involved in the production and reception of texts and the construction of discourse dealing with particular themes.

The objectives, content and methods of *QSE* follow the guidelines of the CEF, aiming to equip students to deal with communicating in English, not only in English-speaking countries, but also in using the language as a *lingua franca* in other countries. *QSE* helps students to exchange information and ideas and to communicate their thoughts and feelings. Its wide range of topics, many of which are unusual in EFL courses, help students to achieve a wider and deeper understanding of the way other people live and think and of their cultural heritage. The methods of teaching language and learning with *QSE* are based on the needs, motivations, characteristics and resources of the learners themselves. The course is above all student-centred. The language learning activities are based on action-orientated tasks and relevant authentic texts (oral and written).

The topics (including the CLIL materials) help students to face the modern challenges of international

mobility and closer co-operation, not only in education, culture and science but also in trade and industry. *QSE* aims to promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.

The course visits all four **domains** identified by the CEF. The Public Domain, for example, is represented in many units including environmental issues in Unit 8, society in Unit 18 and economic issues in Unit 7. The Personal Domain is visited in Unit 10 (Young people's rights), Unit 9 (Independence) and Unit 20 (Young people's behaviour) among others. The Educational Domain features in Unit 16 (School curriculum), and the Occupational Domain appears in Unit 3 (Ambitions).

The CEF is a framework not only for language learning, but also for **assessment**, which is central to the methodology of *QSE*. *QSE Advanced* is compatible with preparation for a variety of international English examinations. *QSE Advanced* features a special set of exam preparation materials for the UCLES Cambridge suite of exams – CAE (Certificate in Advanced English) level, IELTS (International English Language Testing System) and IGCSE (International General Certificate of Secondary Education). Trinity College London recognises that *QSE* makes a valuable contribution to preparation for the Graded Examinations in Spoken English (GESE) and Integrated Skills Examination (ISE). Other levels of *QSE* are coordinated with other Cambridge exams – *QSE Pre-Intermediate* with PET level and *QSE Intermediate* with FCE. The chart below shows how the various levels of the *QSE* course have been planned to match the levels of the CEF and the requirements of international examinations.

QSE levels, the CEF and international examinations

QSE	<i>Common European Framework (CEF)</i>	<i>UCLES (University of Cambridge ESOL)</i>	<i>Trinity College, London ESOL</i>	<i>Michigan / HAU</i>	<i>TOEFL (New TOEFL)</i>	<i>IELTS</i>	<i>Edexcel London Test of English</i>
Quick START English (in preparation)	A1-A2	KET (Key English Test)	GESE Grade 1, 2, 3				Level (A1) 1
QSE Pre-Intermediate	A2-B1	PET (Preliminary English Test)	ISE 0, ISE I, GESE Grade 4, 5, 6	BCCE		3.0 to 4.0	Level 1-2
QSE Intermediate	B1-B2	FCE (First Certificate in English)	ISE II, GESE Grade 7, 8, 9	ECCE	450-525 Target 485 (NT 163)	4.0 to 5.5	Level 2-3
QSE Advanced	B2-C1	CAE (Certificate in Advanced English)	ISE III, GESE Grade 10, 11	ALCE	Target 525 (NT 197)	5.5 to 6.5 / 7.0	Level 3-4

QSE Advanced takes students from Level **B2** to **C1**. These are the **CEF Reference Levels Global Descriptors** for the two levels.

	B2 — — — — —	— — — — — C1
Listening	<ul style="list-style-type: none"> I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news current affairs programmes. I can understand the majority of films in standard dialect. 	<ul style="list-style-type: none"> I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
Reading	<ul style="list-style-type: none"> I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. 	<ul style="list-style-type: none"> I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised linguistically complex articles and longer technical instructions, even when they do not relate to my field.
Spoken interaction	<ul style="list-style-type: none"> I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. 	<ul style="list-style-type: none"> I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
Spoken production	<ul style="list-style-type: none"> I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. 	<ul style="list-style-type: none"> I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
Writing	<ul style="list-style-type: none"> I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. 	<ul style="list-style-type: none"> I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.

QSE for exams

QSE is not designed to be a specific exam-preparation course, but no teacher or class these days can ignore the fact that exams are a very important and almost unavoidable presence in the language classroom. All international exams today have been written or have been calibrated to fit into the levels and requirements of the CEF, however, styles of examination differ. As *QSE* is a course with a very strong emphasis on **spoken English** and developing **oral skills**, the author decided to use the syllabus of the **Trinity College, London, GESE** (Graded Examinations in Spoken English) and **ISE** (Integrated Skills in

English) examinations for the core subject areas. However, we are aware that many students will take other exams, so there are many question types, tasks and exercises in the Student's Book and Workbook that provide exam practice in all four skills for several exam types. In addition, there are special photocopiable pages in this Teacher's Guide that practise the **University of Cambridge CAE, IELTS and IGCSE** – see details below. This makes *QSE* an ideal course for general study at the end of which students may go on to take a variety of exams, including those of Trinity and Cambridge.

QSE and Cambridge / Trinity / IELTS / IGCSE exam practice

QSE is not an exam-practice book; students taking any examinations should prepare by using actual sample papers before they sit any exams. However, *QSE* does provide a great deal of practice in every skill necessary for these.

Reading: Throughout the book there are many reading comprehension tasks, many of which are in specific exam formats, while the remainder practise the same skills in other formats. For example, the format of CAE Paper 1 Part 1 is specifically used in Units 3 and 17. Also, the IELTS Reading Passage 3 is covered in Units 5 and 18.

Writing: The Portfolio Writing section provides practice in CAE, IELTS and ISE-style writing tasks, as does the Portfolio Writing section in the Workbook. In particular, the ISE III Portfolio Writing tasks are seen throughout the book. Most can be used to simulate the Controlled Writing Tasks as well. The CAE exam practice pages for Units 4, 9 and 13 provide tasks in the precise format of the CAE exam, while IELTS Task 2 is practised in Units 1, 4 and 13.

English in Use

In almost every unit of the Workbook there is practice in CAE Paper 3 English in Use tasks. These are in abbreviated form, as it is not necessary

to practice a complete exam paper for every activity. Each of the CAE exam practice pages provides tasks in the format of the English in Use paper and covers all question types.

Listening: Many of the listening activities in the units are based on CAE and IELTS-style tasks. With 80 minutes of audio and video material, *QSE* provides ample listening material.

There is also additional exam listening practice for IGCSE, CAE and IELTS on the DVD-ROM (see page 152 and 200–203, 204–208 and 244–247).

Speaking: All the speaking activities in the units practise the skills and functions necessary for the Cambridge CAE, IELTS, IGCSE and Trinity ISE III exam.

Exam practice pages

In this Teacher's Guide there are photocopiable exam practice pages from page 176, with an introduction about using the *QSE* Photocopiable Resources on page 174 of this Teacher's Guide. There are 27 pages for the **Cambridge Advanced English** exam, 20 pages for the **IELTS** exam and 28 pages for the **IGCSE** exam. You can use these pages at the same time as the main units, or separately for homework. Each set of materials can be marked by the teacher using the exam answers section.

QSE and the Trinity College London GESE and ISE exams

Because they are based on the structures, functions and subject areas of Trinity's Advanced (Grades 10 and 11) Graded Examinations in Spoken English (**GESE**) and Integrated Skills in English (**ISE III**) Examination (covering CEF levels **C1** and up), the units in the *QSE Advanced* coursebook provide a thorough preparation for students wishing to take either oral or integrated skills examinations at these levels.

The **READING** (Activity 2 of each unit) and **LISTEN / WATCH AND LISTEN** (Activity 4 of each unit) sections in the book familiarise students with the vocabulary specific to the subject areas in the Trinity examinations. Students then learn how to present and discuss their knowledge and ideas with the examiner in **TEAMWORK** (Activity 5), **CONTROVERSY** (Activity 6) and **the topic in English** (Activity 8) in each unit, using the appropriate structures and functions.

Students should select a **topic** that they are interested in, knowledgeable about and able to talk readily about. In preparing the topic, candidates should be actively discouraged from producing and memorising a written text, as this will have an adverse effect on the candidate's pronunciation and ability to use spontaneous spoken English. They should also prepare enough material to discuss the topic for up to five minutes. The discussion should provide opportunities for the candidate to use the language of the specific grade, for example at Grade 11 or ISE III, vague or imprecise language and expressions for downplaying.

In the Topic phase of the Trinity Advanced exams the candidate needs to be prepared to:

- Invite questions and comments from the examiner about the content of the presentation
- Engage the examiner in a discussion of some of the points made in the presentation
- Respond to the examiner's challenges and requests for clarification or elaboration.

Candidates may like to take with them into the exam one or more pictures, photos, models or other suitable objects to illustrate their prepared topics.

The **INTERACTIVE TASK** in the Student's Book (Extended Reading Sections 1, 2, 3) gives students the opportunity to prepare for the Interactive Task phase of the GESE and ISE exams at this level. Here candidates are expected to be able to:

- Take responsibility for the discourse with the examiner
- Use turn-taking to maintain a natural flow to the discourse
- Relate their own contributions with those of the examiner
- Negotiate toward a successful conclusion.

QSE and CLIL

One of the most significant aims of recent educational thinking in many countries has been to make learning a relevant preparation for the students' real lives in the widest sense. This can mean not just relevance to vocational training but also to personal development, citizenship, further education and the use of information technology. In addition, education reforms in many countries now encourage a greater emphasis on political, economic, historical and cultural world awareness, as globalisation affects everyone's lives.

QSE features a cross-curricular **CLIL** (Content and Language Integrated Learning) topic as part of every unit. Many reflect the nature of the modern syllabus with subjects like Business Studies, Law and Information Technology. The course approach to CLIL also reaches out more widely to embrace a range of topics that interest and are useful to students even if they are not being formally studied. These include ideas such as Psychology, Meteorology, Social Studies and Public Relations.

QSE and Multiple Intelligences

The theory of Multiple Intelligences, first posited by Dr Howard Gardner in 1983 and modified many times since then, has divided teachers and educators as much as it has brought them together. But this is really a matter of the details. Most educational theorists now agree that the long-established methods of teaching and testing, which only appealed to a learner's linguistic or logical-mathematical intelligences, work well for some students but exclude others whose intelligences are of a different type.

What we have tried to do in this book is address certain other aspects of the theory, particularly the distinction between interpersonal and intrapersonal

In **QSE**, CLIL is truly integrated so that it becomes a natural part of what we use language for – talking about the things that interest us.

The objective of the cross-curricular sections in this book is not to add to the students' own knowledge of subjects. Instead it is to equip students with an English-language strategy (and the relevant conceptual and linguistic tools) so that they can extend their understanding of the world through the use of a foreign language.

“CLIL is an approach to bilingual education in which both curriculum content – such as science or history – and English are taught together. . . . Hence it is a means of teaching curriculum subjects through the medium of the language still being learned. . . . CLIL can also be regarded the other way round – as a means of teaching English through study of a specialist content. . . . CLIL is compatible with the idea of JIT education ('just in time learning') and is regarded by some of its practitioners as the ultimate communicative methodology.” (David Graddol, *English Next*, British Council, 2006)

intelligences. Students do not always want to interact with each other and provision needs to be made for 'lone' activities as well as pair and group work. Auditory learners will find plenty of stimulation in the varied audio material on the DVD-ROM. The video extracts on the DVD-ROM will attract visual learners, as will the photos that make the texts come alive.

We have also tried to balance giving teachers and learners what they like, expect and are used to and giving them something new and different, without making them alarmed or uncomfortable.

English as a meme

Content and Language Integrated Learning (CLIL) represents an evolution in second-language acquisition. It is an idea that is changing the way people learn English. One of the key concepts of CLIL is that, by changing the context in which a foreign language is learned, teachers can make it more relevant to the students' needs and thus more readily acquired.

In 1976, Professor Richard Dawkins of Oxford University suggested that there are units of cultural inheritance and transfer which he called 'memes'. He suggested that they work in a way that is similar to the way that genes pass on biological information. Memes are ideas (such as the Earth is flat) or fashions (like short skirts) or skills (such as skiing), which can be rapidly transmitted from one person to another.

The skill of speaking English as a foreign or second language is now a globally successful idea, or meme. Over a billion people worldwide are learning English as a foreign language. Dawkins and others think that memes reproduce by both mutation and recombination, rather like genes in the process of biological evolution itself. A mutation in thought may take centuries to take root. For example, Leonardo da Vinci's ideas on mechanical flight did not catch on in the 15th century because the technical environment of the time could not support them. Five hundred years later, the meme of flight is so commonplace we hardly question it.

Mememes are also propagated by recombination, such as when existing ideas and skills come up against a new environment and adapt rapidly to suit it. Thus, mobile phones and the internet have dramatically changed the ways in which people communicate. We still talk and write, but now we do this instantly with people anywhere in the world. The result is an explosion of global communication – an extremely successful meme, evolved to fit the 21st-century environment.

CLIL may be another example of memetic recombination. The learning environment is filled with subjects like geography, history and physics. If language learning moves into these new environments, it becomes an improved meme – one that combines old ways of teaching with new situations and thus provokes students to acquire improved skills and new ideas.

Students not only learn *about* the subject of geography or maths with CLIL, they also turn the process upside down and learn the language *from* the subject. If they are already learning geography, discussing it in English enables them to recombine the subject with the second language, producing a form of learning that is better adapted to their environment. It's more fun, more relevant and more motivating, and like a gene or a meme, more successful.

QSE Advanced – at a glance

QSE Advanced consists of 20 separate units of five pages each (four pages in the main unit and a Workbook page), plus various additional materials, such as Extended Reading, Language Banks, Teamwork Scenarios and Glossary.

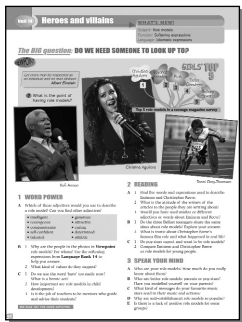
Every unit of the course works in the same way. The activities are varied, but the instructions are kept as simple and as similar as possible. This means that students only have to learn how to use the course in the first unit, and can then expect the same structure in the rest of the units. This makes it exceptionally clear and user-friendly, further defining the student-centred approach of the whole course.

Scope and sequence of the course:

Contents pages Student's Book and Workbook (see also Materials Map pages 4–7 of this Teacher's Guide)

Every unit consists of:

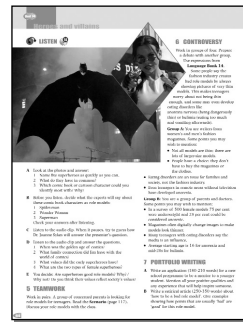
4 Student's Book pages



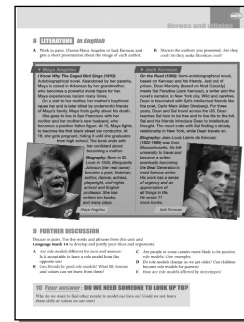
Page 1:
Viewpoint: Word Power, Reading, Speak Your Mind



Page 2:
Reading texts (two texts per unit)

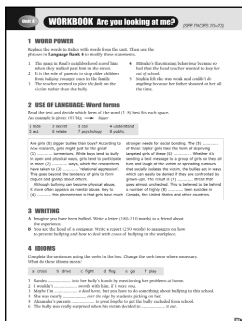


Page 3:
Listen / Watch and listen, Teamwork, Controversy, Portfolio Writing



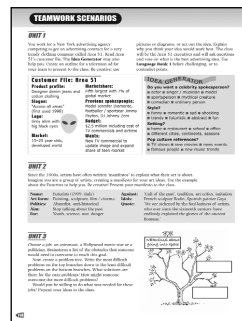
Page 4:
CLIL, Further Discussion, Your answer

1 Workbook page



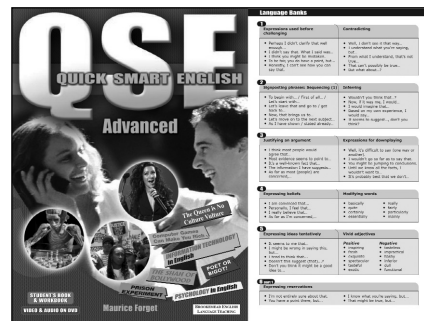
Grammar, Vocabulary Use of English, Idioms, Writing, Speaking Strategies

Teamwork Scenario



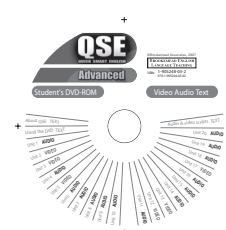
Outline for Teamwork activity

Language Bank



20 Language Banks, on the cover flaps

Student's DVD-ROM Teacher's DVD-ROM

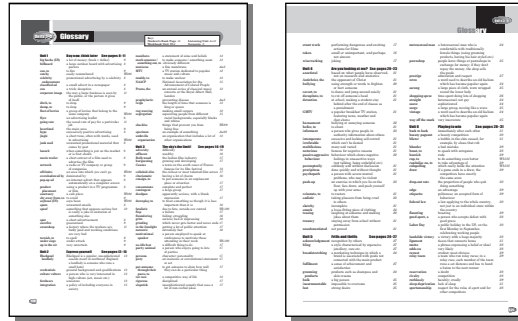


Audio and video clips
Exam practice listening
Printable exam pages
Printable Teacher's Guide

3 Extended Reading sections

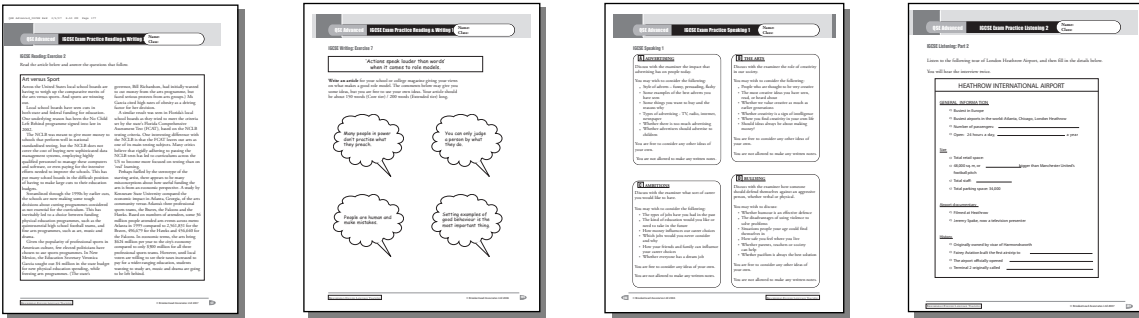


Unit-by-unit Glossary In the Student's Book

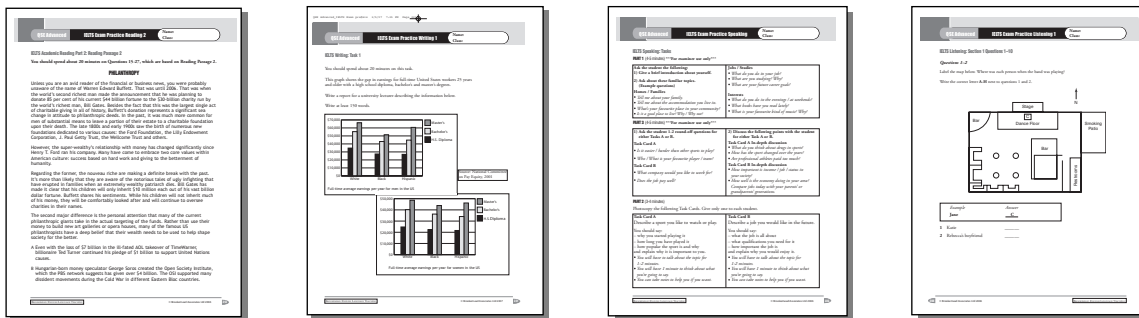


Reading, Idioms, Identify the idiom / word, Portfolio Writing, Interactive Task

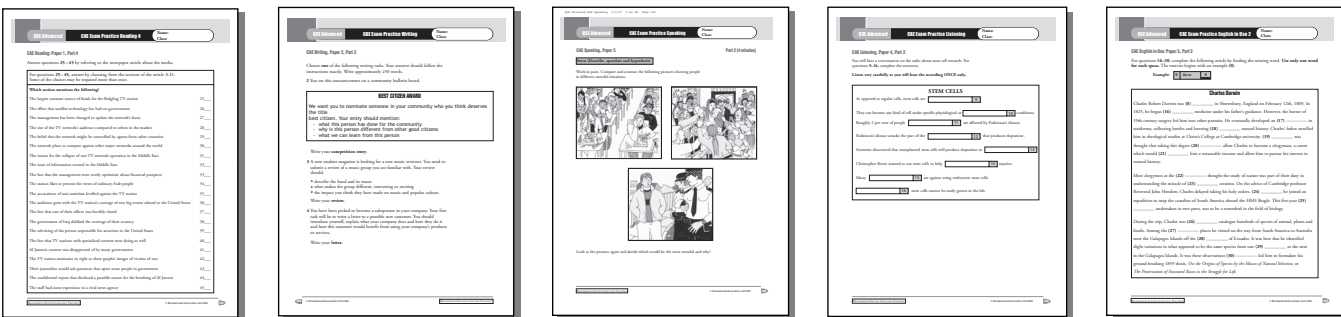
Exam practice photocopiable pages in this Teacher's Guide



IGCSE exam practice: Reading, Writing, Speaking, Listening



IELTS exam practice: Reading, Writing, Speaking, Listening



CAE exam practice: Reading, Writing, Speaking, Listening, English in Use

QSE Advanced – how the sections of each unit work

MATERIALS MAP OF THE COURSE

Student's Book Contents pages 4–7

Teacher's Guide pages 4–7

The syllabus of *QSE Advanced* is based on an extensive survey of current international standards in EFL teaching. Increasingly these are based on the CEF, or, if non-European, they are now being aligned with it (for example the University of Michigan examinations). The topical basis of the course is the syllabus of Trinity College London, but it also takes into account the functional and structural requirements of the University of Cambridge ESOL syllabus.

Given that **communicative competence** is one of the main aims of the *QSE* course, care has been taken not to overload the students with grammar. There is an expectation by the author in coordination with the various exams that students at this level should have a thorough working knowledge of grammar by this point, however, the workbook does review key grammar points that may cause occasional mistakes. The Student's Book takes care to concentrate on skills work, particularly **speaking**.

The Contents pages show the scope and sequence of whole book as well as each unit, with headings for **Topic** (or Subject), ***The BIG question***, **Functions (Language Banks)**, **Grammar**, **Reading**, **Listening**, **Speaking**, **Writing** and **CLIL**. These pages can be used as a quick reference for both students and teachers, including a list of **DVD tracks**.

STUDENT'S BOOK UNITS

The four colour pages of the Student's Book units contain all the main language input material of the course. There are many short units, rather than a few long ones, so there is lots of variety and interest for different tastes. There are **20 units**, plus three **Extended reading** sections. There is also a series of **Language Banks**, examples of functional language presented in meaningful and useful written or spoken examples. The **Language Banks** are on fold-out cover flaps for easy reference in class when

students are working on any unit. The functions chosen for these Language Banks are taken from the Trinity College GESE syllabus, Grades 10 and 11.

The format of each unit is as follows:

Unit title and What's new?

Student's Book unit, page 1

The title gives a clue to the unit topic, and the **What's new?** box tells you what the unit covers. All three areas – Subject, Function and Grammar (where appropriate) – will prepare students for effectively tackling the speaking and writing requirements for the different exams. The Teacher's Guide includes extra questions (EQ) for every section to allow greater control of time and more intensive discussions as required.

1 ***The BIG question*** and Viewpoint

Every unit begins and ends with an important question related to the central unit theme and will be explored again at the end of the unit in the **Your Answer** section. The question is intended to immediately grab the attention of the students when it first appears. They are not asked to give an opinion at this stage. It is simply there to make them think. At the end of the unit, after consideration of the evidence in the unit and consultation with other students about their opinions, the class will be much more prepared and confident to answer the question.

Using ***The BIG question***:

- Read the question out. Check students understand it by asking questions. You will get students to answer the question at the end of the unit for review.
- Ask students to write one or two sentences in their notebooks.
- Tell them that at the end of the unit you will ask them to reread their answers and see if they have changed their minds.

Viewpoint**Time:** 5–10 minutes

Viewpoint gives some facts, quotes and photos to be used as warm-up activity for the unit. The facts and quotes relate either directly or indirectly to the topics in the unit. There will be some background for these facts in the Teacher's Guide. Use the extra questions (EQ) in the Teacher's Guide to explore the significance of these facts. Students will often be asked to comment on or interpret the photo or illustration.

Note: These can be readily used by students in the topic presentation phase of the Cambridge CAE and Trinity Advanced Spoken Grade Examination interview.

1 WORD POWER**Time:** 15–20 minutes

The **WORD POWER** section has two main aims:

- To introduce students to vocabulary and idioms relating to the subject area.
- To introduce and practise the phrases in the Language Bank, so that students are using this new vocabulary immediately in a communicative way by answering contextual questions. Answers to activities are in the Teacher's Guide.

Note: Teachers should stress to students that they should make every attempt to use the new vocabulary when they answer related questions.

This section is cross-referenced to the **Workbook** unit, where there are extra activities.

2 READING**Student's Book unit, page 2****Time:** 25 minutes

The second page of each unit has two reading texts: authentic articles from worldwide sources – print and online (newspapers, magazines, websites). The topics have been chosen in line with the specifications of the Trinity College spoken exams and other exam curricula. Occasionally the texts shock or surprise, but will always draw the attention of the reader. It also provides a strong motivation to read ELT materials as well.

The **Reading** activity is a communicative activity tied to the two articles. It helps students practise extensive and intensive reading skills.

The **Reading** section also aims to provide the students with material to help them deal with later activities in the unit, including **Your Answer** (Activity 10) to **The BIG question** at the end.

There are various activities including:

- Vocabulary exercises: finding words in the article from definitions given and matching headlines with parts of the text.
- Summarising information in the articles.
- Evaluating or comparing the two articles.

Important! After skimming, students should read the article twice. The first time should be without the glossary to try to understand the meaning of the words in context. This can be done as a group to also practise pronunciation as well. The second time students could actively use the glossary list at the back of the book to confirm their understanding of the new vocabulary.

Using READING:**The comprehension activities:**

- Read out the questions or ask students to read them silently. Ask questions to check comprehension.
- Put students into pairs or small groups to discuss their answers. Alternatively, give students time to think about their answers individually. Elicit answers, giving the answer yourself if necessary. Where appropriate, ask students to justify their answers by quoting the sentence(s) from the text.

Reading in class:

Ideally, students should be encouraged to read the articles before coming to class. This allows them time to read through the comprehension questions and think about their answers. However, the articles can also be read in class, which would simulate the time constraints of the various exams' reading comprehension. In either case, each student should have an opportunity to read part or an entire article aloud in class. The teacher should use this opportunity to check for possible pronunciation errors, which can be identified after the text has been read. Proper pronunciation is critical at this level.

Some extra suggestions for Reading:

- Students can be asked to read a text at home and do some preparatory work of their own, and then come to class with questions about the content.
- The teacher can pre-teach certain words and expressions in a dialogue of discovery with the class, and then the students can read the text in silence.
- In large groups, students can work in pairs or groups with a new text, using their own knowledge, dictionaries, and questions from the teacher.
- The teacher can assign the text to be read in small sections, a paragraph for example, each section to a different group. The different groups work on their fragment of text and then tell the rest of the class about it. One of them can read it aloud, as long as the others can't see the text themselves.

3 SPEAK YOUR MIND**Time:** 20–30 minutes

This section is an innovative way of combining the chance to discuss the topic and also activate some key functional language. Four or five questions in this section give the class an opportunity to voice opinions on a wide variety of issues related to the unit's subject area. It is important to try to get students using the **Language Bank** phrases, where appropriate. Although this can be somewhat mechanical if pursued too rigorously, using the phrases will enable further practice and allow you to evaluate the accuracy of the phrasal usage.

This activity can be extended as long as class time allows. Use the extra questions (EQ) to help keep the discussion going if necessary.

It is also important to bear in mind that with any productive task, speaking or writing, successful completion of the task is more important than actually using the target functional language. In other words, if students carry out the task successfully, but don't use any of the target expressions, this is not a reason to criticise them!

Using SPEAK YOUR MIND:

- Go through the relevant **Language Bank**. Either read out the sentences yourself or ask students to read it out. Teach any new language.

- Read out the questions or ask students to read them out. Check comprehension by asking questions.
- Put students in pairs or small groups to discuss their answers. As students talk, walk round and listen to students, noting major errors. Alternatively, give students time to think about their answers individually.
- Elicit answers and encourage discussion. Make notes of students' major errors, particularly errors involving the target structure and vocabulary items. It's probably best to point out major errors after the discussion and write the correct versions on the board.
- It can prove to be very helpful, in a follow-up session, to briefly go through the activity again as a way of revising the language.

4 LISTEN / WATCH AND LISTEN**Student's Book unit, page 3****Time:** 20–25 minutes

Listening is a vitally important language skill and it is important that listening material should sound authentic as well as interesting. The DVD-ROM includes 20 tracks, with a video or audio clip for each unit. The blue symbol (Ⓜ) next to the title shows the track number on the DVD-ROM.

The **audio and video script** for the audio and video clips is also on the DVD as PDF files that can be opened on a PC and in the Teacher's Guide on page 153. See **Using the DVD-ROM** on page 152.

The clips have been carefully chosen for provocative content to stimulate discussion. They also reflect a global perspective with a mix of different accents from the UK and other English-speaking countries.

Using LISTEN / WATCH AND LISTEN:

- This section always has an opening discussion featuring questions relating to the issue in the listening activity. There is also a photo or photos as a prompt. The Teacher's Guide contains background information on the context of the track.
- The next question asks students to predict what may happen in the listening activity based on what they already know about the subject. At this point, you play the track for the first

time so students can answer a set of listening comprehension questions. These questions test the students' ability to find specific information. The students can answer these questions as a group. Answers are provided in the TG.

- In some of the listening activities there is a question to allow students to speculate on what will happen next in the clip. This helps students practise commenting on or imagining how the narrative might continue. The audio or video clip pauses for the teacher to discuss the question with the students.
- The final question asks students to address the underlying theme. You can again stress that students should try to practise the **Language Bank** phrases and new vocabulary from **Word Power**.

5 TEAMWORK

Time: 15 minutes

This section is a creative brainstorming activity. The idea is to help students become more spontaneous in generating ideas for discussion. This is particularly important in the interactive and conversation phases of the GESE. Each unit provides different brainstorming techniques that will be helpful outside the class.

The outline of the activity is explained in the **Scenario** section of the book. These activities are designed for pairs or groups of threes, which will maximise the students' speaking time. If you feel the students need more work on presentations, most Teamwork activities can be adapted so that the findings can be presented to another pair or the class. In addition, each unit provides important background information and additional questions to extend the activity as desired.

Using TEAMWORK:

- Divide students into pairs or groups, according to the numbers needed in the Teamwork activity.
- Ask students to read the Scenario and ask questions to check comprehension.
- Encourage students to enjoy themselves! Walk round and listen.
- Remember the golden rule of brainstorming – all ideas are valid and should be recorded. Editing, criticising or rejecting ideas should wait until after all ideas have been elicited.

- Students can present the results of their brainstorming session to the class.

6 CONTROVERSY

Time: 25–40 minutes

This is one of the most innovative sections of the *QSE Advanced* Student's Book. It deals with a deliberately controversial issue related to the topic of the unit to ensure that students practise using their argument skills in a debate. It is essentially an opinionated **role-play**. The roles are explained in abbreviated form on the page of the Student's Book.

Usually, the students divide into groups of four, but this is only recommended because it reflects the traditional number for debate teams. The activity will also work with groups of three, two or even one-on-one debates. Consider your class size and needs in making this decision.

Once the class is divided into groups, you can either let the groups pick a side for the debate or assign them a side. The students should have about five to ten minutes to brainstorm arguments for their side, then you can then let them begin debating.

In formal debating, usually one member from one side gives a statement, followed by a statement from a member of the other group, until all group members have spoken. Then each member can offer rebuttals in turn. However, you can let the debate be as formal or informal as you wish. You can find more rules about debating at:

<http://debate.uvm.edu/default.html>

www.debate-central.org

www.qub.ac.uk/edu/nicilt/fd/fredebate.htm

The Teacher's Guide notes for each unit provide important background information and additional questions to extend the activity as required.

In many cases, students are being asked to take on the role of someone who may be outside their experience and, more important, who may have opinions and beliefs which are not be the same as their own. There are two ways to deal with this:

- Tell students that they don't have to play the role if they feel uncomfortable with it.
- Tell students to try the role anyway, as it will be good communication skills practice and may come in useful in an examination.

The problem with the first of these solutions is that a lazy class can end up doing nothing at all! The problem with the second is that students may feel upset about having to express certain opinions, especially if there are cultural reasons why they object to taking a certain role. The teacher will know where there are sensitivities, and could opt to omit this activity, if it is too controversial. But controversy is the name of the activity!

Even so, we feel that the second option is the better one, and students can be mollified by knowing that the tasks are designed in a very systematic way to help them with their fluency.

Using **CONTROVERSY**:

- Divide students into groups.
- Make sure the students have time to familiarise themselves fully with their role. Ask questions to check comprehension.
- Ask students to look at the points made for each side, which they can pick up on, as well as adding their own ideas.
- Students have their debate. Encourage them to enjoy themselves! Walk round and listen.
- Ask the class for their comments, both positive and negative.
- Ask students for their real opinions.

7 PORTFOLIO WRITING

This section provides guidance for the students to carry out writing tasks. The tasks include emails, letters, articles, reports and creative writing.

Portfolio Writing is a student-centred activity that many teachers and learners will find motivating and creative.

An ISE III writing portfolio should include the three best samples of the student's work; one from:

- Letters or emails
- Reports, articles or reviews
- Creative writing.

Each unit provides sources for additional on-line or library research. This section helps students with the Topic discussion and Conversation phases.

This section can alternatively be used as a controlled writing activity by asking students to write the essay in class in a given time. This would

help students with the Writing sections of the Cambridge CAE, IELTS and IGCSE.

Using **PORTFOLIO WRITING**:

Writing

- Let students choose either activity A or B for each unit.
- Writing activities should be done outside class.
- Actively encourage students to practise new vocabulary, phrases or idioms in their writing.
- Make sure students use the correct writing styles (formality, diction, etc.) and formats (letters, emails, etc.)
- Get students to use a thesaurus and dictionary actively.
- Get students to brainstorm ideas for their work in groups or pairs.

Corrections

- If students use a word processor, make sure they first try to write without using a spellchecker or a grammar check. They can do this by turning off the autocorrect function, or simply changing the 'text language' of the document.
- Students could correct each other's work in the next class before handing them in.
- Prepare a sheet with examples of mistakes from different students. Discuss in class how to correct these.

8 CLIL in English

Student's Book unit, page 4

Time: 20–30 minutes

In this section, the cross-curricular aspects of the central unit theme are explored. The title of each **CLIL** (Content and Language Integrated Learning) section makes this connection clear. Titles include **PSYCHOLOGY in English** or **BUSINESS STUDIES in English**. This also addresses a major component in the Advanced Stage of the Trinity GESE – topic presentation and topic discussion.

The input material to be read is more dense and challenging (although it is always short) and different from the articles in the **Reading** section. Information is also presented as statistics, charts or maps, as well as more conventional reading texts. Cross-curricular material is more and more in

demand by teachers and syllabi. We think there is great value in cross-curricular study, with students using English to accomplish tasks which refer directly to other aspects of their studies or work.

The activities are done in pairs and sometimes groups of three. In mirroring the small group size of one-on-one interviews, this activity allows for increased speaking time and reduces the students' fear of public speaking. The activity has two parts: a presentation followed by a discussion of the presentation and an associated question or questions. After the presentation, it is important that the others ask the presenter a question. This helps practise the situation that requires students to answer examiner questions about their chosen presentation. There will also be EQ or other material in the TG to help you begin or extend these sections.

Students who excel in the particular subjects under discussion in this section may of course find them easier to deal with. They will even be able to help the rest of the class who may not be as expert in these subjects as they are. For example in **ENGINEERING in English** in Unit 17 students who are engineers should be encouraged to show the rest of the class (and the teacher) what they know – as long as it is in English. The advantage of this is that these students can then help other students.

Using the CLIL section:

- Explain the task and check comprehension. Students work individually or in pairs or small groups to complete the task.
- Give the students between 10 to 15 minutes to read the text and prepare the material for a presentation. You can circulate at this point to answer any questions students may have and to discuss any background material which may be included in the TG. Encourage students to use the vocabulary from **Word Power**, where appropriate, and phrases from the **Language Bank**.

Note: The workbook includes Speaking Strategies activities students can use to help them improve their presentation techniques.

Alternative suggestions:

- You can give the presentation part of this activity for homework to be presented in the next class.

This allows for extra research but may cut back on presentation spontaneity.

- You can choose different students to make their presentation in front of the whole class. The more exposure that students have to public speaking, the better the students will do in the topic presentation, however, this may be fairly intimidating to some students and should be considered carefully.
- You can have the pairs join another pair to give their presentations again. This time ask the students to evaluate the presentation according to the content, speaking style, eye contact, body language and so on.

9 FURTHER DISCUSSION

Time: 20 minutes

This section allows students to address more questions about issues relating to the subject area. This section will help students in the conversation phase of the different exams.

The students work in pairs again to make sure they have more speaking time in class. You should again try to get the students to practise using the phrases from the **Language Bank** and the vocabulary in **Word Power**, where appropriate.

Using FURTHER DISCUSSION:

- Make sure that the students understand the questions they are going to discuss.
- Put students into pairs to discuss the questions.
- While students are discussing the points, walk round and listen to monitor students' use of language and grammar. You can also help the discussions along by using the EQ in the TG.
- After students have finished discussing the questions in pairs, you could ask one or two pairs to re-enact their conversation in front of the class to present their ideas to the class or you can discuss the main points again as a class.
- Go through any significant errors and write the correct versions on the board.
- In a follow-up session, you could ask students to go through the conversation again with a different partner. This is a good way to revise the language.

10 *Your answer*

Time: 5 minutes

And finally, we come back to *The BIG question* which started the unit and which serves as a review of the unit as a whole. Students will now be in a much better position to answer it. To prove this, we recommend that, before you start using the book with your class, you experiment by reading *The BIG question* of a particular unit and making a note of what your answer would be on first reading. Then read and listen to the unit content, and read the question again. Is there anything you would change or add? We think so, and we are sure that students will benefit from this approach.

As usual with *QSE* activities, this section offers guidance, and even lists opinions that the students might feel happy to express themselves. Some students will of course prefer to express themselves in their own words, but the 'sample opinions' are valuable for equally opinionated but less articulate students.

Using YOUR ANSWER:

- Ask students to look back to *The BIG question* and the answers that they noted down. Ask them to think about their answers for a few minutes and whether their opinions have changed.
- Read out the questions and the answers or ask students to read them out. Explain that the answers are just examples – they don't have to agree with them.
- Put students into groups to discuss the questions. Walk round and listen, noting major errors.
- Afterwards, or alternatively, have a whole class discussion, encouraging students to reply to each other. You can also use the EQ in the TG to address any related issues.
- Point out major errors and write the corrected versions on the board.
- Ask students if their opinions have changed since they first answered *The BIG question*, and if so, why?
- For homework, ask students to write one or two paragraph answers to the questions.

EXTENDED READING

Time: 20–30 minutes

Three **Extended Reading** units are placed after units 7, 14 and 20. The authentic reading texts here are longer than the reading texts on page 2 of the main units. As the main units are heavily weighted toward speaking activities, these three units aim to balance out the amount of reading and writing practice. Each text is approximately a thousand words, which places them within the exam framework for the ISE III and the UCLES exams' long reading sections.

Each unit contains five activities. These units can be done in class or most often as homework. In either case, you will need to go through the answers in class. Answers are given in the Teacher's Guide.

Using the EXTENDED READING:

Reading

This activity is similar to the Reading activity in main units. The TG includes answers and EQ.

Idioms

At advanced level, it is important for students to be able to show a knowledge of and ability to use idioms. In this activity students find idioms in the text based on definitions. The students must then put the idioms into the appropriate gaps.

This activity asks students to read the text in more depth trying to find a certain number of idioms or phrases. To make sure students understand the meanings of these you can ask EQ when you are going through the answers.

Portfolio Writing

This section is similar to the main units. The first question in each of the three units complies with the ISE III Controlled Writing Task 1 requirements and the IGCSE Part 2. It can also help students summarise opinions about the subject area. The second question is a creative writing activity that is suitable for Trinity ISE and Cambridge CAE, IGCSE and IELTS. There is a third question in Extended Reading 3 that is not exam-specific, but it does challenge students to develop their ideas much further.

Interactive task

This activity is based specifically on the Interactive Task in the Trinity GESE. However, it is an excellent way for students taking other exams to develop their spoken abilities. A student is required to take the responsibility for maintaining interaction in a discussion for up to five minutes.

- Go through the relevant **Language Bank** as outlined in **Speak Your Mind** and **Controversy** notes above. Elicit ways of incorporating the functional language into the students' conversation.
- Put students into pairs or groups to make notes in preparation for the task. It can be helpful to ask one of the more confident groups to go through the task. As they do so, make notes of helpful new vocabulary and phrases. Afterwards, elicit / teach these items.
- Students then go through the task.
- Proceed as outlined above at the same stage in the **Speak Your Mind** and **Controversy** notes.

GLOSSARY

At the back of the Student's Book there is a unit-by-unit monolingual **Glossary** section. This contains approximately 20–40 head words per unit, with English-language explanations in the style of popular learner's dictionaries. This does not replace a dictionary, which students will need and should use frequently, but it does provide a quick reference to the most difficult vocabulary in a lexically rich book.

LANGUAGE BANKS

There are **20 Language Banks (LBs)** on the **cover flaps** of the Student's Book. In this way they can be kept open in front of the students for constant reference. There is a LB for each of the **functions** listed in the scope and sequence of the course (see Contents pages 4–7 of the Student's Book).

Students should be encouraged to use the LBs for ready reference in speaking activities particularly. Each LB can be used in conjunction with many different units of the book. However, each one is introduced and practised for the first time in the order of units shown in the contents. Reference to the new LB for each unit is usually made for the first time in Activity 1 **Word Power**. Thereafter

students are expected to be able to use the LBs on their own initiative, and when prompted in the text.

WORKBOOK UNITS

The *QSE Advanced Workbook* section is designed to be done as homework, but you should go through the answers in class to discuss particular points, notably the idioms. There are four parts to each unit, with a Speaking Strategies activity that appears in every other unit (see below). Answers can be found in the Teacher's Guide.

The contents follow those of the Student Book units, the aim being to reinforce knowledge of the main themes as well as provide further practice with vocabulary and the **Language Bank** functions, language structures and writing skills in the main unit.

Using the WORKBOOK pages:**Word Power**

This activity picks up from where the main unit **Word Power** leaves off. Students will need to make use of the vocabulary, phrases and / or idioms in the **Language Bank**.

English in Use

This activity gives students the chance to practise some key grammar points. This section usually has exercise material in the format of the Cambridge CAE, Paper 3, of English in Use. Students will find some of the grammar points covered in the Language Bank. Refer to the contents page for more information.

In most cases, this section will also be in the form of a text that will allow students the opportunity for further reading and more information on the subject area. If you feel it is appropriate and you have time in class, you can use the EQ to help you explore the issues brought up in the texts.

Writing

This section gives students even more opportunities to write for their ISE III Portfolios and practise their writing for use in Cambridge CAE, IGCSE and IELTS. Refer to the **Portfolio Writing** section above for tips on use. The choice of tasks is of the length and type specified in various exams. The writing tasks are diverse and

include conversations, interviews, letters, emails and for / against opinion pieces. We hope to encourage students to appreciate the differences in register and style that are needed when writing for different purposes. The tasks here are useful ideas for homework, as they follow up work covered in the Student's Book unit.

Speaking Strategies

This section (which appears in every other unit) is very important for helping students to improve their presentation skills and their presentations in general. These are written activities, but they provide phrases, practical tips and techniques for organising presentations, opening lines, creating emphasis and creating rapport that can be used in the actual GESE topic presentation. After completing each WB unit, you should try to get students to incorporate these tips into their next presentation.

Idioms

As discussed above in the Extended Reading section, appropriate use of idioms is an important part of determining whether a student can communicate on a more advanced level. Idioms may appear last in the WB units, but they are certainly not least in the terms of importance. You should make sure that students answer the question: What do these mean? This will help you to determine whether they have a real grasp for the meaning and use or not.

There are several ways you can try to incorporate these idioms into communicative practice. Firstly, you can use the EQ in the TG, which will get students using the idioms in a real way. Secondly, you can ask students to use the idioms in writing tasks. Thirdly, you can try to organise the use of these idioms into a continuing 'competition': for example, whoever correctly uses the idioms first in the next class gets a point. You can keep track of these points over the course.

TEAMWORK SCENARIOS

This section contains the scenarios for the **Teamwork** activity in the main units. See **Teamwork** notes above.

QSE DVD-ROMs

There are two versions of the *QSE Advanced DVD-ROM*. The Student's DVD-ROM contains the video and audio clips and scripts and Using the DVD-ROM. The Teacher's DVD-ROM also includes over 250 pages of text files (PDF), which consist of teacher's notes, answer keys, practice pages for the **CAE, IELTS** and **IGCSE** exams, plus audio files for the exam practice **Listening tests**. (Teacher's and Student's will need a version of the free program Adobe Reader (or equivalent) to open the PDF files on the DVD-ROMs.) This means that teachers can in fact do without the printed copies of the Teacher's Guide if they wish to.

From the opening menu of the DVD the teacher is able to scroll through to various menus, in addition to the audio and video clips:

1. **About QSE** – information about the book and the QSE Series
2. **Using the DVD-ROM** – instructions for use
3. **Audio & Video scripts** – all the transcripts of the video and audio clips
4. **Teacher's Notes** – all the pages of the Teacher's Book in printable PDF files. These include the Introduction to the course, Contents, Materials Map, Teacher's Notes for all 20 Units and three Extended Reading sections
5. **Exams (CAE, IELTS, IGCSE)** – all the printed pages of the exam materials for IGCSE, CAE and IELTS. There are six audio files for the Listening Tests, with transcripts. There is a **Placement Test** for use at the beginning of the course. There is also an Introduction to using the exam materials.

QSE METHODOLOGY

The units are topic-based. The **topics** we have chosen are genuinely affective – stimulating, controversial and designed to make students want to express their own views in speaking and writing and to help them do it. Activities promote the sharing of ideas and opinions, the aim being to present both sides – or sometimes many sides – of a highly debatable issue. The issues chosen are those that affect everyone in our **globalised society** – from the highly personal (exams, ambition, education, finding a partner) to the most public of debates (environment, oil, peace, fame).

Vocabulary enrichment

Because all the topics are real life issues, and the input materials for them are from authentic sources, the vocabulary range is challenging. *QSE* is intentionally a rich source of new vocabulary for students' use. The benefit for students is that they have to deal with language they would actually meet in genuine written or spoken exchanges with native English speakers.

In addition, we provide activities to help students understand and activate new terms or concepts, both before they read or listen and afterwards. Then, after they have worked through the Student's Book activities, the workbook section recycles and practises vocabulary items. This too helps learners to consolidate their knowledge and to become more confident in using the structures and expressions they have learnt.

Unit development

There is a systematic and structured development in each unit, which follows a logical cognitive pattern – words, ideas, grammar awareness, reading, discussion, listening, writing, followed by the cross-curricular (CLIL) information which relates the topic to other subjects the students may be studying. Finally, the wheel comes full circle and students, older and wiser, answer the question that started the whole thing off.

Internet sources

There are lists of **internet references** for further research in each of the unit-by-unit sections of this **Teacher's Guide**. We also recommend that teachers and students take advantage of the fantastic research and study opportunities offered by search engines such as Google. Online sources are correct at time of print. The publishers cannot guarantee that websites will not change. This is the reason why the internet links have not been printed in the Student's Book. Both teachers and students should be aware that all websites and online resources are constantly changing. They should be checked before they are used for educational purposes. **The contents of any online references cited in this**

book do not represent the opinions of or any manner of endorsement from the publishers, who cannot be responsible for any online content beyond their control.

QSE illustrations

The illustrations in this book have been carefully chosen to be an affective resource in their own right. They are mainly news-style photographs, not included simply to decorate the page, but to be used as a resource. As in the best of printed and online competitive media, the pictures are designed to draw students' eyes when they open the book at a particular spread.

We suggest that, especially when you look at the opening double-page spread of the unit, you should start with an activity about the photos. Students can describe them but they may also want to comment on them.

In the Viewpoint and CLIL sections there are often graphs, diagrams and charts. Students going on to business English qualifications, such as the Cambridge **BEC** and IELTS for academic qualifications, have to be familiar with describing and using graphs in English.

Many forms of testing today require students to discuss and comment on images, and the pages of *QSE* provide ample opportunities for students to develop this form of **visual awareness**, which is such an important part of modern literacy and communication.

QSE Photocopiable Resources

On page 174 there is an introduction to the *QSE Advanced* Photocopiable Resources, which start on page 176 of this Teacher's Guide, for examination practice.

We hope you enjoy using *Quick Smart English Advanced* and find the ideas in this Teacher's Guide useful.

Maurice Forget

Ken Wilson, Mary Tomalin
Rebecca Robb Benne

WHAT'S NEW!

Communication Objectives:	Ss will be able to use: - contradicting expressions and expression used before challenging. - advertising-related vocabulary, phrases and idioms.		
Educational Objectives:	Ss will explore the social, economic and political impact of advertising in society.		
Connected Topics:	- Corporate advertising - Types of advertising - Celebrity endorsements - Subtle advertising - Cigarette warning labels	- Political advertising - Corporate image - Trends - Future of advertising - Private versus public media	
Grammar:	Prepositions		
Key Vocabulary:	junk mail flyer movie trailer product placement sponsorship celebrity endorsement pop-up ads full-page ads spam brand names launch remedy	heartland under siege blindside sticker buzzword big bucks dump execs celebs overshadow high-profile can	put the spotlight on sticky situation tarnish surefire way packet spoon slogan sweatshop corporal punishment watchdog organisation

The BIG question: IS ADVERTISING ALL A CON?

This question deals with a common perception in the general public that advertising is somehow dishonest.

VIEWPOINT

Facts: The list of the ten largest global advertisers changes nearly every year depending on market factors for each industry. From the list, these companies work in the following industries: Procter and Gamble (beauty products, household goods, drugs, baby care, etc.), Unilever (foodstuffs, household goods, beauty products, etc.), General Motors (cars, trucks, etc.), Toyota (cars, trucks, etc.), Ford (cars, trucks, etc.), AOL / TimeWarner (internet services, magazines, movies, etc.), Daimler / Chrysler (cars, trucks, etc.), L'Oreal (beauty products, etc.), Nestlé (foodstuffs, etc.) and Sony (electronics, films, music, etc.).

Source:

www.adage.com

EQ: *What do you think this money bought? Was this money well spent? What would you do with a billion euros?*

Quotes: William Penn Adair 'Will' Rogers (1879–1935) was a celebrated Cherokee Native American cowboy-humourist who worked in vaudeville, wrote for newspapers and acted in films.

EQ: *Do you agree with this quote? Some critics suggest that some industries rely on planned obsolescence (that is, they build products to fail after a set period of time). What do you think of this idea? Could products be made better?*

Quotes: John Wanamaker (1838–1922) was a US businessman responsible for creating the first US department store and pioneering truth in advertising.

EQ: *Why is this quote funny? How do advertisers target advertising to their customers? How often do adverts you are interested in make you want to buy something? What about adverts you are not interested in?*

Students should be encouraged to discuss whether products or lifestyles are being advertised. What does this say about emotions in advertising?

1 WORD POWER

A gets students to consider different types of advertising.

1 WORD POWER A

Answers

1 Billboards, posters (near roads, pavements); celebrity endorsements (newspapers, radio, TV); classified ads (newspapers); full-page ads (magazines or newspapers); junk mail, flyers (in the post); movie trailers (cinemas, DVDs, TV); pop-up ads (internet pages / sites); product placement (films, TV); radio spots (radio, internet radio); spam (email inbox); sponsorship (sporting events); TV commercials (TV).

3 Government, politicians, charities, etc.

B gets students to practise contradicting phrases.

1 WORD POWER B

Answers

1 Even a product placement in a top action film won't convince anyone to buy that. **Well, I don't see it that way, many people follow what their idols do. If Britney Spears drinks Pepsi, lots of kids will think it's good to drink Pepsi too.**

2 Brand names use bad English like *luv* and *kwik*. **But what about all the other brand names that use good English? Bad English is only used in a minority.**

3 Ad campaigns are only good if they're funny. **I understand what you're saying, but I think other types of campaigns can be interesting, entertaining or informative as well.**

ARTICLES

Gone in 30 Seconds

This article discusses recent trends in the marketing industry, with a discussion of how the dominance of traditional advertising, such as the 30-second TV commercial, has begun to wane. It is forcing advertisers to become more creative and allowing for more subtlety in the message. One driving force behind this trend is the development of new technologies, such as TIVO that allows TV viewers

to record TV programmes and skip the TV commercials.

Another factor is the development of new ways of advertising like 'viral' advertising which relies on using the internet to spread messages among interested consumers by giving the message to important bloggers and websites. It is not clear yet whether these new forms of advertising will come to dominate the market or whether the subtler advertising will have the desired effect for advertisers.

EQ: *How has advertising developed with technology? Compare newspapers, radio, TV and the internet. With technology that allows TV viewers to skip commercials, will we see the end of advertising on TV?*

Companies Ditch Celebrity Endorsements

This article discusses the concept of the celebrity brand and its impact on advertising. Up to now brands have been defined as commercial products and services, but celebrities have begun to be thought of in the same way and packaged for media presentation. This has led some companies to re-think the usefulness of linking celebrities with their products.

EQ: *Do you see celebrities as brands? How are celebrities and products the same or different? What do you think of the celebrities discussed in the article?*

2 READING

A is a common skimming activity. It will help students writing the English In Use part of the CAE and the Trinity Controlled Writing ISE III section.

1 READING A

Answers

1 primetime 2 blindside 3 buzzword 4 logo.

B gets students to formulate more complex arguments using specific information. You can get students to try using contradicting phrases again.

C 1 This inference question tries to get student to address the issue from the perspective of themselves and people they know.

2 This inference question requires students to think about the approaches of modern advertising. Students should try to provide concrete examples from TV, the internet, magazines or even the article.

3 This inference question gets students to think about the personal point of view of the celebrities.

3 SPEAK YOUR MIND

This section covers the topics of celebrity endorsements, celebrities and companies in trouble and banned advertising (for example, alcohol, cigarettes).

A EQ: *What do you think of celebrities who talk about politics? Religion? Personal problems?*

B There are many celebrities who have been in trouble with the law: Michael Jackson, Kobe Bryant, Winona Ryder, O.J. Simpson, Hugh Grant, Robert Downey Jr. For more, see: www.thesmokinggun.com.

EQ: *What has led these celebrities to these problems? Do you think the law is applied in the same way to celebrities as to ordinary people? Do scandals hurt or help a celebrity's career? Why? / Why not?*

Some companies in trouble: Financial (Enron, WorldCom, Parmalat), Deaths (Union Carbide), Product Problems (Ford / Firestone for problems with tyres, Dow Corning for breast implants, ABB for asbestos) For more, see: www.bbc.co.uk/watchdog or www.multinationalmonitor.org.

EQ: *What are some common image / legal problems for companies? What leads companies into these situations? How should these companies be disciplined? How long do you think the public remembers these problems?*

C EQ: *What kinds of cigarette and alcohol adverts have you seen? Do you think these industries market to children or teenagers?*

effects, 21 per cent said the labels stopped them from taking a cigarette when tempted, and 18 per cent of smokers have asked for a different packet because of the label.

1 LISTEN A3, B1

Answers

A 3 Tobacco companies: Would not be happy about people giving up smoking because of the warning labels (not mentioned in listening clip); **Smokers: Man 1** is shocked, but he is not sure these would stop him from smoking. **Woman 2** thinks they might help her quit smoking and finds them shocking. **Non-smokers: Woman 1** is in favour and thinks it would help her boyfriend quit because of the picture. **Man 2** hates smoking and thinks the labels are a good idea.

B 1 360,000 people

2 Woman 1: supports the idea; **Man 1:** against it;

Man 2: supports it; **Woman 2:** supports it.

3 Smoking is seen as 'cool'.

4 These rates have dropped from 28 per cent to 18 per cent between 1999 and 2003.

5 TEAMWORK

This activity will give students a chance to create their own TV advert. Students should use their own experience and knowledge of fashion marketing to help them. The customer file includes some company information. Based on a creative thinking activity, the Idea Generator is to help students in their creative effort. Pairing seemingly unconnected ideas or words can lead to some original ideas. It is important to remind students not to be critical of any ideas until after all the brainstorming has run its course.

Sources:

The Blue Jean, Alice Harris.

www.diesel.co.uk

www.levi.com

6 CONTROVERSY

Political activists have become more creative in the way they criticise corporations. Given the budget available to corporations around the world, it takes something particularly shocking or new to catch a



4 LISTEN

DVD

This audio clip deals with Canada's controversial cigarette warning labels introduced in 2001. The tobacco industry has been quite outspoken about them and has tried unsuccessfully to challenge them in court. These new labels seem to have been quite effective at reducing smoking rates in Canada. The Canadian Cancer Society polled 2,000 smokers in 2001 and found that 43 per cent of smokers are more concerned about health

consumer's attention. One of these latest trends has been to co-opt the brand image of a product and use it to criticise the company. These have been highly controversial and have led companies to resort to legal action to protect their brand image. One example of this has been the case of Greenpeace and Exxon / Mobile. Exxon took Greenpeace into France for infringement of its trademark for its 'E\$\$O' campaign. The Greenpeace campaign against Esso, a trade name for Exxon in several countries, suggested that Esso was more concerned about money than the environment. Greenpeace won the case on appeal – the court said that freedom of speech allowed for this logo parody.

Sources:

www.adbusters.org
www.greenpeace.org

EQ: *What do you think of the companies in the ads? Should protestors be allowed to protest this way? Are these effective protest methods? Do they change your view of the products shown?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

Sources:

www.pg.com
www.unilever.com
www.gm.com
www.toyota.com
www.ford.com
www.timewarner.com
www.daimlerchrysler.com
www.loreal.com
www.nestle.com
www.sony.com

8 PUBLIC RELATIONS IN ENGLISH (CLIL)

This activity was chosen because of the media discussion about the social responsibility of corporations. This is a difficult and complex issue. Nike is, by no means, a bad company nor an isolated case, but its experiences over the last decade with outsourced production in developing countries reflect the ethical difficulties faced by a global

corporation. When a company makes the hard financial decision to change countries to lower costs, how is it able to decide which social, labour, environment standards to follow? Either way, the decision has real effects for both the corporate image, the workers involved and the consumers of the product. Nike now has a staff of 97 that just monitors conditions in its foreign factories.

EQ: *When a company moves its factory abroad, which labour, environmental or social standards should it follow: its home country or the developing country? Why? Who is to blame for sweatshops: the companies, consumers, sweatshop factories in developing countries, workers in developing countries, governments in developing countries?*

Sources:

Naomi Klein, *No Logo*.
www.nike.com
www.oxfam.org.au/campaigns/nike
www.vidya.ca/resources/global_issues.html
www.cleanclothes.org
www.adbusters.org

9 FURTHER DISCUSSION

This section covers the topics of trends, the future of marketing, influence of advertising on the media, public versus private media.

A Try to get students thinking about the amounts of money first.

EQ: *Do you think news agencies (TV, newspapers) would ever not publish stories about advertisers in case they lose advertising revenue? If your business depended heavily on customers, what would you be willing to do to keep them happy?*

B Try to get students to analyse different public and private TV / radio stations.

EQ: *What are the advantages and disadvantages of public ownership? Does the government monitor or censor public TV or radio stations?*

C Try to get students to think of concrete examples of trends: hip hop, reality TV, etc.

EQ: *Could you ever start a trend by yourself? If so, how? If not, why not? What is meant by a 'trendsetter'? Give an example.*

10 **Your answer:** IS ADVERSING ALL A CON?

This question attempts to address the very real concern about spending vast sums of money on advertising. The students should by this point have developed some very definite opinions on the subject. The students can look at the enormous cost in real money terms, at the effects marketing messages have on society, at the development of product image over product value, and corporate social responsibility with the right to conduct business. You can get students to imagine a world without advertising: products without labels; television without commercials; email without spam. What would it be like?

WORKBOOK

1 WORD POWER

This activity is a cloze-form version of the English In Use section of the CAE which gives students an opportunity to review their understanding of the use of prepositions in English. It also introduces students to further advertising-related issues.

1 WORD POWER

Answers

1 with 2 in / with 3 from / against 4 on 5 by
6 on 7 to 8 into 9 with 10 at

2 WRITING

A As spam often makes inflated claims for the products it is selling, you can encourage students to use hyperbole and very persuasive language.

Sources:

Antarctica, Peter Carey (Lonely Planet)
www.antarctica.ac.uk
www.aad.gov.au
www.antarcticconnection.com
www.coolantarctica.com

B This is a realia-based activity. You can encourage students to try to use advertising-style language.

3 SPEAKING STRATEGIES: Mapping the presentation

This activity is the first of several techniques to help students give better presentations. This one addresses the important issue of structure by giving several different ways of structuring a presentation.

3 SPEAKING STRATEGIES

Answers

- 1 Categorical: circles, triangles, squares; red, green, blue:
Commodities (grapes, oranges, soybeans, rice)
- 2 Chronological: Past, present, future:
4000 BC, 1565, 1688–1715, 1970
- 3 Compare/contrast: + vs. –, us vs. them
Grapes, oranges (Fruit) vs. Soybeans, rice (Vegetables/Grain)
- 4 Confucius principle: Individual, family, community:
How each relates to the person / town / country
How important each is to person / town / country
- 5 Geographical: North, south, east, west:
France, Brazil, Thailand, Florida
- 6 Hierarchical: Top, middle, bottom:
- 7 Cost: Champagne, oranges, soybeans, rice
- 8 Sequential: First, secondly, thirdly / lastly:
- 9 History (4000 BC, 1565, 1688–1715, 1970)
- 10 Status (Champagne, oranges, soybeans, rice)
- 11 Order first appeared in your country

4 IDIOMS

See the Introduction to the Teacher's book.

4 IDIOMS

Answers

1b on the bandwagon, 2a a blank cheque, 3c an arm and a leg, 4d seen dead, 5e round the clock.

1 jump on the bandwagon = choosing the popular side / whatever is most popular. 2 give a blank cheque = allow someone to spend as much as they like. 3 cost an arm and a leg = cost a lot of money, be very expensive. 4 be seen dead = would never do something. 5 round the clock = all hours, a lot of hours, day and night.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Does advertising affect your buying habits very much?*
 - I must admit I do follow fashion trends a lot, but I don't think I *jump on the bandwagon* all the time.
 - I think cost is the most important factor. If it *costs an arm and a leg*, forget it.
 - Not always. They can sometimes advertise clothes that I *wouldn't be seen dead in*.
- *How should companies with bad reputations improve them?*
 - They could just sign a *blank cheque* to a PR company and say, "Fix it."
 - I think they need to *work around the clock* on their image.
- *Can advertising fix all problems?*
 - No, even if the US *wrote a blank cheque*, it couldn't solve the country's social problems overnight.
 - It can. But in some cases, it just *costs an arm and a leg*.

WHAT'S NEW!

Communication Objectives:	Ss will be able to: - use inferring and signposting phrases. - use arts-related vocabulary, phrases and idioms.		
Educational Objectives:	Ss will develop a critical appreciation for the arts.		
Connected Topics:	- High culture vs. pop culture - Spoils of war - Life of the artist - What is art?	- Traditional art forms - Music history - Relevance of art	
Grammar:	Word forms Joining sentences in sequence using signposting phrases		
Key Vocabulary:	artefact commission v credentials	culture vulture high / popular culture integration	muddy v reign umbrella organisation

The BIG question: ARE THE ARTS RELEVANT?

Here *Are the arts relevant?* questions the idea of the arts and what they represent.

VIEWPOINT

Facts: The British Museum information gives students some perspective on the enormous difference in the size of the collections in the Greek and British national museums. Using the information as a prompt, ask students to describe any experiences they have had in art galleries or museums.

EQ: *What are the main art galleries or museums in your country? Have you visited them this year, recently or ever? How important is it for a student's education to go to museums or art galleries? What do you like or dislike about being in a gallery or museum?*

The Van Gogh fact introduces the stereotype of the 'starving artist'. Using the information as a prompt, ask students to describe what the life of a typical artist would be like (lifestyle, looks, attitude). *What makes Van Gogh's art more popular now than in his lifetime?* This question addresses the situation that most artists are only popular after their deaths and often not understood or appreciated in their lifetime.

EQ: *The Portrait of the Artist survey in New Zealand found that on average artists made \$20,700 a year*

compared to other New Zealanders who made \$27,934. Does this fit your idea of the life of the artist? Why do you think artists make so little money? What motivates them to continue producing art? What art forms would give artists the greatest opportunity for success?

Quote: Pablo Picasso (1881–1973) was a Spanish painter and sculptor. His quote introduces the idea of art as a means of self-expression and touches on the purity of creative ideas.

EQ: *What do you think Picasso meant (by this quote)? Do you agree that there is a connection between children and artists?*

1 WORD POWER

A Students consider 'what is art?' By trying to associate it with particular types of creative expression, they will begin to have a clearer idea and to express in their vocabulary what art means to them or even what art means to society in general. You can't discuss something, until you can agree on a common definition.

B helps students to look at some vocabulary associated with the articles.

1 WORD POWER B2		Answers
B 2 patron	2 performer	4 monarch
5 composer	6 collector	

C practises inferring in **Language Bank 2** how various people in **B** feel about the arts.

ARTICLES

Why the Queen is No Culture Vulture

This article is part of a larger debate on whether the Queen and the monarchy in general are still relevant today. It should be pointed out that the relevance of monarchs today is often a controversial subject in many countries. If you have the time or feel it is appropriate to explore this issue, you can ask: *In the 21st century should a country have a king or queen? What do monarchs do for a country?*

Elgin Marbles Campaign Launched

The case of the Elgin Marbles is a continuing diplomatic row between Greece and Britain. The Marbles were loaned to Greece for the 2004 Olympics, but it is unlikely that they will be returned permanently. If you have the time or feel it is appropriate to explore the issue, you can ask: *Does your country have any minor disagreements with other countries? How do history and geography affect diplomatic relations?*

2 READING

2 READING A, B, C

Answers

A The Queen: has only bought 20 paintings in her reign; is not a fan of classical music (patron of orchestra but doesn't go very often); she collects glass animals rather than other artworks; not a fan of the arts.

B Henry VIII was a passionate supporter of music and composers. The Queen is not really interested in the arts. / In Lord Elgin's time it was acceptable to buy the Greek sculpture and take it from Greece to London; now it would not be allowed.

C 1 It may help to mention that monarchs have traditionally commissioned works of art including music. In the Middle Ages artists could also be paid members of royal staff. If students are unsure, you can also ask: *How are pop albums produced today? How does this compare with the way music was produced in the past?*

C 2 If students are not sure how to answer this, you can ask: *Do you think it has something to do with... national pride, British self-identity as a former imperial power, its history or the reasons given by the museum?*

3 SPEAK YOUR MIND

This section covers the topics of the successful artist, modern art versus traditional art, the relevance of classical art forms, and art ownership versus cultural heritage.

A EQ: *What do you think their lives are like? How many artists do you think are successful?*

B EQ: *Should art only try to imitate real life or be realistic like a photo?*

C EQ: *Who watches / listens to opera, ballet or classical music? There has been some crossover between classical music and rock over the years. What do you think of this?*

D This discussion could be extended to include the return of lands and property.

EQ: *What would happen to Africa, Asia, Australia, Europe, North and South America, if all conquered lands were returned to the people who lived there before?*



4 WATCH AND LISTEN

DVD

The Body Worlds exhibition was created by German anatomist Gunther von Hagens to educate people about the anatomy of the human body. Although von Hagens says that his displays are simple educational tools rather than art, his descriptions, the display arrangements and exhibitions in art galleries belie this assertion. The exhibition continues to tour the world.

Source:

Body Worlds homepage: www.bodyworlds.com

Although the video clip documents the exhibit as visitors would view it, some students may not want to see it. It may be worth asking students about this after activities A and B. For these students, you can substitute an alternative silent activity: Write a letter (180–210 words) to Gunter von Hagens expressing their views about the Body Worlds exhibit.

3 WATCH AND LISTEN B, C

Answers

B Gunther von Hagens gives the reasons: education, the Renaissance.

C The clip shows people looking at the exhibits. Students would probably answer the question by

discussing something relating to what Von Hagens has said in the interview, mortality or just the exhibition itself.

3 WATCH AND LISTEN D

Answers

D 1 Everyone is mortal. **2** Educational tool: it can help people understand their bodies better. Lesson about choices we make: unhealthy lifestyles can be presented in a very concrete way. **3** Renaissance anatomists: Leonardo da Vinci and Andreas Vesalius. **4** Vesalius was the first to assemble a skeleton, which he took from the grave.

E These questions will help students to explore how these seemingly divergent fields are in many ways connected. Example: *Painting has been helped by chemistry (how chemicals create different colours), physics (how light is deflected, colour wavelengths), biology / anatomy (how humans / animals move).*

Source:

www.asci.org

5 TEAMWORK

This activity relates to the idea that art can be radical in nature and the expression of ideas is at the core of a lot of modern art. When students look at the Scenario, try to make them think about how art develops or changes when an artist begins work with a particular idea in mind. Students' ideas can be funny, serious, entertaining or anything that interests them.

When you are finished, you could discuss: *Does this change your view of modern art? Do you think art takes itself too seriously? How might some famous works of art (for example: the Mona Lisa, David) have been different if they had been created with a different idea in mind?*

Source:

Futurist painters / manifestos: www.unknown.nu/futurism

6 CONTROVERSY

This activity opens up issues about the context of art. The meaning and value of art often exists within a certain society. It looks at traditional art forms in other countries (see also **A** in **9 Further Discussion** below) and how art is often relevant to the times.

EQ: *Why do you think the Afghan rug weavers created these rugs? Do you like these rugs? Why / Why not? If rug weavers from your country were to make rugs like these, what would the rugs look like?*

Source:

War rugs homepage: www.warrug.com

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Book.

A Sources

Artist biographies: www.ibiblio.org/wm/

Nobel laureates: www.nobelprize.org/literature/laureates/index.html

Some important writer biographies:

www.xs4all.nl/~pwessel/writers.html#winner

Actor biographies: www.imdb.com/

(Note: 'Actor' used for men and women in a formal sense is becoming more common.)

B Sources

Elgin Marbles: www.museum-security.org/elginmarbles.html

British Museum: www.thebritishmuseum.ac.uk/

National Archaeological Museum: www.culture.gr/2/21/214/21405m/e21405m1.html

8 HISTORY OF MUSIC *in English* [CLIL]

Music historians debate about when these musical forms started. Many of the musical forms also overlap, as musicians play many different types of music and are influenced by different music forms.

Civil rights has had a strong impact on the development of African-American music. Before the 1964 Civil Rights Act, African-American musicians could not go into the hotels or concert halls where they played. They had to use the back door and to leave as soon as they had finished playing. A lot of the 1960s and 1970s soul, R&B, blues and funk musicians sang songs about the hardship of life in the ghettos (segregated areas where African-Americans lived in many northern US cities) and racial inequalities. With the death of Martin Luther King, many blacks become angry with the system – race riots in 1967 and the development of the Black Panthers.

A Begin by brainstorming with the class a list of different African-American musicians through the decades or musical styles.

Gospel: Thomas Dorsey (1899–1993), Mahalia Jackson (1911–72), James Cleveland (1931–91), Sam Cooke (1931–64), The Winans.

Jazz: Soloists: Louis Armstrong (1901–71), Billie Holiday (1915–59), Ella Fitzgerald (1917–96); Big Band / Swing: Edward ‘Duke’ Ellington (1899–1974), William ‘Count’ Basie (1904–84), Cabell ‘Cab’ Calloway (1907–94); BeBop / Cool / Fusion jazz: Charlie ‘Bird’ Parker (1920–55), Dizzy Gillespie (1917–93), Miles Davis (1926–91), Thelonious Monk (1917–82).

Blues: Mamie Smith (1883–1946), Robert Johnson (1911–38), Howlin’ Wolf (1910–1976), Buddy Guy (b 1936) John Lee Hooker (1920–2001), Muddy Waters (1915–83), Etta James (b 1938), B.B. King (1925–), Stevie Ray Vaughn (1954–1990).

R&B (Rhythm and blues): James Brown (b 1933), Aretha Franklin (b 1942), The Temptations, The Supremes, Jackson 5, Stevie Wonder (b 1950), Ray Charles (1930–2004), Whitney Houston (b 1963), New Edition (1983–89), Boyz 2 Men.

Rock ‘n’ roll (Rock and roll): Chuck Berry (b 1926), Little Richard (b 1932), Jimi Hendrix (1942–70), Sly and the Family Stone, Michael Jackson (b 1958), Prince (b 1958), Bad Brains, Living Colour, Fishbone, Lenny Kravitz (b 1964), The Roots.

Soul: Aretha Franklin (b 1942), Otis Redding (1941–67), Percy Sledge (b 1940), Marvin Gaye (1939–84), Al Green (b 1946).

Funk: James Brown (1933–2006), Parliament / Funkadelic / P-Funk Allstars, Sly and the Family Stone, Herbie Hancock (b 1940), Stevie Wonder (b 1950), Earth, Wind & Fire.

Rap: Afrika Bambaataa, Run DMC, Public Enemy, NWA, BDP, MC Hammer, Tupac Shakur (1971–96), Salt-N-Pepa, Beastie Boys, De La Soul, Queen Latifah, The Fugees, Outkast.

B In its early years, blues and jazz were considered popular art forms, but today they are often considered high culture.

EQ: *Can you see any current music styles becoming high culture in a hundred years? Why / Why not?*

9 FURTHER DISCUSSION

This section covers: traditional arts in different countries; technology and the arts; the idea of the Renaissance man; controversial art and public funding. Encourage students to continue using the phrases in **Language Bank 2**.

A Students can brainstorm about what is traditional art in their country, then compare these with other countries. Examples: Japan (paper crafts, kimonos, textiles), Canada (Native American woodcarving, beadwork), Sweden (iron work, woodcarving, basket weaving), India (scroll painting, rug weaving, wood / sculpting).

B Encourage students to think about the uses of computers (architecture, music, drawing), industrial design (pop art), video (art), audio (music, installation art).

EQ: *How have computers changed writing? How have video cameras (film / TV) changed acting? How has modern printing changed art?*

C Ask students to think about how careers are often very specialised. Look at people who have tried to use different art forms (actors who are also artists or photographers (Leonard Nimoy, Dennis Hopper), musicians who are also writers (Henry Rollins, Leonard Cohen).

EQ: *Do you miss anything by specialising in only one area? What could other fields bring to another area (for example, music and medicine)?*

D EQ: *Should individuals have a say in what government spends its money on? Who should decide what art is?*

10 **Your answer:** ARE THE ARTS RELEVANT?

Arts funding is always a touchy issue with strong feelings on both sides especially about controversial art. You could ask students:

EQ: *Why do we create art? What does it tell us about society? What is the social value of art? Is it important enough that we should spend money on unpopular (financially unviable) art forms? How can we justify sponsoring art when there are so many social programmes that are short of money?*

WORKBOOK

1 WORD POWER

This activity will introduce students to some art movements. It also gives students a chance to use the signposting expressions in **Language Bank 2** in a more natural way.

1 WORD POWER

Answers

1 To begin with, the *Renaissance* (15th–16th centuries) was an important period of artistic and ideological revival. It mixed elements of classical style, scientific inquiry and Christian themes. Artists included Michelangelo, Da Vinci and Raphael.

Now that brings us to the next point – the *Baroque* period (16th–17th centuries). It saw artists often trying to capture emotions and drama in their work. However, they often sought more realism in their art. Artists include Rubens, Rembrandt and Caravaggio.

Let's move on to the subject of *Impressionism* (late 19th century). Here, art was used to convey subtle feelings or the impressions of the artist. It began to move away from the idea that art must represent actual things. Artists included Monet, Renoir and Cézanne.

Now that brings us to another important movement – *Expressionism* (late 19th–early 20th centuries). The expressionists believed that direct communication of feelings can be shown, especially anxiety and despair. Artists included Van Gogh, Munch, Grosz, Dix and Beckmann.

Let's leave that and go to *Surrealism* (early 20th century). Surrealism was strongly influenced by the psychological works of Freud and Jung. The art often sought to explore the subconscious. Artists include Breton, Dali and Man Ray.

2 USE OF LANGUAGE: Word forms

This activity introduces an important era for artistic, intellectual and political expression. You may want to discuss or mention the bohemian lifestyle – living hand-to-mouth outside society's traditional values (career, family, home ownership) usually in search of some greater truth for the sake of art.

The activity is based on an authentic activity used by the University of Cambridge Local Examinations Syndicate in the Certificate in Advanced English and Certificate of Proficiency in English.

2 USE OF LANGUAGE

Answers

- | | | |
|------------|--------------|-------------|
| 1 cultural | 2 massive | 3 movements |
| 4 freedom | 5 productive | 6 happiest |
| 7 sitting | 8 imagine | |

3 WRITING

A Sources

Among the Bohemians: Experiments in Living 1900–39, Virginia Nicholson

Women of the Left Bank: Paris, 1900–40, Shari Benstock
www.newbohemian.com

B Sources

Jazz: A History of America's Music, Geoffrey C. Ward
www.allaboutjazz.com

Examples of music reviews:

www.rollingstone.com

www.downbeat.com

www.vibe.com

4 IDIOMS

See the introduction to the Teacher's Guide.

4 IDIOMS

Answers

- 1 She's a *budding artist*. We expect big things from her in the future.
- 2 I found the whole conversation went *over my head*. What did he mean by Existentialism?
- 3 You often need to keep an *open mind* when it comes to modern art.
- 4 I really think Picasso *was ahead of his time*.
- 5 He can't seem to write the last chapter of the book. I think he has *writer's block*.
- 6 You would have to pay a *king's ransom* if you want to buy that Matisse.

- 1 budding = developing, promising. 2 to go over my head = so complex I don't understand. 3 to keep an open mind = be objective. 4 to be ahead of his time = very advanced in his ideas, way of thinking. 6 to pay a king's ransom = pay a lot of money.

Ask students to use the idioms orally by answering these questions. These can be done as pair work or as a whole class.

Give some examples of radical new artists, writers or musicians. Ask:

- *How would you describe them and their work?*
 - They are *ahead of their time*.
 - Their stuff goes *over my head*.
- *Would you ever buy any of the following: a book of poetry, a Mozart CD, a war rug, a sculpture or a Picasso painting? Why?*
 - It would cost a *king's ransom* for a Picasso, so I'd never buy one.
 - You would need *an open mind* to want a war rug.
- *What difficulties do you imagine writers, artists and other creative individuals have in their work?*
 - I would imagine writers often get *writer's block*.
 - I imagine sometimes creative work can go right *over the heads* of the public.

WHAT'S NEW!

Communicative Objectives:	Students will be able to:			
	- justify an argument and downplay expressions.			
	- use ambition-related vocabulary, phrases and idioms.			
Education Objectives:	Ss will explore a variety of issues relating to ambition, especially the root causes and effects.			
Connected Topics:	- Race and future potential	- Welfare and motivation		
	- Fame and fortune	- Biological drive		
	- Asia's film industries	- Ethics of success		
	- The American Dream	- Rejecting the system		
Grammar:	Collocations	Joining clauses	Rhetorical questions	
Key Vocabulary:	adversity	data miner	forensic	rigorous
	affluent	deadpan	grim	stint
	bioinformatician	diminutive	in the limelight	token
	burgeoning	elaborate <i>adj</i>	meteoric	wisecracking
	celluloid elite	ferocity	persona	
	charismatic	flop <i>n</i>	piety	
	consummate	floundering	rat race	

The BIG question: WHAT WOULD YOU DO TO SUCCEED?

The question here asks what people are prepared to do to succeed in life.

VIEWPOINT

Facts: The information on poverty in the USA is based on US Census Bureau data. This study uses the US Census Bureau's definitions of poverty and affluence (ten times the poverty level). Source: 'Rags or Riches? Estimating the Probabilities of Poverty and Affluence across the American Adult Life Span' *Social Science Quarterly*, Vol. 82, No. 4, Dec 2001 Mark R. Rank et al.

www.weap.org/scholarship/rags_or_riches.pdf

This point is brought up again in **4 Watch and Listen** and **9 Further Discussion A**.

EQ: *Name some successful African-Americans. Why are they successful? What influence do you think this has on the ambitions of young African-Americans?*

The quote is a common saying meaning you have to work hard to succeed.

EQ: *What do you think is meant by this quote? Do you agree with its meaning?*

The question under the graph addresses the essence of the rags to riches story that underpins most discussions about success. How do people get ahead?

1 WORD POWER

A asks students to consider symbols of success. By associating success with concrete or abstract constructs, students will have a clearer idea and vocabulary for what ambition and success means to them.

B gives practice in matching collocations linked to ambition and success.

1 WORD POWER B**Answers**

2b 3e 4c 5d 6a

C allows for further practice in using the collocations and **Language Bank 3** phrases.

ARTICLES**Chan the Man: The Early Years**

This article is an extract from a longer piece on Jackie Chan's career. Mention to students that Jackie Chan was a huge star in Asia before moving

on to Hollywood. He tried several times to break into the American market, before finding success there with *Rumble in the Bronx* (1996). Chan's movies often combine action and martial arts with comedy, but he does all his own stunts.

EQ: *What types of films do you like? Which tend to be the most popular in your country?*

The Shah of Bollywood

Bollywood films are often characterised by singing and elaborate dance choreography, while the musical has become less popular in American cinema. Unlike actors from other countries (Italy, China, UK), Indian actors have had little cross-over success in other countries. Some Indian films have been successful around the world; for example: *Bride and Prejudice* (2004), an adaptation of Jane Austen's novel, *Pride and Prejudice*.

EQ: *Do you think there is discrimination against non-white actors in Hollywood? Why / Why not?*

2 READING

2 READING A **Answers**
A 1 JC 2 neither 3 both 4 SRK 5 JC

C 1 You can bring up what talents or skills an actor may naturally possess (beauty, charisma, charm, intelligence) and may need to learn (fencing, martial arts, horse riding, singing).

C 2 It may help to discuss types of movies made, actors and directors, and then more general aspects of Hollywood, Bollywood or Hong Kong movies.

Hollywood – large budgets, special effects,
American-centred plots.

Bollywood – musical aspect, dancing / singing,
stylised acting.

Hong Kong – action and martial arts.

3 SPEAK YOUR MIND

This section covers childhood ambitions, future ambitions, making it in other countries, and taking risks and ambition.

A EQ: *Why do you think ambitions change as you get older? Do people change jobs and careers often in your country? What three careers would you like to have?*

B EQ: *How realistic do you think these goals are?*

C EQ: *Has anybody from your country gone on to become successful in other countries?*

D EQ: *Is risk taking common in your country?*



4 WATCH AND LISTEN

DVD

The video interviews are with ordinary people in North Carolina. Generally, the interviewees express optimistic views of the system.

4 WATCH AND LISTEN B, C1 **Answers**

B (Sample answers) White Americans are generally the most optimistic. African-Americans talk about equality and are aware of difficulties of life. Asian American person / woman emphasises the value of education, family and community.

C 1 Girl: wants to be a famous musician.

2 Woman: thinks it is because there are more broken families in the African-American community and that many fewer African-Americans have access to higher education. **3** Man: says that a lot of African Americans are born poor and don't have the advantages that other people get, so they find it hard to change their lives.

D These questions will help students to explore the reality of the American Dream and aspects of success and failure.

5 TEAMWORK

The problem tree is a common tool to help people simplify rather complex problems. Visualising the problem in different stages from difficult to easy can provide a means for tackling these in a more productive order.

Example: *becoming an astronaut*

Difficult

You need many years of experience in a field related to space exploration.

You need to possess some skill valuable to the mission.

You need to have a good knowledge of science.

You need to pass many tests: physical, mental and emotional.

*You need to undergo a lot of training.
You need to live in a country with a space
programme.
You need to speak the language of that
country.
You need to be physically fit.*

Easy

6 CONTROVERSY

Welfare systems are always a heated issue, as they often take up a large percentage of a state's annual budget. The two main views are that:

- Welfare recipients are lazy and don't want to work.
- Welfare recipients should be given help to rebuild their lives.

Often these views overlap depending on social and political positions; for example, people who are economically vulnerable (lower and middle class) are often welfare's largest supporters, while people who are economically secure are often welfare's greatest critics.

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

Learning to Lead: A Workbook on Becoming a Leader,
Warren Bennis
The Time 100 leaders: [www.time.com/time/
time100/leaders](http://www.time.com/time/time100/leaders)
Leadership in Business: [www.nwlink.com/~donclark/
leader/leader.html](http://www.nwlink.com/~donclark/leader/leader.html)

B Sources

*Goals! How to Get Everything You Want – Faster than
You Thought Possible,* Brian Tracy
Seven Habits of Highly Effective People,
Stephen R. Covey
www.mygoals.com

8 CAREERS in English

Young people leaving school often need advice on careers. This activity is designed to give some perspective in this area, as some career choices will have a much better future than others.

8 CAREERS in English

Sample answers

A Reasons for choosing each job:

Bioinformatician: A relatively new field which combines a good knowledge of computer science and medical science. They can run complex computer models to test drugs before field trials.

Wireless engineer: Wireless equipment is set to become more and more common in the future, making these engineers in high demand.

Forensic accountant: Based on events in the US (Enron) and Europe (Parmalat), there is a growing need for accountants who can independently analyse the financial information in company reports and accounts.

Data miner: Customers prefer personal service, but in the age of large corporations, this can be difficult. Creating software that can tell companies what individual people like or dislike lets businesses personalise their services.

Home-care nurse: As the number of older people in the population grows, there will be a sharp increase in the need for nurses giving care at home.

AI programmer: Artificial intelligence is becoming closer to reality. Programmers are teaching computers how to learn like humans.

Adventure travel guide: Extreme sports and adventure travel are becoming more popular. There will be a greater demand for experienced professionals who can safely guide people in these trips.

Fuel-cell engineer: With oil supplies growing scarcer, hydrogen fuel cells will be the next important technological development for transport. Energy and car companies will be looking for people with this expertise.

Lawyer: Intellectual property rights are very important for many companies, for example the entertainment industry. Companies need lawyers to help stop people illegally downloading music from the internet and CD / DVD piracy.

Odd-job person: As there are more people who don't have time to jobs for themselves or are too old to do them, there will be more demand for help around the house.

B EQ: *Which of these jobs would be likely to last longest? Why?*

9 FURTHER DISCUSSION

This section covers: fame, reasons for ambition, ambition and the law, rejecting society's expectations, and equality in society.

A You can begin this question by asking students to give examples of famous people in their country.

EQ: *Is being famous the same as being successful?*

B Ask students to think about what drives them to succeed. Is it parents, community values, personal expectations or something else?

C Students should consider whether success should be the ultimate goal.

EQ: *Does the end justify the means? Are successful people who commit crimes treated differently from ordinary criminals?*

D This brings in the idea of people who do not follow the usual way in society.

EQ: *Is dropping out of society just a luxury of developed countries?*

E This is one of the central issues in this unit. Try to get students to think about how life might be different for other people in their country or even in other countries.

EQ: *Does it really matter? Is there anything that society can or should do about this?*

10 ***Your answer:*** WHAT WOULD YOU DO TO SUCCEED?

The question relates in ways to the issue of ethics and ambition and how committed someone needs to be to succeed. Can you be ethical and ambitious? Are the sacrifices worth the gains? In part, it comes down to what the person and their culture values most. In some cultures, it is the family; in others success in career and life is the ultimate goal. This discussion of work-life balance will be looked at in greater depth in Unit 15.

WORKBOOK

1 USE OF LANGUAGE: Joining clauses

This activity introduces students to an extremely successful writer, J.K. Rowling, author of the Harry Potter books. At the same time, students will practise their knowledge of clauses. The activity itself is related to an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the Certificate in Advanced English and Certificate of Proficiency in English.

1 USE OF LANGUAGE	Answers
1 that 2 who 3 who 4 after 5 where	
6 whom 7 although 8 while 9 after 10 which	

2 WRITING

A Sources

www.writing-world.com

Conversations with J.K. Rowling, Lindsey Fraser
www.jkrowling.com

B Sources

The 100 Simple Secrets of Happy People, David Niven
Unlimited Power: The New Science of Personal Achievement, Anthony Robbins
www.motivation123.com
http://dir.yahoo.com/Business_and_Economy/Business_to_Business/Speakers/Motivational

3 SPEAKING STRATEGIES: Get rhetorical

This activity aims to get students to incorporate rhetorical questions into their presentations. It is a useful skill to emphasis points, strengthen arguments and build rapport with listeners.

3 SPEAKING STRATEGIES	Answers
1b 2e 3c 4d 5f 6a	

4 IDIOMS

See the introduction to the Teacher's Guide.

4 IDIOMS**Answers**

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

1 down-to-earth = very practical, sensible.**2** workaholic = addicted to work, working very long hours. **3** control freak = likes to control everything people do. **4** movers and shakers = important and influential people. **5** stick-in-the-mud = dull, boring, unadventurous. **6** shark = hard, focused on getting what he wants.

Ask students to use the idioms orally by answering these questions. These can be done as pair work or as a whole class.

- *Do any of these idioms describe you? Do they describe people you know?*
 - I am a bit of a *control freak*. I like to be in charge of everything I do.
- *Which of these do you think would be successful in a career, family, or life in general?*
 - I don't think a *stick-in-the-mud* would be very successful in a career. They don't seem very motivated to do anything.
- *What kind of goals do you think each of them has?*
 - I think a *shark* would only be interested in winning at any cost – no matter what the area.

WHAT'S NEW!

Communication Objectives:	Ss will:		
	- use modifying words and phrases for expressing beliefs.		
	- use bullying-related vocabulary, phrases and idioms.		
Educational Objectives:	Students will be able to understand the psychological, moral, social and legal implications of bullying.		
Connected Topics:	- Satire and difficult issues	- Dynamics of power	
	- Steroids and other illegal drugs	- Stanford Prison Experiment	
	- Workplace bullying	- Big versus small countries	
	- Social Darwinism	- Bullying and sports	
Grammar:	Word forms and modifying words		
Key Vocabulary:	anecdotal	irrefutable	push-up
	bullying	intemperate	reinstate
	cavort	local education authority	sadistic
	Class A drugs	multifarious	sketchy
	competition	notorious	survival of the fittest
	detention	passive-aggressive behaviour	teasing
	exclude	peremptorily	truancy
	harassment	precipitous	unsubstantiated
	informant	psychopath	

The BIG question: IS BULLYING JUST PART OF LIFE?

While the unit title is framed as the typical challenge of someone who is behaving in aggressive way, as if just looking is an aggressive act in itself, **The BIG question** asks whether bullying is inevitable.

VIEWPOINT

Facts: The information is from a survey by ChildLine, a leading UK children's charity, and the UK government's Department for Education and Skills. They interviewed over a thousand pupils in Years 5 and 8 from 12 different schools from across the UK.

Source:

www.childline.org.uk/pdfs/bullysum.pdf

More statistics:

Two-thirds of bullying victims say they are bullied every day.

Two-thirds of bullying victims say their schools do nothing to help.

More than a third of bullying victims say bullying stopped after they told someone.

Source:

CBBC

http://news.bbc.co.uk/cbbcnews/hi/uk/newsid_2516000/2516997.stm

EQ: *Why do you think there is a difference between the rate of bullying in primary and secondary schools?*

Quote: Jimmy Carter Jr. (b 1924) was the 39th president of the USA from 1977–81. His administration supported social inclusion, human rights, peace in the Middle East and nuclear disarmament. Nowadays he is better known for his human rights work.

EQ: *Do you agree with Jimmy Carter's quote? How would you assess your country's treatment of its weakest and most helpless members?*

Poster: This poster is from an Australian anti-bullying website - www.sangrea.nze/bully. This poster is from an Australian anti-bullying website. The students should be encouraged to think about self-esteem.

1 WORD POWER

A asks students to consider different types of bullies. By associating bullying with different social

roles, students will begin to make the association of bullying and abuse of power.

B Students find antonyms in the articles to complete the activity.

1 WORD POWER B

Answers

2c 3b 4 e 5d 6a

C This activity gives practice in using vocabulary from **B** and the phrases from **Language Bank 4**.

D More practice in using vocabulary and **Language Bank 4** phrases while discussing the issue of bullying from different points of view.

ARTICLES

Leave the Poor Psychopath Alone

This Guardian editorial was written after an incident at the Glyn Technology School in Surrey, UK. Two 15-year-old boys were caught throwing stones at school windows and were given a detention by the Physical Education teacher, Steve Taverner. The boys then left 44 threatening messages on the teacher's answering machine and mobile phone, including: "You are going to die soon. You are going to get stabbed in the back of the head." and "You have five days to live." The school's headmaster and governors decided to exclude the boys. After an appeal by the boy's parents, the appeals panel of the Surrey Local Education Authority overturned the verdict. The panel members chose not to listen to the tapes of the threats. Mr Taverner took sick leave for stress. The teachers at the school threatened to strike if the boys were allowed back. The UK Education secretary finally stepped in and reversed the appeal decision, so the boys have not returned to the school. The article was written directly after the appeal panel made its decision.

EQ: *How could this sort of incident happen?*

Drug Warning as Bullied Children turn to Steroids

This article expands on the worrying trend among secondary school boys in the UK and elsewhere. Steroids are often thought of as a sports-related problem, but they appear to be a social one as well. Some effects of abusing anabolic-androgenic

steroids (male hormones) are: psychiatric effects (extreme mood swings, aggressive behaviour ('roid rage), extreme irritability, paranoia, delusions), high blood pressure / heart disease, liver damage / cancer, strokes / blood clots, stopping growth (adolescents), severe acne, baldness, nausea, insomnia. It also has effects on the reproductive system. Steroids can be taken orally or intravenously. Sharing needles when injecting can also increase the risk of HIV / AIDS and hepatitis.

EQ: *Is taking steroids as serious as taking other drugs like marijuana, LSD, cocaine or heroine?*

2 READING

B It might help to go through the article point by point. One key to understanding whether something is satirical is by deciding if the events can be taken seriously. You can get the students to discuss whether each of these events would ever happen.

The crime:

- Student killing a teacher.
- Mounting the head on 40-foot pole outside the teachers' room.
- Dancing around the pole naked, whooping and hollering and invoking the Antichrist.

Sample comment: *If it's a real crime, it would be one of the most bizarre and brutal this century.*

Reasons for committing the crime:

- Being punished: detention and exclusion
- According to Ms. Bennett (Darren's mother): history of bullying by teacher for punishing Bennett for clear school and legal offences (truancy and possession of Class A drugs)

Sample comment: *These are rather absurd reasons to suggest that the murder was in any way justifiable.*

Response by the local school authority

- To overturn the exclusion because the threat of the student's rage was removed with the death of Mr. McCreevey.
- To accept Ms. Bennett's explanation and repeal the exclusion.

Sample comment: *The response of the local school authority in this fictional case is absurd and ridiculous. (The author is suggesting that the 'real' appeal verdict*

is similarly absurd and ridiculous.) It is against most normal ideas of justice.

EQ: Why do people use satire? Think of some news events (especially controversial / unpopular ones). How could you speak about them in a satirical way?

2 READING A, B

Answers

A 1 decapitate 2 repercussion 3 remonstrate
4 precipitous

B 1 First article satirical: Events that are extreme and exaggerated are described as if they are normal, for example Darren killed his teacher but this was apparently justified because the teacher punished Darren for truancy and having illegal drugs, although this was what a teacher should normally do.

B 1: It may help to discuss the effects of steroids on the human body. (See effects of steroid abuse above.)

EQ: Why do people take steroids (use and abuse)? What do they do? Should steroids be legal and easily obtainable? Would you take steroids if you were bullied?

2 READING C2

Answers

C 2 The students are getting steroids from drug dealers pushing other drugs because they want to be bigger as a way of dealing with bullies.

3 SPEAK YOUR MIND

This section covers: the frequency of bullying, how bullying changes over time, the use of technology for bullying, bullying and physical violence, and the attitude of society to bullying.

A EQ: How common is bullying in schools? Do schools take bullying seriously? How does / did your school deal with bullying?

B EQ: Do adults experience bullying too? If so, give examples. Is the type of bullying the same at different ages?

C EQ: Does the anonymity of an email or a mobile phone increase this kind of behaviour? How can it be dealt with?

D EQ: Is teasing just something harmless that everyone does?

E EQ: Would you defend someone from being bullied if it meant you might get injured? When should the authorities be brought in (for example: headmasters, police, employers)?

4 LISTEN

DVD

Although bullying is not new to the workplace, it seems to have increased recently. With less job security, workers often feel they cannot protect themselves from a bully who might have control over their job. The most important point to be taken from this audio clip is that the problem of bullying in the workplace is due to the poor enforcement of existing workplace harassment policies in many companies.

4 LISTEN B, C

Answers

B (Sample answers) Bullying is widespread. It takes many different forms. / Bullying is someone look small or humiliating them in front of others. / Bullies can often be people with responsibility over other people. / People should stand up to bullies and help them change their behaviour.

C 1 Gemma's boss would shout and swear at people. He would also call all the time when he was out of the office. 2 Passive-aggressive behaviour would be spreading negative rumours about somebody or not talking to them, not returning phone calls, or delaying action on something a co-worker needs to do a job. 3 Lack of will for companies to enforce their anti-bullying policies. 4 It causes a lot of mental and emotional stress, and 22 per cent of the people in a study said they worked less hard when they were bullied. Half of them worried about bullying or whether the bully would target them again. Companies don't realise the negative effect on efficiency.

D Students might say that Roger's boss humiliated him.

E These questions will help students discuss how to deal with bullying.

5 TEAMWORK

Many of the victims of childhood and teenage bullying are targeted because of their physical appearance. The teenage years are often marked by trying to conform to social peers. While many personality traits can be adapted to 'fit in', differences in physical traits are not so easily changed. A study in Canada found that overweight or obese children were much more likely to be bullied. Obese girls were 90 per cent more likely to suffer from bullying than other girls. The study also found that victims were more likely to become bullies themselves.

EQ: *Do you think discrimination or racism is a form of bullying?*

6 CONTROVERSY

This issue is controversial as it touches on many topics that some might find difficult to talk about, although some nationalities may still consider themselves superior to others either morally, historically, financially, intellectually or militarily. It is important to mention a few obvious points before you begin:

- 1 People may be different around the world, but all people should be considered equal (one group of people is not by nature or design better than another).
- 2 Nationalism is good, but it also has an ugly side (too much nationalism can produce racism, prejudice and ignorance).
- 3 This activity is NOT an opportunity to target and attack different groups.

Sources

On the Origin of Species, Charles Darwin

Social Darwinism in European and American Thought, 1860–1945, Mike Hawkins

Maus: A Survivor's Tale, Art Spiegelman

Anne Frank: Diary of a Young Girl, Anne Frank

The Prize, Marilyn LaCourt

www.en.wikipedia.org/wiki/Social_Darwinism

www.royalinstitutephilosophy.org/articles/midgley_genes.htm

www.darwinmag.com/read/060102/process.html

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

www.education.guardian.co.uk/classroomviolence/story/0,12388,814816,00.html

www.news.bbc.co.uk/cbbcnews/hi/uk/newsid_2321000/2321379.stm

www.news.scotsman.com/topics.cfm?tid=572&id=1129982002

B Sources

How to be a Superhero: Your Complete Guide to Finding a Secret Headquarters, Hiring a Sidekick, Thwarting the Forces of Evil, and Much More!!

Doctor Metropolis

www.bbc.co.uk/science/hottopics/superheroes

8 PSYCHOLOGY in English [CLIL]

The Stanford prison experiment was conducted by Dr. Phillip Zimbardo and his team of psychology researchers at Stanford University in 1971.

Everyone involved became identified with their roles to the point where the line between reality and experiment began to blur. Researchers became wardens and parole board members. Volunteers became guards and prisoners.

Many 'prisoners' began to believe that the experimental 'prison' was a real prison and that their situation was hopeless. Although they were overseen by the warden-researchers, the guards were free to use their own set of rules for the prison, and they began to develop harsher and harsher methods of control. The experiment was originally to last two weeks but it was shut down on Day 6 after a colleague of Dr Zimbardo witnessed the brutality and complete personality change in one of the more sadistic guards. It left a lasting impression on most of the people involved; many of the volunteers began careers in psychology, law, law enforcement and prisoner rights. See www.prisonexp.org.

EQ: *Do you think prison naturally leads to these kinds of abuse? What rights do prisoners have?*

9 FURTHER DISCUSSION

This section covers: victims becoming bullies, bullying and sports, how bullying happens, popularity and status, and powerful versus weaker countries.

A Begin by discussing what emotions the victims might be going through and how they can deal with them.

EQ: *A US Secret Service report found bullying to be a major factor in school shootings. Who is to blame in these cases: shooters, bullies, parents, schools, society or something else?*

B Discuss what makes sports violent or aggressive. Some examples: boxing, martial arts, rugby, Australian Rules football.

EQ: *Do sports increase or decrease violence and aggression in society?*

C Discuss how people can be drawn into bullying.

EQ: *Do people get involved in bullying by doing something or doing nothing?*

D Ask students to think about how the search for popularity or social acceptance might be tied to bullying.

EQ: *Are popular people often bullies? Why / Why not?*

E This question will help students to think about bullying and relationships of power.

EQ: *Which countries do you think use their power to bully other countries?*

10 **Your answer:** IS BULLYING JUST PART OF LIFE?

This question relates to the issue of bullying in society. Is it just a phase of social development that we can't change, just part of our nature? You can get students to think about the nature of power and how it can be used and abused.

WORKBOOK

1 WORD POWER

This activity will give students the opportunity to review their understanding of key vocabulary found in the Student's Book. At the same time, students practise using modifying words.

1 WORD POWER

Answers

- The gang in Raul's neighborhood **really / certainly intimidated** him when they walked past him in the street.
- It is **basically / really / essentially / naturally** the role of parents to stop older brothers and sisters from *picking on* younger ones in the family.
- The teacher **actually / really / essentially** seemed to *blame* the victim rather than the bully.
- Mitsuko's threatening behaviour **actually / certainly** became so bad that the head teacher wanted to *exclude her from* school.
- Sophia felt she was weak and **really / quite helpless** because her father shouted at her all the time.

2 USE OF LANGUAGE: Word forms

This activity introduces an interesting aspect of bullying: that it can be as prevalent among girls as among boys. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the Certificate in Advanced English and Certificate of Proficiency in English.

2 USE OF LANGUAGE

Answers

- hidden
- secretive
- calling
- understanding
- actions
- relationships
- psychological
- publicised

3 WRITING

A Sources

www.bullying.org
www.nobully.org.nz

www.bullying.co.uk
www.antibullying.net

B Sources

Taking The Bully By The Horns, Sam Horn
When You Work For A Bully: Assessing Your Options And Taking Action, Susan Futterman
www.bullyonline.org/workbully

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

1f played 2a cross 3d flogging
4b driven 5e went 6c fight

1 to play into someone's hands = to put yourself in a weak position. **2** to cross swords = to provoke, argue with. **3** to flog a dead horse = to do something that will have no effect. **4** to drive someone over the edge = to push someone into doing something desperate. **5** to go to great lengths = to make a lot of effort. **6** to fight it out = to face someone about a problem.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Would you try to avoid a bully or confront him / her?*
 - I would try to *fight it out*.
 - I wouldn't want to *play into his / her hands*. I would avoid the bully.
 - I wouldn't *cross swords with* a bully. I'd likely stay away from him.
- *How much effort does it take to stop a bully?*
 - You might have to *go to great lengths* to stop a bully.
 - I imagine it might be like *flogging a dead horse* trying to get the school to take it seriously.
- *How might bullying affect someone emotionally?*
 - I would imagine it might *drive* some people *over the edge*.
 - I imagine always trying to avoid *crossing swords with* a bully would eventually leave someone feeling desperate and depressed.

WHAT'S NEW!

Communication Objectives:	Ss will be able to:		
	- express opinions tentatively and correctly use of vivid adjectives.		
	- use designer goods-related vocabulary, phrases and idioms.		
Educational Objectives:	Ss will explore the origins, meaning and implications of fashion and designer goods.		
Connected Topics:	- Fashion trends	- Haute couture	
	- Japan and designer goods	- Hierarchy of needs	
	- Metrosexual males and gender roles	- Cost versus price	
	- PETA and animal products	- Media and fashion demand	
	- Process of design	- Art and design	
Grammar:	Vivid adjectives	Reported speech	
Key Vocabulary:	beauty / grooming products	metrosexual (man)	suave
	bling	minimalist	surge
	brandstretching	personal fulfilment	tell-tale signs
	cyclical	prestige	vintage
	insurmountable	retro	way off the mark
	materialistic	sarong	

The BIG question: ARE WE ALL FASHION VICTIMS?

The question here refers to the common expression 'fashion victim' for people who follow every fashion trend regardless of whether it is appropriate for them, but it asks students to reflect on whether we are all fashion victims, although some more than others.

VIEWPOINT

Fact: The huge shoe collection made by Imelda Marcos, wife of ex-Philippines President Marcos, caused a scandal because at the time she was spending so much on shoes many Filipinos lived in great poverty. When she and her husband fled the country in 1986, the shoes were put on display to show her extravagance and are now in the Marikina City Footwear Museum.

EQ: *What would be an excessive collection of clothes or shoes? Is collecting fashion something to admire?*

Quotes: Gore Vidal (b 1925) is an American novelist, essayist and screenwriter. The latter half of his career has focused mainly on political discussion, and he often criticises the American government.

EQ: *What does Gore Vidal mean by this comment? Do you agree with it? Do you think the attitude applies to you?*

Stella McCartney (b 1971) is a successful British fashion designer and the daughter of the former Beatle, Paul McCartney. Like her mother, Linda, and her father, she is a strict vegetarian and chooses not to use animal products in her designs.

EQ: *What do you think of celebrities who wear fur? Is fur glamorous? Do you think of fur or leather as dead animals? Why / Why not?*

The question about the photos can be addressed several ways: the difference between teenage and adult fashion, the difference between boys and girls.

1 WORD POWER

A requires the students to actively express tentative expressions and adjectives from **Language Bank 5**. Although you can give the students some preparation time, this activity should stress the spoken use of the phrases so it should be more spontaneous.

B looks at the meanings of some more adjectives. It may be helpful to go through each word individually. Check that students understand, then ask whether the word is positive or negative. Remember to ask why.

ARTICLES

Japanese Girls Go Crazy for Foreign Designer Goods

This article explores a long-term consumer trend in Japan. Although this article has been written by a foreign journalist, the question is also widely debated in Japan.

EQ: *How does the situation in your country compare to the situation in Japan?*

A New Male Market Emerges

This article addresses the recent phenomenon of the metrosexual man.

EQ: *Could this happen in your country?*

2 READING

Pronunciation note: mania [ˈmeɪniə] is pronounced differently from most words starting with ‘m-a-n’. See: *manage, manner, many*.

A Matching headlines to the paragraphs requires students to read for gist. This type of activity is drawn from the Section 1 of the Reading part of the First Certificate in English exam.

2 READING A

Answers

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

B Reported speech is a grammatical structure that students should know how to use at this level. However, it may be helpful to review the rules.

<i>How to report...</i>	<i>We report it...</i>
A statement made recently	Using verbs in present tense
“I’m wearing a Gucci suit.”	→ He says (that*) he is wearing a Gucci suit.
A statement made in the past	Using verbs in past tense
“I bought a Louis Vuitton bag.”	→ She said (that*) she bought a Louis Vuitton bag.
Orders, advice or requests	Using ‘to’
“Please sit down.” “You should go to Paris for couture fashion.”	→ He asked me <i>to</i> sit down.

A question	→ She advised me <i>to</i> go to Paris for couture fashion.
“Is that Prada?” “When will the store open?”	By changing the word order
	→ She asked me if it was Prada. → He wanted to know when the store will open.
* Note: <i>that</i> is optional in reporting statements.	

C 1 This can be a challenging question as it requires people to think about why we worry about how others see us.

EQ: *Is the demand for fashion all due to marketing? Do you think designer goods or fashion help or hurt people’s self-esteem?*

C 2 It may be helpful to define what might be considered masculine and feminine things. In some cases, these are historical and cultural differences; for example: a Scottish kilt, South Pacific sarong.

EQ: *What are typical clothes for men and women? Why do we make distinctions between men’s products and women’s products? Do only women have fashion sense?*

3 SPEAK YOUR MIND

This section covers: the essence of fashion, the quality issue in designer goods, designing as a career, and mean using expensive toiletries.

A EQ: *What makes us want to buy new clothes so often? Why do we often find past fashions funny? Give examples?*

B EQ: *Name some designers or designer labels you have heard of. Which kinds of goods do they make?*

C EQ: *What do you think a designer’s life is like?*

D Note: the question about men using grooming products refers to expensive ‘designer grooming products’ like moisturisers, not ordinary products like shampoo and deodorant.

EQ: *One assumption behind the ‘metrosexual’ man is that appearance-enhancing goods are very feminine. Do you agree? Why / Why not?*

**4 WATCH AND LISTEN**

DVD

This video material was produced by the People for the Ethical Treatment of Animals (PETA) in the USA.

Note: the video contains some rather disturbing descriptions of the condition of animals in a fur farm and students should be told this before you watch.

The video talks about a highly publicised campaign: 'I'd rather go naked than wear fur'. While this campaign is a few years old now, the issue of fur has been back in the news with the trend in music videos for displays of wealth and status, in which many rappers and singers, including Jennifer Lopez, Beyoncé Knowles and Lil Kim, appeared wearing fur. Another incident involved the model Naomi Campbell. She had participated in the PETA 'I'd rather go naked...' campaign, but later appeared on a fashion show in Milan wearing fur.

EQ: *What did you think of the 'I'd rather go naked...' campaign?*

4 WATCH AND LISTEN B, C

Answers

B Sample answers: Trapping animals for fur coats is wrong. / Activism can be effective. / Advertising can be useful to change people's attitudes about wearing fur coats.

C In 1990. **2** An (animal-rights) activist in Florida who had a fur protest. **3** There were 779 in 1972, and in 1992 only 211 were left. **4** They get bored and stressed, and hurt themselves. **5** Give them to homeless people, use them to make bedding for orphaned wildlife, distribute them to refugees in Afghanistan.

D The clip shows a homeless woman receiving a fur coat for the winter. Students would probably answer the question by thanking the person and commenting on how warm the fur coat is.

E Students have an opportunity to express their views about the PETA campaign.

5 TEAMWORK

This activity is based on a classic brainstorming technique widely used by groups when they are developing products and processes, for example, engineers and managers.

EQ: *Who might benefit from using SCAMPER? Why? Could you see yourself using SCAMPER in other studies?*

6 CONTROVERSY

This issue touches on an interesting question for a modern society based on equality. Do people with a lot of money have a responsibility to those who do not? Haute couture is for a small elite of very wealthy women, perhaps only 3,000 women in the whole world who afford to buy these clothes regularly. Couture is an extreme example of the maxim 'you get what you pay for'. Haute couture customers pay for the best in original design, fabrics, workmanship and service. It can take up to a thousand hours to make a hand-embroidered evening dress.

Sources

The Art of Couture, Victor Skrebneski

Haute Couture, Harold Koda

The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor, David Landes

www.fashion-era.com

www.pierrecardin.com

www.fashion.dior.com

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

Confessions of a Shopaholic, Sophie Kinsella

The Lucky Shopping Manual: Building and

Improving Your Wardrobe Piece by Piece, Kim France

www.shopping.com

www.shopping.yahoo.com

B Sources

Male Impersonators: Men Performing Masculinity, Mark Simpson.

Both Feet on the Ground, David Beckham

8 CONSUMER STUDIES in English [CLIL]

The theories of American psychologist Abraham Maslow (1908-1970) are often considered the third force in psychology after psychoanalysis

(Sigmund Freud) and behaviourism (B.F Skinner). His view of the causes of human behaviour centred on the need for humans to make decisions to fulfill certain needs. These needs are arranged in a hierarchy from the most basic up. Maslow focused on normal, healthy people, seeking to understand their motivations.

When looking at the Hierarchy of Needs, work from the bottom up.

- Physiological needs are the purely physical needs for basic human existence, including: oxygen, water, food, vitamins, minerals, sleep, physical activity, rest, excretion of waste and sex.
- Safety needs relate to the mainly psychological need for structure in a chaotic world – safety, stability and protection. These could include a safe neighbourhood, stable relationships, job security, insurance, some savings.
- Social needs are the love and belonging needs that make people look for close relationships; for example: marriage, friends, children, or belonging to a group like a church or a gang. Careers come in here because of the human need for human interaction, and there may be associated problems with loneliness and social problems.
- The esteem needs are where Maslow believed that psychological problems in Western society often originate. He defined two types:
 - Higher esteem needs to do with self-esteem, the desire for self-confidence, achievement, independence and freedom.
 - Lower esteem needs relating to the respect of others, the need for fame, recognition, attention, reputation, dignity and dominance.
- Self-actualisation is the idea of becoming the best person you can be. Maslow estimated that perhaps only 2 per cent of people are capable of reaching this level. The idea is that once we have met all the other needs, we may still feel unfulfilled because we are trying to discover and fulfill the calling in life we are most suited for. For Maslow, people such as Albert Einstein, Eleanor Roosevelt and Aldous Huxley are examples of people who have reached this level.

EQ: *Do you think everyone has a calling in life? What do you think your calling in life might be? Do you think it is as difficult to reach the stage of self-actualisation?*

9 FURTHER DISCUSSION

This section covers: the process behind design; the media and fashion trends; art and design; the cost of designer goods, and status symbols.

A Ask students to begin by listing what items are considered designer goods and the adjectives they can use to describe them.

EQ: (adjectives) *How else can we describe these designer goods? How do trends affect designer goods?*

B Students can discuss the images on MTV, by analysing different music videos they have seen.

EQ: *Could these images influence what young people do? If so, should or can anything be done about it?*

C Ask students to think of some famous artists.

EQ: *If these artists were designers, how might they design various households items?*

D Students could start with specific examples: clothes, utensils, glassware, furniture and perhaps refer back to the **5 Teamwork** activity; for example, how replacing different materials might increase or decrease the costs.

EQ: *Fake designer goods are becoming more and more common. Where are these made and sold? Should making and selling fake designer goods be a crime? Would you ever buy fake designer goods?*

E Ask students to think about how we determine the value of anything.

EQ: *How is supply and demand related to status? How do you personally feel about owning designer goods?*

10 **Your answer:** ARE WE ALL FASHION VICTIMS?

This question asks student to focus on the values of Western society. Is materialism positive or negative? Is materialism a means to an end or is it an end in itself? If everyone in society does the same thing, can this action be considered wrong? What is normal and abnormal? Although these questions are meant to analyse society as a whole, students could consider their own buying habits.

WORKBOOK

1 WORD POWER

This activity will give students the opportunity for further practice of the adjectives and tentative expressions.

1 WORD POWER

Sample answers

- 1A** exquisite, **2B** Maybe we could think about buying it?
2A derivative, **2B** It seems to me that we could get something better.
3A spectacular, **3A** Why don't you try it on?
4A impractical, **4B** Does that suggest we should buy a larger one?
5A fresh and functional, **5B** I tend to think it would work well at home.
6A gaudy, **6C** Why don't we try somewhere else?

2 WRITING

2A Sources

Charity, Mark Peterson
Learning About Charity from the Life of Princess Diana, Caroline Levchuck
www.charitynavigator.org
www.charitychoice.co.uk

B Sources

New Complete Do-It-Yourself Manual Reader's Digest
The Book of Home Design Using IKEA Home Furnishings, Anoop Parikh
www.ikea.com

3 SPEAKING STRATEGIES: De-emphasizing

This activity will help students who plan to de-emphasise contradictory points brought up by the invigilator.

3 SPEAKING STRATEGIES

Answers

1 j / g / i **2** f **3** g / i **4** a **5** b
6 e **7** h **8** d **9** j / i / g **10** k

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

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

- 1** keeping up with the Joneses = competing with other people by buying whatever is the latest fashion.
2 trendsetter = someone who starts a fashion trend.
3 empty existence = not emotionally or spiritually satisfying. **4** to pay a pretty penny = to pay a lot of money. **5** upmarket = more sophisticated.

Ask students to use the idioms orally by answering these questions. These can be done as pair work or as a whole class.

- *How do you feel when you buy some new clothes?*
 – Mostly good, but you often have to *pay a pretty penny* for them, which is not so good.
 – I like being a *trendsetter*, so I always like it.
- *Do you think buying things makes you happy?*
 – I think always shopping and buying things might be an *empty existence*.
 – It's difficult to *keep up with the Joneses*. If that's all you worry about, I don't think you'd be happy.
- *Where would you place fashion on Maslow's Hierarchy of Needs?*
 – I think if you are talking about *upmarket* goods, it would be esteem needs.
 – In some countries, I think clothes are really about physiological needs, staying warm, being a *trendsetter* comes second.

WHAT'S NEW!

Communication Objectives: Ss will be able to:
 - express reservations and correctly use the passive verb form.
 - use competitiveness-related vocabulary, phrases and idioms.

Educational Objectives: Ss will explore various examples, roles and effects of competition in society.

Connected Topics:

- The Olympics	- Reality TV
- Artistic competition	- Men versus Women sports
- Intellectual competition of man and machine	- Hierarchical structures
- US athletes and sportsmanship	- Extreme sports
- Beauty contests	- Nationalism and team spirit
	- World records

Grammar: Passive verbs

Key Vocabulary:

beauty contest / pageant	drop-out rate	rub someone the wrong way
blister	etiquette	ruthlessly
blunder	flaunt v	sportsmanship
boast v	heat exhaustion	stakes were high, the stem from
boorish	hierarchy	sunstroke
brute force	implement	team spirit
cap v	landslide victory	triathlon
capitalise	motto	underdog
dehydration	odds on	walkover
draw / tie n	reservation (doubt)	win hands down
	rivalry	

The BIG question: HOW IMPORTANT IS WINNING?

The question here is framed to make students think about what motivates people in the search of success, and whether the end always justifies the means.

VIEWPOINT

Facts: The Academy of Motion Pictures Arts and Science has about 6,000 members most of whom are actors. The Academy Awards, or the Oscars, were first handed out in May 16, 1929.

EQ: *Do you think the Oscars represent the best movies of the year? Is it really possible to compare films or acting performances? What criteria should be used?*

Quotes: Vince Lombardi (1913–1970) was one of the most successful coaches in the NFL, the American football league. From 1959 to 1967, his Green Bay Packers won five championship titles.

EQ: *What do you think of the quote? What kinds of values would be associated with this statement?*

Dwight Whitney Morrow (1873–1931) was a US politician. He began as an investment banker with J.P Morgan and Co., but World War II led him into political life.

EQ: *Do you agree with the quote? Is hard work always given credit? Do winners always deserve to win? Do losers always deserve to lose?*

1 WORD POWER

A gets students to think about some key ideas about competitiveness in terms of how these apply to competitors, and how sometimes apparently negative qualities can be useful for success in sport.

1 WORD POWER A							Answers
2h	3g	4f	5a	6e	7b	8b	

B gets students to practise expressing reservations. At the same time, it introduces new vocabulary and idioms relating to competition.

1 WORD POWER B

Answers

- B 1** There will be a *landslide victory* in the election. **I'm not entirely sure about that. The opposition seems to be doing better in the polls.**
- 2** The Czechs will *win hands down* in ice hockey. **I know what you're saying, but I think they may still face some serious competition from the Canadians.**
- 3** Estonia *is odds on to win* the next song festival. **You have a point there, but I wouldn't discount Britain's or Sweden's entry.**
- 4** It was a *walkover* for our team; the score was 5-0. **That might be true, but they were missing their three best players.**
- 5** New Zealand will *come first* in the race. **That might be true (they have a strong team), but I wouldn't rule out the Australians.**

ARTICLES

Man Versus Machine Chess Match Drawn

This article discusses the continuing intellectual competition between man and machine. As chess is considered one of the most mentally challenging games, it was a natural choice for IBM's computer team to ask arguably the world's greatest chess player, Garry Kasparov. Kasparov was the world chess champion from 1985 to 2000. The X3D Fritz match was one in a series of matches between IBM supercomputers and Kasparov. The first match was with IBM's Deep Blue in 1986 which Kasparov won 3, drew 2 and lost 1. The second match with an updated Deep Blue ended with Kasparov losing 3.5 to 2.5. (Half points mean a draw.)

EQ: *A chess genius is a human being who focuses vast, little-understood mental gifts and labors on an ultimately trivial human enterprise.* (George Steiner) *Do board games like chess prove intelligence? Are these games worthwhile? Why / Why not?*

USOC: Be Good Sports

This article discusses the importance of sportsmanship in international sporting events. In recent years, the

boisterous nature of American athletics has developed a rather bad reputation for the country abroad. The article discusses how the US Olympic Committee is trying to address the situation. It should be noted that much of this phenomena originated in basketball. 'Court talk' as it is known in the US is the very aggressive, almost violent banter between players on the basketball court. It is in some ways a psychological technique to intimidate opponents. Court talk has spread to other popular US sports and has become part of the American sporting experience.

EQ: *Is sportsmanship outdated? Does an athlete represent the values of a country? Why / Why? Are American athletes confident or arrogant?*

2 READING

2 READING A

Answers

A Kasparov used a long-term strategy and kept the game closed (meaning: fewer moves are possible). X3D Fritz tried to keep the game open so it could use 'brute force' calculations to determine the best possible moves out of a larger number of options.

B gives students to express personal feelings and beliefs about competitors and competition.

2 READING B

Answers

- B 1** a) The 4×100 relay was won by the US team.
b) Victory was achieved by Kasparov's long-term strategy.
c) Things had been made difficult in 2000 by boastful behaviour.
d) In closed games long-term strategy can be used by humans.
- B 2** Up to a point Lloy Ball does support being modest, but he thinks boasting is just part of the American fighting spirit.

C asks students to infer about the situations posed in the articles.

1 It may be useful to have students discuss the significance of computers that may be smarter than humans.

EQ: *Is it a positive or negative development?*

2 It may be useful to generalise the question to all celebrities and discuss:

EQ: *Can we know what kind of person a celebrity is based only on press reports?*

3 SPEAK YOUR MIND

This section covers the topics of competitiveness, favourite sports team, intellect versus athleticism and the Olympics.

A EQ: *Which sports do you play or watch? Is amateur sports less competitive than professional sports?*

B EQ: *Which teams are most popular in your country? How else does money affect competition?*

C EQ: *Will computers and machines be better than humans in the future? Why / Why not? Do you like playing board games like chess or trivial pursuit? Why / Why not?*

D EQ: *Are the Olympics the ultimate in human achievement? Why do countries worry about the number of medals won?*

4 LISTEN

DVD

The photos try to show views of beauty that may challenge cultural standards. These include muscular women and plastic surgery beauty contestants.

4 LISTEN B, D

Answers

B (Sample answers) Relationships are a negative thing in the Miss America competition. Contestants must be single, without children and must sign pledges not to date during their reign. Mrs. America allows contestants to be married.

Plastic surgery is discussed as a counterpoint to the other rules about relationships. The Miss America contest does not have any rule against it. In addition, there was recently the Miss Artificial Beauty in China where all contestants had undergone plastic surgery.

American values are discussed briefly in terms of the rules governing the current Miss America contest. Contestants need to be very pure (for example, no marriage, dating or children).

D 1 Atlantic City, USA 1921. 2 She stepped down after rumours she dated several bachelors. 3 Plastic surgery: The Chinese pageant was all about plastic surgery. There is no rule against Miss America contestants having plastic surgery, which assumes some have. 4 For acceptance of AIDS sufferers. The Miss Stigma Free HIV Botswana.

5 TEAMWORK

This activity is designed to give students a chance to discuss both the most popular trend on television – reality TV and one of the most controversial shows on US TV. This activity is based on Celebrity Boxing 1 & 2, in which pairs of well-known, lesser celebrities are pitted against each other. The first show was watched by 15.5 million viewers and featured several matches including one between Tonya Harding (the US figure skater implicated in the assault of a rival US skater) and Paula Jones (a woman who claimed to have had an affair with former President Bill Clinton). The second event featured several matches including a match between Joey Buttafuoco (his young lover killed his wife) and professional female wrestler, Chyna. As reality show formats are often bought by other countries, it is possible that this show will appear elsewhere.

EQ: *What kinds of reality TV shows are there in your country? How are reality TV shows different from other shows? What do reality TV shows say about its viewers, producers and contestants? Would you ever want to be on reality TV?*

6 CONTROVERSY

The debate over equality in funding for women's sports is an offshoot of the larger issue of equality and women's rights. Although you should try to keep the students on the topic of sports and competition, the discussion is likely to incorporate these larger issues of equality. You should therefore be prepared to field questions about women's rights. It may also be worth discussing the professional status of women in different sports; for example: tennis, football, basketball. Note also the way that sports leagues make a distinction between men's and women's sports by adding 'women's' or 'ladies'.

EQ: *Do you think women and men will ever be considered equal in sports? Should they be? Why don't men and women play in the same leagues?*

Sources

Out of Bounds: Women, Sport and Sexuality, Helen Lenskyj
www.dol.gov/oasam/regs/statutes/titleix.htm
www.olympic.org/uk/organisation/missions/women/index_uk.asp
www.wta.com
www.lpga.com
www.nwhlhockey.com

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

Athens to Athens: The Official History of the Olympic Games and the IOC, 1896-2004, David Miller
Tales of Gold, Patrick Collins
www.olympic.org

B Sources

Pageant: The Beauty Contest, Keith Lovegrove
www.msgoldenamerica.com

8 PHYSIOLOGY in English [CLIL]

The triathlon was first created in Mission Bay, California in 1974. Since then, the triathlon has been the benchmark distance for creating ultra-sporting events. Today, there are double, triple, quadruple, quintuple and decatriathlons from Finland to Mexico. The World Championship Decatriathlon was first run in 1995. While it is rather difficult for the average person to understand fully the physical and mental anguish involved, you can get some kind of an idea by reading British ultra-athlete Bobby Brown's blog entry on his website: www.bobbysrun.co.uk/ironman.html. It took him two years to fully recover.

The fastest time for a man was set by Fabrice Lucas in 1997 with a time of 8 days, 0 hours and 26 seconds. The fastest time for a woman was set by Silvia Andonie in 1992 with a time of 10 days, 9 hours, 14 minutes, 52 seconds.

EQ: *Imagine you just finished the event. What would it feel like? Could you see yourself ever competing in this sport?*

Sources:

Going Long: Training for Ironman-Distance Triathlons, Joe Friel
 Triathlete magazine.
www.iutasport.com

9 FURTHER DISCUSSION

This section covers the topics of competition in artistic endeavours, the role of sports on the world stage, the value of sport versus intellect, and record keeping.

A This question picks up from the Oscars statistic and the question in **Viewpoint**.

EQ: *How do subjectivity and objectivity enter into competitions? Are contest judges ever unbiased? Why / Why not? Why do commercially successful authors like Stephen King or Danielle Steele never seem to win awards?*

B Try to discuss the relative values of sport and intellectual ability.

EQ: *How do time, money, energy and society change this relationship?*

C Try to discuss concrete aspects of nationalism.

EQ: *How do you show your nationalism? What are other examples of nationalism you have seen or heard of? Which of the following are acceptable and why: chanting 'We're number 1', painting your country's flag on your face, or booing the actions of other countries' competitors?*

D Try to get students to consider examples of national or world records for different sports.

EQ: *Which sports records have you heard about? Who holds the world record in...?*

10 Your answer: HOW IMPORTANT IS WINNING?

This question attempts to personalise the entire discussion. Here it would be helpful to get students to give concrete examples from school, work, sports,

hobbies, computer games, or elsewhere. You can remind students about the winning paradigm that there is only one winner.

EQ: *If there can be only one winner, should everyone else feel like losers? Why / Why not? How do / should you feel when you lose? Does participation or 'giving it 110 per cent' have any effect on these feelings?*

WORKBOOK

1 WORD POWER

This activity will give students the opportunity to review some key unit vocabulary and further practice using the phrases in **Language Bank 6**.

- | 1 WORD POWER | Sample answers |
|--|----------------|
| 1 I think the opposition party is heading for another <i>landslide victory</i> in the polls. I'm not sure about that... | |
| 2 The Russian team will <i>win hands down</i> in this competition. That might be true, but... | |
| 3 I don't think you can expect rivals to be <i>good sports</i> . You have a point there, but... | |
| 4 The Australian swimmer was the <i>favourite</i> . I'm not entirely sure about that. | |
| 5 Any competition leads to <i>team spirit</i> . You have a point there but... | |
| 6 The game show proved to be a <i>walkover</i> for her. That might be true, but... | |

2 USE OF LANGUAGE: The passive

This activity introduces the students to some biographical information about Arnold Schwarzenegger and his strong competitive streak. It will also give further practice with the passive verb form.

- | 2 USE OF LANGUAGE | Answers |
|---|---------|
| 1 He was thought to be a little crazy, | |
| 2 a year in the Austrian military had to be served. | |
| 3 he would not be given permission | |
| 4 Arnold was not deterred. | |

- 5 Although the contest was won,
- 6 Mr. Europe, the Best Built Man in Europe and the International Powerlifting Championship would be entered and won by him.
- 7 the event would be dominated by Arnold.
- 8 This would be capped

3 WRITING

A Sources

Drug Testing in Sports, David L. Black, ed.
Drug Testing: Issues and Options, Robert H Coombs, ed.

www.olympic.org/uk/organisation/commissions/medical/index_uk.asp
www.drugtestingnews.com

B Sources

The Best American Sports Writing of the Century, David Halberstam, ed.
Associated Press Sports Writing Handbook, Steve Wilstein

www.news.bbc.co.uk/sport2/hi/default.stm
www.espn.go.com

4 IDIOMS

See the introduction to the Teacher's Guide.

- | 4 IDIOMS | Answers |
|--|---------|
| 1e 2d 3b 4a 5f 6c | |
| 1 the name of the game = the most important thing / aim. 2 to play the game = to take part. | |
| 3 a sporting chance = a chance to win. 4 to give someone a run for their money = to make it difficult for someone to win. 5 a whole new ball game = the situation was completely changed. 6 to throw in the towel = to give up / in, admit defeat. | |

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *What would happen if your class played a football match against Real Madrid?*
 – I don't think we would *give them a run for their money*.

- I am guessing that we'd have to *throw in the towel* after the first ten minutes.
- *What does it take to get ahead in ... (business / sport / school)?*
 - I think practice is *the name of the game*. The more practice you get, the better you'll be.
 - If you want to succeed, you have to *play the game*.
- I think today *it's a whole new ball game*, a team needs lots of money to be the best.
- *Do you ever feel sorry for losers?*
 - I do, when I know they don't *have a sporting chance* like when too many players are injured.
 - I don't. You should know when to *throw in the towel* and accept defeat.

WHAT'S NEW!

Communication Objectives: Ss will be able to:
 - defend a point of view and correctly use transitive and intransitive verbs.
 - use economics-related vocabulary, phrases and idioms.

Educational Objectives: Ss will explore the impact of different economic indicators on the global economy.

Connected Topics:

- Consumer spending	- Fair trade and free trade
- Unemployment	- Oil and other commodities
- Agricultural subsidies	- Privatisation and nationalisation
- Internet economy	- Black market goods
- War and economic progress	

Grammar: Transitive and intransitive verbs

Key Vocabulary:

across the board	decrease v	gross national product	subsidy
assets	depression	inflation	spawn v
black economy	fair trade	privatisation	target
close a deal	free trade	recession	transaction
commodity	free-market economy	robust	watchdog
concession	gross domestic product	scrap	

The BIG question: DOES ECONOMICS REALLY AFFECT ME?

This question deals with the distance that many people feel from the larger economic issues.

lower, and demand for products / commodities is often higher.

VIEWPOINT

Facts: The statistic on consumer spending shows how dependent the USA and the world economies are on US consumers' spending habits. Consumers in the US are spending more and more using consumer debt (credit cards and mortgages). Many economists worry that this level of consumer debt will lead to problems, as consumers may not be able to maintain this level of debt.

Quotes: Jay Leno is a popular late-night talk show host in the US with the long-running Tonight Show.

EQ: *Do you agree with the quote? Do we take unemployment rates seriously enough? Why do unemployment rates not have the same emotional impact as the effects of unemployment on individuals?*

1 WORD POWER

A asks students to use intransitive verbs in **Language Bank 7** to describe the graph in **Viewpoint**. In the economy, when the GDP is high, generally output is higher, unemployment is

1 WORD POWER A**Sample answers**

After 1980 growth declined / decreased / went down, but by 1985 GDP had gone up / increased again. / In the 1990s growth went down at first, then increased / went up around 1995. In the late 1990s growth increased sharply but dropped in 2000. After 2005 it stopped expanding until 2007.

B introduces new economics-related vocabulary that will be discussed in the unit and gives students practice in defending or rejecting the statements. Note: 'I can't accept that' and 'I think you might be mistaken' are most often used as interjections and should go at the beginning of the sentences.

1 WORD POWER B**Sample answers**

1 If you look at the facts, you can see that the bubble collapse DID affect the economy.
2 It seems clear that we DID have a recession from 1988–1991.
3 I think you might be mistaken. Commodities would NOT have sold better in 1991 than 1984.

4 Perhaps you are overlooking the fact that high growth that year would mean relatively low unemployment. Unemployment rates would probably have been highest in 1982.

5 I can't accept that. We do NOT see steady growth from 1990 to 1998.

C gives students an opportunity to discuss aspects of economics.

ARTICLES

Farm Subsidies Key as WTO Works on Trade Plan

This article discusses an important international trade issue: farm subsidies for farmers in developed countries. As much of the developing world relies on agriculture as a major source of employment and income, levels of poverty and development will not change significantly until the issue of subsidies is resolved. In the developing world, farmers can produce much more cheaply but they have no subsidies to help them.

EQ: *Will free trade solve all the problems in developing countries? Why do developed countries promote free trade but keep farm subsidies?*

Virtual World Grows Real Economy

As will be further discussed in Unit 12, playing games on line is increasing. Cheaper high-speed internet access means there are now a few dozen video games played by multiple players on different types of PC and gaming consoles. Computer industry analysts are predicting even more in future decades.

EQ: *Do you see Norrath as a real economy? Why / Why not? How do you feel knowing that Norrath as a virtual economy is wealthier than over a hundred other real countries?*

2 READING

2 READING A

Answers

A 1 Switzerland (get most) **2** European Union (37%) **3** United States (18%) **4** New Zealand (get least)

B You can bring up the issue of both the real and virtual economies mentioned in the second article.

For virtual economies, it would be helpful to mention the importance that some people place on entertainment activities like video games.

EQ: *How important are video games to you? Do you think you could make a living playing video games?*

2 READING B, C

Answers

B 1 enthusiast **2** currency **3** robust **4** transaction

C 1 (Sample answers) Less competitive farmers in developed countries would want to keep farm subsidies, as without subsidies they could go out of business. Large agri-businesses receive much larger amounts of subsidies compared to small farmers, but these large-scale farming operations are also highly profitable. Farmers from developing countries would not have to compete against artificially low prices from developed countries and would earn more, and poverty levels would go down. US and EU food manufacturers would be likely to begin importing more commodities from developing countries, as these would be cheaper.

C 2 You can bring up the issue of both the real internet economy and the virtual economy in Everquest's Norrath. For virtual economies, discuss with students the importance that they place on entertainment activities like video games.

EQ: *How important are video games to you? Would you ever make real-life purchases to help you in a video game?*

C 3 It is a simple question of supply and demand. The 'platinum pieces' are in demand, and the good players are willing to supply these. This is what happens in real economies.

3 SPEAK YOUR MIND

This section covers: trends in the economy, effects of social or political developments in the world on the economy, tax and IT industry compared to agriculture.

A EQ: *Do you ever read the financial pages of a newspaper or watch reports about the economy on television?*

B EQ: *How has the 2004 Asian tsunami affected the economies of Asian countries? How has the Iraq war affected the world economy?*

C EQ: *Should everyone pay the same rate of tax?*

D EQ: *How have computers affected business? Do many people work in agriculture in your country?*

4 LISTEN

DVD

The photo is of an American soldier in Iraq. You can try to get students to think about current conflicts around the world. The dichotomy is that industry usually benefits (military, oil, (re)construction), but war often has a financial impact on the ordinary people through destruction of buildings and infrastructure.

4 LISTEN B

Answers

B 1 By printing more money, which leads to inflation.

2 High inflation, so food costs went up and in Germany prices went up every day; very high unemployment.

3 21 per cent

4 15 per cent

C 1 Like a jolt / shock of electricity to get the economy started. **2** Women took on jobs in industry, but there were still labour shortages. **3** Not clear yet; it had a bad effect on the Iraqi economy and an impact on the price of oil (negative), and on consumer and business confidence.

5 TEAMWORK

For many students, pensions and retirement may not seem relevant to their daily lives. It will affect them, however, because when they start work they will have to pay for pensioners and towards their own pensions when they retire. Many of the options in the activity would have a direct effect on students and their lives; for example, cuts in education or healthcare; people having to retire later.

6 CONTROVERSY

The Fairtrade movement began in 1986 in the Netherlands when Max Havelaar created the first Fairtrade label for coffee from Mexico. There are now 19 different international Fairtrade organisations, under the umbrella organisation Fairtrade Labelling Organisations International.

For many developing world farmers, it has been a lifeline. Different food commodity markets have

dropped since the late 1990s; for example, in the coffee market between 1994 and 2001, the price of robusta beans (used for instant coffee) dropped from 180 cents / lb to 17 cents / lb. For a cappuccino in a London café costing £1.75, a grower might get around 5p. As a result, many farmers have had to abandon their fields or in some cases even turned to growing illegal crops like coca or opium poppies, which provide more income.

Fairtrade pays a premium price to producers for all products carrying its label, so coffee growers can make more through Fairtrade than ordinary markets.

Sources

www.fairtrade.org.uk

www.fairtrade.org.uk/downloads/product_prices.xls

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

www.cia.gov/cia/publications/factbook

news.bbc.co.uk/1/hi/country_profiles/default.stm

www.economist.com/countries

B Sources

The No-Nonsense Guide to Fair Trade, David Ransom
The Conscious Consumer: Promoting Economic Justice through Fair Trade, Rose Benz Ericson

www.fairtrade.org.uk

www.fairtradefederation.com/

8 BUSINESS STUDIES *in English* [CLIL]

The airline industry has had a lot of financial difficulties since 2001. After the World Trade Centre attacks (11 September 2001) many in North America and Europe were afraid to travel by air, then there was an outbreak of SARS (Sudden Acute Respiratory Syndrome) in some Asian countries. The second war in the Persian Gulf (the Iraq War) began in March 2003, and some travellers cancelled their bookings. The real problem for the airline industry, however, was the rapid rise in oil prices. (Note: The price of oil has always been calculated in US dollars.)

Mention to students the dramatic oil price rise. To stay in business airlines have begun to cut costs

by cutting jobs and wages. Many have also added fuel surcharges to the price of air tickets.

EQ: *Has your attitude to air travel changed since the 11 September attacks, SARS and the war in Iraq? If you were the head of an airline, what would you do to manage the present situation?*

9 FURTHER DISCUSSION

This section covers: unemployment, moving jobs to other countries, the black economy, the privatisation debate.

A This question picks up on the quote in **Viewpoint**.

EQ: *Is the government doing enough to create jobs? What can the government do about unemployment? What kind of help do unemployed people get?*

B Discuss the outsourcing trend to countries like China (manufacturing) and India (IT / customer helplines).

EQ: *Is your country very competitive in getting new companies? What would you think of major companies from your country moving away for cheaper taxes? Is paying taxes a patriotic thing to do?*

C Discuss which kinds of goods are produced or imported illegally (computer software, CDs, DVDs, brand name clothing)? (Note: *Black economy* = *black market* AmEng)

EQ: *Do you see piracy (software, brand-name clothing, CDs) as theft? Why / Why not? Would you buy these goods?*

D Ask students to consider examples of privatised or government-controlled companies where they live.

EQ: *Why do you think businesses might be more efficient than governments?*

10 **Your answer:** DOES ECONOMICS REALLY AFFECT ME?

This question aims to take the idea of economic issues from the abstract to the personal. Students might question how their life might be affected if there was a deep recession, stock market crash or banking crisis; for example, unemployment,

bankruptcies, cutbacks in the public sector (effects on education or healthcare), freezing of bank accounts, ability to buy a home. The students can think of what they can actually do to stimulate the economy – spend more, buy a house, invest more, start their own business (creating jobs), further education or training, pay taxes.

WORKBOOK

1 USE OF LANGUAGE: Transitive and intransitive Verbs

This activity will introduce students to the tremendous growth in the Chinese economy. At the same time, this will get students to review the key grammatical structure of the transitive and intransitive verbs. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE in English.

1 USE OF LANGUAGE

Answers

(several verbs possible)

- 1 rose / increased / expanded / grew / went up
- 2 declining / decreasing / dropping / going down
- 3 pushed up / increased / expanded / boosted
- 4 go up / increase / expand / grow
- 5 went up / was up / increased / expanded / grew
- 6 went up / were up / increased / expanded / grew
- 7 declined / decreased / dropped / was down
- 8 cut / decrease

2 WRITING

A Sources

Job Creation in America: How our Smallest Companies Put the Most People to Work, David Birch
Green Job Creation in the UK, Victoria Wiltshire
www.europa.eu.int/scadplus/leg/en/s02304.htm
www.tbr.co.uk/consultancy/projects/dti_job_generation

3 SPEAKING STRATEGIES: Discussing graphs

This activity will help students who are using graphs in language presentations to use the appropriate phrases for pointing out key facts and figures.

3 SPEAKING STRATEGIES**Answers**

1e 2d 3a 4c 5b

4 IDIOMS

See the introduction to the Teacher's Guide.

4 IDIOMS**Answers**

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

1 to fall off the back of a lorry = to be stolen.

2 to be the driving force behind = to be the main force pushing or making changes.

3 cracks in the relationship = first difficulties in the relationship.

4 to be caught in the poverty trap = to be poor and not able to change this.

5 to be in the red = to be in debt.

6 to have a windfall = to receive some good luck, often money (sometimes a large amount) unexpectedly.

Ask students to use the idioms orally by answering these questions. These can be done as pair work or as a whole class.

- *What do you think of Kofi Annan's attempts to put poverty at the top of the UN agenda?*
 - I think it's good that he was *the driving force behind* this measure.
 - Many people around the world are caught in *the poverty trap*. You need some large organisations to help if you want things to change.
- *How would it affect the economy if your city were chosen to host the Olympics?*
 - I think it would be like having a *windfall*. A lot of money would be spent on new facilities and lots of jobs would be created.
 - I think there might be *some cracks in the relationship* with other parts of the country.
 - If we were in *the red* before, we wouldn't be afterwards.
- *How does poor government regulation affect the economy?*
 - I think it allows for a black economy to develop; more people sell things that have fallen off *the back of the lorry*.
 - I think it can cause some *cracks in the relationship* between business and government when government does decide to take tougher actions.
 - I think a country can quickly be in *the red* if it doesn't collect taxes efficiently.

WHAT'S NEW?**Communication Objectives:**

Ss will be able to use phrases or grammar from:
 Unit 1: Contradicting expressions / Expression used before challenging
 Unit 2: Signposting phrases: Sequence / Inferring
 Unit 3: Expressions for downplaying / Justifying an argument
 Unit 4: Modifying words / Expressing beliefs
 Unit 5: Adjectives (grammar) / Expressing opinions tentatively
 Unit 6: The Passive (grammar) / Expressing reservations
 Unit 7: Intransitive and Transitive verbs (grammar) / Defending a point of view

Educational Objectives:

Ss will explore the issue of equal opportunities for both genders.

Connected Topics:

- Vampire mythology - Unconventional occupations
 - Superheroes - Historical inequalities

Grammar:

Phrasal verbs Idioms

Key Vocabulary:

alacrity	flank v	remains
be clued into	flaw	scowl
come to one's senses	fleeting	skull and crossbones
cope	frown	spot v
countenance	glower	stagger
cremate	headstone	stake
crooked	husk	stand one's ground
crumbling	jargon	stranded
dart v	lay to rest	stuffed
denial syndrome	lumber	taut
depleted	lunge	undertaker
easy pickings	newbie	vamp
eccentric	no muss, no fuss	wadded
exterminator	prey	yank v
feeding frenzy	pro prowess	
ferocity	puffy	

EXTENDED READING: Background Information

This extract was taken from an original novel called *Prime Evil* based on the popular American TV series *Buffy the Vampire Slayer*, which ran for seven seasons. The programme is about an ordinary California high school student who was chosen by some higher powers to be the only killer (slayer) of vampires on Earth. She is endowed with incredible strength and speed, but she can be killed. Buffy is not entirely alone, however, she gets help from a Watcher (an advisor), who also happens to be the school librarian. Her friends also help her fight various vampires and demons.

EQ: – *Have you seen this television programme before? What do you think of the idea of the*

programme? Who do you think this programme appeals to more: men or women? Why? Why would either group want to watch this show?

– *How does having a female lead instead of male lead character make this programme different?*

– *Do you believe in the supernatural (vampires, ghosts, werewolves)? Why do people believe in these? Why do you think these myths have survived so long?*

1 READING

A is a common skimming activity. It will help students writing the Reading part of the CAE, the Trinity Controlled Writing ISE III section, IELTS Reading Part 2, and IGCSE Reading Parts 1 and 3.

1 READING A, B, C**Answers**

A 287 lb: the weight of Big Jack Perkins, the latest vampire victim (para 19, page 37)

Jelly: peanut butter and jelly (or jam in Br Eng) is a popular sandwich filling the USA (para 13, page 36)

Butterflies: tattoo pattern (para 3, page 36)

Car: a motorist's car has broken down near the graveyard (para 22, page 93)

B 1 Joyce is not able to help Buffy in her dangerous job. Joyce wants to make sure that the few things that she can help with are done to the fullest; that is, making Buffy eat so much.

2 Two reasons, people in Southern California drive their cars everywhere and people generally realised that the streets were dangerous at night (Too many people never returned from walking the dog).

3 She heard that he Big Jack Perkins had been attacked and killed when closing up Tom's Tattoo Emporium.

C (Sample answers) **1** Vampire myths include: You need to 'kill' vampires by staking them through the heart. Vampires die, but come back from the grave. Vampires drink blood, so they bite people with fangs and kills people. Sunlight can kill vampires.

2 IDIOMS

This activity follows the specifications of the Trinity syllabus Grades 10 and 11 which call for students to have a good understanding of and ability to use various idioms. The correct use of idioms will help students in other exams as well.

2 IDIOMS**Answers**

A 1 to be laid to rest, **2** to come to terms with, **3** easy pickings, **4** to meet someone's match, **5** to take a break

B 1 Six hours of studying? You should *take a break* and come and play tennis with us.

2 They had trouble *coming to terms* with the death of their grandmother.

3 The zebra *was easy pickings* for the lions as it stood alone in the tall grass.

4 Oscar Wilde, Jim Morrison and Edith Piaf *were laid to rest* in the same cemetery in Paris.

5 The chess champion had *met his / her match* in the latest supercomputer.

3 UP IN ARMS

This section follows the specifications of the Trinity syllabus Grades 10 and 11, which call for students to have a good understanding of and ability to use various phrasal verbs. It may be worthwhile to practise these verbs further. The correct use of phrasal verbs will help students in other exams as well.

As these verbs all deal with physical movements, you could get students to play 'charades'. Write the different verbs on small pieces of paper. Put the pieces of paper in a cup or box. Ask a student to pick out one piece of paper and to act out the verb (without talking), while other students try to guess it.

3 UP IN ARMS**Answers**

set down	throw away
wiped off	pull
dipped in	shove
served	threw
reached for	grab
set aside	yank
stack <i>something</i>	claw
clear (<i>the table</i>)	grip
flip open something	threw someone's
dump	arms around
hesitate (<i>pause in action</i>)	drive (<i>a stake</i>)
place back	brush off
roll	fist

4 PORTFOLIO WRITING

A You should remind the students that this is a first-person point of view, for example, Joyce might say: "I cooked Buffy dinner before she went out."

A Sources

Buffy the Vampire Slayer: Prime Evil, Diana G. Gallagher. London: Pocket Books, 2000.

The Elements of Style, William I. Strunk.

<http://owl.english.purdue.edu>

B Sources

How to Write Short Stories, S. Peterson.

www.bbc.co.uk/cult/vampires

www.short-stories.co.uk

www.classicreader.com/toc.php/sid.6

5 INTERACTIVE TASK

This activity is directly based on the Interactive Task phase of the Trinity Language Spoken Exam Grades 10 and 11. It would also be useful practice for developing stronger communicative skills and confidence for Parts 3 and 4 of the spoken phase of the CAE English exam.

This activity requires students to lead the conversation, which can be a challenge for some students. It is important that you go round the room to monitor the students' communicative leadership in this activity. They should be commenting and asking their partner questions. Silence is not an option; it is up to them to keep the dialogue active and flowing if, and when, their partner begins to falter. They should already have

experience with leading the dialogue during **Teamwork**, presentation and **Further Discussion** activities in previous units.

To help in general, you can get students to think of the different brainstorming activities they have encountered so far in the Teamwork activities.

Comment 1: If students seem to have trouble beginning, you can help them by suggesting that they brainstorm some well-known action films. Have they seen these films?

Comment 2: If students are having trouble beginning, you can help them by suggesting they brainstorm more strong fictional women figures from films and television. Are they the same as or different from ordinary women?

EQ: *Does this worry you at all? Is there anything that can be learned by these previous catastrophes? How are these previous catastrophes different from what might happen? Would humans survive?*

About half of the people aged 10–19 are poor. A quarter of them survive on less than \$1 dollar a day. These young people also represent half of all new HIV infections. Young girls are often marrying and having children at too young an age. In 2000, a special UN summit developed the Millennium Developments Goals (MDGs), which had, among others goals, to halve poverty by 2015. These goals are already behind schedule.

Source:

www.unfpa.org/swp/swpmain.htm

EQ: *Does this information make you optimistic or pessimistic? Why? How can young people help with the problems with the Earth? Do you think most young people care about the future of the Earth? How often do you think about the environment and other problems? What effect would worrying about things all the time have on someone?*

Quotes: Richard Buckminster ‘Bucky’ Fuller (1895–1983) was an American designer, architect and inventor known for his geodesic domes. Later, the spherical molecules, carbon-60, were nicknamed ‘bucky balls’ after his geodesic designs.

EQ: *How well do you understand how the Earth works? Do you see humans as the drivers of the planet? Are we good or bad drivers?*

Photos: The photos are linked to questions to encourage students to think about overpopulation and the destruction of the environment.

1 WORD POWER

A gets students to consider the most likely threats to life on Earth and the causes for the next mass extinction. This activity can be extended by getting students to agree or disagree with other students. If they agree, they should try to use the affirming phrases from **Language Bank 8**.

B gets students to practise the affirming phrases from **Language Bank 8**. Note: Mention to students that they may need to adapt the phrases in Language Bank 8 replacing ‘you’ with ‘pessimists’ in these phrases.

1 WORD POWER A, B

Answers

A Control over: nuclear war, overpopulation, global warming, pollution, thinning of the ozone layer, shortage of fresh water, infectious diseases, loss of biodiversity. (Sample answers) Well, most other mass extinctions have resulted from asteroid impacts, therefore, I think it would probably be the most likely. – **I have to admit, you are probably right there.** / I would guess that overpopulation will be the reason. We are able to sustain life at the moment with over 6 billion people, however, the number of humans is expected to grow to 9 billion by 2050. – **That’s a good point.**

B (Sample answers) **1 I completely agree with** the pessimists who say politicians are not doing enough about / to stop pollution. **2 I have to admit** the pessimists are probably right there when they say that politicians aren’t doing enough to stop nuclear war.

ARTICLES

North America, Europe May Cool in Warmer World

This article takes up a much less discussed point about the possible impact of future global warming. If the Earth heats up by a few degrees along the Equator, it will heat up many degrees more in northern regions and at the poles. Initially, the climate would be warmer in northern regions, causing the melting of the polar ice caps. This would slowly release millions of litres of fresh water into the oceans, and the rising water could flood many coastal cities.

There is another worse consequence. Scientists have come to understand that the Gulf Stream that supplies Europe and eastern North America with warmer weather could shut down, making Europe and eastern North America much colder. This would have a significant impact on agriculture (imagine no grape growing in France), trade (frozen sea ports and rivers in Northern Europe) and energy costs (energy needs for heating would increase; many houses are not insulated).

EQ: *What’s the warmest and coldest weather you have experienced? How might your city be different if it were 10°C warmer or colder throughout the year? Do you think politicians in your country or others take global warming seriously?*

Open to Attack

This article discusses developments regarding infectious diseases. Besides the two cases mentioned in the article, anthrax and foot-and-mouth disease, there have been several cases of infectious disease since 2001. Severe acute respiratory syndrome (SARS) in 2003 killed 10 per cent of the 8,096 people infected in 28 countries. Avian influenza ('bird flu') in 2003 / 2004 killed 58 per cent of the 88 people infected in three countries. If this bird flu virus begins to spread through human-to-human contact, a pandemic may be possible. Already a problem in the UK and other European countries, Bovine spongiform encephalopathy (BSE, also called 'mad cow disease') was detected in 2003 in Canada and the United States. In 2005, a killer Asian influenza virus was accidentally sent in a standard lab testing kit to labs in 18 countries. It could have caused a pandemic similar to 1957 in which between 1 to 4 million people died. People born after 1968 have little or no immunity to the virus.

EQ: Which diseases around the world worry you? (e.g. AIDS, malaria, Ebola, dengue fever, tuberculosis, leprosy) How likely is it for someone from your country to contract these diseases? What is the relationship between poverty and disease?

2 READING

A is a skimming activity that requires student to find differences in how global warming will affect different countries.

B gets students to find answers to specific information in the article. See **Articles** section above.

C 1 This question tries to put the reality of the colder temperatures in context.

C 2 This question gets students to consider the reasons for experimenting with germs. You may want to help them by asking leading questions.

EQ: Should governments be experimenting with lethal viruses? If so, what can be learned from these experiments? If not, why not? There are permanent nuclear and chemical weapons inspectors, but no permanent biological weapons inspectors. Why do you think this is?

2 READING A, B, C

Answers

A (Sample answers) Eastern Canada / US are incorrectly assumed to not be affected by the stopping of the Gulf Stream, but they too would experience colder temperatures. / Scandinavian countries will actually see a drop in temperature of 5–10°C. Germany will see a drop in temperature of 3–4°C. / Australia and France are getting too hot and too dry causing forest fires.

B a) Global warming melts the polar ice caps, which release lots of cold water into the North Atlantic and this could stop the warm Gulf Stream / current of warm waters from the Gulf of Mexico towards Europe. **b)** Diseases: anthrax, foot and mouth disease; viruses: mousepox virus. Anthrax killed five people; mousepox accidentally created might have been used to create a dangerous bioweapon; because of foot and mouth disease in the UK four million animals were slaughtered and around £3 billion lost in trade and tourism and the cost of eradicating the disease.

C 1a) (Sample answers) Germany might not be able to grow so many crops – no beer, wine, grain or other agricultural goods. It could affect the economy, tourism and transport. **1b)** Sweden would definitely not be able to grow many crops. It would also affect the economy, tourism, trade and transport. It might make the EU's Common Agricultural Policy unmanageable, if many northern countries were no longer active food producers.

3 SPEAK YOUR MIND

This section covers the topics of global warming, the Kyoto Protocol, rainforest depletion and epidemics.

A Global warming – **EQ:** What effects will global climate change have on you and your country? How would the projected 50 cm to 2 m increase in sea levels by 2100 affect your country? What impact would this have on countries near sea level like the Netherlands, the Maldives or Bangladesh? Does global warming worry you? Why / Why not?

B Kyoto Protocol – **EQ:** Carbon dioxide (CO₂), methane (CH₄) and nitrous oxide (N₂O) are the three

main 'greenhouse' gases (six gases in total). Where and how are they produced? (e.g. CO₂ – cars, humans / animals, industry; CH₄ – industrial livestock (cows, pigs), rotting vegetation (hydro-electric dams); (N₂O) – cars, industry, industrial agriculture.) Do you support cutting greenhouse gases? Even if it hurts the economy or means losing your job? Which is more important – the economy or the environment? Why? Is it possible to have a healthy economy and a healthy environment?

C Rainforest – EQ: Why are plants and trees important to the world climate? Is deforestation a problem in your country? Why / Why not? When the environment conflicts with human development, which usually wins? Which should win? Why?

D Epidemics – The 1918–19 Spanish Influenza pandemic killed between 20 and 50 million people around the world, that is more people died than were killed in World War I. About 10 per cent of the global adult population died.

EQ: Will the next pandemic be natural or manmade? How would more air travel increase its spread? Are we ready to deal with a global pandemic? Global warming is expected to spread tropical diseases (malaria, yellow fever) to warmer Northern countries. What impact might this have?

3 SPEAK YOUR MIND A **Answers**
A (Sample answer) Greenhouse gases insulate the Earth's atmosphere. This traps the heat given off by the sun. Temperatures rise around the world / globally.

4 LISTEN

DVD

This audio clip deals with Bjorn Lomborg, a controversial Danish professor of statistics. After reading a book by American economist Julian Simon, Lomborg, a self-professed green, tried to debunk Simon's theories that the Earth was in fact getting better. As Lomborg wrote in his 2001 book, *The Environmental Skeptic* (note AmEng spelling), he actually found Simon's arguments to be statistically sound. He contends that mortality rates, consumption rates, natural resource supplies and several other points are getting better. He has many notable critics especially for his suggestion that the money to be

spent on the Kyoto Protocol (up to \$350 billion) would be better spent elsewhere. Lomborg suggests in a pure cost-benefit analysis it would be better to spend that amount of money on bringing clean drinking water to developing countries.

4 LISTEN B

Answers

B 1 Greenpeace, 2 American economist, 3 debunked, 4 Kyoto Protocol, 5 \$350, 6 sanitation, 7 comparisons, 8 ice cream. **C** (Sample answer) Lomborg might say that he thinks global warming is real but we only have a limited amount of money to spend so the Kyoto Protocol looks too expensive for the results we might get.

5 TEAMWORK

This activity is based on the situation in Yellowstone National Park, which stretches across three US states – Idaho, Montana and Wyoming. The last time Yellowstone Supercaldera exploded 640,000 years ago, it left a giant crater, killed everything in within 1,600km, and spread volcanic ash across western North America. Today, Yellowstone is a fairly active geological region, with active geysers, hot springs and between a thousand and three thousand earthquakes every year. More recently, geologists have discovered a large bulge, about the length of seven football pitches, beneath Yellowstone Lake, which is evidence of a build-up of gas or magma. The scenario is based on what geologists believe would have happened during the last eruption, however, make sure that students know that geologists are only moderately concerned. The odds of another caldera-size eruption are less likely than winning a lottery.

Source:

www.nps.gov/yell, <http://volcanoes.usgs.gov/yvo>

6 CONTROVERSY

The issue of overfishing is a very serious global issue. A large part of this problem is created by governments which give large subsidies to commercial fishing fleets. The World Wildlife Fund estimates that government subsidies account for almost 20 per cent of the value of the world's annual commercial fish catch, an estimated \$76–\$80

billion. The countries which subsidise most are Japan, the USA, China and from the EU. An example of what may happen can be seen in Canada's east coast cod fishery. Once the largest supply of cod in the world, this fishery closed completely in 1992 due to depleted stocks, and these stocks have still not recovered. The problem does not have any easy solution, but many national politicians want to keep subsidies because they do not want to lose votes from fishing communities if jobs are lost.

EQ: *Do you go fishing or eat fish often? How would unemployed fishermen earn a living? What problems would coastal communities face? Is fish farming the solution? What would happen if there were no fish left?*

Source:

www.fao.org, www.wwf.org

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

The End of the Line: How Overfishing is Changing the World and What We Eat, Charles Clover
Fish, Markets and Fishermen: The Economics of Overfishing, Suzanne Ludicello

www.panda.org/stopoverfishing, <http://archive.greenpeace.org/oceans/globaloverfishing/deadahead.html>

B Sources

Catastrophe: Risk and Response, Richard A. Posner
www.aoml.noaa.gov/general/lib/hurricbro.html
www.bt.cdc.gov/disasters, www.unep.org

8 METEOROLOGY in English [CLIL]

The El Niño Southern Oscillation (ENSO) has an enormous effect on global weather patterns. El Niño (Spanish for 'the child') was named after the Infant Jesus by early Peruvian fishermen who noticed the unusually warm water around Christmastime. El Niño (ENSO warm episode) pushes warm water from Australia / SW Pacific Ocean to the west coast of South America. La Niña (also called the 'Little girl', 'El Viejo', anti-El Niño, or a cold episode) pushes cold water from Antarctica up towards the west coast of South America and toward Australia.

These warm / cold movements have alternated regularly in past centuries with fairly even numbers of warm and cold years; since 1950, however, climatologists have noticed a trend in which El Niño occurred 31 per cent to 23 per cent for La Niña (the remaining time was normal). Since 1990 El Niño occurred five times compared to two for La Niña. Some climatologists, such as Kevin Trenberth of the US National Center for Atmospheric Research, believe that global warming is contributing to more frequent and intense warm episodes, but computer models can not yet prove this conclusively.

The effect of more El Niños has led to dramatic changes in weather. Oceania, north and east Australia, SE Africa, NE South America, the Indian sub-continent, western North America and the southern Caribbean had extremely dry weather, causing fires and droughts. Other regions, such as the SE United States, Central Africa, NW and SE South America and Northern Europe, saw more floods and landslides.

EQ: *Do you think El Niño has affected your country? Have there been very wet or very dry years? Have you ever had floods, landslides, droughts or large fires? If so, what happened? If not, what effect would these have? How might changing weather patterns affect your country?*

Sources

Our Affair with El Niño, S. George Philander
El Niño: The Weather Phenomenon that Changed the World, Ross Couper-Johnston
www.cpc.ncep.noaa.gov, www.pmel.noaa.gov,
www.cdc.noaa.gov

9 FURTHER DISCUSSION

This section covers the topics of: Malthus' population theory, reliance on technology, religion and apocalyptic beliefs, and apocalyptic film plots.

A Try to get students to consider the current 6 billion population and the projected 9 billion by 2050 and the resources available on the Earth.

EQ: *What effects does human overpopulation have? How large is your country's population? Is it increasing or decreasing? What social, economic and political effects might this have? Genetically modified (GM) foods may provide a solution to world hunger. Do you agree with GM food production?*

B This question looks at the belief that technology can solve most of humanity's problems.

EQ: Give some examples where technology has solved world problems. Give examples where technology has created world problems. Given that most technology is developed for business purposes, is there a market for saving the environment?

C Some conservative US politicians openly advocate anti-environmental policies on religious grounds. See also www.apocalypsesoon.org and www.raptureready.com.

EQ: What do different religions believe about the end of the world? The environmental movement is a 20th century phenomenon. Most religions are many centuries old. How can you reconcile ancient beliefs with the modern world?

D Some apocalypse movies: *Armageddon*, *The Core*, *Deep Impact*, *Independence Day*, *Godzilla*, *Outbreak*, *Hellboy*, *28 Days Later*, *The Day after Tomorrow*, *Terminator 1, 2 and 3*, *Constantine*, *Dr. Strangelove*, *Planet of the Apes*, *Mad Max*.

EQ: Why do you think the media is so interested in doomsday scenarios? Are films about the end of the world just light entertainment or just in bad taste?

10 Your answer: DOES THE EARTH NEED RESCUING?

This question tries to get students to address the main theme of the unit: Are they optimistic or pessimistic about the future of the Earth? Optimists can discuss what will lead to these improvements (e.g. technology, human activity) and whether the Earth's looming environmental catastrophe has been overstated (e.g. the environmental sceptic, Malthus and GM foods). Pessimists can discuss what can be done locally and globally to help (e.g. grassroots action, changing government policy, ending subsidies).

WORKBOOK

1 WORD POWER

This activity will give students the chance to practise signposting words for arguments from **Language Bank 8**.

1 WORD POWER

Answers

- 1 Although / Whereas 2 As a result
3 Similarly 4 However / But
5 In the same way / Similarly / As a result.

2 USE OF LANGUAGE: Verbs and prepositions

This activity gives information about the problems relating to geomagnetic reversal, the process in which the Earth's magnetic poles are reversing. The magnetic field around the Earth protects all life from lethal cosmic radiation. During these reversals, the field weakens and cosmic radiation can shower the Earth killing everything. The activity is based on an activity type for the CAE and CPE exams.

2 USE OF LANGUAGE

Answers

- 2 1 to 2 of 3 by 4 in 5 during 6 up
7 off 8 with 9 from 10 up 11 about, by

3 WRITING

A Sources

OECD, *Energy to 2050: Scenario for a Sustainable Future*
Global 2050: A Basis for Speculation, John Cole
www.futurist.com, www.census.gov/ipc/www/worldpop.html
www.wfs.org

B Sources

Terraforming: Engineering Planetary Environments, Martyn J. Fogg
A Traveller's Guide to Mars, William K. Hartmann
www.redcolony.com
www.bio2.com

4 IDIOMS

4 IDIOMS

Answers

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

1 the tip of the iceberg = only a small part of the whole (often used for a problem). 2 to turn over a new leaf = to change one's ways / what you do.

3 a recipe for disaster = very likely to lead to a very negative result. **4** to go against the grain = to go against your or other people's wishes. **5** a small world = for unexpected connections between people or things that seemed unknown to each other / unconnected. **6** a ray of hope = some hope.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *How worried are people in your country about environmental problems?*
 - I think they've *turned over a new leaf* since the 1960s. Many people are concerned about the environment today.
 - It's such *a small world*. I wouldn't have thought that something like El Niño so far away could affect the weather here.
- I think you are *going against the grain* if you are not worried about the environment.
- *Does it bother you that so many species are dying out?*
 - I think there is still *a ray of hope* that things will improve. I mean at least everyone is discussing it now.
 - I've heard that the loss of species today is just *the tip of the iceberg* compared to the future. Millions of species could die because of global warming.
 - Yes, I think it would *a recipe for disaster* if today's species died out.
- *Do you think there will be a global pandemic in your lifetime?*
 - I think you would *go against the grain* not to say yes when so many scientists are predicting it.
 - I think there is still *a ray of hope* that a pandemic could be contained, as SARS was in 2003.

WHAT'S NEW!

Communication Objectives: Ss will be able to:
 - use interrupting expressions and signposting phrases relating to arguments.
 - use independence-related vocabulary, phrases and idioms.

Educational Objectives: Ss will explore the value of having personal and national independence.

Connected Topics:

- Newly independent countries	- Independence movements
- Moving out for the first time	- Physical challenges to independence
- Rates of independence between genders	- Anarchy
- Italian <i>mammoni</i>	- Scottish independence
- Responsibilities and place to live – own apartment	- Financial dependence
	- Terrorism and freedom fighting

Grammar: Word forms Pronouns

Key Vocabulary:	accessible	elated	reliable
	acquaintance	family nest	redress
	autonomy	futile	step up
	barter	grievance	sue
	ceasefire	handiwork	tempered
	cold-blooded	handout	trustworthy
	credibility	leave the nest	unfurnished
	deplore	male chauvinist	upkeep
	devolution	proclivity	violate
	dump v	rebel v	yearn

The BIG question: WHY DO PEOPLE WANT TO BE INDEPENDENT?

This questions deals with the fundamental drive in both individuals and among nations to seek independence.

VIEWPOINT

Cartoon: The issue of nest-leaving has been studied quite actively within the European Union. It is believed to have significant effects on consumer buying habits and the long-term financial status of older individuals. EU policy makers need to understand the typical EU household dynamics if they aim to develop workable policies for across the region.

Sources

www.eco.rug.nl/~espe2002/Mazzuco.pdf
www.iza.org/iza/en/papers/transatlantic/1_kluve.pdf
www.demogr.mpg.de/Papers/Working/WP-2001-038.pdf

EQ: *Why do you think there are such differences between these countries? Would you want to be still living at home at 30 years old?*

Facts:

- East Timor: Having been colonised by the Portuguese, invaded by the Japanese and occupied by the Indonesians, East Timor became independent following several decades of resistance to Indonesia rule. Some 250,000 East Timorese are believed to have died.
- Serbia and Montenegro: Yugoslavia underwent a bloody civil war through the early 1990s with atrocities committed by all sides. Note: In 2006 people in Montenegro voted to become independent of Serbia.
- Tuvalu and Tonga: Both former British protectorates, they became independent in the 1970s. They did not seek UN recognition until recently.

- Andorra: It has been a co-principality since 1278 ruled by France and Spain. In 1993, it became a parliamentary democracy with two heads of state represented by France and Spain.
- Eritrea: Annexed by Ethiopia in 1962, Eritrea fought a 30-year war of independence. Another border war began with Ethiopia in 1998 to 2000.

Source:

CIA World Factbook. www.cia.gov/cia/publications/factbook/index.html

EQ: *Why do you think these countries sought UN recognition? Why does it matter if other countries recognise your existence or not?*

Quote: Bill Cosby became a US cultural icon through his work in stand-up comedy and television. Although he is most remembered for *The Cosby Show* and *Fat Albert* TV programmes, he is also a noted educational philanthropist and an outspoken leader in the African-American community.

EQ: *Why is this quote funny? Is it unnatural for children to return home?*

1 WORD POWER

A gets students to consider vocabulary related to independence.

1 WORD POWER A**Answers**

government, decentralisation, legitimate, nationalism, freedom, emancipation, individualist

B gets students to practise signposting phrases and the vocabulary in **A**.

ARTICLES**Mummy's Boys (and Girls)**

This article discusses the interesting Italian cultural phenomenon whereby grown children tend to leave the parental home considerably later than in other EU countries. Although among Western countries, this may be unusual, close family ties into adulthood predominate elsewhere. In parts of the Middle East, Asia and Africa, clan structures underline the question of residence. For instance, in

Saudia Arabia, tradition and traditional architecture make it common for newlyweds to set up home within a family compound. Also Saudi women usually don't leave their parental home until after marriage.

As was seen in the reading text for Unit 5, Japanese children often get financial help and live at home longer due to the high cost of living. Historically speaking, the situation was not that different in the past in most Western countries where adult children tended to live with their parents until marriage.

EQ: *Is independence from parents seen positively or negatively in your culture? Why? How is adult independence similar to or different from teenage rebellion?*

Surprising ceasefire

This article discusses a very controversial issue that exists in both North Ireland and Spain. In both cases, groups have sought independence from a government power they do not recognise.

- **Basque region:** The Basque people are an indigenous group located in four Spanish and three French provinces. They have a long history in the region, but much of the current nationalist fervour stems from the Spanish civil war era. After the 1937 Basque government defeat, General Franco introduced laws repressing minority cultures across Spain. In 1959, the *Euskadi Ta Askatasuna* ('Basque Country and Liberty'), or ETA, was formed. Although initially ETA was peaceful and popular during the Franco years, it quickly turned to armed resistance and lost public support as Spain became democratic. Over thirty years, ETA has been responsible for the deaths of 817 people.
- **Northern Ireland:** In 1801, the kingdoms of Ireland and Great Britain joined under the Act of Union to become the United Kingdom. In 1921, the Government of Ireland Act allowed the different counties of Ireland to opt out of Union. Six counties in the North Ireland province of Ulster were largely for the Union and chose to stay in it. This has led to the ongoing situation between Ulster Unionists and Irish Republicans. With militant groups formed on both sides, there have been over 3,500 deaths since 1969.

EQ: *What do you think of these groups? Do you think attitudes to terrorism have changed over the years?*

2 READING

A covers an important language skill that might not be present in some countries. The polite way to interrupt is to wait until the person takes a breath and use one of the appropriate phrases in **Language Bank 9**.

B reflects an upper intermediate structural understanding highlighted by both Trinity and Cambridge exams. Students need to work out what the pronouns refers to in the text.

2 READING B

Answers

- 1 'It' refers to the fact that 'Italian children leave home so late in life'.
- 2 'It' refers to the situation of "Italian students (who) don't graduate until their late twenties.
- 3 'It' refers to the child not paying for housekeeping even though they can afford to pay.
- 4 'He' refers to the 29-year old man who sued his parents to support him.
- 5 'They' refers to the mothers of these young women.

C will help the students focus their arguments about the two main types of independence in the unit.

D 1 This question tries to personalise the issue of the *mammoni*. However, if the issue is difficult for students, culturally or otherwise, you may want to discuss the issue more in terms of the society as a whole.

D 2 This question requires students need to know a bit about their country's history. It would help to provide students with concrete examples. For instance, how would the United States be different if Britain was still in charge? How would France be different if Nazi Germany was still in control? It may require you to give a hypothetical scenario as well.

EQ: *At what age, do most children move out in your country? How does this compare with other countries?*

Do daughters move out before sons in your country? Why / Why not?

3 SPEAK YOUR MIND

This section covers the topics of causes of leaving home, community values, and independence movements.

A EQ: *Have you moved out of your parent's home? If so, what has it been like? If not, why not? What motivated you or would motivate you to leave home for the first time? What difficulties can someone expect when they first move out?*

B EQ: *Do you see this as positive or negative thing? Why? Is it possible to have independence in a culture which stresses very strong family and community ties? Do you think globalisation is affecting these ties?*

C EQ: *Are there or have there been any independence movements in your country or countries nearby? If so, what effect have they had? Do you view independence movements positively or negatively? Why? Give examples. Should all people have independence? Why / Why not?*

4 LISTEN

DVD

This audio clip deals with Beth Finke and her guide dog Hanni as they cross the busy Chicago streets. Ms Finke lost her sight at the age of 26 after developing complications from diabetes. She has written a book, *Long Time, No See*, about her experiences of learning how to live without her eyesight. She is regular contributor to public radio in the US. It is worth visiting her website, www.bethfinke.com, to read more about her life and listen to other audio clips. Note: When Beth is out on the street she is describing how she and Hanni work together, and sometimes she is talking to the dog. 'Lab' is short for Labrador (a breed of dog).

A You can try to get students to think about the five senses and what it would mean to lose each. Likewise, you can discuss what it would be like to lose the use of different parts of the body.

4 LISTEN B, C**Answers**

B 1 Guide dogs don't understand street lights.

2 Guide dogs can identify danger.

3 Guide dogs are not meant to be guard dogs.

4 Guide dogs can lead someone down the street.

C 1 mix (of Labrador and Golden Retriever)

2 She waits for the lights to change, listens to the traffic stop, waits for next light then can go.

3 It means to wait for the traffic lights to change from one direction then the other direction.

4 (Sample answer) Beth needs to correct Hanni a lot, but she uses an encouraging tone of voice, almost as if she is talking to a child. It could be unsafe to let Hanni do whatever she wanted. Beth talks normally to the listeners.

5 TEAMWORK

This activity was designed to give students an opportunity to discuss the reality involved in being independent for the first time. Because this activity is supposed to represent an authentic situation, it might be helpful for students to have access to local newspapers (classifieds section for rentals or used furniture), home furnishing catalogues (www.ikea.com), or home decoration magazines to remind them about things they might like to have or need. It would also be useful to get the students to think about the apartment room by room. For example, in the kitchen, the friend will need plates, cups and saucers, pots and pans and so on.

Sources

Mr. Thrifty's How to Save Money on Absolutely Everything, Jane Furnival

Leaving the Nest: The Complete Guide to Living on Your Own, Dorinne and Richard Armstrong
www.interiordec.about.com/od/firstapptips

6 CONTROVERSY

Anarchism is a related group of political philosophies characterised by their opposition to an imposed authority (government) and social hierarchy. Fundamentally, they have an optimistic belief that left to their own devices, humans could operate together without need of a higher power. Its origins are not entirely clear, possibly dating back to Athens in 404 BC.

Modern anarchy shares many of its basic ideas with communism, and early anarchists often worked with communists. Some anarchists have in the past advocated the violent overthrow of government. This was the case of the young anarchist, Gavrilo Princip, whose assassination of Archduke Franz Ferdinand of Austria helped trigger World War I. Like communism, anarchy was an enigma that was feared in the West. By the 1950s, it had by and large begun to fade into academic obscurity. However, it has had something of a renaissance with the Sex Pistols 1976 song *Anarchy in the UK*. Today, it is common to see black-clad anarchists protesting at various International Economic Forums like the World Trade Organisation meetings. It should be pointed out to students that some, but not all, anarchists advocate violent overthrow of government.

EQ: *What do you think of anarchy? Would the world work without governments? Why / Why not? Would it be a better place?*

Sources

Anarchism: A Documentary History of Libertarian Ideas: From Anarchy to Anarchism (300CE to 1939), Robert Graham

The Philosophy of Punk Rock: More than Noise!!
Craig O'Hara

http://dwardmac.pitzer.edu/Anarchist_Archives
<http://www.greenanarchy.org>

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

Africa Since Independence: A Comparative History, Paul Nugent

A History of Cyprus: From Foreign Domination to Troubled Independence, Stavros Pantelli

The Oxford History of the British Empire: 20th Century, Vol. 4., ed. Judith Brown

www.cia.gov/cia/publications/factbook
www.economist.com/countries

B Sources

The Real Freshman Handbook, Jennifer Hanson
Freshman Dorm series, Linda A. Cooney

www.personal.u-net.com/~ic/fr_guide.html

Most universities also have webpages regarding life on campus.

8 HISTORY in English [CLIL]

There is archaeological evidence pointing to the first inhabitants of Scotland arriving around 8000 BC, however, the first written history of Scotland dates back to the Roman rule of Britain. The Romans invaded around AD 79. Having met with fierce resistance from the Northern Celtic tribes, mainly Scots and Picts (the ancestors of modern Scots), Roman emperor Hadrian had a wall built to divide the south from the Northern barbarians in AD 122. When the Germanic tribes (Angles, Saxons, etc.) invaded in 440, the Celts were pushed further north. Between 843 and 1034, the Celtic tribes were consolidated under a single Scottish kingdom. Much of the consolidation in this period was over fears of the Viking invaders. While most of the Viking raids happened south of Scotland, the Vikings did occupy parts of Eastern Scotland and the Orkney Islands. In 1314, Robert Bruce succeeded in creating a Scottish kingdom independent of England. Historians sometimes date the beginnings of Scotland as a country back to 834, but it did not become fully independent of English control until Robert Bruce. Note: Great Britain includes England, Scotland and Wales. The United Kingdom includes Great Britain and Northern Ireland.

EQ: *What did you know about Scottish people and Scotland, or its history before? Does this change your opinion at all?*

The 'modern' Scottish independence movement was largely peaceful. Is peaceful independence the exception to the rule? How does the Scottish experience compare to your country's history?

Robert Bruce is a hero to many Scots. Do ancestors really have any connection to the reality of modern life? The Scottish diaspora (emigrant communities) can be found today in Australia, Canada, the United States and other countries. Was there a diaspora from your country in other countries? How similar are diaspora communities to their mother country? Give examples.

Sources

www.britannia.com/celtic/scotland/history_scotland.html
www.rampantscotland.com/history.htm
www.bbc.co.uk/scotland/history
www.scotshistoryonline.co.uk/

9 FURTHER DISCUSSION

This section covers the topics of financial independence, distance from the family, and terrorism versus freedom fighters.

A EQ: *If a country accepts financial help (IMF, aid, etc.), is it really independent? With globalisation and the integration of the world economy, is any country truly independent?*

B Try to discuss the need for family bonds.

EQ: *Does absence really 'make the heart grow fonder'? How would moving to another country affect your sense of belonging to your family, culture and country?*

C EQ: *How would you define terrorism? Is national independence more important than human life? Why do terrorist groups often target civilians?*

10 Your answer: WHY DO PEOPLE WANT TO BE INDEPENDENT?

This question tries to get students to think about the underlying themes in this unit. The students can address this question any number of ways. It can be looked at in terms of:

- Nationalism – why do we care whether we belong to one country or another
- Economics – having a place to live in, being able to earn a living
- A purely emotional level – the sense of belonging and owning something of one's own. Try to get students to think about the deeper meaning of personal and national independence. You may even get them to answer the hypothetical question: *What if you had no independence?*

WORKBOOK

1 USE OF LANGUAGE: Word forms

This activity introduces another perspective on the issue of independence with the case of Nicaragua in the 20th century. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE.

1 USE OF LANGUAGE**Answers**

1 leaving 2 nationalised 3 immunisation
4 democratically 5 assassination

2 WRITING**A Sources**

Most countries have government internet sites dealing with the history of their country, however, you can encourage students to write this from an emotional perspective. This also ties in with the unit's Big Question.

www.cia.gov/cia/publications/factbook
www.economist.com/countries

B Sources

You can encourage students to write this as either a humorous satirical piece or as a serious thought exercise. Some examples of city states:

www.visitsingapore.com
www.visitmonaco.com
www.tuvaluislands.com
www.vatican.va

3 SPEAKING STRATEGIES: Using the active and passive voices

The passive voice is identified by the use of the verb 'to be' and with the (optional) use of 'by', for example *He was struck by a car*. It is often used in formal writing to put some distance between the speaker and the action in the sentence.

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS**Answers**

1d 2b 3e 4c 5a

1 to reach a turning point = to come to a key / important moment. 2 an eye-opener = a surprising experience. 3 a red-letter day = a memorable, important or very happy moment. 4 a golden opportunity = an excellent opportunity. 5 a close-knit family = a family whose members are very close to each other.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *How important is family to you?*
 - We are *a close-knit family* so it is very important.
 - It was *a real eye-opener* when my uncle died. I didn't realise how important family was to me until then.
- *What will it be like / what was it like to move out for the first time?*
 - I think it will be *a golden opportunity* to prove to my parents that I can take care of myself.
 - It was certainly *a red-letter day*. My mum cried when I left for college. My dad was very proud.
 - It was *an eye-opener* for sure. I hadn't realised how hard it might be.
- *How do people feel about independence movements in your country?*
 - Given the negative public feeling towards these groups, it would be *a golden opportunity* for them to try peaceful political means.
 - I think the bombings have been *a real eye-opener* for many people who didn't take these issues seriously.

WHAT'S NEW!

Communication Objectives: Ss will be able to use:

- expressions for challenging arguments and opinions.
- intensifiers.
- vocabulary, phrases and idioms related to individual rights.

Educational Objectives: Ss will explore the issue of individual rights.

Connected Topics:

- Road to individual rights	- Dilemma of the political prisoner
- Limits of free speech	- Minority language rights
- Prisoner rights	- The state versus the individual
- Slavery in the 21st century	- Power, wealth and status and equality of rights
- Immigration laws and human rights	- The right to bear arms
- Political elites and the right to hold office	- Differences between countries' rights
- Euthanasia	

Grammar: Adverbs Reported speech Articles

Key Vocabulary:

assembly	hunger strike	sinister
asylum	storm of controversy	regime
acquaintance	detain	demise
indigenous	spate	tolerant
chore	roots	
prevalence	quick to jump on	

The BIG question: DO I GET A SAY?

This expression used when people are arguing and want to give their point of view draws students' attention to the desire of individuals to feel they are allowed to give their opinion or have some control over their lives.

VIEWPOINT

Facts: This was part of the Teens and Freedom survey conducted by USA Today's USA Weekend. 219,350 students aged 13 to 19 from across the US were asked about their views on many different subjects.

Source:

www.usaweekend.com/97_issues/970504/970504_teen_cov.html

EQ: *Do you think the situation is similar in your country? Why do you think young people feel this way? When you were a teenager, did you feel your parents restricted your freedom too much? If so, how? If not, why not?*

Separation of state and religion is often a divisive issue in many countries. Conservative groups often prefer greater government adherence to religious principles. Liberal groups often prefer religion to be totally excluded from government. Much of the debate revolves around whether the religious rules (Biblical – 'ten commandments', canonical laws, Koranical) should apply in the legal systems. While most governments do explicitly state a true separation, there is often an implicit historical acknowledgement of religious doctrines.

Source:

Pew Research Institute, "Views of a changing world 2001" 2002. p. 115. From: <http://people-press.org/reports/pdf/185.pdf>

EQ: *Do you agree that 'it's necessary to believe in God to be moral and have good values'? This dichotomy suggests that non-believers or believers of different faiths are immoral. Do you agree?*

Quote: Hubert Humphrey (1911–78) was a US Vice President from 1965–69 under President Lyndon Johnson. Although a social reformer, he is more

remembered for his support for the Vietnam War and losing the 1968 presidential election to Richard Nixon.

EQ: *Why is this quote funny? What does this imply about free speech? Do you think everyone should be heard? Do you like to listen to different points of views?*

The picture is symbolic of the restrictions that many young people feel in the transition from childhood into adulthood.

1 WORD POWER

A gets students to consider different individual rights.

1 WORD POWER A							Answers	
1b	2h	3d	4c	5f	6e	7i	8a	9g

Notes:

The plural of paparazzo is paparazzi.

Under the United Nations' Universal Declaration of Human Rights (1948).

Article 3: *Everyone has the right to life, liberty and security of person.* (This is the case referred to in Exercise 1 for 1b.)

It should also be noted that in the US and UK, the expression 'right to life' is often used by anti-abortion campaigners as a way of emphasising their belief in the rights of the unborn child.

B gets students to practise expressions for challenging arguments and opinions and the vocabulary in A.

1 WORD POWER B	Sample answer
	Paparazzi arrested for spying on a celebrity: The evidence simply doesn't support your argument. Where's the proof? My client took the pictures while the person was on a public beach.

ARTICLES

Slavery in Niger – Battling Against The Odds

This article discusses a controversial and taboo subject in parts of Africa. Although banned by international treaties – the League of Nations 1926 Slavery Convention, UN's 1948 Universal Declaration of Human Rights and the UN's 1956 Supplementary Convention on the Abolition of

Slavery, slavery still exists around the world, from the trafficking of women and children in the sex trade, forced unpaid labour by prisoners, and various other forms of indentured service.

The case in Niger is especially troubling given that slavery is officially banned according to the 1999 Niger Constitution and Penal Code, yet an estimated 8 per cent of the population are still slaves. According to the local anti-slavery group Timidria, local and state governments have been allowed slavery to continue; the slave-owning classes often refuse even to acknowledge it exists. However, education and public-awareness campaigns seem to be bringing about change, as can be seen with the case of Assibit.

Source:

www.antislavery.org

EQ: *Why do you think slavery continues into the 21st century? What can be done to stop it? Do you think people in your country are aware of or care about the problem?*

Police Powers Extended in Yob Crackdown

This article discusses a very controversial law in the UK. British tabloids have for many years used examples of yob violence to create sensationalist headlines. The police have found the law useful for cracking down on the troublemakers within their jurisdictions. Aimed at nuisance neighbours and rowdy youth, the law does away with the entire due process procedure, which remains a crucial civil rights issue. Police or city council can basically ban individuals from being in an area by issuing a anti-social banning order, or ASBO. One family in Scotland was even banned from their own house because of their continued rowdy behaviour.

Note:

ASBO is pronounced [azbō].

EQ: *What do you think of this law? Do you have the same kinds of problems as in the UK? What can police in your country do if some troublemakers refuse to abide by laws? Do you think ASBOs would work or be needed in your country?*

2 READING

A is a skimming activity that allows further expansion of students' knowledge of idioms.

2 READING A**Answers**

1 crackdown 2 hotspot 3 disperse 4 vandal

B gives students a chance to practise reported speech.

C 1 This question tries to contextualise the issue of slavery in terms of how the slave-owning classes would view the issue. It requires the students to attribute beliefs and emotions not inherent in the text. You may need to ask the obvious related question: *Why do the slave owners and others in society not want to talk about this issue?*

C 2 gets students to speculate from their own experience. This requires only anecdotal evidence.

3 SPEAK YOUR MIND

This section covers the topics of status of rights in the student's country, free speech, the right to free movement, slavery, and dealing with anti-social behaviour.

A EQ: *Describe the historical development of individual rights in your country. Has everyone always had the same rights as you have now? Do people really care about their rights today? If you did not have all these rights, would you miss them?*

B EQ: *Should hate speech or any kind of speech be censored? Why / Why not?*

C EQ: *If you could live anywhere, where would you choose?*

D EQ: *How and why were slaves used? Many countries and people are wealthy today from the work of slaves. Should descendents of slaves be paid by descendents of slave owners for their ancestors' unpaid labour? Why do you think former slave-owning nations such as the USA or Brazil refuse to discuss the topic of reparation payments to African slave descendants?*

E EQ: *Is it fair to target all young people for the actions of a few?*

4 LISTEN

DVD

This audio clip is about the Tranquillity Bay WWASP facility in Jamaica. WWASP is only one chain of schools among a group of schools for

so-called troubled young people. Many others often employ military-style boot camps. In many cases, these schools are located away from the continental US, which frees them from United States laws. These laws would for instance not allow beatings, forced confinement, kidnapping, starvation and other behaviour-modification measures. The sole purpose of these measures is to force the 'students' at these schools to submit to the will and authority of their superiors, the staff and parents. It is not dissimilar to the basic training for US Marines.

Parents are often not given access to the children during the treatment. They get the end result, but they are often unaware or unconcerned about any abuses – the ends justify the means. As for the students, there have been a number of suicides and accidental deaths at different schools over the years, including the 2004 suicide of a girl at a Montana WWASP facility.

4 LISTEN B, C**Answers**

B What actually happened: Child is put in isolation for a few days. Head is shaved, given a uniform and join a family. They are forbidden to speak, move, stand up or sit down.

C 1 The teenagers come from the USA, Canada and the UK. Most are American.

2 A group of 20 other children.

3 The programme costs \$40,000 a year.

4 Missing / Not going to school, not getting good grades / marks at school, having undesirable friends, trying cannabis; girls having a boyfriend their parents don't approve of or becoming sexually active.

D You should try to get students to understand the situation from the parents' point of view.

5 TEAMWORK

This activity is loosely based on the ancient Greek 'boule' system. The *boule* was the city council for the city-states. In democratic city-states like Athens, the *boule* positions were chosen in a random lottery from the city's aristocrats. These city councillors would then be required to run the daily affairs of the city for one year.

Although students should be given freedom to create whichever types of candidates they want, they should try to analyse how these people's background

might affect the rule of law. Given this analysis, they should try to focus more on authentic or realistic people.

Sources

The Greeks, H.D.F. Kitto
www.ancientgreece.com
www.bbc.co.uk/schools/ancientgreece/main_menu.shtml

6 CONTROVERSY

Euthanasia became a national issue in the Netherlands following the case of Dr. Geertruida Postma in 1973. She gave her mother a lethal injection of morphine following her mother's prolonged suffering after a brain haemorrhage. Postma was convicted of voluntary euthanasia but received only a suspended sentence. The court laid the groundwork for what later became the conditions on which a person may be allowed to choose to die: an incurable illness, unbearable (mental or physical) suffering, a request to die, to be in the final stage of illness and the consent of the physician. The Termination of Life on Request and Assisted Suicide Act was passed into law in the Netherlands in 2002.

EQ: *What do you think about euthanasia? What are the laws in your country? If someone should choose euthanasia, under what circumstances should it be allowed? Some Dutch politicians worry that this right may lead to euthanasia tourism. Is this a real fear?*

Sources

Euthanasia (Just the Facts Series), Robert Pool
Negotiating a Good Death: Euthanasia in the Netherlands, Linda A. Jackson
www.nvve.nl/english
www.euthanasia.com
www.kevork.org

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

The Future of Women's Rights: Global Visions and Strategies, Joanna Kerr
www.un.org/Overview/rights.html
www.hrw.org/women
<http://iwraw.igc.org>

B Sources

www.wwasp.com
www.nospank.net
<http://fornits.com/anonanon/docs/wwasp/mvm>

8 LAW in English [CLIL]

Although there has been some cultural friction between the Francophones in Quebec and the Anglophones in the rest of Canada, a tenuous balance had been managed through power sharing in the national government. However, this changed in the 1960s when Quebec underwent the Quiet Revolution. A combination of events lead to a polarisation in Quebec politics, stressing Quebec's right to separate administrative powers such as tax collection. The French-speakers fumed at the indifference displayed in several well-publicised labour disputes, while much of Canada was unaware of the growing resentment.

The desire for recognition shifted to a demand for independence. By the end of the decade, a pro-independence terrorist group called the *Front de liberation du Québec* (FLQ) had begun a bombing and kidnapping spree leaving the Quebec Labour Minister, Pierre Laporte, murdered. Although the FLQ was quashed by instituting martial law, the demands for independence continued to grow. By 1976, the *Parti Québécois* was elected in Quebec with a mandate to hold an independence referendum.

After several failed independence referendums, several failed attempts at constitutional reconciliation and a generally buoyant economy in Quebec, the independence movement has stalled. Although the French language is not a direct cause of this dispute, the French language and its place in Canadian society is symbolic of the larger constitutional dispute. So for many Quebecers, controlling language rights is necessary to exhibit some sense of control in a process they feel to be outside their control.

EQ: *How are minority languages treated in your country? How should they be treated? What is the significance of a language being defined as an official language?*

Many international companies use English as their official company language. What do you think of this practice?

Sources

http://archives.cbc.ca/IDD-1-73-1297/politics_economy/bill101
www2.marianopolis.edu/quebechistory
www.cric.ca/en_html/guide/language/quebec.html

Note:

The EU now spends over € 800 million every year on translation or € 2.55 for every person in the EU. The EU employs over 2,500 interpreters and translators (more than a hundred per language). Every year, the EU translates over two million pages of text. Most translations between smaller language groups are done through a 'relay language' like English, French or German. The top four languages by population are German (24%), French (16%), English (16%) and Italian (16%). The most spoken languages are English (47%), German (32%) and French (28%).

Source:

http://europa.eu.int/translation_enlargement/index_en.htm

EQ: *Should the EU use all 20 official languages? Wouldn't it make more sense for everyone to just use one lingua franca? Why / Why not? How might only using a second language affect democracy?*

9 FURTHER DISCUSSION

This section covers the topics of individual rights, equality in the eyes of the law, and the right to bear arms.

A This question is meant to analyse how different countries view individual rights and different governments legislate different rights. It is not necessary to expand on each point unless you feel it is appropriate.

EQ: *Which does your country hold as rights? Do you approve of your country's individual rights in this case? What values does this suggest of your country? How would you view countries which value different individual rights than your country? Is there a right and wrong way to legislate individual rights? At what age, are / should these activities be accessible in your country: property ownership, sexual consent,*

voting, matrimony, operating a vehicle, use of alcohol / cigarettes, gambling?

B Try to get students to think in concrete terms.

EQ: *Give examples of politicians, wealthy or other powerful individuals who have been in trouble with the law. What happened to them? Do you think they receive the same justice as a poor person who cannot afford an expensive legal defence?*

C Try to get students to imagine what living in gun culture might be like.

EQ: *Would you feel safer? Why / Why not? There is a popular pro-gun slogan 'guns don't kill people, people kill people'. Do you agree?*

10 Your answer: DO I GET A SAY?

This question tries to get students to think about the relationship between individuals and individual rights and society as a whole. The question targets one of the fundamental philosophical dichotomies of human existence. On the one hand, you have the idea first proposed by Rene Descartes in *Meditations on First Philosophy* (1641). By rationally subtracting what could not be explained by logic, Descartes was limited to being able to prove only his own existence. So does society even exist for us? Moreover, should we care? By extension, do we actually have any obligations to others? This is contrasted with the point brought up in John Donne's famous line from *Mediations XVII*: 'No Man is an Island unto Himself.' At heart, humans are social animals and need society. Much of what we have accomplished as a human species is due to our ability to cooperate and live relatively harmoniously with each other. How do we maintain this cooperation – by limiting human freedoms, our individual rights?

WORKBOOK

1 WORD POWER

This activity will give students the chance to practise the intensifiers and phrases for challenging arguments and opinions from **Language Bank 10**. The answers below are only examples, there is more than one answer possible for each.

1 WORD POWER

Sample answers

1 Everyone I know agrees (**wholeheartedly**) with me, we (**definitely / absolutely**) need to restrict immigration. **That can't be true. What about me? I disagree with you.**

2 It goes (**completely / entirely**) against our country's beliefs to restrict freedom of speech. **Regardless of that, the fact remains** the country needs to restrict free speech sometimes. / **If you look at the facts, they would show** that our country has at times needed to restrict free speech.

3 Police should (**definitely / clearly**) have (**absolutely / totally / completely**) unlimited power to stop terrorists. **That can't be true. What about** the right to privacy? / **The evidence simply doesn't support your argument. Where's the proof?** Do the benefits outweigh the costs?

4 It's (**absolutely / definitely / totally / completely / entirely / clearly**) wrong to tax inheritance. It goes (**utterly / completely / entirely / totally / completely**) against the right to property. **The evidence doesn't support your argument.**

5 I (**totally / completely / fully**) disagree, criminals don't deserve any rights. **Regardless of** whether they deserve them, if you take them away, it becomes a slippery slope argument. / **That can't be true. What about** people who commit very minor crimes?

6 It is (**extremely**) important to have people from a variety of backgrounds as candidates for political office. **Regardless of that, the fact remains that** you need a lot of money to run for office.

2 USE OF LANGUAGE: Articles

This activity introduces the issue of individual rights in the age of the internet. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE.

2 USE OF LANGUAGE

Answers

1 the 2 a 3 0 4 0 5 the
6 The 7 the 8 an 9 a 10 0

3 WRITING

A Sources

Many developed countries have organisations campaigning to lower the voting age to 16.

Taking Back the Vote, Jane Eisner.

www.votesat16.org.uk

www.youthrights.org/votingage.shtml

www.youthvote.org/

B Sources

You can find assessments and other information about rights for most countries at:

www.cia.gov/cia/publications/factbook

www.amnesty.org

www.unhchr.ch/html/intlinst.htm

www.ilhr.org

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

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

1 a sacred cow = person or thing that is above criticism or attack. 2 a kangaroo court = an unofficial or illegal court. 3 not to see eye to eye = to disagree, have different ideas. 4 to sit on the fence = not to join any side / be uncommitted in a controversy. 5 to put the clock back = to go back in time, make things as they were before. 6 to come face to face with = to make direct personal contact with.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *How does justice in your country compare to other countries?*
 - I don't know a lot about other countries, but I have heard that some countries often use *kangaroo courts* for political dissidents.
 - I think some countries really *put the clock back* on individual rights.
 - I haven't *come face to face* with courts in other countries so I couldn't tell you for sure.

- *How would you react if some individual rights were taken away?*
 - I would definitely not *sit on the fence*. I think I would protest right away.
 - I think we have already *seen the clock put back* on some rights in our country.
 - Well, I think it would really depend on which ones. I mean some rights are like *sacred cows*, while others are not.
- *What would you say to someone who thought their rights were more important than yours?*
 - I'd probably tell them that we *don't see eye to eye* on this issue.
 - I haven't really *met* anyone like that *face to face*, but I would guess I would have to object.
 - I would have to explain that rights are universal. To think that one person's rights are more important than another's leads to unjust government and *kangaroo courts*.

WHAT'S NEW?

Communication Objectives: Ss will be able to:
 - use expressions for evaluating different standpoints and tentative expressions.
 - use vocabulary, phrases and idioms related to international events.

Educational Objectives: Ss will address issues of the impact of events that have occurred within recent years.

Connected Topics:

- Nobel Peace Prize	- Peaceful solutions
- Diplomacy	- EU versus US
- Events making headlines	- Anti-war theatre
- European Union	- Technology and warfare
- Conflicts around the world	- Civilians and war
- Natural disasters	- Rogue states

Grammar:	Adjectives	Collocations	Idioms
Key Vocabulary:	abduct	founding member	repressive
	be at odds	immunity	rival
	bulwark	initiative	secular
	civilian	intent on	surpass
	counterpoint	irritant	suspend a law
	coward	largesse	uprising
	credit worthiness	mission	void
	crude	obliterate	windfall
	draft <i>n</i>	pet project	withhold
	envoy	profiteer	witness <i>v</i>
	extradition	recall <i>v</i>	
	foe	reclaim <i>v</i>	

The BIG question: WILL WE EVER HAVE PEACE?

This question deals with the fundamental issue of the innate nature of humans. Are we by nature violent beings?

VIEWPOINT

Facts: Reasons for winning Nobel Peace Prize: Shirin Ebadi for promoting children and women's rights in Iran; Mohamed El Baradei for trying to identify a nuclear weapons programme in Iraq before the US invasion in 2003; Wangari Maathai's work with deforestation relates to a larger more complex issue of the roots of warfare. In many instances, war happens when resources are scarce.

Source:

<http://nobelprize.org/peace/>

EQ: *What is the significance of the Nobel Peace Prize? Should people promoting peace be recognised? Should these people have been recognised? Are Peace Prize recipients as well known as war leaders?*

Quote: Lester B. Pearson (1897–1972) was the Prime Minister of Canada from 1963 to 1968. He won the Peace Prize for ending the Suez Canal crisis.

EQ: *How important is diplomacy for your country? Internationally? Can you think of any instance where diplomacy helped solve a possible conflict? If so, what happened? Do you think diplomacy and talking about issues really solves anything?*

1 WORD POWER

A gets students to practise their knowledge of adjectives and word partners.

1 WORD POWER A**Answers**

1c	2a	3b	4h	5g	6f	7d	8e
nature		natural		disaster			
diplomacy		diplomatic		envoy			
population		popular		uprising			
terror		terrorist		attack			
region		regional		conflict			
finance		financial		crisis			
politics		political		corruption			
peace		peaceful		protest			

B 1 gets students to look at how these common world events have affected the own country.

2 gets students to create dialogues using phrases from **Language Bank 11**. It would be worthwhile to have students role play these dialogues together.

ARTICLES**Chavez, Seeking Foreign Allies, Spends Billions**

This article discusses the growing tensions between Venezuelan president Hugo Chavez and the United States. The United States is strongly opposed to Chavez because of his left-leaning policies. An admirer of Fidel Castro, Chavez supports wealth redistribution and is opposed to US economic policy in Latin America. Many Latin Americans blame US policies for the continuing widespread poverty in the region. Chavez is trying to export his Bolivarian Revolution to other countries in the region by giving these countries financial help to offset US influence.

EQ: *What do you think of Hugo Chavez? Should countries with great inequalities of wealth try to redistribute this wealth? How would you feel about this if you were one of the poor or one of the very wealthy?*

Hope Ends 29-year March of Mothers of the Plaza de Mayo

This article discusses the legacy of the Mothers of the Plaza de Mayo. Formed at the beginning of the 'Dirty War' in Argentina, these women worked tirelessly to protest against the injustice that was happening in their country. Their non-violent protests have eventually led to a slow and steady recognition in Argentina of a need to reconcile the past.

EQ: *How would you react in these women's position? Would you continue this long?*

2 READING

A is a skimming activity that will help students with the Reading section in the CAE exam.

2 READING A**Answers**

A For: Fidel Castro (friend and political ally), Brazilians (supports Samba parades), poor Mexicans (eye surgery), poor US citizens (subsidized heating fuel),
Against: US government (anti-communist history), George Bush (has had war of words with Chavez), Antonia Ledezma (political opponent), Heritage Foundation (right-wing think tank)

B relates to a type of question in the Trinity exam which requires students to speculate on the unstated feelings of people. You should make sure students provide some information from the article to support their opinions.

C 1 This question touches on United States' foreign policy in Latin America and the rest of the world. Students will get to practise the conditional here.

2 You can give the students some help by pointing to several countries which have had to deal with this problem: South Africa after apartheid, post-Cold War Russian / US relations, Germany after reunification.

3 SPEAK YOUR MIND

This section covers the topics of recent world events, UN peace-keeping, citizen's protests, what makes good and bad government.

A EQ: *How do you think the world has changed because of these events? How have these events affected your country? Have there been any significant events in your country which have affected the world? Do you think people will care about these events 25 years from now?*

B EQ: *What conflicts are going on at the moment? Does your country provide UN peace-keeping troops?*

C EQ: *Have you ever protested against anything? Did it help? What issues do you feel strongly enough about to protest?*

D EQ: *Are all governments good, bad or something in between? How good is your present government? Why?*

4 LISTEN

DVD

While much of the world is aware of the 2004 Asian Tsunami, few save neighbouring Caribbean countries remembers the impact of the torrential flooding that hit Haiti and the Dominican Republic in the same year. While both countries had significant losses from the event, the floods were worse in Haiti due to the deforestation in the mountains and its endemic poverty. It is by far the poorest country in the Western hemisphere with 80 per cent of the country living in poverty and 3.5 per cent of its 8.1 million inhabitants living with HIV / AIDS.

A Photos: Some disasters: hurricanes / typhoons, flooding, mudslides, tsunamis, earthquakes, avalanches, ice storms, tornados, hailstorms, lightning storms.

4 LISTEN C

Answers

C 1 60 centimetres. 2 50,000 people. 3 people have been cutting down trees / the forest for fuel / shelter. 4 The helicopters stopped airlifting / flying food and water too soon. 5 Importing wood / propane for fuel.

5 TEAMWORK

This activity is designed to get students to think about reasons for war and to brainstorm creative ways of resolving these issues. Students can create whichever solutions they want. The third part of this activity is controversial.

6 CONTROVERSY

Relations between the United States and the European Union can be difficult. Recently, the US government has emphasised a need for a more dominant role for the US in world politics, placing US interests over those of possible rivals. While several countries including the UK and Italy have been able to maintain close ties, on trade the EU and US have had several bitter disputes on issues such as GM (genetically modified) foods, internet trade, Boeing / Airbus subsidies and steel tariffs as well as disagreements over the handling of international conflicts and diplomatic issues.

The US today prefers bilateral agreements and negotiations to take advantage of its immense military

and economic advantage compared to the EU, which continues to favour multilateral institutions like the United Nations. The reality remains that the US and the EU need each other for trade and for security.

Sources

Transatlantic Economic Disputes: The EU, the US and the WTO, Ernst-Ulrich Petersmann

Managing EU-US Relations, Rebecca Steffenson

www.eurunion.org

http://europa.eu.int/comm/external_relations/us/intro

www.useu.be

EQ: *Why do you think the US and the EU seem at odds today? What do you think the future relationship between the two powers will be like? Are the US and the EU right in their current attitudes toward each other? Which one do you think developing countries favour? Why?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

See local newspapers for examples of announcements. Entertainment announcements are likely the best examples.

B Sources

See the website of most major media outlets for examples of world event coverage.

www.bbc.co.uk

www.guardian.co.uk

www.cnn.com

8 DRAMA in English [CLIL]

Theatre and the arts in general have often expressed divergent viewpoints. Anti-war protest pieces have existed since the beginning of Western theatre in ancient Greece. Present-day activism does not come without a price. Actors, especially film actors like Susan Sarandon and Tim Robbins, have come under considerable criticism for expressing anti-war views in the United States over the Iraq War.

EQ: *Does anti-war theatre have as much impact as protest rallies? Do you think old anti-war plays are still relevant? Why / Why? What do you think of street theatre as a form of protest? How political or activist are actors and theatre groups in your country? Should*

actors give their political views in public? Think of five things people often protest about. Choose one and develop a short plot summary for a drama or comedy that protests against it.

Note:

The quote from Hair is derived from a 1967 anti-speech by civil-rights activist Stokely Carmichael.

Sources

The Oxford Dictionary of Plays, Michael Patterson
www.sfmt.org/
www.lysistrataproject.com/
www.thawaction.org

9 FURTHER DISCUSSION

This section covers involvement in conflicts, civilians in war, technology and war, and rogue states.

A Try to get students to think about their country's role in world politics and its role in any international disputes, whether as a combatant, a peacekeeper or negotiator.

EQ: *Was your country right to join this? Can you foresee any future possible conflicts? What effect does being the victor or loser in a battle have on a country? What effect does being the aggressor in a conflict have on a country? Can a country ever escape its past?*

B Try to get students to think about the reality of living in a war zone.

EQ: *What would it be like to live in a war zone? Why are civilian deaths so under-reported?*

C Try to get students to think about new weapons developed since medieval times.

EQ: *Name five early (medieval) weapons and five modern weapons. Which weapon / military vehicle has had the biggest impact: knife, horse, gun, chemical weapon, fighter jet, tank, nuclear bomb, submarine, aircraft carrier? How has the nuclear bomb changed international diplomacy and war?*

D Some countries considered rogue nations by the US: Syria, North Korea, Iran, Sudan and Cuba.

EQ: *What do you think of Syria, Iran, North Korea, or Cuba? Are they dangerous? Should people in your country be worried about them?*

10 Your answer: WILL WE EVER HAVE PEACE?

This question tries to get students to address the most fundamental question regarding peace. There are obviously many obstacles to overcome ranging from dictatorships to ignorance and greed. Beyond this, we need to ask the fundamental question: is it in human nature to be peaceful? Is war a normal means of solving international conflict? Is war an extension of the violence in society? Do people care when wars are fought in far off countries?

WORKBOOK**1 WORD POWER**

This activity will get students to practise evaluating different standpoints and using tentative expressions from **Language Bank 11**.

1 WORD POWER**Sample answers**

1 Historically speaking, regional conflicts have often been a threat to stability in the world.

Perhaps, it's hard to say.

2 If you look at it from another perspective, I am optimistic that the world will always send money and help after natural disasters. **Maybe you're right. Who knows?**

3 While I respect your position, I think peace comes from understanding others; globalisation will help increase both. **Well, I guess we'll have to wait and see.**

4 If you look at it from another perspective, the UN needs forces for peace-making as well as for peace-keeping. **Well, I'm not so sure.**

5 If I were playing devil's advocate, I'd say all elections should be monitored by international observers. **Perhaps, it's hard to say.**

6 On the other hand, you need to consider that civilians should never be caught up in wars. **Maybe, you're right. Who knows?**

7 While I respect your position, I think peaceful protest is the best way to change things. **Maybe you're right. Who knows?**

8 While I respect your position, I think political corruption nearly always leads to a financial crisis. **Well, I'm not so sure.**

2 WRITING**A Sources**

Peacemonger, John Murray.

We did Nothing: Why the Truth Doesn't Always Come Out When the UN Goes In, Linda Polman
www.un.org/Depts/dpko/dpko/index.asp

B Sources

The Penguin Companion to the European Union,
Timothy Bainbridge
http://europa.eu.int
www.euobserver.com

3 SPEAKING STRATEGIES: The power of three

This activity is one of the techniques to help students give better presentations. This provides students with a great way to make their presentations more interesting and compelling.

3 SPEAKING STRATEGIES					Answers
1d	2c	3b	4f	5a	6e

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS					Answers
1f	2a	3e	4c	5b	

1 to bury the hatchet = to make resolve differences, make peace. **2** to build a bridge = to make contact to resolve differences / conflicts. **3** to reopen old wounds = to go back / to bring up old differences / reasons for past conflict. **4** to pick up the pieces = to begin to sort things out after something difficult has happened. **5** to explore every avenue = to try / investigate any possibilities

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *How does history affect international relations?*
 - Many countries have trouble *burying the hatchet* over old grievances.
 - I think many countries prefer to *build bridges* when there are obvious economic benefits.
 - I think it is hard not to *reopen old wounds* whenever a dispute happens. Look at China and Japan.
- *How will the EU develop in the future?*
 - I hope they will *explore every avenue* of cooperation with the US.
 - I think the EU has sometimes been left to *pick up the pieces* in former Communist countries.
- *What can your country do to help find peace in the Middle East?*
 - I hope we could help *build bridges* between warring parties.
 - I think we could help them to *explore every avenue* towards a peaceful resolution.
 - I hope we could help *pick up the pieces* when the conflicts are resolved.

WHAT'S NEW?

Communication Objectives:	Ss will be able to:		
	- use expressions for deducing and uncountable nouns.		
	- use vocabulary, phrases and idioms related to using the internet.		
Educational Objectives:	Ss will address issues of internet technologies and evolving reasons for internet use.		
Connected Topics:	- Languages use on the net	- Gambling online	
	- Computer security	- Hackers	
	- Online gaming	- Computer viruses	
	- Using the internet	- Protecting children online	
	- Internet access rights	- Mobile internet	
	- Online dating	- Spam mail	
	- Webpage design		
Grammar:	Uncountable nouns		
Key Vocabulary:	Anglocentric	hacker	six-figure income
	broadband connection	intervene	social engineering
	casual	hairdo	spectator sport
	Chinese characters	landmark	spyware
	console	log on	take off
	daring	lose one's head	tax haven
	dot-com	lure	texting
	epaulette	mecca	the one
	execute	netiquette	tunic
	face off	packed	venue
	frantically	pro	video conference
	gambling	prospect	virtual
	gauge	roll out	
	google	search engine	

The BIG question: ARE WE ALL ONLINE NOW?

Here the students should think about 'we' in the context of the whole world.

VIEWPOINT

Graph: Although the British Council estimates that about half the world population will speak English by 2015, other reports suggest that it will begin to decline by 2050 to be overtaken by Hindi-Urdu and Arabic. Currently, there are 514 million English speakers in the world (as a first or second language). This is second only to Mandarin Chinese with 1,075 million (as a first or second language).

Source:

www.glreach.com/globstats/index.php3

EQ: *Why is English so common on the internet? Does this give English-speaking people or companies an unfair advantage in the world? Do you think English will continue to dominate the internet in the future?*

Facts: The cost includes internet protection (firewalls, anti-virus software), dedicated IT specialists, IT consulting fees, damage and repair of networks after a virus infection, fraud from Trojan software, spyware and social engineering (phishing), equipment theft and denial of service attacks (stop a website from operating).

Source:

Trend Micro, Inc.

EQ: *Name some viruses or worms that you have heard of. What do / did they do? How might they cost people, businesses or the government? Who should pay these costs: businesses, governments, jailed hackers, consumers?*

Quote: This is a play on the old adage: Give a man a fish and you feed him for a day. Teach him to fish and you will feed him for a lifetime.

EQ: *How much of a distraction is the internet? Which is the most common reason to use the internet: education, business work, personal work or entertainment? Why?*

1 WORD POWER

A 1 gets students to discuss common uses of the internet.

2 gets students to practise using uncountable nouns.

B gets students to practise using the deducing phrases from **Language Bank 13**.

1 WORD POWER B

Sample answers

1 I think we can assume that / My conclusion about this would be that / This leads me to believe that hackers are a continuing problem.

2 It's fair to say that / My conclusion about this would be that / This leads me to believe that he is a fairly well-known individual.

3 This would clearly suggest that / My conclusion about this would be that countries that have invested in broadband, like Korea, have an advantage.

ARTICLES

Don't Tell the Kids: Computer Games Can Make You Rich

This article discusses the enormous cultural phenomenon in South Korea and other Asian countries surrounding internet gaming. Massive Multiplayer Online Role-Playing Games (MMORPGs) allow many people to play the same game simultaneously via the internet. As the article states, game consoles used to be very expensive leading to a rise in demand for games that could be played online.

Internationally, online gaming attracts tens of millions of users. Yahoo! Games and MSN Games can have up to 150,000 to 200,000 players at a time, with over half being adult women. The success of online gaming has even spawned the World Cyber Games with more than 700 contestants from over sixty countries. Korea continues to be a leader in the trend; the games market there reached some \$4.3 billion in 2005.

EQ: *Do you think video games are as competitive as sports? Do video games work as a spectator sport? What kind of training do you think these competitors undertake? Why would Samsung or Coca-Cola want to sponsor these online gaming events?*

A Few Emails and She Knew He Was The One

This article deals with the increasing interest in online dating. The largest US internet dating site, Match.com, boasts over 4.5 million users with new users every day. Online dating was in many ways a natural progression from the computer dating craze of the 1980s. It combines the ease of a search engine with the anonymity of the internet. The case discussed in the article also demonstrates the growing acceptability amongst the younger generation compared to older generations.

EQ: *How easy or difficult is it to meet people where you come from? Do you think everyone has a perfect match waiting for them somewhere? Would you or anyone you know try online dating?*

2 READING

A is a skimming activity that will help students with one of the Reading sections of the CAE exam.

2 READING A, B

Answers

A Lim = 1, 4

B (Sample answers) **1-2** Andy / Katrina have fallen in love. **3** Katrina's grandmother doesn't know that Katrina met Andy through a website because Katrina thinks she wouldn't understand. **4** Katrina's grandmother doesn't know anything about Venus. She might not approve of her granddaughter meeting her husband through the internet.

C 1 This question relates to a type of question in the Trinity exam which requires students to speculate and conclude on the unstated feelings of people. You may want to extend the discussion by asking: *Would you want to be a professional gamer? What would be some benefits or drawbacks? Is professional gaming something you could do for the rest of your life?*

2 This question requires students to speculate on the unstated reasons for the past negative impression given to dating services. You should try to get students to look at the deeper issue of finding someone. Does admitting you are lonely mean you

are unwanted or something else? What are the rules of attraction? How does dating / relationships relate to a person's ego / self-confidence?

3 SPEAK YOUR MIND

This section covers the topics of internet use, rights to internet access, online gaming and online dating.

A EQ: *Do the benefits of the internet outweigh any negative aspects? Does the internet unite or divide people?*

B EQ: *Should the internet be free (ie. cost nothing)? How can we bring the internet to people who don't have it? Why do you think some countries are afraid of total internet access for their citizens? How should the internet be controlled or monitored?*

The United States FBI has a computer program called Carnivore which can monitor and access e-mails anywhere. What do you think of this?

C EQ: *What is the appeal of playing a character in a virtual world? How similar or different are video games to movies? Why?*

D EQ: *Would you ever date someone you met online? Do you think these relationships last?*



4 LISTEN AND WATCH

DVD

This video clip was produced by the BBC for the weekly computer show *Click Online*. It covers a difficult issue that may actually prove rather explosive. While the American-based Internet Corporation for Assigned Names and Numbers (ICANN) actively seeks an international agenda, there are some logistical problems arising with the idea of incorporating other language scripts into the internet addresses. The main reason is a huge disparity between meanings of a single character across different languages. Unfortunately, this has the potential to eventually lead to a separate internet developing in China.

4 LISTEN AND WATCH B, C, D

Answers

B Many people are unhappy with not having their own language available. They want to use them. Japanese and Korean use Chinese characters with different meaning. There might be a separate Chinese internet.

C (Sample answers) I would hope they could find a compromise. / Or what if we never find a solution that makes everyone happy? / Maybe, the UN could help provide a framework.

D 1 In the early days, it was English-speaking, but now it's multicultural.

2 150,000 and it is growing.

3 Same word, different companies in different countries.

4 More than 100 million.

5 TEAMWORK

This activity is designed to get students to work with authentic material in the form of a web page. This activity should be used to develop the students' impression of what is possible online. It will also give them the chance to think about what goes into web page design. Students should be given the freedom to create whichever type of web page they want. To extend the activity you can ask: *Do you have your own web page? If so, what's it like? If not, why not? Have you ever designed web pages before? How difficult do you think it is? Do you think it is a very creative medium? Is there still information you can't find online?*

Sources

The Complete Idiot's Guide to Creating a Web Page and Blog, Paul McFedries
www.webstyleguide.com
<http://www.wpdfd.com>

6 CONTROVERSY

Online gambling started in 1994. The island state of Antigua and Barbuda passed the Free Trade and Processing Zone Act which allowed the government the right to issue licences for online gambling. With later developments in securing payments, visual graphics and different gambling software, online gambling spread to dozens of countries. In 2004, online gamblers lost \$237 billion to gambling companies worldwide, with 12 million online users. Some countries have recently passed laws to ban online gambling. Although politicians often claim that they are only worried about a lack of regulation, many critics believe the actions are simply an attempt to regain lost tax revenue, however, even the

critics admit that there remains the same problem – gambling addiction. Many governments supportive of online casinos are often reluctant to discuss the negative aspects of gambling.

Sources

The Complete Idiot's Guide to Online Gambling,
Mark Balestra
www.gamblingonlinemagazine.com
www.onlinegambling.com/online-gambling-news.htm

EQ: *How common is gambling in your country? Do you ever gamble? What can be some problems associated with gambling? Should gambling be made illegal? What kind of help is available to addicted gamblers? Do you think of lotteries or contests as gambling? Why / Why not?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

Online Dating: The Early Years, Cosmo Fox
The Rules for Online Dating, Ellen Fein
www.pearmatch.co.uk/personals/online-dating.html

B Sources

Futurenet: the Past, Present and Future of the Internet as Told by its Creators and Visionaries, Sally Richards
Networks and Netwars: The Future of Terror, Crime and Militancy, John Arquilla
Future Active: Media Activism and the Internet,
Graham Meikle
www.elon.edu/predictions/RecentSubmissions.aspx

8 INFORMATION TECHNOLOGY in English [CLIL]

Further examples of hackers and what they do.

Some Cracking Techniques

- Buffer overflow: Too much data sent to a site can leave a hole for the hacker to enter.
- Sniffing: Software that monitors information passed between networked computers.
- Vulnerability scanning: Checking for holes in the firewall or computer programs.
- Spoofing: Forging a computer authentication source address; tricks a server into allowing access.
- Cracking open wireless networks using 'wardriving' (scanning neighbourhoods for open wireless networks).

Famous Hackers / Crackers

1988: Robert Morris sends out first worm, nearly shuts down the internet. Fined US \$10,000 and 3 months probation.

1988: Kevin Mitnick stole equipment and access codes to make long-distance phone calls (A year in prison.)

1993: Kevin 'Dark Dante' Poulsen and friends rig phone lines to win a radio call-in contest. (Three years in prison.)

1994: Matthew Bevan and Richard Pryce crack US military. Bevan is cleared. Pryce gets €1,200 fine.

1994: Vladimir Levin steals \$400,000 from Citibank. (Three years in prison and a US \$240,015 fine.)

1998: Hao Jinglong and Hao Jingwen (twin brothers) hack into a Chinese bank and stole 720,000 yuan (\$87,000). They were sentenced to death.

2000: Russians Alexei V. Ivanov and Vasilii Gorshkov extort money from US companies by threatening to shut down their sites. (Three years in a US prison and fine of \$700,000)

2003: Lynn 'Danny-boy' Htun breaks into US computer security companies' websites. Arrested at London's InfoSecurity Fair.

EQ: *How big of a problem are hackers in your country? Why do hackers want to break into computers? Have there been any examples of hacking into business or government computers in your country? Hackers are often portrayed as heroes in literature and movies. Do you see them that way? Why / Why not? Why would someone want to write a computer virus? Do you think hackers and virus writers are punished strongly enough? Should governments / businesses hire or pay known hackers to help protect their secure networks?*

Sources

A Complete Hacker's Handbook, Dr. K
The Art of Computer Virus Research and Defense,
Peter Szor
www.2600.com
www.defcon.org
www.vmyths.com

9 FURTHER DISCUSSION

This section covers favourite web pages, surfing the net safely, mobile internet access, and political hacking.

A Try to get students to think about concrete examples.

EQ: *What do you consider are effective web page designs? Give examples of different web pages. Do you prefer lots of graphics or just text? What are the five pages you visit most? Why? What are the most innovative features available on web pages today?*

B Try to get students to think about dangers that might exist online for children or teenagers, such as viewing pornography; the case of the German cannibal Armin Meiwes, who found his willing victim online, or sexual predators.

EQ: *Is it possible to prevent children from viewing pornography? Do you trust people are who they say they are online? Why / Why not? Do you think the police and politicians are doing enough? What recommendations would you make to parents about this issue?*

C Try to get students to think about how mobile internet access might be helpful.

EQ: *How might mobile internet access help with: getting directions, transport, shopping, finance, personal safety or entertainment? Would you be willing to pay money to watch TV, play games or download music on your mobile phone?*

D Try to get students to think about which governments have been unpopular in recent years.

EQ: *Why are some countries targeted for political hacking? Think of different important websites, what could happen if some of these sites are hacked into? Can anything be done to stop this? Is hacking a legitimate form of protest? Some hackers are now hacking for profit, that is, pay us or we crash your site. What do you think about this development?*

10 Your answer: ARE WE ALL ONLINE NOW?

This question tries to get students to consider the reality of the internet. In many respects, the net remains the domain of wealthy, industrialised nations, creating a digital divide between them and developing countries. However, the net also provides many opportunities for developing countries, for example outsourced call centres and software development in India to hardware manufacturing in China.

What if the net wasn't there tomorrow? As many businesses rely so heavily on the net and computers, any stoppage to the net would in effect shut down the world economy. It is one reason why many are worried about the amount of spam online. See the Workbook section.

EQ: *What would happen if the internet stopped working tomorrow? Do you think everyone gets fair access to the internet? What advantages would an internet user (in the developed world) have over a non-internet user (in the developing world)?*

WORKBOOK

1 WORD POWER

This activity will get students to practise using new vocabulary from the unit and the deducing phrases from **Language Bank 12**.

1 WORD POWER			Answers
1 googled	2 broadband	3 downloading	
4 hackers	5 chat rooms	6 surfing	
<p>1 I googled / <i>used the Google search engine</i> for all my research info. This would clearly suggest that a lot of students use it for their research.</p> <p>2 Korean <i>broadband connections</i> are so good, you can watch TV online. It's fair to say that many countries will probably follow South Korea's lead.</p> <p>3 A lot of people don't consider <i>downloading / using the internet to get music</i> without paying is a criminal activity. My conclusion about this would be that people don't see the crime affecting other people. Here, it only seems to hurt companies.</p> <p>4 Many companies produce special software to protect computer networks against <i>hackers</i>. It's fair to say that this should help with the problem.</p> <p>5 <i>Chat rooms</i> can be fun, but also a bit risky. This leads me to believe that people are so curious they will take risks sometimes.</p> <p>6 In my spare time I spend hours <i>surfing the internet / looking at websites on the internet</i>. My conclusion about this would be that / This would clearly would suggest that you don't get enough exercise.</p>			

2 USE OF LANGUAGE

Answers

This activity introduces the problem of spam mail. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE.

2 USE OF LANGUAGE

Answers

1 research 2 productivity 3 equipment
4 junk 5 progress 6 excitement
7 help 8 money 9 mail

Note: Other uncountable (or sometimes uncountable) nouns in the text: email, news, history, hope, postage.

Other uncountables in the text show in bold italics: A growing amount of (0) *traffic* on the internet is now caused by spam. A type of (1) ___ suggests that spam accounts for over 40 per cent of all emails globally. If you consider that annually each employee receives about 2,100 junk emails and each takes about 6 seconds to delete, you can understand just how much (2) ___ is lost. In the same way, if corporate servers need to hold that much extra **email**, this means companies are buying a lot of extra (3) ___ just to store a lot of useless (4) ___. There has been some (5) ___, with spam filters keeping out some spam. So what else can be done? Well, there was plenty of (6) ___ about the **news** that a lot of (7) ___ is on the way and spam will be soon be **history**. Although several solutions are being explored, a lot of (8)___ and **hope** is being placed on exploring the idea which gives each email an identifiable 'postage' stamp. If the email is returned as spam, the sender will have to pay a few cents for **postage**. A lot of returned (9) ___, say ten million, would indeed make spamming very expensive.

3 WRITING

A Sources

The Rough Guide to the Internet 2005, Peter Buckley
<http://netforbeginners.about.com/od/internet101>
www.internet101.org

B Sources

Designing Virtual Worlds, Richard Bartle
Game Design Workshop, Tracy Fullerton

www.vancouver.wsu.edu/fac/peabody/game-book/Coverpage.html
www.gamedev.net/reference

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

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

1 to go haywire = to go crazy, be out of control.
2 to bring to a standstill = to make something stop.
3 to be a lone wolf = to live or act on your own.
4 Sparks will fly = there will be trouble / an argument.
5 to start from scratch = to start from the very beginning.
6 to be a bit of an unknown quantity = to be something / someone that people don't know about.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *What can be done about spam mail?*
 - I'm not sure, but if they can't do something it might eventually *bring* the internet *to a standstill*.
 - That's *a bit of an unknown quantity*.
 - It will make *sparks fly* if they don't do something soon.
- *Why do hackers do what they do?*
 - I think he's just *a lone wolf*. He has something to prove.
 - I think knowing they can make computers *go haywire* is just a power trip.
 - I think it's *a bit of an unknown quantity*.
- *How would a problem with the internet affect your city or country?*
 - Business would *go haywire* trying to rely on ordinary mail.
 - I think many basic services would be *brought to a standstill*.
 - It's *a bit of an unknown quantity*.

WHAT'S NEW?**Communication Objectives:**

- Ss will be able to:
- use expressions for implying and colloquialisms.
 - use vocabulary, phrases and idioms related to the media.

Educational Objectives:

Ss will address issues of censorship, freedom of the press and media ownership.

Connected Topics:

- Sensationalism
- Public versus private media
- Television content
- Life of a journalist
- Political parties and the media
- Journalists and the intelligence community
- Censorship and dystopian novels
- Media as a component of democracy
- Technology and the media
- Entertainment journalism
- Fake stories

Grammar:

Prepositions

Colloquialisms

Key Vocabulary:

ban	exile	mass media
biased	fake	media freedom
caste system	foreign correspondent	point the finger
clone	free press	ranking
constrained	headlines	real time
disinformation	impact	sensational
distort	install	slippery slope argument
drive	integrity	slogan
dumbing down	legitimate	spin
dystopia	lowest common denominator	

The BIG question: DO YOU TRUST THE MEDIA?**VIEWPOINT**

Facts: Reporters without Borders published these findings in 2005. The index is based on surveying journalists, researchers and legal experts about many areas affecting press freedom (censorship, pressure, media monopolies, arrest and murder of journalists).

Source:

http://www.rsf.org/rubrique.php3?id_rubrique=554

EQ: *Can you draw any conclusions about why some countries have more or less press freedom? Was there anything surprising about these figures? How do you think Reporters without Borders analyses press freedom?*

Quote: Rose Macauley (1881–1958) was a British novelist and essayist known for satirising middle-class life.

EQ: *Is Macauley being serious, ironic or something else? Why? Do you believe everything you read / see / hear about in the media? Why / Why not?*

1 WORD POWER

A gets students to practise their knowledge of prepositions.

1 WORD POWER A**Answers**

1 for	2 in, from	3 with
4 of	5 about	6 at

B gets students to analyse differences between broadsheet (more serious news providers) and tabloid (more sensational news providers) journalism and practise using colloquialisms in **Language Bank 13**.

1 WORD POWER B**Answers**

- 1 Arrested **for** *pinching cop car*
 2 Pensioner bought shares **in** *dodgy deal from best mate*
 3 *What's up* **with** the Prime Minister?
 4 Cost of living too *pricey? Fed up with* (Tired **of**)
 being *broke?*
 5 Politicians *touchy* **about** electoral *scam*
 6 Do *blokes* do their fair share **at** home?

B 2 (Sample answers)

Based on this third headline, **you could get the impression that** there was some problem with the Prime Minister. (Headline 3)

I would suggest that the fourth headline deals with the cost of living. (Headline 4)

I believe that refers to men not helping with housework. (Headline 6)

ARTICLES**Italy Trail in Press Freedom**

This article discusses the debate about the controversial former Italian Prime Minister Silvio Berlusconi and press freedom in Italy. Many in the media suggested that Italy's wealthiest man had a serious conflict of interest because of his media ownership and should have divested some of his holdings. Between his ownership of Mediaset and his party's control of state-run RAI (the Italian public broadcaster) he controlled 90 per cent of Italian TV.

While Berlusconi rejected claims that this had led to press censorship, several cases involving RAI gave cause for concern. When Berlusconi publicly stated dislike of the criticisms aired against him by the respected journalists Enzo Biagi, Michele Santoro and comedian Daniele Luttazzi, RAI ended its relationship with all three. In November 2003, Sabina Guzzanti's satirical programme was taken off the air after she criticised one of Berlusconi's companies. By and large, the Italian public seems largely ambivalent about Berlusconi's media ownership. In fact, many see his ability to run a large corporate empire as evidence of his leadership skills.

EQ: *Would it worry you if your country's leader owned 90 per cent of the media in your country?*

Pay-Per-Click Journalism

This article discusses an interesting phenomenon, which seems set to upset the traditional roles in print journalism of editor and journalist. While many detractors worry that this will inevitably lead to dumbing down or the lowest common denominator in journalism, it could lead to greater choice. No longer will an editor choose what should be printed, but the public will choose themselves.

The Korean internet newspaper, Ohmynews (<http://english.ohmynews.com/>), has taken this one step further with letting the public write their own stories. Ohmynews has some 32,000 citizen-reporters averaging several million hits per day. The popularity of the site has shaken the Korean press.

EQ: *Do you think the public is only interested in sensational news? What kind of news stories interest you? What news stories have interested you the most recently?*

2 READING

A is a skimming activity that will help students with the English in Use section of the CAE exam.

2 READING A**Answers**

Mediaset, main private TV company in Italy; controls a large share of publishing and newspaper market, including Mondadori, Italy's largest book and magazine publishing group, and *Il Giornale*, a leading national newspaper.

B requires students to analyse and imply similarities and differences between unrelated people. You should encourage the students to cite actual examples from the text and to use implying phrases in **Language Bank 13**.

C 1 This question relates to a type of question in the Trinity exam which requires students to speculate and conclude on the unstated feelings of people.

2 This question requires students to discuss the role editors play in choosing the news that is printed. You can help students by introducing words such as *censorship*, *bias* and *tabloid journalism*.

EQ: *What does it take to become a journalist or editor? Do you think an editor's education and experience gives them the right / ability to choose the stories that matter to the public? Do editors make the right choices?*

3 SPEAK YOUR MIND

This section covers the topics of news sources and current events, television content, life of a journalist, political control over the media and media as a pillar of democracy.

A EQ: *What are the advantages or disadvantages of getting your information from only one source? Name some current events. How might these stories be reported on differently by different networks? How is news reporting different and similar between television, radio, newspapers, news magazines and the internet?*

B EQ: *The average American watches over four hours of TV per day. How does this compare to your country? Is television an important part of your free time activities? Why / Why not? Should television viewing be restricted in any way? Can television be educational? Do you think television influences you in any way?*

C EQ: *What would it be like to interview famous people? To report from war zones? To break an important story? Do you think there is a difference between TV and newspaper journalists' jobs?*

D EQ: *How might news stories sound different if different political parties reported them? Give examples. Should you know everything? Can a country be democratic without a free press?*

4 LISTEN

DVD

This video clip is part of the controversial documentary, *Outfoxed: Rupert Murdoch's War on Journalism* by director Robert Greenwald. *Outfoxed* analyses the rise of the Fox News Channel, the 24-hour US cable news channel owned by Australian-born media tycoon, Rupert Murdoch.

Fox News was created to counter what conservatives viewed as an inherent liberal bias in the media and is one of the first news networks to openly support the political agenda of a single party, the right-wing US Republican party. Although it uses the slogan 'Fair and Balanced', Fox News often mixes journalism and conservative opinions that may blur the lines between conservative opinion and facts.

While cable news remains a small market (Fox has just over 1 million viewers) critics argue that the network has created a shift in US media towards the right. Greenwald and others also worry about

the extent of Murdoch's total media empire.

Murdoch's company News Corporation owns 9 satellite TV networks, 100 cable channels, 40 TV stations, 40 book companies, 175 newspapers and 1 movie studio. News Corp. is estimated to reach an audience of 4.7 billion.

B The text inside the box is a special review of the *Outfoxed* video clip. It was written in the first person by the author and publisher of *Quick Smart English*. This unusual step of reviewing a video clip in this way in an EFL textbook was to ensure this book's compliance with the fair use of copyrighted material. Students should be strongly encouraged to compare this style of journalism with that of journalists in their own country.

C You decide: Was this programme reporting news in a biased or fair way? After watching this, what do you think of Fox News' slogan, 'Fair and balanced'?

5 TEAMWORK

This activity is designed to get students to develop ideas for fictional story lines. This activity is designed to aid students in their creative effort and is based on an actual creative thinking activity. By pairing seemingly unconnected ideas or words, the resulting connection can lead to some original ideas. It should be viewed as both a fun activity and a serious attempt to think about the importance of truth in journalism. Students should be given the freedom to create whichever type of headlines or story ideas they want.

Sources

Weekly World News. Bat Boy Lives!: The WWN Guide to Politics, Culture, Celebrities, Alien Abductions, and the Mutant Freaks that Shape our World.
www.weeklyworldnews.com

6 CONTROVERSY

In 1976, the US Senate Select Committee on Intelligence discovered that more than fifty American journalists had worked as CIA agents during the Cold War. The Committee condemned the practice, but during the next twenty years, the CIA simply limited the practice. In 1996, the US Council on Foreign Relations suggested that the law limiting the use of journalists as spies should be re-examined. In response,

former CIA director John Deutch told Congress that there was no need to change the law because under the guidelines the CIA director still had the right to approve the use of journalists as spies when needed.

This use of journalists appears to be the norm among major powers rather than the exception. Colonel Stanislav Lunev, a defector from Russia's military intelligence, stated in 2000 that at least half of all Russian journalists working in Washington and the US were spies. According to Major General Yuri Kobaldze of Russia's SVR, "There is no essential difference between the work of a spy and a journalist; both collect information in the same way – just the end consumers are different. Journalists make the best spies; they have more freedom of access than diplomats. The Americans' moral stand on not using journalists is artificial, and not a little duplicitous."

Sources

The Thin Ink Line: Spies, Journalists, Espionage and the Media, David Grant

Through the Eyes of the Enemy: Russia's Highest Ranking Military Defector, Stanislav Lunev
www.cpj.org/attacks96/sreports/cia.html
www.aarclibrary.org/publib/church/reports/contents.htm

EQ: *Should governments use reporters or cameramen as spies? If so, under what circumstances? If not, why not? How could working for an intelligence agency affect how stories are reported? Do you think this puts journalists' lives and integrity at risk? Is intelligence gathering more important than reporting news stories?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

Berlusconi's Shadow: Crime, Justice and the Pursuit of Power, David Lane

Silvio Berlusconi: Television, Power and Patrimony, Paul Ginsborg
www.economist.com/countries/Italy/
<http://news.bbc.co.uk/1/hi/world/europe/3034600.stm>
www.forza-italia.it/notizie/int_2815.htm

B Sources

Writing Feature Stories, Matthew Ricketson
Writer's Digest Handbook of Magazine Article Writing,

Michelle Ruberg

www.journalism.org/resources/tools/print.asp
www.cjr.org/tools

8 MEDIA STUDIES in English [CLIL]

The idea of a utopian society can be traced back as far as Plato's *The Republic* (360 BC), however, the idea of a dystopian society is much more recent. The first recorded use of the term was by John Stuart Mill in 1868 to the UK Parliament. The idea seems to have gained ground in popular thought and literature, perhaps with the rise in importance of new technologies and the development of the modern state. New technologies were pushing the Industrial Revolution and changing the traditional roles in society. In this new age, Europe experienced a lot of social unrest from the 1840s to 1870s, as the divide between rich and poor began to grow. It is no coincidence that Mills' comments came only a year after the printing of Marx's first volume of *Das Kapital*.

In dystopian visions of the world, several themes emerge that have a direct relationship to this historical period, mostly dealing with control or a lack of it: the influence of machines and technologies as social control; an autocratic, centralised authority that cares little for the individual, but cares a lot for maintaining order; the rise of crime, as social stability and control decreases. Like utopias, dystopias are set in the not so distant future as a warning to change and a general fear of the unknown.

The novels presented in the unit are examples of how controlling the media is part of the formation of a dystopian state and where it could lead.

EQ: *Which do you think is more likely in the future: utopia or dystopia? Why? Do you think these particular dystopias are possible? Is it fair to draw similarities between these novels and today's media and society? Can you see examples today of each of the criticisms mentioned in these novels? What can we do to prevent these dystopias from occurring?*

Sources

Brave New World, Aldous Huxley
www.huxley.net
Fahrenheit 451, Ray Bradbury
www.raybradbury.com

9 FURTHER DISCUSSION

This section covers the influence of the media, technology and the media, entertainment as news, and the case of NY Times journalist Jayeson Blair.

A Try to get students to think about how they form their views on different issues, how the media creates consensus in a society, and how people can affect the media in the age of PR and social activism.

EQ: *Which media figures do you respect? Why? How much do they influence your opinions? Is it possible to form opinions independent of or contrary to the media? How important is consensus in your society?*

B Try to get students to think about how news travelled before each new technological invention (internet, satellites, TV, telephone, radio, telegraph, ship, printing press).

EQ: *How important is speed in receiving news? Give some current news examples. What effect would it have if the story was reported a day, a week, a month or a year later? Do you think technology has given us a better or worse understanding of world events? Why?*

C Try to get students to think about how often news covers issues relating to celebrities or the entertainment industry.

EQ: *Name five celebrities. What is happening in their lives at the moment? Do you know as much about your neighbours' lives? Does reporting about celebrities trivialise the importance of other stories?*

D Try to get students to think about the reality of a high-pressure job like being a journalist, meeting deadlines, and reporting on important people.

EQ: *If you might lose your job, would you ever lie to keep it?*

10 ***Your answer:*** DO YOU TRUST THE MEDIA?

This question tries to get students to address the most fundamental question regarding the media in today's society. The media is often seen as an important pillar in democracy. If the media is not providing us with accurate, unbiased information, what does this say about the democracy in our countries? How can we be informed citizens and

participate fully in our society without knowing about the reality of the world around us. Does the media actually have much control over individuals?

WORKBOOK

1 WORD POWER

This activity will get students practising the use of colloquialisms and the implying phrases from **Language Bank 13**.

1 WORD POWER

Answers

- 1 All these documentaries on television are really *daft*. **Based on this, you could get the impression that** people don't want to watch anything more challenging.
- 2 I read in the paper that train fares are going up by 10 per cent. They're going to be really *pricey*. **Some people say that** we are only paying half the real cost.
- 3 I heard there was more hooliganism at the *footie* match last tonight. **I would suggest that** the football league could do more to stop violence.
- 4 Did you see that *telly* programme about that bank manager who *pinched* a million pounds? **I suspect that he knows more** than he is letting on.
- 5 Are you still *keen on* going to see that film tonight? **I would suggest that** the film next week would be better.
- 6 It's such a media stereotype! Not everyone from there is *posh*. **Don't you think it points to** lazy journalism to use stereotypes like that.

2 WRITING

A Sources

www.thenation.com
www.motherjones.com
www.nationalreview.com
www.conservativenews.org

B Sources

The Web of Deceit: Britain's Real Role in the World, Mark Curtis
Tell Me Lies: Propaganda and Media Distortion in the Attack on Iraq, David Miller
www.cpj.org
www.freedomhouse.org

3 SPEAKING STRATEGIES: Use some quotes

This activity is the one of the techniques to help students give better presentations. This provides students with a great way to make their presentations more interesting, more concise and better planned.

3 SPEAKING STRATEGIES					Answers
1d	2b	3a	4c	5b	

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS					Answers
1b	2c	3d	4e	5a	
<p>1 to have a thick skin = not be sensitive to criticism. 2 to break the story = give the information / tell the story in public. 3 to have a sharp tongue = to be very critical, rude. 4 on the box = on the television. 5 through the rumour mill = from the gossip that goes round.</p>					

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Do you think you could handle answering questions at a televised press conference?*
 - I think you would *need a thick skin* to handle some of the questions.
 - I would be nervous. Some news commentators *have very sharp tongues*.
 - I don't see why a press conference *on the box* would be any harder.
- *What would you do if the media printed a false story about you?*
 - I think it happens often when the media is competing to *break a story*.
 - I wouldn't worry. If they printed something from *the rumour mill*, I could just sue for libel.
 - I don't know if my skin is *thick enough* not to be very upset.
- *Can you trust reporters to keep a secret?*
 - I think the papers would print everything. *The rumour mill* is just too powerful.
 - Reporters can't resist *breaking a story*. They just couldn't keep it a secret.

WHAT'S NEW?

Communication Objectives:	Students will be able to:		
	- use idiomatic expressions and softening propositions.		
	- use vocabulary, phrases and idioms related to role models.		
Educational Objectives:	Students will address the relationship of positive and negative role models to human development.		
Connected Topics:	- Teenage role models	- Fashion industry and role models	
	- Parents as role models	- Literary role models	
	- Eminem and music role models	- Male and female role models	
	- Superheroes	- Evolving role models	
Grammar:	Joining clauses		
Key Vocabulary:	advocate	foul-mouthed	paralysis
	air play	gutter-dwelling	pressure wound
	bigot	icon	quick fire
	conglomeration	idolise	slut
	conjure up	in your face	spark
	contemporary	invincible	stereotype
	deep down	mentor	surpass
	embrace	non-compromising	up in arms
	feat	outrage	vicious

The BIG question: DO WE NEED SOMEONE TO LOOK UP TO?**VIEWPOINT**

Fact: The UK teenage girls' magazine, *Sugar*, holds an annual readers' poll of the top 100 inspirational women. The information is in the form of a graphic based on this poll of young women from 13 to 18.

Source:

www.sugarmagazine.co.uk

EQ: *Do you think these are positive role models for girls? Why / Why not? What kinds of lessons could these women teach girls? How popular are these women in your country?*

Quote: Albert Einstein (1879–1955) German physicist, who later became a US citizen. Famous for developing his theory of relativity, he won the 1921 Nobel Prize for Physics. Aware of how his theory had laid the groundwork for the later development of the nuclear age and nuclear weapons, he became an advocate of nuclear disarmament after World War II.

Photos: The photos show:

- Kofi Annan (from Ghana), the Secretary-General of the United Nations up to December 2006. He has worked in a number of different areas at the UN, including at United Nations High Commissioner for Refugees (UNHCR).
- Christina Aguilera (from the USA), best-selling pop star who went topless on the cover of one of her albums. She is involved in a YouthAids.org campaign to raise awareness and funds to help protect young people from HIV / Aids.
- Tanni Grey-Thomson, Britain's best-known wheelchair athlete, who has won gold medals at the Paralympics and broken world records at distances ranging from 100 m to the marathon.

EQ: *Do you think Albert Einstein / Kofi Annan / Christina Aguilera / Tanni Grey-Thomson is a good role model? Who would each of them appeal to as a role model?*

1 WORD POWER

A gets students to discuss common adjectives that could be attributed to role models. You can suggest students associate each adjective with a particular person. It is unlikely they will find someone to fit all the adjectives, so there will be room for discussion.

B 1 gets students to practise using the softening expressions from **Language Bank 14**.

1 WORD POWER B1

Sample answers

I'm sorry. It's just that I don't see Britney Spears as a good role model. / **It's quite difficult, but** I think Christina Aguilera can be a positive role model. / **If I could just mention one thing,** I think Kofi Annan is a good role model despite the Oil for Food scandal. / **Actually, I had thought that / I often wonder if maybe** Tanni Grey-Thomson wouldn't be a role model if you don't like sport.

ARTICLES

Eminem – Is He A Poet Or Bigot?

This article discusses the influence of Eminem and other popstars on young people. The article was written by a youth organisation, Children's Express, which writes for the Belfast Telegraph. Eminem (real name Marshall Bruce Mathers III) is a controversial figure in hip hop and the music industry in general. Beyond the fact that he is one of the few successful white rappers accepted by the black community, his Marshall Mathers LP was attacked for containing misogynistic and homophobic lyrics. To counter these claims, he famously appeared on stage with Elton John at the Grammy Awards to perform *Stan*.

EQ: *What do you think of Eminem? Is his music misogynistic, homophobic or violent? Why is hip hop so popular outside the African-American community where it originated? How popular are rap and hip hop artists in your country?*

Reeve Was Real-Life 'Superman'

This article is a tribute discussing the life and death of Christopher Reeve. After his accident, he did not give up hope for a cure, and became an ardent advocate for people with spinal cord injuries and the possibility that repairing spinal cord injuries

would be possible in the future. Reeve was also an outspoken defender of stem cell research and critic of the US government anti-stem cell research position. While he will stay in people's minds as Superman, he will probably be remembered more for his dedicated work after his injury.

EQ: *What made Reeves a role model? Are disabled people generally seen as role models? Why / Why not?*

2 READING

A 1 is a skimming activity that will help students with one of the Reading sections of the CAE exam.

2 READING A1

Answers

Eminem: foul-mouthed, pop star, poet, icon, gutter-dwelling bigot, Brit award winner, biggest selling male artist, anti-women, anti-gay; Christopher Reeve: actor, champion of sufferers of spinal cord injuries, advocate of stem cell research, real-life Superman, his courage was extraordinary, our champion.

A 2 This question relates to a type of question in the Trinity exam which requires students to speculate and conclude on the unstated feelings of people.

A 3 Students should first identify key adjectives describing both Eminem and Reeves.

B 1 requires students to contrast opinions of different people.

2 READING B

Answers

1 Drew and Lisa don't think pop stars are not good role models for young people, Mairead thinks Eminem is a good role model because he tells / says it how it is.

2 (Sample answer) The irony is that he played Superman, an invincible super hero, but he was not invincible. In real life, he could be injured like anyone else. / He played a superhuman man of steel but in real life, when he was paralysed in an accident, he showed more courage than an imaginary character.

B 2 The irony is that he played Superman, an invincible super hero, but he was not invincible. In real life, he could be injured like anyone else.

C 1 This question relates to a type of question in the Trinity exam which requires students to speculate and conclude on the unstated feelings of people. You may want to extend the discussion by asking: *If you were a pop star would you care what others thought of you? Do you think a celebrity's life belongs to them or the media?*

C 2 This question requires students to speculate on the differences between Eminem and Christopher Reeve. Ask students to look at the types of careers both men have had, how their actions are presented in the media and the causes they support.

EQ: *Which person do you think most young people would prefer as a role model?*

3 SPEAK YOUR MIND

This section covers the topics of: personal role models, personal and impersonal role models, messages given by pop stars, popularity of anti-establishment role models, and role models in different groups in society.

A EQ: *How does someone choose a role model? Are role models a question of personal taste, popularity or something else? Can you judge someone without knowing them personally?*

B EQ: *Why are parents and other family members often overlooked as role models? Teenagers often rebel against their parents. Is it possible to idolise and rebel against the same person?*

C EQ: *Who are your favourite music stars? Do you think young people act on the messages sent by pop stars?*

D EQ: *Think about different groups in your country: for example, ethnic groups or people with disabilities. Who are some role models for them? How important is it to have a positive role model in a group?*

4 LISTEN

DVD

While the popularity of comic books has changed over the years, many comic book characters are popular now because of Hollywood films based on comic books. In films, the special abilities of superheroes are brought to life using

computer-generated images (CGI). Superheroes in films include: Superman, Batman, the X-Men, the Hulk, Spider-Man, and the Fantastic Four.

A Photos: The pictures are of Batman and Lara Croft, played by Angelina Jolie, from the popular Tomb Raider video games and movies.

B is a CAE-type listening activity.

4 LISTEN B, C, D

Answers

B Spider-man: complex hero and very human, lot of problems but faces them, an accidental hero; Superman: an early blueprint for superheroes, good guy, helps people; Wonder Woman: independent.

C (Sample answer) Comic book genre dominated by male characters, but some strong female characters such as Wonder Woman.

D 1 1938–1954; **2** His grandfather drew cartoons for comic books / comic book cartoonist; **3** The good guys against the bad guys, fighting crime and helping people. **4** Wonder Woman – independent, Batgirl – helper, extension of a male character like Batman.

5 TEAMWORK

This activity is designed to get students to think how parents concerned about their child's well-being might view teenage role models. There is a deeper meaning to this activity in that many parents' first instinct is often to restrict children's and teenagers' access to negative influences, without consulting the young people themselves. There have been numerous grassroots movements to restrict children and teenagers access to different things. For instance, the Parents Music Research Center in the USA pushed for a film-style rating system on music that led to the 'Parental Advisory: Explicit Content' sticker on many CDs.

Source:

Raising PG kids in an X-Rated Society, Tipper Gore
www.concernedpta.com.gh/index_old.html,
www.ncac.org

EQ: *Should teenagers' access to negative role models be restricted? How do you think your parents would rate your role models?*

6 CONTROVERSY

The fashion industry has been criticised about the kind of body images that they promote, especially for young women. Some people say the fashion industry is simply pandering to the desires of the majority of women when they choose thin models. Thin models reinforce this ideal body image that the majority of women can only hope for. Recently, larger-size models have appeared more in fashion magazines. *Dolly*, an Australian women's fashion magazine, saw a 13 per cent increase in readership after introducing larger models in their fashion spreads. Similarly, a popular TV reality show in the US, *America's Next Top Model 3*, also featured a larger-size model as one of the ten finalists.

Sources:

www.cosmopolitan.com, www.adiosbarbie.com

EQ: *Does the fashion industry affect people's idea of body image? What can be done about this? Do you think men are also affected by men's fashion magazines?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

The Art of Mentoring, Sinclair Goodlad
Students as Tutors and Mentors, Mike Pegg
 www.mentoring.org, www.womenswork.org/
 girls/refs/mentor.html

B requires students to write satirically. It would be worth asking students to review Unit 4's first article *Leave the Poor Psychopath Alone* as an example of writing satire.

8 LITERATURE in English [CLIL]

The two authors represent two of the 20th century's more critically acclaimed American authors. They are generally regarded as 'cool', accessible and appealing to younger readers because they discussed topics that represented a break from the normal narrative in American literature.

Maya Angelou tackled racial issues that were still being worked out in 1970s America, following the rise of the civil rights movement in the 1960s. In addition, she was a woman writing about issues

that few women were addressing in contemporary literature: rape, murder and bigotry. Even in the face of these adversities, she maintained an overwhelming sense of hope for the future. And while it was a simple act of autobiographical storytelling, she was clearly breaking new ground.

Jack Kerouac wrote about being young in the 1950s. Trapped by a culture that demanded conformity – a family, a house, a car and a regular job, this younger generation wanted more. In *On the Road* Kerouac discusses travelling the open road, bohemian lifestyles, jazz, race relations, drug use, sexuality and even homosexuality with a compelling, naïve curiosity. Like Angelou, it was a major break from contemporary authors.

Sources

I Know Why The Caged Bird Sings, Maya Angelou
On The Road, Jack Kerouac
 www.mayaangelou.com,
 www.jackkerouac.com/index.php

EQ: *What kinds of books do you like to read? Name books and authors who have influenced you? Do you think literature is cool? Do authors make good role models? Why / Why not?*

9 FURTHER DISCUSSION

This section covers the topics of: gender and role models, friends as role models, careers as a basis for being role models, evolving role models, and role models and stereotypes.

A Try to get students to think about role models in terms of gender.

EQ: *Are there role models that are common to both sexes? What is your reaction if a boy has Britney Spears as a role model and a girl has Arnold Schwarzenegger as a role model?*

B Students should think about specific friends and the positive things that they can draw from them.

EQ: *Do your parents see your friends as positive or negative role models? Who has more influence on you: parents or friends?*

C Ask students to list specific careers: for example, lawyers, businesspeople, nurses, firefighters, criminals.

EQ: *Do some careers make for bad role models?*

D Try to get students to think about the role models they had as children. You can brainstorm these as a class.

EQ: *Do you think the role models you had as a child had much influence on you? Do some role models remain the same throughout your life?*

E Ask students about unusual role models to see how these do or do not fit with stereotypes.

EQ: *What is the most unusual role model you have heard of?*

10 **Your answer:** DO WE NEED SOMEONE TO LOOK UP TO?

There is a phrase often attributed to Isaac Newton often quoted: "If I have seen further it is by standing on the shoulders of giants." It means that he was only able to explore further by having learned from people who came before him. This is true even with the simplest of acts; we are part of those who surround us. The question here tries to get students to consider the basic need for role models. Is it simply an evolving drive in our natural development? Or is it something we could develop without? In the absence of others as possible role models, would we be who we are today?

WORKBOOK

1 WORD POWER

This activity will get students to practise the softening expressions from **Language Bank 14**.

1 WORD POWER

Sample answers

1 I'm sorry. It's just that I disagree with you about Eminem. – **Well, there's always a first time for everything.** **2 I often wonder if maybe** parents expect celebrities to be unreasonably responsible. – **You'll have your work cut out for you** if you think you can change their minds. **3 It's quite difficult to know for certain, but** I think a teenager's friends are their most important role models. – **It stands to reason.** **4 If I could just mention one thing,** I have always looked up to my father. – **It stands to reason.** **5 I'm sorry.**

It's just that we'll only play if she coaches the team. – **Well, don't hold your breath!** **6 If I could just mention one thing.** When I was growing up my hero was Spider-man. – **It stands to reason.** He was my hero too. **7 Actually, I had thought that** most people were shocked with the arrest of the star. – **The bigger they are, the harder they fall.** **8 I often wonder if maybe** she inspired me to become a doctor. – **There's always a first time for everything.**

2 USE OF LANGUAGE: Joining clauses

This activity discusses athletes as role models. The activity is based on an activity type for the CAE and CPE exams.

2 USE OF LANGUAGE

Answers

1 that / which	2 that	3 what
4 who	5 When	6 which / that
7 because / when	8 that	

3 WRITING

A Sources

Confessions of a Hero-Worshipper, Stephen J. Dubner
www.myhero.com/myhero
www.jerryjazzmusician.com/mainHTML.cfm?page=heroesindex.html

B Sources

How Not to Write a Screenplay, Denny Martin Flinn
Complete Idiot's Guide to Screenwriting, Skip Press
www.pubinfo.vcu.edu/artweb/playwriting

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

1f 2e 3a 4b 5d 6c
1 babes in arms = very young children so not able to do things for themselves. **2** to take their cue = to follow the example of. **3** to show guts = to show courage, be brave. **4** to be in good hands = to be helped by reliable people. **5** in someone's good books = in favour with someone. **6** to take under someone's wing = to be given someone's protection.

- *What would you do if your parents thought your friends were bad role models?*
 - I think my parents would respect my choices. I'm not *a babe in arms* any more.
 - I think it would *take a lot of guts* to follow my parents' wishes.
 - I want to *stay in* my parents' *good books* so I might find some new friends.
- *Do you follow everything your role model does?*
 - I *take* some *cues* from her, but I am my own person. I make my own choices.
 - It *takes* more *guts* to follow your own path than to follow a role model.
- I think it's important for a role model to *take* you *under their wing*, but this doesn't mean you can't be your own person.
- *How are you as a role model?*
 - My younger brother *takes cues* from what I do, so I have to be careful what I do.
 - I've *taken* a younger student *under my wing*. She's doing better at school since I've been helping her.
 - My friends are *in good hands* when they ask me for advice and help. I'm always there for them.

WHAT'S NEW?

Communication Objectives: Ss will be able to use phrases or grammar from:
 Units 1-7, Extended Reading 1
 Unit 8: Signposting words and phrases: Arguments (1) / Affirming
 Unit 9: Interrupting / Signposting phrases: Arguments (2)
 Unit 10: Challenging Arguments and opinions / Intensifiers
 Unit 11: Evaluating different standpoints / Tentative expressions
 Unit 12: Deducing / Uncountable nouns (grammar)
 Unit 13: Colloquialisms / Implying
 Unit 14: Idiomatic expressions / Softening expressions

Educational Objectives: Ss will explore how making decisions (career, marriage) lead to different lifestyles.

Connected Topics:

- Snowboarding	- Bohemian lifestyle
- Cultural differences	- Global warming

Grammar / Vocabulary: Idioms
 Jargon / slang

Key Vocabulary:	Aussie	footie	pipe
	awesome	gain a reputation	plagued by
	bad conditions	ingenious	quick smart
	battered	judge a book by its cover	snap out of
	broken English	mag	spurt out
	crack a joke	make a mental note	stock question
	daze	misnomer	stroll v
	dodgy	park (see Ex. 3) [place for	
	fluorescent	doing snowboard tricks]	

EXTENDED READING: Background Information

This snowboard blog comes from the website for the *Board the World* magazine. The editors of the magazine travel to different ski or snowboard resorts around the world and give (we)blog editorials on how good or bad a resort was.

It is interesting to note how much the snowboarding has changed within only a few decades. Although it originated in the 1920s, it wasn't until later in the mid-1970s that the sport became popularised. Up until the early 1990s, snowboarding was banned from many ski resorts partly due to its association with teenagers and the skateboarding and surfing culture.

EQ: 1 *What do you think of boarding sports like snowboarding, surfing, skateboarding and windsurfing? Why are they so popular today? Why do you think*

snowboarding was banned from many ski slopes until the early 1990s?

2 *Snowboarding was first an official sport at in the 1998 Winter Olympics. How are sports chosen for the Olympics? Can you think of any sports that should be added to or left out of the Olympics? Why?*

3 *Some people travel their whole lives for work or by choice. What would it be like to travel round the world all the time? Would it suit you? Why do people need 'roots'?*

1 READING

A is a common skimming activity. It will help students writing the Reading part of the CAE, the Trinity Controlled Writing ISE III section, IELTS Reading Part 2, and IGCSE Reading Parts 1 and 3.

1 READING A**Answers**

- 1** The snowboarders travel to Laax Crap based on the advice of the snowboard shop guy in Verbier, Switzerland.
- 2** They are shocked and awed by its size. Later they said, "Laax rocks!"
- 3** Swiss Germans were friendlier and drink about ten times as much.

2 IDIOMS

This activity follows the specifications of the Trinity Language Exam Grades 10 and 11 which call for students to have a good understanding of and ability to use various idioms. The correct use of idioms will help students in CAE as well.

2 IDIOMS**Answers**

- A** **1** snap out of something, **2** gain a reputation for, **3** give something a go, **4** pull someone's leg, **5** not judge a book by its cover, **6** make a mental note of something.
- B** **1** Why don't you *give* surfing a go? You'll like it.
- 2** Ron quickly *gained a reputation* for drinking too much.
- 3** You're *pulling my leg*. Nobody can hold their breath for six minutes.
- 4** I *made a mental note of* what she said in case she denied it later.
- 5** Hey! *Snap out of it!* You almost stepped in front of that bus.
- 6** You can't *judge a book by its cover*. He's not as mean as he looks.

3 IN THE POWDER

This section follows the specifications of the Trinity Language Exam Grades 10 and 11, which call for students to be able to understand words in context.

EQ: *What do these words mean? In what other areas do people use jargon? How is jargon a positive and negative thing?*

3 IN THE POWDER**Answers**

- lift station
Mammoth Mountain (major snow boarding resort)
mountain
(rockin') park
rockin' = cool, very good
park = short for snowboard park, a outdoor complex designed for snowboarders with equipment for doing snowboard tricks]
peak
(good) pipe
pipe = half-pipe, a semi-circular slope designed for snowboarding aerial tricks
powder
resort
ride
snowboard mag(azine)
snowboard shop
vertical (metres) = height
Whistler Blackcomb (ski resort)

4 PORTFOLIO WRITING

You should remind the students that both activities are from a first-person point of view. Juz might say, "We went to Verbier. I couldn't board anywhere though because of no snow."

A Sources

Snowboarding Skills: The Back to Basic Essentials for All Levels, Cindy Kleh
www.snowboarding.com

C Sources

The Weblog Handbook, Rebecca Blood
www.blogger.com
www.blogwise.com

5 INTERACTIVE TASK

This activity is directly based on the Interactive Task phase of the Trinity Language Spoken Exam Grades 10 and 11. It would also be useful practice for developing stronger communicative skills and confidence for Parts 3 and 4 of the spoken phase of the CAE exam.

This activity requires students to lead the conversation, which can be a challenge for some students. It is important that you go round the room to monitor the students' communicative leadership in this activity. They should be commenting and asking their partner questions. Silence is not an option; it is up to them to keep the dialogue active and flowing if, and when, their partner begins to falter. They should already have experience with leading the dialogue during **Teamwork**, presentation and **Further Discussion** activities in previous units.

To help in general, you can get students to think of the different brainstorming activities they have encountered so far in the Teamwork activities.

Comment 1: If students seem to have trouble beginning, you can help them by suggesting a few cities: London, Paris, Athens, Madrid, Tokyo, Sydney, Rio De Janeiro. You can further suggest a few activities: going to new restaurants, seeing

famous places, doing interesting activities (train rides, parasailing).

EQ: *What would you need to know before going on this journey? How much should you know about a culture before you travel to a country?*

Comment 2: If students are having trouble beginning, you can help them by suggesting they brainstorm what they can learn by experiencing other cultures. Some suggestions to help with tourism: income for tourist industry (types of companies depending on tourism), environmental concerns, obnoxious tourists, social problems (illegal immigration, sex tourism, etc.)

EQ: *What would happen if the tourist trade were suddenly stopped (for example, Asian tsunami, border closures, disease epidemic)? What would happen if no one travelled? Can you learn as much about a culture by watching it on TV or reading about it?*

WHAT'S NEW?

Communication Objectives:	Ss will be able to: - use expressions for generalising and conditionals. - use vocabulary, phrases and idioms related to roles in the family.				
Educational Objectives:	Ss will analyse the cultural meaning and significance of relationships between parent and child, husband and wife and other family members.				
Connected Topics:	- Birth rates - Modern families - Working mothers - Fathers' rights in divorce - Work-life balance	- Childcare - Teenage mothers - Generation gap - International adoptions - Large families	- Household chores - The extended family - How to be a parent - Arranged marriages		
Grammar:	Conditionals				
Key Vocabulary:	adopted allocate blood ties boast contentious corporate jungle custody battle dangle descendant	desert domestic bliss droves dual extended family frazzled frown upon high-powered impresario	in-laws job pool juggle leeway liberation lobbying maternity leave matriarchal mirror	monk newlyweds nuclear family onslaught paternity leave patriarchal pelt rabid recourse	rota separated skyrocket spark step-children storm tactics thwart vicar

The BIG question: WHAT'S A NORMAL FAMILY?

Here students should think about the definition of family and family values. Can any family be considered normal when every family situation is unique?

VIEWPOINT

Facts: The significance of these figures lies in the fact that some countries have a low birth rate and how this affects their ability to maintain their population base. Two babies have to be born in every family to maintain population size. It is possible, however, to offset a declining population with more immigration, which is a common solution for many countries.

Source:

UN Department of Economic and Social Affairs, Population Division.

EQ: *How does your country compare? Why do some countries have more or less than two children per family? What might these countries' population size*

look like in fifty years? How might the following affect the estimate: death rates, immigration / emigration rates, poverty and disease rates? What effect would declining / increasing population size have?

Quote: Delia Ephron is an American author and screenwriter.

EQ: *How accurate do you think this description of an extended family is? Has the concept of family changed much in your lifetime? Is the changing family a good thing?*

1 WORD POWER

A 1 gets students to consider the different relationships within the family construct. Students will need to present an argument for their choices.

A 2 It is important that students should not be pressed to answer this question if they are reluctant to, as discussion about one's family can be difficult for some.

1 WORD POWER A1**Sample answers**

Top picture: whole picture – extended family; back row from left – cousins, nuclear family, newlyweds; middle row from left – divorced / separated, uncle / aunt, adopted child, cousins, in-laws; front row from left – single-parent family, nuclear family, cousins (young children). Lower picture: newlyweds.

B gets students to practise the generalising phrases in **Language Bank 15**.

1 WORD POWER B**Sample answers**

It's usually the case that people have extended family. **Most people say that** the nuclear family is not that common, but I think it is. **Everyone seems to think that** adopted children are not common, but I think they are more common than people think. **I don't know anyone who** hasn't got uncles and aunts.

ARTICLES**'New Wives' Opt For Home Life**

This article discusses an apparent trend in Australia and other developed countries. Through much of the last half of the 20th century women have worked hard to ensure equality in all areas of society. One of the most contentious was of course equality in the workplace. For most women this meant showing that they were the equals of men in terms of work output and efficiency. Although a great many women managed to create careers for themselves, many men maintained the gender roles of the previous generation. This meant women had to handle both their jobs and the workload at home. Some of today's new mothers have apparently largely decided to abandon this busy lifestyle for a more traditional one, taking advantage of the maternity leave offered. In the UK mothers are entitled to 26 weeks maternity leave. Many other countries offer up to a year.

EQ: *How busy do you think your mothers' lives are today? Do you think the trend in the article is widespread? What is more important – having children or having a career? How long should mothers get for maternity leave? How old should children be before they go into childcare?*

Fight for Fathers' Rights

This article discusses the issue of fathers' parental rights after a divorce. The divorce rate in many countries has been increasing. In the UK, for example, nearly half of all marriages end in divorce, and the children are caught up in the process. Numerous studies point out some possible effects to these children's emotional, social and mental development. While many countries grant joint custody, UK courts take the view that children should be given solely to one parent, in most cases the mother. As the article states, some mothers can make it near impossible for fathers to have any visiting rights.

EQ: *What is the divorce rate in your country? What are some common reasons for divorce? What effect does divorce have on children? In the US, several states have special marriage contracts which make it extremely difficult to get divorced. What do you think of this idea?*

2 READING

A 1 is a skimming activity that will help students with the English in Use section of the CAE exam and the reading section of IGCSE.

1 WORD POWER A1, A2**Answers**

- 1** Many women don't return to paid work until after the children are at school. A small number stay at home and don't go back to work at all.
- 2** (Sample answers) If I have children, I will put them before career. / If I have children, I will do things differently from my parents. / If they had families and careers, they would be busy but more content. / If I was an older woman, I would point out that women nowadays only had a choice because of what we did before. / If I was an older woman, I would advise my daughter to take it easier.

B reflects on-the-spot discussions that appear in the Trinity Spoken exam. Encourage the students to use vocabulary from the text and try to be concrete in their arguments.

C 1 This question relates to a type of question in the Trinity exam which requires students to speculate on

issues that are not explicitly stated. You may want to help the students by suggesting different areas, such as marriage, children, careers, education, fun.

C 2 This question requires students to speculate on the possible benefits of having children with only one parent. You can make this discussion more controversial by asking students to compare how well single mothers would do compared to single fathers.

3 SPEAK YOUR MIND

This section covers the topics of: the meaning of family, work-life balance, childcare, and fathers' versus mothers' rights.

A EQ: *What does family mean to you? Do couples need children to be a family? Are your views on family similar or different to the rest of society?*

B EQ: *Is it possible to have two working parents and a happy family? Can you have it all? Many people are choosing to work fewer hours to balance their lives. What would life be like only working 20–25 hours?*

C EQ: *How expensive are each of these childcare options? Do mothers get maternity leave in your country? If not, why not? If so, how long do / should they get?*

D EQ: *Why are mothers more likely to be given custody of children? Do fathers make good single parents?*

4 LISTEN

DVD

This audio clip is from a BBC Northern Ireland radio show. The interviewer is from Northern Ireland and Courtney Cassidy, the teenage mother, is from the English Midlands. The issue of single mothers leads to frequent debates in British society. Conservatives often believe that social constraints have become too lax and welfare only perpetuates the problem. More liberal people see the issue as an unfortunate result of poor education and poverty.

1 WORD POWER B

Answers

1 She planned the pregnancy, she thought she could do it if her mum had. **2** She can give her children as much love as a 34- or 38-year old woman. **3** She wants to go back to work and have a career when her children are older.

1 WORD POWER C

Answers

1 He left her for another woman after the first baby was born. **2** When she was 15, she went out and got drunk, then had sex with a man she didn't know. **3** When she was already pregnant with her first daughter.

5 TEAMWORK

This activity is designed to get students to do two things. Firstly, it will allow them to discuss their families, using vocabulary that will be useful in the exam, but they can talk about friends too if this is easier. Secondly, it will give them the opportunity to discuss generational differences. Overall, this activity will prepare the students to discuss their families in a much more concrete way in the exam.

6 CONTROVERSY

In some developed countries the topic of international adoptions is not even discussed, while in others it seems to be an issue that is strongly debated and even resented. It is clear that the people adopting from other countries show their commitment to the child they are adopting by going to great expense to complete often complicated administrative procedures, but it is hard to deny that these adoptions are often made possible only through a large disparity in the standard of living between the developed country and the developing country. Is it in the best interest of the adopted children to remain in their own country with few future prospects or to be adopted by a foreign family with a better standard of living who can offer them more prospects in life?

Sources

The Complete Guide to Foreign Adoption, Barbara Bascom

From China with Love: A Long Road to Motherhood, Emily Buchanan

<http://international.adoption.com>,
[/www.dfes.gov.uk/adoption](http://www.dfes.gov.uk/adoption)

EQ: *Do you see these international adoptions as baby-buying? How do you think people in the UK or other developed countries would react if individuals from developing nations came to adopt children from their countries?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

From Family History to Community History, W.T.R. Pryce
www.bbc.co.uk/history/familyhistory
www.thefamilyhistoryproject.co.uk

B Sources

Wedding Invitations, Announcements, Place Cards, and More, Bette Matthews
www.timesonline.co.uk/section/0,,20989,00.html,
<http://listings.nytimes.com/classifiedsmarketplace/>

8 HOME ECONOMICS in English [CLIL]

The family was initially a little wary about sharing their particular situation, as they had encountered problems with media interest in the past. Similarly, Catherine has observed that there are often misperceptions about large families. In her family's case, she says on her website that many people assume that she must be religious, not believe in birth control, or be very rich. None of which is true. With a great sense of humour, she states quite simply that she and her husband Reg simply love children.

There are of course some difficulties in managing a large family. They need an extra-large van to take the whole family. Catherine has to do 12 loads of washing, twice a month, but she does get a lot of help from her husband and children. The children have home schooling, mainly because it is too far to go to the nearest English-speaking school every day. The family is English-speaking, but they live in a mostly French-speaking part of rural Quebec.

Source:

www.plomp.com/mabear

EQ: *How common are large families in your country? How are large families viewed in your country? What would it be like to have 10 brothers or sisters? In what other ways would being part of a large family affect your life? Would you want that many children yourself?*

9 FURTHER DISCUSSION

This section covers household chores, members of extended family, parenting skills, and arranged marriages.

A It might be useful to brainstorm vocabulary relating to household chores on the board, for example, washing up, doing laundry / washing, etc.).

EQ: *How do these compare with people your age? Should parents have to pay children a weekly allowance to help with the chores?*

B Try to get students to compare these relationships with other cultures.

EQ: *Do your grandparents or other relatives live with you? What are the advantages and disadvantages of having extended family nearby? Should extended family members have a say in how your family operates?*

C Ask students to think about parenting as another stage in life.

EQ: *If we expect people to behave in a certain way, should we make sure that parenting is standardised? If parenting were regulated, who should decide how it should be done? Is having children a right or a privilege?*

D Try to get students to think about countries that have arranged marriages and what the cultural reasons behind it might be.

EQ: *Why do people marry? Why might people choose not to marry? Do you think parents know better than their children about who they should marry?*

10 Your answer: WHAT'S A NORMAL FAMILY?

This question tries to get students to address a very basic concept of family. Marriage and family are often seen in ideal terms, whereas in many developed countries they have been evolving. Non-standard families from divorce, separation, single-parenting, adoption, step-children, all seem to be in the increase. The question must then be asked is it fair to present the nuclear family of father, mother and 2.4 kids as the model for all families to live up to? Or is it simply another variation of family?

WORKBOOK

1 WORD POWER

This activity will get students practising conditionals as shown in **Language Bank 15**.

1 WORD POWER**Sample answers**

1 If I need advice, I ask my parents. **2** If I see her, I will tell her. **3** If I won the lottery, my family would be very excited. **4** If it had been me, I would have gone out of the room. **5** If I'm late, my parents get worried. **6** If you love each other, you will have a happy family. **7** If I was / were a divorced father in Britain, I would try to see my children as often as possible / every day / week. **8** If I had known ten years ago what I know now, I would have become a teacher.

2 WRITING

A You can help students by suggesting they start with themselves, then cover each immediate family member's activities over the past five to ten years.

B You can help students by getting them to think about how life might be different. Ask them to think about: technology, politics, world affairs, economy, natural resources and the environment.

3 SPEAKING STRATEGIES: Emphasising a point

This activity is the one of the basic techniques that students should learn to give better presentations. In trying to emphasise modal verbs and negatives, the students will grasp how the rhythms of speech differ when used for emphasising.

1 WORD POWER**Sample answers**

1 do not	2 never expect	3 do place
4 is not	5 should not	6 do function
7 would argue	8 should matter	

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOM**Answers**

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

1 a chip off the old block = exactly like your parent.
2 Blood is thicker than water = Family is more important than other people. **3** a mummy's boy = spoiled, immature man. **4** a family man = man who considers his family very important. **5** a ready-made family = step-children through marriage, without giving birth to them or adopting them. **6** the black sheep of the family = person in family who is not considered respectable or successful.

- *Why are some family members more successful than others?*
 - I think it really depends on whether someone is *the black sheep of the family*. Some people just don't seem to do very well.
 - Well, it depends a lot on the success of parents. Children tend to be *chips off the old block* and follow their parents' lead.
 - I suppose it has to do with how much freedom you have as a child. I'm sure that being *a mummy's boy* would stop you from taking risks.
- *Is it easy to be independent from your parents?*
 - I am not *a mummy's boy*, so yes I am very independent.
 - *Blood is thicker than water*. You have to accept that those ties are there forever.
 - I'm *the black sheep of the family*, so I've always been pretty independent.
- *When do you think people are ready to settle down and have a family?*
 - I'm not sure all men are *family men*. Maybe some will never settle down.
 - When I met my husband he already had children, so I had *a ready-made family*.
 - I'm *a chip off the old block* alright, just like my mum, I want kids right away.

WHAT'S NEW?

Communication Objectives: Ss will be able to:
 - use expressions for asserting and signposting phrases for sequencing.
 - use vocabulary, phrases and idioms related to school curriculum.

Educational Objectives: Ss will address curriculum planning, theory and implementation.

Connected Topics:

- Student needs, parental wishes and the demands of the state	- Primary education
- Favourite subjects	- Single-sex schools
- Academic versus career-oriented education	- Physical education
- Budget constraints	- Experiential learning
- History: Who tells the story	- Literature
- State of UK schools	- Well-rounded education
- Evolution versus creationism	- Testing
	- Life-long learning

Grammar: Gerunds and infinitives

Key Vocabulary:	adolescent	echo	literate
	allocate	gap	manipulate
	apartheid	gender bias	neglect
	autonomy	gender-stereotyping	reconciliation
	Bantu	hail	reiterate
	brains	heritage	scholar
	co-educational	hands-on	specialist
	condemn	inclusive	standardised testing
	creationism	inherit	unmask
	diversity	kayak	
	dyslexic	literacy	

The BIG question: ARE STUDENTS LEARNING THE RIGHT THINGS?

The idea is to ask the students to think about what they learn / learned at school.

VIEWPOINT

Facts: This information comes from the same Programme for International Student Assessment (PISA) study produced by the Organisation for Economic Co-operation and Development. The study looked at 41 countries in 2003, testing more than 4,500 15-year-old students in each country.

EQ: *What can this graph tell us and not tell us? Why do you think Italy has three times fewer university graduates than the USA? Does it matter? How common and how important is a university education in your country? Do you think there is a*

connection between higher education and economic growth?

Quote: This anonymous quote presents what might seem an odd dichotomy, but what many academics would probably agree with.

EQ: *Is this statement true? Why / Why not? Do you think you know enough? Or will ever know enough? Is it better to be ignorant?*

1 WORD POWER

A gets students to consider some of the key criteria that teachers consider in preparing courses. As this activity is opinion-based, the following are only suggested answers. If time allows, you may ask students to expand on the reason for their choices.

1 WORD POWER A**Sample answers**

I'd put student needs first. The next most important is standardised testing. Equally important is the subject matter. And again the curriculum has to follow government policy. Then I'd put the amount of budget available to allocate, and the classroom resources would come next. And finally, the need to understand adolescent psychology.

B This activity gives practice in using vocabulary from A and the phrases from **Language Bank 16**.

1 WORD POWER B**Sample answers**

1 I would put forward the idea that the teacher would need to give extra lessons for the dyslexic student.

2 I am confident that a newly arrived immigrant student would get English / ESL lessons to allow them keep up with regular classes.

3 We should realise that a pregnant student is still a student. She should be treated with the same respect and given the same opportunities to learn as others.

4 It can be argued that a new teacher might try many new activities until they find a formula that works.

5 I can confirm that excessive budget cuts would make it difficult for teachers to include as many activities as they would like.

C More practice in using vocabulary and **Language Bank 16** phrases while discussing what is taught in schools.

ARTICLES**Teary Asmal Hails New History of South Africa**

This article discusses South Africa's educational system. From 1948 to 1990, South Africa had a system of racial segregation called apartheid (Afrikaans word meaning 'separateness'). Although the country is today about 60 per cent black, the white minority had established itself through the colonial rule of first the Dutch and later the British. During apartheid, the South African education system spent about ten per cent on each black child compared to each white child. Moreover, it was nearly impossible for blacks to get a university education.

Similarly, textbooks were written to maintain white supremacy. For instance, it was often wrongly suggested that South Africa was largely uninhabited until the Dutch settlers arrived, but the San and Khoekhoe people lived here at the time of the first Dutch arrivals. Some archaeological evidence shows modern human presence there from 100,000 years ago. Another important issue was the language of classroom instruction. Black students had to be taught in Afrikaans, English and Bantu. Later, it was only English and Afrikaans. It should be noted to students that the use of textbooks and the education system to promote political ends is not isolated to South Africa or the past.

EQ: *Do you think your country's textbooks are written well? How can you tell?*

If people are taught incorrect information in school or textbooks, how would people learn about the truth?

Should it be a crime to provide false information in schools or textbooks? Why / Why not?

Can education solve social or racial problems? Has education contributed to these problems?

Call For 'Fairer' Schools System

This article discusses a number of issues in the UK school system. The first point to be addressed was more findings from the OECD's 2003 PISA study (see Viewpoint). UK students had a very poor showing compared to other OECD countries. As the article discusses, the British government wants to create more specialist schools, which are often centred around a particular skill. These schools are required to meet certain UK curriculum standards, but are given flexibility in how they achieve these goals and how much each subject is taught. Critics say that these schools force disadvantaged students into vocational areas when they could be better served by attending an ordinary school.

Similarly, many critics are worried by the increasing number of specialist religious schools and the information taught at these. Among these, the schools run by the Emmanuel Schools Foundation sponsored by multimillionaire car dealer and evangelical Christian, Sir Peter Vardy. These schools teach creationism over the dominant UK curriculum which mandates the teaching of evolution. (See Ex. 4 Listen.)

EQ: *Is it useful or fair to compare different countries' education systems? What might be some reasons for differences in educational levels?*

2 READING

A is a skimming activity that will help students with the reading section of the CAE exam.

2 READING A

Answers

1 transformation 2 reconciliation 3 inclusive
4 manipulated 5 neglected

B requires students to identify specific information, but also to provide the supporting arguments to these ideas.

2 READING B

Answers

1 talks about hunters and lion to describe history, natural history / cultural connection with traditional way of life.

2 Generally negative – gives statistics plus doesn't have what Finland does, but minister is optimistic at end.

3 Up to the students to decide: (Suggested answers) South Africa: government policy, subject matter, student needs. UK: student needs, government policy, adolescent psychology.

C 1 This question relates to a type of question in the Trinity exam which requires students to speculate on issues that are not explicitly stated. You may want to help the students by directing them to think about concrete examples.

EQ: *Who would you not want to write textbooks on ethics, science, religion, or language?*

C 2 This question requires students to speculate on the students' own education system compared to the UK's. This is highly speculative so there is no definite answer. You could of course ask students to research the matter at PISA's website, but the question is more oriented toward looking critically at their own schools.

3 SPEAK YOUR MIND

This section covers the topics of favourite school subjects, practical / vocational versus academic education, budgetary concerns, and re-writing history.

A EQ: *Why are some classes interesting and others boring? Is it the teacher, the subject, the students, personal taste or something else? Can all subjects be interesting or boring? Why are some students better in some subjects than others? How much is determined by their abilities?*

B EQ: *Are vocational or other practical subjects seen positively in your country? Many countries have a shortage of skilled labour. Why do you think this is? Should governments try to meet the needs of industry when they plan a curriculum? Why / Why not?*

C EQ: *Are any subjects expendable? US schools often cut art or music rather than sports. Is this fair?*

Who should finance schools: the government, parents, industry or someone else?

Of the different departments in your country's government, how important is education? Should schools be allowed to go bankrupt? Whose fault is underfunding for schools?

D EQ: *Do you believe everything you read? How would your country's history be different if it were written by other countries?*

Some historians argue that history is simply storytelling. The story tends to change with the teller. Do you agree?

Is history about facts or interpretation of facts? How are we able to tell whether something is a historical fact?

4 LISTEN

DVD

This audio clip comes from an Arizona correspondent for the US National Public Radio (NPR). The debate over creationism and evolution has persisted in the United States since Charles Darwin published his 1859 book, *The Origin of Species*. Although widely accepted in much of the Western world and by many different religions, evolution has been passionately resisted especially in the US Bible Belt – the highly religious area in the Southern United States.

Creationism is the belief that humans and the world were created exactly as was written in the Book of Genesis in the Bible. Many southern states had laws which made it illegal to teach evolution. These laws proved unworkable after the 1925 Scopes 'Monkey' Trial overturned an

anti-evolution Tennessee law. By 1958, the National Science Foundation created the Biological Sciences Curriculum Study, which stressed the teaching of evolution in biology classes. Since the 1968 'Epperson versus Arkansas' Supreme Court case, the US Federal Government repealed all creationist laws. Today most US proponents of creationism defend their case on grounds of religious freedom.

4 LISTEN B, C1

Answers

B The science teacher is against. The local resident is in favour. The supporter of science education is against.

C 1 Science teachers are worried that there is too much of a buffet style to science topics; not enough in-depth study. Some subjects are being taught too soon. Genetics is not covered in cells.

2 Arizona education superintendent Tom Horne proposed to change the wording of the objectives so that students can 'evaluate' fossil evidence rather than use it to prove evolution.

3 He's worried about changing the language of the curriculum. By presenting arguments for and against evolution, you can introduce creationism, which is bad science.

4 No, because there was hardly any public notice or press coverage.

5 TEAMWORK

This activity is an attempt to discuss the practicality of basic education. While most people have an understanding about the need for education, the basic knowledge and skills learned in school are often so fundamental and useful as adults that they are often overlooked as important.

EQ: *Do you think most people are aware of how or how often they use their school education? Do you think people would be able to learn this basic knowledge and these basic skills without a school education? How do you use your school education? How has your school education changed you as a person? How important are teachers in society?*

6 CONTROVERSY

Although co-educational classes have existed since medieval times due to the practicality of educating in small communities, these examples were often limited to primary education. Single-sex education has been a staple of the primary, secondary and post-secondary education systems in the UK and many other countries.

An important early factor was the Victorian-era assumption that the genders had considerably different educational requirements according to their societal gender roles. Beyond the primary education of reading writing and arithmetic, women's education was largely geared toward domestic tasks such as preparing food, sewing and taking care of babies. Men were accordingly taught much of everything else. However, as the women's rights movement developed through the later 1800s and early 1900s, women showed they had both the interest and talent for the many different fields of study. School systems begrudgingly had to admit women to secondary and post-secondary schools.

Today, however, much debate centres around how the different sexes may or may not benefit from having members of the opposite sex present. Recent studies out of the United States seem to indicate that there is no statistically significant difference in test performance between pupils in co-ed or single-sex schools. That aside, this does little to change the reality that many students and parents simply prefer single-sex schools for their lack of distraction and freedom from gender stereotypes.

Sources

Beyond the Great Divide: Co-education or Single-sex?, Judith Gill

Going Co-ed: Women's Experiences in Formerly Men's Colleges and Universities, 1950–2000, Leslie Miller-Bernal
Same, Different, Equal: Rethinking Single-Sex Schooling, Rosemary C. Salomone

EQ: *Which kind of school did you attend? What do you think it would have been like to attend the other type? Do you think the opposite sex is a distraction in your studies? Do you think there is gender-stereotyping of certain school subjects?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

Transformative Learning: Educational Vision for the 21st Century, Thomas Berry
The End of Homework, Etta Kralovec
Does Education Matter?: Myths about Education and Economic Growth, Alison Wolf

B Sources

www.travelcanada.ca
www.australia.com
www.southafrica.net

8 PHYSICAL EDUCATION in English [CLIL]

“Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.” With this advice, Chinese philosopher Confucius illuminates one of the fundamental debates in educational theory and epistemology (philosophy of knowledge).

Some argue that people learn best through abstract conceptualising. Others believe that we need concrete experiences to learn concepts fully. Outward Bound and the Danmark Tall Ship Maritime School follow this idea. By immersing the learners in the experience, the participants are shown how things work and must develop the necessary skills themselves by completing these tasks themselves. Both programmes have a long track record of success and safety.

EQ: *Would you like to take a course like this? Would you learn as much if you read about the experience in ordinary classes? How might these courses benefit you later in life?*

Although both programmes have exceptional safety records, there always remains a small possibility of injury or loss of life. Do you think teenagers are capable of handling the dangers? Should education contain any risk?

Sources

Principles and Practice of Informal Education: Learning through Life, Linda Deer Richardson
The Outward Bound Earthbook, L. Crenshaw
www.outwardbound-uk.org
<http://soefart.inforce.dk/sw232.asp>
www.fuldskruefrem.dk/eng.htm

9 FURTHER DISCUSSION

This section covers the influence of literature, balance of subjects at school, value of tests and exams, and life-long learning.

1 Try to get students to discuss concrete examples of books they have read.

EQ: *What can literature tell you about your culture or your country? How does your country's literature differ from other countries? Have you read literature in other languages?*

2 Try to get students to think about how ideas can come from other areas.

EQ: *What ideas could a scientist get from studying English, Anthropology, Music, History or Law? How might studying Astronomy, History, Religion, Psychology or Political Science affect someone studying English at university? Do you agree that people need a well-rounded education? Are there any problems associated with too much specialisation?*

3 Try to get students to think about the types of tests (government or final exams) they have done at school.

EQ: *Is standardised testing fair? Do tests like the IQ test serve any real purpose? IQ tests and other standardised tests are often criticised for having a cultural or racial bias. What do you think? Is it possible to create a standard test for everyone?*

4 Try to get students to think about whether they see finishing school or university as the end of their education.

EQ: *What would people in older age groups (for example, in their thirties or fifties) want to study? Of the older people you know, are they still trying to learn new things?*

10 Your answer: ARE STUDENTS LEARNING THE RIGHT THINGS?

This question tries to get students to think about the essential value of their education. While students are acutely aware that the law requires them to go to school, not all of them appear to appreciate the need for it. Students should be encouraged to critically analyse what they get from their studies. With either positive or negative opinions, students should be asked to justify their opinions with relevant arguments and examples.

WORKBOOK

1 WORD POWER

This activity will get students practising the signposting phrases for sequencing from **Language Bank 16**. These are suggested answers as the list can differ with different opinions.

1 WORD POWER

Sample answers

I'd **put** 'gather information about different universities' **first**. The next most important would be 'take a tour or look at web pages of prospective universities'. **Then** I would 'send an application to the university'. **Equally important is** to 'apply for a loan and scholarships'. **This would be followed by** 'apply for accommodation if the university is away from you live'. **Also** I would 'see an advisor to discuss which classes you should take'. **And finally**, I would 'register for classes'.

2 USE OF LANGUAGE: Gerund and infinitive

This activity introduces the issue of university tuition fees. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE.

2 USE OF LANGUAGE

Answers

1 to lead	2 continuing	3 to pay
4 raising	5 being excluded	6 to learn
7 to end up	8 ensuring	9 to decide
10 to live		

3 WRITING

A Sources

Fair Wind and Plenty of It: A Modern-Day Tall Ship Adventure, Rigel Crockett

Jolie Brise: A Tall Ship's Tale, Robin Bryer

Tall Ship (video), James Lipscomb, director.

B Sources

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong, James W. Loewen

Archeology of Knowledge, Michel Foucault
www.csulb.edu/~ttl

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

1f 2a 3d 4e 5b 6d

1 to speak your mind = to say what you think openly.

2 to broaden your mind = to increase your experience through travel, education, contact with other people, etc.

3 to pick up (a language, a skill) = to acquire / learn (a language, etc.).

4 to set the bar high = to have high standards.

5 to have a memory like a sieve = to have a very bad memory, forget everything.

6 to pass with flying colours = to succeed with very good marks.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Should students be allowed to voice all opinions in class?*
 - I think it's important for students to *speak their minds*. It motivates them to participate.
 - I think people can help *broaden their minds* by listening to other opinions.
 - You can *pick up* new information if everyone can honestly give their opinions.
- *Should learning be about memorising things?*
 - Some students like me *have a memory like a sieve*, so it's not fair.
 - Say you take a test based on memorising information, what does it prove? If you *pass* it *with flying colours*, you only prove you have a good memory, not that you understand.
 - If you want to *set the bar high*, you should know everything. Memorising helps.
- *If you could do your studies again, what would you do differently?*
 - I would study more to *pass* everything *with flying colours*.
 - I might have taken many different classes, to *broaden my mind* more.
 - I would have *set my bar* a little higher to get better grades.

WHAT'S NEW?

Communication Objectives: Ss will be able to:
 - use expressions for developing an argument and expressions used to introduce assertions.
 - use vocabulary, phrases and idioms related to scientific developments.

Educational Objectives: Ss will address recent and future concerns in the different fields of science.

Connected Topics:

- History of the Earth compared to the history of humans	- Future devices
- Recent scientific discoveries	- Human cloning
- Ethics in science	- Use of chemicals in everyday life
- Patents and innovation	- Nanotechnology
- Bionics and robotics	- Biometric scanning
- Genetic engineering	- Large engineering projects
- Mission to Mars	- Non-lethal weapons
	- Cold fusion

Key Vocabulary:	Al (artificial intelligence)	genetically modified (GM)	non-lethal
	alternative energy	greater good	pave the way
	amino acid	herd	pouch
	applied science / engineering	holy grail	power-assist v
	biodegradable	housings	prototype
	bioelectric	human genome	purification
	bionics	hybrid	purify
	body armour	hydrogen fuel cell	retina
	building block	ignite	robotics
	bulky	integrate	shrunk
	cloning	iris	sought-after
	compensate	levitation	submerge
	cybernetics	limb	superconductor
	detectable	macro	suture
	displace	mass-produce	tendon
	embryonic	material science	unclog
	exoskeleton	micro	unveil
	fibre	mimic	vapour
	forensic science	nano	
	genetically altered	nurture	

1 The BIG question: IS SCIENCE MAKING LIFE BETTER?**VIEWPOINT**

Fact: The age of the universe can be measured by measuring the furthest point of the universe and multiplying this by the rate of expansion from the centre. The age of the Earth can be measured several ways. The most common is the measurement of radioactive decay. Uranium (U) is known to

decompose into lead (Pb) isotopes at a given rate. By measuring the amount of lead isotopes, we know how much the uranium has decomposed over time and the age of the Earth. *Homo sapiens sapiens* (modern humans) can be dated by carbon dating of the oldest skulls and by studying the rate of mitochondrial DNA mutations.

Sources:

http://imagine.gsfc.nasa.gov/docs/science/mysteries_l1/age.html

www.nasa.gov/worldbook/earth_worldbook.html

www.mnh.si.edu/anthro/humanorigins

EQ: *What do you think this comparison says about humans? About the Earth? About the universe? How does this compare to the age of human inventions: Gutenberg's printing press (1452), the first telescope (1608), the first telephone (1870), the first computer (1936)?*

Quote: Dr. Magnus Pyke (1881–1958) was a British scientist known for trying to make science understandable to ordinary people.

EQ: *How accurate do you think this description is? How well does the average person understand the different areas of science today? Is it important for average people to understand science? Why / Why not?*

1 WORD POWER

A 1 gets students to consider some scientific developments that have attracted public interest.

1 WORD POWER A1, A2 **Answers**

1c 2b 3e 4a 5d

2 (Sample answers) **As you are probably aware,** magnetic levitation trains can greatly improve the flow of traffic in cities. **As a matter of fact,** bionics might lead to technology that would allow paralysed people to walk. **The simple fact is that** hydrogen fuel cells might be the answer to global warming.

B gets students to practise the phrases for developing an argument in **Language Bank 13**.

1 WORD POWER B, C **Sample answers**

B 1 **Consequently, this means that** we could cure many types of spinal injuries.

2 **It follows logically then that** we should be careful about how much of it we eat.

3 **From here, we can conclude that** we should train more people as engineers than scientists.

C 1 The project for mapping the human genome promises many great benefits from genetically customised drugs to identifying the genes responsible for different diseases.

2 This is the classic debate in psychology. What is the greatest influence: our parents and the way they raise us or the genes passed onto us by our parents? The 1990 Minnesota Study on Twins Reared Apart (Science. Bouchard et al) found little difference between identical twins brought up together and brought up apart in terms of temperament, career and leisure interests and social attitudes.

ARTICLES**Bionic Suit Offers Wearers Super Strength**

This article discusses Yoshiyuki Sankai's invention of the cybernetic exoskeleton. While his design is quite innovative, the premise behind Sankai's invention has a long history in technologies like deep-sea pressure suits as well as in science fiction. Many have also drawn the comparison between Sankai's cybernetic exoskeleton and the one that appears in the 1986 movie *Aliens*, which features an industrial-sized exoskeleton machine for moving cargo. Although the first commercial suits of Sankai's exoskeleton are expected to cost 11,000 to 15,000 euros, they do seem to be out of the price range of many potential users such as the elderly and disabled.

EQ: *How do humans have artificial components already? Do you see the exoskeleton as an extension of artificial limbs (legs, hands)? Do you think using cybernetic parts will be more common in the future?*

'Spider-Goats' Start Work on Wonder Web

This article discusses the issue of transgenics, the movement of genetic sequences from one organism to another, and bioethics. This particular case is interesting in that the new organism's vast potential to benefit humans has made many people overlook transgenic concerns. Firstly, is this manipulation a violation of that organism's rights? Secondly, it raises the issue of transgenic humans. Scientists have already produced

transgenic pigs that can be harvested for organ donations. It only seems a matter of time before humans begin to experiment on human DNA to produce more useful models: better immune systems (like rice needing no pesticide), faster development (like salmon which grow six times faster), or increased muscle mass for athletes (like a mouse with double the muscles).

Some scientists believe that we may soon see organisms that may have the ability to talk and reason like humans, which would cause a serious rethink about the rights of animals and humans. In 1998, Jeremy Rifkin and Stuart Newman applied for a patent in the US for a Humanzee (part human, part chimpanzee) to bring attention to this issue. The patent was denied, but the debate was left unresolved.

EQ: *Do you see transgenic animals as monsters, miracles of science or something else? Are we blurring the lines between species?*

The success of the transgenic spider-goats has led to using the milk of different animals to deliver things like drugs and vaccines. Do you think this is a good thing? What might be the effects if transgenic animals escaped into the wild?

2 READING

A is a skimming activity that will help students with the English in Use section of the CAE exam and the reading section in IGCSE.

2 READING A

Answers

1 both 2 spider-goat 3 HAL 3 4 spider-goat

B reflects the on-the-spot discussions that appear in the Trinity Spoken exam. You should encourage the students to use vocabulary from the text and try to be concrete in their visual descriptions.

C 1 This question relates to a type of question in the Trinity exam which requires students to speculate on issues that are not explicitly stated. You may want to help the students by pointing out examples of industry or areas of government which might need this technology: oil, logistics, tourism, agriculture, forestry, aerospace, firefighting, police or military use.

EQ: *Why might business be interested in cybernetic exoskeletons?*

2 This question requires students to speculate on the ethics of transgenic spider-goats. You can give students some help by asking students to give the positive (easy to produce, can be mass produced, can be used to help police, industry) and negative (long-term, unknown health effects to goats and offspring, creating organisms for profit and human benefit) aspects.

EQ: *Do the positive aspects outweigh the negative?*

3 SPEAK YOUR MIND

This section covers the topics of benefits and drawbacks to science, important discoveries (past and future), the ethics of science, and medicine and patenting scientific discoveries.

A EQ: *Give five examples of each. How do you think the public sees scientists (caring / uncaring, analytical / illogical, emotional / unemotional, funny / boring)? Do you think the public generally trusts scientists? Think about the different fields: biologist, nuclear physicist, geneticist or chemist?*

B EQ: *How would your life be different without these inventions? What do you think it takes to make these discoveries? Do you think there are too many technological or scientific discoveries for people to keep up with? Is it possible to learn everything about the world?*

C EQ: *What are the positive and negative aspects of genetic engineering? What are some 'wonders of nature' – unique abilities among plants and animals? Give some examples. How might these special genes help other plants, animals or even humans? Why / Why not? Why is it alright to do transgenic work on animals and not on humans? Will we see transgenic humans in our lifetime? Will we need to reconsider what we think of as normal? What would happen if scientists developed animals with human-like intellect, ability to talk or to think?*

D EQ: *Some patented medicines (AIDS medicines) could save countless lives in the developing world, but*

are too expensive. Should countries be allowed to override patent law in these cases?

Is it right to patent parts of the human gene? Do patents help or harm innovation? Do you think patent holders (medicine or software) are viewed as innovators who should be rewarded, exploiters of a common good, or something else?



4 WATCH AND LISTEN

DVD

This video clip is from the European Space Agency, which provides public access to media coverage of its space and technology programmes. The video contains an interview with Heiner Klinkrad, an ESA expert on space debris. He explains the problems posed by space debris, which looks set to be an increasing problem for future space exploration. The implications of this problem could be very far-reaching, including an end to all space exploration.

Note: ESA is pronounced [ˈi:sæ].

4 WATCH AND LISTEN B, C

Answers

B Satellites can run out of energy or fall out of orbit. Fuel tanks are explosive and don't always fall back to Earth. Astronauts could easily be killed in space by this debris, and can create it if they are not careful.

C 1 9,500; 2 almost 200, 3 hit by a sphere 1.2 cm in diameter, caused a lot of damage.

D You can encourage students to speculate on the impact an end to space exploration would have on a space scientist.

E EQ: *Would you like to travel in space? Why / Why not? Have we really learnt anything valuable from sending people into space?*

5 TEAMWORK

This activity is designed to get students thinking about how scientists, inventors and businesses might approach developing new technology or conducting research. Students should be encouraged to explore any ideas, even wacky ones. Some of the most

innovative products were not understood for their potential before they became better known.

To expand the discussion, you can also brainstorm alternative energies before the students address the subject: wind power, tidal power, biomass (agricultural waste, peat), hydroelectric energy, biodiesel. And ask the questions: *Which of these are used to power consumer products today? Which could be used in the future?*

Sources:

Why didn't I think of that?: Bizarre Origins of Ingenious Inventions We Couldn't Live Without, Allyan Freeman

Renewable Energy, Godfrey Boyle

<http://inventors.about.com/library/bl/bl12.htm>

6 CONTROVERSY

The public have been aware of the prospect of human cloning since scientists announced the birth of Dolly the sheep in 1996. One important downside to cloning is that all cells have telomeres, a sequence of DNA that limits the number of cell divisions. It is widely believed that the length of telomeres indicates the age of a cell, and therefore the organism. Telomeres tend to shrink over time so the number of cell divisions remaining, and therefore the years remaining, continues to grow smaller. Some scientists believe that Dolly's much shorter telomeres indicated that she might have been physically much older than her six-year lifespan. Although it cannot be proved conclusively, her arthritis and early death from a lung infection fit the pattern for much older sheep. Theoretically, a baby born from the DNA of a 70 year-old man may share the life expectancy of a 70-year old.

Sources:

A Clone of Your Own?: The Science and Ethics of Cloning, Arlene Judith Klotzko

Whose View of Life?: Embryos, Cloning and Stem Cells, Jane Maienschein

www.sciencemuseum.org.uk/antenna/dolly/index.asp

www.globalchange.com/sciencestop.html

EQ: *What do you think of human cloning? Would you want to be cloned? Why do you think people are horrified by human cloning, but not animal*

cloning? How does religion affect the debate over cloning?

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

The Elements: A Very Short Introduction, Philip Ball
www.chm.bris.ac.uk/webprojects2002/dean/u.htm
<http://c3.org/>
<http://en.wikipedia.org/wiki/Nitrogen>

B Sources

Some sites with have ideas about scientific developments that students can then research further:
www.sciencemap.org
www.newscientist.org
www.seedmagazine.com
<http://web.mit.edu/newsoffice/research>
<http://news-service.stanford.edu>
<http://news.bbc.co.uk>

8 ENGINEERING in English [CLIL]

While some fields of engineering, such as software engineering, have existed for relatively short periods, humans have used the principles of nature in practical applications since ancient times. From at least 3000 BC, early humans were already using levers and smelting metals and developing large-scale projects like open-pit mining. The Greeks developed the ratchet and the water wheel. The Romans built roads, aqueducts and sewage systems. They also concentrated a lot of their engineering skills on military uses, such as building fortresses and weapons. These ties between the military and engineering continue to this day.

While this activity includes one example relating to military use, there are thousands of examples of everyday technology that originally had military or aerospace applications. These include GPS, smoke detectors, satellite dishes and zips. The largest advances of engineering, however, came as a result of the scientific revolution and the Industrial Revolution. Many of the engineering work done today follows in this line. Large-scale projects like the Three Gorges Dam are designed to benefit the needs of industry.

In many cases, it does seem that modern engineering attempts to do what people often thought was impossible. Both nanobots and the Three Gorges Dam would have been considered impossible only a few decades ago.

EQ: *Can you see any dangers of using nanobots for medical purposes?*

Do these security measures or any others affect personal freedom?

New evidence suggests that hydroelectric dams are as polluting as coal-burning electricity power stations. Given this and the effect on fish and people along the dam, should we still use hydroelectricity? Why do you think countries are always interested in building the 'biggest ___ in the world'?

Should microwave guns be used on people?

Sources:

www.crnano.org
www.biometrics.org
www.wcsscience.com/giant/dam.html
www.au.af.mil/au/awc/awcgate/cst/csatl11.pdf

9 FURTHER DISCUSSION

This section covers types of engineering, similarities between animals and humans, forensic science, and how things work.

A Try to get students to think about how different research is from practical applications.

EQ: *What large engineering projects have there been in your country? How important has engineering been to your country's development? Do you have enough engineers in your country?*

B EQ: *Koko the gorilla can use over a thousand signs and understands 2,000 words of spoken English. She has a tested IQ of 75–95 (100 is normal human intelligence). (See: www.koko.org) Does this change your view of animal intelligence? Why do humans place ourselves as superior to animals? Are we? Think about compassion / intolerance, intelligence, ability to create / destroy, or use of resources. If animals are intelligent and can feel emotion and pain, is it right to do experiments on them?*

C Try to get students to think about the popularity of criminal investigations on television and in movies.

EQ: Name some high profile crimes or unsolved crimes in your country. What do you think really happened? How would a forensic scientist try to solve the crime? Do you see forensic science as true science?

D Try to get students to think about the complexities of things we often take for granted.

EQ: If you had to make these products yourself, could you? Imagine what your life would be like if you had to produce everything: food, shelter, fuel or soap.

10 **Your answer:** IS SCIENCE MAKING LIFE BETTER?

This question tries to get students to address the utility of science. The way that science and scientists focus on the rational is often seen by the public as being more focused on the process than on people. It may be worth asking whether this is a fair criticism given the difference between large engineering projects and cures for diseases compared to some genetic engineering and nuclear weapons.

EG: Do you think scientists are looking at the bigger picture or at the wrong picture? Do the benefits of advances in science outweigh the drawbacks?

WORKBOOK

1 WORD POWER

This activity will get students practising the phrases for developing an argument from **Language Bank 17**. The phrases are interchangeable, so students could use any of them.

1 WORD POWER

Answers

- 1 It follows logically then that... (e)
- 2 Consequently, this means that... (c)
- 3 From here we can conclude that... (a)
- 4 Clearly then, this indicates that... (b)
- 5 It follows logically then that... (d)

2 WRITING

A Sources

A Short History of Nearly Everything, Bill Bryson
www.newscientist.com
www.sciencemuseum.org.uk
www.sciencedaily.com

B Sources

<http://ghr.nlm.nih.gov/ghr/page/Home>
www.foodfuture.org.uk
www.who.int/foodsafety/biotech/enstemcells.nih.gov/index.asp
www.genengnews.com

3 SPEAKING STRATEGIES: Key words

This activity is the one of the basic techniques that students should learn to give better presentations. In trying to summarise arguments in two to three words, they will learn to memorise their presentations and produce better visuals. The following are suggested answers, but others answers may be as acceptable.

3 SPEAKING STRATEGIES Sample answers

- 1 The initial experiment, 2 What went wrong,
- 3 The research continues, 4 300 scientific papers,
- 5 Evidence of nuclear reactions, 6 Problems remain.

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

1c 2a 3d 4e 5b

1 to break new ground = to do something other people have not done before. 2 to pick your brains = to get information from someone and use it to your own advantage. 3 to hit the headlines = to be in the news (literally on the front page of the newspapers). 4 to loom large on the horizon = to appear imminent, likely 5 to be a cornerstone = to be the basis of, be an essential part of.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Why do you think people know so little about cutting edge research?*
 - I think most research doesn't *hit the headlines* unless it is something that will affect a large number of people.
 - Ordinary, everyday research is *the cornerstone* of science. It just doesn't get reported.
 - I think the mainstream press is not interested in *picking* scientists' *brains* unless it is about genetics or weapons.
- *Should scientific research only be done for profit?*
 - I think you are more likely to *break new ground* when people are motivated by profit.
 - I can't see why we can't *pick* the scientists' *brains* about this.
- *Will humans travel to Mars in your lifetime?*
 - It is definitely *looming on the horizon*.
 - Politicians like to talk about travelling to Mars to *hit the headlines*, but I don't think it will happen.
 - I think Mars Express is intended *to be the cornerstone* of a future European mission to Mars.

WHAT'S NEW?

Communication Objectives: Ss will be able to:
 - use expressions used to contradict and summarising information, ideas and arguments.
 - use vocabulary, phrases and idioms related to social issues.

Educational Objectives: Ss will address social problems that governments must deal with for the benefit its citizens.

Connected Topics:

- Immigration and refugees	- Substance abuse
- Crime	- Social integration
- Healthcare reform	- Slums and ghettos
- Homelessness	- Public transport
- Job creation	- Affordable housing

Grammar:	Word forms	Reported speech	Idioms
Key Vocabulary:	assimilate	homelessness	sciatica
	audit <i>n</i>	hostel	social integration
	consultant	illegal immigration	squat
	cope	imminent	statutory
	crush	intolerance	stem from
	digital divide	job creation	substance abuse
	drug rehabilitation centre	on sufferance	utterly
	era	prolapsed disc	vandalism
	<i>favela</i>	rough sleeper	
	gap	scandalous	

The BIG question: ARE WE DOING ENOUGH TO HELP?**VIEWPOINT**

Facts: These two sets of information are completely unrelated. They were meant to introduce different social issues. It may be worth pointing this out to students in case there may be any possible misunderstanding.

The refugee information comes from the Office of the United Nations High Commissioner for Refugees. Established in 1951 by the Convention relating to the Status of Refugees, the UNHCR has helped over fifty million people.

Source:

www.unhcr.org/cgi-bin/texis/vtx/home

EQ: *Some famous refugees include Albert Einstein, Victor Hugo, Madelaine Albright, Claude Lévi-Strauss, Czeslaw Milosz, Vladimir Nabokov, Haing Ngor, Sitting Bull and Maria von Trapp. Does knowing this change your opinion of refugees? Why do you think negative opinions of refugees persist*

in developed countries? How does the UN help refugees?

The crime statistics are from the UK Home Office, which reports that overall crimes have declined from a peak in 1995 of nearly 20 million crimes.

Source:

www.crimestatistics.org.uk/output/Page54.asp

EQ: *Although overall crime appears to have declined since the 1990s, media coverage of crime has increased substantially. Do you think we worry too much about crime? Do people always report crime? If not, why not?*

Quotes: Aristotle (384–322 BC) was an influential Greek philosopher known for his analytical way of studying the natural world.

EQ: *Is this statement true? How are these things connected? Is there much poverty in your country? Do you think most people worry about poverty, or world poverty in general? Is there a gap between poor and rich?*

John Florence Sullivan – ‘Fred Allen’ (1894–1956) was an American comedian known for his radio programmes in the 1940s.

EQ: *Why is this funny? Do you think people should feel regret about being human?*

Photos: The photos show a refugee and her child in a refugee camp, and some illegal immigrants who have been stopped by police.

1 WORD POWER

A 1 gets students to consider some of the key social issues facing governments today. It is up to students to decide on the order of importance and whether they are social or individual problems.

1 WORD POWER B	Sample answers
B Summarising – To sum up , I think the government is doing a great job with job creation. / For this reason , I feel social integration is working. / As I have already pointed out , we have less homelessness today.	
Contradicting – Frankly, I can't see it . Healthcare is worse today than a decade ago. / Do you honestly think so? Illegal immigration is continuing to rise. / In actual fact, it's just the opposite . Substance abuse is increasing every year.	

C 1 This addresses the issue in many Western countries about who should pay for healthcare and how well healthcare is run. The US private healthcare model is often shown as a model of efficiency, but 47 million people do not have health insurance and many more are underinsured.

2 Students should be encouraged to decide whether they see drug addicts as criminals or victims of an illness. Many people continue to blame the individual for the drug addiction and would therefore not like to see their tax money being spent on helping them.

3 This is a touchy issue that should be handled with some discretion. Students should be encouraged to question their own feelings on the matter. However, it may be easier to allow them to explore the issue from the point of view of people around them.

ARTICLES

380,000 Homeless 'Going Unrecorded'

In the UK, especially in the urban areas around London and Manchester there is a chronic shortage of housing. In the London area many people come from other parts of Britain and abroad to look for work. As people have moved into the region, the cost of buying and renting housing has soared, making the London area one of the most expensive places to live in the world. In many cases this has priced many low-paid workers out of the housing market. Add this to the social problems, such as unemployment and family breakdown, as mentioned in the article, and it is not difficult to see why there are so many people living without a fixed address.

EQ: *Why do you think so many people in Britain are homeless? Do you think the situation is the same in your country? What can be done about it?*

Ex-Soldier Told of 70-Week Wait to See Neurologist

This article discusses one of the worst examples of inefficiency in the UK healthcare system. This case was in Scotland, where since devolution the Scottish government has taken control of many aspects of government including healthcare (see Unit 9, Exercise 8). This has meant making a lot of difficult choices to balance the budget, including closing many clinics and hospitals. Some critics believe the Scottish government has in fact made too many cuts, and there have been several cases of pregnant women giving birth on their way to the nearest hospitals over 50 km away. In the rest of Britain, some people also often have to wait a long time for medical treatment.

EQ: *Does your country have public or private healthcare? Which is better? Why? Do you think governments make a good job of running healthcare systems?*

2 READING

A is a skimming activity that will help students with the English in Use section of the CAE exam and the reading section in IGCSE.

2 READING**Answers**

1e 2c 3a 4d 5b

B requires students to identify specific information, but also to provide the supporting arguments to these ideas.

2 READING B**Answers**

B 1 The hidden homeless are hidden because they are not recorded in official statistics as homeless.

They are homeless because they do not have a permanent place to live that they can call 'home'.

2 Rough sleepers are people who sleep rough on the street.

3 Here *see* means to have a meeting with; *stem (from)* means to come / originate from; *face* means to confront something or someone, usually a challenge.

C It may be useful to have students work in pairs for question C.

1 This question gives students a chance to practise reported speech. They can make up a story here.

2 Students can role-play this situation, one of them taking the role of Graeme Martin and the other, the role of someone who is one of the hidden homeless.

D 1 This question relates to a type of question in the Trinity exam which requires students to speculate on issues that are not explicitly stated. You may want to help the students by asking them to think about concrete examples.

EQ: *Where would you get food, have a shower or sleep?*

2 This question requires students to make the kind of decisions that people administering a healthcare system must make. Ask students to look at the issue two ways: what if there was no money for expensive treatments, or what if someone close to you was seriously ill?

3 SPEAK YOUR MIND

This section covers the topics of: social responsibility, homelessness, and universal healthcare.

A EQ: *How does your government try to help with social problems? Are they doing a good job? Are they doing enough?*

B EQ: *How big a problem is homelessness in your country? Why? Do you think the hidden homeless are as badly off as rough sleepers? Why / Why not? Should all forms of begging be against the law? Why / Why not?*

C EQ: *How good is your healthcare system? Why? How should the government try to improve healthcare? Do you think doctors, nurses, paramedics and hospital support staff are: not well enough paid, paid enough, paid more than enough? Why?*

**4 LISTEN****DVD**

This audio clip comes from Interworld Radio, a non-profit organisation that provides free access to radio programmes from around the world. The aim is to give people an international perspective on issues and to stimulate debate on issues relating to different countries. The clip deals with the issue of bridging the digital divide in the *favelas* (slums) of Brazil. There is a significant gap between the rich and poor in Brazil, which means that the poor are often lost or forgotten when it comes to important new advances such as the internet and computers. As a result, a community action group called the Committee to Democratise Information Technology was set up by local *favela* residents to give *favela* dwellers with IT education and access to the internet in the hope of providing employment opportunities. This programme has been so successful that it has spread to many neighbouring countries as well.

4 LISTEN B**Answers**

True: They have computer education programmes. They use the internet.

4 LISTEN C**Answers**

1 Over one million live in the *favelas*. **2** Eloisa makes a living filming children's party videos. **3** Nearly 75,000 young people. **4** Columbia, Uruguay, Mexico and Chile.

E You can also encourage students to discuss other issues where people take action themselves rather than wait for the government to do it for them. You can introduce vocabulary such as *grassroots* and *people power*.

5 TEAMWORK

This activity is an attempt to discuss a difficult aspect of globalisation. As companies seek to cut costs and protect their profits, they often have to make difficult decisions such as relocating jobs or production facilities. Relocating to another country can bring advantages from cheaper labour costs to lower business tax rates. For the community losing a large employer, the results can be devastating, especially in small communities with limited employment opportunities. Unemployment rates rise and people move away to look for work. Poverty and crime rates also begin to increase. Like most problems, there are some limited solutions. This activity tries to address some of the more common ones. It may be helpful to get students to discuss any concrete examples they have heard of.

EQ: *How well do small, medium-sized or large communities cope with a loss of a large employer? Do you think globalisation has helped or hurt your country? Why? Do you agree that the government should spend money to attract new jobs to an area? Should these be public works projects?*

6 CONTROVERSY

Immigration is a major issue for any country. Although it is very complex because each immigrant's case must be looked at individually, it is common for the public, the media and conservative political groups to put all immigrants together as one group. This is often the case where communities have unemployment rates higher than the national average. When people feel their jobs are threatened, they often tend to react negatively towards newcomers, feeling that immigrants are taking away jobs from locals. The reality in many cases is that most immigrants through necessity, lack of education or not having their qualifications recognised abroad take jobs that many locals would not choose to do. These are often low-paid manual labour jobs. In some countries, entire industries would not be able to operate without immigrant workers, for example, intensive agriculture where fruit or vegetables are picked by hand.

EQ: *Do you see immigration as a positive or negative thing? What do immigrants bring to a country? Many conservative groups like to blame immigrants for many social problems such as crime. What do you think of this?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

Global Report on Crime and Justice, Centre for International Crime Prevention
www.interpol.int, www.uncjin.org/Statistics/statistics.html

B Sources:

Critical Challenges for Healthcare Reform in Europe, Richard Saltman
www.scottish.parliament.uk/home.htm,
www.therightssite.org.uk

8 SOCIAL STUDIES in English [CLIL]

Chicago is the third largest city in the United States and the largest city in the state of Illinois. It has had a unique history in US history, serving as the main junction point between the western and eastern US. Most rail lines and truck routes travel through Chicago, making it an important commercial hub.

There has also been a long history of social and political challenges, from racial integration and unrest to organised crime. The city and suburbs of Greater Chicago continue to be divided along racial lines. A case in point is the two areas of Highland Park and Englewood. Highland Park has wealthy celebrity residents like sports star Michael Jordan, while Englewood was the scene of race riots in the 1950s and 1960s.

Sweden generally sees itself to be a model of social integration, priding itself on its social equality and finding consensus among its citizens. The reality is that immigrants have often found themselves socially isolated on the outskirts of larger urban communities. Although, compared to Chicago, the welfare state in Sweden has managed to limit the gap between rich and poor in Stockholm, economic opportunities can still be limited for many immigrants. Many Swedes complain of new Swedish

dialects (such as Rinkeby Swedish) developing, as the socially isolated immigrants begin peppering broken Swedish with words from different languages.

Notes:

- The Fittja statistics include children of non-Swedes born in Sweden. Ethnic Swedes make up only 12 per cent.
- For the state of Illinois there are 722 vehicles per 1,000 people.
- The urban density given is for the city of Chicago.
- Violent crime includes homicide, rape, robbery and assault.

EQ: *How do these cities compare to communities in your country? What solutions to social and racial integration would you suggest? What would life be like in Englewood or Fittja? Highland Park or Ostermalm? How important is it to have parks and lakes or rivers in a city? What effect does population density have on a community?*

9 FURTHER DISCUSSION

This section covers types of social issues in politics, crime, city planning and transport, immigrants, and housing.

A Ask students to discuss concrete examples of issues that are currently in the news.

EQ: *How do social issues benefit and hurt politicians? How much real control do politicians and the government have over social problems?*

B Try to get students to think about crime on a local level.

EQ: *Do you know anyone who has been a victim of crime? How does crime affect people? Do you think the police are doing a good job managing crime in your community?*

C Students should think about different types of transport in their area.

EQ: *How important is public transport in your community or country? How good is it? Who uses it? Is there any way of getting people out of their cars and reducing car use?*

D Try to get students to think about immigration in their community.

EQ: *What effect does immigration to Western countries have on the countries that the immigrants leave? What would it be like to emigrate to another country?*

E You can make this question more concrete by getting students to look at the classified ads of newspapers. Look at house prices or rents and work out how much they would need to pay for mortgage or rent and compare this with the minimum wage in your country.

EQ: *If there is not enough affordable housing available, what options do people have?*

10 Your answer: ARE WE DOING ENOUGH TO HELP?

This question tries to get students to think about society and the individual's role in solving society's problems. Students should be encouraged to make a critical assessment of their government's policies for dealing with the social problems mentioned in the unit. With either positive or negative opinions, students should be asked to justify their opinions with relevant arguments and examples.

WORKBOOK

1 WORD POWER

This activity will get students practising new vocabulary in the unit and expressions to contradict from **Language Bank 18**. Sample answers are given, but there may be different opinions.

1 WORD POWER

Sample answers

1 *Intolerance towards foreigners* is the root cause of anti-immigration feelings. – **Do you honestly think so?** I think it is much more complex. **2** *Two-tiered healthcare, for those who can and can't afford to pay* is the way of the future. – **Not if we consider that** this same system has led to big problems in the United States. Many people think the system there is not working there. **3** *Vandalism* only occurs in deprived areas. – **I would argue that it's actually** happening in all areas of the community. **4** *Substance abuse* can lead to involvement with crime. – **In actual fact, it's just the opposite.** It's involvement with criminals selling the drugs that leads to the abuse. **5** Young

people move to large cities to find work but many end up *sleeping rough*. – **Come on, you have to admit** that many of those people don't really want to have a job and responsibilities. **6** The government isn't doing enough to stop *illegal immigration*. – **Frankly, I can't see it.** They spent millions on new border security.

2 USE OF LANGUAGE: Word forms

This activity introduces the issue of anti-immigration policies in different countries. The activity is based on an activity type for the CAE and CPE exams.

2 USE OF LANGUAGE

Answers

1 remains	2 immigration	3 employment
4 falling	5 crashing	6 nationality
7 dangerous	8 shortage	

3 WRITING

A Sources:

Getting By: Begging, Rough Sleeping and the Big Issue in Glasgow and Edinburgh, Suzanne Fitzpatrick
Sleeping Rough Stories of the Night, Christina Dunhill
www.homeless.org.uk

B Sources:

Class and schools: Using Social, Economic and Educational Reform to Close the Black-White Achievement Gap, Richard Rothstein
Effective School Intervention, Enid Lee
Beyond Heroes and Holidays, Natalie Rathvon
http://europa.eu.int/comm/employment_social/soc-prot/index_en.htm

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

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

1 to tighten our belts = to make economies to save money. **2** out of the public purse = from public or government funds. **3** to throw the book at = to punish severely. **4** to fight a losing battle = to try to do / change something but failing. **5** to take the drastic step of = to perform a very strong or extreme action. **6** to kick the habit = to cure / stop the addiction.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Should drug users be convicted or treated for their crime?*
 - I think we *are fighting a losing battle against* drugs. It would be better to provide more treatment facilities.
 - I think we need to *take the drastic step of* decriminalising some drugs.
 - It's too hard for some drug users to *kick the habit*. They should go to jail where they can't get drugs.
- *Are immigrants given fair treatment?*
 - Many think we pay too much *out of the public purse* to help them.
 - If you want my opinion, we are *fighting a losing battle against* illegal immigration.
 - If you ask me, they should *throw the book at* illegal immigrants.
- *What would you change about your government's social policies?*
 - I think we should *tighten our belts*. Too much money is spent on frivolous projects.
 - I would take *the drastic step of* making healthcare a legal right.
 - I would make sure that if something is *paid for out of the public purse* it is something we really need.

WHAT'S NEW?

Communication Objectives:	Ss will be able to: - use expressions for minimising and the language of empathy and sympathy. - use vocabulary, phrases and idioms related to stress management.		
Educational Objectives:	Ss will address sources of stress and assess techniques for coping with stress.		
Connected Topics:	- Stressed teenagers - Stress reduction - Post-traumatic stress disorder - Watching fish	- Laughing clubs - Phobias - Drugs and alternative treatments - Physical symptoms	
Grammar:	Idioms		
Key Vocabulary:	at odds with beneficial bid chair(person) contagious creep back up criss-cross v dread fare better flutter frail giggle v immune system	impaired incentive induce industrial tribunal medication migraine pebble pet v phobia placebo post-traumatic stress disorder pounding the treadmill	red-eye flight regime stone (weight 14 pounds) stress-busting stroke supraventricular tachycardia switching off thyroid working out

The BIG question: ARE WE SERIOUSLY STRESSED?**VIEWPOINT**

Facts: The statistics are from an annual US school survey, *The National Survey of American Attitudes Substance Abuse VIII: Teens and Parents*, conducted by The National Center on Addiction and Substance Abuse (CASA). The three main factors leading to teenage use of drugs and alcohol are high stress, frequent boredom and more than \$25 a week spending money.

Source:

<http://alcoholism.about.com/cs/teens/a/blcasa030819.htm>, www.casa.org

EQ: *Why do you think this is the case? Based on your own observations, is this true? Do you know any high stress teens? What causes their stress? How do they cope with this stress?*

There are many factors which can trigger depression: genetic predisposition, environment, medical problems, certain thinking patterns and stressful events in life. About 80 per cent of those who try to get treatment will get better.

EQ: *What kinds of things make you depressed or unhappy? What do you think could cause long-term depression? What do you think life would be like if you were depressed for long periods?*

Quotes: Natalie Goldberg (born 1948) is an American author known for teaching writing through Zen.

EQ: *Why is stress an ignorant state? Do you agree with the quote? Is the stress you feel in proportion to the level of emergency?*

Charles Schulz (1922–2000) was the American cartoonist known for the Peanuts comic strip.

EQ: *What is the meaning of this philosophy? Is it meant to be serious or humorous? Why? What do you think of the Peanuts comic strip?*

Cartoons: The pictures are of:

- a patient about to receive some bad news
- a scary plane flight
- giving a speech in public

According to the Book of Lists, fear of public speaking ranks number one in fears, even over fear of death or disease.

1 WORD POWER

A 1 is based on a CAE speaking test activity that gets students to comment on pictures.

EQ: *How are these situations the same or different? Have you ever experienced any of these situations? If so, what was your reaction?*

A 2 gives students an opportunity to practise the language of empathy and sympathy in **Language Bank 19**.

1 WORD POWER A2 Sample answers

I know exactly how you feel you feel. I've had my appendix out. It was scary going into the operating theatre. / **I can imagine** what that flight must have been like. I've flown through rough weather too. / **I know exactly how you must feel.** I hate speaking in front of an audience.

B gets students to analyse the efficacy of some common stress-reducing methods.

1 WORD POWER C Sample answers

1 Some events which can cause post-traumatic stress disorder: military combat, natural disasters, car accident, near-death experiences or violent personal assaults like rape.

2 When overly stressed people become burnt out, they can develop depression over feelings of not being able to cope.

ARTICLES

Blair The Fitness Fan

This article discusses Tony Blair's health and stress-reducing techniques. He was diagnosed

with the supraventricular tachycardia (SVT). SVT is a heart condition where the upper chambers of the heart (the atria) can be up to 250 times a minute or faster and which can be corrected by surgery or use of a pacemaker. Politics can be one of the most stressful occupations with long working days, always being the public eye and many public speaking engagements.

EQ: *How stressful do you think a politician's life is? What would a day in the life of the British Prime Minister be like? Is bad health linked to stressful occupations?*

Watching Fish Found To Ease Human Stress

This article discusses a recent scientific study that looked at the relationship between stress and watching fish. There is the old saying that a dog is a man's best friend and in terms of stress they are just that. Petting an animal can lower blood pressure and heart rate. A New York City Hospital study found that heart patients were more likely to survive their first year after surgery if they owned a pet. The study of fish and stress-reduction is more recent. Fish have shown to calm children with Attention Deficit Disorder (ADD). Alzheimer patients have also found some benefit. Herbert Benson's Relaxation theory supposes four conditions for relaxation: the presence of an object to focus on, a passive attitude, a quiet environment and a comfortable position, which may be the reasons why watching fish helps reduce stress.

EQ: *Do you have a pet? Do you think pets reduce stress? Do you think some pets reduce stress more than others? Why / Why not?*

2 READING

A is a skimming activity that will help students with the English in Use section of the CAE exam and the reading section of the IGCSE.

2 READING Answers

1 frail **2** procedure **3** random **4** bid **5** proven

B 1 This question relates to a type of question in the Trinity exam which requires students to speculate and

conclude on the unstated feelings of people. Students should provide some basis for their responses.

2 READING B2

Sample answers

People were stressed by reading out loud. Then, blood pressure was measured to see if the presence of fish in an aquarium reduced stress. It did.

C 1 You may want to help the students by pointing out other techniques covered in **Word Power**.

C 2 This question requires students to speculate on the ethics of keeping pets for supposedly selfish reasons. You can give students some help by asking students to look at the interaction between animals and humans, and whether these might change given the circumstances suggested.

3 SPEAK YOUR MIND

This section covers the topics of stress as a natural function of the body, personal stress and stressful occupations, teenage stress, and owning pets.

A EQ: *Why do you think we are equipped to feel stress? Do you think it would be helpful or harmful to have no stress at all in your body?*

B EQ: *If you were overstressed, which treatments for stress would you try? Why do some people find some relaxation techniques helpful, but others do not? What would you consider the ten most stressful jobs? Would you work in these jobs? Would the benefits ever outweigh the stress?*

C EQ: *Is teenage stress 'just a phase' they go through? Does the cause of the stress make the stress more serious; for example, what about exam stress versus divorce?*

D EQ: *If animals communicate through body language, what signs would tell you an animal was stressed? What kinds of stress could animals have?*

4 LISTEN

DVD

This audio clip is from the Australian Broadcasting Corporation (ABC). Laughter Club International was founded by Dr Madan and Madhuri Kataria, with the aim of teaching people 'laughter yoga', a 20-minute session of exercises to make people laugh. As this is done in groups, it is difficult not to laugh when everyone around you is laughing. The

health benefits of laughter have been known for some time. Laughter can lower blood pressure, reduce stress hormones, boost the immune system and release endorphins – the body's natural painkillers.

4 LISTEN B, C, D

Answers

B True: People's health improves; people giggle. False: People tell jokes; people talk to each other.

C If you see other people laughing, you start laughing yourself / too.

D 1 5,000 members. **2** You see other people laughing. **3** On 13 March, 1995, Madan Kataria went to a park and said she wanted to start a laughter club. **4** Laughter yoga.

5 TEAMWORK

This activity is designed to get students thinking about the reality of living with debilitating irrational fears. Each of these phobias are real, although some are much more common and socially acceptable than others. Try to get students to think about all the situations where the illness might have some kind of effect.

Source:

The Anxiety and Phobia Workbook, Reneau Z. Peurifoy,

Anxiety, Phobias, and Panic, Edmund J. Bourne

EQ: *Do you know anyone with a phobia? What can be done to help phobia sufferers?*

6 CONTROVERSY

The pharmaceutical industry and medical community is sometimes criticised for seeming to be over dependent on drug treatments when safer alternatives are available. In one US study, 65 per cent of doctors recommended sleeping pills to patients who would have been better off taking exercise or reducing their caffeine intake in the evenings, which the doctors might have found out if they had asked the patients further questions. In several studies published by the Universities of Toronto and Harvard, doctors were found to be treating drug side effects with more drugs.

There have been examples of how over-prescribing antibiotics has led to strains of antibiotic-resistant bacteria. In the US alone, more than 1.5 million people are treated in hospital every year from adverse reactions to drugs; another 100,000 die. Many of these deaths are largely preventable. That is not to say that there is not a place for pharmaceuticals, because many illnesses can only be controlled this way. However, the debate hinges on whether prescribing drugs is the doctor's first or last line of defence.

Sources:

www.abpi.org.uk, www.pharmaceutical-industry.info

Listening to Prozac, Peter Kramer

The Instinct To Heal, David Servan-Schreiber

Dangerous Drug Interactions, Joe Gaedon

www.worstpills.org

EQ: *Do you think we use drugs too often for stress? Do you think alternative treatments might help stress as much?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

Work Stress, Lorne Sulsky

Handbook of Work Stress, Julian Barling

<http://stress.about.com/cs/workplacestress/a/jobstress.htm>, www.cdc.gov/niosh/stresswk.html

8 BIOLOGY in English [CLIL]

Stress as has been discussed in this unit as a biological reaction triggered by external, and occasionally internal, stimulæ. Our normal state of being is homeostasis, in which our body tries to maintain this balance. It regulates our breathing, our heart rate, our temperature and our stress reactions. The body always tries to be in balance with the environment we are in. When we come under increased stress, our body compensates, and this leads to knock-on effects in other areas. The long-term effects of stress and increased cortisol levels have been linked to physical problems like hypertension, migraines, cancer, arthritis, ulcers and colic. There may also be mental problems, such as anxiety, panic attacks, alcoholism and depression.

Note: In the flight-or-fight response people have feelings of aggression or the need to run away (avoidance).

Sources:

Overcoming Job Burnout, Ellen S. Bernstein

The Physiology Of Stress And Stress Reduction,

Beverly A. Potter

EQ: *Are you aware of any health effects when you are very stressed? Have you ever felt the fight-or-flight response? What do you think burnout would feel like?*

9 FURTHER DISCUSSION

This section covers the way stress may change over time, school-related stress, job-related stress and time management.

A Try to get students to think about how stress evolves over time.

EQ: *Is there ever a stress-free period in anyone's life? Why? Why not?*

B Try to get students to consider common school-related stress.

EQ: *How stressful is school and learning for you? How is school fun and stressful?*

C Try to get students to think about reasons for increasing stress – less job security, greater workload.

EQ: *The Japanese have a word – karoshi – meaning death from overwork. How would stress be linked to this? What would motivate someone to work that hard? What would you consider the ten most stressful jobs? Would you work in these jobs? Would the benefits ever outweigh the stress?*

D Try getting students to think about how they manage their time.

EQ: *Do you tend to arrive for appointments or class early, on time or late? Is this common in your country? How does your culture view arriving late or on time? Is time management only a business concept? Do you manage your time effectively? If so, how? If not, why not?*

10 *Your answer:* ARE WE SERIOUSLY STRESSED?

This question tries to get students to address how seriously society takes the effects of stress. In many cultures, it is still not acceptable to talk about being very stressed, especially in countries where men are not allowed to show any signs of weakness.

EQ: *What do the types of programmes for stress reduction say about how seriously your government takes stress? Do you think men and women react to stress differently?*

WORKBOOK

1 WORD POWER

This activity will get students practising vocabulary from the unit and the phrases from **Language Bank 17**.

1 WORD POWER

Sample answers

1 I injured my back while I was *working out* at the gym. – **You must be feeling absolutely terrible.** Have you seen the doctor? / **There's nothing to worry about.** Take some painkillers. 2 I took the *red-eye* flight to Lisbon and feel really tired and stressed today. – **I can see how difficult it must be for you to stay awake.** You look really tired. / **It's not such a big thing.** Have some coffee. 3 My doctor said I need to *watch my diet* if I want to improve my health. – **I know exactly how you must be feeling.** My doctor said I needed more exercise. / **Let's try to keep things in perspective.** Just eat smaller portions. 4 I felt better after taking those *anti-depressants*, but I didn't like the side-effects. – **That must have been very hard for you.** Is there anything I can do? / **Everything's going to be fine.** You'll soon get used to them. 5 I'm worried about my husband – he finds it difficult to switch off and gets stressed. – **I feel so sorry for both of you.** It can be hard to leave work behind. / **Try to calm down; worrying won't help.** He just needs a hobby. 6 After serving in the army, my father developed *post-traumatic stress disorder*. – **I can imagine how painful it must have been for him.** Can he get any help for that? / **There's nothing to worry about.** It's a common reaction.

2 WRITING

A Sources

The Complete Idiot's Guide to Dealing with Stress for Teens, Sara Jane Sluke
Pressure? No Problem, Michelle Steele
www.stress.org.uk

B Sources

<http://health.msn.com>
<http://news.bbc.co.uk/1/hi/health/default.stm>
www.cnn.com/HEALTH
www.menshealth.com

3 SPEAKING STRATEGIES: Anticipating questions

This activity is the one of the basic techniques that students should learn to give better presentations. In trying to anticipate questions, students will be better prepared for the presentation in the Trinity or CAE exams.

3 SPEAKING STRATEGIES

Answers

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

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS

Answers

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

1 to lose the plot = to feel stressed or out of control.
 2 to pay the price = to suffer the consequences. 3 to compare notes = to check each other's information about something. 4 just what the doctor ordered = exactly the right thing. 5 to let off steam = to express strong feeling, release pent-up emotion.
 6 an emotional rollercoaster = lead to very strong swings / variations in feelings / emotions.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *What would you do if you felt your life was out of control?*
 – If I was beginning to *lose the plot*, I would seek professional help.

- I think I would need to do something *to let off steam*, like sports.
- I would say a few days off would be *just what the doctor ordered*.
- *What happens if you work too hard?*
 - You will *pay the price* with poor health and high stress.
 - I think overwork can take you on *an emotional rollercoaster*.
- I haven't *compared notes* with others, but I tend to get sick and need time off.
- *What is your number one stress-reducer?*
 - I like to go for walks *to let off steam*.
 - I begin *to lose the plot* if I can't spend a few hours by myself from time to time.
 - A weekend away from the kids is always *what the doctor ordered*.

WHAT'S NEW?

Communication Objectives:	Ss will be able to:		
	<ul style="list-style-type: none"> - use expressions for language of caution and eliciting feedback. - use vocabulary, phrases and idioms related to youth behaviour. 		
Educational Objectives:	Ss will critically assess common examples of positive and negative youth behaviour.		
Connected Topics:	<ul style="list-style-type: none"> - Straight Edge - Young people and drugs - Young people and crime - Typical male and female young people - Reputations - Group mentality - Binge drinking - Youth programmes 	<ul style="list-style-type: none"> - Tattoos and piercings - Poetry and music - Behaviour relativism - Age of consent - Experimenting - Life lessons - Youth rebellion 	
Grammar:	Word choice	Collocations	Idioms
Key Vocabulary:	abstain adhere all-terrain vehicle attire close-minded consume cult do-gooder drive-by shooting free-for-all hardcore music	holiday rep hostile illicit intimidating Latino lure mosh pit off the mark patch picker politically correct	promiscuous sex recruit rep / reputation seizure skip school thrashing vegan vice vigilante

The BIG question: ARE ALL TEENAGERS REBELS?**VIEWPOINT**

Facts: The statistics on teenage drinking are from the Waltham Forest Crime and Disorder and Drug Audit 2004. UK schoolchildren are the heaviest teenage drinkers in Europe.

Source:

www.lbwf.gov.uk/8.5.6-alcohol.pdf

EQ: *Why do you think this is the case? How does this compare to teenagers in your country? What effect can drinking at this age have?*

The statistics on cannabis are from the British Crime Survey 2001.

Source:

www.drugscope.org.uk/druginfo/drugsearch/ds_report_results.asp?file=%5Cwip%5C11%5C3%5C008chapter6.html

EQ: *What is the attitude to cannabis use in your country? Has anyone you know ever tried it? Do you think there is a difference between soft drugs (like marijuana) and hard drugs (like cocaine)?*

Quotes: Robert MacKenzie (1928–) is a retired politician from the Ontario, Canada, provincial legislature.

EQ: *How do you think adults see teenagers? Is this a fair stereotype?*

George Bernard Shaw (1856–1950) was an Irish playwright and winner of the 1925 Nobel Prize for Literature.

EQ: *Do you think this is true? How do the youth of today shock the old?*

1 WORD POWER

A 1 gives students an introduction to some new vocabulary.

1 WORD POWER B**Sample answers**

1 Straight-A students have problems too. **If I were to hazard a guess, I might say that** we all need help sometimes. **2** There is a generation gap between parents and young people today. **It could be the case that** there is one, but every generation thinks the same thing. **3** Something needs to be done about these yobs. **I would be a little concerned that** people will overreact about this. **4** Peer pressure pushes young people into risky behaviour. **It seems as if** peer pressure is very strong, but parents can play their part.

ARTICLES**Walking the Straight Edge**

This article discusses the US teenage movement called Straight Edge. The movement originated in the mid to late 1980s out of the hardcore punk rock movement. It is widely believed that the movement takes its origins from the lyrics of Ian MacKaye of Minor Threat, and later of Fugazi, fame. His song *Straight Edge* was written about a friend who had overdosed on heroin and is a warning to young people about avoiding dangerous activities.

Much of the movement's image is related to the larger hardcore punk rock movement: tattoos, black clothing, piercings and loud aggressive music. What makes the movement different is the abstinence from sex, drugs and alcohol. Many of its followers are also vegans. The movement is largely non-violent, but there have been incidents specifically among male members, who tend to travel in groups. Several police organisations including the Salt Lake City Sheriff's office identify Straight-Edgers as being involved in gang activity (in relationship with the Animal Liberation Front, an extremist animal rights group).

EQ: *Is there a relationship between people who believe very strongly in an idea, religion or philosophy and violence? Do the positive aspects of Straight Edge outweigh its negative aspects?*

Marijuana Growers Hire Rural Quebec Students

This article discusses marijuana growing in the Canadian province of Quebec. Canada is developing a reputation as a major producer and exporter of

marijuana, especially to the United States. The marijuana industry is estimated to be worth \$7 billion, second only to oil and gas extraction (\$15.3 billion). The largest producing provinces are British Columbia, Ontario and Quebec with much of the production now being done in 'grow-ops' (small-scale indoor cultivation inside houses). This is the reason why organised crime has such a big stake in Quebec and is willing to pay so much to helpers. Canada is considering de-criminalising marijuana possession with the hopes of moving production out into the open where it could be taxed. The United States Department of Justice is not happy with this development.

EQ: *Should cannabis use or production be illegal? What is the best way to combat drug taking? If you were approached to do illegal work for very large wages or work at a boring job for low wages, which would you do? How important is it to have money as a teenager? Is it important enough to risk going to jail?*

2 READING

A is a skimming activity that will help students with the Reading section of the CAE and IGCSE exams.

2 READING A**Answers**

A 1 no **2** yes **3** yes **4** no

B This question relates to the type of question in the Trinity Exam where students must determine feelings or thoughts that are not explicitly stated.

C 1 You can give students some help by getting them to look at the different aspects of the Straight Edge image and philosophy.

EQ: *What can you do in a group that you couldn't do alone?*

C 2 You can give students some help by looking at the values of people at this age and the prospect of a large income to people with limited opportunities.

3 SPEAK YOUR MIND

This section covers the topics of typical teenagers, reputations, group membership, and youth crime.

A EQ: *How are / were you similar to other teenagers? Would you describe yourself as typical? Is there anything positive or negative about being typical?*

B EQ: *Do you care what others think of you? Can someone ever change their reputation? How important is personal / family honour in your country? Is a reputation or honour worth dying for?*

C EQ: *Why do you think police might consider Straight-Edgers to be gangs? Are there any groups in your country which might get labelled as gangs? What would be the appeal of joining a gang? Do you consider yourself an extrovert or introvert? Which do you prefer more spending time with people or by yourself?*

D EQ: *What attracts people to crime? Are youth criminals treated differently from adult criminals? What are the purposes of prison: keeping criminals away from the public or rehabilitating criminals? Which does your country favour? Can criminals go straight?*

4 LISTEN

DVD

This audio clip features a meeting among holiday reps for a travel company that organises package holidays for young people. Many of these package holidays have a focus on partying and drinking. The issue of binge drinking is an important issue in the UK, where many young people go out to drink large quantities of alcohol on Friday or Saturday nights. Holiday trips to other countries where alcohol is much cheaper than in the UK often leads to bouts of drunkenness and violent behaviour.

4 LISTEN B

Answers

Swimming: not mentioned. Responsible drinking: Not mentioned, they want to bring enough alcohol so they don't run out. They provide only nachos and light snacks. And they are only concerned about the drinking in terms of the impact on locals. Fun party games: Yes, Mexican theme. Sightseeing: Yes, they visit a nearby island.

4 LISTEN C

Answers

1 Mexican (Getaway). 2 Mexican music, trance and deep house. 3 A lot to drink, but only a little food (including nachos with salsa and guacamole). 4 People getting into trouble with the police for carrying open bottles of alcohol through the town and being fined (50 euros), or making too much noise. 5 They don't really seem to be.

D In the event that students cannot think of anything, you can get them to discuss: *What kinds of evening activities do they have in Ibiza or other resorts? What sort of activities would appeal to you?*

5 TEAMWORK

This activity is designed to get students to think about the very real situation that can affect any community with large-scale economic or social problems. It may be wise to avoid discussing rates of youth crime, suicide and unemployment directly in this context.

Sources

Handbook on Counseling Youth, John McDowell
Community Youth Development, Francisco A. Villarruel

EQ: *Do you have youth programmes or youth centres in your community? Do these programmes work? Are programmes designed by adults for young people always appropriate? What kinds of programmes would young people want to create?*

6 CONTROVERSY

Tattooing originated in Asia and is still a much admired cultural practice among the island states of the Pacific. It spread to the West with sailors who travelled to these ports of call. From a Western perspective, tattoos were historically worn only by prisoners and sailors, however this has begun to change as tattoos become a much more common way of expressing individuality. Many cultural anthropologists point to the role that music videos and MTV have had in making tattoos popular as so many rock and pop stars and other celebrities now have them.

Sources

Bad Boys and Tough Tattoos: A Social History of the Tattoo with Gangs, Sailors and Street-Corner Punks 1950–1965 Samuel, M. Steward

The Tattoo Encyclopedia, Terisa Green

Modern Primitives, V. Vale

Return of the Tribal, Rufus C. Camphausen

EQ: *Is tattooing and piercing just a trend? Why do some people find tattooing and piercings intimidating?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources

See your country's government website for examples of information pamphlets.

B Sources

The Girl's Book of Love: Cool Quotes, Super Stories, Awesome Advice and More, Catherine Dee

52 Lessons on Communicating Love, Dr. Ruth Westheimer

www.loveadvice.com/LIBRARY.HTM

8 POETRY AND MUSIC in English [CLIL]

This activity could be made more personal for the students by asking them to bring examples of music they like. The lyrics can be analysed in the same way as the song in the activity. The example can be considered more as a back-up in case students do not have time to research and bring in examples. There are many places online which offer lyrics to songs for free.

Sources

www.azlyrics.com

www.lyrics.com

www.sing365.com

EQ: *Why does music evoke and appeal to our emotions? Why is music such an important part of youth culture? What would youth culture be without music, music stars or MTV?*

9 FURTHER DISCUSSION

This section covers relative behaviour, youth experimentation, life lessons, and youth rebellion.

A Try to get students to think in concrete terms about their own behaviour. If you are daring enough, you can discuss the use of swearwords in different circumstances.

EQ: *Would you use swearwords in each situation (school, work)? Why / Why not? What motivates you to do good? Do you think your parents, friend or, co-workers know how you act when you're with other people? Why / Why not?*

B Try to get students to discuss the reasons behind experimenting.

EQ: *Why do young people experiment? Is it a natural process?*

C Try to get students to think about the lessons they have learned.

EQ: *Do you think you could learn these all on your own? Do you think we rely on TV too much for educating young people? What would someone who learnt about life only from television be like?*

D EQ: *Who do you find more interesting: rebels or conformists? What does this tell us about ourselves? Is youth rebellion healthy?*

10 Your answer: ARE ALL TEENAGERS REBELS?

This question tries to get students to address how young people behave. While there are many different viewpoints among young people, society often works from the Hollywood stereotypes of the 'rebel without a cause'. What are young people rebelling against? Should young people rebel? Will teenagers always rebel? How does youth rebellion become adult conformity?

WORKBOOK**1 WORD POWER**

This activity will get students practising the language of caution from **Language Bank 20**.

1 WORD POWER**Answers**

1 Young people say they want to be individuals, but they just copy each other. **I'm not sure I would** say that, they are just doing their best.

2 Young people should be allowed room to make mistakes. **It seems as if** that is the case.

3 Young women are never as bad as young men. **I'm not sure I would** agree with your statement. What about girl gangs?

4 Television is responsible for making young people behave badly. **I would be a little concerned that** we blame television for everything. Parents have a role to play as well.

5 Teenagers can always get drugs or alcohol if they want. I don't think anything can stop that. **I would be a little concerned that** that if you give up hope, it won't help.

6 We can only hope a good education will keep young people safe. **If I were to hazard a guess, I might say** education is the most important thing in helping young people find the right path in life.

2 USE OF LANGUAGE: Word Forms

This activity introduces the brief history of skateboarding and it being banned on the streets of many US cities. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE. It will also help Reading section of the IELTS.

2 USE OF LANGUAGE**Answers**

1 sharpen	2 revolutionised	3 increase
4 banned	5 fear	6 remains
7 organised	8 requesting	

3 WRITING**A Sources**

www.vanishingtattoo.com
<http://tattoo.about.com>

B Sources

www.drugscope.org.uk
www.drugs.gov.uk/Home
www.nida.nih.gov

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS**Answers**

1 were	2 saw / sees	3 open
4 nip	5 kept	6 scratching

1 to be on the same wavelength = to understand each other and think alike. **2** to see everything in black and white = to see things in very clear terms, not in nuances. **3** to open the floodgates = to allow something to get out of control. **4** to nip something in the bud = to stop something before it really starts. **5** to keep his nose clean = to behave well. **6** to scratch their heads over = to worry about what to do, to be confused about what to do.

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *What do you think of very conformist young people?*
 - I think there's nothing wrong with *keeping your nose clean*.
 - I guess if they've been raised a certain way they just *see everything in black and white*.
- *Why are some young people into binge drinking?*
 - When some young people are suddenly given too much freedom, it just *opens the floodgates*.
 - I'm just left *scratching my head*
 - I think some parents don't *nip it in the bud* early enough with proper discipline.
- *If you could give parents advice on rowdy teenagers, what would it be?*
 - I would tell them to try and *be on the same wavelength*. They need a lot of empathy for teens.
 - I think you should *nip problems in the bud* by openly discussing things.
 - They should not *open the floodgates* on their teenager's freedom too early.

WHAT'S NEW?

Communication Objectives: Ss will be able to use phrases or grammar from:
 Units 1-7, Extended Reading 1
 Units 8-14, Extended Reading 2
 Unit 15: Generalising / Conditionals
 Unit 16: Signposting words: Sequencing / Asserting
 Unit 17: Developing an argument / Expressions used to introduce assertions
 Unit 18: Summarising information, ideas and arguments / Expressions used to contradict
 Unit 19: Calming expressions / Language of empathy and sympathy
 Unit 20: Eliciting feedback / Expressing caution

Educational Objectives: Ss will explore how stereotypes shape our views and understanding of the world.

Connected Topics:

- Native American stereotypes
- African-American stereotypes
- Interacting with strangers
- Hollywood stereotypes

Grammar / Vocabulary: Idioms
 Non-standard English grammar and vocabulary

Key Vocabulary:

a cold chill	engulf	real world
ain't	frown <i>n</i>	reservation
big deal	glow	scowl
bigotry	harsh	sincerity
blurt out	'hood	smart ass
booming	ignorant	stink <i>v</i>
chatter	Injun	stroll
comfort zone	jerk	stutter
contemplate	jut out	tip back
crack a smile	loathing	unclinch
crack (voice)	malcontent	unwittingly
curl one's lip	melt away	warm and fuzzies
dead silent	naive	will
dimly	not going to bite you	worrisome
dimple <i>v</i>	prejudice	
drop dead	profiling	

EXTENDED READING: Background Information

This text is part of an editorial column called *Bee in the Bonnet*, which appears in Canada's First Nations Drum magazine. It highlights the take that the Native American humourist, B.H. Bates, has on many different issues from the perspective of First Nation people. (Note: In Canada, Native Americans are called First Nation people.) Other topics in the series have included Canadian politics, life on the reservation, poverty among First Nations, residential schools, Aboriginal achievement and so on.

The title is a play on words that echoes 'All men are created equal' from the United States Declaration of Independence (1776).

Note: Paragraph 1, line 7 should read 'dimly lit'.

Sources

www.firstnationsdrum.com

EQ: 1 *What is a stereotype? Why do we create stereotypes?*
 2 *What stereotypes exist about your country? Are stereotypes harmful, helpful or something else? When do stereotypes become racism?*
 3 *Imagine you meet a foreigner in your city. They know little about your country. How would you*

explain what your country is like? What is it like to come from your country? What customs, habits or traditions are unique in your country?

1 READING

A is a common scanning activity. It will help students writing the Reading part of the CAE, the Trinity Controlled Writing ISE III section, IELTS Reading Part 2, and IGCSE Reading Parts 1 and 3.

1 READING A

Answers

- 1 He has preconceptions of African-Americans as dangerous. Without realising it, he walks into a bar where there are only African-Americans.
- 2 He speaks to Big Glenn, who makes him feel at ease and changes his perception of blacks.
- 3 If he could feel like he did about blacks even after meeting Glenn, he wonders how whites would see him.

2 IDIOMS

This activity follows the specifications of the Trinity Language Exam Grades 10 and 11 which call for students to have a good understanding of and ability to use various idioms. The correct use of idioms will help students in CAE as well.

2 IDIOMS

Answers

- A** 1 big deal, 2 comfort zone, 3 the real world, 4 blurt out, 5 smart ass, 6 to put *someone* at ease.
- B** 1 put everyone / at ease, 2 the real world, 3 smart ass, 4 comfort zone, 5 blurted out, 6 big deal.

3 WHAZZUP?

This section follows the specifications of the Trinity Language Exam Grades 10 and 11 which call for students to be able to understand words in context.

EQ: *Some linguists have begun to speculate that non-standard English may become the norm in the future, as the number of speakers of English as a second language increases. What do you think of this? If English is used as the global language, can anyone claim ownership of the language?*

3 WHAZZUP?

Answers

Grammar

Where you from, boy? – Where (are) you from, boy?

Hi, where ya from? – Hello, where (are) you from?

I ain'a goin'a bite you – I('m not) going (to) bite you

Yo, cool! – Oh, cool!

Where you from, boy? – Where are you from, sir / mister?

You'z sure in'a hell ain't from round here. – You are sure in the hell not from around here.

Ya'll take care now! – You take care now.

What the __ you lookin' at? – What the __ (are) you looking at?

Words

hood – neighbourhood

Injun – Indian

ain't – is / are not

yo – you / you're

ya – you

you'z – you are

y'all – you (all)

hi – hello

4 PORTFOLIO WRITING

You should remind the students that activity A is in the third person "He went into a bar." and activity B is in the first-person point of view. "I saw B.H. outside talking to some boys."

A Sources

A Native American Encyclopedia: History, Culture and Peoples, Barry Pritzker

Stereotypes and Prejudice: Essential Readings, Charles Stangor

www.firstnationsdrum.com

www.afn.ca

www.si.edu/resource/faq/nmai/naster.htm

B Sources

Countering the Conspiracy to Destroy Black Boys, Jawanza Kunjufu

Black Youth, Racism and the State, John Solomos

Black like Me, Robert Bonazzi

African-American Lives, Henry Louis Gates

5 INTERACTIVE TASK

This activity is directly based on the Interactive Task phase of the Trinity Language Spoken Exam Grades 10 and 11. It would also be useful practice for developing stronger communicative skills and confidence for Parts 3 and 4 of the spoken phase of the CAE exam.

This activity requires students to lead the conversation, which can be a challenge for some students. It is important that you go round the room to monitor the students' communicative leadership in this activity. They should be commenting and asking their partner questions. Silence is not an option; it is up to them to keep the dialogue active and flowing if, and when, their partner begins to falter. They should already have experience with leading the dialogue during **Teamwork**, presentation and **Further Discussion** activities in previous units.

To help in general, you can get students to think of the different brainstorming activities they have encountered so far in the Teamwork activities.

Comment 1: If students are not sure where to start, ask them to say what they expect a working environment to be like and what they expect from relationships with other co-workers.

Comment 2: If students seem to have trouble beginning, you can help them by suggesting: people from different countries – Japanese, Spaniards / Spanish, Swedes, Indians; people in different occupations – doctors, teachers, janitors, models.

EQ: *Why do filmmakers use stereotypes in film? Who are more often stereotypes – main or supporting actors? Why? Imagine what movies would be like today if all the white characters in films were played by actors of different ethnic groups.*

QSE Advanced Student's DVD-ROM

The **QSE Advanced Student's DVD-ROM** contains all 20 audio and video clips to go with Exercise 4 (**Watch and Listen**, or **Listen**) for each Unit of the Student's Book

As well as the audio and video clips, there are also PDF files of the transcripts of the audio and video clips that can be printed out. You will need a version of the free program Adobe Reader (or equivalent) to open the PDF files. You can download this free from the internet through the link shown on the opening menu of the DVD (see Link to download Adobe Reader).

The DVD can be played on a DVD player or a personal computer with a DVD player. From the main menu you can access all the different parts of the DVD. To return to the main menu at any time, click on the BACK button in the bottom right-hand corner of the screen.

Units 1-20 Audio and Video Clips

The audio and video clips are each approximately three to four minutes long. There are six video clips and 14 audio clips. Units 2, 6, 12 and 19 have a pause in the clip linked to an activity in which you are asked to speculate on what will come next or what people may be thinking about a situation. Just before the pause, the words *PAUSE coming up* appear on the screen. After the pause, the clip continues. To hold the pause for longer, press the pause button on the DVD. To continue, press the play button on the DVD. If you do nothing, the clip will restart automatically after the pause.

DVD CONTENTS

Units 1-20 Audio/Video Clips

(**American**=type of English)

Unit 1 Using photo health warning labels on cigarette packets (Interviews with **British** people).

Unit 2 Interview with Gunther von Hagens, creator of the Body Worlds exhibition (**British English** commentary and voiceover of interview with German person).

Unit 3 Interviews with various **American** people about the American Dream.

Unit 4 Bullying in the workplace (Interviews with **British** people).

Unit 5 PETA's *I'd rather go naked* campaign against wearing fur (**American** commentary).

Unit 6 Talking about beauty contests (Interviews with **British** and **American** people).

Unit 7 Is war good for the economy? **British** teenagers talking.

Unit 8 Bjorn Lomborg, author of *The Skeptical Environmentalist* (**American** interviewer talking to **Danish** scientist).

Unit 9 Behaviour-modification camps for teenagers (**British** teenagers talking).

Unit 10 Hanni, the seeing-eye dog (Interview with an **American**).

Unit 11 Tropical storm causes flooding in Haiti and the Dominican Republic (**British** newsreader).

Unit 12 Click kanji: Is English the only language for the internet? (**British** commentary, interviews with people from **Australia** and **SE Asia**).

Unit 13 Extract from the film *Outfoxed* containing interviews with **Americans** (*The O'Reilly Factor* interview with Jeremy Glick).

Unit 14 Radio programme about comic book superheroes (Interviews with **British** people).

Unit 15 A teenage single mother talks about her life (**Northern Irish** interviewer talking to a girl from the **British Midlands**).

Unit 16 The science curriculum in Arizona (Interviews with **Americans**).

Unit 17 Space debris – European Space Agency (**British** commentary, interviews with **Germans** speaking English).

Unit 18 Brazil: Bringing computers to the children of the *favelas*. (Brazilian interviewer talking to **Brazilians** in American English and translation – voiceover in **British English**.)

Unit 19 A laughter therapist talks about Laughter Clubs (**Australian** interviewing English-speaking people in **India**).

Unit 20 Holiday company representatives meet in a Spanish seaside resort (People from **Britain**, **Australia** and **New Zealand** talking).

PDF files (printable text computer files)

Audio and video scripts for the text of each audio and video clip.

QSE Advanced Student's DVD-ROM

The *QSE Advanced* Student's DVD-ROM contains all 20 audio and video clips to go with Exercise 4 (Watch and Listen, or Listen) for each Unit of the Student's Book. There are also PDF files of the transcripts of the audio and video clips that can be printed out.

The DVD-ROM can be played on a DVD player or a personal computer with a DVD player. From the main menu students can access all the different parts of the DVD-ROM. To return to the main menu at any time, students click on the BACK button in the bottom right-hand corner of the screen.

Units 1-20 Audio and Video Clips

The audio and video clips are each approximately three to four minutes long. There are six video clips and 14 audio clips. Units 2, 6, 12 and 19 have a pause in the clip linked to an activity in which the student is asked to speculate on what will come next or what people may be thinking about a situation. Just before the pause, the words *PAUSE coming up* appear on the screen. After the pause, the clip continues. To hold the pause for longer, press the pause button on the DVD. To continue, press the play button on the DVD.

QSE Advanced Teacher's DVD-ROM

The *QSE Advanced* Teacher's DVD-ROM contains all the material on the Students DVD-ROM, plus print and audio files for all the exam materials in the Teacher's Guide. See also page 24.

DVD-ROM CONTENTS

Units 1-20 Audio/Video Clips

(*American*=type of English)

Unit 1 Using photo health warning labels on cigarette packets (Interviews with *British* people).

Unit 2 Interview with Gunther von Hagens, creator of the *Body Worlds* exhibition (*British English* commentary and voiceover of interview with German person).

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Unit 10 Hanni, the seeing-eye dog (Interview with an *American*).

Unit 11 Tropical storm causes flooding in Haiti and the Dominican Republic (*British* newsreader).

Unit 12 Click kanji: Is English the only language for the internet? (*British* commentary, interviews with people from *Australia* and *SE Asia*).

Unit 13 Extract from the film *Outfoxed* containing interviews with *Americans* (*The O'Reilly Factor* interview with Jeremy Glick).

Unit 14 Radio programme about comic book superheroes (Interviews with *British* people).

Unit 15 A teenage single mother talks about her life (*Northern Irish* interviewer talking to a girl from the *British Midlands*).

Unit 16 The science curriculum in Arizona (Interviews with *Americans*).

Unit 17 Space debris – European Space Agency (*British* commentary, interviews with *Germans* speaking English).

Unit 18 Brazil: Bringing computers to the children of the *favelas*. *Brazilian* interviewer talking to *Brazilians* in American English and translation – voiceover in *British English*.

Unit 19 A laughter therapist talks about Laughter Clubs (*Australian* interviewing English-speaking people in *India*).

Unit 20 Holiday company representatives meet in a Spanish seaside resort (People from *Britain*, *Australia* and *New Zealand* talking).

Exam Practice Listening Tests 1-6

PDF files (printable text computer files)

- Using the DVD
- Audio and video transcripts for the text of each audio and video clip.
- Teacher's Notes
- Exams (CAE, IELTS, IGCSE)
- Placement Test

Unit 1 Using photo warning labels on cigarette packets

Interviewer: Around four million people worldwide die every year from smoking-related illnesses according to the World Health Organisation. It is estimated that some 360,000 people are admitted to hospitals in the UK every year because of smoking-related illnesses. Cancer groups from Britain and the EU have begun demanding the introduction of warning labels similar to those introduced in Canada in 2001. So we went out on the streets of London to find out what Londoners feel about this.

Interviewer: Excuse me, could I ask you what do you think about smoking?

Woman 1: Well, I don't smoke, but my boyfriend smokes and, to be honest, I'd like to see him stop. Like a lot of people, I think he smokes 'cause it's cool.

Man 1: What? I thought that was part of my appeal. No, but seriously, I don't see anything wrong with smoking. It's a question of personal freedom.

Interviewer: British anti-smoking groups are pressuring the government to introduce photographic warning labels like these ones used in Canada on cigarette packets? What do you think of them?

Man 1: Oh, this is too much.

Woman 1: Wow, I think these are brilliant, a really good idea. I think it would be pretty hard to look cool with a photo of mouth cancer sitting on the table in front of you.

Man 1: I'm not so sure. I don't spend much time thinking about whether to give up smoking or not. She does most of that for me.

Interviewer: Hello...what are your views on smoking?

Woman 2: Well, I'd like to quit...sure, but it's not easy when so many of my friends smoke.

Man 2: I hate it. Every time you go out with people who smoke, you come out reeking of smoke. It's really a nasty habit.

Interviewer: Here are some anti-smoking warning labels from Canada. Would you like to see them on cigarette packets here?

Man 2: Um, well, I think we should have them here, but the problem is that the Government makes about £8 billion a year from cigarettes. I think it's a question of whether the UK government can give up its addiction to taxes on cigarettes.

Woman 2: Mmm... These are certainly very graphic. Are they for real?

Interviewer: Yes, they are. Do you think these might convince you to give up smoking?

Woman 2: Well, I think they might. I'd hate to have to look at one of those labels every time I reach for a cigarette.

Interviewer: To date, the Canadian government has had considerable success with its anti-smoking programme. Smoking rates among young people dropped from 28 per cent to 18 per cent between 1999 and 2003. The question remains, do the EU and the British government have the courage to follow Canada's lead? It may just come down to a question of image. Reporting from London, this is Patricia Connelly for Channel Six news.

Unit 2 Interview with Gunther von Hagens, creator of the Body Worlds exhibition

Von Hagens: Remember that you are mortal. That is what is suggested to everyone who attends the exhibition, especially by the gestalt plastinates themselves. I was what you are. You can become what I am. And that brings us to body donors. The people who are exhibited here made a very conscious decision during their lifetimes to be available to the next generation for the sake of anatomical instruction.

First, people attending the exhibition should get a clearer idea of their own bodies. We live in an artificial world. Normal persons are no longer conscious that they themselves are nature. Secondly, the intention was to present anatomy in a very concrete way.

This exhibition is not about art or science, it's about instruction. Instruction in the fullest sense of the word in that people attending the exhibition can realise their own vulnerability. In a prophylactic sense, since if people see how unhealthy habits or lifestyles concretely affect their own bodies, for example smokers' lungs, heart attacks, or meniscus damage, it will help them to gain a greater appreciation and perhaps a renewed sensitivity toward their bodies.

My models are the Renaissance anatomists who pioneered the initial enlightenment in this field: Leonardo da Vinci and Andreas Vesalius. For the first time, they discovered the beauty of bodily interiors at

a time when the beauty of bodily exteriors was the focus of an entire artistic epoch.

[PAUSE]

In the late Middle Ages, Andreas Vesalius was the first to assemble a skeleton. He literally took it from the grave and returned it to society.

I see myself in this tradition and I am continuing it with the possibilities of plastination. By making it possible to solidify soft tissue, plastination permits bodies to be exhibited not only as skeletons, but also as skeletons with muscles and organs at the same time. And I do not display people as incomplete specimens. I do not use dissection to remove organs. Instead, I provide insights into bodily interiors. People can look inside.

Unit 3 The American Dream

Interviewer: What is the American Dream?

Girl (15 years): My American Dream is to be a famous musician.

Man 1: I perceive it as the opportunity or equal opportunity to set goals and to be able to achieve them and have an education and an environment that's equal for everyone so everyone can work and set their goals and live the lifestyle in the environment they wish to live in.

Man 2: The American Dream means different things to different people depending on their background, their experiences they've had in life so far and their heritage. For me the American Dream is to preserve the freedoms that our ancestors have worked so hard to acquire for us and to leave a situation that continues to better for the generations that follow.

Interviewer: Do you think you are living the American Dream?

Woman 1: I have no complaints. I have a family, a home, an education, privilege of going to church when I want to.

Man 3: Well, I don't know if I'm living the American Dream, but I'm certainly striving to get there. Right now, I'm in college to obtain my degree so that I can get a better job and provide a better life for my family.

Interviewer: According to a recent study, 79 per cent of African Americans will only experience poverty in their lifetime. For white Americans, the percentage is only 24. Why do you think this is?

Woman 3: The number of individuals who have broken families within the African-American community is much greater than within the white community. Education is another big part of it. Having a good education will allow someone to go further within this country. And unfortunately African Americans...the number of individuals in that group having higher education is much lower.

Man 3: There are a lot of African Americans that are born into poverty. And a lot of them don't get out of the environment. They succumb to the environment and become a part of the environment rather than trying to seek a life outside of it. I think also too the system in some ways there are some advantages that are handed down to folks that the African-American community doesn't get to experience.

Interviewer: How would you describe a successful person?

Girl: Having a job, having a family, making money, not exactly being rich but at least having some food and shelter.

Woman 2: Someone who's happy and productive in whatever capacity they choose, law-abiding. I think someone who has chosen an outlet, creative or otherwise, and is working towards fulfilling it.

Woman 1: Living the good life of friends, security, that sort of thing, but it's not how many playthings you have.

Interviewer: How important is success to you?

Woman 3: Very important. For me, there are a lot of different areas of success. And for me, it's more building a stable community, family and being able to contribute something back.

Man 1: I think success is the American Dream. So I would rank it number one for me to be successful in that raising my family and providing for my family.

Unit 4 Bullying in the workplace

Cynthia Banks: Welcome to *Straight Talk*. I'm Cynthia Banks. When someone brings up the subject of bullying, people often think of school playgrounds and badly behaved children. But there is another type of bullying that is nearly as widespread — bullying in the workplace. To talk about it, we are joined today by management consultant Martin Halverson.

Martin Halverson: Hello, Cynthia.

C. Banks: Hello, Martin. First, let's hear from Gemma, an executive assistant whose boss bullied the whole office.

Gemma: As far as I'm concerned, this guy was really over the top. Some of us were actually wondering whether he had some kind of mental problem. Take meetings, for example. If someone started to make a comment or a suggestion, he'd just shout, "Shut up, who's talking to you." And worse, you know, swearing at people. Personally, I felt traumatised. Even when he wasn't in the office there was no let-up, he was calling every two minutes to scream at people about something or other.

C. Banks: So Martin, what do you make of this?

M. Halverson: Well, this behaviour certainly seems to be extreme, although incidents can take many forms, not just the more obvious ones like shouting, making someone look small, or humiliating them in front of others.

C. Banks: Such as?

M. Halverson: There's also a lot of passive-aggressive behaviour, for example, spreading negative rumours about somebody, or simply not talking to them, not returning phone calls, or delaying action on something a co-worker needs to do a job.

C. Banks: How widespread would you say this problem is?

M. Halverson: A number of studies have looked at this in depth. In a recent University of North Carolina study, researchers followed 1,600 workers over four years. The results were fascinating. There is a definite lack of social stability in the US workplace; rudeness, disrespect and bullying – all of these are becoming more and more common. Lots of swearing, even fighting. We even heard of scientists throwing equipment at colleagues.

C. Banks: Where does this problem originate?

M. Halverson: Researches say that intense competition and rapid change are often to blame. And we have to remember that the bullies often have a special status in the company, perhaps they are higher up the corporate ladder, or they have some special talent or skill. Most companies usually have a well-defined policy about bullying in the workplace. The problem tends to be a lack of will to enforce these anti-bullying rules, especially against people in positions of authority.

C. Banks: Are you saying management sometimes makes exceptions for these people? What effect does this have?

M. Halverson: Yes, there can be serious side-effects if the policy is not enforced. It causes a lot of mental and emotional stress. In the North Carolina study, 22 per cent of people said they actually worked less hard when they were bullied. About half said they lost work time worrying about an incident or whether the bully would target them again. And most dramatically, 12 per cent of the people who responded actually changed their jobs to get away.

C. Banks: That's a big loss to the company. What can be done about it?

M. Halverson: Basically it's best to adopt a zero-tolerance policy. No exceptions, no matter how small the offence is, no matter who the person is. Companies really should become aware of how much this kind of behaviour costs them – just how much it reduces efficiency.

C. Banks: Well, now let's hear from Roger, a former computer technician for a software company, who has experienced...

Unit 5 PETA'S I'd rather go naked campaign against wearing fur

Narrator: The 'I'd rather go naked than wear fur' campaign began in 1990. *The Wonder Years* were on TV. Nelson Mandela was out of jail. And the Go-Gos were planning a reunion.

Go-Gos: We're the Go-Gos and we'd rather go naked than wear fur.

Dan Mathews: And when the Go-Gos announced that they were having a reunion tour and they're all PETA supporters. We asked them if they would pose for a poster.

Narrator: The poster 'I'd rather Go-Go naked than wear fur' was inspired by an activist in Florida.

D. Mathews: There was an activist down there named Holly Jensen who had a fur protest. And she outfitted herself in a flesh-coloured leotard and made a sign with a magic marker that just said I'd rather go naked than wear fur. And she sent us photos of this protest, as a lot of activists do. And when I was going through the photos, I saw that one and I thought, you know, there's something there.

Narrator: There was definitely something there. The poster was used by newspapers nationwide. And soon the whole country was talking about the fur issue. A 'Go' was dropped and the campaign spread with protests in Italy, Germany and Japan. Celebrities were enlisted. Singers, supermodels, actors all bravely disrobed. PETA staffers volunteered by the dozens: interns, campaigners, founders.

And a funny thing happened, fur sales slipped. From *Fur Industry Magazine*, *the Trapper* and *Predator Caller*, Sept. 2001, fur industry directories reveal that in 1972, there were 779 established fur garment makers in the United States. Twenty years later, in 1992, that number had dwindled to only 211.

But what is this craft that sparked a decade of naked activism? Simply put, it's a billion-dollar-a-year industry that has taken fur-bearing animals out of the forests of fairytales and the Discovery Channel and dropped them straight into the middle of a horror novel.

On a fur farm, what you first notice is the pacing, round and round in psychotic circles. Animals crazed with boredom and stress. Next, you see the filth. Urine and faeces encrust the cages of fastidious animals, who, in the wild, would spend hours cleaning themselves. Finally, the mutilations sink in. Legs gnawed to the bone. Eyes and ears lost to infection. Cage mates cannibalised. The cage doors do eventually open. But the world outside is brief and horrible.

The animals whose lives have been lost to the fur industry can't be brought back. But over ten thousand fur coats have been donated to PETA from people sickened by animal cruelty. Over the years these furs have been distributed to homeless people who can't afford to buy their own coats, have been used to make bedding for orphaned wildlife, have been distributed to refugees in frozen, war-torn Afghanistan.

Woman: Don't go out in the woods. Them animal activists will get you.

Unit 6 Talking about beauty contests

Commentator 1: ...yeah, yeah, beauty pageants, or contests as you call them in the UK, have been around for over eighty years.

Radio presenter: Yes, they still seem to be going strong, although we don't see the Miss World contest on TV in the UK anymore, because a lot of people here see it as old-fashioned and out of date. Even adding intelligence and personality tests to the Miss World contest didn't keep the UK TV audiences interested, although the show is still broadcast around the world. But how did beauty contests start?

Commentator 1: The first beauty pageant took place in Atlantic City in 1921. Called the National Beauty Tournament, it was basically to get tourists to stay in Atlantic City after the end of the summer season – after the Labor Day holiday in early September.

Radio presenter: So how exactly have the beauty contests changed since those days?

Commentator 1: Well, it took several decades for many of the basic rules to become established, such as only being able to win a competition once, not being married and having no children, well, with the exception of the Mrs America beauty pageants...

Radio presenter: Why exactly is it that contestants need to be unmarried and have no kids?

Commentator 2: Well, that's a good question... I mean, as the beauty contest has developed these early rules have stayed the same.

Commentator 1: There were a number of highly publicised scandals over the years involving Miss America contestants. Several early winners ran off with their male chaperones. One Miss USA winner in 1957 actually turned out to be married with two children.

Commentator 2: There were problems with some Miss World contestants too. The 1974 winner turned out to be a single mother, and in 1980 Miss World resigned after posing naked for a magazine!

Radio presenter: I find it quite interesting that the contest doesn't have a rule against plastic surgery, given the other strict rules.

[PAUSE]

Commentator 1: Yes, it does seem a little hypocritical, but how are you supposed to prove someone has breast implants or other cosmetic surgery? It would be quite difficult to do.

Commentator 2: Well, I tend to think that the beauty contest is more about some kind of 'ideal' world, and not the real world. And I think a lot of the newer beauty contests you see today are a reflection of that.

Radio presenter: Such as?

Commentator 1: Well, to go back to the question of plastic surgery. China has recently had its first Miss Artificial Beauty contest for plastic surgery patients, one of whom used to be a man. But she didn't win though.

Commentator 2: True, it seems to me that that's a good example of how the beauty pageant is being used today to promote acceptance of different people...the idea that 'everyone is beautiful'. In Botswana, they hold the Miss HIV Stigma Free, which I think is a brilliant way to promote the issue of AIDS and acceptance. The contest shows just how far beauty contests have come today...

Unit 7 Is war good for the economy?

Teacher: Hello, everyone.

Class: Hi.

Teacher: OK, in this session we're going to look at another aspect of economics – how war can affect the economy of a country. Carla and Steve are doing a presentation on this for us today. Carla, Steve...

Carla: The question is: Is war good for the economy? Well, it's an interesting question, but like most economic issues, it's difficult to answer it with a simple yes or no. The truth of the matter is that although wars can be both a positive and negative economic stimulus, economies are often driven forward by wars.

Class: That's true.

Steve: If you look back to the 19th century and World War 1, you will find that governments paid for war by printing more money. And, of course, printing money tends to increase inflation. People need more and more cash just to pay for basic necessities, like food. In Germany after World War I, in the 1920s, there was such hyperinflation that prices went up every day.

Carla: While the US economy survived World War I intact, it faced its own crisis with the stock market crash of 1929. This led to huge unemployment when many companies went bankrupt, and later non-stop deflation as the price of goods began dropping, but no one was buying because they had no jobs or money. To counter this, President Franklin D. Roosevelt's government adopted a key idea of economist John Maynard Keynes...increasing government spending.

Steve: It's a bit like jumpstarting a car, when the battery's dead. You need a huge jolt to get the engine roaring again. US government money was the huge jolt of cash needed to get the economy going again, and large-scale New Deal projects, such as the Tennessee Valley Authority, gave work to thousands of people. When World War II came, many more jobs were created in arms manufacturing and related industries like steel and coal.

Carla: While the number of manufacturing jobs does go up during a war, war often still leads to heavy damage to industry and infrastructure in war-torn regions. Also, there is the high cost in human life. Many European countries lost nearly a whole generation of men in the two world wars. More women entered the workforce, but there were still significant labour shortages as a result.

Steve: And we come back to the issue of inflation. Since 1945, you can see a pattern of increased inflation with each war. The Korean War began in 1950. In that year wholesale prices increased by 12 per cent in the US and 21 per cent in Britain. Vietnam was arguably even worse. The US government spent about 15 per cent of its GDP on the war, and this led to a deep recession in the 1970s.

Carla: If we take the example of more recent wars, like the one in Iraq, war has certainly been bad for the Iraqi economy, but for America the biggest impact has been on oil prices, which were pushed up to record levels. There may have also been some effect on consumer and business confidence, which is much harder to calculate.

Teacher: Thank you, Steve and Carla. Does anyone have any questions...

Unit 8 Bjorn Lomborg: The Skeptical Environmentalist

Peter Heinlein: The Earth's environment is steadily improving. Global warming is nothing much to worry about. The real danger is the Kyoto Treaty, which will cost too much and do almost no good. Those are the ideas of a Danish professor and former Greenpeace activist who has written a book titled, *The Skeptical Environmentalist*. The book, which has recently been published in English, is causing outrage in the environmental community.

His fans call Bjorn Lomborg an outstanding representative of a 'new breed of scientists – mathematically-skilled and computer-adept'. One favourable review predicts his new book will overturn our most basic assumptions about the world's environment. But to his detractors he is not a scientist at all, but a fraud: a statistics professor who they claim makes selective use of statistics to support a right-wing, anti-environment agenda.

He explains that he started out as an environmental activist.

B. Lomborg: I'm an old Greenpeace, left-wing kind of guy and thought basically, yes, things were getting worse and worse. When I read an interview with Julian Simon, an American economist, that tells us things were actually getting better and better, contrary to common knowledge. I thought, No, it can't be true. But then he said, 'Go check it yourself,' ... so I'll have to get his book, to see that it was probably wrong. And it was sufficiently good, and it looked sufficiently substantiated that it would actually be fun to debunk. So I got some of my best students together and we did a study course in the fall of '97.... We wanted to show, you know, this is entirely wrong, this is just right-wing American propaganda. As it turned out over the next couple of months, as we did this, we were getting debunked for the most part.

P. Heinlein: Professor Lomborg says the project convinced him that environmental groups, the so-called Greens, are exaggerating their claims of global environmental gloom and doom.

But he says those exaggerations and sometimes, he adds, even outright falsehoods, often become part of conventional wisdom, often accepted by a majority of people because he says green groups seem to enjoy more credibility than government or business lobbies.

B. Lomborg: Now everybody knows that businesses, you know, when they come and say 'don't worry about the environment,' that may be true, but they might also have a good reason for saying this, profit reasons, ulterior motives. So we're sceptical about them. But we're not in the same way sceptical about green groups, but they also have an agenda. They are also lobby groups.

P. Heinlein: One of Professor Lomborg's favorite targets is the Kyoto Treaty on global warming. A host of recent studies predict catastrophic

consequences for the environment from a rise in global temperatures. The United Nations Panel on Climate Change, backed by 3,000 scientists, has thrown its full weight behind the argument that global warming is happening faster than expected, and that ratification of the Kyoto Protocol is urgent.

Professor Lomborg concedes that global warming is real, but calls the Kyoto Treaty a monumental waste of money.

B. Lomborg: Basically, Kyoto will do very little to change global warming. On the other hand, Kyoto will be incredibly expensive. It will cost anywhere from \$150–350 billion a year, now that's a lot of money that should be compared to the total global aid of about \$50 billion a year. And so basically the idea is to say just for the cost of one year of Kyoto we could give clean drinking water and sanitation to every single human being on Earth. This would avoid two million deaths a year, and would help half a billion people from not getting seriously ill.

P. Heinlein: That argument has sparked a furious outcry from environmentalists. Klaus Heinberg, a professor of environmental sciences at Denmark's Roskilde University, accuses Professor Lomborg of twisting facts and manipulating statistics.

Klaus Heinberg: His main argument is that we can use the money we have earned through industrialism to repair all the bad things going on, and that kind of argument is dangerous. And he made these weird comparisons which normal people make to make fun, I mean, like 'if all children in Europe would stop eating ice cream, then we could have enough money for eliminating some diseases in Africa.' He uses that kind of argument seriously, and he does that in the climate and Kyoto connection.

P. Heinlein: Peter Heinlein for VOA News

Unit 9 Hanni, the seeing-eye dog

Presenter: Traversing the busy streets of Chicago isn't always easy, especially in the winter. On any given day, a pedestrian has to deal with unpredictable traffic, sidewalk holes, snow, ice and city buses. Now, imagine that you're blind. Writer Beth Finke navigates Chicago's many obstacles with the help of her seeing-eye dog Hanni. Hanni is a tail-wagging mix of yellow Lab and Golden Retriever. She was schooled at the Seeing Eye in Morristown, New Jersey.

It's the oldest school of its kind in North America and tomorrow it celebrates 75 years of training dogs as companions to the blind. Hanni's eyes and Beth's patience have formed an effective bond that make an ordinary walk home from the gym an example of true collaboration. We accompanied Beth and Hanni recently as they walked home from Michigan and Balbow in Chicago's South Loop.

Beth: I think most people think you're standing at an intersection; you're with a dog; the dog looks up, sees the green light and then pulls you ahead. What really happens is you're at an intersection; you listen to your parallel traffic so that is the traffic that's going with you, the same direction you want to cross. When you hear the parallel traffic going forward and you sense that the traffic in front of you has stopped, then you tell the dog. In Hanni's case, I would say: "Hanni, forward." And then she'll look right and left to make sure it's safe and then she'll go.

Okay, here, I can hear parallel traffic, but I don't know how long they've been going so I'm going to wait and let the whole cycle begin, because I can hear the car idling in front of me. And when he goes, then I'll know...I'll know to listen until we go parallel again. There are some intersections where I actually count...one, one thousand, two, one thousand, but I haven't done it at this one. At Clark and Pope, I count sometimes to get a general idea about when it's going to cycle again. This one's a fairly easy one to cross because it's...there's a steady flow of traffic in both directions. And it's generally pretty predictable except for when the L (train) comes by. *[To Hanni] Leave it! Thatta girl.*

There are certain times when the dogs will stop. And you'll feel in front of you with your foot and there's not a kerb there. And you feel in front with your hand and there's not an obstruction there and you don't know why they're stopping.

It must be a car pulling out of a garage, I guess? Or a parking lot? It's never happened before. I usually...actually, it's not exactly rush hour, but I do try not to walk at this time of day, because there's more traffic. If I can avoid it... *[To Hanni] Hanni, can you go forward? No? Good girl. There you go. Good girl, Hanni! That was perfect. What a good girl you are. You pretty proud of yourself? You should be. You should be. That was very good. Because I didn't know what was going on.*

I feel kind of bad for Hanni. Sometimes we're at a corner and she...it's green and she's not going. And I think the people around me are thinking: "What a loser seeing-eye dog!" But really, she's waiting for me. I'm waiting to hear the people going.

Unit 10 Behaviour-modification camps for teenagers

Peter: I don't believe it! Have you read this article?

Mary: No, why?

David: What article are you talking about?

Peter: Well, it's about this school in Jamaica called Tranquillity Bay. If you want to call it a school, it sounds more like a maximum security prison to me. It's a 'behaviour-modification programme for troubled teenagers'.

Mary / David: Oh!

Mary: Oh, wait a second, I think I've heard about that. Isn't that the one where really strict American parents send their kids?

Peter: Yeah, most of the kids are American, but a few come from Canada and the UK. Let's see, it's part of some larger group called the 'Worldwide Association of Specialty Programs and Schools', or 'WWASP' for short.

David: Never heard of it.

Peter: It's just so harsh. Listen to this 'the children are often taken from their beds in the middle of the night by private guards, handcuffed, and flown off to Jamaica.' Oh, and then, get this, when they get there 'they are put in isolation for up to a week until the staff think the child is under control. Then, they're given a uniform, a haircut and join a "family" of 20 students. Boys and girls are kept separate. And an older student, a "buddy", is given complete control over the new student'.

Mary: Family? Sounds a bit like a cult.

David: Well, I think brainwashing is par for the course. This got me thinking...my sister wrote me about this guy she met on an exchange visit in Massachusetts who'd been to a behaviour modification camp in the US. It really messed him up. He said staff members beat him and used pepper spray on him.

When his parents came six months later, they didn't believe anything he told them. Anyway, he was 18 the next year and the school couldn't hold

him anymore, so he left. He's in university now, but he still gets nightmares about the place. And he doesn't speak to his parents any more.

Mary: How can they get away with this kind of stuff? Aren't there laws against it?

Peter: Well, the article said that most parents gave their permission, not knowing or maybe not even caring what the staff did so long as they got results. And I guess it does work for some 'troubled teens'. Well, I guess it'd better, since it costs \$40,000 a year.

David: Uh, I suppose if you have a choice between getting nightmare treatment or conforming to their rules, most people eventually give in... But I mean what does that do to someone's mental state to be treated that way.

Mary: So are these like the worst teenagers in the world or what? Tell me they're murderers or heroin dealers or something really bad.

Peter: That's actually the worst part. Many children were sent there for doing things like playing truant, not working at school... oh, and trying cigarettes or even cannabis. Ooooooh. And sometimes, if they're girls, they might have become 'sexually active' or had a boyfriend the parents didn't approve of.

David: Really?

Mary: That makes me really angry. How could parents do that to their children?

David: Yeah.

Unit 11 Tropical storm causes flooding in Haiti and the Dominican Republic

Reporter: On May 24th, excessive tropical rain showers drenched the Caribbean island shared by the Dominican Republic and Haiti. NASA's weather satellites reported that within 24 hours, over 60 centimetres of rain had fallen on the central mountain regions dividing the countries. By early morning on the 25th, several rivers had burst their banks sending walls of mud, water and debris down into the low-lying areas. This was the worst disaster to hit Haiti in over a decade.

In the two countries more than three thousand people have died in the floods. In Haiti, there were 1,191 dead and 1,484 have 'disappeared'. In the Dominican Republic, 691 are reported dead or missing. And more than 50,000 people have been left homeless in both countries.

The situation in Haiti was made much worse for a number of reasons. As the poorest country in the Americas, the majority of Haiti's 8 million people have been cutting down the island's limited forest resources for fuel and shelter. It is estimated by officials that over 90 per cent of the forests in the country are gone. The United States Agency for International Development reports that it has planted some 60 million trees in the region, but it estimates that 10 to 20 million trees are being cut down every year. Without the trees and their root systems to hold back the deluge of water, small streams quickly became torrents, carrying with them gravel, silt and mud.

US forces had been sent to Haiti to provide security after the fall of Haiti's President Jean-Bertrand Aristide, and US Marine helicopters airlifted 100,000 tonnes of food and water in the first few days of the disaster. However, some international aid agencies have complained that the US helicopters stopped their relief efforts too soon. A Marine spokesman said it was due to pilot fatigue. As a result, the rest of the aid supplies had to be carried by foot into the areas affected. United Nations forces which have just arrived are expected to aid in this effort.

In a cruel irony, the floods came on the tail end of one of the country's worst droughts. A large number of crops had already failed and many Haitians were by now in dire need of food aid. Officials are also concerned about the possible outbreak of disease with the large number of bodies unaccounted for.

Haitian officials and international governments are now looking at solutions to the problem of Haiti's deforestation in an effort to alleviate future floods in the region. Some solutions proposed have included importing wood from Canada, the United States and Guyana, and possibly propane from Venezuela or Trinidad. This is Jenny...

Unit 12 Click kanji: Is English the only language for the internet?

Jonathan

Kent: Kuala Lumpur, in many ways, it's rather like the internet. In the early days, it was English-speaking people, in this case, it was the British who built much of its infrastructure, like the railway station and the

courthouses. But as it's grown, people of many races have left their mark, and its future is without doubt multicultural. And like the internet, communication in Kuala Lumpur takes place in many different languages. But when you want to find your way around, the street signs in Kuala Lumpur all use Western letters. It's the same on the net. It makes things simple for those familiar with the 26 letters of the English alphabet, but more difficult for everyone else. People from countries that use their own scripts are demanding equal treatment. The biggest group are Chinese speakers. They want email and web addresses including top level domain names like '.cn' for China in Chinese characters – characters, which are very close to Chinese people's hearts.

Tso Yu Ling: It's a part of our life, our culture and everything that we do every day. And take for example, the name in Chinese cannot be translated into other languages, you know, the same as it is. So why couldn't it be allowed on the internet? We want our name. That's our identity.

J. Kent: But that's a task in itself. These characters may have originated in China but variations are used right across East Asia – 150,000 in all – and the number keeps growing. The internet's old 16-bit coding wasn't up to the task, so programmers have had to upgrade to cope with the thousands of symbols. To make matters worse, there are often clashes between one country's set of characters and another's.

James Seng: Because the Chinese characters are used in different languages from Chinese, Japanese, Korean and Vietnamese, some characters that look the same mean different things in different languages. Some characters that look different actually mean the same thing in some languages.

J. Kent: In Japan, these characters mean 'male' – in China, 'napkin'. These ones mean 'modern'. In China, they say 'zian dai'; in Japan 'gendai'; in Korea 'hyundai' – each the name of a major corporation, but the characters are the same. So who will get to use them on the internet? These are major headaches for the people who make the net work smoothly. So the Internet Corporation for Assigned Names and Numbers, or ICANN, has been meeting in Kuala Lumpur to try to find a solution. It's partly a technical problem. Some languages, for instance, are written right-left, not left-right. But mainly, it's a people problem.

Paul Twomey: How do we get communities to come together and agree that you express certain characters in similar ways across countries or even across languages? [PAUSE]

J. Kent: That means getting agreement on a standard way of writing things in Chinese, Arabic, Thai, Tamil and other scripts, perhaps 300 languages in all. And that's the hard part, not least because some people think the internet's framework should stay in English. They say that by allowing internet addresses in different scripts, you'll destroy the web's ability to connect. Others disagree, saying that if you don't, countries like China will simply set up their own internet, inaccessible to the rest of the world. However, most believe that common sense will win out.

P. Twomey: I got a business card today in Japanese, but in this part of the world they also give it in English. Because the person who's giving it to me knows that they are interacting with people in Japanese and people in English. We'll probably have people having email addresses potentially in both, but the key question is: 'Does the mail system still work in either case?'

J. Kent: And that's going to matter to a lot of people. There are now more than 100 million broadband users worldwide and almost half of them are here in Asia. In a few years' time, most internet users will live here. And experts say it's set to transform the economy of the region. Like it or not, the internet is fast outgrowing its Western roots.

Unit 13 Extract from: *Outfoxed: Rupert Murdoch's War on Journalism with The O'Reilly Factor* interview with Jeremy M. Glick

B. O'Reilly: In the Personal Story segment tonight we were surprised to find out that an American who lost his father in the World Trade Centre attack had signed an anti-war advertisement that accused the USA itself of terrorism.

Al Franken: Jeremy Glick is the son of a Port Authority worker who died in 9/11. He had signed an anti-war petition and O'Reilly had to have him on.

Jeremy Glick: And they were so persistent about getting me on the O'Reilly show 'cause they found out that I was on the advisory board and signed a statement that was against the war and that I was

directly impacted by 9/11. The success that I had on the O'Reilly show had to do with just practice and preparation. I taped the shows and what I did was I took a stop watch that I used to use for running sprints in high school and I would see when he has a hostile guest and I would time how long it takes for him to cut them off.

B. O'Reilly: I was surprised and the reason I was surprised is that this ad equates the United States with the terrorists.

J. Glick: I said I'm shocked that you're surprised, and basically just made the only point I wanted to make.

Our current president now inherited a legacy from his father and inherited a political legacy that's responsible for training militarily, economically and situating geopolitically the parties involved in the alleged assassination and murder of my father and countless of thousands of others, so I don't see why...

B. O'Reilly: Let me stop you here. Alright...

J. Glick: ...it is surprising that I would want to come back and want to support escalating Bush's aggression to that area...

B. O'Reilly: It is surprising and I'll tell you why. You are melding a far-left position...

J. Glick: It was extremely intimidating sitting down the studio, 'cause he's really tall, and like dude, he lords over you.

B. O'Reilly: You see, I'm sure your beliefs are sincere, but what upsets me is I don't think your father would be approving of this.

J. Glick: Well, actually my father thought that Bush's presidency was illegitimate.

B. O'Reilly: Maybe he did, but I don't think he'd be equating this country as a terrorist nation as you are.

J. Glick: Well, I wasn't saying that it was necessarily like that.

B. O'Reilly: Yes, you are. You signed this and it absolutely said that.

A. Franken: Jeremy was pretty cool during it and he was giving his political views, which were very to the left of O'Reilly's.

J. Glick: And he said I don't really care what you think politically. And I said obviously you do care because: a) you brought me on the show, and b) I told him that he uses 9/11 and sympathy with the 9/11 families and the lives lost to rationalise his narrow right-wing agenda.

J. Glick: You evoke sympathy with the 9/11 families

B. O'Reilly: That's a bunch of crap.

J. Glick: ...so that means...I'm a 9/11 family...

B. O'Reilly: I've done more for the 9/11 families, by their own admission I've done more for them than you will ever hope to do.

J. Glick: OK.

B. O'Reilly: So you keep your mouth shut.

J. Glick: Well, you're not representing me...

B. O'Reilly: You shouldn't be exploiting those people.

J. Glick: You're not representing me.

B. O'Reilly: And I'd never represent you. You know why?

J. Glick: Why?

B. O'Reilly: Because you have a warped view of this world and a warped view of this country.

J. Glick: Well, explain that. Let me give you an example of a parallel experience...

B. O'Reilly: No, I'm not going to debate this with you.

J. Glick: ...let me give you an example of parallel experiences...

B. O'Reilly: No...

J. Glick: ...on September 14th, on September 14th.

B. O'Reilly: Here's the record, here's the record.

Alright. You didn't support the action against Afghanistan to remove the Taliban. You were against it.

J. Glick: Why would I want to brutalise and further punish the people in Afghanistan?

B. O'Reilly: Who killed your father!

J. Glick: The people in Afghanistan...

B. O'Reilly: Who killed your father!

J. Glick: The people in Afghanistan didn't kill my father.

B. O'Reilly: Sure, they did! The Al Qaeda people were trained there.

J. Glick: The Al Qaeda people, well what about the Afghan...

B. O'Reilly: See, I'm more angry about it that you are!

J. Glick: So what about George Bush.

B. O'Reilly: What about George Bush? He had nothing do with it.

J. Glick: The director, senior, as director of the CIA.

B. O'Reilly: He had nothing to do with it!

J. Glick: So the people that trained a hundred thousand mujahadeen, who were...

B. O'Reilly: I hope your mom is not watching this.

J. Glick: Ah...

B. O'Reilly: I hope your mother is not watching this.

J. Glick: It was unfair for O'Reilly to evoke both my mom and my father in the interview, especially when I wasn't.

Unit 14 Talking about comic book superheroes

Presenter: We're coming to you live today from the Comic Book Expo. In this part of the show, we'll be looking at comic book superheroes. Are they good role models for children? Joining us today, we have comic book cartoonist Jim Bailey.

Jim Bailey: Hello.

Presenter: ...and comic book historian Dr. Joanne Sykes.

Joanne Sykes: Hi.

Presenter: I'd like to start with you, Joanne. Maybe you can give us some background on comic book superheroes.

J. Sykes: Probably we should start with the golden age of comics...that's from 1938, when Superman first appeared, to 1954. We find the basic blueprint for this group of heroes was along the same lines as Superman. Mostly, they were superior beings...invincible. In fact, it's not until about ten years later that Superman's only weakness, green kryptonite, was introduced.

Presenter: Jim, your grandfather was a comic book cartoonist at this time. What did he tell you about this period?

J. Bailey: Well, a lot of these characters were created during World War II. The types of characters and plots often reflected the uncertainty of this time. I mean, you could argue they were really propaganda pieces, you know, invincible heroes versus evil-doers... and the heroes always win. A good example is the cover of the first Captain America comic in 1941 showing him punching Hitler.

Presenter: What about these early superheroes as role models for young readers?

J. Sykes: To put it simply, these early superheroes would have helped children to learn about society's values early on. I mean it's quite straightforward – good guys against bad guys. It's good to fight crime and help people. Vulnerability aside, they're not very different from the heroes in Ancient Greek mythology.

Presenter: How does this change as comics develop?

J. Sykes: By the 1960s, we have characters like Spider-man... He's a teenager...

J. Bailey: Yeah, with a lot of problems in his life.

J. Sykes: That's right. He lives with his Aunt May because his parents are dead, and he worries about everything...about the women in his life, his career as a photographer and paying the bills. He even becomes a hero by accident, after getting bitten by a radioactive spider.

Presenter: You're a big Spider-man fan, Jim. What do think about him as a role model?

J. Bailey: Spider-man is a very complex character. He's the super teen, facing all the same problems teenagers face, but even more so. And in terms of what kind of role model he represents, I think it's a very positive one. He's human, just a kid really.

Presenter: Joanne, are comic book superheroes just for boys?

[PAUSE]

J. Sykes: Do comic book superheroes appeal to everyone? Well, yes and no. Obviously, as a genre comic books are dominated by male figures. In terms of the female characters you find two basic types. There's the Wonder Woman type, an independent character like the men. Then, there's the Batgirl type, which tends to be just a helper, an extension of a male character like Batman.

Generally, in terms of the empowerment of girls, many critics point out that these women all have a Barbie-doll look – an ideal that can't be met. Well, I wonder... how many men could have or would want to have a body like the Incredible Hulk?

J. Bailey: If I could just mention one thing...

Unit 15 A teenage single mother talks about her life

Stephen Nolan: Now, Courtney Cassidy has been creating quite a stir recently. The young blonde lady has had the press queuing up for interviews in the past. She does not have an agent. She does not have a public relations company. She doesn't have a record deal. She doesn't have a film deal. She doesn't have a television deal. She has no rich, famous or well-connected parent, or friend or lover. She's simply had three lovers who've produced children

with her. And, well, she's very young. Courtney had her first kid aged fourteen years. Good morning, Courtney.

Courtney

Cassidy: Hello. Good morning.

S. Nolan: Courtney, nice to talk to you today. Obviously, I've been reading about you in the papers. You first became pregnant at fourteen.

C. Cassidy: Yeah, that's right. I was in a relationship for four and a half years. It took me two and a half years before I actually fell pregnant or had intercourse.

S. Nolan: And how was that for you?

C. Cassidy: Um, I planned the pregnancy myself so it wasn't so shocking because I wanted a baby.

S. Nolan: And did you not think at fourteen years of age you were too young?

C. Cassidy: No, my sister is...become pregnant at the same age as well. So I thought if she could do it, I could.

S. Nolan: Now, obviously, some people will be feeling very, very sorry for you. They will be giving you a lot of sympathy. Do you think it's sympathy that you need, Courtney?

C. Cassidy: I don't want people to feel sorry for me or give me sympathy. I can do it on my own. I don't need people to feel sorry for me.

S. Nolan: Do you think you can be a good mother at fourteen years of age?

C. Cassidy: I can give my babies as much loving as a 34, 38-year-old woman could.

S. Nolan: You might be able to give them as much love but you can't really give them experience. You're still developing yourself at the age of fourteen, aren't you?

C. Cassidy: Yes, but...I don't know, I bring my children up...I've brought all my children up as good as any other woman could, if not better.

S. Nolan: What makes you think that?

C. Cassidy: 'Cos...I don't know, I gave them stability. I've gave them love. I've gave them caring. I've gave them what they wanted basically in life.

S. Nolan: Now of course, what you haven't given the first child is a father because you've fallen out with him, haven't you?

C. Cassidy: Yeah, I fell out with him. That was no fault of my own though. He had another girlfriend whilst I was pregnant and me not knowing. Two

weeks after my little girl was born, he finished with me to go out with this girl.

S. Nolan: Did you not feel like getting married to him?

C. Cassidy: I wanted to get married, yeah. But obviously he'd got another girl...sorry, a girlfriend with him by that time.

S. Nolan: So that was your first child, age fourteen. Then, you had your second child, what age were you then?

C. Cassidy: I was fifteen or sixteen. Sixteen, I was.

S. Nolan: Two children by sixteen. And you didn't know the father's last name?

C. Cassidy: No.

S. Nolan: Why not?

C. Cassidy: 'Cos it was one night out after having my first daughter, I was going out with all my friends. I got too drunk, gone home, had intercourse with someone I don't know. Woke up the next morning and he wasn't there.

S. Nolan: Do you regret doing it now?

C. Cassidy: Yes.

S. Nolan: So that was the second child. Have you tried to seek out the father? Have you tried to find him?

C. Cassidy: No, 'cos my partner I'm now with brings up all my three children the same.

S. Nolan: And you had the third child, aged?

C. Cassidy: My third child, how old was I when I had it?

S. Nolan: Yes.

C. Cassidy: I was seventeen.

S. Nolan: Now obviously Courtney, when you get to seventeen years of age and you've three kids, you're surely saying to yourself the majority of my friends are not like this. I am doing something that is rather extraordinary here. Should I be doing this?

C. Cassidy: Well, I don't care what people think of me. At the end of the day, this is the life that I wanted. I can live my career when I'm older and my children are older. I'll still be young at the end of the day. So that's what I think...

S. Nolan: What kind of sex education were you given in school?

C. Cassidy: By the time, I had sex education, I was already pregnant with Laina, my first daughter. So...

Unit 16 The science curriculum in Arizona

Anne Minard: Late last month, the Arizona department of education visited Flagstaff as part of a quick series of public meetings around the state to get new input for classroom standards for science. They got an earful from people you might expect to care, like science teachers. Julie Bias, a teacher at Granite Mountain Middle school in Prescott, showed up to tell the department she worries about the proposed buffet-style plan for middle schools which would touch on a variety of science topics each year, rather than going in depth into one area per grade level like the schools do now.

Julie Bias: We're teaching an incomplete unit in cells, where genetics is not covered and then, moving on to a weather unit, doesn't make much sense. On number three, this seems to be surface sampling of the science areas instead of learning an area in depth.

A. Minard: Some local teachers worry about the effects of the new standards on existing in-depth programmes like the third-grade focus on astronomy at Flagstaff's DeMiguel School. Another teacher complained that the fourth grade is too soon for students to get a lesson on the parts of an atom like the new standards suggest. But not everyone was there to criticise the nuances of the standards. Just like it has in every other state that's grappled with new science standards, the process in Arizona has brought out the age-old debate between creation and evolution. Al Scott is a Flagstaff resident who says evolution has no place at all in the science curriculum.

Al Scott: The theory of evolution is not science. And I submit to the board that it ought to be removed from the scientific curriculum and placed in philosophy or some other curriculum, not in science. Because it's not science, it is in fact a religion. It believes that the origin of life started with a rock. Now, I don't know whether any of you here evolved from a rock, but I didn't. And my ancestors aren't monkeys.

A. Minard: Others took a gentler approach and simply asked the committee to present the theory of evolution in such a way that students are invited to critique it and not just accept it as fact. Tom Horne, Arizona's superintendent of education, seems to agree. He says he thinks his department

has found a pretty good solution that will work for people on both sides of the debate. It has to do with changing a couple of key words in the teaching standards themselves, like in this example.

Tom Horne: Reforms Objective 9, the original one was: 'Use patterns in the fossil records to support the theory of organic evolution.' The proposed revision is: "Evaluate patterns in the fossil records that support the theory of organic evolution." I think the use of the word 'evaluate' helps convey the idea that you can both support and criticise different forms of evidence.

A. Minard: Horne says supporters of evolution need not worry about the future of science education in Arizona as long as he's in charge.

T. Horne: Well, as long as I'm state superintendent of schools, we are going to have generally accepted scientific knowledge in our science classrooms. And evolution is part of that.

A. Minard: But Skip Evans, network project director with the National Center for Science Education, is wary. His group's main focus is keeping an eye on the nation's science classrooms to make sure creationism doesn't get any more time at the chalkboard. But he says the proponents of creationism and its sister theory called intelligent design are sneaky.

Skip Evans: Creationists have switched their tactics over the last couple of years. In the past, they've wanted to bring in some kind of alternate theories, you know, even traditional biblical creationism or maybe now it's sort of the next evolutionary step in creationism – intelligent design creationism. But that's largely failed so what they've done is resorted to this sort of fall-back procedure and say, you know: 'We want to teach both the evidence for evolution and the evidence against evolution.' Now to the average person that sounds very reasonable. However, what they'll bring in to the curriculum as evidence against evolution is bad science. It used to be a lot easier just to knock down, you know, creation science. But like any organism that's going to survive it's going to have to adapt. And anti-evolutionism has adapted very well to its current environment.

A. Minard: Evans worries that changes like some of those proposed for Arizona's curriculum are a foot in the door for sacrificing good science in favour of religion.

The three-week public comment period on the new science teaching standards has come and gone

with hardly any public notice and no press coverage. And that alarms Skip Evans. The revised standards are expected to go to the state board for final approval as early as next month. And they could be phased into classrooms over the next several years. For Arizona Public Radio, I'm Anne Minard in Flagstaff.

Unit 17 Space Debris – European Space Agency

Narrator: Space. This is the year 2005 when satellites have been launched into space for nearly fifty years. Thousands of these manmade objects are orbiting the Earth. And most will remain there for decades. Only a few are still in use. The rest are space debris.

Heiner

Klinkrad: What one can say is the number of space objects that we know of is in the order of 9,500. And these objects are typically larger than 10 centimetres in the low Earth orbit, up to 2,000 km. And they are typically larger than about one metre in the geostationary orbit. Now if you go to smaller sizes, the number of objects increases dramatically.

And if you go to one-centimetre objects, then probably we have half a million objects up there.

Narrator: The dramatic increase of space debris – the result of a lack of awareness during the early phases of space exploration. Back in the 1980s, several hundred satellites per year were put in orbit around the Earth, mostly as spy satellites. With them came the upper stages of rockets that lifted them in space. Today, even fuel tanks and old astronaut gloves are migrating in space around the Earth.

H. Klinkrad: Space debris is a big problem because there are many objects, sometimes very small objects which have a very high velocity and a high kinetic energy, which can cause lots of damage.

Narrator: Space debris or micrometeorites sometimes crash into abandoned rocket fuel tanks or batteries orbiting Earth. This causes explosions creating clouds of new space debris with innumerable tiny bits and pieces. Since the beginning of the space age, there have been almost 200 explosions in orbit, under half of which involve old rocket bodies. Because space debris is travelling so fast, even pieces of one centimetre or less in size can cause big damage.

H. Klinkrad: The object that we see here is an aluminium block, a solid aluminium block which was hit by a tiny sphere which is 1.2 centimetres in diameter. And you see that this caused quite a bit of damage. This bullet if you like was fired at this block at a velocity of 6.8 km a second, which is less than the orbital speed. You don't just have this crater morphology, but you can also have detachments like this. So in a worse case, this could have separated. And with high velocity, this detachment could have moved through a cabin of a space station and might have caused lots of damage.

Narrator: So space debris is not only an aesthetical or an environmental problem, if the debris increases further, there is danger that even space exploration could suffer dramatically, says Heiner Klinkrad.

H. Klinkrad: If you do not enforce space debris mitigation measures in very near future, it may happen that collision events become prevailing in the long term. And then you may reach a situation where collisions totally dominate and whatever you do, you cannot get control of the situation any more. Ultimately, this may lead to a situation where in certain altitude regions you cannot conduct any safe space missions anymore.

Unit 18 Brazil: Computers in the *favelas*

Paula Gobbi: This small courtyard in front of the church is the only recreation area in the San Carlos *favela* – slum of forty thousand people. This hillside shanty town is one of the 630 *favelas* in Rio De Janeiro, where poverty, unemployment and drug dealers reign. Over a million people live in Rio's infamous *favelas* surviving on little more than the minimum wage of 80 dollars a month. Yet this information technology school set up in a small room of the church is helping the poor strive for a better future.

A simple clicking on the keyboard, two dollars inscription tuition and five dollars monthly fee has transformed life for 21-year-old Eloisa Fajeira. Eloisa makes a living filming children's party videos. And with the newly acquired computer skills, her business is growing.

Eloisa Fajeira: I work with my brother filming parties. We have a video and a karaoke. And the

computer has helped us because we can now make brochures and attractive covers for the videos. We can now put the child's photo on the front of the video along with our name and address to get more business. We can also add graphic designs to make it look better. Before we only had local clients here in the poor areas. Now we get work from other neighbourhoods, even from rich people.

P. Gobbi: Eloisa says it's hard for her and her brother to find traditional jobs because nobody wants to employ people from the *favelas*. And it's also hard to get qualifications if you live in the slums. Former computer analyst Rodrigo Baggio set out to close that gap six years ago when he founded the Committee to Democratise Information Technology. He started out with just five PCs donated by a big international company. Today, nearly 75,000 young people have been trained in basic computer skills. Some have gone on to higher training programmes in one of over 240 schools in the slums where the scheme operates.

Rodrigo Baggio: In our project, we have a very concrete product, the information technology citizenship school. Each school needs to be a self-sustainable and self-management school. With the technology, we talk about citizenship, human rights, ecology, sexuality, non-violence. The idea is to use information technology like a citizenship tool to change lives and to change poor communities.

P. Gobbi: Rodrigo Baggio confirms that change is possible.

R. Baggio: About eighty-six per cent of our students said they changed their lives after our class. This means things like they come back to the public school. They change their behaviour inside the public school. They change their behaviour inside their families. They didn't work more in drug dealers. They have a productive way to spend their time.

P. Gobbi: Rodrigo Baggio's next goal is to provide internet access for all the schools participating in this scheme – creating an online exchange for the poor communities to discuss their problems, and providing more opportunities for people to better themselves and their communities through better employment prospects. And following on from the success of this project in his homeland, Baggio's ambition has gone global with similar schemes in Columbia, Uruguay, Mexico and Chile.

Unit 19 A laughter therapist talks about Laughter Clubs.

Mark Colvin: India's giggling guru, Doctor Madan Kataria, is no stranger to ABC audiences, our Delhi Bureau discovered him more than a decade ago, and he's appeared on ABC Radio, TV News, and the Foreign Correspondent programme. But he's never brought his laughing gear to our shores till now.

This weekend, Doctor Kataria will touch down in Melbourne to kick-off a belly-laughing tour, which will also take in Sydney and Brisbane. South Asia Correspondent Geoff Thompson spoke to Doctor Kataria today, after visiting a laughter club in New Delhi this morning.

Geoff Thompson: Laughter Club starts with a warm-up, as about 15 people standing in a New Delhi public park begin their day with a giggle about... well, anything really. Leading this group is local giggling guru, Doctor Umesh Sahgal, who balances his stressful daily life as a dentist with morning of cackling and silly movements – a bit like an exercise group in which everyone's as high as a kite.

Umesh Sahgal: But we do it in a different way. We do all by laughing, we don't do it seriously, we keep on laughing through all the exercises for 20 minutes, and after that we just laugh for no reason. So that everyone is happy, you know, when they leave this place. They are just fresh for the whole day. They can go and fight their own stress and tension in a good, better way.

G. Thompson: Is it difficult to laugh on cue early in the morning?

[PAUSE]

U. Sahgal: Well, on your own you can't laugh, but when you see others laughing you start laughing yourself.

G. Thompson: And laugh you do. It's hard not to when surrounded by complete strangers all giggling themselves stupid, jumping on one leg or pretending to make milkshakes or even flapping and squawking like birds.

Mumbai-based Doctor Madan Kataria is the founder of Laughing Clubs and has spread his guffawing enthusiasm for laughter's health benefits all over the world. This weekend, Doctor Kataria kicks off a new tour of Australia in Melbourne. But the laughter bug is already booming in Australia, with 30

clubs and about five thousand members. And it all started with Doctor Kataria's idea nine years ago.

Madan Kataria: The idea of Laughter Club came to my mind on 13th March 1995, and I went to a public park and told people, "I want to start a Laughter Club", and they started laughing at me, they said, "Doc, are you all right?" I said, "No, I'm serious about it. Let's start a Laughter Club." And they ridiculed, they said, "This is not a good idea", and then I could find four people who were ready to laugh at me. That was the beginning of the Laughter Club.

G. Thompson: Laughter Clubs are sometimes called Laughter Yoga, and do involve breathing exercises. But for the most part you just stand around and laugh, something which even cynical journalists can help finding contagious. You got anything that can make Australian people laugh?

U. Sahgal: Yes, I think we can. We can. We can make everyone laugh. See we made you laugh also... weren't you laughing...

G. Thompson: Yes, you did.

U. Sahgal: That's what I told you. This is a contagious disease, you know. Even if you are not laughing, when you see others laughing you start laughing yourself. So at least you have a smile on your face when you see others laughing, and when you join the stream you start laughing yourself.

Club member 1: But start laughing with me. And now you laugh more. You see, this way the laugh is spread all over world, not only in India, all over the world, this is pretty.

Club member 2: Now you have to laugh and record your voice.

Unit 20 Holiday reps meet in a Spanish seaside resort

Andrew

(Manager): Well, we can't wait any longer. Let's get started.

Justin: Sorry, sorry. I overslept, must have forgotten to set the alarm.

Andrew: Alright, you're here now. Look can everyone try to be here on time tomorrow? I mean, how hard is it to get up in time for a meeting at 11? Now, let's talk about today. Lindsay, what's on for today?

Lindsay: OK. Today things begin at one o'clock. I've organised a boat trip over to Las Salinas. The theme is

Mexican Getaway. To get them in the mood everyone gets a cheap Mexican sombrero as they go on the boat. Nicole is handling the activities on board.

Andrew: Nicole, what have you got?

Nicole: Well, I hired a local DJ...Tom 'Mega' Watts...he plays mostly trance and deep house. Those girls from Bristol were wanting more deep house, so I think he fits the bill. We've found some CDs of Mexican music, so we can have some of that on the way back. And we've got Mexican costumes for all of the reps.

All: Oh, right.

Andrew: Okay, that sounds about right. What are they going to do besides dance and drink?

Nicole: Well, Lindsay and I've got a few party games lined up too, with shots of tequila for the winners.

Andrew: Yeah, well, that'll liven things up. Which reminds me Justin, what else will they be drinking?

Justin: Well, it goes with the Mexican theme...margaritas, two kinds of light Mexican lager, and the tequila too of course.

Andrew: Anything to eat?

Justin: Oh...yeah,...some nachos with salsa and guacamole and a few other things.

Andrew: OK...Just remember when we get back that the local cops don't want anyone carrying open bottles of alcohol through the town. It's a 50-euro fine on the spot. We want people to have a good time but we need to try and keep the noise down too. We don't want them coming off the boat shouting and yelling and throwing up all over the police like last time...and we definitely don't want anyone to get arrested.

Oh...and I had an email from Head Office, saying there's been a lot of bad publicity at home about Brits binge drinking in Spanish holiday resorts, so I have to remind all you reps that we have to keep on good terms with the people who live here, and the police too.

Justin: No worries. I'll be sticking with those Scottish lads to keep 'em in check. Remember those two guys who passed out after a drinking bout in the main street in June. Someone took all their clothes and they got their pictures all over the papers. Mind you, the police were pretty restrained about that one.

All: That's true.

Andrew: That's what I like to hear. Oh, I need to say something about the rep show...

Test 1 IELTS only: IELTS Listening Section 1

Narrator: You will hear a woman named Jane talking to a colleague at work about a concert she saw the previous evening. First you have some time to look at Questions 1 to 5. *[PAUSE: 30 seconds]*

Narrator: You will see that an example that has been done for you. Jane was standing in front of the stage, so C has been written in the space.

Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer Questions 1 to 5.

Mike: Hi, Jane...Jane...I said, 'Hi'.

Jane: Oh, hi, Mike. Sorry, my ears are still buzzing from last night's concert.

Mike: So how was it?

Jane: It was fantastic. I went with some flatmates. You remember meeting Katie and Rebecca, right?

Mike: Sure. Was it at the Centre Space?

Jane: Yes, I love that place.

Mike: So where did you watch it, inside?

Jane: Well, it was really crowded. We all ended up in different places while the concert was on. I think I had the best place though. I followed this guy and ended up only a few feet from the lead singer.

Mike: So where were Katie and Rebecca?

Jane: Well, Katie still hasn't managed to give up smoking, so I think she went out for a cigarette. She said she met a friend there. When the concert started though, they made their way to the corner bar to the left of the dance floor. She has a crush on the bartender so she stayed there the whole time flirting with him.

I guess Rebecca met some friends and sat with them in the booth nearest the entrance. That was until her new boyfriend showed up. By the time the band started, she had wandered over to the main bar with him. I guess they were just off the dance floor so they had a really good view.

Mike: So what happened after the concert?

Jane: Well, I went looking for them for about half an hour. But I gave up because it was so crowded and decided to have a drink and sit with Rebecca's friends. Ten minutes later, Katie and Rebecca arrived. Katie was very upset.

Mike: Oh, why?

Jane: Katie said she must have left her pink designer handbag on a table on the patio. Katie went to look for it, but it wasn't there. She was so upset. She had found Rebecca and they went to the bar to ask if someone had handed in a handbag, but nothing. Katie looked like she was going to cry.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 6 to 10. *[PAUSE: 30 seconds]*

Narrator: Now listen and answer Questions 6 to 10.

Mike: Did she have much in it?

Jane: Luckily, she said that she had left her wallet at home, so she didn't lose her credit cards or her bank card. Unfortunately, she had about £40 in it for her taxi fare home. She thought she had lost her mobile phone too, but it was in her back pocket. She did have her keys in the bag, but that was okay because we all had keys to the flat. I guess it was mostly that the handbag itself was really expensive.

Mike: Well, did she ever find it?

Jane: Well, that was the funny part. She had completely given up and said she wanted to go home. When we went to get our coats, she gave the coat check person her number. When the man came back he had her coat in one hand and her bag in the other. She had completely forgotten she'd left it there.

Mike: That's pretty funny.

Jane: I know. Katie's always doing stuff like that.

Mike: But tell me, what was the band like?

Jane: They were great live, maybe better than their album. And they looked really wild.

Mike: What do you mean?

Jane: Well, the lead singer had his trademark long brown hair under a cowboy hat. He was wearing just black leather pants so you could see he had a big Japanese samurai tattoo on his chest. The lead guitarist was another story. He had a red Mohawk. And he was wearing these crazy pants made of cuddly animals. When he turned around you could see he had tattoos on his back that looked like two angel wings. It's funny, we each had our favourite band members. Rebecca liked the drummer, Katie thought the lead singer was really good-looking and I liked the guitarist best.

Mike: Sounds like you had a good time.

Narrator: That is the end of Section 1.

Test 2 IGCSE only: IGCSE Listening Part 1

For Questions 1–6 you will hear a series of short sentences. Answer each question on the line provided. Your answer should be as brief as possible.

You will hear each item twice.

1 Benny is travelling to Paris next week. According to the weather forecast, on which weekday morning would it be best for him to sit outside at a café?

Weather presenter: And now the weather for our holiday travellers. Berlin should be hot and sunny all week with a high of 25 degrees. Amsterdam might experience some thunderstorms, as a cold front moves in from the west. And Paris will continue to see rain until mid-week, but this should clear up by Thursday afternoon.

2 Your English class is planning a trip to London this Friday. Where must you meet your class and when?

Alex: Sorry Peter, I came late to class today. What's the plan for the London trip on Friday?

Peter: Oh, well, Mr. Ferguson suggested we meet in Terminal 1 by the information desk. He said you need to be there two hours before we take off at 4 pm.

3 Pamela is going to the cinema. When will her film start?

Cinema: Good afternoon. This is the New Haven cinema hotline. How may I help you?

Pamela: Oh hello, I was wondering if you still have any tickets available for the late show.

Cinema: Let me see, was that for the film in Studio One or Two?

Pamela: Studio Two.

Cinema: OK, that would be the 9.25 show. Just let me check. Yes, we still have a few tickets available.

4 Richard needs a map of the Underground. How much does he pay for it?

Richard: Hello, I'd like a packet of crisps and I'd like to buy a London Underground map please.

Kiosk assistant: Well, that will be one pound for the crisps. The maps are free to the public.

5 Scott is going to play a game of football with his friends. What three things does he need to bring with him?

Dharmash: Oh, hi, mate. Are you still coming to the pitch tomorrow?

Scott: Hi, Dharmash! Yeah, definitely. I was just going to call you to ask whether I should bring anything with me.

Dharmash: Well, it'll be pretty hot out, so you better bring a bottle of water. Other than that, just make sure you've got a good pair of football boots. The grass is slippery. Also, we usually go for some chips after so remember to bring some money with you.

6 Sharon and her friend are out shopping. Why does her friend suggest she buy some shoes?

Sharon: Beth, what do you think of these?

Beth: Mmmn, those are okay. Do they come in blue?

Sharon: I don't know. I could ask.

Beth: Hey Sharon, what do you think of those pumps? They're red, so they'd go with your favourite top.

Sharon: Yes, but...they're a bit pricey.

Beth: You'll get a lot of use out of them though, trust me.

Sharon: Well, alright, I'll try them on.

Test 3 IGCSE / CAE / IELTS

Nina: Hello, and welcome to London Heathrow Airport. My name is Nina and I'm here to give you a tour of our facilities. Now if you'll just follow me, we will start off in Terminal 2.

Heathrow is the busiest airport in Europe and the third busiest in the world just behind Atlanta and Chicago. To accommodate the flow of more than 67 million passengers who pass through the airport every year, we stay open 24 hours a day, 365 days a year. We have four terminals right now, with our big new fifth terminal scheduled to open in 2008.

In case this is your first time here. I'd like to give you a few statistics to show just how vast this place is. We have a total retail space of 48,000 square metres, that is, about six and a half times bigger than the football pitch at Manchester United.

Every year nearly half a million planes land here. To make sure passengers reach their planes on time, we have over 500 check-in desks. And Heathrow

employs the equivalent of a small city, around 68,000 people. There are also over 34,000 car parking spaces, with about half reserved for staff. Speaking of staff, how many of you have seen the BBC TV documentary *Airport?*

Okay, that's quite a few of you. Well, as many of you are probably aware that programme was filmed here on location at Heathrow, using some of our very own staff. Although some of the staff have moved on, many of the people who appeared in it still work here. And before you ask, Jeremy Spake wasn't a professional actor when he was on the programme. But I must say, he has managed a fairly successful career as a presenter since then.

At any rate, I saw at least two people you might recognise from the show earlier today. If you're lucky, you might get a chance to say hello to one of them later in this tour.

Now, I'll tell you a little bit about the history of London Heathrow. The land that was used to create the first airstrip in this area was originally owned by the vicar of Harmondsworth. He sold the land to Fairey Aviation, an early British aeroplane manufacturer, who used the airstrip to test their aircraft. In 1944, the Ministry of Air took control of the site for use in World War Two, although it never in fact saw any military use.

The airport itself gets its name after the small village of Heath Row, which was where Terminal 3 stands now. The village was demolished in 1945 when the airport site was developed.

On 1 January, 1946, the Royal Air Force gave control of the airport to the Ministry of Civil Aviation, and the airport officially opened. The first plane to leave that day was a flight headed for Buenos Aires.

The terminal that we are in now, Terminal 2, is in fact the very first terminal building. It was originally called Europa Building and was opened by the Queen in 1955.

If you'll look over here, you can see...

Test 4 IGSCE / CAE / IELTS

Presenter: Welcome to *Science Today*, your weekly science news and interviews show. I'm your host Jonathan Peel. On our show today, we are going to look at a subject that everyone seems to be talking

about – stem cells. To help us understand this a bit better, I've asked cellular biologist Dr. Veronica Randall to join us. Welcome Dr. Randall.

Veronica: Please just call me Veronica.

Randall

Jonathan Peel: OK. Well, Veronica. Let's begin with the basics. What are stem cells?

V. Randall: Well, stem cells are basically unspecialised cells. They have not yet 'quote-unquote' been told what to become. They are also remarkable in that they will continually renew themselves through cell division for long periods.

J. Peel: So why are these cells so special?

Veronica: The best way to think about these cells is that they are literally blank slates. Under certain physiological or experimental conditions, these cells can become any kind of specialised cells you want. You just need to tell them what they are going to be and they become it. Now some of your listeners might already be thinking what the potential of this discovery might be. Well, to tell you the truth, the potential does seem limitless.

J. Peel: Well, could you give us some examples?

V. Randall: Sure. Take for example the case of Parkinson's disease. It affects about 2 per cent of the population over 65 years.

J. Peel: Yes, and some people much younger than that. The actor Michael J. Fox developed Parkinson's, if I'm not mistaken?

V. Randall: Yes, that's true. Along with the boxer Muhammad Ali. With Parkinson's disease, in the brain there is progressive degeneration and loss of neurons which produce the hormone dopamine. Eventually, the decreasing levels of dopamine cause a whole host of problems from tremors and rigidity to less mobility. It can start with the hands shaking, then later the head and legs.

However, Parkinson's has also been shown to be one of the first diseases to benefit from stem cell therapy. In a recent study on mice, embryonic stem cells were made to become specialised dopamine neurons. When these were introduced into mice with Parkinson's-like neurological problems, the cells began working, producing dopamine and improving the motor function of the mice. Scientists are currently working on a way to do the same in humans.

J. Peel: That's fantastic.

V. Randall: And the same possibilities exist for everything from creating insulin-producing cells for diabetes sufferers to regenerating nerve-cells for spinal cord injuries. Before he passed away, the actor Christopher Reeve had become a major proponent of stem cell research for finding a cure for spinal cord injuries.

J. Peel: I understand there is still a lot of opposition to this research. Why is that?

V. Randall: Well, it comes from the fact that there are two types of stem cells – embryonic stem cells and adult stem cells. The embryonic stem cells are cells formed in the earliest stage of life and they are capable of developing into any cell in the body. It should be noted that these cells come from embryos which have been created in the lab, mostly by *in vitro* fertilisation clinics, and have been donated for research purposes. Many religious groups oppose the use of embryonic stem cells because the cells come from embryos.

J. Peel: Does it make a difference if we use embryonic or adult stem cells?

V. Randall: Actually, it does. Embryonic stem cells are widely available and can become any cell in the body. Adult stem cells are very rare in mature tissue and seem to only be able to become specific types of tissue. As far as we know, bone marrow cannot produce heart tissue, for example. As well, the embryonic stem cells can be grown easily in the lab, but a way to do this for adult stem cells has yet to be discovered.

On the other hand, adult stem cells from a transplant patient would not carry the risk of transplant rejection. However, it has not been determined whether embryonic stem cells would in fact cause tissue rejection.

Presenter: So what does the future hold for stem cells?

Test 5 IGSCE / CAE / IELTS

Steve Law: Welcome to this week's London Business Review podcast. I'm your host Steve Law. This week, we'll be discussing the life and work of someone who had a huge impact on the advertising world – David Ogilvy. To discuss his extraordinary influence, we have brought in two advertising executives, Stanley Montgomery and Lauren Mackenzie. I'd like to thank you both for coming.

Let me start this discussion with you, Lauren. How would you describe Ogilvy's impact on advertising?

Lauren

Mackenzie: Well, I think you could call him the 'father of advertising'. Besides creating some of the most innovative advertising campaigns of the 20th century, Ogilvy also helped develop many techniques in print and television advertising that are today considered standards in the business.

Stanley

Montgomery: I'd certainly agree with Lauren on that. He was one of the first to apply a more scientific approach to advertising.

S. Law: Why was that so important?

S. Montgomery: Well, one of the biggest challenges with any advertising campaign is to find out whether or not your work is actually having an effect on sales. Are people buying more because of it? If so, why? If not, why not? I think the famous department store owner, John Wanamaker, put it best when he said: "Half the money I spend on advertising is wasted; the trouble is I don't know which half." And Ogilvy made it one of his key aims to find this out.

L. Mackenzie: Yes, I think a lot of this goes back to when he worked for George Gallup's Audience Research Institute. As you probably know, Gallup was the statistician responsible for modern polling for market research surveys. And it was through Gallup that Ogilvy became very aware of just how useful doing meticulous research could be.

S. Law: What kind of research do you mean?

S. Montgomery: Well, he would get all kinds of research on simple, yet important things. Take print ads for newspapers. For example, when you put a headline in quote marks, readers will be able to remember your headline 28 per cent better. Or if you don't hit the readers with what a product is or what it can do for you immediately, they will remember it 20 per cent less than with normal adverts.

L. Mackenzie: Yes, the same goes with the USPs, or unique selling points. We all know how important this can be. If you wait to explain a product's USP until the main text of an advert, you should remember that only 5 per cent of people bother to read this far. This means you are losing 95 per cent of your readers, who won't read about the USP at all. Mind you, nowadays most print ads tend to be just headlines anyway.

S. Law: But have all of Ogilvy's ideas about advertising been correct?

L. Mackenzie: That's a good question. Some have dated, others have taken time to become fashionable. Take, for example, using celebrities for endorsing products. Now, there have been some brilliant examples of matching the product to the celebrity. I mean, look at Nike and Michael Jordan. However, there has been a recent development that Ogilvy was aware of. Pepsi is a good example of this. A few years back, they decided to drop Britney Spears and Beyoncé Knowles from Pepsi ads on the grounds that these commercials tended to promote these stars' own brand identity and did little to help Pepsi.

S. Montgomery: I agree. While many companies continue to use celebrity endorsements like David Beckham and Gillette or Bill Cosby and Jell-O, there has been a steady shift away from them.

S. Law: So you're saying the stars are getting paid to promote their own brand?

S. Montgomery: Well, yes,...

TEST 6 CAE only: CAE Listening Part 4

Narrator: You will hear five short extracts in which different people are talking about science. Look at Task One. For questions 23-27, choose from the list A-H each speaker's occupation. Now look at Task Two. For questions 28-32, choose from the list A-H each speaker's aim for the future.

You will hear the recording twice and while you listen you must complete both tasks. You now have 40 seconds to look at Part 4. [PAUSE: 40 seconds]

Narrator: Speaker 1

Speaker 1: Well, I've been working on this issue for company for the last twelve years. We have developed several concept models in recent years and are pleased to see a growing interest in the media. As the public becomes more aware of the possibilities, I think we will see an increased demand among consumers for a cleaner alternative. By making a shift away from fossil fuels to a fuel based on water, we will ensure that we can cut carbon dioxide emissions. And I am very pleased to know that I will be making a contribution to helping make the Earth a better place.

Speaker 2: Actually, I'm very concerned about traffic in my city. My son has asthma so I know first hand the effect too much air pollution can

have. I'm glad that in my work, I can make a positive difference. Our department is in charge of many things such as building new roads. Many people would say that creating more roads leads to more cars on the road. But I would counter that cars left idling in slow traffic lead to much greater fuel consumption and air pollution. Cars aren't going away any time soon. The better you can manage traffic in a city, the better the air quality and way of life.

Speaker 3: Honestly, I don't give global warming much thought. My entire livelihood depends on moving good from one city to the next. Diesel fuel powers my truck and my truck pays my bills so I've got no problem using oil. What I am concerned about though is the rising price of fuel. Just a few years ago, it seemed the price of oil was about half what it is today and every week the cost of litre of diesel goes up. If these prices keep rising, I might need to consider some other line of business.

Speaker 4: I lead a team of experts who have been investigating this issue for the government since the mid-1970s. In the past two decades, technology such as infrared satellite imaging has provided us with fairly conclusive evidence that, indeed, temperatures on Earth are warming. And it is becoming clearer that human activity in the form of transport and energy production is a significant driving factor behind this. I would have to assume at some point we will be forced out of necessity to switch to some other fuel than oil. Unfortunately, by then, it may be too late to stop the changes in the climate.

Speaker 5: Think about it for a minute. Carbon dioxide is a part of the cycle of life. We take it out and plants take it in. It's ridiculous to label carbon dioxide a pollutant. If it was, everyone including environmentalists would be polluters. Don't get me wrong, I'm worried about the environment as much as you are. Our industry is looking at the possibility of developing new modern fuels like hydrogen and sugar ethanol. But let's be realistic. Until these fuels can be supplied at a reasonable price, society will need to continue using oil. And we will continue to provide this valuable commodity.