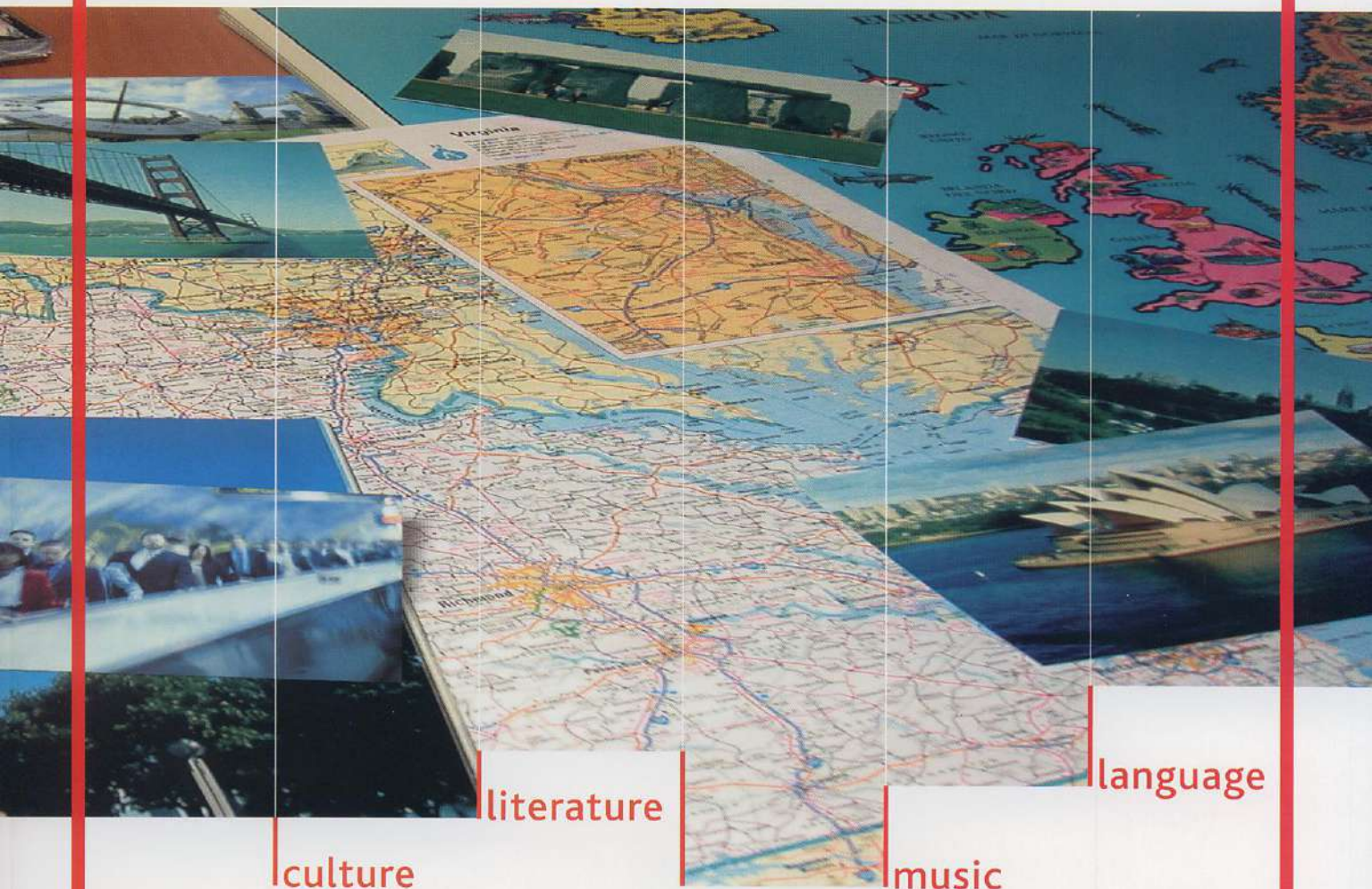


Elizabeth Sharman

# across cultures



Elizabeth Sharman

# across cultures

culture | literature | music | language





Across Cultures is divided into eleven modules looking at eleven different aspects of life in the English-speaking world. Modules 1-10 are each divided into 6 main units, plus a language practice page.

## In each module you will find:

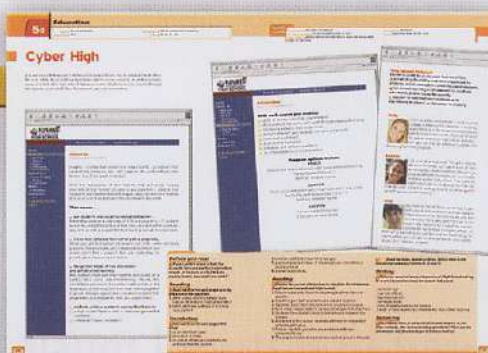
### AN OPENING PHOTO PAGE ►

This acts as an introduction to the theme of the module, presenting the topics that will be featured in the units that follow. It includes warm-up activities to help you discover and express what you already know about the subject.



### FIVE DOUBLE PAGE SPREAD UNITS (a-e) ►

These contain reading, listening, speaking and writing activities connected to a different theme for each unit.



### In Modules 1, 3, 5, 7 and 9 you will also find:

◀ An **ENGLISH EVERYWHERE** spread (unit f)  
These give information about an English-speaking country outside of Britain and the USA.



### In Modules 2, 4, 6, 8 and 10 you will also find:

A **SOUNDTRACK** spread (unit f)  
These look at music and song lyrics from the English-speaking world.



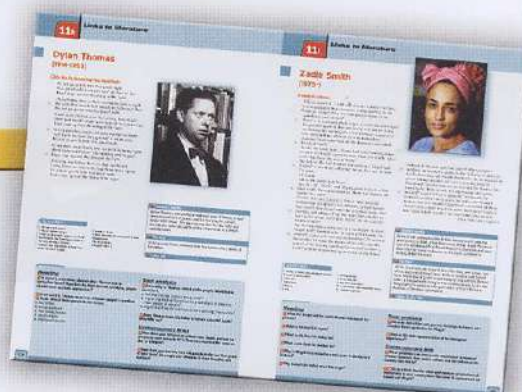
### ◀ A LANGUAGE & CULTURE PAGE (unit g)

Another text relevant to the module presents grammar and skills connected to the general theme.



### Module 11 – Links to literature ►

Module 11 looks at extracts from plays, poems or novels written in English, from Shakespeare to the modern day. The texts connect to the themes of the units in Modules 1-10.





▼ This is the number of the module (1-11) and the unit (a-g).

▼ This is the title of the module.

▼ This is the topic of the unit.

▼ This box tells you the topic of the unit, the countries you will look at, and the vocabulary that you will practise. There is also a list of links to other units connected to this one.

▼ This tells you the meaning of difficult words in the texts.

## History at the movies

**AMERICA: Revolution and War**  
Through the summer, the Arts Cinema presents a season of films based on American history in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries.

**JULY 5<sup>th</sup>**  
**Gone with the Wind (1939)**  
We open our season with this popular classic. Set in Georgia during the south's war against the northern states, *Gone with the Wind* tells the story of how Scarlett O'Hara sees her traditional way of life destroyed, and how she rebuilds a life for herself and her family.

**JULY 12<sup>th</sup>**  
**How the West was Won (1962)**  
A classic western starring some of American cinema's biggest names, including John Wayne, Henry Fonda and James Stewart. This epic story shows us three generations of a 19<sup>th</sup>-century family as they travel from the east coast to establish a new community in the west.

**JULY 19<sup>th</sup>**  
**The Last of the Mohicans (1992)**  
Based on Cooper's classic book, Daniel Day Lewis plays Hawkeye, a white man raised by the native Mohicans, who fights on the side of the British against the French in their colonisation of North America and Canada.

**JULY 27<sup>th</sup>**  
**The Scarlet Letter (1995)**  
Set in a community of early settlers in east-coast New England, the film stars Demi Moore as Hester Prynne, whose husband is in England and who has a baby that cannot be his. Hester is punished by the villagers, but her story shows the hypocrisy of the religious community she lives in.

**AUGUST 3<sup>rd</sup>**  
**Amistad (1997)**  
Steven Spielberg's *Amistad* reveals the terrible treatment that slaves received during their transportation by ship to America. It concentrates on the real-life trial of a group of 1839, revolted on ship and African slaves who killed their masters.

**AUGUST 10<sup>th</sup>**  
**The Patriot (2000)**  
Mel Gibson stars in this story of America's fight for independence from British rule. Gibson plays a plantation owner who is at first reluctant to fight against the British, but who gradually realises that his country's freedom and future depend on it.

### Landmarks in American history

- European Settlement and the French Wars**  
In the 17<sup>th</sup> century settlers from England and from Holland started to make their home in America. Many of them were from small religious groups who suffered persecution in Europe. In the 18<sup>th</sup> century, France fought England for control of Canada and the northern border. Both sides used the help of Native Americans, but England won the war in 1763.
- The War of Independence**  
After the French Wars, some US states began to rebel against control and taxation by England and its king, George III. In 1776, thirteen states declared independence from England. A war between the English army and the Americans lasted until 1781, when the United States of America became an independent country.
- The Civil War**  
In the 19<sup>th</sup> century, states were created in the west, where settlers took land from the Native Americans and farmed it. The southern states used many slaves from Africa and the Caribbean on their plantations, but the northern states wanted to abolish slavery. In 1861, eleven southern states left the USA and set up the 'Confederacy'. A civil war lasted until 1865, when the southern states surrendered and their slaves were freed.

### Before you read

- 1 Do you know any of the films in the photos on page 42? Do you know who the stars are or what the films are about?
- Reading**  
2 Read the paragraphs about American history and the stories of the films. Which period of history (A, B or C) does each of the films deal with?

- 3 Complete the table with the missing dates and the names of the films.

| Date                                        | Event                                    | Film |
|---------------------------------------------|------------------------------------------|------|
| 17 <sup>th</sup> century                    | English Puritan settlers move to America |      |
| 17 <sup>th</sup> - 19 <sup>th</sup> century | The use of slavery in the south          |      |
| 18 <sup>th</sup> century                    | The French Wars                          |      |
| 17 <sup>th</sup> century                    | The Declaration of Independence          |      |
| 18 <sup>th</sup> century                    | Settlement in the western states         |      |
| 18 <sup>th</sup> - 19 <sup>th</sup> century | The American Civil War                   |      |

- 4 Answer the questions about paragraphs A, B and C. Who:  
1. won the French Wars? 4. was King of England in 1776?  
2. won the War of Independence? 5. helped the Europeans in the French Wars?  
3. won the American Civil War? 6. were forced to work on American plantations?

### Listening

- 1 Listen to someone giving his opinion about *The Patriot*. Circle his general opinion of the following things.

| The main character    | The story             | The dialogue          | The camerawork        | The historical accuracy |
|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |

- 2 Listen again and note down the reasons for his opinions.

### Speaking

- 3 If you have seen any of these films, tell the class your opinion of them. Talk about the characters, the story, the camerawork, the music.

▲ There are at least two reading texts in every unit. There are lots of different types, and many are real-life texts that have been published in the English-speaking world.

▲ Listening activities are recorded on CD and cassette.

▲ Exercises with an EP symbol give useful practice in exam-style tasks.

▲ Reading, listening, speaking and writing activities help you to explore the texts, and to compare life in the English-speaking world with your own culture.



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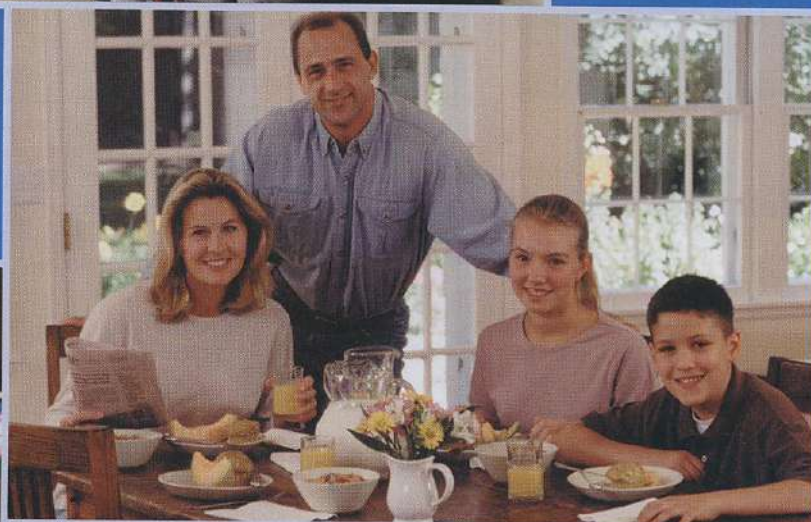
# Module

# 1

# Everyday life

## IN THIS MODULE YOU WILL READ AND HEAR ABOUT:

- ▣ everyday routines in the UK and the USA
- ▣ homes in the UK and the USA
- ▣ modern families in the UK, the USA and Australia
- ▣ food shopping in the UK and the USA
- ▣ leisure time in the USA
- ▣ everyday life for a teenager in South Africa



**1** Which of the photos on this page do you think were taken: in the USA? in the UK? in South Africa?

**2** What do you know about homes, schools and food in those countries? How are they different to life in your own country?



# Two ordinary days



33, Regent Avenue  
Leeds  
West Yorkshire  
LE3 5DX  
UK

3rd March

Dear Tracey

Thanks for your letter – I've finally found an American penfriend! To answer some of your questions: I'm 16. My dad's a computer technician and my mum works in a factory. I've got two younger sisters – Kirsty and Laura. You say that you don't know anything about life in the UK, so I'm going to tell you about a typical day in our house.

My mum gets up really early, before 6.00, because she has to leave the house at 6.45. The rest of us get up at 7.00. We don't sit down together for breakfast – it's too chaotic. We leave the house at 8.15. Dad drives to the centre of town, and I walk with my sisters to the bus stop. School starts at 9.00. We have lunch at school at 12.30, and lessons finish at 3.30. Sometimes we walk home. We get home at the same time as Mum – 4.00. She gives us something to eat at about 6.00, because we're starving, but Dad doesn't get home until after 7.00, because the traffic can be really bad. She and Dad eat a meal at about 8.00, while we're watching TV or doing our homework. Mum and the girls go to bed at about 10.00 and Dad and I stay up watching films on SKY. I have to go to bed at 11.00. I don't know why Dad doesn't go to bed then too, because he always falls asleep in the middle of a film and goes to bed at about 1am!

Tell me about a typical day in your house.  
You can email me on [ssmith.3@freemail.co.uk](mailto:ssmith.3@freemail.co.uk)

Best wishes

Simon



## So you're visiting Britain for the first time? Make sure you follow our EVERYDAY SURVIVAL GUIDE!

1. Look right before you cross the road – British traffic drives on the left.
2. If you're travelling by bus, you don't have to buy a ticket in advance. Just pay on the bus.
3. If you order something to eat or drink in a café, remember to pay for it when you're given it.
4. If someone introduces you to someone new, greet them by saying "Hello". Don't kiss them!
5. Use "please" and "thank you" a lot, to avoid sounding rude.
6. If you want to send postcards, you need to look for a red postbox.
7. You shouldn't have any problems changing your money because banks stay open all day – they don't close at lunch time.
8. Most large shops are open between 10am and 4pm on Sundays.



### Before you read

1 Look at the photos of the people and their houses. Which countries do you think they live in? What time do you think they: start school? come home?

### Reading

2 Read Simon's letter to Tracey and complete the table with the correct times.

|                 | Simon | Simon's mum | Simon's dad |
|-----------------|-------|-------------|-------------|
| Get up          | ..... | .....       | .....       |
| Leave the house | ..... | .....       | .....       |
| Get home        | ..... | .....       | .....       |
| Have dinner     | ..... | .....       | .....       |
| Go to bed       | ..... | .....       | .....       |



**factory** ■ a building where things are manufactured  
**pretty** ■ quite  
**SKY** ■ a satellite TV company

**starving** ■ extremely hungry (literally, dying of hunger)  
**to stay up** ■ to not go to bed

Send Mail: Message Composition

Send Quote Address Attach Options Spelling Save Security Stop

To: Simon Smith <ssmith.3@freemail.co.uk>  
 From: Tracey Garofalo <garofalo@aol.com> Priority: Normal

Subject: Our day

Normal 12

**Hi Simon!**




OK – you asked for it! Here is a normal day with my family. My mom and dad get up at 6.30, and Mom makes breakfast for us all. My brother Tom and I get up at 7.00. We're lucky, because the school bus stops right outside our door! We leave the house when we see it coming around the corner! That's at eight o'clock. Our school day starts at half past eight, and we eat lunch at school too – at 12 o'clock. Lessons finish at half past three, but we don't usually get home until 5.00, because Tom and I stay at school to do sport and music after the lessons. Dad leaves for work at 7.30 (he's a dentist), and he gets home at 6.00. My mom doesn't work. We all eat dinner together at about half past seven. Then we do homework, play computer games or surf the Internet until bedtime (10.00). We don't watch much TV in our house.

So that's it – pretty boring, huh?

**Tracey :)**

**3** Now read Tracey's email to Simon and find:

1. four ways in which their school days are the same.
2. other ways in which their school days are different.

**Vocabulary**

**4** Read the *Everyday survival guide*. Find words that mean:

1. to ask for food or drink in a café, restaurant, etc.
2. to tell someone who another person is.
3. to speak to someone, or make a gesture, when you meet for the first time.
4. the opposite of 'polite'.
5. the box that you put letters in when you want to send them.

**5** Which of the tips in the text deal(s) with:

- a. buying things and using money?
- b. how to behave with other people?
- c. how to use public transport?
- d. how to avoid an accident?
- e. the postal system?

**Listening**

**6** **BP** **1** Listen to a conversation between a foreign student staying in Britain and his host. Tick the topics from the survival guide that he mentions.

- |                               |                          |
|-------------------------------|--------------------------|
| 1. driving                    | <input type="checkbox"/> |
| 2. paying for things in cafés | <input type="checkbox"/> |
| 3. kissing                    | <input type="checkbox"/> |
| 4. talking politely           | <input type="checkbox"/> |
| 5. finding a postbox          | <input type="checkbox"/> |
| 6. buying bus tickets         | <input type="checkbox"/> |
| 7. bank opening hours         | <input type="checkbox"/> |
| 8. shopping on a Sunday       | <input type="checkbox"/> |

**7** **1** Listen again. Note down how the topics you ticked in exercise 6 are different in the foreign student's country.

**Speaking**

**8** How is life in the UK and the USA different or similar to life in your country? Discuss with the class.



# Home swap

Our 'Home Swap' this month concentrates on the Keane family from England, and the Miller family from South Carolina, USA. As usual, our families had a two-week holiday in each other's houses, and we interviewed them at the end of the stay. So how did they cope?

## ● The Millers ●



George and Sandy Miller and their children, Helen (17) and Daniel (8), had a shock when they first saw the Keanes' three-bedroom terraced house in Gloucester. "It's so small!" said Sandy. Where will we all sleep?"

But inside, the house was more welcoming. "It's bigger than it looks from the outside, and

we were pleased to find that there were three bedrooms," said George. But the kids weren't impressed. "Mum and Dad's room was OK, but our bedrooms were really

small!" complained Daniel. The Millers found it difficult to live in a house with only one bathroom. At home they have two bathrooms and three toilets! "And we have a study, where we keep the computer, and a playroom in the basement," said Helen. "In Gloucester we had to all stay in the living room together or go to our bedrooms." So was there anything positive about the experience? "The house was beautifully decorated," said Sandy, "and it was very cosy. It was April when we stayed in the house, but the weather was terrible. We were very grateful for the carpets, the central heating and a real fire in the living room." Another good point for George was the garden. "We were very surprised by the large,



## Before you read

1 Which things are common in houses in your country?

- ☐ a study
- ☐ a basement
- ☐ carpets
- ☐ central heating
- ☐ a real fire
- ☐ a garden
- ☐ a barbecue
- ☐ a swimming pool
- ☐ an air-conditioning system
- ☐ a security system

## Reading

2 EP Read the magazine article. Which house (the English one or the American one) has got:

1. other houses attached to it?
2. the most bedrooms?
3. small bedrooms?

4. a room just for games?
5. a feeling of warmth inside?
6. lots of colours inside?
7. a pretty garden?
8. a lot of electronic systems?

3 EP Match the people with their opinions of the house they stayed in.

- |                  |                                                                                         |
|------------------|-----------------------------------------------------------------------------------------|
| 1. George Miller | a. "It was strange not having separate rooms for using the computer and playing games." |
| 2. Sandy Miller  | b. "I loved playing and eating outdoors!"                                               |
| 3. Helen Miller  | c. "The house was so big it looked like it belonged to a famous person!"                |
| 4. Daniel Miller | d. "I was really impressed by the garden."                                              |
| 5. Tim Keane     | e. "Two of the bedrooms were too small."                                                |
| 6. Katy Keane    | f. "The house was warm and colourful."                                                  |
| 7. Bethany Keane | g. "I didn't like the garden or the décor much."                                        |



## WORD BANK

to be impressed ■ to be have a positive reaction  
to cope ■ to succeed in doing something difficult  
to complain ■ to protest  
cosy ■ warm and comfortable  
dull ■ plain and boring  
en-suite (bathroom) ■ a bathroom that is attached to a bedroom and not shared with the rest of the house

to fiddle with ■ to try with difficulty to operate something complicated  
huge ■ very big  
terraced house ■ a house that is joined together with others in a row  
welcoming ■ pleasant, making you want to stay  
yard ■ the open area around an American house, consisting of lawn, garden, patio, etc

long garden at the back of the house. We couldn't really enjoy it because of the weather, but it was obvious that the Keanes had put a lot of work into it. It was well designed and full of beautiful plants and flowers. Actually, I think British people have a bit of an obsession with houses and gardens – there are so many TV programmes about them!" ●

### ● The Keanes ●



Tim and Katy Keane and their children, Bethany (8), Charles (9) and Joe (16), couldn't believe their luck when they arrived at Washington Drive, Greenville. "The houses were all enormous," said Tim. "I expected to see film stars coming out of them!" The Millers' house has five bedrooms, a study, two bathrooms and an extra



downstairs toilet. "Our bedroom was ■ huge, and it was lovely having an ■ en-suite," said Katy. "It was like staying in a hotel!" "We didn't see much of the children for two weeks!" says Tim. "They were either in the computer room, in the basement or outdoors." The weather was fine for the Keanes' visit to South Carolina, so they made good use of the Millers' ■ yard. "The Millers had sports equipment and a permanent barbecue in their yard," said Joe. "And their neighbours had a swimming pool, which we used once. It was great!" "The children really enjoyed

the yard," said Katy, "but I found it a bit ■ dull. I like nice English gardens with lots of flowers. All the Millers had were a few trees." And Katy didn't think much of the décor, either. "It was all very smart and clean," she said, "but it wasn't very colourful. It's obvious that Americans spend more time outdoors than the British! We had good weather, but luckily we didn't need to use the air-conditioning system. The Millers had lots of security systems and alarms that we had to ■ fiddle with every night and morning – that was complicated enough!" ●

4 Look at the tables of scores for the two houses. Which house scored the most in each category?

### Speaking

5 Discuss these questions with a partner.

- Which house sounds nicer to you – the English house or the American one?
- Would you like to try living in another family's house for two weeks?
- How do the Millers' and the Keanes' houses differ from homes in your country?

6 Think about your ideal house. How many rooms would it have? Would it be old or new?

### ● The Millers' scores for the Keanes' house

|              |              |
|--------------|--------------|
| Space:       | 4/10         |
| Comfort:     | 6/10         |
| Decoration:  | 8/10         |
| Garden:      | 10/10        |
| <b>Total</b> | <b>28/40</b> |

### ● The Keanes' scores for the Millers' house

|              |              |
|--------------|--------------|
| Space:       | 8/10         |
| Comfort:     | 7/10         |
| Decoration:  | 6/10         |
| Garden:      | 5/10         |
| <b>Total</b> | <b>26/40</b> |



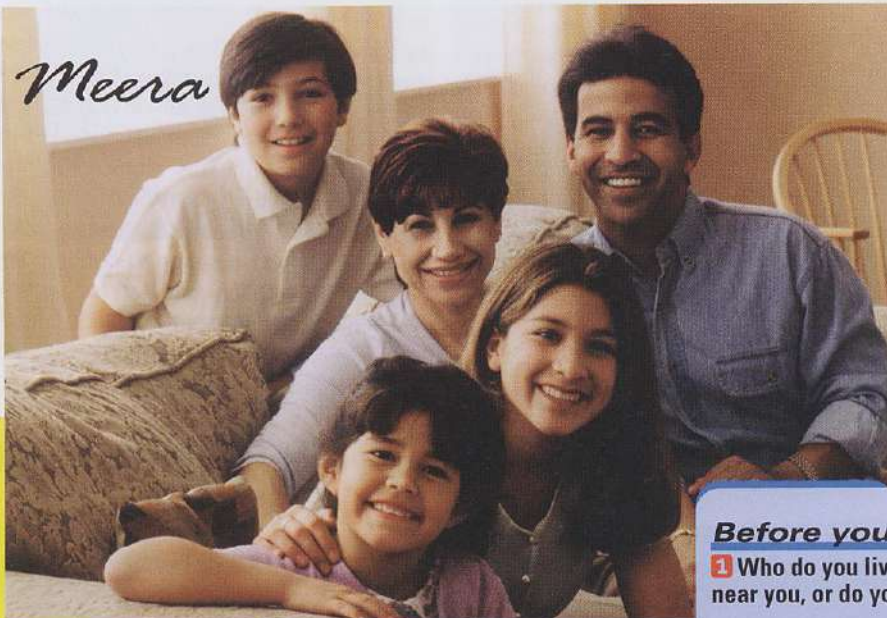
# Modern families

**W**hat is a "traditional" family nowadays? With more and more couples choosing not to get married, and with the number of divorces and second marriages increasing, the idea of the "traditional family" (two married parents, an average of two children, grandparents living nearby) is rapidly disappearing in some countries. Here are some personal examples and statistics from the English-speaking world.

| Families                                               | in the USA | in the UK |
|--------------------------------------------------------|------------|-----------|
| Marriages that end in divorce                          | 50%        | 33%       |
| Families with only one parent                          | 25%        | 25%       |
| Children who live in a single-parent home at some time | 50%        | 33%       |
| Children whose parents aren't married                  | 33%        | 40%       |
| Single parents who are men                             | 10%        | 10%       |



**I**'m Callum, and I live with my parents in Cambridge, in the east of England. We moved here when I was five because of Dad's job, but my mum comes from the north of England, and Dad comes from Scotland. I've got a grandma in Edinburgh and a granddad in Yorkshire. And I've got two cousins who live near London, because that's where Dad's sister and her husband live. We see my cousins about three times a year, and we go up to Edinburgh every New Year, but I can't remember when I last saw my granddad in Yorkshire. He always sends me presents, though!



**M**y name's Meera, and I live in Wolverhampton, near Birmingham, in England. I live with my parents, my brother and my sister. My grandmother lives next door. My mum was born here in Britain, but my grandmother moved here from India in the 1960s when my dad was a little boy. My dad has two sisters – Auntie Sunita and Auntie Rani. Auntie Sunita lives in the same street as us, and Auntie Rani lives in Birmingham, which is only 15 miles away. They're both married, and I've got five cousins. We see them almost every week. Someone is always visiting our house, or we go to Birmingham to see them. And two years ago we all went to India to see our family there.

## Before you read

**1** Who do you live with? Do other members of your family live near you, or do you have to travel to see them?

## Vocabulary

**2** Match the words to the definitions.

- |                               |                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------|
| 1. ex-wife/ex-husband         | a. someone that is married to one of your parents, but isn't your parent             |
| 2. late wife/late husband     | b. someone who has the same mother, or the same father, as you, but not both parents |
| 3. second wife/second husband | c. someone that you were married to in the past who is now dead                      |
| 4. stepmother/stepfather      | d. the child of someone that is married to one of your parents                       |
| 5. stepsister/stepbrother     | e. someone that you were married to in the past but are now divorced from            |
| 6. half-sister/half-brother   | f. someone that you marry when you have already been married to someone else before  |



I'm Ben, from Portland, Oregon, and my family is a bit complicated! I've got a sister called Ella, but three years ago my parents got divorced and now both of them are re-married. We live with my mom, Julie, and my stepfather, Bob. Bob's got a daughter called Daisy, but she doesn't live with us, she lives with her mom. My father's name is Pete. He and his second wife have just had a baby boy, Charles, so I've got a new half-brother!



My name's Trudi, and I've got a sister called Beth. Our mum and dad are divorced, so we live with just our mum in the ▢ suburbs of Melbourne, Australia. Our dad has an apartment in the centre of town, and we spend ▢ every other weekend there. After school every day we go to our grandma's house and have a meal there, because our mum doesn't finish work until six o'clock. She collects us at half past six, except on Wednesday evenings when we go swimming with our dad.

### Reading

3 Read the texts and find out how many people Callum, Meera, Ben and Trudi share a house with.

4 EP Underline the correct alternatives to complete the sentences.

1. Callum's *aunt and uncle* / *grandparents* live near London.
2. Callum *often* / *sometimes* sees his cousins.
3. Meera's aunts both live *near* / *far away*.
4. Meera *often* / *rarely* sees her cousins.
5. Daisy is Ben's *half-sister* / *stepsister*.
6. Julie is Pete's *ex-wife* / *stepmother*.
7. Trudi's mum and dad live *in different places* / *together*.
8. Trudi *never sees her dad* / *sees her dad regularly*.

### Speaking

5 Read the statistics about families in the USA and the UK. Which of the children in this unit lives:  
 › in a single-parent family?  
 › in a stepfamily?

6 How do you think that the same statistics would be different in your country?

7 What are the advantages and disadvantages of the four family situations in the texts? Discuss with a partner.

### Listening

8 4 Listen to James describing his family situation and answer the questions.

1. Who are: Rachel? Louise? Richard?
2. What is James's opinion of Richard?
3. Who is the oldest child in the house?
4. Why doesn't James like Louise's behaviour?
5. What does their mum say when James and Rachel complain about Louise?
6. What happens when they have an argument with Louise?

### Speaking

9 Discuss what you think James should do about his family situation.



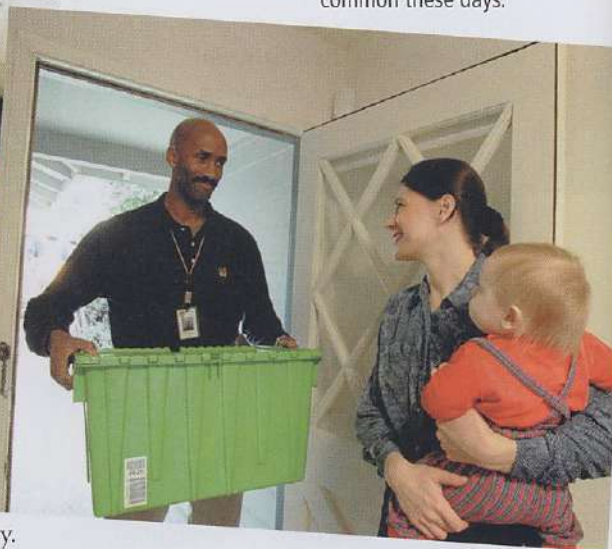
# What's in your basket?

## New markets – shopping for food in the 21st century



A stall at a farmer's market.

Home deliveries are common these days.



**M**aking a long trip to the supermarket and queuing for hours used to be the normal weekly routine for British and American shoppers. But since the 1990s, there is a better way to get your groceries. Supermarket shopping on the Internet has boomed in the UK and the USA.

The major supermarkets have their own websites, and if you order on-line with them, for a small extra sum such as \$8/£5 the supermarkets will do your shopping for you and deliver it to your door. If you shop with them regularly, they'll 'remember' your favourite items so you can order them next time

without searching for them! These days thousands of people in the UK and the States regularly do their supermarket shopping in this way.

In contrast, in many rural areas of Britain there has been a return to the traditional outdoor market. Farmers' markets, where farmers sell their products directly to the customer, had practically died out in Britain because of the attraction of the large supermarkets, but they have been resurrected recently, both to help farmers make more profits, and to provide customers with 'real' food again, such as fresh meat, eggs, vegetables and

preserves. Organic food has become very popular, and some producers run a 'box service', where they deliver a weekly box of fruit and vegetables to your door. Customers can't select the food – they just receive whatever is in season – but it is guaranteed to be fresh and free from chemicals, and now you can often order these on-line too!

### Before you read

1 Who shops for food in your family? How often do they go shopping? Where do they buy the food from?

### Reading

2 Read the text about food shopping. Which different ways of shopping for food does it mention?

3 **SP** Underline the correct alternatives in these sentences about the text.

1. It is *cheap* / *expensive* to order your supermarket shopping on-line and have it delivered.
2. Supermarket websites *can* / *can't* remember what you have ordered in the past.
3. Farmers' markets *have always been well-supported* / *have recently become popular again*.
4. Organic food has a *lot of* / *no* chemicals in it.
5. The *customer* / *producer* decides what fruit and vegetables are used in a 'box service'.

4 Look at the websites and answer the questions.

1. From how many different countries do the frozen ready meals come? What do you think a ready meal is?
2. How much does a box from the organic food company cost?
3. What sort of food does it contain?
4. What food is depicted on the delicatessen web page?
5. Imagine you are having a picnic at the weekend. Which of the foods would you like to order?



to boom ■ to grow very quickly  
to die out ■ to disappear completely  
groceries ■ everyday items of shopping  
to guarantee ■ to promise

in season ■ growing naturally at a particular time of year  
preserves ■ preserved fruit and vegetables, particularly jam  
to resurrect ■ to make alive again something that was dead  
to run ■ to organise

## Virtual shopping

### Organic food delivered to your area

#### This week's box contents

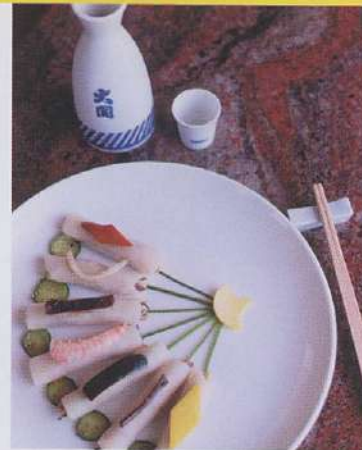
\$35 regular box contents

- |                      |             |                        |
|----------------------|-------------|------------------------|
| ■ Red potatoes       | ■ 3 apples  | ■ 1 cucumber           |
| ■ 1 yellow onion     | ■ 4 oranges | ■ 4 lemons             |
| ■ 1 bunch of carrots | ■ 4 pears   | ■ 1 bunch of spinach   |
| ■ 1 red cabbage      | ■ 1 avocado | ■ 1 lettuce            |
| ■ 1 bunch of bananas | ■ Zucchini  | ■ 1 box of beansprouts |

### Delicatessen

The best on-line deli you can find!

- ❖ Cooked beef and ham
- ❖ Fresh dips and salad
- ❖ Olives
- ❖ Pate
- ❖ Salami
- ❖ Sandwiches
- ❖ Sushi



### Frozen foods

From ice cream and sorbets to ready meals and snacks, make your selection from our superb range of **frozen food**.



- ❖ Chicken and turkey – burgers and steaks
- ❖ Chips, waffles and potato shapes
- ❖ Cream cakes and desserts
- ❖ Fish – breaded/battered
- ❖ Fish cakes and fish fingers
- ❖ Ice cream and sorbets
- ❖ Party food



- ❖ Pies
- ❖ Pizza
- ❖ Sausages and sausage rolls
- ❖ Ready meals – American and Mexican
- ❖ Ready meals – Chinese
- ❖ Ready meals – Indian
- ❖ Ready meals – Italian
- ❖ Ready meals – Vegetarian

### Vocabulary

5 Which of the foods on the websites can you put under these categories?

Meat and fish:

Vegetables:

Fruit:

Bread and pastry:

Sweets:

6 Write a shopping list in English of twelve of your favourite items of food.

### Speaking

7 Discuss in pairs. What are the advantages and disadvantages of getting your food from: a) a supermarket b) a smaller shop or a market? Think about:

- > price.
- > choice of products.
- > quality of products.
- > convenience.
- > service.
- > ecological reasons.
- > who gets the profit.

### Speaking/Reading

8 Have you ever tried to do virtual shopping?

Are there any supermarkets in your area where it is possible to buy on-line?

With your teacher's help visit an English-language supermarket website with the shopping list that you compiled in exercise 6.



# Time out



## LEISURE USA QUESTIONNAIRE

**1** How often do you do these activities? Write *often*, *sometimes* or *never*.

- Aerobics
- Computer activities
- Cooking
- Cycling
- Dancing
- Going to the movies
- Reading
- Shopping
- Swimming
- Walking
- Watching TV

|       |  |
|-------|--|
| ..... |  |
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| ..... |  |

**2** Now number the activities that you do in order, with number 1 as your favourite.

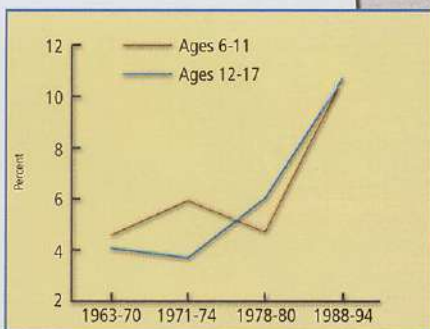
**3** Which other activities do you do in your free time that aren't listed above?



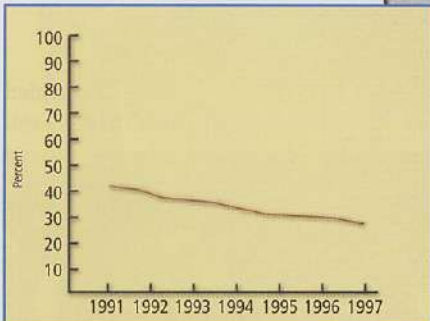
# WORD BANK

**body-molding** ■ that make the body slimmer and more attractive  
**elite** ■ top, first class  
**fee** ■ cost  
**to hail** ■ to welcome  
**precedent** ■ something that sets an example to be copied in the future

**sedentary** ■ sitting down  
**set** ■ group  
**skinny** ■ very thin  
**stationary** ■ not moving, fixed  
**workout** ■ a session of physical exercise, usually in a gym



Percentage of young people who are overweight (1963-1994).



Percentage of teenagers taking daily physical exercise.



*The New York Times*

## Kids need exercise, but what kind?

by Randi Hutter Epstein

Haley Moran-Wollens is not an elite athlete. She is a 13-year-old who, like lots of other teenagers, wants to be fit. And, like a growing number of teenagers whose parents can afford it, she has a personal trainer.

In her case, the trainer is Rodica Vranceanu, who charges \$75 an hour for after school workouts at Radu Physical Culture, a gym in Midtown Manhattan.

"I don't want to be the skinniest," Haley said. "I just want to work out. But a lot of people do it for the nice bodies, even at my age."

Though personal training is by no means the norm for American children, a small but growing number of their parents are paying the membership fees to private gyms for aerobics, weight lifting, and body-molding activities once considered for adults only.

At the Spectrum Club in Valencia, California, children aged 13 to 17 can

become Teen Fit members. They tend to go for the stationary bicycles and weights, said Cindy Breakfield, sports manager, who added that personal trainers were available for the younger set.

The Eastcoast Athletic Club in Port Washington, N.Y., has a program called Excel, which offers personal training at \$45 an hour to children aged 12 to 17, said Christopher Patti, the fitness director.

Some health experts hail the trend, saying that too many children do not get enough exercise. But others disagree.

"It's a sad precedent," said Richard Killingsworth, a scientist at the Centers for Disease Control and Prevention in Atlanta. "We are teaching a behavior that it's O.K. to be sedentary all day except for the one-hour exercise class. In the past decade, our children have lost the idea of what it is to enjoy being young and physically active."

...

### Before you listen

- 1 Look at the questionnaire. Are the activities on the list popular in your country?
- 2 Complete the questionnaire for yourself.
- 3 Work with a partner. Decide how you think an American teenage girl would complete the questionnaire.

### Listening

- 4 EP Listen to Kirsten, an American 16-year old, completing the questionnaire and fill in her answers. Are her answers the same as you expected?

### Speaking

- 5 EP Look at the graphs. What do they suggest about the leisure activities of young Americans?

### Reading

- 6 Read the newspaper article and answer the questions.

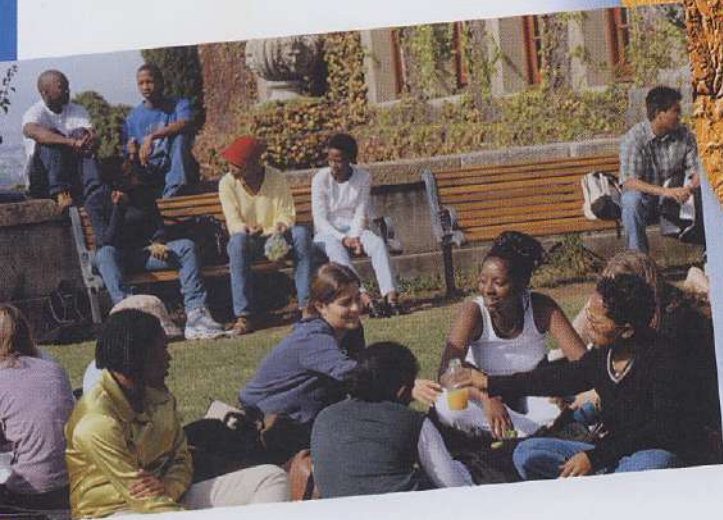
1. When does Haley go to the gym?
2. How much does her personal trainer cost?
3. How old are the Teen Fit members of the Spectrum Club?
4. How old are the members of the Excel program at the Eastcoast Athletic Club?
5. How much does a personal trainer cost at the Eastcoast Athletic Club?
6. Who is Richard Killingsworth?
7. Why does he disagree with personal training for kids?
8. Do all health experts think that personal training for kids is a bad idea?

### Speaking

- 7 With a partner, write five questions designed to find out if your classmates enjoy sports, and how much exercise they get each week. Ask your questions to the class and note down everyone's answers. Then present the results in the form of graphs or diagrams.

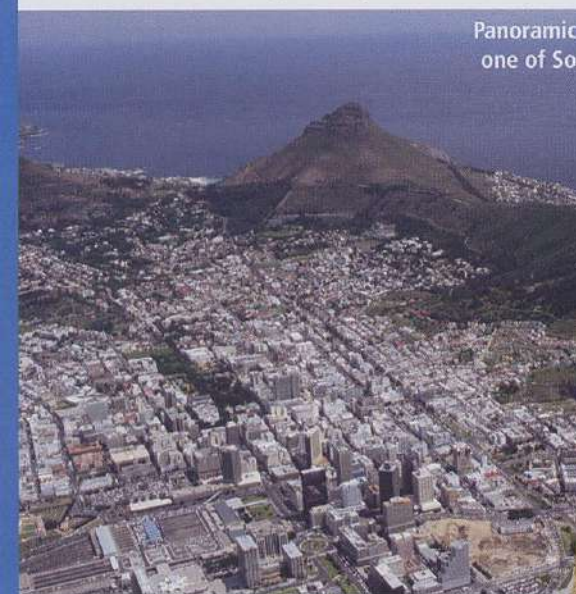


# English everywhere South Africa



Multi-racial colleges are quite common these days.

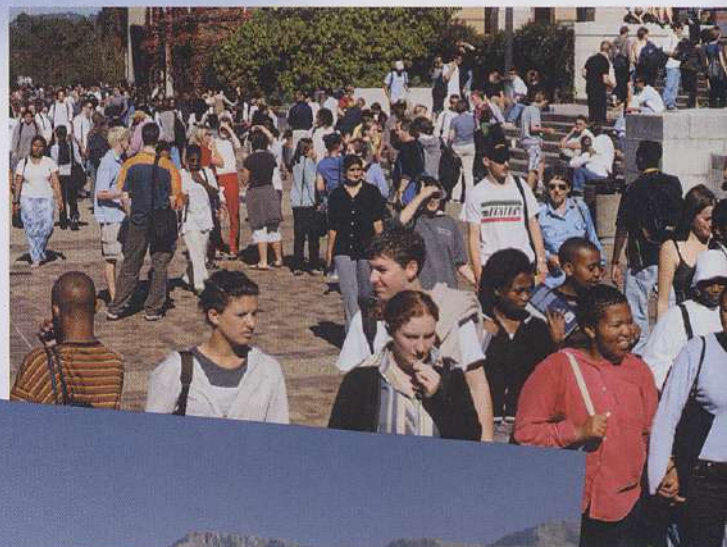
Panoramic view of Cape Town, one of South Africa's capitals.



South African landscape.



A crowded pedestrian street.



## INFORMATION FILE

### South Africa

- Total area ▣ 1.2 million sq. km
- Total population ▣ 43 million
- Ethnic mix ▣ 75% Black  
 14% White Afrikaans  
 3% Indian
- Capital ▣ Pretoria (government)  
 Cape Town + Bloemfontein (law)
- Popul. of capital ▣ Pretoria: 650,000  
 Cape Town: 1,000,000  
 Bloemfontein: 150,000
- Government ▣ A republic with a president
- Climate ▣ West coast: dry and arid  
 East coast: wetter, with forest vegetation



### Before you read

1 Do you know anything about South Africa? Can you name any South African cities or any famous South Africans? What sports is the country famous for?

### Reading

2 Look at the map and read the Information File on South Africa, then answer the questions.

1. What is the second biggest ethnic group in South Africa?
2. How many capital cities does South Africa have?
3. Which is the largest of the capital cities?
4. Where is it in the country?
5. Which part of South Africa gets the most rain?

3 Read the website. Complete the table with the correct information about Izak.



**apartheid** ■ the political system in South Africa from 1948-1994, involving an all-white government and almost complete racial segregation

**multi-racial** ■ involving people from different ethnic groups  
**suburbs** ■ residential areas outside cities

**Hi!** My name's Izak Ford. I go to Swanepoel Boys School in the ■suburbs of Cape Town, and this is my school's website. Here's a picture of one of our classrooms. There are 25 students in my class. Before 1994, when we had the ■apartheid system, black students and white students were educated separately, but my school is now ■multi-racial.

We go to school from Monday to Friday. Our school day starts at 7.40 am, so I get up at about 6 o'clock, but that's OK, because it's hot and sunny then. We have to wear a uniform. I hate it! We study the usual subjects – Science, History, Geography, etc., but we also study Afrikaans (which is our first language), English and Xhosa, a local African language. We have two short breaks, one at half past ten and one at half past twelve. The school day finishes at 2.15. After lessons we can do sports such as rugby, hockey and swimming, or artistic activities like music and photography. In the evening we do homework and watch TV. My favourite shows are ER and Friends. For dinner we always have meat or chicken with rice and vegetables such as sweet potato. At the weekends we go to Tyger Valley, which is a huge shopping mall in Cape Town, and we often have braais (barbecues). South Africans eat a lot of meat!

Tell me about your typical day!  
 You can email me at [i.ford@netmail.co.za](mailto:i.ford@netmail.co.za)

|                                |                               |
|--------------------------------|-------------------------------|
| Name:                          | Izak Ford                     |
| Nationality:                   | South African                 |
| Town/City:                     | .....                         |
| Name of school:                | .....                         |
| Number of schooldays per week: | .....                         |
| School day:                    | From ..... a.m. to ..... p.m. |
| First language:                | .....                         |
| Other languages studied:       | .....                         |
| Evening activities:            | .....                         |
| Favourite TV programmes:       | .....                         |
| Usual dinner:                  | .....                         |
| Weekend activities:            | .....                         |

#### 4 Answer the questions.

1. Is Izak's school for white students only?
2. What time does Izak get up?
3. What does he think of his school uniform?
4. When does he have breaks at school?
5. What can students do at his school after lessons?
6. What is a braai?

#### Writing

5 Fill in the table in exercise 3 for yourself. What similarities and what differences are there between you and Izak?

6 In groups, write a text to go on a website for your school. Describe your school and the daily routine there. Remember to mention everything that might sound interesting or different to a student from another country.



# Language & Culture

## Diana's day



My name's Diana. I'm 17 years old and I live with my mum in Brighton on the south coast of England. I'm studying English, French and Spanish. I've just started Spanish this year and I'm really enjoying it! My day starts at 7.00am. First, I get up and I have a shower. Then my mum and I have breakfast together. I usually have toast and a cup of coffee for breakfast and my mum has a cup of tea and a bowl of cereal.

My mum works in an office in town and she leaves for work at 8.15am. I leave at 8.30am and walk to the bus stop. I usually catch a bus at about 8.40am and it's only a ten minute ride to college. My classes start at 9.00am and finish at 3.30pm. After my classes, I usually go to the library for about an hour and after that I walk home.

I get home at about 5.00pm and I usually prepare a meal for my mum and me. She gets back at about 6.30pm and we eat our meal together.

After our meal, I usually do my assignments while my mum's doing the washing up. I've just begun an assignment on the French Revolution which is quite interesting. Then I text my friends or call them on my mobile for a chat. Finally, I go to bed between 11.00 and 11.30 every night but sometimes I'm still texting at midnight!

### GRAMMAR

**1** Read the text quickly. How is Diana's day different to yours?

**2** Look at the verbs highlighted in the text. Write them in the correct column in the table. Then say why each tense is used each time.

| Present simple | Present continuous | Present perfect |
|----------------|--------------------|-----------------|
| live           | .....              | .....           |
| .....          | .....              | .....           |
| .....          | .....              | .....           |
| .....          | .....              | .....           |
| .....          | .....              | .....           |
| .....          | .....              | .....           |

**3** Present simple, present continuous or present perfect? Complete the text with the correct form of the verbs in brackets.

My school day (1) starts (start) at 8.00am but I (2) ..... (get up) at 6.30am. First, I (3) ..... (get dressed) and then I (4) ..... (have) breakfast. Every day I (5) ..... (catch) a bus to school. It (6) ..... (leave) at 7.30am.

This year I'm in 10th grade and I (7) ..... (study) a lot of subjects. I (8) ..... (just start) Italian this year. It (9) ..... (be) really interesting. School (10) ..... (finish) at 1.00pm and I always (11) ..... (have) lunch with my friends.

Sometimes we (12) ..... (play) football while we (13) ..... (wait) for the school bus. I (14) ..... (just win) a football competition with my school team.

### SKILLS

**4** Read the text and underline the sequencing words (First ..., etc). What do you think the man's job is?

My dad gets up every day at 4.00am. First he has a shower and puts on his uniform. Then he goes downstairs and has breakfast. He always has a cooked breakfast with bacon, eggs, sausages and beans! Next, he checks his bike and makes sure there are no problems. After that, he cycles to work and sorts everything for the day. Finally, he cycles round lots of houses and delivers things to people.

**5** Put the sentences a-e in the correct order to make a paragraph. Then rewrite the paragraph using these sequencers to improve it.

After that    Finally    First    Next    Then

- a. I go to bed at midnight.
- b. I drive to work.
- c. I get dressed and have breakfast.
- d. I get up at 7.30am.
- e. I work until 5.30pm.

**6** Choose your favourite popstar, film star or sports star. Imagine their daily routine and write a paragraph about it. Remember to use sequencers.



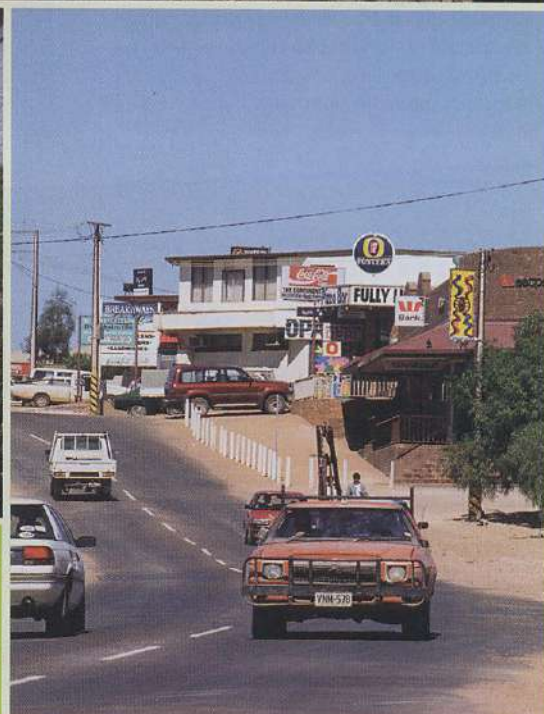
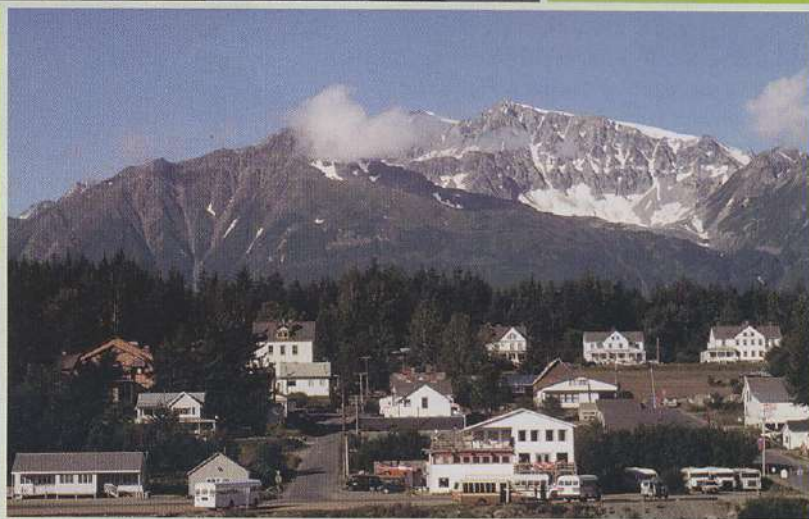
## Module

# 2

# Habitats and homelands

### IN THIS MODULE YOU WILL READ AND HEAR ABOUT:

- ▣ the four nations of the United Kingdom
- ▣ small and remote British islands
- ▣ the natural wonders of the USA and Canada
- ▣ extreme weather in the USA and Australia
- ▣ life in London and in an English village
- ▣ popular music in the USA, Ireland, Jamaica and South Africa
- ▣ a British city



**1** Look at the pictures of the different environments. Which one do you think is of: the USA? Australia? England? Scotland?

**2** In groups, make a list of as many British cities and American states as you can think of. Then compare lists. Which group has the most?



# Four nations



## Northern Ireland

In 1922 the south of Ireland was made independent from Great Britain (England, Scotland and Wales) and became the Republic of Ireland. Northern Ireland remained joined politically to Britain, and the United Kingdom was born. While this was a popular decision with most Irish Protestants, it was unpopular with most of the Catholic population, who wished Ireland to remain a united country. Conflict between these two groups came to crisis point in the 1970s with the terrorist activities of the IRA and the arrival of British soldiers. Even today, the Northern Irish population remains divided between Unionists (or Loyalists), who want to remain a part of the United Kingdom, and Republicans, who oppose it.



## Wales

**Total population** ■ 2.5 million  
**Capital** ■ Cardiff  
**National day** ■ March 1st (St David's Day)  
**National symbols** ■ Dragon, ■ leek, ■ daffodil



## INFORMATION FILE

### Scotland

**Total population** ■ 5 million  
**Capital** ■ Edinburgh  
**National day** ■ November 30th (St Andrew's Day)  
**National symbols** ■ ■ Thistle, ■ tartan



## INFORMATION FILE

### England

**Total population** ■ 49 million  
**Capital** ■ London  
**National day** ■ April 23rd (St George's Day)  
**National symbols** ■ Red rose, lion, bulldog



## Before you read

**1** What's the difference between England, Great Britain and the UK?

## Vocabulary

**2** List the national symbols from the Information Files under these categories.

Plants:

Real animals:

Mythical animals:

Abstract patterns:

## Reading

**3 EP** Read the Information Files on England, Scotland and Wales. Which of the countries:

1. has the largest/smallest population?
2. has a national day in the spring?
3. has a national day in the autumn?
4. has a blue and white flag?
5. has a red, green and white flag?

**4** Read the text about Northern Ireland and answer the questions.

1. How many countries are there in Great Britain?
2. When did the south of Ireland become independent from Britain?
3. How many countries are in the UK?
4. What do Northern Irish Republicans want?
5. What do Northern Irish Unionists want?

## Speaking

**5** Look at the photos in the magazine article. What specific countries do the people in each photo come from? How can you tell?

## Reading

**6 EP** Read the article. Match the beginnings and the endings of the sentences.

1. Welsh and Scottish sportspeople get annoyed when
2. If England and Scotland play a rugby match,
3. People enjoy St Andrew's Day and St David's Day now, but
4. Some buildings in England used to display the Union Jack, but now



# Who are the British?



The UK is a confused nation when it comes to national identity, especially in relation to major sporting events. Commentators proudly refer to the country's internationally successful sportspeople as 'English' if they come specifically from

England. Welsh and Scottish athletes, however, are usually given the general label 'British' without any recognition of their individual homelands. But it's when the countries compete individually, especially against each other, that the idea of a 'united kingdom' becomes completely lost. At football and rugby matches there has been a strong revival of the individual flags, songs and

symbols of England, Scotland and Wales – and there often isn't a Union Jack to be seen.

Away from the sports pitch, the national saints' days of St

David in Wales and St Andrew in Scotland are starting to be marked with large celebrations in the same way that St Patrick's Day has always been celebrated in Ireland. And the flag of St George can be seen in England on public buildings and churches where the Union Jack used to be. With Scotland and Wales now having their

own parliaments, there is even extreme talk of an 'English Independence Movement', and some people are wondering if the United Kingdom will last into the next century.



- they display their own symbols and flags, not British ones.
- they show the English flag.
- they aren't referred to as 'Scottish' or 'Welsh'.
- they didn't use to celebrate them much.

## Listening

7 Listen to teenagers from each of the four countries. Note down where they come from and their ages.

| Name   | Country | Age   |
|--------|---------|-------|
| Dean   | .....   | ..... |
| Claire | .....   | ..... |
| Jason  | .....   | ..... |
| Emma   | .....   | ..... |

8 Listen again. Who feels that they are:

British? .....

Irish? .....

English? .....

Scottish? .....

European? .....

Welsh? .....

## Writing

9 Write a paragraph about your country. Write about the national flag, the national day and the national symbols. Is your country 'united', or are there some parts of it that have a separate identity?



# British islands

Did you know that 'the British Isles' doesn't just mean the two large islands of Britain and Ireland, but hundreds of other small islands around their coasts? Many of these islands are inhabited, and a lot of them are popular tourist destinations.



A

Hi Riccardo!  
Here we are on holiday on Anglesey. That's off the north coast of Wales. It's a large island, and the scenery is typically Welsh – there are mountains and lots of lovely coastline. Today we climbed Holyhead Mountain, so tomorrow we're just going to relax on the beach!  
Love from Fiona



B

## Man, Isle of

**Location:** In the Irish Sea between Great Britain and Ireland.

**Area:** 572 sq. km.

**Climate:** Cool summers and mild winters.

**Geography:** Hills in north and south, valley in centre.

**Population:** 73,873.

**Nationality:** Manx (norse-celtic).

**Languages:** English, but the ancient Manx language is being revived.

**Government:** British dependency with its own parliament called the Tynwald. Elections every 5 years.

C

## Daily flights to the Scilly Isles

The Scilly Isles, with their subtropical climate and exotic flowers, are only 28 miles from Cornwall, and are the most southwesterly point of the British Isles. Enjoy the 20-minute flight from Penzance to St Mary's, the largest island, in one of our helicopters.

### Why not make a day of it?

After exploring St Mary's, you could take a boat to visit the famous tropical gardens and shipwreck museum on the island of Tresco.



### Flight times

Penzance–St Mary's: every half hour from 7.30 to 18.00  
St Mary's–Penzance: every half hour from 8.00 to 18.30

### Fares

£80 adult, £60 child/OAP (day return)

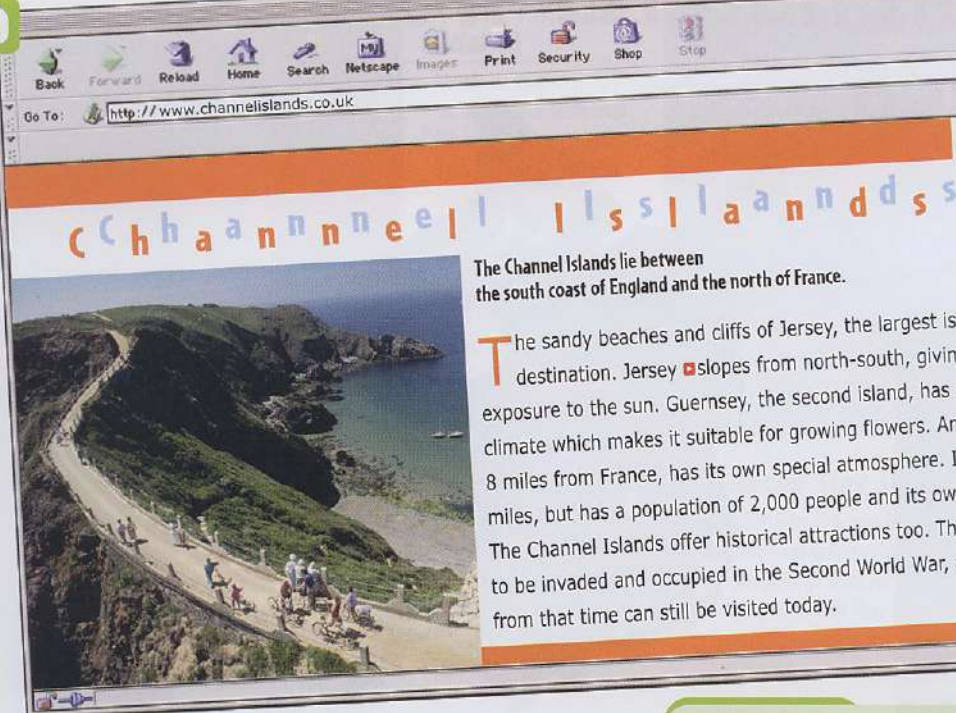


## WORD BANK

**British dependency** a territory that has its own elections and government, but that is ruled by Britain  
**fare** the price of a journey  
**mild** warm and comfortable  
**norse** from ancient Scandinavia

**OAP** old age pensioner  
**shipwreck** the ruins of a ship that has been destroyed at sea  
**to slope** to have an incline from a high point to a low point  
**unmissable** something that you must definitely see

D



The Channel Islands lie between the south coast of England and the north of France.

The sandy beaches and cliffs of Jersey, the largest island, make it a popular tourist destination. Jersey slopes from north-south, giving the whole island maximum exposure to the sun. Guernsey, the second island, has a flatter landscape but a mild climate which makes it suitable for growing flowers. And tiny Alderney, which is only 8 miles from France, has its own special atmosphere. It is only 1.5 miles by 3.5 miles, but has a population of 2,000 people and its own government. The Channel Islands offer historical attractions too. They were the only part of the UK to be invaded and occupied in the Second World War, and hospitals and fortifications from that time can still be visited today.

E

## The Orkney Islands

**Travel information:** Be warned – the Orkney Islands, off the north-east coast of Scotland, are very remote!

**Air:** Flights operate from Glasgow (90 mins), Edinburgh (90 mins) or Aberdeen (45 mins). There are plenty of internal flights within the islands.

**Sea:** Ferries leave Aberdeen in the evening and arrive in Lerwick in the morning.

The geography of the Orkneys is flat and rather uninteresting, and the climate is wet, but the islands' ancient history make them an unmissable destination. There are 1,000 prehistoric monuments here – the most in Europe. And rare birds and flowers are a popular attraction in spring and summer too.



### Vocabulary

1 Find these items in the photos.

beaches cliffs hills a prehistoric monument  
 tropical plants a castle

### Before you read

2 EP Look at the texts quickly. Which text has come from:

1. an encyclopedia?
2. an advertising leaflet?
3. a postcard?
4. a guidebook?
5. a website?

### Reading

3 Read the texts. What are the names of the islands, or groups of islands, that have been enlarged on the map (1-5)?

4 EP Which texts mention:

1. the history of the islands?
2. the climate of the islands?
3. the wildlife of the islands?
4. transport to the islands?
5. the government of the islands?

5 EP Are these sentences true or false?

1. The helicopter flight from Penzance to the Scilly Isles is short.
2. Tresco is the biggest of the Scilly Isles.
3. The Isle of Man is to the east of Great Britain.
4. The Isle of Man has its own language and culture.
5. The Channel Islands are in Scotland.
6. Guernsey has a lot of mountains.
7. You can fly between the different Orkney Islands.
8. There are many ancient sites on the Orkneys.

### Speaking

6 Which of the islands you would most like to visit and why? Which other places in Britain would you like to visit?  
 I'd like to go...  
 I'd also like to visit...

### Writing

7 Write a postcard to an English-speaking friend from one of the islands you've read about, or from any other island that you know.



# The seven natural wonders of America



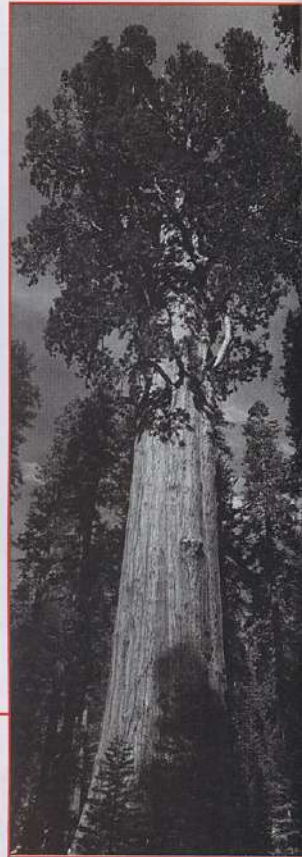
## 1 Death Valley (California)

Death Valley is a 250 km valley between two Californian mountain ranges. It is the hottest and the lowest place in the USA, and at one famous point – Badwater Basin – you arrive at the lowest place in the western hemisphere (86 metres below sea level). Summer temperatures in Death Valley can reach 54 °C, and for several months of the year the average night-time temperature is over 27 °C.



## 2 Giant Redwood and Bristlecone Pine Trees (California)

General Sherman, a giant redwood tree in the Sequoia National Park measuring 84 metres tall, is the largest plant in the world. It is also 3,000 years old, but it isn't the oldest tree in the world! That's also in California. The bristlecone pine grows in the White Mountains, and it is the oldest living thing on earth. The most famous, named Methuselah, is over 4,000 years old.



## 3 The Grand Canyon (Arizona)

The Grand Canyon, eroded over thousands of years by the Colorado River and its tributaries, is 400 km long. It is 2,000 metres deep at its deepest point and 30 km wide at its widest point. It is one of the most important geological sites in the world (some of the rocks are over 1,800 million years old) and it is home to a great diversity of wildlife.

### Before you read

1 Look at the photos. Do you recognise any of these places? Can you locate numbers 3, 5, 6 and 7 on the map?

### Vocabulary

2 Put the adjectives into six pairs of opposites.  
deep high large long low narrow shallow short short small tall wide

### Reading

3 Read the texts quickly. Which of the natural wonders:  
1. are partly in Canada?  
2. are further north than Canada?  
3. are in California?  
4. consist entirely of water?

4 Read the texts again. Complete the tables with the correct statistics.

#### Length

Death Valley: .....  
Grand Canyon: .....

#### Height

General Sherman: .....  
Old Faithful: .....  
Niagara Falls: .....

#### Age

General Sherman: .....  
Methuselah: .....  
Oldest rocks in the Grand Canyon: .....

#### Depth

Death Valley: .....  
Grand Canyon: .....

#### Width

Grand Canyon: .....

#### Size

Lake Superior: .....



## WORD BANK

**to erupt** ■ to eject something violently  
**geyser** ■ a spring that ejects steam and hot water  
**glacier** ■ a large mass of ice  
**range** ■ a group of mountains

**spring** ■ where water comes up from below the ground, forming the start of a river  
**tributary** ■ a small river that flows into a larger river  
**wilderness** ■ a wild, natural place

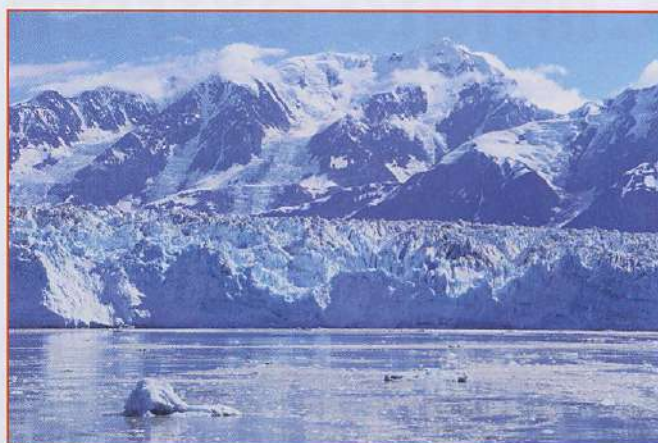


### 4 Old Faithful (Idaho)

Much of the Yellowstone National Park (which extends into Idaho, Montana and Wyoming) is volcanic rock, and there are over 10,000 ■ geysers and hot ■ springs in the park – the biggest concentration in the world. The most famous geyser, called Old Faithful, ■ erupts about every 75 minutes. The eruptions last for 1-5 minutes, and shoot hot water up to 50 metres in the air.

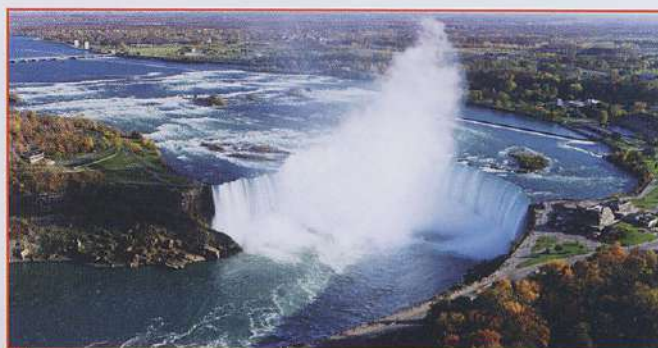
### 5 The Great Lakes (Michigan, Wisconsin, Minnesota and Ontario, Canada)

The Great Lakes (Lakes Superior, Michigan, Huron, Erie and Ontario) form the largest system of fresh water on earth, containing 18% of the world's supply. Lake Superior is the largest and the deepest. It has the largest surface area of any freshwater lake in the world (81,000 sq. km) and holds enough water to cover the entire continents of North and South America with a third of a metre of water.



### 6 Glacier Bay (Alaska)

■ Glacier Bay is a ■ wilderness of mountains, glaciers, estuaries, beaches and lakes which was covered by ice only 200 years ago. The glaciers of Glacier Bay are still retreating, revealing new landscapes every few years. Glacier Bay is now a nature reserve and is used extensively for scientific research.



### 7 Niagara Falls (New York State and Ontario, Canada)

The Niagara Falls are formed where the Niagara River flows between Lake Erie and Lake Ontario. There are two main waterfalls: the Horseshoe Falls in Canada and the American Falls in the USA. The falls are 55 metres high, and 160,000 cubic metres of water flows over them every minute.

## Speaking

**5** How can humans pose a danger to natural features such as the ones in this unit?

## Listening

**6** **EP** **1** You are going to hear a ranger talking about the negative effects of tourism on the Grand Canyon. Guess which of the following environmental problems he will talk about, then listen and see if you were right.

- ☐ litter
- ☐ fires
- ☐ danger to animals
- ☐ erosion of paths
- ☐ noise
- ☐ traffic
- ☐ vandalism

## 7 **1** Listen again and answer the questions.

1. How many people visit the Grand Canyon each year?
2. What two problems can pollution cause in the canyon?
3. Which two months does the ranger say are particularly hot and dry?
4. What are two ways in which visitors start fires?
5. Why should visitors not feed the animals in the canyon (two reasons)?

## Speaking

**8** Discuss in pairs. What are the most-visited attractions in your country (natural or man-made)? Are they being damaged by tourism? Is anything being done to preserve them?



# Climate extremes

**H**ow does the weather affect your day-to-day life? Does it influence what clothes you put on? Whether you put an umbrella in your bag or not? In certain parts of the world, people's actual survival depends on the way that they adapt their lives to the extreme weather conditions of their environments.

## Extreme heat

Temperatures in the Australian outback – the central desert area of Australia – can often exceed 50 °C for the summer months. New houses are sometimes specifically situated towards the east or west, to avoid the summer sun. Their roofs are insulated to stop heat getting in, and their wood is specially treated to resist the heat. Due to the strength of the sun over

this part of the world, Australia has the highest rate of skin cancer in the world. Since 1981, there has been an official campaign by the Australian government to encourage Australians to protect their skin from the sun. Forest fires are another result of consistently high temperatures. These have become more and more common in the past few years, even happening around the city of Sydney.



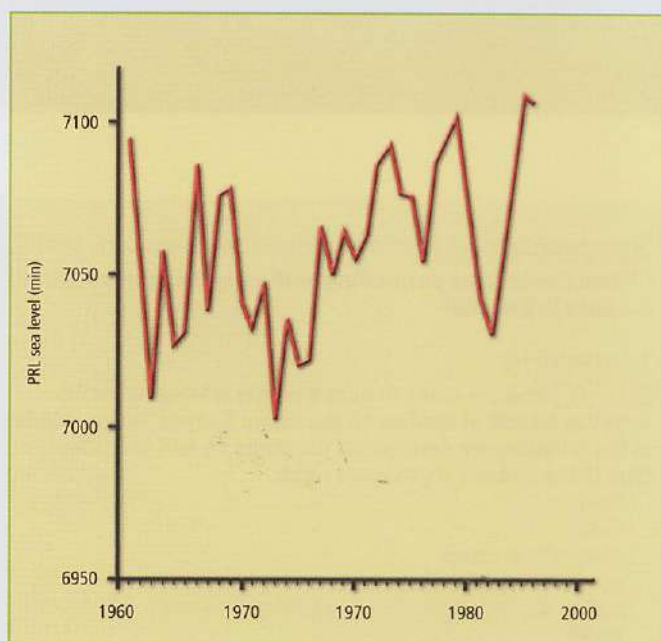
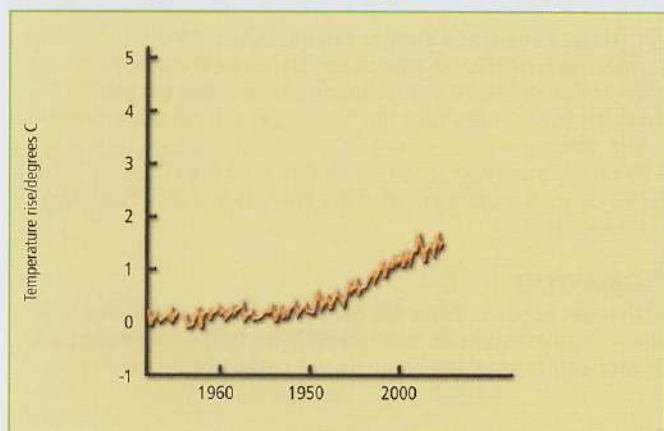
## Snow and extreme cold

Valdez in Northern Alaska is used to battling against the elements. The town was relocated in 1964 after an earthquake and tidal wave completely destroyed it, and it currently has the record snowfall for the whole continent of North America – 7.7 metres per year. Snow and ice are part of daily life for Alaskans. Many towns, including the state capital Juneau, are accessible only by sea or by air, as roads either don't exist or are blocked for most of the year. Some houses are built without excavating any foundations, and most have special strong roofs to support the snow, and features such as windows that only open inwards so that they aren't ripped off by the Arctic wind.



## Change in sea level in Newlyn, Cornwall, UK

## Global temperature rise due to greenhouse gas emissions





## WORD BANK

cellar ■ underground room  
concrete ■ cement + sand + water  
crust ■ hard outer covering  
funnel ■ a utensil with a wide mouth that gradually reduces to a small hole  
inwards ■ towards the interior of something  
on average ■ normally

to pull down ■ to destroy  
to rip ■ to tear one thing violently from another  
to shelter ■ to cover and protect yourself  
shutter ■ a cover for a window  
to spin ■ to turn quickly  
worth ■ value

## Hurricanes

Thanks to its coastal location and tropical climate, Florida is the American state most regularly hit by hurricanes. ■ On average a hurricane happens along the Florida coast every 3 years. Most cause some damage to buildings and vehicles but some, such as Hurricane Andrew in 1992, can cause devastation. Andrew was the worst hurricane in America's history and caused 65 deaths and \$26 billion ■ worth of damage to property. Not surprisingly, Floridians spend a lot of money protecting their homes from hurricane damage. They

prefer ■ concrete walls to wooden or metal constructions, and most windows and doors have hurricane ■ shutters. Some new houses are also being built with special reinforced rooms for ■ sheltering from hurricanes.

## Tornadoes

Tornadoes happen during storms when warm air and strong winds begin to ■ spin upwards. These distinct ■ funnel-shaped winds can cause great damage along their paths. Central states such as Kansas and Oklahoma see the majority of the USA's tornadoes. In fact, there is a famous tornado 'route' through ten midwestern states which is known as 'Tornado Alley'. Homes in that area often have storm ■ cellars where families can shelter from the weather.

## Earthquakes

The San Andreas Fault is a break in the Earth's ■ crust that lies underneath California, causing several small earthquakes every year. Most of the earthquakes are not even noticeable, and the last large one happened in 1994. However, a catastrophic earthquake nearly destroyed San Francisco in 1906. Scientists say that it is possible that another massive earthquake may happen in the future, but they predict that they will recognise the warning signs years before it happens. As a precaution against earthquakes, some older buildings in Californian cities are being ■ pulled down, and there is very little new building along the fault line itself.



## Vocabulary

### 1 Match the natural disasters to their definitions.

- |               |                                                                               |
|---------------|-------------------------------------------------------------------------------|
| 1. earthquake | a. a storm with severe winds, often in coastal areas                          |
| 2. hurricane  | b. a storm where winds turn around a central point                            |
| 3. tidal wave | c. movement of the surface of the earth, caused by activity below the surface |
| 4. tornado    | d. a gigantic sea wave                                                        |

### 2 Read the text quickly and note down all the words that you can find connected to weather.

## Reading

### 3 EP Read the text again and match the weather conditions to the geographical areas.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. earthquakes                   | a. Australia                     |
| 2. extreme heat and forest fires | b. central USA                   |
| 3. hurricanes                    | c. northern USA                  |
| 4. snow and extreme cold         | d. southeastern coast of the USA |
| 5. tornadoes                     | e. western coast of the USA      |

### 4 Answer the questions about the text.

- What health problem does the sun cause in Australia?
- Why was Valdez rebuilt in the 1960s?

### 3. Can you drive to the state capital of Alaska?

- How often do hurricanes hit the Florida coast, on average?
- Where do most of the USA's tornadoes happen?
- When was the last serious earthquake in California?
- Why do scientists say that people should not panic about a future major earthquake in California?

### 5 How are houses and house-building in certain areas of the USA and Australia influenced by the extreme weather conditions there?

## Speaking

### 6 Look at the graphs showing climate change over the last 60 years and answer the questions.

- Which graph shows information about the world, and which graph shows information about Britain only?
- What do the horizontal axes of both graphs indicate?
- What does the vertical axis of the first graph indicate?
- What does the vertical axis of the second graph indicate?
- What do you think might have caused these changes?

## Writing

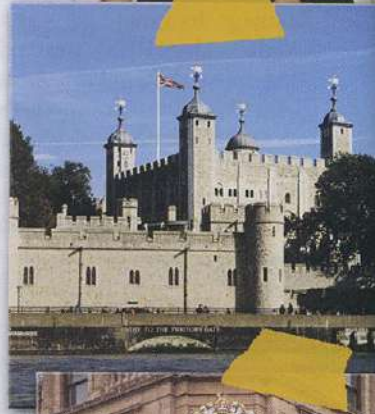
### 7 Write about the climate in your country. Which regions get which type of weather? Do any regions get extreme weather? Has the climate changed over the last 100 years?



## Town...

My home – love it or hate it!  
by Ali Khazan

- A** I live in Blackheath in South London. London's one of the largest and most exciting cities in the world, and there are advantages and disadvantages to living here.
- B** The main advantage is that there's a lot to do and see. In the centre of London there are tourist attractions like Madam Tussaud's and the Science Museum, and there are all kinds of parks and historic buildings. I suppose that we don't always make the most of it. We only visit places like the Tower of London when one of our relatives comes to visit!
- C** Secondly, London is a great place for entertainment. All the new films come here first, and if we want to go to a pop concert or a big sports events, there's always something right on our doorstep. And of course the shopping is great – there's everything from department stores like Harrods to Camden Market.
- D** Another advantage of living in London is that you can travel easily and quickly across the city on the underground. And we've got railway stations and airports to take you anywhere in the world.
- E** Lastly, London is truly cosmopolitan. Kids at my school are from lots of different cultures, but that doesn't stop us being friends. It's good to mix with people from different backgrounds. It stops you from becoming narrowminded.
- F** But there are some major problems if you live in London. Like most other capital cities, it is noisy, polluted and congested with traffic. The traffic problem is so bad that they have recently introduced a congestion charge for central London. Drivers now have to pay if they want to take their cars to the city centre. Hopefully that will improve the situation.
- G** Secondly, things are very expensive here – apparently it's more expensive to live here than to live in any American city. For example, if you go to the cinema in the centre of London it can cost you £12. And to go just one stop on the underground can cost you nearly £1.
- H** But the worst problem about living in London is that, in general, people aren't very friendly. Nobody will talk to strangers or help people in the street if they are in trouble. They don't trust each other, and I think that's because they are scared of becoming victims of crime. London has the highest crime rate in the country.
- I** But in spite of these negative points, I still wouldn't want to live outside of London. It's my home – love it or hate it!





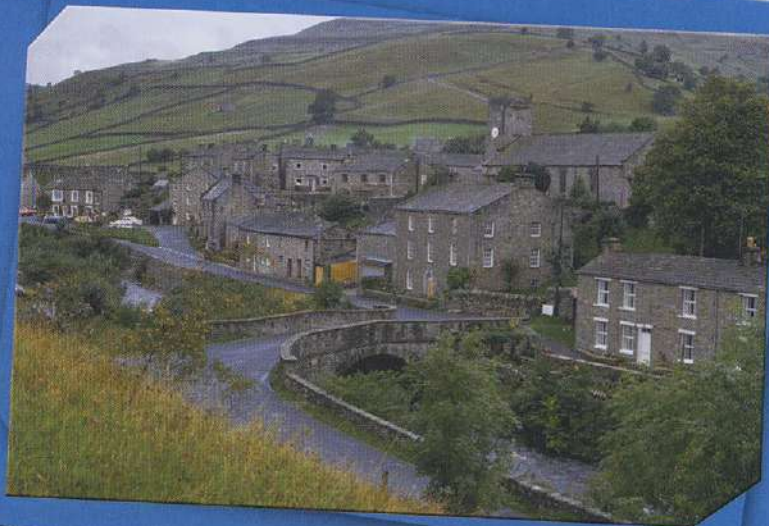
**background** ■ the type of home and family that someone has  
**charge** ■ demand for money  
**in spite of** ■ ignoring

**make the most of something** ■ use something for your benefit  
**narrowminded** ■ conservative and prejudiced  
**on your doorstep** ■ very near to your home

## ...and country

Dear Leo  
 Thanks for your letter.  
 I thought you would like  
 a postcard from my home town,  
 Gladwell. As you can see,  
 it isn't exactly New York!  
 It's only a small village in  
 Yorkshire, in the north of England.  
 About 500 people live here.  
 We've got a village pub and a church  
 - that's all! But it's in a very  
 beautiful area, and I like village life.  
 I'll send you a long letter soon.  
 love,  
 Alice

Leo Donovan  
 Apt 3A  
 183, East 88th Street  
 New York  
 NY 32091  
 USA



### Before you read

**1** The places in the photos on page 30 are all in London. Can you identify any of them? Can you think of any other famous places in London?

### Reading

**2 EP** Read Ali's essay. Match the paragraphs A-I with these topics.

- |                                   |                            |
|-----------------------------------|----------------------------|
| ..... Conclusion                  | ..... Leisure Choices      |
| ..... Crime and People's Attitude | ..... Multicultural London |
| ..... Environmental Problems      | ..... The Cost of Living   |
| ..... Introduction                | ..... Famous Sights        |
|                                   | ..... Transport            |

**3** Find the names of all the places in the photographs in Ali's essay.

**4 EP** Complete the summary of the essay. Use these words:

activities expense home multicultural principal shops  
 unfriendliness variety

For Ali, the .....(1) advantage of living in London is the .....(2) of things that there are to see and do. He thinks that the .....(3), the choice of leisure .....(4) and the transport are good, and he likes the fact that London is a .....(5) city. The disadvantages for him are the traffic, the .....(6), people's .....(7) and the crime, but he doesn't want to leave his .....(8).

**5** Read the postcard and find out:

1. the name of the village.
2. where it is.
3. how many people live there.
4. what facilities it has got.

### Speaking

**6** Is living in the country better than living in the city? What are the advantages and disadvantages of living in a small village?

### Listening

**7 1** Listen to Alice talking about her life in Gladwell. Find at least two advantages and two disadvantages of living there that she mentions.

**8 1** Listen again and answer the questions.

1. Why did the village shop have to close?
2. What other facility in the village might close?
3. Does Alice think that everyone in the village is friendly?
4. What time does the last bus leave from the village?
5. How many buses are there on Sundays?

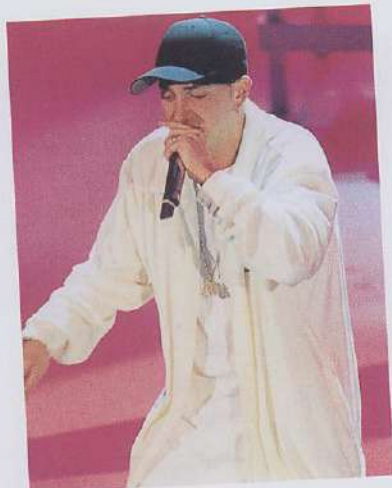
### Writing

**9** Write a paragraph about the contrast between rural and urban life in your country. What problems are there for people who live in the cities or in the country?



# Soundtrack

## A world of music



Eminem

### ►► Lose Yourself

#### Urban USA

These styles of music evolved in the 1970s in New York and Los Angeles. Black youths started to mix rhythms and melodies from existing records and then add poetry about their lives on the streets. The lyrics of their records are often confrontational and competitive, and most of them deal with modern social problems. Eminem is one of the few successful white artists in this type of music.

Shania Twain

### ►► You're Still the One

#### Rural USA

This type of music developed in the 1920s from the folk music of the midwestern states of the USA, and it has a distinct 'cowboy' feel to it. Nashville, Tennessee, is the official home of this type of music, and it is still growing in popularity today. Garth Brooks, one of its top artists, has sold over 100 million albums, and is the most popular solo artist of all time. In recent years Shania Twain has given this music a stylish modern look.



No woman, no cry (repeat 4 times)

'Cause I remember when we used to sit  
 In the government yard in Trenchtown  
 Observing the hypocrites  
 As they would mingle with the good people we meet  
 Good friends we have had, oh good friends we've lost  
 along the way  
 In this bright future you can't forget your past  
 So dry your tears I say

No woman, no cry  
 No woman, no cry  
 Little darlin' don't shed no tears  
 No woman, no cry

Said, said, said I remember when we used to sit  
 In the government yard in Trenchtown  
 And then Georgie would make the fire light  
 Log wood burnin' through the night  
 Then we would cook corn meal porridge  
 Of which I'll share with you

My feet is my only carriage  
 So I've got to push on through  
 But while I'm gone...

Ev'rything's gonna be alright (repeat 8 times)

So, no woman, no cry  
 No, no woman, no woman, no cry  
 Oh, little darling, don't shed no tears  
 No woman, no cry

No woman, no woman, no woman, no cry  
 No woman, no cry  
 Oh, my little darlin' please don't shed no tears  
 No woman, no cry, yeah

Bob Marley

### ►► No Woman No Cry

#### Jamaica

Popular music is a key part of everyday life in Jamaica, even forming a part of the island's Rastafarian religion. Its superstar was Bob Marley who came to world recognition in the 1970s and 80s, and today Jamaican music has evolved into 'dancehall', an electronic form of dance music.





## WORD BANK

**ballad** ■ a slow, romantic song  
**carriage** ■ horse-drawn transport  
**confrontational** ■ angrily opposing something  
**corn meal porridge** ■ flour made from corn, cooked with a liquid  
**log wood** ■ wood cut for a fire

**to mingle** ■ to be mixed with  
**to rely on** ■ to depend on  
**to shed** ■ to release  
**unaccompanied** ■ without any musical instruments  
**whistle** ■ a simple cheap metal instrument, like a flute



Enya

### ►► Orinoco Flow

#### Ireland

Irish folk music has evolved over hundreds of years and **relies** on the voice and traditional instruments such as the harp, violin, drum and **whistle**. The two different sides to Irish music are energetic dance music and haunting **ballads** with lyrics that tell a story. Enya, from County Donegal, came to fame in the 1990s. Her melodic vocals keep the traditional Irish feel to her songs, but she uses electronic synthesisers widely too.



Ladysmith Black Mambazo

### ►► Rain, Rain, Beautiful Rain

#### South Africa

Black South African miners, forced to work far away from home, developed a style of competitive, **unaccompanied** singing to help pass their days. Ladysmith Black Mambazo, a choir who sing in this style and who took their name from their home town of Ladysmith, came to international notice in the 1980s. Their music maintains the traditional African singing style and uses lyrics with a religious theme, sometimes in their native Zulu language and sometimes in English.



### Before you read

1 Who are your favourite singers? What countries do they come from?

### Vocabulary

2 Look at the map. Which countries do you associate with the following types of music? Insert them in the correct text.  
*traditional Celtic music rap traditional Zulu music reggae country and western hip-hop*

### Reading

3 **EP** Read the texts. Match the events to the decades.  
 1920s 1970s 1980s 1990s

- Enya became popular.
- Bob Marley was most famous.
- Hip-hop music began.
- Ladysmith Black Mambazo became world-famous.
- Country and western music began.

4 Answer the questions about the texts.

- Which town is the country and western capital of the USA?
- Who is the biggest-selling solo recording artist of all time?

3. In which two American cities did hip-hop begin?

4. Why is Eminem's success unusual?

5. Which instruments are common in Celtic music?

6. In which industry did Ladysmith Black Mambazo's style of singing originate?

7. Which languages do Ladysmith Black Mambazo sing in?

### Listening

5 **1** Listen to the song *No Woman No Cry* by Bob Marley, then look at the lyrics. Say which of these features you think are important in a reggae song.

- Romantic lyrics
- Political or social message
- Use of a lot of different instruments
- Beat and rhythm

### Speaking

6 Discuss in pairs. Does your country have a traditional form of music? Do you like it? What are the most popular forms of music in your country?

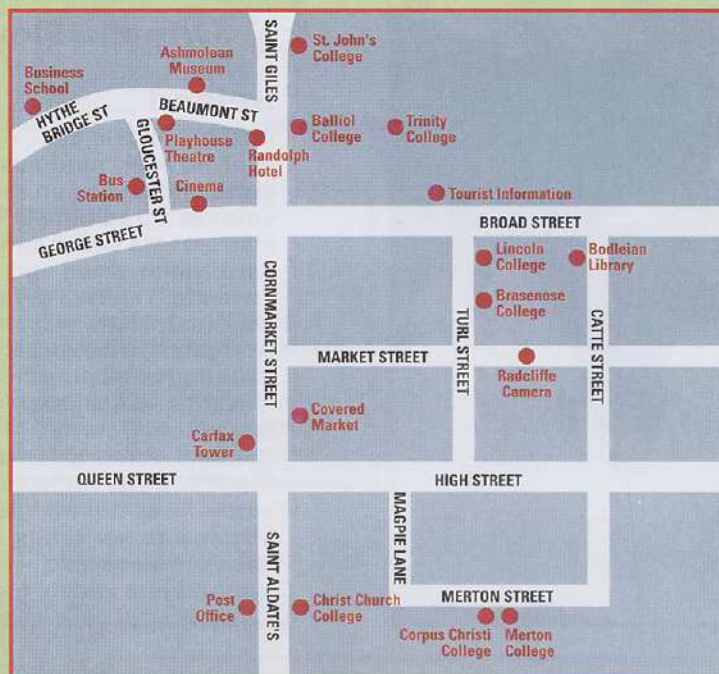


## Language & Culture

### Old or new, big or small, Oxford's got it all!

The city of Oxford is situated 50 miles west of London. The Cotswold hills are just beyond Oxford where you can get some lovely views over the West Country from the higher points, and the River Thames starts its journey near the city. Oxford is famous for its University and its colleges.

One of the best ways to see the beautiful buildings and architecture is to do a walking tour around the centre. You can visit the university's largest college, Christ Church, and visit England's smallest cathedral there! Go to Merton Street where you can see some of Oxford's most beautiful architecture. Merton College is one of the three oldest colleges in Oxford with the oldest library in the country. If you want to see some bigger colleges, Balliol and Saint John's are further out of town, so taking a bus is a better idea. If it's more modern architecture you prefer then go to see the new Business School near the railway station.



### GRAMMAR

**1** Read the description of Oxford and find the places that it mentions on the map.

**2** Complete the table with words from the text.

| Adjective  | Comparative | Superlative |
|------------|-------------|-------------|
| (1) .....  | older       | (2) .....   |
| (3) .....  | newer       | newest      |
| (4) .....  | (5) .....   | biggest     |
| (6) .....  | smaller     | (7) .....   |
| (8) .....  | lovelier    | loveliest   |
| high       | (9) .....   | highest     |
| (10) ..... | more famous | most famous |
| good       | (11) .....  | best        |
| large      | larger      | (12) .....  |
| far        | (13) .....  | furthest    |
| modern     | (14) .....  | most modern |

**3** Look at the map. Complete the sentences with the correct prepositions of place.

*behind between in in front of near next to  
on the left on the right opposite under*

- The main post office is ..... Christ Church college.
- Corpus Christi college is ..... Merton College.
- If you walk down Cornmarket Street, Carfax Tower is .....
- The covered market is ..... the High Street and Market Street.
- From the High Street, Lincoln College is ..... Brasenose College.
- The cinema on George Street is ..... the Playhouse Theatre.
- The smallest cathedral in England is ..... Christ Church college.

- The river Cherwell passes ..... Magdalen bridge.
- From Saint Giles, Balliol College is ..... Trinity College.
- If you walk down Beaumont Street from Saint Giles, the Playhouse Theatre is .....

### SKILLS

**4** Someone is asking for directions at the Tourist Information Office. Complete the dialogue with the correct expressions. Use the map to help you.

*Go straight across Thank you very much Can you tell me  
Keep on the right hand side turn left into  
Walk straight down You can't miss it  
Is it far from here? go past*

**Tourist:** Excuse me. (1) *Can you tell me* where the nearest post office is?

**Local:** Yes, of course.

**Tourist:** (2) ..... ?

**Local:** Well, not too far. You can walk there in about five minutes. We're in Broad Street just now. You need to walk to the crossroads with George Street and (3) ..... Cornmarket Street. (4) ..... Cornmarket Street, (5) ..... all the shops until you come to the traffic lights at the bottom. (6) ..... the traffic lights onto Saint Aldate's. (7) ..... and after a short distance, about 50 metres down Saint Aldate's, you'll see the main post office. (8) .....

**Tourist:** (9) .....

**Local:** Good luck!

**5** You're outside the main post office in Oxford. In pairs, use the map of the centre to ask for and give directions to these places:

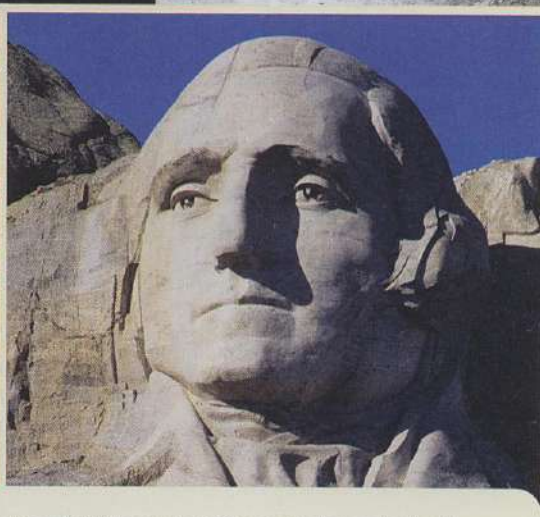
- The Randolph Hotel
- The Playhouse Theatre
- Christ Church College
- The bus station
- The cinema in George Street
- The tourist information office



# Links with the past

## IN THIS MODULE YOU WILL READ AND HEAR ABOUT:

- the history of Britain from the Roman occupation to Elizabeth I
- the story of British colonisation from Elizabethan to Victorian times
- ordinary British people's experience of the two World Wars
- the history of the USA from the 17th to the 19th century
- ways of reporting the news in the USA in the 20th century
- piracy and the slave trade in Jamaica
- the early history of Australia



**1** Look at the photos on this page. Do you know any of the people? Can you put them in chronological order? What part did they play in British and American history?

**2** Match these dates with the events in British and American history.

1066  
1534  
1776  
1914  
1929  
1945  
1969

- a. The USA declares independence from Britain.
- b. The Second World War ends.
- c. The beginning of the Great Depression in the USA.
- d. The Normans invade Britain.
- e. An American man walks on the moon.
- f. England breaks away from the Catholic church.
- g. The First World War begins.



# England: a historical tour



## Heritage Holidays

Discover England's fascinating early history on our exclusive non-stop one-week tour.

### DAY 1 ▼

#### Hastings, East Sussex

Our first stop is the beach at Hastings where William the Conqueror's armies arrived from Normandy in 1066, then we visit Battle Abbey, built by William to celebrate his victory, and watch actors in period costume re-enact the battle and the death of the English King Harold.

### DAY 2 ▼

#### Tilbury Fort, Essex

Elizabeth I's reign was a golden age of sea exploration, discovery and military victory.



On the second day of our tour we visit the exact spot where, in 1588, Elizabeth gave her famous speech to her troops on the day before they faced the much superior Spanish Armada – and defeated them!

### DAY 3 ▼

#### The Tower of London



London's most famous landmark was built by William the Conqueror in 1078, but its best-known historical connections are with the Tudor monarchs. Two of Henry VIII's six wives, Anne Boleyn and Catherine Howard, were beheaded

here at his command. After his death, his daughter Elizabeth was imprisoned here by her older sister Mary. But when Mary died in 1558, she was obliged to make Elizabeth her successor.

### DAY 4 ▼

#### morning - Stonehenge, Wiltshire afternoon - Bath, Somerset

On Day 4 we visit the West Country, stopping at mysterious Stonehenge, built by the native Celtic Britons around 2000 BC, and then spending the afternoon at Bath – once the Roman spa town of Aquae Sulis ('the waters of the goddess Sulis'). The tour includes a visit to the famous hot springs and Roman baths.



### Vocabulary

1 Write these words in the correct column of the table.

abbey army battle fort invasion kingdom  
monarch monastery navy occupation reign  
successor defeat troops victory

| Kings and queens | Military action | Religion |
|------------------|-----------------|----------|
|                  |                 |          |

### Before you read

2 The people and places in the pictures are all important in English history. Can you identify any of them?

### Reading

3 Complete the table with the missing dates and names from the text.

#### English history - key dates

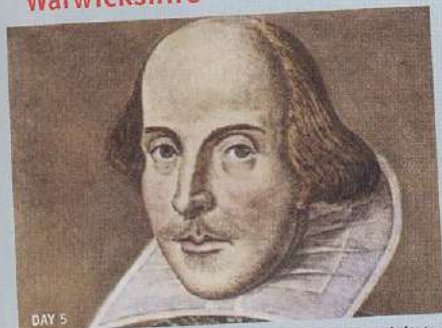
| Date      | Event                                                    |
|-----------|----------------------------------------------------------|
| .....     | Stonehenge built by native Britons                       |
| .....     | Roman invasion of Britain under Julius Caesar            |
| .....     | Norman invasion of Britain under .....                   |
| 1509-1547 | Reign of King ..... VIII                                 |
| .....     | England breaks with Rome and forms the Church of England |
| 1553-1558 | Reign of Queen ..... I                                   |
| 1558-1603 | Reign of Queen ..... I                                   |
| .....     | Defeat of the Spanish Armada                             |



to behead ▢ to kill someone by cutting their head off  
 dissolution ▢ breaking up  
 goddess ▢ a female god  
 landmark ▢ a prominent feature in the landscape  
 legion ▢ a division of the Roman army (consisting of about 5,000 men)

to re-enact ▢ to re-create by using drama  
 spa ▢ a town where there is a mineral spring  
 spring ▢ where water comes up from under the ground  
 tribe ▢ an ethnic group of people  
 to wail ▢ to make a sound like a miserable cry

## DAY 5 ▼

Stratford-on-Avon,  
Warwickshire

No tour of England is complete without a visit to Elizabethan Stratford-on-Avon, birthplace of the most famous writer of that age - William Shakespeare - and home to many historic buildings. In the evening we will see a play at the world-famous Royal Shakespeare Theatre.

## DAY 6 ▼

## Fountains Abbey, Yorkshire

On Day 6 we travel north and visit the majestic ruins of Fountains Abbey, perhaps the best



example of the destruction caused by Henry VIII's ▢ Dissolution of the Monasteries (1536-40) when Henry sold all the buildings and land that belonged to the Catholic monasteries. The King had broken away from the Catholic church in 1534 and made himself the Supreme Head of the Church of England.

## DAY 7 ▼

Hadrian's Wall,  
Northumberland

On our final day we visit the most famous symbol of the Roman occupation of Britain - Hadrian's Wall. Although Julius Caesar led the first invasion of Britain in 55 BC, it was under the Emperor Hadrian that the Roman ▢ legions reached the most northern point of their Empire and built a wall from coast-to-coast as protection against the Scottish ▢ tribes.



Whisky and haggis

tartan and kilt



kilt and bagpipes

## Optional

## Scottish History Tour

(Days 8-11)

Why not extend your holiday and take our optional four-day tour of Scotland too?

You'll learn all about the origins of these famous symbols of Scotland:

- ◆ **the haggis:** some say that this Scottish favourite (meat and cereal cooked inside a sheep's stomach) originally came from Scandinavia.
- ◆ **whisky:** was it made accidentally in medieval times, when wet cereal was left to ferment?
- ◆ **bagpipes:** used to frighten enemies with their terrible ▢ wailing sound, perhaps these musical instruments were brought to Scotland by the Romans.
- ◆ **the kilt:** worn by Scottish tribes because it allowed them to move easily, it was warm, and it could also be used as a blanket.

## 4 Answer the questions.

- Why did the Romans build Hadrian's Wall?
- What was the Roman name for the city of Bath?
- What famous Roman site can you still visit there?
- Who fought the Battle of Hastings, and who won?
- Who built the Tower of London, and when?
- Name three famous female prisoners at the Tower of London.
- What happened to the Catholic monasteries during Henry VIII's reign?
- Who was the monarch during Shakespeare's lifetime?

## Vocabulary

## 5 Read the text about the Scottish tour. Name:

- a Scottish musical instrument.
- an article of Scottish clothing.
- a Scottish drink.
- a type of Scottish food.

## 6 EP Which of the things from exercise 5:

- could be used to sleep in?
- were used as protection from enemies?
- might have originated without the help of humans?
- gave freedom of movement?
- might have come from a country outside Scotland?

## Speaking

7 What was happening in your country during these periods of history? Who were the key people and which places are associated with them?

## Writing

8 Write a table of key dates for your country, like the one in exercise 3.



# Britain's colonial past

## Food from the Colonies

How did the following everyday foods shape the history of Britain, Ireland and the USA?

### Spices



In 1600 the East India Company was formed under Elizabeth I to compete with Dutch traders in the oriental spice trade. The company was given a monopoly on all goods imported to England from Asia. From the 1750s the company became more ambitious, starting to invade and conquer parts of India. It was now the biggest company in the world, and also an unofficial arm of the British government. When Queen Victoria came to the throne in 1837, the whole of India was under British rule, and she was made Empress of India. When she died in 1901, the British Empire had expanded so much that it included one fifth of the total population of the world.



Queen Victoria with Indian servants.

### Sugar



As tea and coffee grew in popularity in Britain in the 18th century, the demand for sugar to sweeten them also grew. Sugar plantations in the West Indies owned by European colonists needed more workers, so their owners imported slaves from West Africa. A circular trade developed and islands such as Jamaica and the Bahamas became British colonies. Ships from Britain carried cotton and metal goods to Africa, where they were traded for slaves, who were taken on a three-month voyage to the West Indies. They were traded with the plantation owners for sugar, and the sugar returned to Britain. Georgian Britain, especially the ports of Liverpool and Bristol, grew rich on the profits of the slave trade, turning a blind eye to the cruelty and the suffering involved.

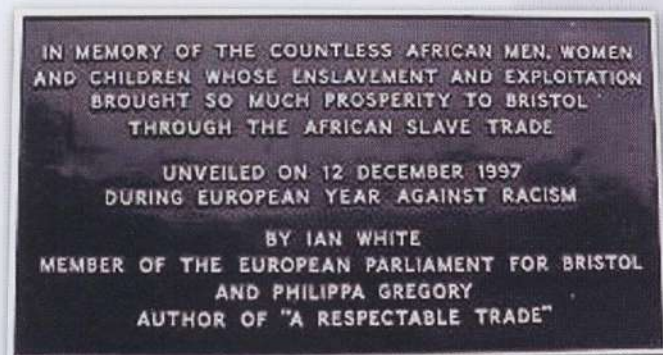


The slave trade.

## Healing the past

In recent years Bristol City Council has begun to publicly acknowledge the contribution that the slave trade made to the city's wealth. In 1999 a foot bridge named Pero's Bridge was opened, named after an African slave who was the servant to a rich Bristol family, and the plaque below can be seen on the wall of the city's Industrial Museum.

This letter appeared in the Bristol Evening Post about the possibility of building a new concert hall to replace the city's old one. The old concert hall is named after Edward Colston, a businessman who became rich from the slave trade in the 18th century.



Dear Sir,  
 I have been reading with interest the letter regarding the Colston Hall debate. I think it's a shame that we have to think about changing its name.  
 I am sure that most Bristol people feel the same way. As Bristol was heavily involved in the slave trade, why don't we rename Bristol?  
 I wonder if people who are against Colston drive Japanese or German cars. Do they have any Japanese or German electrical equipment? I bet they do.  
 We forgave the Germans for bombing our city – surely we can forgive Edward Colston for the things that he did. So, please, let Mr Colston rest in peace as we have made peace with people who have wronged us in the past.



## WORD BANK

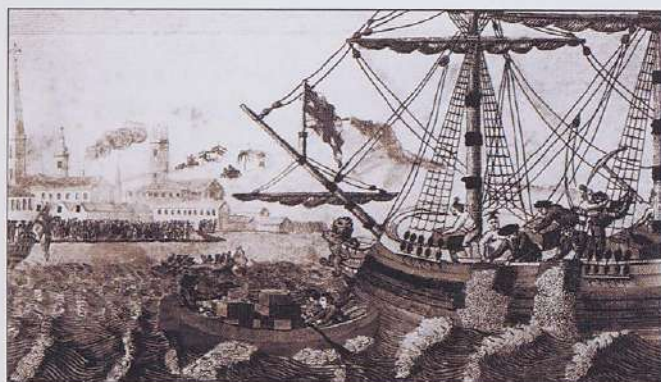
**crop** ■ plants grown for human use  
**to forgive** ■ to pardon  
**the Georgian period** ■ the period 1714-1830 in Britain, when Georges I, II and III were the kings  
**goods** ■ things that are bought and sold

**to sweeten** ■ to make sweet  
**to turn a blind eye** ■ to ignore something that you know is wrong  
**to wrong** ■ to hurt or offend  
**yield** ■ the amount produced in a crop

## Tea



The East India Company also held a monopoly on the import of Chinese tea, which became popular and fashionable in the 18th century. Trading posts around China such as Singapore and Hong Kong soon became colonies. At the same time, people in America, which the British had colonised in Elizabethan times, were protesting about high taxes on the import of common goods from England. A revolutionary group called the Sons of Liberty began turning back British tea ships from American ports, and in 1773 they threw tea worth thousands of pounds into Boston Harbour. The 'Boston Tea Party' was the first of many acts of rebellion that quickly led to war with England and, in 1776, to American independence.



*Americans throwing the cargoes of the Tea Ships into the River, at Boston*

The Boston Tea Party in 1773.

## Potatoes



Potatoes, originally from Colombia, were introduced to England by Elizabethan explorers. Sir Walter Raleigh grew them on his land in Ireland, which in those days was under British rule. The Irish, poor and constantly at war internally or with the English, began to rely on this crop, which was easy to grow and produced a good yield. The poorest families ate nothing else. But in the 1840s a fungus infected the crops and more than one million people died of hunger. Another two million emigrated, mostly to North America, and a de-populated Ireland remained under British rule until 1922.



The Irish potato famine of the 1840s.

### Before you read

1 Look quickly at the *English everywhere* units in this book. Which countries do they deal with? Why do you think that there are so many English-speaking countries in the world? How did the English language travel so far?

2 Look at the photos of the foods. How could these things have helped to spread British influence around the world?

### Vocabulary

3 Complete the table with words from the texts.

| verb        | noun (the person) | noun (the place) |
|-------------|-------------------|------------------|
| to colonise | .....             | .....            |
| to .....    | .....             | settlement       |
| to trade    | .....             | .....            |

### Reading

4 Insert the names of the countries in the correct sentences.

America China Hong Kong India Ireland  
 Jamaica Singapore

1. .... and .... became British colonies as a result of the tea trade in the 18th century.

- ..... became a British colony as a result of the sugar trade in the 18th century.
- ..... became a British colony as a result of the spice trade in the 18th century.
- ..... was a British colony from medieval times until 1922.
- ..... was a British colony from the 16th century until 1776.
- ..... was never a British colony.

5 Look at the texts about Bristol on page 38 and answer the questions.

- Who was Pero?
- What is significant about naming a bridge after him?
- Why was 1997 an appropriate year to put up a plaque in memory of African slaves?
- What position did Ian White have in 1997?
- What do you think Philippa Gregory's book is about?
- Who was Edward Colston?
- What does the writer of the letter think about Edward Colston?

### Speaking

6 Do you think that Britain should feel guilty about its involvement in the slave trade? Do gestures like the ones made by Bristol City Council help to heal the past? Discuss with the class.



# The British at war

A

1917

April 2nd  
Arrived at Roisel. Large town, only one house standing. After clearing out explosives we occupy it. The streets are beyond description. Beds, etc, mixed up with kitchen utensils all over the town. Rode back to tell the rest to follow on. It's a regular blizzard, very cold. Had a look around several wine cellars. Nothing left.

April 5th  
They shell the roads every time any troops move. Kept us awake last night. Expected to get shelled any minute. All around us every evening the Infantry pass on their way to the front line, and the Medical Corps start to bring back the wounded. Hundreds pass here every day. The majority help each other down, poor devils.

April 7th  
Our troops always pass by whistling or singing, but the papers lie regarding the coming back. The poor fellows can hardly keep their eyes open or have enough strength to walk.

April 9th  
Easter Day, but no holiday. All days are the same here. In fact, we get mixed up what day it is sometimes or what date of the month it is.

April 11th  
Rotten cold day, snowing. They've stopped the rum rations. Hard luck.



B

They have been teaching us bayonet fighting today and I can tell you it makes your arms ache, when you lunge out at an imaginary enemy with the rifle at arm's length. I think with this hard training they will either make a man of me or kill me. You ought to see me in my shrapnel helmet and gas mask, it would make you laugh, especially as the helmet wobbles from side to side every time I walk.

Yes, I got my food alright ... and you can bet I always go for supper. I am taking your advice and eating all I can.

Yes, I did remember Dolly's birthday, and I have sent her a little badge of my Regiment which she asked for.

Hoping you are quite well.  
From your loving son

## Before you read

1 How was your country involved in the First and the Second World Wars? What dates do you give to those wars in your country?

2 EP Match these captions to the texts A-D.

1. British public information poster from World War II.
2. Extract from the diary of Thomas Howes, an English soldier who fought in World War I in France and Belgium.
3. Government leaflet delivered to every house in Britain in 1940.
4. Letter to his father from Ted Poole, who joined the British army in 1918 and was killed at the age of 18.

## Vocabulary

3 Match the military words to their definitions.

- |               |                                                             |
|---------------|-------------------------------------------------------------|
| 1. shrapnel   | a. exploding missile                                        |
| 2. Cavalry    | b. the point on a battlefield where soldiers meet the enemy |
| 3. shell      | c. sharp point fixed to a gun                               |
| 4. bayonet    | d. soldiers on foot                                         |
| 5. Infantry   | e. soldiers on horses                                       |
| 6. front line | f. pieces of metal – the results of an explosion            |



## WORD BANK

**A.R.P. warden** ■ member of the Air Raid Patrol who gave instructions to the public about bomb attacks from the air  
**to ache** ■ to hurt  
**beyond description** ■ impossible to describe  
**blizzard** ■ bad snowstorm  
**cellar** ■ underground room  
**to clear out** ■ to remove

**fake** ■ non genuine  
**fellow** ■ man  
**to get mixed up** ■ to be confused  
**to keep watch** ■ to be observant  
**to lunge out** ■ to make a sudden forward movement  
**to stay put** ■ to not move  
**to wobble** ■ to move dangerously, as if going to fall

## C

Issued by the Ministry of Information in co-operation with the War Office and the Ministry of Home Security

# If the INVADER comes

## WHAT TO DO - AND HOW TO DO IT

**I**  
 If the Germans come, by parachute, aeroplane or ship, you must remain where you are. The order is ■ 'Stay put'.

**II**  
 Do not believe rumours and do not spread them. When you receive an order, make quite sure that it is a true order and not a ■ fake order. Most of you know your policemen and your ■ A.R.P. wardens by sight. You can trust them.

**III**  
 ■ Keep watch. If you see anything suspicious, note it carefully and go at once to the nearest police officer or station, or to the nearest military officer.

**IV**  
 Do not give any German anything. Do not tell him anything. Hide your food and your bicycles. Hide your maps. See that the enemy gets no petrol.

**V**  
 Be ready to help the military in any way, but do not block roads until ordered to do so by the military authorities.

**VI**  
 In factories and shops, all managers and workmen should organise some system for resisting a sudden attack.

**VII**  
 Think before you act, but think always of your country before you think of yourself.

Part of London in ruins.



## D

## Come and help with the VICTORY HARVEST



## You are needed in the fields!

APPLY TO NEAREST EMPLOYMENT EXCHANGE FOR LEAFLET & ENROLMENT FORM  
 OR WRITE DIRECT TO THE DEPARTMENT OF AGRICULTURE FOR SCOTLAND  
 15 GROSVENOR STREET, EDINBURGH.

## Reading

**4** Answer the questions about the two First World War texts.

1. What was the weather like near the front line in France in April 1917?
2. What reference does Thomas Howes make to newspaper reports of the war?
3. What did Ted Poole think about his military training?
4. What two questions do you think his father had asked him in an earlier letter?

**5 EP** Match these commands to the instructions I-VII in the Second World War leaflet.

- a. Be observant.
- b. Hide things that the invader needs.
- c. Make a plan for your place of work.
- d. Don't move.
- e. Put the needs of your country first.
- f. Don't follow false orders.
- g. Wait for commands before you act.

**6** What is the intention of the poster?

## Before you listen

**7** Were any members of your family directly involved in the First or Second World War? Do you know anyone who remembers the Second World War?

## Listening

**8** Listen to Betty remembering what it was like to be a teenager in England during the Second World War and answer the questions.

1. How old was Betty during the war?
2. What does she remember about the day that Britain entered the war?
3. What was her father's job? Did he go to war?
4. What happened to her home town during the war?
5. What did she do in 1945?
6. What are her feelings about the war now?

## Speaking

**9** Does the British experience of the First and Second World Wars seem similar or different to people's experience in your country?



# History at the movies



## AMERICA: Revolution and War

Through the summer, the Arts Cinema presents a season of films based on American history in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries.



**JULY 5<sup>TH</sup>**

### Gone with the Wind (1939)

We open our season with this popular classic. ■ Set in Georgia during the south's war against the northern states, *Gone with the Wind* tells the story of how Scarlett O'Hara sees her traditional way of life destroyed, and how she rebuilds a life for herself and her family.



**JULY 27<sup>TH</sup>**

### The Scarlet Letter (1995)

Set in a community of early ■ settlers in east-coast New England, the film stars Demi Moore as Hester Prynne, whose husband is in England and who has a baby that cannot be his.



Hester is punished by the villagers, but her story shows the ■ hypocrisy of the religious community she lives in.

**JULY 12<sup>TH</sup>**

### How the West was Won (1962)

A classic western starring some of American cinema's biggest names, including John Wayne, Henry Fonda and James Stewart. This epic story shows us three generations of a 19<sup>th</sup>-century family as they travel from the east coast to ■ establish a new community in the west.



**AUGUST 3<sup>RD</sup>**

### Amistad (1997)

Steven Spielberg's *Amistad* reveals the terrible treatment that slaves received during their transportation by ship to America. It concentrates on the real-life ■ trial of a group of



African slaves who, in 1839, revolted on ship and killed their masters.

**JULY 19<sup>TH</sup>**

### The Last of the Mohicans (1992)

Based on Cooper's classic book, Daniel Day Lewis plays Hawkeye, a white man ■ raised by the native Mohicans, who fights on the side of the British against the French in their colonisation of North America and Canada.



**AUGUST 10<sup>TH</sup>**

### The Patriot (2000)

Mel Gibson stars in this story of America's fight for independence from British rule. Gibson plays a plantation owner who is at first ■ reluctant to fight against the British, but who gradually realises that his country's freedom and future depend on it.





## WORD BANK

to ban ☐ to make illegal  
to establish ☐ to build from nothing  
hypocrisy ☐ telling people what to do, but not doing it yourself  
to raise (a person) ☐ to help and look after someone as they grow  
reluctant ☐ not wanting to

to set (a story) ☐ to locate in time or place  
settlers ☐ the first people to build a community somewhere  
to surrender ☐ to stop fighting and agree to lose  
trial ☐ a legal process of judgement

## Landmarks in American history

### A European Settlement and the French Wars

In the 17th century, settlers from England and from Holland started to make their home in America. Many of them were from small religious groups who suffered persecution in Europe. In the 18th century, France fought England for control of Canada and the northern border. Both sides used the help of Native Americans, but England won the war in 1763.

### B The War of Independence

After the French Wars, some US states began to rebel against control and taxation by England and its king, George III. In



1776, thirteen states declared independence from England. A war between the English army and the Americans lasted until 1781, when the United States of America became an independent country.

### C The Civil War

In the 19th century, states were created in the west, where settlers took land from the Native Americans and farmed it. The southern states used many slaves from Africa and the Caribbean on their plantations, but the northern states wanted to ☐ ban slavery. In 1861, eleven southern states left the USA and set up their own Confederacy. A civil war lasted until 1865, when the southern states ☐ surrendered and their slaves were freed.

Left: Declaration of Independence, 4 July 1776, by John Trumbull.

Right: Artillery unit on parade at their camp during the American Civil War.



## Before you read

1 Do you know any of the films in the photos on page 42? Do you know who the stars are or what the films are about?

## Reading

2 EP Read the paragraphs about American history and the stories of the films. Which period of history (A, B or C) does each of the films deal with?

3 EP Complete the table with the missing dates and the names of the films.

| Date                | Event                                    | Film  |
|---------------------|------------------------------------------|-------|
| 17th century        | English Puritan settlers move to America | ..... |
| 17th - 19th century | The use of slavery in the south          | ..... |
| ..... century       | The French Wars                          | ..... |
| 17 .....            | The Declaration of Independence          | ..... |
| ..... century       | Settlement in the western states         | ..... |
| 18 ..... - 18 ..... | The American Civil War                   | ..... |

4 Answer the questions about paragraphs A, B and C. Who:

1. won the French Wars?
2. won the War of Independence?
3. won the American Civil War?

4. was King of England in 1776?
5. helped the Europeans in the French Wars?
6. were forced to work on American plantations?

## Listening

5 EP 1 Listen to someone giving his opinion about *The Patriot*. Circle his general opinion of the following things.

| The main character                                                | The story                                                         | The dialogue                                                      | The camerawork                                                    | The historical accuracy                                           |
|-------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> <input type="radio"/> | <input type="radio"/> <input type="radio"/> <input type="radio"/> |

6 1 Listen again and note down the reasons for his opinions.

## Speaking

7 If you have seen any of these films, tell the class your opinion of them. Talk about: the characters, the story, the camerawork, the music.



# The USA: making the news in the 20<sup>th</sup> century

In 1999 the Newseum, a museum of journalism in Virginia, USA, asked journalists and historians to select the top 100 news stories of the 20th century. Here are their top 10.

- |    |                                                                |       |
|----|----------------------------------------------------------------|-------|
| 1  | Atomic bomb dropped on Hiroshima, Nagasaki                     | 1945  |
| 2  | First man walks on the moon                                    | ..... |
| 3  | Japan bombs Pearl Harbor. USA enters World War II              | ..... |
| 4  | The Wright brothers fly the first powered aeroplane            | ..... |
| 5  | Women in the USA given the right to vote                       | ..... |
| 6  | President John F. Kennedy assassinated in Dallas               | ..... |
| 7  | Nazi concentration camps exposed                               | ..... |
| 8  | World War I begins in Europe                                   | ..... |
| 9  | The end of racial segregation in US schools                    | ..... |
| 10 | The US stock market crashes. Beginning of the Great Depression | ..... |





## Reporting the century

During the Great Depression of the 1930s, when the USA suffered financial crisis, poverty and hunger, President Franklin D. Roosevelt began a series of radio **■** broadcasts in which he addressed the American people in a friendly, informal way. These fifteen-minute talks, broadcast in the evenings, became known as his 'fireside chats'. They made a great impression on the people, helping to sustain their morale through difficult times. On December 8th, 1941, the day after the Japanese attack on the US navy at Pearl Harbor, 90 million Americans listened to Roosevelt refer to December 7th as 'a date which will live in infamy' and ask Congress to declare war on Japan. The declaration happened the same day, and Roosevelt's fireside chats continued throughout the war.

Although radio was the most popular form of mass media during the Second World War, around 100 million Americans also watched images of the war's events at their local cinemas each week. Short news films, called 'newsreels', were made by film companies such as Fox and Paramount, often with a propaganda **■** slant, and shown before every main film. They were **■** updated twice a week so that audiences could be

informed of important events of the war, such as the dropping of the atomic bomb and the death of the president in 1945.

The USA was the world's first 'TV society', with 90% of American homes owning a TV by 1960. In 1969, when 600 million people watched the first moon landings on TV, over a third of the audience was American. It was the biggest TV audience in the medium's history, even though the pictures, received by a satellite station in

Australia, were black and white and indistinct. The American networks showed continuous **■** coverage of Apollo 11's three-day journey from Florida to the moon. When Neil Armstrong, Buzz Aldrin and Michael Collins entered the moon's orbit it was the middle of the night. There were no video recorders in those days, so the networks told **■** viewers to go to sleep with the TV sound turned down low, and promised to wake them with a loud alarm just before the spacecraft landed.



### Before you listen

- 1 Which of the events in the top ten list are illustrated by the photos on page 44?
- 2 Can you put the events from the top ten list into chronological order? Do you know the exact years of any of them?

### Listening

- 3 **EP** Listen and check your answers. Complete the missing years in the top ten list.

### Speaking

- 4 What different ways of reporting the news can you think of? Which of these forms of communication existed before the 1970s?

### Reading

- 5 Read the text. Which form of media is covered in each paragraph? Which form of media isn't covered?

### Answer the questions about the text.

- 1 Who was the President of the USA during the Great Depression and the Second World War?
- 2 What were his 'fireside chats'?
- 3 On which date did the USA declare war on Japan?
- 4 What were newsreels?
- 5 How often was a new newsreel shown to the public in US cinemas?
- 6 How many people watched the first moon landings on TV in 1969?
- 7 What were the names of the three astronauts?
- 8 Where on earth were the pictures received from space?

### Speaking

- 7 Discuss. Is the list on page 44 a fair summary of world events of the 20th century, or is it too 'American'? What were the important 20th century events for your country?

### Writing

- 8 Write your own list of top ten 20th century events, either for the world or for your own country.



# English everywhere

## Jamaica

In 1655, Jamaica, a Spanish colony, was taken by the British and became notorious as a base for piracy. The unofficial capital, Port Royal, was the biggest port in the English colonies at that time, populated by pirates, slave traders, runaway slaves and criminals.



A historical print of Captain Kidd and his pirates.

### WELCOME TO PORT ROYAL

Once called "the richest and wickedest city in the world", Port Royal was also the virtual capital of Jamaica. To it came men of all races, treasures of silks, doubloons and gold from Spanish ships, looted on the high seas by the notorious "Brethren of the Coast" as the pirates were called. From here sailed the fleets of Henry Morgan, later lieutenant-governor of Jamaica, for the sacking of Camaguey, Maracaibo and Panama, and died here despite the ministrations of his Jamaican folk doctor. Admirals Lord Nelson and Benbow, the chilling Edward "Blackbeard" Teach were among its inhabitants. The town flourished for 52 years until at 20 minutes to noon, June 7, 1692, it was partially buried in the sea by an earthquake.

*Jamaica National Heritage Trust*

A typical market selling tropical fruit.



### INFORMATION FILE

#### Jamaica

- Total area ■ 11,000 sq. km
- Total population ■ 2.7 million
- Ethnic mix ■ 91% Black  
9% Other
- Capital ■ Kingston
- Popul. of capital ■ 600,000
- Government ■ A democracy with a prime minister. Granted independence from the UK in 1962
- Climate ■ Coast: tropical, hot, humid  
Interior: milder



#### Before you read

1 Do you know anything about Jamaica? Can you name any Jamaican towns or any famous Jamaicans? What type of music is the country famous for?

#### Reading

2 Look at the map and read the Information File on Jamaica. Answer the questions.

1. Does Jamaica share a border with any other countries?
2. Where in the country is its capital city?
3. How many people live in the capital city?
4. When did Jamaica become an independent state?
5. Is it hotter on the coast or inside the country?



## WORD BANK

brethren ■ brothers  
chilling ■ very frightening  
dubloon ■ gold coin  
fleet ■ group of ships  
to flourish ■ to be rich and successful  
to loot ■ to steal

ministrations ■ care  
piracy ■ robbery at sea  
sacking ■ destruction and robbery  
strike ■ when workers protest by refusing to work  
wicked ■ evil, morally bad



# Montego Bay

## Walking Tours

Begin your tour at Sam Sharpe Square, named after the slave who led the Christmas Rebellion of 1831. In the 18th century, Jamaica was the largest producer of sugar in the world and British plantation owners imported 700,000 slaves from West Africa. Although the slave trade was officially abolished by the British government in 1807, Jamaican plantation owners refused to give up their slaves. Sam Sharpe was an educated slave and a Baptist preacher who lived in Montego Bay. By reading newspapers, he learned about the abolition movement and he spread the word among his fellow slaves. He organised a peaceful strike for the 28th of December, just after the Christmas holiday, when he knew that the sugar cane was ready and needed to be cut quickly, but other slaves grew violent and the government sent soldiers to end the rebellion. 300 slaves were executed for their part in the protest, including Sharpe, who was hanged in this square in 1832.

Take a look at 'The Cage' in the northwest corner of the square – a prison built in 1806 for runaway slaves and drunk British sailors. Its bell was rung at 2pm every afternoon to warn slaves from the country that they had an hour in which to leave the town.



A British plantation owner in a 19th century print.

### 3 Read the plaque about Port Royal and answer the questions.

1. What did people call Port Royal in the 17th century?
2. The plaque mentions four men: Morgan, Nelson, Benbow and Teach. Which two do you think were pirates and which two do you think were officers in the navy?
3. How was the town destroyed?

### 4 EP Read the extract from the tourist guide. Are the following statements true or false?

1. Sam Sharpe was a free man.
2. He knew about the abolition of slavery in Britain.
3. He wanted to make a violent protest against slavery.
4. He wanted to protest at the end of December because it was an important time for sugar-growing.
5. He was killed during the rebellion.
6. Slaves from the country had to leave Montego Bay at 3pm every day.

## Vocabulary

5 EP Complete the sentences with new nouns formed from the words in brackets. All the missing nouns can be found in this unit.

1. The main business of Port Royal was ..... (pirate)
2. Slaves were imported to work on British ..... (plant)
3. Slaves were the property of their ..... (own)
4. During a ....., slaves attacked their masters. (rebel)
5. The ..... of ..... in Jamaica didn't happen until 1838. (abolish/slave)
6. Jamaica celebrates ..... Day on the first Monday in August. (independent)
7. Jamaica now has 2.7 million ..... (inhabit)

## Speaking

6 Do you think that Jamaica sounds like an interesting place to visit? If you went there, would you be more interested in its history, or in its hot weather and beaches?



# Language & Culture

## A short history of Australia

**1** Australia's first people **were** the Aborigines. They have occupied the continent for at least 50,000 years, and before the Europeans **arrived** in 1788 their population was probably between 300,000 and 750,000. They **occupied** a lot of the northern territory.

**2** Although Captain James Cook **had sailed** the length of the east coast in 1770 the British **did not settle** in Australia until 1788. The first ships arrived and brought 1,000 **convicts** from England. They called the area where they **landed** New South Wales.

**3** Historians still argue today about why the British settled in Australia. Some say that Britain **was trying** to find new places to send convicts because British prisons were too crowded. Others say that the British wanted to use Australia's natural resources or that they **were attempting** to stop other Europeans from claiming Australia.

**4** Australia's white population grew slowly after 1788. Most of the people were either convicts or former convicts who **had finished** their **sentences**.

**5** In the 1830s, more migrants arrived in Australia from Britain looking for a new life. Sheep farming **had already developed** and many people found jobs on farms. New colonies appeared called Victoria, Western Australia, Tasmania and Queensland. They later **became** the States of the Commonwealth of Australia.

**convicts** ■ people found guilty of a crime

**sentence** ■ the punishment given to someone who has committed a crime

Captain Cook landing at Van Diemen's Land, now Tasmania, in 1777.

### GRAMMAR

**1** Read the text *A short history of Australia* quickly and find out why the British first settled in Australia.

**2** Look at the verbs highlighted in the text. Write them in the correct column in the table. Then say why each tense is used each time.

| Past simple | Past continuous | Past perfect |
|-------------|-----------------|--------------|
| were        | .....           | .....        |
| .....       | .....           | .....        |
| .....       | .....           | .....        |
| .....       | .....           | .....        |
| .....       | .....           | .....        |
| .....       | .....           | .....        |

**3** Complete the text below with the correct form of the verb in brackets (past simple, past continuous or past perfect).

The Aborigines (1) *were* (be) the first Australians. There are fewer aborigines now than when the European settlers (2) ..... (arrive) because a lot of Aborigines (3) ..... (die) from diseases brought by the settlers. In 1921, there (4) ..... (be) only 61,000 Aborigines in Australia. By 1991, this number (5) ..... (increase) to 270,000, which is approximately 1.5% of the Australian population.

After the European settlement in Australia in 1788, almost 5 million people from 200 different countries (6) ..... (immigrate) to Australia. They (7) ..... (look) for new lives away from problems in their own countries and they (8) ..... (hope) to start new lives. They (9) ..... (find) new lives in Australia and (10) ..... (make) it their home. If the British (11) ..... (not invade) Australia in 1788 it could have been very different.

### SKILLS

**4** Read the text again and match the paragraphs (1-5) with the topics below.

- Why the British settled in Australia.
- Growth of the white population.
- Development of the States of the Commonwealth.
- Australia's first people.
- The British settlement of Australia.

**5** Read the text again. Delete any sentences which you think repeat information or give non-essential information.

**6** Now look at the remaining sentences. Can you rewrite any of them so that they give the same information but using fewer words?

**7** Now write a summary in 90 words. Use linkers (*and, but, then, etc.*) to join the sentences that you selected and shortened so that the summary reads smoothly.



# Module

# 4

## States and systems

### IN THIS MODULE YOU WILL READ AND HEAR ABOUT:

- the British parliament and recent changes in the system
- how the British monarchy has faced crises and survived
- the US constitution
- the US legal system
- national days in Britain, the USA and Ireland
- pop music as a form of political protest
- the US government



1



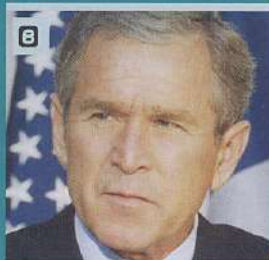
2



A



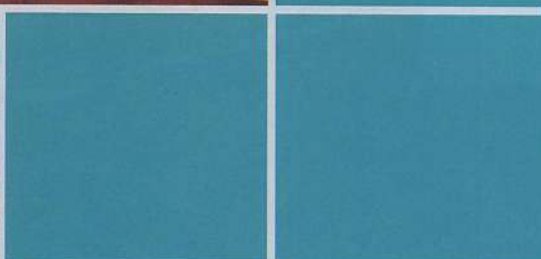
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3



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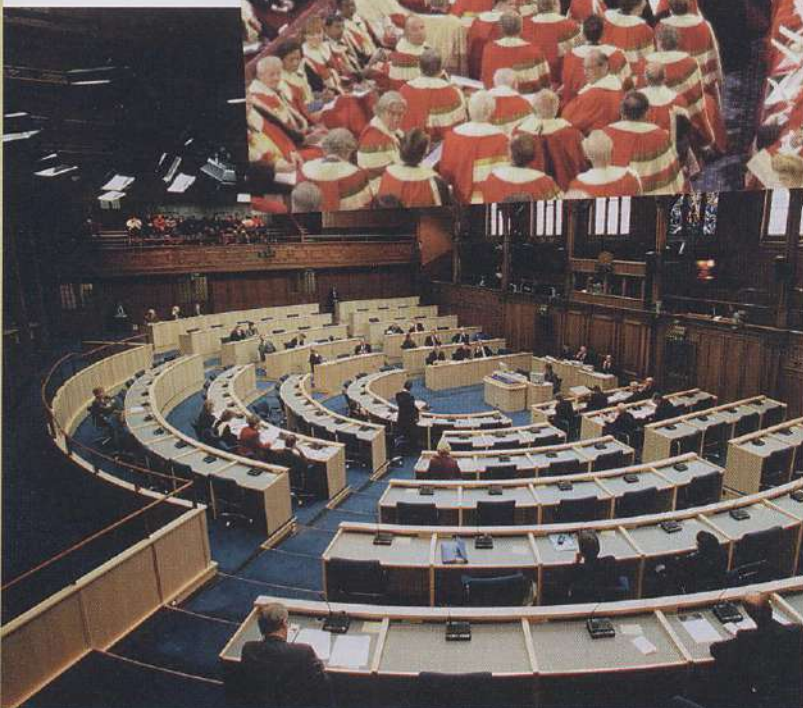
**1** Can you name any of the people or the buildings?  
Which country do they belong to: Britain or the  
USA?

**2** Match the people in the photos (A-D) to the  
buildings (1-4).



# UK parliament: tradition...

In the 14th century, the British parliament split into two divisions, the House of Lords, which included the bishops and the aristocracy (or 'peers'), and the House of Commons, which included representatives of the ordinary people. The two Houses still exist today, but over the centuries the elected House of Commons has become the more powerful. The Lords, whose members are not elected and who traditionally inherited their seat in the House from their fathers, no longer have the automatic right to block new laws. The British parliament is one of the oldest parliamentary systems in the world, and foreigners are often puzzled by some of its ancient customs. During debates in the House of Commons, for example, members are not permitted to refer to each other by name, but must use the title "The Honourable Member". The Lord Chancellor, who controls debates in the House of Lords, must sit on the 'woolsack', a seat filled with wool that originated in the 14th century when wool was a symbol of Britain's prosperity. The position of the Lord Chancellor will soon be abolished. This is just one of the radical changes that have been imposed on the 700-year-old parliament in recent years, including the creation of a separate Scottish Parliament and Welsh and Northern Irish Assemblies.



## Vocabulary

1 Match the political words to their definitions.

- |              |                                   |
|--------------|-----------------------------------|
| 1. candidate | a. to ask for people's votes      |
| 2. to stand  | b. a position in parliament       |
| 3. to elect  | c. a formal, controlled argument  |
| 4. seat      | d. to give someone the most votes |
| 5. debate    | e. a law that parliament passes   |
| 6. Act       | f. a person who wants your vote   |

## Before you read

2 Do you know what the photos on this page represent? What is an English Lord?

## Reading

3 Read the text on this page and answer the questions.

- Which has the most political power – the House of Lords or the House of Commons?
- Which House has members who used to inherit their places in parliament?
- What must members of the House of Commons call each other during debates?
- Who sits on 'the woolsack'?
- What is its symbolic meaning?



to back ■ to support  
to be tried ■ to be legally judged  
Bill ■ a proposal for a new law  
bishop ■ a high rank of priest

by-election ■ an election for a single seat in parliament that happens when someone dies or resigns  
to launch ■ to start  
puzzled ■ confused  
turnout ■ the number of voters that vote in an election

## ...and change

### LORD'S PROPOSAL FOR A LOWER VOTING AGE

Conservative peer Lord Lucas of Crudwell and Dingwall has proposed a new voting age of 16, and a campaign supporting his Bill has been launched at the Houses of Parliament. The Votes at 16 Campaign is backed by a wide range of political and youth groups, and the reformers have a strong case. At sixteen, they argue, young people can leave school, marry (without parental consent in Scotland), be company directors, be tried in a Crown Court and join some sections of the armed forces.

#### British voter turnout in recent elections

##### General (national) elections

| 1997 | 2001 |
|------|------|
| 72%  | 59%  |

##### Local (council) elections

| 1998 | 2003 |
|------|------|
| 29%  | 35%  |

##### European elections

| 1994 | 1999 |
|------|------|
| 36%  | 23%  |

March 24<sup>th</sup> 2003

THE GUARDIAN

## Peers stand in Lords by-election

The son of a war hero and the grandson of a prime minister are among the 81 candidates standing in a House of Lords by-election tomorrow, following the death in January of hereditary peer Viscount Oxfuird.

Lord Oxfuird was one of 92 peers with inherited titles allowed to stay in parliament after the passing of the House of Lords Act in November 1999, when more than 600 dukes, marquesses, earls, viscounts and barons lost

their hereditary right to a seat in the House.

The 92 hereditaries were allowed to stay as a concession to the opposition and the government agreed that any of the 92 who died would be replaced in a by-election.

**4 EP** Read the two texts on this page and choose the correct alternatives.

- Lord Lucas wants people to be able to
  - marry
  - join the army
  - vote when they are 16.
- His supporters think that 16-year-olds are old enough for this because:
  - they already understand a lot about politics.
  - they already have a lot of responsibilities.
  - people in other countries can vote at that age.
- In 1999, the government took away seats in parliament from
  - 92 hereditary peers.
  - nearly all hereditary peers.
  - members of the House of Commons.
- When a hereditary peer now dies,
  - an election takes place.
  - their son inherits their position in parliament.
  - their position in parliament disappears.

#### Before you listen

**5** Look at the statistics about voter turnout in British elections. Why do you think the statistics are like this? How often, roughly, do the British have elections?

#### Listening

**6** Listen to two young British people talking about politics. For each person, answer these questions.

- How old are they?
- Are they interested in politics?
- Have they ever voted?
- Are they going to vote in the local elections?
- Would they like the voting age to be lowered to 16?
- Why (not)?

#### Speaking

**7** Discuss in pairs. How often do you have elections in your country? Do you think that more or fewer people vote than in Britain? What is the attitude of young people in your country to politics?

#### Writing

**8** Research the answers to the following questions, then write a paragraph about the way your country is governed.

- > Is the parliament divided into different houses, like the UK parliament?
- > How many members of parliament are there?
- > How often are they elected?
- > What are the main political parties?
- > What is the leader of the government called?
- > How is he/she chosen?
- > What party does the current leader belong to?



# The ups and downs of the British monarchy

The British people have had a monarchy for over a thousand years. The relationship between the monarch and the people has suffered some serious crises in the country's history, but the monarchy always seems to recover.

## Revolution: Charles I

The biggest crisis in the monarchy's history came in 1649 when the king was actually condemned to death by parliament. Charles I wanted the monarchy to have more power, and in 1629 he dismissed the parliament and ruled for 11 years without it. In 1642 a Civil War broke out between the Royalists and the supporters of parliament, the Roundheads under Oliver Cromwell. The Roundheads won, Charles was beheaded and the monarchy abolished. England was, in effect, a republic for 11 years, governed by a Lord Protector (first Cromwell and then his son). But in 1660 the age of the Restoration began when Charles's son, Charles II, was made king.



King Charles I.



Queen Victoria celebrating her Diamond Jubilee in 1901.

## Retirement: Victoria

When Queen Victoria's husband, Prince Albert, died in 1861, the Queen suffered a terrible depression. She withdrew from public life and spent more time at her palaces in Scotland and on the Isle of Wight than she did in London. For over 20 years she performed no national duties. People became critical of the monarchy and, in a time of huge industrial and scientific progress, members of parliament began to talk about republicanism. But Victoria recovered and in 1897 her Diamond Jubilee, celebrating a record 60 years on the throne, was a great public relations success with huge processions, ceremonies and public celebrations.

### Before you read

1 Can you identify any of the royal people in the photos? Can you name any members of the current British royal family?

### Vocabulary

2 Complete these 'royal' words. Find them in the texts if you are not sure.

1. The son of a monarch is a p.....
2. The daughter of a monarch is a p.....
3. The special chair which a monarch sits on is a th.....
4. The ceremony where a monarch is created is a c.....
5. The person who will become the next monarch is the current monarch's h.....
6. A royal residence is a p.....

### Reading

3 Complete the table with the correct dates from the text.

|       |                                                |
|-------|------------------------------------------------|
| ..... | The English Civil War begins                   |
| ..... | The execution of Charles I                     |
| ..... | The Restoration of the monarchy                |
| ..... | Death of Prince Albert                         |
| ..... | Victoria celebrates 60 years on the throne     |
| ..... | Edward VIII becomes king                       |
| ..... | Edward VIII abdicates                          |
| ..... | Elizabeth II becomes queen                     |
| ..... | Prince Charles marries Princess Diana          |
| ..... | Prince Charles and Princess Diana divorce      |
| ..... | Princess Diana dies                            |
| ..... | Elizabeth II celebrates 50 years on the throne |

4 **GP** Which British king or queen:

1. became less popular immediately after the death of Princess Diana?
2. became very private when her husband died?
3. came to the throne because his brother abandoned it?
4. couldn't get married and become monarch?
5. had a coronation in 1660?
6. wanted to take power away from parliament?

5 Read the newspaper article on page 53 and answer the questions.

1. Find:
  - a. the name of the Queen's husband.
  - b. the name of the Queen's residence in London.
  - c. the name of the street in front of her residence.
  - d. the titles of two patriotic songs.
2. How many members of the public, according to the writer, sang to the Queen on her jubilee day?
3. Why do you think the crowd was 'red, white and blue'?
4. What impression do you get of the success of the jubilee celebrations?

### Before you listen

6 Can you name any of Queen Elizabeth's children or grandchildren?

### Listen

7 **1** Listen to Gary, Emma and Linda giving their views on the monarchy. Who supports the monarchy, who opposes it and who has no strong feelings about it?



## WORD BANK

**boost** ■ an improvement  
**cheer** ■ when people shout to show their appreciation  
**to crown** ■ to be the climax of  
**to discharge** ■ to do a duty  
**drop** ■ reduction  
**low-key** ■ not very visible

**outdated** ■ old-fashioned  
**to perform** ■ to do  
**rendition** ■ performance  
**to threaten** ■ to promise danger  
**thunderous** ■ as loud as thunder  
**to withdraw** ■ to retire from other people's company

## Abdication: Edward VIII

When George V died in January 1936, his heir Edward was in love with a twice-divorced American woman, Wallis Simpson. His family and the government disapproved of Mrs Simpson, but Edward wanted to marry her. In the end he was forced to choose between his love and the throne, and he chose to abandon the throne. In December of that year, five months before his planned coronation and with war ■ threatening the world, Edward VIII addressed the nation by radio and told them that "I have found it impossible to carry on the heavy burden of responsibility and to ■ discharge the duties of king ... without the help and support of the woman I love". His brother George VI took his place at the coronation, and proved to be a strong monarch. When George's daughter, Princess Elizabeth, came to the throne in 1952 the monarchy was once again extremely popular.



Edward VIII and Mrs Simpson.



A sea of flowers for Princess Diana.

## Tragedy: Princess Diana

In modern times, people began to see the monarchy as ■ outdated, but the royal family was given a tremendous ■ boost in 1981, when Prince Charles married the popular Princess Diana. Diana became an international superstar, more popular than her husband from whom she divorced in 1996.

When she died in a car crash in 1997 many people accused the royal family of treating her badly during her marriage and abandoning her after her divorce.

The Queen and Prince Charles suffered a huge ■ drop in popularity, and they were advised to modernise and become less formal and distant. Celebrations for the Queen's Golden Jubilee in 2002 were deliberately kept ■ low-key, as the organisers feared that the public would not be interested.

**8 EF 1** Listen again and complete the sentences in the most appropriate way.

- Gary has a good opinion of:
  - the Queen and all her children.
  - the Queen and one of her children.
  - the Queen's children, but not the Queen.
- Emma wants the royal family:
  - to pay for themselves.
  - to be abolished.
  - to be more modern.
- Linda thinks the monarchy will survive because:
  - the young generation are very popular.
  - the Queen works very hard.
  - they never have any problems.

### Speaking

**9** Which other countries still have a monarchy? Do you think there is any place for kings and queens in the 21st century?



THE DAILY TELEGRAPH June 5th, 2002

## A jubilee sea of red, white and blue

BY CAROLINE DAVIES

Three balcony appearances and more than a million voices raised in a ■ thunderous ■ rendition of the National Anthem ■ crowned the Queen's Golden Jubilee celebrations yesterday. On the day that the Queen spoke of her 'gratitude, respect and pride' in the nation, the

nation responded with ■ cheers, applause and enough flag-waving to transform the Mall into a patriotic sea of red, white and blue.

Three times the crowd brought the Queen and Prince Philip to the balcony of Buckingham Palace and three times they were repaid in song, as the huge mass of spectators sang Land of Hope and Glory and God Save the Queen.



# The land of the free

## The American Declaration of Independence

This is part of the original American Declaration of Independence, written by Thomas Jefferson to challenge the British government on July 4th 1776.

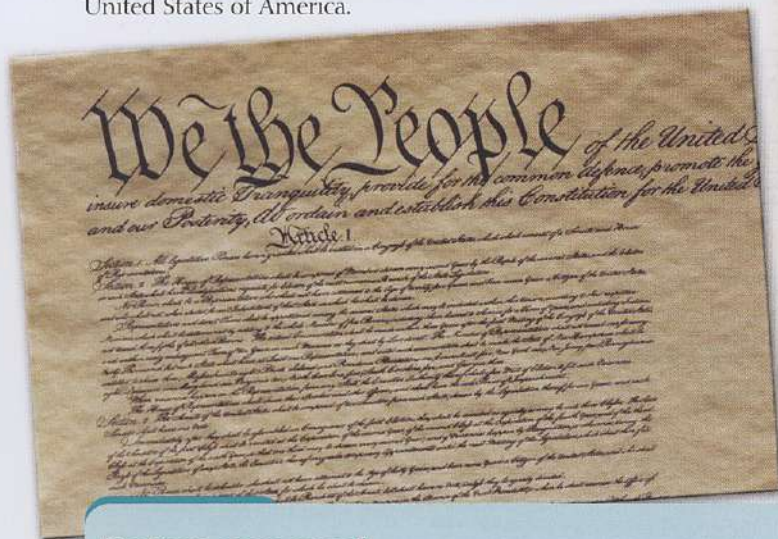
### The unanimous declaration of the thirteen United States of America

... We **hold** these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain **unalienable Rights**, that among these are Life, Liberty and the **pursuit of Happiness**.

## The American Constitution

This is the introduction to the American Constitution, written by members of the newly-independent US government in 1787.

**We** the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



### Before you read

**1** When and why did America become an independent nation? What is a nation's 'constitution'?

### Reading

**2** Read the extract from the Declaration of Independence. What is its main message?

- The USA will be a more religious nation than Britain.
- God intended all people to have the same rights and freedoms.
- The USA will make all its people happy.

## The Amendments

These are some of the 27 amendments added to the Constitution by different governments over the years.

### Amendment I 1791

Congress shall make no law respecting an establishment of religion, or prohibiting **the** free exercise thereof, of **abridging** the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to **petition** the Government for a **redress** of grievances.

### Amendment II 1791

A well regulated militia being necessary to the security of a free State, the right of the people to keep and bear Arms shall not be **infringed**.

### Amendment XIII 1865

Neither slavery nor **involuntary servitude**... shall exist within the United States, or any place subject to their jurisdiction.

### Amendment XIX 1920

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

### Amendment XXV 1967

In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

### Amendment XXVI 1971

The right of citizens of the United States, who are 18 years of age or older, to vote, shall not be denied or abridged by the United States or any state on account of age.

**3** Read the introduction to the American Constitution. Which of the underlined phrases mean the same as the following?

- Defend the people.
- Make sure that there is peace in the country.
- Make sure that we and the people that come after us are free.
- Make sure that the people are treated in a fair way.
- Look after the people's needs.

**4 EP** Read the Amendments to the Constitution. Match them to these descriptions.

- The abolition of slavery.
- The lowering of the voting age from 21 to 18.
- The right of the vice president to take command if the president is killed.
- The right of women to vote.
- The right of the people to carry guns.
- The right of the people to free speech and religion, including political protest.



## WORD BANK

to abridge ■ to cut, make smaller  
 appeal ■ when someone challenges a legal decision  
 to be sworn in ■ to accept an official position in a formal ceremony  
 to craft ■ to create  
 to deem ■ to believe  
 to endow ■ to provide  
 founders ■ the people who wrote the original Constitution  
 to head ■ to go in a specific direction  
 to hold ■ to believe  
 in the event Bush should be incapacitated ■ in case Bush is unable to function  
 to infringe ■ to violate

involuntary servitude ■ being someone's servant when you don't want to be  
 neat ■ fantastic  
 to petition ■ to ask for something  
 pursuit ■ attempt to get  
 redress of grievances ■ making right something that is not fair  
 to roll back ■ to reverse  
 tarmac ■ the piece of ground where aeroplanes land and take off  
 the free exercise thereof ■ the freedom to practise it (religion)  
 unalienable ■ that cannot be taken away  
 undisclosed ■ secret  
 worrisome ■ frightening

## The Constitution's 27 Amendments: the ways we embrace their spirit every day



### FIRST AMENDMENT (1791)

Bill Gazzo, 81, of Hampton, was furious when he got his new property tax assessment in 2000. After an appeal, Allegheny County cut his assessment.

Then, for the next year, it rose again. That's when he picked up a sign and headed Downtown to the City-County Building with a few dozen others. Gazzo had never taken part in a demonstration before. "It was OK. It was a little noisy, cold. There were a lot of others." His assessment has since been rolled back to the 2001 level and he just got a

letter from Allegheny County saying it will stay at that level until 2005.

### SECOND AMENDMENT (1791)

When she took up arms herself a few years back, Catherine Montest of Coraopolis "was scared to death" at the idea of carrying a gun. Her job in industrial sales sometimes took her to places she found worrisome. Her husband encouraged her to get training and now, on some travels, she takes along a handgun. "I've got these two really neat kids that I would like to come home to," she explains today. Like many in the midst of the debate over handguns, Montest believes the



founders intended the Second Amendment as a guarantor of individual liberties. "You look at these amendments and they all speak to individual rights."

### 25TH AMENDMENT (1967)

On Nov. 22, 1963, President John F. Kennedy lay lifeless at Parkland Hospital in Dallas. The uncertainty about who was in charge of the nation led his vice president, Lyndon B. Johnson, to be sworn in on an airplane on the tarmac at a Dallas airport. Searching for a way to end ambiguity about who was in power in moments of crisis, Congress crafted a new amendment. It allowed for the vice president to temporarily assume the duties of chief executive if the president deemed himself, or was determined by the vice president and a majority of the cabinet, unable to fulfill the duties of office.



After the terrorist attacks on New York and Washington, presidential succession became so important that Cheney and Bush are rarely seen in the same place. Since that time, Cheney has spent numerous days secured in what officials will only call "an undisclosed location" assuring a continuity of leadership in the event Bush should be incapacitated.

**5 EP** Read the texts on this page and match them with the correct amendment from exercise 4.

**6** Answer the questions.

1. Why did Bill Gazzo demonstrate against his local government?
2. Has his situation improved since he protested?
3. Why did Catherine Montest start to carry a gun?
4. What reason does she give to justify her decision?
5. What crisis forced the creation of the 25th Amendment?
6. What security measures did George Bush and his vice president take in 2001?

### Speaking/Writing

**7** There is a lot of discussion about the Second Amendment these days. Do you think it is relevant now, 200 years after it was written? Write a letter to a newspaper explaining your opinion.



# US law: show business...

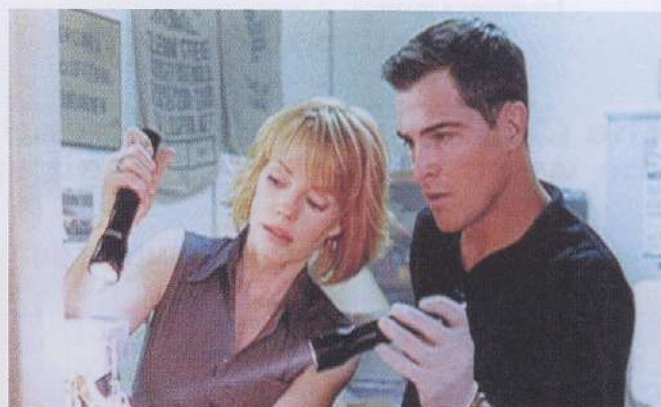
In the USA, law is a prestigious, high-profile business that can make a lot of money both for lawyers and for plaintiffs. American TV series and films about crime and the law are popular with audiences all around the world, and some real-life American legal cases and trials could almost have been written by Hollywood scriptwriters, particularly those dealing with extreme compensation claims.

**NYPD Blue**, which began in 1993, brought a new realism to the TV cop show. Concentrating on the detectives of the Police Department's 15th precinct, it depicts the chaotic nature of the police officers' work and private lives as much as the dangers of the New York streets.



In **The Silence of the Lambs** (1991), Clarice Starling from the Federal Bureau of Investigation (the government's investigation agency) is assigned to a murder case. She specialises in psychiatry and, as part of her investigations, she has to interview the notorious serial killer Hannibal "The Cannibal" Lecter.

**Dead Man Walking** (1995) tells the real-life story of a nun, Sister Prejean, who works with prisoners on death row. In the film she forms a relationship with Louisiana murderer Matthew Poncelet, who killed two teenagers. Although she is disgusted by his crime, she does not sympathise with his harsh punishment.



**CSI** started in 2000 and depicts the often horrific investigations of the Crime Scene Investigation Unit in Las Vegas. The unit's forensic scientists interpret clues in each episode in order to solve crimes in a way similar to Sherlock Holmes.



**LA Law**, made between 1986 and 1994, follows the various attorneys, including the deputy District Attorney, of a Los Angeles law firm. The lawyers take on a variety of cases, but the series also concentrates on their personal relationships.

## Number of executions in the US in 2002

|                |    |                |   |
|----------------|----|----------------|---|
| Texas          | 33 | Ohio           | 3 |
| Oklahoma       | 7  | Alabama        | 2 |
| Missouri       | 6  | North Carolina | 2 |
| Georgia        | 4  | Mississippi    | 2 |
| Virginia       | 4  | California     | 1 |
| Florida        | 3  | Louisiana      | 1 |
| South Carolina | 3  |                |   |

There are 38 states that still have the death penalty. Since 1995, all executions have taken the form of an injection of lethal drugs, although other methods, such as the electric chair, are still legal in some states.



to **allege** ▢ to state as a true fact  
to **dismiss** ▢ to reject  
to **file** ▢ to record publicly  
**firm** ▢ company  
**harsh** ▢ strict, hard  
**lawsuit** ▢ legal case

to **mislead** ▢ to deliberately confuse  
**notorious** ▢ famous for bad reasons  
**plaintiff** ▢ someone who initiate legal action against another person  
**precinct** ▢ a district of a US city  
to **take on** ▢ to accept

## ...and big business



### WORLDNEWS



## McDonalds targeted in obesity lawsuit

The US fast food industry and health campaigners are watching closely a lawsuit filed on behalf of several obese teenagers who claim the fast-food company McDonald's is responsible for making them fat.

The lawsuit, filed by lawyer Samuel Hirsch in a Manhattan federal court, alleges that McDonald's deliberately misled consumers into thinking their cheeseburgers and other products were healthy and nutritious.

It says the company did not adequately provide information on the health risks associated with fast food, and the children developed health problems such as diabetes, high blood

pressure and obesity from eating its products.

If Hirsch is successful, fast-food companies fear that it could start a series of further suits and huge payments to victims – potentially running into billions of dollars – similar to those that have severely damaged the tobacco industry.

The mother of one of the children, who at the age of 15 weighs more than 180 kilos, said in papers filed before the court that "I had always believed McDonald's was healthy for my son".

McDonald's has asked the court to dismiss the case.

"I had always believed McDonald's was healthy for my son"

Mother of plaintiff

### Before you read

1 Do you recognise any of the TV programmes or films on page 56? What are they about?

2 These abbreviations are all connected with the US legal system. Do you know what they stand for? You can find them all in the texts on page 56.

CSI ..... FBI .....  
DA ..... NYPD .....

### Vocabulary

3 Find these words in the text.

1. A slang word for a police officer.
2. A police officer who investigates a crime.
3. Someone who analyses physical clues, and dead bodies, from a crime.
4. A lawyer who can represent people in court.
5. A problem that needs to be solved legally.
6. A murderer who has killed several times.
7. Part of a prison where prisoners are waiting for execution.

### Reading

4 Which film or TV series deals with:

1. lawyers who work in court?
2. a prisoner who is waiting to be executed?
3. a government agent and a murderer?
4. ordinary police officers at work in the streets?
5. scientists who investigate crimes?

5 Read the facts about the death penalty and answer the questions.

1. How many US states have the death penalty?
2. Which is the usual method of execution today?
3. How many states executed prisoners in 2002?
4. Which state was responsible for nearly half of all executions in 2002?

6 Read the news report on this page and answer the questions.

1. What is the teenagers' official reason for taking McDonald's to court?
2. Why does their lawyer think that they have a good case?
3. What will McDonald's have to do if the teenagers win their case?
4. How much could cases like this one cost the fast food industry?
5. What other industry has had to make large payments to its 'victims'?
6. Who do you think took that industry to court?

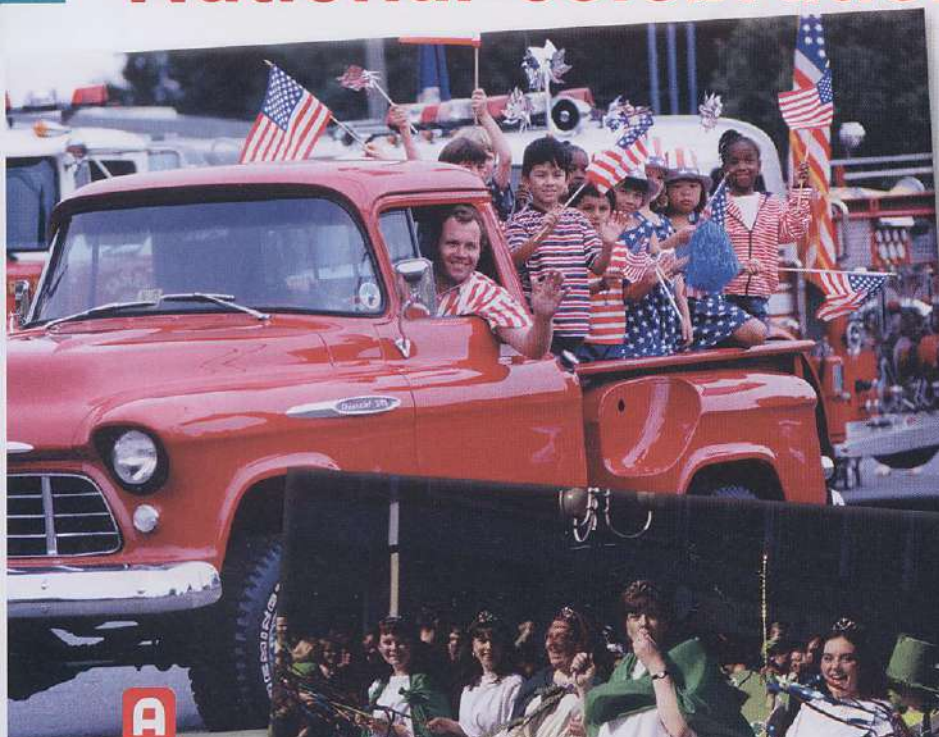
### Speaking

7 Discuss these questions.

1. Can you think of any other films or TV series that deal with crime and law? Describe the plots of some of them.
2. What's your opinion of the families that took McDonalds to court? Do you think McDonalds are guilty? What reasons could the families have for bringing a lawsuit against them?
3. Does your country still have the death penalty? If not, when was it abolished? What is your opinion of it?



# National celebrations



## A time to celebrate

England has no official national holiday, but with Scotland and Wales achieving more political independence recently, there is a growing group of patriotic English people who want to persuade the government to create one. Some people would like to create an extra ■ bank holiday. England has only eight official holidays per year, the lowest number in Europe, and there are no holidays between the last Monday in August and Christmas Day. One suggestion for a new autumn bank holiday is Trafalgar Day, on October 21st, which commemorates a famous English naval victory.

Other people are trying to establish St George's Day (April 23rd) as England's official day of celebration, because St George is England's national saint. A new phenomenon is starting to appear in shops at the start of April – decorations and greetings cards for St George's Day.

## On St. George's Day

This precious stone set in the silver sea  
 Which serves it ■ in the office of a wall,  
 Or as a ■ moat defensive to a house,  
 Against the envy of less happier lands,  
 This blessed ■ plot, this earth, this ■ realm, this England  
 (from Shakespeare's 'Richard II')



## WORD BANK

**bank holiday** ■ national public holiday  
**ceilidh** /'keili/ ■ a traditional Irish or Scottish party with dancing  
**in the office of** ■ in the same way as  
**moat** ■ water around a castle  
**neeps** ■ swedes (a yellow root vegetable)

**plot** ■ piece of earth  
**range** ■ selection  
**realm** ■ kingdom  
**tatties** ■ potatoes  
**toast** ■ when you give someone a tribute by drinking to them

1



*You are invited  
to a traditional  
Burns Night Supper*

at the Caledonian Hotel  
on Burns Night  
(January 25th)  
to celebrate the birthday  
of Scotland's national poet,  
Robert Burns.

7pm Drinks

Entrance of the haggis, accompanied by bagpipes

Recital of Burns' "Address to a Haggis"

Cutting of the haggis

■ Toast to the haggis with whisky

Dinner: roast beef, haggis, ■ neeps, ■ tatties

Toast to the ladies

Reply from the ladies

Toast to The Immortal Memory of Robert Burns

Traditional Scottish dancing

Singing of Burns' "Auld Lang Syne"

2

ST PATRICK'S DAY  
■ CEILIDH  
MONDAY, 17<sup>TH</sup> MARCH  
AT THE OLD BELL

DOORS OPEN 9PM.

DANCING TO TRADITIONAL  
IRISH BAND 'HOMESPUN'

FREE PINT OF GUINNESS  
BEFORE 10PM

THE BEST ■ RANGE OF IRISH  
WHISKEYS IN TOWN

3

Greenville  
Independence Day  
Celebrations

4th July 2003

12 noon

barbecue in the park  
burgers, hotdogs, chicken, apple pie, cherry pie

3pm

Independence Day parade  
(town centre closed to traffic)

7pm

dance at the Town Hall

10pm

fireworks by the river

### Before you read

1 Which nationalities do you think the people in the photos are? Do you know what festivals they are celebrating? When is England's national day?

### Reading

2 Match the photos (A-C) with the texts (1-3).

3 Complete the table with details about the festivals.

| Festival    | Country | Date       | Traditional food/drink |
|-------------|---------|------------|------------------------|
| Burns Night | .....   | .....      | .....                  |
| .....       | .....   | 17th March | .....                  |
| .....       | USA     | .....      | .....                  |

4 Answer the questions about the festivals.

- What does Burns Night celebrate?
- Find the names of two of Burns' poems.
- What three toasts are given on Burns night?
- When can you get a free pint of Guinness at the Old Bell?
- What four activities are planned in Greenville for 4th July?

5 **BB** Read the text *A time to celebrate*. Are the statements true or false?

- England doesn't have a national day.
- The last Monday in August is a bank holiday in England.
- Some English people want an extra bank holiday in the autumn.
- Trafalgar Day is already a bank holiday.
- St George is Scotland's national saint.

### Speaking

6 Does your country have a national song or anthem? What are the words and music like? Is the song popular in the whole country?

### Writing

7 Write a paragraph about your country's national day(s). Explain:

- > when it is.
- > what its historical origins are.
- > what happens on that day.
- > what people eat and drink.



# Soundtrack

## Protest songs

During the early years of pop music, most song lyrics were about love and romance, but in the 1960s, political songwriters started to use their lyrics to criticise the politics of the day. The first protest singers were folk singers such as America's Bob Dylan, and the protest song reached a peak in the 1970s with

America's unpopular involvement in the Vietnam War. British pop protest songs did not really appear until the 1980s, when Britain's traditional industries began to disappear, and many young people found themselves unemployed and opposed to the policies of the Prime Minister, Margaret Thatcher.





## WORD BANK

buddy ■ friend  
for dear life ■ (slang) to save our lives  
to get filled in ■ (slang) to be attacked  
hiring man ■ man who decides which people to employ  
jam ■ trouble  
Khe Sahn ■ a battle of the Vietnam War  
next of kin ■ your closest relative (the person who is informed of your death)

rumour ■ something people say without knowing if it is true  
shipyard ■ where ships are built  
to take someone to task ■ to put someone under pressure (also a play on the term 'task force' - a group of soldiers)  
up to me ■ my decision  
V.A. man ■ representative of the Vietnam Veterans Association  
with all the will in the world ■ with good intentions

## ► Born in the USA

Bruce Springsteen, 1984



Bruce Springsteen is one of the USA's most enduring rock artists, having a string of world-wide hits in the 1970s and the 1980s. His songs often deal with the frustrations of the ordinary working-class man, and this song reveals the bitterness of a Vietnam War veteran.

Born down in a dead man's town  
The first kick I took was when I hit  
the ground  
You end up like a dog that's been  
beat too much  
'Til you spend half your life just  
covering up

[chorus]

Born in the USA  
Born in the USA  
Born in the USA  
Born in the USA

I got in a little hometown jam  
And so they put a rifle in my hands  
Sent me off to Vietnam  
To go and kill the yellow man

[chorus]

Come back home to the refinery  
■ Hiring man says "Son, if it was up to me"

I go down to see the ■ V.A. man  
He said "Son, don't you understand?"

[chorus]

I had a ■ buddy at ■ Khe Sahn  
Fighting off the Viet Cong  
They're still there, he's all gone  
He had a little girl in Saigon  
I got a picture of him in her arms

Down in the shadow of the penitentiary  
Out by the gas fires of the refinery  
I'm ten years down the road  
Nowhere to run, ain't got nowhere  
to go

I'm a long gone Daddy in the USA  
Born in the USA  
I'm a cool rocking Daddy in the USA  
Born in the USA

## ► Shipbuilding

Elvis Costello, 1982

Elvis Costello first became famous during the British punk music era of the late 1970s. His hits of the 1980s were known for their lyrics and often had a political message. This song is set in a British industrial town during the Falklands War against Argentina.

Is it worth it?

A new winter coat and shoes for the wife  
And a bicycle on the kid's birthday  
It's just a ■ rumour that was spread around town  
By the women and children  
Soon we'll be shipbuilding  
Well, I ask you  
The boy said "Dad they're going ■ to take me to task, but I'll be back by Christmas"  
It's just a rumour that was spread around town  
Somebody said that someone ■ got filled in  
For saying that people get killed in  
The result of this shipbuilding  
■ With all the will in the world  
Diving ■ for dear life  
When we could be diving for pearls  
It's just a rumour that was spread around town  
A telegram or a picture postcard  
Within weeks they'll be reopening the ■ shipyards  
And notifying the ■ next of kin  
Once again  
It's all we're skilled in  
We will be shipbuilding  
With all the will in the world  
Diving for dear life  
When we could be diving for pearls



### Before you read

1 Do you know what events are shown in the photos on page 60? What are the people protesting about?

### Reading

2 Read the text on page 60. Find out:

- what a protest song is.
- when pop lyrics started to become political.
- the name of a famous protest singer.
- an event that inspired a lot of protest songs.
- a person who inspired a lot of protest songs.

### Reading/Listening

3 1 Listen to the Bruce Springsteen song and answer the questions.

- Why did the singer go to the Vietnam War?
- What happened to his friend there?
- What difficulties did he have when he came home?
- What does he feel about his future now?

4 1 EP Read and listen to the Elvis Costello song. Choose the correct answer to the questions.

- What happened to the shipyards in the town?
  - They were closed down.
  - They were bombed in a war.
- What is the 'rumour that was spread around town'?
  - That there would soon be a war.
  - That people had been killed.
- What effect would a war have on the people of the town?
  - They would be in danger.
  - They would find jobs again.
- What is the significance of the things in lines 2 and 3? They are things that
  - people couldn't afford during a war.
  - people would be able to buy because of their new jobs.
- How does the singer feel about this attitude?
  - He doesn't approve of people earning money through war.
  - He is pleased that the people will be employed again.

### Speaking

5 How effective do you think these songs are as protest songs? Can you think of any pop singers today who have a political message?



# Language & Culture

## The US government

The part of the US government which makes and passes laws is known as the Congress of the United States of America. It was created in 1789 by Article 1 of The Constitution of the United States.

Congress is made up of two houses: the Senate and the

House of Representatives. The Senate consists of two Senators from each state. When a senator has been elected they serve a six-year term. Until 1913 senators were elected by state law makers but since that year senators have been chosen by the people's vote. The House of Representatives

consists of 435 members. Representatives are elected from congressional districts and serve two-year terms.

The two main parties in US politics are the Democrats and the Republicans. When a president is elected he or she serves in government for a period of four years. After four years elections

are held. If the president (and vice president) win, they stay in government for another four years. However, a president can only ever serve for two terms (eight years in total).

There has never been a female president of the USA, but perhaps in the future a woman will be elected.



### ABRAHAM LINCOLN

- a) Became president 1861-65  
(during the American Civil War)
- b) Born: Kentucky, 1809  
Parents = poor country people. Educated himself
- c) 1865 - assassinated by John Wilkes Booth  
(at the theatre)
- d) Lincoln Memorial = huge statue in Washington DC (opened in 1922).  
National Memorial Day (inspired by Lincoln's 'Gettysburg Address' speech 1863), remembering Americans who have died in wars
- e) Wanted to keep the USA united.  
Opposed to slavery. 1863 The Emancipation Proclamation - freed all US slaves

### GRAMMAR

1 Read the text *The US government* quickly and find out how long a US president can remain in power.

2 Read the text again and underline all the examples of the passive tense. Then write them in the correct column in the table.

| Present simple  | Past simple | Present perfect | Future |
|-----------------|-------------|-----------------|--------|
| <i>is known</i> | .....       | .....           | .....  |
| .....           | .....       | .....           | .....  |
| .....           | .....       | .....           | .....  |
| .....           | .....       | .....           | .....  |

3 Complete the sentences with the verbs in brackets in the passive.

- In Britain, members of the House of Lords *are not elected* (not elect).
- Slavery ..... (abolish) in the USA in 1865.
- When senators in the US ..... (elect), they serve a six-year term.
- The American Declaration of Independence ..... (write) by Thomas Jefferson.
- An election ..... (hold) every four years in the USA.
- A new law ..... (just pass) in parliament.
- ..... a woman president ..... (elect) in the future?
- Two changes ..... (make) to the America Constitution in 1791.

### SKILLS

4 Read the notes (a-e) about a famous US president. Put them in a logical order for an oral presentation by matching them to the topics (1-5).

- Lincoln's childhood.
- His term as president.
- His politics.
- His death.
- How he is remembered today.

5 Look at the sentences below. Choose a sentence to introduce the presentation and a sentence to close it.

- Lincoln was president for only four years.
- I'm going to talk about Abraham Lincoln, one of the USA's most famous and respected presidents.
- Even today, Lincoln remains an inspiration to other presidents and to ordinary Americans.
- I'm going to talk about how Abraham Lincoln was assassinated.

6 Now write the whole presentation, then read it aloud. Remember to use the opening and closing sentences you chose in exercise 5.

7 Now choose a famous politician or leader from your country. Write notes about him/her, then put the notes in order. Add an introductory and a concluding sentence and read your presentations aloud to the class.



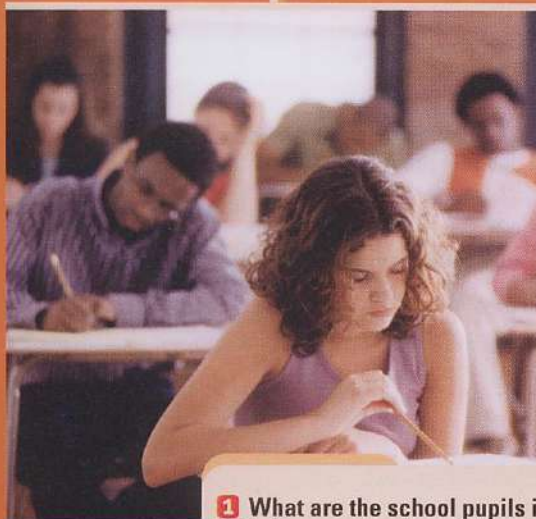
**IN THIS MODULE  
YOU WILL READ  
AND HEAR ABOUT:**

- a British school that encourages very young children to study
- college students in the UK
- American high school culture
- virtual high schools on the Internet
- specialist music and drama schools in the UK and USA
- bilingual education in Canada and Wales
- a UK student trying to decide what to do after leaving school



**Most popular exam subjects  
for British 16-year-olds (2002)**

| Subject             | Candidates<br>(in 1,000s) |
|---------------------|---------------------------|
| Maths               | 569                       |
| English             | 560                       |
| Science             | 559                       |
| English Literature  | 501                       |
| Design & Technology | 409                       |
| French              | 312                       |
| Geography           | 208                       |
| History             | 194                       |
| Art & Design        | 182                       |
| German              | 125                       |



**What causes stress for American high school students?**

|                                         |     |                                 |
|-----------------------------------------|-----|---------------------------------|
| Pressure to get good grades             | 44% | <div style="width: 44%;"></div> |
| Pressure to get into college            | 32% | <div style="width: 32%;"></div> |
| Pressure to fit in socially             | 29% | <div style="width: 29%;"></div> |
| Pressure to use drugs or alcohol        | 19% | <div style="width: 19%;"></div> |
| Pressure to have a boyfriend/girlfriend | 13% | <div style="width: 13%;"></div> |

**1** What are the school pupils in the photos doing? Which countries do you think they are from? Do the schools look like your school?

**2** Read the statistics about exams and stress. Would the statistics be roughly the same in your country?

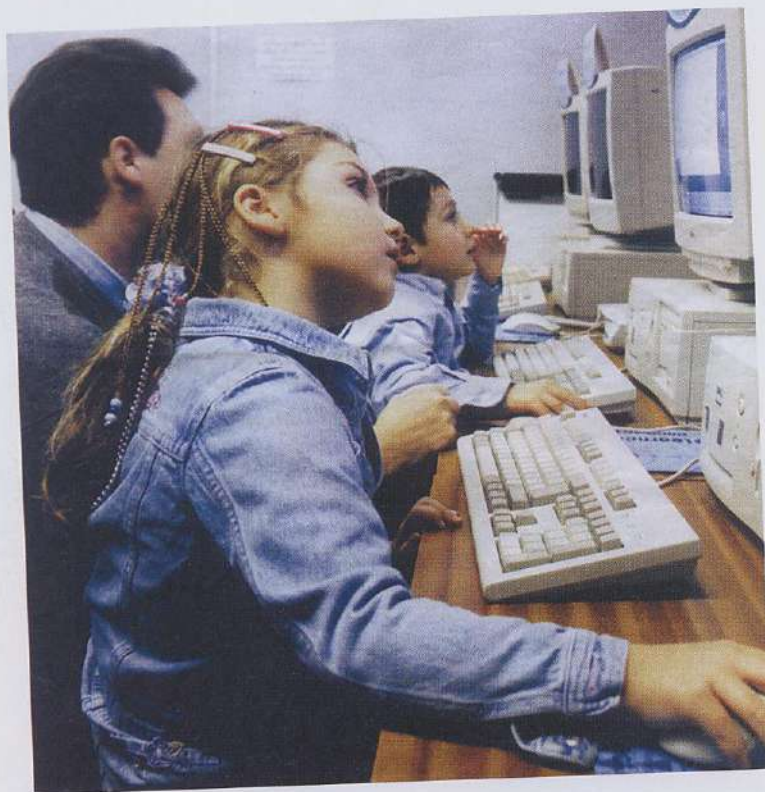


# Too much too young?

## Hothouse

*It's 10am on a bright Saturday morning, but, in a classroom in Hertfordshire, a group of four-year-olds are starting what is, for them, a school day like any other. They start to ■ tap at their keyboards, producing a database of all their toys. Half an hour later they write up the theory that they have just put into practice. Welcome to Ryde College, the place where you are never too young to start.*

Children compiling a database of their toys.



Ryde College opened in 1982 and has become famous for the precocious success of its students. Most of its pupils attend regular state primary or secondary schools during the day, and then have classes at Ryde in the evening and on Saturdays. Pupils come here to ■ get ahead of the rest. You can put a child into a 'technology for ■ toddlers' class before it has reached its second birthday, or enter your seven-year-old for a GCSE.

100 per cent of Ryde GCSE students pass their exams, even though they cover the courses in nine months. Most secondary schools cover the same syllabus in two years. Last year the college's successes included a six-year-old who passed a GCSE in Information Technology, and a 10-year-

### Before you read

1 At what age do children start school in your country? When do they take major exams? Do you think those ages are appropriate?

### Reading

2 Read the text and answer the questions.

- What is the difference between Ryde College and most other British schools?
  - Ryde College has better teachers.
  - Ryde College students study earlier and more quickly.
  - Ryde College takes only the best students.
- Find the names of two English school exams.
- Find the English word for a university qualification.

3 Complete the table about the usual education system in England. You can find the information in the text.

| The state system                                          | Age                                           |
|-----------------------------------------------------------|-----------------------------------------------|
| Begin primary school                                      | ..... or .....                                |
| Begin secondary school                                    | 11                                            |
| Start studying for GCSE exams                             | 14                                            |
| Take GCSE exams                                           | ..... (students can leave school at this age) |
| Take ..... exams                                          | 18                                            |
| School hours: Monday to ....., approximately 9am - 3.30pm |                                               |



**ethos** ■ fundamental principles  
**to get ahead of** ■ to be better than  
**gifted** ■ extremely talented  
**hothousing** ■ to intensely educate young children (as a plant in a hothouse gets intense heat)  
**to lessen** ■ to diminish

**OAP** ■ Old Age Pensioner  
**to tap** ■ to hit with the finger  
**toddler** ■ a child aged approximately 18 months-3 years  
**well-off** ■ rich  
**well-rounded** ■ complete and varied

# flowers

old who passed an A-level in computing. Dr Ryde, the college's 71-year-old founder, believes that the **ethos** of the college is the right one:

'When a child is young, their brains are like sponges, they absorb everything you give them,' he says. 'By the time they are in their late teens, their ability to learn **has lessened**. They are the **OAPs** of the academic world.'

Dr Ryde calls his methods 'accelerated learning'. Others call it **hothousing**. Call it what you like, but it is a growing trend in British education. These days the competition to get a child into a good school is so intense that parents are increasingly using private tutors to help their child survive the education system. Some **well-off** parents even employ private tutors for their three-year-olds.

Hothousing is also a phenomenon of the state system these days. Whereas children used to start formal education at five, some now start at four, and increasing numbers of state pupils are taking GCSEs before they reach secondary school. In a Ryde world, all children would be able to take exams when they were ready, even to start degrees at 11. Some argue that

such children are being deprived of their childhood and become less **well-rounded** adults as a result. Dr Ryde dismisses such criticism. 'If you have a child that is **gifted** in ice-skating or singing, then no-one comments if those children get extra

training at a young age,' he says. 'So why is it wrong to give children who have a passion for learning extra education when they are ready for it?'

by Lucy Elkins

Parents waiting for their children in the hall where the college's successes are displayed on the noticeboard.



## 4 What is the youngest age for a student at Ryde College to:

1. start a technology class?
2. pass a GCSE exam?
3. pass an A-level exam?

## 5 EP Match the beginnings and the ends of the sentences.

- |                                         |                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------|
| 1. Most Ryde students                   | a. give their three-year-olds private tutors.                         |
| 2. GCSE students at Ryde                | b. learn better than teenagers.                                       |
| 3. According to Dr Ryde, young children | c. think that children who love studying should have extra education. |
| 4. Some rich English people             | d. only study for 9 months.                                           |
| 5. Critics of Ryde                      | e. go to state school too.                                            |
| 6. Dr Ryde                              | f. think that the pupils don't have a real childhood.                 |

## Writing

6 Write a table like the one in exercise 3 for your country's education system.

## Speaking

7 What are the advantages and disadvantages of encouraging very young children to study and be successful? Think about:

- > making the most of your abilities.
- > getting good qualifications.
- > getting a good job.
- > being different from other children.
- > free time.
- > stress.

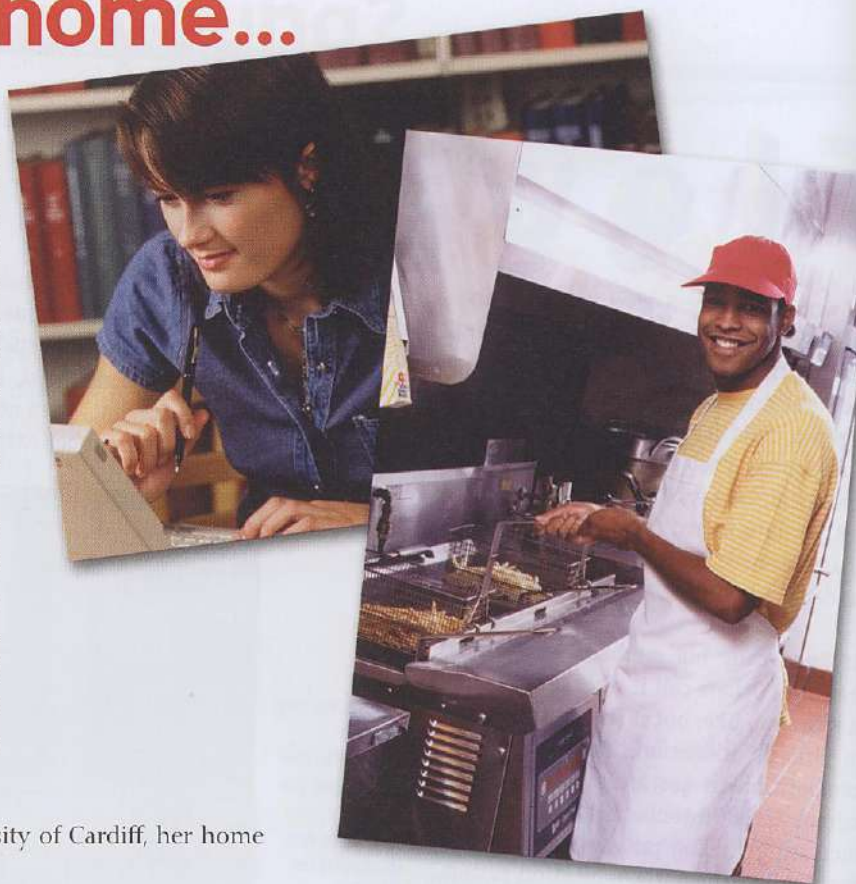


# Students at home...

At 18, British school-leavers with A-levels can apply for a degree course at university. Most of these courses last for three years, and students must pay all of their own accommodation and living costs, and some of their tuition fees. Since 1990, the government has offered student loans to help the situation. The loans are between £3,000 and £5,000 per year depending on whether students live with their parents or away from home, and also whether or not they live in London.

Students have to pay back their loans when they leave university, but not until their income reaches £10,000 per year. The interest rates are low and there is no deadline for repayment. However, most students find that the loans do not fully meet their needs, so many have to stay in the family home to avoid accommodation costs, or take part-time jobs while they are studying.

Amanda Jenkins, 20, is a student at the University of Cardiff, her home town, in Wales.



Monday 15th March

Had a big row with mum and dad today. They still treat me like I'm at school even though I'm 20 now. It's not my fault that I have to live at home.

I would have loved to have gone to university in Scotland - Glasgow or St Andrew's - but there's no way we could have afforded it.

Tuesday 16th March

Went to the job centre today to look for a part-time job.

I have to start saving some money for my future - after all, I'll have a £12,000 loan to pay off when I graduate. I've got interviews with McDonald's and a pub, so I can work after my lectures are finished. And then I can do more studying when I finish work.

Wednesday 17th March

Went into the uni library to study, then went to see Kate and Ali in their flat. They're really lucky - I'm really jealous of my friends who have their own accommodation. But their rent's £120 a week!

Thursday 18th March

Another row with mum. To be honest, I think she resents me being here. She thinks that I'm too old to be living at home. It was OK when she was a student in the 70s. She got a grant from the government, so she had more freedom to choose her university and her accommodation. Anyway, I've got my interview at McDonald's tomorrow. Perhaps something will come of that.



## WORD BANK

to afford ■ to have enough money for  
to apply for ■ to ask for  
deadline ■ time limit

grant ■ money given to you by an official body that you don't have to pay back  
income ■ the amount of money you earn  
row ■ disagreement

# ...and abroad

It is common these days for 18-year-old school leavers to take a 'gap year'. Instead of going to university immediately after their A-levels, they go travelling for a year or do charity work abroad, often in exotic locations. Popular destinations for British gap year students are Australia, India and South Africa.

The screenshot shows the Greenforce website with a navigation bar including Home, About Greenforce, Expeditions, More Information, Costs, and Apply. The main heading is 'GREENFORCE Wildlife Conservation Expeditions'. Below this, it says 'Join our research teams and help to preserve endangered wildlife and fragile habitats around the world.' and lists locations: 'Amazon, Africa, Caribbean, South Pacific, South China Sea.' The main slogan is 'Work on the Wild Side!'. There are logos for Marine Conservation Society, YEAR OUT GROUP, IUCN, and a 'KNOW BEFORE YOU GO' logo. A photo shows a man in a Greenforce shirt and hat standing in front of a zebra.

## Speaking

1 What do you want to do when you leave school? Do you want to get a job or do you want to continue studying?

## Reading

2 **GP** Read the text about British university students. Choose the correct answers to the questions.

- British degree courses are usually
  - five years long.
  - three years long.
  - two years long.
- The British government gives loans to help students pay for
  - their education.
  - their living expenses.
  - both.
- Every student receives
  - Some students receive
  - No student receives
 } loans of £4,000 per year.
- Students have to pay back their loans as soon as
  - they finish their degree.
  - they get a job.
  - they start earning a certain sum.
- There is always
  - There is sometimes
  - There isn't
 } a time limit on the repayment of student loans.

3 Read Amanda's diary and answer the questions.

- What accommodation does she live in?
- How much money will she owe the government when she leaves university?
- How much is the rent on her friends' flat?
- How was the situation different when her mum was at university?

## Vocabulary

4 Find words in the texts that mean:

- money that you must pay a university for teaching you.
- students who have just taken their A-levels.
- to leave university with a degree.
- talks given by a university tutor to a large number of students.
- a slang abbreviation for 'university'.

## Before you listen

5 Read this page and answer the questions.

- What is a gap year student?
- What is the name of the company?
- What work opportunity are they offering?
- How many different areas of the world do they operate in?
- Who do you think this advert is principally aimed at?

## Listening

6 **GP** Listen to Mark and Rachel discussing the Greenforce advertisement. Answer the questions.

- What does Mark think of the advertisement? Why?
- What does Rachel think of it? Why?
- What does Mark want to do with his gap year?
- What does Rachel want to do?

## Speaking

7 How is the British higher education system different to the system in your country? Do you think students in the UK are in a better or worse position than students in your country? If you could take a gap year, where would you go and what would you do?



# High school culture

## Great adaptations

The world of the American high school has inspired numerous books, TV series and films. These popular films are all set in high school, but their plots are adapted from classic works of European literature.

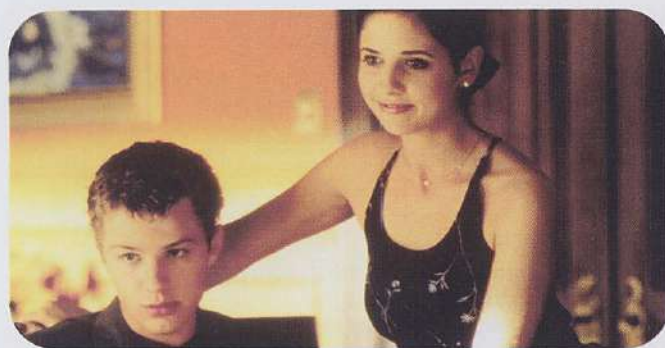
### Clueless (1995)

Cher, one of the most popular girls in her school, 'adopts' Tai, a new and unfashionable student, and tries to make her more popular. But Tai falls in love with Cher's stepbrother, Josh, who Cher loves without realising it.



### She's All That (1999)

Zach, the class president, agrees to try to transform plain and shy Laney into the star of the end-of-term dance. He succeeds, and the couple start to grow close, but Laney then discovers that Zach's original motivation was a bet with his friends.



### 10 Things I Hate about You (1999)

Bianca Stratford, a beautiful student at Padua High, is not allowed to date boys until her sarcastic and unfriendly older sister Katarina has a boyfriend. Bianca's admirers pay Patrick, a new student at the school, to date Kat.



### Cruel Intentions (1999)

Kathryn, a spoiled, rich teenager, bets her corrupt stepbrother, Sebastian, that he cannot ruin the reputation of Annette, their headmaster's innocent daughter. Sebastian accepts the bet with pleasure, but soon finds that he is falling in love with Annette's honourable character.

### 1. The Taming of the Shrew by William Shakespeare

Petruchio marries Katherine, a bad-tempered woman who loves to argue, for money and to prove that he can tame her. But in the end they genuinely fall in love.



### 2. Dangerous Liaisons by Choderlos de Laclos

The bored and manipulative aristocrats the Marquise de Merteuil and the Vicomte de Valmont plot to destroy the lives of innocent girls for fun.



### 3. Emma by Jane Austen

Emma Woodhouse tries to arrange marriages for everyone she knows, and decides to socially improve her poorer friend Harriet Smith. But her plans never succeed because the wrong people always fall in love.



### 4. Pygmalion by G.B. Shaw

Higgins, a professor of linguistics, accepts a bet to take flower-seller Eliza Doolittle from the street, to teach her to speak and act like a lady, and to convince everyone at a ball that she is a genuine aristocrat.





bet ■ money placed on the possibility of something happening  
 clique ■ small exclusive group  
 goths ■ students who like independent music and dress in black  
 jocks ■ good-looking boys who are good at sports  
 metal-heads ■ students who like heavy metal music  
 peers ■ people who are the same age as you

preppies ■ rich students who wear smart, classic clothes  
 prestige ■ high status  
 skaters ■ students who are obsessed with skateboarding  
 spoilt ■ indulged by other people, having everything you want  
 to stick out ■ to draw attention to yourself

**christianweek**

## Parents must challenge high school culture

Recent tragedies remind us of how dark and terrible a place high school can be to some of our children if they are made to believe that they do not fit in. The high school years coincide with the tremendous physical and social changes of adolescence. Changes to one's voice and body and shape that cause powerful feelings of self-consciousness and self-doubt.

In order to cope with these anxieties, teens are quick to form sub-cultures that assure them they are not alone. These little groups then adopt behavior, speech patterns and tastes in clothes and music that they use as criteria by which to judge who is 'in' and who is 'out'. These ■ cliques are both the cause and the cure of teenage insecurity.

Any high school will contain numerous sub-cultures, such as ■ jocks, ■ goths, ■ metal-heads, ■ preppies or ■ skaters. The names might vary but everyone in the school will know who belongs where. Each group will have an 'Alpha male' (a boy who is the undisputed leader), and perhaps an 'Alpha female' too.

In the world of the high school there will be those who are respected and those who are widely hated, and most kids will learn it is best not to ■ stick out. Athletic skill gives ■ prestige to male students, the library club does not. Conventional physical beauty and a good fashion sense are prize qualities for females. Girls are allowed by their ■ peers to get good marks, but being an intelligent boy can be a disadvantage. A strong anti-intellectual current exists in most high schools.

Gerry Bowler

### Before you read

1 Have you seen any of the films depicted on page 68? Where do you think the stories all take place?

### Reading

2 Read the texts about the films. What aspects of plot and character seem to be repeated in each film?

3 **EP** Match the synopses of the classics books (1-4) on page 68 to the correct films.

### Speaking

4 Why do you think that all these works of literature can be successfully updated into the world of the American high school?

### Reading

5 **EP** Read the web page. Match these summaries to the four paragraphs.

1. Belonging to a fashionable group helps teenagers feel secure.
2. There are particular qualities that help teenagers to be admired at high school.
3. Students go to high school at a difficult time in their personal development.
4. High school cliques and their leaders are easy to identify.

### Vocabulary

6 These words are all part of high school culture. Do you know what any of them mean?

sophomore cheerleader homecoming prom yearbook

### Listening

7 **1** Listen and note down what the words mean.

### Speaking

8 How far does the description of school culture in the magazine text resemble your own school?



# Cyber High

It is estimated that around 1 million American children are educated at home. Since the mid-1990s, those children have been able to access a variety of on-line schools, many of which offer high school diploma courses. Students receive lessons through the Internet and email their homework and tests to teachers.

**FUTURES INTERNATIONAL HIGH SCHOOL**

Parents/Counselors Student/Alumni

**About Us**

Imagine ... a school built around your unique needs ... a classroom that comes to you where you are ... and a teacher who works with you one-to-one. Sound too good to be true?

With the accessibility of the Internet and technology Futures International High School can come to you anywhere ... anytime. Our comprehensive Internet-delivered program allows students the flexibility to interact with their teachers from anywhere in the world.

**This means...**

- ... our students receive personalised instruction.  
Rather than a teacher to class ratio of 1:30, our program is 1:1. Students receive the undivided attention of their instructors during their scheduled class time as well as support for their learning outside the classroom.
- ... we're very different from other online programs.  
While you will find several institutions that offer online self-study programs, home-schooling and correspondence school, you simply won't find a program that uses technology to provide live, one-to-one instruction.
- ... the perfect blend of live interaction and self-directed learning.  
FIHS teachers meet with their students one-to-one on a weekly basis using videoconferencing. During this scheduled appointment, the teacher is able to instruct the student just as he/she would if they were meeting together in person. Between appointments, students complete their assignments and prepare for their next appointment.
- ... students achieve academic success that leads to:
  - ▶ a high school diploma from a nationally accredited institution
  - ▶ college and career preparation

**FUTURES INTERNATIONAL HIGH SCHOOL**

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- ▶ Welcome
- ▶ Mission
- ▶ History
- ▶ Philosophy
- ▶ Accreditation

**Admissions**

- ▶ How To Apply
- ▶ Tuition
- ▶ Curriculum

**News**

- ▶ Newletter

**Contact Us**

- ▶ Student/Teacher Login

## Before you read

1 If you couldn't attend school (for example, because you lived somewhere remote, or because you had to keep moving house), how could you study?

## Reading

2 Read the first two web pages quickly and answer the questions.

1. What unique teaching method does Futures International High School offer?
2. What other two methods of teaching does it offer?

## Vocabulary

3 Find words on the web pages that mean:

1. on an individual basis.
2. education at home.
3. education where you communicate with your teacher by post.



to accredit ☐ officially recognised  
 to catch up with ☐ to do something that is late  
 chat rooms ☐ places on the Internet where users can email each other in real time

fast-track ☐ intensive  
 live ☐ happening now, in real time

Parents/Counselors Student/Alumni

## Admissions

**With each course you receive:**

- ▶ up to 17 private instruction appointments
- ▶ 45 minutes of instruction each week through videoconferencing
- ▶ teachers qualified in their subject area
- ▶ group interaction with students throughout the world
- ▶ supervised assessment
- ▶ a personalized program
- ▶ computer and software assistance
- ▶ an introduction to on-line instruction

**Program options include:**

**PRIVATE**  
 One-to-one direct instruction with 2-way videoconferencing  
 Teacher/Student Ratio is 1:1  
 \$900 per semester course

**SEMINAR**  
 Small group instruction with 1-way video and 2-way audio  
 Teacher/Student Ratio is from 1:3 to 1:6  
 \$600 per semester course

**ASSISTED**  
 Assisted E-mail instruction  
 \$300 per semester course

**Why attend Futures?**  
 Students come to us because Futures offers:

- A** scheduling flexibility and encouragement to athletes, artists and other career-focussed students.
- B** consistent learning environment for students who move and/or travel frequently.
- C** support to international students with aspirations to attend an American university.

**Kelly**



I'm from Perth, in Australia. I want to go to college in America. I'm interested in business, and I think that American business schools are the best in the world. That's why I want to get an American high school diploma – it'll get me into an American college. I'm doing a ☐ fast-track program.

**Leonie**



I do a lot of acting work. I've got a regular job on a TV series, so I spend a lot of time at the studios. And sometimes I have to go away to different locations, so I can't really attend a regular high school. That's why it's great being able to study over the Internet. I can do work while I'm waiting around on set or ☐ catch up with lessons in the evening.

**Jack**



My dad's in the US Navy, so we live in special navy accommodation, and we have to move around a lot. Sometimes we only live in one place for a year, and then we move again. My mom thinks it would be too disruptive for me to keep changing school, so that's why I learn at home over the Internet. There are ☐ chat rooms where you can talk to other people on your course, so you don't feel too isolated.

4. a written task that a teacher gives you.
5. a school term (a division of the school year into different blocks of time).
6. a small study group.

### Reading

**4** Choose the correct alternatives to complete the statements about Futures International High School.

1. Futures takes *only American students/students from any country*.
2. Teachers give *live/recorded* lessons to the students.
3. Students 'meet' their teachers online *once/twice* a week.
4. Each online lesson lasts for *an hour/three quarters of an hour*.
5. Students *have to/don't have to* do homework between the lessons.
6. At the end of the course, students will have a *college/high school* qualification.
7. Futures can help you solve any problems with your *computer/library*.
8. The largest number of students in a seminar group is *three/six*.

**5 EP** Read the three student profiles. Match them to the reasons for choosing Futures (A, B and C).

### Writing

**6** Write an email to Futures International High School asking for more information about the school. Ask about:

- ▶ students' age.
- ▶ courses offered.
- ▶ teachers (who?).
- ▶ semester dates.
- ▶ time of weekly interactive lessons.
- ▶ length of time needed to complete the high school diploma.

### Speaking

**7** Do children have to go to school in your country, or are other methods, like homeschooling, permitted? What are the advantages and disadvantages of homeschooling?



# Star pupils



## Chetham's School of Music

**Chetham's School of Music** is a unique school taking pupils from many different backgrounds, from all over the UK and abroad. With over 280 pupils, Chetham's is housed in and around a historic fifteenth century college building, and is ☐ at the forefront of music education in Britain and Europe.

**Pupils**, who are admitted solely on the basis of musical audition, develop a specialist interest to the highest level, which may be in an orchestral instrument, guitar, keyboard, voice, electronic music, jazz or composition, and all sing in choirs.

**Since 1980**, the government has provided grants for pupils at Chetham's. The school is open to all, ☐ irrespective of financial or social background, and 80% of our pupils come from state schools.



## LaGuardia High School of Music & Art and Performing Arts

### Dance department

In 1948 the School of Performing Arts opened in the heart of New York's theater district to provide professionally trained talent for NYC's important theatrical industry. Now part of a larger school, and with a new name, LaGuardia continues to give aspiring performers the training, encouragement and support needed to ☐ launch their careers in the arts.

In the dance entrance exam, students are grouped in units of 20-25 and are given a ballet class followed by a modern dance class. Students are then evaluated by a group of 4-7 instructors, and may also be asked to perform a solo work. ☐ Applicants are then given a grade from 1 to 100. No-one with a grade under 80 is considered.

**Judgement** ☐ criteria include body alignment, dance technique and performance skills.



### Speaking

**1** Look at the photos. What are the students studying? Do you know anyone who is very talented in music, dance or drama? How are they encouraged in their talent?

### Reading

- 2 EP** Read the school prospectuses quickly. Which school(s):
1. is in the USA?
  2. is in the UK?
  3. was formed specifically to provide performers for theatres?
  4. allows students to work professionally at the same time as they study?
  5. receives money from the UK government?



## WORD BANK

**applicant** ■ someone who asks for something officially  
**at the forefront of** ■ among the best  
**to benefit** ■ to help, improve  
**chaperone** ■ someone who accompanies you somewhere to make sure you are safe  
**criteria** ■ standards by which you judge something  
**to equip** ■ to provide with

**irrespective of** ■ ignoring  
**to keep your feet firmly on the ground** ■ to have a lot of common sense  
**to launch** ■ to begin  
**to nurture** ■ to take care of and help to grow  
**to secure engagements** ■ to get jobs  
**sound** ■ solid

# Redroofs Theatre School



**A**t Redroofs we aim to provide a **sound** academic education and, within a caring environment, to

■ **nurture** the individual artistic talents of the child or young adult to the highest professional standard of which they may be capable,  
 ■ **equipping** them for a career in theatre and the related arts.

The school has its own Theatrical Employment Agency. From time to time, pupils may be permitted to audition for, and to accept, TV, film, radio and theatre work that may **benefit** their careers and build confidence and knowledge of the way the industry operates. For those who are lucky enough to **secure** engagements, we are careful to



■ **keep** their feet firmly on the ground.  
 We try to arrange auditions to take place after school so as to

disrupt the school day as little as possible. Most auditions take place in central London, and pupils will be accompanied to and from their destination by a licensed **chaperone**.

## Daily life at Redroofs

Pupils at Redroofs are aged between (1) ..... and (2) .....  
 Classes begin each day at (3) ..... Mornings are dedicated to (4) ..... classes, and afternoons are spent studying performing arts such as speech, (5) ....., (6) ....., (7) ....., modern dance, (8) ..... dance and (9) ..... dance. Pupils are taken on regular visits to (10) ....., (11) ..... and other places of interest to support their studies. The school has its own practical exams every summer, which pupils do at the school's (12) ....., and pupils must also take the Royal Academy of (13) ..... exams. Senior students study for (14) ..... exams.

## Vocabulary

### 3 Find these words in the texts:

1. when you sing, dance, act or play an instrument so that people can judge your ability.
2. a general term for musical instruments like a piano or an organ.
3. two styles of music.
4. the skill of writing music.
5. a large group of people who sing together.
6. a general term for music, singing, dancing and acting.
7. classical dance.
8. a performance given by one person alone.

## Reading

### 4 Answer the questions about the texts.

1. How many pupils are there at Chetham's?
2. When was the college building at Chetham's built?
3. Do you need a lot of money to study there?
4. When did the New York School of Performing Arts open?
5. What do applicants have to do at an audition for the dance department?

6. What grade do they have to get from the instructors to be successful?
7. What type of professional work might Redroofs students do?
8. When and where do most Redroofs students do professional auditions?

## Before you listen

5 Read the paragraph about daily life at Redroofs School and predict what the missing words will be.

## Listening

6 **EP** 1 Listen to Natasha answering questions about her life as a pupil at Redroofs and check your answers to exercise 5.

## Speaking

7 Do specialist schools like these exist in your country? Do you think that they are a good idea? Which of the performing arts would you like to be good at?



# English everywhere Canada and Wales

## Quebec – French by force

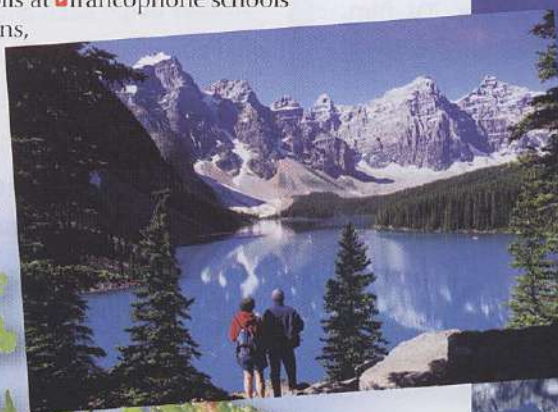
In the 1960s, the French speakers of the Quebec region of Canada gained political power there. Since then, they have passed many laws designed to protect the French language. In 1977, Bill 101 made French the official language of Quebec, imposed French language tests for admission to many professions and ruled that most businesses with more than fifty employees must operate in French. It also prohibited the use of English on commercial signs, although this was modified in 1993, when it was decided that English could appear on outdoor signs as long as the French words were more prominent. There is still, however, an official 'language police', the Office Québécois de la Langue Française, who constantly check that these language laws are not broken.

Most controversially, Bill 101 made it obligatory for almost all students, particularly those moving to Quebec from outside the region, to attend French-only schools until they reach college age. In 2002, on the 25th anniversary of Bill 101, a new law even closed the loophole that had allowed children who had been previously educated at anglophone schools, or those in private education, to continue to attend English-speaking schools. Although all pupils at francophone schools in Quebec have English lessons, they do not start them until the fifth grade. Critics of the system say that this puts them at a serious disadvantage if they want to study or try to get a job outside of Quebec when they leave school.

## INFORMATION FILE

### Canada

- Total area ■ 10,000,000 sq. km
- Total population ■ 32 million
- Ethnic mix ■ 59% White (English-speaking)  
23% White (French-speaking)  
2% Native American  
16% Other
- Capital ■ Ottawa
- Popul. of capital ■ 1 million
- Government ■ A democracy with a prime minister. Canada was a British colony until 1867. Canada is independent, but the British monarch is still head of state.
- Climate ■ South: moderate  
North: subarctic and arctic





## WORD BANK

**anglophone** ■ English-speaking  
**backward** ■ not well-developed  
**to carve** ■ to cut into wood  
**fine** ■ money that you must pay as a penalty  
**francophone** ■ French-speaking

**loophole** ■ an omission in a law that allows people to legally ignore the law  
**plaque** ■ a flat shape, like a plate  
**tide** ■ the movement of the sea as it grows and recedes

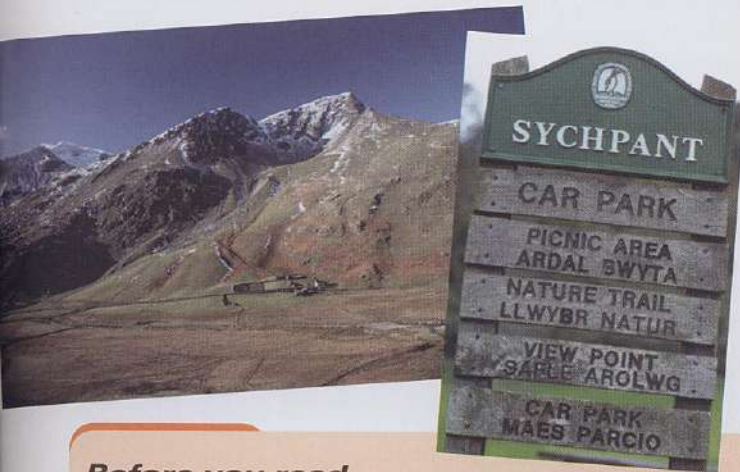
## Welsh – a lesson in survival

Welsh, the native Celtic language of Wales, is one of the oldest languages in Europe. In spite of a variety of pressures over the centuries, the language has survived into the present day.

One of the worst times for the Welsh language was the 19th century. Reforming Victorian educators reported that the Welsh people were **backward**, and that Welsh-speaking children were uneducated. English-only schools were established in Wales, especially near the border with England, and English teachers were specially imported.

Children speaking Welsh in school received severe punishments. They were made to stand in a corner of the classroom for hours, to pay **fin**es to the teacher or, most notoriously of all, forced to wear the "Welsh Not" or carry the "Welsh Stick", a **plaque** or a stick **carved** with Welsh Not or W.N. This was passed to the next child who spoke Welsh in the classroom, and the child who had it at the end of the lesson received a punishment.

However, after the Second World War the **tide** started to turn, and Welsh-only schools began to be built. These days, about 25% of children in Wales go to Welsh-only schools. The 1967 and 1993 Welsh Language Acts in parliament stated that Welsh must have equal status with English in Wales, and the 1988 Education Reform Act made Welsh language an obligatory subject for all children aged 5 to 16, whether they go to English-speaking or Welsh-speaking schools.



## INFORMATION FILE

### Wales

- Total area ■ 21,000 sq. km
- Total population ■ 2.9 million
- Ethnic mix ■ 76% White (English-speaking)  
20% White (Welsh-speaking)  
4% Other
- Capital ■ Cardiff
- Popul. of capital ■ 320,000
- Government ■ Part of the UK, but has its own National Assembly and First Minister
- Climate ■ Mild, wet



### Before you read

- What are the two languages other than English that you can see in the photos? What countries do Canada and Wales share a border with?

### Reading

- Look at the maps and read the Information Files on Canada and Wales. Answer the questions.

- What percentage of the Canadian population speak French as their first language?
- Is Canada governed by the British government?
- What is the coldest part of Canada?
- What percentage of the Welsh population speak Welsh as their first language?
- What title does the leader of the Welsh National Assembly have?

- Read the text *Quebec – French by force* and answer the questions.

- Find five ways that Bill 101 affected day-to-day life in Quebec.
- What modification to the Bill was made in 1993?
- What do the Office Quebecois de la Langue Française do?
- What modification to the Bill was made in 2002?
- Do children at French-speaking schools in Quebec study English?
- Why could children at French-speaking schools be at a disadvantage?

- Read the text on Welsh education. Are the following statements true or false?

- The Welsh language is still alive today.
- In the 19th century, the Welsh language was promoted in schools.
- Children were given the "Welsh Not" if they forgot to speak Welsh.
- About a quarter of Welsh pupils today have teachers who teach in Welsh.
- All 17-year-olds in Wales have to study Welsh.
- Children at English-speaking schools in Wales have to study Welsh.

### Speaking

- What differences are there in the two different governments' attitude to bilingual education?

### Speaking

- Is there more than one language in your country? Are there local dialects? If so, do people make a special effort to preserve those languages? How are they dealt with at school? Should we make an effort to stop minority languages dying out?



# Language & Culture

**Essay**

**Choices, choices...**

**1** I am a student at a sixth-form college in Cambridge. **I've just finished** my AS level exams in Geography, Biology, English and French but **I haven't received** the results yet. **I still haven't finished** my studies because I have to do my A level exams next summer. **I haven't decided** yet what to do after A levels: go to university, get a job or do a gap year and then go to university after that.

**2** On the one hand, I could go to university immediately after my A levels. I could continue my studies and then find a well-paid job. The main advantage of a well-paid job is that I could pay back my loan quickly. However, **I've heard** that lots of students end up borrowing even more money. One of the disadvantages of going to university is that I couldn't afford to leave home so I'd end up having to stay at home for another three years with my parents.

**3** On the other hand I could get a job straight after my A levels. There are two main advantages to this. The first is that I could earn my own salary and be independent very quickly. The second is that I could save up and buy a flat. **I've seen** flats for £50,000 in the centre of town. However, there are also disadvantages to getting a job straight away. The main one is that I'd miss my friends. Since my friend Matthew started work last month, **I've only seen** him about three times. He's stuck in an office from 9.00am until 6.00pm every day.

**4** Then again, I could wait for a year before going to university and do a gap year. One big advantage is that it would be a good experience to see a different country and its lifestyle. **I've never been** abroad before and I could even learn another language. **I've searched** the Internet recently and found a lot of good organisations. On the other hand, if I do this I would need money to pay for the trip. This would mean getting a part-time job while studying for A levels.

**5** In conclusion, I think that I might wait and see what results I get in my exams next summer and I think I'll probably go to university straight after school. I'm not keen to get a job straight away and miss out on my youth and I don't think a gap year is a good option because I'm not sure I could work and study at the same time.

## GRAMMAR

**1** Read the text *Choices, choices...* quickly and find out what John thinks he will do after he leaves school.

**2** Look at the verbs highlighted in the text. Which tense are they? Can you say why this tense is used in each case?

**3** Read the paragraph and put the verbs in the correct tense: present simple, past simple or present perfect.

I (1) *study* (study) at a school in Manchester. There (2) ..... (be) 25 students in my class and we (3) ..... (just take) our GCSE exams. We (4) ..... (not receive) the results yet. They usually (5) ..... (arrive) some time in August. Last year I (6) ..... (study) eight subjects altogether and now I (7) ..... (have to) choose three of those subjects to study for A levels. I (8) ..... (still not decide) which four subjects to choose for AS levels. I (9) ..... (never have) good results in Maths so I don't think I'll chose Maths. However, I (10) ..... (have) a great teacher last year for Physics, and I (11) ..... (enjoy) Art since I was little, so I (12) ..... (think) I might study those subjects next year.

## SKILLS

**4** Match the subjects below with the paragraphs (1-5) in the essay above.

- The advantages and disadvantages of a gap year.
- The advantages and disadvantages of going to university.
- The advantages and disadvantages of getting a job.
- Conclusion.
- Introduction.

**5** Read the text again and underline the phrases used to introduce the paragraphs, to make comparisons and to introduce advantages and disadvantages.

**6** Think about the education system in your country and what you are going to do in the next few years. Write an essay similar to the one on this page. Include some of the phrases you identified in exercise 5.



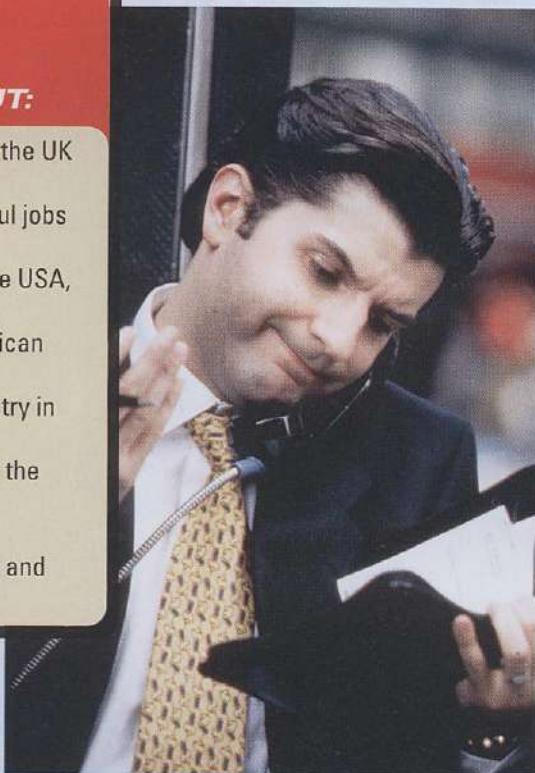
# Module

# 6

## Global markets

### IN THIS MODULE YOU WILL READ AND HEAR ABOUT:

- ▣ working life for nurses in the UK and the USA
- ▣ people who swap stressful jobs for life in the country
- ▣ supermarket culture in the USA, and how some European supermarkets employ African labour
- ▣ crisis in the tourism industry in the UK and USA
- ▣ the UK's relationship with the rest of the EU
- ▣ the UK's pop industry
- ▣ business letters in the UK and the USA



**1** What jobs do you think that the people in the photographs do? Which of the people do you think are: American? British? European? African?

**2** Which eight countries form the G8 group, which consists of the world's richest industrial nations?



# Overworked and underpaid

Britain's National Health Service (the NHS) is funded by the government, and is the biggest employer in Europe, with 1.2 million employees. But nursing recruitment in the UK is at its worst level for 25 years, and 40% of new nurses come from overseas, often from South East Asia. In 2001, the Royal College of Nursing published the results of a survey of its members. These are some of the key results.

- Most nurses work both day and night shifts.
- three fifths of NHS nurses work an average 6.5 hours overtime per week. One third do this for no extra pay.
- 90% think that they are poorly paid.
- A quarter have a second job to supplement their salary.
- The biggest age group is 35–44. Only 1 in 8 nurses is under 30.
- 31% would leave nursing if they could.



## Before you read

1 What job is depicted in the photos? Do you know anyone who does this job? How do they feel about it?

## Vocabulary

2 Read the text on this page. Find words that mean:

1. someone who gives someone a job.
2. people who do a job for someone else.
3. bringing new people into a profession.
4. blocks of time that you work.
5. extra work outside of your normal hours.
6. the money that you earn from your job.

## Reading

3 Find the right statistics.

1. How many people work for Britain's NHS?
2. What percentage of new nurses are from outside the UK?
3. What is the average length of nurses' overtime per week?

4. What percentage of nurses think that they are well-paid?
5. What percentage of nurses have another job?
6. What age are 7/8 of nurses?

4 Look at the newspaper article. Place the sentences A–D in the correct gap.

5 Complete the table about Katie Morgan's life.

|                       | 18 months ago        | Now                  |
|-----------------------|----------------------|----------------------|
| Address               | Torbay, England      | .....                |
| Job                   | .....                | .....                |
| Type of house         | .....                | .....                |
| Car(s)                | .....                | .....                |
| Typical salary        | £.....               | \$.....              |
| Any limit on her pay? | .....                | .....                |
| Holidays              | ..... weeks per year | ..... weeks per year |



## WORD BANK

to cap ■ to put an upper limit on  
council house ■ house built, owned, and rented out by the local council  
cramped ■ with very little space  
to entice ■ to try to persuade

exodus ■ a mass movement out of a place  
to fund ■ to pay for  
green card ■ US immigration permit  
midwifery ■ the study of pregnancy and childbirth  
to rust ■ when metal turns brown and decays

# Guardian Unlimited

## Nurses desert NHS for good life

Eighteen months ago, Katie Morgan was living in a ■ cramped former ■ council house in Torbay and travelling to work at the local hospital in a ■ rusting car that often refused to start. Now she lives in a large house – with swimming pool – in Phoenix, Arizona, and has two new cars. **1** .....

Figures to be released next month from the UK Central Council for Nursing and ■ Midwifery will show that 5,500 nurses emigrated last year.

Morgan, 26, earned £14,000 a year at Torbay Hospital's cardiology department, but instantly doubled her salary in the United States. 'Once you are here for a while, it is possible to increase your pay almost without limit – it's not ■ capped like in the UK,' she said. **2** ..... But here you are seen as a professional and paid a professional salary.



Trade magazines such as the Nursing Times carry several pages of advertisements ■ enticing nurses to leave the UK. Nurses going to work in the US – which also has a nursing shortage – have their flights paid and receive ■ green cards for their families. **3** .....

The only disadvantage is two weeks' holiday a year, compared with seven in Britain. **4** ..... said Morgan. 'I'm never going to go back, not in a million years.'

**A** But I couldn't afford to go anywhere on holiday, so I just sat at home – there was no point to it.

**B** I feel really sorry for my friends back home. They work so hard and don't get rewarded for it.

**C** She is part of a growing ■ exodus of nurses deserting terrible NHS pay and conditions for a better life overseas.

**D** They get starting salaries of up to \$56,000 – almost £ 40,000.

### Vocabulary

**6** Match the words with their definitions.

- |                   |                                                   |
|-------------------|---------------------------------------------------|
| 1. ward           | a. a senior, specialist doctor                    |
| 2. admission      | b. a hospital department for seriously ill people |
| 3. patient        | c. papers showing someone's medical history       |
| 4. intensive care | d. a room full of beds in a hospital              |
| 5. records        | e. someone who is being looked after in hospital  |
| 6. consultant     | f. someone who has just entered hospital          |

### Listening

**7** Listen to Jenny, a senior nurse, talking about her typical working day in hospital and answer the questions.

1. What type of ward does she work on?
2. How is the shift system organised?
3. How many beds do they have?
4. What time do the doctors see the patients on the ward?
5. What does she do in the afternoons?
6. What is the last thing she does before going home?

### Speaking

**8** Does the government pay for health care in your country, as in the UK, or do patients have to pay, as in the US? What are the advantages and disadvantages of each system? Discuss with the class.



# Downshifting

**downshifting** /'daʊnʃɪftɪŋ/ *n.* abandoning a well-paid but stressful lifestyle for a simpler, often rural, way of life.

## Bread of Heaven



On the Isles of Scilly, the seas are ■ azure, ■ puffins fly in for the summer; you can picnic on rocks accompanied only by ■ seals, and you go about not by bus but by boat. It's a long way from the traffic-■ choked streets of London, and it's not difficult to see why Toby Tobin-Dougan swapped one for the other. Now when he's



working he looks out on a field of flowers rather than a road full of taxis. Toby and his wife Louise live on one of the larger islands, St Martin's, and run a bakery of the same name, supplying bread to their own island and delivering by boat to their neighbours on the other inhabited islands of Tresco, Bryher, St Agnes and St Mary's.

It sounds ■ idyllic, and in many ways it is. But it's also hard work, although Toby and Louise are now helped by a night baker who produces most of the basic breads overnight. They bake on Mondays, Wednesdays and Fridays in the winter, and every day including Sunday during the summer. On baking days they have to be up at four in the morning to make the dough. They shape all their loaves by hand, finishing the baking by mid-morning, when they prepare the deliveries and work in the shop, where the queues often stretch out of the door.



### BOOK OF THE WEEK

Escape from the Rat Race:  
Downshifting to a Richer Life

Nicholas Corder  
(Right Way Plus)  
Our price: £7.19

What is the point of spending long, stressful hours working, or travelling to work, if it makes you too tired to enjoy your leisure time? Or earning high wages if you are too stressed to enjoy the material benefits that your money can bring?

Nicholas Corder has chosen an alternative to the rat race – downshifting. A lifestyle choice that more and more people are beginning to make, and one that is available to you too. Corder shows the reader how to make that life-changing decision, and explains how a simpler life is usually a happier one.

### Before you read

1 What are the advantages and disadvantages of having a very highly-paid job in a city? What do you think would be an ideal job?

### Vocabulary

2 Complete the table. Look in the text *Bread of Heaven* for any words that you don't know.

|                                         |         |
|-----------------------------------------|---------|
| 1. To make bread:                       | to bake |
| 2. A person who makes bread:            | b ..... |
| 3. A shop where bread is made and sold: | b ..... |
| 4. Uncooked bread mixture:              | d ..... |
| 5. Separate pieces of bread:            | l ..... |

### Reading

3 **EP** Read the *Bread of Heaven* text. Put these events in the correct chronological order.

- Toby and Louise started offering courses in baking.
- Toby and Louise made bread and sold it at a campsite.
- Toby and Louise married.
- Toby and Louise opened their own bakery.
- Toby first came to the Scilly Isles on holiday.



affinity ■ feeling of belonging  
 azure ■ bright blue  
 to choke ■ to be unable to breathe  
 deli ■ (= delicatessen) speciality food shop  
 to be drawn to ■ to be attracted by  
 falcon ■ fast predatory bird

idyllic ■ ideal, heavenly  
 puffin ■ large migratory sea bird  
 rat race ■ the stress of business, especially in the city  
 seal ■ large sea mammal  
 trial and error ■ experimentation



So what inspired them to leave the **rat race** and move to one of the mildest climates and most beautiful environments in Britain? Toby, 44, first visited St Martin's in the early 1980s and was irresistibly **drawn to** the island. At the time he was living in Brighton but working in London, running a photographic laboratory. He finally sold the business in 1992, packed his bags and moved to St Martin's. He found accommodation with a local fisherman and worked on boats and in the St Martin's Hotel. Louise, 34, from Bristol, also fell in love with the island during a holiday and found a job in the same hotel.

They have been married for five years and both knew that they wanted to start their own business. Breadmaking happened almost by chance – the learning process was very much **trial and error**. "We taught ourselves to bake in our own kitchen," Toby remembers. "We sold our loaves at the campsite nearby for campers

to buy – just 25 or 30 a day." The business expanded rapidly. The bakery opened four years ago and this year it will be extended into the old fire station next door.

The shop is becoming more like a **deli**, offering picnic food for holidaymakers to take to the beach. Toby and Louise now grow their own organic fruit and vegetables and keep ducks, chickens and a pig. They have also started running baking classes in the quieter months of the year.

The point of all their work, Toby says, isn't money. They both earn less than they would have if they'd stayed in hotel work. The satisfaction comes from providing a useful service – and living in a place for which they have a real 'love and **affinity**'. Is there anything they miss from their pre-Scillies life? As their two dogs wander happily around and a **falcon** flies overhead in the fresh wind off the sea, there is a long silence.

- f. Toby sold his photography business.
- g. Toby started a photography business in London.
- h. Toby started working in the St Martin's Hotel.

**4 EP Choose the correct answer to the questions.**

1. What do you think the name of the bakery is?
  - a. Toby and Louise's Bakery.
  - b. The St Martin's Bakery.
  - c. The Scillies Bakery.
2. How many islands does the bakery sell bread to?
  - a. One.
  - b. Four.
  - c. Five.
3. How many days a week do Toby and Louise work in August?
  - a. One.
  - b. Three.
  - c. Seven.
4. What is going to happen next year?
  - a. The bakery is going to get bigger.
  - b. They are going to start giving classes in baking.
  - c. They are going to sell the bakery and buy a fire station.
5. Why do they enjoy their work?
  - a. Because it is very well-paid.
  - b. Because it's useful to the community.
  - c. Because it's easy work.

**5 Read the book review on page 80 and answer the questions.**

1. What is the book's title, author, publisher and price?
2. Which phrase from the *Bread of Heaven* article does the review also use to describe the competitive world of business?
3. What play on words is there in the book's subtitle (*Downshifting to a Richer Life*)? Read the dictionary definition too.
4. Why does the book's author think that trying to earn lots of money is a waste of time?

**Speaking**

- 6** What practical advice do you think that the book offers?

**Writing**

- 7** Write a paragraph about what your ideal way of life would be. Write about where you would live and what work you would do. Write about a realistic way of life – not something that could only happen if you won the lottery!



# The global supermarket

Since the Second World War, the retail sector (supermarkets in particular) has become one of the biggest sectors in international business. But are the people who supply this industry always treated fairly?

## COMPANY PROFILE: WAL-MART



### Company history:

- 1962: first store opened in Arkansas by brothers Sam and Bud Walton
- 1970: becomes a public company on the New York stock exchange
- 1977: makes its first acquisition (Mohr-Value Stores)
- 1990: becomes the biggest retailer in the USA
- 1991: first international store opens (Mexico City)
- 1997: becomes the biggest employer in the USA
- 1999: enters the UK. Becomes the most successful retailer and the biggest employer in the world. Has given millions of dollars to charity since its formation.

Number of countries: 10

Number of employees: 1.3 million

Sales 2002-3: \$244.5 billion

Business: low-price supermarkets

Country of origin: USA

The Wal-Mart Motto  
**Low prices  
 always.**

### The Wal-Mart Cheer

Shouted by employees at the start of every working day:

"Give me a W!  
 Give me an A!  
 Give me an L!  
 Give me a squiggly!  
 Give me an M!  
 Give me an A!  
 Give me an R!  
 Give me a T!  
 What's that spell?  
 Wal-Mart!  
 Who's number one?  
 The customer! Always!"

## SOME ASPECTS OF WAL-MART CULTURE



### The Sundown Rule

Wal-Mart employees are expected to fulfil every request, whether made by a customer or another store, by sundown on the day they receive it.

### The Ten Foot Rule

If a Wal-Mart employee comes within 10 feet of a customer, they should look them in the eye, greet them and ask if they can help them.

### Before you read

1 Does most of your family's food come from a supermarket, or from smaller shops? Which countries do the fruit and vegetables that you eat come from?

### Vocabulary

2 Read the company profile of Wal-Mart and find words that mean:

1. a business that anyone can buy shares in.
2. the 'place' where you can buy and sell shares in American companies.
3. when one business buys another.
4. a business that specialises in shops and selling things.

### Reading

3 Answer the questions.

1. What type of shops are Wal-Mart stores?
2. Where was the first Wal-Mart store outside the USA?
3. When did the company make acquisitions in Britain?
4. Why is Wal-Mart a record-breaking company?
5. How many people work for Wal-Mart?

4 Why should a Wal-Mart employee never do these things?

1. Tell a customer that the product that they want won't be available until Monday.
2. Pass a customer without speaking.
3. Think that their first loyalty is to the company.
4. Try to make more profit by raising the price of a product.



## WORD BANK

**black market** ■ an illegal system of buying and selling, without regulations  
**capricious** ■ unpredictable  
**cheer** ■ shout of encouragement  
**fancy** ■ specialised, refined  
**hovel** ■ very poor and dirty home  
**lingering** ■ remaining

**motto** ■ a phrase that sums up your philosophy  
**proponent** ■ supporter  
**to quintuple** ■ to increase five times  
**sporadic** ■ occasional  
**squiggly** ■ (= squiggle) a small, curving line  
**ten foot/feet** ■ about 3 metres

Supermarkets are responsible for the sale of around 70% of fruit and vegetables in Britain. In the search for cheap and cosmetically perfect produce, British supermarkets often import everyday fruit and vegetables that could just as easily be grown at home: apples from the USA, carrots from South Africa and beans from Kenya are just a few examples.



THE NEW YORK TIMES

## Beside Blossoming Fields, Where Poverty Grows

NAIVASHA, Kenya – The shores of the broad lake that spreads across Africa's Rift Valley ...

In the past 20 years, the lake shores have exchanged any **lingering** memories of the past for a booming industry in the cultivation and sale of out-of-season vegetables like snow peas and trimmed beans, and cut flowers like roses and carnations - virtually all of them exported to distant markets in Europe. Paradoxically, the huge expansion of **fancy** food for export has come in a land that, because of **sporadic** drought and not-so-sporadic economic mismanagement, cannot grow enough of its own staple, corn.

As the flower and vegetable farms have expanded, ... the population

living within three miles of the lake shore has **quintupled** from 50,000 to 250,000. Most of the newcomers are women who have been drawn by cash wages from traditional agriculture in villages elsewhere.

A bouquet of spray carnations grown here costs around \$3.20 in a British supermarket, while even the best-paid of manual workers earns a daily rate of \$2.10, working a 46-hour week. While some workers live in compounds provided by employers, others live in **hovels**. And while big companies pay twice the government-approved minimum wage, other growers pay the official minimum just over a dollar a day to cover housing, food and bare bones survival.

So, are Africa's flower workers, indeed, trapped in a cycle of poverty from which history offers no prospect of relief?

Proponents of globalization say the answer is no. ... "Done properly, corporations create a better environment for the future and for the lives of the people than does a sort of **black market** ... that doesn't have controls," said Mr. Jones, the British executive.

But the counterargument is that no land can develop itself by supplying the **capricious** demands of distant foreigners while its own people are simply too poor to provide the demand for goods needed to develop their own economy.

### Vocabulary

5 Match these words connected with food cultivation to their meanings.

- |               |                                                         |
|---------------|---------------------------------------------------------|
| 1. to blossom | a. enclosed accommodation for workers                   |
| 2. compound   | b. to cut                                               |
| 3. drought    | c. basic food                                           |
| 4. snow peas  | d. to produce flowers                                   |
| 5. staple     | e. lack of water                                        |
| 6. to trim    | f. very small vegetables that are eaten in their shells |

### Reading

6 EP Read the introduction to the newspaper article and the article itself. Are the following statements true or false?

- Most fruit and vegetables in Britain are bought from supermarkets.
- British supermarkets only import fruit and vegetables that can't be grown in Britain.

- Fruit and vegetables are only imported from countries near to Britain.
- It is difficult for Kenyans to grow corn in their country.
- The European farms have attracted many Kenyan workers.
- A typical worker on the European farms is a man from a poor village.
- Farm workers earn between \$1 and \$2.10 a day.
- Some people criticise this way of supplying supermarkets.

### Speaking

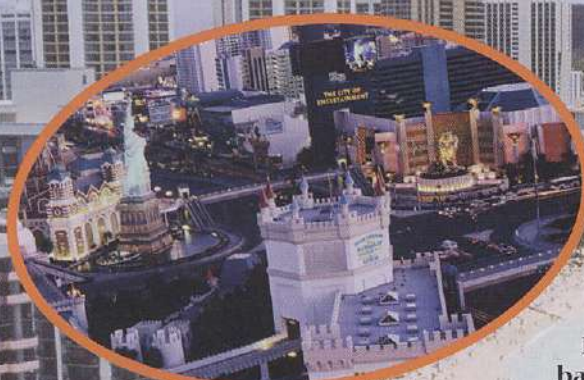
7 Most supermarkets want to sell food at the lowest possible prices. Talk about the advantages and disadvantages of this. Think about these factors:

- > buying from local/foreign producers.
- > buying from small/large producers.
- > transporting produce long distances.
- > buying organic/non-organic/genetically-modified produce.



# When the tourists stayed away

■ Stricken cities want tourism as national economic priority



ATLANTA – Mayors and tourism officials, ■ shaken by the loss of more than 500,000 travel and tourism jobs since the Sept. 11 terrorist attacks, are meeting here today to seek federal help.

It's not just New York and other big cities that haven't ■ bounced back. The drop in international tourism has cost US cities more than \$12.5 billion, according to the US Conference of Mayors.

Tourism-related jobs in Nashville, for example, have dropped 14% since the attacks. Chicago lost 36,000 such jobs, Los Angeles 33,600 and Atlanta 28,600.

Alarmed by these numbers and seeing no immediate relief, the mayors of 17 cities are holding a summit to draw attention to the importance of tourism to the nation's economic health.

As in many other cities, Atlanta's economic well-being is tied to tourism. "It's people's jobs," Mayor Shirley Franklin says. "If hotel ■ occupancy is low, they don't have jobs for people. For cities like Atlanta, Las Vegas, Honolulu, San Francisco and New Orleans, the economic impact is tremendous."

Tourism officials say the USA has fallen to third place as an international tourist destination, behind France and Spain. Before the terrorist attacks, it came second only to France.

by Larry Copeland

## » » » » VISTA TRAVEL « « « «

### Client information

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Date of birth: \_\_\_\_\_  
Nationality: \_\_\_\_\_

### Destination

Country: \_\_\_\_\_  
Preferred location: \_\_\_\_\_  
2nd preference: \_\_\_\_\_

### Number of people

Adults: \_\_\_\_\_  
Children: \_\_\_\_\_

### Length of stay

Depart on: \_\_\_\_\_  
Return on: \_\_\_\_\_

### Type of accommodation

5★ Hotel/4★ Hotel/3★ Hotel/2★ Hotel/1★ Hotel/  
Bed and Breakfast/Self-catering house/  
Self-catering apartment/Campsite

### Special requirements

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_