Getting it right

- Use and non-use of articles
- Different ways of giving emphasis
- Reading and vocabulary: Worst case scenarios
- Task: Make a list of tips on How to...
- Pronunciation: Stress for emphasis, intonation for giving advice
- Listening and writing: Taking notes
- Real life: Giving advice and making suggestions

Reading and vocabulary

1. Look at the titles of the four texts and answer the questions.
   a. Which text do you think the items in the box relate to?
   b. Do you think they are useful or dangerous in that situation?

<table>
<thead>
<tr>
<th>chimney and fireplaces</th>
<th>a bandage</th>
<th>open fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>a piece of rope or string</td>
<td>a desk or table</td>
<td>isolated trees</td>
</tr>
<tr>
<td>stiff pieces of cardboard</td>
<td>a piece of clothing</td>
<td>a metal fence</td>
</tr>
<tr>
<td>the sound of thunder</td>
<td></td>
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</table>

2. Do you know what to do in these circumstances? In groups, make a list of ideas, but do not read the articles yet.

3. Read and check. Which ideas on your list were correct? Were you surprised by any of the advice?

4. Use the context to guess the meaning of these words.
   a. a wound (line 2) d. to antagonise (line 41) f. to distract (line 48)
   b. a splint (line 8) e. to outrun (line 46) g. a threat (line 69)
   c. debris (line 32)

5. Discuss the following questions in pairs.
   a. Why shouldn’t the splint on a broken leg be too tight?
   b. Why do you think the kitchen is a dangerous place in an earthquake?
   c. Why are hallways and inside walls safer, do you think?
   d. Why is it helpful to count the time between lightning and thunder?
   e. Why do you think you should kneel rather than lie flat on the ground to avoid lightning?

6. Discuss the following questions with the rest of the class.
   - Have you, or anyone you know, ever experienced these or similar dangers? What happened?
   - Do you ever worry about 'worst case scenarios' like this? Which of the situations would you find most frightening?
   - What kind of disasters most frighten you? Why?

Worst case scenarios

How good are you at coping in an emergency? Would you know what to do if the worst happened? Read what the experts have to say, and never be caught out again!

How to treat a broken leg

If the skin is broken, do not touch or put anything on the wound. You must avoid infection. If the wound is bleeding severely, try to stop the flow of blood by applying steady pressure to the area with sterile bandages or clean clothes.

Do not move the injured leg. You need to put a splint around the wound to stabilise the injured area.

1. Find two stiff objects of the same length, wood, plastic or folded cardboard, for the splints. Put the splints above and below the injured area (or on the side if moving the leg is too painful).

2. Tie the splints with string, rope or belts, whatever is available. Do not tie the splints too tightly: this may cut off circulation. You should be able to slip a finger under the rope or fabric.

3. Get the injured person to lie flat on their back. Do not move the injured person unless absolutely necessary. Treat the leg, then go and get help.

Adapted from the Worst case scenario handbook
How to survive an earthquake

If you are indoors, stay there! Get under a desk or table and hang onto it, or move into a doorway. The next best place is in a hallway or against an inside wall. Stay clear of windows, fireplaces and heavy furniture or appliances. Get out of the kitchen, which is a dangerous place. Do not run downstairs or rush outside while the building is shaking, or while there is any danger of falling and hurting yourself or being hit by falling glass or debris.

If you are outside, get into the open away from buildings, power lines, chimneys and anything else that might fall on you.

If you are driving, stop, but carefully. Move your car as far out of the traffic as possible. Do not stop on or under a bridge, or under trees, light posts, power lines or road signs. Stay inside your car until the shaking stops.

How to deal with a charging bull

Do not antagonise the bull and do not move. Bulls will generally leave humans alone unless they become angry. Look around for a safe haven – an escape route, cover or high ground. Running away is not likely to help you unless you find an open door or fence to jump as bulls can easily outrun humans.

If a safe haven is not available, remove your shirt, hat or another item of clothing. Use this to distract the bull. It does not matter what colour the clothing is. Despite the colours bullfighters traditionally use, bulls do not naturally head for red – they react to and move towards movement, not colour.

If the bull charges, remain still and throw your shirt or hat away from you. The bull should head towards the object you’ve thrown.

How to avoid being struck by lightning

Loud or frequent thunder indicates that lightning is approaching. When you see lightning, count the number of seconds until the thunder is heard. If the time delay between seeing the flash (lightning) and hearing the boom (thunder) is less than thirty seconds, seek a safe location immediately.

No place is completely safe from lightning. However, some places are more dangerous than others. Avoid high pieces and open fields. If in an open area, do not lie flat – kneel with your hands on the ground and your head low. Avoid isolated trees, picnic shelters, or any metal objects, such as metal fences. Avoid bodies of water: oceans, lakes, swimming pools and rivers. Wait for the storm to pass. The lightning threat generally reduces with time after the last sound of thunder, but may persist for more than thirty minutes. There can still be a threat even when it is sunny or clear sky is visible.
Task: Make a list of tips on How to ...
Preparation: reading and listening

- How to learn a foreign language
- How to be successful in exams
- How to stay fit
- How to dress well
- How to manage your personal finances
- How to give up smoking
- How to travel on a low budget
- How to find the perfect partner
- How to learn to play a musical instrument

a. Read what some experts said. Can you guess which words or phrases go in the gaps? Match the advice below to the topics above.

1. ‘Take every (a) ______ to use the language ...
speaking to foreigners in chat rooms, whatever and try to
(b) ______ the temptation to translate everything
word for word. Sometimes it just isn’t possible!’
   Silvia, language teacher

2. ‘(c) ______ never wear something just because
everyone else is wearing it. (d) ______, wear what
you feel comfortable wearing and what looks good on
you. Fashion is about expressing your own identity.’
   Amanda, fashion journalist

3. ‘Be (e) ______ not to overdo it. You (f) ______
easily injure yourself (g) ______ not used to taking
exercise.’
   Brian, personal trainer

4. ‘Of course you should make an (h) ______ be friendly, but
at the same time (i) ______ you don’t appear too keen or
over-friendly as this can put people off.’
   Liza, relationships expert

5. ‘(j) ______ by finding the right teacher. It must be
someone you like and trust, and who will give you good
advice and encouragement ... and above all, allow
plenty (k) ______ for practice. Playing well requires
time and dedication. There are no short cuts.’
   Vladimir, piano teacher

b. T6.1 Listen and check. Do you think the advice given is good or not?
Language focus 1
Use and non-use of articles

1 Do you ever chew gum? Does it help you in any way? Why do you think that some people object to people chewing gum?

2 Read the text below and choose the best title.
1 Concentrate better – chew gum
2 Chewing gum can aid memory
3 Three good reasons for chewing gum

A Teachers have always tried to ban it, but a new study has revealed that people can actually benefit from chewing gum: the author of the study, Dr Andrew Scholery, claims that there is a link between chewing and memory. The link may be connected with the production of oxygen in the brain.

B For (a) a / the / – study, (b) a / the / – volunteers at (c) a / the / – Northumbria University performed (d) a / the / – number of tests designed to test their memory and (e) a / the / – concentration. (f) A / The / – first group were allowed to chew (g) a / the / – gum: (h) a / the / – second only pretended to chew, while (i) a / the / – third did not chew at all. There was no difference between (j) a / the / – three groups in terms of (k) a / the / – concentration part of (l) a / the / – test, but in (m) a / the / – memory tests, there was (n) a / the / – big difference: (o) a / the / – group who had been allowed to chew performed thirty-five percent better than (p) a / the / – other groups.

3 Read Part A again and underline the following.
- all the indefinite articles (a, an) like this ______
- all the definite articles (the) like this ..........
- all the nouns which do not have an article like this ~~~~

Analysis 1
1 Find an example in Part A of the following.
   a the indefinite article for something that is ‘one of many’
   b the definite article for something or someone that has been mentioned before
   c the definite article for something or someone that is unique
   d the ‘zero’ article for talking about things ‘in general’

2 Notice some common phrases that take the definite or indefinite article. Add two more examples to each group.
   a Phrases that express quantity: a lot of, a few
   b Ordinals: the first, the second
   c Superlatives: the biggest, the worst
   d Before certain common adjectives: the last, the same

Practice

1 Read Part B of the text again and circle the correct alternative. (– means no word.)

2 Look at the general knowledge quiz on page 67 and complete the gaps with a, an, the or –. Then answer as many of the questions as you can.

3 Listen to the questions and the answers. How many questions and answers did you get right?

Analysis 2
Use of definite article with places and times
Which of the following need a definite article? Find examples in the quiz. Are there any exceptions to these rules in the quiz?

Places: cities, countries, continents, rivers, lakes, points of the compass, seas and oceans, mountain ranges, world, institutions (e.g. prison, school)

Times: dates, days, parts of days, months, years, decades

4 a Work in two teams. Team A: Look at page 139. Team B: Look at page 141. Complete the questions with the correct articles. Then write three more similar questions of your own.

b Take turns to ask and answer the questions. Your teacher will give you two marks for the correct use of articles in the question and two marks for each correct answer. Which team won?
Language focus 2
Different ways of giving emphasis

1 Do you often lose things? What? What about the people you live with? Read the conversation between Hannah and Dan. What has Hannah lost?

HANNAH: Oh, this is annoying. Where did I put my car keys?
DAN: Not again! Have you looked on the kitchen table?
HANNAH: I've looked everywhere.
DAN: Hannah, you're hopeless.
HANNAH: Thank you. I suppose it's too much trouble for you to help look for them. Oh, look, here they are under this magazine.
DAN: Well, that just goes to show! You need some kind of system for where you put things. You're always losing things, it's ridiculous.
HANNAH: You've got nerve! You lost all your credit cards the other day, and I found them for you!
DAN: Yes, I know, and I'm grateful to you, but you need to get yourself organised with keys.

2 **T6.3** Listen and write in the missing words in the conversation.
Do the conversation make sense without these words? What effect do these words have?

Practice

1 Match the sentences in A with a reply in B. Then think of a way to make the phrases in bold more emphatic.

A
a I'm exhausted. Let's stay in and rent a video.
b I like living here because it's near the centre of town.
c Thanks for everything, we've had a nice evening.
d I suppose you want to see Liz.
e Why are we inside on such a beautiful day?
f Ouch! This tooth is painful.
g What's all this broken glass! What have you been doing?
h Your friend was lovely. I hope you'll invite him again.
i Come on, let's go to that new club.
j I think you ought to apologise to her.

B
1 Yes, I will. I think he enjoyed the evening as well.
2 Well, you wanted to spend the day at a museum.
3 Why should I apologise? I didn't start the trouble.
4 You're welcome. Come again soon!
5 You know you need to go to the dentist's.
6 Look, I think it's time we went home. It's nearly three.
7 Oh, you're boring these days. I want to go out.
8 That's true, but it gets noisy a night.
9 No, actually I wanted to see you.
10 Don't blame me! I didn't break it!

Analysis

The extra words give special emphasis to what the speaker is saying. Answer these questions.
a Which three words go before an adjective to make it stronger? Do you know any other words like this?
b What is the difference between so and such?
c Find an example of an 'extra' auxiliary verb to add emphasis. What happens to the sentence stress with auxiliaries like this?
d Find two more examples similar to this.
   * It was you who lost all your credit cards the other day.
e Which words can be added to a question word to make it more emphatic?

**T6.4** Listen and compare your answers with the recording.

Pronunciation

1 Sentence stress is also important for giving emphasis.
   * I'm absolutely exhausted. Let's stay in and rent a video.
   You're so boring. I want to go out.
2 Listen again and mark the words that are specially stressed on the tapescript on page 167.
Listening and writing

Taking notes

1. Discuss the following questions in small groups.
   - In what situations do you have to take notes?
   - Do you write a lot of notes or just a few key points?
   - What do you do with your notes afterwards?

2. Have you heard of Maria Montessori? Read about her below.

Maria Montessori was a famous Italian educator of the early 20th century, who pioneered the Montessori method of teaching children.

Maria Montessori: Biographical Notes

'Among greatest educators of 20th'
* pioneer of education for < 12s
* founder of Montessori schools
* 'Follow the child'

Early Life
b: Ancona (Italy) 1870. Middle-class family.
Studied medicine @ Rome Uni.
First woman graduate of medicine (1896)
contact w/ children of poor families while working as physician.

Development of Montessori Schools
Founded first school (at request of govt.) 1907.
From 1910, worked only in children's education
First Montessori schools opened in USA 1911
Wrote > 20 books on educ. theory & practice,
Developed Montessori method

b. Why are these techniques used? Do you know any other useful techniques for making notes?

4. Listen to the next part of the lecture and make notes of your own. You may need to listen more than once.

b. Check that your notes are clear, then swap with a partner. Can you follow each other's notes? Did either of you miss anything?

5. Discuss the following questions in small groups.
   - Why do you think Maria Montessori is considered such an important figure in education?
   - Have her ideas influenced the way children are educated in your country, do you think?
Real life
Giving advice and making suggestions

1 This posting appeared in a discussion forum called englishtadventure.com, which gives advice to people who want to work or study in English-speaking countries.
   a What does Stefan want advice about?
   b Which countries are suggested in the five replies?
   c What reasons are given for recommending each country?

Q
I'm thinking of spending some time abroad to improve my English ... but how can I choose the best country to study in! There are so many! USA? Britain? Australia? New Zealand? Other? Suggestions anyone?

Stefan

A
Take my advice — go to Australia. Australia is a great place to study — Sydney is a truly international city and there are plenty of foreign students there. Or you could always try New Zealand — the countryside is really beautiful.

Huan

Have you thought of coming here to Malta? It's quiet, the weather is good, the people are friendly and everyone speaks English! Check out our website at: www.englishinmalta.com.

Luigi

I have just returned from a three-week English course in England. It was a very good experience — the people were friendly, and the food was good when you got used to it! The most important thing is to pick the right school — there's a list of recommended schools at uklangschools.com. I'd check there if I were you.

Joan, Barcelona

If you ask me, you can't beat the USA for an ESL programme. Try logging on to the Study in the USA website at studyusa.com ... I promise you won't regret it!

Murray

How about coming to Ireland? The people are the friendliest in the world.

Ciaran

Pronunciation

Listen to the pronunciation of the phrases for giving advice. Practise saying them, copying the voices on the recording.

2 Imagine someone wrote a similar posting asking for advice about work and study in your country. Write some advice and suggestions about the best places to go, etc.

Guessing from context

1 Read the sentences giving advice about worst case scenarios. Are the words in bold a noun, a verb, an adverb or an adjective? Here are some things that might help you.

- Typical endings for verbs (-ed, -ing), nouns (-ian, -ness), adjectives (-ous) or adverbs (-ly)
- Words which come before nouns (a, the, adjectives) or verbs (auxiliary or modal verbs, e.g. be, have, may, should, etc.)
- Plural nouns ending in 's'

   a You can never be sure what'll happen in life; something horrible could be lurking just around the corner.
   b If a female bear fears that her cubs are in danger, she may attack.
   c In order to move a car out of your way, you should clip the back of it ...
   d Immediately wrap a bandage tightly around the snake bite ...
   e If you found yourself in the wilderness without any matches or shelter, would you know how to protect yourself?
   f Although it can be difficult to build a shelter in such harsh conditions.

2 Try to decide what the words in bold mean. Think of a word that could replace it in that sentence. Then check in your mini-dictionary. Remember to look for the infinitive form of verbs ending in -ing or -ed, etc.
1 Articles
Add a or the to the sentences, where necessary.
- a. My brother works as a travel representative in Canada.
- b. President of USA has resigned.
- c. Sahara is largest desert in Africa.
- d. He was last person to see victim alive.
- e. I'll see you next week.
- f. Weather is better in south of country.
- g. I live near hospital.
- h. He'll be here in morning.

5 Giving advice and making suggestions
A word or phrase in the sentences is incorrect. Correct the mistake.
- a. Take my advise — go to Australia.
- b. Or you should always try Marinas' restaurant?
- c. Have you thought of doing a course in Philosophy?
- d. The most important thing is to choose the right hotel.
- e. I'd book it online if! I would be you.
- f. When you ask me, the library is the best place to study.
- g. Try contacting the tourist office for information.
- h. How about going on a cruise for your holidays?

Need to check? Language Summary A, page 149.

Need to check? Real Life, page 70.

2 Ways of giving emphasis
Choose the correct alternative.
- a. That TV programme was absolutely / completely / so funny. "What a pity you missed it!"
- b. I know you don't believe me, but I really / did / have my phone you.
- c. That / What / Which I really enjoyed about the film was the acting.
- d. He / It / That's my son who's the best at computers in our house.
- e. What at / in / on earth do you mean by asking me that?
- f. It was so / such / very an uncomfortable journey we couldn't sleep at all.

Need to check? Language Summary B, page 149.

3 Verb forms
Write the correct form of the verb in brackets.
- a. Resist the temptation / (translate) everything.
- b. You should never / (wear) something because everyone else is wearing it.
- c. Be careful / (overdo) it.
- d. Search for / (find) the right teacher.
- e. Make sure you / (appear) too keen or over-keen.
- f. You might easily / (injure) yourself if you're not used / (take) exercise.

Need to check? Task, page 64.

4 Phrases for How to...
Match A and B to make phrases:
A
- a. lie
- b. do not move
- c. go and get
- d. do not run
- e. stay clear of
- f. do not touch or put
B
- 1. anything on the wound
- 2. downstairs
- 3. flat on the ground
- 4. help
- 5. the injured person
- 6. areas of water such as swimming pools.

Need to check? Reading, pages 62-63.

Pronunciation spot
Voiced and unvoiced sounds (2): /s/ /z/ /s/ /z/ and /j/ /j/ /j/
- a.Listen to the pronunciation of the words. Notice the different sounds of the letters in bold.
  - advice /s/  advise /z/ cash /j/
  The /s/ sound is voiced. The /s/ and /z/ are unvoiced.
  - b. Put the words in the correct category, according to the pronunciation of the letters in bold. Then listen and check.
  - choose citizen discipline discussion downstairs experience international ocean rush string visible website
  - c. Practise saying the words, paying attention to the voiced and unvoiced sounds.
  - d. How do you pronounce the letters in bold below? Now practise reading the text aloud.
  - Children should learn through purposeful activity—not just play, but activities with a purpose... given a choice, children will choose work rather than play. Toys which do not serve a specific purpose are therefore discouraged.

REMEMBER!
Look back at the areas you have practised. Tick the ones you feel confident about. Now try the MINI-CHECK on page 159 to check what you know!