



1 Ethnic minorities in the UK

LESSON SUMMARY

Reading: A text about ethnic minorities in the UK

Listening: People whose families emigrated to the UK talking about their lives

Speaking: Discussing emigration and immigrants

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and set exercise 6 as a written task for homework.

LEAD-IN 2-3 MINUTES

- Elicit students' favourite food, music and TV programmes and write them on the board.
- Ask: *Which countries do these things come from?* Elicit answers as a class.

Exercise 1 page 112

- Focus attention on the photo. In pairs, students discuss where the children might be from and whether they look like typical British children, giving reasons for their answers.
- Elicit answers as a class.

Culture notes

- In 1707, England, Scotland and Wales joined to form one kingdom, Great Britain.
- In 1801, Ireland joined Great Britain to form the United Kingdom. In 1922, the southern part of Ireland became an independent state, leaving only Northern Ireland within the UK.
- The term *Britain* is often used to describe both the UK and Great Britain. The term *British* is used to describe anyone who is from the UK.

Exercise 2 4.04 page 112

- Elicit the meaning of *immigrant* (someone who comes to live permanently in a country that is not their own).
- Students scan the text and answer the questions.
- Check answers as a class.

KEY

1 the Caribbean 2 India and Pakistan; many Asians also came from Africa 3 continental Europe

Exercise 3 page 112

- Ask students to read the sentences. Remind them that the words in *true / false* sentences may be synonyms of words in the article or closely associated words.
- Students read the text and answer the questions.
- Check answers as a class.

KEY

1 T 2 T 3 F 4 T 5 T

Extra activity: Fast finishers

- Write the following questions about the text on the board:
 - When did Britain become a powerful country with control over many other countries?* (in the 17th century)
 - By the 1960s, what had happened in those countries?* (They had become independent.)
 - Which ethnic minority has been in Britain longer than any other?* (the black Caribbean population)
 - Which aspects of Caribbean culture have become part of British life?* (food and music)
 - Where had many people from India and Pakistan lived before coming to the UK?* (in British colonies in Africa)
- Ask **fast finishers** to read the text again and answer the questions.

Exercise 4 4.05 page 112

- Go through the instructions together. Check the meaning of *ethnic origin* (the country, race, culture, etc. that a person comes from).
- Play the recording for students to answer the questions.
- Check answers as a class.

KEY

Speaker 1 Polish Speaker 2 Nigerian Speaker 3 Jamaican Speaker 4 Pakistani Speaker 5 Indian

Transcript

Speaker 1 Tomasz Piotrowski arrived in Britain ten years ago with his parents, when he was thirteen. He lives in Southampton. What does he think of life in the UK?

Tomasz I think there are lots of opportunities and a good standard of life here. When we first moved to Britain, my dad found work in a factory, and I went to school and quickly learned English. My parents now have their own business and so do I! I have a marketing company. I live with my parents, but am hoping to buy a flat quite soon. I'm settled and happy here. I have lots of English friends, speak fluent English and haven't experienced any prejudice. My parents talk about returning to Poland one day, but although we're proud of our background, my sister and I definitely won't go back.

Speaker 2 29-year-old Lydia Heather came to Britain to study acting four years ago, and now lives in Glasgow, Scotland.

Lydia Immigrants from Nigeria usually have the wrong idea about what their life is going to be like in Britain. They think it's going to be so easy, and they get a shock. And in my opinion, it's even harder if you're female. You can feel completely alone and anxious. I came here to be an actress and I'm very ambitious. My parents have quite a comfortable life back home in Nigeria. Here it's expensive, cold and difficult to find work. I've experienced some racism, but my Scottish friends have been wonderful, and I needed to come here for my career.

Speaker 3 Gary Younge is 74. He came to Britain in 1950 with his parents when he was ten. He grew up in Stevenage.

Gary Britain's fine to live in now, but it was really hard for black families in the 1950s. It was a more closed society, especially in the cities where there was much more racism and it was hard to find work. I was quite homesick and missed life in Jamaica. But I guess we were luckier because we lived in a smaller

community, and we had to integrate. There were only four black children in my school. I worked so hard because black people were considered to be lazy and I hated that.

Speaker 4 Sabah Choudhry is 19, was born in Britain, and is studying at a London university.

Sabah My parents emigrated here 22 years ago from Pakistan. Things have improved since then. I'm Muslim, but also British. I think it might be the best place to be a Muslim girl. Here there is so much more in terms of education, equality and human rights. I feel I'm able to follow my religion, but I can also study, have a career and participate in society. My friends are great – because of my religion I don't go into pubs or bars, so they go to a coffee shop with me instead.

Speaker 5 Jahid Joshi was born in Britain. He's a journalist in London.

Jahid My parents emigrated to Britain from India in the 1980s. They moved to North London where I was born and brought up. My childhood was a mixture of British and Indian culture, with holidays in India and Cornwall. Integration never seemed to be an issue. This is my country. When I got married to my English wife, our wedding was a wonderful mix of British and Indian traditions. It bothers me that people are very worried about immigration these days. We have so much to celebrate in our multicultural society.

Exercise 5 4.05 page 112

- Go through the instructions together and ask students to read the questions.
- Play the recording again for students to match the sentences to the speakers.
- Check answers as a class.

KEY

A 2, 3 B 2 C 4, 5 D 4, 5 E 1, 2, 4 F 2, 3

Transcript

See exercise 4.

Exercise 6 page 112

- Explain the meaning of *emigrate* (to leave your own country to go and live in another).
- In pairs, students use the expressions to suggest reasons why people emigrate and to talk about immigrants in their country.
- Ask a few students to share their ideas with the class.

Extra activity

- Write the following two situations on the board:
 - 1 You are from a war-torn country and are thinking about emigrating to the UK.
How do you feel about leaving your country and possibly your family behind?
What help are you hoping for in your new country?
What will be the hardest things for you to cope with there?
 - 2 You have been offered a good job in the UK. You are shortly moving there with your family.
How long are you planning to stay there?
Do you want to try and integrate into British life?
What will be the hardest things for you to cope with there?
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.
- Ask: *Do you think your country is tolerant towards immigrants?* Discuss the question as a class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about ethnic minorities in the UK. I can understand a recording about people whose families emigrated to the UK. I can discuss immigration and talk about immigrants in my country.*

2 Tinseltown

LESSON SUMMARY

Reading: A text about the history of the Hollywood film industry

Listening: An interview about the biggest failures in cinema history

Speaking: Discussing the worst films you have ever seen

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and exercise 1, elicit students' answers to exercise 6 as a class and omit exercise 7.

LEAD-IN 2-3 MINUTES

- Ask students: *How often do you go to the cinema? Are cinemas expensive or cheap in your country? Can you take your own drinks and snacks to the cinema or do you have to buy them there? Do you think cinemas offer good value for money?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 113

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 113

- Ask students to read the paragraph headings. Check the meaning of *talkie* (a film that has sound and not just pictures) and *golden age* (the best part of a period in history).
- Pre-teach *patent* (to obtain the official right to be the only person to make, use or sell a product or an invention).
- Students scan the text and match the paragraphs to the headings.
- Check answers as a class.

KEY

A 2 B 1 C 4 D 3

Exercise 3 page 113

- Students read the text again and answer the questions using their own words as much as possible.
- Check answers as a class.

KEY

1 Because Thomas Edison had too much power over the film industry. 2 Because movies were silent and a pianist played music while the audience watched the film. 3 Because they offered a form of escapism. 4 Because TV became popular.

Extra activity: Fast finishers

- Write the following sentences on the board:
 - 1 *Thomas Edison designed a lot of the film-making equipment.* (T)
 - 2 *By the end of the 1920s, everybody was bored with silent movies.* (F)
 - 3 *By the 1950s, cinemas had become too expensive.* (F)
 - 4 *Hollywood continues to make a small number of expensive films each year.* (T)
 - 5 *Box office failures rarely cause problems for Hollywood studios.* (F)
- Ask **fast finishers** to read the text again and decide if the sentences are true (T) or false (F).

Exercise 4 4.07 page 113

- Go through the instructions and film titles together.
- Play the recording for students to answer the question.
- Check the answer as a class.

KEY

Hulk

Transcript

Host Hello, and welcome to Film Talk. And my guest in the studio tonight is the film critic Martin Waverley. And we're going to talk about failures – spectacular failures. Is that right?

Martin Yes. Some of your listeners may have seen the list that was recently published in several newspapers – a list of the films which have lost the most money at the box office.

H To be honest, I haven't heard of many of these films.

M No. Well, there's a reason for that. I mean they were failures – so by definition, people just didn't go to see them.

H This one, for example: *When Time Ran Out*. What was that about?

M Ah yes, *When Time Ran Out*. It should have been called *When Audiences Ran Out*. It was a disaster movie about a volcano. Disaster movies were very popular in the 1970s. But in this 1980 film, the story was too slow-moving, and the special effects were so bad that they were funny.

H Although the director was successful with other films, wasn't he?

M Yes, Irwin Allen, the director, made some of the most successful disaster movies ever. And the film starred Paul Newman, a great Hollywood actor who made some amazing films. But this was definitely not one of them. It's pretty dreadful from start to finish.

H Let's talk about another film: *Sahara*, released in 2005. This had some big Hollywood stars in it, didn't it?

M Yes, it did - Penélope Cruz, for example. But it still lost an amazing amount of money – something like \$100 million.

H Why was the film so unpopular?

M Actually, it wasn't. The problem was, they spent far too much making it. The original production budget was around \$80 million but they ended up spending twice that amount. They just didn't control the costs. For example, the first 46 seconds of the film cost more than \$2 million to make!

H And how did it do at the box office?

M Well, when it opened, it was number 1 at the box office in the US. Personally, I didn't think it was much good, but it got big audiences for a while. Unfortunately, they couldn't get back even half of the money they'd spent – so it lost a fortune.

H Oh dear! What other films on the list caught your eye?

M Well this one is interesting. It's called *Hulk* and it was made in 2003 by another highly successful director, Ang Lee.

H And it was based on the comic book character, the Incredible Hulk?

M Yes, it was. That kind of film is usually very popular with audiences: think of *Iron Man*, *Batman*, all those films. But *Hulk* had a very mixed reception. Some audiences and critics liked it, but some didn't.

H Why is that?

M I suppose it didn't have the simple kind of story which people want to see, if they're fans of comic book films. It just wasn't what they were expecting or hoping for, maybe. But personally, I thought it was a very interesting film – and very beautiful to look at.

H So not a failure in every sense.

M No, certainly not.

H Thanks, Martin.

Exercise 5 4.07 page 113

- Ask students to read the questions.
- Play the recording for students to choose the correct answer options. With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 c 2 a 3 b 4 b

Transcript

See exercise 4.

Exercise 6 page 113

- Ask students to read the questions.
- Give them a minute to think of the worst film they have ever seen and the film genres they generally dislike.
- Students discuss the questions in pairs.

Exercise 7 page 113

- Ask students to share their ideas from exercise 6 with the class and find out if other people chose the same film(s).
- Find out the most unpopular film genres and ask students why they dislike them.

Extra activity

- Write *The Oscars* and the following questions on the board:

What do you think of the film awards?
Is it right that Hollywood actors should receive such recognition for what is a relatively easy job?
Should the money spent on the awards be spent instead on more worthwhile things?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the history of the Hollywood film industry. I can understand an interview about expensive failures in cinema history. I can discuss the worst film I have ever seen and the most unpopular film genres.*

3 British sporting events

LESSON SUMMARY

Speaking: A sports quiz; discussing the pros and cons of watching sporting events live or on television

Listening: People doing the sports quiz

Reading: Three fact files about different sports

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief and set exercise 5 for homework.

LEAD-IN 2-3 MINUTES

- Ask students: *What are the most popular sports in your country? Does sporting coverage on TV favour male-dominated sports? Are certain sports preferred by different sections of society?* Give the following as an example: *In the UK, football is a very popular, male-dominated sport. Although more and more women are playing it, this is not represented adequately on television. Historically, football is seen as a working-class sport. This is in comparison to rugby union, which is regarded as an upper-class sport. However, the difference between fans of the two sports is now less obvious than in the past.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 114

- Ask students to read the quiz questions.
- They then do the quiz in pairs. Do not check answers at this point.

Exercise 2 4.08 page 114

- Play the recording for students to check their answers to the quiz.
- Play the recording again for students to note down whether John or Milly wins the quiz.
- Check answers as a class.

KEY

1 golf 2 tennis 3 rugby 4 rowing
5 cricket 6 horse racing

Neither John nor Milly win.

Transcript

Host So, round three of the quiz is called 'a sporting chance' and, as the name suggests, all of the questions are about sport. Today, the focus is on famous British sporting events, or events which involve British teams. Fingers on buzzers. And remember, the answers you need are all there on the screen – you just need to choose the correct one! So here we go. Question 1: The Open and the Ryder Cup are both famous events in which sport? John. That was very quick! What's your answer?

John Er ... I think ... hmm.

H I'm sorry, you must answer immediately after you've buzzed. Milly?

Milly Tennis?

H No, I'm sorry. The answer is golf. Question 2: in which sport does a British team compete against teams from other countries in the Davis Cup? Milly.

M Golf?

H No, this time the correct answer is: tennis. Question 3. In which sport do England, Wales, Scotland, Ireland, France and Italy compete in a competition called the Six Nations? John.

J Er ... is it ... er ...

H Milly?

M Tennis?

H No, it's rugby. Question 4. I want you to listen to this commentary and identify the sport. ... 'And as they approach the final bridge, Oxford are just in the lead ... but Cambridge are gaining on them. Now they're neck and neck! I think Cambridge are going to win.' John.

J Rowing!

H Yes! Correct! Well done. You have one point. Milly, you still have zero. But don't worry, there are still two questions left.

Question 5: If I tell you that I went to see England playing against Australia at Lords in an Ashes match, what sport did I see? Milly.

M Cricket!

H Yes! Well done. So it's 1–1, with one question to go. And here it is, question 6. The Grand National and the Derby are both famous events for which sport? John!

J Er ... hmm ... er

H Milly?

M Tennis?

H No, I'm sorry. The answer is horse racing.

Exercise 3 page 114

- Ask students to read the fact files and match the pieces of information to the fact files.
- Check answers as a class.

KEY

b and c

Extra activity: Fast finishers

- Write the following questions about the fact files on the board:
 - 1 *Where is Royal Ascot?* (in the south of England near Windsor Castle)
 - 2 *What is the dress code at Royal Ascot?* (It is formal; men must wear top hats.)
 - 3 *Which two events in the past prevented the FA cup from being held?* (the First and Second World Wars)
 - 4 *How did the Manchester City goalkeeper injure himself during the 1956 FA Cup final?* (He broke his neck.)
 - 5 *How long do the Wimbledon Tennis Championships last each year?* (two weeks)
 - 6 *How has prize money at Wimbledon for men and women changed since 1968?* (Men used to receive a lot more, but now men and women receive the same prize money.)
- Ask **fast finishers** to answer the questions.

Exercise 4 page 114

- Ask students: *Who has been to a live sporting event? What did you enjoy about it?*
- Elicit a few answers.

- Go through the instructions and the words together. Check the meaning of *action replay* (something on TV, on a DVD, etc. that you can watch or listen to again).
- Students do the task in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students: *Which of the three sports in the fact files do you like the most and why?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 5 page 114

- Students research a sporting event and use the list in exercise 3 as a guide to their research.
- They then use the information to write their own fact file. Students can style their fact file in a similar way to those on page 116 and use photographs to illustrate it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a recording of a sports quiz. I can understand fact files about different sports. I can discuss the pros and cons of watching sport live or on television. I can research a sport of my choice and present it as a fact file.*

4 Royal palaces

LESSON SUMMARY

Reading: A fact file about Buckingham Palace

Listening: A radio programme about Queen Elizabeth II's residences

Speaking: Discussing palaces, Queen Elizabeth's way of life and students' ideal homes

SHORTCUT

- To do the lesson in thirty minutes, omit the lead-in and exercise 1.

LEAD-IN 2-3 MINUTES

- Write *Home* on the board and ask students to work in pairs to create their own word webs around the word. Before they begin, elicit one or two subtopics such as *rooms* or *activities* and write them on the board.
- Elicit students' ideas and write them on the board.

Exercise 1 page 115

- In pairs, students brainstorm castles and palaces in their country and decide which ones are the most famous, giving reasons.
- Students then discuss the questions.
- Elicit answers as a class.

Exercise 2 page 115

- Students cover the fact file on Buckingham Palace and do the quiz in pairs. Do not check answers at this point.

Exercise 3 page 115

- Tell students to scan the fact file for specific information and check their answers.
- Elicit which fact students find the most interesting or surprising.

KEY

1 c 2 b 3 c 4 b 5 c 6 b

Extra activity: Fast finishers

- Write the following questions on the board:
 - 1 *Who does Buckingham Palace belong to?* (the state)
 - 2 *When did the palace become the home of a ruling monarch?* (in 1837)
 - 3 *Where do the secret tunnels lead?* (to the Houses of Parliament)
 - 4 *What did Edward Jones steal from Queen Victoria?* (some of her underwear)
- Ask **fast finishers** to try to answer the questions without looking at the fact file. They can check their answers when they have finished.

Exercise 4 4.09 page 115

- Go through the place names together and check that students know that Belfast is the capital of Northern Ireland, Edinburgh is the capital of Scotland and Norfolk is a county in the east of England.
- Play the recording for students to complete the table.
- Check answers as a class.

KEY

Buckingham Palace London, England; state-owned
Windsor Castle near London, England; state-owned
Sandringham House Norfolk, England; private
Balmoral Castle the Highlands, Scotland; private
Holyrood Palace Edinburgh, Scotland; state-owned
Hillsborough Castle Belfast, Northern Ireland state-owned

Transcript

Interviewer My guest today is Bill Edwards, who has written a book about the royal residences. Welcome Bill.

Bill Thank you.

I So, first of all, how many residences does the Queen have?

B Well, the Queen herself has six royal homes, though she owns only two of them. She inherited these private residences from her father, King George VI. She uses them for holidays. The others are owned by the State.

I And which are they?

B Buckingham Palace, Windsor Castle, Holyrood Palace in Scotland and Hillsborough Castle in Northern Ireland. These are the four official royal residences.

I That's a lot of homes! Can you tell us a bit about how she uses them all?

B The Queen has quite a strict routine, actually, when she isn't travelling around the world. Buckingham Palace in the centre of London is the royal residence from Monday to Friday. And that's where she entertains all the heads of state and official visitors. She also meets with the Prime Minister every Tuesday evening to catch up with the nation's politics. Apparently, she is very well-informed and asks a lot of questions!

I And what does she do at weekends?

B She usually goes to Windsor Castle. That's her official country residence, and owned by the state. It's near London.

It's the largest and oldest inhabited castle in the world. It's been the family home of British kings and queens since the tenth century. The Queen spends most weekends there with her family, when she has time. The family always stay there for a month over Easter, too, and for a week in June. That's when the horse-racing at Ascot takes place. She loves Ascot and owns some nice racehorses.

I Where does she spend her other holidays?

B Well, Christmas and January are spent at Sandringham House in Norfolk. Prince Albert, Queen Victoria's eldest son, bought it in 1862 when he got married, so it's owned by the family privately. The family have loved the place ever since and have made many improvements over the years. The house was hit by bombs in the First World War and there were huge holes in the ground that filled with water. King George IV turned the holes into duck ponds!

I Really? And the Queen also goes to Scotland every year, doesn't she?

B She does – every summer. The family stay at Balmoral Castle in the Highlands of Scotland. Queen Victoria fell in love with the Scottish landscape and bought a private house so that the family could holiday there. That tradition has continued. The Castle is also a working estate and provides jobs for many people.

I The Queen has another residence in Scotland, though?

B Yes, her official residence is Holyrood Palace in Edinburgh, the capital city of Scotland. She stays there when she has official business. And she is there every July for a week. It is called 'Holyrood Week', appropriately.

I And is that the same for her official residence in Northern Ireland?

B Exactly. Hillsborough Castle is near the capital city of Belfast. She stays there and entertains guests when she is on official business in Northern Ireland.

I OK. So that's a lot of homes. How does the Queen look after them?

B Well, some are open to the public when the Queen is not in residence. Buckingham Palace is the latest one to open its doors. It's open for two months in the summer and it's extremely popular with visitors, both from home and abroad, as you can imagine.

I Indeed. It would be well worth a visit. Many thanks, Bill, for giving us the tour of the royal residences. A fascinating insight into royal life!

B Thank you. My pleasure.

Exercise 5 4.09 page 115

- Ask students to read the sentences.
- Play the recording again for students to complete each sentence with one, two or three words. **With a stronger class**, ask students to try to complete the sentences before listening to the recording again.
- Check answers as a class.

KEY

1 routine 2 Prime Minister 3 weekends
4 the tenth century 5 Christmas and January
6 World War 7 summer 8 the Scottish landscape
9 visitors

Transcript

See exercise 4.

Exercise 6 page 115

- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Describe a famous building without giving its name, e.g. *It's a very tall building in London. It's made of glass. It looks like a piece of broken glass, and this gives it its name.* Students must guess which building it is. (the Shard)
- Ask students to think of a famous building anywhere in the world.
- Put students in groups. Students take turns to describe the building to their group without mentioning the building's name. The other students must guess which building it is.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a fact file about Buckingham Palace. I can understand a radio interview about the Queen's residences. I can give my opinion about her way of life. I can describe my ideal house.*

5 Benjamin Franklin

LESSON SUMMARY

Reading: A timeline of the life of Benjamin Franklin

Vocabulary: Collocations

Listening: A news report about Franklin's kite experiment

Speaking: Discussing quotes by Benjamin Franklin

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief, set exercise 3 for homework and omit exercise 4.

LEAD-IN 2-3 MINUTES

- Ask students: *What qualities do you need to be successful in life?*
- Students brainstorm the question in pairs, and come up with as many ideas as they can think of in two minutes.
- Elicit ideas.

Exercise 1 page 116

- Give students two minutes to brainstorm famous people from their country's history who are famous for more than one reason.
- Elicit answers and write them on the board.

Exercise 2 4.10 page 116

- Students read the introductory paragraph and timeline.
- Play the recording for students to complete the timeline with the dates.
- Check answers as a class.

KEY

1 1716 2 1729 3 1733 4 1752 5 1790

Transcript

Benjamin Franklin was born in Boston on 17th January, 1706. His father was hard-working – he made soap and candles – but he wasn't rich. Benjamin was the eighth of ten children, money was always a problem for such a large family. He started school in 1714, when he was eight years old, but left two years later when his parents couldn't afford to pay for his education. Despite leaving school at such a young age, Benjamin loved learning, and continued to read a lot. Because of his interest in books, his father decided that Benjamin should work for his elder brother, James, who had started a printing business. But the two brothers did not get on well and when he was sixteen, Benjamin ran away from Boston to Philadelphia. He spent a few years there working for other printers, before starting his own business in 1728.

The printing business was successful, but Benjamin was ambitious. So the following year, he and a friend bought a newspaper: the Pennsylvania Gazette. He printed the newspaper and also wrote articles for it. Soon it was the most popular newspaper in the region. His interest in books continued as well. In 1731, he and some friends who also loved books started the first library in America. Two years after that, he began publishing an Almanac; A book that contained recipes, stories, weather reports, puzzles and anything which Benjamin thought was interesting. The Almanacs, which he published once a year, were very popular and made him rich.

But Benjamin Franklin was much more than a businessman. He cared about the people in his society and wanted to help them so he founded a hospital and a fire service in Pennsylvania. He was also fascinated by science and in 1748, retired from business so that he could spend more time carrying out scientific experiments and writing about them. In 1750 he published his theories about electricity, which became well-known across Europe. And two years after that, he carried out a famous experiment with a kite, to prove that the lightning in storms is just electricity.

Franklin continued to carry out scientific investigations and experiments, but he had another interest: politics. He had been a member of the Pennsylvania government for many years but in 1776, just after the American was for independence he became the American ambassador to France. He worked in Paris until 1785 and built strong relations between the two countries. He didn't retire from this job until he was nearly 80. He had become such a well-known and important figure that when he died five years later, 20,000 people attended his funeral!

Extra activity

- In pairs, students read the timeline again and discuss which of Franklin's achievements they find most important or impressive.
- Ask a few students to share their ideas with the class.

Exercise 3 4.10 page 116

- Play the recording for students to complete the collocations. With a **stronger class**, ask students to try to complete the collocations before they listen again.
- Check answers as a class.

KEY

1 start 2 write 3 publish 4 found 5 carry out
6 build 7 retire 8 attend

Transcript

See exercise 2.

Extra activity: Fast finishers

Ask **fast finishers** to write their own sentences using the collocations in exercise 3.

Exercise 4 page 116

- In pairs, students study the picture and discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 5 4.11 page 116

- Ask students to read the sentences and note down any key words they think will help them.
- Play the recording for students to decide if the sentences are true (T) or false (F).
- Check answers as a class.

KEY

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

Transcript

It is one of the most famous experiments in scientific history: children all over the world have learned how Benjamin Franklin risked his life while carrying out an experiment during a storm. He flew a kite directly under a storm cloud to prove that lightning was a kind of electricity. Franklin's success made him famous throughout the world. But a new study of Franklin's experiment suggests that he actually invented the whole story. According to the story that we all know, in the summer of 1752 Franklin thought of a simple way of testing his theory that lightning was a kind of electricity. He built a kite using two wooden sticks and a handkerchief and tied a piece of metal to the kite, he also tied a key near the bottom of the cord. Then he flew the kite during a thunderstorm.

According to the story, electricity ran down the cord to the key and a spark jumped from the key to Franklin's hand when he moved it close to the key. However, according to new research, Franklin carried out the experiment only in his imagination. Doctor Tom Tucker, an American university professor, first began to feel suspicious about the story while he was working for the US space agency NASA. He examined the original documents and noticed that Franklin never said that he actually carried out the experiment. Dr Tucker realised he was right when he tried to carry out Franklin's experiment himself – using an identical kite. He tried it several times – but the kite couldn't fly. According to Dr Tucker, even if the kite had flown, it couldn't have gone high enough to get electricity from the storm clouds. Dr Tucker then tried the experiment using a modern kite, but that did not work, either. Although Franklin probably did not carry out the experiment, Dr Tucker believes that Franklin's theory was completely correct.

Exercise 6 page 116

- Ask students to read the quotations.
- In pairs, students speculate on the meaning of the quotations and say whether or not they agree with them, giving reasons and examples to support their answers.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a recording about Benjamin Franklin's life. I can use collocations correctly. I can understand a news report about Franklin's kite experiment. I can discuss the meaning of famous quotations by Franklin.*

6 British public schools

LESSON SUMMARY

Reading: A text about British public schools

Vocabulary: Compound nouns

Listening: A radio interview about public schools

Speaking: Discussing traditions in schools in your country

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief, omit exercise 2 and set exercise 3 for homework.

LEAD-IN 2-3 MINUTES

- Ask students: *What are the different types of school in your country?*
- In pairs, students list the different types of school that children go to and describe their differences.
- Elicit some answers.

Exercise 1 page 117

- In pairs, students describe the photo, compare it with a typical lunchtime scene in a secondary school in their country and say whether or not they would like to have lunch there.
- Elicit some answers.
- Ask students to find more differences between the students in the photo and typical secondary school students in their country.

Exercise 2 4.12 page 117

- Ask students to read the text and choose the correct answer option.
- Check the answer as a class.

KEY

a

Exercise 3 page 117

- Ask students to match the words. They can then check their answers by finding the compounds in the text.
- Check answers as a class. Check the meaning of *armed forces* (a country's army, navy and air force) and *senior officer* (a person in a higher position of authority in the armed forces).

KEY

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

Extra activity: Fast finishers

Ask **fast finishers** to write their own sentences using the compound nouns from exercise 3.

Exercise 3 4.12 page 117

- Ask students to study the charts and think about what they illustrate.
- Students read the text again and complete the labels.
- Check answers as a class.

KEY

1 private schools 2 state schools 3 senior judges
4 senior officers in the armed forces 5 MPs

Exercise 5 4.13 page 117

- Play the recording for students to count the number of schools mentioned in the interview.
- Check the answer as a class.

KEY

Three schools are mentioned. (Eton College, Rugby College, Westminster School)

Transcript

Presenter In this part of the programme, I'm going to talk to David Brown, who's written a book about English public schools. David, welcome. Why did you choose this topic?

Guest Well, I didn't actually go to a public school myself – I went to an ordinary state school – but I've always been fascinated by the idea of them, and by their traditions. And I'm sure I'm not the only one. In fact, since I wrote my book, I've met lots of other people who share my interest.

P Really? Now, in your book, you describe quite a few of these traditions. For example, the Eton Wall Game is a very old tradition. It dates back to ... when exactly?

G 1766. Yes, it's a game that is played only at Eton College. It's a bit like football, but the pitch is very narrow and it's next to a wall. Each team has to get the ball to the end of the wall. If they do that, they score a goal. But it's so difficult to score that the last goal was in 1909, more than a hundred years ago!

P Are there any other unusual games played at public schools?

G Well, of course the sport of rugby gets its name from the public school where it was first played: Rugby College. The story is that during a game of ordinary football in 1823, a boy named William Webb Ellis picked up the ball and ran with it – so he invented the sport of 'rugby football'. That sport is now played all over the world. But the Eton Wall Game isn't! In fact I think it is still only played at Eton.

P Well, with one goal every hundred years, I'm not surprised.

G And then there's the Greaze.

P The Greaze?

G Yes, the Greaze – G-R-E-A-Z-E. It's a game that's played once a year, on pancake day, at Westminster School. The school cook makes a special pancake with horse hair in it, to make it stronger.

P That sounds disgusting. Horse hair?

G Yes, but they don't eat it. The cook throws the pancake in the air and the students fight over it for one minute. The student that gets the largest piece of the pancake is the winner and receives a prize – a gold coin. Then the whole school has a half-day holiday.

P Amazing.

G Yes. And in the past, there was another part of the tradition. If the cook didn't throw the pancake high enough, all the students threw their Latin books at him. But that doesn't happen now.

P That's good. Poor cook! Well, it sounds like a fascinating book. David Brown, thank you very much.

Exercise 6 4.13 page 117

- Ask students to read the questions.
- Play the recording again for students to choose the correct answer options. With a **weaker class**, play the recording a third time if necessary.
- Check answers as a class.

KEY

1 b 2 d 3 b 4 c

Transcript

See exercise 5.

Exercise 7 page 117

- Ask the class: *Why do you think there are unusual traditions in British public schools?*
- Elicit answers as a class.
- In pairs, students discuss traditions in Polish schools.
- Elicit answers as a class.

Extra activity

- Ask: *Does your school have any special traditions of its own?* If the answer is yes, elicit a description of the tradition(s) from one or two students.
- In groups, students invent a tradition for their school.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about public schools in the UK. I can understand and use compound nouns associated with public schools. I can understand a radio interview about traditions in public schools. I can talk about traditions in Polish schools.*

7 Charles Dickens

LESSON SUMMARY

Listening: A biography of the writer Charles Dickens; extracts from Dickens' novel *Oliver Twist*

Reading: A summary of the novel *Oliver Twist*

Speaking: Discussing the most important writer in the students' country

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief and set exercises 3 and 7 for homework.

LEAD-IN 2-3 MINUTES

- Write the following words on the board: *healthcare, education, employment, poverty, childcare, care of the elderly*
- Ask students: *Is the standard of living in your country better now than it was in the past? How have things changed?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 118

- Students discuss the questions in pairs.
- If students do not know about Charles Dickens, tell them that he is regarded as one of Britain's most important writers.

Exercise 2 4.14 page 118

- Ask students to read the quiz questions. Check the meaning of *pessimism* (expecting or believing that bad things will happen and that things will not be successful).
- Students try to answer the questions. Tell them not to worry if they do not know the answers. The main purpose of the task is to listen for the correct information, and doing the quiz beforehand will help them to prepare for this.
- Play the recording for students to choose the correct answer options.
- Check answers as a class.

KEY

1 c 2 b 3 a 4 a 5 c

Transcript

Charles Dickens was born in 1812, on the south coast of England. He is one of the best-known writers in the world, and he wrote some of the most popular novels in the English language. When Dickens was eleven, his family moved to London – a city which Dickens later set many of his novels in. They were poor and had to borrow money which they could not pay back. When Dickens was twelve, his father was sent to prison. Dickens had to leave school and work in a factory. It was the end of his childhood.

Dickens worked as a journalist in London before he started writing novels. His first novel was called *The Pickwick Papers* and was incredibly successful. His second, *Oliver Twist*, was very popular too, both in England and in America. For a few years, Dickens found it hard to match that success. In 1843, he published a short novel called *A Christmas Carol* which introduced the character of Scrooge, a mean and cold-hearted man who hates everyone and everything – except money. Scrooge is one of the best-known characters in English literature, but Dickens' best novels were written later: Most people agree that his best novels are *Bleak House*, which he wrote in 1852, *Great Expectations*, published in 1860, and *Our Mutual Friend*, his last completed novel. Dickens himself had a favourite among his own work, *David Copperfield*, which he published in 1850.

Exercise 3 4.14 page 118

- Play the recording again for students to complete the titles.
- Check answers as a class.

KEY

2 Twist 3 Christmas 4 House 5 Great
6 Friend 7 David

Transcript

See exercise 2.

Exercise 4 page 118

- Focus attention on the photos and explain that they are from the film version of *Oliver Twist*.
- Ask: *What do the photos tell you about the story of Oliver Twist?* Elicit ideas.
- Ask students to read the questions. They then read part 1 of the summary and answer the questions in pairs.
- Elicit answers as a class.

KEY

(Possible answers)
difficult; Dickens writes about people like this because he himself had a difficult time when he was young.

Exercise 5 4.15 page 118

- Tell students they are going to listen to two extracts from *Oliver Twist*. They must decide which extract describes the events in part 1 of the summary.
- Play the recording for students to answer the question.
- Check answers as a class.

KEY

Extract 1 shows the scene where he asks for more food.

Extract 2 shows the scene where the Artful Dodger introduces Oliver to Fagin.

Transcript

Extract 1 The room in the workhouse where the boys were fed was a large stone hall, and at one end the master and two women served the food. This consisted of a bowl of thin soup three times a day, with a piece of bread on Sundays. The boys ate everything and were always hungry. The bowls never needed washing. The boys polished them with their spoons until they shone. After three months of this slow starvation, one of the boys told the others he was so hungry that one night he might eat the boy who slept next to him. He had a wild hungry eye, and the other boys believed him. After a long discussion, they decided that one of them should ask for more food after supper that evening, and Oliver was chosen. The evening arrived; the soup was served, and the bowls were empty again in a few seconds. Oliver went up to the master, with his bowl in his hand. He felt very frightened, but also desperate with hunger. 'Please, sir, I want some more.' The master was a fat, healthy man, but he turned pale. He looked at the little boy in front of him with amazement. Nobody else spoke. 'What?' he asked at last, in a faint voice. 'Please, sir,' replied Oliver, 'I want some more.' The master hit him with the serving spoon, then seized Oliver's arms and shouted for the beadle. The beadle came quickly, heard the dreadful news, and immediately ran to tell the board. 'He asked for more?' Mr Limbkins, the fattest board member, asked in horror. 'Bumble – is this really true?' 'That boy will be hanged!' said the man who earlier had called Oliver a fool. 'You see if I'm not right.' Oliver was led away to be locked up.

Extract 2 'Who's there?' a voice cried out. 'It's me,' said the Dodger. The faint light of a candle appeared in the hall. 'Who's the other one?' 'A new friend.'

They went up some dark and broken stairs. Oliver could hardly see where he was going, but the Dodger seemed to know the way, and helped Oliver up. They entered a room with walls that were black with age and dirt. In front of the fire was a table with a candle stuck into a bottle of beer, and an old man, with a horribly ugly face and red hair, stood next to the fire cooking. He was wearing a dirty old coat and seemed to divide his attention between his cooking and a number of silk handkerchiefs, which were hanging near the fire. There were several rough beds in the room. Four or five boys, about the same age as the Artful Dodger, sat round the table, smoking and drinking like middle-aged men. They all looked up when the Dodger and Oliver entered. 'This is him, Fagin,' the Dodger said to the old man. 'My friend Oliver Twist.'

Fagin smiled and shook Oliver's hand. Then all the young gentlemen came up to him and shook both his hands very hard, especially the hand which held his few possessions. One of the boys was particularly kind. He even put his hands in Oliver's pockets so that Oliver would not have to empty them himself when he went to bed. The boys would probably have been even more helpful, but Fagin hit them on their heads and shoulders until they left Oliver alone.

'We're very glad to see you, Oliver,' said Fagin. 'I see you're staring at the handkerchiefs, my dear. Aren't there a lot? We've just taken them all out to wash them, that's all! Ha! Ha! Ha!' This seemed to be a joke, as the old gentleman and all his young friends gave loud shouts of laughter. Then supper began. Oliver ate his share of the food and was then given a glass of gin-and-water. Fagin told him to drink it fast. Immediately afterwards, Oliver felt himself lifted onto one of the beds and he sank into a deep sleep.

When he awoke it was late morning.

Exercise 6 4.15 page 118

- Ask students to read the questions and make sure they understand that some answers must be based on their own speculations or opinions.
- Check the meaning of *threaten* (to warn that you may hurt, kill or punish somebody).
- Play the recording again for students to answer the questions.
- Check answers as a class.

KEY

(Possible answers)

1 Because they ate everything and polished their bowls with their spoons. 2 He threatened to eat the boy. 3 He is contrasting the man, who is fat and healthy because he eats well, with the boys, who are thin and unhealthy because they don't have enough to eat. 4 The master hits him with the serving spoon and he is locked up. 5 The old man was cooking at the fire. There were beds in the room. They had supper in the room. 6 He may have felt relieved and grateful after his treatment at the workhouse. 7 Students' own answers 8 They probably steal and pick pockets. There are silk handkerchiefs in the room which have probably been stolen, and the boys take Oliver's possessions.

Transcript

See exercise 5.

Exercise 7 page 118

- Students complete the summary and check their answers to question 8 in exercise 6.
- Check answers as a class.

KEY

1 to 2 of 3 by 4 too 5 the 6 for

Extra activity: Fast finishers

- Write the following sentences and phrases from the summary on the board:
 - 1 *Oliver is born in a workhouse (a place ____ very poor and homeless people go to live).* (where)
 - 2 *His mother dies immediately ____ he is born, ...* (after)
 - 3 *Oliver is brought up ____ an orphan ...* (as)
 - 4 *... he runs ____ to London.* (away)
 - 5 *There, he meets a boy called Jack Dawkins, ____ nickname is the Artful Dodger.* (whose)
- Ask **fast finishers** to complete the sentences and phrases.

Exercise 8 page 118

- Give students a minute to brainstorm important writers from their country. Elicit answers and write them on the board.
- In groups, students discuss which of the writers they think is most important, giving reasons, and discussing the type of works he/she writes. They should also list the books they have read by that writer.
- Elicit answers from each group. Do any groups agree?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a recording about the life of Charles Dickens. I can understand summaries of and extracts from 'Oliver Twist'. I can discuss who I think is the most important writer from my country.*

8 Helen Keller

LESSON SUMMARY

Reading: A text about the early life of Helen Keller

Listening: The life of Helen Keller

Speaking: Discussing the practical and emotional problems deaf-blind people face

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief and omit exercises 5 and 6.

LEAD-IN 2-3 MINUTES

- Ask students: *Do you know anyone with a disability? What makes life harder for them than for other people?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 119

- Ask students if they have heard of Helen Keller and if they know what her disabilities were. If necessary, tell them that she was an American woman who overcame two disabilities: deafness and blindness.
- Ask a student to read the quotation aloud to the class. In pairs, students discuss its meaning.
- Ask a few students to share their ideas with the class.

Exercise 2 4.16 page 119

- Ask students to read the sentences.
- They then read the text and decide if the sentences are true or false.
- Check answers as a class. Explain that *fly into a rage* means 'get violently angry'.

KEY

1 T 2 F A relation of one of the family servants invented a sign language with Helen. / Anne Sullivan taught Helen sign language. 3 F Helen was very unhappy and frequently got cross. 4 T 5 F The first word that Helen understood through finger-spelling was 'water'.

Extra activity

- Write the following questions about the text on the board:
 - 1 *What could Helen do when she was one year old?* (She could walk and talk.)
 - 2 *How old was she when she became very ill?* (eighteen months old)
 - 3 *How did Helen's mother know that Helen could be educated?* (She had read about the education of another deaf-blind child.)
 - 4 *What kind of school was the school in Boston?* (It was a school for blind children.)
 - 5 *What was Anne Sullivan's connection with the school in Boston?* (She had been a pupil there.)
 - 6 *When Helen finally understood the meaning of the movements on her palm, what happened next that day?* (She learned thirty new words.)
- Working individually, students answer the questions.

Exercise 3 4.17 page 119

- Ask individual students to read out the numbers and dates.
- Write the following key words on the board: *death (2x) degree school stroke university*
- Check the meaning of *stroke* (a sudden illness which attacks the brain and can leave a person unable to move part of their body, speak clearly, etc.)
- Play the recording for students to match the key words with the numbers and dates.
- Play the recording again so that students can write fuller answers.
- Check answers as a class.

KEY

a Helen spent 10 years at schools in Boston and New York, improving her communication skills. b Helen decided she would apply for university. c She graduated from Radcliffe College, becoming the first deaf-blind person to gain a degree. d Anne Sullivan died. e Aged 81, Helen suffered a series of strokes. f Helen died.

Transcript

In 1890 at the age of 10, Helen travelled with Anne to Boston, where she attended a school for the deaf. She began speech lessons and for 25 years she worked hard to learn to speak so that other people could understand her. She spent 10 years at schools in Boston and New York, gradually improving her communication skills. Anne Sullivan sat next to her in all her classes. As well as speech and finger-spelling, Helen had by this time mastered several other methods of communication, including touch-lip reading, Braille, and typing. She also studied

normal school subjects, and in 1900 Helen decided to apply for university. She wanted to go to Harvard, one of America's top universities, but Harvard didn't accept women at that time, so Helen applied for a place at Radcliffe College in Boston. Again, Anne went with her and helped her with her studies. During her time at university, Helen wrote her autobiography, called *The Story of my Life*. In 1904, she graduated from Radcliffe, becoming the first deaf-blind person to gain a degree. In 1905, Anne married John Macy, a Harvard teacher. She continued to help and guide Helen, who moved in with the Macys. John and Anne separated a few years later but Helen and Anne continued to live together. Helen was determined to help other people with disabilities and travelled widely giving talks and meeting with politicians and celebrities. She and Anne visited over 40 countries. She became a socialist, a feminist, a pacifist and fought for the rights of disabled people as well as for women's right to vote. At the time, people thought her views were really radical and extreme, but her fame spread and people read her books – she wrote 12 of them – and came to hear her speak. Anne remained Helen's constant companion until her death in 1936. A young woman called Polly Thompson, who had worked as a secretary for Helen and Anne since 1914, then became Helen's new companion. Helen continued to travel and to write into her old age, but at the age of 81, she suffered a stroke and spent the rest of her life at her home in Connecticut. She died in 1968, just a few weeks before her 88th birthday. Helen received many awards and honours in her life and through her many speeches and books, she brought inspiration and encouragement to millions of people.

Exercise 4 4.17 page 119

- Ask students to read the questions.
- Play the recording again for students to answer the questions.
- Check answers as a class.

KEY

1 It took Helen 25 years to learn to speak. 2 Harvard didn't accept women at that time. 3 Helen wrote her autobiography, called *The Story of my Life*. 4 She was a socialist, a feminist, a pacifist and fought for the rights of disabled people as well as for women's right to vote. 5 She was nearly 88 years old.

Transcript

See exercise 3.

Exercise 5 page 119

- Tell students they are going to do an experiment to get an idea what it is like to communicate as a deaf-blind person.
- Using the example message as a guide, students write four or five short messages without showing them to anyone.

Exercise 6 page 119

- In pairs, students take turns to spell their messages on their partner's palm. Their partner has to write down what they think they have understood.
- Students then compare messages. Are they the same?

Exercise 7 page 119

- Go through the task together.
- Ask one or two students to summarise the practical and emotional problems Helen Keller faced.

- In pairs, students discuss the problems they think they would face if they were deaf-blind.

Exercise 8 page 119

- In pairs, students brainstorm other famous people who have overcome disabilities. Elicit some names and write them on the board.
- Students research one of the people on the board or they can think of another person.
- Students can prepare a presentation about the person for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article and a recording about the life of Helen Keller. I can appreciate the difficulties she had as a deaf-blind person and can discuss what problems I think I would encounter as a deaf-blind person. I can research an inspirational person in history who has overcome disability.*

9 Victorian explorers

LESSON SUMMARY

Reading: A text about the explorer Mary Kingsley

Listening: A recording about the expeditions of David Livingstone

Speaking: Discussing the work of Mary Kingsley and David Livingstone

SHORTCUT

- To do the lesson in thirty minutes, keep the lead-in brief and omit exercises 1 and 4.

LEAD-IN 2–3 MINUTES

- Ask students: *If you could travel somewhere you have never been to before, where would you go and why? Which places wouldn't you visit? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Culture notes

- Roald Amundsen (1872–1928) was a Norwegian explorer who was the first person to reach the South Pole in December 1911.
- Christopher Columbus (ca. 1450–1506) was an Italian explorer who made numerous trips across the Atlantic Ocean on behalf of the Spanish monarchy. Columbus was not the first European to reach the Americas. However, he is credited with initiating the Spanish colonisation of the Americas.
- Captain James Cook (1728–1779) was a British explorer and naval officer, whose mapping of the Pacific, Australia and New Zealand changed Western perceptions of the world. He was the first European to reach the east coast of Australia and claimed it for Britain, giving it the name New South Wales.

- Marco Polo (1254–1324) was an Italian trader and explorer who travelled extensively through Central Asia and China. His travels are recorded in his book, *The Travels of Marco Polo*.

Exercise 1 page 120

- Go through the names of the explorers together and elicit what students know about them.

Exercise 2 4.18 page 120

- Ask students to read the text about Mary Kingsley and complete it.
- Check answers as a class.

KEY

1 of 2 was 3 her 4 of 5 from 6 to 7 later 8 which / that 9 about 10 which 11 of 12 over 13 before

Transcript

See Student's Book, page 120.

Exercise 3 page 120

- Elicit or pre-teach the meaning of *convert* (to persuade somebody to change to a different religion). Students read the text again and answer the questions.
- Check answers as a class.

KEY

1 In those days, people didn't think it was necessary to educate girls. 2 She inherited £4,300 on the death of her parents. 3 She wore a long black dress. 4 She was critical of them because she thought they damaged the traditions and culture of the African people. 5 She went on three expeditions. 6 She died of typhoid.

Extra activity: Fast finishers

- Write the following sentences about the text on the board:
 - 1 Both Mary's parents had well-paid jobs. (F)
 - 2 Mary educated herself by reading her father's books. (T)
 - 3 Before she went to Africa, Mary had been abroad once. (T)
 - 4 In Sierra Leone, Mary lived alone in the jungle. (F)
 - 5 Mary took an animal from Africa back to England. (T)
 - 6 Mary never became very well-known. (F)
 - 7 On her last trip, she was able to travel north to a part of Africa that she loved. (F)
- Ask **fast finishers** to read the text again and decide if the sentences are true (T) or false (F).

Exercise 4 4.19 page 120

- Tell students that David Livingstone was another famous explorer.
- Ask students to study the map and ask: *Which continent did he explore?* (Africa)
- Explain that the green, orange and brown lines on the map show his travels there. Ask: *Which directions was he travelling in?*
- Elicit answers using *north, south, east* and *west*.
- Play the recording for students to answer the questions. If necessary, play the recording again.
- Check answers as a class.

KEY

1 **brown route** first expedition from Luanda across southern Africa **orange route** second expedition to explore the east coast of Africa and sail up the Zambezi River and the Ruvuma River into the centre of Africa **green route** third expedition beginning on the east coast of Africa to find the source of the Nile 2 **brown circle** Livingstone saw the Victoria Falls on the Zambezi River in 1855. **orange circle** Livingstone's wife Mary died in 1862. **green circle (1) (next to lake)** In 1871, Stanley found Livingstone at a place called Ujiji on the shore of Lake Tanganyika. **green circle (2)** Livingstone died here in 1873.

Transcript

Interviewer My guest today on Great Explorers is Emily Winston, professor of Modern History at London University. We will be discussing the great explorer, David Livingstone. Thank you for coming on the show, Emily.

Emily My pleasure.

I Can you start by telling us a bit about his background?

E Yes, David Livingstone was born near Glasgow, Scotland, on 19th March 1813. His parents worked in a cotton factory and David began working there too at the age of 10. He worked twelve hours a day and then had school lessons in the evening.

I So it was a hard life!

E Yes, very hard. Then in 1836, he went to Glasgow to study medicine and theology and decided to become a missionary doctor. At first he wanted to travel to China, but war broke out there so he chose Africa instead.

I Where did he go in Africa?

E His first visit was to western Africa. From Luanda he headed eastwards in 1854 towards the centre of the continent. He was the first European to see the enormous waterfalls on the River Zambezi, in 1855. He renamed them 'Victoria Falls' after the Queen. He continued eastwards and arrived at the mouth of the River Zambezi the following year. He was the first European to cross southern Africa.

I It must have been a very difficult and dangerous journey. Why did he do it? What motivated him?

E Well, he wanted to introduce African people to Christianity, but his main aim was to free them from slavery, which horrified him. His motto was 'Christianity, Commerce and Civilisation'. He thought that if he could bring Christianity and trade and commerce to Africa, the slave trade would die out. Having returned to Britain he wrote a book about his travels and tried to get support for his ideas.

I And were his ideas popular?

E Yes, Livingstone persuaded the British Government to pay for his second expedition, which lasted six years from 1858 to 1864. During that time he explored the east coast of Africa and tried to sail up the Zambezi River and the Ruvuma River into the centre of Africa. He hoped that these rivers would become important trade routes. In 1862 his wife Mary travelled to meet him at the mouth of the River Zambezi. But she tragically died a few months later of malaria.

I How awful for him.

E Yes, it must have been. And the expedition itself was a failure too. Livingstone found it impossible to get a boat far up either the Zambezi or the Ruvuma. He continued on land up the Zambezi and also explored Lake Malawi, but eventually he abandoned the expedition and returned to Britain.

I But he came back to Africa one more time, didn't he?

E Yes, in 1866 he returned to the east coast and set out to find the source of the Nile.

I So no one knew at that time where the Nile actually started?

E No. Livingstone spent six years looking for it, with no contact at all with the outside world. In fact, many people thought he was dead. And that's why an American reporter called Stanley set out to find him in 1869. When Stanley finally found Livingstone, two years later, at Ujiji on the shore of Lake Tanganyika, he greeted him with the now famous words, 'Dr Livingstone, I presume?'

I And did Livingstone find the source of the Nile?

E No, he didn't. He was ill by now, with malaria, and he died two years later. But the expedition wasn't a total failure as he discovered a number of lakes and rivers, as well as the Victoria Falls.

Exercise 5 4.19 page 120

- Ask students to read the sentences. Check the pronunciation of *Zambezi* /zæm'bi:zi/ and *Rovuma* /rʊ'vʊmə/.
- Ask students to try to order the events before they listen again.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

A 5 B 2 C 4 D 3 E 1

Transcript

See exercise 4.

Exercise 6 page 120

- Say: *Mary Kingsley and David Livingstone had opposite opinions about one thing. What was it?* (the work of missionaries in Africa)
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students: *What qualities do you need to be a good explorer?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 7 page 120

- Students research one of the explorers in exercise 1 or an explorer of their own choice.
- Students can prepare a poster about their explorer or expedition.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about the explorer Mary Kingsley and a radio programme about the explorer David Livingstone. I can discuss the effects of their work in Africa. I can research an explorer or expedition of my own choice.*