

**Universidade
Fernando
Pessoa**

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ENGLISH COURSEBOOK

for

Students aged over 23

(Non-Portuguese speakers)

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1. British Habits



1 Warm-up

What is the stereotype of a British person?
What are typical British foods? And drinks?
How often do you drink tea?

2 Tea things

Match the words to the pictures below.

a cup and saucer
a sugar bowl

a kettle
a teabag

a milk jug
a teapot

a mug
a teaspoon



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Which of these things do you use when you make tea?
Do you eat anything when you drink tea?

3 Who drinks the most tea?

Discuss this and put the countries below into the table by the amount of tea you think that they drink.

Iran
Poland

Ireland
Russia

Japan
Turkey

New Zealand

Country	Per capita* amount drunk
1.	3.16kg
2.	2.19kg
3. United Kingdom	1.94kg
4.	1.50kg
5.	1.38kg
6. Morocco	1.22kg
7.	1.19kg
8. Egypt	1.01kg
9.	1.00kg
10.	0.97kg

Source: Wikipedia (2016)

*Average amount drunk per person in one year

You can find the 2016 figures here: <https://www.worldatlas.com/articles/top-10-tea-loving-countries-in-the-world.html>

For you, are any of the results surprising?

4 How to make a cup of tea

Put the instructions below about how to make a cup of tea in the correct order.

Add milk or lemon and stir. _

Boil the water. _

Pour the hot water in the mug. _____

Put a teabag in your mug. 1

Put water in the kettle. _

Squeeze the teabag gently against the side of the mug just before you remove it. _____

Wait 4-5 minutes for the tea to brew. _____

How do you make your tea? Use the following words to describe the process:

First,...

Next,...

Then,...

Finally,...

5 The story of tea

Read the text below about the history of tea.

Tea is an essential part of British culture. People drink 60 billion cups a year—that's 165 million cups a day.

In Britain, people started drinking tea 350 years ago, but the drink's history goes back much further.

The story starts in 2737 BC. According to the legend, Chinese emperor Shen Nung was sitting under a tree when some leaves fell into his bowl of hot water. He then tasted the drink, what we now know as tea.

Tea came to Europe in the 16th century. It's possible that Portuguese traders who lived in the East brought tea leaves back to their country, but it was the Dutch who first imported the product to sell. From there, it spread to the rest of the continent.

Tea was first sold in Britain in 1658. A London newspaper advertised it for sale at a coffee shop.

When King Charles II of England married Catherine of Braganza, a Portuguese princess who was also a tea addict, many important, rich people started drinking it. One company, The East India Trading Company, saw that tea had become very popular, and they started importing it into Britain.

Around the world, many countries have influenced the way we drink tea. Iced tea was first drunk in America in the 1860s. On a very hot day in St. Louis, at the World's Fair when no one wanted to drink hot tea, a desperate merchant put ice in the drinks he was selling. People queued for a long time to buy the new drink.

Also in America in the early 20th century, a tea seller decided to put his samples in small silk bags. Instead of opening the bags, customers put them straight into their hot water. And so, tea bags were invented!

Now answer the Questions about the text below.

1. From which country does tea originate?
2. Which country was the first to import tea?
3. Where was tea first sold in Britain?
4. Who helped to make tea popular?
5. How did iced tea start?
6. What were the first tea bags made of?

6 Talking point

Ask and answer the Questions below in pairs or small groups.

Do more people drink tea or coffee in your country? What do you think is the reason for this?

How do people drink tea in your country?

What do you know about British tea-drinking habits?

7 Language focus: countable and uncountable nouns

(Grammar provided separately)

2 Money and society



1. Warm-up

What were the last three things you paid for? (e.g. takeaway coffee, car park, bus ticket, electricity bill)

How did you pay for them?

e.g. in cash, by credit card, via internet banking, via PayPal

Can you think of any other means of payment?

2 Key words

Match the key words with the definitions. Then find them in the article to read them in context. The paragraph numbers will help you.

convenient

transfer

note

rarely

wallet

1. a piece of paper money _____ (para 1)
2. not often _____ (para 1)
3. move money from one place to another _____ (para 3)
4. easy to use _____ (para 4)
5. a small flat case that you keep money and bank cards in and usually carry in your pocket or bag _____ (para 4)

crisis

outcry

collection

threat

democracy

6. a time in a church service when a plate or box is passed around and people put money into it _____ (para 5)
7. a situation that could cause harm or danger _____ (para 6)
8. a system of government in which people are part of the decision making _____ (para 6)
9. an immediate difficult or dangerous situation _____ (para 8)
10. when people are angry because they don't like something that has happened _____ (para 12)

Sweden: how cash became more trouble than it's worth

by Richard Orange

After eight years living in Sweden, coins and notes don't feel like money any more. This is not surprising because my Swedish wife and I don't use cash nearly as much as we used to. In fact, cash is the least popular form of payment in Sweden today. In 2018, only about one in eight Swedes said they had recently used cash to buy something.

Cafés, restaurants and shops in my home city of Malmö are not taking cash anymore, and the bigger stores are starting to join them. They say Swish, a payment system that allows you to transfer cash to others using only their phone number, is better. Swish started as a way to send small amounts of cash to friends, but it can now be used for almost anything. It is easier than cash and can be more convenient. When I left my wallet at home on Monday, my wife "Swished" the payment for my coffee and croissant from her desk at work. During collection at Swedish churches, people are much more likely to take out their phones than their wallets

But some people are less enthusiastic. A group called Cash Rebellion believes the disappearance of cash is one of the largest threats to democracy, privacy and individual freedom. Other people warn that older and mentally disabled people find digital payments more difficult. But my 72-year-old mother-in-law does not know anyone her age who has problems. The Civil Contingencies Agency, which prepares Sweden for crisis, advises everyone to keep cash at home in case the payment system crashes.

But for me, cash is now the hardest method to use. There are only three places where I still use cash: my local hairdresser's, the bicycle repair shop and the food market. Occasionally, perhaps once or twice a month, when I want 200 kronor (£16), I have to travel further to get it. The cash machine nearest my house has gone, and only one branch of Swedbank, my bank, in Malmö still has cash. I've swapped my old thick leather wallet for a thin card holder, and the coins I have fall to the bottom of my bag or pockets or get stuck

Some Ikea stores have stopped accepting cash because they found that just 1% of customers paid that way. But when hospitals in Sweden announced they were no longer taking cash, there was an outcry. *SituationSthlm* is a magazine sold by homeless people in Stockholm. But the sellers couldn't sell magazines to people who didn't have cash. The solution? A badge for sellers with a payment code. Buyers scan it with their phone, make a digital payment using the mobile payment system Swish, and then the seller gets their cash from the SituationSthlm offices.

As many people have stopped using cash, crime is lower and tax income is higher in Sweden. But we should not think badly of people who use cash because many have no other choice.

Adapted from *The Guardian Newspaper*, 09/03/19



3 Comprehension check

Are these statements true (T) or false (F) according to the information in the article? Correct the false statements.

1. The Swedish city of Malmö has decided not to accept cash anymore.
2. The author and his wife never use cash.
3. Only one on eight Swedes said that they have recently used cash to buy something.
4. People still need cash for church collections.
5. Hospitals and large shops no longer accept cash payments.
6. It's not very easy to get cash in Malmö.
7. People are advised to keep bank notes and coins at home for emergencies.
8. If you want to buy a magazine from a homeless person, you need cash.

4 Advantages and disadvantages

Discuss each sentence, and decide whether they are advantages or disadvantages of living in a cashless society. Write A for an advantage and D for a disadvantage next to each sentence.

1. It's convenient.
2. If you have forgotten your wallet or phone, other people can make payments for you, even if they are not with you.
3. Some people think it is a threat to democracy, privacy and individual freedom.
4. Some old or disabled people may have problems using the new systems.
5. You don't have to carry a heavy wallet or purse around with you.
6. The payment system could crash.
7. There is less crime.
8. The country gets more money through taxes.

5 An expression

a. Choose the correct answer.

When something is **more trouble than it's worth**, ...

1. ... there are more advantages than disadvantages to it.
2. ... there are more disadvantages than advantages to it.

b. Think of two other things that are more trouble than they are worth. Say why.

6 Grammar – comparative and superlative forms of adjectives

a) Look at the phrases from the article and complete the grammar box

the *bigger* stores are starting to join them
 a system using only their phone number, is *better*
 It is *easier* than cash and can be *more convenient*.
 people are much *more likely* to take out their phones
 the disappearance of cash is one of *the largest* threats
 to democracy

mentally disabled people find digital payments *more difficult*
 cash is now *the hardest* method to use
 I have to travel *further*
 The cash machine *nearest* my house

	Adjective	Comparative	Superlative
1 syllable	hard low high near	harder _____ _____	the hardest _____ _____
Ends with 1 consonant + 1 vowel + 1 consonant	big _____	_____ _____	_____ _____
Ends with "e"	_____	_____	the largest
1 or 2 syllables ending with "y"	easy likely	_____ _____	_____ _____
more than 2 syllables	convenient difficult	_____ _____	_____ _____
irregular	good bad	further /farther _____	_____ _____

b) Can you explain the rules for forming the comparatives and superlatives?

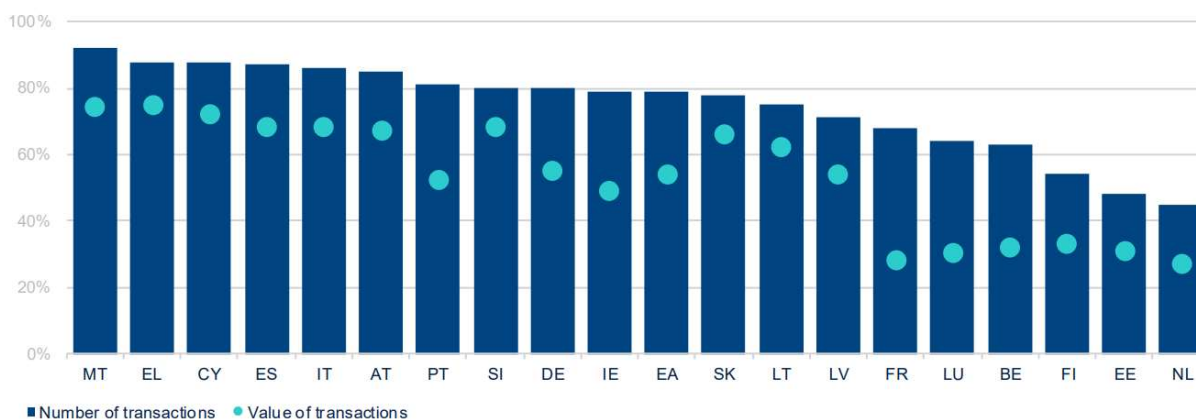
How do we express comparatives of equality?

How do we express comparatives of inferiority?

Can you find any examples in the article?

c) The chart below shows the percentage of retail transactions made with cash for different EU countries. Look at the chart and complete the conversation below it.

Figure 1 Use of cash at point of sale, percentage of all transactions, 2016



Source: ECB (2017): *The use of cash by households in the euro area*. Occasional Paper Series 201

Teacher: Who made the highest percentage of cash transactions in 2016?

John: Malta did.

Teacher: And who made the _____ percentage?

John: Er... the Netherlands.

Teacher: Right. What about the Portuguese?

Kate: They were about _____ likely _____ Slovenia, Germany and Ireland to use cash

but

were slightly _____ to do so than Spain, Italy and Austria.

Teacher: Did the Estonians (EE) make a _____ percentage of cash transactions than the Finns?

Patrick: No, their cash transactions were about 5% _____ than the Finns and about 2% _____ than the Dutch.

3. Mixed generation living

2. Warm-up

Put these types of housing in order from best (1) to worst (6) in your opinion. Think of reasons for your choice.

- | | |
|----------|---|
| 1. _____ | a. a flat in the city centre |
| 2. _____ | b. a small house in the suburbs |
| 3. _____ | c. a small cottage in the country |
| 4. _____ | d. a room in your parents' house |
| 5. _____ | e. a mobile home, camper van or caravan |
| 6. _____ | f. a houseboat (a barge moored on a canal or river) |

3. Key words

Fill the gaps in the sentences using these key words from the text. The paragraph numbers will help you.

significant

projection

think-tank

implications

target

1. A _____ is a group of people who work together to produce new ideas on a particular subject. (para 1)
2. _____ are the possible results or effects of something. (para 2)
3. A _____ is something that people try to get or achieve. (para 2)
4. If something is _____, it is very important. (para 2)
5. A _____ is a calculation of the way something will develop in the future. (para 4)

emergency

afford

decade

steady

grim

1. A _____ is a period of ten years. (para 4)
2. A _____ job is reliable and continues for a long period of time. (para 5)
3. If a place is _____, it is ugly and unpleasant. (para 6)
4. If you can't _____ something, you do not have enough money to buy it. (para 7)
5. An _____ is an unexpected situation in which immediate action is necessary to prevent a bad situation from becoming worse. (para 9)

1. Find the information

Find the following information in the text as quickly as possible.

1. What is Civitas?
2. What percentage of young people in the UK aged between 20 and 34 lived with their parents in 2017?
3. How many people does this percentage represent?
4. What was the average household size in the UK in 2017?
5. What was the percentage increase from 1998 to 2015 in the number of young people living with their parents in London?
6. What is Shelter?

Nearly a million more young adults now live with parents

Aamna Mohdin

8 February, 2019

- 1 Nearly a million more young adults in the UK are living with their parents than twenty years ago, says a new study. The figures, in a report by the think-tank Civitas, will increase worries that the government is doing too little to protect young people from Britain's housing crisis. The percentage of people aged 20 to 34 who live with their parents has increased from 19.48% in 1997, or 2.4 million people, to 25.91% in 2017, or 3.4 million people.
- 2 The report says the figures have important implications for the government's house building targets. It also describes a significant fall in the number of people living alone because young people are now far more likely to live with partners or friends.
- 3 The study looked at average household sizes over long periods. The average size fell from 3.3 people per household in 1951 to 2.36 in 2001. But it remained at 2.36 in the early 2000s and rose to 2.39 people per household by 2017, the highest level since 1999.
- 4 This has implications for how many homes we need to build in the future. The government develops its house building targets using household projections. It calculates how many new households there will be in the future by looking at patterns over recent decades. The report says that if the government fails to recognize the fall in the number of young people moving out or living alone, there will not be enough houses for many years to come.
- 5 The growth in young people living with their parents has been strongest in London. In London, there was a 41% increase between 1996–98 and 2014–15. "Jeffrey Patrick", who didn't give his real name, is moving back in with his parents in north London next week, because he has been unable to find a steady job.
- 6 I'm 26 next month and it's so frustrating – when you're 26, you should have done so much in life, but you're back at home living with your parents. It's also unfair on my parents – they are going to have a 26-year-old back in the house, which will create all sorts of pressures on them," he said. It has an enormous effect on your social life. It's difficult to have a relationship when you're with your parents, you're a long way from your friends and you're in an area that's really grim."

- 7 Umar Parkes, 22, who lives with his mother in London, said: "The figures don't surprise me. I almost feel like I was born a generation too late. I don't know anyone younger than 30 who has bought a home." Parkes said he wanted to move out but could not afford to. "I'm going to use the time at home to save the money for a deposit," he said.
- 8 Nick Ballard, of Acorn, a renters' union, said: "High rents and house prices mean that young people are unable to take many of the steps adults normally take. They don't have the independence and confidence that come with making your own home. When they are dependent on their parents, this is going to cause increased stress and even mental health problems for everyone in the family."
- 9 Polly Neate, of the housing and homelessness charity Shelter, said: "Decades of failed housing policy mean that it's difficult for young families and poorer people to find somewhere to live. This is another example of how the housing emergency is felt across society. Shelter has found that we need three million new social homes in the next 20 years. This requires brave action. The cost of not acting is far greater."

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Adapted from *The Guardian*, 08/02/19



Comprehension check

Match the beginnings and endings to make statements about the text.

- | | |
|--|--|
| c. The number of people aged between 20 and 34 in the UK who live with their parents ... | 5. ... been greatest in London. |
| d. The average household size ... | 6. ... three million new homes in the next 20 years. |
| e. The increase in the number of young adults living with their parents has ... | 7. ... is increasing. |
| f. Umar Parkes does not know anyone younger than 30 ... | 8. ... because rents and house prices are very high. |
| g. Many young people cannot afford to live on their own ... | 9. ... who has bought a home in London. |
| h. According to Shelter, the UK needs ... | 10. ... is lower now than it was in 1951. |

3 Chunks

Rearrange the words to make phrases from the text.

- to many for come years
- from way friends a your long
- of sorts pressures all
- number in a people alone fall the of living
- level the since 1999 highest
- find job unable to steady a

6 Two-word expressions

Match the words in the left-hand column with those in the right-hand column to make phrases from the text.

- | | |
|----------------|------------------|
| 1. young | a. size |
| 2. significant | b. rent
crisi |
| 3. average | c. s
adul |
| 4. steady | d. t |
| 5. high | e. job |
| 6. housing | f. fall |

7 Word stress

Put these words from the text into two groups according to their stress.

A 0 o	B o 0

8 Grammar – talking about the future

A) Look at the phrases from the article. They all refer to future events or actions

- a. The figures **will increase** worries that the government is doing too little (paragraph 1)
- b. It calculates how many new households **there will be** in the future (paragraph 4)
- c. ... **there will not be** enough houses for many years to come (paragraph 4)
- d. Jeffrey Patrick **is moving** back in with his parents ... next week (paragraph 4)
- e. **I'm 26 next** month (paragraph 6)
- f. ... they **are going to have** a 26-year-old back in the house (paragraph 6)
- g. ... which **will create** all sorts of pressures (paragraph 6)
- h. **I'm going to use the time** at home to save the money for a deposit (paragraph 7)
- i. **This is going to cause** increased stress (paragraph 7)

B) What are the four different verb tenses used to convey future meanings?
Are all of these tenses interchangeable? Can you say when we use each tense?

C) Which of the sentences are ...
 a prediction?
 an arrangement (agreed with others)?
 a future intention or decision?
 an event that will occur at a set time over which the person has no control?

D) Study the grammar material provided (PowerPoint) to clarify the subtle differences between the different forms

4. Technology and Facial Recognition

1 Warm-up

In which of these places do you expect to see security cameras? Do you agree or disagree with their use in each case? Think of reasons.

1. in airports
2. in restaurants
3. in the street
4. on buses or trains
5. at sports venues
6. in department stores

2 Key words

Fill the gaps in the sentences using these key words from the text. The paragraph numbers will help you.

surveillance

preference

anonymous

suspect

accurate

1. If someone is _____, no one knows who they are. (para 1)
2. A _____ is someone who the police believe has committed a crime. (para 2)
3. _____ is the process of carefully watching people who might be involved in criminal activity. (para 3)
4. A _____ is a feeling of liking or wanting something more than something else. (para 3)
5. If something is _____, it is correct or true in every detail. (para 5)

deterrent

legislation

erosion

ethnic group

CCTV

6. An _____ is a group of people with the same culture and traditions who live in a place where most people have a different culture and different traditions. (para 5)
7. _____ stands for *closed-circuit television*. (para 6)
8. A _____ is something that makes people decide not to do something by making them realize that something unpleasant could happen to them. (para 7)
9. _____ is a law or a set of laws. (para 8)
10. _____ is the gradual reduction of something important. (para 10)

3 Find the information

Find the following information in the text as quickly as possible.

1. Why does a bar in London use facial recognition technology?
2. How many people were at the pop concert in China where a suspect was identified by facial recognition technology?
3. How can you unlock your phone using facial recognition?
4. How many CCTV cameras are there in the UK?
5. When did UK governments start supporting the use of CCTV cameras?
6. Which city recently became the first in America to ban facial recognition?



Can anyone halt the menacing creep of facial recognition technology?

Luke Dormehl

13 August, 2019

- 1 In a small village, everyone knows you, but in a big city, you can be anonymous. Except if you decide to go for a walk at the King's Cross development in central London. The owners of the site confirmed recently that facial recognition technology is being used for "public safety and to make sure that everyone who visits has the best possible experience". It's not clear how many facial recognition-enabled cameras there are, how long they have been there or exactly what the technology is used for.
- 2 The use of facial recognition technology is increasing fast. Recently, a bar in London proudly announced that it was using the technology to identify queuing customers. In China in 2018, police arrested a suspect identified by the technology in a crowd of 50,000 people at a pop concert. And so the examples continue.
- 3 Facial recognition is a pretty cool type of surveillance technology. It allows us to unlock our phones by taking a quick selfie. At more and more hotels, high-street shops and airports around the world, it can make us feel quite important. We can get special treatment – barriers in the airport lift as we come near, and shop staff know our preferences before we speak.
- 4 The use of facial recognition at places such as the King's Cross development is based on one of the big improvements in facial recognition in recent years. Modern facial recognition systems no longer match still images but can now work with live video.
- 5 But there are good reasons to be worried about facial recognition's growing presence. Facial recognition can be less accurate when identifying people from certain ethnic groups. This could be particularly damaging when the technology is used for security purposes.
- 6 But even if these problems are solved, this story highlights the growing use of facial recognition, whether large numbers of people want it or not. In many ways, the UK is the perfect testing ground for such technologies. It's long been one of the most watched countries in the world. There is one CCTV camera for every 11 people in the UK, with even more in crowded cities.
- 7 Most of these belong to private businesses, although different UK governments have also supported the use of the technology since the 1990s. They think that video surveillance works as a deterrent and an identifier.
- 8 In 2019, San Francisco became the first city in America to ban facial recognition. The ban affects only city agencies like the police department and not private businesses, but it's an important symbolic step that could encourage the introduction of similar legislation in other places.
- 9 Could something similar happen in the UK? Already used in many private businesses, the use of facial recognition in a semi-public area like the King's Cross development shows how difficult it is to say what a public space and what a private space is. According to a report from the *Financial Times*, similar technology may also soon be introduced at other semi-public places.
- 10 Lee Waters, a Welsh Assembly Member, says there needs to be some strong regulation to protect the public. "But the UK government is paralysed by Brexit, so they are not paying any attention to this problem." We cannot know yet whether this is the start of a genuine public conversation on this subject or simply the continued erosion of public privacy.

Adapted from
The Guardian, 13/08/19

4 Comprehension check

Match the beginnings and endings to make statements about the text.

- | | |
|---|--|
| 1. Shops can use facial recognition ... | a. ... unlock their phones. |
| 2. Facial recognition systems can ... | b. ... when identifying people from some ethnic groups. |
| 3. Facial recognition is less accurate ... | c. ... to know customers' preferences before they speak. |
| 4. People can use facial recognition to ... | d. ... banned the use of facial recognition technology by city agencies. |
| 5. San Francisco has ... | e. ... introduce similar legislation. |
| 6. Other cities could ... | f. ... now work with live video. |

5 Chunks

Rearrange the words to make phrases from the text.

- | | |
|---|-------|
| 1. experience the possible best | _____ |
| 2. facial systems recognition modern | _____ |
| 3. growing recognition's facial presence | _____ |
| 4. watched one the world in the most countries of | _____ |
| 5. of the legislation introductions similar | _____ |
| 6. public regulation protect strong the to | _____ |

6 Two-word phrases

Match the words in the left-hand column with the words in the right-hand column to make expressions from the text.

- | | |
|------------|-----------------|
| 1. facial | a. business |
| 2. video | b. safety |
| 3. private | c. group |
| 4. public | d. recognition |
| 5. ethnic | e. use |
| 6. growing | f. surveillance |

5. Culture Shock

1 Warm-up

- Compare the place where you live and somewhere in another country or region you've visited. What differences did you notice?
- Read the article below and find one good thing and one bad thing about Simon's first couple of weeks in Japan.
- Look at the photos and cover part 2. Work with a partner and guess how the story will continue.

Culture Shock

Part 1

A couple of years ago I worked in Japan for a while. During the first week, I didn't go out much because I had a terrible cold. In the second week, I was feeling a bit better, and when some work colleagues invited me out, I said 'yes'. We went to a restaurant in the evening, and my new friends explained to me how to use chopsticks. It was difficult at first, but after some practice, I was using them really well and I didn't need to ask for a fork. It was my first time outside Britain, and I was eating Japanese-style like a native. I was feeling quite pleased with myself. Then the problems started.

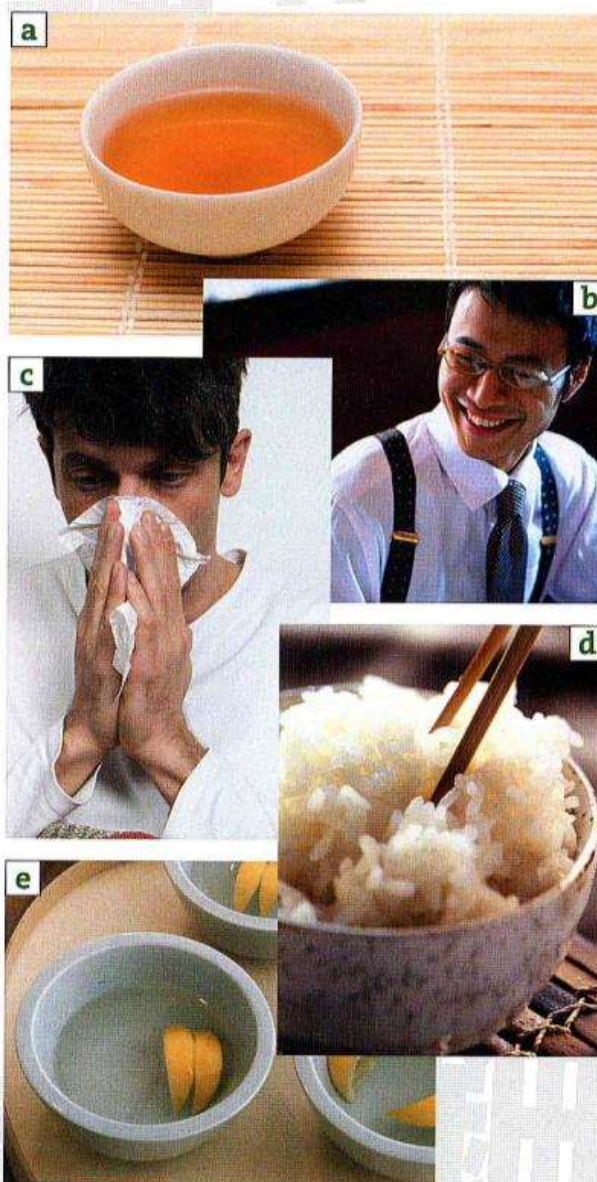
Part 2

My cold was not quite finished and my nose was still running a little. I took out a tissue, turned away from the table and quietly blew my nose. I noticed a person at the next table was looking at me strangely. When I turned to my friends again, they looked away. Something was wrong. Anyway, the moment passed and the conversation started again. The person I knew best in the group was sitting next to me, and a bit later I quietly asked him if there was something wrong. He explained to me that in Japan, people don't blow their noses in public - especially at the table. Oops! That was my first mistake of the evening.

The next time I needed to blow my nose, I decided to leave the table and go to the toilet. I didn't know where to put my chopsticks, so I stuck them in my bowl of rice. My friend said 'No, don't do that. Just leave them on the table.' Later, I discovered that leaving your chopsticks in your rice means death in Japanese culture! That was my second mistake of the evening, and I wanted it to be the last.

When I returned from the toilet, it was nearly time to leave. I noticed there were some little bowls of tea with lemon next to everybody's place on the table. It was hot, and I started drinking it before it got cold. Then I noticed some of my friends were covering their mouths and looking at each other. They were trying not to laugh. 'What's wrong?' I asked the friend next to me. 'That's not for drinking,' he explained, 'it's for washing your fingers.' That was it - mistake number three! For a moment, I didn't know whether to laugh or cry. But in the end I started laughing, and little by little everybody else started laughing. Finally, we were all crying with laughter.

Simon Kerrigan Leicester



Were your guesses correct? What events do the photos show?

Work with a partner and discuss these questions:

Which mistakes do you think were the worst? Put them in order

What do you think Simon learned from this experience?

2 Language focus: past simple and past continuous

- A Read the grammar boxes. Underline the correct words in the rules below.

the context of the story	the events of the story
-----	↓ ↓ ↓
I was feeling quite pleased with myself. Then the problems started.	

a shorter action in the middle of...	I noticed ... ↓
a longer action	----- some of my friends were covering their mouths.

Rules

- 1 Use the past continuous for the context/events of the story.
- 2 Use the past simple for the context/events of the story.
- 3 Use the past continuous for a shorter/longer action.
- 4 Use the past simple for a shorter/longer action.

- B Underline examples of the past simple and past continuous in the article "Culture Shock"

- C Work with a partner. Decide which is the best tense for the verbs – past simple or past continuous.

I sit¹ on a busy underground train one day, and I read² a newspaper when an old woman get³ on. She wear⁴ dark glasses and a hat. I stand⁵ up to offer her my seat. When she sit⁶ down, I notice⁷ she have⁸ big shoulders. Then I see⁹ she had a beard. She say¹⁰ 'Thank you' and she have¹¹ a man's voice! I get¹² off at the next stop, and while I go¹³ up the stairs, the 'old woman' come¹⁴ past me. A police officer run¹⁵ after her. Or him!

3 Vocabulary: time expressions

Time period



in the evening during the first week
for a moment for a while

Relating two times



before it got cold after some practice
a couple of years ago a bit later
when I returned

Putting events in order



my first time at first
the second week then
the next time in the end finally

- A. Look at the phrases in time expressions above. Find and underline them in the article "Culture Shock"
- B. Work with a partner. Add one time expression to each sentence in the story below. Practise telling the story.

I lived in Spain.
I didn't go out because I had a cold.
I was feeling better.
Some friends invited me out to eat.
We met at ten and went to a bar.
My friends ate the 'tapas', or bar snacks, but I didn't eat
because I wanted to be hungry for dinner.
I asked, 'When are we going to have dinner?' My friends
laughed and said, 'The tapas WERE the dinner!'
I went to bed hungry.

6. Revise, reuse, recycle: how to be a sustainable student

1. Warm-up

Which of these activities will help the environment most? Put them in order from 1 (most helpful) to 6 (least helpful).

- | | |
|----------|--|
| 1. _____ | a. giving up air travel |
| 2. _____ | b. getting rid of petrol engines |
| 3. _____ | c. stopping the destruction of rainforests |
| 4. _____ | d. eating less meat |
| 5. _____ | e. switching to nuclear energy |
| 6. _____ | f. getting rid of plastic packaging |

2. Key words

Fill the gaps in the sentences using these key words from the text. The paragraph numbers will help you.

deforestation demonstration fresher sustainable methane

11. A _____ is when a large group of people appear on the streets to show they disagree strongly with something. (para 1)
12. A _____ is a student in their first year at university. (para 1)
13. _____ activities do not harm the environment. (para 1)
14. _____ is a gas with no colour or smell that is used as a fuel. (para 2)
15. _____ is when you remove trees from an area of land. (para 2)

fossil fuel toiletries leftovers campus impact

6. A _____ is an area of land containing all the main buildings of a university. (para 3)
7. _____ is the food that remains at the end of a meal after you have finished eating. (para 3)
8. The _____ of something is the effect or influence it has. (para 4)
9. _____ are things such as soap, deodorant and toothpaste that you use to keep yourself clean. (para 7)
10. A _____ is something such as coal or oil, made from decayed material from plants that lived thousands of years ago. (para 11)

3. Find the information

Find the following information in the text as quickly as possible.

- 9 How many young people around the world demonstrated for climate action recently?
- 10 What is the 'single-biggest way' a person can reduce their impact on the planet?
- 11 When is Goldsmiths University in London planning to be carbon neutral?
- 12 In the UK, what four sectors have the largest environmental impact?
- 13 How much CO₂ per person does a return flight from Manchester to Berlin produce?
- 14 In how many countries does the average person produce less CO₂ than that flight?

Revise, reuse, recycle: how to be a sustainable student

Naomi Larsson

16 October, 2019

1 As universities opened in September for a new year, six million young people around the world demonstrated on the streets for climate action. The power of these demonstrations showed the need for urgent action on the environment. So what now? For freshers just starting at university, deciding how to live your life is very important. Here are some ideas for how you can be sustainable as a student.

Eating

2 What you eat is important: nearly a quarter of all greenhouse gases come from agriculture, and most of those are from meat and dairy. Giving up meat is an easy way to reduce your carbon footprint, and you'll save money, too. A meat-free diet has been recommended as the "single-biggest way" an individual can help the planet. Eating meat and dairy creates excessive land and water use, industrial emissions, methane and deforestation.

3 Universities are now reacting to this: Goldsmiths in London has stopped the sale of all beef products on its campus and plans to become carbon neutral by 2025. Whatever you choose to eat, try to shop locally. You'll probably avoid the plastic packaging you find in supermarkets, and these products will have a lower carbon footprint. If you have the space, you can grow some of your own herbs or vegetables. You can also reduce food waste by planning meals in advance, eating leftovers and sharing meals with friends.

Dressing

4 Forget fast fashion: keep your clothes for as long as possible. In the UK, clothing has the fourth-largest environmental impact after housing, transport and food. We throw away more than half of our fast-fashion items within less than a year

5 So recycle your clothes or mend them. If you don't have those skills, you can go to a repair café where people mend clothes for free. Try clothes swaps with friends, and instead of buying new items, visit a charity shop or second-hand shop.

Living

6 For some freshers, this will be your first time living alone, which means doing your own washing, cooking and cleaning. There are simple ways you can change your habits to live more sustainably. Wash your clothes at a lower temperature, and choose a bamboo toothbrush.

7 Buy a clothes horse so you stop using the tumble drier. When shopping, use a zero-waste shop – Sheffield University has a shop selling dried food, household products and toiletries with no plastic packaging. Just take your own container

8 Of course, the easiest way to make a difference is to give up flying. A return trip from Manchester to Berlin produces about 214 kg of CO₂; there are 15 countries where the average person produces less CO₂ in a year. If you're planning a weekend away with new friends, try to travel by train or bus instead.

Campaigning

9 Individual actions are important because they show that there is another way to live.

10 But campaigning is important, too. University campuses can be the perfect place for this: 91% of students are now worried about climate change.

11 If you don't know where or how to start, see if there are any societies at your university like Extinction Rebellion or UK Student Climate Network. Students of the Fossil Free campaign, for example, have brought huge changes by telling their universities they should stop using fossil fuels – and 76 UK universities have now promised to do this.

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Adapted from *The Guardian Newspaper*, 16/10/19



4 Comprehension check

Complete the advice given in the sections of the article. More than one word can go in some of the gaps.

Eating

1. Give up _____
2. Shop _____
3. Avoid _____

Dressing

4. Recycle _____
5. Try _____

Living

6. Choose _____
7. Buy _____
8. Travel _____



5 Chunks

Rearrange the words to make phrases from the text.

- i. young the around million six world people
- j. action environment need on for the urgent the
- k. all of nearly gases a greenhouse quarter
- l. long possible as for as
- m. than year less within a
- n. make the difference way a to easiest

6 Two-word phrases

Match the words in the left-hand column with the words in the right-hand column to make expressions from the text.

- | | |
|---------------|--------------|
| 1. greenhouse | a. packagin |
| 2. climate | b. g |
| 3. plastic | c. drier |
| 4. carbon | d. change |
| 5. tumble | e. products |
| 6. household | f. gases |
| | g. footprint |

7 Word stress

Put these words from the text into two groups according to their stress.

excessive	leftovers	vegetable	charity	temperature	container
campaigning	packaging	produces	important	demonstrate	September

A 0 0 0	B 0 0 0

8 Grammar: First conditional

a. Read the statements by climate activist Greta Thunberg



You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. **And if you choose to fail us I say we will never forgive you.** We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.

delivered at the UN Climate Action summit in New York on 23/09/19

Without that sense of urgency how can we, the people, understand that we are facing a real crisis. **If the people are not fully aware of what is going on then they will not put pressure on the people in power to act.** Without pressure from the people, our leaders can basically get away with not doing anything.

delivered at COP25 Madrid, December 2019

We will not beg the people in power to care and to act because they have ignored us in the past and they will ignore us again." **"We will instead tell them, that if they won't do it, then we will.** The world is waking up and we are the change. And change is coming whether you like it or not.

Delivered at a rally in Denver 11/11/19

For Greta, **it is possible** that world leaders will choose to ignore the climate activists, that people do not know about the issues, that those in power will not act. She is saying what will happen **IF** that is the case.

When we talk about a possible situation or action and its consequences, we use **if** followed by the present tense and **will/will not/won't** for the consequences. Read Greta's comments again and see how she uses this grammar.

Sometimes we use "**can**" instead of "**will**". See these examples from the article:

"If you have the space, you can grow some of your own herbs or vegetables "

"If you don't have those skills, you can go to a repair café where people mend clothes for free"

b. Choose the correct form of the verbs

- I phone you/ I'll phone you when I get back home from work
- We'll go without John if he doesn't arrive /he won't arrive soon.
- If Tom phones/ will phone when I'm out tonight, will you take a message?
- If the weather is nice tomorrow, I go/ I'll go to the beach
- I'll be/I am surprised if John gets the job

7. Fake news



1 Warm-up

What is fake news?

2 Key words

Match the words to their definitions.

- | | |
|---------------|---|
| 1. fact to | a. annoyed because things don't happen how you want them |
| 2. frustrated | b. an organisation that protects the rights of workers |
| 3. accept | c. causing you to feel anxious |
| 4. influence | d. not fake |
| 5. a union | e. something that happened which there is information about |
| 6. worrying | f. to affect how someone behaves |
| 7. real | g. to believe that something is true, especially when it is bad |
| 8. judge | h. to form an opinion after carefully thinking about something |

3 Reading

You are going to read an article about how pupils in the UK are using fake news in their schoolwork. Before you read, put 'T' (True) or 'F' (False) next to each of the statements below, then scan the text on the next page to find out if your answers are correct.

1. Pupils are creating their own fake news. ____
2. 20% percent of teachers said that their pupils used fake news as fact in schoolwork.
3. Teachers will need to teach children how to tell the difference between real and fake news.

4. Pupils still believe that false news is true even when their teachers tell them it is fake.
5. Websites could get a 50 million euro fine if they don't remove fake news posts. _____
6. Most fake news posts will need to be removed quickly from websites. _

Pupils think fake news is fact and are using it in their schoolwork, say teachers

Teachers are frustrated that pupils can't accept that some stories on social networks are false, as experts say pupils need better education about online dangers

- 1 Pupils believe that fake news is fact and are repeating it in lessons and using it in written work, teachers have warned.
- 2 More than a third of teachers say their students have used false information that they found online, according to a survey by a teacher's union.
- 3 The union's general secretary, Chris Keates, said that the information was "worrying" and it showed that internet companies have a lot of power to influence people's opinions, especially young people.
- 4 International education experts are becoming more worried about the situation and say that teachers will need to teach children how to spot fake news.
- 5 Others were frustrated that students didn't believe that news they had seen on Facebook and other social media sites was not true, even when the problem was explained to them.
- 6 One teacher said that pupils often thought that fake news sites were real, and also that anything that President Donald Trump said was a fact.
- 7 Last week, German officials said they would give fines of up to 50 million euros to social networks if they didn't take down illegal fake news posts.
- 8 The new law would give social networks 24 hours to delete or block the content and seven days to concentrate on more complicated cases.
- 9 Commenting on the results of the survey, Ms. Keates said that she was worried about the trend, particularly because many young people have never known a world without internet, and are less able to judge whether information that they read online is real or fake.
- 10 She added that: "It is important for children and young people to be made aware that not everything they see and read online is real."
- 11 She said that teachers are trying to help educate pupils about using false information, but added that it was important for internet providers and websites to take responsibility for any material that is available, and also to deal with people who misuse their services.
- 12 Last month Andreas Schleicher, the director of education and skills at OECD, (The Organisation for Economic Co-operation and Development), said that in the modern age, being able to tell the difference between what is real and what is fake is a critical skill.
- 13 He added that: "This is something that we believe schools can do something about."

Adapted from the Independent newspaper, 12th of April 2017

4 Find the words

Find a word or phrase in the text which means ...

1. as shown by (*preposition, P.2*): _____
2. see or notice something (*verb, P.4*): _____
3. remove (*phrasal verb, P.7*): _____
4. stop something being seen (*verb, P.8*): _____
5. use your time to do something (*phrasal verb, P.8*): _____
6. use something for the wrong purpose (*verb, P.11*): _____
7. take action to solve a problem (*phrasal verb, P.11*): _____
8. very important (*adj. P.12*): _____

8. The Environment

India's smog reaches dangerous levels

1 Warm-up

This country, and its capital, have been in the news recently. Do you know why?



2 Watching for the main idea

You are going to watch a short CBS news report: New Delhi's air pollution level triggers health emergency. Three people are interviewed in the clip. Match each person with the best summary of what they say. One summary is extra.

1. a German tourist
 2. an airport worker
 3. a famous actress
- a. My eyes hurt!
 - b. Living in this city must be very difficult.
 - c. The government needs to do more.
 - d. This is a new experience for me.

3 Vocabulary

Before you watch the video again, match these key words with their definitions in the table.

ban crops divert odd pull ... off the road smog even harvest toxic

pollution	stop something happening	numbers	farmers
1 = a type of pollution which includes smoke, gases and chemicals from cars and factories (noun)	3 = refuse to allow something to happen, by law (verb)	6 = referring to numbers that you can divide by two, eg 2, 4, 6, 8 etc (adjective)	8 = a type of plants that are grown for food for people or animals (noun)
2 = containing something which is very dangerous to your health (adjective)	4 = change the destination of an airplane or other public transport (verb)	7 = referring to numbers that you cannot divide by two, eg 1, 3, 5, 7 etc (adjective)	9 = the time of year when plant food is collected from the fields to store for the future (noun)
	5 = refuse to allow a vehicle or vehicles to use the road (informal-phrasal verb)		

4 Watching for detail

Watch the clip again and make notes about the snog problem:

causes	effects	solutions

5 Language focus: Like

Notice how the word **like** is used in these sentences to describe and explain.

1. I have never experienced anything **like** this.
like (preposition) + noun
2. My eyes feel **like** they're burning, **like** someone put chilli in them.
like (conjunction) + clause (subject + verb)
3. Actress Priyanka Chopra can't even imagine what it must be **like** to live here under these conditions.
what it + to be + like (verb phrase) + infinitive

Put these words in order to make sentences with **like**.

1. seems / city / place. / This / unhealthy / an / like
2. feel / can't / like / I / breathe. / I
3. to / like / live / What's / New / it / Delhi? / in
4. to / wear / know / what / at / mask / like / a / work. / don't / I / it's
5. a / got / like / You / sound / you've / cold.
6. banning / like / done / Other / have / cities / something / cars.

9. Covid 19



1 Warm-up

Look at this picture and say what you know



- What happened
- How did it start?
- Have similar things happened before?
- What might happen in the future?

2 Read for main idea

You are going to read an article about the coronavirus pandemic. First, read the article quickly and choose the best title for it:

- Coronavirus - the situation today
- Coronavirus - lessons from the past
- Coronavirus - what will the future bring?

- 1 In December 2019, a number of pneumonia cases were reported in Wuhan, eastern China. The pneumonia is associated with a new type of coronavirus. This virus has now spread to other cities in China. There have also been cases in other countries around the world.
- 2 Coronaviruses get their names because they look like crowns under the microscope. This group of viruses causes disease in humans and other animals, including pigs and chickens.
- 3 It is thought that the new coronavirus outbreak started in a market in Wuhan, which sold meat and live animals. Scientists say that the virus is not closely related to any human virus currently known.
- 4 The World Health Organization has told countries around the world to track respiratory infections in their populations. There is currently no vaccination against the corona virus.
- 5 The Wuhan coronavirus outbreak is similar to the 2002-03 epidemic of SARS (severe acute respiratory syndrome) coronavirus. This outbreak, which started in south China, lasted for over nine months. It spread to 37 countries, causing 8,098 people to become ill and 774 to die.
- 6 Nearly 10% of people who were infected with SARS died. The deadly nature of the disease, the frequent human-to-human spread, and infection of hospital staff contributed to the seriousness of the outbreak.
- 7 SARS was traced to several types of wild animals, which were sold as food in markets. The infected animals had no symptoms. The outbreak was stopped by closing markets and killing animals, and by treating and isolating patients.
- 8 SARS has not been seen since 2003 and it is thought that the virus has now disappeared. The **new Wuhan coronavirus is similar to viruses related to SARS which are found in bats.**
- 9 There are seven coronaviruses known to infect people, including the new Wuhan coronavirus and SARS. Other human coronaviruses are those that cause the common cold, as well as the deadly MERS virus.
- 10 **MERS is a common cold virus that often jumps from camels to humans in the Middle East. It can cause severe pneumonia in people and spread from person to person. MERS was identified in 2012 and continues to be a significant problem in the Middle East. Nearly 2,500 cases of MERS have been identified, causing 858 deaths.**
- 11 Coronaviruses appear to jump easily between species, and the Wuhan virus could be the third time this has happened with humans in the last 20 years. In 2016, another coronavirus was responsible for 24,000 pig deaths in southern China. This particular virus jumped from bats to pigs but did not spread to humans.
- 12 How the new Wuhan coronavirus came to be in humans, and how closely it will resemble the SARS outbreak, will be a focus of ongoing research.
- 13 Outbreaks of new viruses, such as the Wuhan coronavirus, are a reminder of the need to invest in research in virus biology and evolution, how viruses infect and interact with human cells, and most importantly, to identify safe and effective drugs to treat –or vaccines to prevent – serious disease.

Adapted from theconverSation.com, by Connor Bamford, Research Fellow, Virology, Queen's University Belfast

3 Vocabulary to help

Before you read the article again, you need to know these words. Read this summary of the article and explain what the words in bold.

The article describes how **viruses** have **spread** to humans from different **species** of animals. People with these **infections** develop **severe symptoms** and can sometimes die. Several factors have **contributed to these outbreaks** of the coronavirus.

Here are some more words you need to know. Match each word/phrase in bold from the article with its meaning.

1. In December 2019, a number of **pneumonia cases** were reported in Wuhan, eastern China.
2. Coronaviruses look like **crowns** under the microscope.
3. The World Health Organization has told countries around the world to **track respiratory** infections in their populations.
4. There is currently no **vaccination** against the coronavirus.
5. SARS **was traced** to several types of wild animals, which were sold as food in markets.
6. The outbreak was stopped ... by **isolating** patients.
 - a. count how many people have lung/breathing infections
 - b. items worn by a king or queen on their head, usually made of gold, to show their position
 - c. keeping sick people alone so that they cannot make anyone else ill
 - d. medicine to prevent sickness, which is delivered into the body by a needle
 - e. people who were sick with a serious disease of the lungs
 - f. the origin of something was identified

4 Read for detail

Now read the article again and complete the table below, comparing three types of coronaviruses. If the article does not include this information, write NG (not given).

	SARS	MERS	the new coronavirus
Year			
Place it started			
How long it went on for			
Countries affected (how many or where)			
How many people got ill			
How many people died			
Source - where it came from			

