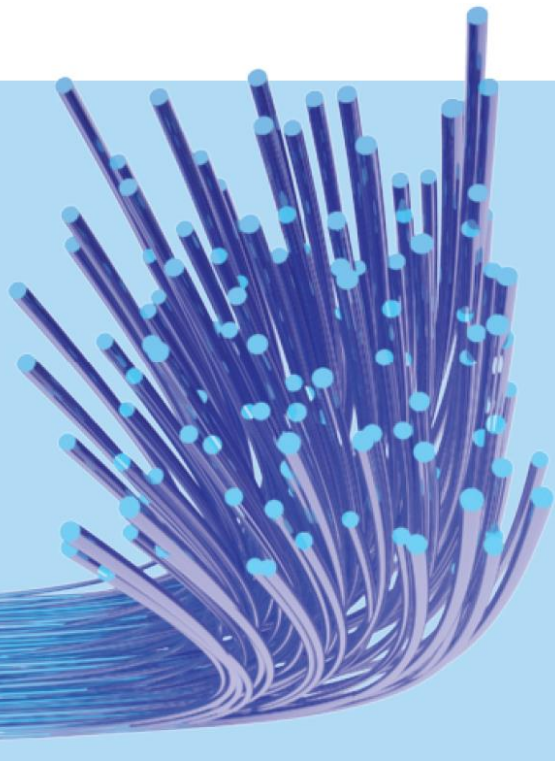


6e In the news

Writing a news story

- 1 Work in pairs. Read the news story. Do you think it is true or not? Explain your reasons to your partner.
- 2 **Writing skill** structuring a news story
 - a Read the introductory sentence in the news story again. Answer the questions.
 - 1 What happened?
 - 2 Who was involved?
 - 3 Where did it happen?

GEORGIAN WOMAN CUTS OFF WEB ACCESS TO WHOLE OF ARMENIA



An elderly Georgian woman has accidentally cut through an underground cable and cut off internet services to a whole country, Armenia. The woman, 75, was digging for metal near the Georgian capital Tbilisi and her spade damaged the cable. Unfortunately, Georgia provides 90 per cent of Armenia's internet. Unfortunately, Georgia provides 90 per cent of Armenia's internet. Web users

in the nation of 3.2 million people were left with no internet for up to five hours. Large parts of Georgia and some areas of Azerbaijan were also temporarily affected. The damage was discovered by an automatic system and a security team immediately went to the place where the cable was cut. The cable is protected, but apparently landslides or heavy rain may have left it exposed on the surface. The woman, called 'the spade-hacker' by local newspapers, was arrested for damaging property. She may have to spend up to three years in prison.

6e In the news

Writing a news story

- 1 Work in pairs. Read the news story. Do you think it is true or not? Explain your reasons to your partner.
- 2 **Writing skill** structuring a news story
 - a Read the introductory sentence in the news story again. Answer the questions.
 - 1 What happened?
 - 2 Who was involved?
 - 3 Where did it happen?

b Read the main paragraph and find:

- 1 how the woman cut the cable.
- 2 four things that happened after she cut the cable.
- 3 two pieces of background information.

c Read the main paragraph again. How are the events and background details organized?

3 Vocabulary -/ly adverbs in stories

a Find these adverbs (1–5) in the story. Then match the adverbs with their meanings (a–e).

1 accidentally

2 unfortunately

3 temporarily

4 immediately

5 apparently

a at once

b by mistake

c for a short time

d it seems

e we are sorry to say

b Cross out any options which are not possible.

- 1 *Apparently, / Quickly*, this type of incident is increasing in Georgia.
- 2 *Fortunately, / Incredibly*, nobody was hurt.
- 3 Internet services were *amazingly / gradually* restored across the region.
- 4 *Coincidentally, / Rapidly*, internet services also failed in other regions last week.
- 5 Software providers say hackers *deliberately / sadly* damaged the service.
- 6 *Hopefully, / Slowly*, the police will release the woman because of her age.

c Work in pairs. Decide which of the sentences in Exercise 3b fit into the story and where they fit.

- 4 You are going to write an April Fools' story or a news story that is not true. This can be invented or it can be a story you have heard. First, make notes about the main events and the background details of the story. Think about *what? who? where?* and also *why?* and *how?*
- 5 Write an introductory sentence to summarize the story. Then number your notes in the order you will write about them. Include at least three adverbs where appropriate.
- 6 Work on your own. Write your story in about 150–200 words. Write an interesting headline.
- 7 Work with a new partner. Exchange stories. Use these questions to check your partner's story.
 - Did the headline make you interested in reading the story?
 - Are the facts of the story clear?
 - Do you think the story is true?

6f Encounters with a sea monster

Before you watch

- 1 How much do you know about these monsters? Compare your ideas with the class.

Frankenstein The Loch Ness monster Godzilla
Shrek Bigfoot

See next slide for answers



What could that be?

2 Key vocabulary

a Read the sentences. Try to guess the missing words.

- 1 Don't take the boat out past the red _____.
- 2 Police talked to several _____ who saw the accident.
- 3 Do camels have one _____ or two?
- 4 Can you switch off the boat's _____, please? It's very noisy.
- 5 It's surprising how quickly submarines can _____ into the water and disappear.
- 6 There were lots of seabirds following the _____ of the ferry.

b Read the words in bold and their definitions. The words are used in the video. Complete the sentences in Exercise 2a with the words.

a **motor** (n) an engine

b **buoy** (n) a coloured object that floats in water to indicate danger for boats

c **eyewitnesses** (n) people who see something happen, especially an accident, a crime, etc.

d **hump** (n) something that has a round shape and that sticks out

e **wake** (n) the waves behind something that moves through water

f **submerge** (v) to go under the surface of water

While you watch

- 3 Work in pairs. Watch the first part of the video (0.00–0.51) with the sound OFF. You will see Bob Iverson explaining something he saw as an eyewitness. What do you think he's saying to the reporter?

Students' own ideas

- 4 Watch the video with the sound ON. You will hear three eyewitness reports in total from Bob Iverson, Marjory Neal and Richard Smith. Correct the factual mistakes in the sentences.

All three eyewitnesses ...

- 1 saw the monster on the same day.
- 2 saw three or more humps.
- 3 were in exactly the same place.
- 4 were alone at the time.

- 5 Work on your own. Watch the video again. Make notes to answer the questions for each speaker.
- 1 Where was the eyewitness?
 - 2 What were the weather or water conditions like?
 - 3 How far away from the eyewitness was the monster?
 - 4 What did the monster do?
- 6 Work in groups of three. Compare your notes. Is there any information still missing? If you need to, watch the video again and check.

After you watch

- 7 Work in groups of three. Read what the reporter says at the end of the video. Discuss your ideas for possible explanations.

‘... three remarkable stories, but are there more plausible explanations before we cry “sea monster”?’

8 Vocabulary in context

- a Watch the clips from the video. Choose the correct meaning of the words and phrases.
- b Complete the sentences in your own words. Then work in pairs and compare your sentences.
 - 1 I was on my way to class once when all of a sudden ...
 - 2 Sometimes when I watch TV, I wonder ...
 - 3 I spend anywhere between ... hours studying English each week.
 - 4 A news story about ... caught my attention last week.

- 1 **All of a sudden**, these three or four humps came up ...
 - a at the same time
 - b slowly and quietly
 - c very quickly, with no warning
- 2 ... they were up and then they were down. **That caught my attention.**
 - a I didn't understand.
 - b I noticed it.
 - c It looked at me.
- 3 ... that's what really made me **wonder what it was** because of the speed ...
 - a believe it
 - b identify it
 - c question it
- 4 It happened, I would say, **anywhere between twenty and thirty feet** behind the mooring buoy ...
 - a approximately twenty or thirty
 - b less than twenty or thirty
 - c more than twenty or thirty
- 5 ... another encounter. And this time **at point blank range.**
 - a a long way away
 - b at an unknown distance
 - c extremely close

9 Would you believe a friend if they told you a story like the ones in the video?
Why? / Why not?

plausible (adj) /'plɔːzəbl/ believable, likely

remarkable (adj) /rɪ'mɑːkəbl/ unusual, extraordinary

sun deck (n) /'sʌndek/ a flat wooden area in a garden

tractor (n) /'træktə/ a large farm vehicle

UNIT 6 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Choose the correct options in the text about Stonehenge.

Stonehenge dates from 3–4,000 years ago. Although there 1 *are / might be* no written records from that period, some people think Stonehenge 2 *can't have / might have* been part of King Arthur's court. Others say invaders from Denmark 3 *couldn't have / could have* built it or it 4 *can / could* be the ruins of a Roman building. The larger stones weigh 25 tons and they come from about 30 kilometres away from the site. The smaller stones originate from Wales, 230 kilometres away.



Stonehenge 5 *is / may be* in the shape of a circle and the stones are placed 6 *so that / to* they match the sun's highest and lowest points in the sky. This has led people to suggest that it 7 *can't have / could have* been a scientific observatory or it was designed 8 *for / to* help aliens land. On the other hand, others believe it 9 *can / may* be a kind of cemetery – a place 10 *for / so* that burying people. Every year brings new theories about the true purpose of Stonehenge.

2 Answer the questions about the text in Exercise 1.

- 1 What are three theories about the origins of Stonehenge?
- 2 What is known about the stones?
- 3 What are three theories about the purpose of Stonehenge?

See next slide for answers

- 3 Work in pairs. Which theory about Stonehenge do you think is the most likely? Give reasons. >> MB

I CAN

use expressions of purpose correctly

☐

talk about events in the present and past that are certain or possible (modal verbs)

☐

Vocabulary

4 Complete the sentences with an adverb ending in **-ly**. The first letter is given.

- 1 I'd love to come for lunch, but *u*_____ I'm busy that day.
- 2 You need to reply to this letter *i*_____. It's urgent.
- 3 Oh dear, I've *a*_____ deleted the email. How did that happen?
- 4 I'm working *t*_____ as the manager while my boss is away.
- 5 We checked our records and *a*_____ the package was posted on 2 May.
- 6 I think the boys arrived late *d*_____ to miss the test.

5 Work in pairs. Answer as many questions as you can. The words in bold are in Unit 6. **>> MB**

- 1 What are **false** eyelashes?
- 2 What do you understand by the expression '**flexible thinker**'?
- 3 When might you get a **reward**?
- 4 Name two activities you could do **all day long**.
- 5 How many **shapes** can you name?
- 6 Are **lines** always straight?
- 7 Give examples of how to use **record** as a noun and as a verb.
- 8 Is a **hoax** a person?
- 9 What's the difference between a **trick** and a **puzzle**?
- 10 What do you use a **spade** for? *See next slide for answers*

I CAN

use adverbs ending in -ly in stories ☐

talk about different types of drawings ☐

talk about mysteries and puzzles ☐

Real life

6 Complete the expressions for reacting to news.

1 _____ joking!

2 _____ off _____!

3 _____ on!

4 _____ right!

5 _____ serious?

6 _____ sure?

7 Work in groups. Write surprising sentences about yourself (true and false). Take turns to read out your sentences. Use appropriate expressions to react to the sentences about the other people and try to find out which sentences are true.

I CAN

react to surprising news

