

## Listening and Speaking



- What has history told us about human rights? How can we apply this lesson in the future?

## Lessons Learnt

John and Harry are in a museum talking about what they can see.

**John:** Hey, what's that?

**Harry:** It looks like a mummy.

**John:** A what?! It is doesn't look like *my* mum!

**Harry:** No, not a *mother*. A *mummy*. It's a body that is wrapped up and treated with chemicals so that it doesn't decay.

**John:** Oh... yeah, I've heard of those. It must have been hard work doing that to *every single* person that passed away.

**Harry:** Oh no, they only did it to the pharaohs and important people, because they were special.

**John:** Aren't we all equal? Especially when we die? How can some people be "special"?

**Harry:** You're right. We are all equal. And we all deserve to be treated with respect. However, that wasn't the case for many people in the past (and still isn't so for many people today)!

**John:** Yeah, I know what you mean. Some people are not allowed to have certain jobs or get into certain schools because of their colour or background. I hate that. I wish everyone respected each other for who they are.

**Harry:** It's true. Some people are even persecuted because of where they're from or what religion they follow.

**John:** So is that what this *mummy* did? Treated people as inferior because of their race or social status?

**Harry:** That may well have been the case. That's why he got mummified and everyone else was just buried normally.

**John:** (Laughs) He wanted to live forever, and now he looks dead forever.

**Harry:** Oppression: little good did it do him.

**A** Read the sentences below and put a tick for true and a cross for false:

- Harry and John are looking at the statue of a mother. ( F )
- The two of them are speaking about an oppressor that lived in recent years. ( F )
- John thinks people should be treated equal. ( F )
- Harry doesn't think there is any prejudice today. ( T )
- John knows more about ancient Egypt than Harry. ( F )
- John thinks it is good that people are discriminated against because of their race. ( F )

**B** What do the two young men believe about human rights?

The two young men believe that all humans should be treated equally.

**C** What does it mean to say that some people are "special"? Is it always a problem to venerate people?

In this context, calling somebody special means that they are royal, important or have a high status. Venerating people is not always a problem, in fact, some people we are obligated to respect and obey.

**D** How should people of different backgrounds and races treat each other?

Since we are all equal, people of different backgrounds and races should respect each other for who they are.

**E** What kind of historical information can we get from mummies, tombs and burial sites?

The historical information we gain from mummies, tombs and burial sites is the way the ancient Egyptians lived and how they conducted their ceremonies and respected their dead.

**F** Where do you think the mummy was found? Which country? Why did they use to practise mummification?

The mummy was found in an ancient Egyptian burial ground. Important people were mummified because it was believed that if their bodies remained intact, they would live on forever.

**G** What do you think Ancient Egyptian society was like? What was the technology like? Give detailed answers.

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# The Ancient Olympic Games

## Origins

To the Greeks it was important to root the Olympic Games in **mythology**. During the time of the ancient games their origins were **attributed** to the gods, and competing legends persisted as to who actually was responsible for the games' **genesis**. These legends have become nearly impossible to **untangle**, yet a **chronology** and patterns have arisen that help people understand the story behind the games.

The earliest myths regarding the origin of the games are recounted by the Greek historian, Pausanias. According to the story, Herakles and two of his brothers raced at Olympia. He crowned the victor with a laurel wreath, which explains the traditional prize given to Olympic champions. The other Olympian gods would also engage in wrestling, jumping and running contests.

Another myth claims the festival at Olympia involved Pelops, king of Olympia and Herakles, the son of Zeus. The story goes that after completing his **labours**, Herakles established an athletic festival to honour his father. Pelops, using trickery, and the help of Poseidon, won a chariot race against a local king and claimed the king's daughter, Hippodamia as his prize.

A final myth is dated at 776 BC. For some reason the games of previous **millennia** were discontinued and then revived at the behest of the **Oracle** of Delphi who claimed that the people had strayed from the gods, which had caused a **plague** and constant war. **Restoration** of the games would end the plague, usher in a time of peace and signal a return to a more traditional lifestyle.

The patterns that emerge from these myths are that the Greeks believed the games had their roots in religion, that athletic competition was tied to worship of the gods and the revival of the ancient games was intended to bring peace, harmony and a return to the origins of Greek life.

## History

The games started in Olympia, Greece, in a sanctuary site for the Greek **deities** near the towns of Elis and Pisa. The first games began as an annual foot race of young women in competition for the position of the **priestess** for the **goddess**, Hera and a second race was instituted for a consort for the priestess who would participate in the religious traditions at the temple.

The Heraea Games, the first recorded competition for women in the Olympic Stadium, were held as early as the sixth century BC. Being the consort of Hera in Classical Greek mythology, Zeus was the father of the deities in the **pantheon** of that **era**. The Sanctuary of Zeus in Olympia housed a 13-metre-high (43 ft) statue in ivory and gold of Zeus that had been **sculpted** by Phidias in about 445 BC. This statue was one of the ancient Seven Wonders of the World. By the time of the Classical Greek culture, in the fifth and fourth centuries BC, the games were restricted to male participants.

The only competition held then was the stadion race, a race over about 190 metres (620 ft), measured after the feet of Herakles. The word stadium is derived from this foot race.

The Olympic Games were part of the Panhellenic Games, four separate games held at two- or four-year intervals, but arranged so that there was at least one set of games every year.

## Culture

The ancient Olympics were as much a religious festival as an **athletic** event. The games were held in honour of the Greek god Zeus, and on the middle day of the games, 100 **oxen** would be sacrificed to him. Over time Olympia, site of the games, became a central spot for the worship of Zeus and a temple, built by the Greek architect Libon was erected on the mountaintop.

Artistic expression was a major part of the games. Sculptors, poets and other artisans would come to the games to display their works in what became an artistic competition. Sculptors created works like Myron's *Discus Thrower*. Their aim was to highlight natural human movement and the shape of muscles and the body. Poets would be **commissioned** to write poems in honour of the Olympic victors. These poems, known as Epinicians, were passed on from generation to generation and many of them have lasted far longer than any other honour made for the same purpose. Baron Pierre de Coubertin, one of the founders of the modern Olympic Games, wanted to fully **imitate** the ancient Olympics in every way. Included in his vision was to feature an artistic competition modeled on the ancient Olympics and held every four years, during the celebration of the Olympic Games. His desire came to **fruition** at the Olympics held in Athens in 1896.



## Questions

Answer the following questions:

- 1 When were women first allowed to take part in the Olympics? *The Heraea Games, the first recorded competition for women in the Olympic Stadium, were held as early as the sixth century BC.*
- 2 Who began the Olympics? *The games started in Olympia, Greece, in a sanctuary site for the Greek deities near the towns of Elis and Pisa.*
- 3 Did art have anything to do with the Olympic Games? *Artistic expression was a major part of the games.*
- 4 Why were the Olympic Games revived by the Oracle of Delphi? *The games were revived at the behest of the Oracle of Delphi who claimed that the people had strayed from the gods, which had caused a plague and constant war.*
- 5 What was the aim of Myron and like-minded artists? *The aim of Myron and like-minded artists was to highlight natural human movement and the shape of muscles and the body.*
- 6 Did Baron Pierre de Coubertin want to re-start the Olympics with a new 19th century style? *No. In fact, he wanted to fully imitate the ancient Olympics in every way.*



## Discussion

Discuss the following questions with your partner then share your ideas with pair next to you.

- 1 Would you like to take part in the Olympics?
- 2 What do people gain by competing in races and the like?
- 3 What are the different sports played at the Olympics? Are there any sports that you would add or remove?
- 4 How would it feel if you lost? Would you keep practising your sport?
- 5 Looking back two thousand years, is the history of your country clear?
- 6 What is passed down in your culture from generation to generation?

## New Words

**chronology**

**chronology (n.):** timeline.

**oracle**

**oracle (n.):** someone who gives messages to people from the gods.

**restoration**

**restore (v.):** bring something back to its original state.

**restoration (n.):** the act of restoring.

**deity**

**deity (n.):** a god.

**priestess**

**priestess (n.):** holy woman responsible for a temple.

**pantheon**

**pantheon (n.):** set of gods of a religion.

**sculpt**

**sculpt (v.):** carve with a chisel.

**athletic**

**athlete (n.):** someone who takes part in field sports. **athletic**

**(adj.):** related to sports. **athletics (n.):** field sports.

**commission**

**commission (v.):** make a special request.

**fruition**

**fruition (n.):** completion; realisation.

**genesis**

**genesis (n.):** beginning.

**Write the definitions of the following words:**

**attribute:** (v.): to reckon as made or originated in an indicated fashion

**era:** (n.): a period of time.

**goddess:** (n.): a female god.

**imitate:** (v.): copy, mimic.

**labours:** (n.): physical or mental effort, work for which someone is paid

**millennia:** (n.): a period of 1,000 years.

**mythology:** (n.): ideas that are believed by many people but that are not true

**oxen:** (n.): (plural) a cow or bull.

**plague:** (n.): a disease that causes death and that spreads quickly.

**untangle:** (v.): to separate (things that are twisted together).

**usher:** (v.): to lead (someone) to a place.



## Conditionals

There are four types of Conditional Sentences.

### 1 The Zero Conditional

The Zero Conditional is used when the result of the condition is **always true**, like a **scientific fact**. It takes the form:

**if + Present Simple, Present Simple**

**For example:**

If water **is** heated to 100 degrees, it **boils**.

If one **is** added to three, it **equals** four.

If red **is** mixed with white, it **makes** pink.

### 2 Conditional Sentence Type 1

The Conditional Sentence Type 1 is used for something that is **possible** and also **very likely to happen**. It takes the form:

**if + Present Simple, will - Future**

**For example:**

If I **find** her email address, I'll **send** her an invitation.

If I **find** her email address, please **send** her an invitation.

**if + Present Continuous, will- future**

He **will not want** us to disturb him **if he is** sleeping.

#### A Fill in the blanks using suitable verbs

- If Hannah and Sue bake the pastries, Phil will tidy the living room.
- If Hannah dices the tomatoes for the salad, please slice the mushrooms.
- If Jane vacuums the sitting room, Sam and Tim will dust the furniture.
- If Ralph cleans up the bedrooms, Anita will scrub the toilet.
- Helen will buy the drinks if somebody will let her carry the bottles.
- If Alan and Rebecca cook the food, Mary and Conor will prepare the sandwiches.
- If Bob cleans up after the barbecue, please let the guests in.
- Frank will be the DJ if the others bring along their CDs.
- If they all play their best, the party will be really fun.

- If it doesn't rain, we will go swimming on Tuesday.
- If you train hard, you will win first prize.
- If we go to Canada next year, we will improve our English.
- I will go to the park in the evening if I do the washing-up now.
- If we go on holiday next week, I will not play tennis with you.
- If you see Gareth tomorrow, you will tell him that you love him.
- If my parents go shopping in the afternoon, I will look after my little sister.
- He will be a good drummer if he plays in a band.
- If you are listening to the radio after 10 pm, you will turn the volume down.
- If you like that shirt, you will buy it.

### 3 Conditional Sentence Type 2

The Conditional Sentence Type 2 is used for something that is **possible** but **very unlikely**. It takes the form:

**if + Simple Past, would + Infinitive**

**For example:**

If I **found** her jumper, I **would give** it to her.

#### B Fill in the blanks using suitable verbs

- If I passed my exams, I would have a chance to get into a really good university.
- If I went to a really good university, I would learn a lot.
- If I learned a lot, my life would change completely.
- I would live on a lonely island if I found a nice one.
- If I lived a lonely island, I would build a huge house by the beach.

# Grammar

- 6 I would invite all my friends if I lived in a house by the beach.
- 7 I would pick my friends up in my yacht if they agreed to spend their holidays on my island.
- 8 We would have great dinners if my friends came to my island.
- 9 If we wanted to go shopping in a big city, we would take a helicopter.
- 10 But if my friends' holidays were over, I would become very lonely on my lonely island.

## 4 Conditional Sentence Type 3

The Conditional Sentence Type 3 is used for something that is **impossible**. It takes the form:

**if + Past Perfect, would + have + Past Participle**

**For example:**

*If I **had found** her address, I **would have sent** her an invitation. (But I didn't find her address, so I couldn't send her an invitation.)*

**C** Fill in the blanks using the correct forms of the verbs between brackets.

- 1 If you (revise) had revised for the test, you (pass) would have passed it.
- 2 If you (ask) had asked me, I (help) would have helped you.
- 3 If we (go) had gone to the park, we (see) would have seen my friend Jacob.
- 4 If you (speak) had spoken French, she (understand) would have understood what you were saying.
- 5 If they (listen) had listened to me, they (not get hurt) would not have gotten hurt.
- 6 I (write) would have written you an email if I (have) had had your address.
- 7 If I (not / break) had not broken my leg, I (take part) would have taken part in the contest.
- 8 If it (not/ start) had not started to rain, we (walk) would have walked to the museum.
- 9 We (swim) would have swum in the sea if there (not / be) had not have been so many sharks there.
- 10 If she (take) had taken the bus, she (not / arrive) would not have arrived on time.

**Note:** 

- Grammatically speaking, it is **incorrect** to say *If I **was*** or *If he **was***, rather one should say *If I **were*** and *If he **were***. However, it is **very common** to find **was** instead of **were** in written English, and it would be strange to find **If I **were**** in **informal** spoken English.

**Note:**

- A common form of conditional sentences is:

**Should + subject + infinitive**

**For example:**

*Should John **ask** about the match, tell him it is cancelled. (If John asks about the match, tell him it is cancelled.)*

*Should he **be** late again, I will speak to his parents. (If he is late again, I will speak to his parents.)*

- Another very similar form is: **Should there be**.

**For example:**

*Should there **be** any problems, just call me. (If there are any problems, just call me.)*

- A another common form of type 3 conditional sentences is: **Were + subject**

**For example:**

*Were he **not** there, I would have died. (Were he not there = If he were not there)*

*Were he **stronger**, he would be able to lift this rock. (Were he stronger = If he were stronger)*

*He said that he wasn't at school that day. Were that **to be** true, he would not have been in the science lesson. (Were that to be true = If that were true)*

*Were it **legal**, everyone would be doing it. (Were it legal = If it were legal)*

- Another very similar form is: **Were there to be**

**For example:**

*Were there **to be** a meeting, I would definitely attend. (Were there to be a meeting = If there were a meeting)*

*Were there **to be** a reduction in car use, the environment would benefit greatly. (Were there to be a reduction = If there were a reduction)*

- A another common form of type 3 conditional sentences is: **Had + subject + past participle**

**For example:**

*Had John called me, I would have known he needed a lift. (Had John called me = If John had called me)*

*Had Daniel not called me, I wouldn't have known he needed a lift. (Had Daniel not called me = If Daniel had not called me)*

- A **useful** form of conditional sentences is: **If you like/liked ..., you would love ...** This is frequently used in adverts and pamphlets.

**For example:**

*If you like Indian food, you would love the new Taj Mahal Indian restaurant in London City.*

*If you liked Harry Potter, you would love the new film the Hunger Games.*

### D Paraphrase the following sentences:

- Had there been a good reason, I would have waited.  
*If there had been a good reason, I would have waited.*
- Were I rich, I would help the poor.  
*If I were rich, I would help the poor.*
- Should he even say a word, arrest him.  
*If he even says a word, arrest him.*
- If he was taller, he would be able to reach the branch.  
*Were he taller, he would be able to reach the branch.*
- Had they not eaten all the cake, there would have been some left for us.  
*If they had not eaten all the cake, there would have been some left for us.*
- Were he my friend, he would have given me a lift to the station.  
*If he was my friend, he would have given me a lift to the station.*
- Should Clive buy your car, I will have to look for another one.  
*If Clive buys your car, I will have to look for another one.*
- Were I you, I would just forgive him.  
*If I were you, I would just forgive him.*

## Linking Verbs

**Linking verbs** do **not** express **action**. Instead, they **connect** the subject of the verb to additional information about the subject.

**Look at the examples below:**

Keila **is** a teacher.

**Being** isn't something that Keila can **do**. Rather, the word **is** **connects** the subject, Keila, to additional information about her, that she teaches.

After drinking the old milk, Anne **turned** green.

**Turned** connects the subject, Anne, to something said about her, that she felt sick and the colour of her face changed.

Clair **seemed** very upset.

**Seemed** connects the subject, Clair, with something said about it, being very upset.

Irene always **feels** sleepy after eating pizza.

**Feels** connects the subject, Irene, to her state of being which is sleepiness.

The following verbs are **true linking verbs**: *be, become* and *seem*. These true linking verbs are always linking verbs.

Some other verbs can **act as linking verbs** like *appear, feel, grow, look, prove, remain, smell, sound, taste, and turn*. Sometimes these verbs are linking verbs; sometimes they are just normal action verbs.

**For example:**

Sylvia **tasted** the spicy Indian food.

The spicy Indian food **tasted** nice.

In the **first** sentence, the verb **taste** is being used as a normal active verb: Sylvia is **doing** something. In the **second** sentence, however, the **spicy Indian food** is **not doing** anything; it is just **being described** as tasting nice.

### NOTE:

- The verb **seem** is frequently **used** with the words **like** or **as though**.  
*For example, It seems as though it is going to rain.*
- The verb **get** is frequently used as a **linking verb** meaning **become**.  
*For example, He got tired means He became tired.*

# Grammar

**A** State whether the verb in bold is a linking verb or an action verb.

- 1 I **felt** the wool.  
a linking verb      b action verb
- 2 The cheese **turned** hard.  
a linking verb      b action verb
- 3 The chief **turned** to shake my hand.  
a linking verb      b action verb
- 4 He will **become** an important member of our team.  
a linking verb      b action verb
- 5 This soup doesn't **seem** right.  
a linking verb      b action verb
- 6 Sam **is** my brother.  
a linking verb      b action verb
- 7 My cat **proved** to me that he was hungry: he ate all of my chicken!  
a linking verb      b action verb
- 8 He **proved** a loyal friend.  
a linking verb      b action verb
- 9 Wow! That **sounds** interesting.  
a linking verb      b action verb
- 10 **Get** well soon.  
a linking verb      b action verb
- 11 **Smell** these flowers!  
a linking verb      b action verb

**B** Fill in the blanks with appropriate linking verbs:

Yesterday was a good day. My son was born and I became a father. It is as though he takes from his mother more than me. My dad suggested the name Clive but my wife said that it sounds too old for the name of a baby. She said we can call him Clive when he gets older. For now, before he turns into an adult, it seems right that he should have a little name like Cli or Ve.

To celebrate, my mum baked a cake, it smelt like apple, but when I tasted it, it didn't taste like apple. It seemed like it was made of almonds or something like that. Anyway, it was delicious!

**C** Write a sentence using the linking verbs below:

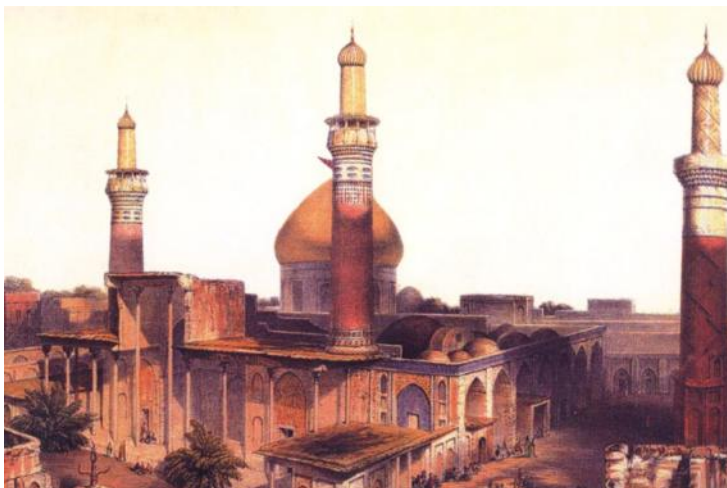
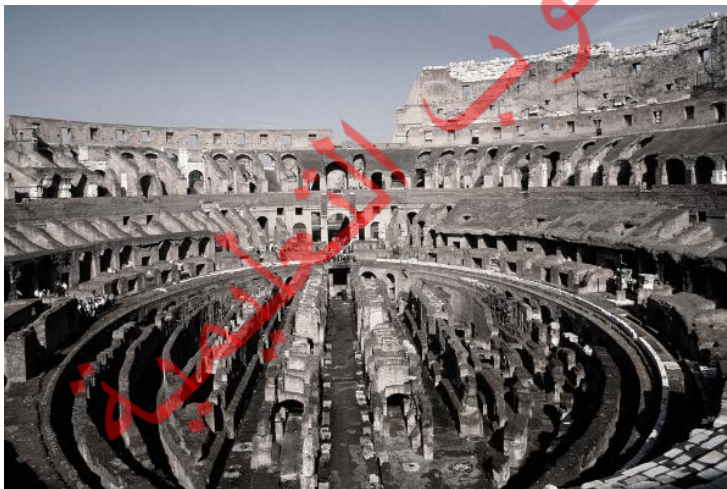
- 1 be  
Do not be mean to your peers.
- 2 become  
Do not become a bully.
- 3 seem  
It seems like it may rain today.
- 4 prove  
The test proved too difficult for most of the students in the class.
- 5 sound  
The new language sounded strange.
- 6 smell  
The pie smelt delicious.
- 7 taste  
The pie tasted delicious.
- 8 get  
The newspaper got worse.
- 9 turn  
The night wind turned cold.
- 10 appear  
It appears to be cold out today.



# 5

## Speaking Activities

What is the most interesting period in History? Why? What do we learn from it? Would you like to have lived through it? What would you have done?



### Practise with your partners:

Work in pairs and answer the following questions:

- 1 What makes history interesting?
- 2 Why do people record and study history? Why is it important?
- 3 Would you like to time travel? Which time and place would you travel to? What would you do?
- 4 Does history repeat itself? Is the future completely unpredictable?
- 5 Do we always learn from our past? Do we sometimes repeat the same mistakes?
- 6 Is it important to know the history of places and customs?
- 7 Are there any historical buildings near where you live? Have you ever visited any?
- 8 Which era did it belong to? What did you learn from it?
- 9 How has history shaped cultural values?
- 10 How has history shaped language?
- 11 How can we learn about history?
- 12 What does a historian do?





# Language Essentials

## Sayings

Colloquial Phrase	Meaning/usage	Example
<i>(in) bad shape</i>	not going well; in need of improvement	You know, that school is really <b>in bad shape</b> .
<i>(like the) back of one's hand</i>	Something very familiar	I could drive anywhere in that city. I knew it <b>like the back of my hand</b> .
<i>A few X's short of a Y</i>	Not very intelligent	He was <b>a few bricks short of a</b> house. Anne is <b>a few</b> rolls <b>short of a</b> bread basket.
<i>Another kettle of fish</i>	A completely different issue.	Let's not talk about that now, it's <b>another kettle of fish</b> .
<i>back to square one</i>	Start all over again	Okay, so that didn't work. Not to worry. We're <b>back to square one</b> .
<i>Dead as a doornail</i>	Dead with no chance of recovery	It's so sad. When the vet came, his hamster was already <b>dead as a doornail</b> .
<i>eager beaver</i>	Very keen and enthusiastic	Have you seen him play football? He's an <b>eager beaver</b> !
<i>easier said than done</i>	Easy in theory, but not so easy in practice	"Why don't we just make a bridge over the river." " <b>Easier said than done</b> , I'm afraid."
<i>gentleman's agreement</i>	A spoken contract without official documents	When I bought the car, we just had a <b>gentleman's agreement</b> .
<i>Here you/we go</i>	The awaited thing has now arrived; something can now be done.	<b>Here you go</b> , sir, your lunch. <b>Here we go</b> , the lift is working now.
<i>jack of all trades</i>	Someone able to do many trades, but just not an expert at them.	He would be good for the team. He's a <b>jack of all trades</b> .
<i>jump to conclusions</i>	Make assumptions	Now let's not <b>jump to conclusions</b> . We may have misunderstood something.
<i>leave somebody holding the baby.</i>	Pass on one's own responsibilities to someone else	You didn't turn up to work and <b>left me holding the baby</b> !
<i>make ends meet</i>	Earn a living in poverty; deal with a difficult situation	He's just trying to <b>make ends meet</b> .
<i>more by accident than by design</i>	Not intentional	I met my wife in an airport in Italy. Our marriage was <b>more by accident than by design</b> .
<i>Not the sharpest tool in the shed</i>	Not very intelligent	He was <b>not the sharpest tool in the shed</b> .
<i>Old as the hills</i>	Very old	My granddad is as <b>old as the hills</b> .
<i>rack one's brains</i>	Think very hard about something	Sam <b>racked his brains</b> over the issue, but he just couldn't come up with a solution.
<i>rake in the money</i>	Earn a lot of money	Once I pay off my debts and get my hotel up and running, I'll be <b>raking in the money</b> .
<i>take the floor</i>	Stand up to give a speech.	When he <b>took the floor</b> , the audience was silent.
<i>want someone's head on a platter</i>	Be very, very angry with someone; want to shout at someone	If you see John, tell him to avoid Micheal. He wants John's <b>head on a platter</b> .
<i>water down</i>	Make something easier or simpler; bring down the level; not tell the whole truth	These new maths books are too easy. They have completely <b>watered down</b> algebra. The owner of the company <b>watered down</b> the facts so that everyone thought that things were okay.
<i>to burn the candle at both ends</i>	Work too hard	Night and day he's writing that essay. He's <b>burning the candle at both ends</b> . He's either going to get sick or go insane!

**A** Re-phrase the following sentences.

- 1 Sam is raking in the money.  
Sam is making a lot of money.
- 2 He wants my head on a platter.  
He is very, very angry at me; he wants to shout at me.
- 3 I got this job more by accident than by design.  
I got this job unintentionally.
- 4 She took the floor but she really watered the facts down. Speaking the truth is easier said than done.  
She stood up to give a speech but didn't tell the whole truth. Speaking the truth is easy in theory, but hard in practice.
- 5 Don't jump to conclusions. I'm just trying to make ends meet.  
Don't make assumptions. I'm trying to deal with a difficult situation.
- 6 When it comes to textiles, Sarah is an eager beaver. But she isn't the sharpest tool in the shed if you know what I mean.  
When it comes to textiles, Sarah is very keen and enthusiastic. But she is not very intelligent, if you know what I mean.
- 7 His health was in bad shape for a long time and he had been burning the candles at both ends. Now, he's dead as a doornail and he has left his wife holding the baby.  
His health was not doing well for a long time and had been working hard for too long. Now, he's dead with no chance of recovery and he has left his wife with all his responsibilities.
- 8 Right, we've been burning the candle at both ends, racking our brains over this problem and we still can't solve it. Let's get back to square one. There are seven cakes and two people: who gets the extra cake...  
Right, we've been working too hard, thinking very hard over this problem and we still can't solve it. Let's start all over again. There are seven cakes and two people: who gets the extra cake...
- 9 As for the house being in bad shape, that's another kettle of fish.  
As for the house needing improvement, that's a completely different issue.
- 10 He's good at plumbing but not amazing. He's a jack of all trades.  
He's good at plumbing but not amazing. He's able to do many jobs, but just not an expert at them.

- 11 He's as old as the hills so he won't want to be too formal. We'll just make a gentleman's agreement.  
He's very old so he won't be too formal. We'll just have a spoken contract without official documents.
- 12 Here we go, madam, your new portable dog!  
The dog has arrived, madam!

**B** Fill in the blanks using the appropriate words / phrases.

Not being the brightest tool in the shed, my dog Woolly had to rack his brain's to find out how to open the box of dog biscuits. (Being as old as the hills and having burnt the candle at both ends for the last two days chasing sheep really didn't help!) Eventually the box opened, but it was as if it was more by accident than by design, as it opened from the opposite side. " Here we go," said my other dog, hoping that she would be happy to see it open. "I wanted to see your head on a platter for leaving me holding the baby !" she said in very angry growl. "You're supposed to help me herd the sheep and you left me to do all the work." "Please, Woolly, don't jump to any conclusions. I was just in another field." "Oh, that's right, being an eager beaver with your owner while poor old me tries to make both ends meet here in this field. I'll be dead as a doornail before you decide to help me! Look at me: my tail is already in bad shape !" "

# Useful Expressions

In English, it is very common to use **indirect requests** and **questions** as it is less direct and more **polite**. Below are a number of examples: 🎧

Pass me the book.	May I trouble you	to pass me the book.
What is your name?	Would you be so kind	as to tell me your name?
How old are you?	May I ask you	to tell me your age?
Why are you late?		why you are late?
Are you married?	Could I be so rude as	to ask whether or not you are married?
Give me some money.		to ask for some money?
Give me my money.		to ask you for my money?
Lend me some money.		to ask you to lend me some money?
Give me some food.		to ask for something to eat?
Respond to my letter.	Would you mind	to ask you to respond to the letter I sent?
		passing me the book
		if I asked out if you are married or not?

It is **common** for people to **apologise** when they **ask** for anything, even if it is their right, and sometimes even if they are **demanding** something. Below are a few phrases that may be useful:

Said before asking	Said after asking
I'm ever so sorry...	Sorry for being so much trouble.
I'm sorry to ask ...	I'm sorry. I feel so awkward to ask.
I'm sorry to disturb you...	You're so kind.
Please excuse me ...	I really appreciate it.
I'm terribly sorry...	

**A** Rewrite the following questions and requests in a polite way.

1 Give me your telephone number.

*Please excuse me, but would you be so kind as to give me your telephone number? Sorry for being so much trouble.*

2 Who is he?

*I'm sorry to ask, but would you mind telling me who he is? Sorry for being so much trouble.*

3 Where do you live?

*Please excuse me, would you be so kind as to tell me where you live? You're so kind.*

4 How did your son die?

*I'm ever so sorry to ask, could I be so rude as to ask how your son died? I'm sorry. I feel so awkward to ask.*

5 What mark did you get in the test?

*I'm sorry to ask, would you mind telling me what mark you got on the test? Sorry for being so much trouble.*

6 Pick up my luggage.

*I'm ever so sorry, may I trouble you to pick up my luggage?*

7 Lend me some money.

*I'm sorry to ask, could I be so rude as to ask you to lend me some money? I really appreciate it.*

8 Is your husband here?

*Could I be so rude as to ask if your husband is here? Sorry for being so much trouble.*

9 Show me your passport.

*Please excuse me, but would you mind showing me your passport? I really appreciate it.*

10 Let me use the bathroom.

*Please excuse me, would you mind telling me where the bathroom is? I really appreciate it.*

11 Give me a photocopy of the first page and a small photo.

*Please excuse me, but may I trouble you to give me a photocopy of the first page and a small photo? Sorry for being so much trouble.*

12 How old are you?

*I'm terribly sorry, but may I ask you how old you are? You're so kind.*



## Formal and Informal Writing

When writing, one must always keep in mind the purpose and the audience. Writing a note to a friend at school is not the same as writing a formal letter of complaint to a large company: in **formal** writing, there are certain formats that you must stick to. Colloquialisms and short forms are not used. Compare the following:

Formal	Informal
<p>Dear Mr Green,</p> <p>If possible, I would like to meet David Arrows concerning the assignment that was sent to us on Tuesday as I feel it is not within our capacity to complete such a large piece of work. One possible suggestion would be to designate a task to each of us. I personally do not think this will be considered a contravention of school policies.</p> <p>I would kindly ask you to respond as soon as possible.</p> <p>Yours sincerely,</p> <p>John Evergreen</p>	<p>Sam. I'm gonna speak 2 Dave about the assignment. It's too long. Maybe we can divide it up between us. I think the teacher won't mind. Get back to me. Jon</p>
Organised in a standard letter format	No organisation
Full names used (e.g. John Evergreen.)	First name basis (e.g. Sam, Jon)
paragraphing	No paragraphing
Long sentences	Short sentences
No short forms used (e.g. I do not)	Short forms used (e.g. won't)
More explanation and information (e.g. Tuesday)	Less explanation and information
Conjunctions used (e.g. as I feel)	No conjunctions
Facts distinguished from opinions (e.g. I feel, I personally do not think)	Opinions treated as facts
Formal language used (e.g. I would kindly ask you to respond as soon as possible.)	Colloquial language used (e.g. Get back to me.)
Very polite (e.g. I would kindly ask you)	Very casual (e.g. Get back)

Now write an informal letter to a friend of yours who happens to be a doctor. Tell him what symptoms you are suffering from and ask him for his advice. Once you have done that, re-write the letter in a formal way, taking into consideration the points made above.

John,

It's been a while since we wrote each other, so I thought I'd drop you a line. I'm writing to ask for your advice, because I'm going through some problems and I could really use some help.

I've been having money problems lately, so I've had to take another job to deal with them. The thing is that I've become a workaholic now. I work long hours, and even when I'm not at the office I can't stop thinking about work. I've to take work home every day and I'm getting so stressed because of this situation.

The worst part of it is that all this "two jobs thing" is starting to affect both my eating and sleeping habits. As I barely have any free time during the day, and I'm really shattered when I get back home, the only food I eat are ready meals, 'cause they're fast to heat up and don't need to be cooked. Do you think it's unhealthy? What else can I do if I don't have the time to cook my own food?

The tiredness and stress I'm feeling have caused me insomnia. I always wake up in the middle of the night, just a couple of hours after going to bed, and I can't get back to sleep. This is making me feel more and more tired every day, and I'm thinking of taking sleeping pills. Should I see a specialist first?

I'd better sign off now. I've got some work to do. Please let me know what you think I should do. I'd really appreciate it. Give my regards to your wife and kids. Looking forward to hear from you.

Yours sincerely,

Jose



# The Elizabethan Era

The English Elizabethan Era is one of the most fascinating periods in English History. The Elizabethan Era is named after the greatest Queens of England - Queen Elizabeth I. This era is not only famous for the Virgin Queen, but also for the era itself and great explorers, such as Sir Francis Drake and Walter Raleigh. This was also the era of the very first theatres in England, like William Shakespeare's Globe Theatre.

The Elizabethan period was famous for many of its women, the most famous without doubt being Queen Elizabeth I herself (1533 -1603).

Never marrying, Queen Elizabeth I was an independent and dominant woman who would not share her throne with a man. However, Elizabeth's childhood had been fraught with changes. One minute the beloved daughter of the King and his Queen, a Princess loved and pampered by everyone, the next minute her mother is brutally murdered by her father and the cherished Princess is stripped of her title and declared an illegitimate child. She sees her father marry Jane Seymour and give birth to a Prince. Jane then dies and is replaced by another stepmother - Anne of Cleves. Anne and a series of other wives pass through the royal court and all to meet their ends in execution until the marriage between Katharine Parr and Henry VIII which lasts until 1547 when Henry VIII, Elizabeth's father dies. Elizabeth is left an orphan at the mercy of the powerful men and politics of the court.

Despite this tempestuous and troubling youth, she achieves an excellent reputation as a good and wise ruler, who was truly loved by her people - she was highly accomplished in the art of rhetoric and Public Relations. Queen Elizabeth I surrounded herself with highly intelligent and loyal advisors such as Sir William Cecil, Sir Francis Walsingham and Sir Robert Cecil who gave her sound political advice.

A major accomplishment was the defeat of the Spanish Armada of 1588 by the English fleet of 34 ships and 163 armed merchant vessels under Lord Howard of Effingham, Sir Francis Drake and Sir John Hawkins. The English navy defeated further attempts at invasion in 1596 and 1597.

Her reign also saw several rebellions - from the Irish, "The Rising of the North" and the Essex rebellion - all of which she defeated. She survived various Catholic plots and conspiracies such as the Babington plot involving Mary Queen of Scots.

### Royal Elizabethan Women

Understanding the subservient role of Elizabethan women provides an understanding as to why Queen Elizabeth was reluctant to marry. All of her immediate male relatives had died. She was answerable to no male member of the family. Had she married, all this would have changed: Elizabeth



would have been expected to obey her husband. Mary Queen of Scots placed herself in this situation when she married Lord Darnley. He expected Mary to obey his wishes. The tragic Lady Jane Grey was used as a pawn to further the ambitions of her powerful family by joining the family in marriage to the Dudleys. She was, first of all, forced to marry Guildford Dudley. Jane did raise objections saying that she was already promised to Edward, Lord Hertford. The punishment for disobeying was the whipping stool - Elizabethan girls were beaten into submission and this happened to Lady Jane. She was later forced into taking the throne against her wishes. She was eventually executed by beheading at just seventeen years old. These stories about the lives of Elizabethan women illustrate how, even Royal Women were totally dominated by the male members of their families.

### Elizabethan Men

Besides famous women, the Elizabethan period was certainly not devoid of famous and influential men. Of them, William Shakespeare, who is well-known for his poetry and plays; Sir Francis Drake a seaman, explorer and pirate who circumnavigated the world in his ship the Golden Hind; Sir Walter Raleigh, poet, statesman, explorer and courtier, famous for establishing the first colony in America and importing the first tobacco to England; Sir Francis Walsingham, famous as a zealous Protestant and the Spymaster for Queen Elizabeth I; William Cecil (Lord Burghley), famous as the Chief Advisor to Queen Elizabeth I; Robert Cecil, the son of William Cecil, a brilliant mind in a misshapen body; and Christopher Marlowe, whose life is surrounded with mystery, poetry, spying and intrigue, so much so that he has even been suggested as the real author of Shakespeare's works.

### Project

**Choose a period or a character of history of any country. Write about the most significant events that happened or the impact that this character left. For example;**

- the historical period of ancient Greece or Rome.
- the Ottoman Empire.
- Gandhi

**You are free as well to focus on less known individuals such as famous teachers or wives.**