

Unit

3

Timely help



Read the following article and answer the questions.

The effects of earthquakes

On 12 May 2008, the town of Yingxiu in Sichuan Province in China was at the **epicentre** of the earthquake, measuring 8.0 on the Richter Scale and causing massive destruction. Today, the local government wants to develop the area into a national scenic spot as a memorial to the people who were killed and injured in the earthquake. Many people, especially



bloggers on Internet forums, have questioned whether it is **appropriate** to build a high class tourist attraction in what was a disaster area.



A spokesperson for the local government stated that those who had survived the earthquake had a right to **pursue** a better life. He continued to say that the people of Yingxiu should have the final say on whether to develop tourism and in what way. They were the most

immediate **victims** of the disaster and it was not for outsiders to decide on what should happen. However, one of the bloggers commented that natural disaster zones, such as areas badly damaged by earthquakes, attracted many visitors but often for the wrong reasons. They came to see the effects that a force of nature had had on the environment and were less interested in the terrible consequences that it had had on the people who live there.

Vocabulary highlights

- epicentre (n)
- appropriate (adj)
- pursue (v)
- victim (n)



A. Choose the best answer. Blacken the circle under the corresponding letter.

1. According to a local government spokesperson, the way the city of Yingxiu is developed should be decided by _____.
 - A. the people who live in the city
 - B. local people and visitors
 - C. the national government
 - D. bloggers on Internet forums

A	B	C	D
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2. According to paragraph 2 (lines 12–27), one of the Internet bloggers believes that some people visit earthquake disaster areas to _____.
 - A. help the people who have been injured
 - B. enjoy the scenic views
 - C. see how the place has been affected
 - D. see how the people have been affected

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What does the word ‘they’ in line 25 refer to?
 - A. People of Yingxiu
 - B. Internet bloggers
 - C. Visitors of natural disaster zones
 - D. Earthquakes

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Visitors to Lijiang now mainly come to see _____.
 - A. the physical damage caused by the earthquake
 - B. the modern buildings and new streets
 - C. how the city has developed since the disaster
 - D. the historic attractions

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Christchurch Cathedral is going to be _____.
 - A. preserved in its current state
 - B. moved to another part of the city
 - C. restored to its former appearance
 - D. knocked down and rebuilt

A	B	C	D
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Grammar Corner

Reported speech

Reporting statements

1. We use reported speech when we want to report what another person has said.

'I work as a fashion designer,' Jenny said. (direct speech) → Jenny told me that she worked as a fashion designer. (reported speech)



2. There are a number of rules we need to follow when we change direct speech into reported speech.

- (a) The tenses change in reported speech. The general rule is that the present tenses change to the past tenses, and the past tenses change to the past perfect.

'I live in London now,' Vivienne said. (present tense)

→ Vivienne told me she lived in London now. (past tense)

'I lived in Hong Kong,' John said. (past tense)

→ John told me he had lived in Hong Kong. (past perfect)

- (b) The pronouns change in reported speech.

'I'm bored,' Mary said. → Mary said she was bored.

- (c) Some time phrases change in reported speech.

today → that day last year → the year before

yesterday → the day before next week → the following week

'I studied fashion design last year,' Jo said.

→ Jo told me she had studied fashion design the year before.

Watch out!

We should omit the quotation marks (‘ ’) when we change direct speech into reported speech.

Reporting questions

When we report a question, we should remember:

1. We change the tenses, pronouns and time phrases the same as when we report statements.

'Where are you going?' Carol asked. (present continuous)

→ Carol asked me where I was going. (past continuous)

Watch out!

We do not use a question mark in a reported question.



Train your
Integrated Skills

A. *Ethan is doing a research on natural disasters. He is listening to a radio programme 'Dilemma' about an earthquake in New Zealand. Complete the note sheet using the information from the recording.*



Name of the programme:	(1) _____
Topic:	Saving the Cathedral
Background:	<ul style="list-style-type: none"> An earthquake of magnitude (2) _____ on the Richter scale hit (3) _____ in New Zealand in (4) _____ 2011 The Cathedral was very badly damaged Engineers and (5) _____ assessed the damage The cathedral authorities decided to (6) _____ it Problem of the decision: Citizens would be (7) _____
Guest of the programme:	(8) _____ Jones — works for the (9) _____ in Christchurch
Ideas from trustees:	To build a (10) _____ in place of the cathedral
Proposal:	<ul style="list-style-type: none"> Materials: cardboard tubes around a (11) _____, (12) _____ and concrete structure Designer: Shigeru Ban, who comes from (13) _____ Height: (14) _____ Seating capacity: (15) _____ people Linking to: cafe, meeting rooms and (16) _____ Estimated cost: (17) _____ New Zealand dollars Construction time: (18) _____ Opening date: (19) _____ Planned to be kept: (20) _____

Writing Platform

Writing an article

We write an article in a newspaper, magazine or journal for a number of reasons, such as:

- to give information
- to express an opinion
- to comment on an event
- to share our experience
- to praise or to criticize someone or something
- to discuss the advantages and disadvantages of something
- to report a conversation or interview with an interesting person



We organize the article into paragraphs. This is usually in the form of:

1. introduction: give background information
2. body: use one paragraph for each main point and support each main point with details, reasons and examples
3. conclusion: include a brief summary of the article

In addition, we write a title for the article. We use an interesting title to state what the article is about as well as to arouse the readers' interest.

We must also make sure that the reasons for writing the article are clear at the beginning.

We must make sure that we link our ideas together in a logical way. We often use sequence words such as: *First* → *then* → *next* → *after that* → *finally* to do this.

We also use other linking words such as: *although*, *however*, *also* and phrases such as: *on the one hand ... on the other hand*.

We need to make sure we write the article for the 'target readers'. They are the people who are most likely to read the article. This will influence the style and the register we choose to write in. For example, if the article is going to appear in a serious newspaper, the register is likely to be more formal than if the article is in a magazine that is usually read only by teenagers. When we have chosen the style and the register to write in, we must use it consistently in the article and not change, for example, from a formal to an informal register.

Watch out!

Register refers to the degree of formality of language, the grammar and the words used for a particular purpose or in a particular social setting.



Speaking Platform

Showing concerns

I. Situations when we show concerns

Many people do not share their unhappiness automatically. It is important that we notice when people around us are not happy and show our concerns. Very often, knowing that somebody cares helps relieve the person's unhappiness and sometimes, through sharing, a solution can be found to help solve the problem he /she is facing.



A. Look at the following situations. In which situation would you show concern to others? Blacken the corresponding circles.

- 1. Your friend, who is usually very talkative, is very quiet today.
- 2. You accidentally lost the key chain your friend gave you.
- 3. Your father came home with your birthday cake.
- 4. Your friend was unhappy after being scolded by the teacher for things he hadn't done.
- 5. You visit a friend who broke his arm in a car accident.
- 6. A friend has been absent from school for two weeks.
- 7. Your mother told you that she is proud of your achievements.
- 8. A friend told you she was almost bitten by a snake while hiking last week.
- 9. You visit victims of a landslide.
- 10. You ran into your teacher in a shopping centre.
- 11. Your friend is very worried about the coming Mathematics exam.
- 12. You go to a close friend's birthday party.



Elective Module Corner

Non-language Arts
Debating

Understanding debates

I. What a debate is

A debate is not simply arguing. It is a well-prepared oral competition between two teams. There are some rules and guidelines to follow in a debate.

II. The two teams

In a debate, two teams argue a debate subject. There are usually three members on each team.

III. The judge

The judge(s) will determine the winning team at the end of the debate.

IV. The motion

The debate subject is also called the **motion**. It has to be on something that can be examined by two opposing points of view.

In a debate, one team supports the motion (the **affirmative** team, also called the **proposition**), and the other team opposes the motion (the negative team, also called the **opposition**). Usually the teams cannot pick the side they will be on. As a result, they have to make it appear as though they strongly believe in their respective sides in the debate.

V. The speakers

There are usually three speakers on each team. The speakers from the two teams take turns to speak. The first speaker on the positive side speaks first, followed by the first speaker of the negative side. Each speaker delivers one speech (usually to **refute** the other side's argument and present the argument of their team), except the captain, who also gives the concluding speech.



Vocabulary highlights

motion (n)
affirmative (adj)
proposition (n)
opposition (n)
refute (v)

- A. *How do people find out what happened in the past? One way is through excavation — archaeologists digging up the ground. What did they find out about life in ancient Rome? Read the following text about it.*

Volcanic eruption

Mount Vesuvius, a volcano in the west coast of Italy, erupted in 79 A.D. and buried the ancient city of Pompeii under a layer of volcanic ash. Underneath all

- 5 the **debris**, the city had been almost completely preserved. The buildings, everyday objects such as cooking pots and wine glasses, as well as sculptures and other works of art were found completely **intact**. This has given
10 historians an amazing insight into life in the ancient world.



At the time of the **eruption**, Pompeii was a popular tourist resort for the wealthy citizens of Rome. The paved streets were lined with shops and restaurants. There was also a 20,000-seat arena where people could watch gladiator fights and circus entertainment.

- 15 Pompeii remained untouched until 1749, when people started digging for ancient artefacts in the area. It shows perfectly the way people lived at that time and how close their lives were to the way we live now. There was a hairdresser, a large fruit market, a swimming pool, a gymnasium and even a hotel.
20 Pompeii was declared a UNESCO World Heritage site in 1997. It is now visited by over 2 million tourists every year. However, after the ash was removed, the buildings were exposed to light and air and as a result, started to **deteriorate**. The 20,000-seat arena, the House of the Gladiators, collapsed in 2010. The Italian Government has now
25 promised a large amount of money to save one of the world's greatest **archaeological** treasures. The tourist attractions are extremely important to the local economy and thousands of residents work in the industry providing essential services to the visitors.

Vocabulary highlights

debris (n)
intact (adj)
eruption (n)
deteriorate (v)
archaeological (adj)