

green light six





student book

green light six

Ivor Williams

Dermot Curley

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Green Light Student Book 6, 1st Edition

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Unit	Topic	Language	Functions / Skills	Vocabulary
1	Town vs. Country	Written vs. spoken English	Talking about ancient cities Discussing urbanization and the rural / urban split Comparing rural and urban lifestyles Using literary techniques in writing Writing a descriptive text	Rural life Urban life Idioms related to rural or urban life Phrasal verbs with <i>go</i>
2	Superstition	Grammatical moods: indicative, subjunctive, and imperative	Talking about good luck charms and superstitions Discussing gambling Talking about different ways to predict the future Writing a short story	Luck and superstition Divination Idioms related to luck and chance Phrasal verbs with <i>put</i>
3	Childhood	Language register	Recalling childhood memories, toys, and games Discussing child development and the importance of play Talking about the rights of the child Writing an expository essay	Children's games Child development Circus Idioms related to childhood Phrasal verbs with <i>come</i>
4	News	Newspaper jargon	Discussing different media forms Describing different roles in the media Talking about the role of a feature writer Debating the role of the media within society Writing a review	Mass media Newspapers Newspaper jargon Idioms related to communication Phrasal verbs with <i>get</i>
5	Advertising	Linguistic devices in advertising: comparative and superlative structures, absolute statements, and hyperbole	Discussing the role and scope of advertising Talking about the history of advertising Talking about advertising legislation Writing a personal opinion	Advertising Marketing and business strategy Slogans Idioms related to advertising Phrasal verbs with <i>take</i>

Unit	Topic	Language	Functions / Skills	Vocabulary
6	Genius	Literal vs. figurative language Euphemism	Defining genius Talking about child prodigies Discussing the different parts of the brain and their functions Talking about multiple intelligences and famous geniuses Writing a biography	Genius and talent Physiology of the brain Idioms related to the brain Phrasal verbs with <i>look</i>
7	Rich and Poor	Politically correct language	Talking about the richest people in the world Discussing the relationship between money, power, and happiness Discussing the concept of least developed country Discussing globalization Writing a cause and effect essay	Words that indicate wealth or poverty International development Idioms related to money Phrasal verbs with <i>let</i>
8	Law and Order	Innuendo, reading between the lines, and double entendre	Defining justice Understanding the Anglo-Saxon judicial system Learning the players in the courtroom Discussing crime fighters Writing a persuasive discourse	Justice system Crime Specific character traits Idioms related to the law Phrasal verbs with <i>work</i>
9	Perceptions	Imagery, metaphor, and simile	Commenting on Western and Eastern philosophy and art Discussing different schools of thought and art Critiquing art Discussing psychological testing Writing an abstract	Art Psychology Philosophy Idioms related to truth and reality Phrasal verbs with <i>give</i>
10	Education	Pedagogical jargon	Talking about postsecondary education Choosing a university Defining a good educator Discussing new trends in education Writing a cover letter	Educational buzzwords Professions Idioms related to learning Phrasal verbs with <i>turn</i>

Welcome to Green Light 6!

The ten units of this final level of **Green Light** offer an extensive variety of subjects—superstition, news, genius, advertising, law and order, education, and many others—all chosen for their high level of interest and all designed to act as springboards for discussion and debate between you and your classmates. As in the previous level, the main focus in **Green Light 6** is on helping you to extend and perfect the way you use English, both oral and written.

Green Light 6 is divided into ten units and, as in **Green Light 5**, each unit contains two four-page lessons. As for the special features of **Green Light 6**, some of these you will be familiar with, while others are new. **Real language in action** boxes focus your attention on how English is used in the real world and in specific language contexts. Another new feature is **Focus on writing**, designed to help you develop your writing skills. The **Focus on writing** boxes present different types of texts and writing styles and offer tips on how to write similar texts yourself.

As in **Green Light 5**, every unit contains an **Idioms** box with idiomatic expressions related to the theme of the unit and a **Phrasal verbs** box, this time containing a selection of phrasal verbs all derived from the same base verb. You will recognize the **Culture capsules** that offer information about customs and traditions from the English-speaking world and the **Research projects** found at the end of each **Roundup** section. At this level, you'll find that the **Research projects** are more complex and require individual research and group work.

We hope that you have enjoyed using the **Green Light** series and congratulate you on having come this far in your study of English. Now it's up to you to give yourself the "green light" with your continuing studies.

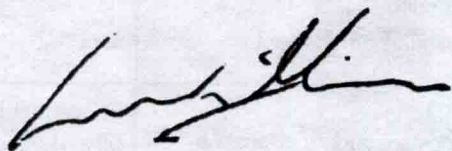
And so, once more, to our customary closing comment. We'd be very interested to know what you think of this final book or the series as a whole. So, when you've finished, tell us what you liked—and also if there is anything that you didn't like!

You can send a fax to the authors: ++52 55 15005066

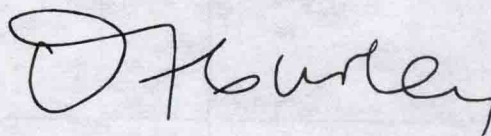
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Have fun using **Green Light**!

Good luck!



Ivor Williams



Dermot Curley

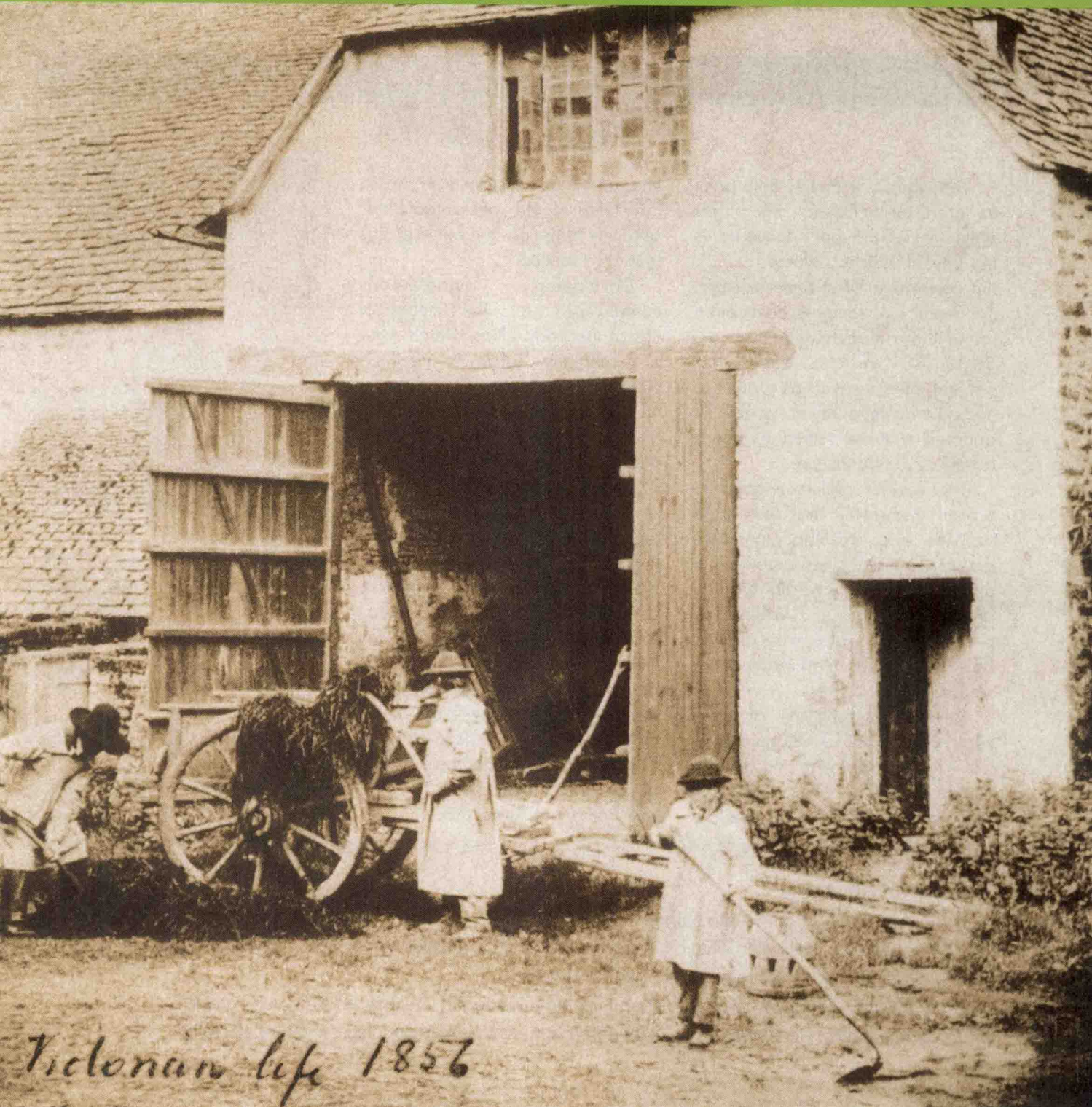
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UNIT 1

Town and Country

In Unit 1 you will learn:

- to talk about ancient cities
- to review prepositions
- to talk about urbanization
- to compare rural and urban lifestyles
- prefixes and suffixes that can change meaning
- written vs. spoken English
- to write a descriptive text
- idiomatic expressions related to urban and country life
- phrasal verbs with go



Victorian life 1856

1 Look at the photographs below and discuss the questions.

What do you know about these places?

In which countries are these sites located?

Are there archeological ruins like these in your country?

What do you know about them?

2 Complete the text with the words and phrases from the box.

as far as at by by the side of from in inside of on to

WORLD HISTORY

Civilizations

The world's first cities date back to prehistoric times. The oldest settlement yet to be discovered is the city of Jericho, situated _____ the Palestinian West Bank territory. Archeological remains have been found there that date back _____ 8000 BC. Jericho and other ancient cities evolved as groups of nomadic hunter-gatherers gradually adopted a more settled existence based _____ agriculture.

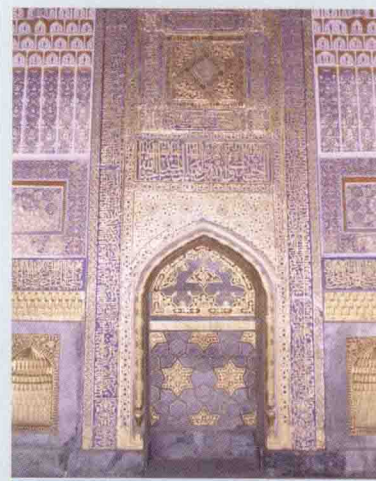
The earliest settlers needed to protect themselves and their food supplies _____ predatory nomadic groups, so many cities were built in places that were naturally fortified or were built _____ walls. The availability of water was another basic need and most early cities were built _____ rivers.

With the emergence of these early cities came developments in the way societies were organized. People living in cities started to work _____ specialized jobs. In

turn, markets developed in which craftsmen could exchange their specialty products for other goods that they needed.

Developing _____ priesthoods contributed _____ the intellectual life of the early cities, which were also religious centers. In this way, cities gave birth not only to the rise _____ industry and commerce but also to learning and art. Cities played a crucial role in the growth of all great civilizations.

Some of the most notable ancient cities were Thebes and Memphis in Egypt, Babylon, Nineveh, and Susa, all in present-day Iraq, Tyre in present-day Lebanon, Carthage in present-day Tunisia, and Jerusalem, the present-day capital of Israel. Some ancient cities were surprisingly large _____ modern standards. Alexandria, in Egypt, is believed to have had a population of more than 500,000 and Rome was larger still.



Babylon



Abu Simbel

3 Answer the questions.

Why did the first cities come into being?

Apart from defense and water, what other factors do you think affected the choice of location of the early cities?

How did the market system develop in the first cities?

How do you think the developing priesthoods contributed to the intellectual life of early cities?

Of the ancient cities mentioned in the final paragraph, which ones no longer exist today? Why?

- 4 Match the expressions with the underlined words or phrases in the text that mean the same or nearly the same thing.

appearance _____
 community _____
 culture _____
 essential _____

important _____
 life _____
 merchandise _____
 unexpectedly _____

- 5 In small groups, discuss your reactions to the text.

- 6 Listen to the lecture and complete the notes about the specific information detailed below.

Europe

beginning of 16th century: _____ cities,
 population of 100,000

end of century: _____ cities

during 17th century, total population:

population of cities: _____



- 7 Listen again and take more extensive notes under the headings.

Industrial Revolution—causes of urban growth:

19th and 20th centuries:

after WWII:

end of 20th century:

- 8 Read and discuss the text.

Culture capsule

In 1910, there were 31 cities with populations of between 100,000 and 250,000 in the United States and 19 cities with populations of 250,000 or more. By 1990, there were 131 cities with populations of between 100,000 and 250,000 while cities with populations of 250,000 or more numbered 63. In 1890, 15.4 percent of the US population lived in cities of 100,000 people or more. By 1990, just over one-fourth of the population lived in cities of this size.

How do these figures compare with population statistics for your country?

9 Look at the picture below and answer the questions.

Do you know this fable?

What do you think the moral of the fable is?

10 Read the text carefully and answer the questions.

In the well-known fable *The Town Mouse and the Country Mouse*, the preconceived notions of each mouse regarding the other mouse's world are confirmed by their experiences. Each mouse discovers that the grass only *looks* greener on the other side. Whether we are raised in a town or in the country, we all develop attitudes towards the places where we and others live. To describe and analyze these attitudes, sociologists have adopted the German terms *gemeinschaft* and *gesellschaft*. *Gemeinschaft* means "community" and refers to a social group united by common beliefs, family ties, etc., while *gesellschaft*, or "society," denotes a social group held together by practical concerns and formal and impersonal relationships. Research indicates that people tend to equate the rural lifestyle with *gemeinschaft*, and the urban lifestyle with *gesellschaft*, and that they label these good and bad respectively.

Some sociologists suggest that the desire to live a *gemeinschaft* lifestyle derives from a series of received images about life in the country. These images describe a type of pastoral ideal, a rural idyll of a peaceful, tranquil, close-knit community. Desire for *gemeinschaft* expresses nostalgia for a past way of

life that is "remembered" as purer, simpler, and closer to nature. The pastoral ideal offers stability, a sense of belonging, and an escape from the evils and dangers of the city. These preconceived notions come, in part, from art and literature. There exists a pastoral tradition in poetry that starts with the Greek writer Theocritus in the third century BC. Pastoral poetry typically described shepherds and the rural life in general, but in an artificial manner. It typically contrasted the innocence and serenity of the simple life with the misery and corruption of city and, especially, court life.



The Town Mouse and the Country Mouse

In the sentence "Each mouse discovers that the grass only *looks* greener on the other side," why does the writer highlight the word "looks" in italics?

In the phrase "nostalgia for a past way of life that is 'remembered' as purer, simpler, and closer to nature," why does the writer separate the word "remembered" in quotation marks?

In the phrase "an escape from the evils and dangers of the city," what do you think are the evils and dangers?

11 In your notebook, rewrite the phrases in your own words.

"the preconceived notions of each mouse regarding the other mouse's world"

"people tend to equate the rural lifestyle with *gemeinschaft*"

"the desire to live a *gemeinschaft* lifestyle derives from a series of received images about life in the country"

"There exists a pastoral tradition in poetry that starts with the Greek writer Theocritus in the third century BC."

12 Discuss these questions in small groups.

Is the place where you live predominantly "*gemeinschaft*" or "*gesellschaft*"?

Has it always been that way?

In what ways could its present nature change in the future?

13 Match each prefix and suffix with its correct meaning.

counter-	false, deceptive, phony
ex-	action, process or result of doing or making
-ization	former
-ness	contrary, opposing, opposite
pseudo-	state, quality, condition, degree

14 In pairs, draft tentative definitions for each of the terms.

counterurbanization	_____
ex-urbanite	_____
gesellschaft expectations	_____
ruralness	_____
ruralization	_____
pseudo-village	_____

15 Listen to the interview and check your answers.

16 Listen again and make notes in your notebook under the headings.

- Reasons why people leave the town for the country
- Things that are threatened by the townies' exodus to the country
- Things that ex-urbanites expect to have in the country
- Things that ex-urbanites don't like to find in the country
- An example of the ruralization of urban areas

17 Select three of the terms from Exercise 14 and write a complete definition of each one in your notebook.

18 Read and study the text.

Real language in action

As has often been observed, writing is not "speech written down." Indeed, much normal spoken English, if transcribed verbatim, would be considered rather poor writing. Obvious differences between written and spoken English include the formality, standardization, and precision of the former. From a grammatical point of view, formal, academic, written English tends to use the passive voice, for example, more than spoken English does. In terms of lexis, written English often includes more words derived from Latin and Greek. In the text on page 4, there are a number of words, especially verbs, that are Latin in origin, for example, *denote*, *indicate*, *equate*, *derive*, and *adopt*. There are also a number of words of Greek origin, for example, *analyze* and *idyll*.

Of course, many of these words are commonly used in spoken English, but in conversation an English-speaker might well choose to say *comes from* instead of *derives* or *shows* instead of *indicates*. Both *come* and *show* are from Old English.

19 In groups, discuss real cases of counterurbanization and / or ruralization in your country.

**20 Student A, turn to A1, page 121.
Student B, turn to B1, page 125.**

1 Look at the pictures below and discuss the questions in pairs.

What activities are portrayed in the pictures?

Which, if any, of these activities are carried out in your country?



2 Listen to a reading of the opening of "The Deserted Village" and, in groups, discuss your initial reactions to the poem.

- Sweet Auburn! loveliest village of the plain,
Where health and plenty cheered the labouring swain,
Where smiling spring its earliest visits paid,
And parting summer's lingering blooms delayed:*
- 5 *Dear lovely bowers of innocence and ease,
Seats of my youth, where every sport could please,
How often have I loitered o'er your green,
Where humble happiness endeared each scene;
How often have I paused on every charm,*
- 10 *The sheltered cot, the cultivated farm,
The never-failing brook, the busy mill,
The decent church that topped the neighbouring hill,
The hawthorn bush, with seats beneath the shade,
For talking age and whispering lovers made;*
- 15 *How often have I blessed the coming day,
When toil remitting lent its turn to play,
And all the village train, from labour free,
Led up their sports beneath the spreading tree:
While many a pastime circled in the shade,*
- 20 *The young contending as the old surveyed;
And many a gambol frolicked o'er the ground,
And sleights of art and feats of strength went round;
And still as each repeated pleasure tired,
Succeeding sports the mirthful band inspired;...*
- 31 *These were thy charms, sweet village; sports like these,
With sweet succession, taught even toil to please;
These round thy bowers their cheerful influence shed,
These were thy charms—But all these charms are fled.*

Oliver Goldsmith



Oliver Goldsmith (1730-74)

Anglo-Irish poet, playwright, novelist, and essayist, best known for *The Vicar of Wakefield*, an early example of the novel, his witty comedy *She Stoops to Conquer*, and for his pastoral poem "The Deserted Village."

3 In your notebook, rewrite the phrases in your own words.

Where smiling spring its earliest visits paid (line 3)

Where humble happiness endeared each scene (line 8)

The never-failing brook (line 11)

...as the old surveyed (line 20)

4 In pairs, discuss the questions.

How realistic a picture of rural life does this poem portray?

"But all these charms are fled." Why do you think the idyllic life described here came to an end?

5 Read the text and, in pairs, discuss your initial reactions to it.

Chapter 1

Outside Dorlcote Mill

A wide plain, where the broadening Floss hurries on between its green banks to the sea, and the loving tide, rushing to meet it, checks its passage with an impetuous embrace. On this mighty tide the black ships—laden with the fresh-scented fir-planks, with rounded sacks of oil-bearing seed, or with the dark glitter of coal—are borne along to the town of St. Ogg's, which shows its aged, fluted red roofs and the broad gables of its wharves between the low wooded hill and the river brink, tinging the water with a soft purple hue under the transient glance of this February sun. Far away on each hand stretch the rich pastures, and the patches of dark earth, made ready for the seed of broad-leaved green crops, or touched already with the tint of the tender-bladed autumn-sown corn. There is a remnant still of the last year's golden clusters of beehive ricks rising at intervals beyond the hedgerows; and everywhere the hedgerows are studded with trees: the distant ships seem to be lifting their masts and stretching their red-brown sails close among the branches of the spreading ash. Just by the red-roofed town the tributary Ripple flows with a lively current into the Floss. How lovely the little river is, with its dark, changing wavelets! It seems to me like a living companion while I wander along the bank and listen to its low placid voice, as to the voice of one who is deaf and loving. I remember those large dipping willows. I remember the stone bridge.

from *The Mill on the Floss* by George Eliot (1819-80)

6 Read the text again and answer the questions.

In what way can a plain be said to check the passage of a river with an “embrace”?

How is the “impetuous embrace” related to the way the Floss River travels to the sea?

Which phrase appeals to our sense of smell?

How many different colors are mentioned in the description?

Why is “golden clusters” a particularly appropriate way of describing last year's beehive ricks?

Which phrase appeals to our sense of hearing?

What effect is produced by the short, simple sentences that close this opening paragraph?

7 Read and study the text.

Focus on writing

Often found in the opening pages of a novel, an effective description of a landscape, be it urban or rural, can perform many functions: it can help to establish the physical setting of the action, it can herald some of the themes of the story, and it can establish a tone or mood for the action to come.

Take the following ideas into account when writing a description:

- Vivid details such as “the dark glitter of coal” help to make a description memorable.
- Include various literary techniques such as personification: the representation of inanimate objects or abstract ideas as living beings. In the phrase “under the transient glance of this February sun,” the sun cannot, literally, glance. The word is used to suggest how short a time the winter light lasts on a February day.
- A good description, though appealing for the most part to the visual sense, will also draw our attention to the other four senses.
- The pacing of a description can create effects of speed and excitement or, conversely, effects of quiet and contemplation.

8 In your notebook, write a detailed description of a rural landscape in your country.

9 Discuss the questions in small groups.

Do you live in the city or the country? Which is the better place to live? Why?



10 Read the statements about life in the country and mark each one A (for advantage) or D (for disadvantage).

My grandkids can play outside with the dogs.

I have to travel a long way just to borrow a cup of sugar!

I like the way you always know who's driving past your house just by the sound of their vehicle.

High-speed Internet service is not available where I live, so my Internet connection is slower.

I am responsible for shoveling my own long driveway after a snowstorm.

I have a large garden and my pantry is full of preserves.

11 In pairs, speculate about the age, sex, character, etc. of each speaker above.

12 You are going to hear a radio show in which people share their opinions about living in the country. In pairs, make notes of the topics you expect to hear mentioned in your notebook.

13 Now listen to the radio phone-in and make notes in the table.

Lisa	Advantages
	Disadvantages
Joanne	Advantages
	Disadvantages
Tom	Advantages
	Disadvantages

14 In small groups, share your reactions to the views expressed by each speaker. Which of the speakers did you find the easiest to identify with? Why?

- 15 Read the statement below and use it as the basis for a role-play involving the speaker and his mother.



Three advantages to living in the country: 1) Nobody bothers you. We have lived here for more than ten years and have never met some of our neighbors. 2) Quiet. 3) Wild animals. Presently, we have three wild deer eating our fruit off the trees and we have three rabbits living in our garden. We also have raccoons living under our shed. When I visit my mom in the city, she's all excited if she's seen a squirrel!

- 16 Discuss the idioms. Write sentences in your notebook that demonstrate their meaning.

Idioms

bumpkin = an awkward, simple, rustic person especially in the phrase *country bumpkin*
city hall = literally, the building where a city's government is located; figuratively, local government officials or bureaucracy in general
city slicker = a person with the sophistication often attributed to city people, someone not used to country life; sometimes used to denote a tricky, untrustworthy person
country cousin = an unsophisticated person from the country, especially a person regarded with amusement
country mile = a great distance
hick = a simple, unsophisticated country person, a yokel
on the town = looking for entertainment and amusements
one-horse town = a place with few comforts and activities; a dull, country town
townie or towny = a permanent resident in a town as distinct from country dwellers; a person unsuited for life in the country
urban sprawl = disparaging term used to denote the unwelcome outward spread of a city
yokel = disparaging term used by city dwellers for a person who lives in the country, especially a person who is simple and old-fashioned
you can't fight city hall = an ordinary person cannot win a struggle against an administrative system

- 17 In two teams, organize a class debate about the advantages and disadvantages of living in the country.
- 18 In your notebook, write a letter offering advice to either a) a rural dweller who is contemplating a move to the city, or b) an urbanite who is thinking about moving to the country.
- 19 Discuss the phrasal verbs. Write sentences in your notebook that demonstrate their meaning.

Phrasal verbs

go ahead = start, proceed, often after obtaining permission
go astray = to be misled, to be missing
go in for = enter as a competitor or contestant
go into = investigate
go it alone = act without allies or assistance
go off = explode
go on = continue, proceed, happen
go on about = keep talking about, insist
go over = revise, examine
go through = experience, suffer
go through with = bring to a successful conclusion
go under = fail (of a business or enterprise)

Language Review

Written vs. spoken English

Written English is more formal, standardized, and organized than spoken English. Written English tends to use the passive voice and includes more Greek and Latin derived words.

Descriptive texts

Descriptive texts help establish the setting of the action, give indications of the themes to come, and establish a tone or mood. They make reading more memorable. Personification, appealing to all five senses, and pacing are some techniques used to draw the readers' attention to the text.

Vocabulary Review

Town	Country	Community
court life feudal system Industrial Revolution industrialized mechanization settlement settlers urban urbanization urbanite	counterurbanization countryside ex-urbanite idyll idyllic pastoral pseudo-village rural ruralization ruralness serenity tranquil	close-knit craftsmen gemeinschaft gesellschaft family ties nomadic priesthoods

Idioms	Phrasal verbs
bumpkin city hall city slicker country cousin country mile hick on the town one-horse town townie or towny urban sprawl yokel you can't fight city hall	go ahead go astray go in for go into go it alone go off go on go on about go over go through go through with go under