

What Next?: It's The End Of The World



INSTITUTO de ENSEÑANZAS a DISTANCIA de ANDALUCÍA

Enseñanzas Oficiales de Idiomas

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Lesson 2

What Next?: It's The End Of The World



Image by Bulletin of Atomic Scientists
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The Doomsday Clock is a symbol which represents the likelihood of a man-made global catastrophe. Maintained since 1947 by the members of the Bulletin of the Atomic Scientists' Science and Security Board, the Clock represents an analogy for the threat of global nuclear war. Since 2007, it has also reflected climate change and new developments in the life sciences and technology that could inflict irrevocable harm to humanity.

The Clock represents the hypothetical global catastrophe as "midnight" and The Bulletin's opinion on how close the world is to a global catastrophe as a number of "minutes" to midnight. Its original setting in 1947 was seven minutes to midnight. It has been set backward and forward 22 times since then, the smallest-ever number of minutes to midnight being two (in 1953) and the largest seventeen (in 1991). As of January 2017, the Clock is set

at two and a half minutes to midnight, due to United States President Donald Trump's comments over North Korea, Russia, and nuclear weapons.

FOCUS ON

Get Thinking

What do you think? What does the "End of the World" mean?

- A significant change to human civilisation.
- The end of human civilisation.
- The end of human life.
- The end of all life on the planet Earth.
- The destruction of the planet Earth.
- The destruction of the universe.



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Get Talking

Below are some of the things which have been suggested as being causes of the "End of the World". How likely is each one to occur? Discuss with your course mates and tutor.

- Zombie apocalypse
- Reversal of the Earth's magnetic field
- An alien invasion
- An asteroid striking the Earth
- A man-made black hole formed by CERN experiments
- The battle of Armageddon described in the Bible
- Natural disasters (tsunamis, volcano eruptions...)
- Nuclear, chemical, holy, or other types of war
- Death of the Solar System
- Environmental degradation (deforestation, species extinction, fossil-fuel depletion...)
- Pandemic (flu, ebola...)
- Climate change
- Robotic revolt

Top tips

Working With Words

A great misfortune can be a catastrophe, a cataclysm, a disaster, or a calamity. The distinctions among these words are not absolute and vary from speaker to speaker.

A cataclysm is always widespread and involves sudden and violent change (often social and political). A catastrophe stresses the fact that there is a fatal outcome. A disaster implies loss of life or loss of property, status, or certain abilities. A calamity stresses the amount of upset or disruption caused by the event: It is used for personal misfortunes.

The world has conducted a massive macro-economic experiment since the cataclysm of 2008. In Europe, the fans of austerity have had their chance, and the results have been a disaster.

Often it takes some calamity to make us live in the present. Then suddenly we wake up and see all the mistakes we have made.

Success is not built on success. It's built on failure. It's built on frustration. Sometimes it's built on catastrophe.

Prosperous communities are much better able to survive hurricanes or other natural disasters because they have greater resources, both public and private, to fall back upon.

FOCUS ON

Remember that the final unstressed "e" in catastrophe is pronounced. Other words in which the final unstressed "e" is pronounced are:

- apostrophe, coyote, karate, karaoke, machete, maybe, recipe, sesame
- aborigine, adobe, anemone, Apache, epitome, Comanche, guacamole, hyperbole, simile, tamale
- Chile, Gethsemane, Yosemite
- Female Greek names: Antigone, Aphrodite, Ariadne, Calliope, Chloe, Daphne, Hermione, Nike, Penelope, Phoebe, Zoe

1. War of the Worlds

Get Reading

The finest radio drama of the 1930's was The Mercury Theatre on the Air, a show featuring the acclaimed New York drama company founded by Orson Welles and John Houseman. The show is famous for its notorious War of the Worlds broadcast.

On Halloween morning, 1938, Orson Welles awoke to find himself the most talked about man in America. The night before, Welles and his Mercury Theatre on the Air had performed a radio adaptation of H.G. Wells's The War of the Worlds, converting the 40-year-old novel into fake news bulletins describing a Martian invasion of New Jersey. Some listeners mistook those bulletins for the real thing, and their anxious phone calls to police, newspaper offices, and radio stations convinced many journalists that the show had caused nationwide hysteria. By the next morning, the 23-year-old Welles's face and name were on the front pages of newspapers coast-to-coast, along with headlines about the mass panic his CBS broadcast had allegedly inspired.



Image by Carl Van Vechten in [Wikimedia](#).
Public Domain.

Had Welles intended, or did he at all anticipate, that War of the Worlds would throw its audience into panic? That question would follow Welles for the rest of his life, and his answers changed as the years went on—from protestations of innocence to playful hints that he knew exactly what he was doing all along.

However, the war of the worlds was not the first radio hoax. England actually beat America to that trick, because the first radio hoax was broadcast on 16 January 1926, on the BBC. A talk on 18th-century British literature was interrupted by a 12-minute series of fictitious news bulletins about a riot in London, in which Big Ben was blown up by mortars, the Savoy Hotel burnt down, and a politician lynched on a tramway post.

Adapted from: <https://www.smithsonianmag.com/history/infamous-war-worlds-radio-broadcast-was-magnificent-fluke-180955180/>

FOCUS ON

Get Listening

[Here](#) you can listen to and read the infamous broadcast

Welles's directorial copy of the broadcast was auctioned in 1994, at Christie's in New York, and bought for £24,000 by filmmaker Steven Spielberg. He went on to make a version of The War of the Worlds in 2005, starring Tom Cruise.

War of the Worlds (2005) trailer



Video by Daniel Castelo-Branco on [youtube](#)

FOCUS ON

Get Thinking

Do you think the reaction of the American people was normal in 1938?

What in the announcements must have scared them the most?

What do you know about H.G. Wells and the novel "The War of the Worlds"?

How would you react today if you heard something similar on the radio, on television or on the Internet?



Mediation

You have to give a short presentation on H.G. Wells and the War of the Worlds for your school's Culture Week. Use the information above to jot down the main ideas. Organize your thoughts, structure your presentation with an introduction, a body and a conclusion.

You should take only 4 minutes to prepare and speak for about 2 to 3 minutes.

1.1. The Military

Do it yourself

Get Reading

Put each of the following words or phrases in its correct place in the passage below.

aggressive	cyberattacks	forces	defense	conscription	hostilities
insurgency	intelligence	poll	recruits	protocol	spending
conscripted	enlistment	draft	scrapping	pool	diplomats

In 2010, Sweden ended a 109-year-old national tradition by abolishing its military . At the time, the decision seemed like an obvious one; only 5,000 soldiers were being into the army—a 10-percent sliver of the mandatory in Sweden during the height of the Cold War and the 1990s, when most European countries had compulsory service. “The obligatory military service had become both old-fashioned and ineffective,” read an editorial in Sweden’s paper of record at the time, effectively calling the move a belated acknowledgement of peacetime.



Image by Luca Melloni in [Flickr](#). CC.

On Thursday, less than seven years later, Sweden formally announced it is bringing back. “The re-activating of conscription is needed for military readiness,” said Sweden’s defense minister. While the country has struggled to find enough volunteer since 2010, a spokesperson from Swedish ministry put the rationale a little more bluntly in an interview with the BBC: “The Russian illegal annexation of Crimea [in 2014], the conflict in Ukraine, and the increased military activity in our neighborhood are some of the reasons.”

In recent years, Sweden has alleged breaches of its airspace by Russian fighter jets and Russian activity in the Baltic Sea. In 2015, Wilhelm Unge, the head of Sweden’s agency Säpo, estimated that one-third of the working in the Russian embassy in Stockholm were spies. Following the publication of a similar report by Säpo last year, Sweden reportedly sustained a series of that it attributed to Russia.

In addition to the renascent conscription, regional are also having an effect on public opinion in Sweden. In 2014, a found that a majority of Swedes supported joining NATO for the first time ever. Two years earlier, that figure had been a paltry 17 percent. Meanwhile, military in the country, which dropped from 2.6 percent of the GDP in 1991 to 1.1 percent in 2015, went up 11 percent last year.

Sweden isn’t the only country in northern Europe taking more defensive postures. After conscription in 2008, Lithuania, which is a NATO member, reinstituted the draft in 2015 for men in the 19-to-26 age group. (Facing a pro-

features one of few gender-neutral fighting [] in the world. Its first enlistment begins in July and will draw from a [] of men and women born in 1999.

Source: <https://www.theatlantic.com/international/archive/2017/03/sweden-conscription/518571/>

Submit

FOCUS ON

Click [here](#) to learn and revise vocabulary related to the military.

Properly Speaking

The word "military" has a different pronunciation in General American /'mɪlɪ'teri/ and General British English /'mɪlt(ə)ri/.

Where the syllable preceding the suffixes -ary, -ery, -ory, -berry, -mony or -ative is unstressed, American English pronounces the antepenultimate syllable with a full vowel sound while British English reduces the vowel to a schwa or even elides it completely.

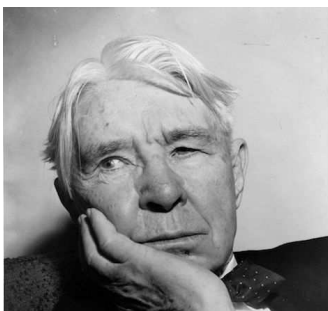
Other words in this category include inventory, testimony, innovative, contrary, corollary, honorary, imaginary, sedentary, secretary, migratory, conservatory, laboratory, lavatory...



Image by Karri Huhtanen in Flickr. CC.

However, there are exceptions like contradictory, compulsory or satisfactory, in which both accents use schwa. In case of doubt, check a good online pronunciation dictionary.

Culture counts



Carl August Sandburg was born in 1878 in Galesburg, Illinois to August and Clara Sandburg, immigrants from Sweden who met and married in the United States. One of seven children, he left school at the age of 13 to work and help support his family. He volunteered for military service during the Spanish-American War and afterward, qualified as a veteran for college admission despite his lack of a high school diploma. At Lombard College in Galesburg, Sandburg began to write poetry and prose, and his first booklets were published.

Image by [Al Ravenna](#) in Wikimedia.
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1907. At party headquarters, he met Lilian Steichen, younger sister of the painter and photographer Edward Steichen, who was already making a name for himself in New York and Paris.

Sandburg and Lilian Steichen were married in 1908, and moved to Chicago in 1912, where Sandburg went to work as a journalist, sometimes using a pseudonym and writing for business journals and socialist journals and newspapers. During nearly five decades as a newspaperman, he was a local news reporter, an investigative reporter, a war correspondent, a movie critic, and a nationally syndicated columnist.

Encouraged by his wife, Sandburg kept writing poetry, most of it free verse. His first serious recognition as a poet came in 1914 when several of his poems were published. Sandburg's first book, *Chicago Poems*, was published in 1916, and his last collection of poems, *Honey and Salt*, appeared in 1963, when he was 85.

Sandburg was a popular performer, playing the guitar and singing American folk music, and reading his poetry and prose. In 1926 he published the two-volume biography *Abraham Lincoln: The Prairie Years*, and continued researching and writing Lincoln's life. The four-volume *Abraham Lincoln: The War Years*, published in 1939, won the Pulitzer Prize in history. Sandburg's *Complete Poems* (1950) received the Pulitzer Prize in poetry.

He also published stories and poems for children, an anthology of American folk music, an autobiography of his early years, and a novel, *Remembrance Rock* (1948). He collaborated with Edward Steichen, his brother-in-law, on the text for the landmark photographic exhibition and book, *The Family of Man* (1955).

Sandburg lived the last 22 years of his life at Connemara, a 245-acre farm in Flat Rock, North Carolina where he died in 1967 at the age of 89.

Adapted from: <http://www.pbs.org/wnet/americanmasters/carl-sandburg-education-carl-sandburg-timeline/2320/>

The Grass is a poem from *Cornhuskers* (1918)

00:00

01:57

Pile the bodies high at Austerlitz and
Waterloo.

Shovel them under and let me work—

I am the grass; I cover all.

And pile them high at Gettysburg

And pile them high at Ypres and Verdun.

Shovel them under and let me work.

Two years, ten years, and passengers ask
the conductor:

What place is this?

Where are we now?

I am the grass.

Let me work.



Image by Uwe Brodrecht in [Flickr](#). CC.

1.2. War Idioms

Do it yourself

If you get the axe you lose your job. Match the following idioms related to war with their definitions. Write the number.



Image by Ben Stephenson in
[Flickr](#). CC.

Dodge the bullet	<input type="checkbox"/>	1. Delay a decision.
Double-edged sword	<input type="checkbox"/>	2. Doing very well.
Drop a bombshell	<input type="checkbox"/>	3. Famous for a shorter time than expected.
Fight an uphill battle	<input type="checkbox"/>	4. Successfully avoid a very serious problem.
Flash in the pan	<input type="checkbox"/>	5. An argument that could both help them and harm its user.
Going great guns	<input type="checkbox"/>	6. Act cautiously so as not to damage your chances.
Hold fire	<input type="checkbox"/>	7. Someone who saves you when you are in great trouble or danger.
Keep your powder dry	<input type="checkbox"/>	8. Struggle against very unfavourable circumstances.
Knight in shining armour	<input type="checkbox"/>	9. Announce something that changes a situation drastically and unexpectedly.

Submit

Do it yourself

All's fair in love and war. Or, where there is conflict, people can be expected to behave in a more vicious way. Match the following idioms related to war with their definitions.

Arrow in the quiver

At daggers drawn

Axe	to	grind
<input type="text"/>		
Before	you	can say
<input type="text"/>		
Bite	the	bullet
<input type="text"/>		
Bring	a	knife to a
<input type="text"/>		
Bury	the	hatchet
<input type="text"/>		
Close		ranks
<input type="text"/>		
Cross		swords
<input type="text"/>		

Check

Do it yourself



Image by Indi Samarajiva in [Flickr](#).
CC.

When you put the screws on someone, you use threats or pressure in order to get someone to do what you want. Match the following idioms related to war with their definitions. Write the number.

Knives are out	<input type="checkbox"/>	1. Leave or get going very quickly.
Lock and load	<input type="checkbox"/>	2. Not ready or prepared when you do or say something.
Long shot	<input type="checkbox"/>	3. A person who is very difficult to control and unpredictable.
Loose cannon	<input type="checkbox"/>	4. Do the action that closes or finishes something.
More than one string to their bow	<input type="checkbox"/>	5. There is only a very small chance of success.
Off like a shot	<input type="checkbox"/>	6. Trying to hurt someone's career or reputation.
Off your guard	<input type="checkbox"/>	7. Ready and prepared.
Pull the trigger	<input type="checkbox"/>	8. Having different talents or skills to fall back on.

Submit*Do it yourself*

A Pyrrhic victory is one that causes the victor to suffer so much to achieve it that it isn't worth winning. Match the following idioms related to war with their definitions.

Rank _____ and _____ file

Rise _____ through _____ the _____ ranks

Run _____ the _____ gauntlet

Shoot _____ from _____ the _____ hip

Shot _____ across _____ the _____ bow

Smoking _____ gun

Spike _____ someone's _____ guns

Stare _____ down _____ the _____ barrel _____ of _____ a _____ gun

Stick _____ to _____ your _____ guns

Straight _____ as _____ an _____ arrow

Tell _____ it _____ to _____ the _____ marines

Twist _____ the _____ knife

Check

1.3. Willy-Nilly

Working With Words

You know the order of adjectives before nouns (opinion-size-age-shape-colour-origin-material-purpose), but sometimes we come across an exception. While Little Red Riding Hood may be perfectly ordered, the Big Bad Wolf seems to be breaking all the laws of linguistics. Why does Bad Big Wolf sound so very, very wrong?

In fact, the Big Bad Wolf is just obeying another great linguistic law that every native English speaker knows but doesn't know that they know. And it's the same reason that you've never listened to hop-hip music.

If somebody said 'zag-zig' or 'cross-criss' you would know they were breaking a rule.

All four of a horse's feet make exactly the same sound. But we always, always say clip-clop, never clop-clip. Every second your watch makes the same sound but we say tick-tock, never tock-tick. You will never eat a Kat Kit bar. The bells in Frère Jaques will forever chime 'ding dang dong'.

Reduplication in linguistics is when you repeat a word, sometimes with an altered consonant (lovey-dovey, fuddy-duddy, nitty-gritty), and sometimes with an altered vowel (bish-bash-bosh, ding-dang-dong). If there are three words then the order has to go I, A, O. If there are two words then the first is I and the second is either A or O (tip top, hip-hop, flip-flop, tic tac, sing song, ding dong, King Kong, ping pong).

Why this should be is a subject of endless debate among linguists, it might be to do with the movement of your tongue or an ancient language of the Caucasus. It doesn't matter. It's the law, and, as with the adjectives, you knew it even if you didn't know you knew it. And the law is so important that you just can't have a Bad Big Wolf.

Source: <http://www.bbc.com/culture/story/20160908-the-language-rules-we-know-but-dont-know-we-know>



Image by Tron+ in Flickr. CC.

FOCUS ON

Play it by ear: If a word sequence sounds wrong, it probably *is* wrong.

Do it yourself

Working With Words

Match the examples of reduplication with their meanings. Write the number.

willy-nilly	<input type="checkbox"/>	03. Rapid and excited speech that is difficult to understand.
nitty-gritty	<input type="checkbox"/>	04. A type of sandal with a Y-shaped strap.
zig-zag	<input type="checkbox"/>	05. Small worthless objects, especially household ornaments.
pitter-patter	<input type="checkbox"/>	06. A line or course having sharp turns first to one side and then to the other.
easy-peasy	<input type="checkbox"/>	07. Trickery. Also a dance performed in a circle.
jibber-jabber	<input type="checkbox"/>	08. Inconsequential conversation.
hokey-pokey	<input type="checkbox"/>	09. The most important aspects or practical details of a subject or situation.
knick-knack	<input type="checkbox"/>	10. Whether one likes it or not.

Submit

2. Natural Disasters

Get Reading

Early in the morning on August 29, 2005, Hurricane Katrina struck the Gulf Coast of the United States. When the storm made landfall, it had a Category 3 rating—it brought sustained winds of 100–140 miles per hour—and stretched some 400 miles across. The storm itself did a great deal of damage, but its aftermath was catastrophic. Levee breaches led to massive flooding, and many people charged that the federal government was slow to meet the needs of the people affected by the storm. Hundreds of thousands of people in Louisiana, Mississippi and Alabama were displaced from their homes, and experts estimate that Katrina caused more than \$100 billion in damage.



Image by au_tiger01 in [Flickr](#). CC.

Before the Storm

The tropical depression that became Hurricane Katrina formed over the Bahamas on August 23, 2005, and meteorologists were soon able to warn people in the Gulf Coast states that a major storm was on its way. By August 28, evacuations were underway across the region. That day, the National Weather Service predicted that after the storm hit, “most of the [Gulf Coast] area will be uninhabitable for weeks...perhaps longer.”

New Orleans was at particular risk. Though about half the city actually lies above sea level, its average elevation is about six feet below sea level—and it is completely surrounded by water. Over the course of the 20th century, the Army Corps of Engineers had built a system of levees and seawalls to keep the city from flooding. The levees along the Mississippi River were strong and sturdy, but the ones built to hold back Lake Pontchartrain, Lake Borgne and the waterlogged swamps and marshes to the city’s east and west were much less reliable. Before the storm, officials worried that surge could overtop some levees and cause short-term flooding, but no one predicted levees might collapse below design height. Neighborhoods that sat below sea level, many of which housed the city’s poorest and most vulnerable people, were at great risk of flooding.

The day before Katrina hit, New Orleans Mayor Ray Nagin issued the city’s first-ever mandatory evacuation order. He also declared that the Superdome, a stadium located on relatively high ground near downtown, would serve as a “shelter of last resort” for people who could not leave the city. (For example, some 112,000 of New Orleans’ nearly 500,000 people did not have access to a car.) By nightfall, almost 80 percent of the city’s population had evacuated. Some 10,000 had sought shelter in the Superdome, while tens of thousands of others chose to wait out the storm at home.

Storm and Flooding

By the time Hurricane Katrina struck New Orleans early in the morning on Monday, August 29, it had already been raining heavily for hours. When the storm surge (as high as 9 meters in some places) arrived, it overwhelmed many of the city’s unstable levees and drainage canals. Water seeped through the soil underneath some levees and swept others away altogether. By 9 a.m., low-lying places like St. Bernard Parish and the Ninth Ward were under so much water that people had to scramble to attics and rooftops for safety. Eventually, nearly 80 percent of the city was under some quantity of water.

The Aftermath



Image by fortherock in [Flickr](#). CC.

Many people acted heroically in the aftermath of Hurricane Katrina. The Coast Guard, for instance, rescued some 34,000 people in New Orleans alone, and many ordinary citizens commandeered boats, offered food and shelter, and did whatever else they could to help their neighbors. Yet the government—particularly the federal government—seemed unprepared for the disaster. The Federal Emergency Management Agency (FEMA) took days to establish operations in New Orleans, and even then, did not seem to have a sound plan of action. Officials, even including President George W. Bush, seemed unaware of just how bad things were in New Orleans and elsewhere: how many people

were stranded or missing; how many homes and businesses had been damaged; how much food, water and aid was needed. Katrina had left in her wake what one reporter called a "total disaster zone" where people were "getting absolutely desperate."

For one thing, many had nowhere to go. At the Superdome in New Orleans, where supplies had been limited to begin with, officials accepted 15,000 more refugees from the storm on Monday before locking the doors. City leaders had no real plan for anyone else. Tens of thousands of people desperate for food, water and shelter broke into the Ernest N. Morial Convention Center complex, but they found nothing there but chaos. Meanwhile, it was nearly impossible to leave New Orleans: Poor people especially, without cars or anyplace else to go, were stuck. For instance, some people tried to walk over the Crescent City Connector bridge to the nearby suburb of Gretna, but police officers with shotguns forced them to turn back.

Katrina pummeled huge parts of Louisiana, Mississippi and Alabama, but the desperation was most concentrated in New Orleans. Before the storm, the city's population was mostly black (about 67 percent); moreover, nearly 30 percent of its people lived in poverty. Katrina exacerbated these conditions, and left many of New Orleans's poorest citizens even more vulnerable than they had been before the storm.

In all, Hurricane Katrina killed nearly 2,000 people and affected some 90,000 square miles of the United States. Hundreds of thousands of evacuees scattered far and wide. Today, after years of recovery and rebuilding efforts, people along the Gulf Coast have made great strides in returning to life as usual even as they continue to rebuild.

Source: <http://www.history.com/topics/hurricane-katrina/print>

Do it yourself

Get Listening

While hundreds of thousands of Gulf residents evacuated after the storm and followed the whole thing from afar, Cheryl Wagner left for Gainesville, Florida. From satellite photos, she could tell her house was flooded. **Listen** to her testimony on how bizarre it is to be indefinitely exiled from her homes and normal life and to be an evacuee in the larger world. Then answer the following questions.

Cheryl expected to be advised to get a gun.

☐ True ☐ False

False

She found it ludicrous.

She has five dogs.

☐ True ☐ False

False

Her friend the musician has five dogs.

According to Cheryl, People in Baton Rouge are behaving very kindly towards the people in need.

☐ True ☐ False

There are elements of fear of the poor and also racism in the current situation.

☐ True ☐ False

True

Before the storm, most people in New Orleans had deep roots in the city.

☐ True ☐ False

False

Many came to the city because of its relaxed attitude.

People find it hard to understand what she is going through.

☐ True ☐ False

True

She has been given money from friends.

☐ True ☐ False

True

Language Mechanics

Hypothesising

Let us imagine/consider/suppose/assume...

What if...? Then...

Supposing/Assuming that..., then...

In the unlikely event that..., then...

When... then it's likely that...

Imagine what would happen if...

Personal response to hypothesis

That be great/wonderful!

That would make such a great difference!

I'd be delighted if that happened!

It would make life so much easier.

I'd hate it/that'd be horrible.

I'd look for somewhere else to live.

I hope I don't live to see it.

I'm not sure it would make me happy.

Evaluating possibility/ potential



Image by Olin Gilbert in [Flickr](#). [Public Domain](#).

There's a good chance of this happening.

It's possible/likely that it will happen.

There is little doubt that it will happen.

I've no doubt it'll happen.

It's bound to happen.

It's a rather remote possibility.

There's little likelihood of this happening.

It doesn't sound probable/likely.

It's a bit far-fetched.

I doubt whether it will happen.

It's highly unlikely that it will happen.



Writing

Using the language above, discuss your fears and beliefs about the end of the world. Write an opinion essay that ranges between 250 to 300 words.

2.1. The impossible.

Culture counts

In *The Impossible*, directed by Spaniard J.A. Bayona, Maria, Henry and their three sons begin their winter vacation in Thailand, looking forward to a few days in tropical paradise. But on the morning of December 26th, as the family relaxes around the pool after their Christmas festivities the night before, a terrifying roar rises up from the center of the earth. As Maria freezes in fear, a huge wall of black water races across the hotel grounds toward her. Based on a true story, this is the unforgettable account of a family caught, with tens of thousands of strangers, in the mayhem of one of the worst natural catastrophes of our time. But the true-life terror is tempered by the unexpected displays of compassion, courage and simple kindness that Maria and her family encounter during the darkest hours of their lives. Both epic and intimate, devastating and uplifting, *The Impossible* is a journey to the core of the human heart.

THE IMPOSSIBLE - Trailer



Video by Summit Screening Room on [youtube](#)

Real World English

It is essential to understand how linking words, as a part of speech, can be used to combine ideas in writing, and thus ensure that ideas within sentences and paragraphs are elegantly connected for the benefit of the reader. This will help to improve your writing. It is also fundamental to be aware of the sometimes subtle meaning of these words within the English language.

Here we revise some of the more common linking words. We are sure you know them already but, remember to use them!

ADDITION	
and	<i>I've been studying English and doing Maths exercises. I am going to try and see if this works</i>
In addition,	<i>In addition to drinking beers, we are also going to eat a paella.</i>
also	<i>I bought a car, I also looked for a bike.</i>
too	<i>I bought a shirt and I bought a pair of shoes too.</i>
besides	<i>In Norway the weather is cold, besides it snows frequently.</i>
What is more,	<i>It's very cloudy. What is more, it's going to rain.</i>

CONTRAST	
but	<i>He is poor, but his house is very comfortable.</i>
Although	<i>Although she was born in France, she can't speak French.</i>
though	<i>I've been to Paris, though I haven't visited the Louvre.</i>
However	<i>He bought a new car. However, he usually goes to work on foot.</i>
yet	<i>It's not time to do my homework yet.</i>
while	<i>I've been studying while you've been just laughing.</i>
in spite of	<i>I'm going out in spite of the lousy weather.</i>
despite	<i>He loves her despite the fact that she doesn't talk to him.</i>
Nevertheless,	<i>He's poor. Nevertheless, everybody likes him.</i>
on the one hand ...on the other hand	<i>On the one hand I work in the morning. On the other hand, I study English in the afternoon.</i>

REASON	
because	<i>I'm tired because I've been working hard.</i>

as	<i>I'm studying French as I want to go to Paris.</i>
since	<i>I've bought a laptop since I have to travel so much.</i>
That/this is why	<i>We have four children. This is why we need a bigger house.</i>
For that/this reason	<i>She broke her leg. For that reason, she went to the hospital.</i>
As a result	<i>She fell down. As a result, she broke her arm.</i>

CONSEQUENCE	
so	<i>I was ill, so I went to visit a doctor. I'm hungry, so I'm going to have lunch.</i>
As a result	<i>I'm Spanish. As a result, I can speak Spanish.</i>
Therefore	<i>He's rich. Therefore, he can afford to buy an expensive car.</i>
Consequently	<i>It's raining. Consequently, you can hardly see the sun.</i>

PURPOSE	
to	<i>I'm here to see you.</i>
in order that	<i>I bought a book in order that we can read it.</i>
so that	<i>You should take a pill, so that you get better</i>

TIME SEQUENCE IN NARRATION	
First (of all)	<i>I had a hard day. First of all, I got up at 6.00 am.</i>
At first	<i>The medicine wasn't good for me. At first, I felt sick.</i>
To begin with,	<i>They didn't like her. To begin with, she got to work too late.</i>
then	<i>I saw your mother in the street. Then, I remembered that I wanted to phone you.</i>

next	<i>I got up at 7.15 am. Next I took a shower.</i>
Before	<i>Before you arrived here, I opened the door.</i>
After that	<i>I closed the windows. After that, it started to rain.</i>
afterwards	<i>I went to school in the morning. Afterwards I had lunch with my friends.</i>
When	<i>When I looked through the window, it wasn't raining.</i>
While	<i>While it was raining, nobody came to the shop.</i>
Suddenly	<i>They went to the country. Suddenly, it started to rain.</i>
As soon as	<i>As soon as you called me, I phoned the police.</i>

EXAMPLES/REPETITION/EMPHASIS	
in other words	<i>I`ve just had breakfast. In other words I'm not hungry.</i>
for example	<i>I hate a few sports, for example boxing.</i>
for instance	<i>I love many sports, for instance tennis and cycling.</i>
in fact	<i>I like listening to music. In fact I do it every day.</i>
especially	<i>I don't believe in some people, especially if they are politicians.</i>
particularly	<i>She likes red things, particularly clothes.</i>
above all	<i>He wanted to learn languages, above all English.</i>

SUMMARY/ CONCLUSION	
Finally	<i>She had dinner late. Finally, she went to bed.</i>
In the end	<i>He hesitated a lot. In the end, he didn't buy anything.</i>
At the end	<i>He talked a lot. At the end, he was on his own.</i>

At last	<i>The journey was long. At last, we arrived in Paris.</i>
In conclusion	<i>We discussed a lot. In conclusion, we didn't agree with each other.</i>
To sum up	<i>Few people turned up at the party. To sum up, we just watched some TV.</i>

3. Is There a God?

Do it yourself

What do you think is the percentage of Americans who believe in

☒ God?

☐ 68%

☐ 82%

☐ 93%



Image by Jon Robson in [Flickr](#). CC.

Wrong

Correct Option

Wrong

Solution

1. Wrong
2. Correct Option
3. Wrong

☒ Angels?

☐ 38%

☐ 65%

☐ 72%

Wrong

Wrong

Correct Option

Solution

1. Wrong
2. Wrong
3. Correct Option

☒ Astrology?

☐ 26%

Correct Option

Wrong

Wrong

Solution

1. Correct Option
2. Wrong
3. Wrong

● Creationism?

- ☐ 60%
- ☐ 40%
- ☐ 20%

Wrong

Correct Option

Wrong

Solution

1. Wrong
2. Correct Option
3. Wrong

● UFOs?

- ☐ 43%
- ☐ 32%
- ☐ 21%

Wrong

Correct Option

Wrong

Solution

1. Wrong
2. Correct Option
3. Wrong

- ☒ 42%
- ☐ 32%
- ☐ 22%

Correct Option

Wrong

Wrong

Solution

1. Correct Option
2. Wrong
3. Wrong

Get Listening

Listen to the following extract from Michael Shermer's *The Believing Brain* and find out if you were right.

00:00

05:55



Now answer these questions.

More people believe in angels and the devil than they believe in the theory of evolution.

- ☐ True ☐ False

True

The surveys show significant differences in beliefs among people from different countries.

- ☐ True ☐ False

False

Findings are similar in surveys conducted internationally.

In the 2006 survey, there were more people who said they had seen a ghost than people who believed near-death experiences are proof of an afterlife.

A fifth said they had seen a ghost and nearly a third said they believed in near-death experiences as proof of an afterlife.

The NSF's survey proves that the media are to blame for the dismal state of science education.

☐ True ☐ False

False

The media's miscommunication of science and the scientific process may have fueled the belief in pseudosciences and the paranormal, but there is not a straightforward link.

The more educated the people, the more they believe in alternative medicine.

☐ True ☐ False

True

It is more important to teach how science works instead of the rote memorization of scientific facts.

☐ True ☐ False

True

Here you have the audioscript.



Get Listening

In the following video, atheist Ricky Gervais proves a formidable opponent for Roman Catholic Stephen Colbert in a spirited conversation about belief, religion and atheism.

Ricky Gervais And Stephen Go Head-To-H...



Video by The Late Show with Stephen Colbert on [youtube](#)

According to Gervais, what is the difference between science books and religious books?

Do it yourself

Which words and phrases from the conversation mean...?

in a few words	<input type="text"/>
a special token, or device worn as a sign of allegiance, membership, authority or achievement	<input type="text"/>
incapable of being fully understood	<input type="text"/>
pressed with violence and noise	<input type="text"/>
a title given by a British king or queen for achievements or service to the country	<input type="text"/>

Submit

Do it yourself

Get Reading



Image by Martin Hesketh in [Flickr](#).
CC.

One thing we can be sure of is that we will die. Everybody will. Some people do not like the [] of this and don't accept it. They prefer to think that death is not the end of us but that we [] live on, perhaps in another life on earth, or in another place where people are rewarded or punished. But wanting something to be true is not the same as it [] true. And there is no [] to support the idea that our minds could survive the end of our bodies. What sense could we [] of the things that we value -love, experiences, communication, achievements, the warmth of the sun on our face - if we were disembodied? And if life were eternal, [] it lose much of what gives it shape, structure, meaning and purpose?

Think about reading a good book or eating a [] cake. These may be great pleasures, but one of the things that makes them pleasures is that they come to an []. A book that went on and on forever and a cake that you never stopped eating would both soon lose their [].

Death is a natural part of life.

It makes [] for us to try not to be afraid of this but instead to [] to terms with it.

Then we can [] on finding meaning and purpose in the here and now, [] the most of the one life we know we have and helping others to do the same, choosing good [] evil without the expectation of reward in some other place.

When we [] die, we will live on in the work we have done and in the memories of the other people [] lives we have been part of. Our bodies will break up and become part again of the cycle of nature. The atoms that form us now will go on to form other things: trees and birds, flowers and butterflies.

Submit

Now you can check you answers watching the video. Remember that for some gaps there might be other correct options.



Video by Humanists UK on [youtube](#)



FOCUS ON

Get Thinking

What about you? We are not going to ask you to share your beliefs, but you may want to reflect upon the reasons you believe or do not believe in a superior being which rules the human world.

3.1. Religions of the world

The main religions practised by people in the UK today are Christianity, Buddhism, Islam, Hinduism and Judaism. How much do you know about each one? Do you know anyone who practises any of these religions?

Do it yourself

Let's find out how much you know about world religions. Complete the sentences.

Bahaism

Buddhism

Christianity

Confucianism

Hinduism

Islam

Jainism

Judaism

Shintoism

Sikhism

Check

FOCUS ON

Do parts I and II of this [activity about church](#).



FOCUS ON

Get Talking

Do many people in Spain attend mass, church services or other types of service?

Is there a difference between generations?

Are older people more or less religious?

Which of the following would you use to describe yourself?

- A religious person
- A fairly religious person
- Not interested in religion at all
- Other

Do/did you receive any religious education at school or outside school?

What types of religious activity are you involved in?

Do you know anything about world religions?

Do you believe in any of the following ideas?

- Life after death
- Reincarnation
- Spirits or ghosts
- God or some greater power

Do you have the same religious beliefs as your family and your ancestors?

Who influenced the development of your beliefs?

Properly Speaking

"Linking r"

Do you remember the marginal phenomenon called linking "r". In Received Pronunciation of British English, the phoneme /r/ never occurs in syllable-final position. However, this /r/ has not completely disappeared in such a position. For instance, before a vowel, this final /r/ is often pronounced, as in /f:r egz/ four eggs.

This would suggest that rather than having a linking "r" before a vowel, we have an elided /r/ in all other positions. This elision has not taken place in most dialects of American English nor in many varieties of British English. By a phenomenon of over-generalisation, speakers of Received Pronunciation tend to insert an /r/ between vowels even where there has never been a /r/. This is called intrusive r.

Watch the following BBC video explaining this feature:

Pronunciation: The intrusive /r/



Video by BBC Learning English on [youtube](#)

4. Religion must be a laughing matter

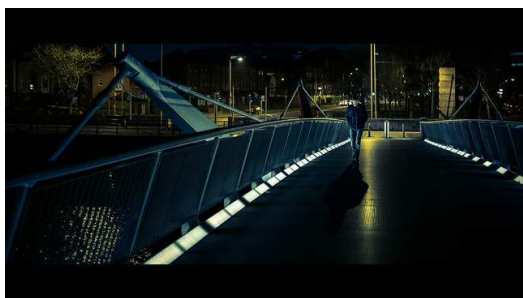


Image by Giuseppe Milo in [Flickr](#). [CC](#)

The following was once voted the funniest joke about religion:

I was walking across a bridge one day, and I saw a man standing on the edge, about to jump. I ran over and said: "Stop. Don't do it."

"Why shouldn't I?" he asked.

"Well, there's so much to live for!"

"Like what?"

"Are you religious?"

He said, "Yes."

I said, "Me too. Are you Christian or Buddhist?"

"Christian."

"Me too. Are you Catholic or Protestant?"

"Protestant."

"Me too. Are you Episcopalian or Baptist?"

"Baptist."

"Wow! Me too. Are you Baptist Church of God or Baptist Church of the Lord?"

"Baptist Church of God."

"Me too. Are you original Baptist Church of God, or are you Reformed Baptist Church of God?"

"Reformed Baptist Church of God."

"Me too. Are you Reformed Baptist Church of God, Reformation of 1879, or Reformed Baptist Church of God, Reformation of 1915?"

He said: "Reformed Baptist Church of God, Reformation of 1915."

I said: "Die, heretic scum," and pushed him off.

FOCUS ON

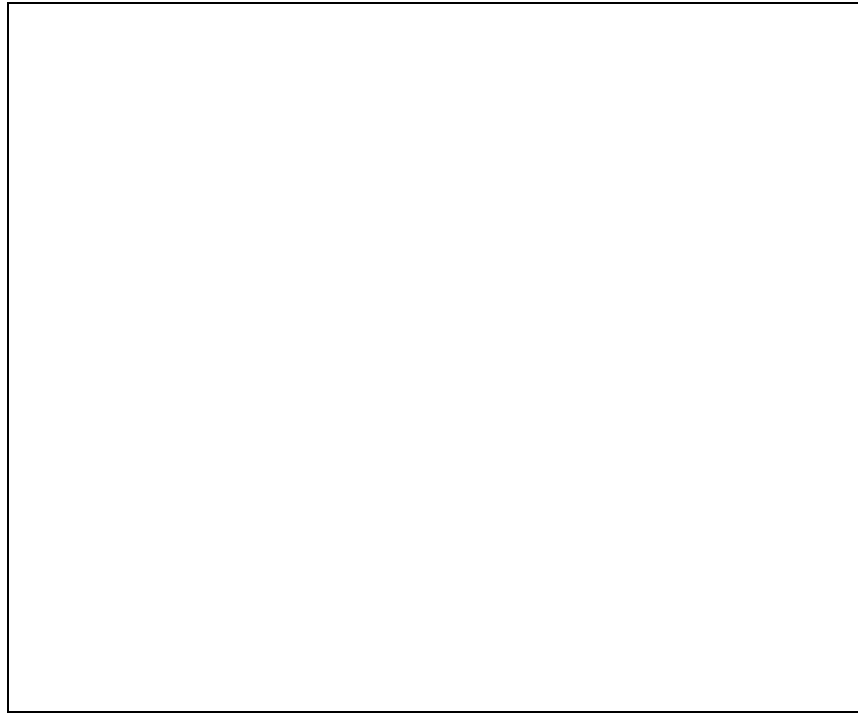
Get Talking

Can you tell a joke? Don't be embarrassed and let your hair down sharing a joke with your class mates and tutor.

Get Listening

What is the most embarrassing thing you have ever done? Write an anecdote.

Watch talk show host Jimmy Fallon read tweets with the hashtag #IGotCaught:



Julie W
@auntgirl

 Follow

[#IGotCaught](#) looking up a guy's info on a college computer. Heard his voice behind me telling me how to correctly spell his last name.

8:23 PM - 15 Feb 2017

  17  125



Unknown
@notsogoodITguru

 Follow

I called off sick to go to a music festival. The next day my boss said "next time don't stand in the front row." I was on tv [#IGotCaught](#)

8:55 PM - 15 Feb 2017

   5

Top tips

However, the most important parts of your writing assignment are the "big picture" elements such as thesis or focus, audience and purpose, organization, and development. Unless your English is very weak, it is after you have addressed these important elements, that you can then turn your attention to aspects such as sentence structure and grammar.

You can ask yourself the following questions:

- Does the assignment have a central thesis?
- Can you, if asked, offer a one-sentence explanation or summary of what the assignment is about?
- Do you have an appropriate audience in mind?
- Do you have a clear purpose for the assignment? What is it intended to do or accomplish?
- Why would someone want to read this work?
- Does the purpose match the assignment?
- Does the paper progress in an organized, logical way?
- Make a brief outline. Does the organization make sense? Should any part be moved to another part?
- Are there places in the paper where more details, examples, or specifics are needed?
- Do any paragraphs seem much shorter and in need of more material than others?

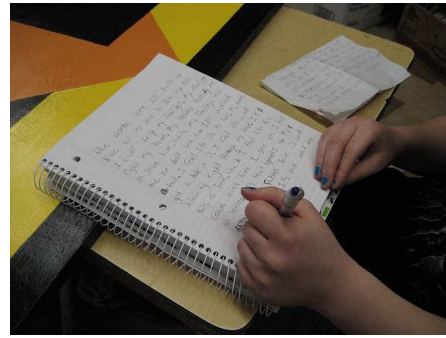


Image by Denise Krebs in Flickr. CC.

Ask someone to read the assignment. After the first paragraph or two ask them what they think the paper will discuss. At the end of each paragraph, ask the person to forecast where the paper is headed. If the paper goes in a direction other than the one forecasted by the reader, is there a good reason, or do you need to rewrite something there? Ask them to comment if something is unclear and needs more description, explanation, or support.

Now you can move on to sentence structure, punctuation, word choice and spelling.

- Are there a few problems that frequently occur? Keep a list of problems that recur and check for those.
- Read the paper aloud watching and listening for anything that sounds incorrect.
- Ask yourself why you put punctuation marks in certain places. Do you need to check any punctuation rules?

For possible spelling errors, proofread backwards, from the end of a line to the beginning.

Adapted from: <https://owl.english.purdue.edu/owl/resource/690/1/>

Bite size



Image by Anonymous in [Openclipart](#).
Public Domain.

We established a number of expected results at the beginning of the lesson. Click [here](#) and download the outcomes list. In the blank columns, fill in your trouble areas or areas you need to work on. Pay special attention to

- Vocabulary: Idioms related to war; Words that mean catastrophe; Reduplication; Natural disasters; Religion and Atheism; Church;
- Grammar: Linking words;
- Pronunciation: intrusive *r*; American and British pronunciation: secretary, etc.; pronounced unstressed final *e*;
- Functions: Hypothesis
- Culture: The end of the world; War of the Worlds; Hurricane Katrina; The Impossible; Carl Sandburg.

Remember to store this page with the others so you can review your weak points.

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