ACTIVITIES

HAVE YOU GOT THE BLARNEY?
St Patrick’s Day and Irish Folklore

ACTIVATING PRIOR KNOWLEDGE / READING COMPREHENSION

TEACHER’S NOTE  You can assign the exercise before students read the article in order to activate their prior knowledge and prime them for the reading, or use it as a reading comprehension task after they read the article.

Which of the statements 1–10 are true (T) and which are false (F)?

1  St Patrick was from Rome.
   T  F

2  There are no native Irish snakes.
   T  F

3  Wearing shamrocks is connected to how St Patrick explained a Christian belief.
   T  F

4  Irish fairies look like winged women.
   T  F

5  Some Irish fairies are said to steal human children.
   T  F

6  The Irish sometimes called fairies “little people” because they are cute.
   T  F

7  Some Irish people still believed in fairies in the 20th century.
   T  F

8  It’s good luck to kiss in Blarney Castle.
   T  F

9  St Patrick is believed to have been born on March 17th.
   T  F

10 The biggest St Patrick’s Day parade takes place in Dublin.
    T  F

HAVE YOU GOT THE BLARNEY?
St Patrick’s Day and Irish Folklore
CD Track 2

READING AND LISTENING – COMBINED SKILLS

Irish Confusion

Listen to a man talking about some Irish traditions. He is very confused, though, and makes mistakes. Which mistakes can you spot when he talks about the following topics? Can you correct them?

Blarney:
___________________________________________________
___________________________________________________

Fairies:
___________________________________________________
___________________________________________________

St Patrick:
___________________________________________________
___________________________________________________

St Patrick’s Day:
___________________________________________________
___________________________________________________

PROBLEMS ON YOUR PLATE
Seven Controversial Foods
CD Tracks 4–6

READING AND LISTENING – COMBINED SKILLS

Listen to two friends discussing three foods from the article. What are they talking about?

One: __________________________________________

Two: __________________________________________

Three: ________________________________________
**FOOD CONTROVERSIES CARD GAME**

Look at the category name at the top of the cards. This game has "controversy sets", each with four “controversial food” cards. You can easily recognize the cards of a set as they all have the same name at the top and the same icon. The object of the game is to collect as many sets as possible.

Play in groups of 3–5. Shuffle the cards and deal them all out face down so that every player gets roughly an equal number of cards. All players look at their cards. Player one starts by asking any other player for a specific card that they can add to a set in their hand – for example, “Tom, do you have Rubbish 2?” (Note: You can only ask for cards when you already have at least one in that set!)

If the other player has the card, they must hand it over. The player who was asked for their card takes their turn to request cards. That player can retake the cards taken in the previous round. When a player gathers a set they must put the four cards face up on the table in front of them. The player who collects the most sets is the winner.

**FOLLOW-UP OPTION 1 (IN CLASS)**

**READING, SUMMARISING INFORMATION, SPEAKING**

At the end of play, each student should take one set of cards from their own completed sets if they have any, or from another member of the group if they do not. They should read all the cards in the set and try to memorise the basic facts (they can make brief notes of unfamiliar vocabulary). Each student then gives the cards from their set to the others in the group, and from memory they tell what information the cards contain and what they found new or surprising. The other students should check the answers and, if necessary, elicit missing details.

**FOLLOW-UP OPTION 2 (HOMEWORK + NEXT CLASS)**

**READING, SUMMARISING INFORMATION, WRITING, SPEAKING**

At the end of play, each student should take one set of cards from their own completed sets if they have any, or from another member of the group if they do not. As homework, they should read all the cards in the set and summarise the information in writing in their own words. In the next lesson, each student should then present the most interesting new information to the class.
Octopus are highly intelligent – possibly among the most intelligent animals on earth. Many people feel uncomfortable with the idea of eating animals with higher intelligence and emotion, but don’t worry too much about the very silen-looking octopus.

Bagged salad adds to energy and water use. It needs to be shipped and processed, creating more pollution. It uses a lot of plastic packaging. And finally, it’s the most wasted food item of all: about 40% of bagged salad is thrown because it goes bad before it gets used.

Cashew shells contain chemicals that cause burns, and the people who process them often get permanent burn scars. In India, the work is mostly done by women paid 160 rupees (about 2 Euros) for a 10-hour day. In Vietnam, cashews are sometimes shielded by drug addicts in forced labour camps.

Thailand is one of the main countries for fishing and processing shrimp. Much of this work is done by illegal migrants imported and used as slaves. Sexual and physical abuse, child labour and unsafe working conditions are common.

Cashews are the major source of cashew nuts, which are used in many food products. They are harvested by hand and then sold on the black market.

McDonald’s very aggressively markets unhealthy food to young children. The company has made “healthier” changes, but not everywhere: in the US and UK, Happy Meals only come with water, juice or milk, and fruit as a dessert. Elsewhere, they still come with harmful sodas and milkshakes.

The Weight Watchers “Kurbo” programme (and others like it) aim to help children and teens struggling with obesity. “Diets for kids” are controversial because they can reinforce anxiety and stigma and lead to eating disorders. On the other hand, childhood obesity is a rising problem: it’s not so simple.

Many parents believe in the importance of an energy-rich breakfast, and cereal manufacturers communicate this idea. In fact, most breakfast products marketed at children are more “unhealthy” than “healthy,” as they are high in sugar and salt. They train children to prefer unhealthy foods.

Energy drinks contain around four times the caffeine of Cola. For children and adolescents, these drinks carry risks of obesity, addiction, heart and liver damage, poor psychological health and tooth decay. However, they use marketing that focuses on adventure, sport, and benefits to concentration.

Pigs are in the “smart club” with great apes, elephants etc. They can learn to play computer games, solve puzzles, use mirrors to find food, “lie” to other pigs and use tools. They have good memories and individual personalities.

The Pringles tube is “a recycling nightmare,” says The Recycling Association: the metal base, plastic cap, metal tear-off lid, and foil-lined cardboard sleeve make it one of the most difficult items to recycle. Mixed-materials packaging like this is a problem.

Cows are used to produce milk, cheese, yogurt and butter. They are also used to produce meat, which is consumed as beef, veal, and pork. Dairy cows are kept in confined spaces, while meat cows are often subjected to cruel and stressful practices. Expand your knowledge of animal cruelty and its impact on the environment.
AMAZING ANTIGUA
Exploring Guatemala
CD Track 7

LISTENING COMPREHENSION

A Guatemalan Wedding
Listen to Mariel describing her experience with a Guatemalan wedding. Are the following statements true (T) or false (F)?

1. Mariel took part in the wedding preparations.
   T [ ] F [ ]

2. Mariel and her mom made tortillas more quickly than the other women.
   T [ ] F [ ]

3. Mariel’s tortillas were thrown away.
   T [ ] F [ ]

4. Mariel and her family were surprised about the wedding.
   T [ ] F [ ]

5. The wedding took place in a church.
   T [ ] F [ ]

6. There was dancing at the wedding.
   T [ ] F [ ]

7. The wedding included a lot of indigenous traditions.
   T [ ] F [ ]

8. Mariel’s family was very disappointed by the wedding.
   T [ ] F [ ]

CONSUMERISM
CD Track 15 Topic Card

LISTENING COMPREHENSION

As part of an educational charity project, a school is preparing to welcome an unusual new student: a young person from a very poor village in a developing country. Two students have been asked to help the girl to learn how to use the shops in their area. Listen to them discussing the task. As you listen, write down all words connected to money, shops and shopping that you hear in the recording. Do you know the meaning of all of them?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

NEW YORK CITY
CD Tracks 8-13

LISTENING FOR CONVERSATIONAL CUES

Erica and her dad are touring New York City. Listen to six short conversations. Can you work out where they are for each one? Match them to places on the map.

One: ______________________
Two: ______________________
Three: ______________________
Four: ______________________
Five: ______________________
Six: ______________________

THE BROKEN UNION
What Happened During the Brexit Break-Up?

SPEAKING, EXPRESSING OPINIONS, GIVING ARGUMENTS

DISCUSS

• Do you know any people who will be personally affected by Brexit? How are they going to be affected? How do they feel about Brexit?

• Do you think Brexit is going to affect you personally? Why or why not? In what ways?

• What reasons can you think of for British people being either Remain or Leave? Do you think Britain leaving the EU was a good decision?

• How do you feel about EU membership for your country? Do you think your own country benefits? Do you benefit? Are there any problems connected to EU membership?

• Would you support a referendum on leaving the EU in your country? If there was a referendum to leave, and you could vote in it, how would you vote? Why?
I think Brexit is going to be an economic and social disaster. It could cause the United Kingdom to break up. It’s going to make climate action much slower. But these are things that make me frustrated and angry. They are not what’s broken my heart. The thing that causes us Remainers real sadness is that our identity and our legal rights as European citizens are being taken away. I am a European! how dare they take that from me? This is one of the things that’s most connected to age. European citizenship is only 28 years old. British Generation Xers became European citizens in their teens or 20s. Millennials were children. Gen-Zedders – Zoomers – were born as European citizens. It’s not surprising that to younger Brits, our European identity is important. It’s only Boomers and the even older wartime generations that grew up thinking of themselves as British and not European. If someone took away their British citizenship, how happily would they accept it?

And make no mistake, it’s the old who voted for Brexit. Young people were mostly Remain – about 73% among 18-24-year-olds – while old people were mostly Leave.

One of the greatest rights of European citizens, and a right that no national government can grant, is the right to freedom of movement. It’s let many others, especially young people, travel and study and work in other countries. This is a right worth fighting for. Yet stopping freedom of movement was the number-one reason for Brexit.

The right to freedom of movement is what’s let me move here to continental Europe, work here, make a home here, start a family here. Of course, plenty of Britons have no intention of moving to another country. To them, the right to freedom of movement has no value. But how can that make it OK to strip these rights from others? And that’s what’s happened: the half of voters who have no personal need of this right have taken it away from those who do.

I understand the worry about competing for jobs, but that wasn’t the real issue.

makes someone boil over with anger when they hear foreign languages in the streets? It fries my brain that people should be so bitter about sharing their communities with Czechs, Poles, Romanians and so on that they would burn their own freedom, and the freedom of their friends, neighbours and families, just to keep them out.

I believe Britain won’t recover for at least a generation. Brexit is going to destroy families and lives. And the anger over it is not going away.
**LESSON PLAN**

**LEVEL:** B1-B2  **TIME:** 45 MINUTES

**LEsson Aims**
Students will:
- know basic facts about Ireland
- be able to talk about a major city and a natural attraction
- practise asking and answering questions

**TopIC:** Ireland

**MATERIALS:** Article “Off the Beaten Track in Ireland”, CD, Handouts

### 1 Warm Up – Quick Quiz
**Handout A**  Magazine

3–5 mins  **Speaking, Reading**  **Pair Work, Whole Class**

Tell students they are going to read a bit about Ireland, but first you want to see what they already know. Distribute HANDOUT A – QUICK QUIZ. Tell students to work with the person next to them and choose the best answers to questions 1–7. When everyone is done, go through the quiz as a class and compare answers. Don’t give the right answers yet, but encourage discussion if possible, especially where people have different answers (“Why did you choose that answer? And why did you choose a different answer?”). Next, tell students to open their magazines to the article “Off the Beaten Track in Ireland” and check their answers against the “Republic of Ireland Fact File”.

**Note** You should probably explain that “Ireland” is ambiguous: it is the name of the island and the name of the country. “Ireland” is not incorrect as the name of the country, but it is not clear either; “The Republic of Ireland”, “Eire” and “the country of Ireland” are ways of distinguishing the country from the island.

Before moving on to the next activity, ask if anyone has been to Ireland, if anyone can name any places in Ireland, etc. Check that they know the capital city (Dublin; they should do, as it is in the Fact File!) then see if they know what the second-biggest city is. If no one does, tell them it’s a place called Cork, and it’s one of the places you’re going to read about.

### 2 Sentence Matching
**Handout B**  Magazine

3–5 mins  **Reading, Pairing off**  **Whole Class, Pair Work**

**Before the Class:** Cut the sentences on HANDOUT B – SENTENCE MATCHING into strips and shuffle them. Each sentence has two parts except for one (the last sentence about Clare Island), which has three parts for odd-numbered classes. There are 20 sentences in all = 41 parts. Ensure that each student has one part and that every part used has a counterpart. Use equal numbers of sentences about Cork and Clare Island.

Distribute the shuffled sentence parts. Students should stand up and look for the person with the part completing their sentence (this will be their partner for the next part of the lesson). When everyone has a new partner, ask students to return to the article “Off the Beaten Track in Ireland” and decide if their sentence is about Cork City or Clare Island.

### 3 Cork City and Clare Island I
**Handouts C and D**  Magazine

10 mins  **Reading, Writing, Grammar**  **Pair Work**

Give the Cork City pairs HANDOUT C – CORK CITY and Clare Island pairs HANDOUT D – CLARE ISLAND. Each pair should do the two activities (vocabulary search, question formation). Each individual must have their own handout. They can work together but they will each need their own copy of the answers for the next activity. Go around monitoring the question-writing closely and offering help where needed.

Before moving on to the next activity, ask if anyone has been to Ireland, if anyone can name any places in Ireland, etc. Check that they know the capital city (Dublin; they should do, as it is in the Fact File!) then see if they know what the second-biggest city is. If no one does, tell them it’s a place called Cork, and it’s one of the places you’re going to read about.

### 4 Cork City and Clare Island II
**Handouts C and D**  Magazine

5–7 mins  **Reading, Speaking**  **Pair Work**

Now reassign the class into new pairs so that each pair has one person with a completed HANDOUT C – CORK CITY and one with a completed HANDOUT D – CLARE ISLAND. One partner should ask the other each of the previously formulated questions in turn (monitor for pronunciation and intonation); the “interviewee” should find the answers in the magazine. Then they should reverse roles.
5 THE IRISH DIASPORA
Handout E
5–7 mins reading, speaking whole class, pair work
Ask the class to remind you how many people live in Ireland (4.9 million). Tell them that there are more people with Irish ancestry outside Ireland than in it. Tell them to think how many people claim Irish ancestry around the world (they should not say it aloud). Ask everyone to stand up. You will read out numbers, and they should sit down when you reach the number they are thinking of. Start at 5 million and go up in multiples of 5 million. When you reach 70 million (the most widely accepted estimate), see how many are still standing. Ask where they think these people are and distribute HANDOUT E – THE IRISH DIASPORA. Ask students (in their existing pairs) to find out and discuss:

- What countries have the most people with Irish ancestry?
- What countries have the highest percentages of people with Irish ancestry?
- Why do you think there are so many people in the Irish diaspora?

Next, tell students to match the pictures with the captions and to put them in order. Lead a brief discussion of the various reasons that the Irish left Ireland (escaping poverty, escaping religious conflict, British/English occupation, being exiled/transported, etc.).

6 THE EMERALD OF THE CARIBBEAN
Handout F CD Track 3
10 mins listening individual work
NOTE This listening activity may also be used separately as exam practice.

Tell students they are going to hear about one specific part of the Irish diaspora that most people don’t know about. Distribute HANDOUT F – THE EMERALD OF THE CARIBBEAN. Explain the task and let students read the sentences. Tell students they will hear the recording twice. Play the whole thing once, then again with a pause between each part. Check the answers as a class, then lead a brief discussion recapping the story of “the Black Irish of the Caribbean”.

SOLUTIONS

Handout A – Quick Quiz
1 False (Northern Ireland is part of the UK, not the Republic of Ireland), 2 Around 5 million (4.9), 3 Around 80% (83%), 4 Around 1 in 4 (1.2m from 4.9m), 5 Lithuania, 6 Euro, 7 (In order) English, Irish, Polish

Note regarding currencies: All 3 currencies in Q6 have been official currencies of the Republic of Ireland. After independence in 1922, the country used the pound sterling. This was replaced by the Saorstát (free state) pound in 1928, renamed the Irish Pound (punt Éireannach) in 1938.

The Euro was officially introduced in 1999 and the Irish pound stopped being legal tender in 2002.

Handout C – Cork City
I. 1 leisurely, 2 dock/s, 3 harbour, 4 voyage, 5 cosy, 6 sample, 7 busker, 8 workings, 9 mood, 10 spectacular
II. Sample answers (other formulations are possible): 1 How many people live in Cork? 2 Which famous ship stopped at Cork harbour before its first and last voyage? 3 What was founded in Cork in 1720? 4 Where can you find local Cork produce? 5 How many people attend the Cork Jazz Festival? 6 What is special about the Cork accent? 7 Where do foreign students stay while studying English in Cork? 8 How many steps do you have to climb to reach the Shandon bells?

Handout D – Clare Island
I. 1 stormy, 2 ferry, 3 quay [kiː], 4 cliff, 5 harbour, 6 plenty, 7 traffic, 8 tower, 9 abbey, 10 spectacular
II. Sample answers (other formulations are possible): 1 How big is Clare Island? 2 Where can you catch a ferry to Clare Island? 3 How long does the ferry trip take? 4 Why might the trip be exciting? 5 Why can’t you swim on some beaches on Clare Island? 6 What’s the best way to get around the island? 7 Who lived in Granuaile’s Castle? 8 Why do the pubs sometimes run out of things?

Handout E – The Irish Diaspora
In historical order: B5, C2, E6, D1, F3, A4

Handout F – The Emerald of the Caribbean
Part I – B; Part II – B; Part III – A
**HANDOUT A: The Republic of Ireland: Quick Quiz**

Do the quiz with a partner, then check your answers against the “Fact File” in the magazine.

1. The Republic of Ireland (in Irish: Éire) is divided into two regions, Northern Ireland and Southern Ireland.  
   True [ ] False [ ]

2. The population of the Republic of Ireland is around 5 million [ ] 8 million [ ] 12 million [ ].

3. The Republic occupies around 70% [ ] 80% [ ] 90% [ ] of the island of Ireland, while the other part is in the UK.

4. Around 1 in 4 [ ] 8 [ ] 12 [ ] people in Ireland live in the capital city, Dublin.

5. The European country closest in size to the Republic of Ireland is Belgium (30,000 km²) [ ] Slovakia (50,000 km²) [ ] Lithuania (65,000 km²) [ ].

6. Ireland uses the Pound Sterling [ ] Euro [ ] Irish pound [ ].

7. The top three languages in Ireland are (choose 3, number them 1 to 3) Arabic [ ] English [ ] French [ ] German [ ] Irish (Gaelic) [ ] Polish [ ] Russian [ ] Turkish [ ].

**HANDOUT B: Sentence Matching**

**1 Cork City**

| Its name comes from the Irish word corcach, | meaning “marsh” (a very wet and muddy place). |
| The town was historically important as a seaport, | especially for travel to the Americas during the 19th century. |
| In the 10th century it was settled by Viking invaders, | and the city’s local dialect still has some words with Norse roots. |
| Visitors to the Church of St Anne, in the Shandon district of the city, | can ring the famous church bells themselves. |
| The church tower housing the Shandon Bells is known as “the four-faced liar”, | because each frequently tells a different time due to the effects of the winds. |
| Some Corkonians view themselves as different from the rest of Ireland, | referring to the district as “Rebel County” and to themselves as “the Rebels”. |
| The Titanic was built in Belfast, which today is the capital of Northern Ireland, | but it made its final stop in the harbour here before its fatal transatlantic voyage. |
| Everyone knows Guinness, but Corkonians prefer their local alternative, | Murphy’s Stout, which has been brewed in the city since 1856. |
| The city has many local traditions in food, including crubeens (pig feet that are boiled then fried in batter), | tripe (animal stomach) and drisheen (a kind of blood pudding). |
| The most popular sports are hurling and Gaelic football, | both of which are unique to Ireland. |
2 Clare Island

It is famous as the home of the pirate queen Gráinne Ní Mháille, known in English as Grace O’Malley.

The population was once as high as 1600, but today only around a tenth of that number live there.

The island’s attractions include weaving and yoga courses on land, and boating, fishing and even cold-water snorkelling in the sea.

It’s great for “coasteering”, an adventure sport where you travel along a difficult coast by climbing and swimming.

It’s a fairly short boat ride to the island, and you could well share the journey with seals or dolphins.

Try not to get sick between Wednesday afternoon and Tuesday night, as the doctor only visits the island one morning a week.

There’s only one food shop (which is also the post office), but there are two pubs.

Farming is important, and there are sheep farms, a horse farm and (most importantly for the local economy) a salmon farm.

There are over ten different places to stay, from the expensive and luxurious lighthouse to a campsite with only cold-water showers.

There is a primary school on the island, with about 20 students and 2 teachers, but secondary school students go to school on the mainland and only come home at weekends.

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HANDOUT C: Cork City

I. Find a word meaning...

1. Relaxed. _____________________
2. A place where boats and ships can tie up next to land. _____________________
3. An area of calm, protected water deep enough for ships. _____________________
4. A long journey, especially by sea. _____________________
5. Small and comfortable. _____________________
6. A small piece of something to try. _____________________
7. A person who plays music in the street for money. _____________________
8. Internal mechanisms. _____________________
9. An emotional state. _____________________
10. Amazing to look at. _____________________
II. Write questions for each of these answers, using the question word given and the correct form of the verb in brackets. The questions must be (a) grammatically correct, and (b) answerable by reading the text. There may be more than one correct way to word each question.

1. How ____________________________ (to live) 400,000.
2. Which ____________________________ (to stop) The Titanic.
3. What ____________________________ (to found) The world’s oldest yacht [jot] club.
5. How ____________________________ (to attend) Tens of thousands.
6. What ____________________________ (to be) It is very musical. / It sounds almost like singing.
7. Where ____________________________ (to stay and to study) With host families.
8. How ____________________________ (to climb) 132

HANDOUT D: Clare Island

I. Find a word meaning...

1. Often affected by bad weather. _____________________
2. Boat regularly transporting people along a specific short route. _____________________
3. A place where boats and ships can tie up next to land. _____________________
4. A natural vertical rock face. _____________________
5. An area of calm, protected water deep enough for ships. _____________________
6. Lots, more than enough. _____________________
7. People using the roads etc., especially in cars. _____________________
8. A tall building. _____________________
9. A place where monks or nuns live under the rule of an abbot or abbess. _____________________
10. Amazing to look at. _____________________

II. Write questions for each of these answers, using the question word given and the correct form of the verb in brackets. The questions must be (a) grammatically correct, and (b) answerable by reading the text. There may be more than one correct way to word each question.

1. How ____________________________ (to be) 8km long and 3km wide.
2. Where ____________________________ (to catch) Roonagh Quay [ki:] on the Irish mainland.
3. How ____________________________ (to take) About 25 minutes.
4. Why ____________________________ (to be) You might see dolphins.
5. Why ____________________________ (to swim) Because they are rocky with huge waves.
6. What ____________________________ (to get around) Hire a bike.
8. Why ____________________________ (to run out of) Because all supplies must come by ferry.
**Understanding the Causes of Irish Migration**

Match the captions to the pictures and put them in historical order of events.

1. Most poor Irish lived on potatoes, and when a mysterious disease affected the potato crop in the mid-1840s, at least one million people died from starvation and another million emigrated.

2. Poverty in Ireland was so bad (due largely to English landowners) that in 1729 Jonathan Swift, the author of Gulliver’s Travels, wrote a satire suggesting that the children of the Irish poor should be raised for meat.

3. St. Patrick’s Day parades began in North America, becoming very large and popular events by the second half of the 19th century (when Irish immigration was at its highest).

4. Close to Cork there is a statue of Irishwoman Annie Moore, who in 1892 became the first immigrant to the United States to pass through Ellis Island station in New York Harbor.

5. Oliver Cromwell, who led England during the brief period when it was a republic (1649 to 1660), invaded Ireland, taking Irish Catholics’ land and giving it to mainly English landowners. About 40% of the Irish population died in the fighting or from disease. Thousands more were sent to work on plantations (= sugar farms) in the Caribbean.

6. Beginning in the mid-1700s, hundreds of thousands of Irish workers joined the “navvies” – the huge teams of workers who built Britain’s canals and railways (and, later, the London Underground).
### HANDOUT F: The Emerald of the Caribbean

You will hear about an island known for its Irish culture. The recording is divided into three parts. Answer the questions.

**Part I**
Which of these is *NOT* something said in the recording?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montserrat is a British territory in the Caribbean.</td>
<td>There are many Irish expats on the island of Montserrat.</td>
<td>St Patrick’s Day is a national holiday in only two countries in the world.</td>
<td>There was Irish culture on Montserrat before the formation of the United Kingdom.</td>
</tr>
</tbody>
</table>

**Part II**
Which of these is *NOT* something said in the recording?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain used to be a republic.</td>
<td>The king of Ireland was Catholic.</td>
<td>Cromwell’s army killed many thousands of Irish people.</td>
<td>Cromwell’s invasion of Ireland was, at least partly, motivated by religion.</td>
</tr>
</tbody>
</table>

**Part III**
Which of these is *NOT* something said in the recording?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Irish in the Caribbean were slaves.</td>
<td>Most of the people on Montserrat were Irish in 1678.</td>
<td>The Irish sent to Montserrat by Cromwell worked together with African slaves.</td>
<td>The “Black Irish” of Montserrat are descended from Irish deportees and African slaves.</td>
</tr>
</tbody>
</table>

### SOLUTIONS TO THE ACTIVITIES

#### Have You Got the Blarney?
1F, 2T, 3T, 4F, 5T, 6F, 7F, 8F, 9F, 10F

#### Irish Confusion
Blarney are NOT fairy folk who give you their gift if you leave them milk (the gift of the blarney is connected to a stone in the Blarney Castle). The banshee does NOT have a whip made from the spine of a human being (it’s Dullahan who does). St Patrick was NOT a pirate (he was captured by pirates and sold into slavery). People do celebrate St Patrick’s Day in Ireland (it’s a public holiday).

#### Problems on Your Plate
1 octopus, 2 Happy Meal / McDonald’s, 3 chocolate

#### A Guatemalan Wedding
1T, 2F, 3F, 4T, 5T, 6F, 7F, 8F

### New York City
1 Harlem, 2 Empire State Building, 3 United Nations Headquarters, 4 Statue of Liberty, 5 Fifth Avenue, 6 American Museum of Natural History

### Consumerism
Sample answers: shops, street markets, shopping centre, hypermarket, Tesco, store layout, departments, self-checkout, bank machine, card reader, debit card, bank account, out-of-town shopping centre, local shops, day-to-day shopping, self-service, bakery, butcher’s, farmers’ market, money, second-hand shop, bank card, to shop online, cash on delivery, click-and-collect services, deliveries

### SOLUTIONS FROM THE MAGAZINE

#### Found on the Internet

**It’s Raining Iguanas:** because, as

**You Are Fake News:**
- C

**The Wrong House to Rob:**
- A not intense, B certainly / definitely, C sprayed / shot, D beating / hitting, E shout approvingly

**Silliness at CES:**
- 1B; 2 mosquitoes, them

#### Strange World

**Caption 1:** The world’s oldest-known tattoo needle was found in an archaeological site in Utah, USA in 1972 but not identified until 2019. Until then it had sat ignored in a box with other things found at the site. The needles are cactus spines, and they still have ink on the tips. Carbon dating shows it is from between 79 AD and 130 AD, around the time when the emperors Trajan and Hadrian ruled in Rome.

**New York City**

- Manhattan: 11, 2, 3, 4, 7, 8, 9, 5, 12, 13, 1, 14, 10, 15
- NYC Boroughs: 1 Bronx, 2 Queens, 3 Manhattan, 4 Staten Island, 5 Brooklyn

**A Continent on Fire**

- 1 drought, 2 kindling, 3 extinction, 4 carbon footprint, 5 habitat

**B1 Listening**

- **Glasgow**

**B1 Language in Use**

- A Snake That Saved Lives
  - 01D, 02A, 03B, 04A, 05D, 06C, 07D, 08C, 09C, 10A

**B1 Reading**

- A Couple of Stories
  - 01D, 02C, 03I, 04D, 05I

**B2 Language in Use**

- A Sporting Friendship

**A Mysterious Friend**

- 21 unfriendly, 22 attachments / attachment, 23 firmly, 24 tendency, 25 noticeable, 26 survival, 27 especially, 28 inventive, 29 friendships, 30 connection

**More Than Just a Piece of Cloth**

- 31 as, 32 always, 33 by, 34 became / came / started, 35 ever, 36 in / during, 37 something, 38 referred, 39 often / frequently, 40 much / still

**Creative Soulmates**


**B2 Reading**

- The Mystery Around Us: 01C, 02C, 031, 04B, 05J, 06F, 07G
- Nighthawks: 08B–d, 09B–c, 10A–c, 11A–a, 12B–e
- A Scientific Look at a Broken Heart: 13 damage, 14 properly, 15 increased / higher / greater, 16 heart attack, 17 lead, 18 traumatic / stressful, 19 chest

**B2 Listening**

- Poetry or Not?: 01D, 02B, 03I, 04C, 05D, 06G, 07C
- The Australian Outback: 08B, 09B, 10A, 11C, 12B, 13B
- A Man Who Changed the World
  - 14–5, 15–1, 16–X, 17–2, 18–4, 19–3, 20–6

**C1 Reading**

- Developmental Disorders
  - 1B, 2A, 3D, 4B, 5C, 6A, 7C, 8D, 9A

**Comedy Ladder**

- A1: clowns, bucket, fall down, fart, simple; A2: rather, scary, embarrassing; B1: comedian, vaudeville, stage