

Unit 1 New millennium

Synopsis

The video starts by taking us back to the beginning of the new millennium in 2000 (although strictly speaking it didn't start until 2001) and then takes us through some of the main events since then: the coming of the Euro and natural disasters such as the Tsunami, Hurricane Katrina and the earthquakes in Japan and Haiti. The video then looks at the importance of technology in keeping people connected both to friends and family, and in terms of being more aware of global events. As an example, we see Felix Baumgartner's 2012 sky-dive, watched live around the world on YouTube.

Target Language

Grammar: past continuous, past continuous and past simple.

Vocabulary: internet activities, reactions to events.

Language points: asking and responding to follow-up questions.

Procedural Notes

Before you watch

- 1 **As a class.** Model what you want the students to do by choosing one of the years and telling them about what you were doing and about a world event from that year. Try not to use any of the events from the video. Use some of the adjectives from the unit to describe your feelings. Elicit other possible adjectives to put up on the board.
In pairs. Then ask the students to talk about the years in the same way, working in pairs. Monitor and correct their use of past simple and past continuous at the end if necessary.
- 2 **As a class.** Play the video all the way through. This is just to gain a general understanding, so don't worry if they can't give detailed answers at this stage – just try to elicit some of the events they saw when the video has finished.

Answer key:

2002 Introduction of the Euro
2004 Indian Ocean Tsunami
2005 Hurricane Katrina and the Haiti and Japan earthquakes
2007 iPhone first sold
2012 Baumgartner's sky-dive

While you watch

- 1 **As a class.** Check the students understand the words in the exercise (e.g. *currency, affected by, tsunami, hurricane and earthquake*). They will have seen the video once at this point, so should have some idea. Highlight that the gaps are all names of countries. You could encourage students to try and predict which countries are likely to be in the gaps (e.g. other European countries for the first three gaps). Note that Lapland is not a country as such, but is part of Finland.
Individuals. Play the first part of the video (up to the end of the earthquake sequence at 2.03) and ask individuals to write the missing country names.
As a class. Check answers. You might also want to ask the students to point out where the countries are on a map.

Answer key:

- 1 France
- 2 Spain
- 3 Lapland
- 4 Thailand
- 5 Sri Lanka
- 6 Haiti
- 7 Japan

- 2 **As a class.** Ask the students to look at the questions and check understanding. The vocabulary is recycled from the unit, so should be familiar. Ensure that the students understand that more than one answer may be correct and that they need to get the answers from what is said in the video, not their own general knowledge.

Individuals. Play the second part of the video again and ask the students to tick the correct answers.

As a class. Check answers.

Answer key:

- 1 a
- 2 a and c
- 3 a and b
- 4 b and c

After you watch

- 1 **Individuals.** Ask the students to try to match the pronouns to the things or people they refer to. If the students have already done a similar task in the SB, this should be quite straightforward. If not, you may like to do the first question as an example.

In pairs. Check answers in pairs.

As a class. Go through the answers as a class.

Answer key:

- 1 c 2 b 3 e 4 a 5 d

- 2 **Individuals.** Ask the students to read the text and complete the gaps with the correct form of the verb – past simple or past continuous. Ensure the students realise that both are possible in some cases, but where both are possible they should use past continuous.

As a class. Check answers and elicit where both answers are possible.

Answer key:

- 1 made
- 2 broke
- 3 were watching (*watched* also possible, depends if we see the watching as a background action)
- 4 was crying (*cried* also possible if it was a shorter action than the jumping)
- 5 was falling (*fell* unlikely with *while*)
- 6 was travelling
- 7 landed

Over to you

- 1 **As a class.** Ask the students to complete the sentences in ways that are true for them, using the past continuous. You might want to give some examples from your own life again, as a model.
- Individuals.** The students complete the sentences. Monitor for accuracy.
- 2 **As a class / In pairs.** Use a stronger pair to model the activity and establish that you want the partners to react by asking suitable follow-up questions or making comments.

Video script

When the clocks struck midnight on the 31st of December 1999, it seemed like a new era was about to begin. One of the first big changes of the new millennium happened in Europe. In 2002, many countries in Europe started to use the same currency, the euro. Germany, France, Italy, Spain and others decided that it would be better to have the same currency to help their economies. As a result, you can now travel from the south of Portugal to Lapland, north of the Arctic Circle, without having to change money at the airport.

The first decade of the new millennium also saw a number of natural disasters. On the 26th of December 2004, a powerful earthquake beneath the Indian Ocean resulted in a massive tsunami that seriously damaged the coastlines of many countries, including Indonesia, Thailand, India and Sri Lanka. Thousands of people were killed and many more lost their homes, but people all over the world combined to help the victims and over \$14 billion was donated to the region in humanitarian aid.

South Asia wasn't the only area to be hit by a natural disaster in the new millennium. When Hurricane Katrina struck the city of New Orleans in August 2005, it was very damaging and deadly – one of the worst hurricanes in the United States' history. There were also major earthquakes in Haiti and Japan, and each time a natural disaster happened, people from all over the world worked hard to raise money to help those who needed it.

One reason why so many people were able to help those affected by natural disasters so quickly is that in the 21st century we are now more connected than ever before. The internet is now a central part of people's lives all over the world, changing the way we learn about international events and connect with each other. Social networking websites like Facebook and Twitter are now used by millions of people to chat with their friends, make new connections and to share information.

Technology is playing an important role too. Smartphones first became widely available in 2007, with the introduction of Apple's iPhone. This combined a mobile phone with an MP3 player, a digital camera and an internet platform that allowed the user to download a wide selection of applications, or apps. Smartphones are now even smarter, and people use them to browse the internet, download music, post social media messages, and take and upload digital photos.

The result is a world in which the media, and the way we share information, is now in the hands of the people. In the 21st century, when a major event happens, we can all play a part. In October 2012, when Felix Baumgartner jumped from the edge of space and broke the speed of sound as he fell, over eight million people across the world were watching him do it live. They were using their smartphones, laptops and PCs to watch him online via YouTube.

Events like Baumgartner's achievement and our ability to help people affected by natural disasters show that the new millennium has brought us closer together than ever before. If you want to know what will happen next, all you have to do is stay connected.