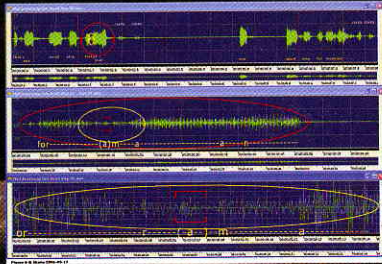


Speaking to the world



One small word, one big difference in meaning

1 READING

a What do you know about the first moon landing?

Answer the questions with a partner.

1 Who was the first man to set foot on the moon?

a Yuri Gagarin b Buzz Aldrin c Neil Armstrong

2 When did he land on the moon?

a In 1959. b In 1969. c In 1979.

3 What was the first thing he said when he landed?

a 'Wow! It's so big!'

b 'I'm floating in a most peculiar way.'

c 'That's one small step for man, one giant leap for mankind.'

b Read the article and check. What controversy has there been since then about what Neil Armstrong actually said? Why is the missing 'a' so important?

c Read the article again. Then, in pairs, say why the following names and numbers are mentioned.

20th July 1969

First Man

6 hours and 40 minutes

James Hansen

500 million

Peter Shann Ford

Buzz Aldrin

d Cover the article and try to complete the sentences making words from the words in **bold**. What do they mean?

1 Armstrong made the first human footprint on the lunar surface. **foot**

2 His first words were 'That's one small step for man, one giant leap for _____.' **man**

3 It was the perfect quote for such a _____ occasion. **moment**

4 'One small step for a man' would have made it a more _____ sentence. **mean**

5 They were possibly the most _____ words in history. **memory**

6 Armstrong said the 'a' so quickly that it was _____ on the recording. **audio**

e **6.1** Listen to the original recording of Armstrong speaking. Can you hear the 'a'?

AS NEIL ARMSTRONG became the first man to walk on the Moon, a global audience of 500 million people were watching and listening. 'That's one small step for man, one giant leap for mankind,' they heard him say as he dropped from the ladder of his spacecraft to make the first human footprint on the lunar surface. It was the perfect quote for such a momentous occasion. But from the moment he said it, people have argued about whether the NASA astronaut got his lines wrong.

Armstrong and Buzz Aldrin, who stepped outside a few seconds after him, landed the Apollo 11 spacecraft on the Moon on 20th July 1969. In the tense six hours and forty minutes between landing on the moon and stepping out of the capsule, Armstrong wrote what he knew would become some of the most memorable words in history.

Armstrong has always insisted that he wrote 'one small step for a man, one giant leap for mankind,' which would have been a more meaningful and grammatically correct sentence. Without the missing 'a', the intended meaning of the sentence is lost. In effect, the line means, 'That's one small step for mankind (i.e. humanity), one giant leap for mankind.'

But did he really say the sentence incorrectly? Until now Armstrong himself had never been sure if he actually said what he wrote. In his biography *First Man* he told the author James Hansen, 'I must admit that it doesn't sound like the word "a" is there. On the other hand, certainly the "a" was intended, because that's the only way it makes sense.'

But now, after almost four decades, the spaceman has been vindicated. Using hi-tech sound analysis techniques, Peter Shann Ford, an Australian computer expert has discovered that the 'a' was spoken by Armstrong, but he said it so quickly that it was inaudible on the recording which was broadcast to the world.

Mr Ford's findings have been presented to a relieved Mr Armstrong. James Hansen said, 'Neil is a modest guy, but I think it means a lot to him to know that he didn't make a mistake.'



2 GRAMMAR articles

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

- 1 Neil Armstrong was born in the USA.
- 2 He was a shy boy, who loved the books and the music.
- 3 He studied aeronautical engineering at the university.
- 4 He was the first man who set foot on a moon.
- 5 His famous words were heard by people all over the world.
- 6 Before becoming an astronaut, he worked for the US navy.
- 7 Since 1994 he has refused to give the autographs.
- 8 In 2005 he was involved in a lawsuit with an ex-barber, who tried to sell some of the Armstrong's hair.

b p.142 Grammar Bank 6A. Read the rules and do the exercises.

c Read three extracts from some famous historical speeches. Use the glossary to help you. Complete the speeches with *a*, *an*, *the*, or *(-)*.



Winston Churchill (1874–1965) was the British Prime Minister during the Second World War. In this extract from a speech given in 1946, the year after the war ended, Churchill first used the phrase 'iron curtain' to describe the boundary which ideologically and physically divided the East and the West. This speech marked the beginning of the 'Cold War'.

From Stettin in ¹ _____ Baltic to ² _____ Trieste in ³ _____ Adriatic, ⁴ _____ iron curtain has descended across ⁵ _____ continent. Behind that line lie all ⁶ _____ capitals of ⁷ _____ ancient states of ⁸ _____ Central and Eastern Europe, Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest, and Sofia. All these famous cities, and ⁹ _____ populations around them, lie in what I must call ¹⁰ _____ Soviet sphere.

descend come down **ancient** very old
the continent Europe **sphere** an area of influence or activity



Martin Luther King (1929–1968) was a leader of the American Civil Rights movement who was assassinated in Memphis in April 1968. In this extract from a speech made in 1963 King spoke of his 'dream' of a future when all people would be treated equally.

I have ¹ _____ dream. That ² _____ my four little children will one day live in ³ _____ nation where they will not be judged by ⁴ _____ color of their skin but by ⁵ _____ content of their character.



King Edward VIII (1894–1972) was the only British king ever to abdicate. Edward had been king for only eleven months, when he announced his decision to give up the throne in order to marry an American divorcee, Wallis Simpson. The following is an extract from his abdication speech to the British nation, made in December 1936.

At long last I am able to say ¹ _____ few words of my own. I have never wanted to withhold anything, but until now it has not been constitutionally possible for me to speak. But you must believe me when I tell you that I have found it impossible to carry ² _____ heavy burden of ³ _____ responsibility, and to discharge my duties as King as I would wish to do, without ⁴ _____ help and support of ⁵ _____ woman I love.

abdicate give up the position of being king or queen
at long last finally, in the end
withhold keep back, not say
burden sth which is carried with difficulty, an obligation
discharge a duty do what you have to do

d 6.2 Now listen to the extracts spoken by the people themselves. Check your answers. Which of the three do you think was the best public speaker?

3 PRONUNCIATION sentence stress

a 6.3 Dictation. Listen and write down six sentences.

b Listen again and underline the stressed words. What is the vowel sound in *a*, *an*, and *the* in 1–5? Why is *the* pronounced differently in number 6?

c Practise saying the sentences from a. Try to pronounce the weak forms correctly.

4 6.4 SONG *Space oddity*

5 LISTENING

- a Have you ever had to make a speech or give a talk or presentation in front of a lot of people? When? Where? How did you feel? Was it a success?
- b Read part of an article about presentation disasters. Which tip from *Ten top tips* below should the speaker have remembered?

PRESENTATION DISASTERS!

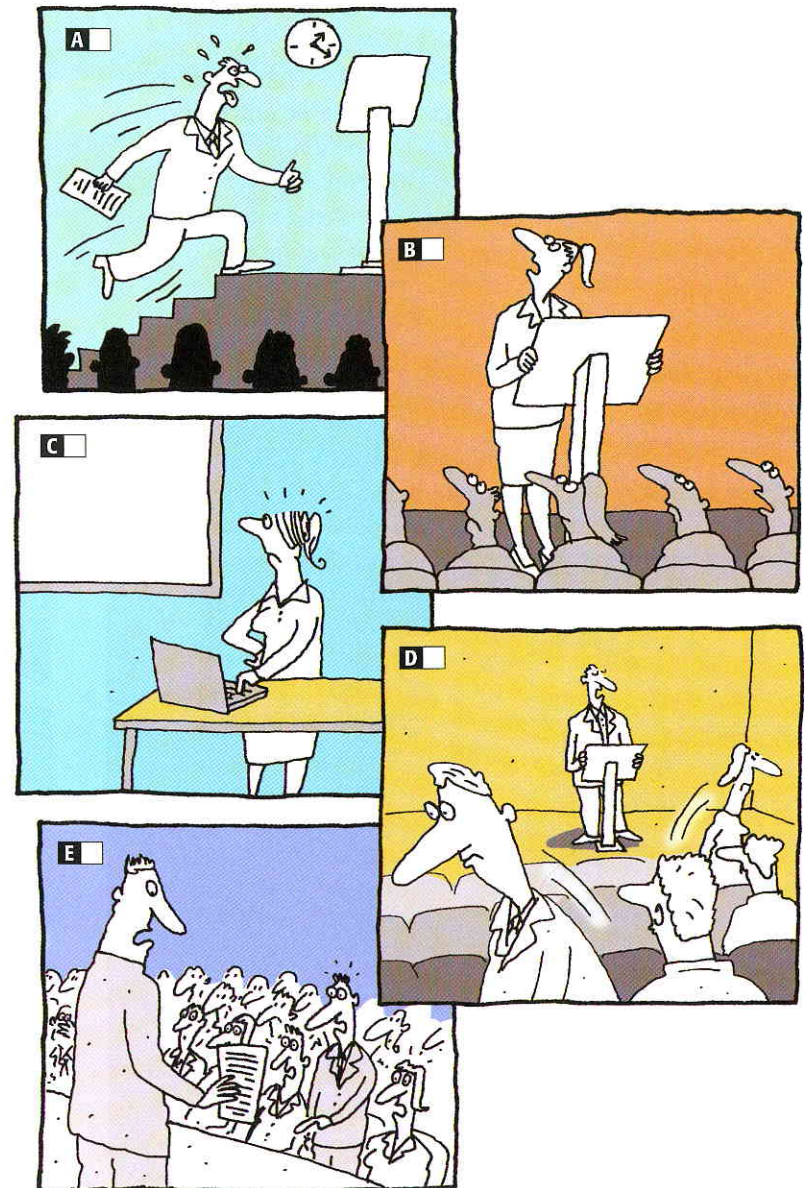
However bad you think your presentation has been, take some comfort from the fact that at least it probably wasn't as bad as these true stories...

A FEW YEARS AGO I had to give a presentation to the Belgian management team of an international IT company. Not wishing to be the typical 'Brit' presenting in English, I had carefully prepared my presentation in French. I intended it as a surprise so I didn't say anything beforehand. After speaking in French for 45 minutes I was halfway through my presentation and we had a break for coffee. At this point the manager of the company came up to me asked me if I would change to speaking in English. 'Is my French that bad?' I said. 'No,' he replied, 'it's just that we are all from the Dutch-speaking part of Belgium.'

Ten top tips for speaking in public

- 1 Don't make your presentation too long.
- 2 Don't have more than four or five main points.
- 3 Even if something distracting happens try not to lose your concentration.
- 4 Be careful about telling jokes – they may not be appropriate.
- 5 Always be punctual: start on time and try to finish on time.
- 6 Get to know as much as possible about your audience beforehand.
- 7 Try not to repeat yourself too much.
- 8 Be careful not to speak too fast.
- 9 Practise your presentation beforehand.
- 10 Make sure the equipment you need is working properly before you start.

- c You're going to hear five other people talking about a disastrous presentation. Before you listen, look at pictures A–E. What do you think the problem was?

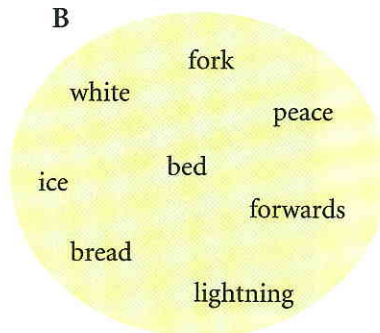
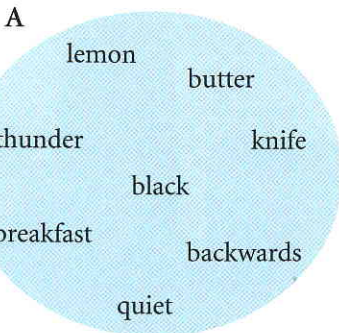


- d **6.5** Listen and number the pictures in the correct order. Did you guess correctly?
- e Listen again and write 1–5 in the boxes. Which speaker...?
- A couldn't understand why nobody found his / her talk amusing
- B felt very relaxed before his / her presentation
- C did the last part of his / her talk very quickly
- D made the problem he / she had worse
- E didn't find out he / she had a problem until the end of the talk
- f Talk to a partner.
- 1 Would any of the 'Ten top tips' have helped some of the speakers?
 - 2 Which speaker do you think was the most embarrassed?
 - 3 Have you ever been to a talk or presentation where something went badly wrong?

6 VOCABULARY collocation: word pairs

Some pairs of words in English which go together always come in a certain order, for example, we always say 'Ladies and Gentlemen' and 'right or wrong' NOT *gentlemen-and-ladies, wrong-or-right*.

- a Read the information in the box. How do you say 'Ladies and Gentlemen' and 'right or wrong' in your language? Is the order the same?
- b Take one word from A and match it with another from B. Then decide which word comes first. They are all joined with *and*.



- c Look at some common word pairs joined with *or*. What is the second word?

right or _____ now or _____ more or _____
sooner or _____ all or _____ once or _____

- d **6.6** Listen and check your answers to b and c, and notice how the phrases are linked and how *and* and *or* are pronounced. Practise saying them.

- e Match the word pair idioms with their meanings.

- 1 I'm sick and tired of hearing you complain.
- 2 I didn't buy much, just a few bits and pieces.
- 3 I've been having headaches now and again.
- 4 He's unemployed and down and out.
- 5 Every relationship needs a bit of give and take.
- 6 We've had our ups and downs, but now we get on really well.
- 7 The army were called in to restore law and order.
- 8 Despite flying through a storm we arrived safe and sound.

- | | |
|--|---------------------------|
| A problems | E compromise |
| B a situation in which the law is obeyed | F occasionally |
| C fed up | G small things |
| D without problem or injury | H without a home or money |

- f Complete the sentences with a word pair from b, c, or e.

- 1 He visits us _____, perhaps twice a year.
- 2 It's your last chance I'm afraid. It's _____.
- 3 After lots of adventures she arrived home _____.
- 4 Please stop making so much noise. I need a bit of _____.
- 5 _____ he'll realize that she's not the woman for him.
- 6 After the riots the government sent soldiers in to try to establish _____.
- 7 She's _____ of her husband. She wants to leave him.
- 8 It was an amazing storm. There was lots of _____.

7 SPEAKING

- a **6.7** When people give a talk, they usually divide what they say into small chunks, with a brief pause between each chunk. Listen to the beginning of a talk and mark (/) the pauses.

Good afternoon everyone / and thank you for coming. I'm going to talk to you today about one of my hobbies, collecting comics. Since I was a child I've been mad about comics and comic books. I started reading Tintin and Asterix when I was seven or eight. Later when I was a teenager some friends at school introduced me to Manga which are Japanese comics. I've been collecting them now for about five years and I'm also learning to draw them.

- b Listen again and underline the stressed words. Practise reading the extract.
- c You are going to give a five-minute presentation to other students. You can choose what to talk about, for example:

- a hobby you have or a sport you play
- something you really love doing
- an interesting person in your family
- a famous person you admire
- the good and bad side of your job

Decide what you are going to talk about and make a plan of what you want to say.

GET IT RIGHT making a presentation

Read through the tips in *Presentation disasters!* again to help you to prepare your presentation and to give it successfully. When you give your presentation, don't speak too quickly. Remember to pause and take a breath from time to time. This will help the audience to follow what you are saying.

- d In groups, take turns to give your presentation. While they are listening, the other students should write down at least one question to ask the speaker after the presentation is over. Then have a short question and answer session.

6A articles

basic rules: *a / an / the*, no article

- 1 My neighbour has just bought a dog. **The** dog is **an** Alsatian. He got into **the** car and drove to **the** Town Hall.
- 2 **Men** are better at parking than **women**. I don't like **sport** or **classical music**. I stayed at **home last** weekend.

- 1 Use *a / an* when you mention somebody / something for the first time or say who / what somebody / something is. Use *the* when it's clear who / what somebody / something is (e.g. it has been mentioned before or it's unique).
- 2 Don't use an article to speak in general with plural and uncountable nouns, or in phrases like *at home / work, go home / to bed, next / last (week)*, etc.

institutions (*church, hospital, school, etc.*)

My father's **in hospital**. They are building a **new hospital** in my town.

- With *prison, church, school, hospital, and university*, etc. don't use an article when you are thinking about the institution and the normal purpose it is used for. If you are just thinking about the building, use *a* or *the*.

geographical names

- 1 Tunisia is in North Africa.
- 2 Selfridges, one of London's biggest department stores, is in Oxford Street.
- 3 Lake Victoria and Mount Kilimanjaro are both in Africa.
- 4 **The** River Danube flows into **the** Black Sea.
- 5 **The** National Gallery and **the** British Museum are London tourist attractions.

- We **don't normally use** *the* with:

- 1 most countries, continents, regions ending with the name of a country / continent, e.g. *North America, South East Asia*, islands, states, provinces, towns, and cities (exceptions: *the USA, the UK / United Kingdom, the Netherlands, the Czech Republic*).

- 2 roads, streets, parks, shops, and restaurants (exceptions: motorways and numbered roads, *the M6, the A25*).

- 3 individual mountains and lakes.

- We **normally use** *the* with:

- 4 mountain ranges, rivers, seas, canals, deserts, and island groups.
- 5 the names of theatres, cinemas, hotels, galleries, and museums.

6B uncountable and plural nouns

uncountable nouns

- 1 The **weather** was terrible, but at least there wasn't much **traffic**. The **scenery** is beautiful here, but it's spoiled by all the **rubbish** people leave.
- 2 We bought **some new furniture** for the garden. That's a **lovely piece of furniture**.
- 3 **Iron** is used for building bridges. I need to buy a **new iron**. My old one's broken.

- 1 The following nouns are always uncountable: *behaviour, traffic, weather, accommodation, health, progress, scenery, rubbish, work, politics* (and other words ending in *-ics*, e.g. *athletics, economics*).
- They always need a singular verb, they don't have plurals, and they can't be used with *a / an*.
- 2 These nouns are also uncountable: *furniture, information, advice, homework, research, news, luck, bread, toast, luggage, equipment*. Use *a piece of* to talk about an individual item.
- 3 Some nouns can be either countable or uncountable, but the meaning changes, e.g. *iron* = the metal, *an iron* = the thing used to press clothes. Other examples: *glass, business, paper, light, time, space*.

plural and collective nouns

- 1 Your **clothes** are filthy! Put a pair of / some clean trousers on.
- 2 Our **staff** are very efficient.

- 1 *Arms* (=guns, etc.), *belongings, clothes, manners, outskirts, scissors, trousers / shorts* are plural nouns with no singular. They need a plural verb and can't be used with *a / an*.
- If they consist of two parts, e.g. *scissors, trousers, shorts*, they can be used with *a pair of* or *some*.
- 2 *Crew, police, staff* are collective nouns and refer to a group of people. They need a plural verb.

6C quantifiers: *all / every*, etc.

all, every, most

- 1 **All** animals need food. **All** fruit contains sugar. **All (of) the** animals in this zoo look sad. The animals **all** looked sad.
- 2 **Everybody** is here. **Everything** is very expensive.
- 3 **Most people** live in cities. **Most of the** people in this class are women.
- 4 **All of** us work hard and **most of** us come to class every week.
- 5 **Every** room has a bathroom. I work **every** Saturday.

- 1 Use *all* or *all (of) the* + a plural or uncountable noun. *All* = in general, *all (of) the* = specific. *All* can be used before a main verb (and after *be*).
- 2 *All* can't be used *without* a noun. Use *everything / everybody*, + singular verb, e.g. *Everything is very expensive*.
- 3 Use *most* to say the majority. *Most* = general; *Most of* = specific.
- 4 We often use *all / most of* + an object pronoun, e.g. *all of us, most of them, all of you, most of it*.
- 5 Use *every* + singular countable noun to mean 'all of a group'.

⚠ *every* and *all* + time expressions: *Every day* = Monday to Sunday. *All day* = from morning to night.

no, none, any

- 1 Is there any milk? Sorry, there is **no** milk. There **isn't any** (milk).
- 2 Is there any food? No, **none**. / There is **none**. But **none of us** are hungry.
- 3 Come **any** weekend! **Anyone** can come.

- 1 Use *no* + a noun and a \oplus verb, or *any* + noun + \ominus verb to refer to zero quantity. *Any* can also be used without a noun.
- 2 Use *none* in short answers, or with a \oplus verb to refer to zero quantity. You can also use *none + of* + pronoun / noun.
- 3 Use *any* (and *anything, anyone*, etc.) and a \oplus verb to mean it doesn't matter when, who, etc.

both, neither, either

- 1 **Both** Pierre and Marie Curie were scientists. **Neither** Pierre nor Marie was / were aware of the dangers of radiation. Marie Curie wanted to study **either** physics or mathematics. In the end she studied **both** subjects at the Sorbonne in Paris.
- 2 She and her husband **both** won Nobel prizes.
- 3 **Neither of them** realized how dangerous radium was.

- Use *both, either*, and *neither* to talk about two people, things, actions, etc. *both* = A and B; *either* = A or B; *neither* = not A and not B.

- 1 Use a \oplus verb. The verb is plural with *both*, and either singular or plural with *neither*.
- 2 When *both* refers to the subject of a clause it can also be used before a main verb.
- 3 We often use *both / either / neither + of* + object pronoun, e.g. *us, them*, etc. or *+ of the* + noun.

6A

a Circle the correct article.

James bought a / the / (-) new suit at the weekend.

- The weather was awful so we stayed at a / the / (-) home.
- A / The / (-) dishwasher we bought last week has stopped working already.
- I love reading a / the / (-) historical novels.
- Sarah had had an exhausting day so she went to a / the / (-) bed early.
- My boyfriend drives a / the / (-) very cool sports car.
- The teachers are on strike so the children aren't going to a / the / (-) school.
- Turn left immediately after a / the / (-) church and go up the hill.
- My neighbour's in a / the / (-) prison because he didn't pay his taxes.
- People are complaining because the council have refused to build a / the / (-) new hospital.
- Visitors will not be allowed to enter a / the / (-) hospital after 7.00 p.m.

b Complete with *the* or (-).They're going to the USA to visit family.

- I think _____ Sicily is the largest island in _____ Mediterranean.
- Cairo is on _____ River Nile.
- We didn't have time to visit _____ Louvre when we were in Paris.
- _____ south-west England is famous for its beautiful countryside and beaches.
- _____ Mount Everest is in _____ Himalayas.
- The largest inland lake is _____ Caspian Sea.
- We stayed at _____ Palace Hotel while we were in Madrid.
- Romeo and Juliet* is on at _____ Globe Theatre.
- _____ Channel Islands are situated between England and France.
- I've always wanted to visit _____ India.

6B

a Right (✓) or wrong (✗)? Correct the wrong phrases.

Our accommodation isn't satisfactory. ✓

The news are good. ✗ *The news is*

- We had a beautiful weather when we were on holiday.
- They've got some lovely furnitures in their house.
- My brother gave me a useful piece of advice.
- The police has arrested two suspects.
- I need to buy a new trousers for my interview tomorrow.
- The staff is very unhappy about the new dress code.
- Your glasses are really dirty. Can you see anything?
- The homeworks were very difficult last night.

b Circle the correct form. Tick (✓) if both are correct.

The traffic is / are awful during the rush hour.

- Athletics *is* / are my favourite sport.
- I bought a pair of / some jeans.
- Harvey's clothes look / looks really expensive.
- The flight crew work / works hard to make passengers comfortable.
- I found out some / a piece of useful information at the meeting.
- Is that vase made of a glass / glass?
- I think I'll have a / some time after lunch to help you with that report.
- I've got a / some good news for you about your job application.
- We've made a lot of progresses / progress in the last two weeks.
- My eyesight is getting worse. I need a new glasses / pair of glasses.

6C

a Circle the correct word(s).

We've eaten all the / all cake.

- Most of / Most my closest friends live near me.
- I'm afraid there's no / none room for you in the car.
- All / Everything is ready for the party. We're just waiting for the guests to arrive.
- Most / Most of people enjoy the summer, but for some it's too hot.
- She goes dancing all / every Friday night.
- We haven't got any / no onions for the soup.
- Any / None of us want to go out tonight. We're all broke.
- Nobody / Anybody can go to the festival. It's free.

b Complete the second sentence so that it means the same as the first. Use the **bold** word.I like meat. I like fish too. I like *both meat and fish*. **both**1 We could go to Greece. We could go to Italy. **either**

We could go _____.

2 I didn't stay very long. You didn't stay very long. **neither**

_____ stayed very long.

3 I think her birthday is on the 6th of May – but perhaps it's the 7th. **either**

Her birthday is on _____.

4 One of my children could read when he was four. So could the other one. **both**

_____ when they were four.

5 My brothers don't smoke. My sisters don't smoke. **neither**

_____ smoke.