

APPENDIX 1

READING 1

1. In the text, the journalist, Ann Halliday, describes what are for her the seven wonders of the modern world. Read about them.

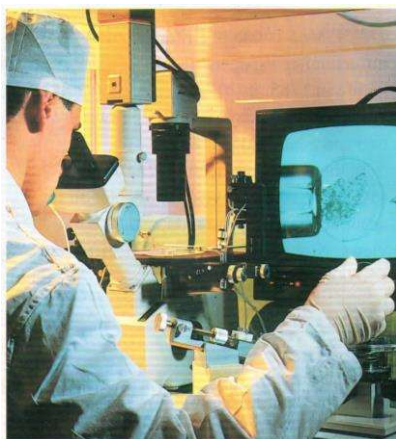
2. In what way does she say modern wonders are different from ancient wonders? Put them in order, 1 – 7, according to which you think is the most important (1 = the most important, 7 = the least important).

	computers		space travel
	medical science		holidays
	the Olympic Games		agriculture
	we are still here		

Discuss your decisions as a class.

Wonders of the Modern World

by Ann Halliday



I DON'T believe that today's wonders are similar in kind to the wonders of the Ancient World. They were all buildings and statues. In the last two centuries we have seen unprecedented technical and scientific achievements. These are surely our modern wonder Here is my list.

1. Computers

They have already revolutionized the way we live a work. But it is early days for computers. We don't know how much they are still changing the world. More computer wonders are yet to come.

2. Space Travel

Only a few years before men were walking on the moon, reputable scientists declared that it was impossible. But in 1969 Neil Armstrong stepped out of his space cap; and made his famous statement: "That's one small step for a man, one giant leap for mankind".

3. Medical Science

Surely nothing has done more for the comfort and happiness of mankind than the advance of medical knowledge! How many millions of people have benefited from the humble aspirin? How many live; has penicillin saved? Average life expectancy in Europe has risen dramatically over the last hundred years, from about 50 years in 1906 to about 75 years today.

4. Holidays

Yes – holidays! In fact there have always been holidays – in ancient Rome there were more than 150 a year – but a holiday used to mean simply a day when you didn't work. Now holidaymakers travel to all parts of the world. Perhaps you don't like so many tourists in your country, but you must agree that a phenomenon

which sees the population of Greece treble in summer, and which sends office workers and shop assistants to Spain, Turkey, or the Caribbean is a wonder of the world.



5. The Olympic Games

It is true that the Olympic Games are now commercialized and there is greed and drug abuse. However, it is a competition in which every country in the world takes part. Every four years, for a brief moment, we see these countries come together in peace and friendship. We feel hope again for the future of mankind.

6. Agriculture



In 1724, Jonathan Swift wrote, "Whoever makes two blades of grass or two ears of corn grow where only one grew before serves mankind better than the whole race of politicians". In Europe our farmers have done this. In 1709, whole villages in France died of hunger. Now, in Europe we can't eat all the food we produce. If only the politicians could find a way to share it with those parts of the world where there is still famine.

7. We Are Still Here

The last wonder of the modern world is simply that we are still here. We have bombs that could destroy the world but we have not used them. This is surely the greatest wonder of all!

3. Comprehension check. Here are seven more statements made by Ann about her choice of wonders. Which statement goes with which wonder? Discuss your answers with a partner.

- a. Surgeons can perform the most amazing operations.
- b. We see people from warring countries shake hands.
- c. Small children can program them, sometimes more easily than adults!
- d. No government dares to use such weapons,
- e. Maybe visiting one country a day is not your idea of the best way to see the world!
- f. We produce enough to feed the world.
- g. Progress in this area is slower now. Not as much money goes into research as in the 1960s.

APPENDIX 2

READING 2

1. In the text, the author describes what is the Internet.

Read about it.

Faces of the Internet

What the Internet is

The Internet is an International computer Network made up of thousands of networks linked together. All these computers communicate with one another; they share data, resources, transfer information, etc. To do it they need to use the same language or protocol: TCP / IP (Transmission Control Protocol / Internet Protocol) and every computer is given an address or IP number. This number is a way to identify the computer on the Internet.

Getting Connected

To use the Internet you basically need a computer, the right connection software and a modem to connect your computer to a telephone line and then access your ISP (Internet Service Provider).

The modem (modulator-demodulator) converts the digital signals stored in the computer into analogue signals that can be transmitted over telephone lines. There are two basic types: external with a cable that is plugged into the computer via a USB port, and internal, an expansion card inside the computer. A PC card modem is a different, more versatile option for laptops and mobile phones.

At first most computers used a dial-up telephone connection that worked through the standard telephone line. Now a broadband connection, a high data transmission rate Internet connection, has become more popular: either ADSL (Asymmetric Digital Subscriber Line), which allows you to use the same telephone line for voice and fast access to the Internet, or cable, offered by most TV cable providers.

The basic equipment has changed drastically in the last few years. You no longer need a computer to use the Internet. Web TV provides email and access to the Web via a normal TV set plus a high-speed modem. More recently, iGeneration mobile phones and PDAs, personal digital assistants, also allow you to go online with wireless connections, without cables.

Telephone lines are not essential either. Satellites orbiting the earth enable your computer to send and receive Internet files. Finally, the power-line Internet, still under development, provides access via a power plug.

Components of the Internet

The Internet consists of many systems that offer different facilities to users.

WWW, the World Wide Web, a collection of files or pages containing links to other documents on the Net. It's by far the most popular system. Most Internet services are now integrated on the Web.

Email, or electronic mail, for the exchange of messages and attached files.

Mailing lists (or listservs) based on programs that send messages on a certain topic to all the computers whose users have subscribed to the list.

Chat and instant messaging, for real-time conversations; you type your messages on the keyboard.

Internet telephone, a system that lets people make voice calls via the Internet.

Video conference, a system that allows the transmission of video and audio signals in real time so the participants can exchange data, talk and see one another on the screen.

File Transfer Protocol (FTP), used to transfer files between computers.

Newsgroups, where people send, read and respond to public bulletin board messages stored on a central computer.

TELNET, a program that enables a computer to function as a terminal working from a remote computer and so use online databases or library catalogues.

2. Read A and B opposite and decide if these sentences are true or false. If they are false, correct them.

- a. The Internet and the World Wide Web are synonyms.
- b. Computers need to use the same protocol (TCP / IP) to communicate with each other.
- c. Web TV can provide access to the Net.
- d. ADSL and cable are two types of dial-up connections.
- e. External, internal and PC card are types of connections.
- f. Information can be sent through telephone lines, satellites and power lines.
- g. The computer IP number is a way to identify it on the Internet.

3. What Internet system from C opposite should these people use?

- a. I like receiving daily updates and headlines from newspapers on my computer.
- b. I'm doing some research and need computer access to the University library.
- c. I'd like to avoid flying to Japan to attend the meeting but I want to see what's going on there.
- d. I want to read people's opinions about environmental issues and express my views.
- e. I have designed a web page and want to transfer the data to my reserved web space.
- f. I'd like to check my students' draft essays on my computer and send them back with my suggestions.
- g. I don't want to spend too much money on international phone calls but I love hearing his voice.
- h. I live in a small village where there are no other teenagers. I wish I had the chance to meet and chat with friends.

APPENDIX 3

READING 3

1. You are going to read some extracts from a story by the French writer, Jean Giono (1895-1971), called *The Man Who Planted Trees*. In it Giono describes the world of a solitary shepherd who plants trees, while in the background there are two world wars. Read the extracts and answer the questions after each one.

THE MAN WHO PLANTED TREES

Extract 1. About forty years ago, I was taking a long trip on foot over mountain heights quite unknown to tourists. All around was barren and colourless land. Nothing grew there but wild lavender.

After five hours' walking I had still not found water. All about me was the same dryness, the same coarse grasses. I thought I saw in the distance a small black silhouette. It was a shepherd. Thirty sheep were lying about him on the baking earth. He gave me a drink and took me to his cottage on the plain.

I felt peace in the presence of this man. I asked if I might rest here for a day. He found it quite natural – or, to be more exact, he gave me the impression that nothing could surprise him. I didn't actually need to rest, but I was interested and wished to know more about him.

1. Giono wrote the story in 1953. In which year does the actual story begin?

2. The story takes place in France. Which part of France do you think it is? Why? What is the countryside like?

3. Why do you think the writer is interested in the shepherd? What do you think he likes about his lifestyle?

The shepherd puts a large sack of acorns onto the table. He inspects each acorn and carefully chooses one hundred perfect ones before going to bed. The writer is curious. The next day when he goes out with the shepherd into the hills, he discovers what the acorns are for.

Extract 2. I noticed that he carried for a stick an iron rod as thick as my thumb and about a metre and a half long. He began thrusting his iron rod into the earth, making a hole in which he planted an acorn; then he refilled the hole. He was planting oak trees.

After the midday meal he resumed his planting. I suppose I must have been fairly insistent in my questioning, for he answered me. For three years he had been planting trees in this wilderness. He had planted one hundred thousand. Of the hundred thousand,

twenty thousand had sprouted. Of the twenty thousand he still expected to lose half. There remained ten thousand oak trees to grow where nothing had grown before.

That was when I began to wonder about the age of this man. He was obviously over fifty. Fifty-five he told me. His name was Elzeard Bouffier. I told him that in thirty years his ten thousand oaks would be magnificent. He answered that if God granted him life, in another thirty years he would have planted so many more that these ten thousand would be like a drop of water in the ocean.

The next day we parted.

4. How old do you think the writer was at the time of the story? A boy in his teens? In his twenties? Middleaged? Older? Why?

5. How old will Elzeard be in thirty years time? What year will it be?

6. What do you think Elzeard's ambition is? What is his vision of the future?

For the next five years the writer is a soldier and fights in World War I. The war ends in 1918 and his thoughts turn again to the tree-planter in the mountains. He returns to look for him.

Extract 3. I had seen too many men die during those five years not to imagine easily that Elzeard Bouffier was dead, especially since, at twenty, one regards men of fifty as old men with nothing left to do but die. He was not dead. As a matter of fact, he was extremely well. He had changed jobs. He had got rid of the sheep because they threatened his young trees. For, he told me, the war had disturbed him not at all. He had imperturbably continued to plant.

The oaks were then ten years old and taller than both of us. It was an impressive spectacle. I was literally speechless, and as he did not talk, we spent the whole day walking in silence through his forest. It measured eleven kilometres in length and is three kilometres at its greatest width. When you remembered that all this had come from the hands and the soul of this one man, you understood that men could be as effective as God in ways other than destruction.

7. Why did the writer think that Elzeard might have died?

8. How had the war affected Elzeard?

9. Why is the writer speechless?

10. What thoughts about human behaviour does he have in the last sentence?

The writer returns for a final visit in 1945 after World War II. Elzeard is still alive. The writer is amazed at what he sees. Not only is there the forest, but many villages have been rebuilt, and by 1953 more than ten thousand people in the area owe their happiness to Elzeard Bouffier.

Extract 4. The bus put me down in Vergons. In 1913 this village of ten or twelve houses had three inhabitants. All about them nettles were feeding upon the remains of abandoned houses. Now everything had changed.

Even the air. Instead of the harsh dry winds, a gentle breeze was blowing, laden with scents. A sound like water came from the mountains: it was the wind in the forest. Most amazing of all, I heard the actual sound of water falling into a pool. I saw a fountain had been built. Ruins had been cleared away, and five houses restored. Now there were twenty-eight inhabitants, four of them young married couples. It was now a village where one would like to live.

When I think that one man was able to cause this land of Canaan to grow from wasteland, I am convinced that in spite of everything, humanity is good.

Elzeard Bouffier died peacefully in his sleep in 1947.

11. What has happened in the writer's life that could have made him pessimistic? Is he in fact pessimistic about the world? Give a reason for your answer.

12. How is it that so many people owe their happiness to one man? What are the results of his tree-planting?

13. How old is Elzeard when he dies? Why is it so important that he had a long life? What do you think?

2. Work in groups and discuss the questions.

1. Do you think the story about Elzeard is true? Do you think Elzeard was ever married? Give reasons for your opinions. Your teacher will tell you if you are correct.

2. How would you describe the personality of Elzeard Bouffier? Do you know any people like him in your life?

3. In the context of the twentieth century and its two world wars, what message is Giono trying to make about nature and the importance of individual human beings?

3. Write a review on a book.

4. Write an essay, giving you opinion concerning the quotation:

"Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realize that we can't eat money".

APPENDIX 4

READING 4

1. Read about three charity appeals and fill in the chart:

<i>Who or what the charity tries to help?</i>	<i>How the charity helps?</i>	<i>Some of their successes and / or problems</i>

The RSPCA

Founded in 1824, the RSPCA is the world's oldest animal welfare organization. We work to promote kindness and to prevent cruelty to animals within all lawful means throughout England and Wales. Every year we find new homes for about 80,000 animals, we treat over 200,000 sick animals ranging from hedgehogs to horses, and we investigate over 100,000 complaints of cruelty.

We also work for the welfare of animals in the wild, such as whales and badgers. We are the world experts at cleaning and rehabilitating birds that have been damaged in oil spills. Every year nearly 3 million animals are used in research laboratories, and we oppose all experiments that cause pain and suffering.

We work with both governments and the farming industry to promote humane methods in the rearing of farm animals. Intensive farming methods can cause many animal welfare problems.

The society is a charity, and receives no aid from the government. Our running costs amount to £38 million a year. Please give generously.

Drought and Famine in Africa

Drought and famine have come to Africa again this year, just as they have every year for the past fifteen years. In some parts of Africa it hasn't rained for three years. There have been no crops, and the animals on which many people depend died long ago. Refugees are pouring from the countryside into the towns in their desperate search for food, and it has been estimated that over a thousand people are dying every day.

We are supplying towns and camps with food and medical supplies, but our efforts are drops in the ocean. We need a hundred times more food and medical supplies, as well as doctors, nurses, blankets, tents, and clothes. Your help is needed now before it is too late. Please give all you can. No pound or penny will ever be better spent or more appreciated.

2. Work in pairs and discuss the following question: Have you ever given money or things to charity, or worked for a charity?

3. Work in groups and imagine that you have £ 5.000 that you want to give to charity. Who would you give the money to? How would you divide it.

APPENDIX 5

READING 5

1. Read about three people talking about their favourite sport or leisure activity and make notes under the following headings:

- Which sport or activity are they talking about?
- How often do they do it?
- Where do they do it?
- What equipment do they need?
- Why do they like it?
- Are they good at it?

Sports Talk

1. Suzanne. I love many sports, but best of all – skiing. I first skied when I was six years old, and lived in Canada, and then for many years, in fact decades, I wasn't able to ski again because I was living in hot places. But since I've been living in England, I've resumed skiing and it's even better than it was. For me now the place to ski is the Alps, and particularly France. I live in England and the winters are gloomy, and there's not much sun, so one of the wonderful things about skiing for me, is the light and the brilliant sunshine that you find high, high up in the mountains. A lot of other people like it, too, and it can be rather crowded, especially around the lifts because you now have mechanical lifts that take you zooming up, flying up the mountains like a god, whereas in Canada I had to walk up if I wanted to ski down.

The equipment you need ... skis, and boots, and poles. Many people own their own equipment but I hire mine in the resort. I do have my own clothes though, and clothes are very important because skiing is quite a fashionconscious sport. Also, it's necessary to have clothes that will protect you because the weather can be very severe. You need a ski-suit, a hat, goggles to protect your eyes, socks, mittens, and a rucksack is useful to carry around your bits and pieces. Now at this point, have to confess that I am not the world's greatest skier. I would say I am a respectable skier. I'm a safe skier, but that doesn't stop you having a wonderful time. Also, there is the social life that is such an important part of skiing. You can eat and drink as much as you want because you know you're burning it all off. And then at the end of the day there's the evening, food and wine with friends and everybody talking about their excitements during the day. I love it!

2. Dorothy. I'm an elderly lady of eighty-three and I've always been interested in keep-fit, yoga and anything to keep myself mobile, and er ... two years ago, I joined a little club run by the Salvation Army, where about eighteen of us meet together and we go through all our movements with music – it's very enjoyable. Needless to say, I am the eldest one there, but I'm able to do most of the exercises, when I feel OK. When I've got a bad bout of sciatica, I've got to ease up a bit.

How often? I go once a week on a Thursday for ..., oh we exercise for about three quarters of an hour, and then we end up with having a nice lunch, which is always very good, and that is at the Salvation Army Hall in Branksome. Who with? Lots of my friends; I have made friends since joining because I was a complete . stranger when I went there but now there's a lot of people I can call my friends. And for this keep-fit we just wear a leotard with a nice bright yellow top and feel very smart. And across the top it says, "Branksome is fighting fit". And am I good at it? Well – I think I am ... and the instructress tells me, or tells the others rather, that I am an example to the rest of them.

I = Interviewer M = Martin

I: So Martin, what sports do you play?

M: I play football, volleyball, tennis, and table tennis but volleyball is my favourite game as it's a team game and you can play it with your friends, and enjoy it as a team.

I: Is it quite a fast game as well?

M: Yeah. It is a fast game and that's another reason why I enjoy it.

I: How exciting ...

M: Yes.

I: Where do you play, then?

M: I play at local sports centres more during the winter and sort of play in tournaments around England. I also, in the summer, play beach volleyball.

I: Is beach volleyball different from the volleyball you play in the centres?

M: Yes, it's a very different game. Instead of six players on a team, it's only two players.

I: You mentioned you played in tournaments – now do you do quite well in the tournaments?

M: Yes, I've played for South West England and we've got through to the semi-finals of different England tournaments, and for Wessex, my other volleyball team, we've actually won a few tournaments. So yes, I have done quite well.

I: Oh well done! What sort of equipment do you need?

M: Well, first of all you need the ball and the net, and obviously the court ... but you may also need knee pads and your volleyball kit.

I: OK ... knee pads because you fall on your knees a lot?

M: Yes ... 'cos you ... when diving and things like that ...

I: Diving?

M: Diving ... yeah.

I: It sounds like swimming. That means jumping to catch the ball?

M: Yeah, jumping to get a ball up in the air.

I: Yes, all right. So how often do you play volleyball then Martin?

M: Well during the season, which is about September to June, I play twice a week. One of those is training, and one of those is a match. And during the summer I play beach volleyball, but that's only once a week.

2. Work in pairs. Discuss questions: 1) What sports do you do? Where? How often? Are you good at ...?

APPENDIX 6

READING 6

1. Work in pairs. Do you know any typical meals from the following countries?

France	Turkey	Italy	England	India	Spain
	Mexico		Switzerland	America	Greece

2. What do you think influences a country's food? What influences the food in your country?

3. Read the text.

In Search of English Food

by Verona Paul and Jason Winner

How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish, and Italian – but where are the English restaurants?

It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagne instead of shepherd's pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the end of the 20th century and we can get ingredients from all over the world in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The answer to these questions is a resounding 'No', but to understand this, we have to go back to before World War II.

The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world – chickens, rabbits, apples, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food.

The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture

of boiled vegetables covered in white sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!

However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world!

4. Read the article more carefully. Choose the best answer, a, b or c.

1. The writers believe that British cooking ...
 - a. has always been very bad.
 - b. was good until World War II.
 - c. is good because it is so international.
2. They say that the British ...
 - a. eat only traditional British food in their homes.
 - b. don't like cooking with foreign ingredients.
 - c. buy lots of foreign ingredients.
3. They say that the British weather ...
 - a. enables the British to produce good quality food.
 - b. often ruins fruit and vegetables.
 - c. is not such an important influence on British food as foreign trade.
4. They say that World War II had a great influence on British cooking because ...
 - a. traditional British cooking was rediscovered and some good cheap recipes were produced.
 - b. people had limitless supplies of home-grown food.
 - c. people started to believe that British food was boring, so after the war they wanted to cook more interesting and international dishes.
5. They say that ...
 - a. British tourists try lots of new dishes when they are abroad.
 - b. nowadays it is very unusual for British people to cook British food.
 - c. literature and language are more culturally important than food.
6. The writers' final conclusion about British cooking is that ...
 - a. there is no hope.
 - b. you will only be able to get British food in expensive restaurants.
 - c. you will be able to get more good traditional British dishes, especially in pubs.

5. Do you agree that food is as much a part of a country's culture as its landscape, language, and literature?

6. Which are your favourite places to eat in your country? Why?

APPENDIX 7

READING 7

1. You are going to read about three modern servants. Divide into three groups.

- Group A Read about the nanny.
Group B Read about the cook.
Group C Read about the gardener.

2. Read your article and answer the questions. Use your dictionary to help with new words. Discuss your answers with your group.

- What and who influenced her / his choice of career?
- What did her/his parents want her / him to do?
- What was the parents' attitude to the choice of career at first?
- Has the parents' attitude changed? If so, why?
- In what ways do the parents think that times have changed since they were young?

3. Read your article again. Which of the following multi-word verbs can you find in your article? Underline them.

bring up (1)	look after, educate (a child)
bring up (2)	mention (in conversation)
carry on	continue
drop out	leave, not complete (a college course)
fall out	quarrel and no longer be friends
get on with	have a good relationship with
get over	recover from (an illness, a shock)
give up	stop (a job, a habit, e.g. smoking)
go through	experience
grow up	change from child to adult
look after	take care of
make up (1)	invent
make it up (2)	be friends again after an argument
pick up	learn unconsciously (e.g. a language)
put off	postpone
be taken aback	be surprised
take after	resemble
turn out	be in the end
take over	take control of

The modern servant – the nanny, the cook, and the gardener

The nanny. Amanda Peniston-Bird, 21, is the daughter of a judge and has just completed a two-year training course to be a nanny at the Norland Nursery Training College. She and her mother talk about her choice of career.

Amanda. My sister Charlotte was born when I was seven and my mother decided she needed a nanny to look after us. So we got Alison. She was very young, seventeen I think, and wonderful. I adored her. She only worked part-time with us before she started

her training at Norland College. She had to dress us in the morning and take me to school. After school she made us delicious teas and read us stories in bed. On Charlotte's birthday she organized a fantastic party.

When Alison left, we had a trained nanny who lived with us and worked full-time. She was called Nanny Barnes by everyone, including my parents. She was older and quite traditional and wore a uniform. It was then that I realized that I wanted to be a nanny. I have always got on well with children. I have always enjoyed taking care of my sister and younger cousins. My father wanted me to be a solicitor. I told Mummy very firmly that I wanted to be a nanny when I grew up. At the time she laughed. I know that she and Daddy thought it was just a childish phase I was going through, but it wasn't. They thought I would follow in my father's footsteps and study law. But I didn't. There were some terrible rows but I didn't go to university. I left school and spent a year working at Ludgrove School, where Prince I William used to go. Then I started my training course at Norland College. I finished the course last month and I've applied for the post of nanny to twins aged six months. Mummy and Daddy weren't angry for long, we made it up before I went to college, and they have encouraged me ever since.

Amanda's mother. Her father is still a wee bit disappointed that she didn't take after him and study law, but I think we're both proud, and also pleased, that she has made her own decisions in life and done so well. We have brought her up to be an independent thinker, so we can't complain. Everything has turned out for the best. I had a nanny when I was a child but I never thought of being one myself, but times have changed and 'nannying' has been socially acceptable for a long time. It wasn't just Princess Diana who made it fashionable!

The cook. Giles Mildmay, 24, has been a professional cook for three years. His father, George, owns a two-hundred-acre farm in Devon. The family have farmed in Devon for over three hundred years. Giles' younger brother Tobias is studying farm management at Exeter University. Giles and his father talk 10 about his choice of career.

Giles. My grandfather thinks I'm mad! I think I've always been interested in food. My grandparents (on my mother's side) lived in a huge old manor house in Lincolnshire and they had a wonderful cook. She made fantastic standard English food; her roast beef and Yorkshire pudding was out of this world. I used to love going down to the kitchen and watching her work, and I picked up a lot of cooking tips from her. I realized that I wanted to be a cook when I was about 12. I went to a boarding school and when other boys chose to do sport, I chose cookery. By the time I was 15. I had taken over the cooking at home for my parents' dinner parties, and I had started to make up my own recipes. I knew my parents would not approve of cooking as a career, so I decided to introduce them slowly to the idea. I told them that I wanted to do a cookery course for fun, and I went for a month to a hotel in Torquay. I enjoyed it so much, I knew I couldn't put off telling my parents any longer, so I brought the subject up one night over dinner.

At first there was silence, and then my father asked me why. I explained that cooking was like painting a picture or writing a book. Every meal was an act of creation. I could see that my father was not convinced, but he didn't get angry, he just patted me on the shoulder and smiled. My mother kissed me. And now that I have opened my own restaurant, I think they are very proud of me. However, my grandfather (on my father's side) is not so kind, he thinks I'm mad to have given up farming.

Giles' father. I know that times have changed, but I was brought up with a butler and a cook to look after me, and I never went near the kitchen. I was taken aback at first when Giles announced what he wanted to do. His grandfather still hasn't got over it, but his mother and I are delighted that he is doing something he enjoys. Nowadays anyone with a job that they enjoy is very lucky.

The gardener. Hugo Grantchester, 26, has been a gardener and a tree surgeon for four years. He went to Oxford University to study archaeology, but he dropped out after just one term. His father, Hector, is a surveyor and his mother, Geraldine, is an interior designer. Hugo and his mother talk about his choice of career.

Hugo. My parents were furious. When I was 11, we moved to a large Tudor house in East Anglia which had three acres of garden. We had a gardener who lived in a little cottage at the end of our drive. I used to spend hours watching him work and talking to him. I think I picked up a lot about gardening without realizing it, because one summer, when I was still at school, I took a job at a garden centre and I knew all the names of the plants, and I could give people advice. Then I went to university and it was a disaster. After a term I told my parents that I was going to give it up and go back to work in the garden centre. They were furious, we had a terrible row, and they didn't speak to me for months. But I knew it was a waste of time to carry on studying archaeology, and the moment I started gardening again, I knew I'd made the right decision. I've enjoyed every moment of the last four years and my parents have learnt to accept what I do, not only because they can see how happy I am 35 but also because a lot of my university friends have found it difficult to find good jobs or have been made redundant. Sometimes people are quite taken aback when they find out that their gardener went to university, but I think it makes them respect my opinion more when I'm helping them plan their gardens.

Hugo's mother. His father and I were so delighted when he went to Oxford, but when he gave it up so soon we were very, very angry. We thought manual labour was not the career for our only son. We fell out for months, Hector refused to allow Hugo into the house, and we all felt thoroughly miserable. But our daughter told us not to worry because Hugo would be a millionaire by the time he was forty. Anyway, we've made it up now we can see how happy he is, even though he hasn't become a millionaire yet!

Times have changed and all kinds of people do all kinds of work, and I think the world's a better place for it!

APPENDIX 8

LINKING WORDS

Personal opinion: In my opinion, / In my view, / To my mind, / To my way of thinking, / Personally I believe that / It strikes me that / I feel very strongly that / I am inclined to believe that / It seems to me that / As far as I am concerned, / I think that the world would be a much better place without nuclear power.
To list advantages and disadvantages: One advantage of / Another advantage of / One other advantage of / A further advantage of / The main advantage of / The greatest advantage of / The first advantage of travelling to work by bicycle is that it is cheap; you don't have to pay for fuel. One disadvantage of / Another disadvantage of / One other disadvantage of / A further disadvantage of / The main disadvantage of / The greatest disadvantage of / The first disadvantage of travelling to work by bicycle is that you have no protection from the rain.
To list points: Firstly, / First of all, / In the first place, / Secondly, / Thirdly, / Finally, / To start with, people who live in the country suffer fewer health problems than those who live in the city.
To list points in a specific sequence: BEGINNING - First, / To start with, / To begin with, / First of all, wash the wound with cold water. CONTINUING - Secondly, / After this/that, / Afterwards, / Then, / Next, wrap a bandage around the cut. CONCLUDING - Finally, / Lastly, / Last but not least, place the patient in a comfortable position and allow them to rest.
To add more points on the same topic: What is more, / Furthermore, / Apart from this/that, / In addition (to this), / Moreover, / Furthermore, / Besides (this), / ... not to mention the fact that cars are extremely expensive to maintain. Cars are also extremely expensive to maintain. Cars are extremely expensive to maintain too. Not only are cars harmful to the environment, but they are extremely expensive to maintain as well. Cars are both harmful to the environment and expensive to maintain.
To refer to other sources: With reference to / According to the article in yesterday's Guardian, the unemployment rate is falling in Britain.
To give examples: For instance, / For example, by reducing your intake of red meat you can decrease your chances of having a heart attack in later life. By reducing your intake of foods such as / like beef and lamb you can decrease your chances of having a heart attack in later life.

To express cause: The government decided not to fund the scheme because /owing to the fact that / due to the fact that / on the grounds that / since / as it seemed likely to fail. In view of / Because of / Owing to the scheme's high chances of failure, the government decided not to fund it. The scheme is likely to fail; for this reason the government has decided not to fund it.
To express effect: He passed his exams; thus, / therefore, / so / consequently, / as a result, / as a consequence, / for this reason, he was able to go to university.
To express purpose: The government decided not to introduce the death penalty for fear (that) innocent people would die. The government decided not to introduce the death penalty so that innocent people would not die. The government decided not to introduce the death penalty so as to / in order to avoid the deaths of innocent people.
To emphasise what you say: Clearly, / Obviously, / Of course, / Needless to say, if everyone were allowed to carry a gun, the crime rate would rise considerably.
To express reality: It is a fact that / In effect, / In fact, / As a matter of fact, / The fact of the matter is (that) / Actually, / In practice, / Indeed, / To tell you the truth, a crash helmet would be quite useless in the event of a serious motorcycle accident.
To express the difference between appearance and reality: Initially, / At first, / At first sight, his injuries seemed minor, but when the doctors examined him, they discovered he had fractured his skull.
To make partially correct statements: Up to a point, / To a certain extent, / To some extent, / In a sense, / In a way, this is true as women in society are far less likely to use physical violence than men.
To express limit of knowledge: To the best of my knowledge, / As far as I know, there is no firm proof of the existence of aliens.
To state other people's opinion: It is popularly believed that / People often claim that /It is often alleged that / Some people argue that / Many argue that / A lot of people think that / A lot of people believe that the earth is the only planet in our solar system that has ever supported life.
To make contrasting points: It is a known fact that smoking causes cancer, yet / however, / nevertheless, / but / at the same time / even so, / still, / nonetheless, millions of people around the world continue to smoke. Although / Even though / Regardless of the fact that / In spite of the fact that / Despite the fact that / While it is a known fact that smoking causes cancer, millions of people around the world continue to smoke.
To express balance (the other side of the argument): Dogs are good pets in that they provide companionship; however, / but / on the other hand, / although / yet, / at the same time, / in contrast, feeding and grooming a dog can be expensive and time-consuming.

To express exception:
He read all the books but / apart from / except (for) one: "Oliver Twist".
To clarify/rephrase:
In other words , / That is to say , / To put it another way , if people made more of an effort to protect the environment, the world would be a much healthier place to live in.
To express similarity:
Alcohol reduces our ability to concentrate on our work; similarly , / likewise , / in the same way , it reduces our ability to concentrate while driving.
To give an alternative:
We could switch to (either) solar power or wind power. We could switch to solar power. On the other hand , / Alternatively , wind power is also an environmentally friendly option.
To express condition:
I told him that he could borrow my car on the condition that / provided (that) / providing (that) / only if / as long as he didn't drive it too fast. In the event of trouble, / In the event that trouble should start, / If trouble should start, lock all the doors and windows. Take an umbrella in case of rain/ in case it rains. He asked me whether (or not) I wanted to go. You had better lock all the doors otherwise/or (else) you will be in trouble.
To express the consequence of a condition:
The company is hoping for a government loan; consequently , / then / so / in which case , it will be able to provide fifty new jobs. I'm hoping the club will be open tonight; if so , we'll have a great time, if not , / otherwise , we'll have to go home.
To express comparison:
This car is as fast as / more comfortable than / twice as fast as / less comfortable than mine.
To conclude:
Finally , / Lastly , / Above all , / All in all , / Taking everything into account , / On the whole , / All things considered , / In conclusion , / As I have said , / As was previously stated , / To sum up , it is unlikely that mankind will ever bring an end to all wars.
Reference:
I wish to make a complaint regarding / concerning one of your shop assistants. I am writing with respect / regard / reference to / in regard / reference to your recent letter of application.
Summarising:
In short / Briefly / To put it briefly , the film was the best I've ever seen.