

- 1 a. Do you ever need to surf the Internet for study/work purposes? Which language do you tend to use?
- b. Look at the following sentences and decide whether you think they are true or false.
- 1 Approximately 75% of web pages on the Internet are in English.
 - 2 5% of the world's population speak English well.
 - 3 Chinese languages are more widely spoken than English.
 - 4 Most people prefer to use English when shopping online.

Now read quickly through lines 10-25 of the article to check your answers.

- c. In pairs, look at the title of the article and the introduction to the text. Discuss what you think the text might be about.

STRATEGY POINT

- Read the text through and think of what kind of information is missing.
- Read the list of missing sentences. Cross out the one used in the example.
- Fit the sentences into the gaps.
- Remember to look for clues such as reference words (it, that, he)
- Check your answers and read the text through to see if it makes sense. Remember that there is one sentence you do not need to use.

- 2 Read the article and choose the most suitable sentence (A-H) for each gap (1-7). There is one extra sentence which is not needed. Which words helped you decide?

- A They may also have to change their way of doing business to suit certain customers.
- B The reason for this is that, quite simply, the quality is not good enough for professional use.
- C One reason for this is that both Europe and Asia have become growth areas for the Web.
- D But one thing which is certain is that a growth in the use of the Internet is **guaranteed**.
- E They are more likely to have the flexibility to be able to adapt quickly to changes.
- F What is more, the number of **proficient** speakers of the language is only slightly higher.

A Multilingu@ Internet?

As both Asian and European markets use the Internet more and more to conduct business, there will be an increasing need for more language choices for the different markets.

What do you think is the world's most widely spoken language? Most people are under the impression that it is English as this is the language that is used most frequently on the Internet. If this were true, it would, of course, bring enormous **benefits** for both worldwide communications and understanding, although it could also become a threat to cultural diversity. And English certainly does seem to be everywhere, from films to pop music and TV, and from business to science and other **fields**.

It comes as quite a surprise then that even though around 75% of the pages on the Web are in English, this is the mother tongue of only 5% of the world's population.

1 This means that a relatively small number of the world's population can communicate well in English. Also, the numbers of people who can speak English is nowhere near as high as it is for other languages such as Chinese or Spanish.

So with more and more people **accessing** the Internet nowadays, including many businesses wanting to **conduct** e-business, the position of English is beginning to change.

2 As businesses in these regions increase their use of the Internet it has become apparent to many of them that people would rather buy things online if they can order in their own language. It has also been pointed out that many people see the use of English as a threat to cultural diversity.

As a result, companies wanting to reach world markets are now beginning to realise they will have to translate their websites for their various customers. However, **creating** a multilingual website is not an easy task. **3** And unfortunately, they are problems with no easy solutions.

- G Most companies cannot afford to translate their sites into English.
- H Companies wishing to translate their sites for different markets face both technical and linguistic difficulties.



For one thing, companies are unable to use the automated translation systems which already exist in the market.

4 This has left businesses all over the world facing a huge challenge with virtually no real information about how to do it. 35

And translating websites is only the first step that companies will have to deal with. There are also likely to be customers with questions or problems that they will need to discuss in their own language. Another thing companies will need to do is **adapt** their advertising materials so as not to offend 40 different cultures. **5** In Japan, for example, they do not tend to give their credit card details over the Web. There are also all sorts of legal issues to take into consideration.

Such vast changes will not happen overnight. In the first place it is impossible to say exactly how many texts there 45 are on the Web as the number is changing all the time.

6 Companies doing e-business simply need time to translate their sites into the various languages necessary to do business. Meanwhile, more and more material in different languages is being added to the Web at an ever-50 increasing **pace**.

While all this is happening, small **local companies** doing e-business only in the language of their target market and who are also aware of the cultural aspects of that market, will certainly be at an advantage. **7** The problems of 55 language and culture could well limit larger companies from **expanding** and so offer more opportunities to smaller businesses in poorer areas of the world.

4 Match the words. Make sentences using them.

A	B
mother	use
cultural	tongue
credit card	diversity
access	markets
professional	the Internet
world	details

My mother tongue is Polish.

5 Text Analysis

5 Here are some phrases from the text you have just read. Choose the correct meaning of each phrase.

- 1 ... a threat to cultural diversity (lines 6-7)
 - a cultural variety might be attacked
 - b cultural variety might disappear
- 2 ... become growth areas ... (sentence C)
 - a are increasing in size
 - b are increasing their business activities
- 3 ... a huge challenge (line 34)
 - a having to translate sites into different languages
 - b having to improve the quality of existing systems
- 4 ... translating websites is only the first step (line 36)
 - a there will be further problems to face
 - b websites need to be translated first
- 5 ... change their way of doing business (sentence A)
 - a companies will need to change the products they sell
 - b companies will need to change their approach to business
- 6 ... could well limit larger companies ... (line 56)
 - a larger companies will be limited by smaller companies
 - b larger companies will be at a disadvantage

6 Discussion

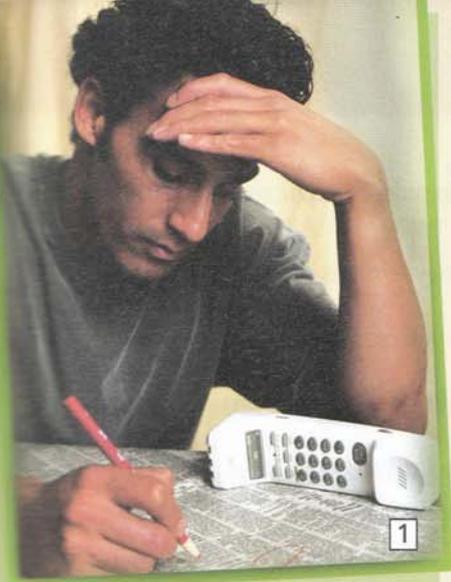
- 6** Now scan the text, underline and note down the reasons why websites will need to become multilingual in the near future. Then, in pairs, discuss any other reasons you can think of for developing multilingual websites.

7 **THINK!** In pairs, discuss the following questions.

- How might a multilingual Internet help you in your studies/work?
- Can you think of any drawbacks to such a system?

Vocabulary Practice

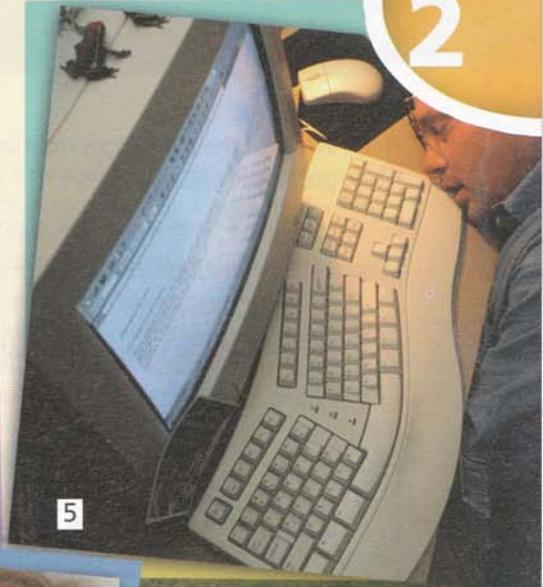
- 3** In pairs, look at the words in bold in the text and try to explain them.



1



3



5

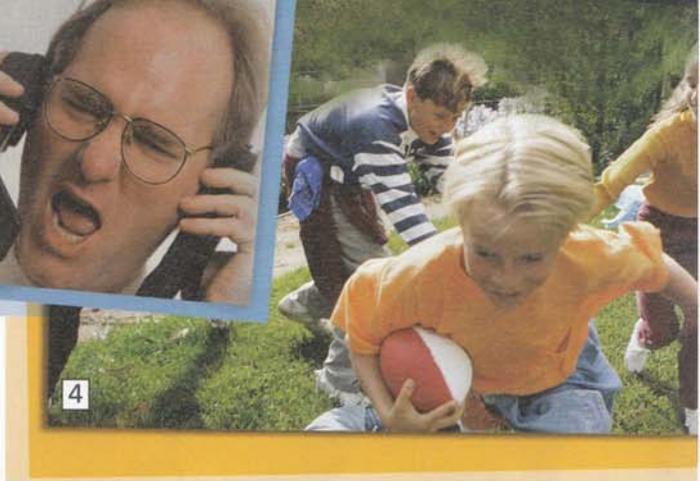
Moods and Feelings

Lead-in

- 1 a. Can you guess how the people in the sketches (1-7) feel? Match them with the groups of adjectives (a-g) below. Can you add any more adjectives to each group?



2



4



1 f

- a angry, cross, annoyed
- b surprised, shocked, amazed
- c happy, glad, pleased, cheerful



7



2

- d tired, exhausted, sleepy
- e stressed, worried, thoughtful
- f afraid, frightened, scared
- g sad, miserable, unhappy



6



3



4



5

- b. Look at the pictures (1-5). How do you think these people feel? Use adjectives from Ex. 1a to make sentences, as in the example.

1 The man in this picture looks rather sad and miserable.

- c. How do you feel about the following things? Act out exchanges, as in the example.

- cooking • travelling to work
- writing letters • shopping
- going to the cinema • exercising
- driving • tidying up

- frustrating
- relaxing
- dull
- enjoyable
- boring
- tiring
- stressful

A: I find cooking really enjoyable.
B: Really? I don't. In fact, I find it quite stressful.

- 2 **THINK!** Paraphrase the following statements. Do you agree or disagree? Why (not)?

A day of sorrow is longer than a month of joy.

Where there is love there is happiness.

- 3 a. Listen and write how each person feels.

Speaker 1 Speaker 3
Speaker 2

- b. Think of a situation and talk about how you felt to your partner.

- 1 Which of the following is most important to your personal happiness? Rank them in order of importance, then compare your list to your partner's.
- health • close family ties • marriage • hobbies • children • possessions • money • status
 - friendship • career • self image • other
- 2 a. Look at the title, the first and the last paragraph of the article and discuss the following:
- 1 What is the article about?
 - 2 What do you expect to read?
 - 3 What do you think Janet's steps to happiness will be? Make a list.
- b. Skim the text and check if your guesses were correct.
- c. Read the article and choose from the list A-H the sentence which best fits each gap (1-7) in the article. There is one extra sentence which you do not need to use. Which words helped you with your answers?



Happy?

Our **desire** for happiness has helped develop a multi-million pound industry focused on pleasure. Despite this, many of us still seem to be unhappy! Psychologist Janet Wells seems to know exactly why.

Here we uncover her secrets of how to actually **achieve** that missing happiness.

In the past, people rarely discussed whether they were happy or not and kept their feelings to themselves. Today though, magazine articles giving advice on the pursuit of happiness bombard us from all sides. It would appear that being unhappy is now generally unacceptable, especially where the younger generation is concerned. These days, it is that particular group that feels quite comfortable talking **openly** about happiness or a lack of it. They believe that a state of happiness equals success and that without success they are nothing.

It seems that people are more willing to try to react differently to life's events. Janet is a fine example of this and has found that changing her **outlook** has brought her a certain amount of happiness. For example, never admitting that she was wrong because that would undoubtedly make her seem weak and **vulnerable**, or criticising herself endlessly, certain that she did not deserve success and happiness.

She was, at one point, a definite pessimist. The turning point in her life was when the knowledge she gained through her studies allowed her to face up to the fact that it was possible to actually get rid of doubts and learn to be more contented with yourself and your life. This helped her to change many aspects of her life, including her outlook, her relationships and her choices.

Change, of course, brings uncertainty and uncertainty can create fear. Most of us tend to stay with what we know rather than choose any form of change. As a result, we continue to be unhappy. If we do decide to change things, however, we then begin a journey that only we can map out. According to Janet's research, people can have similar **upbringings** yet have very different ideas and responses to the exact same events.

STRATEGY POINT

- Read the text. Think of what kind of information might be missing.
- Read the missing sentences and identify the main point in each.
- Remember there is one extra sentence you do not need to use.
- Read the sentences before and after each gap. Look for clues such as reference words (he, there, it etc) or linking words before and after each gap.
- Check that your option fits the gap grammatically.
- Read the whole text and check whether it makes sense.

In support of these findings she quotes the ancient Greek philosopher Epictetus who said, "It is not things in themselves that trouble us, but our opinion of those things." [4] It is not always possible to change what happens to us, but we can always change how we translate what happens to us.

Janet herself has had to deal with moments of both happiness and unhappiness in her own personal life. She admits to not being able to actually help people to be happy, but stresses that if you can prevent unhappiness then you have a good chance of being a contented individual. [5] Although it is something we each need to do for ourselves, as long as we really want to succeed, she believes we will be able to bring about change.

She would, however, like to advise people that happiness is not a goal but an emotional response to things that happen and that it is perfectly natural to feel sad at times. In order to help happiness develop and grow, we need to feel accepted by those around us and feel like valuable members of society. [6] **Focusing** on the positive things going on around us is the key.

In thinking and worrying about what has happened in the past and anxiously planning the future, we can shut ourselves off from any positive feelings for what lies ahead. [7] Generally speaking, she recommends living for now, giving yourself a little reward, not because you **deserve** it, but because it is a pleasant, positive thing to do to encourage positive thinking.

- A Janet warns that we should not **criticise** or **demand** too much of ourselves as this could undermine feeling accepted and valued.
- B She believed that if you expected little in life then you would be able to avoid disappointment.
- C So, we create our own translations of things that happen in life and those translations make us decide how we feel about an event and what we need to do about it.
- D As a result, the aspect of surprise and pleasure can be lost.
- E We can, however, also learn from other people.
- F She began to understand that she had made her own life difficult because she tended to think or act in harmful ways.
- G Unhappiness is a completely rational response to certain losses.
- H She would like to help people achieve that level of **contentment**.

➔ Vocabulary Practice

- 3 a. Explain the words in bold in the text.
b. Underline all the adjectives which describe feelings. Can you think of a synonym for each one? What are the nouns related to them?

Adjective: happy-joyful Abstract noun: happiness

➔ Text Analysis

- 4 Look at the phrases taken from the text and explain the underlined parts in your own words.
- 1 ... magazine articles ... bombard us from all sides. (line 4)
 - 2 ... allowed her to face up to the fact that ... (after lines 21-22)
 - 3 ... we then begin a journey that only we can map out ... (lines 30-31)
 - 4 So, we create our own translations of things ... (Sentence C)

➔ Discussion

- 5 **THINK!** In pairs, discuss three of the main points the writer makes.
- 6 **THINK!** In pairs, discuss the following questions.
- What do you do to cheer yourself up?
 - Are you an optimist or a pessimist? Give examples.

Moods and Emotions

- 1 a. Look at the list of adjectives below. Which are positive/negative?



- depressed • cheerful • generous • stressed
- frustrated • calm • glad • relaxed • joyful
- aggressive • happy • lonely • worried • angry
- nervous • sad • excited • furious • shy • tense
- lazy • optimistic • proud • terrible • funny

- b. Rewrite the following sentences as many times as you can using the adjectives in the list to replace the words in bold.

- 1 Jack is in a **good/bad** mood today.
- 2 Maria feels/is feeling **sad/happy** today.

Physical Sensations

- 2 a. Match the feelings to the physical sensations, then make sentences, as in the example.

Feelings	Physical sensations
angry	butterflies in the stomach
frightened	heart pounding
excited	sweaty palms
hungry	rush of adrenaline
stressed	stomach rumbling
nervous	red face

I was so angry my face was red.

- b. What feeling does someone in your country express when they:
- clench their fist • frown
 - drum their fingers • lick their lips
 - raise their eyebrows • wrinkle their nose?

In my country people clench their fist to show they are angry.

Expressing feelings

- 3 a. Cross out the words in the box which don't go with the verb 'feel'.

FEEL

- fear • lonely • astonished
- stressed • sick • irritable • alive
- angry • offended • frustrated • hungry
- better • panic • strong • healthy
- obsessive

- b. When do you usually feel like that? Discuss.

A: *I always feel stressed when I have to take an exam. What about you?*

B: *I feel stressed when I go to the dentist's.*

- 4 a. Listen to five people talking about different situations. Match each speaker to the way they feel.

- A They're dreading a visit from their cousin. Speaker 1
- B They're looking forward to their friend coming. Speaker 2
- C They find student life fascinating. Speaker 3
- D They miss their friend. Speaker 4
- E They like having friends over for dinner. Speaker 5

- b. In pairs, use verbs/phrases from the statements above to talk about the times you experience similar feelings.

A: *When do you dread something?*

B: *On school days, I dread waking up in the morning.*

Extreme Adjectives

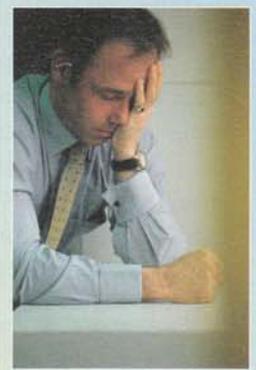
- 5 In pairs, use the adjectives from the list to act out short exchanges.

- furious • overjoyed • exhausted • delighted
- appalling • filthy • heartbroken • fantastic
- huge • delicious • terrified

A: *You must be tired.*

B: *Tired! I'm exhausted!*

- 1 You must be pleased.
- 2 You must have been scared.
- 3 You look angry.
- 4 The food was bad.
- 5 She seems happy with her exam results.
- 6 Sarah seemed upset.



- 6 Underline the correct form of the adjective.

- 1 The music in that restaurant was quite relaxed/relaxing.
- 2 I was very pleased/pleasing that you decided to join us.
- 3 The children were very depressed/depressing when the field trip was cancelled.
- 4 I find horror films quite terrified/terrifying.

5. How **surprising/surprised** he's not home yet!
6. They were very **excited/exciting** when their team won the football match.

Idioms and fixed phrases

7 a. What character qualities are these animals associated with? Look at the pictures and complete the idioms.



- 1 as brave as a(n) *lion*
- 2 as wise as a(n)
- 3 as stubborn as a(n)
- 4 as cunning as a(n)
- 5 as quiet as a(n)
- 6 as sick as a(n)
- 7 as proud as a(n)
- 8 as slow as a(n)

b. Now match the adjectives from above with their opposites below.

- flexible • straightforward • modest
- foolish • quick • cowardly • noisy • healthy

c. How would you describe the people below using the idioms from Ex. 7a?

Someone who

- takes a long time to do something
- is intelligent and well informed
- has no fear and is ready to face danger
- does things behind people's backs
- is very arrogant

Words often confused

8 Underline the correct item.

- 1 Since I've moved out, I do miss/lose my parents.
- 2 He could feel his anger growing/heating.
- 3 It feels strange/strangely to be here.
- 4 I felt as/like a child again.
- 5 He finds it difficult to express/tell his feelings.
- 6 She is trying to hide her true/authentic feelings.
- 7 She always wants to please/enjoy other people.
- 8 I'm sorry I've injured/hurt your feelings.

Phrasal Verbs Appendix 2

9 a. Fill in **up** or **down** to complete the sentences. Then, explain the phrasal verbs in bold.

- 1 She's been quite depressed recently. This holiday will really **cheer** her
- 2 **Calm**! Things aren't as bad as they seem!
- 3 Things are **easing** a bit at work. I won't have to work so late from now on.
- 4 I don't like watching sad films. They always **get** me
- 5 You have been so stressed lately; you must relax and **loosen** a bit or you will get ill.
- 6 Bob really **let** me I was counting on him to complete the project on time.
- 7 **Open** a bit and tell me how you feel.
- 8 It's been such a tiring day, let's go to the cinema and **wind**

b. Use phrasal verbs from above to decide what you would say to someone who:

- 1 you are relying on
- 2 looks depressed
- 3 won't tell you what is wrong
- 4 seems to be overworking

Prepositions Appendix 1

10 Fill in: **for, at, of, in, about, to, by, with**. Then make sentences.

- 1 afraid sth;
- 2 amused sth;
- 3 angry sb;
- 4 annoyed sb
- 5 anxious sth;
- 6 ashamed sb;
- 7 bored sth/sb;
- 8 brilliant sth;
- 9 close sb;
- 10 delighted sth;
- 11 disappointed..... sth/sb;
- 12 excited sth;
- 13 faithful sb;
- 14 friendly sb;
- 15 frightened sth;
- 16 furious sb sth;
- 17 grateful sb sth;
- 18 jealous sb;
- 19 nervous sth;
- 20 pleased sb;
- 21 proud sth;
- 22 rude sb;
- 23 sensitive sth;
- 24 upset sth



Reading

- 1 a. You are going to read an extract from *Sense and Sensibility* by Jane Austen. From the title of the novel, what do you think you are going to read about?
- b. Read the short text about the author and the novel. In pairs, write down three questions you have about the text. Skim the text to see if your questions were answered.



Jane Austen (1775-1817), a famous English writer, wrote about the ordinary world of men and women as it was in the early 19th century, a place where love and romance were hindered by economics and human imperfection. Her heroines had distinct personalities and her characters were never completely good or completely evil but more complicated mixtures. Some of her most famous stories are *Pride and Prejudice* (1813), *Sense and Sensibility* (1811), *Mansfield Park* (1814) and *Emma* (1815).

In this extract from *Sense and Sensibility*, Mr Henry Dashwood has recently died and left all his money to his son from his first marriage, John. His second wife, Mrs Dashwood, and her three daughters are left without a permanent home and very little money. Mr John Dashwood is weak and his wife is selfish and they have little concern for the family's welfare.

- 2 a. Seven sentences have been removed from the text. Choose from the sentences (A-H) the one which fits each gap. There is one extra sentence which you do not need to use.
- b. How have the underlined words/phrases helped you decide?

Vocabulary Practice

- 3 a. Match the words in columns A and B to form collocations. Then make sentences using them.

A	B
hasty	behaviour
strong	humoured
thoughtless	emotions
good	control
self	decisions

Sense and SENSIBILITY

No sooner was the funeral over, than Mrs John Dashwood, without sending any notice to her mother-in-law, arrived with her child and her servants. No one could dispute her right to come. After all, the house was her husband's from the moment of his father's death. This thoughtless behaviour would have been highly displeasing to any woman with ordinary feelings in Mrs Dashwood's situation. Mrs John Dashwood had never been a favourite with any of her husband's family; but never before had she had the opportunity of showing them how inconsiderate and selfish she could act when the situation required it.

Mrs Dashwood was so deeply hurt by this impolite behaviour, and she hated her daughter-in-law so much for it, that, on her arrival, she wanted to leave the house forever. Also, her love for her three children helped her change her mind and for their sakes she avoided a disagreement with their brother.

Elinor, the eldest daughter, possessed a great strength of understanding and coolness of

- A But she had already shown that she was as romantic as Marianne, without having her sense.
- B However, her eldest girl made her think about how inappropriate that would seem.
- C But in Mrs Dashwood's mind, with her strong sense of honour and her generous nature, the offence made her feel absolutely disgusted.
- D Elinor, too, was suffering; but still she could struggle, she could make an effort.
- E These qualities enabled her to give advice to her mother even though she was only nineteen.
- F The two women encouraged each other to continually express how they felt.
- G Elinor had an excellent heart; her nature was affectionate and her feelings were strong; but she knew how to control them.
- H Mr John Dashwood did not have the strong feelings of the rest of the family.

judgement. [3] She was often able to influence Mrs Dashwood, whose enthusiastic nature sometimes led to hasty decisions. [4] It was a knowledge which her mother had yet to learn; and which one of her sisters was determined never to be taught.

Marianne's abilities were, in many respects, the same as Elinor's. She was sensible and clever but her sorrows and her joys had no limits. She was generous, likeable, interesting and everything but careful. The similarity between her and her mother was striking.

Elinor was concerned about her sister's strong emotions. But Mrs Dashwood valued and cherished Marianne's sensibility, so like her own. [5] The pain of grief which overpowered them at first was willingly renewed and created again and again. They let themselves be overwhelmed by their sorrow and were determined never to be comforted in the future.

[6] She could talk with her brother, welcome her sister-in-law on her arrival and treat her politely. She also tried to convince her mother to do the same and encourage her to show similar self-control.

Margaret, the other sister, was a good-humoured, agreeable girl. [7] So, at thirteen, she was not likely to equal her sisters later in life.

Text Analysis

5 What do the underlined phrases mean? Choose A or B.

- Mrs John Dashwood had never been a favourite with any of her husbands' family. (lines 9-11)
 - They never thought she would succeed in life.
 - They had always disliked her.
- Elinor ... possessed a great strength of understanding and coolness of judgement. (lines 22-24)
 - She rarely panicked.
 - She was strict with people.
- They ... were determined never to be comforted in the future. (lines 40-42)
 - They refused to suffer any more hardships.
 - They were convinced they would never be happy.
- Elinor had an excellent heart: ... (sentence G).
 - She was understanding and compassionate.
 - She had always been in good health.

Discussion

6 a. **THINK!** Which character do you sympathise with the most? Why?

b. Listen to the piece of music. What images related to the extract come to mind? Tell the class.



b. Who or what do the following words refer to?

- them (line 12) • their (line 21) • her (line 34)
- them (line 39)

c. Explain the highlighted words.

4 a. Underline the adjectives the writer uses to describe each character. In pairs, use them to describe their personalities.

b. In pairs, find words in the text that describe or indicate how Elinor, Marianne and their mother feel.

c. **THINK!** Now imagine you were Elinor. How would you feel?

In 1996, someone found some very old clothes in an old mine in Nevada, USA; they included a pair of dirty old jeans. Today, those jeans are very valuable, and they are now in the Levi Strauss Archival Collection, in San Francisco. The jeans, which are over 120 years old, are the oldest pair of Levi's 501 jeans in the world.

They are almost the same as a modern pair of 501's; there are just some small differences in the detail. **For instance**, today's 501's have two back pockets, the old pair just has one.

THE STORY OF JEANS

Jeans were the classic clothes of the American West.

In 1853, a young **tailor** from Germany, called Levi Strauss, began working in San Francisco; Levi sold thick **canvas** to miners; the miners used the canvas to make tents.

One day, a miner told Levi that he could not find trousers that were strong enough for work in the gold mines. Levi decided to make some trousers out of canvas.

Very soon, he had sold all the canvas trousers he had made! They were just what miners wanted.

However, the canvas was rather heavy and **stiff**. Levi therefore began to look for a different textile; soon he found a heavy textile from France; it was called *serge de Nimes*. Americans just called this *de Nimes*, and this name soon got reduced to *denim*.

Denim was a bit lighter than canvas, but it was very strong; it was ideal for miners.

However, original denim was almost white, and miners did not like the color! Their denim trousers got dirty as soon as they began working!

Levi Strauss therefore decided to use colored denim, and he **chose** dark blue. In 1873, he began to make denim trousers with metal rivets to make them stronger. This was a radical new idea: "Blue jeans" had arrived!

Levi's jeans were so popular, that his company got bigger and bigger; soon, other firms were making blue jeans too. Miners liked them, but so did cowboys and other working men. Blue jeans became classic American working trousers.

After the Second World War, jeans became popular all over the world. Today, blue jeans are made over the world – most of them in Asia. Very few jeans are now made in the USA, because of the cost: but it is still possible to buy blue jeans that are made in San Francisco.... if you have a lot of money to spend.

Today there are hundreds of different brands of jeans. Many top fashion brands, like Armani or Benetton, make their own blue jeans. But for real authentic jeans, "Levi's" are still the most popular brand.

JEANS for EVERYONE ?

In America, everyone wears jeans as **leisure wear**. Some people wear jeans all the time, even for work. But Americans are perhaps less formal than other nations.

At the "G7" summit in Denver, in 1997, American President Bill Clinton gave all his visitors jeans, for a "Western evening". Tony Blair, the British Prime Minister, put them on, but other European leaders, including Chancellor Kohl of Germany and Jacques Chirac, the President of France, refused. Some people still think that jeans are not respectable clothes!

Not the young! Jeans are now the international uniform worn by young people. Why? That is a good question!



WORD GUIDE

for instance: for example - **tailor:** clothes maker - **canvas:** a very strong form of cloth, used for tents or by artists - **stiff:** rigid - **chose:** (from *to choose*), selected - **leisure wear:** clothes for free time - .

The Story of Blue Jeans - Exercise

Complete this summary of the article, by putting in appropriate words.:

The first jeans were made over 140 _____ by a young _____ called Levi Strauss. At first, Levi sold _____ to miners; the miners used this to make _____ .

Then Levi began making _____, because miners needed _____ that were very

_____. However, the _____ was really too _____, so Levi looked for a textile which

was _____. He found a textile _____ “serge de Nimes”; it was just what he wanted

– except that miners _____ the colour. So Levi coloured the “denim” blue, and

made the world’s first _____. He also made his fortune, because jeans were _____

popular; everyone wanted to _____ them.

Today, jeans are popular _____ the world. They are the _____ popular type of

_____ the world.