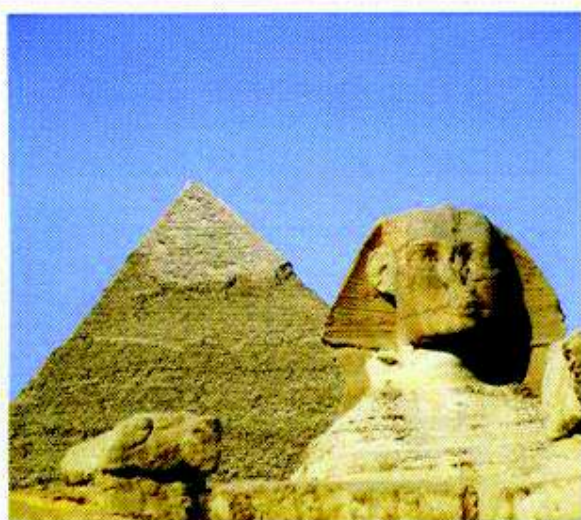


14 Tell me about it

Dimensions

- 1 Where is the Great Sphinx and how old is it?
Is it hollow or solid? Read the text and find out.



- 2 Here are some statements about the Sphinx.
Are they facts (F) or opinions (O)?

- 1 The Sphinx is twenty metres high.
- 2 The Sphinx was built at the same time as the pyramids.
- 3 The Sphinx has vertical marks on its surface.
- 4 The vertical marks were caused by water erosion.
- 5 The Sphinx is seven to nine thousand years old.
- 6 There's a secret door inside the Sphinx.
- 7 Only three or four cranes can lift 200 tonnes today.
- 8 The Sphinx was built by aliens.

The mystery of the Sphinx

The Great Sphinx is 20 m high. Its body is more than 74 m long and its face is 6 m wide. Many scientists think it was built with the Egyptian pyramids 4,500 years ago. But the pyramids have horizontal marks on their surface caused by wind erosion, and there are some vertical marks on the surface of the Sphinx. Some scientists think they were caused by water erosion. If they are correct, the Sphinx is much older – perhaps 7,000–9,000 years old.



In the 1840s, someone drilled a hole behind the Sphinx's head. The hole went down over eight metres and the Sphinx's body was solid rock. But in 1993, a German engineer put a small robot with a camera inside another small hole. It travelled 60 m along a small tunnel taking photographs and he believes there was a secret door at the end. The Sphinx probably weighs over 200 tonnes. That's extremely heavy. Only three or four cranes in the world are large enough to lift 200 tonnes today, so some people think the Sphinx was built by aliens.

- 3 Complete these statistics.

- 1 Height
- 2 Length
- 3 Face width
- 4 Weight
- 5 Age
- 6 Hole depth
- 7 Tunnel length

Depth

We use *depth* to talk about how far down, in, or out something goes.

The *depth* of the swimming pool = how far down it goes

The *depth* of a hole in the wall = how far inside it goes

The *depth* of a bookcase = how far it sticks out from the wall

4 Complete these questions about the statistics in 3.

- 1 How *high* is the Sphinx?
- 2 How is it?
- 3 How is its face?
- 4 How is it?
- 5 How is it?
- 6 How is the hole?
- 7 How is the tunnel?

Think of other ways to ask these questions.

Example

How high is it? – What's its height?

5 Work with a partner. Look at the statistics in 3 and ask and answer questions.

Example

A How high is the Sphinx?

B It's 20 m high.

tall and high

We usually use *tall* for long, thin things like people, trees, and buildings with many floors. We use *high* for other things, like mountains and walls.

6 Complete the sentences with *high* or *tall*.

- 1 Mount Everest is 8,848 metres
- 2 There is a tree outside my window.
- 3 How are you?
- 4 The sun is in the sky.
- 5 The castle was built on ground.
- 6 There are a lot of skyscrapers in Manhattan.

7 Work with a partner.

A – look at the information below.

B – look at file 23 on page 110.

A

Ask questions to complete this information. Answer your partner's questions.

Example

How long is the Eurotunnel?



- miles long
- Has two rail tunnels and one service tunnel

The Eurotunnel, between England and France



Stonehenge, England

- years old
- The small stones weigh about four tons
- The large stones weigh about tons



The Eiffel Tower, Paris

- m tall
- 320.75 m tall with the antennae
- Weighs tons (including 40 tons of paint)



The Great Pyramid, Giza, Egypt

- 450 ft high
- Each side is ft long



The Great Wall, China

- More than 2000 years old
- Over kilometres long
- You can see it from the moon

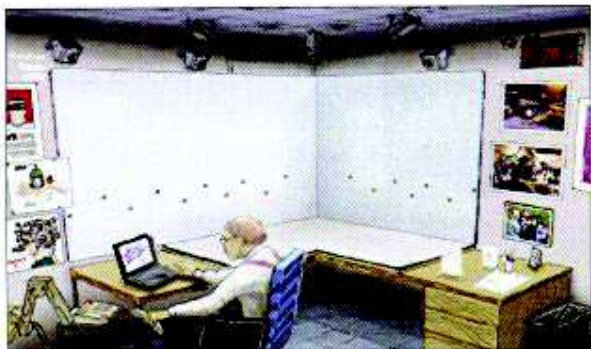


The Petronas Towers, Kuala Lumpur, Malaysia

- tall
- Two towers. Each tower has 88 floors
- Together they have windows

Quantities

- 1 Do you ever take part in teleconferences? These pictures show an experiment in three-dimensional teleconferencing at the University of North Carolina. It's called tele-immersion. How do you think it works?



- 2 Complete this description of the two pictures. Use *is*, *are*, *isn't*, and *aren't*.

In both pictures, there¹ a lot of pictures on the walls and there² some electrical equipment on the ceiling. There³ any windows, so there⁴ much light. The office above looks smaller. There⁵ just one person and there⁶ nothing behind the desk. But in the bottom picture there⁷ three people behind the desk and there⁸ more space.

When do we say *there is* and when do we say *there are*? Which form do we use with:

- singular countable nouns – *a person, a desk*?
- plural countable nouns – *people, pictures*?
- uncountable nouns – *space, equipment*?

- 3 Listen to some people talking about tele-immersion and find out how it works.

- 4 Work with a partner.

- How many people are really in the office?
- How is tele-immersion different to teleconferencing?
- What's unusual about the glasses?
- Why isn't there much light?
- What's on the ceiling?
- What's the best thing about tele-immersion?
- Would you like to communicate with people via tele-immersion? Why / Why not?

- 5 Complete the words in these sentences, then listen again to check your answers.

- How m..... people can you see?
- There isn't m..... light.
- We have to control the light. We still have a l..... work to do on that, but there's e..... light to see what you're doing.
- We use a l..... of cameras and projectors. You can see a f..... of them on the ceiling.
- We can use walls, tables – so we have p..... of space to display information.

- 6 Complete the rule with *countable* and *uncountable*.

much, many, a little, a few

We use *many* with nouns.
How many people can you see?

We use *much* with nouns.
There isn't much light.

We use *a little* with nouns.
We have a little more work to do.

We use *a few* with nouns.
You can see a few cameras.

7 Choose the correct word.

- 1 Could I have a *little/few* help?
- 2 How *much/many* money do you have on you?
- 3 Only a *little/few* of our products are made from recycled materials.
- 4 There aren't *many/much* suppliers who can make this part.
- 5 These plants are dying. Can you give them a *little/few* water?
- 6 We don't have *much/many* paper left. Can you order some more?
- 7 We only need a *little/few* minutes to get ready.
- 8 How *much/many* windows does your office have?

Talking about quantities

Much and many are common in questions and negatives.

How much time do we have?

There aren't many people here.

In positive sentences we usually say *a lot of* (or *lots of*), *plenty of*, or *enough*. We can use these expressions with countable and uncountable nouns.

We have lots of equipment and a lot of spare parts.
We have plenty of ideas, but we don't have enough time.

*Enough means 'as much / many as necessary'.
Plenty means 'enough and more'.*



8 Work with a partner. Find out about each other's workplaces. What do you have plenty of and what don't you have enough of?
Begin:

Is there much / a lot of / plenty of / enough ...?
Are there many / a lot of / plenty of / enough ...?

Ask about:

- 1 people
- 2 space to work
- 3 noise
- 4 quiet places to work
- 5 cubicles
- 6 Internet connections
- 7 electronic equipment
- 8 computer hardware
- 9 security cameras
- 10 fire extinguishers
- 11 storage space
- 12 windows
- 13 fresh air
- 14 daylight
- 15 plants
- 16 time to relax

Example

A *Are there a lot of people where you work?*

B *No, there aren't many.*

A *Is there enough space to work?*

B *Yes, there's plenty.*

9 Work with some other students and design your perfect workspace.

- 1 Make a list of all the things you need to be really happy and productive – equipment, fresh air, music, etc.
- 2 Draw a plan of the workspace, showing where everything will go, and prepare some sentences about your picture. Use all of these words at least once: *plenty, enough, much, many, a lot, a few, a little.*
- 3 Show your plan to the class and describe it. Explain why it's perfect for you.