

## UNLOCK

**READING & WRITING SKILLS** 

2

Richard O'Neill



Richard O'Neill

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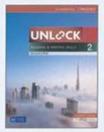
- Exciting video from Discovery Education™ provides new angles on a range of academic topics.
- A fresh approach to critical thinking provides the tools needed to generate individual ideas and opinions.
- O Unique corpus research helps avoid the most common errors and provides the academic language needed to succeed.

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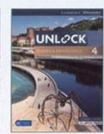




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### **CAMBRIDGE ENGLISH CORPUS**

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.



Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

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#### System Requirements

This product is optimised for use on the following systems, browsers and devices:

Windows XP, Windows Vista, Windows 7, Windows 8 Lowest browser version supported: Internet Explorer 9, Firefox 10, Chrome 25

Mac O5X 10.83 Lowest browser version supported: Safari 6.0

JavaScript Enabled Minimum 3Mbps download speed and 512Kbps upload. Supported tablets: Samsung Galaxy Tab 2, (Android O5 v4.0.3) iPad 4 (iO5 v.6)

Support for browsers, operating systems and devices will vary over time. For the latest information visit: www.cambridge.org/unlock

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2

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## MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY
1 PLACES  Reading 1: Rise of the megacities (Geography)  Reading 2: Homestay holidays (Travel and Tourism)	Life in faraway places	Key reading skill: Scanning for numbers Understanding key vocabulary Making predictions Reading for main ideas Reading for detail Scanning to find information Working out meaning Scanning to predict content Making inferences	Vocabulary to describe places (e.g. exciting, interesting, polluted, noisy, boring)
2 FESTIVALS AND CELEBRATIONS  Reading 1: Celebrate! (Sociology)  Reading 2: Muscat Festival (Cultural Studies)	Festivals: Mongolia	Key reading skill: Previewing Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type Scanning to predict content Recognizing text type	Vocabulary to describe festivals (e.g. lucky, culture, traditional, history, highlights)
3 SCHOOL AND EDUCATION  Reading 1: La Masia: the best footballers in the world (Education)  Reading 2: My Princeford experience (Education)	A reading class	Key reading skill: Skimming Understanding key vocabulary Using visuals to predict content Reading for main ideas Reading for detail Understanding discourse Making inferences Previewing Using your knowledge	Vocabulary to describe education (e.g. a principal, a lecturer, a lab, a graduate, an office)
4 THE INTERNET AND TECHNOLOGY  Reading 1: Someone's always watching you online (Information Technology) Reading 2: Video games (Information Technology)	The rise of social media	Key reading skill: Making inferences Scanning to predict content Reading for main ideas Reading for detail Understanding key vocabulary Identifying type	Vocabulary to describe the internet and technology (e.g. an online game, a computer program, a chat room, internet banking, a smartphone)
5 LANGUAGE AND COMMUNICATION  Reading 1: Writing systems (Linguistics)  Reading 2: Language change: a study guide (Linguistics)	The importance of codes	Key reading skill: Reading for main ideas Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Recognizing text type Scanning to predict content Making inferences	Vocabulary to describe language and communication (e.g. sign, symbol, information, money, word)

GRAMMAR	CRITICAL THINKING	WRITING
Nouns, verbs and adjectives  Grammar for writing:  • Sentence structure 1: subject + verb  • There is / There are	Understand the differences between two texts     Evaluate information using a T-chart     Analyze positives and negatives using a T-chart     Create your own T-chart to organize your ideas	Academic writing skills:  • Capital letters and full stops  Writing task type: Write descriptive sentences.  Writing task: Describe the place where you live. Write about the positives and negatives.
Prepositions of time and place: on, in, at Adverbs of frequency Grammar for writing 2: • Sentence structure 2: subject and verb order • Prepositional phrases	Apply your knowledge to a calendar     Evaluate events in your country from an outsider's point of view     Create a spider diagram to organize ideas	Academic writing skills:  • Paragraph organization 1: organizing sentences into a paragraph  Writing task type:  Write a descriptive paragraph.  Writing task:  Describe a festival or special event.
Education nouns Plural nouns Grammar for writing: • Subject pronouns • because and so	Remember information from texts     Analyze information in your notes     Create a wh- chart to organize information	Academic writing skills: Paragraph organization 2: topic and supporting sentences Writing task type: Write a descriptive paragraph. Writing task: Describe your education.
Compound nouns Giving opinions Grammar for writing: • and, also and too • but and however	Analyze an essay question     Evaluate advantages and disadvantages     Create your own list of advantages and disadvantages	Academic writing skills: • Topic sentences Writing task type: Write a one-sided opinion paragraph. Writing task: The internet has made our lives better. Do you agree or disagree?
Countable and uncountable nouns Articles: a, an or no article Grammar for writing: • Quantifiers: some, many, a lot of, a few, a little	Evaluate ideas and examples using an ideas map     Create your own ideas and examples/evidence	Academic writing skills:  • Supporting sentences  • Giving examples: like, such as and for example  Writing task type:  Write a descriptive paragraph.  Writing task:  How is your language different from 50 years ago? Describe the way that people speak and write your language has changed.

UNIT	VIDEO	READING	VOCABULARY	
6 WEATHER AND CLIMATE  Reading 1: Extreme weather (Geography)  Reading 2: Surviving the Sea of Sand (Environmental Science)	Stormchasers	Key reading skill: Using your knowledge to predict content Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type	Vocabulary to describe temperatures and graphs (e.g. high, low, rise, drop, an increase, a decrease)	
7 SPORTS AND COMPETITION  Reading 1: Five strange sports (Sports Science)  Reading 2: Tough man: a race to the limit (Sports Science)	Sports and competition	Key reading skill: Scanning to predict content Understanding key vocabulary Skimming Reading for detail Recognizing text type Previewing Reading for main ideas Understanding discourse Working out meaning	Vocabulary to describe prepositions of movement (e.g. past, through, across, along, over)	
8 BUSINESS  Reading 1: Are you ready for the world of work? (Human Resources)  Reading 2: You can choose your grandma! (Business)	The changing world of business	Key reading skill: Working out meaning from context Scanning to predict content Reading for main ideas Reading for detail Working out meaning Identifying the audience Understanding key vocabulary Scanning to predict content Making inferences	Vocabulary to describe business (e.g. set up, a business partner, an employee, employ, a product)	
9 PEOPLE  Reading 1: Respect! (Sociology)  Reading 2: People I admire (Sociology)	Mine rescue	Key reading skill: Reading for detail Understanding key vocabulary Scanning to predict content Reading for main ideas Identifying purpose Making inferences	Vocabulary to describe people (e.g. reliable, talented, patient, sensible, selfish)	
10 SPACE AND THE UNIVERSE  Reading 1: Alien Planet (Space Science)  Reading 2: Life on other planets (Space Science)	Our journey into space	Key reading skill: Scanning to find information Previewing Understanding key vocabulary Reading for main ideas Working out meaning Scanning to predict content Making inferences	Vocabulary to describe giving evidence and supporting an argument (e.g. studies, reports, research, an expert)	

GRAMMAR	CRITICAL THINKING	WRITING
Collocations with temperature  Describing a graph  Grammar for writing:  Comparative and superlative adjectives	Analyze a graph     Evaluate a table and a graph	Academic writing skills:  Introductory sentences for descriptive paragraphs about a graph  Writing task type:  Write sentences to describe a graph.  Writing task:  Describe a graph.
Prepositions of movement  Grammar for writing:  • Subject and verb agreement	Analyze a diagram     Apply information to a description and a diagram	Academic writing skills:  Ordering events in a process Eliminating irrelevancies Writing task type: Write a process paragraph. Writing task: Write a process paragraph to describe the Sydney triathlon.
Collocations with business Business vocabulary Grammar for writing: • Past and present tenses • Clauses with when	Analyze a spider diagram     Create a timeline to organize events	Academic writing skills:  • Adding detail  Writing task type:  Write a narrative paragraph.  Writing task:  Write a narrative paragraph about the business history of Google.
Noun phrases with of Adjectives to describe people Grammar for writing: • Subject and object pronouns • Possessive adjectives	Apply information to a category     Analyze photographs     Create an idea wheel to categorize information	Academic writing skills:  Concluding sentences  Writing task type:  Write an explanatory paragraph.  Writing task:  Describe a person you admire and explain why.
Giving evidence and supporting an argument should and it is important to  Grammar for writing:  Developing sentence structure Infinitive of purpose	Analyze an essay question     Evaluate arguments for and against     Create evidence and examples for arguments	Academic writing skills:  • Essay organization  Writing task type:  Write a balanced opinion essay.  Writing task:  Exploring space is very expensive. Some people think that it is too expensive.  However, other people think it is a good way for governments to spend our money. Discuss both points of view and give your opinion.

### **UNLOCK** UNIT STRUCTURE

The units in Unlock Reading & Writing Skills are carefully scaffolded so that students are taken step-by-step through the writing process.

UNLOCK YOUR KNOWLEDGE

Encourages discussion around the theme of the unit with inspiration from interesting questions and striking visuals.

LISTEN

WATCH AND | Features an engaging and motivating Discovery Education™ video which generates interest in the topic.

**READING 1** 

Practises the reading skills required to understand academic texts as well as the vocabulary needed to comprehend the text itself.

**READING 2** 

Presents a second text which provides a different angle on the topic in a different genre. It is a model text for the writing task.

LANGUAGE

Practises the vocabulary and grammar from the Readings in preparation for the writing task.

CRITICAL THINKING

Contains brainstorming, evaluative and analytical tasks as preparation for the writing task.

GRAMMAR FOR WRITING

Presents and practises grammatical structures and features needed for the writing task.

**ACADEMIC** WRITING SKILLS

Practises all the writing skills needed for the writing task.

WRITING TASK

Uses the skills and language learnt over the course of the unit to draft and edit the writing task. Requires students to produce a piece of academic writing. Checklists help learners to edit their work.

OBJECTIVES | REVIEW

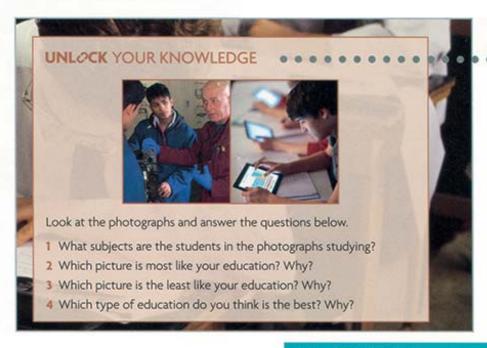
Allows students to assess how well they have mastered the skills covered in the unit.

WORDLIST

Includes the key vocabulary from the unit.

This is the unit's main learning objective. It gives learners the opportunity to use all the language and skills they have learnt in the unit.

### **UNLOCK** MOTIVATION



### PERSONALIZE

Unlock encourages students to bring their own knowledge, experiences and opinions to the topics. This motivates students to relate the topics to their own contexts.



### DISCOVERY EDUCATION VIDEO

Thought-provoking videos from Discovery Education are included in every unit throughout the course to introduce topics, promote discussion and motivate learners. The videos provide a new angle on a wide range of academic subjects.

The video was excellent!

It helped with raising students' interest in the topic. It was well-structured and the language level was appropriate.

Maria Agata Szczerbik, United Arab Emirates University, Al-Ain, UAE

### **UNLOCK** CRITICAL THINKING

The Critical thinking sections present a difficult area in an engaging and accessible way.

Shirley Norton, London School of English, UK

### BLOOM'S TAXONOMY create, invent, plan, compose, CREATE construct, design, imagine decide, rate, choose, recommend, **EVALUATE** justify, assess, prioritize explain, contrast, examine, identify, **ANALYZE** investigate, categorize show, complete, use, classify, APPLY examine, illustrate, solve compare, discuss, restate, UNDERSTAND predict, translate, outline name, describe, relate, REMEMBER find, list, write, tell

### BLOOM'S TAXONOMY

The Critical Thinking sections in *Unlock* are based on Benjamin Bloom's classification of learning objectives. This ensures learners develop their lower- and higher-order thinking skills, ranging from demonstrating knowledge and understanding to in-depth evaluation.

The margin headings in the Critical Thinking sections highlight the exercises which develop Bloom's concepts.

### LEARN TO THINK

Learners engage in evaluative and analytical tasks that are designed to ensure they do all of the thinking and information-gathering required for the end-of-unit writing task.

### CRITICAL THINKING At the end of this unit, you will write six descriptive sentences. Look at this unit's Writing task in the box below. Describe the place where you live. Write about the positives and the negatives. 1 What is the main difference between the places described in Reading 1 UNDERSTAND and the places in Reading 2? Using a T-chart We can use a T-chart to write about positives (+) and negatives (-). We write about the positives in one column and the negatives in the other column. 2 Read the notes (1-5) about living in a city. Which notes are positive and **EVALUATE** which notes are negative? Write + or -. 1 lots of monuments, museums and restaurants 2 many businesses and jobs 3 traffic jams 4 an interesting mix of cultures and people 5 not enough houses

### **UNLOCK RESEARCH**

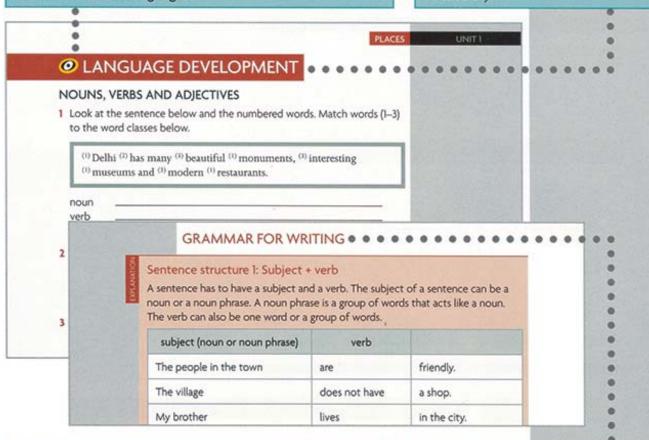
### THE CAMBRIDGE LEARNER CORPUS **(Q)**

The Cambridge Learner Corpus is a bank of official Cambridge English exam papers. Our exclusive access means we can use the corpus to carry out unique research and identify the most common errors learners make. That information is used to ensure the *Unlock* syllabus teaches the most relevant language.

### THE WORDS YOU NEED

Language Development sections provide vocabulary and grammar building tasks that are further practised in the **CONLINE** Workbook.

The glossary and end-of-unit wordlists provide definitions, pronunciation and handy summaries of all the key vocabulary.



### ACADEMIC LANGUAGE

Unique research using the Cambridge English Corpus has been carried out into academic language, in order to provide learners with relevant, academic vocabulary from the start (CEFR A1 and above). This addresses a gap in current academic vocabulary mapping and ensures learners are presented with carefully selected words they will find essential during their studies.

### GRAMMAR FOR WRITING

The grammar syllabus is carefully designed to help learners become good writers of English. There is a strong focus on sentence structure, word agreement and referencing, which are important for coherent and organized academic writing.

The language development is clear and the strong lexical focus is positive as learners feel they make more progress when they learn more vocabulary.

Colleen Wackrow,

Princess Nourah Bint Abdulrahman University, Al-Riyadh, Kingdom of Saudi Arabia

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### UNLOCK SOLUTIONS

### **FLEXIBLE**

Unlock is available in a range of print and digital components, so teachers can mix and match according to their requirements.



### **UNLOCK** ONLINE WORKBOOKS

The CONLINE Workbooks are accessed via activation codes packaged with the Student's Books. These easy-to-use workbooks provide interactive exercises, games, tasks, and further practice of the language and skills from the Student's Books in the Cambridge LMS, an engaging and modern learning environment.

### CAMBRIDGE LEARNING MANAGEMENT SYSTEM (LMS)

The Cambridge LMS provides teachers with the ability to track learner progress and save valuable time thanks to automated marking functionality. Blogs, forums and other tools are also available to facilitate communication between students and teachers.

### **UNLOCK EBOOKS**

The Unlock Student's Books and Teacher's Books are also available as interactive eBooks. With answers and Discovery Education™ videos embedded, the eBooks provide a great alternative to the printed materials.



### **COURSE COMPONENTS**

- Each level of Unlock consists of two Student's Books: Reading & Writing and Listening & Speaking and an accompanying Teacher's Book for each. Online Workbooks are packaged with each Student's Book.
- Look out for the ONLINE symbols in the Student's Books which indicate that additional practice of that skill or language area is available in the Online Workbook.
- Every Unlock Student's Book is delivered both in print format and as an interactive eBook for tablet devices.
- The Unlock Teacher's Books contain additional writing tasks, tests, teaching tips and research
  projects for students.
- Presentation Plus software for interactive whiteboards is available for all Student's Books.

### READING AND WRITING









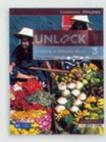
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### AND SPEAKING







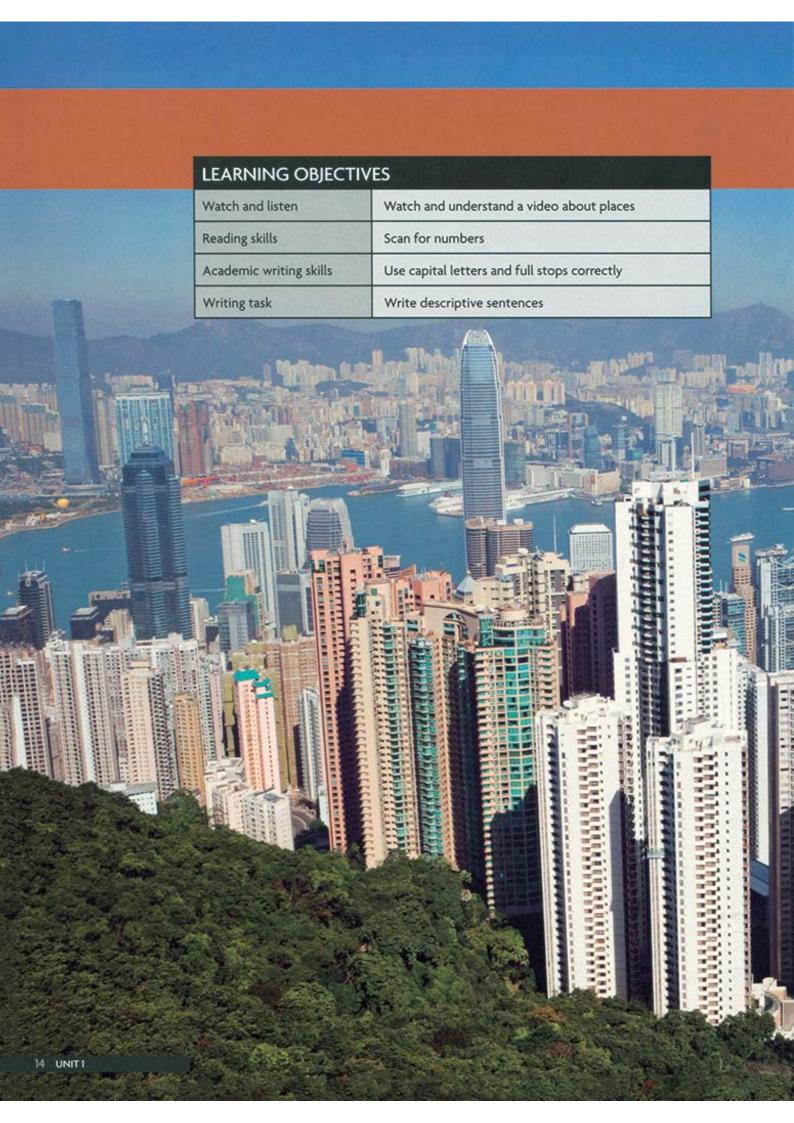


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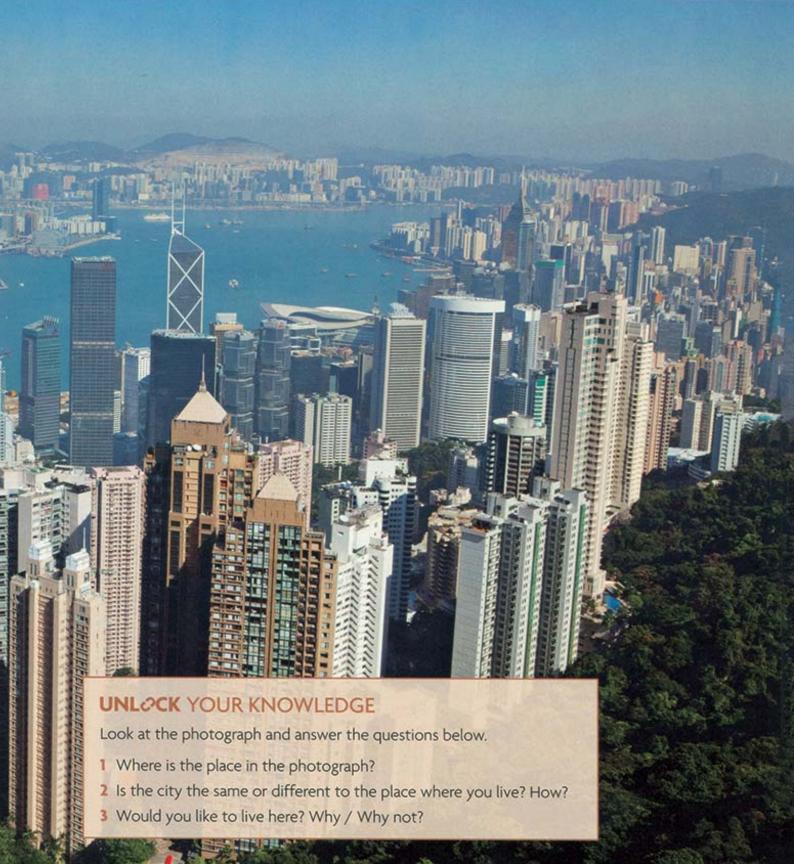
The complete course audio is available from www.cambridge.org/unlock





## PLACES

## UNIT 1



### WATCH AND LISTEN













### PREPARING TO WATCH

### UNDERSTANDING KEY VOCABULARY

- 1 Match the words (1–3) to their opposites (a–c). Use the glossary on page 194 to help you.
  - 1 city a rural
    2 modern b village
    3 urban c traditional

### WHILE WATCHING

### UNDERSTANDING MAIN IDEAS

- 2 Watch the video. Circle the correct words to complete the sentences.
  - 1 The Khanty village in Siberia is in Russia / Egypt.
  - 2 The Khanty village is very cold / hot.
  - 3 Siwa is in Russia / Egypt.
  - 4 Siwa is a village / town.
  - 5 Siwa is very cold / hot.

### UNDERSTANDING DETAIL

- 3 (B) Watch again. Write true (T) or false (F) next to the statements below.
  - The Khanty village is in Moscow.

    Temperatures in Siberia can reach -53°C.

    ———
  - 3 People in the Khanty village travel on skis.
  - 4 The Khanty village is very modern.
  - 5 Siwa is in the Sahara desert.
  - 6 Temperatures in the Sahara desert can reach 68°C.
  - 7 Many people in Siwa use donkeys instead of cars.
  - 8 There is a new road in Siwa.
  - 9 People think that life in Siwa will change.

4 Look at the underlined word from the video. What do you think remote means?

MAKING **INFERENCES** 

In the far north of Russia, thousands of miles from the capital Moscow, Siberia is one of the most remote places in the world.

- a far away from other places
- b close to other places
- 5 How did you find the answer to Exercise 4?
  - 1 from the photographs in the video
  - 2 from the other words in the sentence
  - 3 from the way the speaker talks
- 6 Watch the video. Listen for the words (1–3) below. Circle the words and phrases that have the same meaning.

1 isolated (adj) not remote / remote

2 block (v) close a space / open a space

3 oasis (n) mountains in a desert / lakes or rivers in a desert

### DISCUSSION

- 7 Work with a partner. Discuss the questions below.
  - 1 Where would you prefer to live: Siwa or Siberia? Why?
  - 2 In the video, it says that people in Siwa think that the new road will change their town. What changes do you think they will see? Think about the following:
    - a language
    - b jobs
    - c transport
- 8 Look at your answers. Are the changes mainly good or bad?

### **READING 1**

### PREPARING TO READ

### UNDERSTANDING KEY VOCABULARY

- 1 Match the words (1-4) to their definitions (a-d).
  - 1 population
- a houses for people to live in
- 2 pollution
- b the number of cars on a road
- 3 housing
- c when the air, water or earth is dirty and bad
- 4 traffic
- for people, plants and animals d the number of people living in a place

### MAKING PREDICTIONS

- 2 Read the title of the article opposite. What do you think mega means?
  - a very busy
  - b very good
  - c very big
- 3 Read the article and check your answer.

### WHILE READING

### READING FOR MAIN IDEAS



- 4 Write true (T) or false (F) next to the statements below.
  - There are more megacities now than in 1950.
  - 2 There are many opportunities to study in megacities.
  - 3 Many people leave the countryside and move to a city. \_\_\_\_\_
  - 4 Most megacities are in Europe.
  - 5 Megacities can be very interesting places to live.
  - 6 Many megacities have problems with housing.
- READING FOR DETAIL
- 5 Read the article again and write the words from the box in the correct place in the table below.

mix of different people interesting places to visit lots of jobs traffic jams good place to study housing problem important industries busy trains

Tokyo	
Delhi	
Cairo	

## Rise of the MEGACITIES

Megacity: a city with more than 10 million inhabitants

A DAMES SAFET THE REST OF A LIGHTER

Number of Megacities

1960

25

20

10

The number of megacities is growing very quickly. In the 1950s, there were only two megacities in the world.

Today, 4 percent of the world's urban population live in a megacity.

Studies show that there will be 8 billion people in the world in 2025.

Experts say that there will be 27 megacities.

Today, more than twenty cities in the world are megacities. 75% are in Asia, South America and Africa. More and more people around the world are leaving their homes in the countryside and moving to the city.

Many megacities have better opportunities, such as more jobs and a choice of schools and universities. Megacities are also exciting places to live – there are lots of different people, languages and restaurants and there are many interesting things to do.

However, megacities have problems, too. The cities are very big and this can cause problems like pollution or poor housing.

### TOKYO, JAPAN

36.4 MILLION

Tokyo is an exciting, modern city in the east of Japan. There are lots of jobs because most big companies in Japan are in Tokyo. It is also an excellent place to study – 20% of Japan's universities are in the city. However, Tokyo is very busy and the traffic is very bad. More than 6.3 million people use the trains every day.

### DELHI, INDIA

22.5 MILLION

Delhi is in the north of India. It has many beautiful monuments, interesting museums and modern restaurants. There is an exciting mix of different cultures in the city, and there are four official languages: Hindi, Urdu, Punjabi and English. However, there are not enough houses in some parts of Delhi. This means that many people live in large slums in the city.

### CAIRO, EGYPT

16.9 MILLION

Cairo is the capital of Egypt and it is the largest city in Africa. Cairo has important car and film industries. The city is the centre of many government offices and has many universities, one of which is over 1,200 years old.

### SCANNING TO FIND INFORMATION

- 6 Find and circle all the numbers in the article (page 19).
- 7 Write a number from the article in each gap to complete the notes.
  - 1 number of megacities in 1950 = \_\_\_\_\_
  - 2 number of megacities in 2025 = \_\_\_\_\_
  - 3 percent of people in the world that live in a megacity = \_\_\_\_\_ %
  - 4 global population in 2025 = \_\_\_\_\_ billion
  - 5 number of people who use the trains in Tokyo = \_\_\_\_ million
  - 6 percent of Japanese universities in Tokyo = \_\_\_\_\_ %
  - 7 number of people living in Delhi = \_\_\_\_ million
  - 8 number of official languages spoken in Delhi = \_\_\_\_\_
  - 9 age of Cairo's oldest university = \_\_\_\_\_ years old

### Scanning for numbers

Scanning helps you find specific information or details in a text. We often scan a text for numbers to find important facts and figures about a topic.

### WORKING OUT MEANING

### READING BETWEEN THE LINES

- 8 Look at the word slums underlined in the article. What do you think it means?
  - a a very poor and crowded area in a city
  - b a very untidy house
  - c a very expensive area in the centre of a city

### DISCUSSION

- 9 Work with a partner. Discuss the questions below.
  - 1 Are there any megacities in or near your country?
  - 2 What are the advantages and disadvantages of living in the city?
  - 3 Why are modern cities growing so quickly?
  - 4 What are the best solutions to the problems of pollution and poor housing?

### **READING 2**

### PREPARING TO READ

- 1 Read the title of the article on page 22. What general topic do you think the article is about?
  - a geography
  - b tourism
  - c history
- 2 Read the introduction and check your answer.
- 3 Circle the word or words in the introduction that tell you the answer.

### WHILE READING

- 4 Match the headings (1-3) to the paragraphs in the article (a-c).
  - 1 A big city
  - 2 A mountain village
  - 3 A house by the beach
- 5 Look at the summaries of the paragraphs. Cross out the incorrect words in bold and write the correct words. The first one has been done for you as an example.
  village
  - 1 The Atal family live in a city. It is a busy place. The mountains are very cold.
  - 2 Kate and Julian Foxton live in the **north** of England. The area is great for **theatres**. The houses are quite **cheap**.
  - 3 Chafic and Aline Halwany live in a small city. People learn English and French in the town centre. There is quite a lot of traffic at night.

### READING BETWEEN THE LINES

- 6 Work with a partner. Discuss your ideas about the questions below.
  - 1 Why are homestays cheap places to stay?
  - 2 How many languages do the Halwanys speak?
  - 3 Do Kate and Julian have children?

### DISCUSSION

- 7 Work with a partner. Discuss the questions below.
  - 1 Why do people like to go to villages or the countryside on holiday?
  - 2 What are the advantages and disadvantages of living in the countryside?
  - 3 Why do young people leave the countryside to live in the city?

SCANNING TO PREDICT CONTENT

> READING FOR MAIN IDEAS

READING FOR DETAIL



MAKING



### The Atal family

Our family home is in the north of Nepal, in the Himalayan mountains, in the village of Manang. The village is quite small and very quiet. It is a very friendly place. The mountains are extremely beautiful. You can go for long walks and swim in the rivers but there are no shops, cinemas or cafés.



### Kate and Julian Foxton

Our two-bed house is by the sea in the south-west of England. It is 15 minutes' drive to the nearest village of Portreath. There are lots of beaches, rivers and forests and it is very quiet. We spend a lot of time reading books, watching films and going for walks. Our area is great for sports like surfing, kayaking and mountain biking. However, the houses here are expensive, which can be a problem for local people. There are no buses or trains here, so it can be difficult to get around without a car.

### Chafic and Aline Halwany

Our home is near the centre of Beirut, Lebanon, one of the largest cities in the Middle East. There are lots of cafés and restaurants, which open late at night. We love it here because it's so friendly and you can always find what you need – lots of people come to stay to learn Arabic and French. However, it can be noisy at night, and there is quite a lot of traffic during the day.

### LANGUAGE DEVELOPMENT

### NOUNS, VERBS AND ADJECTIVES

- 1 Look at the sentence below and the numbered words. Match words (1–3) to the word classes below.
- ONLINE

- (1) Delhi (2) has many (3) beautiful (1) monuments, (3) interesting
- (1) museums and (3) modern (1) restaurants.

noun verb adjective.

- 2 Match the sentence halves.
  - 1 A noun is a word that
- a describes a noun.
- 2 A verb is a word that
- b refers to a place or thing.
- 3 An adjective is a word that
- c describes an action.
- 3 Write the words from the box in the correct place in the table below.

live town excellent drive exciting have café different building

verb	adjective

### Adjectives

We use adjectives to describe nouns. We use the structure adjective + noun.

adjective

+ noun

Beirut is an

interesting

city.

There are many

excellent

restaurants.

Adjectives are never plural.

a different place → some differents places → some different places

	1 interesting a expensive 2 cheap b boring 3 polluted c clean 4 beautiful d quiet 5 noisy e ugly  5 Write an adjective in each gap to complete the sentences. 1 There are lots of cars and traffic jams. The air is very 2 This is an city. Everything costs a lot of money.
	<ul> <li>3 My village is very There isn't any noise.</li> <li>4 London is a really place. There are lots of things to do.</li> <li>5 The building looks horrible. It's very</li> </ul>
	CRITICAL THINKING
	At the end of this unit, you will write six descriptive sentences. Look at this unit's Writing task in the box below.
	Describe the place where you live. Write about the positives and the negatives.
UNDERSTAND	1 What is the main difference between the places described in Reading 1 and the places in Reading 2?
We ca	a T-chart on use a T-chart to write about positives (+) and negatives (-). We write the positives in one column and the negatives in the other column.
EVALUATE	2 Read the notes (1–5) about living in a city. Which notes are positive and which notes are negative? Write + or – .
	1 lots of monuments, museums and restaurants 2 many businesses and jobs 3 traffic jams 4 an interesting mix of cultures and people 5 not enough houses

3 Write the notes (1-5) in the correct place in the T-chart.

positive (	+)	negative (–)

- 4 Think of two more negative things and two more positive things about living in a city. Write them in the correct place in the T-chart.
- 5 Think of positive and negative things about living in a village in the countryside. Write your notes in the correct place in the T-chart. The first one in each column has been done for you as an example.

positive (+)	negative (–)
beautiful	boring

- 6 Think about where you live. What are the positive and negative things about where you live? Think about the things in the list below.
  - · things to do
  - jobs
  - transport
  - people
  - houses
- 7 Write your notes in the correct place in the T-chart.

positive (+)	negative (–)	

ANALYZE

CREATE

### WRITING

### GRAMMAR FOR WRITING

PLANATION

### Sentence structure 1: Subject + verb

A sentence has to have a subject and a verb. The subject of a sentence can be a noun or a noun phrase. A noun phrase is a group of words that acts like a noun. The verb can also be one word or a group of words.

subject (noun or noun phrase)	verb	
The people in the town	are	friendly.
The village	does not have	a shop.
My brother	lives	in the city.



- 1 Underline the subject and circle the verb in the sentences below.
  - 1 Paris is a beautiful city.
  - 2 The town does not have a park.
  - 3 I live in a small town.
  - 4 Istanbul has many attractions.
  - 5 Many students live in the city.
  - 6 The village is not very exciting.
  - 7 The shops are excellent.
  - 8 The houses in the town are not very expensive.
- 2 Rewrite the sentences with the correct form of the verb be.

  - 4 We happy \_\_\_\_\_
  - 5 Jakarta beautiful \_\_\_\_\_
  - 6 It a small village \_\_\_\_\_
- 3 Look at your answers to Exercise 2. Write S next to the subject and V next to the verb in each sentence.

### There is / There are

We use there is / there are to explain the general features of a place. In these sentences we do not have a subject.

There is a beach.

There are many cafés.

We use there is when we talk about one thing (singular) and there are when we talk about many things (plural).

	there is / there are	noun / noun phrase
ain audau	There is	a cinema.
singular	There is not	a theatre.
plural	There are	lots of shops.
	There are not	many beaches.

- 4 Circle the correct word to complete the sentences.
  - 1 There is / are many traffic jams in my town.
  - 2 There is / are an excellent museum.
  - 3 There is / are people from many different countries.
  - 4 There is / are lots of flats in the city centre.
  - 5 There is / are a beach and a river.
  - 6 There is / are lots of jobs.
- 5 The sentences below are incorrect. Rewrite them with there is / there are to make them correct.
  - 1 Five restaurants are in my town.
  - 2 A museum is in my town.
  - 3 A river is near my village.
  - 4 Lots of cars are in my city.

6 Look at the fact file about the city of Doha. Write one sentence for each bullet point about Doha using there is / there are. The first one has been done for you as an example.



### **聞 DOHA, QATAR**

- many sports stadiums
- lots of museums
- twelve universities
- a port
- one airport
- many five-star hotels
- a castle

### **ACADEMIC WRITING SKILLS**

(PLANATION

### Capital letters and full stops

We use a capital letter at the beginning of a sentence. We use a full stop (.) at the end of a sentence.

He lives in Abu Dhabi.

We also use a capital letter with a proper noun.

france → France istanbut → Istanbul juty → July saturday → Saturday

We always use a capital letter for I.

I live in London.

7 Work with a partner. Put capital letters and full stops in the paragraph.

It is a beautiful city there are many shops and restaurants the people are friendly there is a flower festival in june

### WRITING TASK

Describe the place where you live. Write about the positives and the negatives.

- 1 Look at the T-chart you made in the Critical thinking section (page 25). Choose three positive (+) things and three negative (-) things that you are going to write about.
- 2 Look at the paragraph planner below. Write three sentences describing positive things about where you live and three sentences describing negative things about where you live.

positive 1	
positive 2	
positive 3	
negative 1	
negative 2	_
negative 3	



PLAN

WRITE A FIRST DRAFT

### EDIT

3 Use the task checklist to review your sentences for content and structure.

TASK CHECKLIST	~
Have you written about the place where you live?	
Have you written six sentences?	
Are there three positive sentences?	
Are there three negative sentences?	

- 4 Make any necessary changes to your sentences.
- 5 Now use the language checklist to edit your sentences for language errors which are common to A2 learners.

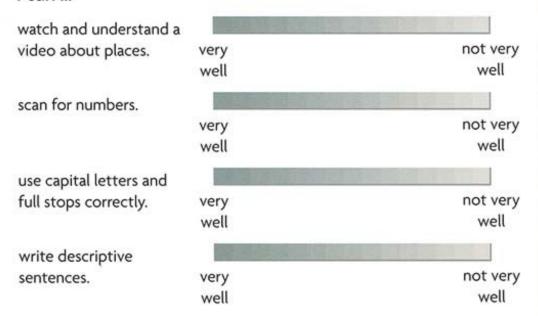
LANGUAGE CHECKLIST	V
Have you used nouns, verbs and adjectives correctly?	
Does every sentence have a subject and a verb?	
Is the correct form of there is / there are used?	
Is there is / there are used to talk about general features?	
Have you used capital letters and full stops correctly?	

6 Make any necessary changes to your sentences.

### **OBJECTIVES REVIEW**

7 Check your objectives.

### I can ...



### WORDLIST

UNIT VOCABULARY	
adjective (n) city (n) countryside (n) noun (n) pollution (n) population (n) traffic (n) verb (n) beautiful (adj)	boring (adj) cheap (adj) expensive (adj) interesting (adj) modern (adj) noisy (adj) rural (adj) traditional (adj) urban (adj)



# FESTIVALS AND CELEBRATIONS UNIT 2 NUVVVVV. UNLOCK YOUR KNOWLEDGE Work with a partner. Look at the photographs and discuss the questions below. 1 What is happening in the photographs? 2 What countries do you think the photographs are from? **UNIT 2** 33

### WATCH AND LISTEN













### PREPARING TO WATCH

### UNDERSTANDING KEY VOCABULARY

- 1 Match the words and phrases (1–8) to their definitions (a–h).
  - 1 a race
- a stories from a place or culture
- 2 folk stories
- b the way someone lives
- 3 a way of life c a competition to find the fastest person
- 4 take part
- d do an activity or sport
- 5 ancient
- e something that is in the culture of a group of people
- 6 a tradition
- for a long time
- 7 unique
- f existed for a very, very long time
- 8 a jockey
- g a person who rides a horse in a competition h very special or different to other things

- **USING YOUR** KNOWLEDGE
- You are going to watch a video about a festival in Mongolia. Write true (T) or false (F) next to the statements below.
  - 1 There are no Mongolian people living in northern China. .
  - 2 Mongolian people love horses.
  - 3 Children can ride horses.
  - 4 Horse riding is not a dangerous sport.
- 3 Watch the video and check your answers.

### WHILE WATCHING

### UNDERSTANDING MAIN IDEAS

- 4 Watch again. Number the ideas (a-f) in the order you hear them.
  - a There are many horses in the race.

- b It is not easy to ride the horses. c The people prepare dinner and sing.

d The jockeys are all very young.

- e The different groups of people each have their own culture.
- f The Mongolians have a big summer festival.

- 5 Watch again. Circle the correct words to complete the sentences.
  - 1 The region of Inner Mongolia has mountains and lakes / grasslands.
  - 2 The Mongolians have a very old / new culture.
  - 3 The festival is part of Mongolian / Chinese tradition.
  - 4 'Naadam' is a type of festival / game.
  - 5 About a thousand / hundred horses take part in the race.
  - 6 The horses can run the long race because they / the jockeys are not big.
  - 7 The jockeys practise / run for a long time before the race.
  - 8 The horses are / This horse race is very old.
- 6 What do you think horses are at the heart of Mongolian culture means? Choose the best definition below.
  - Horses make Mongolians feel very happy.
  - 2 Horses are a very important part of Mongolian culture.
- 7 The video says that the jockeys show great skill. Why is this? Choose the best two explanations below.
  - 1 because this is the largest horse race in the world
  - 2 because they are very young and small
  - 3 because they do not have seats and they have nothing to hold with their feet

### DISCUSSION

- 8 Work with a partner. Discuss the questions below.
  - 1 How old do you think your culture is? Is it ancient, old or new?
  - 2 What festivals are parts of your country's traditions?
  - 3 Is it important to follow traditions and a way of life?
  - 4 What do you think is at the heart of your culture?

### LISTENING FOR KEY INFORMATION

MAKING **INFERENCES** 

### **READING 1**

### UNDERSTANDING KEY VOCABULARY

### PREPARING TO READ

- 1 Match the words (1-3) to their definitions (a-c).
  - 1 a sweet
- a a long, thin piece of wood

  - 2 a gift / a present b a small piece of food, often made of sugar
  - 3 a stick or chocolate
    - c something that you give to someone, usually on a special day
- 2 Write the words from the box in the gaps.

hang the ground lucky culture a business successful a company celebrate traditional

1	Something that is	follows a way of behaving that
	has continued for a long tim	ne.
2	is the s	surface of the Earth.
3	If you	something, you put it somewhere high so
	part of it falls down.	
4	or	is an organization that sells
	goods or services.	
5	is the h	nabits, traditions and beliefs of a country or
	group of people.	1.0
6	Many people believe that _	objects make good
	things happen to you.	47
7	If you	, you have a party or a meal because it is a
	special day or because som	ething good has happened.
8	Something that is	has a good result.

### **PREVIEWING**

- 3 Look at the photographs, titles and subtitles in the article opposite. Choose and circle the topic of the article (a-c).
  - a celebrations around the world
  - b weddings around the world
  - c birthdays around the world

### Previewing

Before you read, look at the photographs, title and subtitles. This gives you a lot of information about the topic of the text before you read. It will help you understand the text better when you read it.

4 Read the article and check your answer.

# Celebrate!

#### **Piñatas**

In Mexico, children often have piñatas on their birthday. The child's parents put chocolates and other sweets inside the piñata and hang it on a tree. Then the children hit the piñata with a stick. It breaks and the sweets fall out on to the ground.

#### **Noodles**

In China, people celebrate weddings with an eightcourse meal, because the word *eight* sounds like the word for *good luck*. The last dish of the meal is always noodles. The noodles are long and thin. You have to eat them in one piece – you can't cut them. In Chinese culture, long noodles are lucky. Long noodles mean you will have a long life.

### **Business birthdays**

A business birthday shows that a company is successful. Many businesses in the USA celebrate important birthdays, like 10, 50 or 150 years. Companies hold parties and send cards. Companies sometimes make TV adverts. It is a good opportunity to advertise the business.

### Name days

As well as a birthday, many people in Southern Europe also celebrate their name day. In Greece, name days are more important than birthdays. People have big parties and open their houses to anybody who wants to come. People bring small gifts, often flowers or a box of sweets.

### Islamic New Year

In the UAE and other Muslim countries across the world, people celebrate Eid. Eid means festival or celebration. During Eid, people visit family and friends, as well as people who are sick or in hospital. They give presents, such as sweets and food. Children receive toys, too. Children often wear special traditional clothes during the Eid celebrations.











### READING FOR MAIN IDEAS



## READING FOR DETAIL

### RECOGNIZING TEXT TYPE

#### WHILE READING

- 5 Read the article again. Match the celebrations (1-5) to the countries (a-e).
  - 1 piñata
  - 2 noodles
  - 3 name day
  - 4 sweets and food
  - 5 business birthday

- a China
- b Mexico
- c the UAE
- d Greece
- e the USA
- 6 Read the article again and write true (T) or false (F) next to the statements below.
  - 1 Piñatas have flowers inside them.
  - Long noodles are unlucky in Chinese culture.
  - 3 Many companies in the USA celebrate business birthdays. \_\_\_\_\_
  - 4 On a name day, people bring gifts.
  - 5 During Eid, children wear special clothes.

### READING BETWEEN THE LINES

- 7 Where would you find this article?
  - a in a newspaper
  - b in an academic journal
- 8 Circle the features that helped you find the answer.

photographs colour of text length of paragraphs title number of paragraphs layout of article

### DISCUSSION

- 9 Work with a partner. Discuss the questions below.
  - 1 What birthdays and special days do you celebrate?
  - 2 What do you do on these days?
  - 3 What is your favourite celebration? Why?

### **READING 2**

### PREPARING TO READ

- 1 Look at the words and circle the correct definition.
  - 1 activities
    - a things people do
    - **b** buildings
  - 2 history
    - a something happening now
    - b something that happened in the past
- 3 popular
  - a something many people enjoy
  - b very difficult
- 4 highlights
  - a places
  - b the most important parts

UNDERSTANDING KEY VOCABULARY

SCANNING TO PREDICT CONTENT

2 Read paragraph A in the text below and circle the proper nouns.

*Proper nouns* are names of people, countries, cities, festivals and nationalities. Days of the week and months are also proper nouns.



- A One of the most important festivals in Oman is the Muscat Festival. The festival lasts for about one month and takes place in February every year. During the festival, many activities are available for people to take part in.
- B Large numbers of people, including Omanis and visitors to Oman, go to the different events. The events are a celebration of both Omani and international history and traditions. The events take place in different places across the country. Many businesses show their products for people to look at and buy.
- C The Muscat Festival also includes the very popular sixday Tour of Oman cycling race. Professional cyclists from around the world take part in the race. The race is nearly 1,000 kilometres long, and it takes the cyclists up the beautiful Jabal Al Akhdhar – the Green Mountain.

- Pestival include the chance to try out different types of food at the Oman Food Festival. The Muscat Art Festival also offers visitors Arabic music, concerts and plays, and other entertainment for the whole family. The Festival of Lights is one of the most popular events at the Muscat Festival.
- The Muscat Festival is very international, with people visiting from countries as far away as Brazil and Cuba. Visitors also arrive from Italy, India, Russia, South Korea, Spain, Tunisia and Turkey, as well as many other countries. They enjoy the amazing clothes, food and music. Some people just enjoy the mix of different cultures.



	3 Answer the questions below.				
	1 What country is the Musca	t Festival in?			
	2 When is the Muscat Festiva				
	4 Read paragraph A on page 39	again and check your answers.			
	WHILE READING				
READING FOR	5 Read the text on page 39. Ma	tch the ideas (1–5) to the paragraphs (A–E).			
MAIN IDEAS	1 the countries people visit f				
CONLINE	2 how long the Muscat Festival lasts 3 different events in the Festival 4 international culture 5 the Tour of Oman				
DEADING FOR	6 Read the text again. Put word	ds in the gaps to complete the sentences.			
READING FOR DETAIL	<ol> <li>The Muscat Festival happen</li> <li>People from all over the w</li> </ol>	ns in the month of orld the festival. abal Al Akhdhar is ery event.			
	READING BETWEEN TH	HE LINES			
RECOGNIZING	7 Where would you find this to	ext?			
TEXT TYPE	a in a textbook on Oman cu b in a textbook on the Oma	lture			
	8 What other topics would you Add two more to the list.	u expect to find in the book?			
	1 food 2 theatre	3 4			
	DISCUSSION				
	9 Work with a partner. Discuss	the questions below			
	1 Would you like to visit On	nan? estivals would you give a visitor to your			
		der commonwent erwanistische 100 100 100 100 100 100 100 100 100 10			

### LANGUAGE DEVELOPMENT

### Prepositions of time and place: on, in, at

ON: We use on with a date or a day.

My birthday is on 1st May / on Saturday.

IN: We use in with a month and with the morning, the afternoon and the evening.

We also use in with a country or town.

My birthday is in May.

We eat dinner in the morning.

We celebrate New Year in France / in Paris.

AT: We use at with a time or with night and the weekend. We also use at with school, college, university, work and home.

We eat dinner at 5 o'clock at night.

We have a party at school.

1 Write the words from the box in the correct place in the table below.

school college June Sunday home work a town Istanbul the evening the morning night 1st January my country Syria 8 o'clock Tuesday

	on	in	at
places			
times			

2	Write on,	in or	at in	the	gaps	to	complete	the	sentences
---	-----------	-------	-------	-----	------	----	----------	-----	-----------

1	People h	nave parties _	work with th	eir colleagues.

- 2 We have a meal \_\_\_\_\_ Saturday.
- 3 The festival is \_\_\_\_\_ November.
- 4 My brother's wedding is \_\_\_\_\_ 2nd December.
- 5 The children wake up \_\_\_\_\_ 7 o'clock.
- 6 People celebrate New Year \_\_\_\_\_ Australia.
- 7 We stay \_\_\_\_ home for the whole day.
- 8 We eat dinner late \_\_\_\_\_ night.

### ADVERBS OF FREQUENCY

We use adverbs of frequency to talk about habits. They tell us how often someone does something. Adverbs of frequency go before the verb in a sentence.

- 3 Read the sentences (1–3) from Reading 1 and underline the adverbs of frequency.
  - 1 In Mexico, children often have piñatas on their birthday.
  - 2 In China, people always celebrate weddings with an eight-course meal.
  - 3 Companies sometimes make TV adverts.
- 4 Write the adverbs from the box in the gaps on the timeline.

usually always sometimes

never  $\rightarrow$  (1)  $\longrightarrow$  often  $\rightarrow$  (2)  $\longrightarrow$  (3)

- 5 Write the adverbs from the timeline in the gaps to make sentences that are true for you.
  - 1 I \_\_\_\_\_\_ visit my parents in the holidays.
  - 2 I \_\_\_\_\_ give my friends a present on their birthday.
  - 3 I \_\_\_\_\_ celebrate New Year.
  - 4 I \_\_\_\_\_\_ go to weddings.
  - 5 I \_\_\_\_\_\_ eat sweets on special occasions.
- 6 Work with a partner. Compare and discuss your answers.

### CRITICAL THINKING

At the end of this unit, you will write a descriptive paragraph. Look at this unit's Writing task in the box below.

Describe a festival or special event.

#### APPLY

- 1 Look at the calendar opposite. You are going to fill it in with this year's important events.
  - 1 Work with a partner. Write the names of four festivals from your country on the calendar.
  - 2 Write any personal or family celebrations on the calendar (for example, weddings, birthdays, graduation days, etc.).

January	February	March	April
May	June	July	August
September	October	November	December

2 Look at the events on the calendar. Which events do you think would be interesting to people from another country? Why?

I think our national day would be interesting because ...

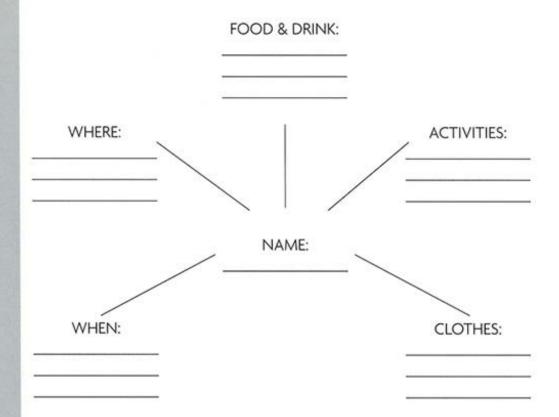
**EVALUATE** 

### Using a spider diagram to organize ideas

Before you write, you need to decide what to write about. A spider diagram can help you organize your ideas.

#### CREATE

- 3 Choose one event on your calendar.
  - 1 Write the name of the event in the centre of the diagram.
  - 2 Write about the topics below in the correct part of the spider diagram.
    - · when the event is
    - · where the event is
    - · what people eat and drink at the event
    - · what people do at the event
    - · what people wear at the event



## WRITING

### **GRAMMAR FOR WRITING**

XPI ANATION

### Sentence structure 2: subject and verb order

A sentence needs to have a *subject* and a *verb*. The verb comes after the subject. After the verb, we can have a *noun* (usually called an *object*), an *adjective* or a *prepositional phrase*.

subject	verb	noun phrase
1	visit	my family.
subject	verb	adjective
The people	are	happy.
subject	verb	prepositional phrase
The festival	is	in May.

ONLINE

- 1 In each sentence (1–5), underline the subject and circle the verb.
  - 1 The children wear traditional clothes.
  - 2 My family and I watch the fireworks.
  - 3 I visit my aunt and uncle.
  - 4 People in the UK celebrate university graduation.
  - 5 My parents and I go to the town centre.

2	In each sentence (1-5), underline the part of the sentence that comes
	after the verb. Then write N for noun, A for adjective and P for
	prepositional phrase.

	pre	positional phrase.				
		My family eat at home.				
	2 T	he costumes are beautiful.	<del></del>			
	3 V	Ve exchange presents.	40-			
	4 1	celebrate in the evening.	(t			
	5 T	he festival is traditional.	5			
3	Put	the words in order to make	e sentences.			
	1 c	elebrate / People in Scotlar	nd / New Year /.			
	2 0	on Sunday / My parents and I / cook /.				
	3 e	excited / are / The men in my town /.				

- 4 eat / All my family / in the morning /.
- 5 do not visit / my grandparents / We /.

XPLANATION

### Prepositional phrases

Sometimes a sentence can have an object and a prepositional phrase. The prepositional phrase comes after the object.

noun phrase (subject)	verb phrase	noun phrase (object)	prepositional phrase
People in Mexico	eat	a special meal	in the evening.

We can also put the prepositional phrase at the beginning of the sentence, followed by a comma.

prepositional phrase	noun phrase (subject)	verb phrase	noun phrase (object)
In the evening,	people in Mexico	eat	a special meal.

- 4 In each sentence (1-5), underline the prepositional phrase.
  - 1 We watch concerts at night.
  - 2 In India, people celebrate the Magh Bihu festival.
  - 3 People clean their homes in the morning.
  - 4 Children have parties at school.
  - 5 On Saturday, we watch the parades.

### **ACADEMIC WRITING SKILLS**

XPLANATION

### Paragraph organization 1: organizing sentences into a paragraph

In formal English, we put the sentences we write into paragraphs. A paragraph is a group of sentences about the same topic. When we start to write about a different topic, we start a new paragraph.

Look at the sentences below. They are from two different paragraphs. Paragraph 1 is about a city. Paragraph 2 is about a festival.

Sort the sentences into two paragraphs. Write 1 or 2 next to each sentence.

Popfest is a music festival in the UK.	_2_
It is a very noisy city.	_1_
People wear waterproof shoes and coats.	

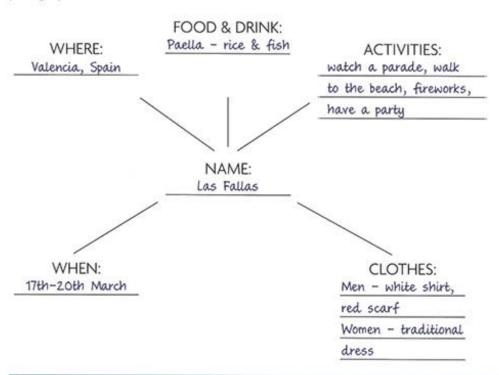
W. 15-25

In the summer, it is very hot.	
It happens in July.	-
I live in Taipei.	
There are lots of shops and restaurants.	
People listen to music and dance.	
It's a great place to live.	_

### WRITING TASK

Describe a festival or special event.

1 Look at the notes about a festival in the spider diagram. Use the information in the diagram to write words in the gaps in the paragraph below.



In Valencia, Spain, people celeb	on the (2) and
finishes on the 20th.	
	in the streets. In the evening and has a party. There
People also eat (5)	
(6) and fish	Men wear a white shirt and
a <sup>(7)</sup> scarf a	nd women wear traditional



PLAN

### WRITE A FIRST DRAFT

2 Look at the spider diagram you completed in the Critical thinking section (page 44). Use your notes to write sentences in the paragraph planner about the event.

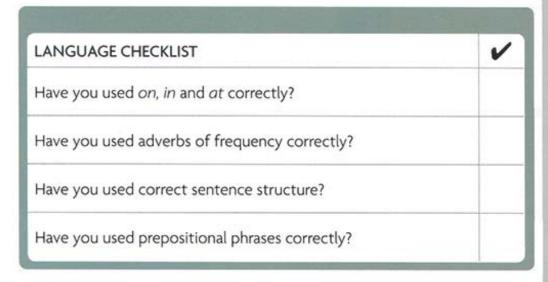
name and where	Thanksgiving is a festival in the USA.
when	
activities	
food and drink	
clothes	

- 3 Use the sentences in the paragraph planner to write a paragraph. Add and to join sentences.
- 4 Use the task checklist to review your paragraph for content and structure.

#### EDIT

TASK CHECKLIST	V
Are the sentences organized in a paragraph?	
Does the paragraph start with a sentence saying the name of the event and where people celebrate it?	
Does the paragraph say when the event is?	
Does the paragraph have information about the activities, food and drink, and clothes?	

- 5 Make any necessary changes to your paragraph.
- 6 Now use the language checklist to edit your paragraph for language errors which are common to A2 learners.

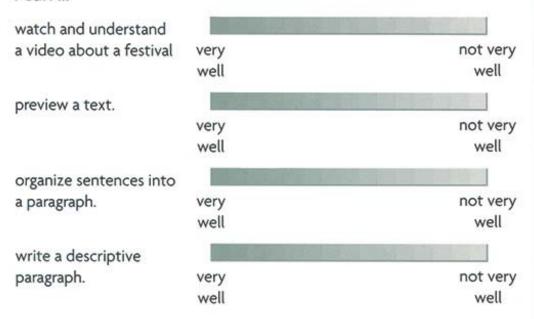


7 Make any necessary changes to your paragraph.

### **OBJECTIVES REVIEW**

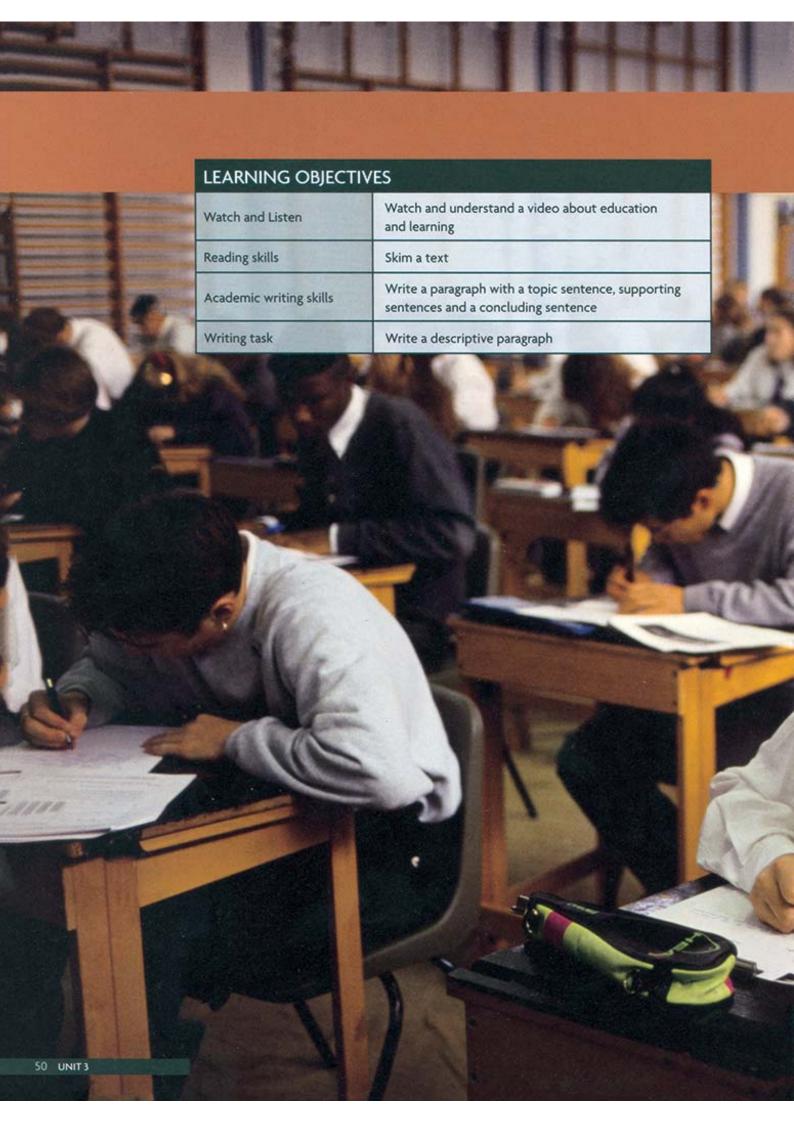
8 Check your objectives.

#### I can ...



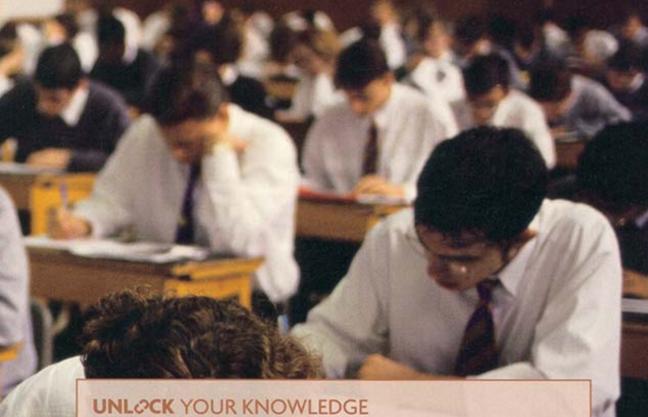
#### WORDLIST

	UNITV	OCABULARY	
business (n) celebration (n) company (n) culture (n) evening (n)	gift (n) ground (n) history (n) jockey (n) present (n)	relative (n) stick (n) celebrate (v) hang (v) take part (v)	ancient (adj) lucky (adj) popular (adj) successful (adj) traditional (adj)



## SCHOOL AND EDUCATION

## UNIT 3





Look at the photographs and answer the questions below.

- 1 What subjects are the students in the photographs studying?
- 2 Which picture is most like your education? Why?
- 3 Which picture is the least like your education? Why?
- 4 Which type of education do you think is the best? Why?

### WATCH AND LISTEN

Discovery











### UNDERSTANDING KEY VOCABULARY

### PREPARING TO WATCH

1 Write a word from the box in the gaps to complete the sentences below.

class lesson train choose independent support connection

- 1 There are a lot of international students in the <u>class</u> this year.
- 2 If you want to be good at a sport, then you have to \_\_\_\_\_\_ every day.
- 3 It's difficult to \_\_\_\_\_ which language to learn. English is useful, but Chinese and Spanish are also very popular.
- 4 We have an English \_\_\_\_\_\_ every morning.
- 5 It is important for children to be \_\_\_\_\_\_. They should learn to think without a teacher telling them everything.
- 6 There is an important \_\_\_\_\_\_ between your education and your future job. If you have a good education, you will have a better job and make more money.
- 7 Parents should give \_\_\_\_\_\_ to their children and help with homework and studying.
- 2 Are the sentences in Exercise 1 true or false for you? Compare your answers with a partner.
- answers with a partner.

PREVIEWING

- 3 Work in pairs. You are going to watch a video about a lesson at a school in the USA. Before you watch, look at the notes below. What type of lesson do you think the video is about? \_\_\_\_\_
  - · teacher
- · choosing books
- · love reading

- · children
- · make notes
- 4 D Watch the video and check your answers.

### WHILE WATCHING

- 5 Watch again. Number the ideas (a-f) in the order you hear them.
  - a The students discuss the books they read and their ideas.
  - b The teacher sits with the students and gives support.
  - c The children choose a book to read.
  - d The students make a connection between the books and their own lives.
  - e The teacher reads a story to the class.
  - f The students make notes about the book.
- 6 Watch again. Match the sentence halves.
  - The teacher wants children to find a book
  - 2 Books about families, holidays and friends are good, because
  - 3 The children find things in the books
  - 4 The teacher does not
  - 5 After the children read, the teacher
  - 6 The teacher wants the children to
  - 7 The teacher thinks that children make

- a the children already know about these things.
- b talks with them about their notes.
- c that they can enjoy.
- d understand the people in the books.
- e which are like things in their own lives.
- f a connection between stories and their own lives.
- g help the children when they are reading their books.
- 7 The video says that putting yourself in the character's shoes ... can help you understand the text. What does this mean? Circle the best definition.
  - a describe what a character in the story is wearing
  - b imagine you are in the same situation as a character in the story
  - c visit the same places as the character in the story
- 8 The teacher in the video says that independent reading is useful. What does she mean? Compare your answer with a partner.

### DISCUSSION

- 9 Work with a partner. Discuss the questions below.
  - 1 Do you think it is important for children to read books? Why / Why not?
  - 2 What type of stories did you enjoy reading when you were a child?
  - 3 Do you think children today read more or less than fifty years ago?

UNDERSTANDING MAIN IDEAS

UNDERSTANDING

MAKING

### **READING 1**

### PREPARING TO READ

### UNDERSTANDING KEY VOCABULARY

- 1 Match the words (1–12) to their definitions (a–I).
  - 1 train a an amount of money given to a person by an 2 create organization to pay for their education
  - 3 return b officially ask for something
  - 4 similar c be important
  - 5 believe d go to a place where you were before
    6 join e take care of (someone or something)
    7 apply f learn the skills you need to do a job
    8 look after g nearly the same as something else
  - 9 local h become a member of an organization
  - 10 professional i in an area near you
  - 11 a scholarship j related to a job that needs special training 12 matter or education
    - k think that something is true I make something happen or exist

## USING VISUALS TO PREDICT CONTENT

- 2 Look at the photograph in the article opposite and answer the questions.
  - 1 What does the photograph show? \_\_\_\_\_
  - 2 Who are the people in the photograph? \_\_\_\_\_
  - 3 What year do you think the photograph was taken? \_\_\_\_\_

### WHILE READING

#### SKIMMING



- 3 Read the article opposite quickly. You do not have to read every word. What is the article about?
  - a the FC Barcelona football stadium
  - b the UEFA Champions League
  - c the education of FC Barcelona football players

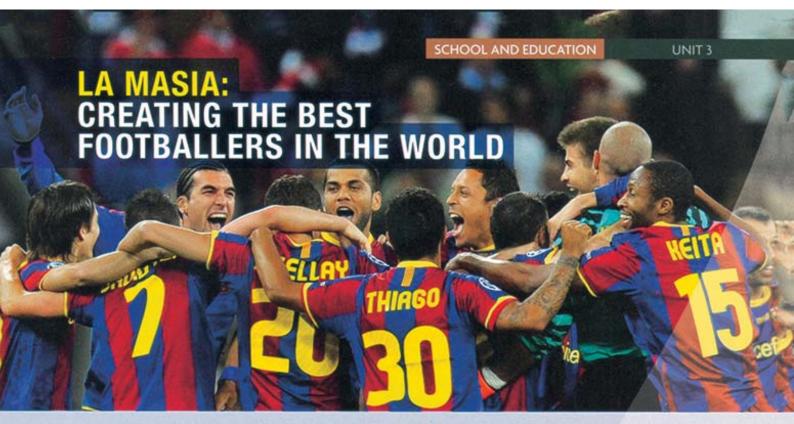
### Skimming

When we skim a text, we read it quickly to find out the general topic of the text. Skimming can help you decide if a text is useful. You can then decide whether to read the text again properly.

- 4 Read the article and check your answers.
- 5 Circle the statement that is the best summary of each paragraph.
  - 1 Paragraph A
    - a FC Barcelona has a very good training academy.
    - **b** FC Barcelona is a very good football club.

READING FOR

MAIN IDEAS



- A FC Barcelona's football academy, La Masia, trains some of the best footballers in Europe. Pep Guardiola, Lionel Messi, Cesc Fabregas and Gerard Pique are all graduates of La Masia. Many people believe that Barcelona is the best football team in Europe because of the training programme at the school. Now, FC Barcelona has opened similar academies all around the world, including in Egypt, Japan, America and Dubai.
- B It is difficult to join the Barcelona academy. Every year, over 1,000 students apply, but only 70 students can live and study at the school. They are aged between 11 and 18. Seventy coaches, teachers, doctors, cooks, sports doctors and other staff look after the students. The academy costs about £5 million a year to run. But the students all have scholarships, so they don't pay any money. FC Barcelona pays for everything: the students' rooms, teachers, books and food.
- football. FC Barcelona also wants to give their students a good academic education. It is important to the club that their students can still get good jobs if they don't become professional footballers. Students travel by bus to local schools each morning for four hours of study. The footballers return to La Masia after lunch and do football training in the afternoons.
- D But is the students' academic education good enough? All the football training must make the students very tired and they spend less time at school than other children. That doesn't matter if you are one of the students who is good enough to become a professional footballer. But what happens to all the children who don't make it onto the team? La Masia produces excellent football players, but it is important to ask what happens to all the other children who train there.

- 2 Paragraph B
  - a what students do at La Masia
  - b what teachers and staff do at La Masia

- 3 Paragraph C
  - a The students only learn about football.
  - b The students also receive an academic education.
- 4 Paragraph D
  - a Is the academic education at La Masia good enough?
  - b Are the footballers at La Masia good enough?

### READING FOR DETAIL

- 6 Read the article again and write true (T), false (F) or does not say (DNS) next to the statements below.
  - 1 Pep Guardiola, Lionel Messi, Cesc Fabregas and Gerard Pique all play for FC Barcelona.
  - 2 FC Barcelona has only one training academy.
  - 3 Every year, 75 students apply to go to the school.
  - 4 The students do not have to pay for their education.
  - 5 The food at La Masia is excellent.
  - 6 FC Barcelona wants to give students a good academic education. \_\_\_\_
  - 7 The students walk to local schools in the morning.
  - 8 The students practise football at La Masia in the mornings.

## UNDERSTANDING DISCOURSE

7 Look at the underlined words in the text. What do they mean – the football club or the training academy? Write the words in the correct place in the table below.

Barcelona football club	La Masia

### READING BETWEEN THE LINES

### MAKING INFERENCES

- 8 Do all La Masia students become professional footballers?
- 9 Underline the sentences or parts of the article that tell you the answer.

### DISCUSSION

- 10 Work with a partner. Discuss the questions below.
  - 1 What are the advantages and disadvantages of doing sport at school?
  - 2 Do you agree that professional football players should be paid more than doctors and teachers?

## READING 2

### PREPARING TO READ

1 Match the words to their definitions (1–10).

a course work experience a lecture exchange notes a skill a degree a subject a project a schedule

1	words that you write down to help you remember something
2	a qualification given for completing a course of study at a university
3	an ability to do an activity well
4	a period of time in which a student works somewhere to learn about a job
5	give something to someone and get something similar from them
7	an area of knowledge studied at school or university a plan that tells you when things will happen a formal talk on a subject
9	a study of a particular subject done over a period of time  a set of lessons about a particular subject
F	You are going to read a text. Before you read, look quickly at the photographs, titles and the text on page 58. Where do you think you would see the text?
	on a university website on a secondary school website
١	What do you think the aim of the text is?
	to argue that people shouldn't go to Princeford University to argue that people should go to Princeford University
F	Read the text on page 58 and check your answers.
Ν	HILE READING
5 6	Read the text again and answer the questions below.
	What subject does Jessie study?

3 What subject does Noor study? \_\_\_\_\_

UNDERSTANDING KEY VOCABULARY

**PREVIEWING** 

USING YOUR KNOWLEDGE

READING FOR MAIN IDEAS



### Princeford University

Search

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About the University

Study at Princefore

Students

Staff

My Princeford Experience



At Princeford University, we know that every student is different. We have thousands of courses so everyone can find their perfect way to study. Here, three students tell us about what they study.



### Jessie, 29, Practical Business

'I study a course called Practical Business. I have a very busy schedule. In the mornings, I study at university and in the afternoons, I do

work experience in an office. I study Monday to Friday, five days a week. I have lectures and I study in the library with my friends. We talk about the course and exchange notes. It's really interesting. In the office, I learn a lot of practical skills. I like working with other people and I'm learning a lot. I study Practical Business because I'd like to have my own company. This course gives me all the practical skills to make my future company a success.'



#### Serhan, 23, Art History

'I study Art History online. I live in Turkey. I did my first degree at a Turkish university and I wanted to do my second degree at an English-speaking

university. Studying online means I can study in English and live near my family and friends. I watch lectures online and download articles and notes. I can also talk to my lecturers online. I don't have to go to lectures, so I can study whenever I want. Art History is a really interesting subject. I don't know if I'll get a job in Art History – I just enjoy studying it for now.'



### Noor, 18, Engineering

'I'm an international student from Malaysia. I study Engineering. In the mornings, we have big lectures, with all 250 students from the course. Three times a week, we have practical classes in the engineering labs. The classes are small and we work in small groups on our own projects. I also go to English lessons in the evening. In my subject, it is important to speak English well. The university has a very

good programme for international students, and everybody is very helpful. I study Engineering because it's useful and I want to work all over the world.'

Contact us for more information.

Telephone: +61 3 2507 5492

Email: enquiries@princeford.edu.au

READING FOR

PUNLOCK ONLINE

DETAIL

- 6 Match the sentence halves.
  - 1 Jessie goes to lectures and
  - 2 Jessie likes
  - 3 Serhan studies
  - 4 Serhan lives
  - 5 Serhan watches lectures and
  - 6 Noor is from
  - 7 Noor has lectures and
  - 8 Noor thinks the university is

- a talks to his lecturers on the internet.
- b does work experience in an office.
- c has practical classes in a lab.
- d an online course.
- e good for international students.
- f working with other people.
- g Malaysia.
- h near his family in Turkey.

## READING BETWEEN THE LINES 7. Why do lossic Serban and Noor study their subjects? Tick the boyes to

7 Why do Jessie, Serhan and Noor study their subjects? Tick the boxes to show their reasons.

Jessie Serhan Noor

1 'I want to get a good job.'

2 'I like studying.'

3 'I want to learn practical skills.'

4 'I want to work in different countries.'

5 'I want to have my own business.'

### DISCUSSION

8	How useful	do you t	think it is	to study	the follow	ing subjects?	Put them in
	order from	1 (very us	eful) to 8	(not at a	all useful).		

Medicine	
Mechanics	
Art	
Business	
History	
Cooking	-
Foreign languages	
Dance	

9 Work with a partner. Compare and discuss your answers. Do you think a subject should be useful? MAKING

**INFERENCES** 

## LANGUAGE DEVELOPMENT



### **EDUCATION NOUNS**

1 Write the nouns from the box in the correct place in the table below. Use a dictionary to check the meaning of any new words.

an office a principal a lecturer a library a teacher a lab a college a university a class a student a graduate

places	people

			e singular (one thing) and some are plural the words singular and plural in the gaps.
A		B → →	some schools two universities many businesses twenty people
a b c	To make the plural f add -es. Some plurals are irre To make the plural f	form of egular. form of form of	cise 2 to the rules (a–d) below.  a noun ending in -s, -ch, -sh, -z or -x,  a regular noun, add an -s.  a noun ending in consonant + -y,
1 2 3 4 5	Vrite the plural forms  city →  box →  family →  student →  child →  academy →		

### **CRITICAL THINKING**

At the end of this unit, you will write a descriptive paragraph. Look at this unit's Writing task in the box below.

Describe your education.

Look at the notes below about two of the students from Reading 2.
 Write the students' names at the top of the columns (A–B).

REMEMBER

Name	A	В
0 What?	Art History	Practical Business
2)	Princeford University	Princeford University
(3)	watch lectures online,	lecture, library, work in
(4)	talk to lecturers online, live near family and friends	study with friends
(5)	whenever I want	Monday to Friday
(6)	because 1 enjoy it	because I want to have my own company in the future

2 Read the information in the notes above. Write the question words in the correct place. The first one has been done for you as an example.

How? When? Why? What? Who? Where?

ANALYZE

### Using a wh- chart to generate ideas

When you are asked to describe something, it can be difficult to decide what to write. Using a wh- question planner can help. It breaks down the question into sections. This makes it easier to think of things to write about and helps you organize your thoughts.

CREATE

3 Write information about your education in the wh-chart below.

What?	
Where?	
How?	
Who?	
When?	
Why?	

### WRITING

### **GRAMMAR FOR WRITING**

XPLANATION

### Subject pronouns

Salma is my teacher. She is nice.

I study with my Friends. They are very clever.

Notice how we use *she* to replace *Salma* in the second sentence. When we replace a noun at the beginning of the sentence (a subject), we need to use a *subject pronoun*.



1 Write the subject pronouns from the box in the correct place in the table below.

I he you it they she you we

- Write a subject pronoun in each gap to complete the sentences. Use a capital letter at the start of a new sentence.
  - 1 My sister is a doctor. \_\_\_\_\_ studies medicine.
  - 2 All the medical students study hard. \_\_\_\_\_ want to pass the exams.
  - 3 My college has over 12,000 students. \_\_\_\_\_ is quite big.
  - 4 Maths and Engineering are practical subjects. \_\_\_\_\_ are very useful.
  - 5 Oleg and I are studying the same course. \_\_\_\_\_ like the same subjects.
  - 6 My brother goes to university. \_\_\_\_\_ studies English.

- 3 Read the paragraph below.
  - 1 Write subject pronouns in the gaps to complete the paragraph below. The first one has been done for you as an example.
  - 2 Circle the subject pronouns and the nouns that they refer to. Draw an arrow between each noun and its subject pronoun. The first one has been done for you as an example.

I study Physics   is an interesting subject. My lecturer
is called Amir. 2 is a very good teacher. There are thirty
students on my course. Sometimes 3 all have a class together,
but normally 4 work in small groups. I work with two other
students: Lucy and Aleksander. 5 help me with my work.
Lucy is very clever. 6 always gets good grades.

PLANATION

### because and so

We use *because* and *so* to talk about reasons and results. We use *because* and *so* to join two sentences: a reason sentence and a result sentence.

reason: I want to work in different countries.

result: I'm studying English.

- 4 Look at the sentences below.
  - 1 Match the sentences in column A to the sentences in column B. The first one has been done for you as an example.
  - 2 Write reason and result in the gaps above the columns to show which sentences are the reason sentences and which are the result sentences.
    - A \_\_
      - 1 I study Economics.
      - 2 I study guitar.
      - 3 I study IT.
      - 4 I'm doing an apprenticeship in a restaurant.
      - 5 I'm going to university in Australia.

- R
  - a I want to design computer games.
  - b I want to be a chef.
  - c I want to learn English.
  - d I love music.
  - e I want to work in a bank.
- 5 Look at the sentences below with because and so. Underline the reason sentence and circle the result sentence.
  - 1 I'm studying English because I want to work in different countries.
  - 2 I want to work in different countries so I'm studying English.

6	What do you notice about the order of the sentences with because
	and so?

7	Join each	pair o	of se	nten	ces in	Exer	cise	4 to	o ma	ke	one	senten	ce	with
	because.	The f	irst o	one h	as be	en d	one	for	you	as	an e	xample		

k.

8 Join each pair of sentences in Exercise 4 to make one sentence with so. The first one has been done for you as an example.

1 1	want	to	work	in a	bank	50 I	study	Economics.	
2 _									
3 _									
4 _									
c -									

### ACADEMIC WRITING SKILLS

A paragraph has a topic sentence, supporting sentences and a concluding sentence. We write a paragraph in this order:

1 The topic sentence describes what the paragraph is about. It is usually the first sentence in a paragraph.

Paragraph organization 2: topic, supporting and concluding sentences

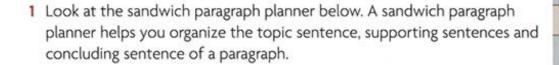
- 2 The supporting sentences tell us more about the topic, and give details and examples. They are in the middle of the paragraph.
- 3 The concluding sentence ends the paragraph. It usually summarizes the main idea in the paragraph. Some short paragraphs do not have a concluding sentence.
  - Look at the paragraph below.
    - 1 Underline the topic sentence and write T next to it.
    - 2 Underline the supporting sentences and write S next to them.
    - 3 Underline the concluding sentence and write C next to it.

I went to the primary school opposite my home. It was a small school but very friendly. The teachers were very kind and all the students liked them. My father went to the school when he was young. I want to be a teacher because I enjoyed going to school.

- 2 Look at sentences (a—e) below.
  - 1 Write T next to the topic sentence, S next to the supporting sentences and C next to the concluding sentence.
  - 2 Put the sentences in order to make a paragraph. Number the topic sentence 1, the supporting sentences 2 and the concluding sentence 3.
    - a 1 start classes at 9 am and finish at 3 pm. \_\_\_\_\_
    - b I study Physics at Adelaide University. \_\_\_\_\_
    - c I have classes and I study online. I also study in the library. \_\_\_\_\_
    - d I study Physics because the subject is interesting. \_\_\_\_\_
    - e There are 80 students on my course. We have some lectures together but normally we work in small groups. \_\_\_\_\_

### WRITING TASK

Describe your education.



TOPIC SENTENCE:

SUPPORTING SENTENCE (1):

SUPPORTING SENTENCE (2):

SUPPORTING SENTENCE (3):

CONCLUDING SENTENCE:

- 1 Write your topic sentence in the top section of the planner. Write about what you study and where you study.
- 2 Look at your notes from the Critical thinking section (page 62). Choose three important details about your education. Write three supporting sentences about these details in the middle sections of the planner.
- 3 Write your concluding sentence in the bottom section of the planner. Write about why you study your subject. Use because or so in your answer.



PLAN

### WRITE A FIRST DRAFT

EDIT

- 2 Use the sentences in the sandwich paragraph planner to write a paragraph.
- 3 Use the task checklist to review your paragraph for content and structure.

TASK CHECKLIST	V
Have you written a paragraph about your education?	
Have you included information about what, where, how, who, when and why?	
Is there a topic sentence, supporting sentences and a concluding sentence in your paragraph?	
Have you used <i>because</i> or so to explain why you study your subject?	

- 4 Make any necessary changes to your paragraph.
- 5 Now use the language checklist to edit your paragraph for language errors which are common to A2 learners.

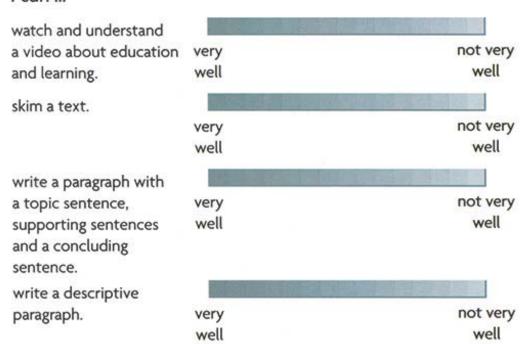
LANGUAGE CHECKLIST	~
Have you used education nouns correctly?	
Have you used the correct form of plural nouns?	
Have you used the correct subject pronoun?	
Have you used because and so correctly?	

6 Make any necessary changes to your paragraph.

### **OBJECTIVES REVIEW**

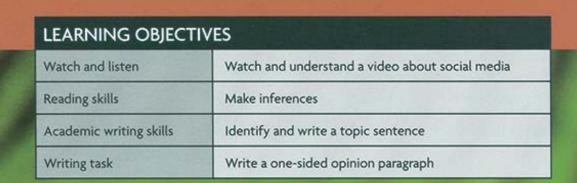
### 7 Check your objectives.

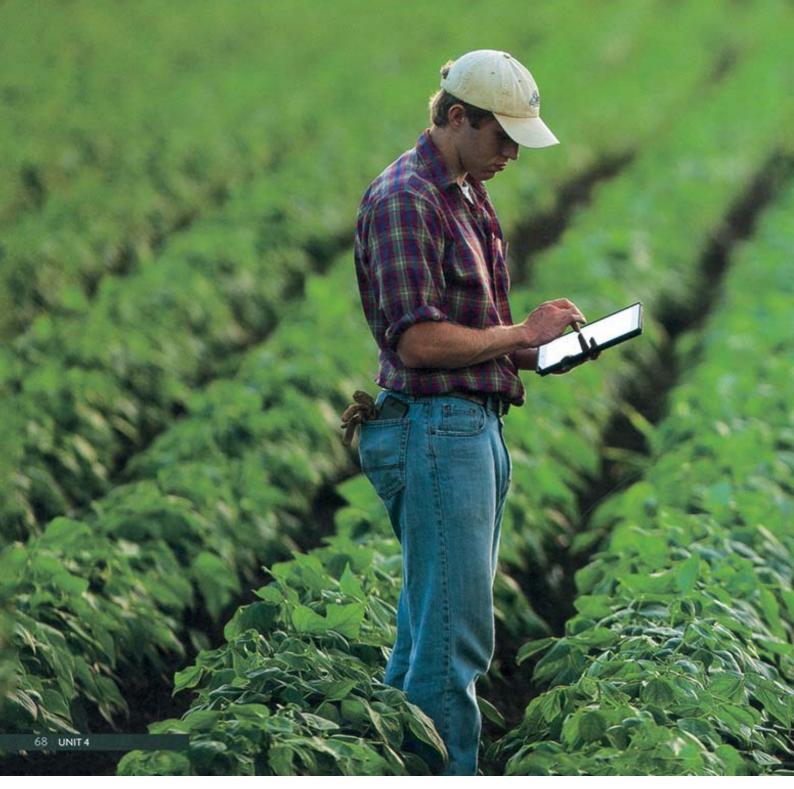
#### I can ...



#### WORDLIST

UNIT VOCABULARY						
class (n) college (n) course (n) degree (n) graduate (n) lecture (n) library (n) notes (n) office (n)	skill (n) student (n) subject (n) support (n) teacher (n) training (n) university (n) apply (v) believe (v) create (v)	exchange (v) join (v) look after (v) matter (v) return (v) train (v) independent (adj) local (adj) professional (adj) similar (adj)				





# THE INTERNET AND TECHNOLOGY

UNIT 4

### UNLOCK YOUR KNOWLEDGE

- 1 How much time do you spend on the internet every week?
- 2 What do you use the internet for? Complete the table below.

	never	sometimes	a lot
1 I look at photos.			
I listen to radio programmes.			
3 I search for information.			
4 I watch videos or TV.			
5 I check my bank account.			
6 I shop online.			
7 I play games.			
8 I chat to my friends.			

### WATCH AND LISTEN













### PREPARING TO WATCH

social media (n): forms of media that allow people to communicate and share information using the internet

UNDERSTANDING KEY VOCABULARY 1 Read the dictionary definition of social media above. Circle the words in the box below that match the definition. Check the meaning of any new words in the glossary on page 195.

blogs magazines social networking sites newspapers TV email

2 The video talks about four social media websites. Look at the company logos below. Which companies will the video talk about?









3 Watch the video and check your answers.

### WHILE WATCHING

- 4 D Watch again. Circle the best description of the topic of the video.
  - a How will social media change our lives in the future?
  - b How has social media changed our lives?

UNDERSTANDING MAIN IDEAS

5	Watch again. And number the descriptions (a-d) in the order that you
	hear them.
	a We can read blogs from all over the world.

b Social media means we can choose what we read and watch.

c Social media makes it easier to talk to our friends.

d Social media is very different from traditional media.

6 Write words or numbers in the gaps to complete the summary below.

Mark Zuckert	perg started Facebook in (1)
(2)	million people use the website every day.
He made the	first version in a week and a (3)
Soon, (4)	thirds of Harvard students used it.
Today, the r	number of users doubles every (5)
months.	

7 Look at the extract from the video script below and answer the questions.

With social media, we can share the videos, websites and music we like online. This means that we now have more control over what we watch, read and listen to.

- 1 In what ways do social media give us more control over what we watch, read and listen?
- 2 How is this different from traditional types of media, like TV or newspapers?

#### DISCUSSION

- 8 Work with a partner. Discuss the questions below.
  - 1 What types of social media do you use?
  - 2 What do you use social media for?
  - 3 Ten years from now, do you think Facebook will still be the number one social media website? Why / Why not?

UNDERSTANDING DETAIL

> MAKING **INFERENCES**

# **READING 1**

# PREPARING TO READ

#### SCANNING TO PREDICT CONTENT

- Before you read, circle the title and subtitle in the web page opposite.
- 2 Circle the best description (a-c) of the topic of the web page.
  - a the benefits (+) of the internet
  - b the dangers (-) of the internet
  - c why teenagers use the internet
- 3 Read the web page and check your answers.

## WHILE READING

## READING FOR MAIN IDEAS

- 4 Read the text again. Underline the correct ending for each sentence.
  - 1 internet companies ask you for information / take information without asking you.
  - 2 internet companies show different advertisements to different people / the same advertisements to everyone.
- 5 Write the words from the box in the correct place in the table.

READING FOR



DETAIL

your address your interests other websites you might like your gender (man/woman) the way you use the internet your age the websites you visit

A What do internet companies find out about you?	B What do internet companies guess about you?	C What do internet companies decide?
11		

#### READING BETWEEN THE LINES

## MAKING **INFERENCES**

- 6 Look at the advertisements on the web page. What can you guess about the person using the website?
  - 1 Is it a man or a woman? \_\_\_\_\_
  - 2 How old is he/she? \_\_
- 7 Work with a partner. Compare and discuss your answers.

# TEEN Z NE HOME BLOG FILMS

MUSIC

# Someone's always watching you online ...



Did you know that when you surf the web, many websites put secret software on your computer? The software collects a large amount of information about you and sends it to internet companies. The companies find out where you live, what websites you visit and what you do online. With this information, they can guess other things about you. For example, they can guess if you are male or female\*, how old you are and what kind of things you like. The companies use this information to decide which advertisements are best for you. Two people can go to the same website, but they will see different advertisements. For example, someone who likes sports could see an advertisement for trainers, and someone who likes films might see an advertisement for a cinema.

\*male = a man, female = a woman

find out more



Free music download

Love music?

Join the Hip Hop Shop and get your first 500 downloads for free

#### **ELECTRONIC** DICTIONARY

25 languages FREE shipping Read reviews

# **Online** catalogue

Designer dresses at discount prices.

Download free ringtones, apps and wallpaper for your smartphone

# Making inferences

When we read, we often make inferences about a text. To make an inference, we think about what the author writes, the way they write it, and what you already know about the subject to make a guess about information that isn't in the text.

#### DISCUSSION

- 8 Read the three opinions about the topic of the web page (a-c). Circle the opinion you agree with most.
  - I don't think companies should take any of this information from you

     it's really bad.
  - c I think it's great. If companies can show you advertisements for things you like, you can find out about new things.
- b I don't see the problem. Companies need to make money some way – we get a lot of free things on the internet, and this is a good way to pay for them.
- 9 Work with a partner. Compare and discuss your answers.

# **READING 2**

#### PREPARING TO READ

- UNDERSTANDING KEY VOCABULARY
- 1 Match the words (1–8) to their definitions (a–h).
  - 1 a grade
  - 2 download
  - 3 educational
  - 4 overweight
  - 5 improve
  - 6 imagination
  - 7 creative
  - 8 affect

- a a more polite way to say fat
- b good at thinking of new ideas and making interesting things
- c copy computer programs, music, or information electronically
- d a number or letter that shows how good your work is
- e cause a change in someone or something
- f the ability to have ideas or pictures in your mind
- g get better or to make something better
- h related to education

2 Write the words from the box in the correct place in the table below.

advantage disadvantage benefit negative positive

•	

# WHILE READING

- 3 Read the text on page 76. Match the main ideas (1–4) to the paragraphs (A–D).
  - 1 Are video games bad for our children? \_\_\_\_\_
  - 2 Video games have positives and negatives.
  - 3 Video games have some disadvantages.
  - 4 Video games have some advantages. \_\_\_\_\_
- 4 Cross-out the advantages and disadvantages (1–8) that are not mentioned in the text.

•	
Video games  1 are creative.  2 improve the way children think.  3 teach children about money.  4 are fun.	Video games 5 can cause health problems. 6 are boring. 7 can make it difficult for children to learn to talk to people. 8 can be unsuitable for children.

#### READING BETWEEN THE LINES

- 5 What type of text is this?
  - a an essay b a newspaper article
- c a website

- 6 Who do you think is the author?
  - a a parent
- b a journalist

- c a student
- 7 Work with a partner. Compare and discuss your answers.

READING FOR MAIN IDEAS



READING FOR DETAIL

**IDENTIFYING TYPE** 

- A Do video games have a negative effect on our children? Today, our children spend more and more time online. Many children spend a lot of their free time playing online games on the internet. In the USA, 97% of teenagers play video games every week and children as young as five play video games regularly.
- B For many people, video games are fun and educational. They have bright lights, funny cartoons and exciting stories. Everywhere you look, you can see children playing these games. They play on buses and trains, in restaurants and even at school. Video games also make you think in a creative way, and you have to move your hands and eyes quickly. This can improve the way that a child's brain works. Video games also make children use their imagination. The player has to do many creative things, like draw, tell stories and build things. Video games are also a good way to teach children about technology. They can learn about computers and how they work.
- C However, a recent study suggests that video games can be bad for children. Firstly, children can download many online games for free. They don't need money, so they don't need to ask their parents. This means that their parents often don't know what they are playing. Children could play games that are violent or scary. Furthermore, many children spend too much time playing games on the computer. This can lead to health problems children who spend too much time on the computer can become overweight. Also, if children spend too long on the computer instead of doing their homework, they can have problems at school and they can get bad grades. Video games can also affect children's social skills. Playing and working with friends is very important for children. It teaches them how to talk to other people. If children spend too much time playing by themselves online, they don't learn how to play with their friends.
- D In conclusion, it seems clear that video games have some advantages and some disadvantages. On one hand, they are fun and have many educational benefits for children. On the other hand, they can cause problems with children's health and social skills.

#### DISCUSSION

- 8 Work with a partner. Answer the questions below.
  - 1 Do you play video games? Why? / Why not?
  - 2 Do you think that video games are bad for children? Why? / Why not?
  - 3 Do you think spending a lot of time on the internet is good or bad for you?

# LANGUAGE DEVELOPMENT

## Compound nouns

In English, we often use certain words or groups of words together. When you learn new words, it is useful to learn the words that are used together.

A compound noun is a noun that is made of a group of two or three different words. Compound nouns are very common in English.

A newspaper is made of pieces of paper with the news printed on them.

A bus stop is the place where the bus stops for people to get on or off.

A mother-in-law is the mother of someone's husband or wife.

- 1 Look at the examples in the box above and the statements (1–4) about compound nouns below. Cross out the incorrect statement.
  - 1 We write some compound nouns as two or three separate words.
  - 2 We always write compound nouns with a capital letter.
  - 3 We write some compound nouns with a hyphen.
  - 4 We write some compound nouns as one word.
- 2 Match the compound nouns (1–8) to their definitions (a–h).
  - 1 an online game
  - 2 a computer program
  - 3 a chat room
  - 4 a keyboard
  - 5 internet banking
  - 6 an email address
  - 7 a mobile phone
  - 8 a smartphone

- a a phone that you can take anywhere
- b a set of keys that you use to type
- c a mobile phone that can be used as a computer
- d the system that lets you use your bank account on the internet
- e a type of website that people use to talk to each other
- f a game on the internet
- g instructions that make a computer do something
- h an address for an email inbox
- 3 Use the compound nouns from Exercise 2 to complete the sentences.

	The on my	computer is broken. I can only type in capita
	letters.	
2	I've just bought a new _	I can use the internet
	anywhere now.	

- 3 What's your \_\_\_\_\_\_? I'll write to you next week.
- 4 Give me your \_\_\_\_\_ number. I'll ring you soon.
- 5 I love playing this \_\_\_\_\_ on my smartphone.
- 6 Some people think that using \_\_\_\_\_\_ is dangerous for children.
- 7 I've downloaded \_\_\_\_\_\_ to check my computer for viruses.
- 8 I never visit the bank anymore. I always use \_\_



# Giving opinions

In academic writing, we use the phrases I think that, I believe that, It seems to me that and In my opinion to talk about our opinions.

opinion: Video games are bad for children.

- I think that video games are bad for children.
- I believe that video games are bad for children.
- It seems to me that video games are bad for children.
- In my opinion, video games are bad for children.
  - 4 Look at the phrases for giving opinions (a-d). Which phrase needs a comma at the end of it?
    - a I think that
    - b I believe that
    - c It seems to me that
    - d In my opinion
  - 5 Write an adjective in each gap to make sentences that are true for you. 1 Video games are \_\_\_\_\_\_. 2 Chat rooms are \_\_\_\_\_\_. 3 Social networking sites are \_\_\_\_\_\_. 4 internet banking is \_\_\_\_\_\_. 5 Smartphones are \_\_\_\_\_\_. 6 Watching videos online is \_\_\_\_\_\_.
  - 6 Rewrite the sentences in Exercise 5 to show that they are your opinion. Use the phrases in the box above.

# **CRITICAL THINKING**

At the end of this unit, you will write a one-sided opinion paragraph. Look at this unit's Writing task in the box below.

The internet has made our lives better. Do you agree or disagree?

## Analyzing a question

Before you answer a question, it is important to analyze exactly what the question asks you to do. You can then decide what to write in order to answer the question correctly.

- 1 Match each essay question (1 or 2) to the correct way to answer it (a or b).
  - 1 How has the internet made our lives better?
  - 2 The internet has made our lives better. Do you agree or disagree?
  - a Give your opinion about whether the internet has made our lives better or worse and give examples to support your argument.
  - b Describe the ways that the internet has made our lives better.
- 2 Look at the advantages and disadvantages of the internet (1–10). Write them in the correct place in the table on page 80.
  - The computer could get a virus.
  - 2 You can chat to your friends and see their photos.
  - 3 You can find all different kinds of information.
  - 4 You can waste a lot of time.
  - 5 Some people can experience online bullying.
  - 6 You can go shopping or check your bank accounts from home.
  - 7 A lot of information online is not reliable.
  - 8 You can read news and stories from all around the world.
  - 9 Young children could read or see unsuitable information.
  - 10 People can get addicted.

ANALYZE

**EVALUATE** 

advantages	disadvantages

CREATE

3 Work with a partner. Add two more points to each column.

# WRITING

# **GRAMMAR FOR WRITING**

**CPLANATION** 

#### and, also and too

We use the linkers and, also and too to add information. Using linkers makes our writing better and easier to understand.

We use and to join two sentences together.

My sister uses her computer a lot. She has a smartphone. My sister uses her computer a lot and she has a smartphone.

We use also and too to connect the ideas in two separate sentences.

My sister uses her computer a lot. She also has a smartphone. My sister uses her computer a lot. She has a smartphone, too.

Notice how we put *also* before the main verb. We put *too* at the end of the sentence, and we put a comma before it.

2	UNLOCK	
C.	ONLINE	

- 1 Join each pair of sentences to make one sentence with and. The first one has been done for you as an example.
  - 1 Video games are boring. They can make you overweight. Video games are boring and they can make you overweight.
  - 2 You can share photos. You can talk to your friends.
  - 3 I use internet banking. I check my emails.
  - 4 My friends send me videos. I watch them on my phone.
  - 5 I often go shopping on the internet. I pay with my credit card.
- 2 Rewrite the sentence, below. Put the words in brackets in the correct place.
  - Many people download n. isic. (also)
  - 2 I write a blog about travelling. (too)
  - 3 I read the newspapers online. (also)
  - 4 Children can get bullied online. (too)
  - 5 I look at maps on my smartphone. (also)

#### but and however

We use the linkers but and however to talk about opposite or different information or ideas.

My children play video games. They do their homework and do sports. My children play video games but they do their homework and do sports.

My children play video games. However, they do their homework and do sports.

Notice how we use but to join two sentences into one sentence. We use however at the start of a new sentence, followed by a comma.

- 3 Join each pair of sentences to make one sentence with but. Then rewrite each pair of sentences using however. The first one has been done for you as an example.
  - 1 The internet is very useful. It can be dangerous.
    - a The internet is very useful but it can be dangerous.
    - b The internet is very useful. However, it can be dangerous.

2 Many computer games are fun. Some online games are a waste of time. 3 I use internet banking. I sometimes forget my password. 4 I use the internet on my smartphone. Sometimes it is very slow.

### ACADEMIC WRITING SKILLS

# Topic sentences

In a paragraph, the topic sentence tells you the main idea of the paragraph. The topic sentence is usually the first sentence in a paragraph.

Look at the example below.

/ topic sentence

There are many advantages and disadvantages to the internet. On one hand, you can find information quickly and keep in touch with your friends. On the other hand, companies can use your private details and it can be dangerous for children.

- 1 Look at Reading 2 (page 76) and underline the topic sentences in paragraphs A, B, C and D.
- 2 In each paragraph (a–d) below, the topic sentence is missing. Match the topic sentences (1-4) to the correct paragraph.
  - 1 Social networking sites make it easy to keep in touch with your friends.
  - 2 Smartphones can be expensive.
  - 3 Information on the internet is not reliable.
  - 4 You can access information from all over the world.
  - a It is easy to spend a lot of money. Contracts for the phones can also cost a lot of money. It is important to be careful and pay attention to what you spend.
  - b You can read newspapers, magazines and blogs from many different countries. You can even translate information from other languages using a translation website. It is easy to find out what is happening anywhere you want.
  - c You can look at your friends' photos and see what they are doing. Your friends can send you messages and links. You can also share interesting articles and videos.
  - d Anyone can publish articles and information online. Websites often do not say who has written an article or where they got their facts. People can write things that are not true.

#### WRITING TASK

The internet has made our lives better. Do you agree or disagree?



PLAN

- 1 Look at the question above. Do you agree or disagree?
- 2 Circle the topic sentence that is best to describe your opinion.
  - 1 The internet has made our lives better.
  - 2 The internet has made our lives worse.
- 3 Look at the table in the Critical thinking section (page 80). Circle the three ideas that are best to support your argument.
- 4 Look at the paragraph planner below.
  - 1 Write your topic sentence in the correct place in the planner.
  - 2 Write your three supporting ideas in the correct place in the planner.

	Supporting idea 1:
Topic sentence:	Supporting idea 2:
	Supporting idea 3:

5 Write a concluding sentence.

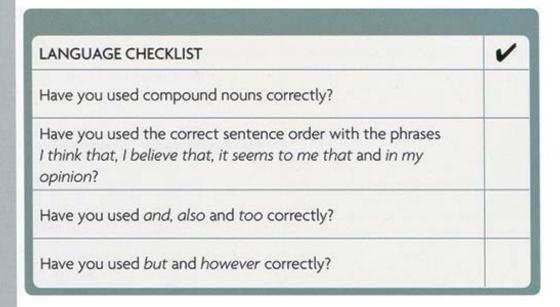
### WRITE A FIRST DRAFT

EDIT

- 6 Write the first draft of your paragraph. Use linkers to connect your ideas.
- 7 Use the task checklist to review your paragraph for content and structure.

TASK CHECKLIST	V
Have you answered the question correctly?	
Have you included a topic sentence?	No river
Have you included three supporting ideas?	
Have you included a concluding sentence?	
Have you used linkers to connect your ideas?	,

- 8 Make any necessary changes to your paragraph.
- 9 Now use the language checklist to edit your paragraph for language errors which are common to A2 learners.

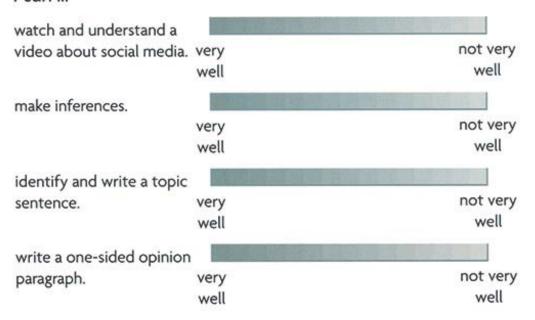


10 Make any necessary changes to your paragraph.

# **OBJECTIVES REVIEW**

11 Check your objectives.

#### I can ...



#### WORDLIST

	UNIT VOCABULARY	
blog (n) chat room (n) computer program (n) disadvantage (n) email (n) email address (n) grade (n) imagination (n)	internet banking (n) keyboard (n) magazine (n) mobile phone (n) online game (n) social networking site (n) download (v)	improve (v) creative (adj) educational (adj) overweight (adj)





# WATCH AND LISTEN

#### Discovery











## UNDERSTANDING KEY VOCABULARY

#### PREPARING TO WATCH

Before you watch, match the words (1-8) to their definitions (a-h).

1 simple

a the earliest or first form of something

2 protect

b design or make something new

3 complicated

c not difficult to do or understand

4 develop

d write something using a keyboard

5 message

e with many different parts and difficult

6 type

to understand

7 invent

f keep someone or something safe g work on something to make it better

8 original

h a piece of written or spoken information that

one person gives to another

#### PREVIEWING

2 Look at the dictionary entry for the word code and the photographs from the video. What do you think the video will be about?

code (n): a set of letters, numbers or signs used to share secret information between certain people and make sure that other people can't understand it

- a the history of codes
- b how to write code for computers
- c how to learn a language
- 3 Watch the video and check your answers.

# WHILE WATCHING

UNDERSTANDING MAIN IDEAS

4 D Watch again. Number the ideas (a-c) in the order that you hear them.

a computer codes

b a Roman alphabet code c the Enigma code machine

- 5 Circle the correct words to complete the sentences.
  - The Ancient Romans used the alphabet / number codes to send messages.
  - 2 The Ancient Romans used pots of water and lights / sounds to communicate.
  - 3 In the 1900s, / In 1919, codes became more complicated.
  - 4 The Enigma machine looked like a computer / typewriter.
  - 5 The Enigma machine had thousands / billions of possible codes.
  - 6 The people who worked with the Enigma machine helped make the first computer passwords / computers.
  - 7 Today, we use codes for computers, mobile phones and the alphabet / internet.
  - 8 Codes / Emails keep our private information safe online.
- 6 Watch again. Put the sentences (a-f) in order to explain how Romans used water for codes.
  - a The soldiers see the second light.
  - b All soldiers read the same message at the same time.
  - c The soldiers start to pour water out of the pot.
  - d The soldiers stop pouring water.
  - e The soldiers see the first light.
  - f Every pot of water has the same list of messages in it.
- 7 Circle the correct definition of the word break.
  - a to stop working or to make something stop working
  - b to make a sudden, short noise
- 8 What do you think the phrase break a code means? Circle the correct definition.
  - a to write a code that nobody understands
  - b to work out and understand what a code means

## DISCUSSION

- 9 Work with a partner. Discuss the questions below.
  - 1 How is learning a language like learning a code?
  - 2 Do you enjoy learning new languages? Why / Why not?
  - 3 What are the secrets of being a good language learner?

#### UNDERSTANDING DETAIL

MAKING

# **READING 1**

# PREPARING TO READ

- UNDERSTANDING KEY VOCABULARY
- Circle the correct definition for each word.
  - 1 a letter
    - a a type of language
    - b one of the symbols (for example a, j, p) that we use to write words
  - 2 an alphabet
    - a a set of letters used for writing a language
    - b a set of numbers used by a bank
  - 3 a symbol
    - a a sign or object that is used to mean something
    - b a large object that is used to move something
  - 4 main
    - a least important or smallest
    - b most important or largest
  - 5 extra
    - a more or more than usual
    - b less or less than usual
  - 6 explain
    - a make something difficult to understand
    - b make something easy to understand by telling someone about it
  - 7 a text message
    - a a message in writing sent by post
    - b a message in writing sent on a mobile phone to another
- 2 Match the symbols and letters (1–6) to the languages (a–f).

### **USING YOUR** KNOWLEDGE

# ·안녕하세요

a Arabic \_\_\_\_\_

، 你好 العربية

b English \_\_\_\_\_

c Turkish

4 Merhaba

d Chinese \_\_\_\_\_

5 こんにちは

e Korean \_\_\_\_

hello

f Japanese \_\_\_\_\_

3 Which of the languages (a-f) in Exercise 2 use alphabets, and which languages use pictures? Write the languages in the correct place in the table below.

alphabet	pictures

4 Read the text on page 92 and check your answers.

# WHILE READING

5 Read the text again. Write the words from the box in the gaps to complete the summary below.

> Turkish change letters learn emoticons two languages symbols

	types of writing systems. Picture to show meaning. They have lots
of pictures that you have to (3	Alphabet systems
	guages sometimes (5)
changed their writing system	and <sup>(6)</sup> have both s. People use symbols in many
how they feel.	eople use (8) to sho

READING FOR MAIN IDEAS



# WRITING SYSTEMS

### Topic overview

There are two main kinds of writing systems\*.

- · alphabets
- · pictures

## Key facts

- First writing system: 3,000 BCE (Before Common Era)
- · Egyptian writing system: 2,500 BCE
- First alphabet system: 2,000-1,000 BCE
- · Persian writing system: 1,500 BCE
- · Chinese writing system: from 1,000 BCE
- · Arabic alphabet system: from about 400 CE

# Alphabet writing systems

Some writing systems use alphabets. Alphabet writing systems use letters to tell you what sounds to make. Arabic and English both use an alphabet. There are 26 letters in the English alphabet and 28 letters in the Arabic alphabet. The first alphabet started in the Middle East 3,000 years ago. The English and Arabic alphabets both come from this alphabet.

# Picture or symbol writing systems

Some writing systems use pictures or symbols to show the meaning of words. Picture writing started 5,000 years ago in the Middle East. Modern Chinese uses a similar system today. Japanese also uses some of the symbols from the Chinese picture system. For example, the Chinese word for fish is 'yu' and the Japanese word is 'sakana', but both languages write it the same way. There are thousands of symbols in picture writing systems – you have to learn 4,000 symbols to read Chinese.

## Writing systems and change

Languages sometimes change their writing systems. Before 1423, the Korean language used the Chinese picture system. In 1423, the Koreans invented their own alphabet system. Now Korean uses an alphabet system. Turkey also changed its writing system. Before 1928, Turkish used the Arabic alphabet. Today it uses an alphabet like English, but with some extra symbols, like 'ş' and 'ç'.

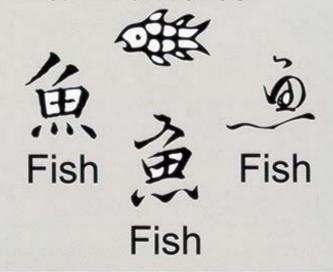
## Do you use symbols?

Today, in many languages, we use symbols to explain what we mean. For example, many people use symbols like ⊕ and ⊕ when they write text messages or emails. These symbols show how we feel. They are called emoticons because they tell people about our emotions.

See also:

Ancient civilisations: Middle East, China Languages: Arabic, Chinese, English, Japanese, Korean, Turkish

\* writing system: the way of writing a language



#### READING FOR DETAIL

6 Read the text again and answer the questions below.

- 1 When was the first writing system invented?
- 2 Where was the first picture writing system?
- 3 How many symbols do you need to learn to read Chinese?
- 4 How many years old is the oldest alphabet?
- 5 When did Korea change its writing system?
- 6 When did Turkey change its writing system?

#### READING BETWEEN THE LINES

- 7 Where would you find this text?
  - a in a novel b in a newspaper
- c in an online encyclopaedia

RECOGNIZING TEXT TYPE

8 Does the text contain facts or opinions? \_\_\_\_\_

#### DISCUSSION

- 9 Work with a partner. Discuss the questions below.
  - 1 Which writing system does your language use?
  - 2 How many symbols or letters are there in your language?
  - 3 Is it easier to learn a second language with the same writing system as your first language?
  - 4 Do you ever use emoticons? Why / Why not?

# **READING 2**

#### PREPARING TO READ

1 Match the words (1-5) to their definitions (a-e).

1 a reason

- a start to be something
- 2 describe
- b the fact that explains why something happens

d say or write what someone or something is like

- 3 become
- c use an object, like a switch, to operate a machine
- 4 natural 5 control
- e normal or expected
- 2 Read the title of the article on page 95. Why would someone read this article?
  - a to find instructions about how to do something
  - b to find information for an essay or exam
- 3 What do you think the article will be about?
  - a the way that languages change
  - b the different types of languages
- 4 Read the article and check your answers.

#### WHILE READING

- 5 Find and underline the topic sentence of each paragraph. Which paragraph (A–C) contains the information (1–3) below? Circle the answers.
  - 1 the arguments for and against language change
- В

C

2 how English is changing

A B C

3 reasons for language change

а в с

UNDERSTANDING KEY VOCABULARY

SCANNING TO PREDICT CONTENT

> READING FOR MAIN IDEAS

# Reading for main ideas

When we read, it is important to understand the main ideas in the text. In a text, each paragraph usually has one main idea. We can find the main ideas of each paragraph by reading the topic sentences. The topic sentence tells us the main idea of the paragraph. It is usually the first sentence in the paragraph.

- 6 Read the article again and check your answers.
- 7 Read the article again and write true (T) or false (F) next to the statements below.
  - 1 The English language has not changed in the last 500 years.
  - 2 The word website is older than the word internet.
  - 3 L'Académie Française decides what is correct and incorrect in French.
  - 4 There are organizations in France, Indonesia and Spain that want to protect their languages.
- 8 Look at the words in italics in the text. Write them in the correct place in the table below.

words to talk about new types of technology	words from other languages	words that started as slang

#### READING BETWEEN THE LINES

# MAKING INFERENCES

READING

FOR DETAIL

ONLINE

- 9 Work with a partner. Look at paragraph C.
  - 1 Underline the sentences that say language change is a positive thing. Write P above the sentences.
  - 2 Underline the sentences that say language change is a negative thing. Write N above the sentences.
- 10 Which argument do you agree with? Explain your answers.

# **A** home

# Language change: a study guide

- A English is always changing. The English that people used 500 years ago is very different to the English we use now. Even in the last fifty years, English has changed. New words are entering our language all the time. The words internet, email and mobile phone are only twenty years old. The word website is even younger. We only started using it fifteen years ago. But what causes languages to change? And is language change a positive or a negative thing?
- B There are many reasons that languages change. One reason is that technology changes. We use new words for new types of technology. Thirty years ago, we only used the word mouse in English to describe an animal. Today, the word mouse also means the object you use to control a computer. Another important reason for language change is communication between different countries and cultures. For instance, English uses words like sugar from Arabic, shampoo from Hindi and yoghurt from Turkish. Languages also change because young people create their own way of talking that is different from their parents. Teenagers often use new slang informal words and phrases to talk to their friends. Some slang gets forgotten, but other slang words become part of normal, everyday language. Words like bus and rock music started as slang, but now they are in the dictionary and everyone uses them.
- C But is language change a good thing or a bad thing? Some people think that we should stop languages from changing. They think that they need to protect their language or it will die or become worse. In France, there is an organization called L'Académie Française that decides what is correct and what is incorrect in French. They look at the new words that people are using and decide whether they are good French or not. There are also organizations like this in other countries, such as Indonesia and Spain. However, other people believe that language change is a natural thing and shouldn't be stopped. They think that it is normal that languages change over time. They think that languages need to change to stay modern and interesting.

#### DISCUSSION

- 11 Work with a partner. Discuss the questions below.
  - 1 Do you know any words in your language that young people use more than the older generation?
  - 2 Is technology changing the way people speak or write in your country?
  - 3 Do you know any words in your language that come from English or another language?
  - 4 Do you know any words in English which come from your language?

# LANGUAGE DEVELOPMENT

# Countable and uncountable nouns

Countable nouns are nouns that we can count.

one word -> two words

Uncountable nouns are nouns that we cannot count. Uncountable nouns often refer to food, liquids and ideas.

informations -> information



1 Look at the words in the box. Are they countable or uncountable nouns? Write them in the correct place in the table below. The first one in each column has been done for you as an example.

word information job work food health sign transport technology computer symbol water money system

countable nouns	uncountable nouns
word	information

# Articles: a, an or no article

We use a or an before:

- a singular countable noun
  - a word

We use a before:

- a noun that starts with a consonant
  - a sentence

We use an before:

- a noun that starts with a vowel (a, e, i, o, u)

an example

We do not use a or an before:

- a plural countable noun words
- an uncountable noun information

2 \	Write a,	an or X	(no a	rticle) i	n the	gaps to	comp	lete th	ne sent	tences	below.
-----	----------	---------	-------	-----------	-------	---------	------	---------	---------	--------	--------

1	Loften	use s	ang	words	for	mone	y.
*							1

- 2 In a cinema, there is usually \_\_\_\_\_ sign for the exit.
- 3 There are many foreign words in English to describe \_\_\_\_\_ food.
- 4 People use \_\_\_\_\_ codes to write computer programs.
- 5 I check my email in \_\_\_\_\_ internet café.
- 6 We often use \_\_\_\_\_ symbol to say No Smoking.
- 7 We often use new words to describe \_\_\_\_\_ technology.

# **CRITICAL THINKING**

At the end of this unit, you will write a descriptive paragraph. Look at this unit's Writing task in the box below.

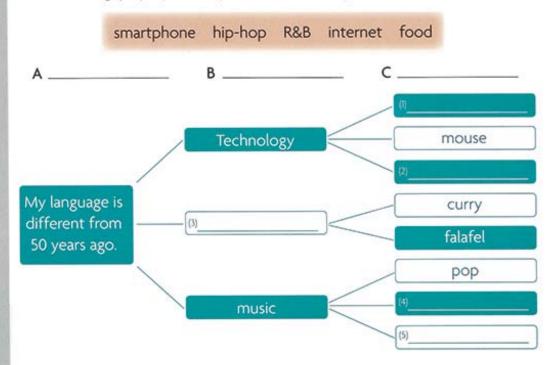
How is your language different from 50 years ago? Describe how people speak and write your language has changed.

# Using an ideas map to plan supporting ideas and examples

When we answer a question, we need to think of examples or give evidence. An ideas map helps us see how main ideas, supporting ideas and examples or evidence fit together.

#### **EVALUATE**

1 Look at the ideas map about English below. Write the words from the box in the gaps (1–5) to complete the ideas map.



2 Write the headings in the gaps (A–C) above to label the columns.

supporting ideas main idea examples / evidence

#### CREATE

- 3 How has your language changed? Work with a partner. Write a list of words that you use and that the older generation do not use.
- 4 Look at the reasons that languages change (1–5). Match the words in your list to the reasons. Add new reasons if necessary.
  - 1 technology
  - 2 music
  - 3 food
  - 4 health
  - 5 slang

# WRITING

#### GRAMMAR FOR WRITING

XPLANATION

# Quantifiers: some, many, a lot of, a few, a little

We use quantifiers before a noun to say how many or how much there is of something.

Some languages use alphabets.

We use different quantifiers with countable and uncountable nouns.

quantifiers with countab	e nouns	quantifiers w	ith uncour	ntable nouns
a lot of many some	a few	a lot of	some	a little

1 Write the quantifiers from the table above in the gaps below to show when we use them. More than one option is possible.



- a to talk about a large amount, we use \_
- b to talk about a small amount, we use .
- 2 Circle the correct words to complete the sentences (1–5). Think about the meaning of the quantifiers and the grammar.
  - 1 There are a lot of / a few symbols in the Chinese alphabet.
  - 2 A few / A little languages use picture writing systems.
  - 3 A little / A lot of people learn a foreign language at school.
  - 4 Many / A few languages use alphabets. There are hundreds of them.
  - 5 A few / Some technology causes languages to change.
- 3 Use phrases from columns A and B with some, many, a lot, a few and a little to write sentences that are true for you.

A	В	
My school has	interesting people.	
I can read	English words.	
I know	French words.	
I can spell	good technology.	
My language uses	picture symbols.	

## Supporting sentences

The topic sentence explains the main idea of a paragraph. The supporting sentences in a paragraph give us more information about the topic sentence. They explain or give more information about the main idea.

#### **Topic sentence**

People have used codes throughout history.

#### Supporting sentence

The Romans used alphabet codes.

- 1 Match the topic sentences (1-5) to the supporting sentences (a-e).
  - Children often talk differently at school.
  - 2 People from different regions in England have different accents.
  - 3 Deaf people, or people who can't hear well, use sign language.
  - 4 Some people think that language change is bad.
  - 5 Translation can be quite difficult.
  - a They think that we should have grammar and language academies to protect languages.
  - b Many languages use set phrases and idioms that you can't translate.
  - c People from the north-east often have a strong accent.
  - d They use different words with their friends than with their family.
  - e They use their hands to make signs that explain different words and ideas.

LANATION

# Giving examples: like, such as and for example

In a supporting sentence, we often give examples to support the main idea. We use *like*, such as and for example to give an example, or a list of examples.

Turkish uses an alphabet like English, but it also uses extra symbols, like ' $\xi$ ' and ' $\xi$ '.

Turkish uses an alphabet like English, but it also uses extra symbols, such as 's' and '¿'.

Turkish uses an alphabet like English, but it also uses extra symbols - for example, 's' and 'c'.

Notice how we use a comma before like and such as. We use a comma after for example.

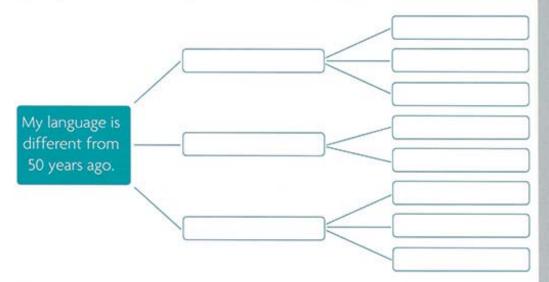
- 2 Rewrite the sentences below. Put the words in brackets in the correct place and use like, such as or for example with the correct punctuation.
  - 1 There are many new words for technology in English. (iPhone, laptop) There are many new words for technology in English, like iPhone and laptop.
  - 2 There are a few Japanese words in English. (karaoke, sushi)
  - 3 There are a lot of words for kinds of music in English. (hip-hop, reggae)
  - 4 There are some words for new sports in English. (jogging)

### WRITING TASK

How is your language different from 50 years ago? Describe how people speak and write your language has changed.



- 1 Choose three reasons for language change. (You can add to or change your reasons if necessary.) These will be your supporting sentences.
- 2 For each reason, choose two or three words from your list. These will be your examples.
- 2 Use your notes to complete the ideas map below.



3 Look at the ideas map. Write your topic sentence.



PLAN

4 Look at the ideas map again. Write your supporting sentences. Add your examples using like, such as and for example.

# WRITE A FIRST DRAFT

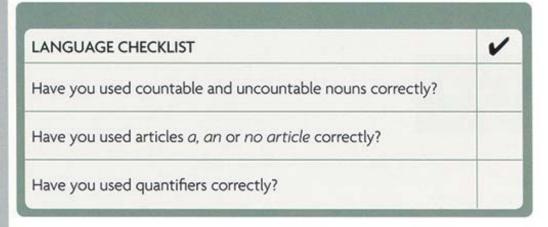
5 Write the first draft of your paragraph.

6 Use the task checklist to review your paragraph for content and structure.

#### EDIT

TASK CHECKLIST	V
Have you written a topic sentence?	
Have you included three reasons for language change?	
Have you included examples for each reason?	
Have you used like, such as and for example to give examples?	

- 7 Make any necessary changes to your paragraph.
- 8 Now use the language checklist to edit your paragraph for language errors which are common to A2 learners.

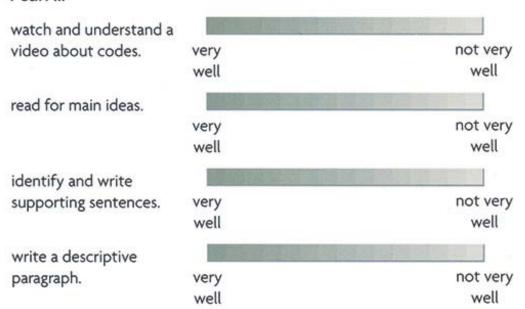


9 Make any necessary changes to your paragraph.

# **OBJECTIVES REVIEW**

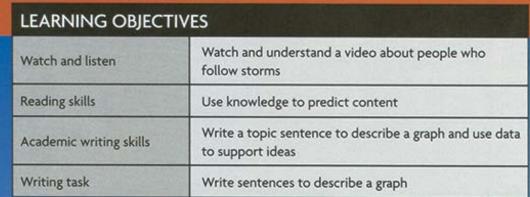
10 Check your objectives.

#### I can ...



#### WORDLIST

UNIT VOCABULARY				
alphabet (n) code (n) letter (n) message (n) reason (n) symbol (n) text message (n)	become (v) control (v) describe (v) develop (v) explain (v) invent (v) protect (v)	type (v) complicated (adj) extra (adj) main (adj) natural (adj) original (adj) simple (adj)		





# WEATHER AND CLIMATE UNIT 6



# UNLOCK YOUR KNOWLEDGE

1 Match the types of weather to the photographs (1-4).









snow (n) sun (n) rain (n) wind (n)

- 2 What is your favourite weather? Why?
- 3 What is your least favourite weather? Why?

# WATCH AND LISTEN













### UNDERSTANDING KEY VOCABULARY

### PREPARING TO WATCH

- 1 Match the words (1-5) to their meanings (a-e).
  - 1 a season
  - 2 destroy
  - 3 predict
  - 4 a tornado
  - 5 dangerous
- a damage something so badly that it cannot be used or does not exist
- b an extremely strong wind that moves in a circle
- c say what you think will happen in the future
- d a period of the year when a particular thing happens
- e describes something that could harm you
- 2 Read the dictionary definitions of the words below. What do you think the word stormchaser means?

chase (v): to run after something and try to catch it
storm (n): very bad weather with a lot of rain, snow or wind

- a someone who tells people a tornado is coming
- b someone who follows tornadoes
- c someone who paints storms
- 3 Watch the video and check your answers.

#### WHILE WATCHING

- 4 Watch again. Circle the correct words to complete the sentences.
  - 1 Tornadoes only / mostly happen in the USA.
  - 2 Some / All large tornadoes are dangerous.
  - 3 Tornadoes never / sometimes kill people.
  - 4 Stormchasers follow tornadoes for different / the same reasons.
  - 5 Stormchasers' work is / is not important.
  - 6 Stormchasers can help us to get energy from tornadoes / save lives in the future.
- 5 Watch again. Circle the reasons that stormchasers do their job.
  - a They want to study tornadoes, and get more information.
  - b They want to test their cars.
  - c They want to take pictures and videos.
  - d They think tornadoes aren't dangerous.
- 6 Are the statements below about Josh Wurman or Reed Timmer? Write J (Josh) or R (Reed) next to the statements.

1 He is a scientist.

- 2 He works with a large team of helpers.
- 3 He works with a few friends.
- 4 He uses advanced technology, like radar, to find tornadoes.
- 5 He uses the internet and an ordinary 4x4 car to follow tornadoes.
- 6 He has a special truck.
- 7 He makes videos and sells them to TV companies.
- 7 Do you think Reed Timmer enjoys his job?
- 8 How do you know?

#### DISCUSSION

- 9 Work with a partner. Discuss the questions.
  - 1 Tornadoes are an example of dangerous weather. What other kinds of dangerous weather do you know?
  - 2 Does your country have dangerous weather? What kind?

UNDERSTANDING MAIN IDEAS

UNDERSTANDING

MAKING

# **READING 1**

#### PREPARING TO READ

## UNDERSTANDING KEY VOCABULARY

1 Write the words from the box in the gaps to complete the definitions (1–5).

#### cover damage cause huge almost \_\_\_\_\_ means to cause harm or injury. 2 When we \_\_\_\_\_ something , we put something over the top of it. 3 \_\_\_\_\_ means very large. 4 \_\_\_\_\_ means nearly. 5 \_\_\_\_\_ means make something happen. 2 Match the weather words (1–5) to the definitions (a–e). natural disaster a how hot or cold something is 2 a flood b an event caused by extreme weather such 3 lightning as rain, storms or heat that damages the 4 thunder environment or causes loss of life c the loud noise in the sky that you hear 5 temperature during a storm d the sudden, bright light in the sky during a storm e a large amount of water that covers an area that

# WHILE READING

## READING FOR MAIN IDEAS



- 3 Read the text opposite. Circle the statement that gives the most important idea in each paragraph.
  - 1 Paragraph A
    - a Extreme weather is unusual and can cause natural disasters.

is usually dry

- b Extreme weather can take place over an hour.
- 2 Paragraph B
  - a Hurricanes are sometimes called cyclones.
  - b Hurricanes are huge, dangerous storms.
- 3 Paragraph C
  - a In a heat wave, temperatures are hotter than normal.
  - b Some people in the UK like heat waves.
- 4 Paragraph D
  - a In 1999, there were floods in Nepal.
  - b Floods happen when there is too much rain.
- 5 Paragraph E
  - a A sandstorm is a storm with a lot of wind and dust.
  - b It is difficult to drive a car in a sandstorm.



# A Extreme weather

Extreme weather is when the weather is very different from normal. Extreme weather can take place over an hour, a day or a long period of time. It can be dangerous and, in some cases, it can cause natural disasters.



# **B** Hurricane

A hurricane is a type of storm. These storms are also called cyclones or typhoons. In North and Central America they are called hurricanes, in the North Pacific they are called typhoons, and in the Indian Ocean and South Pacific they are called cyclones. These storms are huge: they can be over 500 kilometres wide. They start at sea and move towards land. When they come to land, they bring thunder, lightning, strong winds and very heavy rain. They can be very dangerous and destroy buildings and even kill people.



# Heat waves and droughts

A heat wave is when there are high temperatures and it is much hotter than normal. In many areas, heat waves are not a problem. In the UK, temperatures only reach around 30 °C in a heat wave, and many people enjoy the hot weather. However, in some places, heat waves can cause droughts. In a drought, there is not enough water for farmers to grow food. In some cases, people die because they don't have enough water to drink. Droughts are common in many countries in Africa, but in the last ten years, droughts also happened in Afghanistan, China and Iran.



# **□** Rain storm

Too much rain can cause floods. Floods can destroy buildings and kill people. They can also destroy plants and food, which can mean that there is not enough food for people to eat. In 1999, there were very bad floods in India, Nepal, and other parts of Asia. In Bangladesh, almost half the country was covered in water. Thousands of homes were damaged and hundreds of people died.



# 

A sandstorm is a large storm of dust and sand with strong winds. They can be very dangerous. It is difficult to travel by car because people can't see anything. Even walking can be difficult. Sandstorms are common in the Middle East and China. One of the worst sandstorms was in Iraq in 2011 when a storm lasted a whole week, causing many people to have breathing problems.

#### READING FOR DETAIL

- 4 Choose the correct ending for each sentence (1-4).
  - 1 Hurricanes move from
    - a land to sea.
    - b sea to land.
  - 2 Heatwaves are
    - a sometimes a problem.
    - b always a problem.
- 3 Bangladesh had
  - a a very big flood in 1999.
  - b no floods in 1999.
- 4 The Middle East and China
  - a are the only places with sandstorms.
  - b have a lot of sandstorms.

## **READING BETWEEN THE LINES**

### RECOGNIZING TEXT TYPE

- 5 What type of text is this?
  - a an extract from a newspaper
  - b an extract from a textbook
  - c an extract from a novel
- 6 Who would be interested in reading this text?
  - a a biology student
  - b a history student
  - c a geography student
- 7 What kind of information is included in the text?
  - a facts
  - **b** opinions

## DISCUSSION

- 8 Work with a partner. Discuss the questions below.
  - 1 Do you prefer hot or cold weather?
  - 2 What is the worst weather you have experienced?
  - 3 Has the weather in your country changed in recent years?

# **READING 2**

## PREPARING TO READ

# USING YOUR KNOWLEDGE

- 1 You are going to read about the Sahara desert. Before you read, try to answer the questions below.
  - 1 Where is the Sahara desert?
    - a South Africa
    - b North Africa
    - c Central Asia

- 2 What is the weather like there?
  - a hot and dry
  - b cold and wet
  - c hot and wet

## Using your knowledge to predict content

We understand something better if we can connect it with what we already know. Before you read something, think about what you know about the topic first. This gets you ready for reading and helps you understand.

- 2 Read the article on page 112 and check your answers.
- 3 Match the words in the box to the definitions (1-10).

protect a desert rainfall survive an expert a shock signal last decide careful

Write the nouns from the box in the correct place in the table. Use a dictionary to check the meaning of any new words.

a tyre a snake a blanket a jumper trousers a scorpion a mirror a hole

things	animals

UNDERSTANDING KEY VOCABULARY

# **Surviving the Sea of Sand**

How to stay alive in the Sahara Desert

**Brad Rogers** 

- A Can you imagine a sea of sand three times bigger than India? This is the Sahara desert, the largest desert in the world. It covers 11 countries in North Africa and is over 9 million km<sup>2</sup>. That's more than 25% of Africa.
- different during the day and at night. It is much hotter during the day than at night. It is wery hot during the day the hottest time is between 2 pm and 4 pm, when temperatures rise to 33 °C. But it is very cold at night the coldest time is at 4 am, when temperatures fall to -1 °C. The Sahara is very dry. The average rainfall in a year is only 70 mm. That's just one cup of rain in a whole year.
- C Because of the extreme temperatures in the desert, it is a very difficult place to survive. Brad Johnson, our survival expert, has some tips:
- Take warm clothes and a blanket. You will need a hat, long trousers and a wool jumper to keep you warm at night. During the day, cover your body, head and face. Clothes protect you from the sun and keep water in your body. You will also need a warm blanket at night. It can get cold very quickly. This drop in temperature can be a shock and make you feel even colder.
- A car is easier to see than a person walking in the desert. You can also use the mirrors from your car to signal to planes and other cars. You can use your car tyres to make a fire. A fire is easy to see. It will help people to find you and keep you warm at night.

- Try to drink some water at least once every hour. You need your water to last as long as possible. Drink only what you need. When you talk, you lose water from your body. Keep your mouth closed and do not talk.
- If you eat, you will get thirsty and drink all of your water more quickly. You can eat a little, but only to stop you feeling very hungry. Eat very small amounts of food and eat very slowly. You can live three weeks with no food, but you can only live three days with no water.
- It is very important to stay out of the sun during the day. Make a hole under your car and lie there. This will keep you cool and help you sleep. Find a warm place to sleep at night. A small place near a tree or a rock will be the warmest. But be careful before you decide where to sleep. Dangerous animals like snakes and scorpions also like to sleep in these places. Look carefully for animals before you lie down.



#### WHILE READING

5 Match the titles (1-5) to the paragraphs (D-H) in the article.

1 Stay out of the sun 2 Drink water

3 Stay cool during the day and warm at night

4 Don't eat too much

5 Stay with your car

6 Look at the graph opposite and read paragraph B. Match the sentence halves.

1 The coldest time is a between 2 pm and 4 pm.

2 The average amount of rain in a year b is -1°C. 3 The temperature is 33 °C c is 70 mm.

4 The coldest temperature at night d at 4 o'clock in the morning.

7 Circle the advice that appears in the article.

a Take a hat.

b Don't wear a lot of clothes.

c Try not to drink your water too soon - keep it for later.

d Don't eat quickly.

e Sleep in your car during the day.

f Be careful not to lie down on snakes and scorpions.

#### READING BETWEEN THE LINES

- 8 Where might you find an article like this?
  - a the front page of a newspaper
  - b a travel magazine
  - c a geography textbook

## DISCUSSION

9 Look at the list below. Which things would you like most if you were alone in the desert? Choose the three most important things.

a a blanket d a radio b a mirror e a map c 25 litres of water f a hat

10 Work with a partner. Compare your answers and explain your choices.

READING FOR MAIN IDEAS

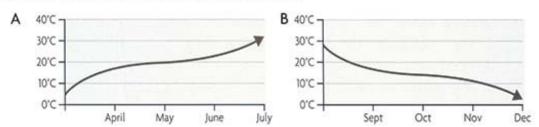


READING FOR DETAIL

RECOGNIZING **TEXT TYPE** 

# LANGUAGE DEVELOPMENT

#### COLLOCATIONS WITH TEMPERATURE





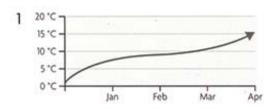
- 1 Look at the graphs. Circle the correct word to complete the sentences about the graphs.
  - In July, there are high / low temperatures.
  - 2 In December, there are high / low temperatures.
  - 3 The maximum / minimum temperature in July is 32 °C.
  - 4 The maximum / minimum temperature in December is 1 °C.

#### **DESCRIBING A GRAPH**

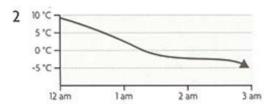
We use certain words and phrases to talk about graphs. We use the verbs *rise*, *drop*, *fall* and *reach* and the nouns *increase* and *decrease* to describe changes on a graph.

- 2 Match the sentences to the correct graph (A or B).
  - 1 The graph shows an increase in temperature. \_\_\_\_\_
  - 2 The graph shows a decrease in temperature. \_\_\_\_\_
- 3 Match the sentences to the correct graph (A or B).
  - 1 The temperature rises to 30 °C.
  - 2 The temperature drops to 1 °C.
  - 3 The temperature falls to 1 °C.
  - 4 The temperature reaches 30 °C.
- 4 Write the bold words in Exercise 3 in the gaps to complete the statements.
  - 1 We use \_\_\_\_\_ and \_\_\_\_ to talk about an increase in temperature.
  - 2 We use \_\_\_\_\_ and \_\_\_\_ to talk about a decrease in temperature.

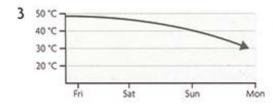
5 Look at the graphs below. Circle the correct word to complete the sentence.



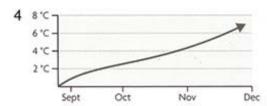
- a The graph shows an increase / a decrease in temperature.
- b In April, the temperature reaches / falls to 16 °C.



- a The graph shows an increase / a decrease in temperature.
- b At 3 o'clock, the temperature drops / rises to about -5 °C.



- a The graph shows an increase / a decrease in temperature.
- b On Monday, the temperature reaches / falls to 30 °C.



- a The graph shows an increase / a decrease in temperature.
- b In December, the temperature rises / falls to 7 °C.

# CRITICAL THINKING

At the end of this unit, you will write sentences to describe a graph. Look at this unit's Writing task in the box below.

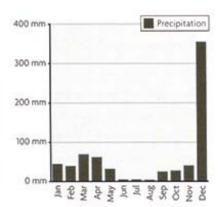
Describe a graph.

# Analyze a graph

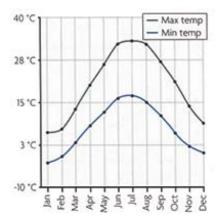
We use graphs to show numbers or *data*. When we look at a graph, we can see the most interesting information quickly and easily. When we write about graphs, we choose the most interesting information to write about. When we do this, we often look at the highest and lowest numbers.

#### ANALYZE

- 1 Look at the two graphs. What country do they show information for?
  - A Rainfall in millimetres over a year in Samarkand, Uzbekistan



B Temperature in degrees celsius over a year in Samarkand, Uzbekistan



- 2 Circle the correct words to complete the sentences (1-5).
  - 1 Graph A shows temperature in degrees celsius / rainfall in millimetres / the number of hurricanes.
  - 2 Graph B shows temperature in degrees celsius / rainfall in millimetres / the number of hurricanes.
  - 3 The graphs show data for a period of one day / one month / one year.
  - 4 Graph A is a line graph / a bar graph.
  - 5 Graph B is a line graph / a bar graph.
- 3 Write an appropriate number for each month in the table below using the information from the graphs.

	J	F	М	A	М	J	J	A	S	0	N	D
temperature												
rainfall												

- 4 Look at the table in Exercise 3 and the graphs in Exercise 1. Circle the most important information in the table.
- 5 Look at the table and the graphs again and answer the questions below.
  - 1 Which is the month with the highest temperature?
  - 2 Which is the month with the lowest temperature?
  - 3 Which is the month with the most rain?
  - 4 Which is the month with the least rain?
  - 4 WHICH'S the month with the least fail:
- 5 Is there anything else in the graph that is interesting? \_\_\_\_
- 6 Look at the table again and answer the questions below.
  - 1 What extreme weather do you think this place might have?
  - 2 What problems might this cause for the people who live there?

#### **EVALUATE**

# WRITING

## GRAMMAR FOR WRITING

XPI ANATION

## Comparative and superlative adjectives

We use comparative adjective + than to compare people, things, actions and events.

The Sahara desert is hotter than Cairo.

We use the + superlative adjective to say how something is number one in a group.

The Sahara desert is the hottest place in Egypt.

We use as + adjective + as to say that people or things are equal.

Cairo is as hot as Dubai

- 1 Look at the examples in the table below. Put the rules (a—e) in the correct place (1–5) in the table below.
  - a Some comparatives and superlatives are irregular.
  - b With an adjective that has one syllable, we add -er or the -est.
  - c With an adjective that has two or more syllables, we write more or the most before the adjective.
  - d With an adjective that has two syllables and ends in -y, we delete the -y and add -ier or the -iest.
  - e With an adjective that has one vowel and one consonant, we double the consonant and add -er or the -est.

adjective	comparative	superlative	rule
cold	colder than	the coldest	1
big	bigger than	the biggest	2
easy	easier than	the easiest	3
extreme	more extreme than	the most extreme	4
bad good low	worse than better than lower than	the worst the best the lowest	5



2 Look at the fact files for Cuba and Iceland. In the sentences (1–7) below, use the word in brackets to make a comparative or superlative adjective and write it in the gap.

# **CUBA**

- Maximum temperature: 32 °C
- Minimum temperature: 18 °C
- Average rainfall: 173 mm
- Average sunshine: 7.5 hours a day

## I ICELAND

- Maximum temperature: 14 °C
- Minimum temperature: -2 °C
- Average rainfall: 94 mm
- Average sunshine: 3.4 hours a day

1 Cuba has a	maximum temperature than Iceland. (high)
2 Iceland is	than Cuba. (cold)
3 Iceland has the	temperature. (low)
4 Cuba is	than Iceland. (wet)
5 Iceland is	than Cuba. (dry)
6 Cuba is the	country. (rainy)
7 Iceland is not as	

## ACADEMIC WRITING SKILLS

EXPLANATION

# Introductory sentences for descriptive paragraphs about a graph

When we write about a graph, we use the phrase the graph shows to describe the topic of the graph.

The graph shows the temperature in degrees celsius over a day in the Sahara desert.

Notice how we use the following order:

The graph shows + what is measured + time period + place.

1	Complete the introductory thinking section (page 116).	sentences about the graphs in the Critic	cal
	1 Graph A shows the	in millimetres over one	in
	2 Graph B shows the	in degrees celsius over one	

# Using data to support main ideas

When we write about graphs, we use numbers, or data, to support our main ideas.

	WEATHER AND CLIMAT
2	In the pairs of sentences below, underline the main idea. Circle the data.
	<ol> <li>The hottest time is between 2 pm and 4 pm. Temperatures rise to 33 °C.</li> <li>The coldest time is at 4 am. Temperatures fall to -1 °C.</li> </ol>
3	Match the sentence halves to complete the statements.

- 2 The data
- a describes a feature or trend from the graph.

1 The main idea

- b is a number from the graph to illustrate the trend.
- 4 Match the main ideas (1-4) to the data (a-d).
  - 1 Princetown is as rainy as Chesterton.
  - 2 The hottest month is March.
  - 3 July is sunnier than August.
  - 4 The coldest month is December.
- a There are 8.7 hours of sunshine in July and 8 hours of sunshine in August.
- b Temperatures reach 37 °C.
- c Both towns have an average rainfall of 110 mm.
- d Temperatures fall to -7 °C.

#### WRITING TASK

Describe a graph. 1 Look at the graphs on page 116 again. Write a topic sentence about each graph. 2 Choose the two most interesting facts about temperature on Graph B. Write a sentence about each fact. Use data to support the statements. 3 Choose the two most interesting facts about rainfall on Graph A. Write a sentence about each fact. Use data to support the statements.



PLAN

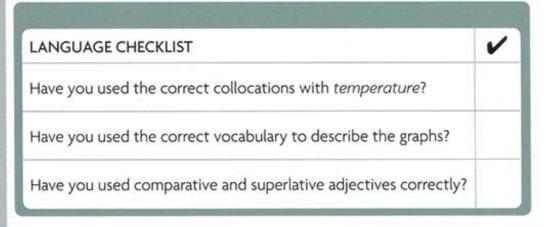
#### WRITE A FIRST DRAFT

#### EDIT

- 4 Write a first draft of your sentences.
- 5 Use the task checklist to review your sentences for content and structure.

TASK CHECKLIST	V
Have you written an introductory sentence about the graphs?	
Have you written five sentences to describe the graphs?	
Have you written topic sentences about the graphs?	
Have you used data to support the main ideas?	

- 6 Make any necessary changes to your sentences.
- 7 Now use the language checklist to edit your sentences for language errors which are common to A2 learners.

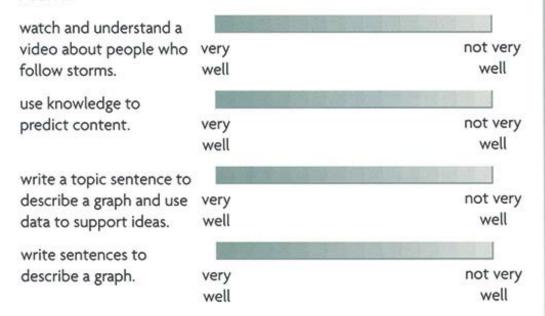


8 Make any necessary changes to your sentences.

## **OBJECTIVES REVIEW**

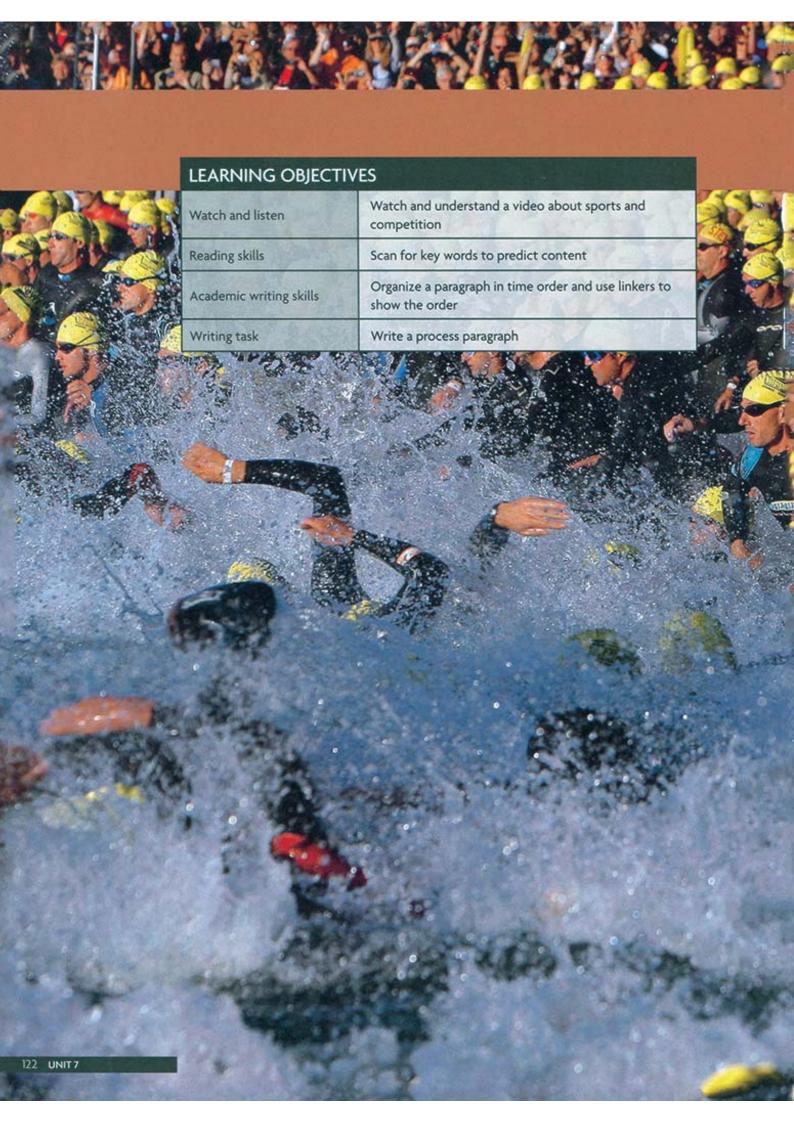
9 Check your objectives.

#### I can ...



#### WORDLIST

	UNIT VO	CABULARY	
decrease (n) desert (n) expert (n) flood (n) increase (n) jumper (n) lightning (n) mirror (n) rainfall (n) season (n)	shock (n) signal (v) storm (n) temperature (n) thunder (n) tornado (n) tyre (n) cause (v) cover (v) damage (v)	decide (v) destroy (v) drop (v) fall (v) last (v) predict (v) protect (v) rise (n) survive (v) almost (adv)	careful (adj) dangerous (adj) high (adj) huge (adj) low (adj) maximum (adj) minimum (adj)





# WATCH AND LISTEN













# UNDERSTANDING

KEY VOCABULARY

#### PREPARING TO WATCH

1 Match the words (1-7) to their definitions (a-g).

1 a championship a practising to learn or improve a new skill

2 training b a very important competition to find the 3 a go-kart best person

4 a licence c something that you want to do

5 a track d a small car used for racing

6 a dream e a road or path used for races or sports events

7 overtake f official permission to do something g when one car passes another car

#### PREVIEWING

2 Work in pairs. You are going to watch a video about a race-car driver. Before you watch, read the newspaper headline and discuss the questions below.

## Marika Diana is first woman to win national championships

- 1 How old do you think Marika Diana is?
- 2 Do you think she's a professional race-car driver?
- 3 What country do you think she lives in?
- 4 Do you think the sport is popular in her country?
- 3 (D) Watch the video and check your answers.

## WHILE WATCHING

## UNDERSTANDING MAIN IDEAS

- 4 Natch again. Circle the correct words to complete the sentences.
  - 1 Marika does / doesn't have a normal driver's licence.
  - 2 Marika started racing with her parents / when she was young.
  - 3 She trains every week in cars / go-karts.
  - 4 She needs / doesn't need to finish first, second or third in this race.
  - 5 Marika wins / doesn't win the race.

UNDERSTANDING

DETAIL

MAKING

5 Watch again. Write a number from the video in each gap to complete the sentences.
<ol> <li>Marika is years old now.</li> <li>She started racing when she was years old.</li> <li>Many Formula champions drove go-karts when they were young.</li> <li>Motor sports started over years ago.</li> <li>The top speed of a race car is kilometres per hour.</li> <li>In the car, Marika is only centimetres above the ground.</li> <li>She won each of the last races.</li> <li>At the end of the race, Marika finishes in nd place.</li> <li>Marika is the st woman to win this race in Italy.</li> </ol>
6 The video says that Marika does not give up. What does this mean?  Circle the two best definitions. Compare your answers with your partner.  1 She does not give something to other drivers.
<ul> <li>2 She does not stop following her dream.</li> <li>3 She does not drive faster in the race.</li> <li>4 She does not stop trying her best.</li> </ul>
<ul> <li>7 Answer the questions below. Compare your answers with a partner.</li> <li>1 What do you think Marika means whens she says It's something that comes from inside?</li> <li>2 Why does the narrator in the video say that it is a great day for Marika?</li> </ul>
DISCUSSION
8 Work with a partner. Discuss the questions below.
1 What sports are popular in your country?

- 1 What sports are popular in your country?
- 2 Who are the most famous sportsmen and sportswomen in your country?
- 3 Are there any sports in your country that are played mainly by men or mainly by women?
- 4 Is it important to love the sport you do? Why / Why not?

# **READING 1**

#### PREPARING TO READ

## UNDERSTANDING KEY VOCABULARY

- 1 Match the words (1-7) to their definitions (a-g).
  - 1 major a a running race of about 42.2 kilometres
  - 2 take place b a sport in which two people hit each other while
  - 3 a race wearing big, leather gloves
  - 4 a marathon c important or big
  - 5 ancient d from a very, very long time ago
  - 6 boxing e a part of a competition, e.g. first, second, third
  - 7 a round f a competition in which people try to be the fastest and finish first
    - 6----
    - g happen

# SCANNING TO PREDICT CONTENT

- 2 Look at the words in bold in paragraph A of the text opposite and answer the questions below.
  - 1 What is the main topic of the text?
  - a unusual competitions
    - b unusual sports
    - c popular sports
  - 2 Where do the events in the text happen?
    - a in one country
    - b around the world
    - c in a city
  - 3 Look at the words in bold again. What types of words are they?
    - a verbs
    - b adjectives
    - c articles
    - d nouns
    - e prepositions

## Scanning to predict content

Before we read a text, we often scan for *key words*. Key words are usually nouns, verbs and adjectives. The key words tell us what the text is going to be about.

3 Read the text and check your answers.

# SPORTINGNEWS.com

C

# Five strange sports

our most unusual sports from around the world



A Every country has a national sport and most major sports are now played across the world. Most people have heard of sports like football, basketball, cricket and golf. However, in most countries, people also play unusual sports, with strange and interesting rules. Here are our top five unusual sports from around the planet.

This race takes place in Wales. It is called a marathon, but it is actually 35.4 km, not 42.2 km like a usual marathon. People race against horses across the hills and mountains. It started in 1981, but a human did not win until 2004.

Every year in Singapore, thousands of people come to watch the dragon boat race. A dragon boat is a traditional Chinese boat with a painted dragon's head on one end. There are 22 people in each boat and they race in the water. Dragon boat racing is also popular in China, Malaysia and Indonesia.

In this sport, people compete to throw a large piece of wood called a caber as far as they can. The caber toss is an ancient Scottish sport. The caber has no official size or shape, but it is usually the size of a small tree.

You need both strength and intelligence to be a good chess boxer. Players play a round of chess, followed by a round of boxing. There are eleven rounds in total. Chess boxing was invented in 1992 by an English comic book writer. The sport is most popular in England and Germany.

In Turkey, camel wrestling\* is a very old sport. The largest camel wrestling competition takes place in Ephesus every year and thousands of people come. In the sport, two male camels wrestle each other. Sometimes the camels do not want to fight and they run through the crowds, which can be dangerous.

\*wrestling = fighting

#### SKIMMING



#### WHILE READING

- 4 Skim the text (p. 127). Match the paragraph titles (1–5) to the paragraphs (B–F).
  - 1 Chess boxing \_\_\_\_
  - 2 Dragon boat racing \_\_\_\_
  - 3 Camel wrestling \_\_\_\_
  - 4 Caber toss
  - 5 Man vs. horse marathon \_\_\_\_\_
- 5 Write the names of the countries in which each sport is popular.
  - 1 Chess boxing \_\_\_\_\_
  - 2 Dragon boat race \_\_\_\_\_
  - 3 Camel wrestling \_\_\_\_\_
  - 4 Caber toss \_\_\_\_\_
  - 5 Man vs. horse marathon \_\_\_\_\_

#### READING FOR DETAIL

- 6 Read the text again and look at the sentences below. There is one mistake in each sentence. Correct the false information.
  - 1 The man vs. horse marathon is 42.2 kilometres.
  - 2 The man vs. horse marathon began in 1991.
  - 3 A dragon boat has a dragon's tail painted on it.
  - 4 There are 25 people in each dragon boat team.
  - 5 A caber is a large piece of metal.
  - 6 A caber is usually the size of a large tree.
  - 7 There are 2 stages in a chess boxing competition.
  - 8 Chess boxing was invented by a journalist.
  - 9 The Ephesus camel wrestling competition happens twice a year.
  - 10 In camel wrestling, two female camels fight each other.

# NIZING

#### RECOGNIZING TEXT TYPE

## READING BETWEEN THE LINES

- 7 What kind of person is this text for?
  - a someone who is interested in different sports
  - b someone who wants to learn how to play a new sport
- 8 Where do you think you might see this text?
  - a in a newspaper or magazine
  - b on a website
- 9 What do you think the text is?
  - a an advertisement
  - b an article

#### DISCUSSION

- 10 Work with a partner. Discuss the questions below.
  - 1 What are the advantages of playing sport?
  - 2 Why do countries spend large amounts of money to organize sports events like the Olympic Games?

# **READING 2**

#### PREPARING TO READ

- 1 Before you read, look at the text on page 130. What type of text is it?
- 2 Look at the photographs and read the title of the text. What do you think the topic of the text will be?
- 3 Read the text and check your answers.

#### WHILE READING

- 4 Read the text again and circle the correct words to complete the sentences below.
  - 1 Tough man is a very easy / difficult competition.
  - 2 The event takes place when it is very hot / cold.
  - 3 People from many different countries / cities take part.
  - 4 Every year people get hurt / leave early.
  - 5 Participants have to be very clever / strong to do the event.
  - 6 People do the competition because it is unusual / famous.
  - 7 The competition is different / the same every year.
- 5 Look at the diagram of the course on page 130. Match the different parts of the competition (1–6) to the sentences (a–f) from the final paragraph of the text.
  - 1 Mud run
  - 2 Nets
  - 3 High dive and swim
  - 4 Field of fire
  - 5 Water tunnel
  - 6 Nettles

- a Participants must crawl through a long tunnel.
- b The runners run across a field and jump over small bonfires.
- c The runners run 2 km through nettles.
- d Participants run for 1 km along a muddy road.
- e The runners jump off a high platform into a lake and swim for 1 km.
- f They crawl under low nets on the ground.

PREVIEWING

READING FOR MAIN IDEAS



# **TOUGH MAN:**

# a race to the limit

## What is Tough Man?

Every January, more than 3,000 people take part in one of the most difficult races on Earth: the Tough Man competition in the UK. Participants run, swim and climb around the 15 km course. But this is no normal race. These runners have to crawl through tunnels, run across a field of nettles and jump over fire. What's more, the competition takes place in January, so temperatures are freezing – sometimes as low as -6 °C. People travel from all over the world to take part, with participants from South Africa, Australia and China.



# Why do people take part?

The competition is quite dangerous and every year there are accidents. Injuries like broken bones and cuts are quite common. The race is very hard: one-third of participants do not finish it. Runners have to be very fit and healthy and most people train all year to prepare for the event. It is also the only race like it in the world. There are



similar events, but this was the first one in the world. Many people do the competition because it is so famous. Every year the organizers change the event and add new things. This means that the competition stays exciting and challenging, so people go back year after year.

#### The course

The diagram shows the Tough Man course. First, participants run for 1 km along a muddy road. Next, they crawl under low nets on the ground. After the nets, the runners jump off a high platform into a lake and swim for 1 km. Then, they reach the field of fire. Here, the runners run across a field and jump over small bonfires. Next, participants must crawl through a long tunnel. The tunnel is partly under water. Finally, the runners run 2 km through nettles before they reach the finish line.



SPORTS AND COMPETITIO	N UNIT 7
6 Answer the questions below.	READING FOR
Where does the Tough Man competition take place?      When does the Tough Man competition take place?      How long is the course?      How long do people train for the competition?      Why do people go back to the competition every year?	DETAIL
7 Underline the words (1–4) in the first paragraph of the text opposite. Match the words to their synonyms (a–e). One word has two synonyms.	UNDERSTANDING DISCOURSE
1 competition a runners 2 participants b participate 3 take part c event 4 course d track e race	
READING BETWEEN THE LINES	
8 The text says that participants have to run through nettles. Look at the photograph and the text. What is a nettle?  a a plant b an animal	WORKING OUT MEANING
9 Why do you think running through nettles is difficult?	
<ul> <li>a because nettles hurt you</li> <li>b because nettles smell horrible</li> </ul>	
DISCUSSION	
10 Work with a partner. Discuss the questions below.	
<ul><li>1 Do you know any events like the Tough Man competition?</li><li>2 Why do people keep fit in their free time?</li><li>3 Should people be allowed to do dangerous sports like horseriding and skiing?</li></ul>	

# LANGUAGE DEVELOPMENT

# Prepositions of movement

We use prepositions of movement to describe where somebody or something is going. We use prepositions of movement to give directions.

Walk past the shop and across the road.

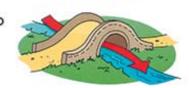


1 Match the descriptions (1-7) to the pictures (a-g).

1 past a building



2 through a tunnel



3 across a lake



4 around the track



d

f

5 along the road



6 over a bridge



7 under the bridge



2 Look at the map. Write prepositions from Exercise 1 in the gaps to complete the paragraph below. You might need to use some prepositions more than once.



It is easy to ge	t to my house. First, wal	k <sup>(1)</sup> the High
Street. Go (2)_	the bank and	(3) the bridge.
Then, walk (4)_	the park and	the motorway
bridge. Go (6)_	the tunnel –	be careful of cars - and walk
(7)	the road. Walk (8)	the lake, and my house is
at the end of the	he road.	8

# CRITICAL THINKING

At the end of this unit, you will write a process paragraph. Look at this unit's Writing task in the box below.

Write a process paragraph to describe the Sydney triathlon.

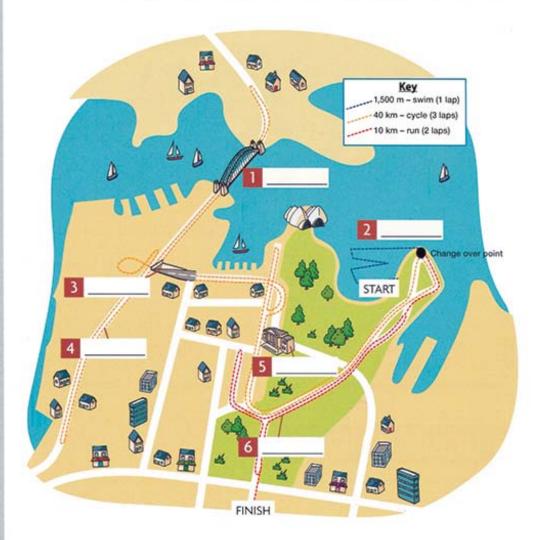
# Analyzing a diagram

In academic writing, we often have to write about diagrams. It is important to analyze the information in the diagram carefully before you write. It is sometimes important to understand the order of the events in the diagram and the effect that different events have on each other.

#### ANALYZE

1 Look at the diagram of the triathlon course in Sydney below. Write the words from the box in the gaps (1–6) to label the diagram.

central library bridge tunnel cycle route run route swim route



- 2 Look at the diagram again and answer the questions below.
  - 1 How far do the participants have to run? \_\_\_\_
  - 2 How far do the participants have to swim? \_\_\_\_\_
  - 3 How far do the participants have to cycle? \_\_\_\_
- 3 Look at the diagram again. What do the competitors in the triathlon have to do? Write prepositions in the gaps to complete the phrases below.
  - a cycle \_\_\_\_\_ the bridge
  - b cycle \_\_\_\_\_ the tunnel
  - c run \_\_\_\_\_\_ the road
  - d swim \_\_\_\_\_ the lake 1
  - e cycle \_\_\_\_\_ the central library
- 4 Number the parts of the race (a-e) in Exercise 3 to show the correct order of the triathlon. The first one has been done for you.

# WRITING

## GRAMMAR FOR WRITING

XPLANATION

## Subject and verb agreement

In a sentence, we have to use the correct form of the verb to match the subject.

We use the singular form of the verb with singular subjects.

The race begins at 3 pm.

Last year's winner is at the start of the race.

We use the plural form of the verb with plural subjects.

The footballers play three times a week.

Football and tennis are popular sports.

- 1 Look at the sentences below. Underline the subject and circle the verb.
  - 1 They play sports every day.
  - 2 We watch the World Cup finals at home.
  - 3 She runs across the field.
  - 4 It is a popular sport in Asia.
  - 5 You run over the bridge.
  - 6 I love motor racing.
- 2 Circle the correct form of the verb in the sentences below.
  - 1 She is / am a tennis player.
  - 2 He swim / swims every day.
  - 3 They walks / walk over the bridge.
  - 4 The fastest runner win / wins the trophy.
  - 5 Oleg and I practise / practises hockey after school.
  - 6 Skiing are / is a winter sport.
- 3 Write the correct form of the verb in brackets in the gaps to complete the sentences below.

I	I to practise eve	ry day. (try)
2	The team captain	_ the trophy. (carry)
3	Dragon boat racing	an unusual sport. (be)
4	My friends and I	sport on TV. (watch)
5	Footballers often	_ penalty goals. (miss)
6	He (want) to be	a Formula One driver.
7	The teams and the referee _	(run) onto the field.
8	Cricket and rugby	_ (be) popular sports in the UK.
Q	The players (cat	ch) the ball.



## Ordering events in a process

When we write about a process, we usually write about events in the order that they happen. We use linkers to organize our ideas and show the order in our writing.

We use the linkers first, second, third and finally to show the order that events happen in a process. We also use next, then and after that to show order.

First, the participants run 10 km. Second, they swim across the river. Participants run 10 km. Then, they swim across the river.

We use these linkers at the beginning of a sentence, followed by a comma.

- 1 Match the sentences (1-4) to the pictures (a-d).
  - 1 The weightlifter lifts the weight onto his shoulders.
  - 2 The weightlifter drops the weight to the ground.
  - 3 The weightlifter lifts the weight above his head.
  - 4 The weightlifter holds the weight above his head for as long as he can.









- 2 Rewrite the sentences in Exercise 1 in the correct order using first, second, third and finally.

3 Rewrite the paragraph below with the linkers from the box to show the order of the events. Remember to use commas. More than one answer is possible.

next then after that

The players walk onto the court. They pick up their racquets. One player hits the ball over the net. The other player hits the ball back.

4 Work with a partner. Compare and discuss your answers.

#### ELIMINATING IRRELEVANCIES

When we do a writing task, it is important to write only about relevant information. Before we write, we need to decide what information is important and only write about information that is directly relevant to the question. After we write, it is a good idea to check for any information that is not important and delete it.

5 Read the title of the writing task and the paragraph below. Cross out the information in the paragraph that is not important.

Write a process paragraph to describe how to do the high jump.

The high jump is an Olympic sport that is practised in many countries. Athletes competed in over 30 venues during the 2012 London Olympic Games. First, the high jumper runs towards the bar. It is important to run very fast. High jump is the most popular sport in Russia. Second, the high jumper jumps. I was on the high jump team at school. The high jumper must jump from the right foot and keep their arms close to their sides. Next, the high jumper twists their body so their back is to the bar. They must lift their head and feet and keep them high above the bar. The high jump is a really interesting sport. After that, the high jumper lands. They must be careful to land safely on the mat. Javier Sotomayor is the current high jump world champion. Finally, the high jumper stands up, takes a bow and leaves the mat.

6 Work with a partner. Compare and discuss your answers.

## WRITING TASK



Write a process paragraph to describe the Sydney triathlon.

PLAN

1 Use your notes from the Critical thinking section (page 134) to complete the paragraph planner below. Write any general information in column A. Put the events in the triathlon in the correct order in column B.

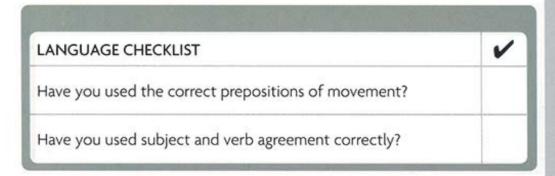
## WRITE A FIRST DRAFT

- 2 Start your paragraph by writing about the general information in the diagram. This is the introduction.
- 3 Write about the events in the triathlon in the correct order and use linkers to show the time order. This is the main body.
- 4 Use the task checklist to review your paragraph for content and structure.

TASK CHECKLIST	V
Have you written about the general information and the events in the triathlon?	
Have you put the events in the correct order?	
Have you used linkers to show the order of the events clearly?	
Have you eliminated any irrelevant information?	

EDIT

- 5 Make any necessary changes to your paragraph.
- 6 Now use the language checklist to edit your paragraph for language errors which are common to A2 learners.

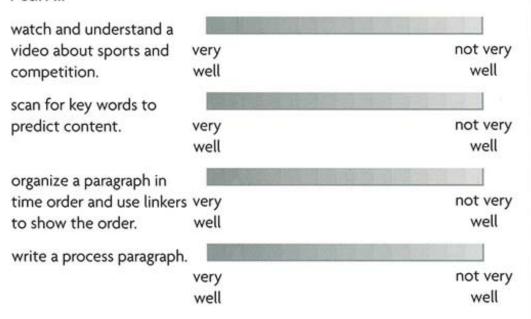


7 Make any necessary changes to your paragraph.

#### **OBJECTIVES REVIEW**

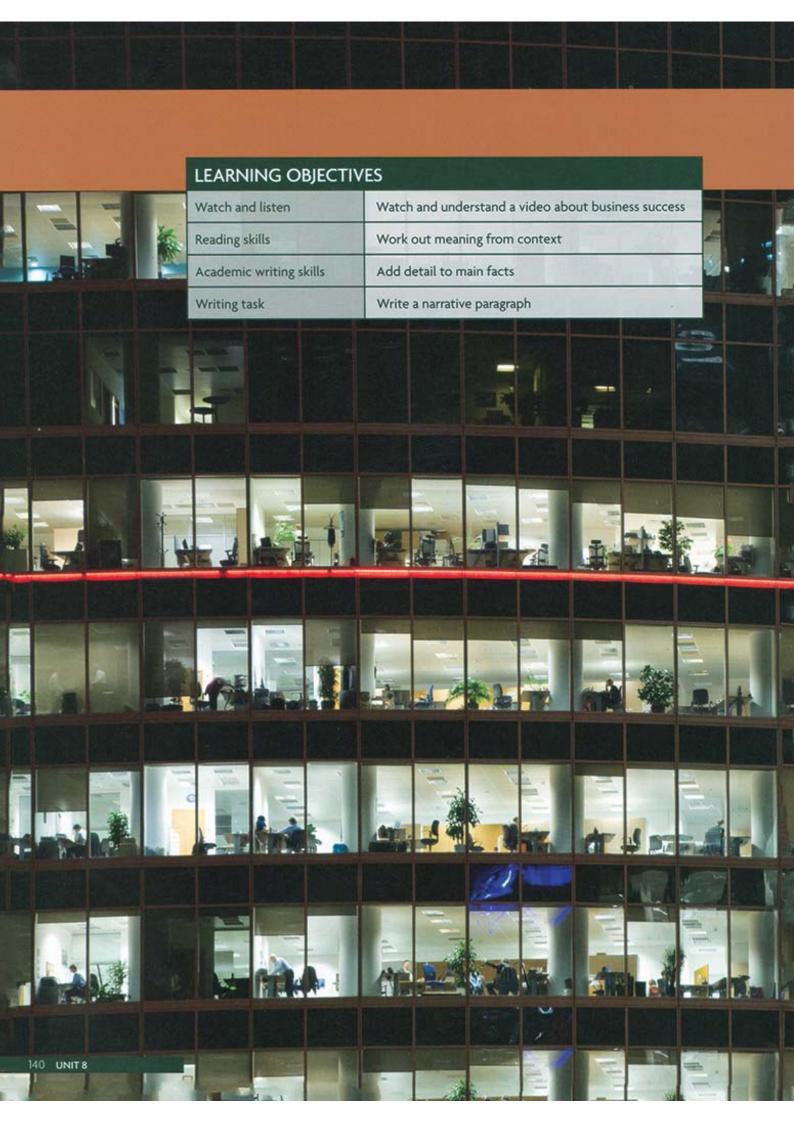
8 Check your objectives.

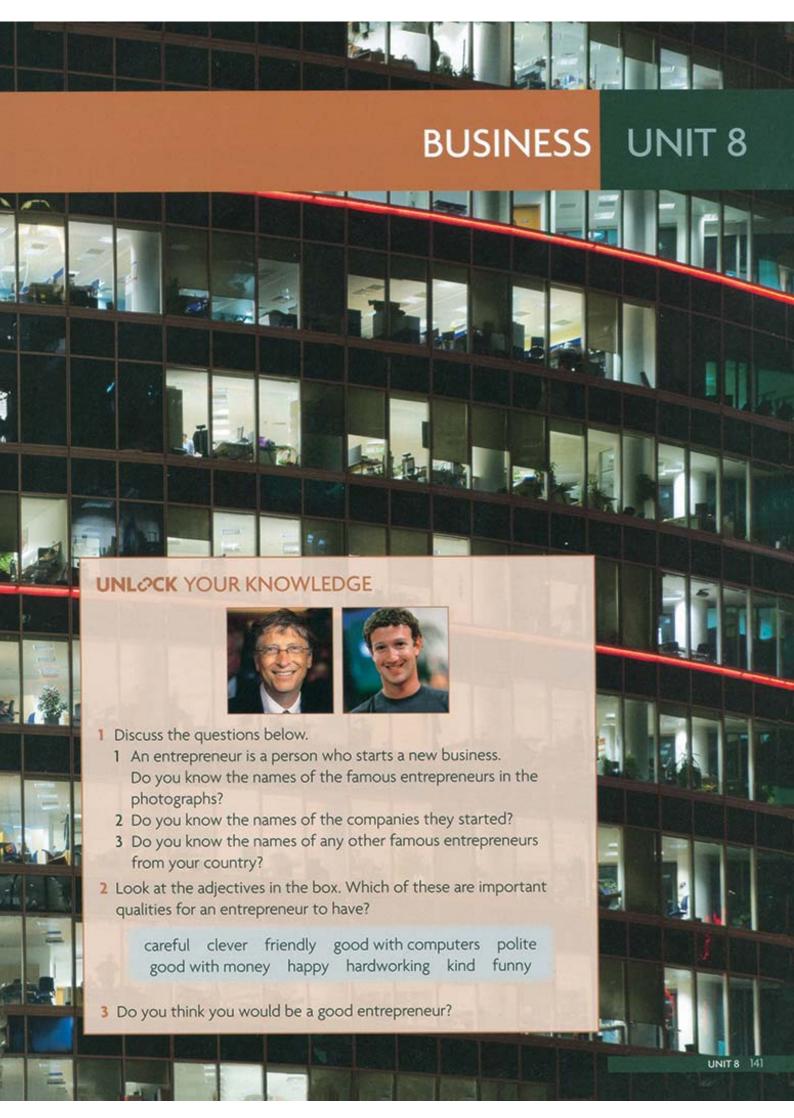
#### I can ...



#### WORDLIST

UNIT VOCABULARY				
boxing (n) championship (n) competitor (n) dream (n) competition (n)	course (n) marathon (n) race (n) round (n) team (n)	take place (v) ancient (adj) major (adj) finally (adv) first (adv)		





# WATCH AND LISTEN













#### UNDERSTANDING KEY VOCABULARY

#### PREPARING TO WATCH

Before you watch, read the sentence from the video and look at the underlined word.

To be a <u>success</u>, companies must change, or adapt, to the world around them.

- 1 Circle the correct meaning of success.
  - a something that fails or that loses money
  - b something that has a good result or that is very popular
- 2 Write V (verb), N (noun) and A (adjective) next to the words (a-c) below.
  - a success
  - b successful \_\_\_
  - c succeed
- 2 Match the words (1–10) to their definitions (a–j).
  - 1 a fashion designer
  - 2 improve
  - 3 a mathematician
  - 4 a pattern
  - 5 an industry
  - 6 a company
  - 7 popular
  - 8 competitive
  - 9 an advertisement
  - 10 an opportunity

- a a design of lines, shapes and colours
- b liked by many people
- c involving competition
- d a chance to do something good
- e a picture or short film that is designed to persuade people to buy something
- f all the companies that do one kind of business
- g a person who studies or teaches maths
- h a person who draws and plans how to make clothes
- i get better or make something better
- j an organization that sells products or services

BUSINESS	UNIT 8
3 You are going to watch a video about three companies: EA Games, Ferrari, and Jhane Barnes.	USING YOUR KNOWLEDGE
<ul><li>1 Do you know any of the companies?</li><li>2 What does each company do?</li></ul>	
4  Watch the video and check your answers.	
WHILE WATCHING	
5 Watch again. Circle the main ideas that are discussed in the video.	
<ol> <li>Change is important for business success.</li> <li>Big businesses are more likely to succeed than small businesses.</li> <li>Successful businesses adapt to new technology.</li> <li>Most new businesses fail in the first year.</li> <li>EA Games, Ferrari, and Jhane Barnes have all adapted to change.</li> </ol>	
6 D Watch again. Write true (T) or false (F) next to the statements below.	UNDERSTANDING
1 The video game industry changes quite slowly. 2 The video game <i>Pong</i> was created in 1962. 3 Making cars for Formula One is very competitive. 4 Ferrari use technology from their Formula One cars in their	DETAIL
road cars  5 Ferrari's road cars sell for millions of pounds	
6 Ferrari make advertisements.	
7 Jhane Barnes met Bill Jones in the 1980s.	
8 Bill Jones creates patterns on a computer.	
9 Jhane Barnes and Bill Jones work together to make clothes.	
DISCUSSION	

# DISCUSSION

- 7 Work with a partner. Discuss the questions below.
  - 1 Which are the most successful companies in your country?
  - 2 Why are some companies more successful than others?
  - 3 Should governments help companies which are not successful?

# **READING 1**

# PREPARING TO READ

# SCANNING TO PREDICT CONTENT

- 1 Before you read, look at the text opposite quickly. What kind of text is it?
  - a an encyclopaedia entry
  - b an online quiz
  - c a newspaper article
- 2 What question (a-c) is the best description of the topic of the text?
  - a What kind of job would suit you?
  - b Could you be an entrepreneur?
  - c What makes a good businessperson?
- 3 Read the text and check your answers.

# WHILE READING

# READING FOR MAIN IDEAS



4 Read the text again. Correct the mistakes in the paragraph below using words from the text.

There are <u>three</u> main kinds of work – work with animals, work with information, work with machines and work with ideas.

The questionnaire helps you to find out about the kind of people you might like. After the questionnaire, you read the advice to find universities you may like.

# READING FOR DETAIL

- 5 Do the quiz in the text. Circle your answers and count the letters you chose. Read the advice about jobs for you.
- 6 Do you agree or disagree with the advice?

# WORKING OUT

# READING BETWEEN THE LINES

7 Find the words from the box below in the text opposite and underline them.

occupations colleagues advice customers

# Are you ready for the world of work?

Do you know what kind of job you want? Before you decide, think about the different types of jobs that people do. There are four main types of jobs:

- jobs with people
- 3 jobs with things
- 2 jobs with information
- 4 jobs with ideas

What kind of work would be best for you? Take our quiz and find out about the kind of work you would enjoy. For each question, click on the best answer for you: a, b, c or d.

o find occupations you would like.

1 What do you like to do in the evenings?  a meet friends or go to a party b stay at home and surf the internet c play sport or practise a hobby d go to the cinema	<ul> <li>What do you like to do at a party?</li> <li>a meet new people</li> <li>b discuss the latest news</li> <li>c help with the food and drink</li> <li>d sing songs and tell jokes</li> </ul>
Which parts of the newspaper do you look at first?	4 What do you prefer to do on a day off?
<ul> <li>a advice column or letters to the editor</li> <li>b news</li> <li>c sports</li> </ul>	<ul> <li>a have coffee with friends</li> <li>b tidy your books and cupboards</li> <li>c work in the garden, or clean your house</li> </ul>
O d TV, music, books and art	od write poetry, make music or draw pictures

# Mostly 'a' answers:

You are friendly, kind and interested in other people. You would enjoy a job working with children or customers in a shop, or in a team with colleagues. Possible jobs are: teacher, waiter, police officer.

# Mostly 'c' answers:

You are practical, good at sports and you like working with your hands. You would enjoy a job working with things. Possible jobs are: builder, engineer, farmer.

### Mostly 'b' answers:

You are tidy, organized and you like learning new things. You would enjoy a job working with information. Possible jobs are: university lecturer, computer programmer, librarian.

# Mostly 'd' answers:

You are creative, good at music and art, and you like books. You would enjoy a job working with ideas. Possible jobs are: artist, writer, singer.

- 8 Read the text around the underlined words and circle the best definition for each word.
  - 1 advice (n)
    - a suggestions about what you think someone should do
    - b instructions to tell someone exactly what to do
  - 2 an occupation (n)
    - a a hobby
    - b a job
  - 3 a customer (n)
    - a a type of computer programme
    - b a person that buys things from a shop or business
  - 4 a colleague (n)
    - a a person you work with
    - b a good friend

# Working out meaning from context

When we read, we often see words that we do not know. However, it is often possible to understand the meaning of new words in a text from the context (the topic and the other words in the text).

# IDENTIFYING THE AUDIENCE

- 9 Who would be interested in the quiz? Circle the correct answer. More than one answer is possible.
  - a a new worker in a company
  - b a new graduate from university
  - c a high school student

# DISCUSSION

- 10 Work with a partner. Discuss the questions below.
  - 1 What would be your perfect job?
  - 2 What type of job would you hate?

# **READING 2**

# PREPARING TO READ

1 Before you read, write the words from the box in the gaps to complete the definitions.

knit handmade wool goal introduce expand

- 1 \_\_\_\_\_ is the hair from a sheep.
- 2 Something \_\_\_\_\_ is made by a person, not a machine.
- 3 When you \_\_\_\_\_, you make clothes out of wool by hand.
- 4 \_\_\_\_\_ means gets bigger.
- 5 A \_\_\_\_\_ is something you want to do.
- 6 When you \_\_\_\_\_ something, you show something new to people.
- 2 Scan paragraph A of the article on page 149. Underline two synonyms for the word grandmother.
- 3 Circle the words from Exercise 1 in the article and read the title. What do you think the article is about?
- 4 Read the article and check your answers.

### WHILE READING

- 5 Read the article again. Choose the best heading (A-C) for each paragraph.
  - 1 Why Golden Hook is great A / B / C
    - . . . . . .
  - 2 Special hats made just for you A/B/C
  - 3 The story of Golden Hook
    A / B / C
- 6 Read the article again and circle the correct answers to the questions.
  - 1 What does the company make?
    - a clothes
    - b websites
  - 2 Where does the company make the products?
    - a in a factory
    - b in people's homes
  - 3 How does the company make the products?
    - a by hand
    - b with machines
  - 4 Who makes things in the company?
    - a young men
    - b older women.

UNDERSTANDING KEY VOCABULARY

SCANNING TO PREDICT CONTENT

READING FOR MAIN IDEAS



# READING FOR DETAIL

- 7 Read the article again and write true (T) or false (F) next to the statements below.

  - 2 You can only buy Golden Hook hats in Paris, London, New York and Tokyo.
  - 3 All Golden Hook hats are the same colour.
  - 4 The women love working for Golden Hook.
- 8 Look at the events in the Golden Hook business story in the table below.
  - 1 In column A, number the events (1-4) in the order that they happened.
  - 2 In column B, write the year of each event.

	A	В
Jérémy had the idea for Golden Hook.		
Jérémy began knitting hats.		
A famous Japanese shop started selling Golden Hook hats.		
The Golden Hook website started.		

# MAKING INFERENCES

# READING BETWEEN THE LINES

- 9 What do you think is the author's opinion of the Golden Hook company? Circle the correct answer.
  - a The author thinks it is a good idea.
  - b The author thinks it is a bad idea.
- 10 In which paragraph did you find the answer? \_\_\_\_\_

# DISCUSSION

- 11 Work with a partner. Discuss the questions below.
  - 1 Do you think Golden Hook is a good idea? Why / Why not?
  - 2 Would you like to have your own business? Why / Why not?
  - 3 If you had your own business, what would it be?

# You can choose your grandma!

A Have you heard of Golden Hook?
Golden Hook is a group of twenty grannies and a young man with a clever business idea. They make beautiful, handmade, wool hats and sell them all around the world.
You don't buy Golden Hook hats in a shop. If you want one, you go to their website and choose the style, size and colours you want.
Then you look at photographs and choose a grandma. The granny knits the hat by hand just for you. One week later, you get the hat with a



special message from the granny inside. You can see people wearing Golden Hook hats in Paris, London, Tokyo and New York. People love the hats because every hat is different.

- B Golden Hook was started in Paris, by Jérémy Emsellem. In 2005, when he was 19, Jérémy began knitting hats for fun. He wore the hats in class, and other students really liked them. Everyone wanted one! Jérémy made hats for 50 students, but he didn't have time to make hats for everyone. Then, in 2007, he visited his old aunt and had an idea. His aunt and her friends were all grandmothers. They didn't have a job and they didn't look after children, so they had lots of time. They were really bored. They were also very good at knitting. Jérémy talked to his aunt's friends. He asked them if they wanted to make his hats. Six of the grandmothers said 'Yes'. In 2008, Jérémy started the Golden Hook company and set up the website. In the first year, they only sold 300 hats, but the company expanded quickly. Soon after, in 2010, Golden Hook employed 20 grannies. Three years later, in 2012, a famous shop introduced the hats to Tokyo Japanese people loved the grannies' hats. In the future, Jérémy's goal is to have Golden Hook grannies all over the world.
- C With Golden Hook, everyone wins. The customers get excellent hats. The grannies get money, and something interesting to do. And Jérémy? Jérémy is 25, and the CEO\* of an international company.

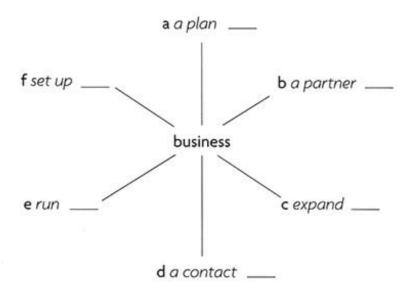
\* a CEO (Chief Executive Officer) is the person in charge of a business.

# LANGUAGE DEVELOPMENT



# COLLOCATIONS WITH BUSINESS

1 The words in the diagram are collocations of business. Write N next to the nouns and V next to the verbs.



- 2 Write words from the diagram in the gaps to complete the definitions (1-6).
  - 1 A business \_\_\_\_\_\_ is a detailed document describing the future plans of a business.
  - 2 \_\_\_\_\_\_ a business means to make a business bigger.
  - 3 A business \_\_\_\_\_\_ is a person who owns a business with you.
  - 4 \_\_\_\_\_ a business means to be in charge of and control a business
  - 5 \_\_\_\_\_\_ a business means to start a business.
- 6 A business \_\_\_\_\_\_ is a person you know because of your job.
- 3 Look at the sentences in Exercise 2 again and answer the questions below.
  - 1 Do the verbs go before or after the word business?
  - 2 Do the nouns go before or after the word business?

### **BUSINESS VOCABULARY**

- 4 Match the words (1-5) to their definitions (a-e).
  - 1 employ a a type of computer program
  - 2 employee b give someone a job
  - 3 office c a place where people work
  - 4 software d something a business makes to sell
  - 5 product e a worker

5 Write the words from Exercise 4 in the gaps to complete the email below. You may have to use the plural form of some words.

New message			
I am pleased to week. We are more space, s	also getting new 3 o we can 4	of Jenson Co.  moving into a bright new <sup>2</sup> for our computers. W some more members of state elp us sell more of our exceller	le will have ff. I am very

# CRITICAL THINKING

At the end of this unit, you will write a narrative paragraph. Look at this unit's Writing task in the box below.

Write a narrative paragraph about the business history of Google.

# Making inferences

We make inferences when we use clues or our own knowledge to work something out. We use logic to make inferences.

1 The spider diagram below shows eight facts (a-h) about Google's business history. Put the events in the order you think they happened (1-8). C Google expands ■ d Larry Page and to one billion Sergey Brin meet

a Google Earth web pages. at Stanford is launched. University. g Larry Page e Google Chrome and Sergey The Google Story is launched. Brin set up Google.

b Google employs its

Silverstein.

first worker, Craig

f 'Google' becomes a verb in British and American English dictionaries.

h Google's yearly profit is \$37 billion.

ANALYZE

2 Listen to your teacher. Write the years from the box below next to the events on the spider diagram (page 151).

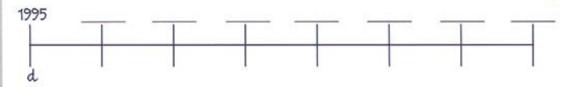
1995 1997 1998 2000 2005 2006 2008 2011

# Using a timeline to put past events in order

When we write about things that happened in the past, we usually write about them in chronological order. We start with the event that happened first and end with the event that happened last. Timelines are a useful way to organize past events in chronological order.

# CREATE

3 Put the events in Google's history in the correct place on the timeline below. Write the dates above the timeline and the events (a–h) below.



- a Google Earth is launched.
- b Google employs its first worker, Craig Silverstein.
- c Google expands to one billion web pages.
- d Larry Page and Sergey Brin meet at Stanford University.
- e Google Chrome is launched.
- f 'Google' becomes a verb in British and American English dictionaries.
- g Larry Page and Sergey Brin set up Google.
- h Google's yearly profit is \$37 billion.

# WRITING

# GRAMMAR FOR WRITING

XPI ANATION

# Past and present tenses

We use the *present simple* to talk about events that happen in the present or to talk about a general truth. We use the *past simple* to talk about events that happened in the past.

Apple technology is very intelligent.

Steve Jobs was the co-founder, chairman and CEO of Apple.

- 1 Circle the verbs in the sentences below. Write past next to the verbs in the past simple and present next to the verbs in the present simple.
  - 1 Ford is one of the most famous motor companies in the world.
  - 2 Jacques Nasser joined Ford in 1968.
  - 3 Jacques Nasser is the son of Abdo Nasser.
  - 4 On 1st January 1999, Jacques Nasser became president of Ford.
  - 5 In 2000, Ford bought Land Rover.
  - 6 In 2003, Ford celebrated its 100th birthday.
- 2 Circle the correct form of the verb in the paragraph below.

The JLX company <sup>1</sup>sells / sold food to supermarkets and shops.

In 2009, Michael Underwood <sup>2</sup>sets up / set up the business.

In 2010, the company <sup>3</sup>does / did very well. In June, Michael Underwood <sup>4</sup>employs / employed three new employees. The company <sup>5</sup>expands / expanded and <sup>6</sup>opens / opened new offices in Europe. Today, JLX <sup>7</sup>is / was a very successful business.

3	Put the words in brackets in the correct form of the past	simple or
	present simple.	

1	Nissan	_ (be) a Japanese company.
	In 1824, John Cadl chocolate shop.	oury (open) the first Cadbury's
3	Lego	(sell) toys.
4	Today, Nestlé business.	(be) the world's biggest food and drink
5	Nokia	_ (start) in 1865.
6	In 1995, Amazon.	(sell) the first book on Amazon.com.
7	Adidas	(make) sports clothes around the world.
		s-Benz (design) its first car.



# Clauses with when

We use when with a clause to describe the date or time that something happened.

He started the business when he was sixteen.

If we want to make the time of the event more important, we can put the when clause first and follow it with a comma.

When he was sixteen, he started the business.

4	Rewrite	the	sentences	below	using	when
---	---------	-----	-----------	-------	-------	------

- 1 She became the CEO. She was 30.
- 2 They employed six new workers. The business expanded.
- 3 He left his job. He was 65.
- 4 The shop closed. The economy crashed.
- 5 They expanded the company. It was still successful.

# ACADEMIC WRITING SKILLS

PLANATION

# Adding detail

In a narrative paragraph, we add detail to the main facts to make what we write more interesting.

Look at the completed timeline from the Critical thinking section (page 152). Match the details (1–8) below to the main facts in the Google story (a–h) on the timeline.

- 1 This program is a map that shows 3D pictures of streets around the world.
- 2 They are both students. Larry is 22 and Sergey is 21.
- 3 Craig is a student at Stanford University.
- 4 It is a new web browser to compete with Microsoft's internet Explorer.
- 5 They open their first office in a garage in California.
- 6 This is a big increase in profit.
- 7 It becomes the world's biggest internet search company.
- 8 It is a verb which means 'to look for something on the internet'.

# WRITING TASK

Write a narrative paragraph about the business history of Google.



PLAN

- 1 Look at the timeline in the Critical thinking section (page 152). Choose the four main facts that you want to include in your paragraph.
- Write the main facts in time order in the paragraph planner below. Then write the detail under each main fact in the paragraph planner.

Main fact 1	
Detail	
Main fact 2	
Detail	
Main fact 3	
Detail	
Main fact 4	
Detail	

3 Write a topic sentence that explains what you are going to write about.

.

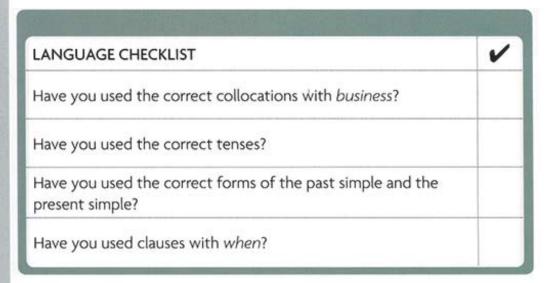
# WRITE A FIRST DRAFT

### EDIT

- 4 Write a first draft of your paragraph.
- 5 Use the task checklist to review your paragraph for content and structure.

TASK CHECKLIST	V
Have you written about the business history of Google?	
Have you written about the four main facts in time order?	
Have you given the date or time that things happened?	
Have you added detail to the main facts?	

- 6 Make any necessary changes to your paragraph.
- 7 Now use the language checklist to edit your paragraph for language errors which are common to A2 learners.

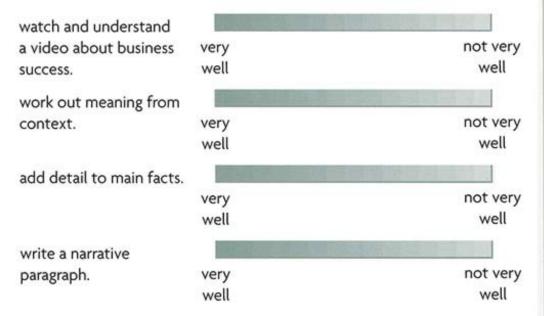


8 Make any necessary changes to your paragraph.

# **OBJECTIVES REVIEW**

9 Check your objectives.

# I can ...



# WORDLIST

	UNIT VOCABULARY	
advertisement (n) advice (n) business plan (n) colleague (n) company (n) customer (n) employee (n) fashion designer (n) goal (n) industry (n)	mathematician (n) occupation (n) office (n) opportunity (n) pattern (n) product (n) software (n) success (n) wool (n)	employ (v) expand (v) improve (v) introduce (v) knit (v) succeed (v) handmade (adj) popular (adj) successful (adj)



# PEOPLE UNIT 9



# WATCH AND LISTEN

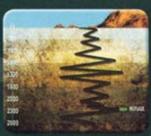
### Discovery











# PREPARING TO WATCH

# UNDERSTANDING KEY VOCABULARY

- 1 Match the words (1–7) to their definitions (a–g).
  - 1 rescue
  - 2 a note
  - 3 an accident
  - 4 a refuge
  - 5 a leader
  - 6 a miner
  - 7 trapped

- a a place that is safe from danger
- b something bad that happens that is not wanted or planned, and that hurts someone or damages something
- a person who works under the ground, digging out coal or gold
- d a person in control of a group or country
- e save someone from a dangerous situation
- f unable to escape from a place or situation
- g a short letter

### PREVIEWING

2 Before you watch, read the newspaper headline and answer the question below.

# Chile: Rescue mission starts to save trapped miners

What do you think the video will be about?

- a a film
- b a competition
- c an accident
- 3 Watch the video and check your answers.

# WHILE WATCHING

# UNDERSTANDING MAIN IDEAS

- 4 Watch again. Number the events (a-e) in the correct order.
  - a The rescue team found a note.
  - b The miners were rescued.
  - c The miners' families came to the mine.
  - d An accident happened in the mine.
  - e The miners were trapped.

5 Who did the actions below? Write the actions in the correct place in the table.

UNDERSTANDING DETAIL

- 1 sent food, water and medicine to the miners
- 2 gave everyone jobs to do
- 3 put telephone lines in the mine
- 4 drew maps of the mine
- 5 took the men to the refuge
- 6 sent oxygen into the mine

the miners' leader (Luis Urzúa)	the rescue team

- 6 Watch again. Write a number in each gap to complete the sentences. below.
  - 1 The accident happened on the \_\_\_\_\_th August.
  - 2 \_\_\_\_\_ miners were trapped.
  - 3 The miners were trapped \_\_\_\_\_ metres underground.
  - 4 The rescue mission started \_\_\_\_\_ days after the accident.
  - 5 The rescue team got a note from the miners \_\_\_\_\_ days after the accident.
  - 6 The miners were rescued on the \_\_\_\_\_th October.
  - 7 The miners were in the mine for \_\_
- 7 Why do you think Luis Urzúa came out of the mine after the other men?

# DISCUSSION

- 8 Work with a partner. Discuss the questions below.
  - 1 Do you know of any similar rescues in your country?
  - 2 Should news services bring us good news like the mine rescue? Why? / Why not?

MAKING **INFERENCES** 

# **READING 1**

# PREPARING TO READ

# UNDERSTANDING KEY VOCABULARY

- 1 You are going to read a blog. Before you read, look at the sentence below and circle the word (a-c) that is a synonym of the word in bold.
  - I really respect her. She's an excellent teacher.
  - a dislike
  - b admire
  - c employ
- 2 Match the words (1-7) to their definitions (a-g).
  - 1 a talent
- a something special someone can do
- 2 an operation
- b take away
- 3 cancer
- 4 blind
- c when doctors cut your body to repair it or to take something out
- 5 inspire
- d amazing
- 6 incredible
- e make other people feel that they want to do good things
- 7 remove
- f unable to see
- g a disease that makes people very ill

# SCANNING TO PREDICT CONTENT

- 3 Find and circle the words from Exercise 2 in the blog opposite. What do you think the blog will be about?
  - a someone who helped people with cancer
  - b someone who was blind and trained to be a doctor
  - c someone who was blind but learned how to see
- 4 Read the blog and check your answers.

### WHILE READING

# READING FOR MAIN IDEAS

- 5 Read the blog again and match the sentences below to the paragraphs (a-d).
  - 1 Ben learned to 'see' again.
  - 2 Ben was an ordinary boy but he could do something amazing.
  - 3 Ben became a hero for many people.
  - 4 Ben became ill and lost his eyes.

# Respect!

### About me

My name is Juliet Selby. I write about people that I admire. I write about a different person every week. Read about their amazing lives here!

### Archive

- **v** 2013
- ► Ben Underwood
- ► Steve Jobs
- ► Mary Evans
- ▶ 2012
- ▶ 2011

### /2013//Ben Underwood

- a Ben Underwood was a normal teenage boy. He loved playing basketball, riding his bicycle, listening to music with his friends and playing video games. But in one way, Ben was different to most other teenagers – he was blind. However, Ben had a special talent. He didn't have any eyes, but he could still see.
- b Ben was born in 1992, on 26th January. For the first two years of his life, Ben was a happy and healthy baby. He had a normal life, living with his mother and two older brothers in California. However, when Ben was two years old, his life changed. In 1994, he was taken to hospital because he had problems with his eyes. The doctors looked at his eyes and told his mother the bad news Ben had cancer. After a few months, he had an operation to remove the cancer. The operation was successful, and Ben was fine. However, the doctors had to remove his eyes and Ben became blind.
- c After his operation, Ben developed an incredible talent. When he was three, he learned how to 'see' buildings with his ears. He listened very carefully, and he could hear noises bounce off buildings. The noises told him where the buildings were. Then, when Ben was seven, he learned to 'click'. He made clicking noises with his mouth, and listened for the noises that bounced back from things. In this way, Ben could 'see' where he was and what was around him. This is the same way dolphins see things under water, and bats see in the dark.
- Scientists and doctors were amazed by Ben's talent. There are only a few blind people in the world who can see like Ben. He became

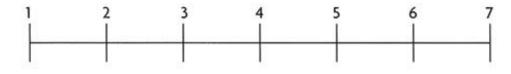


famous. He was on TV, and he travelled to different countries and talked to people about his life. Sadly, when Ben was 16, his cancer came back. He died soon after. However, during Ben's life, he taught people that anything is possible. Many people admired him because he inspired them and helped them feel strong. When he died in 2009, over 2,000 people went to his funeral.

# READING FOR DETAIL



- 6 Read the blog again and write true (T), false (F) or does not say (DNS) next to the statements below.
  - 1 Ben liked playing basketball.
  - 2 Ben was just like other teenagers.
  - 3 Ben did karate.
  - 4 Ben couldn't ride a bicycle.
  - 5 Ben was a teenage boy.
  - 6 Ben liked writing music.
- 7 Read the blog again and put the events in Ben's life (a-g) in the correct order on the timeline.
  - a Ben learned how to 'see' buildings with his ears.
  - b Ben was born.
  - c Ben learned how to click.
  - d Ben's cancer came back.
  - e Ben had a problem with his eyes.
  - f Ben died.
  - g Ben went on a TV programme.



# READING BETWEEN THE LINES

# IDENTIFYING PURPOSE

- 8 Who do you think wrote the blog?
  - a a scientist
- b a journalist
- 9 Why do you think the author wrote this blog?
  - a to teach doctors about cancer
  - b to tell people the story of Ben's life

# DISCUSSION

- 10 Work with a partner. Think of another famous child or teenager and discuss the questions below.
  - 1 What is his/her name and how old is he/she?
  - 2 Why is he/she famous?
  - 3 How are their lives different from other children's or teenagers' lives? Think about the list below.
    - school
- friends
- hobbies
- home

# **READING 2**

# PREPARING TO READ

1 Write the words from the box in the gaps to complete the sentences below.

former train achieve a dream a charity

- 1 \_\_\_\_\_\_ is an organization that gives money, food or help to people who need it.
- 2 We use the word '\_\_\_\_\_\_' to describe something that was in the past.
- 3 You \_\_\_\_\_\_ when you practise a sport or exercise to prepare for a competition.
- 4 \_\_\_\_\_ is something that you really want to happen in the future.
- 5 You \_\_\_\_\_ something when you manage to do something difficult.

# WHILE READING

- 2 Read the blog posts on page 166. Match the sentence halves.
  - 1 Steve Jobs
  - 2 Mary Evans
  - 3 The Singapore Women's Everest Team
  - 4 The Salwen family
- a looks after her family.
- b gave money to charity.
- c invented a new kind of technology.
- d climbed a mountain.
- 3 Look at the sentences below. There is one mistake in every sentence. Correct the false information.
  - a In 2009, the Singapore Women's Everest team climbed Everest after five years of training.
  - b The Salwen family sold their home and gave \$600,000 to charities in Ghana.
  - c Steve Jobs died in June 2011. \_\_\_\_\_
  - d Mark's mother looks after his grandmother in hospital. \_\_\_\_\_

# Reading for detail

When we read a text, we need to understand the details as well as main ideas. We can locate detail in a text by looking for key words. The key words show us where we can find the information we need. We can then read around the key words to find out more.

UNDERSTANDING KEY VOCABULARY

> READING FOR MAIN IDEAS

READING FOR DETAIL



### /2013//Steve Jobs

a I really admire Steve Jobs, the former CEO of Apple. He invented a new kind of technology. Apple technology is very intelligent but it is also easy to use. The products that he made are also really beautiful. Steve Jobs was an excellent businessman, and he created a successful business in IT. I was very sad when he died in October 2011. I respect him because he changed the way people use technology all over the world.

Ahmed Aziz, \_\_\_\_\_

### /2013//Mary Evans

b My mum, Mary Evans, is a real hero. I have a very big family, with two brothers and three sisters. My mum works very hard every day to look after us, and she is very busy. She always makes time for everyone and she always listens to me if I have a problem. I have a nephew who is ill and has to go to hospital a lot. My mum often sleeps at the hospital with him. I really respect her because she always looks after my family and makes sure we have everything we

Mark Evans, \_\_\_\_\_

need.

### /2013//Singapore Women's Everest Team

My heroes are the Singapore Women's Everest Team. In 2009, they became the first all-women team to climb Mount Everest. The team of six young women trained for seven years before they climbed the mountain. It was difficult for them to train because Singapore doesn't have any snow, or any mountains. But they didn't stop, and in the end they achieved their goal. They worked hard every day for their dream so I really admire them.

Li Chan, \_\_\_\_\_

### /2013//the Salwen family

d I admire the Salwen family from Atlanta, USA. In 2006, they made a very unusual choice. They decided to sell their house and give half of the money to charity. They moved into a smaller house and gave \$800,000 to charities in Ghana. I really respect them because they gave their money to people who needed it.

Jane Kloster, \_\_\_\_\_

# MAKING INFERENCES

# READING BETWEEN THE LINES

4 The jobs of the people writing the comments have been removed. Match the jobs of the authors (1–4) to the paragraphs (a–d).

1 an explorer \_\_\_\_\_

3 an IT technician \_\_\_\_\_

2 a teacher \_\_\_\_

4 a charity worker \_\_\_\_\_

# DISCUSSION

- 5 Work with a partner. Discuss the questions below.
  - 1 Who are the most famous people in your country?
  - 2 How can famous people help charities?
  - 3 Why do news services often write about famous people?

# LANGUAGE DEVELOPMENT

# Noun phrases with of

In English, we often use the word of to join two nouns together and make a noun phrase.

He is the president of the country.

He invented a type of technology.

We write a conclusion at the end of an essay.

Match the sentence halves.

- 1 A chair is
- a the director of the school.
- 2 I travel to
- b the start of the day.
- 3 A dog is
- c a kind of furniture.
- 4 Coffee is
- d a lot of countries.
- 5 Write your name at e a sort of drink.
- 6 My teacher is
- f the top of the page.
- 7 We eat breakfast at
- g a type of animal.

# ADJECTIVES TO DESCRIBE PEOPLE

2 Are the adjectives in the box positive or negative? Write the words in the correct place in the table.

> reliable confident lazy honest calm talented kind shy intelligent patient stupid clever difficult sensible selfish friendly

positive	negative

3	Write adjectives from	Exercise 2 in the gaps to complete the sentences
	1 Luka is an	person. He always tells the truth.

2 My teacher is \_\_\_\_\_\_. She is very relaxed and doesn't get worried or angry.

3 She always chats to students in other classes. She's so \_

4 She doesn't talk very much. She's quite \_\_\_\_\_\_\_

5 Ahmed hasn't done anything all day. He's so \_\_\_\_\_

6 James is very \_\_\_\_\_\_. He always comes to work on time and does his job.

7 Ishmael is practical and doesn't do anything stupid. He's very

8 He is a very \_\_\_\_\_ driver. He wins every race easily.



# **CRITICAL THINKING**

At the end of this unit, you will write an explanatory paragraph. Look at this unit's Writing task in the box below.

Describe a person you admire and explain why.

# Putting information in categories

We put things in categories to organize information. Categorizing helps us see similarities and differences between ideas. By putting things in categories, we can also work out what information is relevant and what information is not relevant.

# APPLY

1 Work with a partner. Look at the table below. Write the names of three people you admire in each category.

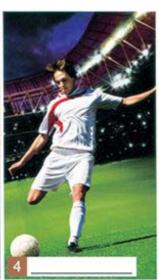
Sports players	Musicians	Business people	Friends/ family	Other

# **ANALYZE**

2 Look at the photographs. Write the person's job under each photograph.







	o		

3 Read the four reasons below that someone admires the people in Exercise 2. Match the people (1–4) to the reasons (a–d). More than one answer is possible.

a because they are good at sport \_\_\_\_

b because they help people

c because they are clever \_\_\_\_

d because they are rich \_\_\_\_

4 Can you think of other reasons that you might admire somebody? Add your reasons to the list below.

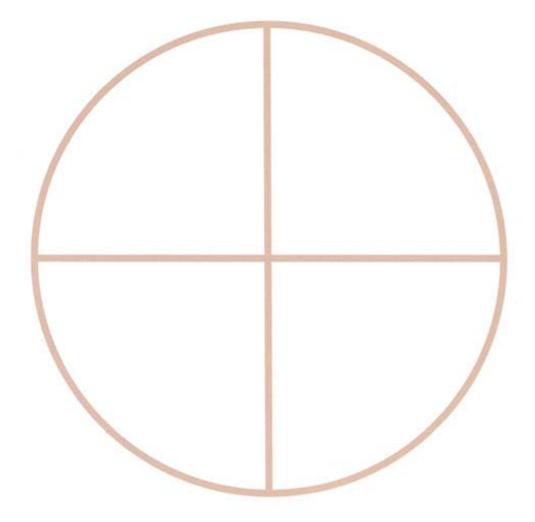
1 because they help to change the world

2 because they give money to people

3 \_\_\_\_\_

4 \_\_\_\_\_

- 5 Choose a person that you admire from the table in Exercise 1. Why do you admire them?
- 6 Think of four things that this person has done that makes you admire them, and write them in the idea wheel below.



CREATE

# WRITING

# **GRAMMAR FOR WRITING**

EXPLANATION

# Subject and object pronouns

We use subject pronouns to replace nouns or noun phrases that act as the subject of a sentence.

My father works hard. He owns his own business.

We use object pronouns to replace nouns or noun phrases that act as the object of a sentence.

The women's football team are very good. I really admire (them)

We also use object pronouns after prepositions.

The book is about her.

subject pronoun	object pronoun
1	me
you	you
he	him
she	her
it	it
we	us
they	them

	-
UNL	2CK
ONL	

1	In the sentences below, underline the subject pronouns and circle the object pronouns.				
	2 You don't have it. 5	He can visit us soon. They sent it to her yesterday. We don't know about him.			
2	Write the pronouns that can replace the underlined words in each of the sentences below.				
	<ol> <li>My team won £1,000.</li> <li>They gave a card to my uncle.</li> <li>I built my house.</li> <li>My grandfather still works every day.</li> </ol>	_			

5 She helped her neighbours.
6 <u>His daughter</u> lives in Australia.
7 I talk to <u>my mother</u> every day.
8 He works with <u>my family</u>.

SXPI ANATIO

# Possessive adjectives

Possessive adjectives tell us who or what owns something. We use my, your, his, her, its, our and their before a noun.

What's your number? Her job is difficult.

my	your	his	her	its	our	their	
----	------	-----	-----	-----	-----	-------	--

- 3 Circle the correct pronoun to complete the sentences.
  - 1 My / I sister works very hard.
  - 2 It is her / she bag.
  - 3 Is that your / you house?
  - 4 They sold their / them house.
  - 5 It is our / us blue car.
  - 6 You should write a book about your / you life.
  - 7 The computer is slow. Its / It's memory is not very good.

# ACADEMIC WRITING SKILLS

KPLANATION

# Concluding sentences

The concluding sentence is the last sentence in a paragraph. The concluding sentence gives your opinion or the main ideas in the paragraph. It repeats the main idea of the paragraph using different words.

- 1 Look at the two sentences and circle the one that is a concluding sentence.
  - a In conclusion, I admire my mother because she is kind.
  - b First, she always takes care of my family.
- 2 Underline the phrase that shows you it is a concluding sentence.
- 3 What type of punctuation follows the phrase you underlined?
  - a a full stop
  - b a comma

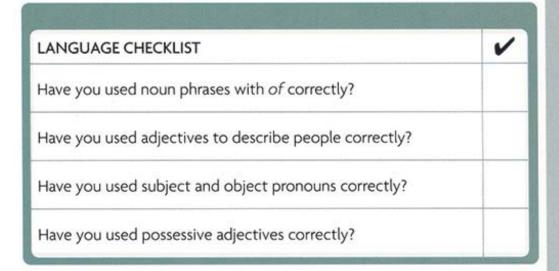
4 Match the topic sentences (1-4) to the concluding sentences (a-d). 1 I really admire my teacher. a I admire my uncle a lot. 2 My parents care for my b It is difficult to be a professional family. footballer. 3 Professional footballers c My parents work hard to make sure have to train every day. we have everything we need. 4 My uncle is my hero. d I respect my teacher because he works hard. WRITING TASK Describe a person you admire and explain why. Write a topic sentence to describe the person you are going to write PLAN about. I really admire ... 2 Look at the idea wheel you made in the Critical thinking section (page 169). Write the things in the order you will write about them in your paragraph. 3 Write a concluding sentence using because to explain why you respect the person. I respect ... because ... 4 Write the first draft of your paragraph. WRITEA FIRST DRAFT

5 Use the task checklist to review your paragraph for content and structure.

EDIT

TASK CHECKLIST	V
Have you written about someone you admire?	
Have you written about why you respect the person?	
Does your paragraph have a topic sentence, supporting sentences and a concluding sentence?	
Does your concluding sentence give your opinion or repeat the main idea of the paragraph?	

- 6 Make any necessary changes to your paragraph.
- 7 Now use the language checklist to edit your paragraph for language errors which are common to A2 learners.



8 Make any necessary changes to your paragraph.

# **OBJECTIVES REVIEW**

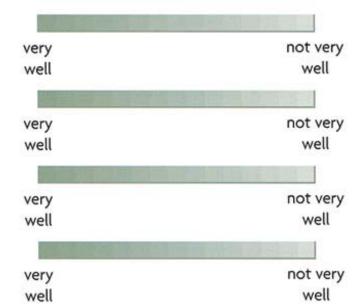
9 Check your objectives.

# I can ...

watch and understand a video about extraordinary people. read for detail.

write concluding sentences.

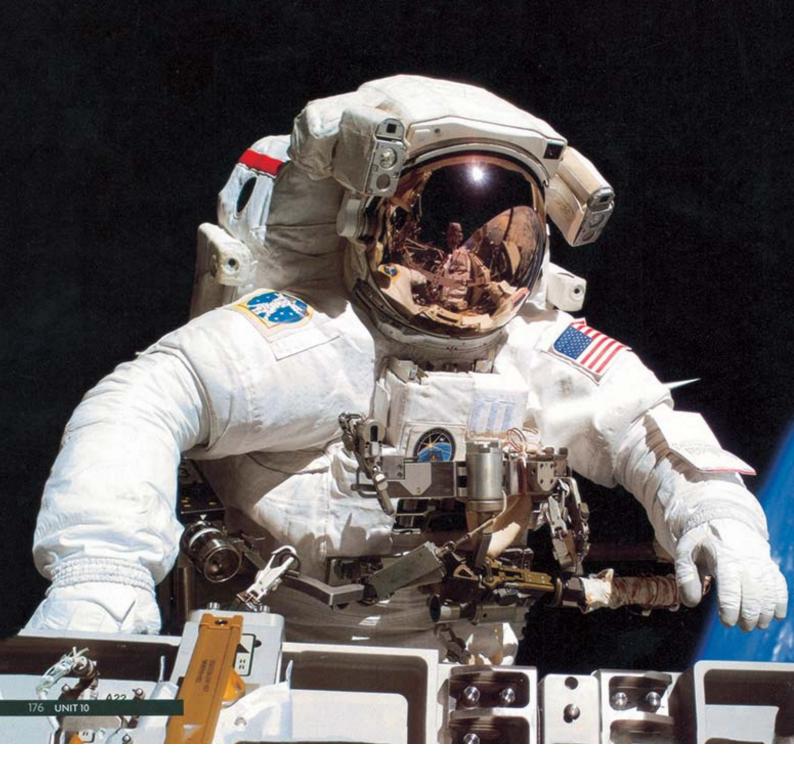
write an explanatory paragraph.



# WORDLIST

UNIT VOCABULARY			
accident (n)	calm (adj)		
architecture (n)	clever (adj)		
cancer (n)	confident (adj)		
charity (n)	difficult (adj)		
dream (n)	former (adj)		
leader (n)	friendly (adj)		
miner (n)	honest (adj)		
note (n)	incredible (adj)		
operation (n)	intelligent (adj)		
refuge (n)	kind (adj)		
talent (n)	lazy (adj)		
achieve (v)	patient (adj)		
inspire (v)	reliable (adj)		
remove (v)	selfish (adj)		
rescue (v)	sensible (adj)		
train (v)	shy (adj)		
trap (v)	stupid (adj)		
blind (adj)	talented (adj)		

# LEARNING OBJECTIVES Watch and listen Watch and understand a video about space Reading skills Scan to find information Academic writing skills Organize an essay Writing task Write a balanced opinion essay



# SPACE AND THE UNIVERSE UNIT 10

# UNLOCK YOUR KNOWLEDGE

- 1 What do you know about space? Try to answer the questions below.
  - 1 What is the Sun?
    - a a star

- b a planet
- 2 How long does it take light to travel from the Sun before it gets to the Earth?
  - a eight seconds

- b eight minutes
- 3 How big is the Moon?
  - a 10% of the Earth's size
- b 25% of the Earth's size
- 4 What was the first animal in space?
  - a a cat

b a dog

# WATCH AND LISTEN













# PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY 1 Find the words from the box in the photographs below.

the solar system Mars Earth the Sun the Moon a star a galaxy a telescope



- 2 Match the words (1-5) to their definitions (a-e).
  - 1 scientist
  - 2 rocket
  - 3 explore
  - 4 journey
  - 5 launch

- a a vehicle used for travelling into space
- b go somewhere new to find out what is there
- c a trip from one place to another
- d send a spacecraft into the sky
- e someone who studies science

#### WHILE WATCHING

- 3 Watch the video. Circle the correct answers to the questions below.
  - 1 When did people first go into space?

    - a the late 1900s b the early 1900s
  - 2 Why do we send people and machines into space?
    - a to find new places to live b to explore and understand our universe
  - 3 Why did NASA send robots to Mars?
    - a to find out if people could live on Mars
    - b to find out if there is water on Mars
  - 4 What do scientists study on the International Space Station?

    - a how people could live in space b the science of the solar system
  - 5 What does the Hubble telescope take pictures of?
    - a the solar system, stars and galaxies
- b stars, the moon and the sun
- 4 D Watch again. Put the events in space exploration (1–6) in the correct place on the timeline below.

1959 1990 1997 2005 1969 2020

- 1 The Hubble telescope was sent into space.
- 2 The USSR sent the first man-made object to the moon.
- 3 Neil Armstrong walked on the moon.
- 4 China, Japan, Russia and India to visit the moon?
- 5 NASA sent the first robots to Mars.
- 6 The Hubble telescope showed that Pluto has three moons.
- 5 Write the names of the five countries mentioned in the video.

6 What do these countries have in common?

### DISCUSSION

- 7 Work with a partner. Discuss the questions.
  - 1 Some organizations now offer private trips into space. Would you like to go into space? Why / Why not?
  - 2 Why are there so many books and films about space?
  - 3 Why don't many countries have a space programme?
  - 4 Is it better for countries or companies to explore space?

### UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAIL

## **READING 1**

#### PREPARING TO READ

#### PREVIEWING

UNDERSTANDING

KEY VOCABULARY

- 1 Before you read, look at the photographs opposite and read the title of the text. Answer the questions below.
  - 1 What do you think the text is about?
    - a a book
    - b a television programme
  - 2 Where do you think you would find the text?
    - a in a magazine
    - b in a science text book
- 2 Read the text and check your answers.
- 3 Circle the correct definition for the words below.
  - 1 science fiction
    - a an academic science report
    - b stories about life in the future or in other parts of the universe
  - 2 alien
    - a an animal, bird or plant from a planet other than Earth
    - b a person you do not like
  - 3 fictional
    - a funny
    - b imaginary
  - 4 data
    - a a particular day or time of the year
    - b information or facts about something
  - 5 conditions
    - a the situation that something or someone lives in
    - b something that will happen in the future
  - 6 a feature
    - a an important part of something
    - b a time in the past
  - 7 special effects
    - a action in films or television programmes created by computers
    - b the music in a film or television programme

## **Alien Planet**

Sarah O'Toole

If there is life on another planet, what is it like? This is the question that a new science fiction programme, *Alien Planet*, tries to answer.

In the 94-minute programme, two robots explore a fictional planet. The planet, Darwin IV, is 6.5 light years from Earth. It has two suns, 60% gravity and is smaller and hotter than Earth. It is also home to many alien plants and animals. The robots look at the land and air on the planet, as well as the animals, plants and birds that live there. The robots then send information about the planet to a team of scientists on Earth. The programme is based on the book *Expedition* by Wayne Barlowe.

However, Alien Planet is not just normal science fiction, because it is based on real scientific information. A team of designers and scientists described the conditions that would make life possible on Darwin IV. The team then carefully designed the animals and plants that could live in these conditions. The team included famous scientists such as Professor Stephen Hawking, Dr Michio Kaku and Dr James Garvin, the chief scientist at NASA. In the programme, the scientists explain the science behind Darwin IV. They explain why the animals and birds have certain features and discuss the possibility of life on other planets.

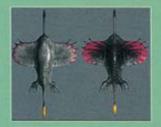
Alien Planet is an exciting mix of fact and fiction. The special effects are amazing and the Alien life forms really make the science come alive. I really recommend watching it.

Three alien life forms from Alien Planet:



#### Unth

An Unth is about 2.5 metres tall and has two legs. It runs fast and lives on the ground. It eats plants, and lives and travels in a group. It is brown, with tusks at the front, like an elephant.



Trunk Sucker

A Trunk Sucker has a long nose and is about 1 metre long. It lives in the forest and drinks the juice from trees. It has wings and flies like a bird.



Daggerwrist

A Daggerwrist is about 2 metres long. It lives in the forest. It jumps from tree to tree like a monkey. It eats other animals.

#### WHILE READING

#### READING FOR MAIN IDEAS



- 4 Read the text (page 181) again and answer the questions below.
  - 1 How long is the programme Alien Planet?
  - 2 What is the name of the planet in Alien Planet?
  - 3 Is the planet in Alien Planet real?
  - 4 What book is Alien Planet based on?
  - 5 How is Alien Planet different from normal science fiction? \_\_
  - 6 Which famous scientists worked on Alien Planet?
  - 7 Does the writer think people should watch Alien Planet? \_
- SCANNING TO Comple

5 Read the information about the alien life featured on Alien Planet and complete the table below.

	Unth	Trunk Sucker	Daggerwrist
How tall/long is it?			
Where does it live?			
What does it eat/ drink?			
What animal is it like?			

### Scanning to find information

We often scan the text to find important information. We read the text very quickly and find the key words that give us the information we need.

#### READING BETWEEN THE LINES

#### WORKING OUT MEANING

- 6 The text says that the CGI in Alien Planet is amazing. CGI is an abbreviation. What do you think it means?
  - a Chemistry Group International
  - b Computer Generated Images
  - c Centre for General Information

#### DISCUSSION

- 7 Work with a partner. Discuss the questions below.
  - 1 Famous scientists took part in the Alien Planet programme. Do you think it is a good idea to use science in fictional programmes?
  - 2 Do you think that TV programmes are a good way to teach people about science? Why / Why not?

## **READING 2**

#### PREPARING TO READ

1	Before you read	, match the	words (1-7)	to their	definitions	(a-g).
---	-----------------	-------------	-------------	----------	-------------	--------

- 1 wonder
- a the mix of chemicals in the air around a planet
- 2 support
- 3 atmosphere
- 4 evidence
- 5 prove
- 6 exist 7 orbit

- b the circular journey that a spacecraft or planet
- makes around a planet
- c demonstrate that something is true
- d information that shows whether something is true or exists
- e to be real
- f think about something and try to understand it
- g make an argument stronger
- Read the title of the text on page 184. What type of text is it?
  - a a story
  - b an essay
  - c a newspaper article

#### WHILE READING

- 3 Read the text again and match the main ideas (1-4) to the paragraphs where they are mentioned (A-D).
  - 1 The universe is so big that there must be another planet that has life.
  - 2 Earth is the only planet with the right conditions for life.
  - 3 There are arguments for and against the idea that life must exist on other planets.
  - 4 It is unlikely that there is life on another planet because the conditions for life to exist are too particular.
- 4 In which paragraph does the author do these things?
  - 1 give their own opinion
  - 2 talk about arguments for life on other planets
  - 3 talk about arguments against life on other planets
  - 4 introduce the topic

UNDERSTANDING KEY VOCABULARY

SCANNING TO PREDICT CONTENT

> READING FOR MAIN IDEAS



# The universe is so big that there must be life on other planets. Discuss the arguments for and against this statement.

- A For many years, people have wondered whether we are the only living things in the universe. Some scientists believe that there must be life on other planets because the universe is so big. However, other scientists think that it is very unlikely that there is life on other planets, because planets need a very specific environment for life to start. There are facts that support both sides of the argument.
- B On the one hand, the universe is huge. There are billions of stars and thousands of solar systems. Many of these solar systems have planets that go round and round a sun like the Earth. Because there are so many planets in space, it is likely that one of these planets could have the right conditions to have life. Recently, experts using the Kepler telescope found more than 1,200 planets in orbit around a star and 54 of these planets are similar to Earth. Many scientists believe that one of these planets, Kepler 22b, has the right atmosphere and temperature to have life. Even in our solar system, scientists have found evidence of water on Mars and on Titan, one of Saturn's moons. They believe that this could mean that there is, or was, a form of very simple life on these planets.
- C On the other hand, a planet needs very particular\* conditions to have life. A planet with life would need to have water, the right temperature and the right mix of chemicals in the atmosphere. The Earth has the right conditions to have life, but it is very unlikely that another planet has exactly the same environment as Earth. In addition, although scientists believe that life might exist on other planets, we have never found evidence to prove it. A recent report from Princeton University in the USA suggests that it is very unlikely that there is life on other planets. They believe that we don't have enough scientific evidence to decide if there is life on other planets.
- D In conclusion, I do not agree that there is life on other planets. Although the universe is very big, a planet with life needs very speci conditions. Earth has exactly the right conditions for life. It is not too hot or too cold. It has water and air and the right chemicals. I do not think that any other planets could have exactly the san conditions as Earth. Therefore, I do not think that there could be life on other planets.
- \* particular = special

5 /	Answer the questions below using the information in the text.	SCANNING TO
1	How many solar systems are there in the universe?	FIND INFORMATION
	What is the name of the telescope that has discovered new planets?	
	How many planets did the telescope discover that are similar to Earth?	
	What is Kepler 22b?	
	What did scientists recently discover on Mars?	
	5 What is Titan?	
•	Which university wrote a report saying that it is unlikely that there is life on other planets?	
	What does the report say we need before we can know if there is life on other planets?	
RI	EADING BETWEEN THE LINES	
6	Why do you think Kepler 22b is called Kepler 22b?	MAKING
	The sentences below are from the text. Which are facts and which are opinions? Write $F$ (fact) or $O$ (opinion).	INFERENCES
	There must be life on other planets.  There are billions of stars and thousands of solar systems in the universe.	
	3 It is very unlikely that there is life on other planets.  4 A planet needs very specific conditions to have life.	
D	ISCUSSION	
8	Work with a partner. Discuss the question below.	
	Space exploration has lead to many inventions. Rank these inventions in order of importance.  a micro computers	
	b GPS navigation	
	c satellite TV	DE LEGISLA DE LE TRANSPORTE DE LA CONTRACTION DEL CONTRACTION DE LA CONTRACTION DE L

d weather forecasts

g freeze-dried food

e electric cars f robotic arms

## LANGUAGE DEVELOPMENT



### GIVING EVIDENCE AND SUPPORTING AN ARGUMENT

1 Match the nouns from the box to the definitions (1-3). One definition has two possible matches.

	studies reports research an expert
	<ol> <li>someone who has a lot of skill in something or a lot of knowledge about something</li> <li>documents that tell us about a subject in detail</li> <li>the study of a subject to discover new information</li> </ol>
about	essay, we have to support our arguments with evidence. We often talk research, studies and reports to support our arguments. We use the verbs or believe for a person, and the verbs show or suggest for a piece of work.
	<ul> <li>Write the correct verbs from the box above in the sentences. In some sentences, more than one verb is possible.</li> <li>1 Experts that the moon is too cold for people to live there.</li> <li>2 Studies that there are over 200 billion stars in the Milky Way.</li> <li>3 Scientists that we need to study space.</li> <li>4 Reports that parts of Mars were once covered in ice.</li> <li>5 Research that there could be 50 billion planets in our galaxy.</li> </ul>
In acade the rig	demic writing, we use should or it is important to to say what we believe is ght or best thing to do.  s important to study the science of space. should spend more money on the space programme.  egative of should is should not. should not spend more money on the space programme.
	3 Which of these things (1–5) should we do in the next 20 years? Use we should or we should not to write sentences using the phrases below.  1 visit the moon again

4	Which of these things (1–5) are important to do in the next 20 years?
	Use it is important to to write sentences using the phrases below.
	Print 1 Transport of the Print 1 Transport of

1	send people into	space.	

- 2 understand our universe \_\_\_\_\_
- 3 explore other planets \_\_\_\_\_
- 4 find out about stars
- 5 study the galaxy we live in \_\_\_\_\_
- 5 Work with a partner. Compare and discuss your answers.

## CRITICAL THINKING

At the end of this unit, you will write a balanced opinion essay. Look at this unit's Writing task in the box below.

Exploring space is very expensive. Some people think that it is too expensive. However, other people think it is a good way for governments to spend our money. Discuss both points of view and give your opinion.

- 1 Look at the essay question above. What is the main topic of the essay?
  - a Does it cost too much money to explore space?
  - b Does it take too much time to explore space?
  - c Is it too difficult to explore space?
- 2 What is the essay question asking you to do?
  - a write instructions
  - b write a two-sided opinion essay
  - c write a one-sided opinion essay
- 3 Underline the two points of view in the essay question. Which is for space exploration and which is against space exploration?
- 4 Is the essay question asking you to include your own opinion? Circle the words that show this instruction.

**ANALYZE** 

#### **EVALUATE**

- 5 Look at the opinions about a space programme (1–10). Are the arguments for or against the space programme? Write them in the correct place in the table below.
  - 1 We need to find places to live in space.
- 2 Other countries have space programmes. We need to compete with them.
- 3 There's still a lot to explore on Earth. We don't know what is at the bottom of the oceans. Why do we need to go into space?
- 4 We need to spend money on other things, like helping poor people and fighting disease.
- 5 We don't need the space programme to develop technology. We can do that in other ways.
- 6 We need to learn about space to improve what we know about science.

- 7 We shouldn't waste natural resources on building rockets.
- 8 We could find things like water, oil or medicine to bring back to Earth.

10 I would like to

9 Space programmes aren't important in our daily lives.

V.	go and talk to
	an alien.

for	against

6 Circle the arguments that are the most convincing.

#### **Evaluating arguments**

It is important to think about how good the different arguments about a topic are. Some arguments are stronger than others. We *evaluate* arguments when we decide how strong an argument is. This can help us decide which arguments to include in an essay.

7 Work with a partner. Think of evidence and examples for the arguments you chose in Exercise 6.

CREATE

- 8 Which opinion below do you agree with most? Explain why.
  - a We should spend money on exploring space.
  - b We should not spend money on exploring space.

## WRITING

#### GRAMMAR FOR WRITING

(PLANATION

#### Developing sentence structure

We can add phrases to the beginning of a sentence to make a complex sentence.

Some people think that + sentence

Studies show that + sentence

Scientists believe that + sentence

There must be life on other planets. -> Some scientists believe that there must be life on other planets.

- 1 Put the words in order to make sentences.
  - 1 houses / there will be / by 2050 / on the moon / Scientists believe that /.
  - 2 not a planet / Reports show that / is / Pluto / .
  - 3 a good way to learn about science / TV programmes / are / Some people think that / .
  - 4 Scientists believe that / to study whether people can live in space / need / we / .
  - 5 life / on other planets / Studies suggest that / could exist / .



- 2 Rewrite the sentences below using the phrases from the explanation box and Exercise 1.
  - 1 It is unlikely that there is life on other planets.

    Some people think that it is unlikely that there is life on other planets.
  - 2 Space exploration is important.
  - 3 There are billions of stars in our galaxy.
  - 4 Mars could have life.
  - 5 We need to know more about space.

(PLANATIO)

### Infinitive of purpose

We can use to + infinitive when we want to say why we do something.

NASA sent robots to Mars to find water.

- 3 Match the sentence halves.
  - We build rockets
  - 2 We sent the International Space Station into space
  - 3 We want to land on the moon
- a to explore it in more detail.
- b to send people into space.
- c to find out if people could live in space.
- 4 Write in the gaps to complete the sentence below in three different ways.
  - 1 We explore space to \_\_\_\_\_\_
  - 2 We explore space to \_\_\_\_\_\_
  - 3 We explore space to \_\_\_\_\_

#### ACADEMIC WRITING SKILLS

LANATION

### Essay organization

An essay is a group of paragraphs about the same topic. Essays are common in academic writing. We write an essay to respond to an essay question.

An essay has an introduction, a main body and a conclusion.

Introduction

Wain body

Conclusion

Look at the essay in Reading 2 on page 184. Match the parts of the essay (1–3) to the paragraphs (A–D).	
1 the introduction 2 the main body 3 the conclusion	
Look at the essay in Reading 2 again. Match the sentence halves to complete the rules about the structure of a two-sided opinion essay.	
<ul><li>1 The introduction of an essay</li><li>2 The main body of an essay</li><li>3 The conclusion</li></ul>	
<ul> <li>a gives us more information about the topic.</li> <li>b summarizes the main ideas of the essay and gives an opinion.</li> <li>c explains what the essay will be about.</li> </ul>	
Write the words from the box in the gaps to complete the summary about the correct order of paragraphs in an essay.	
middle last first one	
The introduction is the <sup>1</sup> paragraph in an essay. The main body is the <sup>2</sup> paragraph or paragraphs of the essay. The main body can be <sup>3</sup> paragraph or many paragraphs. The conclusion is the <sup>4</sup> paragraph in an essay.	
WRITING TASK	
WRITING TASK  Exploring space is very expensive. Some people think that it is too expensive. However, other people think it is a good way for governments to spend our money. Discuss both points of view and give your opinion.	CONLINE
Exploring space is very expensive. Some people think that it is too expensive. However, other people think it is a good way for governments	CONLINE
Exploring space is very expensive. Some people think that it is too expensive. However, other people think it is a good way for governments to spend our money. Discuss both points of view and give your opinion.	PLAN

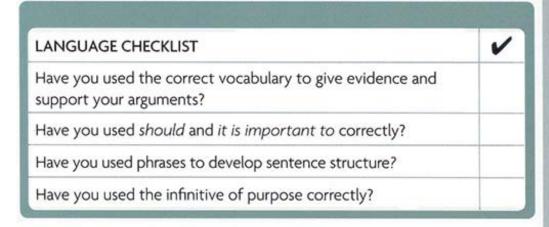
A	Space exploration is very expensive. Between 1981 and 2011, the US government spent \$192 billion on their space programme. Many people believe that space exploration is a waste of money. However, other people think that it is an important and exciting project and that we should spend money on it. This essay will discuss the arguments for and against spending money on space exploration.
В	On the one hand, space exploration is important in many ways.
С	On the other hand, space exploration is very expensive and some people think it is not a useful way to spend money.
D	In conclusion, I think that we should / should not spend money on space exploration.

EDIT

3 Use the task checklist to review your essay for content and structure.

TASK CHECKLIST	V
Have you included arguments for spending money?	
Have you included arguments against spending money?	
Have you used evidence and examples to support your arguments?	
Have you included your own opinion in the conclusion?	

- 4 Make any necessary changes to your essay.
- 5 Now use the language checklist to edit your essay for language errors which are common to A2 learners.

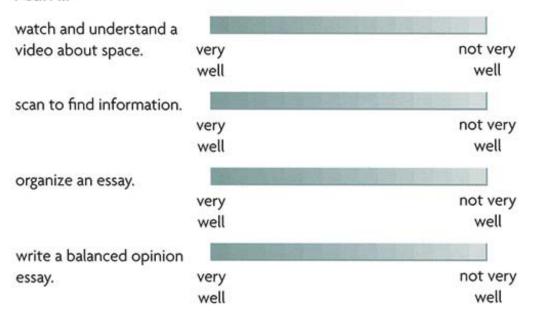


6 Make any necessary changes to your essay.

#### **OBJECTIVES REVIEW**

7 Check your objectives.

#### I can ...



#### WORDLIST

UNIT VOCABULARY					
alien (n) atmosphere (n) data (n)	galaxy (n) journey (n) Mars (n)	science fiction (n) scientist (n) solar system (n)	telescope (n) exist (v) explore (v)		
Earth (n) evidence (n) expert (n) feature (n)	Moon (n) orbit (n) research (n) rocket (n)	special effects (n) star (n) Sun (n)	launch (v) prove (v) wonder (v)		

## GLOSSARY

Vocabulary	Pronunciation	Part of speech	Definition
UNIT 1			
adjective	/'æd3iktiv/	(n)	a word that describes a noun or pronoun
beautiful	/'bju:tɪfəl/	(adj)	very attractive or pleasant
boring	/ˈbɔ:rɪŋ/	(adj)	not interesting or exciting
cheap	/t∫i:p/	(adj)	costing little money or less than is usual or expected
city	/'sɪti/	(n)	a large town
countryside	/'kantrisaid/	(n)	land which is not in towns, cities or industrial areas and is either used for farming or left in its natural condition
expensive	/ik'spentsiv/	(adj)	costing a lot of money
interesting	/'intrəstiŋ/	(adj)	someone or something that is interesting keeps your attention because they are unusual, exciting, or have a lot of ideas
modern	/'modon/	(adj)	using the newest ideas, design, technology, etc. and not traditional
noisy	/issen*/	(adj)	making a lot of noise
noun	/naon/	(n)	a word that refers to a person, place, thing, event, substance or quality
pollution	/pəˈlu:ʃən/	(n)	damage caused to water, air, etc. by harmful substances or waste
population	/popjo'lerfon/	(n)	the number of people living in a particular area
rural	/'roərəl/	(adj)	relating to the countryside and not to towns
traditional	/trəˈdɪʃənəl/	(adj)	following the customs or ways of behaving that have continued in a group of people or society for a long time
traffic	/'træfik/	(n)	the cars, trucks, etc. using a road
urban	/ˈɜːbən/	(adj)	belonging or relating to a town or city
verb	/va:b/	(n)	a word that is used to say that someone does something or that something happens
UNIT 2			
ancient	/'ern.font/	(adj)	of or from a long time ago, having lasted for a very long time
business	/'biznis/	(n)	an organization that sells goods or services
celebrate	/'seləbreit/	(v)	to do something enjoyable because it is a special day, or because something good has happened
celebration	/seləˈbreɪʃən/	(n)	a special social event, such as a party, when you celebrate something or the act of celebrating something
company	/'kampəni/	(n)	an organization which sells goods or services in order to make mone
culture	/'k∧lt∫ə/	(n)	the way of life, especially the habits, traditions and beliefs, of a particular group of people at a particular time
gift	/gɪft/	(n)	a present or something which is given
ground	/graond/	(n)	the surface of the Earth
hang	/hæŋ/	(v)	to fasten or support something at the top leaving the other parts free to move, or to be held in this way
history	/ˈhɪstəri/	(n)	the whole series of events in the past which relate to the development of a country, subject or person
jockey	/'dʒoki/	(n)	a person whose job is riding horses in races
lucky	/'lʌki/	(adj)	If an object is lucky, some people believe that it gives you luck.

Vocabulary	Pronunciation	Part of speech	Definition
present	/'prezent/	(n)	something that you give to someone, usually for a particular occasion
relative	/'relativ/	(n)	a member of your family
stick	/stik/	(n)	a long, thin piece of wood, usually broken or fallen from a tree
successful	/sək'sesfəl/	(adj)	achieving what you want to achieve
take part	/terk 'pa:t/	(v)	to be involved in an activity with other people
traditional	/trəˈdɪʃənəl/	(adj)	following the customs or ways of behaving that have continued in a group of people or society for a long time
UNIT 3			
apply	/ə'plaɪ/	(v)	to request something, usually officially, especially by writing or sending in a form
believe	/br'li:v/	(v)	to think that something is true, or that what someone says is true
class	/kla:s/	(n)	a period of time in which students are taught something
college	/'kolidʒ/	(n)	a place where students are educated when they are between 16 and 18 years old, or after they have finished school
course	/kɔ:s/	(n)	a set of classes or a plan of study on a particular subject, usually resulting in an examination or qualification
create	/kri'eɪt/	(v)	to make something happen or exist
degree	/dɪˈgri:/	(n)	a qualification given for completing a university course
exchange	/iks't∫eind3/	(v)	to give something to someone and receive something similar from them
graduate	/'grædjueit/	(n)	a person who has finished their school, college or university education
independent	/,ın.dı'pen.dənt/	(adj)	not influenced or controlled in any way by other people, events, or things
join	/dgoin/	(v)	to become a member of a club, group or organization
lecture	/'lektfə/	(n)	a formal talk on a serious or specialist subject given to a group of people, especially students
library	/ˈlaɪbrəri/	(n)	a room or building that contains a collection of books and other written material that you can read or borrow
local	/ˈləʊkəl/	(adj)	relating to an area near you
look after	/luk 'a:ftə/	(v)	to take care of someone or something by keeping them healthy or in a good condition
matter	/'mætə/	(v)	to be important, or to affect what happens
notes	/nauts/	(n)	information that is written down to help you study, or to help you remember something you are going to write about
office	/*ofis/	(n)	a room or building where people work
professional	/pro'fefonol/	(adj)	Someone is professional if they earn money for a sport or activity which most people do as a hobby.
project	/prəu'dʒekt/	(n)	a piece of school work that involves detailed study of a subject
return	/rɪ'tɜ:n/	(v)	to go or come back to a place where you were before
similar	/'similə/	(adj)	If something or someone is similar to another thing or person, they have many things the same, although they are not exactly the same.
skill	/skil/	(n)	an ability to do an activity or job well, especially because you have practised it
student	/'stju:dənt/	(n)	a person who is learning at a college or university, or sometimes at a school

Vocabulary	Pronunciation	Part of speech	Definition
subject	/'sabd3ikt/	(n)	an area of knowledge which is studied in school, college or university
support	/sə'pɔ:t/	(v)	to agree with and give encouragement to someone or something because you want them to succeed
teacher	/'ti:tʃə/	(n)	someone whose job is to teach in a school or college
train	/trein/	(v)	to learn the skills you need to do a job
training	/'treinin/	(n)	the process of learning the skills you need to do a particular job or activity
university	/ju:nɪ'vɜ:səti/	(n)	a place where students study at a high level to get a degree
UNIT 4		41	0.00
blog	/blog/	(n)	a record of your activities or opinions that you put on the internet for other people to read and that you change regularly
chat room	/'tfætru:m/	(n)	a place on the internet where you can have discussions with other people
computer program	/kəm'pju:tə 'prəogræm/	(n)	a set of instructions that makes a computer do a particular thing
creative	/kri'eıtıv/	(adj)	producing or using original and unusual ideas
disadvantage	/disəd'va:ntid3/	(n)	something which makes a situation more difficult, or makes you less likely to succeed
download	/daun'ləud/	(v)	to copy computer programs, music or other information electronically, especially from the internet or a larger computer
educational	/ed30'kerfənəl/	(adj)	providing education or relating to education
email	/'i:meɪl/	(n)	a message or document sent electronically
email address	/'i:meɪl ə'dres/	(n)	a series of letters, numbers and symbols used to send and receive emails
grade	/greid/	(n)	a number or letter that shows how good someone's work or performance is
imagination	/ımædʒı'neıʃən/	(n)	the ability to create ideas or pictures in your mind
improve	/ım'pru:v/	(v)	to get better or to make something better
internet banking	/'intənet bæŋkiŋ/	(n)	the system that allows you to put in or take out money from a bank account by using the internet
keyboard	/ˈkiːbɔːd/	(n)	a set of keys that you press to use a computer
mobile phone	/'məubail fəun/	(n)	a telephone that you can carry everywhere with you
negative	/'negətiv/	(adj)	not having enthusiasm or positive opinions about something
online game	/on'lain geim/	(n)	describes a video game that can be bought or used on the internet
overweight	/auva'weit/	(adj)	too heavy or too fat
positive	/'pozativ/	(adj)	feeling enthusiastic and happy about your life and your future
social networking site	/ˈsəʊʃəl ˈnetwɜːkɪŋ saɪt/	(n)	a website that is designed to help people communicate and share information, photographs, etc. with a group
UNIT 5			
alphabet	/'ælfəbet/	(n)	a set of letters arranged in a fixed order which is used for writing a language
become	/bi'kam/	(v)	to begin to be something
code	/kəud/	(n)	a system of words, letters or signs which is used to represent a message in secret form

Vocabulary	Pronunciation	Part of speech	Definition
complicated	/'komplikeitid/	(adj)	involving a lot of different parts, in a way that is difficult to understand
control	/kən'trəul/	(v)	to make someone or something do what you want
describe	/dɪ'skraɪb/	(v)	to say or write what someone or something is like
develop	/dr'velap/	(v)	to (cause something to) grow or change and become more advanced
explain	/ik'splein/	(v)	to make something clear or easy to understand by giving reasons for it or details about it $% \left\{ 1,2,\ldots,n\right\}$
extra	/'ekstrə/	(adj)	more, or more than usual
invent	/in'vent/	(v)	to design or create something which has never existed before
letter	/'letə/	(n)	a symbol that is used in written language and that represents a sound in that language $$
main	/main/	(adj)	most important or largest
message	/'mesid3/	(n)	a piece of writing or spoken information which one person gives to another
natural	/'nætfərəl/	(adj)	normal or expected
original	/əˈrɪdʒənəl/	(adj)	existing since the beginning, or being the earliest form of something
protect	/prə'tekt/	(v)	to keep someone or something safe from something dangerous or bad
reason	/ˈri:zən/	(n)	the facts about why something happens or why someone does something
simple	/'simpəl/	(adj)	easy to do or to understand
symbol	/'simbəl/	(n)	a sign, shape or object which is used to represent something else
text message	/tekst 'mesid3/	(n)	a written message, usually containing words with letters left out, sent from one mobile phone to another
type	/taɪp/	(v)	to write something using a keyboard
UNIT 6			
almost	/'o:lməust/	(adv)	If something almost happens, it does not happen but it is very close to happening.
careful	/'keəfəl/	(adj)	giving a lot of attention to what you are doing so that you do not have an accident, make a mistake, or damage something
cause	/kɔ:z/	(v)	to make something happen, especially something bad
cover	/'kavə/	(v)	to put something over something else, in order to protect or hide it
damage	/'dæmɪdʒ/	(v)	to harm, break or spoil something
dangerous	/'deindgoros/	(adj)	If someone or something is dangerous, they could harm you.
decide	/dɪ'saɪd/	(v)	to choose something after thinking about several possibilities
decrease	/dr'kri:s/	(n)	a reduction
desert	/'dezot/	(n)	a large, hot, dry area of land with very few plants
destroy	/dr'stroi/	(v)	to damage something so badly that it does not exist or cannot be used
drop	/drop/	(v)	to fall or to allow something to fall
expert	/'eksp3:t/	(n)	someone who has a lot of skill in something or a lot of knowledge of something
fall	/fo:l/	(v)	to become lower in size, amount or strength
flood	/flad/	(n)	a large amount of water covering an area that is usually dry

Vocabulary	Pronunciation	Part of speech	Definition
huge	/hju:dʒ/	(adj)	extremely large
increase	/ın'kri:s/	(n)	a rise in the amount or size of something
jumper	/d3Ampə/	(n)	a piece of clothing usually made of wool which covers the top of your body and is pulled on over your head
last	/la:st/	(v)	to be enough for a period of time
lightning	/'laitnin/	(n)	a sudden flash of light in the sky during a storm
maximum	/'mæksiməm/	(adj)	The maximum amount of something is the largest amount that is allowed or possible.
minimum	/miniməm/	(adj)	The minimum amount of something is the smallest amount that is allowed, needed, or possible.
predict	/pri'dikt/	(v)	to say that an event or action will happen in the future, especially as a result of knowledge or experience
protect	/pro'tekt/	(v)	to keep someone or something safe from something dangerous or bad
rainfall	/ˈreɪnfɔ:l/	(n)	the amount of rain that falls in a particular place at a particular time
reach	/ri:tf/	(v)	to get to a particular level, situation, etc.
rise	/raiz/	(n)	an increase in the level of something
season	/'si:zən/	(n)	a period of the year when a particular thing happens
shock	/fok/	(n)	a big, unpleasant surprise
signal	/'signəl/	(v)	to make a movement which gives information or tells people what to do
storm	/sto:m/	(n)	very bad weather with a lot of rain, snow, wind, etc.
survive	/sə'vaɪv/	(v)	to continue to live or exist, especially after almost dying or being destroyed
temperature	/'temprətfə/	(n)	how hot or cold something is
thunder	/'θAndə/	(n)	the loud noise in the sky that you hear during a storm
tornado	/to:'neidəu/	(n)	an extremely strong and dangerous wind that blows in a circle and destroys buildings as it moves along
tyre	/tarə/	(n)	a thick, round piece of rubber filled with air, that fits around a wheel
UNIT 7			
ancient	/'eint∫ənt/	(adj)	from a long time ago
boxing	/boksin/	(n)	a sport in which two competitors fight by hitting each other with their hands
championship	/'tʃæm.pi.ən.ʃɪp/	(n)	a high-level competition to decide who is the best, especially in a sport
competitor	/kəm'pet.i.tər/	(n)	a person, team, or company that is competing against others
ćrowd	/kraud/	(n)	a large group of people who have come together
dream	/dri:m/	(n)	something that you want to happen very much but that is not very likely
finally	/'faməli/	(adv)	used especially at the beginning of a sentence to introduce the last point or idea
first	/'f3:st/	(adv)	used to introduce the first idea, reason, etc. in a series
machine	/məˈʃi:n/	(n)	a piece of equipment with several moving parts which uses power to do a particular type of work
major	/'merd39/	(adj)	more important, bigger or more serious than others of the same type
marathon	/ˈmærəθən/	(n)	a running race of slightly over 26 miles (42.195 kilometres)

Vocabulary	Pronunciation	Part of speech	Definition
race	/reis/	(n)	a competition in which people run, ride, drive, etc. against each other in order to see who is the fastest
take place	/terk plers/	(v)	to happen
team	/ti:m/	(n)	a group of people who work together to do something
trophy	/'trəofi/	(n)	a prize, such as a silver cup, that you get for winning a race or competition
under	/'Andə/	(prep)	below something, or below the surface of something
wrestle	/'resəl/	(v)	to fight with someone by holding them and trying to push them to the ground $% \left( x\right) =\left( x\right) +\left( x\right)$
UNIT 8			
advertisement	/əd'və:tɪsmənt/	(n)	a picture, short film, song, etc. which tries to persuade people to buy a product or service
advice	/əd'vais/	(n)	suggestions about what you think someone should do or how they should do something
business plan	/'biznis plæn/	(n)	a detailed plan describing the future plans of a business
colleague	/'koli:g/	(n)	someone that you work with
company	/'kʌmpəni/	(n)	an organization which sells goods or services in order to make money
employ	/iclq'mi/	(v)	to have someone work or do a job for you and pay them for it
employee	/im'ploii:/	(n)	someone who is paid to work for someone else
expand	/ik'spænd/	(v)	to increase in size or amount, or to make something increase in this way
fashion designer	/ˈfæʃən dɪˈzaɪnə/	(n)	a person who imagines new kinds of clothes and makes and draws plans for them
goal	/gəul/	(n)	an aim or purpose
handmade	/hænd'meid/	(adj)	made by hand instead of by machine
improve	/im'pru:v/	(v)	to get better or to make something better
industry	/'ındəstri/	(n)	the people and activities involved in one type of business
introduce	/intro'dgu:s/	(v)	to make something exist, happen or be used for the first time
knit	/nit/	(v)	to make clothes, etc. by using two long needles to connect wool or another type of thread into joined rows
mathematician	/mæθəmə'tıʃən/	(n)	someone who studies mathematics
occupation	/pkjə'peifən/	(n)	your job
office	/'pfis/	(n)	a room or building where people work
opportunity	/opəˈtʃu:nəti/	(n)	a situation in which it is possible for you to do something, or a possibility of doing something
pattern	/'pætən/	(n)	a design of lines, shapes, colours, etc.
popular	/clejqaq*/	(adj)	liked by many people
product	/'prodakt/	(n)	something that is made or grown to be sold
software	/'softwee/	(n)	programs that you use to make a computer do different things
succeed	/sək'si:d/	(v)	to achieve what you are trying to achieve
success	/sək'ses/	(n)	something that has a good result or that is very popular
successful	/sək'sesfəl/	(adj)	achieving what you want to achieve
wool	/wol/	(n)	thick thread or material that is made from the hair of a sheep

Vocabulary	Pronunciation	Part of speech	Definition
UNIT 9			
accident	/'æksidənt/	(n)	something bad which happens that is not expected or intended, and which causes injury or damage
achieve	/əˈtʃiːv/	(v)	to succeed in doing something good, usually by working hard
olind	/blaind/	(adj)	not able to see
calm	/ka:m/	(adj)	relaxed and not worried, frightened, or excited
cancer	/ˈkæntsə/	(n)	a serious disease that is caused when cells in the body grow in a way that is uncontrolled and not normal $$
charity	/'t∫ærıti/	(n)	an official organization that gives money, food or help to people who need it, or money, food or help that is given to people who need it
clever	/'klevə/	(adj)	able to learn and understand things quickly and easily
climb	/klaɪm/	(v)	to use your legs, or your legs and hands, to go up or onto the top of something
confident	/'konfident/	(adj)	certain about your ability to do things well
difficult	"dıfıkəlt/	(adj)	when something is not easy to do or understand
dream	/dri:m/	(n)	something that you want to happen very much but that is not very likely
former	/ˈfɔ:mə/	(adj)	happening, existing or true in the past but not now
riendly	/'frendli/	(adj)	behaving in a pleasant, kind way towards someone
nonest	/'pnrst/	(adj)	sincere and telling the truth
ncredible	/ın'kredəbəl/	(adj)	very good, exciting or large
nspire	/in'sparə/	(v)	to make someone feel that they want to do something and can do it
ntelligent	/in'telidgont/	(adj)	showing intelligence, or able to learn and understand things easily
kind	/kaind/	(adj)	generous, helpful and thinking about other people's feelings
azy	/'leɪzi/	(adj)	Someone who is lazy does not like working or using any effort.
eader	/ˈli:də/	(n)	a person in control of a group, country or situation
miner	/'mainə/	(n)	someone who works in a mine
note	/nout/	(n)	a short letter
operation	/ppar'eifan/	(n)	when a doctor cuts someone's body to remove or repair part of it
patient	/'perfont/	(adj)	having patience
refuge	/'refju:d3/	(n)	protection from danger or unpleasant conditions
reliable	/rɪˈlaɪəbəl/	(adj)	able to be trusted or believed
remove	/rɪˈmuːv/	(v)	to take something away
rescue	/'reskju:/	(v)	to save someone from a dangerous or unpleasant situation
selfish	/'self1f/	(adj)	caring only about yourself and not other people
sensible	/'sentsəbəl/	(adj)	showing good judgment
shy	/ʃaɪ/	(adj)	not confident, especially about meeting or talking to new people
stupid	/'stju:pid/	(adj)	silly or not intelligent
talent	/'tælənt/	(n)	a natural ability to do something
talented	/'tæləntɪd/	(adj)	with talent
train	/trein/	(v)	to practise a sport or exercise, often in order to prepare for a sporting event, or to help someone to do this

trap //træp/ (v) a dangerous or unpleasant situation which is difficult to es  UNIT 10  alien /'erlian/ (n) a creature from another planet  atmosphere //ætmasfta/ (n) the mixture of gases around the Earth  data /'detta/ (n) information or facts about something (in scientific English, followed by a plural verb, where the singular form is 'datun'  Earth /3:0/ (n) the planet that we live on  evidence /'evidants/ (n) something that makes you believe that something is true exert /'cksp3:t/ (n) someone who has a lot of skill in something or a lot of kin something  explore //ik'spl3:/ (v) to be present or real  expert /'cksp3:t/ (n) someone who has a lot of skill in something or a lot of kin something  explore //ik'spl3:/ (v) to go around a place where you have never been in order what is there  feature /'fittfa/ (n) a typical quality, or an important part of something  galaxy /'gaelaksi/ (n) a very large group of stars held together in the universe when you travel from one place to another  launch /lointf/ (v) to send a spacecraft or bomb into the sky, or a ship into the round object which moves in the sky around the Earth and be were at night  orbit /'atbit/ (n) the planet that is fourth from the Sun, after the Earth and be seen at night  orbit /'atbit/ (n) the round object which moves in the sky around the Earth be seen at night  orbit /'rokit/ (n) when someone studies a subject in detail or tries to find in about a subject  rocket /'rokit/ (n) stories about life in the future or in other parts of the universe science fiction /'saiantist/ (n) stories about life in the future or in other parts of the universe science fiction /'saiantist/ (n) someone who studies science or works in science  science fiction //saiantist/ (n) someone who studies science or works in science  science fiction //saiantist/ (n) someone who studies science or works in science  science fiction //saiantist/ (n) someone who studies science or works in science  science fiction //saiantist/ (n) someone who studies science or works in science  scie	Vocabulary	Pronunciation	Part of speech	Definition
alien /'etlian/ (n) a creature from another planet atmosphere /'ætmasfia/ (n) the mixture of gases around the Earth data /'deita/ (n) information or facts about something (in scientific English, followed by a plural verb, where the singular form is 'datun evidence /'evidants/ (n) something that makes you believe that something is true of evidence /'evidants/ (n) something that makes you believe that something is true of exist /ig'zist/ (v) to be present or real expert /'ekspa:t/ (n) someone who has a lot of skill in something or a lot of kin something explore /ik'splo:/ (v) to go around a place where you have never been in order what is there feature /'fiitfa/ (n) a typical quality, or an important part of something galaxy /'gælaksi/ (n) a very large group of stars held together in the universe journey /'d3:nii/ (n) when you travel from one place to another launch /lo:ntf/ (v) to send a spacecraft or bomb into the sky, or a ship into t what is fourth from the Sun, after the Earth and b the planet that is fourth from the Sun, after the Earth and b the round object which moves in the sky around the Earth be seen at night  orbit /'atbit/ (n) the circular journey that a spacecraft or planet makes arou the moon, or another planet  prove /pru:v/ (v) to show that something is true research /'risa:tf/ (n) when someone studies a subject in detail or tries to find i about a subject  rocket /'rokit/ (n) a tube-shaped device containing fuel and an engine that vehicle into space  sericentist /'satistist/ (n) someone who studies science or works in science specific /spa'stfik/ (ad) used to refer to a particular thing and not something gen  specific /spa'stfik/ (ad) used to refer to a particular thing and not something gen  star /sta:/ (n) a ball of burning gases that you see as a small point of lig  at night  sun /san/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and hea from the sun  telescope /'teliskaup/ (n) a piece of equipment, in the shape of a tub	trap	/træp/	(v)	a dangerous or unpleasant situation which is difficult to escape from
atmosphere //atmasfta/ (n) the mixture of gases around the Earth data //detta/ (n) information or facts about something (in scientific English, followed by a plural verb, where the singular form is 'datun the planet that we live on something that makes you believe that something is true of exist /1g'zɪst/ (v) to be present or real something or a lot of kni something explore /1k'sploz/ (v) to go around a place where you have never been in order what is there what is there //fittfa/ (n) a very large group of stars held together in the universe planet //dsaini/ (n) when you travel from one place to another launch //lointf/ (v) to send a spacecraft or bomb into the sky, or a ship into the seen at night orbit //oibit/ (n) the round object which moves in the sky around the Earth be seen at night orbit //oibit/ (n) when someone studies a subject in detail or tries to find about a subject or satisfied from an engine that is received. (risaintist/ (n) when someone studies a subject in detail or tries to find about a subject science fiction //saiantist/ (n) someone who studies science or works in science special effects //spefal ifekts/ (n) a ball of burning gases that you see as a small point of light at night and heat for the Earth, or the light and heat for the solar system //saulo 'sistom/ (n) the sun and planets that move around it	UNIT 10			
data   'deita'   (n) information or facts about something (in scientific English, followed by a plural verb, where the singular form is 'datun' devidence   'evidents'   (n) something that makes you believe that something is true or exist	alien	/'erliən/	(n)	a creature from another planet
followed by a plural verb, where the singular form is 'datun'  terth /3:0/ (n) the planet that we live on  evidence /'evidents/ (n) something that makes you believe that something is true or  exist /ig'zist/ (v) to be present or real  someone who has a lot of skill in something or a lot of kind something  explore /ik'splo:/ (v) to go around a place where you have never been in order what is there  feature /'fistfa/ (n) a typical quality, or an important part of something  galaxy /'gælaksi/ (n) a very large group of stars held together in the universe journey /'d3:ini/ (n) when you travel from one place to another  launch /lo:ntf/ (v) to send a spacecraft or bomb into the sky, or a ship into the planet that is fourth from the Sun, after the Earth and b the round object which moves in the sky around the Earth be seen at night  orbit /'b:bit/ (n) the circular journey that a spacecraft or planet makes around the moon, or another planet  prove /pru:v/ (v) to show that something is true  when someone studies a subject in detail or tries to find in about a subject  rocket /'rokit/ (n) stories about life in the future or in other parts of the universe special effects /'saiantist/ (n) someone who studies science or works in science  science fiction /saiants 'fikfan/ (n) someone who studies science or works in science  an unusual type of action in a film, or an entertainment or created by using special equipment  star /star/ (n) about a subject that shines in the sky during the day provides light and heat for the Earth, or the light and hea from the sun and planets that move around it  telescope /'teliskoup/ (n) the sun and planets that move around it	atmosphere	/'ætməsftə/	(n)	the mixture of gases around the Earth
evidence //evidants/ (n) something that makes you believe that something is true of exist //g/zist/ (v) to be present or real expert //eksp3t/ (n) someone who has a lot of skill in something or a lot of kni something explore //ki*splat/ (v) to go around a place where you have never been in order what is there  feature //fistfa/ (n) a typical quality, or an important part of something galaxy //gælaksi/ (n) a very large group of stars held together in the universe journey //dʒ3:ni/ (n) when you travel from one place to another launch //antif/ (v) to send a spacecraft or bomb into the sky, or a ship into tower what is fourth from the Sun, after the Earth and be the planet that is fourth from the Sun, after the Earth and be seen at night  orbit //aibit/ (n) the circular journey that a spacecraft or planet makes arouther moon, or another planet  prove //pru:v/ (v) to show that something is true  research //ri*sa:tf/ (n) when someone studies a subject in detail or tries to find in about a subject  rocket //rokit/ (n) a tube-shaped device containing fuel and an engine that the vehicle into space  science fiction //saiantist/ (n) someone who studies science or works in science special effects //spofal tfekts/ (n) an unusual type of action in a film, or an entertainment of created by using special equipment  sun //san/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope //tcliskoup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system //saula 'sistam/ (n) the sun and planets that move around it	data	/'deitə/	(n)	information or facts about something (in scientific English, this can be followed by a plural verb, where the singular form is 'datum')
exist /rg'zɪst/ (v) to be present or real expert /'ckspɜːt/ (n) someone who has a lot of skill in something or a lot of kni something explore /ik'splɔː/ (v) to go around a place where you have never been in order what is there feature /'fiɪtfə/ (n) a typical quality, or an important part of something galaxy /'gæləksi/ (n) a very large group of stars held together in the universe journey /'dʒɜːni/ (n) when you travel from one place to another launch /lɔɪntʃ/ (v) to send a spacecraft or bomb into the sky, or a ship into t Mars /muːz/ (n) the planet that is fourth from the Sun, after the Earth and b Moon /muːn/ (n) the round object which moves in the sky around the Earth be seen at night orbit /'ɔɪbɪt/ (n) the circular journey that a spacecraft or planet makes arou the moon, or another planet prove /pruːv/ (v) to show that something is true  research /rɪ'sɜːtʃ/ (n) when someone studies a subject in detail or tries to find i about a subject  rocket /'rokɪt/ (n) a tube-shaped device containing fuel and an engine that y vehicle into space  science fiction /'saɪənts 'fɪkʃən/ (n) stories about life in the future or in other parts of the uni scientist /'saɪəntɪsɪt/ (n) someone who studies science or works in science special effects /'spofol t'fekts/ (n) an unusual type of action in a film, or an entertainment o created by using special equipment  sun /sʌn/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and hea from the sun  telescope /'tclɪskəup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer the solar system /'səulə 'sɪstəm/ (n) the sun and planets that move around it	Earth	/3:0/	(n)	the planet that we live on
someone who has a lot of skill in something or a lot of kni something explore /Ik'splo:/ (v) to go around a place where you have never been in order what is there  feature /'fi:tfa/ (n) a typical quality, or an important part of something galaxy /'gælaksi/ (n) a very large group of stars held together in the universe yourney /'dʒɜ:ni/ (n) when you travel from one place to another to send a spacecraft or bomb into the sky, or a ship into to send a spacecraft or bomb into the sky, or a ship into to the planet that is fourth from the Sun, after the Earth and both the round object which moves in the sky around the Earth be seen at night  orbit /'ɔ:bit/ (n) the circular journey that a spacecraft or planet makes around the moon, or another planet  prove /pru:v/ (v) to show that something is true  research /ri'saitf/ (n) when someone studies a subject in detail or tries to find in about a subject  rocket /'rokit/ (n) a tube-shaped device containing fuel and an engine that yielde into space  science fiction /'saiontis'fikfan/ (n) someone who studies science or works in science  special effects /'spefal i'fekts/ (n) someone who studies science or works in science  an unusual type of action in a film, or an entertainment or created by using special equipment  specific /spa'sifik/ (adj) used to refer to a particular thing and not something gen  star /sta:/ (n) a ball of burning gases that you see as a small point of light at night  sun /san/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'teliskoup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system /'saula 'sistom/ (n) the sun and planets that move around it	evidence	/'evidonts/	(n)	something that makes you believe that something is true or exists
something to go around a place where you have never been in order what is there  feature /'fi:tfa/ (n) a typical quality, or an important part of something galaxy /'gælaksi/ (n) a very large group of stars held together in the universe journey /'dʒɜ:ni/ (n) when you travel from one place to another launch /lɔ:ntʃ/ (v) to send a spacecraft or bomb into the sky, or a ship into to the planet that is fourth from the Sun, after the Earth and bom /mu:n/ (n) the planet that is fourth from the Sun, after the Earth and bom /mu:n/ (n) the round object which moves in the sky around the Earth be seen at night  orbit /'ɔ:bit/ (n) the circular journey that a spacecraft or planet makes around the moon, or another planet  prove /pru:v/ (v) to show that something is true  research /ri'saitʃ/ (n) when someone studies a subject in detail or tries to find in about a subject  rocket /'rokit/ (n) a tube-shaped device containing fuel and an engine that it vehicle into space  science fiction /'saionts'fikʃən/ (n) someone who studies science or works in science  scientist /'saiontist/ (n) someone who studies science or works in science  an unusual type of action in a film, or an entertainment of created by using special equipment  specific /spo'sifik/ (adj) used to refer to a particular thing and not something gen  star /sta:/ (n) a ball of burning gases that you see as a small point of light at night  sun /san/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'teliskoup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system /'saula'sistom/ (n) the sun and planets that move around it	exist	/ıg'zıst/	(v)	to be present or real
what is there  feature /'fi:tfa/ (n) a typical quality, or an important part of something galaxy /'gaelaksi/ (n) a very large group of stars held together in the universe journey /'d3:ni/ (n) when you travel from one place to another launch /lo:ntf/ (v) to send a spacecraft or bomb into the sky, or a ship into t the planet that is fourth from the Sun, after the Earth and b Moon /mu:n/ (n) the round object which moves in the sky around the Earth be seen at night  orbit /'o:bit/ (n) the circular journey that a spacecraft or planet makes arou the moon, or another planet  prove /pru:v/ (v) to show that something is true  research /risa:tf/ (n) when someone studies a subject in detail or tries to find i about a subject  science fiction /'saiants 'fikfan/ (n) stories about life in the future or in other parts of the uni scientist /'saiantist/ (n) someone who studies science or works in science special effects /'spefal i'fekts/ (n) an unusual type of action in a film, or an entertainment o created by using special equipment  specific /spa'sifik/ (adj) used to refer to a particular thing and not something gen  star /sta:/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and hea from the sun  telescope /'teliskaup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer the solar system /'saula 'sistam/ (n) the sun and planets that move around it	expert	/'eksp3:t/	(n)	someone who has a lot of skill in something or a lot of knowledge of something
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launch /lɔintʃ/ (v) to send a spacecraft or bomb into the sky, or a ship into the Mars /mɑːz/ (n) the planet that is fourth from the Sun, after the Earth and be the round object which moves in the sky around the Earth be seen at night the circular journey that a spacecraft or planet makes around the moon, or another planet the moon, or another planet to show that something is true when someone studies a subject in detail or tries to find about a subject or ocket /'rokɪt/ (n) when someone studies a subject in detail or tries to find about a subject science fiction /'saɪənts 'fɪkʃən/ (n) stories about life in the future or in other parts of the unit science in the first of the scientist /'saɪəntɪst/ (n) someone who studies science or works in science an unusual type of action in a film, or an entertainment of created by using special equipment specific /spə'sɪfɪk/ (adj) used to refer to a particular thing and not something gen a ball of burning gases that you see as a small point of light at night the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun and planets that move around it	galaxy	/'gæləksi/	(n)	a very large group of stars held together in the universe
Mars /mu:n/ (n) the planet that is fourth from the Sun, after the Earth and b Moon /mu:n/ (n) the round object which moves in the sky around the Earth be seen at night orbit /'ɔ:bɪt/ (n) the circular journey that a spacecraft or planet makes around the moon, or another planet prove /pru:v/ (v) to show that something is true research /rɪ'sɔ:tʃ/ (n) when someone studies a subject in detail or tries to find about a subject or a tube-shaped device containing fuel and an engine that residue into space science fiction /'saɪənts 'fɪkʃən/ (n) stories about life in the future or in other parts of the units scientist /'saɪəntɪst/ (n) someone who studies science or works in science an unusual type of action in a film, or an entertainment of created by using special equipment specific /spa'sɪfɪk/ (adj) used to refer to a particular thing and not something gen a ball of burning gases that you see as a small point of light at night sun /san/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer the solar system /'səulə 'sɪstəm/ (n) the sun and planets that move around it	ourney	/'d33:ni/	(n)	when you travel from one place to another
Moon /mu:n/ (n) the round object which moves in the sky around the Earth be seen at night  orbit /'ɔ:bɪt/ (n) the circular journey that a spacecraft or planet makes around the moon, or another planet  prove /pru:v/ (v) to show that something is true  research /rɪ'sɜ:tʃ/ (n) when someone studies a subject in detail or tries to find about a subject  rocket /'rɒkɪt/ (n) a tube-shaped device containing fuel and an engine that vehicle into space  science fiction /'saɪənts 'fɪkʃən/ (n) stories about life in the future or in other parts of the univelentist /'saɪəntɪst/ (n) someone who studies science or works in science  special effects /'speʃəl ɪ'fekts/ (n) an unusual type of action in a film, or an entertainment of created by using special equipment  specific /spə'sɪfɪk/ (adj) used to refer to a particular thing and not something gen a ball of burning gases that you see as a small point of light at night  sun /sʌn/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'telɪskəup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system /'səulə 'sɪstəm/ (n) the sun and planets that move around it	aunch	/lo:ntf/	(v)	to send a spacecraft or bomb into the sky, or a ship into the water
be seen at night  the circular journey that a spacecraft or planet makes arouthe moon, or another planet  prove /pru:v/ (v) to show that something is true  when someone studies a subject in detail or tries to find in about a subject  rocket /'rokit/ (n) a tube-shaped device containing fuel and an engine that invehicle into space  science fiction /'saiants 'fikfan/ (n) stories about life in the future or in other parts of the unitation special effects /'spefal i'fekts/ (n) someone who studies science or works in science  special effects /'spefal i'fekts/ (n) an unusual type of action in a film, or an entertainment of created by using special equipment  specific /spa'sifik/ (adj) used to refer to a particular thing and not something genestant inght  sun /san/ (n) a ball of burning gases that you see as a small point of light at night  sun /san/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'teliskaup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system /'saula 'sistam/ (n) the sun and planets that move around it	Mars	/ma:z/	(n)	the planet that is fourth from the Sun, after the Earth and before Jupit
the moon, or another planet  prove /pru:v/ (v) to show that something is true  research /ri's3:tf/ (n) when someone studies a subject in detail or tries to find about a subject  rocket /'rɒkɪt/ (n) a tube-shaped device containing fuel and an engine that vehicle into space  science fiction /'saɪənts 'fɪkʃən/ (n) stories about life in the future or in other parts of the universal effects /'saɪəntɪst/ (n) someone who studies science or works in science  special effects /'speʃəl ɪ'fekts/ (n) an unusual type of action in a film, or an entertainment or created by using special equipment  specific /spə'sɪfɪk/ (adj) used to refer to a particular thing and not something gen a ball of burning gases that you see as a small point of light at night  sun /sʌn/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'telɪskəup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system /'səulə 'sɪstəm/ (n) the sun and planets that move around it	Moon	/mu:n/	(n)	the round object which moves in the sky around the Earth and can be seen at night
research /rɪ'sɜ:tʃ/ (n) when someone studies a subject in detail or tries to find about a subject  rocket /'rɒkɪt/ (n) a tube-shaped device containing fuel and an engine that prevention of the universal process about life in the future or in other parts of the universal process and the feet of the feet of the universal process and the feet of the feet of the universal process and the feet of the feet of the universal process and the feet of the feet of the universal process and the feet of the feet of the universal process and the feet of the feet of the feet of the universal process and the feet of the feet of the feet of the universal process and the feet of the feet of the feet of the universal process and the feet of the	orbit	/ˈɔːbɪt/	(n)	the circular journey that a spacecraft or planet makes around the su the moon, or another planet
about a subject  rocket /'rɒkɪt/ (n) a tube-shaped device containing fuel and an engine that vehicle into space  science fiction /'saɪənts 'fɪkʃən/ (n) stories about life in the future or in other parts of the universal scientist /'saɪəntɪst/ (n) someone who studies science or works in science special effects /'speʃəl ɪ'fekts/ (n) an unusual type of action in a film, or an entertainment of created by using special equipment  specific /spə'sɪfɪk/ (adj) used to refer to a particular thing and not something generated by using special equipment at night  sun /san/ (n) a ball of burning gases that you see as a small point of light at night at night star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'telɪskəup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer the solar system /'səulə 'sɪstəm/ (n) the sun and planets that move around it	prove	/pru:v/	(v)	to show that something is true
vehicle into space  science fiction /'sarənts 'fɪkʃən/ (n) stories about life in the future or in other parts of the universal scientist /'sarəntɪst/ (n) someone who studies science or works in science special effects /'speʃəl ɪ'fekts/ (n) an unusual type of action in a film, or an entertainment of created by using special equipment specific /spə'sɪfɪk/ (adj) used to refer to a particular thing and not something genestar /staː/ (n) a ball of burning gases that you see as a small point of light at night sun /sʌn/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer the solar system /'səulə 'sɪstəm/ (n) the sun and planets that move around it	research	/rɪ'sɜ:tʃ/	(n)	when someone studies a subject in detail or tries to find information about a subject
scientist /'saiantist/ (n) someone who studies science or works in science special effects /'speʃal i'fekts/ (n) an unusual type of action in a film, or an entertainment of created by using special equipment  specific /spa'sifik/ (adj) used to refer to a particular thing and not something gen star /sta:/ (n) a ball of burning gases that you see as a small point of light at night  sun /sʌn/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'teliskaup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system /'saula 'sistam/ (n) the sun and planets that move around it	rocket	/'rokit/	(n)	a tube-shaped device containing fuel and an engine that pushes a vehicle into space
special effects /'spefəl ı'fekts/ (n) an unusual type of action in a film, or an entertainment of created by using special equipment  specific /spə'sɪfɪk/ (adj) used to refer to a particular thing and not something generated by using gases that you see as a small point of light at night  sun /sʌn/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'telɪskəʊp/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer the solar system /'səʊlə 'sɪstəm/ (n) the sun and planets that move around it	science fiction	/'sarənts 'fık∫ən/	(n)	stories about life in the future or in other parts of the universe
created by using special equipment  specific /spə'sɪfɪk/ (adj) used to refer to a particular thing and not something gen  star /stɑː/ (n) a ball of burning gases that you see as a small point of lig  at night  sun /sʌn/ (n) the large, bright star that shines in the sky during the day  provides light and heat for the Earth, or the light and hea  from the sun  telescope /'telɪskəup/ (n) a piece of equipment, in the shape of a tube, that makes  which are far away look bigger or nearer  the solar system /'səulə 'sɪstəm/ (n) the sun and planets that move around it	scientist	/'saiantist/	(n)	someone who studies science or works in science
star /sta:/ (n) a ball of burning gases that you see as a small point of light at night  sun /sʌn/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'telɪskəup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer the solar system /'səulə 'sɪstəm/ (n) the sun and planets that move around it	special effects	/'spefəl ı'fekts/	(n)	an unusual type of action in a film, or an entertainment on stage, created by using special equipment
at night  sun /sʌn/ (n) the large, bright star that shines in the sky during the day provides light and heat for the Earth, or the light and heat from the sun  telescope /'telɪskəʊp/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system /'səʊlə 'sɪstəm/ (n) the sun and planets that move around it	specific	/spə'sıfık/	(adj)	used to refer to a particular thing and not something general
provides light and heat for the Earth, or the light and heat from the sun  telescope /'teliskoup/ (n) a piece of equipment, in the shape of a tube, that makes which are far away look bigger or nearer  the solar system /'soulo 'sistom/ (n) the sun and planets that move around it	star	/sta:/	(n)	a ball of burning gases that you see as a small point of light in the stat night
which are far away look bigger or nearer the solar system /'saula 'sistam/ (n) the sun and planets that move around it	sun	/san/	(n)	the large, bright star that shines in the sky during the day and provides light and heat for the Earth, or the light and heat that comfrom the sun
	telescope	/'teliskəup/	(n)	a piece of equipment, in the shape of a tube, that makes things which are far away look bigger or nearer
wonder /'wʌndə/ (v) to ask yourself questions or express a wish to know about	the solar system	/'saula 'sistam/	(n)	the sun and planets that move around it
	wonder	/'wandə/	(v)	to ask yourself questions or express a wish to know about somethi

## **VIDEO SCRIPT**

### UNIT 1 LIFE IN FARAWAY PLACES

Narrator: On mountains, in deserts, in forests and by the sea, in high temperatures and in low temperatures, humans have learnt how to live in every place on Earth. Today, most of us live in urban areas - around 50% of the world's population live in a city. However, in many places, traditional rural life continues in the same way as it has for hundreds of years.

In the far north of Russia, thousands of miles from the capital Moscow, this Khanty village in Siberia is one of the most remote places in the world. Siberia is covered in snow and ice for most of the year. In winter, temperatures here can fall to -53°C. The snow blocks the roads for over 250 days a year. The only way to travel is on skis or on a sledge. This means that life here has developed very differently to the rest of Russia. People have their own traditions and even their own language. They live in small villages and have a quiet, traditional life.

Over 7,000 kilometres away, in Egypt, Siwa is just as remote. Siwa is a small town in the middle of the Sahara desert. Temperatures here can rise to 58°C, so it is too hot for most things to live. However, Siwa is built on an oasis, a series of lakes, which means that people can live here.

For hundreds of years, Siwa was completely isolated and left alone - there were no roads to other towns. This means that, like in Siberia, Siwa has its own language and traditions. Most people use donkeys instead of cars and people speak Siwi, a language spoken only in Siwa. However, recently, a new road has been built, opening Siwa up to the world.

Many people in Siwa are worried that this will change their way of life, and bring new cultures and traditions to the town. Will people in these places be able to keep their traditional way of life? Or will modern life change the way they live forever?

#### UNIT 2 FESTIVALS: MONGOLIA

Narrator: This is China. Many different groups of people live in this country. Each group has its own history and culture. In northern China is the region of Inner Mongolia. In these thousands of miles of mountains and open grassland, the Mongolian people continue to celebrate their unique culture with the National Holiday.

During the holiday, families stay in traditional tents. They prepare the food and make an open fire. They love to spend time together, eating and telling folk stories. For these people, it is very important to keep their ancient way of life - to keep their culture alive. Horses are at the heart of the Mongolian culture.

The biggest part of the National holiday is the Naadam festival. 'Naadam' means 'games' and the horse races are amazing to watch. Up to a thousand horses take part, and the jockeys show great skill. This is the largest horse race in the world.

In the Mongolian tradition, all the jockeys are children. There are 200 jockeys and they train for months before the race. The race starts, and the jockeys run to their horses. They begin to ride across the open grasslands. The jockeys follow the old customs. They do not have seats and they have nothing to hold on to with their feet. This means that the horses are very difficult to ride.

This race is one of the most dangerous in the world. It is a true test of horse-riding skill. And it is a unique example of traditions continuing for hundreds of years. The sun is going down on this year's Naadam festival. Here, on the Mongolian grasslands, the horses will rest until next year.

#### UNIT 3 A READING CLASS

Narrator: This is a class at a school in the US. The children are all between seven and eight years old. Today, they are having a reading class. The teacher wants to train her students to understand texts. In the first part of the lesson, it is important to choose a book that the children will enjoy.

Narrator: The next part of the lesson is called 'independent reading'. This means that the children work alone, without help. The teacher asks the children to read a book on their own. The students choose a book and read it. They make notes about what is in their text. For example, is it similar to another text they have read before? Or is it similar to something in real life?

Students read and make a connection with things in their own life. The teacher goes round the class and sits with her students. She gives help and support, and talks with them about the notes they made. At the end of independent reading, the teacher asks the class to discuss what they read.

Narrator: The teacher asks different students to talk about their ideas with the rest of the class.

Child: Now Fudge, Peter and their dad are on the train going to Washington and Fudge keeps on asking if he can go to the café car and my sister always does that to me when we're going to Washington on the train.

Teacher: You're constantly making connections. You're always thinking about the things in your life and how they connect to the things in your story.

Narrator: The teacher wants to help her students to become independent: to work things out on their own. And, hopefully, the children will learn to love reading, too.

## UNIT 4 THE RISE OF SOCIAL MEDIA

Narrator: Facebook, MySpace, Twitter, YouTube. Today, social media is a huge part of most people's lives, and websites like these have changed the way we communicate. Even if you are too busy to phone or visit someone, it is easy to find time to send them a message online. Social networks make it easy to keep in touch with lots of people, and we have more friends than ever before.

With social media, we can share the videos, websites and music we like online. This means that we now have more control over what we watch, read and listen to. Blogs also mean that we can read articles about everything from news to fashion to food, written by all kinds of different people all over the world. This is very different from traditional media, like newspapers, magazines or TV.

The social networking site Facebook was started by Mark Zuckerberg in 2004. It is now one of the biggest businesses in the world. More than five hundred and twenty million people use the website every day: looking at profiles, talking to their friends and uploading photos.

Zuckerberg: It started off pretty small, right. We threw together the first version of the product in just a week and a half. Two thirds of Harvard students were using it within a couple of weeks. And then we expanded to all the colleges in the US, then all the high schools, then a lot of companies and then we made it so that anyone can sign up. And since then, it's grown from about ten million active users to maybe 50. It's still growing at this rate where it doubles every six months.

Narrator: But the online world changes quickly. Who knows what will be the next big thing?

## UNIT 5 THE IMPORTANCE OF CODES

Narrator: A code is a secret language – a useful way to share secret information between certain people and make sure that other people can't understand it. People have used codes throughout history.

About 2,000 years ago, the Romans, for example, used simple codes to share secret messages. In one code, the Romans changed one letter from the alphabet for a different one. Roman soldiers also used pots of water to send messages over long distances. Every pot of water had the same list of messages inside. When soldiers saw a light, they started to pour the water out of the pot. When they saw a second light, they stopped. This meant that all the soldiers saw the same message at the same time. In the 1900s, codes became much more complicated – and so did breaking them!

In 1919, a new type of code machine, called the Enigma machine, was invented. The Enigma machine looked like a typewriter. But when someone typed a message, it automatically became a code. The amazing thing about it is the number of codes. There were billions of possible codes, so it was very difficult to understand the original message. The mathematicians who worked with the Enigma machines helped to develop the first computers.

Today, codes have become part of our everyday lives. Computers, mobile phones and the internet all need codes to work. For example, when we send emails and credit card payments online, codes protect our personal information. Today, modern technology means that codes are part of our everyday lives. Codes have a long history and they are now more important than ever.

#### UNIT 6 STORMCHASERS

Narrator: Tornadoes are the most violent storms on the planet. They happen all over the world but most are found in Tornado Alley, in the middle of the United States especially in north Texas, Kansas, Nebraska and Oklahoma. Most tornadoes are less than 80 metres wide and have a wind speed of less than 180 kilometres an hour. But some tornadoes are more than three kilometres wide and have a wind speed of 500 kilometres per hour. These tornadoes are huge and extremely dangerous. They destroy houses, trees, buildings and cars, and they can even kill. In 2011, during the worst tornado season in the US since 1950, 551 people were killed by tornadoes.

When people hear tornado sirens, they normally run for cover. But not everybody runs away. Stormchasers actually follow the tornadoes. Stormchasers follow the storms to get scientific facts about how tornadoes work.

Josh Wurman is a scientist. He is a professional stormchaser – his job is to study tornadoes. He has a large team and uses advanced technology to get information about the

tornadoes. This radar helps track the tornado. He even has a specially protected truck that can go right inside the storms.

Other stormchasers follow the storms to take pictures and videos. Reed Timmer works from home. He works with a few friends and uses the internet, a video camera and a 4x4 car to follow tornadoes. He makes money by selling the videos of storms to television companies. The stormchasers' job is very dangerous, but it is also very important. The pictures and information they get help us understand tornadoes better. By improving our understanding of tornadoes, we can predict the storms and hopefully save lives in the future.

## UNIT 7 SPORTS AND COMPETITION

Narrator: This is the story of an ordinary girl from Italy with a great dream. This is Marika Diana. She is a 17-year-old schoolgirl who dreams of racing cars. She is too young to have a normal driving licence, but she is already one of the fastest race-car drivers in Italy. She wants to be the first woman to win the national championships.

Narrator: Marika began racing in go-karts when she was seven years old. Now she trains every week. Nearly every Formula One champion started this way. Marika has her big race tomorrow. Will her dream come true?

Motor sports started over 100 years ago, and today it is one of the most popular sports in Italy. In this race, Marika will reach a speed of 220 kilometres an hour. Her car will be only five centimetres above the ground. It is dangerous, and Marika knows it. She won the last three races. Now, she needs to be in the top three places to win the national championship.

Narrator: The race begins. Another car overtakes Marika. Other drivers try to pass her, but Marika does not give up. Her family support her all the way. She crosses the finish line in second place. Marika didn't win today's race, but she becomes the first woman to win Italy's national championship.

Marika: It's a passion that I believe I have in my veins: in my blood. It's something that comes from inside.

Narrator: It's a great day for Marika.

## UNIT 8 THE CHANGING WORLD OF BUSINESS

Narrator: In business, it is important for a company to change, or adapt, as the world changes. These changes are often linked to technology – or the way people live their lives. Let's look at three good examples of companies that do this.

EA Games is one of the biggest video game companies in the world. Because video games are linked with technology, business in this area changes very quickly.

Since the first popular computer game *Pong* was made, in 1972, computer graphics have improved a lot.

Another company that keeps moving is Ferrari. The competitive world of Formula One means that Ferrari has to improve all the time to win more races. They use some of the new technology from their Formula One cars in their road cars, which sell for hundreds of thousands of pounds. One thing that doesn't change is how popular the Italian company is around the world – and they don't even make advertisements.

The fashion designer and entrepreneur Jhane Barnes also knows how important new ideas are in business. In the early 1990s, she met a mathematician called Bill Jones. He had made a computer program that created new patterns using maths. Barnes thought this was a great opportunity and the two worked together. They used what they knew about fashion, maths and technology to make completely new designs.

EA, Ferrari and Jhane Barnes are three very different companies in three very different industries. But, they all show that, in business, you have to change and adapt to be a success.

#### UNIT 9 MINE RESCUE

Narrator: Northern Chile on the 5th of August 2010. In the Copiapo mine, it was a normal day for the miner Luis Urzúa and his team. Then, disaster. The mine collapsed. There was no way out. Thirty-three miners were trapped inside, 700 metres under the desert. The miners' families hurried to the mine. They built a camp outside, where they waited for news.

Four days later, the rescue mission began. The rescue team didn't know where the miners were. They used drills to make holes in the mine and find where the trapped men were. On day seventeen, they pulled up one of the drills. It had a note in it. The note said: 'We are inside the refuge and well, all thirty-three of us'. The rescue mission used metal pipes to send food, water and medicine to the miners. They sent oxygen into the mines so the miners could breathe. They also sent telephone lines so the miners could talk to their families.

Deep under the ground, Luis Urzúa became the miners' leader. Luis Urzúa took the men to the refuge, and organized the group. He gave everyone jobs to do, and made sure they had food and water. He also drew maps of the mine to send to the rescue team. The men said that Luis was calm, funny and organized, which made him a good leader.

The miners were rescued on the 13th of October 2010. They were all fine. They had been underground for 69 days. This is the longest time anyone has ever been trapped in a mine and survived. Luis Urzúa was the last man out. The president was waiting for him outside the mine. He said: 'You have been a very good boss and leader. Now go and hug your family.'

The Copiapo mine is now closed. The government is going to build a museum and a monument for the miners.

## UNIT 10 OUR JOURNEY INTO SPACE

Narrator: People have been interested in space since the beginning of time. But it was not until rockets were invented in the late 1900s that people could begin to explore space themselves.

We now send both humans and machines into space to explore and understand the universe we live in.

In 1959, the USSR sent the first man-made object to the moon. Then, in 1969, Neil Armstrong became the first man to walk on the moon.

Today, China, Japan, Russia and India are all planning to visit the moon by 2020. In 1997, NASA sent robots to Mars — to explore and find out if the planet had water or not. Why are they looking for water? Because water could mean that there is, or once was, life on Mars. But space exploration is not just about sending people to other planets.

On the International Space Station, the largest man-made object in the sky, scientists are studying what it would be like for people to live in space. Six scientists live on the ISS, 24 hours a day, 365 days a year, looking at how we could eat, sleep and live in space.

The pictures from the Hubble telescope give us important information about the universe – from the solar system, to stars, galaxies and asteroids. Since the telescope was launched in 1990, we have learnt about how stars are born and die, and how galaxies are formed.

In 2005, the Hubble telescope showed that Pluto has three moons, instead of one, as we thought before. Who knows what amazing things we might find as we continue our adventure into space?

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