

CAMBRIDGE

Second Edition

UNLOCK

2

Reading, Writing
& Critical Thinking

STUDENT'S BOOK

A2 English
Profile



Online
video



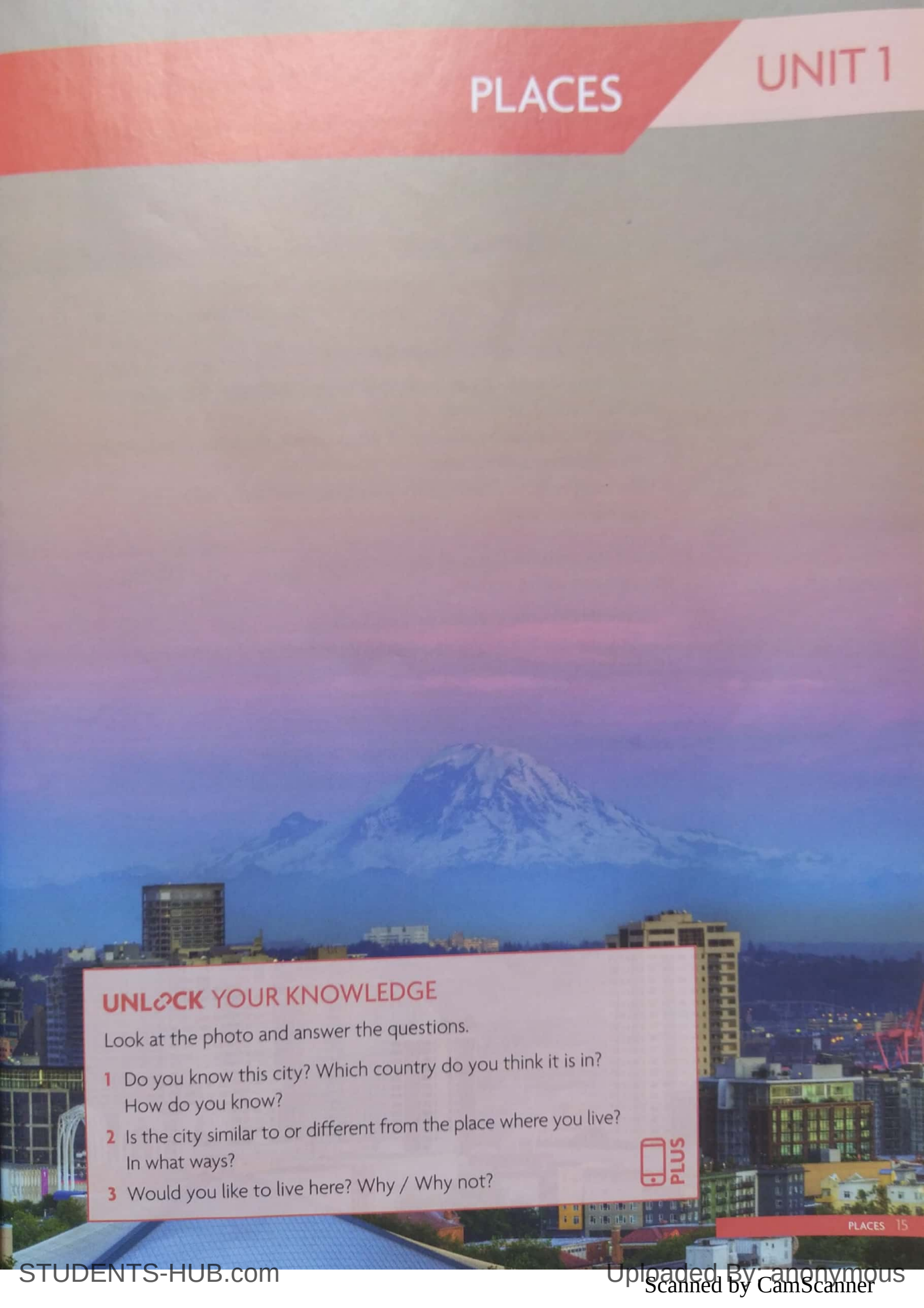
Classroom
app



Online
workbook

Richard O'Neill and Michele Lewis with Chris Sowton

Experience
Better
Learning

A photograph of a city at dusk with a large, snow-capped mountain in the background. The city lights are visible, and the sky is a mix of purple and blue.

UNLOCK YOUR KNOWLEDGE

Look at the photo and answer the questions.

- 1 Do you know this city? Which country do you think it is in?
How do you know?
- 2 Is the city similar to or different from the place where you live?
In what ways?
- 3 Would you like to live here? Why / Why not?



WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

- 1 Work in a small group. Discuss the questions.
 - 1 What is the capital city of your country? Is it a popular destination for tourists? Why / Why not?
 - 2 Do you know what a megacity is? What do you think the three biggest megacities in the world are?
 - 3 Which big cities in your country have a harbour? Why are harbours important to cities?
- 2 Look at the pictures. Circle all the words you think are true. Compare your answers with a partner.
 - 1 I think this is a city in *Europe* / *Asia* / *Africa*.
 - 2 I think the city is a *megacity* / *popular destination* / *capital city*.
 - 3 I think this city has *an old town* / *a harbour* / *famous restaurants*.

GLOSSARY

destination (n) the place where someone or something is going

harbour (n) an area of water by the coast used to keep ships safe

tower (n) a very tall, thin building, or part of a building

monument (n) a special building to make people remember an event in history or a famous person

goods (n) things that people sell

fireworks (n) small objects that explode to make a loud noise and bright colours in the night sky

UNDERSTANDING MAIN IDEAS

- ## UNDERSTANDING DETAIL

- 5**  Watch again. Work with a partner. Discuss the questions.

- ## MAKING INFERENCES

6 Work in a small group. Discuss the questions.

- 1 Compare Jakarta to another city you know well. How is it similar or different?
- 2 Imagine you are making a video about your capital city for tourists. What information and places would you include?
- 3 What different information would you include in a video for business people?

- 7** When you visit a new place, what is most interesting to you? Order the ideas from 1 (most interesting) to 6 (least interesting). Compare your answers with a partner.

_____ food and drink
_____ meeting people

_____ history
_____ leisure activities

_____ shopping
_____ nature

READING 1

PREPARING TO READ

- 1 You are going to read an article about cities. Read the sentences (1–8). Write the words in bold next to the definitions (a–h).

- 1 More than 4 million people live in Riyadh. Riyadh has the largest **population** in Saudi Arabia.
- 2 The city hired an **expert** to help decide on the best place for the new shopping centre. He knows a lot about planning big cities.
- 3 People who live in big cities often visit the **countryside** so they can get away from the crowds and breathe some fresh air.
- 4 Studying in another country gives students the **opportunity** to learn about new cultures and see how other people live.
- 5 The sky was so grey with air **pollution** from cars and factory smoke that I couldn't see the sunset.
- 6 Shanghai is thousands of years old, but it is also a very **modern** city. It is filled with tall glass buildings and bright lights.
- 7 Big cities usually have a lot of **traffic**, especially when people drive to work in the morning and drive home in the evening.
- 8 London is the **capital** of the United Kingdom. It is where the UK's government is.

- a _____ (n) the cars, trucks and other vehicles using a road
- b _____ (n) land that is not in towns or cities and may have farms and fields
- c _____ (adj) designed and made using the most recent ideas and methods
- d _____ (n) the number of people living in a place
- e _____ (n) damage caused to water, air and land by harmful materials or waste
- f _____ (n) the most important city in a country or state; where the government is
- g _____ (n) someone who has a lot of skill in or a lot of knowledge about something
- h _____ (n) a chance to do or experience something good

- 2 Read the title of the article. What do you think *mega* means?

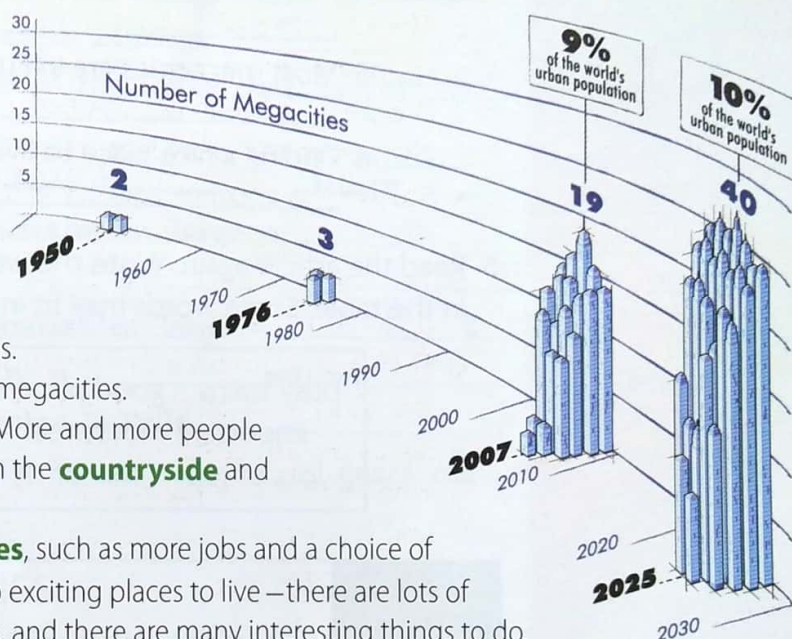
- a very busy b very good c very big

- 3 Read the article and check your answer.

Rise of the MEGACITIES

Megacity: a city with more than ten million people

- 1 The number of megacities is growing very quickly. In the 1950s, there were only two megacities in the world.
- 2 Today, 12% of the world's urban¹ population lives in megacities. Studies show that there will be eight billion people in the world in 2025. **Experts** say that there will be 40 megacities.
- 3 Today, more than 35 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.
- 4 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.
- 5 However, megacities have problems, too. The cities are very big and this can cause problems like pollution or poor housing².



Tokyo, Japan 37.8 MILLION

- 6 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 8.7 million people use the trains every day.

Delhi, India 25 MILLION

- 7 Delhi is in the north of India. It has many beautiful monuments³, 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 18.3 MILLION

- 8 Cairo is the capital of Egypt and is the second-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.

¹urban (adj) relating to towns and cities

²housing (n) places to live, such as apartments or houses

³monuments (n) old buildings or places that are important in history

READING FOR MAIN IDEAS

WHILE READING

4 Write T (true) or F (false) next to the statements. Then correct the false statements.

_____ 1 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 Almost 35 cities in the world are megacities.

_____ 5 Most megacities are in Europe.

_____ 6 Finding a nice place to live is easy in megacities.

5 Read the article again. Write the words from the box in the correct place in the table. Some words may fit in more than one place.

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

Tokyo	
Delhi	
Cairo	

Scanning for numbers

When scanning a text, look for specific information and details. They do not read the whole text. Readers often scan a text to find important numbers, percentages and dates.

- 6 Find and circle all the numbers in the article.
- 7 Complete the student's notes with the correct numbers from the article.

- 1 number of megacities in 1950 = _____
- 2 predicted number of megacities in 2025 = _____
- 3 percentage of urban population in the world that live in megacities = _____ %
- 4 expected global population in 2025 = _____ billion
- 5 number of people who use the trains in Tokyo = _____ million
- 6 percentage 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 = over _____ years old

READING BETWEEN THE LINES

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

DISCUSSION

- 9 Work with a partner. Discuss the questions.
 - 1 Are there any megacities in or near your country? Have you ever visited one? What did you think of it?
 - 2 What are the advantages and disadvantages of living in the city?

SCANNING TO FIND INFORMATION

WORKING OUT MEANING FROM CONTEXT



READING 2

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the definitions. Complete the sentences with the words in bold.

area (n) a region or part of a larger place, like a country or city
cheap (adj) not expensive, or costs less than usual
city centre (n) the main or central part of a city
expensive (adj) costs a lot of money; not cheap
local (adj) relating to a particular area, city or town
noisy (adj) loud; makes a lot of noise
quiet (adj) makes little or no noise

- 1 My hotel is _____ and calm. It is not in the busy part of the city, so it isn't loud at night.
- 2 Central Park is a nice _____ to visit in New York.
- 3 When people visit new cities, it's a good idea to ask _____ people for the best restaurants. They know the most about their city.
- 4 Since the airline was new, they offered _____ flights from Hong Kong to Bangkok. A lot of new customers bought tickets because of the low prices.
- 5 In Manchester, we took the bus to the _____. That is where the main tourist sites in the city are located.
- 6 It's getting more _____ to live in big cities, so people who can't pay the high prices are moving away.
- 7 There was a lot of traffic on my street last night. It was too loud to sleep because of all the _____ cars.



SCANNING TO PREDICT CONTENT

- 2 Read the title of the article on page 23. What general topic do you think the article is about?
 - a geography
 - b tourism
 - c history
- 3 Read the introduction and check your answer.
- 4 Circle the word or words in the introduction that tell you the answer.

HOMESTAY HOLIDAYS

A home away from home

- 1 Homestays are becoming more and more popular, and people around the world are offering their homes as hotels. Homestays offer **cheap** places to stay and the chance for guests to see the **area** like **local** people. They are very popular with students who want to stay in another country and learn a language. We asked three families who run homestays to tell us about where they live.



a _____

The Atal family

- 2 Our family home is in the north of Nepal, in the Himalayan Mountains, in the village¹ of Manang. The village is 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.



b _____

Kate and Julian Foxton

- 3 Our two-bedroom 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.

c _____

Chafic and Aline Halwany

- 4 Our home is near the historic **city centre** of Beirut, Lebanon, a large city in the Middle East. There are lots of cafés and restaurants, which are 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 here to learn Arabic and French. There are also a lot of jobs and businesses here. However, it can be **noisy** at night and there is a lot of traffic during the day. The best thing about Beirut is the weather. It is nice all year round; it rains in the winter, but there is no snow.

¹village (n) a very small town in the countryside

READING FOR MAIN IDEAS

READING FOR DETAIL

MAKING INFERENCES

SYNTHESIZING

WHILE READING

5 Write the headings above the matching paragraphs in the article.

- A big city
- A mountain village
- A house near the forest

6 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.

- 1 The Atal family live in a ^{village}~~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 city centre. There is a lot of traffic **at night**.

READING BETWEEN THE LINES

7 Work with a partner. Discuss the questions.

- 1 Which families probably enjoy a quiet life?
- 2 Whose homestay might not be suitable for families with young children? Why not?

DISCUSSION

8 Work with a partner. Use ideas from Reading 1 and Reading 2 to answer the questions.

- 1 Why do people go to villages or to the countryside on holiday? What activities can people do in the countryside that they cannot do in the city?
- 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?
- 4 Think of a large city that you know. What do local people do for fun? What do people who visit the city on holiday do for fun? Do you think local people and tourists do the same things?

NOUNS AND ADJECTIVES

GRAMMAR

A *noun* refers to a person, place or thing: girl, teacher, city, bus

An *adjective* describes a noun: tall, kind, busy, slow

noun

adjective adjective noun

noun

Jenny swam in the warm blue sea on her holiday last year.

- 1 Look at the sentence and the numbered words. Match the numbers to the parts of speech.

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

noun _____

adjective _____

Adjectives

Adjectives describe nouns. Use the structure *adjective + noun*.

adjective + noun

Beirut is an interesting city.

There are many excellent restaurants.

Adjectives also come after the verb *be*.

The city *is* beautiful in the summer.

Adjectives are never plural.

a different place → some ~~different~~s places ✗ some different places ✓

- 2 Match the adjectives (1–5) to their opposites (a–e).

1 interesting a expensive
2 cheap b boring
3 polluted c clean
4 beautiful d quiet
5 noisy e ugly

- 3 Complete the sentences with adjectives from Exercise 2.

- There are lots of cars and traffic jams. The air is very _____.
- This is a(n) _____ city. Everything costs a lot of money.
- My town is very _____. There isn't any noise.
- Edinburgh is a really _____ place. There are lots of things to do.
- The building looks horrible. It's very _____.



Countable and uncountable nouns

Countable nouns are nouns that we can count.

one house → two houses

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

informations ✗ information ✓

- 4 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.

air beach building food hotel house information
museum rain traffic transport village water work

countable nouns	uncountable nouns
house	information

Articles: a, an or zero article

Use *a* or *an* before a singular countable noun.

a house

Use *a* before a countable noun that starts with a consonant.

a cafe

Use *an* before a countable noun that starts with a vowel (*a, e, i, o, u*).

an area

Do not use *a* or *an* before a plural countable noun or an uncountable noun. This is the *zero article*.

buildings information

- 5 Complete the sentences with *a* or *an*. Write X for zero article.

- They brought _____ bicycles to go to the mountains.
- In a cinema, there is usually _____ sign for the exit.
- I love to try different kinds of _____ food when I visit new cities.
- You can easily take _____ train from Paris to Brussels.
- I check my email in _____ internet café.
- I usually travel with _____ friend.
- Large cities often have _____ air pollution.

QUANTIFIERS

Use a quantifier before a noun to describe the amount or number of something.
Some restaurants are closed today.

Use different quantifiers with countable and uncountable nouns.

quantifiers with countable nouns	quantifiers with uncountable nouns
<i>a lot of / lots of many some a few</i>	<i>a lot of / lots of some a little</i>

In negative sentences, use *many* with countable nouns and *much* with uncountable nouns.

My city doesn't have **many** tall buildings. My city doesn't have **much** traffic.

- 6 Write the quantifiers from the table above in the gaps. More than one option is possible.

- a To talk about a large amount, we use _____
b To talk about a small amount, we use _____

- 7 Circle the correct words to complete the sentences.

- Modern cities like Singapore have *a lot of / much* skyscrapers.
- Small towns usually only have *a few / a little* shops and restaurants.
- A little / A lot of* cities have a famous football team.
- Many / Much* people live in Tokyo. It's one of the world's megacities.
- Go online if you want *a few / some* information about things to do in the city.
- My village doesn't have *many / much* public transport. We only have two buses each day!

- 8 Use phrases from columns A and B with quantifiers to write sentences that are true for you.

A	B
My town/city has	traffic at night.
We have	interesting people.
I have	neighbours.
My country has	megacities.

- _____
- _____
- _____
- _____

WRITING

CRITICAL THINKING

At the end of this unit, you will write six descriptive sentences. Look at this unit's writing task below.

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



UNDERSTAND



EVALUATE

- 1 What are the main differences between the places described in Reading 1 and the places in Reading 2?
- 2 Read the section about living in a city (Beirut) from Reading 2 on page 23. Which features are positive (+) and which are negative (-)?
 - 1 lots of cafés and restaurants _____
 - 2 places stay open late at night _____
 - 3 a lot of traffic _____
 - 4 it can be noisy _____
 - 5 a lot of jobs and businesses _____

Evaluating positives and negatives

Identifying and evaluating positive and negative features is very important. This can help you to understand arguments better and decide what you agree and disagree with. This skill is important in the classroom and in general life. Following this process can help you to form your opinion about something.

You can use a T-chart to write about positives (+) and negatives (-). Write about the positives in one column and the negatives in the other column.

- 3 Write the features from Exercise 2 in the correct place in the T-chart below.

positive (+)	negative (-)

- 4 Think of two more positives and two more negatives about living in a city. Write them in the T-chart in Exercise 3.
- 5 Complete a T-chart for one of the places in Reading 2. Add information you think might be true for that place. Look on the internet if you need more information. If you're not sure whether something is positive or negative, discuss with a partner.

positive (+)	negative (-)
beautiful	not many buses or trains

- 6 Share your T-chart with a group. Do you agree or disagree with each other? Explain your opinion.
- 7 Think about where you live or where you are from. What are the positives and negatives about this place? Think about the things in the list below and create a T-chart like the one in Exercise 5.

- things to do
- transport
- houses
- jobs
- people

APPLY



GRAMMAR FOR WRITING

SIMPLE SENTENCES 1

Subject + verb

A *simple sentence* is a complete thought that includes 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.

Remember that a sentence is a *complete* thought.

- ✓ My brother lives in the city. (complete sentence)
- ✗ Lives in the city. (missing a subject)
- ✗ My brother in the city. (missing a verb)

1 Underline the subject and circle the verb in the sentences.

- 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 Write simple sentences with the words. Write S next to the subject and V next to the verb in each sentence.

- 1 I / Mexican _____
- 2 He / an engineer _____
- 3 The people / nice _____
- 4 We / happy _____
- 5 Kyoto / beautiful _____
- 6 It / a small town _____

THERE IS / THERE ARE

Use *there is (not) / there are (not)* to explain what is in a place. These sentences do not use a subject.

There is a small beach with white sand.

There are many local cafés.

Contractions: *there's, there isn't, there aren't*

Use *there is (not)* to talk about one thing (singular) and *there are (not)* to talk about many things (plural).

	<i>there is (not) / there are (not)</i>	noun / noun phrase
singular	There is	a lake. / some traffic.
	There isn't	a cinema.
plural	There are	a lot of shops.
	There aren't	many beaches.

3 Circle the correct words to complete the sentences.

- 1 There *isn't* / *aren't* many traffic jams in my town.
- 2 There *is* / *are* an excellent museum.
- 3 There *isn't* / *aren't* people from many different countries.
- 4 There *is* / *are* a lot of apartments in the centre.
- 5 There *is* / *are* a beach.
- 6 There *isn't* / *aren't* many jobs.

4 Rewrite the sentences with the correct form of *there is (not)* / *there are (not)*.

1 Many restaurants are not in my town.

There aren't many restaurants in my town.

2 A famous museum is in my city.

3 A lake is not in my town.

4 A lot of cars are in my city.

5 Many expensive shops are in my city.

6 A few big hotels are in my town.

7 Many people are not in my town.

5 Work with a partner. Say whether your sentences in Exercise 4 are true for you.

- 6 Read the fact file about the city of Abu Dhabi in the United Arab Emirates. Then write one sentence for each item, using *there is (not) / there are (not)*.



Abu Dhabi, United Arab Emirates

- three sports stadiums
- a lot of museums
- many universities
- 11 ports
- one airport
- many five-star hotels
- a palace

1 There are three sports stadiums.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

ACADEMIC WRITING SKILLS

CAPITAL LETTERS AND PUNCTUATION

Use a *capital letter* at the beginning of a sentence. Use a *full stop* (.) at the end of a sentence.

He lives in Abu Dhabi.

Use *commas* (,) to separate three or more items in a list.
Marta likes to read, exercise and play video games.

Use a capital letter with a *proper noun* (the name of a specific person, place or thing).

France

Istanbul

July

Saturday

Always use a capital letter for **I**.

I live in London.

- 1 Work with a partner. Correct the punctuation and capital letters in the paragraph.



I
i live in montreal it is a city in canada it is a beautiful city there are many shops and restaurants the people are friendly there is an art festival in june people in montreal speak both french and english it is very crowded with tourists in the summer in the winter people like to ice skate cross-country ski and play ice hockey

WRITING TASK

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

PLAN

- 1 Look at the T-charts you made in the Critical thinking section. Choose three positives and three negatives that you are going to write about.
- 2 Refer to the Task checklist on page 34 as you prepare your sentences.

WRITE A FIRST DRAFT

- 3 Write three sentences describing positive features and three sentences describing negative features about where you live.

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

REVISE

- 4 Use the Task checklist to review your sentences for content and structure.

TASK CHECKLIST	✓
Did you write about the place where you live?	
Did you write six sentences?	
Are there three positive sentences?	
Are there three negative sentences?	

- 5 Make any necessary changes to your sentences.

EDIT

- 6 Use the Language checklist to edit your sentences for language errors.

LANGUAGE CHECKLIST	✓
Did you use nouns and adjectives correctly?	
Did you use countable and uncountable nouns correctly?	
Did you use articles correctly?	
Does every sentence have a subject and a verb?	
Did you use the correct form of <i>there is</i> / <i>there are</i> ?	
Did you use capital letters, commas and full stops correctly?	

- 7 Make any necessary changes to your sentences.

OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about Jakarta. _____

scan for numbers. _____

evaluate positives and negatives. _____

use nouns and adjectives. _____

identify and use countable and uncountable nouns. _____

use *a, an* and the zero article. _____

use quantifiers. _____

write simple sentences. _____

use *there is / there are*. _____

use capital letters and punctuation. _____

write descriptive sentences. _____

- 2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.



WORDLIST

area (n)

beautiful (adj)

boring (adj)

capital (n)

cheap (adj)

city centre (n)

clean (adj)

countryside (n)

expensive (adj)

expert (n)

interesting (adj)

local (adj)

modern (adj)

noisy (adj)

opportunity (n)

polluted (adj)

pollution (n)

population (n)

quiet (adj)

traffic (n)

ugly (adj)

= high-frequency words in the Cambridge Academic Corpus

FESTIVALS AND CELEBRATIONS

UNIT 2

UNLOCK YOUR KNOWLEDGE



Work with a partner. Look at the photos and discuss the questions.

- 1 Where is the place in the large photo? What is happening in the photo?
- 2 What is happening in the small photos?
- 3 What countries do you think the photos are from?



WATCH AND LISTEN



PREPARING TO WATCH

- 1 Work with a partner. Look at the words in the box and read the glossary. Discuss the questions.

crowds of people fireworks midnight parties processions

- 1 Are each of the things in the box part of New Year's celebrations in your country? If yes, what happens exactly?
- 2 What do you know about New Year's celebrations in other countries?
- 2 You are going to watch a video about New Year's celebrations in London, England and Edinburgh, Scotland. Work with your partner. Look at the pictures and describe what you can see in each one.

GLOSSARY

- regret** (v) to feel sorry about a situation, especially something that you did not do
- media coverage** (n) when a newspaper, television programme, etc. shows a particular thing happening
- torch** (n) a long stick with fire at the top of it, used as a light
- procession** (n) a long line of people, and sometimes cars and trucks, which moves forward slowly along the street, for example, during a festival
- unique** (adj) different from everyone and everything else

WHILE WATCHING

3  Watch the video. Write *L* (London), *E* (Edinburgh) or *B* (both).

- _____ 1 Crowds of people watch fireworks at midnight.
- _____ 2 People wait a long time by the river.
- _____ 3 People walk in a line through the city.
- _____ 4 People come from all over the world.
- _____ 5 The celebration is called Hogmanay.

4  Watch again. Match each number (1–6) with what it describes in the video (a–f).

- | | |
|----------------------|--|
| 1 12,000 _____ | a how long Hogmanay lasts |
| 2 100,000 _____ | b people in the procession in Edinburgh |
| 3 three hours _____ | c people watched by the River Thames |
| 4 8,000 _____ | d fireworks in London |
| 5 five minutes _____ | e how long the people waited in London |
| 6 three days _____ | f how long the fireworks lasted in Edinburgh |

5  Watch again. Write *T* (true) or *F* (false) next to the statements. Correct the false statements.

- _____ 1 It was a cloudy night in London.
- _____ 2 The woman from Buenos Aires was pleased she came to London.
- _____ 3 People in other countries could watch the London celebrations on TV.
- _____ 4 In Edinburgh, people threw fireworks in the streets.
- _____ 5 The Hogmanay festival is only celebrated in Scotland.

6 Work with a partner. Discuss what the words in bold (1–3) mean.

'A time for **looking backwards**¹, **looking forwards**² and for **looking up**³.'

DISCUSSION

7 Work in a small group. Discuss the questions.

- 1 Have you ever been part of a procession? If yes, when, why and what was it like?
- 2 Why do you think fireworks are popular for festivals and celebrations? Is it ever dangerous to have fireworks?
- 3 Do you think New Year is about looking backwards or forwards? Why?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

WORKING OUT
MEANING FROM
CONTEXT

READING

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the definitions. Complete the sentences with the words in bold.

- celebrate** (v) to do something enjoyable because it is a special day
culture (n) the habits, traditions and beliefs of a country or group of people
fireworks (n) small objects which explode to make a loud noise and bright colours in the night sky
gift (n) something that you give to someone, usually on a special day
lucky (adj) having good things happen to you
traditional (adj) following the ways of behaving or doing things that have continued in a group of people for a long time

- 1 People around the world usually celebrate holidays and important events with a lot of food.
- 2 In Japan, guests usually give a small wrapped gift, like cake or fruit, when they visit someone's home.
- 3 There are a lot of festivals in Korean culture. Each one has special food and events.
- 4 For our International Day party, all of my classmates wore traditional clothes from their countries instead of their usual clothes.
- 5 In many countries, people believe the colour yellow is lucky. Wearing yellow will bring you good things, like joy and energy.
- 6 We are going to see the fireworks tonight, because it is the last day of the holiday weekend. Children love to see the bright colours light up the sky.

SKILLS

Previewing a text

Before you read, look at the photos, title and subtitles. This gives you a lot of information about the topic of the text. If you know about the topic before you read, you will understand the text better.

- 2 Look at the photos, title and subtitles in the article. Circle the topic of the article.
 - a celebrations around the world
 - b weddings around the world
 - c games around the world
- 3 Read the article and check your answer.

PREVIEWING

Celebrate!

Piñatas

- 1 In Mexico, people often have piñatas at their parties. Parents put chocolates and other sweets inside the piñata and hang it on a tree. Children hit the piñata with a stick. It breaks and the sweets fall out onto the ground.

Noodles

- 2 In China, people **celebrate** weddings with an eight-course meal, because the word *eight* in Chinese 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.

Mother's Day

- 3 Many people around the world honour their mothers on Mother's Day. In the UK, Mother's Day is celebrated in March or April. Sons and daughters like to give their mother a day to rest, so they might surprise her by cleaning the house or cooking a nice meal for her. They also give her **gifts** such as flowers or jewellery. Many families take their mother to a restaurant for lunch or dinner.

New Year's Eve

- 4 London celebrates New Year's Eve in a big way. Thousands of people go to the River Thames, and then, when it is dark outside, **fireworks** light up the sky and Big Ben, the bell in London's famous clock tower, chimes¹ at midnight. The next day, people eat a big meal with family and friends, go for a walk or just relax at home.

Coming of Age Day

- 5 In Japan, people celebrate Coming of Age Day, or *Seijin no hi*, on the second Monday in January. On this holiday, Japan congratulates people who have turned 20 years old between 2 April of the past year and 1 April of the current year. In Japanese culture, this is the age when teenagers become adults and take on² the responsibilities of being an adult. Young women usually wear a **traditional** *furisode* kimono, while young men often wear Western-style suits, and they attend a ceremony³ in their area. They receive small presents and celebrate with their friends after the ceremony.

¹chimes (v) makes a clear ringing sound

²take on (phr v) accept responsibility for something

³ceremony (n) a formal event that people go to, often for a holiday or to celebrate someone or something



WHILE READING

4 Read the article again. Write the name of the country next to the description of the celebration.

- 1 use a stick to get sweets Mexico
- 2 eat long noodles China
- 3 watch the fireworks UK
- 4 wear traditional clothes Japan
- 5 give flowers or jewellery USA

5 Read the article again and write T (true) or F (false) next to the statements. Then correct the false statements.

- F 1 Piñatas have flowers inside them.
chocolate and sweets
- F 2 Long noodles are unlucky in Chinese culture.
lucky
- F 3 Mother's Day in the UK is in June or July.
March April
- T 4 On New Year's Day, some people eat with family and friends.
- T 5 On Coming of Age Day, people wear special clothes.

READING BETWEEN THE LINES

6 Where would you find this article? Circle the correct answer.

- a in a magazine
- b in an academic journal

7 Circle the features that helped you find the answer.

colour and design of the article length of paragraphs
number of paragraphs photos title

DISCUSSION

8 Work with a partner. Discuss the questions.

- 1 What 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 You are going to read about the Muscat Festival in Oman. Before you read, circle the best definition for the words or phrases in bold.
- The children enjoyed a lot of **activities** at the party. They had their faces painted and played games.
☒ a things people do for fun
☐ b things people say
 - An important year in Russia's **history** is 1961, when they sent the first human into space.
☐ a events that are happening now
☒ b events that happened in the past
 - Food trucks are really **popular**. They are great for a tasty lunch.
☒ a liked by many people
☐ b not known by many people
 - The **highlight** of every holiday is getting together with loved ones.
☐ a location
☒ b most enjoyable part
 - Nearly everyone in town **takes part** in the race. There is a shorter race for children and a longer one for adults.
☒ a does an activity with other people
☐ b watches an event or competition
 - Thousands of **visitors** went to the museum on the first day it opened.
☐ a people who organize a party and invite guests
☒ b people who go to see a person or a place



SKILLS

Proper nouns (e.g. names, countries, cities, days and months) begin with a capital letter. They can help when you are scanning a text because they are easy to see.

- 2 Read paragraph 1 in the text on page 44 and circle the proper nouns.

UNDERSTANDING
KEY VOCABULARY



SCANNING TO
PREDICT CONTENT

READING 2 43

WHILE READING

3 Read the text. Write the paragraph number (1–5) next to the ideas (a–e).
Underline the information in the text that helped you find the answer.

- a the countries people visit from
- b how long the Muscat Festival lasts
- c different events in the festival
- d international culture
- e the Tour of Oman

Paragraph 5
Paragraph 1
Paragraph 1
Paragraph 2
Paragraph 3

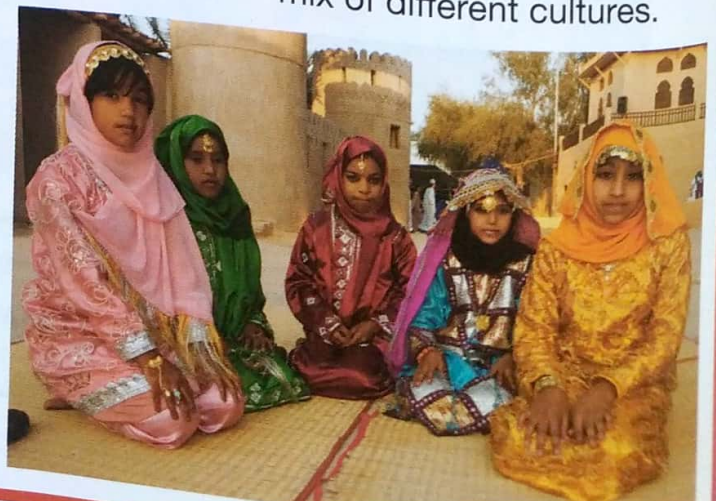
Muscat Festival



4 Other **highlights** of the Muscat Festival include the chance to try out different types of food at the Oman Food Festival. The Muscat Art Festival also offers 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.

5 The Muscat Festival is an international event, 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.

- 1 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.
- 2 Large numbers of people, including local 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 happen in different places across the country. Many businesses show their products for people to look at and buy.
- 3 The Muscat Festival also includes the very **popular** six-day Tour of Oman cycle race. Professional cyclists from around the world take part in the race. The race is 1,000 kilometres long, and it takes the cyclists up the beautiful Jabal Al Akhdhar – the Green Mountain.



4 Read the text again. Complete the sentences with information from the text.

- 1 The Muscat Festival happens in the month of February.
- 2 People from all over the world visit the festival.
- 3 The English name for the Jabal Al Akhdhar is the Green Mountain.
- 4 You can see plays at the Muscat.
- 5 The Festival of Lights is a very popular event.
- 6 Visitors enjoy clothes, food and music.

READING BETWEEN THE LINES

5 Where would you find this text?

- a in a guidebook on the culture of Oman
- b in a textbook on the economy of Oman

6 What other topics would you expect to find in the book?
Add two more topics to the list.

- | | |
|------------------|---------|
| 1 <u>food</u> | 3 _____ |
| 2 <u>theatre</u> | 4 _____ |

DISCUSSION

7 Work with a partner. Use ideas from Reading 1 and Reading 2 to answer the following questions.

- 1 Would you like to go to the Muscat Festival? Why / Why not?
- 2 Think about an interesting festival in your country. What information would you give a visitor? Answer the questions.
 - a What is the festival?
 - b When is it?
 - c Where is it?
 - d What happens?
- 3 Compare the celebrations you read about with other celebrations you know. How are they the same? How are they different?

READING FOR DET

RECOGNIZ
TEXT T

SYNTHESIZ



PREPOSITIONS OF TIME AND PLACE

GRAMMAR

Use **on** with a specific date or day.

The holiday is **on** 1 May / **on** Saturday.

Use **in** with a month and with the morning, the afternoon and the evening.

Use **in** with a country, city or town.

The holiday **in** May.

We eat a special dinner **in** the evening.

I spend my holidays **in** Scotland / **in** Glasgow.

Use **at** with a specific time or with night and the weekend.

Use **at** with school, college, university, work and home.

We eat dinner **at** seven o'clock **at** night.

We learn a lot **at** school.

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

a town eight o'clock home Istanbul June my country
night school Sunday Thailand the evening
the morning Tuesday work 1 January

	on	in	at
places		a town • Istanbul my country.. Thailand	School • home work.
times	Sunday, Tuesday 1 January, June	the morning, the evening. June	eight o'clock night

2 Complete the sentences with **on**, **in** or **at**.

- 1 People celebrate good news **at** work with their colleagues.
- 2 We are going to have a big family meal **on** Saturday.
- 3 The festival is **in** November.
- 4 My brother's anniversary is **on** 2 December.
- 5 The children wake up **at** seven o'clock.
- 6 People celebrate New Year **in** Australia.
- 7 We stay **at** home for the whole day.
- 8 We eat dinner late **at** night.
- 9 We meet our friends **at** the weekend.



ADVERBS OF FREQUENCY

GRAMMAR

Use adverbs of frequency to talk about habits. They describe how often someone does something. Adverbs of frequency usually go before the verb in a sentence.

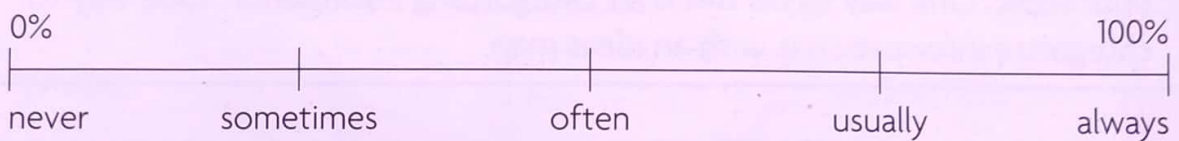
In Mexico, people **often** have piñatas at their parties.

In China, my family **always** celebrate weddings with an eight-course meal.

Children in the UK **sometimes** clean the house on Mother's Day.

Young Japanese women **usually** wear traditional clothing on their Coming of Age Day.

People **never** cut their noodles at weddings in China.



3 Complete the sentences with adverbs of frequency. Write sentences that are true for you.

- 1 I usually visit my parents in the holidays.
- 2 I _____ visit my mother on Mother's Day.
- 3 I _____ celebrate New Year.
- 4 I _____ go to weddings.
- 5 I _____ eat sweets on special occasions.

4 Work with a partner. Compare and discuss your answers. What is the same and what is different?

5 Put the words in order to make complete sentences.

1 in the evening / usually starts / The dinner / eight o'clock / at / .

2 chocolates / festivals / at / always eat / / .

3 to call / She / forgets / never / her family / .

4 sometimes get / toys / money instead of / The children / .

5 our winter holiday / We / skiing / often go / for / .



CRITICAL THINKING

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

Describe a festival or special event.

SKILLS

Identifying important information -

Before you write, you need to decide what information is important to your topic. One way to do this is by categorizing information. One way to categorize information is with an ideas map.

APPLY

1 Complete the ideas map with information from Reading 2 on page 44.

- 1 Write the name of the event in the centre of the ideas map.
- 2 Write about the topics in the list below in the correct part of the ideas map.
 - 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 to the event

FOOD & DRINKS:

NAME:

CLOTHES:

ACTIVITIES:

WHERE:

WHEN:

- 2 Compare your ideas map with a partner. Did you include the same information? Add and change your information if necessary.
- 3 Work with a partner. Think about any festivals or celebrations that you both know about. Discuss them with your partner and choose one to write about.
- 4 Complete the ideas map with information about the festival or celebration you chose in Exercise 3. You will use this to brainstorm ideas for your writing task.

FOOD & DRINKS:

juice

WHERE:

ACTIVITIES:

NAME:

WHEN:

CLOTHES:

- 5 Look at your ideas map. Do any topics need more information? Ask other students in your class or look on the internet to find more information.

ANALYZE



CREATE



CRITICAL THINKING 49

GRAMMAR FOR WRITING

SIMPLE SENTENCES 2

Objects and extra information

A simple sentence needs to have a *subject* and a *verb*. The verb comes after the subject.

After the verb, there can be an *object* (usually a *noun* or *noun phrase*). You can also add extra information by using an *adjective* or a *prepositional phrase*.

subject	verb	noun phrase
I	visit	my family.

subject	verb	adjective
The people	are	happy.

subject	verb	prepositional phrase
The festival	is	in May.

1 Underline the subject and circle the verb in each sentence.

- 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 city centre.

2 Underline the words that come after the verb in each sentence. Then write *N* for noun, *A* for adjective, and *P* for prepositional phrase.

- 1 My family eat at home. _____
- 2 The costumes are beautiful. _____
- 3 We exchange presents. _____
- 4 I celebrate in the evening. _____
- 5 The festival is traditional. _____

3 Put the words in order to make complete sentences.

1 celebrate / People in Wales / New Year / .

2 at the weekend / My parents and I / cook together / .

3 excited / is / Everyone in my town / about the festival / .

4 eat / My family / in the morning / .

5 do not visit / my grandparents / We / .

Prepositional phrases

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

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

The prepositional phrase can also come at the beginning of the sentence, followed by a comma.

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

4 Underline the prepositional phrase in each sentence. Circle the object.

1 We watch films 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 will watch the parade.

ACADEMIC WRITING SKILLS

ORGANIZING SENTENCES INTO A PARAGRAPH

In written English, sentences are organized into paragraphs. A paragraph is a group of sentences about the same topic. A new topic should be put in a new paragraph.

A paragraph has a *topic sentence*, *supporting sentences* and a *concluding sentence*. A paragraph is often written in this order:

- 1 The **topic sentence** describes what the paragraph is about. It is usually the first sentence in a paragraph.
- 2 The **supporting sentences** tell 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. The concluding sentence often starts with phrases like *In conclusion*, *In summary* or *To summarize*. Some short paragraphs do not have a concluding sentence.

- 1 Look at the sentences. They are from two different paragraphs. Paragraph 1 is about a city. Paragraph 2 is about a festival. Organize the sentences into two paragraphs. Write 1 or 2 next to each sentence.

- a Janadriyah is a cultural festival in Saudi Arabia. 2
- b It is a very noisy city. 1
- c People watch the camel-racing event. _____
- d In the summer, it is very hot. _____
- e It happens in February or March. _____
- f I live in Taipei. _____
- g There are lots of shops and restaurants. _____
- h People listen to traditional poetry. _____
- i It's a great place to live. _____

- 2 Read the paragraph and follow the steps.

- 1 Circle the topic sentence and write T next to it.
- 2 Underline the supporting sentences and write S next to them.
- 3 Highlight the concluding sentence and write C next to it.

When I was a child, my classmates and I always celebrated International Teacher's Day. It was my favourite day of the year. We brought gifts for our teacher. We ate special food and we usually played games. The teachers loved Teacher's Day and the students loved it, too. To summarize, I have very special memories of Teacher's Day.

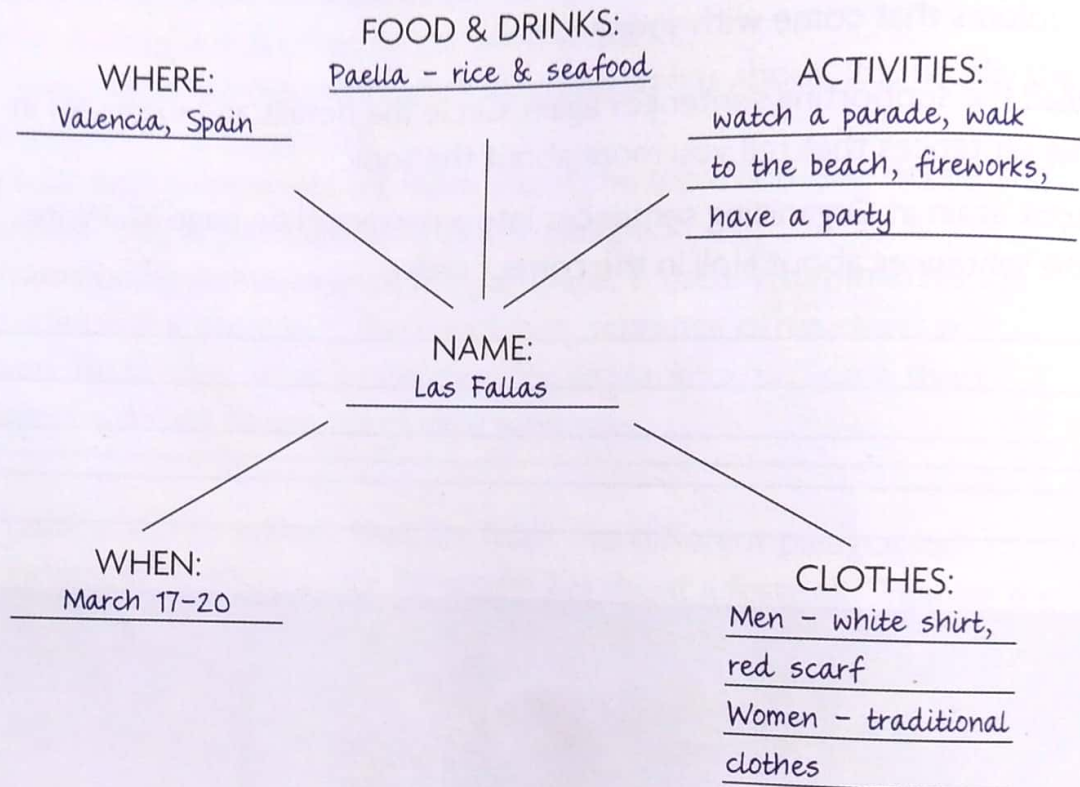
- 3 Read the sentences. Write *T* next to the topic sentence, *S* next to the supporting sentences and *C* next to the concluding sentence.
- a Holi usually lasts for two days and people laugh, have fun and forget their troubles. _____
 - b Holi is an ancient festival that celebrates the beginning of spring. _____
 - c India celebrates the Festival of Colours, also known as Holi. _____
 - d In conclusion, this festival is an interesting Indian celebration. _____
 - e During this festival, friends and family get together and throw coloured water and powder at each other – this activity celebrates the beautiful colours that come with spring. _____
- 4 Read the supporting sentences again. Circle the details and examples in the sentences that tell you more about the topic.
- 5 Look again at Organizing sentences into a paragraph on page 52. Write the sentences about Holi in the correct order.

WRITING TASK

Describe a festival or special event.

PLAN

- 1 Look at the ideas map below. Use the information to complete the model paragraph below.



In Valencia, Spain, people celebrate Las Fallas. Las Fallas is in the month of ⁽¹⁾ _____ every year. It starts on the ⁽²⁾ _____ and ends on the 20th. People watch a ⁽³⁾ _____ in the streets. In the evening, everyone walks to the ⁽⁴⁾ _____ and has a party. There are fireworks. People also eat ⁽⁵⁾ _____. It is a meal of ⁽⁶⁾ _____ and seafood. Men wear a white shirt and a ⁽⁷⁾ _____ scarf, and women wear traditional ⁽⁸⁾ _____. In conclusion, Las Fallas is an enjoyable festival in Spain with fun activities, great food and interesting traditional clothing.

- 2 Look back at the ideas map you completed for Exercise 4 in the Critical thinking section. Use your notes to write a topic sentence in the paragraph planner below. Write about the name of the event you chose and where it takes place.

topic sentence: name and place	
supporting sentence (1): when	
supporting sentence (2): activities	
supporting sentence (3): food and drinks	
supporting sentence (4): clothes	
concluding sentence	

- 3 Use your notes to write four supporting sentences about the details of the festival (when it takes place, activities, food and drinks, and clothes) in the planner.
- 4 Write your concluding sentence in the planner. Your concluding sentence should summarize the main idea of the paragraph.
- 5 Refer to the Task checklist on page 56 as you prepare your paragraph.

WRITE A FIRST DRAFT

- 6 Use the sentences in the paragraph planner to write a paragraph.

REVISE

- 7 Use the Task checklist to review your paragraph for content and structure.

TASK CHECKLIST	✓
Did you describe a festival or special event?	
Are the sentences organized in a paragraph?	
Does the paragraph start with a topic sentence stating the name of the event and where people celebrate it?	
Does the paragraph say when the event is?	
Does the paragraph have supporting sentences about the activities, food and drink, and clothes?	
Does the paragraph have a concluding sentence?	

- 8 Make any necessary changes to your paragraph.

EDIT

- 9 Use the Language checklist to edit your paragraph for language errors.

LANGUAGE CHECKLIST	✓
Did you use <i>on</i> , <i>in</i> and <i>at</i> correctly?	
Did you use adverbs of frequency correctly?	
Did you use correct sentence structure?	
Did you use prepositional phrases correctly?	

- 10 Make any necessary changes to your paragraph.

OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about New Year celebrations in England and Scotland.

preview a text.

identify important information.

use prepositions of time and place.

use adverbs of frequency.

write simple sentences.

organize sentences into a paragraph.

write a descriptive paragraph.

- 2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.



WORDLIST

activity (n)

gift (n)

popular (adj)

celebrate (v)

highlight (n)

take part (phr v)

culture (n)

history (n)

traditional (adj)

fireworks (n)

lucky (adj)

visitor (n)

= high-frequency words in the Cambridge Academic Corpus



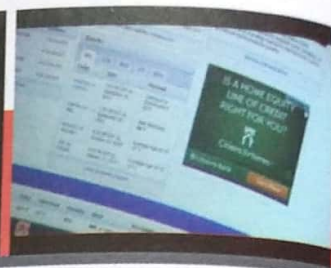
UNLOCK YOUR KNOWLEDGE

Look at the photo and answer the questions.

- 1 What do you think the woman's job is?
- 2 What is she using the tablet for?
- 3 How much time do you spend on the internet every week?
- 4 What activities do you use the internet for?



WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

USING YOUR KNOWLEDGE

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 Why do people buy things from websites?
 - 2 What kinds of adverts do you see online?
 - 3 Do you ever worry when you use technology? Why / Why not?
- 2 Read the opinion. Do you agree or disagree? Discuss your answer with your partner.

People should never give personal information on websites when they are online in public places such as airports, hotels or coffee shops.

GLOSSARY

- habit** (n) something that you do regularly, almost without thinking about it
- advertising** (n) the business of trying to persuade people to buy products or services
- ad** (n) an advert: a picture, short video, song, etc. that tries to get you to buy a product or service
- predict** (v) to say what you think will happen in the future
- clue** (n) a sign or piece of information that helps you solve a problem or answer a question

WHILE WATCHING

- 3  Watch the video. Complete each sentence with a word from the box.

looking showing taking talking texting walking

- 1 A woman is _____ someone on her phone.
- 2 A man is _____ to someone on his phone.
- 3 People are _____ while _____ at their phones.
- 4 A woman is _____ a photo with her camera.
- 5 A computer is _____ an advert on a website.

- 4  Watch again. Circle the correct answers.

- 1 The amount of data is growing by 2.5 *million* / *billion* gigabytes every day.
- 2 All that data is worth a lot of *money* / *time*.
- 3 Mike Baker decided to help change the world of *travelling* / *advertising*.
- 4 Companies could predict what people might want to *buy* / *sell*.
- 5 Mike's program looks at data *quickly* / *slowly*.
- 6 Personalized adverts are sent to *companies* / *customers*.

- 5 Match the sentence halves. Compare your answers with a partner.

- 1 The amount of data is growing because _____
- 2 Using data is difficult because _____
- 3 Mike Baker found a partner because _____
- 4 Mike hunts data because _____

- a he needed help.
- b there is too much of it.
- c we leave information every time we call, text or search online.
- d it is worth a lot of money.

- 6 Work with a partner. The speaker in the video says, 'Maybe it's better to see ads for things you like than for things you don't care about.' What does he mean?

DISCUSSION

- 7 Work in small groups. Discuss the questions.

- 1 What are some differences between adverts online, on TV and in newspapers or magazines?
- 2 What kinds of adverts do you prefer to see on your phone or computer?
- 3 Name five companies that advertise around the world. Describe one advert that you remember.

UNDERSTANDING
DETAIL

UNDERSTANDING
MAIN IDEAS

MAKING INFERENCES

WATCH AND LISTEN

READING

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the sentences (1–7) and write the words in bold next to the definitions (a–h).

- 1 People should always use a **secret** password on their smartphone. This helps to keep their information safe.
- 2 After I buy the correct **software**, I'll be able to make music and draw pictures on my computer.
- 3 Sarah has an **interest** in the newest technology, so she always learns about it very quickly.
- 4 The software allows teachers to **collect** information about how well their students are doing.
- 5 Shopping websites must have strong **security**. People have to be sure their personal information and credit card numbers are safe.
- 6 Ahmed likes to **record** his friends when they do something funny. Then he shares the videos online.
- 7 After I saw an online **advert** for a new smartphone, I really wanted to get one.
- 8 Many people don't want to pay to use news websites because so much of the news is already **free** online.

- a advert (n) a picture, short film, etc. that tells people about something they can buy
- b interest (n) something you enjoy doing or learning about
- c collect (v) to get things from different places and bring them together
- d free (adj) costing no money
- e security (n) the things that are done to keep someone or something safe
- f record (v) to store sounds, pictures or information on a camera or computer so that they can be used in the future
- g software (n) programs you use to control what a computer does
- h secret (adj) not known or seen by other people

- 2 Before you read, circle the title and subtitle in the website on page 63.
- 3 Circle the best description of the topic of the website.
 - a the benefits (+) of the internet
 - b the dangers (–) of the internet
 - c why people use the internet
- 4 Read the website and check your answers.

SCANNING TO PREDICT CONTENT

Someone's always watching you online ...

How companies buy and sell your personal information

1 Did you know that when you surf the web, websites in some countries put **secret software** on your computer? The software **collects** a large amount of information about you and sends it to internet companies. The internet companies sell it to other businesses. Your personal information can also be gathered from social media sites. There are many ways your information can be used.



2 First, companies collect your information and **record** all your online habits. They 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 male¹ or female², how old you are and your **interests**. The companies use this information to decide which **adverts** are best for you. Two people can go to the same website, but they will see different adverts. For example, someone who likes sports could see an advert for trainers, and someone who likes films might see an advert for a film.

3 Your personal information could also be sold. Some companies collect information just so they can sell it to other businesses. A business that collects and sells personal information is called a **data broker**. When data brokers sell your information, a lot of different companies will know your online habits. Then these companies will advertise products or other websites to you.

4 Another way your personal information can be collected is through social media. When your information is on social media, a lot of people can see it. Even if you don't use social media, a friend might post a picture or video of you with your name on it. Pictures and videos can be shared for **free** on social media, which is one of the great advantages. However, that same act of sharing could be a problem for your own **security**. If someone knows too much about you, they can steal your identity. Then they can buy things online and post messages while pretending to be you.

5 However, it's not all bad news. The law is finally changing when it comes to technology. In the European Union, for example, they have introduced the General Data Protection Regulation (GDPR). This rule means that internet users can now ask companies to show them what information they have about them and even make them delete it. If other countries do the same, the internet could soon be a much safer place.

[find out more](#)

¹male (adj) a man

²female (adj) a woman

THE NEXT STEP



Careers advice for university graduates

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WHILE READING

Reading for main ideas

Reading for main ideas

When reading, it is important to understand the main ideas in the text. Remember that each paragraph has one topic. The main idea of a paragraph is the most important point of what the author says about the topic. The main idea can often be found in the topic sentence, which is usually the first or second sentence in the paragraph. Because the main idea connects all of the information together, reading for main ideas is the key to understanding the text.

READING FOR MAIN IDEAS

READING FOR DETAIL

- 5 Read the text again. Circle the correct ending for each sentence.
- 1 In some countries, internet companies *ask you for information / take information without asking you.*
 - 2 Internet companies show *different adverts to different people / the same adverts to everyone.*
- 6 Write the words from the box in the correct place in the table. For some items, more than one answer is possible.

a data broker other websites you might like the websites you visit
your address your age your gender (male/female) your interests
your online habits your social media page

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

READING BETWEEN THE LINES

SKILLS

Making inferences

When people read, they often make inferences about a text. To make an inference, think about what the author writes, the way they write it and what you already know about the subject. Make a guess about information that isn't in the text. Inferences are not facts, so different answers are often possible.

- 7 Look at the adverts on the website on page 63. What can you guess about the people using the website? Answer these questions.
- 1 How old are the users?
 - 2 What are the users' interests?
- 8 What can you infer from the text? Circle the correct answers.
- a You don't usually know what websites are collecting information about you.
 - b You should be careful with your personal information when you travel.
 - c Someone could pretend to be you and send an email to your friend.
 - d Data brokers probably make a lot of money selling personal information.
- 9 Work with a partner. Compare and discuss your answers.

DISCUSSION

- 10 Read the three opinions about the topic of the website. Circle the opinion you agree with most.

a I don't think companies should take any of this information from you – it's really bad. Think about the danger of so many people knowing your private information.

c I think it's great. If companies can show you adverts for things you like, you can find out about new things.

b I don't see the problem. Companies need to make money somehow – we get a lot of free things on the internet, and this is a good way to pay for them. There are benefits for everyone.

- 11 Work with a partner. Compare and discuss your answers.

MAKING INFER

READING 2

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the definitions. Complete the sentences with the words in bold.

- affect** (v) to influence someone or something; to cause change
creative (adj) good at thinking of new ideas or creating new and unusual things
download (v) to copy programs, music or other information electronically from the internet to your device (e.g. a computer)
educational (adj) providing or relating to teaching and learning
imagination (n) the part of your mind that creates ideas or pictures of things that are not real or that you have not seen
improve (v) to get better or to make something better

- 1 There are a lot of apps you can download onto your phone to help you learn a new language.
 2 I like to watch educational videos so I can learn something new. I just watched one about the history of aeroplanes.
 3 Gabriela took a course to improve her computer skills. Now she can type faster and find information on the internet more easily.
 4 Reading, telling stories and having new adventures can help children to develop their imagination.
 5 Art students are very creative. On my course, we use new software to make some really interesting and beautiful designs.
 6 Spending too much time on your smartphone may affect your health in negative ways. It can hurt your eyes and give you a headache.

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

advantage disadvantage benefit negative positive

+	-
advantage	

- 3 Do you know any other words that could go in the table? If you do, add them.
 4 You are going to read about video games. Before you read, discuss the questions with a partner.
 1 Why do some people like video games?
 2 What ages do you think most video game players are?

USING YOUR KNOWLEDGE

Video games for kids: win or lose?

- 1 Do video games **affect** our children negatively? Today, our children spend more and more time online. Many children spend a lot of their free time playing games on the internet, on video game systems or on their mobile devices. In the UK, 99% of kids aged 8 to 15 play video games every week, and children as young as five play video games regularly. This information tells us that the benefits and dangers of video games must be carefully considered.
- 2 For many people, video games are fun and **educational**. They have bright lights, funny cartoons¹ 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 because they can learn how computers and other devices work while they play.
- 3 However, a recent study suggests that video games can also be bad for children. First, children can **download** many games for free. They don't need money, so they don't need to ask their parents if they can download the games. This means that parents often don't know if their children are playing violent or scary games. Second, many children spend too much time playing games on computers, smartphones and tablets and this can lead to health problems – children who spend too much time on the computer and don't exercise can become overweight². Third, if children spend too much time playing games instead of doing homework, they can have problems at school and get bad grades. Finally, video games can affect children's social skills. Playing and working with friends is very important for children and it teaches them how to talk to other people. If children spend too much time playing video games by themselves, they might not learn how to play with their friends.
- 4 In conclusion, it seems clear that video games have some advantages and some disadvantages. On the 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. It is up to parents to know what games their children are playing and how much time they spend on them. Parents should also make sure their children get enough exercise and spend time with other children.

¹cartoons (n) films made using characters that are drawn and not real

²overweight (adj) too heavy or weighing more than the usual amount

READING FOR MAIN IDEAS

READING FOR DETAIL

WHILE READING

5 Read the text on page 67. Write the paragraph numbers that include the main ideas below. Then write the sentences from the text that contain each main idea.

1 Video games have some disadvantages. Paragraph: _____

Sentence: _____

2 Video games have some advantages. Paragraph: _____

Sentence: _____

6 Cross out the advantages and disadvantages in the table 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. 5 can help children exercise.	Video games ... 6 can cause health problems. 7 are boring. 8 can make it difficult for children to learn to talk to people. 9 can be unsuitable for children. 10 can cause problems between parents and children.

7 Work with a partner. Discuss whether you agree with the advantages and disadvantages in Exercise 6.

READING BETWEEN THE LINES

8 Read the questions. Circle the correct answer. Compare your answers with a partner.

1 What type of text is this?

- ☒ a an essay
- ☐ b a newspaper article
- ☐ c a website

2 Who do you think is the author?

- ☐ a a parent
- ☐ b a journalist
- ☒ c a student

DISCUSSION

9 Work with a partner. Use ideas from Reading 1 and Reading 2 to answer the following questions.

1 How much time do you spend on the internet each week? Do you think it is too much? Would older people agree with your answer? Why / Why not?

2 What are some of your online habits? What might an internet company learn about you from your online habits?

RECOGNIZING TEXT TYPE

SYNTHESIZING



COMPOUND NOUNS

VOCABULARY

In English, you can put two or more words together to form a new word.

This is called a *compound noun*. Compound nouns are very common in English. Some compound nouns are written as one word (e.g. keyboard = key + board). Others are written as two or three separate words (e.g. computer program).

A **laptop** is a small computer that you can carry around with you.

A **touch screen** is a screen on a computer, smartphone or tablet that you touch in order to give it instructions.

A **password** is a secret word that allows you to use your computer.

A **home page** is the first page you see when you look at the internet.

1 Match the compound nouns (1–6) to their definitions (a–f).

- | | |
|--------------------|--|
| 1 video game | a a set of pages of information on the internet |
| 2 computer program | b a set of keys on a computer that you use to type |
| 3 keyboard | c a mobile phone that can be used as a computer |
| 4 email address | d a game that is played on a screen |
| 5 website | e instructions that make a computer |
| 6 smartphone | f an address for an email inbox |



2 Use the compound nouns from Exercise 1 to complete the sentences.

- My computer's _____ is broken. I can only type in capital letters.
- I just bought a new _____. I can use the internet anywhere now.
- What's your _____? I'll send you the pictures from the party.
- I found a(n) _____ with good information I can use for my essay.
- I can play this _____ on my computer or on my smartphone. It's really fun!
- I downloaded a(n) _____ to check my computer for viruses.

GIVING OPINIONS

GRAMMAR

Use phrases such as *I think that*, *I believe that*, *It seems to me that* and *In my opinion* to talk about your opinion.

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.

3 Look at the phrases for giving opinions. 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

4 Complete the sentences with an adjective. Write sentences that are true for you.

- 1 Video games are _____.
- 2 Online shopping is _____.
- 3 Social media sites are _____.
- 4 Online banking is _____.
- 5 Smartphones are _____.
- 6 Watching videos online is _____.

5 Rewrite the sentences in Exercise 4 to show that they are your opinion. Use phrases from the box above.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

6 Share your sentences from Exercise 5 with a partner. Give reasons. Do you have the same or different opinions?



WRITING

CRITICAL THINKING

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

The internet wastes our time. It does not help us do more work.
Do you agree or disagree?

SKILLS

Identifying appropriate answers

When you answer a question, it is important to include only information that is related to the topic. You need to understand exactly what the question asks you to do and how you have to do it. You can then decide which information to include and how to appropriately answer the question.

1 Match each question to the correct way to answer it.

- 1 How does the internet waste our time? How does it help us do more work? _____
- 2 The internet wastes our time more than it helps us do work. Do you agree or disagree? _____
 - a Give your opinion about whether the internet wastes our time or helps us do more work. Give examples to support your argument.
 - b Describe the ways the internet wastes our time and the ways it helps us do more work.

2 Read what the three students think about the internet. What advantages and disadvantages do they talk about?

The internet is great for being able to read newspapers from all over the world. I can read news from back home in China. Also, when I read a newspaper in English, I learn new words. If I just want to have fun, I can play a few video games. However, I have to be careful about how much time I spend on the internet because I don't want to get addicted to it.

Chen

Sometimes I like to do my homework at home, instead of going to the library. The internet is useful for that. I can go to a lot of different websites for help with my homework, and I can email my classmates and teachers if I have questions. Sometimes I worry, though. I have so much information on my computer that if it breaks, I'll lose a lot of it.

Adalaide

I love social media sites because I can connect with people who like the same music that I do. And without social media, I wouldn't learn about all the films that are made in different countries and which ones I should go and see. Of course, the internet is a great place for learning, too. I watch a lot of educational videos and I learn interesting things about cultures and traditions that are different from mine.

Yasir

ANALYZE





APPLY

- 3 Work with a partner. Discuss whether you agree with the students' opinions. Explain your reasons.
- 4 Look at the students' opinions again. Decide whether you think they are advantages or disadvantages of using the internet. Then write them in the correct column of the table.

The internet helps us do work.	The internet wastes our time.



EVALUATE

- 5 Add two more points to each column.
- 6 Work with a partner. Which points are the most convincing? Why?

GRAMMAR FOR WRITING

CONNECTING IDEAS

and, also and too

Use the conjunction *and* or the adverbs *also* or *too* to add information. Connecting ideas makes your writing better and easier to understand.

Use *and* to join two ideas in a single sentence.

My sister has a computer. She has a smartphone.
→ My sister has a computer **and** a smartphone.

Jessica texts her friends. She shares photos.
→ Jessica texts her friends **and** shares photos.

You can 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**.

Put *also* before the main verb. Put *too* at the end of the sentence. *Too* usually has a comma before it.

- 1 Join each pair of sentences to make one simple sentence with *and*.
- 1 Video games are boring. They are bad for children.
Video games are boring and bad for children.
 - 2 You can share photos. You can talk to your friends.

 - 3 I use online banking. I check my email.

 - 4 She does homework on her computer. She watches films on her computer.

 - 5 I often shop for clothes on the internet. I pay with my credit card.

2 Look at the sentence pairs. Rewrite the sentences with *also* or *too* in the second sentence to connect the ideas.

- 1 Many people download music. They download videos. (also)

- 2 I write a blog about travelling. I read a lot of travel blogs. (too)

- 3 I read the newspapers online. I check social media. (also)

- 4 I look at maps on my phone. I look at photos on my phone. (also)

Compound sentences

A *compound sentence* contains two independent clauses (clauses which have their own subject and verb). Use a conjunction, such as *and* or *but*, to link two independent clauses.

Use *and* to add information.

Lina doesn't have a smartphone. She doesn't want one.

→ Lina doesn't have a smartphone, **and** she doesn't want one.

Use *but* to give contrasting or different information or ideas.

Martin reads books on a tablet. Jose likes to read printed books.

→ Martin reads books on a tablet, **but** Jose likes to read printed books.

Use a comma before *and* or *but* in a compound sentence.

3 Join each pair of simple sentences to make one compound sentence.
Use *and* or *but*.

1 Video games are boring. They can affect your social skills.
Video games are boring, and they can affect your social skills.

2 I sent an email to Alan. He did not write back to me.

3 I like to shop online. My father thinks it's not safe.

4 I call my mother every Saturday. I visit her every Sunday.

5 I bought a new phone. It doesn't work.

6 You can check the weather. You can find a good restaurant.

7 Some games are educational. Other games are just for fun.

8 I want to learn about the new company. I can't find their website.

9 The class went to the library. They learnt how to use the new computers.

10 The home page gives the company's address. It is the wrong address.

However

You can also connect two sentences with contrasting or different information or ideas with *however*.

Smartphones are very popular. They are very expensive.

→ Smartphones are very popular. **However**, they are very expensive.

Use *however* at the start of a new sentence, followed by a comma.

- 4 Rewrite each pair of sentences. First write a compound sentence using *but*. Then link the ideas with *however*.

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 apps are educational. Some apps are a waste of time.

a _____

b _____

3 I use online banking. I sometimes forget my password.

a _____

b _____

4 I use the internet on my smartphone. Sometimes it is very slow.

a _____

b _____

- 5 Work with a partner. Look at Exercise 4. Discuss whether you think sentences 1 and 2 are true.



ACADEMIC WRITING SKILLS

TOPIC SENTENCES

SKILLS

A topic sentence tells you the main idea of a paragraph. It is usually the first or second sentence in a paragraph. A topic sentence has two parts: the *topic* and the *controlling idea*. The topic tells you what the paragraph is about. The controlling idea gives the topic a focus.

topic

controlling idea

The internet has many advantages. You can find information quickly and keep in touch with your friends. It's also easy to share photos and watch videos. The internet makes life easier.

- 1 Look at paragraphs 2 and 3 in Reading 2 on page 67. Underline the topic sentences.
- 2 Read the topic sentences. Underline the topic. Circle the controlling idea.
 - 1 Social media 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 online from all over the world.
- 3 In each paragraph, the topic sentence is missing. Write the topic sentences from Exercise 2 above the correct paragraph.
 - a _____
It is easy to spend a lot of money on them. 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 wrote an article or where they got their facts. People can write things that are not true.



WRITING TASK

The internet wastes our time. It does not help us do more work.
Do you agree or disagree?

PLAN

- 1 Look at the question above. Do you agree or disagree? Circle the answer that is true for you.

1 2 3 4

1 = strongly disagree

2 = disagree more than agree

3 = agree more than disagree

4 = strongly agree

- 2 Look at the table in Exercise 4 of the Critical thinking section. Highlight the three ideas that best support your opinion.

- 3 Look at the paragraph planner.

1 Write your topic sentence in the planner.

2 Write your three supporting ideas in the planner.

topic sentence:	supporting idea 1:
	supporting idea 2:
	supporting idea 3:

- 4 Refer to the Task checklist on page 78 as you prepare your paragraph.

WRITE A FIRST DRAFT

- 5 Write the first draft of your paragraph. Connect your ideas and sentences.

REVISE

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

TASK CHECKLIST	✓
Did you answer the question correctly?	
Did you include a topic sentence with a controlling idea?	
Did you give your opinion on the topic?	
Did you include three supporting ideas?	
Did you include a concluding sentence?	

- 7 Make any necessary changes to your paragraph.

EDIT

- 8 Use the Language checklist to edit your paragraph for language errors.

LANGUAGE CHECKLIST	✓
Did you use compound nouns correctly?	
Did you use the correct sentence order with the phrases <i>I think</i> <i>that, I believe that, it seems to me that</i> and <i>in my opinion</i> ?	
Did you use <i>and, also</i> and <i>too</i> correctly?	
Did you use <i>but</i> and <i>however</i> correctly?	
Did you use compound sentences?	

- 9 Make any necessary changes to your paragraph.

OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about advertising.

read for main ideas.

make inferences.

identify appropriate answers.

give opinions.

connect ideas.

write topic sentences.

write a one-sided opinion paragraph.

- 2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.



WORDLIST

advert (n)

affect (v)

collect (v)

computer program (n)

creative (adj)

download (v)

educational (adj)

email address (n)

free (adj)

imagination (n)

improve (v)

interest (n)

keyboard (n)

record (v)

secret (adj)

security (n)

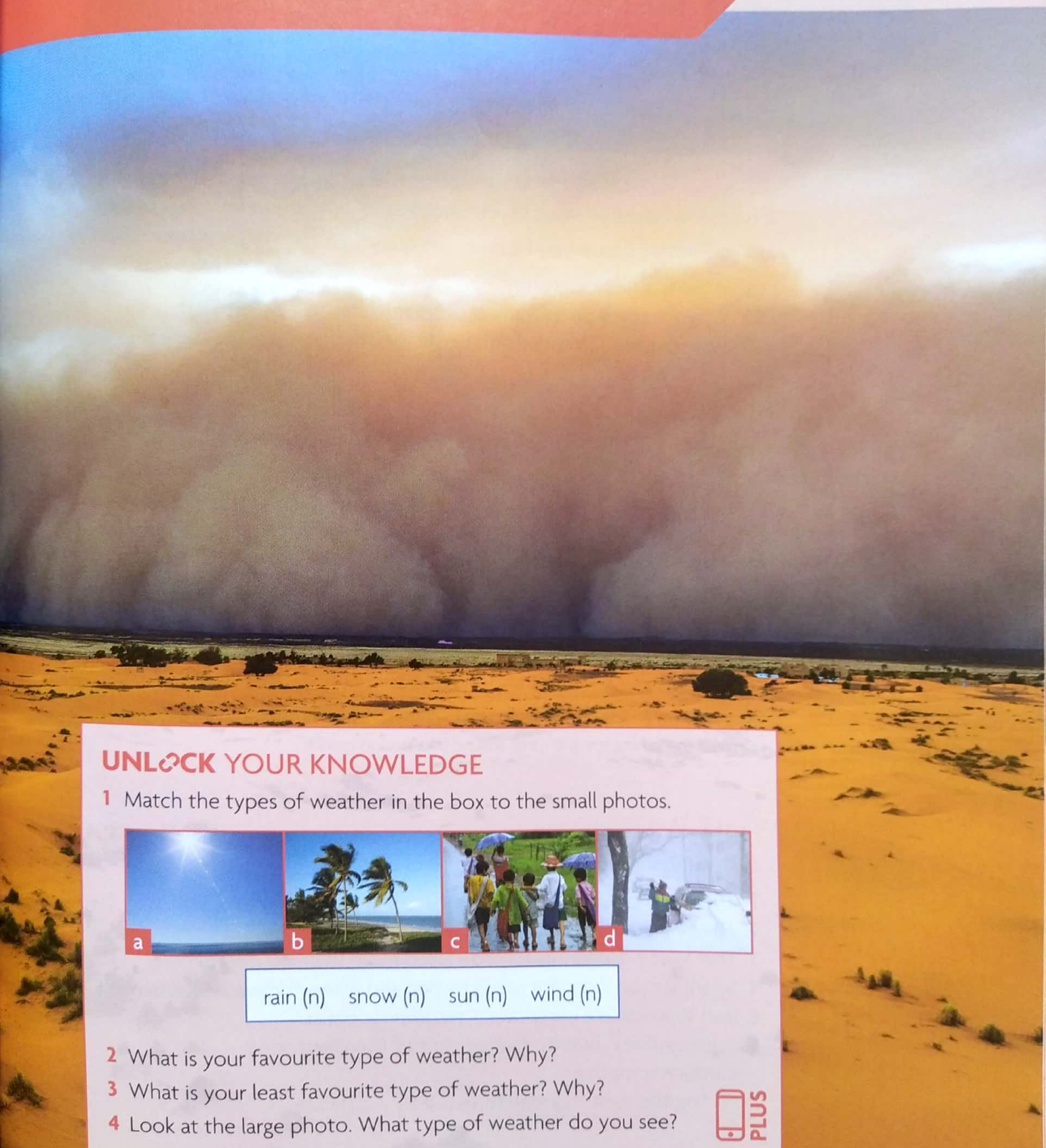
smartphone (n)

software (n)

video game (n)

website (n)

= high-frequency words in the Cambridge Academic Corpus



UNLOCK YOUR KNOWLEDGE

1 Match the types of weather in the box to the small photos.



a



b



c



d

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

- 2 What is your favourite type of weather? Why?
- 3 What is your least favourite type of weather? Why?
- 4 Look at the large photo. What type of weather do you see?



WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

UNDERSTANDING DETAIL

PREPARING TO WATCH

- 1 Work with a partner and answer the questions.
 - 1 What is a thunderstorm?
 - 2 Why are some people afraid of thunderstorms?
 - 3 How can wind from a storm be dangerous?
- 2 Look at the pictures from the video. Discuss the questions with your partner.
 - 1 What do you think the video is about?
 - 2 Where do you think it takes place?
 - 3 What do you think is the man's job?

GLOSSARY

- extreme** (adj) the worst or most serious, for example, extreme weather conditions
tornado (n) an extremely strong, dangerous wind that blows in a circle
alley (n) a narrow street between buildings
produce (v) to cause a reaction or a result
Doppler radar (n) a special radar system that can give us information about a storm
spin (v) if something spins, it turns around and around quickly

WHILE WATCHING

- 3 Watch the video. Circle the correct answers.
 - 1 The middle of the United States is called Tornado Alley / Valley.
 - 2 The year 2010 / 2011 was very bad for tornadoes.
 - 3 That year a dangerous tornado killed more than 160 / 60 people.
 - 4 Scientists can / cannot predict when and where tornadoes will happen.
 - 5 Josh Wurman is a computer / weather scientist.
 - 6 Seventy-five / Twenty-five percent of thunderstorms produce tornadoes.
 - 7 Finding the right thunderstorm is easy / difficult.

4  Watch again. Match the questions (1–5) to the correct answers (a–e).

- | | |
|---|-----------------------------|
| 1 What does spring bring? | a Tornadoes. |
| 2 What killed people in Joplin, Missouri? | b Warm, wet air. |
| 3 What is Josh Wurman studying? | c A dangerous tornado. |
| 4 What does Josh use to find storms? | d Tornadoes happen quickly. |
| 5 Why did the team have to move fast? | e A Doppler radar scanner. |

5 Read the statements. What is the video mainly about?
Circle the best answer.

- a Some thunderstorms produce tornadoes, but others do not.
- b Tornadoes are one of the most dangerous kinds of weather in the world.
- c The winds in a tornado can spin faster than the winds in a hurricane.

6 Work with a partner. Do Josh and his team enjoy their work?
How do you know?

UNDERSTAND
MAIN ID

MAKING INFEREN

DISCUSSION

7 Work with a partner. Discuss the questions.

- 1 Is Josh Wurman's job important? Why / Why not?
- 2 What other jobs are related to weather?
- 3 Why do people choose to live in areas with extreme weather?

8 Work in small groups. Make a list of five things you would do to prepare for a tornado.

READING 1

PREPARING TO READ

- 1 You are going to read a text about extreme weather. Before you read, look at the definitions. Complete the sentences with the words in bold.

almost (adv) not everything, but very close to it
cover (v) to lie on the surface of something
dangerous (adj) can harm or hurt someone or something
huge (adj) extremely large in size or amount
last (v) to continue for a period of time
lightning (n) a flash of bright light in the sky during a storm
thunder (n) the sudden loud noise that comes after a flash of lightning

- 1 I think the big snow storm will _____ the ground in snow. We won't be able to see any grass at all.
- 2 Although _____ can be very scary, it is also beautiful when it flashes in the sky.
- 3 _____ every house on our street was damaged by the storm. Only two houses were OK.
- 4 Asli got sick when the weather changed. Luckily, it didn't _____ long. She felt better after a couple of days.
- 5 The _____ scared our cats. They hate the loud noise.
- 6 There has been a _____ increase in rainfall this year. As a result, the lakes and rivers are at the highest levels in years.
- 7 Swimming in the rain can be _____ if there is lightning. You should get out of the water right away so you don't get hurt.

- 2 Work with a partner and discuss the questions.

- 1 What kind of weather do you have where you live? Is it different throughout the year? If so, how?
- 2 What does the word *extreme* mean?
- 3 What is an example of extreme weather?



1 Extreme weather

Extreme weather is when the weather is very different from normal. Extreme weather can happen over an hour, a day or a long period of time. It can be **dangerous** and, in some cases, it can cause natural disasters¹.



2 Hurricanes

A hurricane is a type of storm. These storms are also called cyclones or typhoons. In North America 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 over the ocean 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.



3 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. However, in parts of Australia, temperatures may reach 48 °C in a heat wave, and **last** for a few days or even months. And in some places, such as parts of eastern Australia, heat waves can cause droughts². 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 have also happened in Afghanistan, China and Iran.



4 Rainstorms

Too much rain can cause floods³. 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 2015, there were very bad floods in South America. In Argentina, the Paraguay River was **almost** 15 metres higher than normal and water **covered** the streets. In Paraguay, hundreds of thousands of people had to leave their homes. Strong winds damaged the power lines, and several people died. It was the worst flood in 50 years.



5 Sandstorms

A sandstorm is a large storm of dust and sand with strong winds. Sandstorms 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 in 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.

¹disasters (n) events that cause a lot of harm or damage

²droughts (n) long periods when there is no rain and people do not have enough water

³floods (n) if a place floods or is flooded, it becomes covered in water

READING FOR MAIN IDEAS

WHILE READING

- 3 Read the text on page 85. Then circle the statement (a or b) that contains the most important idea in each paragraph (1–5).
- 1 Paragraph 1
 - a Extreme weather is unusual and can cause natural disasters.
 - b Extreme weather can happen over a short time or a long time.
 - 2 Paragraph 2
 - a Hurricanes cover a very wide area.
 - b Hurricanes are huge, dangerous storms.
 - 3 Paragraph 3
 - a In a heat wave, temperatures are hotter than normal.
 - b Heat waves sometimes occur in Australia.
 - 4 Paragraph 4
 - a In 2015, there were floods in South America.
 - b Floods happen when there is too much rain.
 - 5 Paragraph 5
 - a A sandstorm is a storm with a lot of wind and dust.
 - b Certain countries have frequent sandstorms.

SKILLS

Reading for detail

When reading a text, it is important to understand the details as well as the main ideas. Details give specific information about the main ideas. You can find details in a text by looking for key words. Read the sentences with the key words carefully to understand important information.

READING FOR DETAIL

- 4 Circle the correct ending (a or b) for each sentence (1–4).
- | | |
|--|---|
| 1 Hurricanes move from ... <ol style="list-style-type: none">a land to sea.b sea to land. | 3 Paraguay had ... <ol style="list-style-type: none">a a very big flood in 2015.b no food for people to eat in 2015. |
| 2 Heat waves ... <ol style="list-style-type: none">a may lead to droughts.b aren't usually a big problem. | 4 In 2011, ... <ol style="list-style-type: none">a China had a bad sandstorm.b Iraq had a bad sandstorm. |

READING BETWEEN THE LINES

- 5 Circle the correct answer. Identify the parts in the text that helped you answer each question.
- 1 What type of text is this?
 - a an excerpt from a newspaper
 - b an excerpt from a textbook
 - 2 Who would be interested in reading this text?
 - a someone studying Biology
 - b someone studying climate
 - 3 What kind of information is included in the text?
 - a facts
 - b opinions

DISCUSSION

- 6 Discuss the questions with a partner.
- 1 What is the worst weather you have ever experienced?
 - 2 Has the weather in your country changed in recent years?

READING 2

PREPARING TO READ

SKILLS

Using your knowledge to predict content

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

- 1 You are going to read about the Sahara Desert. Before you read, try to answer the questions.
- | | |
|-------------------------------|-----------------------------------|
| 1 Where is the Sahara Desert? | 2 What is the weather like there? |
| a South Africa | a hot and dry |
| b North Africa | b cold and wet |
| c Central Asia | c hot and wet |
- 2 Read the sentences (1–6). Write the words in bold next to the definitions (a–f).
- 1 It was hot and sunny all day, so it was a **shock** when it suddenly started to rain.
 - 2 The temperature will **rise** over the summer months.
 - 3 Let's wait and see what the weather is like tomorrow. Then we'll **decide** if we want to go to the beach or to a museum.
 - 4 Be **careful** when you drive on icy roads. Go slowly and watch out for other cars.
 - 5 Mawsynram, India has the most **precipitation** in the world. It gets about 11.9 metres of rain every year.
 - 6 The temperature might **drop**, so we'll build a fire to stay warm.
- a _____ (adj) paying attention to what you do so that you don't have an accident, make a mistake or damage something
- b _____ (v) to decrease; to fall or go down
- c _____ (v) to choose between one possibility or another
- d _____ (n) a big, unpleasant surprise
- e _____ (v) to increase; to go up
- f _____ (n) rain or snow that falls to the ground
- 3 Read the article on page 89 and check your answers to Exercise 1.

USING YOUR
KNOWLEDGE

UNDERSTANDING
KEY VOCABULARY





WHILE READING

4 Write the paragraph number (1–8) next to the best title (a–e). You do not need to use all the paragraph numbers.

- a Stay out of the sun _____
- b Drink water _____
- c Stay cool during the day and warm at night _____
- d Don't eat too much _____
- e Stay with your car _____

5 Match the sentence halves. Use the graph on page 89 and information in paragraph 2 to help you.

- | | |
|---|-----------------------------------|
| 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 four o'clock in the morning. |

READING BETWEEN THE LINES

6 Where might you find an article like this?

- a in a newspaper
- b in a travel magazine
- c in a Maths textbook

DISCUSSION

7 Look at the list. Which things would you need most if you were alone in the desert? Choose the three most important things.

- a a blanket
- b a mirror
- c 20 litres of water
- d a radio
- e a map
- f a hat

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

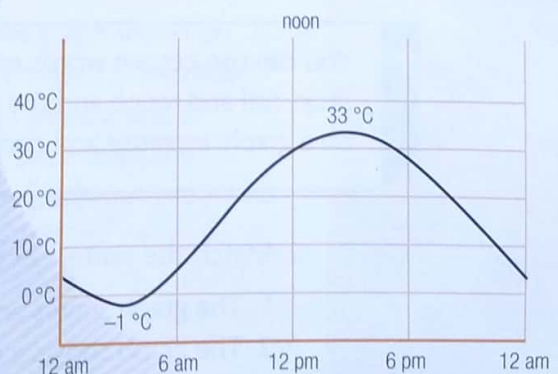
9 Work with a partner. Choose three extreme weather situations from Reading 1 and Reading 2. Discuss some survival tips for the extreme weather you chose.

SURVIVING¹ THE SEA OF SAND

How to stay alive in the Sahara Desert

Brad Rogers

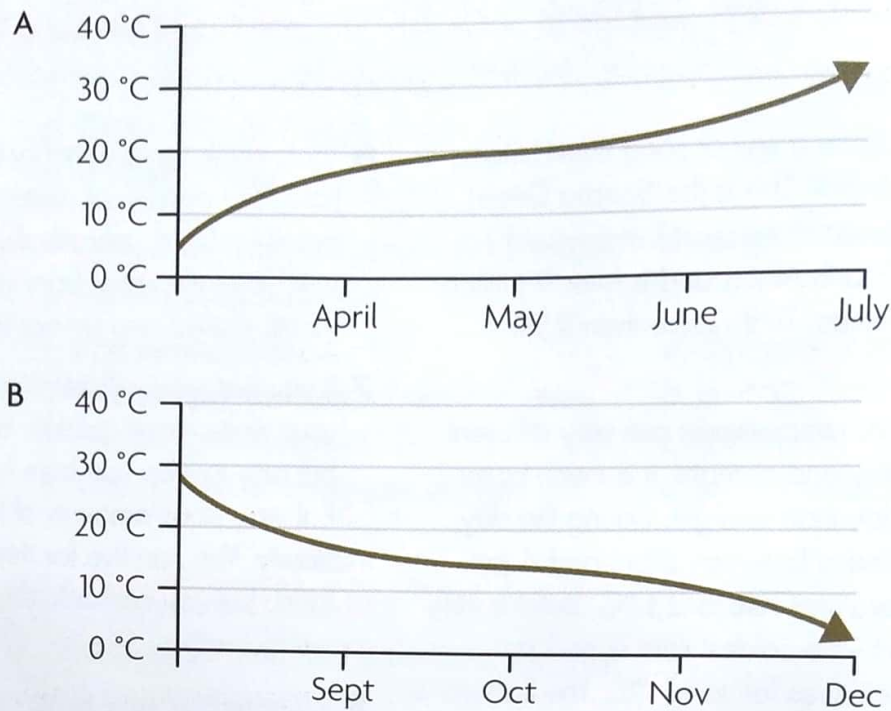
- 1 Can you imagine a sea of sand three times bigger than India? This is the Sahara Desert, the largest desert in the world. It covers 11 countries in North Africa and is over 9 million square kilometres. That's more than 25% of Africa.
- 2 In the Sahara, temperatures are very different during the day and at night. It is much hotter during the day than at night. 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 **precipitation** in a year is only 70 millimetres.
- 3 Because of the extreme temperatures in the desert, it is a very difficult place to survive. Marco Rivera, our survival expert, has some tips.
- 4 Take warm clothes and a blanket. You will need a hat, long trousers and a woollen 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. When the temperature **drops**, it can be a **shock** and make you feel even colder.
- 5 A car is easier to see than a person walking in the desert. You can also use the mirrors from your car to signal² 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 find you and it will keep you warm at night.
- 6 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.
- 7 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 from feeling very hungry. Eat very small amounts of food and eat very slowly. You can live for three weeks with no food, but you can only live for three days without water.
- 8 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.



¹surviving (v) staying alive in dangerous situations

²signal (v) make a sign or wave to get someone's attention

COLLOCATIONS WITH *TEMPERATURE*



- 1** Look at the graphs (A and B). Circle the correct word to complete the sentences (1–4) about the graphs.
- In July, there are *high* / *low* temperatures.
 - In December, there are *high* / *low* temperatures.
 - The *maximum* / *minimum* temperature is 32 °C in July.
 - The *maximum* / *minimum* temperature is 1 °C in December.



DESCRIBING A GRAPH

VOCABULARY

You can use certain words and phrases to talk about graphs. Use the verbs *rise*, *drop*, *fall* and *reach* and the nouns *increase* and *decrease* to describe changes on a graph. *Increase* and *decrease* are also verbs.

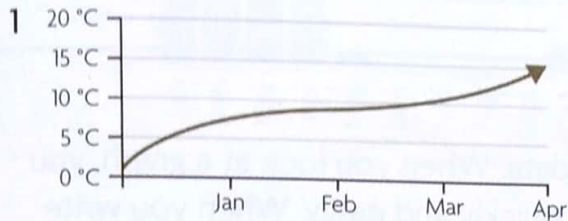
- 2** Match the sentences (1–6) to the correct graph (A or B).
- The graph shows an **increase** in temperature. _____
 - The graph shows a **decrease** in temperature. _____
 - The temperature **rises** to 32 °C. _____
 - The temperature **drops** to 1 °C. _____
 - The temperature **falls** to 1 °C. _____
 - The temperature **reaches** 32 °C. _____

3 Complete the statements with the bold words in Exercise 2.

1 Use _____ and _____ to talk about an increase in temperature.

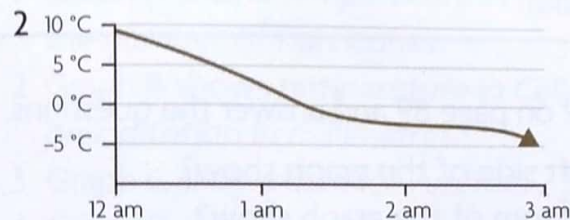
2 Use _____ and _____ to talk about a decrease in temperature.

4 Look at the graphs (1–4). Circle the correct word to complete the sentences (a–b).



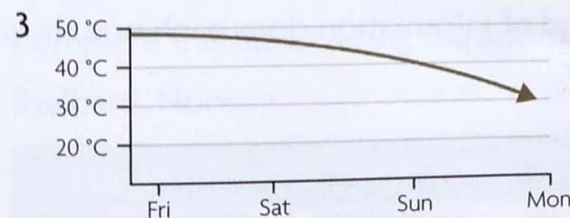
a The graph shows an *increase* / a *decrease* in temperature.

b In April, the temperature *reaches* / *falls* to 15 °C.



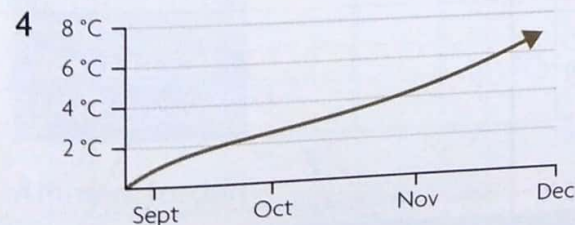
a The graph shows an *increase* / a *decrease* in temperature.

b At three 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.



WRITING

CRITICAL THINKING

At the end of this unit, you will write a paragraph describing data from graphs. Look at this unit's writing task below.

Compare the weather in two places, using information from graphs.

SKILLS

Analyzing graphs

You can use graphs to show numbers or data. When you look at a graph, you can see the most interesting information quickly and easily. When you write about graphs, look at the highest and lowest numbers and then choose the most interesting information to write about.



UNDERSTAND

1 Look back at the graph in Reading 2 on page 89 and answer the questions.

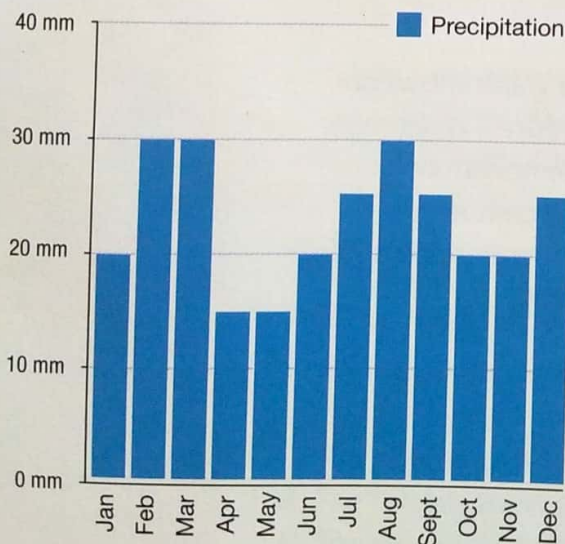
- 1 What do the numbers on the left side of the graph show?
- 2 What do the numbers at the bottom of the graph show?
- 3 What does the highest point in the graph show?
- 4 What does the lowest point in the graph show?



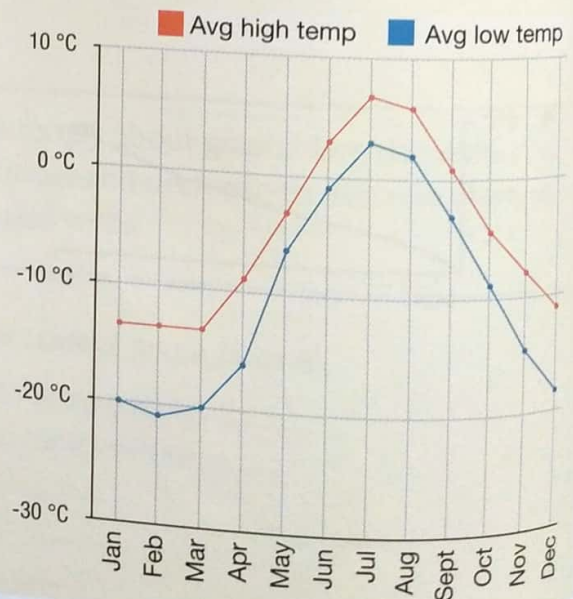
ANALYZE

2 Look at the graphs (A–D). What kind of information does each one show? Check your answers with a partner.

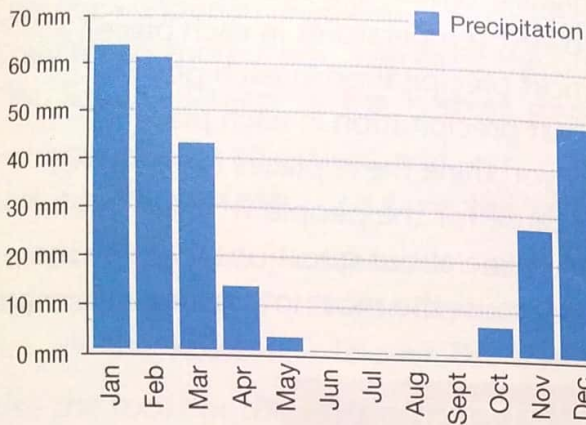
A Precipitation over a year in Svalbard, Norway



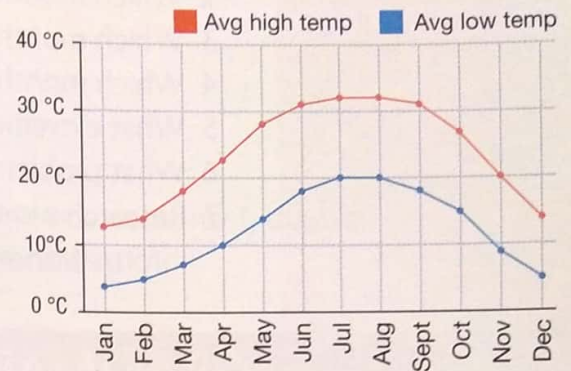
B Temperature over a year in Svalbard, Norway



C Precipitation over a year in Amman, Jordan



D Temperature over a year in Amman, Jordan



3 Circle the correct words to complete the sentences.

- Graph A shows *temperature in Celsius* / *precipitation in millimetres* / *the number of hurricanes*.
- Graph B shows *temperature in Celsius* / *average hours of daylight* / *precipitation in millimetres*.
- Graph C shows data for *Amman* / *Svalbard*.
- Graph D shows *average temperatures* / *precipitation*.
- Graphs A and C are *line graphs* / *bar charts*.
- Graphs B and D are *line graphs* / *bar charts*.

4 Complete the tables, using the information from the graphs in Exercise 2.

Svalbard, Norway

Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Precipitation				15 mm			25 mm		25 mm			
Average high temperature	-13 °C				-3 °C						-8 °C	
Average low temperature			-20 °C	-16 °C								-18 °C

Amman, Jordan

Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Precipitation		61 mm							0 mm		28 mm	
Average high temperature	13 °C					31 °C						14 °C
Average low temperature			7 °C			18 °C				15 °C		



EVALUATE

- 5 Look at the graphs and the tables again and answer the questions.
- 1 Which months have the highest temperatures in each place?
 - 2 Which months have the lowest temperatures in each place?
 - 3 Which months have the most precipitation in each place?
 - 4 Which months have the least precipitation in each place?
 - 5 What extreme weather do you think these places might have?
 - 6 What problems might this cause for the people who live there?
 - 7 Research more information online about questions 6 and 7. Share your information with a partner. Discuss the most interesting information.

GRAMMAR FOR WRITING

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Comparative adjectives

Use a comparative adjective + *than* to show how two people, things or ideas are different.

The Sahara Desert is **hotter than** Paris.

For one-syllable adjectives, add *-er*.

warm → **warmer**

For one-syllable adjectives which end in one vowel and one consonant, double the consonant and add *-er*. Do not double the consonant w.

wet → **wetter** low → **lower**

NOTE: dry → **drier**

Use *more* before almost all adjectives with two or more syllables. *Less* is the opposite of *more*.

beautiful → **more beautiful / less beautiful**

For two-syllable adjectives ending in *-y*, remove the *-y* and add *-ier*.

rainy → **rainier** early → **earlier**

Some comparative adjectives are irregular.

good → **better** bad → **worse**

Use *as* + adjective + *as* to say that two ideas are similar or the same. *Not as ...* means 'less than'.

Cairo is **as hot as** Dubai. London is **not as hot as** Miami.

Superlative adjectives

Use *the* + superlative adjective to compare one person, thing or idea to others. They mean 'more / less than all of the others'.

The Sahara Desert is **the hottest** place in Egypt.

For one-syllable adjectives, add *-est*.

cool → **the coolest** cold → **the coldest**

For one-syllable adjectives which end in one vowel and one consonant, double the consonant and add *-est*. Do not double the consonant *w*.

hot → **the hottest** low → **the lowest**

Use *the most* or *the least* before almost all adjectives with two or more syllables.

dangerous → **the most dangerous** / **the least dangerous**

✗ ~~the most~~ hungriest

For two-syllable adjectives ending in *-y*, remove the *-y* and add *-iest*.

hungry → **the hungriest** early → **the earliest**

Some superlative adjectives are irregular.

good → **the best** bad → **the worst**

- 1 Complete the table with the correct form of the adjective.

adjective	comparative	superlative
cold		
low		
extreme		
dry		
big		
easy		

- 2 Choose the comparative or superlative form of the adjectives in Exercise 1 to complete the sentences.

- This is *drier* / *the driest* year on record. There has been no rain for two months.
- This winter is *colder* / *the coldest* than last winter. It was -10°C again yesterday.
- Our oceans can have some of *more extreme* / *the most extreme* weather on earth.
- The rainfall was *lower* / *the lowest* this month than last month.
- In my country, *bigger* / *the biggest* problem is the weather. It's cold and it rains all the time.

3 Look at the fact files for Cuba and Iceland. Complete the sentences, using the word in brackets to make a comparative or superlative adjective.

FACT
FILE

Cuba

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

FACT
FILE

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 of the two countries. (low)
- 4 Cuba is _____ than Iceland. (wet)
- 5 Iceland is _____ than Cuba. (dry)
- 6 Cuba is the _____ of the two countries. (rainy)
- 7 Iceland is not as _____ as Cuba. (sunny)

ACADEMIC WRITING SKILLS

TOPIC SENTENCES FOR DESCRIPTIVE PARAGRAPHS ABOUT A GRAPH

SKILLS

When writing about a graph, use the phrase *the graph shows* in the topic sentence to describe the information in the graph.

The graph shows the temperature in degrees Celsius over 24 hours in the Sahara desert.

Notice how the following order is used:

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

- 1 Complete the topic sentences about graphs A and B on page 92 in the Critical thinking section.

- 1 Graph A shows the _____ in millimetres over one _____ in _____.
- 2 Graph B shows the _____ in degrees Celsius over one _____ in _____.

SUPPORTING SENTENCES

SKILLS

The *supporting sentences* in a paragraph give more information about the topic sentence. When writing about graphs, numbers (or *data*) are used to support main ideas.

Thunderstorms are common all over the world. **Weather experts estimate that there are 16 million thunderstorms around the world every year.**

2 In the pairs of sentences, underline the main idea. Circle the data.

- 1 The hottest time is between 2 pm and 4 pm. Temperatures rise to 33 °C.
- 2 The coldest time is at 4 am. Temperatures fall to -1 °C.

3 Match the sentence halves to complete the statements.

- 1 The main idea a describes a general feature or trend from the graph.
- 2 The data b is a number from the graph to illustrate the trend.

4 Match the main ideas (1-4) to the data (a-d).

Main ideas

- 1 New York is as rainy as Houston.
- 2 The hottest month is March.
- 3 July is sunnier than August.
- 4 The coldest month is December.

Data

- a There are 8.7 hours of sunshine in July and 8 hours of sunshine in August.
- b Temperatures reach 37 °C.
- c Both cities have an average rainfall of 1,270 millimetres.
- d Temperatures fall to -7 °C.

5 Read the topic sentence. Then tick (✓) all the supporting sentences (a-f) which belong in the paragraph.

Topic sentence: The weather in Costa Rica changes in different regions.

- a The rainiest area in the country is the north-east mountain region, which receives 3,580 millimetres of rain each year. ☐
- b The Central Valley, where the capital city of San José is located, has the mildest temperature year round. ☐
- c In Costa Rica, the rainy season lasts from May to November. ☐
- d At the beach, the temperature can rise to as high as 33 °C. ☐
- e In the rainforest, there are thousands of different types of animals to see. ☐
- f On the highest mountain, called Cerro Chirripó, temperatures can drop to below freezing at night. ☐

GIVING EXAMPLES

SKILLS

like, such as and for example

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

Stay warm by wearing the right clothes, *like* a hat and a sweater.

Hurricanes are usually given names, *such as* Hurricane Sandy.

There are a lot of fun activities to do in the winter, *for example* skiing and ice skating.

Use a comma before *like*, *such as* and *for example*.

- 6 Rewrite the sentences. Put the words in brackets in the correct place and use *like*, *such as* or *for example*. More than one answer is possible.

- 1 Wildfires have many different causes. (lightning)

Wildfires have many different causes, like lightning.

- 2 It is too hot to snow in some Central American cities. (Managua, Guadalajara)

- 3 There are a lot of tornadoes in certain US states. (Oklahoma, Texas)

- 4 When you go camping, bring important items. (water, sunscreen)

- 5 You can do a lot of outdoor activities in warm weather. (swimming, walking)

- 6 Some cities are very wet and rainy. (Hong Kong, Mumbai)



WRITING TASK

Compare the weather in two places, using information from graphs.

PLAN

- 1 Look back at the graphs and tables for the places in the Critical thinking section. Write a topic sentence to describe the data in each table.

- 2 Choose the two most interesting facts about temperature for each place. Write a sentence about each fact. Use data to support the statements.

- 3 Choose the two most interesting facts about precipitation for each place. Write a sentence about each fact. Use data to support the statements.

- 4 Refer to the Task checklist on page 100 as you prepare your paragraph.

WRITE A FIRST DRAFT

- 5 Write a first draft of your paragraph.

REVISE

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

TASK CHECKLIST	✓
Did you write a topic sentence and supporting sentences?	
Did you give examples with <i>like</i> , <i>such as</i> and <i>for example</i> ?	
Did you write about precipitation and temperature?	
Did you compare data from the graphs?	
Have you used data from the graphs to support the main ideas?	

- 7 Make any necessary changes to your paragraph.

EDIT

- 8 Use the Language checklist to edit your paragraph for language errors.

LANGUAGE CHECKLIST	✓
Did you use the correct collocations with <i>temperature</i> ?	
Did you use the correct vocabulary to describe the graphs?	
Did you use comparative and superlative adjectives correctly?	

- 9 Make any necessary changes to your paragraph.

OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

- watch and understand a video about tornadoes. _____
- read for detail. _____
- use my knowledge to predict content. _____
- analyze graphs. _____
- use comparative and superlative adjectives. _____
- write topic sentences for descriptive paragraphs about a graph. _____
- write supporting sentences. _____
- give examples with *like*, *such as* and *for example*. _____
- write a paragraph describing data from graphs. _____

- 2 Go to the *Unlock Online Workbook* for more practice with this unit's learning objectives.



WORDLIST

almost (adv) ⓪	fall (v) ⓪	precipitation (n) ⓪
careful (adj) ⓪	huge (adj) ⓪	reach (v) ⓪
cover (v) ⓪	increase (n, v) ⓪	rise (v) ⓪
dangerous (adj) ⓪	last (v) ⓪	shock (n) ⓪
decide (v) ⓪	lightning (n)	thunder (n)
decrease (n, v) ⓪	maximum (adj) ⓪	
drop (v) ⓪	minimum (adj) ⓪	

⓪ = high-frequency words in the Cambridge Academic Corpus



UNLOCK YOUR KNOWLEDGE

Look at the photo and discuss the questions with a partner.

- 1 What sport do you see? Do you think it looks fun? Why / Why not?
- 2 Do you play any sports? Why / Why not?
- 3 Do you like watching sports? If so, which sports do you enjoy watching?
- 4 Do you have a favourite team or player?
- 5 Why do you think people like watching sports?



WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

- 1 Complete the information about bungee jumping with your own ideas. Compare your ideas with a partner.

WHAT DO YOU KNOW ABOUT BUNGEE JUMPING?

- 1 You jump off a _____.
- 2 They tie a rope to your _____.
- 3 Bungee jumping is a/an _____ sport.
- 4 It is not a good idea to bungee jump in _____ weather.



PREDICTING CONTENT USING VISUALS

- 2 You are going to watch a video about somebody breaking a world record. Before you watch, look at the pictures and answer the questions with your partner.
 - 1 What does the phrase 'world record' mean? Can you think of any famous world records?
 - 2 What world record do you think the man in the pictures broke?
 - 3 How do you think he felt before, during and after breaking the record?

GLOSSARY

- injured** (adj) When somebody is injured their body is hurt, for example, they break a leg or an arm.
- challenge** (n) something that is difficult to do
- experience** (n) something that happens to you that changes how you feel
- deafening** (adj) very loud
- jerk** (v) to make a short sudden movement, or to cause someone or something to do this
- shake** (v) to move quickly from side to side or up and down

WHILE WATCHING

3 ▶ Watch the video. Circle the correct answers.

- 1 The world's *oldest* / *first* bungee jumper jumped from the Bloukrans Bridge.
- 2 Bungee jumping is a *safe* / *dangerous* sport.
- 3 Mohr Keet bungee jumped *three* / *many* times.
- 4 It was *rainy* / *windy* when Mohr Keet jumped.
- 5 Mohr Keet *was* / *was not* injured when he jumped.

4 ▶ Watch again. Complete the answers to the questions.

- 1 How high is the Bloukrans Bridge? _____ metres.
- 2 What body parts can be injured in a bungee jump? The eyes, the _____ and the _____.
- 3 How old was Mohr when he did his first jump? _____ years old.
- 4 How does Mohr feel about being afraid? He _____ it.
- 5 Why did Mohr jump? For the challenge and the _____.
- 6 How old was Mohr when he broke the record? _____ years old.

5 ▶ Watch again. Write *T* (true) or *F* (false) next to the statements below. Correct the false statements.

- _____ 1 The Bloukrans Bridge is one of the shortest bungee jumps.
- _____ 2 Bungee ropes often break.
- _____ 3 Mohr's second jump was when he was 93.
- _____ 4 Mohr wanted to break a world record.
- _____ 5 The wind shook the rope when Mohr jumped.
- _____ 6 Mohr thought about his family before he jumped.

DISCUSSION

6 Work with a partner. Discuss the questions.

- 1 What other sports are dangerous?
- 2 How do you feel about older people, for example, your grandparents, doing dangerous sports? Why?
- 3 What are three things you should do before you try a dangerous sport?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

READING 1

PREPARING TO READ

- 1 Read the definitions. Complete the sentences with the words in bold.

ancient (adj) from a long time ago; very old

compete (v) to take part in a race or competition; to try to be more successful than someone else

competition (n) an organized event in which people try to win a prize by being the best

strange (adj) not familiar; difficult to understand; different

swimming (n) a sport where people move through water by moving their body

take place (phr v) to happen

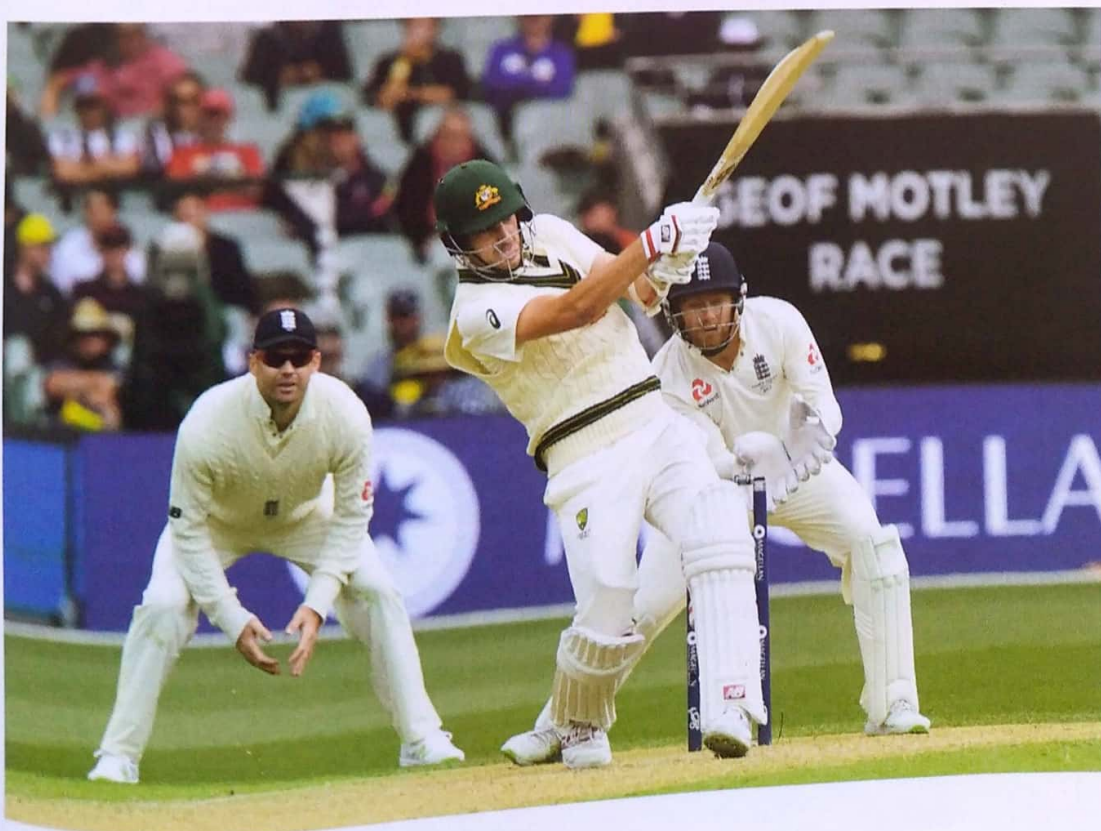
throw (v) to send something through the air, pushing it out of your hand

- 1 The football match will _____ tomorrow at 2 pm in the stadium.
- 2 Thousands of people from all over the world _____ in the New York City Marathon every year.
- 3 Boxing is a(n) _____ sport; it was popular in Rome thousands of years ago.
- 4 The first cricket game I ever saw was _____ because I didn't understand the rules. Once I learnt more about the sport, I became a big fan.
- 5 In baseball, players must be able to _____ the ball a long distance directly to another player.
- 6 The best tennis players from each secondary school will play in a(n) _____ to see who is the best player in the city.
- 7 Because Elsa grew up near the sea, her favourite sport was _____. She was in the water nearly every day during the summer.

Scanning to predict content

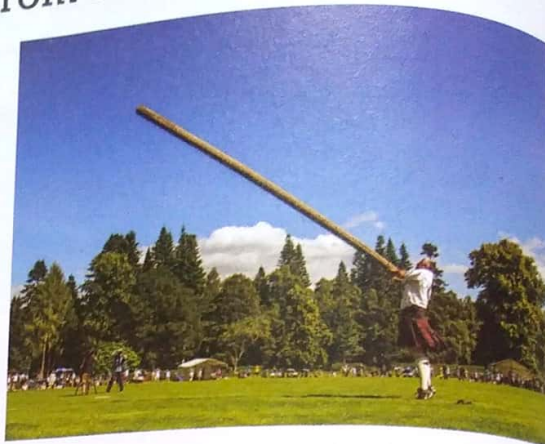
Before reading a text, skilled readers often scan for *key words*. Key words are usually nouns, verbs and adjectives. The key words tell the reader what the text is going to be about. When the reader knows what the text is going to be about, it's easier to understand and easier to read critically.

- 2 Look at the underlined words in paragraph 1 of the text on page 108. Answer the questions.
 - 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 underlined words again. What types of words are they? More than one answer is possible.
 - a verbs
 - b adjectives
 - c articles
 - d nouns
 - e prepositions
- 3 Read the text and check your answers to Exercise 2.



Five unusual sports

The most unusual sports from around the world



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

2 People go swimming in the Atlantic Ocean in the winter. They go swimming at the beach on Coney Island in New York City every Sunday from October to April and also on New Year's Day. The water temperature can drop to as low as 0 °C. Sometimes there is snow and cold wind, too. People believe that swimming in the cold water is good for their health. The club started in 1903.

3 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.

4 In this sport, people compete by throwing 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.

5 Students in Indonesia play this game to welcome the month of Ramadan. It is similar to football. The ball is made from coconut shells. Before starting the game, players pour salt on themselves and then set the ball on fire. The ball is on fire throughout the game and the players play with their bare¹ feet.

6 In Turkey, camel wrestling² is a very old sport. The largest camel wrestling competition takes place in Ephesus every year and thousands of people come to watch. 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.

¹bare (adj) without shoes

²wrestling (n) a sport in which two people (or, in this case, animals) fight and try to push each other to the ground

WHILE READING

4 Read the titles below. Write the titles (a–e) above each paragraph (2–6) in the text.

- a Fireball football
- b Dragon boat racing
- c Camel wrestling
- d Caber toss
- e Coney Island Polar Bear Plunge

5 Write the names of the countries where each sport is popular.

- 1 Fireball football _____
- 2 Dragon boat race _____
- 3 Camel wrestling _____
- 4 Caber toss _____
- 5 Coney Island Polar Bear Plunge _____

6 Read the text again and look at the sentences. There is one mistake in each sentence. Correct the false information. Then check your answers with a partner.

1 The Coney Island Polar Bear Plunge takes place every Sunday from October to April and on Independence Day.

2 The Coney Island Polar Bear Plunge began in 2003.

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 In fireball football, the ball is made from plastic.

8 The ball is on fire only at the beginning of a game of fireball football.

9 The Ephesus camel wrestling competition happens twice a year.

10 In camel wrestling, two female camels fight each other.

READING FOR
MAIN IDEAS

READING FOR DETAIL

READING

RECOGNIZING TEXT TYPE

READING BETWEEN THE LINES

7 Answer the questions.

- 1 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
- 2 Where do you think you might see this text?
 - a in a newspaper or magazine
 - b on a website
- 3 What do you think the text is?
 - a an advert
 - b an article

8 Work with a partner. Check your answers in Exercise 7. Discuss which parts of the text helped you answer the questions.

DISCUSSION

9 Discuss the questions with a partner.

- 1 Which sport in Reading 1 would you most like to try? Why?
- 2 Are there any unusual sports in your country? Explain them.

READING 2

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the sentences (1–4) and choose the best definition (a or b) for the words in bold.

- 1 In January 2018, the Hong Kong Marathon had over 62,000 **participants**.
 - a people who take part in an activity
 - b people who organize an activity
- 2 The golf **course** was so big that the players drove golf carts to get from hole to hole.
 - a an area used for sporting events, such as racing or playing golf
 - b an area where players get together after they finish a sport
- 3 It takes about six hours to **climb** Mount Fuji in Japan. Many people try to reach the top just before the sun rises.
 - a to do something in the shortest time possible
 - b to go up or onto the top of something
- 4 There was an **accident** during the car race yesterday. One car hit another and they both rolled over. Luckily, neither driver was hurt.
 - a something bad that happens by mistake and that causes injury or damage
 - b something that someone does in order to hurt another person

- 5 In order to keep **fit**, you should eat foods that are good for you, exercise and stay active.
 - a interesting because you like different things
 - b in good health; strong
 - 6 One of the most **challenging** games is table tennis, which is also called ping-pong. Players must be strong, quick and able to focus on the ball for long periods of time.
 - a easy to learn
 - b difficult in a way that tests your ability
- 2 Before you read, look at the text on page 112. What type of text is it?
 - 3 Look at the photos and read the title of the text. What do you think the topic of the text will be?
 - 4 Read the text on page 112 and check your answers to Exercises 2 and 3.

WHILE READING

- 5 Read the text again and circle the correct words to complete the sentences.
 - 1 Tough Guy 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 The competition is *different* / *the same* every year.
- 6 Look at the diagram of the course on page 112. Match the different parts of the competition (1–6) to the facts (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 something wet. - b The runners run and jump over small bonfires. - c The runners run 2 kilometres through a field of plants that may hurt them. - d Participants run for 1 kilometre along a road that is wet and dirty. - e The runners jump off a platform into a lake and swim for 1 kilometre. - f They crawl low on the ground.
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PREVIEWING

READING FOR
MAIN IDEA

READING FOR DETAIL

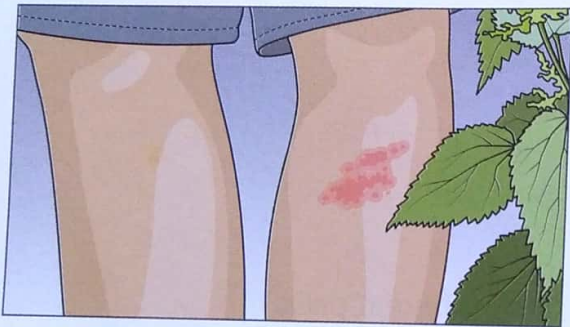
READING

TOUGH¹ GUY:

A race to the limit

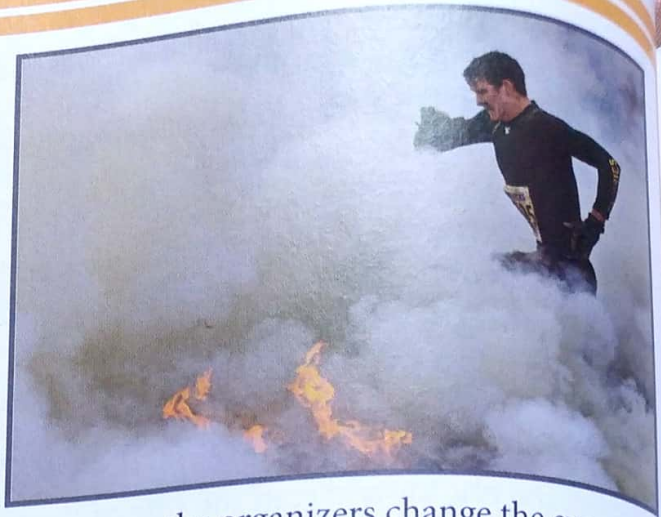
1 What is Tough Guy?

Every January, more than 3,000 people take part in one of the most difficult races on Earth: the Tough Guy competition in the UK. **Participants** run, swim and **climb** across the 15-kilometre **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 the US, Australia and China.



2 Why do people take part?

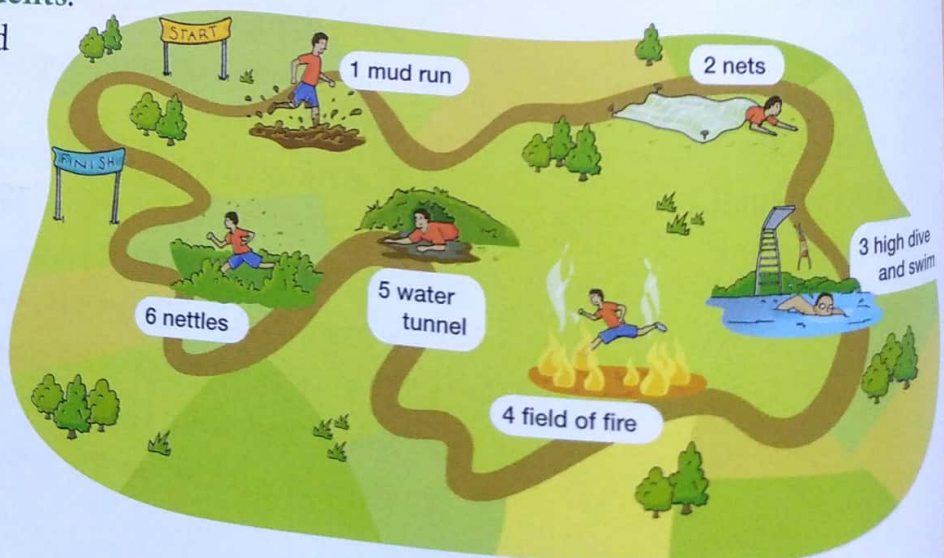
The competition is very dangerous and every year there are **accidents**. Injuries like broken bones and cuts are common. The race is very hard: one-third of participants do not finish it. Runners have to be **fit** and healthy. Most people train all year to prepare for the event. It is also the first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

3 The course

The diagram shows an example of the Tough Guy course. First, participants run for 1 kilometre 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 another 1 kilometre. Then they reach the field of fire. Here the runners run across a field and jump over small bonfires². Next, participants must crawl through a long tunnel. The tunnel is partly underwater. Finally, the runners run 2 kilometres through nettles before they reach the finish line.



¹tough (adj) physically strong and not afraid
²bonfires (n) outdoor fires that burn waste

7 Answer the questions.

- 1 Where does the Tough Guy competition take place?

- 2 When does the Tough Guy competition take place?

- 3 How long is the course? _____
- 4 How long do people train for the competition? _____
- 5 Why do people go back to the competition every year?

8 Match the verbs (1–3) to the correct phrases (a–f). Each verb has two answers.

- | | |
|---------|-----------------------------|
| 1 crawl | a over small bonfires |
| 2 run | b across a field of nettles |
| 3 jump | c under low nets |
| | d across a field of fire |
| | e through tunnels |
| | f off a high platform |

READING BETWEEN THE LINES

9 Circle the correct answer.

- 1 The text says that participants have to *run through nettles*. Look at the images and the text. What is a nettle?
a a plant
b an animal
- 2 Why do you think running through nettles is difficult?
a because nettles hurt you
b because nettles smell horrible

DISCUSSION

10 Use ideas from Reading 1 and Reading 2 to answer the following questions with a partner.

- 1 Would you do the Tough Guy competition? Why / Why not?
Would any of your friends or family do it?
- 2 Should people be allowed to participate in dangerous sports?
How can people protect themselves when playing these sports?

UNDERSTANDING
DISCOURSE

WORKING OUT
MEANING FROM
CONTEXT

SYNTHESIZING



PREPOSITIONS OF MOVEMENT

GRAMMAR

Prepositions of movement describe where someone or something is going. Use prepositions of movement to give directions.

Walk **past** the school and **across** the road.

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

1 past the building

2 through the tunnel

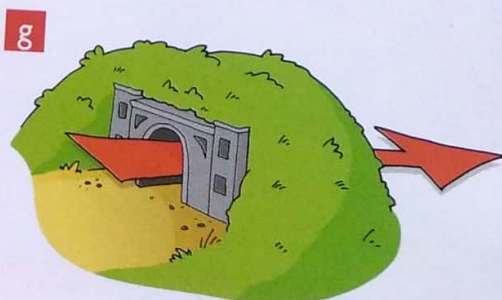
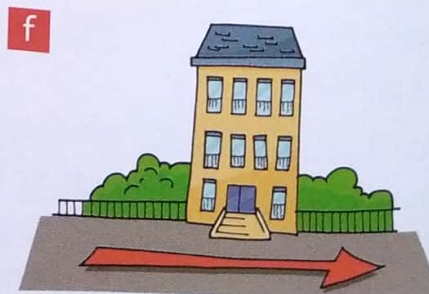
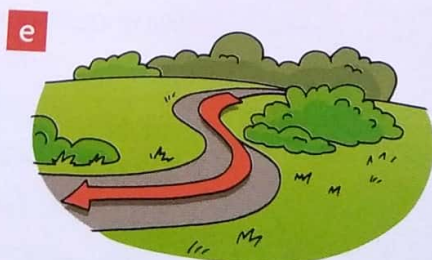
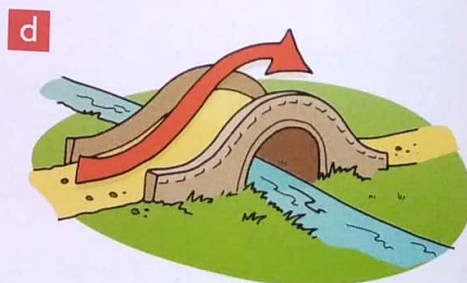
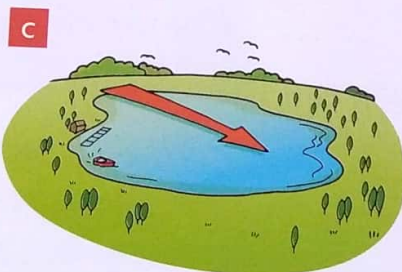
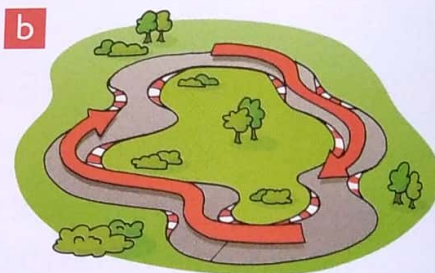
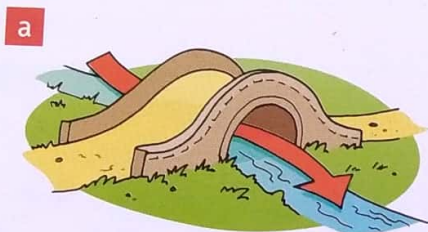
3 across the lake

4 around the track

5 along the road

6 over the bridge

7 under the bridge



- 2 Look at the map. Use the prepositions from Exercise 1 to complete the paragraph. You may need to use some prepositions more than once.



It is easy to get to my house. First, walk ⁽¹⁾ _____ the High Street. Go ⁽²⁾ _____ the bank and ⁽³⁾ _____ the bridge. Then walk ⁽⁴⁾ _____ the park and ⁽⁵⁾ _____ the next bridge. Go ⁽⁶⁾ _____ the tunnel – watch out for cars – and walk ⁽⁷⁾ _____ the road. Walk ⁽⁸⁾ _____ the lake. My house is at the end of the road. It's the pink one!

CRITICAL THINKING

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

Describe the Sydney Triathlon.

SKILLS

Analyzing a diagram

Diagrams are useful because they show information in a clear and interesting way. Before writing about a diagram, it is important to understand what the different parts of the diagram are showing, for example the order of events and the effect that different events have on each other.



ANALYZE

- 1 A triathlon is a race in which people swim, cycle and run without stopping between events. Look at the diagram of the triathlon course in Sydney, Australia. Label the diagram with the words from the box. Use the key to help you.

bridge central library cycle route
running route tunnel swimming route



2 Look at the diagram again and answer the questions.

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? Use prepositions to complete the phrases.

a cycle _____ the bridge

b cycle _____ the tunnel

c run _____ the road

d swim _____ the bay

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 (1–5).

GRAMMAR FOR WRITING

SUBJECT AND VERB AGREEMENT

GRAMMAR

In a sentence, the form of the verb has to match the subject.

Use the *singular* form of the verb with singular subjects.

The race **begins** at 3 pm.

The winner of last year's race **is** at the starting line.

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. Underline the subject and circle the verb.

1 The boys and girls play sports every day.

2 We watch the World Cup finals at home.

3 Aisha runs across the field.

4 Football is a popular sport in Europe.

5 You run over the bridge.

6 Hanh and I love motor racing.

2 Circle the correct form of the verb in the sentences.

- 1 Julia *is* / *are* a tennis player.
- 2 The coach *swim* / *swims* every day.
- 3 Jenny and I *cycle* / *cycles* to work every day.
- 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 Complete the sentences with the correct form of the verb in brackets. Use the present simple tense only.

- 1 I _____ (try) to practise every day.
- 2 The team captain _____ (carry) the trophy.
- 3 Dragon boat racing _____ (be) an unusual sport.
- 4 My friends and I _____ (watch) sports on TV.
- 5 Footballers often _____ (miss) penalties.
- 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.
- 9 The players _____ (catch) the ball.

ACADEMIC WRITING SKILLS

ORDERING EVENTS IN A PROCESS

When writing about a process, academic writers usually write about events in the order that they happen. *Transition words* are used to organize ideas and show the order in writing.

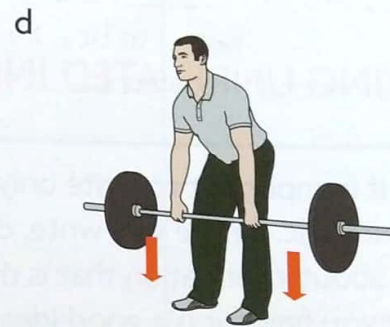
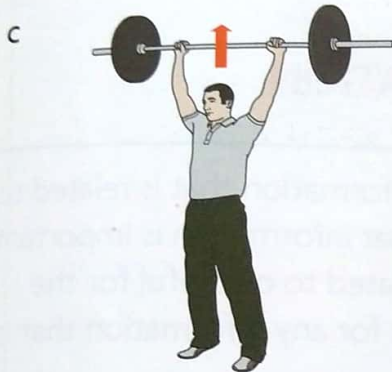
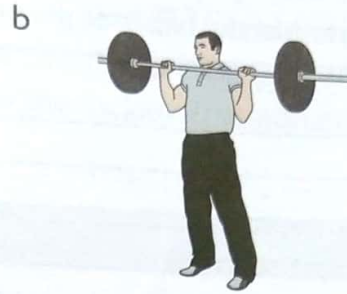
Use the transition words *first*, *next*, *then*, *after that* and *finally* to show the order in which events happen in a process.

First, the participants run ten kilometres. **Next**, they swim across the river. Participants run ten kilometres. **Then**, they swim across the river.

Use these transition words 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*, *next*, *then*, *after that* and *finally*.

- 1 _____
- 2 _____
- 3 _____
- 4 _____



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

after that next then

First, the tennis players walk onto the court. They pick up their rackets. One player hits the ball over the net. The other player hits the ball back.

- 4 Compare and discuss your answers with a partner.

REMOVING UNRELATED INFORMATION

SKILLS

When writing, it is important to write only about information that is related to or useful for the topic. Before you write, decide what information is important and only write about information that is directly related to or useful for the question. After you finish, it is a good idea to check for any information that is not important and delete it.

- 5 Read the writing task and the student's paragraph. Cross out the information in the paragraph that is not important. Analyze the task carefully to decide what is 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. The high jump is the most popular sport in Russia. Next, the high jumper jumps. I was on the track-and-field team at school. The high jumper must jump from the right foot and keep their arms close to their sides. Then, the high jumper twists their body so that 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. Derek Drouin from Canada won the gold medal in the men's high jump at the 2016 Rio Olympic Games, and Ruth Beitia from Spain won the gold for the women's high jump. Finally, the high jumper stands up, takes a bow and leaves the mat.

- 6 Compare and discuss your answers with a partner.

WRITING TASK

Describe the Sydney Triathlon.

PLAN

- 1 Use your notes from the Critical thinking section to complete the paragraph planner. Write any general information that you think might be useful in column A. Put the events in the Sydney Triathlon in the correct order in column B.

A	B
	1
	2
	3
	4
	5

- 2 Refer to the Task checklist on page 122 as you prepare your paragraph.

WRITE A FIRST DRAFT

- 3 Start your paragraph by writing a topic sentence about the general information in the diagram.
- 4 Write supporting sentences about the events in the triathlon in the correct order and use transition words to show the time order.

REVISE

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

TASK CHECKLIST	✓
Did you write about the general information and the events in the Sydney Triathlon?	
Did you put the events in the correct order?	
Did you use transition words to show the order of the events clearly?	
Did you avoid using unrelated information?	

- 6 Make any necessary changes to your paragraph.

EDIT

- 7 Use the Language checklist to edit your paragraph for language errors.

LANGUAGE CHECKLIST	✓
Did you use the correct prepositions of movement?	
Did you use subject and verb agreement correctly?	

- 8 Make any necessary changes to your paragraph.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

- watch and understand a video about a 96-year-old bungee jumper. _____
- scan to predict content. _____
- analyze a diagram. _____
- use prepositions of movement. _____
- use correct subject and verb agreement. _____
- order events in a process. _____
- remove unrelated information. _____
- write a process paragraph. _____

2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.



WORDLIST

accident (n) 	competition (n) 	swimming (n)
ancient (adj) 	course (n) 	take place (phr v)
challenging (adj) 	fit (adj) 	throw (v) 
climb (v)	participant (n) 	
compete (v) 	strange (adj) 	

 = high-frequency words in the Cambridge Academic Corpus

UNLOCK YOUR KNOWLEDGE

- 1 Discuss the questions with a partner.
 - a An *entrepreneur* is a person who starts a new business. Do you know the names of the famous entrepreneurs in the photos?
 - b Do you know what they are famous for?
 - c Do you know the names of any famous entrepreneurs from your country?
 - 2 Look at the words in the box. Which of the words can you use to talk about a successful entrepreneur?
- careful clever friendly funny
 good with computers good with money
 happy hard-working kind polite
- 3 Do you think you would be a good entrepreneur?
 Why / Why not?



WATCH AND LISTEN



PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 Why do people shop online?
- 2 What do people usually buy online?
- 3 What was the last thing you bought online? What about in a shop?

2 You are going to watch a video about the online shop Amazon. Read the statements. Tick (✓) the ones that you think are true.

- 1 ☐ There are millions of things to buy at Amazon.
- 2 ☐ A computer finds your things after you order them.
- 3 ☐ Amazon does not sell kitchen items.

GLOSSARY

warehouse (n) a large building for keeping things that are going to be sold

item (n) a single thing in a set or on a list, such as a book or a toy

fulfilment (n) the act of doing something that you promised to do

central (adj) main or most important; organized and working from one main place

random (adj) done or chosen without any plan or system

WHILE WATCHING

3 Watch the video. Check your answers in Exercise 2.

4 Watch again. Put a tick (✓) next to the things you see.

- | | |
|--|--|
| 1 ☐ a shelf | 6 ☐ a male worker |
| 2 ☐ a yellow bin | 7 ☐ a toy |
| 3 ☐ a warehouse | 8 ☐ a computer |
| 4 ☐ a book | 9 ☐ a box |
| 5 ☐ a large trolley | 10 ☐ tape |

ACTIVATING YOUR
KNOWLEDGE

USING YOUR
KNOWLEDGE

UNDERSTANDING
DETAIL

- 5  Watch again. Complete the summary with numbers or words. Check your answers with a partner.

Amazon's first warehouse was in ⁽¹⁾ _____, Washington, in the US.
It has more than ⁽²⁾ _____ million items for sale on its ⁽³⁾ _____.
Amazon has many ⁽⁴⁾ _____ warehouses around the world. They are
called ⁽⁵⁾ _____ centres.

- 6 Write T (true) or F (false) next to the statements. Correct the false statements.

- _____ 1 Amazon is the world's largest online shop.
- _____ 2 The first warehouse was a kitchen.
- _____ 3 Only the workers know where everything is.
- _____ 4 An Amazon worker finds your item before you pay for it.
- _____ 5 Any item can be on any shelf in the warehouse.

- 7 Put the sentences (a–e) in the order that they happen in the video (1–5). Compare your answers with a partner.

- a The box leaves the warehouse. _____
- b The computer tells the workers the correct size of the box. _____
- c An Amazon worker finds your item. _____
- d You order and pay for an item online. _____
- e Your name and address go on the box. _____

- 8 Work with a partner. Why does the speaker in the video say that 'an item's location is random so that workers don't take the wrong item'? Circle the best answer.

- a The central computer always makes mistakes.
- b The worker might choose the wrong item if two similar items were together.
- c Amazon trusts its computers more than its workers.

DISCUSSION

- 9 Work with a partner. Discuss the questions. Explain your answers.

- 1 In the future, what jobs will computers do that people do today?
- 2 What jobs will humans always do?
- 3 What do you think is the future of physical shops?
- 4 Which items in the box are better to buy in a shop than online?

books	clothes	glasses	food	furniture
jewellery	music	plants	tickets	vitamins

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

- 1 Read the sentences (1–6) and choose the best definition (a or b) for the words in bold.
 - 1 Marta likes to **organize** her schedule at work. She puts her meetings and tasks in a calendar so that she gets everything done on time.
 - a plan or arrange carefully
 - b display something for others to see
 - 2 Ken found a job he wants to do. He wants to **apply** for it this week and hopes to get the job.
 - a share thoughts and ideas
 - b ask officially for something, often by writing
 - 3 Emre just shared the **results** of the company survey. They show that a lot of people are happy with the company's work.
 - a information that you find out from something, such as an exam, a scientific experiment or a medical test
 - b a list of questions that several people are asked so that information can be collected about something
 - 4 Grace is trying to decide on an **occupation**. She studied business, so there are lots of things she can do.
 - a a course of study
 - b a job or career
 - 5 My **colleague** and I are writing a new computer program. We work late every night because our boss wants us to finish it quickly.
 - a someone you live next to
 - b someone you work with
 - 6 The new shop on the High Street is doing really well. A lot of **customers** go there and buy things.
 - a people who buy things from a shop or business
 - b people who sell things at a shop or business

SKIMMING

- 2 Before you read, look at the text on page 129 quickly. Circle the answers.
 - 1 What kind of text is it?
 - a a dictionary entry
 - b an online quiz
 - c a textbook
 - 2 Which question is the best description of the topic?
 - a What would be your perfect job?
 - b Could you start your own company?
 - c What makes a good businessperson?
- 3 Read the text and check your answers.

ARE YOU READY FOR THE WORLD OF WORK?

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

- 1 jobs with people
- 2 jobs with information
- 3 jobs with things
- 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, choose the best answer for you: **a, b, c** or **d**.

Check your **results** and read the advice to 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 sports or practise a hobby like a musical instrument or photography
- ☐ **d** go to the cinema

2 Which sections of the newspaper do you look at first?

- ☐ **a** advice column or letters to the editor
- ☐ **b** news
- ☐ **c** sport
- ☐ **d** TV, music, books and art

3 What do you like to do at a party?

- ☐ **a** meet new people
- ☐ **b** discuss the latest news
- ☐ **c** help with the food and drinks
- ☐ **d** sing songs and tell jokes

4 What do you prefer to do on a day off?

- ☐ **a** have coffee with friends
- ☐ **b** **organize** your books and cupboards
- ☐ **c** work in the garden or clean the house
- ☐ **d** 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, **customers** in a shop or on a team with **colleagues**. Possible jobs are: teacher, waiter, police officer.

Mostly 'b' answers:

You are neat, good at planning and you like learning new things. You would enjoy a job working with information. Possible jobs are: university professor, computer programmer, librarian.

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: construction worker, engineer, farmer.

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.

WHILE READING

- 4 Read the quiz again. Correct the mistakes in the paragraph, using words from the quiz.

There are three main kinds of jobs – jobs with animals, jobs with information, jobs with machines and jobs with ideas. The quiz helps you to find out about the kind of people you might like. After doing the quiz, read the advice to find universities you might like.

- 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? Why?

READING BETWEEN THE LINES

Working out meaning from context

Readers often see words in a text that they 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).

- 7 Find the words from the box in the quiz and underline them.

advice hobby neat sections

- 8 Read the text around the underlined words in the quiz. Circle the best definition (a or b) for each word.

1 advice (n)

- a instructions to tell someone exactly how to do something
b an opinion that someone offers you about what you should do

2 hobby (n)

- a an activity you do for fun
b a job you do for no money

3 neat (adj)

- a arranged well, with everything in its place
b not arranged well, without order

4 section (n)

- a a type of reading material in which you answer questions
b one of the parts that something is divided into

9 Who would be interested in the quiz? Why? Circle the correct answer.
More than one answer is possible.

- a a new worker in a company
- b a new university graduate
- c a secondary school student

DISCUSSION

10 Discuss the questions with a partner.

- 1 What would be your perfect job?
- 2 What type of job would you hate?

READING 2

PREPARING TO READ

1 Read the sentences (1–8) and write the correct form of the words in bold next to the definitions (a–h).

- 1 I want to be a doctor. I can reach my **goal** by studying hard.
- 2 The company **introduced** a new tablet and it sold out in one day.
- 3 A lot of new jobs were created by the car factory. They **employ** more than 300 people in the community.
- 4 I share an **office** with Akiko. It is small and we don't have a lot of space for our desks and files.
- 5 Manuel is my business **partner**. We opened a restaurant together.
- 6 I'm going to **set up** a new business selling gifts online.
- 7 The company needs to **advertise** its new smartphone on TV and on the internet, so that more people know about it and want to buy it.
- 8 My mother **runs** her own business.

- a _____ (phr v) to create or establish (something) for a particular purpose
- b _____ (n) a place in a building where people work
- c _____ (v) to manage or operate something
- d _____ (n) someone who runs or owns a business with another person
- e _____ (n) something you want to do successfully in the future
- f _____ (v) to pay someone to work or do a job for you
- g _____ (v) to make something available to buy or use for the first time
- h _____ (v) to tell people about a product or service, for example, in newspapers or on television, in order to persuade them to buy it

IDENTIFYING
AUDIENCE

UNDERSTANDING
KEY VOCABULARY



- 2 Look at the article on page 133 and notice the words in bold from Exercise 1. Read the title. What do you think the article is about?

WHILE READING

Annotating a text

Effective readers take notes and *annotate* as they read. When you annotate, you write notes on the same page as the text. Annotating will help you to remember key information. For example, you can underline, circle or highlight important words, numbers and ideas. You can write main ideas and definitions of words in the margin. Annotating a text can also help you to study for tests or write about a text. For example:

A recent study showed that all the people able to work 10% of the American workforce is made up of self-employed workers. The self-employed then provide jobs for an additional 29 million people.

- 3 As you read the text, annotate the important words, dates, numbers and ideas.
- 4 Look at the headings (a–c). Which paragraph (1–3) in the text does each one describe?
- | | |
|------------------------|-----------------|
| a Ideas and creativity | Paragraph _____ |
| b Goals then and now | Paragraph _____ |
| c The growth of Google | Paragraph _____ |
- 5 Read the questions (1–4) and circle the correct answers (a–b).
- How does Google help new businesses?
 - Google lets new businesses borrow money.
 - Google helps new businesses find customers.
 - Where was Google's first office?
 - in a garage
 - at Stanford University
 - What does Google want its employees to do?
 - share creative ideas with each other
 - work at night and sometimes on weekends
 - Who might benefit from a self-driving car?
 - people who have trouble seeing
 - people who drive long distances to work

THE STORY OF

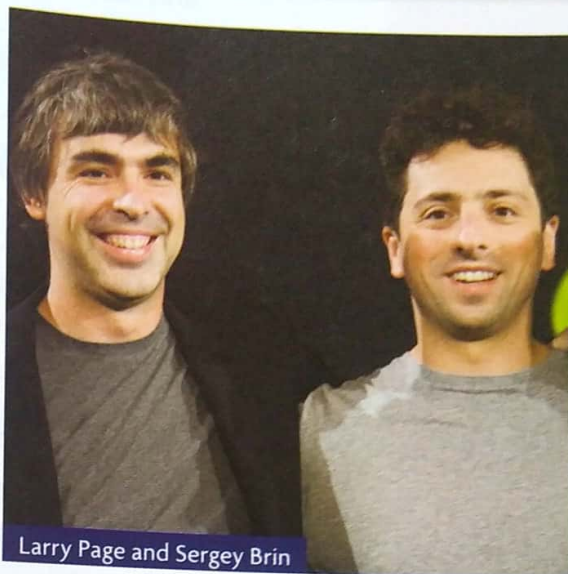
GOOGLE



Sign in | Register

1 Google is a huge technology company. It specializes in online advertising and searching, as well as other internet-related products. Google was started by Larry Page and Sergey Brin. They met at Stanford University in the US in 1995. Their **goal** was to organize all of the information on the web. Today, their company **employs** more than 40,000 people around the world. The two **partners** created a company that made searching the internet easy. Now they focus on three main areas. They make sure their search engine¹ is fast and smart so that people can find information easily. They develop products that let people work on different devices and in different places. They help new businesses **advertise** and find new customers.

2 Google grew very quickly. Page and Brin registered² the domain name³ Google.com in 1997. In 1998, they **set up** a small **office** in a garage and hired their first employee, Craig Silverstein. They **ran** their business in the garage until they could move to a larger space. In the busy years that followed, Google expanded its services. In 2000, people could do internet searches in 15 languages, including Dutch, Chinese and Korean. Today, people can search in about 150 languages. Google **introduced** a map service in 2005 called Google Maps™. The same year, it came out with a program called Google Earth™. This program allowed users to see close-up pictures of cities and neighbourhoods when they typed in an address. In 2006, the name 'Google' became a verb in English dictionaries. This shows the company's influence on modern life.



Larry Page and Sergey Brin

3 Today, Google is a creative workplace where employees share ideas with each other. Page and Brin are available during the week to talk with their employees and answer questions. This open environment has resulted in many new ideas. In 2011, the company released a program called Google Art Project™ which helped people to explore the world's top museums from their computer. As of 2017, Google was continuing its work on a self-driving car. In the future, this car could help people who can't see well to drive. The company extends its services to the community, too. In 2008, it started a yearly art contest for students. Every year, the winner's artwork appears on its home page for one day. Google believes that creativity is important, both in the workplace and in the community. In addition to producing famous internet products, Google gives people opportunities to be creative, which leads to success.

¹search engine (n) a website used for finding specific information on the internet

²registered (v) put information on an official list

³domain name (n) the part of an email address or website address that shows the name of the organization that the address belongs to

READING FOR DETAIL

6 Write *T* (true) or *F* (false) next to the statements. Then correct the false statements.

- _____ 1 Google's only focus is on making their search engine smart and fast.
- _____ 2 In 2006, 'Google' was added to dictionaries as a verb.
- _____ 3 The original Google partners answer questions their employees may have.
- _____ 4 Google released a program which teaches people how to draw famous works of art.

7 Look at the events from the Google business story in the table.

- 1 In column A, write the year of each event.
- 2 In column B, number the events in the order that they happened.

	A year	B event
a Google searches could be done in 15 languages.		
b Google started an art contest for students.		
c The partners registered the domain name Google.com.		
d Google introduced a map service.		

READING BETWEEN THE LINES

8 Which of the statements is closest to what the creators of Google think? Circle the correct answer.

- a It is necessary to be creative if you want to be successful.
- b Creativity is not important.
- c Creativity can be helpful, but it is not essential.

9 In which paragraph did you find the answer? _____

DISCUSSION

10 Work with a partner. Use ideas from Reading 1 and Reading 2 to answer the questions.

- 1 Look again at the quiz in Reading 1. What type of person would fit into the culture of Google? What kinds of skills do you think you need to work for Google?
- 2 Would you like to work at a large company like Google? Why / Why not?

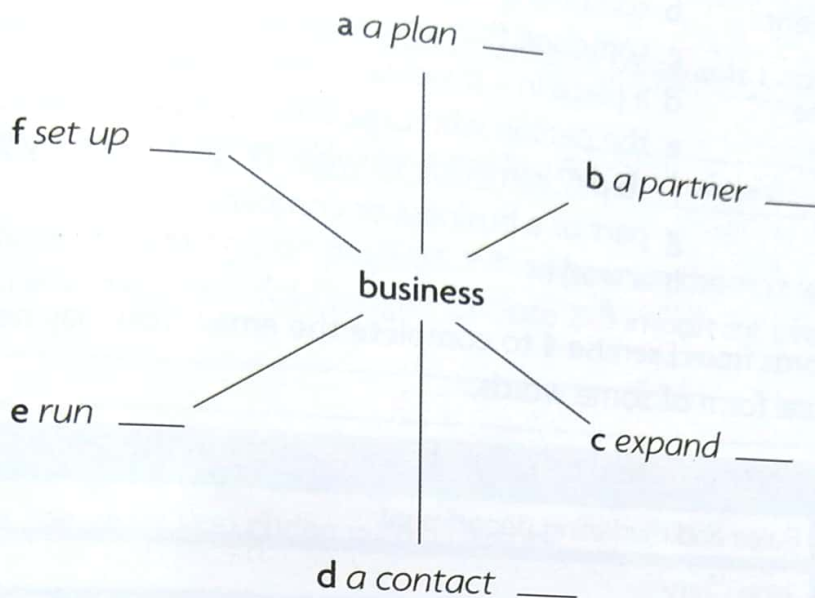
MAKING INFERENCES

SYNTHESIZING



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 Use words (a–f) from the diagram to complete the sentences (1–6).
 - 1 A **business** _____ is a detailed document describing the future direction 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.
 - 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 (1–8) to their definitions (a–h).

- | | |
|--------------|---|
| 1 colleague | a a program you use to control what a computer does |
| 2 department | b something a business makes and sells |
| 3 employ | c someone that you work with |
| 4 employee | d a place in a building where people work |
| 5 manager | e the person who organizes or leads a business |
| 6 office | f to pay someone to work or do a job for you |
| 7 product | g part of a business or company |
| 8 software | h a worker |

5 Use the words from Exercise 4 to complete the email. You may need to use the plural form of some words.

To: Sales and marketing department
From: Jane Curry
Subject: Important information

Important information for ⁽¹⁾_____ of Jenson Co.

I am pleased to tell you that we are moving into a bright new ⁽²⁾_____ in three months. We are also getting new ⁽³⁾_____ for our computers. We will have more space, so we can ⁽⁴⁾_____ more people.

I am very confident that these changes will help us sell more of our excellent ⁽⁵⁾_____. It is exciting that our ⁽⁶⁾_____ continues to grow. You and your ⁽⁷⁾_____ are responsible for that.

Best,
Jane Curry
General ⁽⁸⁾_____

WRITING

CRITICAL THINKING

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

Write a narrative paragraph about the history of a business.

- 1 Look back at Reading 2 on page 133. Which years in the text were particularly important for Google? Choose 2–3 important events.

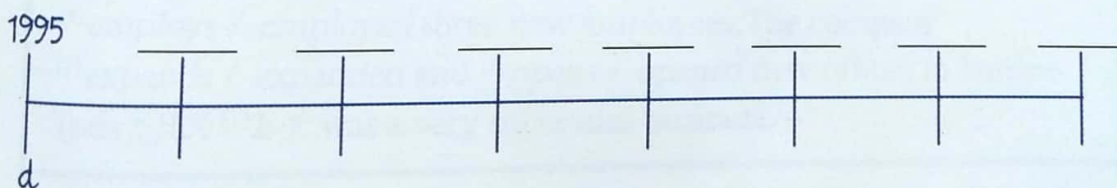
1 _____
2 _____
3 _____

- 2 Discuss the years you chose with a partner.

Organizing events in time order

When writing about things that happened in the past, writers often put them in time order. First, you should select the key events. Then, you should identify the first event that happened and end with the event that happened last. Timelines are a useful way to organize past events in time order.

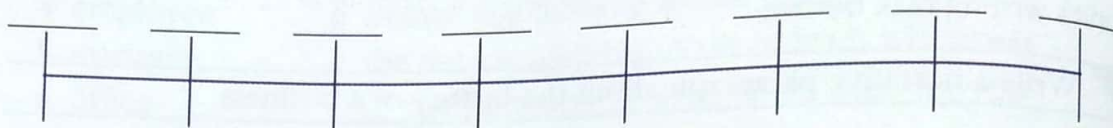
- 3 Use the notes and annotations you made in Reading 2 to place the events in Google's history below in the correct place on the timeline. Write the dates above the timeline and the events below it.



- a Google Earth™ and Google Maps™ are launched.
- b Google employs its first worker, Craig Silverstein.
- c Page and Brin register the domain name Google.com.
- d ~~Larry Page and Sergey Brin meet at Stanford University.~~
- e Google starts its student art contest.
- f 'Google' becomes a verb in English dictionaries.
- g It becomes possible to search Google in 15 languages.
- h Google Art Project™ is launched.



- 4 Look up information about a business you are interested in. Find information about the business on the internet. Choose a business that is well-known so there will be a lot of information available. Identify eight key dates in the history of the business. Write the dates on the timeline below.



- 5 Write the events in time order next to the letters a–h, as in Exercise 3. Do not use more than eight words to describe each event.

a _____
b _____
c _____
d _____
e _____
f _____
g _____
h _____

- 6 Add any other interesting information that you found about the business in the box below. You can also add details to the events you describe in Exercise 5 in the relevant section.

General notes:

a	
b	
c	
d	
e	
f	
g	
h	

GRAMMAR FOR WRITING

THE PRESENT SIMPLE AND THE PAST SIMPLE

GRAMMAR

Use the *present simple* to talk about things which happen regularly, or which are true in general.

Employees **share** ideas with each other.

The company **employs** more than 40,000 people around the world.

Use the *past simple* to talk about events that happened in the past.

The two partners **created** a company that **made** searching the internet easy.

1 Circle the verbs in the sentences. 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 1 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 verbs in the paragraph.

The J LX company ⁽¹⁾*sells / sold* food to supermarkets and shops.

In 2009, Martha Underwood ⁽²⁾*sets up / set up* the business. In 2010,

the company ⁽³⁾*does / did* very well. In June, Martha Underwood

⁽⁴⁾*employs / employed* three new employees. The company

⁽⁵⁾*expands / expanded* and ⁽⁶⁾*opens / opened* new offices in Europe.

Today, J LX ⁽⁷⁾*is / was* a very successful business.

3 Write the correct form of the verbs in brackets. Use the past simple or present simple.

- 1 Nissan _____ (be) a Japanese company.
- 2 In 1824, John Cadbury _____ (open) the first Cadbury's chocolate shop.
- 3 Lego _____ (sell) toys.
- 4 Today, Nestlé _____ (be) the world's biggest food and drinks business.
- 5 Nokia _____ (start) in 1865.
- 6 In 1995, Amazon _____ (sell) the first book on Amazon.com.
- 7 Adidas _____ (make) sports clothes around the world.
- 8 In 1926, Mercedes-Benz _____ (design) its first car.

4 Complete the sentences with the past simple form of the words in the box.

be become begin graduate vote

- 1 In 2016, Alibaba _____ one of the largest internet companies in the world.
- 2 Indra Nooyi was born in India, _____ from Yale University and is the CEO of PepsiCo.
- 3 Peugeot is a French car company. It _____ as a family business in 1810.
- 4 In 2017, passengers _____ Qatar Airways the best airline in the world.
- 5 Before she wrote books, J. K. Rowling _____ a teacher.

TIME CLAUSES WITH *WHEN* TO DESCRIBE PAST EVENTS

Use a time clause with *when* to describe the date or time that something happened in the past.

time clause

He started the business **when** he was sixteen.

To make the time of the event more important, put the time clause with *when* first and follow it with a comma.

time clause

When he was sixteen, he started the business.

5 Rewrite the sentences using time clauses with *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.

6 Put the words in order to make complete sentences.

1 a company / When Lei / her master's degree, / she started / finished / .

2 when / was one year old / The owners opened / the first one / a second café / .

3 he advertised / online / When Samir / to get more customers, / wanted / his business / .

4 Anika loved / she was / computers when / a child / about / to learn / .

5 When / a bigger office / she moved / CEO / became / Yoko / to / .

ACADEMIC WRITING SKILLS

ADDING DETAILS TO MAIN FACTS

In a narrative paragraph, adding details to the main facts makes the writing more interesting and informative. Giving examples and reasons, explaining ideas and using adjectives are ways to add details.

The details should help your readers form a picture of the events in their minds. Ask yourself these questions to help add detail to narrative writing:

- Who or what is the paragraph about?
- Why did the events happen?
- How can I help the reader make a mental picture of what I am describing?
- Can I make any information more specific with dates, reasons, adjectives or examples?
- Do the details in my narrative tell the story?

- 1 Read about the history of YouTube. The sentences below the text add more detail. Write the letters of the sentences in the correct places in the paragraph.

In 2005, three friends, Chad Hurley, Steve Chen and Jawed Karim, had an idea for an internet business. ⁽¹⁾ ____ They created YouTube™. Today, YouTube is the largest video sharing site on the internet, and it has over 1.5 billion users. YouTube's first office was located in a simple room. ⁽²⁾ ____ Their first video was posted in April 2005. It was called 'Me at the Zoo'. ⁽³⁾ ____ Within five months, over a million people saw the video. Businesses began to notice YouTube and wanted to advertise on the website. In July 2006, 65,000 new videos were posted every day. In November 2006, Google bought YouTube. ⁽⁴⁾ ____



- a They wanted to help people share videos on the internet.
 - b It showed Karim at the zoo talking about elephants.
 - c They paid the incredible price of \$1.65 billion.
 - d The room was located above a pizza restaurant in Menlo Park, California, in the US.
- 2 Look back at the completed timeline in Exercise 3 of the Critical thinking section. Write the letter of the main facts in the Google story timeline next to the matching details below.
- 1 Google Earth™ is a map that shows close-up pictures of cities and neighbourhoods. ____
 - 2 They are both students. Larry is 22 and Sergey is 21. ____
 - 3 Craig is a student at Stanford University. ____
 - 4 Contest winners' artwork appears on Google's home page for one day each year. ____
 - 5 Google.com becomes one of the most frequently used websites in the world. ____
 - 6 These languages include Dutch, Chinese and Korean. ____
 - 7 People can explore the world's top museums from their computers. ____
 - 8 It is a verb that means 'to search for something on the internet'. ____

WRITING TASK

Write a narrative paragraph about the history of a business.

PLAN

- 1 Look back at your timeline and your notes about the company you did research on in the Critical thinking section. Add any new information to your notes. Make sure each letter (a–h) has at least one additional fact.
- 2 Work with a partner. From the eight events you identified, select the four which you think are most important. Explain to a partner why you selected these four.
- 3 Write a topic sentence that explains what you are going to write about.

- 4 Refer to the Task checklist below as you prepare your paragraph.

WRITE A FIRST DRAFT

- 5 Write a first draft of your paragraph.

REVISE

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

TASK CHECKLIST	✓
Did you write about the history of a business?	
Did you write about four main facts in time order?	
Did you give the date or time that the events happened?	
Did you add details to the main facts?	

- 7 Make any necessary changes to your paragraph.

EDIT

8 Use the Language checklist to edit your paragraph for language errors.

LANGUAGE CHECKLIST	✓
Did you use the correct collocations with <i>business</i> ?	
Did you use the correct forms of the present simple and the past simple?	
Did you use time clauses with <i>when</i> correctly?	

9 Make any necessary changes to your paragraph.

OBJECTIVES REVIEW

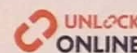
1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

- watch and understand a video about Amazon's fulfilment centre. _____
- work out meaning from context. _____
- annotate a text. _____
- organize events in time order. _____
- use the present simple and the past simple. _____
- use time clauses with *when* to describe past events. _____
- add details to main facts. _____
- write a narrative paragraph. _____

2 Go to the *Unlock Online Workbook* for more practice with this unit's learning objectives.



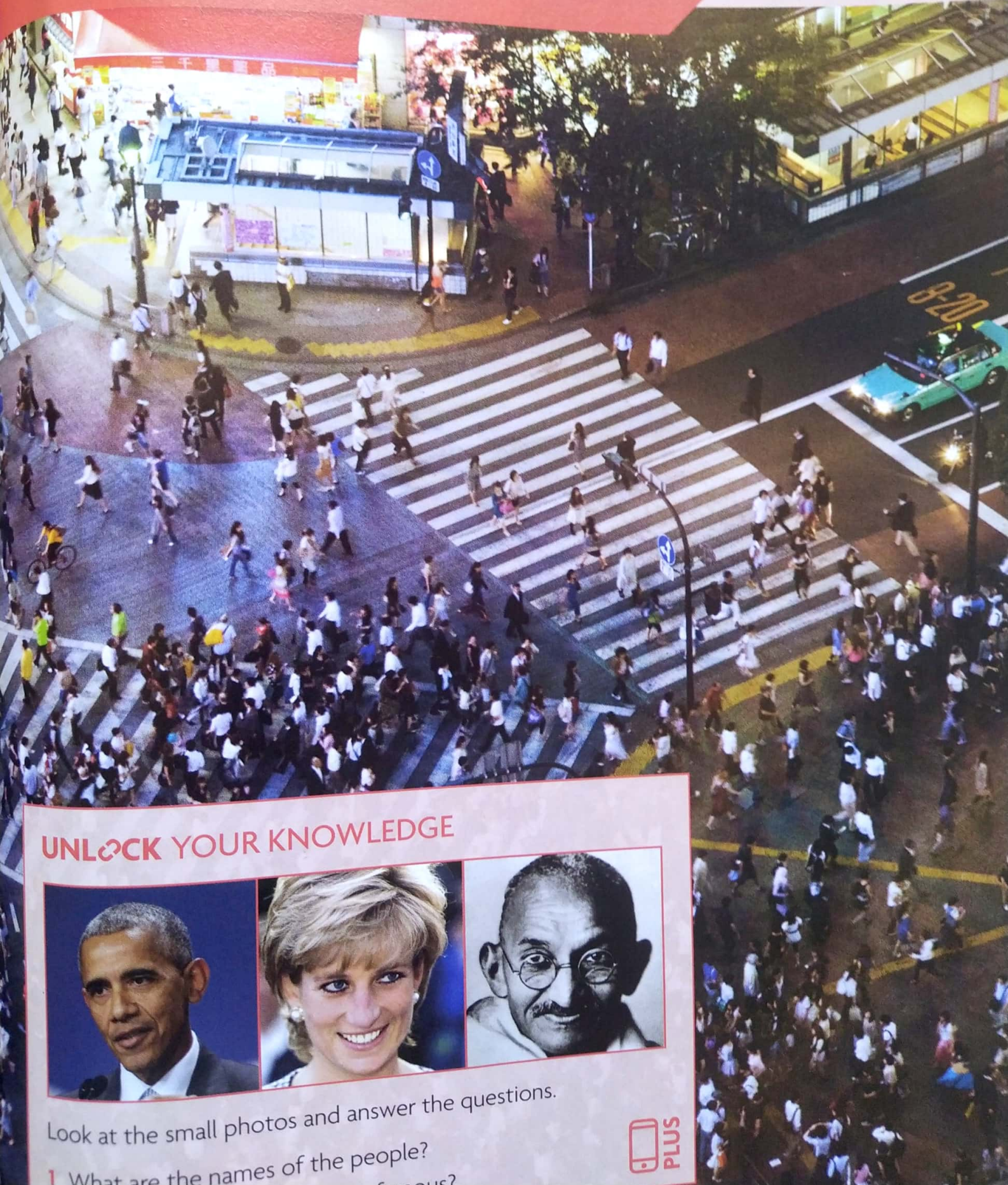
WORDLIST

advertise (v)	goal (n)	partner (n)
advice (n)	hobby (n)	product (n)
apply (v)	introduce (v)	result (n)
colleague (n)	manager (n)	run (v)
customer (n)	neat (adj)	section (n)
department (n)	occupation (n)	set up (phr v)
employ (v)	office (n)	
employee (n)	organize (v)	

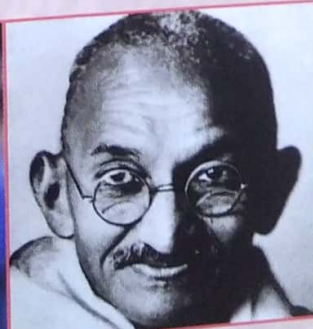
= high-frequency words in the Cambridge Academic Corpus

PEOPLE

UNIT 7



UNLOCK YOUR KNOWLEDGE

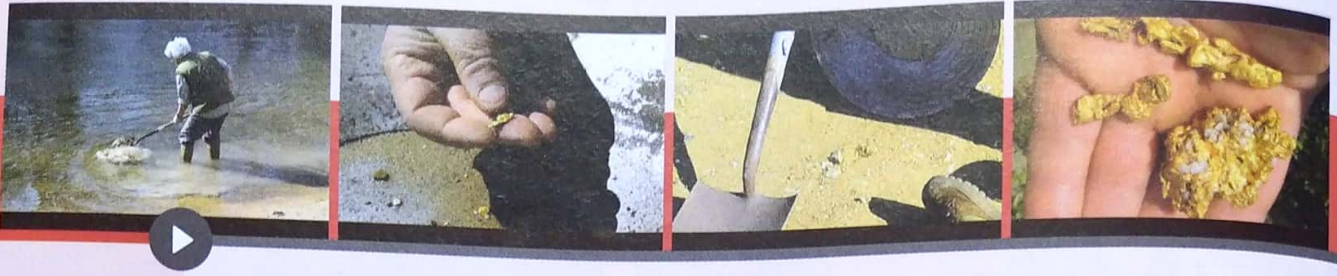


Look at the small photos and answer the questions.

1 What are the names of the people?



WATCH AND LISTEN



PREPARING TO WATCH

- 1 You are going to watch a video about looking for gold. Work with a partner. Discuss the questions.
 - 1 Why do people look for gold?
 - 2 What things are made from gold?
 - 3 What countries is gold found in? Where do people look for it?
 - 4 Do you think finding gold is difficult? Why / Why not?
- 2 Work with a partner. Look at the pictures and the glossary. Describe what you can see in each picture.

GLOSSARY

pure (adj) Something that is pure is not mixed with anything else, for example, pure gold, pure water.

prospector (n) a person whose job is looking for gold, oil, etc.

shovel (adj) a thing for moving stones, snow, etc.

£20/\$100, etc. worth of something (phr) the amount of something that you can buy or sell for £20/\$100, etc.

dream job (n phr) the perfect job; the job that you want more than any other

ACTIVATING YOUR
KNOWLEDGE

PREDICTING
CONTENT USING
VISUALS

WHILE WATCHING

3 Watch the video. Write T (true) or F (false) next to the statements below. Correct the false statements.

- _____ 1 Vince's hobby is finding gold.
- _____ 2 Vince travels all over the world.
- _____ 3 Vince doesn't need a lot of things to look for gold.
- _____ 4 Looking for gold is easy.
- _____ 5 Some days, Vince doesn't find any gold.
- _____ 6 Compared to his office job, Vince earns a lot of money from finding gold.
- _____ 7 Vince wants other people to do jobs they enjoy.

4 Watch again. Answer the questions.

- 1 Who taught Vince how to find gold? _____
- 2 Where did Vince work before? _____
- 3 What is a gold pan? _____
- 4 How many hours a day does Vince work? _____
- 5 What is the most gold Vince finds in a day? _____
- 6 How much money did Vince make in his other job? _____
- 7 How much money does Vince make now? _____

5 Watch again. Then complete the sentences. Compare your ideas with a partner.

- 1 Vince left his job because _____.
- 2 Pieces of gold are often found near each other because _____.
- 3 Vince has to look for the gold very carefully because _____.
- 4 These days, Vince feels _____.

DISCUSSION

6 Work in a small group. Discuss the questions.

- 1 Would you like to try to find some gold? Why / Why not?
- 2 Is it more important to you to earn a lot of money or to follow your dreams? Why?
- 3 What is your dream job? Why?

UNDERSTAND
MAIN I

UNDERSTAND
DE

MAKING INFEREN

READING

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the definitions. Complete the sentences with the words in bold.

blind (adj) not able to see
incredible (adj) impossible or very difficult to believe; amazing
inspire (v) to make other people feel that they want to do something
operation (n) the process when doctors cut your body to repair it or to remove something
respect (v) to like or to have a very good opinion of someone because of their knowledge, achievements, etc.
talent (n) a natural ability to do something well

- 1 After the _____ on his foot, Alex had to stay in hospital until he could walk on his own.
- 2 Liz Murray went to Harvard and then became a best-selling author. It is _____ to think that she was homeless only a few years before she went to Harvard.
- 3 Julia was _____ when she was born. As she she could not see, her parents taught her words by putting objects in her hands so she could touch them.
- 4 Fernanda had a special _____ for playing the piano. She could listen to a song and then play it almost perfectly without any practice.
- 5 Mahatma Gandhi did a lot of important things for the people of India. I really _____ him and everything he did for people.
- 6 Having more examples of women as CEOs of businesses will _____ more young girls to reach for similar goals.

Skimming

When you *skim* a text, you read it quickly to find out the general topic. Skimming can help you decide if a text is useful. You can then decide whether to read the text again properly. You do not have to read every word of the text when skimming. Read the title and subtitles. Look at the photos. Notice key words as you look over the text. You can also read the first and last sentence of each paragraph.

SKIMMING

- 2 Read the blog post opposite quickly. You do not have to read every word. What is the blog post 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 learnt how to 'see'

INCREDIBLE PEOPLE

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!

/2017//Ben Underwood

- 1 Ben Underwood was a normal teenage boy. He loved playing basketball, riding his bike, listening to music with his friends and playing video games. But in one way, Ben was different from most other teenagers – he was blind. However, Ben had a special **talent**. He didn't have eyes, but he could still 'see'.
- 2 Ben was born on 26 January 1992. 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 the hospital because he had problems with his eyes. The doctors looked at his eyes and told his mother the bad news – Ben had cancer¹. 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**.
- 3 After his operation, Ben developed an **incredible** talent. When he was three, he learnt 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 learnt 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 underwater and bats see in the dark.
- 4 Scientists and doctors were amazed by Ben's talent. There are only a few blind people in the world who can see like Ben. People **respected** him because of this. 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.

¹**cancer** (n) a serious disease that makes people very sick, because cells in the body grow in ways that are not normal or controlled



READING FOR
MAIN IDEAS

READING FOR DETAIL

WHILE READING

3 Read the blog post again. Write the paragraph number where you can find the information below.

- a Ben learnt to 'see' again. Paragraph: _____
- b Ben was an ordinary boy, but he could do something amazing.
Paragraph: _____
- c Ben became a hero for many people. Paragraph: _____
- d Ben became ill and lost his eyes. Paragraph: _____

4 Read the blog post again and write *T* (true) or *F* (false) next to the statements. Correct the false statements.

_____ 1 Ben liked playing basketball.

_____ 2 Ben was just like other teenagers.

_____ 3 Ben learnt to 'see' by touching things.

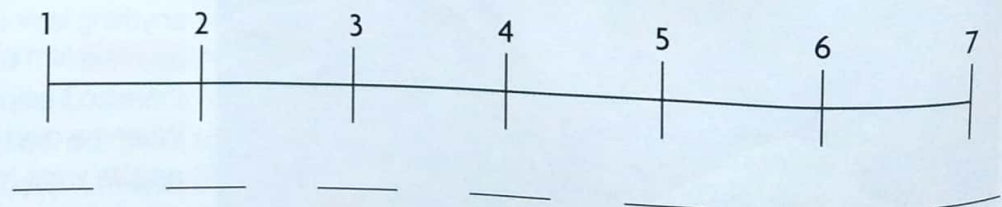
_____ 4 Ben couldn't ride a bicycle.

_____ 5 Ben had two older brothers.

_____ 6 Ben liked listening to music.

5 Put the events in Ben's life in the correct order on the timeline.

- a Ben learnt how to 'see' buildings with his ears.
- b Ben was born.
- c Ben learnt how to 'click'.
- d Ben's cancer came back.
- e Ben had a problem with his eyes.
- f Ben died.
- g Ben went on TV.



READING BETWEEN THE LINES

6 Look at the highlighted words in the text. Then look at the sentence below and circle the word that is a synonym for the word in bold.

I really **admire** her. She's an excellent teacher.

- a dislike
- b respect
- c employ

7 Circle the correct answer.

1 Who do you think wrote the blog?

- a a scientist
- b a journalist

2 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

8 Compare your answers in Exercise 8 with a partner. Do you agree or disagree? Which parts of the text helped you answer the question?

DISCUSSION

9 Think of another famous child or teenager and discuss the questions with a partner.

1 What is his/her name? How old is he/she?

2 Why is he/she famous?

3 How is his/her life different from other children's or teenagers' lives?

Think about the list below.

- school
- hobbies
- friends
- home

WORKING OUT
MEANING FROM
CONTEXT

IDENTIFYING
PURPOSE



READING 2

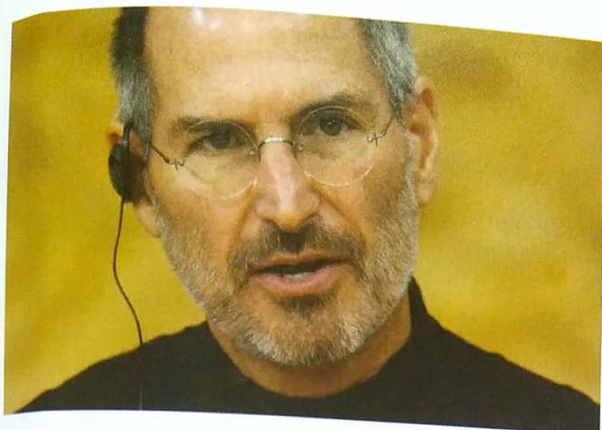
UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

- 1 You are going to read some more blog posts about incredible people. Read the sentences (1–8) and write the words in bold next to the correct definitions (a–h).
- 1 My mum thinks I'm too young to **look after** my little sister, so a babysitter comes to my house every day.
 - 2 My **former** job was boring because I sat at my computer all day. At my current job, I talk to a lot of customers and I like that much better.
 - 3 Aisha runs at least 16 kilometres every morning to **train** for the upcoming race.
 - 4 It is important for a president to be **honest**. People must be able to trust the person leading their country.
 - 5 People say Terence Tao is one of the most **intelligent** people in the world. He got a PhD at the age of 20 and became a Maths professor at the age of 24.
 - 6 Eugene was **brave** when he ran into a burning house to save an elderly woman. He could have died, but he did it anyway.
 - 7 After five tries, 64-year-old Diana Nyad was finally able to **achieve** her goal of swimming from Cuba to Florida. It took her almost 53 hours to finish the 160-kilometre swim.
 - 8 William graduated from university and then decided to follow his **dream** of opening a restaurant.
- a _____ (n) something that you really want to do, be or have in the future
- b _____ (phr v) to take care of someone or something by keeping them healthy or in a good condition
- c _____ (adj) not showing fear of dangerous or difficult situations
- d _____ (adj) before the present time or in the past
- e _____ (adj) able to learn and understand things easily; clever
- f _____ (v) to prepare for a job, activity or sport by learning skills or by exercise
- g _____ (adj) truthful or able to be trusted; not likely to lie, cheat or steal
- h _____ (v) to succeed in doing something difficult



INCREDIBLE PEOPLE



/Steve Jobs

- 1 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 is a good role model¹ because he was an excellent businessman. He worked hard 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, _____

/Mary Evans

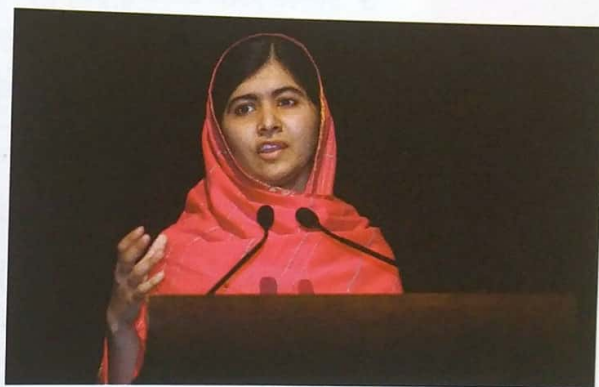
- 2 My mum, Mary Evans, is my role model. I have a very big family, with two brothers and three sisters. My mum worked very hard every day to **look after** us, and she was very busy. She always makes time for everyone and she always listens to me if I have a problem. She gives me advice and she is always right. I have a nephew who is sick and has to go to the 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 that we have everything we need.

Mark Evans, _____

/Singapore Women's Everest Team

- 3 My role models 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 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, _____



/Malala Yousafzai

- 4 Malala Yousafzai is a **brave** and **honest** young woman. In Pakistan, the Taliban didn't let girls go to school. Malala went anyway. She wrote a blog for the BBC describing the terrible things the Taliban were doing. In 2012, two men came onto her school bus and shot her in the head. Luckily, Malala survived. She gave speeches about the millions of girls around the world who were not allowed to go to school. In 2014, Malala won the Nobel Peace Prize. She donated her \$1.1 million prize money to build a school for girls in Pakistan. Malala is a good role model because she is brave, she never gives up, and she tells the truth no matter what.

Jane Kloster, _____

¹role model (n) someone you try to behave like because you admire them

WHILE READING

2 Read the blog posts on page 155. Match the sentence halves.

- | | |
|--------------------------------------|--------------------------------------|
| 1 Steve Jobs | a looks after her family. |
| 2 Mary Evans | b fights for girls to go to school. |
| 3 The Singapore Women's Everest Team | c invented a new kind of technology. |
| 4 Malala Yousafzai | d climbed a mountain. |

3 Look at the sentences. There is one mistake in each one. Correct the false information.

- 1 In 2009, the Singapore Women's Everest team climbed Everest after five years of training.

- 2 Malala Yousafzai donated \$1.1 million to build a library in Pakistan.

- 3 Steve Jobs died in June 2011.

- 4 Mark's mother looks after Mark's grandmother in hospital.

READING BETWEEN THE LINES

- 4 In the text on page 155, the jobs of the people writing the comments have been removed. Write the jobs of the writers next to their names.
- a an explorer
 - b a teacher
 - c an IT technician
 - d a university student

DISCUSSION

- 5 Use ideas from Reading 1 and Reading 2 to answer the following questions.
- 1 What are the different ways in which people can become famous?
 - 2 How can famous people inspire others to do good things?
 - 3 Do you want to be famous? Why / Why not?

LANGUAGE DEVELOPMENT

NOUN PHRASES WITH OF

GRAMMAR

You can use the word **of** to join two nouns together and make a noun phrase.
He is the president **of** the country.
She invented a type **of** technology.
We write a conclusion at the end **of** an essay.

1 Match the sentence halves.

1 A chair is

2 I travel to

3 A camel is

4 Coffee is

5 Write your name at

6 My teacher is

7 We eat breakfast at

a the director of the school.

b the beginning of the day.

c a kind of furniture.

d a lot of countries.

e a sort of drink.

f the top of the page.

g a type of animal.

2 Put the words in order to make complete sentences.

1 the new leader / She / of / the country / is / .

2 of / I met / my brother's / a friend / .

3 gave me / of / a piece / My mother / cake / .

4 a kind / A dentist / doctor / is / of / .

5 of / the former director / is / technology / He / .

6 my / is / best friends / Jules / one / of / .

7 the day / feel tired / I / in / always / the middle / of / .

8 at his school / has / a good / friends / of / Our son / group / .



ADJECTIVES TO DESCRIBE PEOPLE

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

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

positive	negative

- 4 Use adjectives from Exercise 3 to complete the sentences.

- 1 Luka is very _____. He always tells the truth.
- 2 My teacher is always _____. She is very relaxed and doesn't get worried or angry.
- 3 She always chats with students in other classes. She's so _____.
- 4 She doesn't talk very much. She's really _____.
- 5 James hasn't done anything all day. He's so _____.
- 6 Ahmed 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.
- 9 Don't be so _____! Share your toys with your sister.
- 10 Our daughter is so _____. She's the best in her class at Maths and Science.



WRITING

CRITICAL THINKING

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

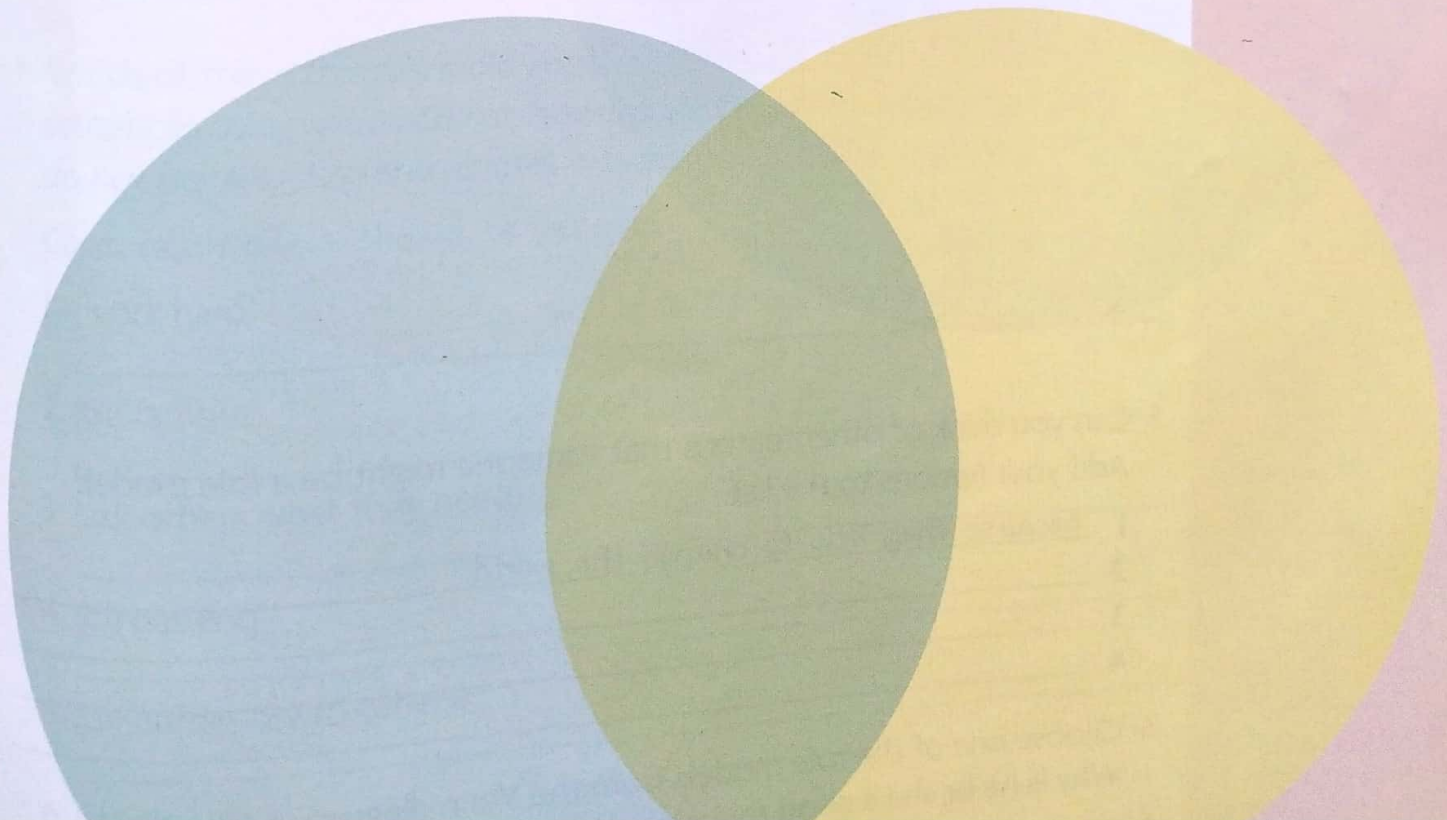
Who do you think is a good role model? Write a paragraph explaining the qualities that make that person a good role model.

Categorizing ideas

After you collect ideas for your topic, you need to categorize them. This will help you structure your answer in clear paragraphs. For example, writers often use *Venn diagrams* to organize the similarities and differences between people or ideas. In a Venn diagram, write the shared qualities of people or ideas in the overlapping (middle) section of the circles. Write information that is different for each person or idea in the left or right circles.

- 1 Work with a partner. Choose two people from Reading 2 to compare. Complete the Venn diagram to find the shared qualities of the people. Think about adjectives that describe them and the things these people have done.

APPLY



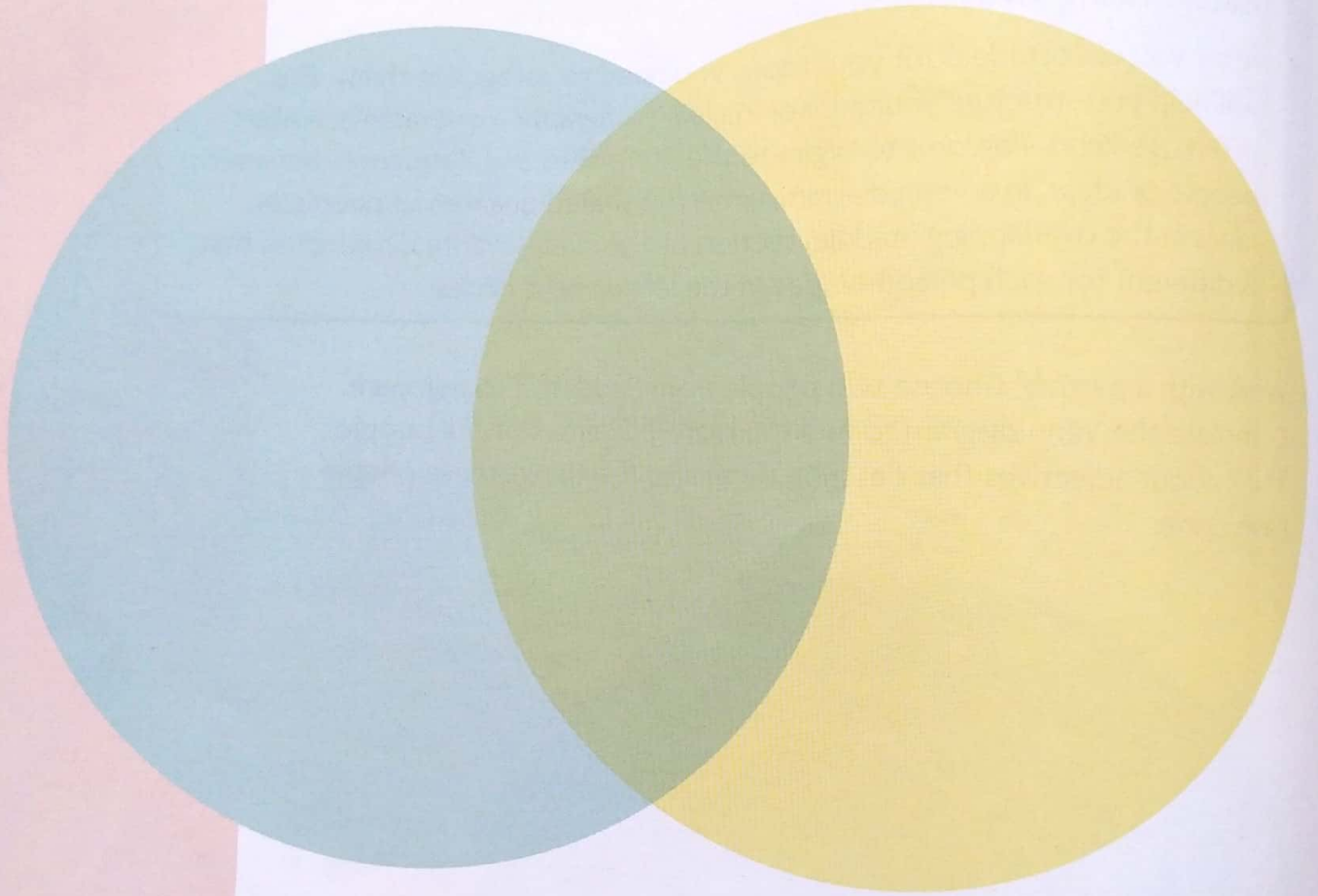
2 Read the four reasons why the people in Reading 2 are role models. Write the name of the person next to the reason. More than one answer is possible.

- a because they are good at sports _____
- b because they help people _____
- c because they are intelligent _____
- d because they were head of a company _____



ANALYZE

- 3 Think of two of your own role models. Write lists of their qualities.
- 4 Complete the Venn diagram to find the shared qualities of the two role models you chose.



5 Can you think of other reasons that someone might be a role model? Add your reasons to the list.

1 because they help to change the world

2 _____

3 _____

4 _____



EVALUATE

6 Choose one of the role models from the Venn diagram in Exercise 4. Why is he or she a good role model?

7 Think of four more things that this person has done that makes him or her a good role model, and add them to the Venn diagram in Exercise 4.

GRAMMAR FOR WRITING

MODALS OF NECESSITY

Should, have to and must express what is required, necessary or strongly suggested.

should = strong suggestion

have to / has to = something is necessary

must = something is necessary or required (very strong)

A role model **should** inspire people.

Role models **have to** set a good example for others.

A role model **must** be kind.

The negative forms are *should not, do / does not have to and must not*.

should not = strong suggestion not to do something

do / does not have to = something is not necessary

must not = something is forbidden

A good role model **should not / must not** be lazy.

People **do not have to** be rich to be good role models.

In academic writing, use the modal *should* or the phrase *it is important to* to say what you believe is the right or best thing to do.

It is important to stay in school.

We **should** spend more time helping others.

- 1 Which of these things should good role models be or do? Write sentences using *should, must, have to* or *should not, must not, do not have to*. Use the phrases in brackets.

Good role models *should* be sensible.

1 (work hard)

2 (be famous)

3 (ask others what they need)

4 (be patient)

5 (be unfriendly to others)

6 (be clever)

2 Which of these things are important for role models? Choose two of the ideas below and write sentences using *it is important to*. Use the phrases in brackets.

1 (be patient)

2 (spend time with your family)

3 (learn about other people)

4 (get a good education)

5 (be reliable)

3 Compare and discuss your answers with a partner. Do you agree or disagree? Why?

4 How can people achieve their goals? Write sentences about what each person should or should not do. Use the words in brackets.

1 Hanif wants to open a restaurant. (must)

Hanif must work hard and save a lot of money.

2 Maria wants to be a doctor. (have to)

3 Jun wants to be a famous author. (should)

4 Thomas wants to save money so he can travel abroad. (should not)

5 Jamila wants to get good grades at university. (must not)

6 Helen wants to live in a foreign country in the future. (it is important to)

ACADEMIC WRITING SKILLS

CONCLUDING SENTENCES

SKILLS

The *concluding sentence* is the last sentence in a paragraph. The concluding sentence gives your opinion and repeats the main idea of the paragraph using different words. Writers sometimes use phrases such as *in conclusion*, *in summary* or *in short* to begin concluding sentences.

- 1 Look at the two sentences. Which one is a concluding sentence?
 - a In summary, I admire my mother because she is kind.
 - b First, she always look after my brother and me.
- 2 Underline the phrase in Exercise 1 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).

Topic sentences

- 1 I really admire my teacher, Mrs Franklin. _____
- 2 My parents look after my brother and me. _____
- 3 Professional footballers have to train every day. _____
- 4 My uncle is my hero. _____

Concluding sentences

- a In conclusion, I admire him a lot.
- b In short, it is difficult to compete against other teams if you don't practise.
- c In summary, they work hard to make sure we have everything we need.
- d In short, I respect her because she works so hard at the school.



- 5 Read the paragraph and circle the best concluding sentence.

Samantha Cristoforetti has been very successful in life so far. She studied Mechanical Engineering in Germany. Then she joined the Air Force in Italy, her home country. She became a captain. In 2009, Samantha became an astronaut. In 2015, she lived in space for almost 200 days. During her time in space, she posted a lot of beautiful pictures and interacted with people on social media.

- a In short, Samantha Cristoforetti still has more that she wants to learn.
- b In conclusion, Samantha Cristoforetti has accomplished a lot in her life.
- c In summary, Samantha Cristoforetti enjoys using social media.



- 6 Write concluding sentences for the paragraphs.

1 Rachel Chan is a biologist from Argentina. She finished her PhD in Biochemistry in 1988. Then, she studied how severe weather conditions can hurt plants. With other scientists, she invented seeds that can survive during droughts.

2 Leonardo da Vinci was an extremely talented man. He was an artist and engineer who drew pictures of bridges and flying machines. He was also interested in studying the human body and comparing it to the bodies of animals. And of course, he created one of the most famous paintings in the world, the Mona Lisa.

3 If you want to become the CEO of a company, you must plan ahead. First, you should study hard at school and get good grades. Next, you should apply to well-known business schools. Then, try to get a job at a company that has a lot of opportunities for you to learn and grow. You will have to work hard, but one day you might get your dream job.

WRITING TASK

Who do you think is a good role model? Why? Write a paragraph explaining the qualities that make that person a good role model.

PLAN

- 1 Write a topic sentence to introduce the person you chose and explain why you think he or she is a good role model.

... is a good role model because ...

- 2 Look at the Venn diagram you made in Exercise 4 of the Critical thinking section on page 160. Use the shared qualities of the two people as examples of what makes a person a good role model. Write the qualities and examples in the order you will write about them in your paragraph. What are some of the qualities that are special for the person you chose?

1 _____

2 _____

3 _____

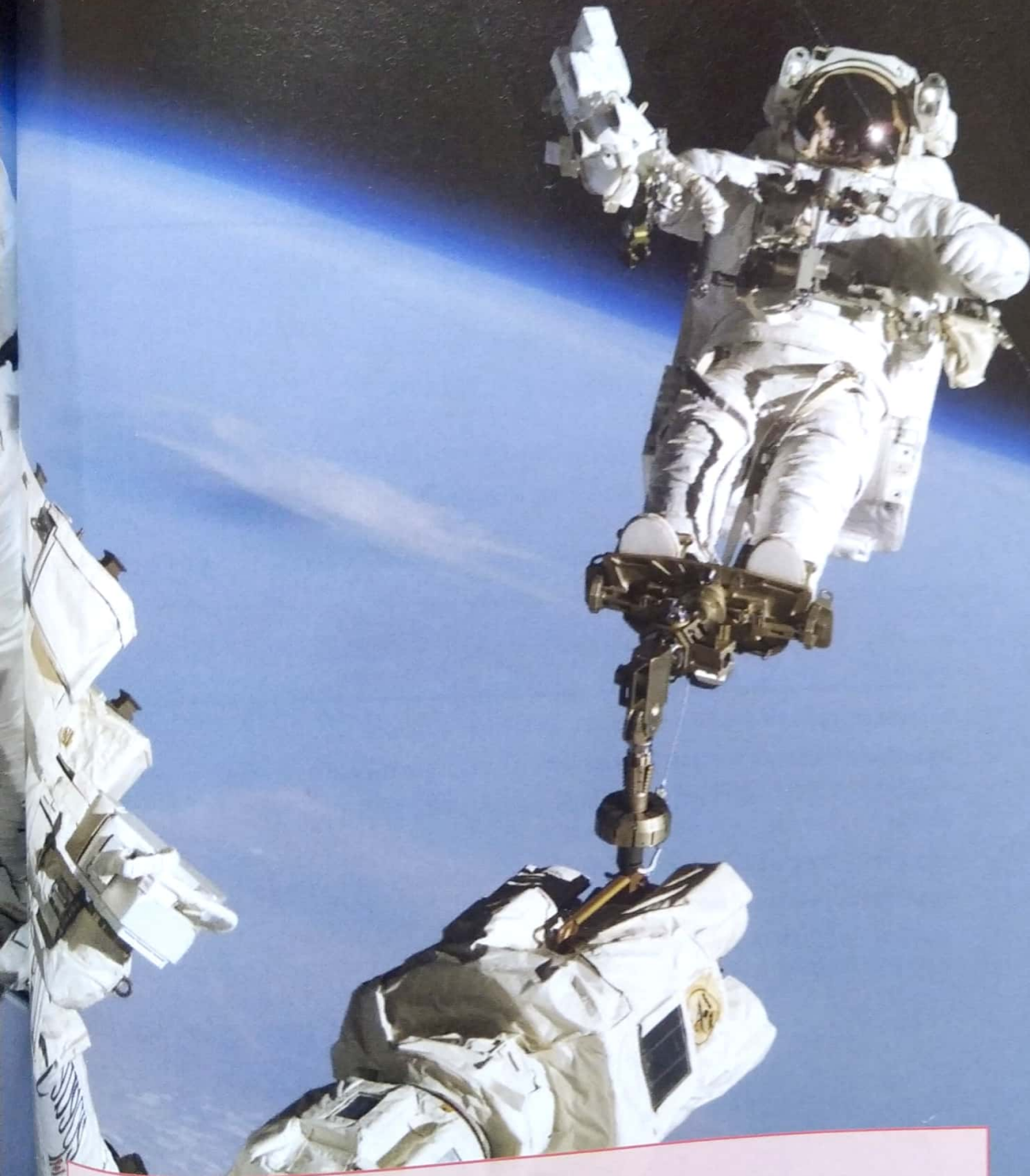
4 _____

- 3 Write a concluding sentence that repeats your main idea in different words. Use phrases like *in conclusion*, *in summary* or *in short* to show that this is the concluding sentence.

- 4 Refer to the Task checklist on page 166 as you prepare your paragraph.

WRITE A FIRST DRAFT

- 5 Write the first draft of your paragraph.



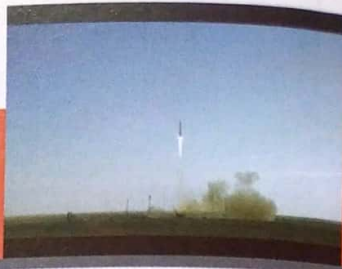
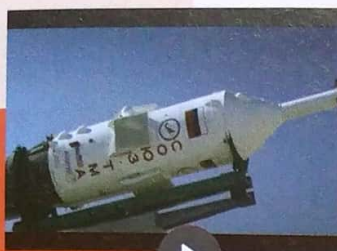
UNLOCK YOUR KNOWLEDGE

Look at the photo and answer the questions.

- 1 What is the person doing? Would you like to try this work?
Why / Why not?
- 2 Why do governments send people to space?
- 3 Would you like to travel to space? Why / Why not?



WATCH AND LISTEN



PREPARING TO WATCH

1 Work with a partner and answer the questions.

- 1 How do people usually get to work when they live far from their workplace?
- 2 Why might people live far from their workplace?
- 3 What are some unusual offices or workplaces?

2 You are going to watch a video about a woman who travelled to space for work. Write five adjectives and five nouns to describe a trip to space.

Adjectives: _____, _____, _____, _____, _____

Nouns: _____, _____, _____, _____, _____

GLOSSARY

astronaut (n) someone who travels to and works in space

International Space Station (n) the name of an international spacecraft where astronauts work on projects

rocket (n) a vehicle for travelling to space

capsule (n) the part of the rocket where the astronauts are

cosmonaut (n) an astronaut from Russia

blast off (phr v) to leave the ground; for example, when a spacecraft or rocket blasts off, it leaves the ground.

WHILE WATCHING

3 Watch the video. Answer the questions.

1 What does Sunita Williams do?

2 What is the name of her office in space?

3 How did she get there?

4 What was not a problem when she went there?

5 What took longer, her trip to space or her drive to work?

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

4 Watch again. Complete the sentences with the correct numbers.

1 It takes Sunita Williams _____ minutes to drive to the office.

2 She drives her car _____ miles to the office in Houston, Texas.

3 She spent _____ months in space.

4 The trip to space was _____ miles, straight up.

5 The trip took _____ minutes.

5 Correct the mistakes in the student's notes. Compare your answers with a partner.

1 The rocket is American.

2 The trip took double the time it takes her to drive to work.

3 She travelled in a big capsule.

4 She went with a Russian cosmonaut and a Korean astronaut.

5 They rode the elevator to the bottom.

DISCUSSION

6 Work with a partner. Discuss the questions. Explain your answers.

1 What are the dangers of travelling to space?

2 What kind of person works in space?

3 What is 'space tourism'? How do you feel about it?

READING 1

PREPARING TO READ

- 1 Read the sentences (1–7). Write the correct form of the words in bold next to the definitions (a–g).
- 1 Mariam loves to **explore** new places. Her dream is to go into space.
- 2 There were many **advances** in science and medicine during the last century. The speed of change was amazing.
- 3 Astronauts have not set foot **beyond** the moon, but one day soon they may go to planets that are farther away.
- 4 It is important for an **entrepreneur** to understand that they might lose all of their money if their business fails.
- 5 The rocket **crashed** when it was landing. Luckily, the people inside were not hurt.
- 6 Tesla is a **private** company. The government does not run it.
- 7 Some people don't think we should use **public** money, like taxes, to pay for space travel. They think companies should pay for it.

- a _____ (n) someone who starts their own business
- b _____ (n) progress in the development or improvement of something
- c _____ (adj) related to money or services controlled or supplied by a person or a company and not by the government
- d _____ (v) to travel to a new place to learn about it
- e _____ (prep) on the farther side of; at a farther distance than
- f _____ (v) to hit something by accident, especially in a vehicle
- g _____ (adj) related to money or services controlled or supplied by the government and not by a person or a company

- 2 You are going to read an article about space travel. Before you read, discuss the questions with a partner.
- 1 Who pays for space exploration?
- 2 Do you think people will ever go on holiday in space? Why / Why not?

UNDERSTANDING KEY VOCABULARY

USING YOUR KNOWLEDGE

The rise of commercial¹ space travel



Elon Musk and Dragon

4 Another **entrepreneur** who supports commercial space travel is Sir Richard Branson. He started a private company called Virgin Galactic. Their goal is to open space travel to everyone. The company has sold almost 700 future trips to space, at the high cost of \$250,000 per person. Those future space tourists come from countries all over the world and are all different ages.

5 Private companies are lucky in one way. They don't have to wait for money from the government like NASA does. However, that doesn't mean that setbacks⁵ and accidents don't happen. In 2014, Virgin Galactic's VSS Enterprise **crashed** in the Mojave Desert in the US during a test flight. The 39-year-old pilot, Michael Alsbury, was killed. In 2016, a SpaceX spacecraft that was going to the ISS exploded on the launch pad in Cape Canaveral, Florida. No one was hurt, but important supplies were lost.

6 The race to **explore** the universe continues and many private companies are competing. Some of those companies want to take people to the moon and back someday. Others want to take people to Mars. The possibilities are endless. Maybe in our lifetime, those dreams will come true.



Sir Richard Branson and a Virgin Galactic spacecraft

1 In 1957, the Soviet Union sent *Sputnik 1* into space. It was the first successful spacecraft to orbit² the Earth, and it started the time period known as the Space Age. A short time later in the US, the National Aeronautics Space Administration (NASA) successfully sent another spacecraft, *Explorer 1*, into space. In the years that followed, incredible **advances** were made. Astronauts orbited the Earth and men walked on the moon. The world, it seemed, wanted to learn what was **beyond** Earth.

2 Today, space exploration continues, and governments still compete with one another to make new discoveries. In 2012, NASA landed its unmanned³ spacecraft *Curiosity* on Mars in order to collect information about the planet. In 2016, Europe and Russia worked together and sent a spacecraft to Mars. China and India are also working on similar projects. However, there has been one big change: **private** companies, instead of **public** government organizations, are entering the Space Race⁴.

3 SpaceX has been very successful in commercial space travel. They designed the spacecraft *Dragon* in order to deliver supplies to the International Space Station (ISS). In 2012, *Dragon* was the first commercial spacecraft in history to do that. Elon Musk, the man who started the company, has dreams that go beyond making deliveries. He hopes that SpaceX will be able to send people to Mars by 2025.

¹commercial (adj) with the purpose of making money

²orbit (v) to travel around a planet or star

³unmanned (adj) without people to operate something

⁴Space Race (n) the competition between countries to make advances in the field of space exploration

⁵setbacks (n) problems that make something happen later or more slowly than it should

READING FOR MAIN IDEAS

READING FOR DETAIL

WHILE READING

3 Read the text on page 173 and answer the questions.

- 1 What is the Space Age?
- 2 What are countries competing with one another for?
- 3 What are some goals of future space travel?
- 4 What is one difference between public and private companies?

4 Read the statements. Write *T* (true) or *F* (false). Then correct the false statements.

- _____ 1 NASA sent *Sputnik I* into space, and it was the first successful spacecraft to orbit the Earth.
- _____ 2 Entrepreneurs like Elon Musk and Sir Richard Branson have to wait for government money in order to build new spacecraft.
- _____ 3 In 2016, a SpaceX spacecraft exploded in Cape Canaveral, Florida, and killed its pilot.
- _____ 4 Virgin Galactic has sold nearly 700 future trips to space.
- _____ 5 The first commercial spacecraft to deliver goods to the International Space Station was called *Dragon*.

READING BETWEEN THE LINES

SKILLS

Identifying the author's purpose

Authors write in order to inform, explain, entertain or persuade readers. The author's purpose may be understood by his or her use of key words, tone and language in the text. Good readers identify why a text was written. The author's purpose may be stated clearly in the text, or it may have to be inferred.

IDENTIFYING PURPOSE

5 Read the text on page 173 again. Circle the correct answers.

- 1 The purpose of the text is to ...
 - a persuade readers that commercial space travel is necessary.
 - b inform readers about the advances in commercial space travel.
 - c entertain readers about the possibility of life on Mars.
- 2 You could find the text in ...
 - a a magazine.
 - b a textbook.
 - c a science fiction novel.
- 3 The author is ...
 - a analyzing commercial space travel.
 - b describing commercial space travel.
 - c questioning the benefits of commercial space travel.

DISCUSSION

6 Discuss the questions with a partner.

- 1 Would you pay a lot of money to be a space tourist? Why / Why not?
- 2 Why might some people want to leave Earth and live on Mars?

READING 2

PREPARING TO READ

1 You are going to read about life on other planets. Before you read, circle the best definition (a or b) for each word in bold.

- 1 I often **wonder** if people will travel to Mars one day. Maybe NASA will send someone there in the next 10 or 15 years.
a think about something and try to understand it
b not believe something
- 2 My essay is weak because I didn't **support** my ideas with expert opinions. I should find more research to add to my essay.
a think of more topics to write about
b help show that something is true
- 3 A lot of **evidence** shows that Mars once had flowing water.
a opinions that people have about a topic
b something that makes you believe something is true
- 4 Scientists have been studying space for many years. Some think there is life on other planets, but no one can **prove** it.
a show that something is true
b ask questions about something
- 5 Life can't **exist** without air and water. For that reason, Earth is the perfect planet for life.
a be real, alive or present
b change and improve
- 6 Because it was so difficult, Elise thought it was **unlikely** that she would pass her Astronomy exam.
a expected to happen; probable
b not expected to happen; not probable
- 7 Astronauts have to train a lot in order to prepare for the **conditions** they'll face in space, such as very hot and very cold temperatures.
a the location of something
b the situation in which people live, work or do things
- 8 On **particular** nights, you can see the brightest planets when you look at the sky. That only happens when the sky is clear.
a used to talk about one thing or person and not others
b many different things or people, not just one

UNDERSTANDING
KEY VOCABULARY



- 2 Skim the text on page 177. What type of text is it?
- a a story
 - b an essay
 - c a newspaper article

WHILE READING

- 3 Read the text and write the number of the paragraph (1–4) where the author mentions each idea (a–d).

- a There is not enough evidence to prove that Kepler 22b has life.
Paragraph: _____
- b Earth is the only planet with the right conditions for life.
Paragraph: _____
- c There are arguments for and against the idea that life exists on other planets. Paragraph: _____
- d It is unlikely that there is life on another planet, because the conditions for life to exist are too particular. Paragraph: _____

- 4 Answer the questions, using the information in the text.

- 1 How many solar systems are there in the universe?

- 2 What is the name of the telescope that discovers new planets?

- 3 What is Kepler 22b? _____
- 4 Which university wrote a report saying that it is unlikely that there is life on other planets? _____
- 5 What does the report say we need before we can know if there is life on other planets? _____



Kepler 22b

Life on other planets

- 1 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, it is **unlikely** that there is life on other planets because planets need a very specific environment for life to start. In the end, there are no facts that **support** the idea of life on other planets.
- 2 First of all, it is true that the universe is huge. It has billions of stars and thousands of solar systems. As of 2016, experts using the very powerful Kepler telescope¹ have found more than 2,300 planets in orbit around stars. A lot of these planets are similar to Earth. In fact, a number of scientists believe that one of these planets, named Kepler 22b, has the right **conditions** – the right atmosphere² and temperature – to support life. However, there is no **evidence** that there is life on Kepler 22b. Experts with the best technology can see no signs of life there. Until there is hard evidence, we cannot use Kepler 22b to support the idea of life on other planets.
- 3 A planet needs very **particular** conditions to support life. A planet with life would need to have water, the right temperature and

the right mix of chemicals in the atmosphere. Earth has the perfect conditions for life, and 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, they have never found evidence to **prove** it. A recent report from Princeton University suggests that it is highly unlikely that there is life on other planets. The researchers believe that we don't have enough scientific evidence to decide if there is life on other planets. They say that just because conditions similar to Earth exist on other planets, it doesn't mean that life exists there.

- 4 In conclusion, I do not believe that there is life on other planets. Although the universe is very big, a planet with life needs very special conditions. Earth has exactly the right conditions for life. It is not too hot or too cold. It has water, air and the right chemicals. I do not think that any other planets could have exactly the same conditions as Earth. Therefore, I do not think that there could be life on other planets.

¹**telescope** (n) a piece of equipment, in the shape of a tube, that makes things that are far away look bigger or nearer

²**atmosphere** (n) the layer of gases around a planet

READING BETWEEN THE LINES

- 5 Why do you think Kepler 22b was given its name?
- 6 Read the sentences from the text. Which are facts and which are opinions? Write F (fact) or O (opinion).
- 1 There must be life on other planets. _____
 - 2 The universe has billions of stars and thousands of solar systems. _____
 - 3 It is highly unlikely that there is life on other planets. _____
 - 4 A planet needs very particular conditions to support life. _____
- 7 Read the questions (1–3) and circle the correct answers (a–c).
- 1 What is the author's main purpose?
 - a to entertain readers
 - b to make readers agree with his or her opinion
 - c to inform readers
 - 2 What does the author believe?
 - a The universe is so big that there must be life on other planets.
 - b Life probably doesn't exist on other planets.
 - c Life most likely exists on other planets; we just have to find it.
 - 3 Why does the author include information from a recent report from Princeton University?
 - a to prove that experts agree with his or her opinion
 - b to show that there are two sides to the argument
 - c to prove that life exists on other planets

DISCUSSION

- 8 Space exploration has led to many inventions. With a partner, rank these inventions in order of importance from 1 (the most important) to 7 (the least important).
- | | |
|---------------------------|---------------------------|
| a microcomputers _____ | e electric cars _____ |
| b GPS navigation _____ | f robotic arms _____ |
| c satellite TV _____ | g freeze-dried food _____ |
| d weather forecasts _____ | |
- 9 Use information from Reading 1 and Reading 2 to answer the questions.
- 1 Will private companies make it possible for tourists to go to the moon or to explore planets like Mars or Kepler 22b? Why / Why not?
 - 2 Will private companies help us learn more about other planets and their environments? Why / Why not?

GIVING EVIDENCE AND SUPPORTING AN ARGUMENT

VOCABULARY

In an essay, good writers support their arguments with evidence. You can use the nouns *research*, *study*, *expert* and *report* to support arguments. You can use verbs like *think* or *believe* for a person, and *show* or *suggest* for a piece of work, e.g. a study or report.

- 1 Write the nouns from the box next to the correct definitions. One definition has two correct answers.

study report research expert

- 1 _____ (n) someone who has a lot of skill in something or a lot of knowledge about something
- 2 _____ / _____ (n) a document that tells us about a subject in detail
- 3 _____ (n) the study of a subject to discover new information

- 2 Complete the sentences with the correct verbs from the box. More than one answer is possible.

think believe show suggest

- 1 Experts _____ that the moon is too cold for people to live there.
- 2 Studies _____ that there are over 200 billion stars in the Milky Way galaxy.
- 3 Scientists _____ that we need to study space.
- 4 Reports _____ that parts of Mars were once covered in ice.
- 5 Research _____ that there could be 50 billion planets in our galaxy.



the Milky Way

WRITING

CRITICAL THINKING

At the end of this unit, you will complete an opinion essay. Look at this unit's writing task below.

Should governments spend more money on space exploration?
Give reasons and examples to support your opinion.

ANALYZE

- 1 With a partner, look back at paragraph 1 of Reading 2 on page 177. What is the author's main argument?

- 2 What are the reasons the author gives to support his or her argument? Look at paragraphs 2 and 3.

Paragraph 2: _____

Paragraph 3: _____

- 3 Read the opinions about funding for space exploration on page 181. Notice that the opinions come from different people and organizations. Underline the sentence or sentences that show the writer's opinion about funding space travel.

a Source: The International Space Agency

Governments around the world should spend more money on space programmes. The International Space Station (ISS) is a good example why. The ISS has existed since 1998 and brings together many countries. Astronauts live in space and take part in important experiments. In 2015, Russia and the US sent astronauts to live on the ISS for one year to observe the effects of space on the human body. Long-term journeys, such as travelling to Mars, will never happen without this important research. The ISS cost about \$100 billion and one country could not pay for that on its own. International space exploration proves that countries can work together. It represents the spirit of partnership. With so much war in the world, governments should spend more money on things they can achieve together. Maybe that will help bring peace.

b Source: A newspaper editorial

The US has spent more than \$16 billion per year on its space programme since 1958. For a long time, the cost was worth it because of the advances made in science and technology. However, space travel is not only expensive, but it is also dangerous. Astronauts have been killed as recently as 2014. Also, we shouldn't waste natural resources on building new spacecraft. More money should be spent on people who need clean water and food, on access to education and on medical research. For example, a Japanese study found that a drug made from sea sponges helps treat several types of cancer. And yet 90% of the Earth's oceans are still unexplored. The ocean is a valuable resource. Governments should spend more money on ocean exploration than on space exploration.

c Source: A government agency

Uncovering the mysteries of space is a huge task that should continue to be funded. Imagine the discoveries and advances in technology that will be made as countries go farther and farther into space, especially in the race to be the first to Mars. Furthermore, people may need to live on Mars someday because Earth will become too crowded and too hot. Also, asking questions about the universe encourages young people to study Science and Engineering, which is a huge benefit to society. Medical advances are also made as a result of sending humans to space. For example, when astronauts are in space, their bones become weaker and more likely to break. Many elderly people also have weak bones. Drugs that can help elderly people can be tested on astronauts in space. Research done in space can improve life on Earth. Governments should absolutely spend more money on space programmes.

- 

Evaluating arguments

It is important to think about how good the different arguments about a topic are. Some arguments are stronger than others. *Evaluate* by deciding how strong an argument is. Is there strong evidence to support the argument? Opinions must be supported by evidence (reasons and examples) to produce a strong argument. This can help you decide which arguments to include in an essay.

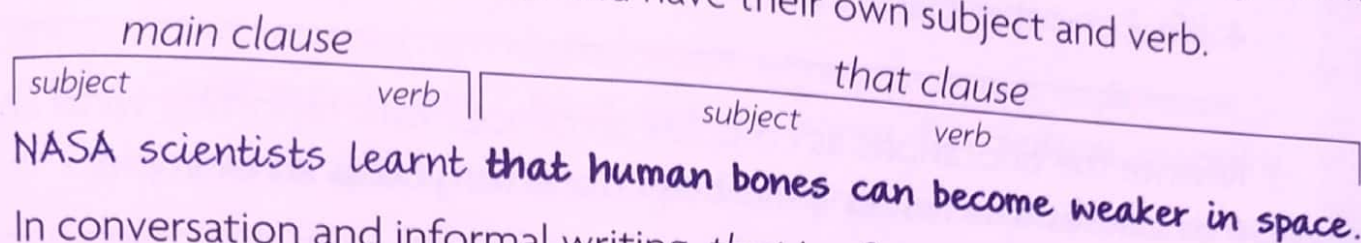
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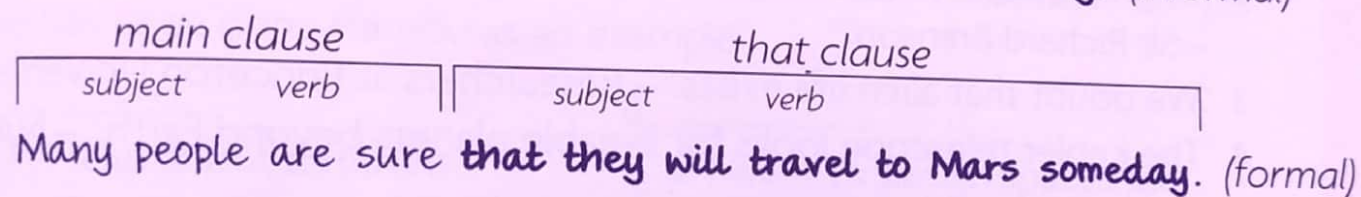
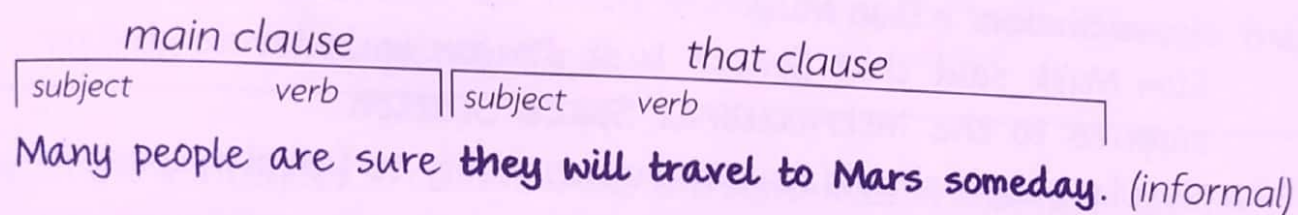
- 
- EVALUATE

THAT CLAUSES IN COMPLEX SENTENCES

Good writers use a variety of sentence structures to make their writing interesting. Writers should use simple, compound and complex sentences. In some complex sentences, *that* clauses are used to give supporting evidence. *That* clauses begin with *that* and have their own subject and verb.



In conversation and informal writing, *that* is often omitted. In formal, academic writing, use *that*.



You can use reporting verbs (*explain, think, show, say, believe, hope, doubt, claim, state, suggest*) in the main clause to give supporting evidence and examples for an argument. For example:

Some people think + that clause.

Studies show + that clause.

Scientists believe + that clause.

Some experts suggest + that clause.

There must be life on other planets. → **Some scientists believe** that there must be life on other planets.

Travelling to space is dangerous. → **Some people think** that travelling to space is dangerous.

Oceans are a valuable resource. → **Studies show** that oceans are a valuable resource.

Humans will have to live on another planet someday. → **Some experts suggest** that humans will have to live on another planet someday.

Note: It is not necessary to use a comma before *that*.

1 Put the words in order to make complex sentences with *that* clauses.

1 we could live / 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 life / on other planets / Studies suggest that / could exist / .

2 Rewrite the quotations as complex sentences with reporting verbs and *that* clauses. The first one has been done for you as an example.

1 'SpaceX built *Dragon* in order to deliver supplies to the International Space Station.' – Elon Musk

Elon Musk said that SpaceX built *Dragon* in order to deliver supplies to the International Space Station.

2 'Regular people should have the opportunity to travel in space.' – Sir Richard Branson

3 'We doubt that alien life exists.' – Researchers at Princeton University

4 'The Kepler telescope looks for liveable planets beyond Earth.' – NASA



INFINITIVES OF PURPOSE

GRAMMAR

You can use *in order to* + the infinitive to express a purpose, or why something is done. Think of it as answering a 'Why?' question.

You can use *to* + the infinitive alone. *In order to* + the infinitive is more formal. *To* + the infinitive is more informal.

NASA sent robots to Mars (*in order*) to find water.

SpaceX designed *Dragon* (*in order*) to deliver supplies.

3 Match the sentence halves.

1 We build rockets

2 We sent the International Space Station into space

3 We want to land on the moon

a (*in order*) to explore it in more detail.

b (*in order*) to send people into space.

c (*in order*) to find out if people could live in space.

4 Complete the sentence in three different ways, using infinitives.

1 We explore space (*in order*) _____

2 We explore space (*in order*) _____

3 We explore space (*in order*) _____

BECAUSE AND SO

GRAMMAR

Because and *so* express causes and effects. A clause that shows the cause of or reason of an action follows *because*. A clause that shows the effect or result of an action follows *so*. Use *because* and *so* to join two clauses. Each clause must have a subject and a verb. Put a comma before *so*.

reason: I want to be an astronaut.

result: I'm studying Computer Science.

→ I'm studying Computer Science **because** I want to be an astronaut.

→ I want to be an astronaut, **so** I'm studying Computer Science.

reason: Governments spend too much money on space exploration.

result: Governments don't have enough money for medical research.

→ Governments don't have enough money for medical research **because** they spend too much money on space exploration.

→ Governments spend too much money on space exploration, **so** they don't have enough money for medical research.

- 5 Match the sentences in column A to the sentences in column B. The first one has been done for you as an example.

A _____

B _____

1 I read about different planets.

a I want to design spaceships.

2 I'm studying Mars.

b I like to look at the stars and planets.

3 I study Engineering.

c I want to be an entrepreneur.

4 I bought a telescope.

d I want to explore new places.

5 I study Business.

e I want to learn more about space.

- 6 Write *reason* and *result* in the gaps (A or B) above the columns to show which sentences are the reason sentences and which are the result sentences.

- 7 Look at the sentences below with *because* and *so*. Underline the reason sentence and circle the result sentence.

1 I'm studying Maths and Physics *because* I want to be an engineer.

2 I want to be an engineer, *so* I'm studying Maths and Physics.

- 8 Join each pair of sentences in Exercise 5 to make one sentence. Write *because* or *so*. The first one has been done for you as an example.

1 I read about different planets *because* I want to learn more about space.

2 _____

3 _____

4 _____

5 _____

ACADEMIC WRITING SKILLS

ESSAY ORGANIZATION

SKILLS

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

An essay has an *introductory paragraph*, one or more *main body paragraphs* and a *concluding paragraph*.

introductory paragraph: The introductory paragraph gives background information about a topic. Background information can be general information about the topic, historical information or a story that helps readers understand why the topic is important. The last sentence of the introductory paragraph is the **thesis statement**. This tells the reader what the essay will be about. It is similar to a topic sentence for a paragraph and it includes the writer's point of view. It also says what the main body paragraphs will discuss.

main body paragraphs: Each main body paragraph has a topic sentence and supporting sentences. Supporting sentences include facts, reasons and examples that support the essay's ideas.

concluding paragraph: The concluding paragraph retells or summarizes the main points in the essay. The writer gives his or her opinion again.

- 1 Use the words from the box to complete the summary about the correct order of paragraphs in an essay.

middle last first one

The introductory paragraph is the ⁽¹⁾_____ paragraph in an essay.
The body is the ⁽²⁾_____ paragraph or set of paragraphs of the essay. The body can be ⁽³⁾_____ paragraph or many paragraphs.
The concluding paragraph is the ⁽⁴⁾_____ paragraph in an essay.

- 2 Look at the essay in Reading 2 again on page 177. Follow the instructions.
 - 1 In the introductory paragraph, circle the background information about the topic. Underline the thesis statement.
 - 2 In the main body paragraphs, highlight the facts, reasons and examples that support the argument.
 - 3 In the concluding paragraph, circle the phrases that retell the main points in the essay. Underline the writer's opinion.



WRITING TASK

Should governments spend more money on space exploration?
Give reasons and examples to support your opinion.

PLAN

- 1 Look at the essay planner below and answer the questions.
 - a In which paragraphs should you give support for your opinion?
 - b In which paragraph should you write your conclusion?
 - c In which paragraphs should you include your opinion about the topic?
 - d Complete the thesis statement in the first paragraph of the essay planner. Then circle *should* or *should not* in the concluding paragraph on page 188 to show your opinion. Then summarize your main points.
- 2 Refer to the Task checklist on page 188 as you prepare your essay.

WRITE A FIRST DRAFT

- 3 Use your ideas from the Critical thinking section to complete the essay planner.

1 Space exploration is very expensive. Between 1981 and 2011, the US government spent \$192 billion on its 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. In my opinion, _____

2 _____

3 _____