

OXFORD
PRIMARY
SKILLS



6

Reading and writing

Jenny Quintana



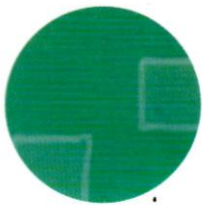
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Unit	Structures	Vocabulary	Skills
1 Young and talented page 4	<i>I'm good at ... I like ..., I prefer ...</i>	Describing abilities: <i>artistic, athletic, musical, etc.</i>	<i>All about Me</i> (self description) My favourite activities
2 Extreme nature page 8	Time clauses and conditionals: <i>When ..., If ...</i>	Extremes of weather: <i>hurricane, volcano, tornado, etc.</i>	<i>Hurricanes</i> (factual article) Tornadoes
3 Ancient civilizations page 12	Past simple	Materials: <i>bronze, silk, stone, etc.</i>	<i>The Vikings</i> (school project) My area 1,000 years ago
4 Endangered animals page 16	Comparatives: <i>taller, smaller, heavier</i>	Describing animals: <i>beak, scales, shell, fur, etc.</i>	<i>The great white shark</i> (factual article) Crocodiles
5 Food inventions page 20	The passive (present simple)	Processing food: <i>canning, drying, freezing, etc.</i>	<i>Canning food</i> (description of a process) The process of making chocolate
6 Old and new page 24	The passive (past simple, present perfect)	Buildings: <i>gallery, power station, etc.</i>	<i>The Tate Modern</i> (advert for a museum) An advert for a museum or gallery
7 Moving pictures page 28	Defining relative clauses: <i>a man who ..., a family that ...</i>	Films: <i>character, scene, special effects, etc.</i>	<i>Night at the Museum</i> (film review) My favourite film
8 Once upon a time page 32	Past simple for narratives	Adjectives and adverbs in narratives: <i>ambitious, impatient, suddenly, etc.</i>	<i>The handsome stag</i> (traditional story) A story from my country
9 Rescued! page 36	Third conditional: <i>If you had ... I would have, If they hadn't ... we wouldn't have ...</i>	Dramatic rescues: <i>brave, dramatic, paramedic, etc.</i>	<i>Brave Teens Save Swimmer</i> (newspaper report) A newspaper report
10 Languages page 40	Informal greetings and phrases for emails	Languages and nationalities: <i>Egyptian, Indian, Urdu, etc.</i>	<i>Hello Sharifa, ...</i> (email from a friend) A reply email
11 Study skills page 44	Imperatives: <i>Write ..., Use ..., Ask ..., etc.</i> Linking words: <i>although, however</i>	School words: <i>assembly, break time, registration, etc.</i>	<i>A British school day</i> (description of a routine) My school day
12 It's holiday time! page 48	Using questions to get people's interest: <i>Do you wish you were ... Do you dream of ... If ...</i>	Extreme adjectives: <i>unforgettable, spectacular, luxurious, etc.</i>	<i>Welcome to Sydney!</i> (holiday brochure) A holiday brochure
More words page 52		Six extra words for each unit	



Teaching notes

The *Oxford Primary Skills* series is designed to be used alongside your main coursebook, to further develop reading and writing skills. The series uses a balance of familiar and new language in a range of contexts.

Levels 5 and 6 are made up of twelve teaching units, to be used in order. The texts progress in difficulty from unit to unit, introducing new vocabulary and structures and developing writing skills. The grammar and vocabulary syllabus is designed to be consistent with what the children are learning in their main coursebook.

Reading

The series introduces children to different types of written English, using a variety of texts. Children will be motivated when they find that they can read and understand 'real' text types such as advertisements, newspaper reports or traditional tales – all written in language appropriate to their stage of learning. Through doing various types of comprehension activities, children will develop the skills of reading and listening for gist and detail, which are essential for all-round communicative competence. Finally, by doing vocabulary exercises and becoming competent dictionary users, children will develop skills that will enable them to approach new words and texts with confidence.

Writing

In the *Writing* section of each unit, children practise and revise writing subskills such as paragraphing and sequencing. They will also learn how to improve their writing by using language appropriate to the context. Children are given a variety of writing tasks, which will develop their ability to use the language more flexibly. Their writing confidence will develop as they produce a wide range of texts, including research reports, a film review and a holiday brochure.

More words

The *More words* section at the back of the book presents supplementary vocabulary which children can use in their writing tasks. Some of these words will be new; others are presented as revision. It is to be stressed that these words are optional and it is perfectly possible to complete the course without using this additional section.

Tour of a unit

The twelve units cover topics that children are likely to meet in their main English coursebook or in other school subjects. Each unit follows the same structure:


Reading

Before reading

Each unit begins with open class discussion questions. These questions are designed to focus children on the unit topic. They help children to draw on their own understanding of the topic, and from this to make predictions about the content of the text.

It may be useful to pre-teach a few words in the text which could cause special problems, but do not try to solve every difficulty beforehand. Guessing the sense of unknown words is an important part of developing reading skills.

12 It's holiday time!



Reading

Before reading

- Discuss these questions.
 - Have you ever been on holiday away from home? Where did you go? What did you do?
 - If you could have your dream holiday, where would you go? What would you do?
- Read and listen.**

Welcome to Sharm el-Sheikh!

Sharm el-Sheikh is one of Egypt's biggest and most popular resorts. It lies south of the Sinai Peninsula between the desert and the Red Sea. The climate is hot and sunny all year round and there are lots of exciting activities for everyone.

The amazing Red Sea

The Red Sea is famous for its sun lit and clear, beautiful water. You can snorkel close to the diving spots such as Garden Reef Bay and see colourful, tropical fish and other incredible sea creatures swimming amongst the coral. There are around 1,500 different types of sea life along the coast and over 400 species of coral.

For the more adventurous visitors, the Red Sea is perfect for water skiing. Don't worry if it's your first time. You can take a course at a diving school with trained instructors who will teach you everything you need to know. You can then go on a diving trip when you will discover the amazing sights of the deep sea, and may even come across an ancient shipwreck.

The splendour of Sharm Bay

If you want to see what lies under the surface of the sea, but don't want to go in, the water table on Sharm Bay is a glass-bottomed boat instead. See the brightly coloured fish swimming right under your feet.

The splendour of Sharm Bay

If you prefer to stay on dry land, the desert offers all kinds of activities. If excitement is what you want, try quad biking across the dunes.

If you're looking for a quieter kind of adventure, go on an equine safari where, when you've spent some time on beautiful lands and have the truly unforgettable experience of a camel ride. At night, you can camp on the open air, under the starry sky. Imagine watching the sun rise over the desert when you wake up.

The splendour of Sharm Bay

If you visit to Sharm el-Sheikh you will be surprised to find some fantastic souvenirs to remember your holiday. Sharm Bay is the place to go for shopping. Here you will find whatever you are looking for, from beautiful silver jewellery in the modern shops, to traditional handicrafts like carpets and bags in the busy, colourful markets. Sharm Bay is also home to some of the region's most luxurious hotels and you will find restaurants offering some of Egypt's most delicious dishes.

So if you're looking for an experience you'll never forget, come to Sharm el-Sheikh on your next holiday. We are waiting to welcome you!

Vocabulary

Match the words from the text to the definitions.

1. **activities** (noun) things you do to occupy or enjoy yourself
2. (noun) animals, or any living things that aren't plants
3. (noun) places people go on holiday with hotels and shops to do
4. (adjective) coming from a hot part of the earth
5. (adjective) very exciting
6. (noun) small hills of sand
7. (noun) a ship at the bottom of the sea due to an accident
8. (noun) useful or decorative objects made by hand
9. (noun) surprising or beautiful things
10. (adjective) looking like glass, you can see through it
11. (noun) the land next to the sea or a lake
12. (adjective) very comfortable and usually expensive

Read and listen

Each text is recorded on the Teacher's CD. Play the recording as children follow in their books. Listening to the reading text and reading silently will develop children's ability to read for gist. It is not important for them to understand every word at this point. Reading without interruption is important if they are to gain a general understanding of the text. After reading and listening, ask a few simple comprehension questions to ensure children understand the gist.

Vocabulary

In the vocabulary exercise that follows the *Reading* section, children choose highlighted words from the text to complete the sentences or match to the definitions. Presenting new vocabulary in context, and encouraging children to look up the definitions in their dictionaries, develops children's confidence and competence as independent readers.

Reading comprehension

The exercises in the *Reading comprehension* section will allow you to monitor children's understanding of the text, both in general and in detail. Make sure that children understand the task. Answer one or two of the questions with the class if you feel this is necessary, then let the children finish the exercise on their own. The exercises could also be given as homework, giving children the opportunity to re-read the text at their own speed – an ideal way to build on their work in class.

The last exercise on the *Reading comprehension* page is intended to promote classroom discussion and introduce related topics. Encourage children to express their own ideas and opinions. They could also discuss the questions at home with their families in their own language, then report their findings back to the class in English.

Writing

The *Writing* page begins with a short text which children can use as a model for their own writing. Children should read the text through, focusing on gaining a general understanding. Again you can ask a few simple questions just to check comprehension. These texts do not present new or difficult vocabulary as they are designed to focus on writing sub-skills rather than vocabulary development.

Below each text are writing tips in preparation for the task that will conclude the unit. They cover a variety of writing points: lexis, syntax, idiom and structure. Tell the children that you want them to make use of these tips in their own writing. Use the exercise which follows the writing tips for practice and reinforcement. Children should complete these exercises on their own, but do feedback as a class before they move on to the writing task.

Read the instructions for the final writing activity with the children, to be sure that everyone understands what they have to do. Less confident writers can stay close to the model text, copying its structure while substituting vocabulary; other children may be able to write more independently. Children who are progressing well with their writing may be encouraged to use the optional *More words* section at the back of the book, which provides additional vocabulary that can be used in the writing task.

For more extensive teaching notes and answer key, go to www.oup.com/elt/teachersclub/young_learners

Reading comprehension

4 Match the two parts of the sentences.


1 Sharm el-Sheikh is	a a resort in Egypt.
2 Sharm el-Sheikh is close to	b far above sea level.
3 Gordon Reef Bay is a good place	c types of coral.
4 There are more than a thousand	d for shopping.
5 There are around four hundred	e camel rides in the desert.
6 The glass-bottomed boats offer tourists	f also desert and the sea.
7 You can go on	g for snorkelling.
8 Na'ama Bay is a good place	h types of seals in the Red Sea.

5 Write True or False.

- Sharm el-Sheikh is in the north of the Sinai Peninsula.
- The weather often changes in Sharm el-Sheikh.
- You can learn to scuba dive in Sharm el-Sheikh.
- You can watch the sea life through the bottom of boats.
- You can go snorkelling in the desert.
- Desert safaris often include horse riding.
- It's possible to go on a trip where you sleep in the desert.
- You will only find traditional shops in Na'ama Bay.

6 Match the words with the pictures.

snorkelling camping souvenirs dunes handicrafts safari coral
rare birds shipwrecks markets diving course luxurious hotels quad biking




7 Discuss these questions with a partner or with your class.

- If you went on holiday to Sharm el-Sheikh, what would you choose to do? Why or why not?
- Do you think resorts like Sharm el-Sheikh offer a good kind of holiday? Why or why not?
- Do you think it's good to have a lot of foreign visitors to a country? Why or why not?

50 Unit 11 It's holiday time!

Writing More words: Describing animals, page 23



Great white sharks are the biggest ocean predators. They grow up to six metres long and can weigh more than 2,000 kilograms. They have strong tails and pointed fins so they swim fast – about 28 kilometres per hour. They have approximately 3,000 teeth which they use to catch their prey.

Great white sharks live in cold seas and oceans all over the world. They eat seals, fish, sea turtles, and they sometimes attack small whales. They don't eat humans! If they attack humans, it's because they are curious – not to eat them.

Great white sharks are excellent hunters and well-camouflaged so they can hide and wait for their prey. They are grey on top, so they are difficult to see on the rocky sea floor.

Use numbers in your writing to make your descriptions more accurate and interesting. Describe (height, circumference, weight (kilograms), speed (kilometres per hour) and eye (length)).

Often, it is impossible to know the exact numbers, so we use approximate numbers. We use phrases with these – can you find them in the text?


up to tells us the number could be smaller than this or the same
more than / over tells us the number is bigger than this
approximately / about / roughly tells us we don't know the exact number, or the number varies

8 Match the two parts of the sentences.

1 Chacabos can run	a approximately 40 years old.
2 Crocodiles are very tall	b more than 2,000 kilograms.
3 Elephants live to	c up to 120 kilometres per hour.
4 Camels can live for	d sometimes over five metres.
5 Hippopotamuses have got	e roughly 300 legs, depending on the species.
6 Hippos can weigh	f about six months without water in winter.

9 Write about crocodiles. Use this information.

Name	Weight	Habitat
The Nile crocodile	approximately 700 kilograms	swamps and lakes of Southern Africa
Type of animal	reptile	Prey
Appearance	dark brown or green, long neck, long tail	fish, birds, animals and sometimes humans!
Size	up to six metres long	
	about 40 teeth	




Unit 11 Endangered animals 51

1

Young and talented

Reading

Before reading

- 1 Discuss these questions.
 - 1 Which of these activities are you best at: sport, art, music or cooking?
 - 2 Do you know people with special talents? What can they do?
- 2  Read and listen.

Super Kids!

There are young, talented people everywhere. There are five-year-olds who can play the violin. There are ten-year-old opera singers who **perform** in famous concert halls. There are thirteen-year-old gymnasts in the Olympics, and many more children like this all over the world.

What are these **gifted** children like? Let's meet some of them.

Name **Asif Malik** Age **12** Country **India** Talent **painting**



'Nobody in my family is **artistic**, so they were surprised when I started painting seriously. I was only four years old. At first I painted trees and flowers. Now I paint portraits of my family and friends. I enter competitions and I sometimes have exhibitions. I've already sold some of my paintings. I have a website and all my paintings are on it. I'm going to go to an art school in Paris when I'm older.'

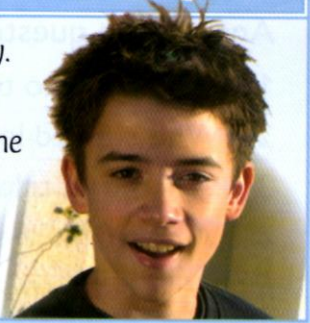
Name **Kati Varga** Age **11** Country **Hungary** Talent **chess**

'My father taught me to play chess when I was five years old. I **took part** in my first competition when I was eight years old. I was so excited when I won a **trophy**! Today, I have more than a hundred trophies and **medals** in my room. Next year, I'm going to take part in a **tournament** in Russia. One day, I'd like to be the best in the world. I know I'm on my way!'



Name **Josh Brown** Age **14** Country **Britain** Talent **cooking**

'I started cooking when my aunt sent me a cookery book on my birthday. I was only ten. At first I made cakes, but now I love making complicated meals for my family. I recently won a **competition** for the Young Chef of the Year. My **prize** is a visit to an expensive London restaurant next week. I'm spending the day there with a famous chef. He's going to teach me some delicious dishes. One day, I'm going to open my own restaurant.'



Name **Lee Sang-mi** Age **10** Country **South Korea** Talent **piano**

'Everyone in my family has got a special skill. I have two older brothers and they are both very **athletic**, but I've never been good at sport. My mother is very **musical**, and plays the piano beautifully. One day I was listening to her and suddenly I knew I wanted to try. I loved it! I started lessons at the music institute when I was six, and soon I was performing and winning competitions all over the country. Next month, I'm going to travel to Japan to play in a huge concert hall. I'd like to tour around the world one day.'



Asif, Kati, Josh and Sang-mi are just like ordinary children, but with one extraordinary difference – a special talent. And they're all on their way to great success!

Vocabulary

3 Use the words from the text to complete the sentences.

- 1 I play chess with my mum. I've never played in a tournament.
- 2 At the Olympics, the best athletes win gold _____.
- 3 That poem was excellent. It won first _____ in the poetry contest.
- 4 When they won the World Cup, the team held up the gold _____.
- 5 My sister is _____ at Maths. She never uses a calculator.
- 6 I'm not in the drama club. I don't like to _____ in front of people.
- 7 My cousin swims, plays tennis and runs. He's very _____.
- 8 I'm not very _____. I can't draw very well.
- 9 At the 2008 Olympics, 204 countries _____.
- 10 My brother plays the guitar and sings. He's quite _____.
- 11 I've practised, but I'm still nervous about the _____.
- 12 My mum is an _____ cook, better than anyone I know.

Reading comprehension

4 Answer the questions. Write *Asif*, *Kati*, *Josh* or *Sang-mi*.

- 1 Who plans to travel to a competition? Kati
- 2 Who started learning their skill when they received a present? _____
- 3 Who has a talented parent? _____
- 4 Who learnt their skill from a parent? _____
- 5 Who plans to study in a different country? _____
- 6 Who started learning their skill when they were six? _____
- 7 Who has a room full of prizes? _____
- 8 Who uses the Internet? _____
- 9 Who gets money for their skill? _____
- 10 Who is meeting a famous person? _____
- 11 Who is going to perform in another country? _____
- 12 Who has a talented family? _____

5 Write *True* or *False*.

- 1 Asif's family is also good at art. False
- 2 He paints pictures of people. _____
- 3 He lives in Paris at the moment. _____
- 4 Kati learnt to play chess when she was eight. _____
- 5 She has won many prizes. _____
- 6 She is going to Russia soon. _____
- 7 Josh likes cooking for other people. _____
- 8 He already works in a restaurant. _____
- 9 He hasn't won any prizes. _____
- 10 Sang-mi's brothers are also talented pianists. _____
- 11 She is playing in Japan soon. _____
- 12 She has played all over South Korea. _____

6 Discuss these questions with a partner or with your class.

- 1 What do all of the children have in common?
- 2 Do you think these children are happy? Why or why not?
- 3 Would you like to be gifted like these children? Which of these talents would you most like to have?
- 4 Are there any famous talented children in your country?



All about me

I'm quite good at Maths and Science, but I'm a very active person, too. I like doing all kinds of sports, like football and tennis, but my favourite sport is rugby. I prefer team sports to individual sports like running or swimming because I'm a sociable person as well. I enjoy being with my friends in a team. My best friends are on my rugby team.

I started playing rugby when I was seven years old. My dad bought me a rugby ball for my birthday and I practised every day. Now I'm on my school team and I love it. We practise on Mondays and Thursdays. We always have a good time because all my team mates and my coach are cheerful and funny.

When you finish your writing, always **check for mistakes**. Look for:

a incorrect spelling b incorrect tenses c incorrect punctuation

7 There are mistakes in each sentence below. Rewrite them correctly.

- 1 I like running I like swimming too. I like running. I like swimming, too.
- 2 I'm quiet good at Art and Music.
- 3 I'm very good at football tennis and basketball.
- 4 My mother teaches me the piano when I was four.
- 5 I love dancing its my favourite activity.
- 6 I'm practise every day after school.

8 Write about you and your favourite activities. Answer these questions to give you ideas. Use some of the new vocabulary to describe yourself.

paragraph 1

What kind of person are you? What activities are you good at?

What is your favourite activity?

paragraph 2

When did you start doing this activity? Did you take lessons or did you learn by yourself? How often do you do it now? Why do you enjoy doing it?


9 When you finish, check for mistakes in your work.

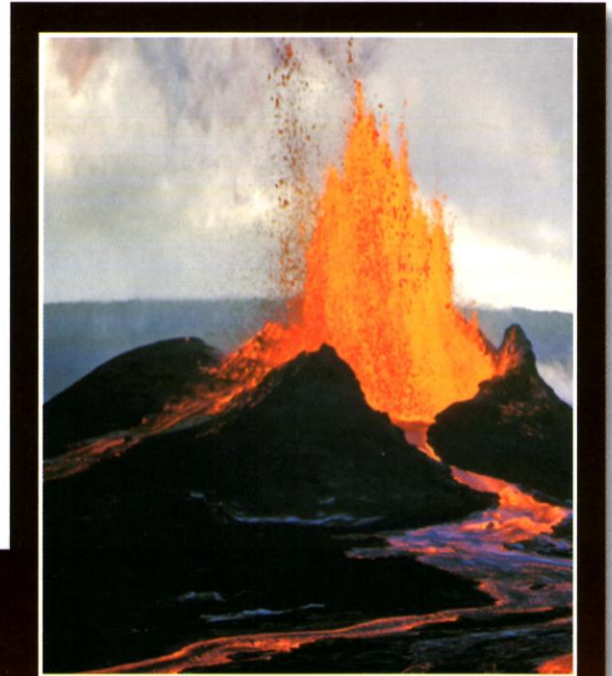
2

Extreme nature

Reading

Before reading

- 1 Discuss these questions.
 - 1 What's the difference between a volcano and a mountain?
 - 2 Why are volcanoes dangerous?
 - 3 Do you know any famous volcanoes? Where are they?
- 2  Read and listen.



Volcanoes

There are volcanoes all over the earth. They can be on land, **underground**, or under the sea. They can be dormant, which means they may erupt again, or they can be extinct, which means they will not erupt again. There are different types of volcanoes and some are more dangerous than others.

Volcanoes become dangerous when they erupt. Volcanoes erupt when red-hot rock, called magma, **rises** from inside the earth and comes out of a **hole** in the ground. Some of it flies into the air, along with black **ash**. You can see this from many kilometres away. When the rock comes out of the hole, it is called lava, and it is so hot it is **liquid**. It can move across the land. Lava can destroy trees, roads and homes.

When lava cools, it becomes solid rock and **forms** a mountain shape. These types of volcanoes are called stratovolcanoes, and are the most common type. One of the most famous stratovolcanoes is Mount Vesuvius in Italy. In 79 AD, Mount Vesuvius erupted and completely **buried** the city of Pompeii. In 1883, a stratovolcano called Krakatau in Indonesia erupted, destroying more than a hundred towns, and causing big changes to the environment and the climate. Mount Vesuvius is dormant and has not erupted since 1944. Krakatau erupted as recently as 2009.

There are also volcanoes under the **surface** of the sea. These are called submarine volcanoes. If a submarine volcano erupts many times, it grows until it **reaches** the surface of the sea. The top forms an island. In 1963, fishermen near Iceland were surprised when they saw ash and **steam** rising from the sea. It was a submarine volcano. It grew and formed an island called Surtsey. The Hawaiian islands, in the middle of the Pacific Ocean, were also formed by submarine volcanoes, millions of years ago. Now, they are visited by thousands of tourists every year, even though they are not extinct and could erupt at any time.

Supervolcanoes are much bigger than stratovolcanoes and are underground. They are the most dangerous of all volcanoes. You can't see them, but you can see hot water and steam rising from thousands of holes. The largest supervolcano is in Yellowstone National Park in the USA. If it erupted, the **explosion** would cause the sky to turn very dark and there would be black rain. A supervolcano eruption would cause our climate to change completely. The temperature across the world would **fall** because the ash in the air would stop heat from the sun from reaching us. Even though the eruption might only last a few weeks, these changes would last for many years. Luckily, these volcanoes don't erupt very often – only once about every 600,000 years.

Vocabulary

3 Match the words from the text to the definitions.

- 1 ash (noun) dark powder that is left after something has burned in a fire
- 2 _____ (verb) goes up
- 3 _____ (noun) very hot water that has changed into white gas
- 4 _____ (verb) put under the ground
- 5 _____ (noun) something bursting into lots of small pieces with a loud noise
- 6 _____ (noun) the top part of something
- 7 _____ (verb) go down quickly
- 8 _____ (verb) arrives at or touches
- 9 _____ (noun) below the surface of the earth
- 10 _____ (noun) not gas and not solid, for example, water
- 11 _____ (verb) makes, becomes or changes into
- 12 _____ (noun) an opening in something

Reading comprehension

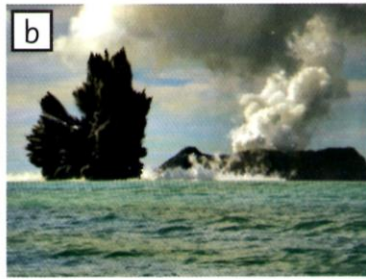
4 Complete the facts. Write one word in each gap.

- 1 Volcanoes can be under the earth or under the sea.
- 2 _____ volcanoes can erupt again.
- 3 When a volcano erupts, you can see _____ from far away.
- 4 When a volcano erupts, _____ can destroy whole towns.
- 5 The last time Mount _____ erupted was in 1944.
- 6 Surtsey is an _____ that was formed by a submarine volcano.
- 7 If a supervolcano erupted, our _____ would change.
- 8 _____ volcanoes are the only ones that are not dangerous.

5 Match the sentences with the pictures.

They look like mountains.
They start under the sea.
They are under the earth.

When they erupt, they can make islands.
They are the most dangerous volcanoes.
They are the most common volcanoes.



6 Match the two parts of the sentences.

- | | |
|-----------------------------------|---------------------------------------|
| 1 Hot rock moving across land is | a a stratovolcano. |
| 2 Lava can destroy | b formed by submarine volcanoes. |
| 3 Submarine volcanoes are | c caused by supervolcanoes erupting. |
| 4 Krakatau is | d found in Yellowstone National Park. |
| 5 Large volcano eruptions can | e everything in a town. |
| 6 The Hawaiian islands were | f called lava. |
| 7 An example of a supervolcano is | g under the sea. |
| 8 Global climate change could be | h be seen from many kilometres away. |

7 Discuss these questions with a partner or with your class.

- 1 What was the most interesting thing you learnt from this text?
- 2 Would you like to visit a volcano? Why or why not?
- 3 Volcanic eruptions are very dangerous but they are natural events. What other dangerous natural events can you think of?



(A) Hurricanes are huge storms that can be hundreds of kilometres wide. They form in warm, wet conditions, usually over oceans and seas in tropical areas. They have winds that can travel up to 120 kilometres per hour and spin round. They can last for many days.

(B) Hurricanes travel quickly across the ocean and create huge waves. They sometimes go across land and this causes a lot of damage. Their winds destroy buildings, pick up cars and rip trees out of the ground. Their heavy rains can cause severe flooding.

(C) Scientists use computers and satellites to watch hurricanes. The scientists can then warn people when a hurricane is going to go over land so they can leave the area or go into special shelters.

We can make our writing easier to read by **grouping the information into topics**. Match these topics to paragraph A, B or C from the text.

Damage caused by hurricanes _____

Staying safe in a hurricane _____

What is a hurricane? _____

When you write, first make notes of your ideas. Then group your ideas into topics. Then write one paragraph for each topic.

8 Match these notes about tornadoes with the topics below.

- form during thunderstorms A
- strong ones cause severe destruction _____
- look like a spinning column _____
- can destroy buildings _____
- warn people to find safe shelter _____
- scientists follow tornadoes _____
- winds can travel up to 480 kph _____
- can predict arrival of tornadoes _____
- can pull cars and trees up in the air _____
- usually last a few minutes _____

- A What is a tornado?
- B Damage caused by tornadoes
- C How science can help

9 Now use the notes to write three paragraphs about tornadoes.




3

Ancient civilizations

Reading

Before reading

- 1 Discuss these questions.
 - 1 Talk about how people lived 3,000 years ago:
 - What kinds of jobs did they do?
 - What kinds of houses did they live in?
 - What did they wear?
 - 2 What do you know about China now and a long time ago?
- 2  Read and listen.

The Kings

From 1700 until 1100 BC, the area of China around the Yellow River was **ruled** by a family of kings called the Shang. They were rich and very powerful. The king and his family lived in large palaces, **decorated** with beautiful objects. They had many **servants** who made them food and did all the work in the palaces, so they had an easy life. When a king died, they buried him in an underground tomb and filled it with expensive objects – **jewellery**, works of art and **weapons**.

The People

The richest people of ancient China were priests and warriors. They lived in cities with very high walls. Their houses were large and made of wood or **brick**. They wore beautiful gowns made of **silk**. They didn't work, and spent their time hunting and horse riding.

Other people lived outside the walls, in houses made of **mud**. They were **merchants** and **craftsmen**, so they worked for their living. They were not poor, but they were not protected during wars.

The Shang Dynasty

What was life like in China 3,500 years ago?
Was it very different to life now?
What did people do?
How did they live?
Let's find out.



Most of the people during this time were farmers. They lived in villages in the countryside. They worked in fields with tools made of stone, grew **grain** such as rice, and kept animals. The best place for farming was by the Yellow River. Here the warm, wet conditions were perfect for growing rice.

The farmers lived in small houses made of mud or bamboo. Inside, there wasn't any furniture, and they slept on the mud floor. They were very poor. They had to **obey** the kings and the rich people all the time and give them food and gifts. They didn't have a very easy life.

Important Developments

During the time of the Shang, there were some interesting inventions. The Chinese discovered how to make bronze, by mixing other metals together. Bronze is an important metal because it is strong and lasts for a very long time. The Chinese made all kinds of things from bronze – pots for cooking, cups for drinking, jewellery and weapons.

But perhaps the most important development during the time of the Shang was writing. Once a civilization can write, people can pass on information about themselves, their lives and what they believe. Although the Chinese started writing at this time, they didn't have paper yet, so people wrote on animal bones, on stone, on bamboo, and even on turtle shells!

So, life for people in ancient China was quite different from our lives today.

Vocabulary

3 Use the words from the text to complete the sentences.

- 1 **Craftsmen** make different things by hand – shoes, pots, tables – anything!
- 2 _____ are dangerous tools that kill people.
- 3 When my mum asks me to do something, I _____ her. I always do it.
- 4 After it rained, the ground was wet and my shoes were covered in _____.
- 5 My sister's wedding dress was beautiful but expensive. It was made of _____.
- 6 She _____ her new house with paintings, plants and flowers.
- 7 In the past, rich people had lots of _____ to cook and clean for them.
- 8 My father and my uncles built our house. They laid every _____ one by one.
- 9 My sister wore beautiful gold _____ at her wedding – a ring, a necklace and a bracelet.
- 10 In Asia, rice is the most common _____, but in North America it's wheat.
- 11 Queen Victoria _____ England from 1837 to 1901.
- 12 At the market, there are _____ selling lots of different things – fruit, clothes and sweets!

Reading comprehension

4 Write True or False.

- | | |
|---|-------------|
| 1 The Shang were a family of kings. | <u>True</u> |
| 2 The kings were buried with many things. | _____ |
| 3 Rich and poor people lived together in the cities. | _____ |
| 4 Some houses were made of wood, but some were made of mud. | _____ |
| 5 There were more farmers than anyone else. | _____ |
| 6 Farmers didn't have servants to help them. | _____ |
| 7 The Chinese made jewellery from gold. | _____ |
| 8 The Chinese wrote books about animals and turtles. | _____ |

5 Complete the facts.

- The Shang ruled the area near the Yellow River in China.
- The _____ did all the hard work in the king's palaces.
- _____ people liked hunting in their free time.
- Merchants lived outside the walls of the _____.
- The grain usually grown by the farmers was _____.
- Farmers' _____ were made of stone.
- An important metal discovered by the Chinese was _____.
- _____ was the most important development during the time of the Shang.

6 Write the sentences under the correct headings.

- | | |
|-----------------------------------|------------------------------------|
| They lived in bamboo houses. | They lived outside the city walls. |
| They wore silk clothes. | They lived in wooden houses. |
| They lived in villages. | They liked horse riding. |
| They were not rich, but not poor. | They looked after animals. |

Priests and warriors	Merchants and craftsmen	Farmers
		They lived in bamboo houses.

7 Discuss these questions with a partner or with your class.

- What do you think was the most interesting thing about ancient China?
- Do you think life was similar for people in your area 3,500 years ago? What do you think was the same and what do you think was different?
- Do you think life was better then or is it better now for most people?



I live in Liverpool. Today Liverpool is a huge and busy city, but a thousand years ago it was a Viking settlement.

The Vikings came from cold places like Norway, Denmark and Sweden to find new land in Europe. In 900 AD, some Vikings arrived in England in longboats. They settled in Liverpool. We know this because many areas of Liverpool still have Viking names, for instance, Crosby, Toxteth and Croxteth.

The Vikings built villages and lived in homes made of wood called longhouses. Many families lived in the same longhouse together. They grew grain such as wheat and barley, and kept animals like sheep, pigs and cows.

The Vikings were also skilled craftsmen. Many Viking items have been found in Liverpool such as silver bracelets and bronze weapons.

Make your writing more interesting by using **examples**. It may be interesting to know that Vikings had animals, but it's more interesting to know which specific animals they had: sheep, pigs and cows.

Introduce examples with these phrases:

like such as for example for instance

The examples come after a general point. Two or three is a good number to include.

Can you find some examples in the Viking text above?

8 Match the general points with their examples.

- | | |
|--|------------------------------|
| 1 They grew a lot of fruit, such as | a weapons and jewellery. |
| 2 People of different nationalities came, such as | b bronze, lead and silver. |
| 3 Weapons were made of different metals, like | c figs, lemons and oranges. |
| 4 The Romans settled in many places, for instance, | d Chinese and Italian. |
| 5 Aztecs built beautiful structures, for example, | e England, Turkey and Egypt. |
| 6 Interesting objects have been found, like | f statues and pyramids. |

9 Write about your area a thousand years ago. Answer these questions to help you, and use examples to make your writing more interesting.

Who lived there? Where did they come from?

When did they arrive? Where did they settle?

What did they do? What did they eat? What did they wear?

What did they leave behind?

4

Endangered animals

Reading

Before reading

- 1 Discuss these questions.
 - 1 What do you know about polar bears?
Where do they live?
What do they eat?
 - 2 What do you know about penguins?
 - 3 Are these animals dangerous?
 - 4 Do you know what *endangered* means? Do you think these animals are endangered?

- 2  Read and listen.



Polar Bears

Polar bears are our biggest land **predators** and they can look frightening. An adult male can weigh up to 600 kilograms and be three metres long. When a polar bear stands on two legs, it is taller than a man.

Their **habitat** is snow and ice in cold northern countries like Alaska, Greenland and Canada. In winter, they travel across the frozen seas looking for **prey**. They eat seals and other animals and they are excellent hunters.

They have white fur, so it is difficult to see them in the snow. They have sharp, strong claws which help them to catch and hold their prey. They also have long necks, small heads and large, flat feet. This makes them very strong swimmers.

Sadly, changes in climate mean that polar bears are now an **endangered** species. In places like Hudson Bay in Canada, temperatures have been getting warmer since 1950. This means that the sea has been freezing later every year, so the bears have less time to hunt on the ice. As a result, hungry bears go into towns looking for rubbish to eat.

Conservationists have tried to keep the bears away from towns, but sometimes they have to catch them as the bears can **attack** people when they are hungry. The bears are not killed. They are taken by helicopter far from the town so that the animals can look for food in their normal habitat.

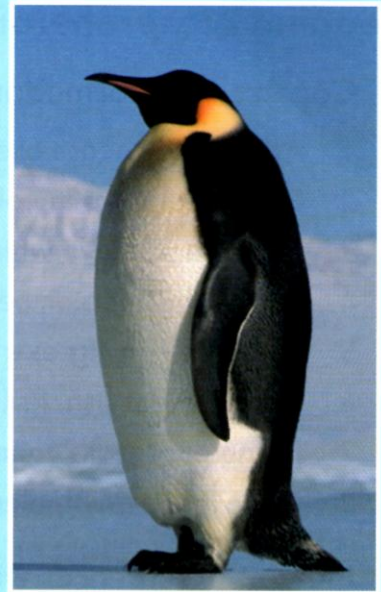
Penguins

Penguins are birds, although they cannot fly. They are excellent swimmers because of their body shape and their wings, called flippers. They can dive deep into the sea to find prey. They eat krill, which are tiny sea animals, fish and squid. Their beaks are sharp, which helps them to catch prey, but also to fight.

Penguin feathers are black on their backs and white on their fronts – in this way, they are **camouflaged** from their predators when they are swimming. Underwater predators like seals and sharks cannot see them very well against the light surface of the water. Flying predators like eagles find them difficult to see from the top against the dark ocean.

There are different **species** of penguins living in different areas of the world, but almost all of them live in the southern **hemisphere**. Most penguin species have an extremely cold and icy habitat – they are one of the few animals that live in Antarctica.

Like polar bears, penguins are becoming **rare**. This is partly **due to** climate change, but also due to water **pollution** killing their prey and oil spills from large ships. Other human activities are resulting in fewer penguins, including accidents with fishing nets, and people collecting too many of their eggs. We must act carefully now to save penguins from becoming endangered.



Vocabulary

3 Match the words from the text to the definitions.

- 1 attack (verb) try to hurt
- 2 _____ (noun) people who look after our environment
- 3 _____ (noun) dirty, dangerous chemicals and gases that damage nature
- 4 _____ (noun) a group of animals or plants that are the same
- 5 _____ (adjective) in danger of disappearing from the earth
- 6 _____ (noun) animals that eat other animals
- 7 _____ (noun) one half of the earth – one north and one south
- 8 _____ (noun) the natural home of an animal
- 9 _____ (adjective) when there are not many of something
- 10 _____ (adjective) caused by
- 11 _____ (noun) an animal that is killed and eaten by another animal
- 12 _____ (verb) hidden from predators by colour or shape

Reading comprehension

4 Correct the information in **bold**.

- 1 Adult polar bears are ~~smaller~~^{taller} than people.
- 2 Polar bears live in cold places in the **southern** hemisphere.
- 3 Polar bears have white **feathers**, so they are difficult to see in the snow.
- 4 Very hungry polar bears may attack **penguins**.
- 5 Penguins can **fly** extremely well.
- 6 Penguins eat fish, krill and **seals**.
- 7 Flying predators cannot see penguins against the **light snow**.
- 8 Penguins in many places are becoming **more common**.

5 Match the sentences with the pictures.

They live in Antarctica.
They eat seals.
They live in Canada.
They eat krill.

Their flippers help them to swim very well.
They have flat feet.
They have sharp beaks.
Their predators include sharks.



6 Match the two parts of the sentences.

- | | |
|------------------------------------|-----------------------------|
| 1 Polar bears hunt for prey | a by climate change. |
| 2 They are taller and heavier | b due to their body shape. |
| 3 They are camouflaged in the snow | c their prey to disappear. |
| 4 Their habitats are threatened | d although they are birds. |
| 5 Penguins are excellent swimmers | e than men. |
| 6 They can't fly | f on the ice. |
| 7 Their black and white feathers | g by their white fur. |
| 8 Pollution is causing | h hide them from predators. |

7 Discuss these questions with a partner or with your class.

- 1 Why are polar bears endangered?
- 2 Why are penguins becoming rare?
- 3 Do you know about any other endangered animals?
- 4 Do you think people can do anything to save these animals?



Great white sharks are the biggest ocean predators. They grow up to six metres long and can weigh more than 2,000 kilograms.

They have strong tails and pointed fins so they swim fast – about 24 kilometres per hour. They have approximately 3,000 teeth which they use to catch their prey.

Great white sharks live in cool seas and oceans all over the world. They eat seals, fish, sea turtles, and they sometimes attack small whales. They don't eat humans! If they attack humans it's because they are curious – not to eat them.

Great white sharks are excellent hunters and well-camouflaged so they can hide and wait for their prey. They are grey on top, so they are difficult to see on the rocky sea floor.

Use **numbers** in your writing to make your descriptions more accurate and interesting. Describe **size** (metres, centimetres), **weight** (kilograms), **speed** (kilometres per hour) and **age** (years).

Often, it is impossible to know the exact numbers, so we use approximate numbers. We use phrases with these – can you find them in the text?

up to tells us the number could be smaller than this or the same

more than / over tells us the number is bigger than this

approximately / about / roughly tells us we don't know the exact number, or the number varies

8 Match the two parts of the sentences.

- | | |
|----------------------------|---|
| 1 Cheetahs can run | a approximately 60 years old. |
| 2 Giraffes are very tall – | b more than 3,000 kilograms. |
| 3 Elephants live to | c up to 120 kilometres per hour. |
| 4 Camels can live for | d sometimes over five metres. |
| 5 Millipedes have got | e roughly 300 legs, depending on the species. |
| 6 Hippos can weigh | f about six months without water in winter. |

9 Write about crocodiles. Use this information.

Name The Nile crocodile	Weight approximately 700 kilograms	Habitat rivers and lakes of Southern Africa
Type of animal reptile	Appearance dark brown or green, long nose, long tail, about 66 teeth	Prey fish, birds, zebras and sometimes humans!
Size up to six metres long		



5

Food inventions

Reading

Before reading

1 Discuss these questions.

- 1 Why do we keep meat and fish in the fridge?
- 2 What happens if you leave milk out of the fridge all day?
- 3 Why do bananas go bad in a week, but dates or raisins stay good for months?

2  Read and listen.

Preserving Food

For thousands of years, people have tried to find ways to keep food for longer. In the past, this was important as people needed to save fresh food for times when it was hard to find, such as the winter. Today there are still many places without electricity and people living in these places need to **preserve** food in ways that don't use fridges. They need to make food last as long as possible.

Why doesn't food last?

The problem is that all food can grow **bacteria** and bacteria **spoils** food. To preserve food you have to destroy the bacteria or slow down their growth. There are different ways to do this.

1 Drying

Drying is the oldest type of food preservation. If water is **removed** from food, the bacteria can't grow. In ancient times in hot countries, people simply left fruit and meat outside to dry in the sun and the wind until all its natural water was gone. This made the fruit last a very long time. Drying fruit sometimes results in a completely new **product**. For example, grapes turn into raisins and plums turn into prunes. Drying food in the sun does not work in cooler or wetter climates, but people have other **methods** to preserve food in cold places.



2 Salting

Salting food, especially meat and fish, is another very old way to preserve food. Bacteria cannot grow in a very salty environment, so salted food lasts a long time. In many countries, salt fish or meat has become a **traditional** food and people still eat it today. For example, in Portugal the national dish is salt cod fish, and although people could buy fresh fish and **refrigerate** it, they prefer to eat the preserved fish.

3 Canning

A more modern way to preserve food was **discovered** in 1809 by an inventor called Nicolas Appert. He found that if food is heated at high temperatures and then sealed in a **container**, the food lasts for months. This is because the bacteria are killed when they are heated and cannot grow again without air. Vegetables and fizzy drinks in cans, and jam and juice in bottles are preserved using this method.



4 Freezing

Another newer method of food preservation is freezing. In the 1900s a scientist called Clarence Birdseye went to the Arctic. He noticed that when fish was caught it froze quickly in the icy conditions. He realised that freezing food slowed down the growth of bacteria. Back home, he invented a way of fast-freezing food. Frozen food was first sold in 1930 and was very popular, especially in North America. Today millions of people have freezers in their homes. All sorts of food, from vegetables to pizza, is frozen in **factories** before it is **transported** to supermarkets for us to buy.



Vocabulary

3 Use the words from the text to complete the sentences.

- 1 You can preserve plums if you dry them in hot, dry places.
- 2 Scientists found that freezing makes _____ grow much more slowly.
- 3 If you have electricity, you can _____ food to preserve it.
- 4 There are many different _____ for preserving food, like salting and drying.
- 5 Food is _____ by lorries from farms to supermarkets.
- 6 Bacteria _____ meat if it is not kept in the fridge.
- 7 When we dry something, the water is _____ from it.
- 8 Ice cream is a frozen _____.
- 9 In _____, people put vegetables into cans before they are taken to shops.
- 10 Scientists _____ different ways to preserve food a long time ago.
- 11 Although drying is a _____ method, people still use it today.
- 12 If food is completely sealed into a _____, no air can get in.

Reading comprehension

4 Answer the questions. Write *D* (drying), *S* (salting), *F* (freezing) or *C* (canning).

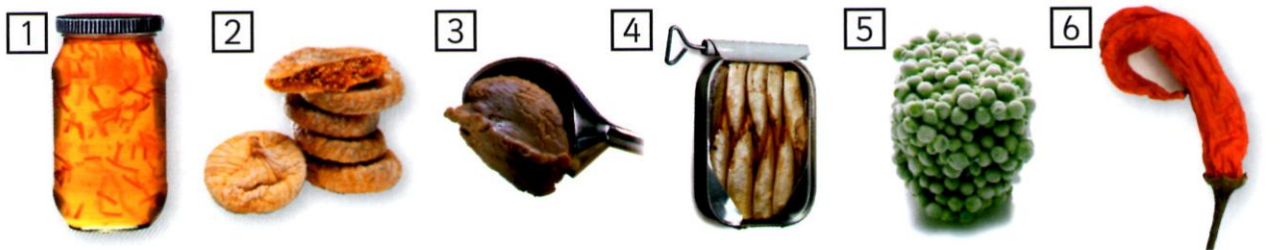
Which method of food preservation ...

- | | | |
|---|--|----------|
| 1 | takes the water out of the food? | <u>D</u> |
| 2 | is the newest way to preserve food? | _____ |
| 3 | works because air can't reach the food? | _____ |
| 4 | only works in hot, sunny places? | _____ |
| 5 | was particularly popular in America? | _____ |
| 6 | is still a popular way to preserve fish in Portugal? | _____ |
| 7 | is the oldest? | _____ |
| 8 | was invented in a very cold place? | _____ |

5 Write *True* or *False*.

- | | | |
|---|---|-------------|
| 1 | In ancient times, people preserved food to eat in winter. | <u>True</u> |
| 2 | Bacteria can grow in all types of food. | _____ |
| 3 | Drying food works well in cold countries. | _____ |
| 4 | Raisins are dried plums. | _____ |
| 5 | Some people like salt fish more than fresh fish. | _____ |
| 6 | Heating food to high temperatures destroys bacteria. | _____ |
| 7 | Freezing food destroys bacteria. | _____ |
| 8 | Food needs to be frozen in a factory to be preserved. | _____ |

6 Write *dried*, *canned* or *frozen* under each food.



canned

7 Discuss these questions with a partner or with your class.

- Which frozen / dried / salted / canned foods do you eat?
- Do you eat more fresh food or more preserved food? Which do you prefer?
- Can you imagine life without a fridge? Try to imagine what you would eat for breakfast, lunch and dinner if you couldn't eat any refrigerated food.

Canning is a popular way to preserve food. This is the process of canning green beans.

Step 1 First, the beans are picked in the fields. Then, they are transported by trucks to the factory.

Step 2 The beans are washed and cut up. Next, they are quickly put in boiling hot water. This keeps them green and firm and removes air.

Step 3 The beans are then inspected. Only beans that are the correct size, colour and quality are selected.

Step 4 After that, cans are filled with beans. Hot water is added to remove air and salt is added for flavour.

Step 5 Then the lids are put on and sealed. The cans are cooked at high temperatures for about 12 minutes.

Step 6 Finally, the cans are labelled and transported to shops.



When you describe a process ...

- Write an **introduction**, explaining which process you are describing.
- Divide the process into steps, and use **headings** to separate the steps.
- Use words and phrases such as **first, then, next, after that, finally** to introduce the steps.
- Use the **passive tense** to describe what is done at each step.

- 8 Describe the process of making chocolate. Use the notes below.

chocolate / make / from cocoa beans

Step 1 beans / pick / on the farms
they / leave / to dry in the sun
they / transport / to factories

Step 2 beans / clean / roast / shell
they / make into / rich brown chocolate liquid

Step 3 fat in the liquid / remove / to make cocoa butter
cocoa butter / turn into / cocoa powder

Step 4 different ingredients / add / to make milk and dark chocolate




6

Old and new

Reading

Before reading

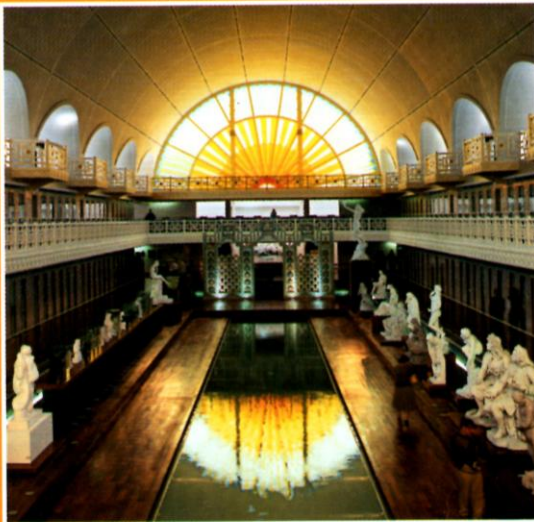
- 1 Look at the photos and discuss these questions.
 - 1 What do you think these buildings are used for?
 - 2 How old do you think they are?
 - 3 Where do you think they are?
- 2  Read and listen.

What can you do with an old building that isn't used anymore? Why not **restore** it and use it for something else? Here are some examples of old buildings that have been **transformed** into museums.

The Roubaix Museum

It's difficult to imagine a swimming pool becoming a museum, isn't it? Well, that is exactly what happened in the small French town of Roubaix. The beautiful building was first built in 1927 and was used as a swimming pool until 1985.

People then decided to reopen the building as an **art gallery**. Since then, the **original** designs have been carefully restored. The building has been filled with fantastic collections of paintings, **sculptures** and **textiles**. But the best thing about the new museum is the room with the swimming pool. The pool is much smaller and you can't swim in it now, but it is really amazing. There are **statues** all around it. The sun shines through the beautifully restored windows into the gallery and it all looks spectacular. The museum is still called *La Piscine* – that's French for 'swimming pool'!

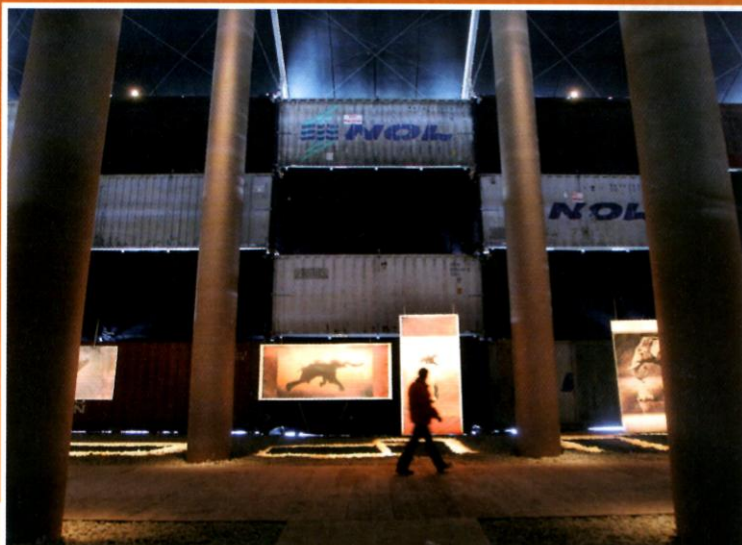


The Thanjavur Art Gallery

It's not often that you can visit a palace, but if you go to Thanjavur in India you can spend as long as you like **exploring** one. Thanjavur is one of the oldest cities in India. It is well-known for its beautiful **architecture**, its music and its art. One of the best **tourist attractions** is the Thanjavur Art Gallery, which is in a 17th century palace.



Before the building was transformed into a gallery, it had been unused for years. Since it has become a gallery, it has been filled with bronze and stone sculptures, paintings, and musical instruments. There's also a library full of ancient documents, and a music hall. It's an unforgettable and historical place to visit.



The Nomadic Museum

Perhaps the most incredible transformation is the Nomadic Museum. Designed by a Japanese architect, this art gallery was created from 148 metal shipping containers and recycled paper tubes. Although this gallery is made from old, used materials, it is truly an amazing building and a fascinating example of modern architecture.

The gallery was created in 2005 to show an exhibition of photographs to people around the world. How would it reach all these people? The museum is nomadic – it actually travels around the world! Because it's made of shipping containers, it can be shipped overseas. It has already been to New York, Tokyo and Mexico City – maybe it will come to your country soon!

Vocabulary

3 Match the words from the text to the definitions.

- 1 sculptures (noun) artworks made from wood, stone or metal
- 2 _____ (verb) to clean or rebuild something so it looks new again
- 3 _____ (noun) interesting places that visitors go to see
- 4 _____ (noun) a museum with paintings, sculptures and other artworks
- 5 _____ (adjective) first, earliest
- 6 _____ (noun) models of a person, made from metal or stone
- 7 _____ (verb) changed completely
- 8 _____ (noun) fabrics, used for clothing or decoration
- 9 _____ (adjective) something that has been used before
- 10 _____ (noun) the design or style of a building
- 11 _____ (noun) a group of artworks arranged to be shown to people
- 12 _____ (verb) looking around a new place to learn about it

Reading comprehension

4 Read and write R (Roubaix), T (Thanjavur), or N (Nomadic).

- 1 It's in France. R
- 2 It's in a city famous for its buildings, art and culture. _____
- 3 It was originally built in the 1600s. _____
- 4 It's the newest museum. _____
- 5 It used to be a palace. _____
- 6 People used to do sport in it. _____
- 7 It's made from used metal storage boxes. _____
- 8 You can see beautiful old fabrics there. _____
- 9 You can see old papers there. _____
- 10 There is a collection of photos there. _____
- 11 You can learn about music there. _____
- 12 It might be travelling across the sea right now! _____

5 Correct the information in **bold**.

- 1 Roubaix is a small town ~~large city~~ in Europe.
- 2 The Roubaix Museum was originally built in **1985**.
- 3 You can see paintings, **books** and textiles in the Roubaix Museum.
- 4 There are **paintings** and beautiful windows in the room with the pool.
- 5 The city of Thanjavur is famous for its architecture, its **films** and its art.
- 6 The Thanjavur Art Gallery is a 17th century **castle**.
- 7 You can see **wooden** sculptures in the Thanjavur gallery.
- 8 There's a library containing **new books**.
- 9 The Nomadic Museum is made from recycled **wooden** boxes.
- 10 It was built by a **Mexican** architect.
- 11 You can see an exhibition of **sculptures** in the Nomadic Museum.
- 12 The exhibition has been shown in the USA, Japan and **England**.

6 Discuss these questions with a partner or with your class.

- 1 Which of these galleries would you most like to visit? Why?
- 2 Have you visited any other museums or galleries before? Which ones? What did you see there?
- 3 Think of some old buildings in your area. How do they look? Do you like them?
- 4 Do you think it's a good idea to restore old buildings or should we build new ones?



Are you interested in art?
Are you interested in old buildings?
Then come to London and visit the world-famous art gallery: Tate Modern.

What's interesting about the building?

Tate Modern used to be an enormous power station that made electricity. The power station closed down in 1981 and it was restored and transformed into a fantastic art gallery.

What's interesting about the art?

Since it opened in 2000, Tate Modern has exhibited paintings and sculptures by the most exciting, up-to-date artists. The art is often surprising, and always unforgettable.

Where is Tate Modern?

Tate Modern is on the south bank of the River Thames, at the heart of one of the world's most fascinating cities.

Tate Modern has been visited and enjoyed by millions of people. Come soon! You'll enjoy it too!

When you write to persuade or convince people to see or do something, use **interesting adjectives** to make a stronger point:

a big power station → an **enormous** power station

a great art gallery → a **fantastic** art gallery

Find interesting adjectives in the text above to improve the following phrases:

The most modern artists The art is interesting One of the nicest cities

7 Underline the most interesting adjectives.

- | | |
|--|--------------------------------------|
| 1 The art is different / <u>surprising</u> . | 5 The views are incredible / lovely. |
| 2 The buildings are ancient / old. | 6 The music is amazing / great. |
| 3 The museum is great / unforgettable. | 7 The rooms are enormous / big. |
| 4 The paintings are interesting / fascinating. | 8 The gardens are nice / wonderful. |

8 Write an advert for a museum or gallery. Use these questions to help you.

What's the museum called?
Where is it?
What's the building like? How old is it?
What sort of things does it have inside?
Why should people visit?

7

Moving pictures

Reading

Before reading

1 Discuss these questions.

- 1 Do you like watching films? How often do you watch a film?
- 2 Look at the different types of films. Which are your favourites?
Comedy Romance Adventure Cartoons
- 3 How long ago do you think films were invented? What do you think the first films were like?

2  Read and listen.

The History of Film: Frequently Asked Questions

Q Who invented films?

A It's difficult to say. Lots of people played a part in the **development** of the cinema. A man called Muybridge made the first moving picture in 1878. It was a film of a horse running and it was only a few seconds long. By 1895, other people had invented various machines for showing moving pictures, but many of these could only be watched by one person at a time. The development of machines that could project films onto a **screen** was important. Thomas Edison was one of the first to show very short films to **audiences** of 20 or more people. His films showed acrobats and dancers performing, or everyday events like a man sneezing!



Q What were early films like?

A At first, films were only a few minutes long. They were black and white and **silent**. They were usually **documentaries** about different places or news events, or comedies showing people falling over and making funny faces. Later they became longer stories, but there was still no **sound**. Instead, there might be a musician playing a piano in the hall while the film was shown.

Q What were the most popular kinds of early films?

A **Musicals** were probably the most popular kind of film throughout the 1930s and 1940s. A very famous actress and singer at that time was Shirley Temple – she was only a five-year-old girl but everyone loved watching her sing and dance.



Q When did films get colour and sound?

A The very first movie to be in colour and to have sound was shown in 1927. It was called *The Jazz Singer*. From then on, more and more films were produced in colour, and almost all films had sound.

Q When were cartoons invented?

A Cartoons, or **animated** films, were first made in the 1890s. Cartoons are made from hundreds of drawings, photographed one by one. Each drawing is slightly different from the one before. When they are shown very quickly, it looks like the **characters** and objects in the drawings are moving. One of the earliest animated movies and the very first Disney **feature-length** film was *Snow White and the Seven Dwarfs*. Until that time, cartoons had been short, and only shown before the main movie. Now cartoons were watched by children and adults alike in cinemas.

Q How are films different today?

A Many films are now made using computers. Computer-generated imagery, or CGI, is pictures that are made on computers. They are used for **special effects** in films. For example, the dinosaurs in *Jurassic Park*, and the **scenes** in *Titanic* when the ship is sinking, were done with CGI. *Toy Story* was the first feature-length film created completely with CGI, in 1995.



Vocabulary

3 Use the words from the text to complete the sentences.

- 1 My favourite scenes in the movie are the ones where they sing.
- 2 Disney produces lots of _____ films, like *The Lion King*.
- 3 A _____ film is usually about 90 minutes long.
- 4 Film makers often use computers to create _____ like monsters or disasters.
- 5 There is a huge _____ at our cinema. It's as big as a building.
- 6 The class were _____ when the teacher walked in. No one was talking.
- 7 My favourite _____ in that film are the twins – they're so funny.
- 8 I love singing along when I watch _____.
- 9 The _____ of the cinema started in the 19th century.
- 10 These days, cinema _____ are huge – often 500 people for one film.
- 11 I prefer watching films in a cinema. The _____ is much louder and more exciting.
- 12 My favourite type of _____ are about animals like penguins or polar bears.

Reading comprehension

4 Number the sentences in the correct order.

- Most films were in colour and had sound. _____
- A short film of a running horse was made. 1
- Toy Story* was the first CGI film produced. _____
- Films were shown on a screen. _____
- The Jazz Singer* was produced. _____
- Films were shown with musicians playing beside them. _____
- Shirley Temple was a popular child movie star. _____

5 Match the two parts of the sentences.

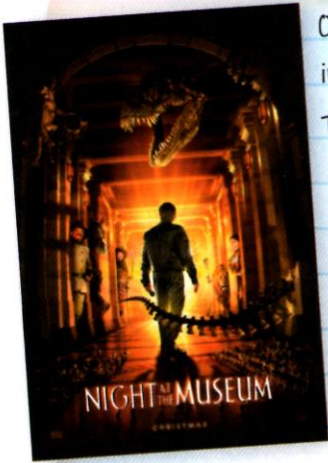
- | | |
|-----------------------------------|--|
| 1 The first films lasted | a white. |
| 2 The first films were black and | b the first movie with sound and colour. |
| 3 Lots of the earliest films were | c computer-generated images. |
| 4 Cartoons are also | d feature-length animated film. |
| 5 Shirley Temple was a | e only a few seconds. |
| 6 <i>The Jazz Singer</i> was | f comedies. |
| 7 <i>Snow White</i> was the first | g child movie star. |
| 8 Special effects are made with | h called animated films. |

6 Circle the correct words to make true sentences.

- 1 Edison's films showed *singers* / dancers performing.
- 2 Early films were black and white and *loud* / *silent*.
- 3 Projecting movies onto screens meant they could be watched by *acrobats* / *audiences*.
- 4 *Musicals* / *documentaries* were popular in the 1930s and 1940s.
- 5 Shirley Temple *was* / *had* a 5-year-old girl who acted in musicals.
- 6 Cartoons were first made in the *18th* / *19th* century.
- 7 The first feature-length *animated* / *computer-generated* film was *Snow White*.
- 8 In *Titanic*, they used *scenes* / *special effects* to create images of a sinking ship.

7 Discuss these questions with a partner or with your class.

- 1 Do you prefer watching films in the cinema or at home? Why?
- 2 Do you think people will stop going to the cinema now that movies come out on DVD very quickly? Why or why not?



One of my favourite films is 'Night at the Museum'. It's a comedy and it was made in 2006.

The plot is easy to understand. It's about a man called Larry who gets a job in a museum. He discovers that an ancient stone in the museum makes everything come alive at night! One night, three bad men break into the museum to steal the stone. Larry and his new friends have to save the museum.

I love everything about the film, but my favourite scene is when Larry meets the tiny cowboy and some tiny Roman people. I also like the scenes with the dinosaur.

I would definitely recommend this film because it has a great plot, the characters are fantastic, and the special effects are spectacular.

When you write a film review ...

- Say what **type of film** it is: **It's a comedy.**
- Talk about the **plot** (the story): **It's about a man who ...**
- Talk about the **best scenes**: **My favourite scene is when Larry ...**
- Give a **recommendation**: **I definitely recommend this film ...**

Remember: don't give away the ending of the film!

8 Match the sentences with the parts of the review they belong to.

A plot B type of film C best scenes D recommendation

- 1 I love the scene where the characters find the gold. C
- 2 It's an animated film. _____
- 3 My favourite part is when they first arrive on the island. _____
- 4 It's about a family that live on an island. _____
- 5 You should watch this film because it's really funny. _____
- 6 They are lost in the Pacific Ocean. _____

9 Write a review of your favourite film. Answer these questions to help you.

- What's the title? What kind of film is it? When was it made?
- What's it about? Who is it about? What does this character do?
- What are the best scenes? Why would you recommend it?

8

Once upon a time

Reading

Before reading

1 Discuss these questions.

- 1 Think of a traditional story you know. Tell your story to your partner.
- 2 Does your story have a happy ending?
- 3 Does your story have a moral, or an important message?

2  Read and listen.

The Greedy Farmer

Once upon a time, there was a farmer who lived in a small village. He was not very **wealthy** but he was very **ambitious**. He wanted to make more and more money. In the spring time, when it was rainy, he called out, "If it were sunny, I could plant some wheat. I wish it were sunny!" The next day, by chance, it became sunny, and the farmer planted some wheat. After a few weeks, he began to get **impatient**. His **crop** needed rain now. He called out, "If it were rainy, it would be useful for my wheat." The following day, it rained.

Now he thought he could get everything he wanted. The very next day he called out, "If it rained more, my wheat would grow higher and higher." The following day, it rained again.

That summer he had the biggest and best crop he had ever had. He **harvested** his wheat and collected it in a big **pile**. He should have been happy, but he was so greedy he called out, "If it had rained even more, my wheat harvest would have been even bigger!"

Suddenly heavy rain began to pour. It rained harder and harder and didn't stop until all of the farmer's wheat washed away with the water.



Brotherly Love

A long, long time ago, two brothers lived in a village. They were both farmers and grew corn. The older brother had many children to feed so he had very little money. The younger brother also had a big family to look after. Although the brothers were poor, they lived happily.

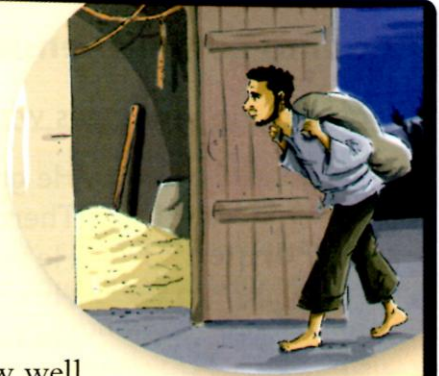
One year, there was a **drought** and the corn did not grow well. The brothers collected their small harvest and stored the **grain** in their barns.

That night, the older brother could not sleep. He was worried about his brother. Would he have enough grain to feed his family? At last, the older brother got out of bed. He went to his barn and filled a bag with grain. Then he went silently to his brother's house and **secretly** added the grain to his brother's pile.

Every night, he did the same thing. He took some of his own grain and added it to his brother's store. But, after a while, he noticed something **strange**. His pile of grain never looked smaller in the morning.

One night, he decided to find out why. After it had got dark, he hid near his barn and watched. At last, a man **approached** with his own bag of grain. At first he did not know who it was. Then, he was amazed to see his own brother. Every night the younger brother had done the same thing - taken grain from his own pile to give to his brother.

It was true brotherly love!



Vocabulary

3 Match the words from the text to the definitions.

- 1 ambitious (adjective) wanting to be successful
- 2 _____ (adjective) not wanting to wait for something
- 3 _____ (noun) a long time without rain
- 4 _____ (adverb) without other people knowing
- 5 _____ (noun) the seeds of a plant
- 6 _____ (adjective) very rich
- 7 _____ (adjective) unusual or surprising
- 8 _____ (verb) cut or picked vegetables or grain
- 9 _____ (adverb) quickly or unexpectedly
- 10 _____ (noun) a lot of things on top of one another
- 11 _____ (noun) all the plants of one kind that a farmer grows
- 12 _____ (verb) came near

Reading comprehension

4 Match the sentences with the correct story.

The Greedy Farmer



He grew corn on his farm.
 There was no rain, so the harvest was small.
 He was a kind man.
 He was poor, but he was ambitious.
 He was poor, but he was happy.
 The harvest was the biggest ever.
 He was a greedy man.
 He became impatient when it didn't rain.

Brotherly Love



5 Number the sentences in the correct order for *Brotherly Love*.

One year, it didn't rain. _____

He saw his younger brother bringing him a bag of grain. _____

He noticed his pile of grain never got smaller. _____

The brothers harvested their crop. _____

The brothers had large families and were happy. 1

The brothers put their grain in their barns. _____

The older brother was worried, so he gave some grain to his brother. _____

One night, he waited near his barn. _____

6 Correct the information in **bold** for *The Greedy Farmer*.

1 Once upon a time, there was a ^{poor}~~rich~~ farmer.

2 He wished he had more **farm land**.

3 He planted some **vegetables** in the spring.

4 He wished for some **snow** so his crop would grow.

5 Everything he wished for came true and his crop grew **badly**.

6 He had the **worst** harvest ever.

7 He was so **happy**, he asked for more rain.

8 He wished for more **money** – and it came and came.

7 Discuss these questions with a partner or with your class.

1 Do you prefer reading stories yourself or when someone tells you a story?

2 Why do you think parents tell their children stories?

3 One of these stories ended happily, the other did not. Which did you prefer? Why?



The Handsome Stag

Once upon a time, there was a handsome stag with enormous, amazing antlers. One day, he stood quietly and looked at himself in a lake. He thought, 'My antlers are beautiful! But these thin legs of mine are so horrible I wish I could hide them. I wish they were bigger.'

Just then, a hunter came along and shot an arrow toward the stag. Immediately, the stag leapt into the deep, dark woods and ran quickly out of sight. As he ran, his beautiful antlers got caught on the branches of a low-growing tree. He finally pulled himself free. Without the incredible speed of his legs, he would have been hit.

After that, when he looked at his thin legs, he was happy and proud.

When you write a story ...

- Start by **setting the story in the past**: **Once upon a time ... / A long, long time ago ...**
- Say **who the story is about**: **there was an old woman who ...**
- Use **interesting adjectives** to make the place, characters and events come to life: **enormous, amazing antlers / deep, dark wood / incredible speed**
- Use **adverbs** to make the actions come alive: **stood quietly / ran quickly**
- Finish by saying **how the story ends**: **he was happy and proud.**

8 Match the lines from the story with the suggestions.

- | | |
|--|-------------------------------|
| 1 Once upon a time, long, long ago, there was a little house in the woods. | A Say who the story is about. |
| 2 In the house lived a little boy. | B Say how the story ends. |
| 3 The house was tiny and crowded. | C Use adverbs. |
| 4 He walked slowly and quietly down the road. | D Use adjectives. |
| 5 At last he went home, where everyone loved him best. | E Set the story in the past. |

9 Write a story from your country, maybe a story your parents used to tell you. Answer these questions to help you.

Where was it set? Who are the main characters? How does it begin?

What happens? How does it end? Use phrases like this:


One day ... / Just then ... / That night ... / Suddenly ... / At last ...

9

Rescued!

Reading

Before reading

- 1 Discuss these questions.
 - 1 Do you ever read news stories or watch them on TV? What kind of news stories do you find interesting?
 - 2 Look at the photo. What do you think the news story is about? Try to guess what happened without reading.
- 2  Read and listen.



FATHER AND SON RESCUED AT SEA

Last Friday morning, Australian man Ben Hammond and his teenage son Michael were rescued from their fishing boat in the Coral Sea. They had **set off** from Murray Island, off the north-east coast of Australia, twenty days earlier on a fishing trip. They had only **planned** to go for a few hours.

'Everything was great at first,' said Mr Hammond. 'The weather was fine, and the fishing was good. But then there was a sudden wind. We lost control and were sent out to sea.' The wind was the beginning of a massive storm.

After a few days, their boat ran out of fuel. They couldn't call for help because their mobile phones had no **signal**, so they turned

them off to save the **batteries**. Rescuers had difficulty finding them because of the storm. However, the storm may have saved their lives. 'It was lucky the weather was quite bad,' said Michael 'If it hadn't rained we wouldn't have had anything to drink. We only had two bottles of water to begin with.' Over the next few weeks, they just tried to stay alive and well. They **protected** themselves from the sun by covering their heads. They managed to catch some fish, which they ate **raw**. And they drank the rain water.

Eventually, they discovered they had a mobile phone signal. They sent text messages to their family. The **emergency services** found them and a rescue helicopter was sent to pick them up. They were taken to a clinic where they were treated for **sunburn** and **dehydration**. Mr Hammond had lost over 20 kilograms. He said, 'I'm just happy to be alive!'

HELICOPTER RESCUES MEN ON MOUNTAIN

Two French men were airlifted by helicopter from Mount Snowdon in Wales yesterday evening. Luc Morel and Marc Dubois had set out in the morning when the weather had been good. They had reached the **peak** and were on their way back down.

Unfortunately, at about 4pm it had started to rain and then the **mist** had come in. It was difficult to see, and Marc slipped and fell.

'We wouldn't have gone if we had known about the bad weather,' said Marc. 'But



we hadn't listened to the weather forecast!'

Luc used his mobile to phone the emergency services and a **dramatic** rescue operation took place.

'If they hadn't phoned so early we wouldn't have found them,' said one rescue worker.

'If they had left it longer, it would have been dark.'

The rescue operation lasted for about two hours. Fortunately Marc wasn't badly injured. They were both wet and tired, but they were well, and happy to be back down.

Vocabulary

3 Use the words from the text to complete the sentences.

- 1 When the bride arrived at the door, she made a dramatic entrance – she looked like a princess!
- 2 You can't use a mobile phone in the desert because there is no _____.
- 3 Salad is made of _____ vegetables – they aren't cooked.
- 4 Firefighters, police officers and paramedics are all part of the _____.
- 5 We _____ on our trip to the seaside early so we would arrive by lunchtime.
- 6 We wore hats and stayed under trees so we wouldn't get _____.
- 7 Runners have to drink water during a race so they don't suffer from _____.
- 8 If you don't have electricity, laptop computers can work on _____.
- 9 As the water in the lake was warm and the morning air was cold, there was a beautiful _____ above the water.
- 10 We _____ our holiday carefully. We knew which hotels we were going to, and which tourist attractions we were going to see.
- 11 The mother _____ her baby from the sun with an umbrella.
- 12 Many try to climb to the _____ of Mount Everest, but only a few succeed.

Reading comprehension

4 Answer the questions. Write *S* (Sea Rescue) or *M* (Mountain Rescue).

In which story ...

- 1 were the people rescued from the same family? S
- 2 did somebody make a phone call? _____
- 3 did somebody send a text message? _____
- 4 were they lost for more than one day? _____
- 5 did the weather help them? _____
- 6 did they set out without checking the weather forecast? _____
- 7 did they suffer from too much sun and not enough food or water? _____
- 8 were they rescued in the evening? _____

5 Write *True* or *False*.

- 1 Ben was sailing to Murray Island when the weather changed. False
- 2 They were lost at sea for more than a week. _____
- 3 They ate nothing the whole time so they lost weight. _____
- 4 They were rescued by their family. _____
- 5 Luc and Marc were coming down Snowdon when they were rescued. _____
- 6 They were surprised by the bad weather. _____
- 7 It was after dark when Luc phoned for help. _____
- 8 It took the whole night to get them down. _____

6 Match the questions and answers.

- | | |
|--|--------------------|
| 1 Where did the fishing boat get lost? | a a storm |
| 2 Where did the men climb the mountain? | b Ben and Michael |
| 3 What caused Ben and Michael to lose control of the boat? | c The Coral Sea |
| 4 What caused Marc and Luc to get lost? | d weather forecast |
| 5 Who needed medical help after they were rescued? | e Tom and Joe |
| 6 What should Marc and Luc have listened to? | f misty weather |
| | g Wales |

7 Discuss these questions with a partner or with your class.

- 1 Would you rather go deep-sea fishing or climb a mountain? Why? What would you take with you if you went fishing? If you went climbing?
- 2 Do you think real-life news stories like these are interesting? Why or why not?
- 3 What do you think we can learn from these kinds of stories?

Brave Teens Save Swimmer

An Italian tourist, Mario Marino, was rescued yesterday afternoon from the Atlantic Ocean by two teenagers in a fishing boat.

Mario had gone swimming off the coast of Florida when he was pulled out to sea. He tried to swim, but eventually got tired and started shouting for help.

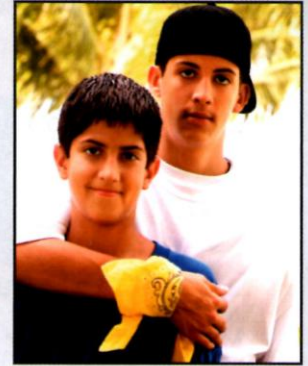
Luckily Ali Sultan, 17, and his brother Ahmed, 15, were passing in their boat. They heard the

swimmer's cries and went to help. 'If he hadn't shouted, we wouldn't have found him,' said Ali.

The two boys pulled Mario into their boat and took him back to the beach.

'I'm really grateful to the boys,' Mario said. 'If they hadn't arrived, I wouldn't have made it.'

Mario spent the night in hospital, but fortunately he was fine. He said, 'I'm ready to get back into the water!'



When you write a newspaper report ...

- Think of a **headline**. Write a short phrase, not a full sentence:

Brave Teens Save Swimmer

- **Summarise** the story in the first sentence:

An Italian tourist was rescued yesterday from the Atlantic ...

- Answer all the important questions: **who / what happened / where / when?**

Mario Marino / rescued from the sea / Atlantic Ocean / yesterday

- Include **quotes** from people using direct speech:

'I'm really grateful to the boys,' Mario said.

- 8 Match the sentences with the correct headline. Write A or B.

A GIRLS SAVE WOMAN ON MOUNTAIN

B RESCUERS FIND BOYS LOST IN CAVE

- 1 Last Monday, two school children were rescued from a cave in Spain. B
- 2 French tourist Isabella Dupont was rescued from a mountain in Nepal.
- 3 The girls, aged 17 and 18, were on a school trip.
- 4 'If they hadn't found me, I would still be on the mountain,' she said.
- 5 'If we had stayed with the guide, we wouldn't have got lost.'
- 6 The boys were happy to go home.

- 9 Write a newspaper report on one of these stories. Use the ideas above.

TOURISTS SAVED IN DESERT


TEENS RESCUED FROM ISLAND

10

Languages

Reading

Before reading

- 1 Discuss these questions.
 - 1 What is your first language?
Can you speak more than one language?
 - 2 How many languages are spoken in your country?
 - 3 Do you know the names of any languages from different countries?
Do you know what languages people speak in India?
- 2  Read and listen.

voices of India

India has an incredible number of different languages. There are 22 major languages and over 1,600 regional dialects or varieties of those languages. Hindi is the official language of India and has more than 250 million speakers, but many people don't speak the official language at all.

Traditionally, the language that people learnt and spoke **depended on** where they lived. For example, people who lived in the Assam region of India spoke Assamese, though now people there may speak Hindi or Bengali, or even English!

Some of the Indian languages are extremely old. One of the earliest known written **scripts** in the world came from India. It is called Harapan and it has pictures like Egyptian **hieroglyphs**. The problem is that nobody can read or understand Harapan today.

Sanskrit is also an ancient language. Some of the written stories in Sanskrit are more than 5,000 years old. But Sanskrit is almost a **dead language** as few people actually speak it today - there are only around 200 thousand people who can speak Sanskrit well.

These days, English is very **widely** spoken, especially in government and education, and it is sometimes called the **working language** of India. Although people have many different mother tongues, English is often the second language which is **acquired** once formal education begins.

But English is not the dominant language in every **aspect** of Indian life. In homes across the country, hundreds of very old dialects are being passed on from **generation** to generation. Outside the home, films are being produced, and newspapers and books are being written in all the major languages, and over 50 languages are taught in schools.

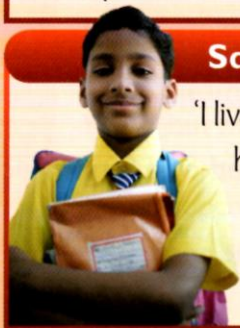
So is it difficult having all these different languages?
We talked to some school children in India to find out.

Haresh, 11, Kashmir

'I'm from Kashmir. I speak Urdu because it's the official language here – most of my classes are taught in Urdu. I also speak Kashmiri because my parents speak it at home to me, and I speak a little English at school. I think learning languages is important because it's important to **communicate** with people.'



Samir, 12, Delhi



'I live in a big city called Delhi. It is really multilingual here. I speak Punjabi at home because my older **relatives** don't understand any other language. Some of my friends speak different languages at home. I'm learning English at school, but I also learn lots of English by watching English cartoons on TV, so I think it's fun to learn other languages.'

Mala, 11, Rajasthan

'I live in Rajasthan and Hindi is my first language. I'm learning English at school. My parents speak a dialect called Malvi. I speak this a little too, but I can't write anything in Malvi. I prefer speaking and writing in Hindi. I really like watching Hindi films! I'm glad I can speak different languages.'



Vocabulary

3 Match the words from the text to the definitions.

- 1 aspect (noun) one part of a situation
- 2 _____ (noun) types of writing
- 3 _____ (verb) learnt or got
- 4 _____ (adjective) coming from a certain part of the country
- 5 _____ (noun) people in your family
- 6 _____ (adverb) across a large area
- 7 _____ (noun) a language not spoken by anyone any more
- 8 _____ (verb) share and exchange information or ideas with others
- 9 _____ (noun) pictures or symbols used in some ancient writing
- 10 _____ (verb) varied according to a certain situation
- 11 _____ (noun) a language used to communicate in formal situations
- 12 _____ (noun) grandparents, parents or children, for example

Reading comprehension

4 Match the questions and answers.

- | | |
|--|---------------------------------|
| 1 How many major languages are there in India? | a zero |
| 2 How many dialects are there in India? | b two hundred thousand |
| 3 How many people in India speak Hindi? | c three |
| 4 How many people can speak Harapan? | d twenty-two |
| 5 How many people can speak Sanskrit? | e fifty |
| 6 How many languages can Mala write in? | f one thousand, six hundred |
| 7 How many languages does Haresh speak? | g two |
| 8 How many languages are taught in Indian schools? | h two hundred and fifty million |

5 Circle the correct words to make true sentences.

- The official language of India is Hindi / English.
- There are more than 1,600 *languages* / *dialects* spoken in India.
- The language people spoke used to vary according to *religion* / *region*.
- Harapan is a *dead* / *working* language.
- About *five thousand* / *two hundred thousand* people can speak Sanskrit.
- People often learn English as a second language at *home* / *school*.
- Ancient dialects are passed onto children from their *parents* / *teachers*.
- Books and films in India are in *English only* / *many different languages*.

6 Match the sentences with the pictures.

I love watching English cartoons. My family speak Punjabi. I speak Hindi.
I learn English and Urdu at school. I live in a multilingual city. I speak Urdu.
I like watching Hindi films. My family speak Kashmiri. I can speak Malvi.



Haresh



Mala



Samir

7 Discuss these questions with a partner or with your class.

- Do you think it's important for parents to pass on their mother tongue to their children, or do you think children should only speak the official language?
- Why do you think so many people around the world learn English in school?

Hello Sharifa,

My name's Carmen. I'm 12 years old and I live in California in the US.

My teacher gave me your email address. She told me that you wanted to write to someone in America to practise your English.

Let me tell you about California. Many people from different countries live here. My parents are from Puerto Rico, so I speak Spanish. Of course I speak English too and I'm learning French at school. Some of my friends speak different languages at home, but we speak English to each other. How about you?

In my free time, I like going to my friends' houses. We usually watch movies and eat lots of popcorn! Sometimes we go to our favourite fast food restaurant for burgers.

Write soon and tell me about you and your country!

From,

Carmen

When you write an email to a friend ...

- Start with a **friendly greeting** and the person's name:
Hello /Hi Sharifa,
- Use **friendly, informal expressions**:
Let me tell you ... / Tell me about ... / How about you? / Write soon!
- Separate different subjects by using **paragraphs**: personal details / why you're writing / where you live / your family / the languages you speak / your free time activities
- End by saying who the email is **from**:
From, Carmen

8 Number the parts of the email in the correct order.

- a I speak Arabic, but I'm also learning French and English at school. I'm not very good at French. How about you? _____
- b From, Sharifa _____
- c Thanks for your letter! Let me tell you a little about me. I'm Sharifa and I'm from Jordan. I live in Amman with my parents and grandparents. _____
- d Hello Carmen, 1 _____
- e Hope you write soon! _____


9 Write your own email to reply to Carmen. Use the ideas above to help you.

11

Study skills

Reading

Before reading

- 1 Discuss these questions.
 - 1 What do you think is the most difficult part of learning English?
 - 2 How do you usually try to remember new vocabulary?
 - 3 How do you usually try to prepare for a test or exam?
- 2  Read and listen.

Study Skills

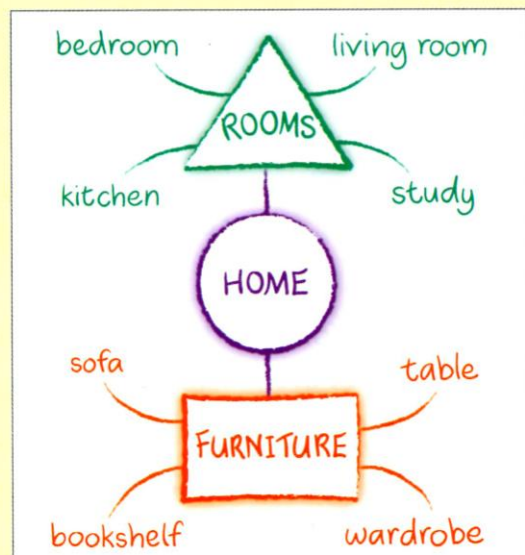
Are you learning English? Do you like English, but find it difficult to remember new grammar and vocabulary? Would you like some ideas about how to make your language learning easier? If you answered 'yes' to any of those questions, here's some **advice** that we hope will help.

Learning Vocabulary

- Each time you learn a new word, write it in a vocabulary book with its **part of speech**. You don't have to translate the word into your language. Try using a **synonym** to help you remember what it means. You should also look it up in a dictionary and write the English **definition**.

Word	Synonym	English definition
amusing (adjective)	funny	something that makes you laugh or smile

- When your teacher asks you to learn some words for a vocabulary test, you should write them down on a piece of paper or a **sticky** note and put them on your bedroom wall. Every time you see the words, you will think about their spellings and their meanings.
- Draw spidergrams. These are fun to do. Draw a circle and write the name of a topic in the middle. Draw lines from the circle to other shapes and write the names of **subtopics** in the middle of those. Then draw lines from each of these shapes and write words connected with the topics.



Learning Grammar

G

- After you've learnt a new grammar point at school, you should go home and look through what you did in the lesson. Look at sentences in your coursebook and **highlight** examples of the new grammar. You could use a coloured pen to **underline** the examples, or circle them.
- Then, in a notebook, write the name of the new grammar point, for example, 'The Past Simple', and then write **simple** sentences about yourself, using the new grammar. So, if you've just learnt the past simple, write some sentences about what you did yesterday.

I went to school at 8.00.

I played with my friends at break time.

- Make a test for a friend or your brother or sister! This can be a lot of fun – because you are doing this with a friend, you won't be **nervous**. Write five to eight sentences using the grammar point. Then, you can **erase** the verb, or just leave a **blank** space where the verb should be. Your friend should try to write the verb correctly. You will be learning as you write the test, and then your friend can make a test for you, too.

Remember!

If you are not sure about something, you should always ask a teacher, parent or friend for help. Asking questions is one of the best ways to learn!

Vocabulary

3 Use the words from the text to complete the sentences.

- 1 I've got a special, bright yellow pen to **highlight** the important words.
- 2 You should use a pencil so you can _____ a word if you make a mistake.
- 3 Which _____ is it? A noun, verb or adjective?
- 4 The _____ of *enormous* is very, very big.
- 5 A good dictionary is written in clear, _____ English so it's easy to understand.
- 6 My stomach feels funny and I get very _____ before an exam.
- 7 A _____ for *enormous* is *huge*. Another one is *massive*.
- 8 You don't need glue or pins to put those on the wall. The notes are _____ on the back.
- 9 Our teacher gave us useful _____ about how to prepare for the exam.
- 10 She told us to divide the main ideas into smaller _____ and study a little at a time.
- 11 It's a good idea to _____ the title of a story to separate it from the text.
- 12 Remember to write your name on the _____ line at the top of the page.

Reading comprehension

4 Tick (✓) the advice that is in the text, and cross (✗) the advice that isn't.

- 1 Write words on your bedroom wall. ✗
- 2 Always write translations of words in your own language. _____
- 3 Use a dictionary to check the meanings of words. _____
- 4 Write new words on pieces of paper and put them on your wall. _____
- 5 Draw spidergrams to help you remember grammar points. _____
- 6 Write sentences about your friends and family to learn grammar points. _____
- 7 Ask your friends or parents to do your homework. _____
- 8 Ask questions and ask for help if you don't understand something. _____

5 Complete the advice. Write one word in each gap.

- 1 You can write down new words in a vocabulary book.
- 2 Check the meanings of words by looking at a definition in a _____.
- 3 Write words on pieces of _____ and stick them on your walls.
- 4 Use spidergrams to divide vocabulary into different _____.
- 5 Remember to look at what you've learnt when you go _____.
- 6 Find examples of new grammar in your _____.
- 7 Practise new grammar by writing _____ about yourself.
- 8 Get help from your _____, friends or teachers.

6 Match the two parts of the sentences.

- | | |
|---|-----------------------------------|
| 1 Write new words next to _____ | a you practise with your friends. |
| 2 It isn't necessary to _____ | b ask questions. |
| 3 Sticking words on a wall helps _____ | c highlight new grammar points. |
| 4 In a spidergram, we write words _____ | d their parts of speech. |
| 5 We can use coloured pens to _____ | e you remember them. |
| 6 Writing sentences about yourself _____ | f helps you remember grammar. |
| 7 You won't be nervous if _____ | g translate. |
| 8 One of the best ways to learn is to _____ | h connected to one topic. |

7 Discuss these questions with a partner or with your class.

- 1 Do you think you will follow any of the advice in the text? Which ideas?
- 2 Who do you prefer to get advice from: your teachers, parents or friends? Why?
- 3 Do you think it's better to get advice from a book or a website, or from people you know? Why?

A British School Day

My school day starts at 8.50 a.m. However, we don't have lessons right away. First, we have registration where the teacher calls out all our names. We have assembly in the hall at 9.15. Our head teacher gives out certificates to hard-working pupils and she gives us advice about studying and listening carefully to our teachers.

Lessons start at 9.30. We do lots of subjects including Maths, English, Science and History. My favourite subject is History because I like learning about the past.

Break time's at 11.00 when we usually go out into the playground. We have lunch in the canteen at 12.30, although we don't have to eat the school dinners. We can bring a packed lunch if we want to. In the afternoon, there are more lessons and school finishes at 3.15.



When you write a description of a day or week or any time period ...

- Organize your composition in a **logical time order**:
My school day starts at 8.50.
We have assembly at 9.15.
- Use **linking words** to make your writing more interesting to read:
... starts at 8.50. However, we don't have lessons ...
... lunch in the canteen at 12.30, although we don't have to eat ...
- Vary the **word order** of your sentences so they sound different, and more interesting:
We have assembly at 9.15.
Lessons start at 9.30. (not: We have lessons at 9.30.)

- 8 Read the paragraph below. Rewrite it using linking words and varying word order, so it is more interesting to read.

We start school at 8.30. We don't have lessons then. We go to our first lesson at 8.45. We have Maths class. I don't like Maths, but I'm good at it. After Maths, we have Science at 9.30. We have English at 10.15. We have break time at 11.00. We don't go outside. We stay in the canteen.


- 9 Write a description of your school day. You can draw a picture to illustrate your composition if you like.

12

It's holiday time!

Reading

Before reading

- 1 Discuss these questions.
 - 1 Have you ever been on holiday away from home? Where did you go? What did you do?
 - 2 If you could have your dream holiday, where would you go? What would you do?
- 2  Read and listen.

Do you wish you were on a beach where the sand is golden and the water is **crystal clear**? Do you wish you could explore the **wonders** of the deep blue sea? Do you dream of camping in the desert under the stars? Imagine a holiday where you could do all of these things, and more ...



Welcome to Sharm el-Sheikh!

Sharm el-Sheikh is one of Egypt's biggest and most popular **resorts**. It lies south of the Sinai Peninsula between the desert and the Red Sea. The climate is hot and sunny all year round and there are lots of exciting **activities** for everyone.

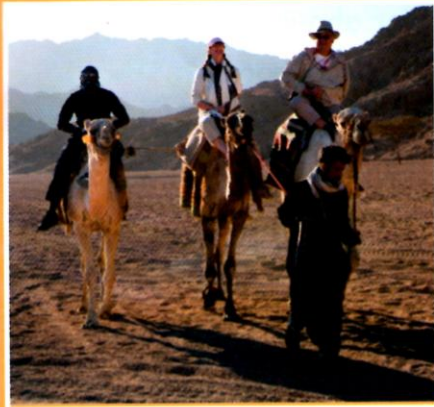


The amazing Red Sea

The Red Sea is famous for its sea life and clear, beautiful water. You can snorkel close to the **shore** in places such as Garden Reef Bay and see colourful, **tropical** fish and other incredible sea **creatures** swimming amongst the coral. There are around 1,500 different types of sea life along the coast and over 400 species of coral.

For the more adventurous visitors, the Red Sea is perfect for scuba diving. Don't worry if it's your first time. You can take a course at a diving school with trained instructors who will teach you everything you need to know. You can then go on a diving trip where you will discover the amazing sights of the deep sea, and may even come across an ancient **shipwreck**.

If you want to see what lies under the surface of the sea, but don't want to go in the water, take an hour-long trip in a glass-bottomed boat instead. See the brightly coloured fish swimming right under your feet.



The spectacular Sinai desert

If you prefer to stay on dry land, the desert offers all kinds of **thrilling** adventures. If excitement is what you want, try quad biking across the **dunes**.

If you're looking for a quieter kind of adventure, go on an organized group safari where you'll spot rare and beautiful birds and have the truly unforgettable experience of a camel ride! At night, you can camp in the open air, under the starry sky. Imagine watching the sun rise over the desert when you wake up.

The treasures of Na'ama Bay

No visit to Sharm el-Sheikh would be complete without finding some fantastic souvenirs to remember your holiday. Na'ama Bay is the place to go for shopping. Here you will find whatever you are looking for, from beautiful silver jewellery in the modern shops, to traditional **handicrafts** like carpets and bags in the busy, colourful markets.

Na'ama Bay is also home to some of the region's most **luxurious** hotels and you will find restaurants offering some of Egypt's most delicious dishes.

So if you're looking for an experience you'll never forget, come to Sharm el-Sheikh on your next holiday. We are waiting to welcome you!

Vocabulary

3 Match the words from the text to the definitions.

- 1 activities (noun) things you do to occupy or enjoy yourself
- 2 _____ (noun) animals, or any living things that aren't plants
- 3 _____ (noun) places people go on holiday with hotels and things to do
- 4 _____ (adjective) coming from a hot part of the earth
- 5 _____ (adjective) very exciting
- 6 _____ (noun) small hills of sand
- 7 _____ (noun) a ship at the bottom of the sea due to an accident
- 8 _____ (noun) useful or decorative objects made by hand
- 9 _____ (noun) surprising or beautiful things
- 10 _____ (adjective) looking like glass, you can see through it
- 11 _____ (noun) the land next to the sea or a lake
- 12 _____ (adjective) very comfortable and usually expensive

Reading comprehension

4 Match the two parts of the sentences.

- | | |
|--------------------------------------|------------------------------------|
| 1 Sharm el-Sheikh is | a a resort in Egypt. |
| 2 Sharm el-Sheikh is close to | b for about an hour. |
| 3 Garden Reef Bay is a good place | c types of coral. |
| 4 There are more than a thousand | d for shopping. |
| 5 There are around four hundred | e camel rides in the desert. |
| 6 The glass-bottomed boat trips last | f the desert and the sea. |
| 7 You can go on | g for snorkelling. |
| 8 Na'ama Bay is a good place | h types of sealife in the Red Sea. |

5 Write *True* or *False*.

- | | |
|--|--------------|
| 1 Sharm el-Sheikh is in the north of the Sinai Peninsula. | <u>False</u> |
| 2 The weather often changes in Sharm el-Sheikh. | _____ |
| 3 You can learn to scuba dive in Sharm el-Sheikh. | _____ |
| 4 You can watch the sea life through the bottom of boats. | _____ |
| 5 You can go snorkelling in the desert. | _____ |
| 6 Desert safaris often include horse riding. | _____ |
| 7 It's possible to go on a trip where you sleep in the desert. | _____ |
| 8 You will only find traditional shops in Na'ama Bay. | _____ |

6 Match the words with the pictures.

snorkelling camping souvenirs dunes handicrafts safari coral
rare birds shipwrecks markets diving course luxurious hotels quad biking

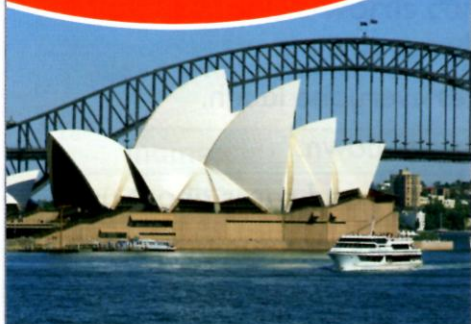


7 Discuss these questions with a partner or with your class.

- If you went on holiday to Sharm el-Sheikh, what would you choose to do?
- Do you think resorts like Sharm el-Sheikh offer a good kind of holiday? Why or why not?
- Do you think it's good to have a lot of foreign visitors to a country? Why or why not?

Do you wish you were going to a modern and exciting city?

Do you dream of travelling to the other side of the world?



Welcome to Sydney!

Sydney has everything you need for a fantastic holiday. The climate is warm and sunny, the people are friendly, and there are activities for everyone. Here are just a few:

Sydney Harbour Bridge

One of the best ways to see the world-famous bridge is to take a cruise around the harbour. For the more adventurous, you can climb to the top of the bridge. The views are spectacular!

Taronga Zoo

If you're looking for a family friendly activity, don't miss the zoo, home to more than 2,000 animals. Can you imagine seeing koalas and kangaroos up close? They are unforgettable!

When you write a holiday brochure ...

- Use **questions** to get people's interest:

Do you wish you were ...? Do you dream of ...? Can you imagine ...?

- Write about a **variety of activities** to appeal to different types of people:

If you're looking for ... / For the more adventurous, ...

- Use **extreme adjectives** to persuade people your holiday is the best:

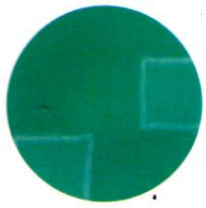
world-famous / unforgettable / spectacular / thrilling / amazing / luxurious

7 Circle the correct words to make sentences.

- 1 Do you wish you were swim / swimming in the clear blue sea?
- 2 Do you wish you could climb / climbing the world's highest mountain?
- 3 Can you imagine stand / standing in front of the Pyramids?
- 4 Do you dream of stay / staying in a four star hotel?

8 Write a holiday brochure for your dream holiday. Don't forget to follow the advice above, and use the plan below to help you.

- Start with questions to make people interested.
- Use a main title that says clearly where your holiday resort is.
- Write a general first paragraph to say why it's a good place to visit.
- Use sub-headings to separate the different activities you choose to write about.
- Think about layout.
- Make big headings and use pictures to illustrate your brochure.



More words

1 Personalities

Read the sentences on the left. Check the blue words in your dictionary. Then match the sentences.

- | | |
|---|---|
| 1 My friend Joe is very active . | a She is always smiling. |
| 2 My brother is really lazy . | b He makes everyone laugh. |
| 3 Mum is sociable . | c He never sits down. |
| 4 My sister is quite shy . | d She's generous and cares about us. |
| 5 Our teacher is very cheerful . | e He always talks about important things. |
| 6 My grandma's so kind . | f She doesn't like meeting new people. |
| 7 My uncle is so funny . | g He never wants to work. |
| 8 My dad is quite serious . | h She loves parties with lots of people. |

2 Weather

Some words sound good together and it's a good idea to learn them together. Look at the words below and check meanings in your dictionary.

unsettled light freezing severe dark strong heavy

Now complete the weather report with the best words.

'There will be unsettled weather over the next few days. We will see _____ clouds and _____ rain, together with _____ winds. In some areas, the rain may cause _____ flooding. After the storm passes, expect it to be colder, with _____ temperatures, and even _____ snowfall in some areas.'

3 Materials

Check the meanings of the words below and then complete the sentences.

wool metal stone china cotton **clay** leather glass

- 1 Ancient pots and bowls. They're made of clay.
- 2 A window. It's made of _____.
- 3 Cars, trains, and planes. They're made of _____.
- 4 A T-shirt. It's made of _____.

- 5 A pair of smart shoes. They're made of _____.
- 6 Castle walls. They're made of _____.
- 7 Expensive plates and tea cups. They're made of _____.
- 8 Winter hats and scarves. They're made of _____.

4 Describing animals

Write the words with the types of animals they describe. Use your dictionary if you like. Some words can describe more than one type of animal.

claws fur paws tail scales fin feathers shell beak jaws horns wings

mammals	reptiles	birds	fish
		claws	

Now use some of the words to complete the sentences. Look at the **adjectives** that go together with the animal words to help you.

- 1 Polar bears have got **thick, white** fur _____ to keep them warm.
- 2 Sharks have got a **large, pointed** _____ that you can see above the water.
- 3 Turtles' and tortoises' bodies are protected by their **thick, hard** _____.
- 4 Snakes move quickly along the ground due to their **smooth, flat** _____.
- 5 Eagles have got a **sharp, hooked** _____ that they use to catch prey.
- 6 Jaguars are dangerous predators as they're fast and have very **strong, powerful** _____. They can bite through bones easily!

5 Processing food

Complete the description. Use the verbs below and check any new words in your dictionary. Remember to use the passive for the verbs.

label inspect **pick** sell transport eat distribute heat select

Making plum jam

First, the plums are picked from the trees. Then, they _____ to a factory by trucks.

The plums _____ carefully to check their quality and only the good ones _____ to make the jam. Sugar, water and other ingredients are added and then the jam _____ to very high temperatures to kill any bacteria.

Once the jam is in glass jars, the jars _____ with the name of the product and the company. The jam _____ to different shops and supermarkets, where it _____ to customers. And finally, it _____ on bread!

6 Tourist attractions

Which places should these tourists visit? Match the statements with the suggestions. Use your dictionary if you like.

- 1 I was hoping to see some singing and dancing.
 - 2 We'd like to see panda bears and penguins!
 - 3 Where's the best view in the city?
 - 4 I'm interested in ancient civilizations and imagining what life was like.
 - 5 The children love sealife and would love to see some sharks.
 - 6 I love the outdoors and natural beauty.
- a You should go up to the top of the **tower**!
 - b Go to the **wildlife park**.
 - c You must see the **ruins**!
 - d You should visit the **aquarium**.
 - e Go to the **national park**. It's beautiful.
 - f The **theatre** is the best place to go.

7 Film reviews

Complete the film review with the words below. Check the meanings of the words in your dictionary.

plots audience costumes climax **blockbusters**
stars soundtrack produced

One of the biggest **blockbusters** ever is the film *Titanic*. It was _____ in 1997, but is still watched on DVD by thousands of people every week.

There are really two separate _____ – the story of a ship sinking, and the story of two young people in love. The two people are the _____ of the film, played by Kate Winslet and Leonardo DiCaprio. The _____ of the film is when the ship is sinking, and the _____ doesn't know who will survive.

It is not only the plot which is fantastic, however. As the story takes place in 1912, all the characters, but especially the rich people, are dressed in beautiful old-fashioned _____. In addition, the music adds to the story – the _____ is almost as popular as the film itself.

8 Adverbs for stories

Look at the adverbs and decide which ones can be used with the verbs below. You can use the adverbs more than once.

loudly secretly wearily angrily suddenly quickly urgently quietly

cry	shout	run	appear	creep	wake up	hide	whisper
	loudly						

Now complete the story sentences with adverbs.

- 'Help me!', he shouted _____.
- And then out of the darkness, a large man appeared _____.
- The princess woke up _____.
- 'You must get away from here,' he whispered _____.
- He jumped up, and ran _____ out of the castle.
- 'Leave and never come back!' he shouted _____.

9 Linking words

Use your dictionary to match the linking words with the same meanings.

- | | |
|-----------------|------------|
| 1 Initially | a Luckily |
| 2 Fortunately | b Finally |
| 3 Unfortunately | c At first |
| 4 Eventually | d Sadly |

Now complete the news report with some of the linking words above.

Earlier tonight, emergency services rescued two men from their boat. They had gone out for a short ride. Initially the weather was fine and sunny and they had been enjoying their day out. _____ it soon became windy and started raining heavily and they lost their way. _____ they were able to phone for help, and _____ the rescue team found them and brought them safely back to shore.

10 Languages and nationalities

Write the words with the categories below. Use your dictionary if you like.

The United Kingdom Arabic Turkish Muslim Australia British
Egyptian The United Arab Emirates Egyptian Emirian English
Christian American The United States Egypt Turkey

country	nationality	language	religion
		Arabic	

11 School words

Write the words with their definitions, using your dictionary if you like.

packed lunch school dinners registration canteen
assembly break time certificates hall

- 1 school dinners cooked food prepared at school for children to eat at midday
- 2 _____ when teachers call children's names to check they are there
- 3 _____ documents given to pupils when they succeed at something
- 4 _____ the place where children eat at school
- 5 _____ the time when children do not have lessons
- 6 _____ food prepared at home for children to take to eat at school
- 7 _____ the largest room in a school, used for important events or sport
- 8 _____ the time when all the children in school come together

12 Holiday activities

Complete the holiday brochure with the words below.

sightseeing picnic guided tour trek
coach trip cruise souvenirs spa

No trip to Egypt would be complete without visiting the great pyramids. First, we'll take a coach trip from your hotel to Giza. Once you leave the bus, our trained staff will take you on a _____ of all the important sites. We'll have a _____ for lunch. More adventurous travellers may like to go on a camel _____ in the desert. In the afternoon, we'll do some _____ in the city – the Sultan Hassan mosque, the Egyptian Museum, and the Salah el-Din citadel are some of the highlights. You can look for _____ in the traditional Khan el-Khalili market, before returning to your hotel. You might like to relax in the _____ when you get back. In the evening, we'll go on a fantastic _____ down the Nile in a felucca – it's an unforgettable experience!

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