

## CONTINUED

- Content: Does the presentation have a logical sequence and contain interesting information?
- Slides: Are the slides attractive, colourful and legible, with appropriate text and supporting pictures and graphics?
- Writing: Is the writing simple and error-free?
- Non-verbal communication: Do the presenters make eye contact, use hand gestures and make use of humour?



## STUDENTS SPEAK

- 1 Watch some students talking about jobs in the Digital Coursebook.
  - a What jobs do students want to do in the future?
  - b What in particular appeals to the students about the jobs?
  - c Talk to your partner(s) about what job you would like to do when you finish your education, and what in particular appeals to you about the job.
- 2 Watch again.
  - a What does each student do well?
  - b What could each student improve on?
  - c How does this relate to your own speaking skills?

## EXAM-STYLE QUESTIONS

## Reading, open response

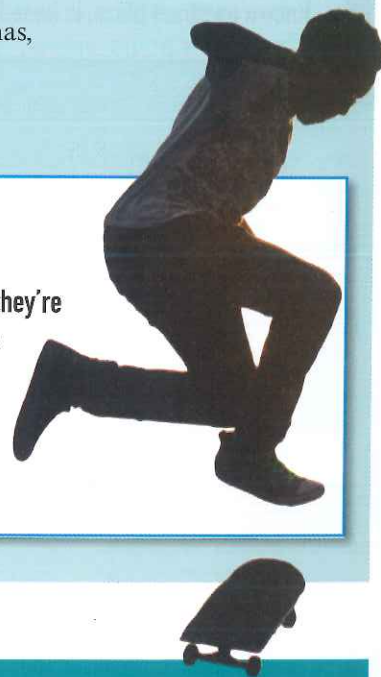
Read the personal profile from the website of a skatepark designer called Juan Salinas, and then answer the questions.

## Text 8.3

## JUAN SALINAS: SKATEPARK DESIGNER

My job involves two things I love: skateboarding and architecture. I started skateboarding when I was seven. Every day after school, I would skate around the square in front of my apartment block. On my ninth birthday, I was taken to a skatepark for the first time. I found it incredibly exciting and became a regular visitor to skateparks.

I began to think about how they're planned and built at the age of 14, and only a couple of years later, at 17, my first very own skatepark came into being.





CONTINUED

My town had two old skateparks: one behind my secondary school and another larger one near the central food market. Me and my friends were always looking for good new places to skate, though, and one we particularly liked was under a road bridge. There was a paved path with some great little slopes and turns down there, but it was all rather rough. I drew some plans of how I thought it could be turned into a small skatepark and took them to the local council. Amazingly, they liked the idea and had it built, based on my drawings. It's still used, actually. The whole thing – the ramps, the flat area, the bowl, the steps – is made of concrete, which is still my material of choice.

I went on to study architecture, and I've been a qualified architect for over ten years now. Although I specialise in skateparks, I've also designed houses, shopping malls and sports centres, and that experience has been valuable to me. I sometimes include non-skateboarding facilities, like basketball courts or climbing walls, in my skateparks. In fact, I've become quite famous among skateboarders for doing that. Being a skateboarder myself, I understand what other skaters want and seeing them having great fun using something I designed is cooler than anything else I can imagine.

There are two main approaches to skatepark design. One, known as street plaza, is based on common elements

of an urban landscape, like flat surfaces, steps, small walls, benches. Then there's a more natural-looking style where skaters flow – that's the word they use – across a variety of ramps and other curved shapes. Many skateparks combine elements of the two styles. That, together with basing overall plans on the natural local landscape, is something you see in lots of the skateparks I'm responsible for.

People often ask me where my inspiration comes from. It varies, but something that is widely recognised as part of the Juan Salinas style is my use of colours on ramps and other structures, and that's inspired by trees, bushes and flowers I see around me. Also, last month, I created a special ramp for an existing skatepark, and that was inspired by the shape of a big ocean wave I saw.

When I started skateboarding, it was a minority interest in many parts of the world, but it's now so well established that it's recently gained approval as an Olympic sport. However, lots of skateboarders are concerned that this new development will bring too many rules into the sport. I share their feelings. On the other hand, the publicity the Olympics will bring is likely to increase the number of people wanting to take up skateboarding, and that means more skateparks will be needed.



You can download a copy of Text 8.3 from the Digital Coursebook.

- 1 How old was Juan when he became interested in skatepark design? [1]
- 2 Where in Juan's home town was the first skatepark he designed? [1]
- 3 What gives Juan most pleasure in his work? [1]
- 4 Where did Juan's idea for a recent addition to a skatepark come from? [1]
- 5 What worries Juan about skateboarding becoming an Olympic sport? [1]
- 6 What aspects of skatepark design is Juan well-known for? Give **three** details. [3]

[Total: 8]



## C Reading: Note-taking

### Before reading

- 1 You are going to read about the famous Portuguese footballer Eusébio. First, look at the words and definitions in the box. Fill in the gaps in sentences a–h with the correct form of the words in bold.

**ambassador** (noun): a person who represents, speaks for, or advertises a particular organisation or group  
**award** (noun): a prize or an amount of money that is given to someone following an official decision  
**ferocious** (adjective): very strong and forceful  
**honour** (noun): an acknowledgement or show of respect for someone or something  
**praise** (verb): to say that you admire someone or something, or that they are very good  
**prolific** (adjective): a great number or amount of something  
**retirement** (noun): the act of stopping work, usually at a certain age  
**territory** (noun): an area of land, or sometimes sea, that is considered as belonging to or connected with a particular country

- a A celebration was held in . . . of the president, who was retiring.  
 b He had a . . . style of playing, which made some people frightened of him.  
 c His . . . party was a great success, with many of his colleagues attending.  
 d She had a . . . number of victories in many different competitions.  
 e She is a great . . . for the charity, giving public speeches to raise money.  
 f The scientist was highly . . . for his medical research.  
 g The United Nations is sending help to various . . . affected by the disaster.  
 h The airline received an environmental . . . for its efforts to reduce carbon emissions.
- 2 Look at these phrases. Which ones do you think you will read in the text? What makes you think this?
- a a Mozambican-born Portuguese footballer  
 b one of the greatest footballers of all time  
 c more goals than any other player  
 d He could run 100 metres in 11 seconds.  
 e He played for Benfica for 15 out of his 22 years.  
 f nicknamed the Black Panther, the Black Pearl or o Rei (the King)  
 g He could use both left and right feet, as well as his head.





- h He is considered Benfica's and Portugal's most famous player.  
i Eusébio was an ambassador for football.

## While reading

- 3 Now skim the text. Use the words from Activity C1 to fill gaps a–h.

### Text 13.1

# Eusébio da Silva Ferreira

[1] Forget Lionel Messi, Mo Salah, Cristiano Ronaldo, Sun Wen, Roberto Baggio, Maradona and David Beckham, all of whom at one time or another have been given the 'greatest of all time' (GOAT) title. Sometimes that honour is given because of a player's popularity rather than their skills, or because they are the richest or most glamorous or have the most followers on social media. But the footballer who genuinely deserves to be named the greatest of all time is Eusébio. Who? you might ask. You've never heard of Eusébio? Read on!

[2] Eusébio da Silva Ferreira (1942–2014) was a Portuguese footballer. Although born in Mozambique and having an Angolan father, Eusébio could only play for the Portuguese team, since both Mozambique and Angola were overseas (a) ... and their inhabitants were considered to have Portuguese nationality. He is regarded as one of the greatest footballers of all time, mainly due to his incredible goal-scoring records. During his professional career, he scored 733 goals in 745 matches. He had **bewildering** skill and **possessed** a powerful shot – and it was said

that he could run 100 metres in 11 seconds! He also had the physical and mental strength not to be scared of anyone.

[3] Eusébio helped the Portuguese national team to reach third place at the 1966 World Cup, becoming the top goal scorer of the tournament, with nine goals (including four in one match against North Korea). For this achievement he received the Bronze Ball (b) ... He won the Ballon d'Or award in 1965 and was runner-up in 1962 and 1966. He played for Benfica for 15 out of his 22 years as a footballer, and so is remembered mainly for his association with the Portuguese club. He is the team's all-time top scorer, with 638 goals scored in 614 official games. He was the European Cup top scorer in 1965, 1966 and 1968. He also won the Bola de Prata (Primeira Liga top scorer award) a record seven times. He was the first-ever player to win the European Golden Boot, in 1968 – a **feat** he repeated in 1973.

[4] Nicknamed the Black Panther, the Black Pearl or o Rei (the King), he was known for his speed, technique,

#### **bewildering**

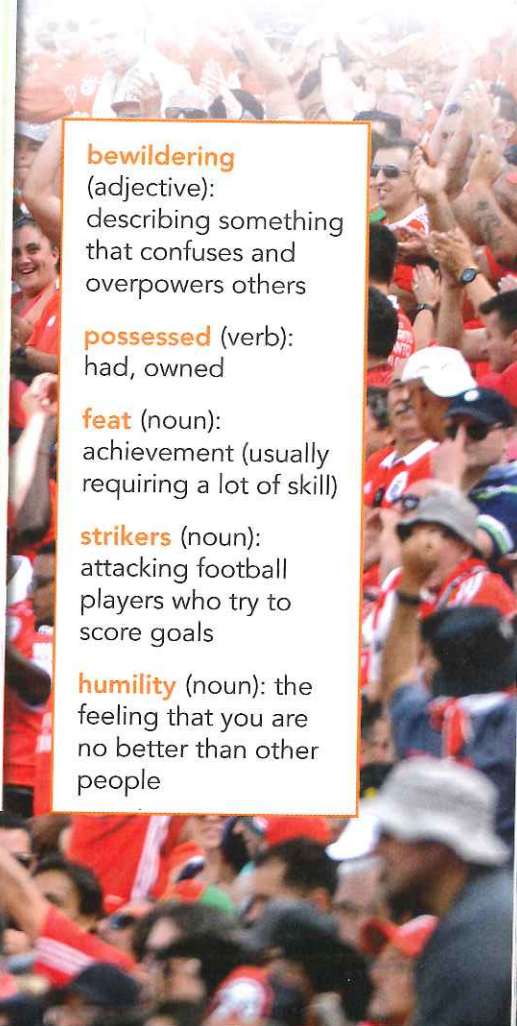
(adjective): describing something that confuses and overpowers others

**possessed** (verb): had, owned

**feat** (noun): achievement (usually requiring a lot of skill)

**strikers** (noun): attacking football players who try to score goals

**humility** (noun): the feeling that you are no better than other people





athleticism and his **(c)** . . . , accurate right-footed shot, making him an outstandingly **(d)** . . . goal scorer, and one of the greatest free-kick-takers in history. He is considered Benfica's and Portugal's most famous player and one of the first world-class African **strikers**.

**[5]** From his **(e)** . . . until his death in January 2014, Eusébio was an **(f)** . . . of football and was one of the most recognisable faces of the sport. He

was often **(g)** . . . for his fair play and **humility**, even by opponents. Tributes by FIFA, UEFA, the Portuguese Football Federation and Benfica have been held in his **(h)** . . . Former Benfica and Portugal teammate and friend António Simoes acknowledged his influence on Benfica, saying: 'With Eusébio maybe we could be European Champions, without him maybe we could win the League.'

### READING TIP

When you need to find relevant information in a text, use your skimming and scanning skills to identify key words. Remember that paragraphs usually focus on a single topic, so it is likely that you'll find more than one piece of relevant information in a paragraph. For note-taking, you do not need to worry about using your own words – you can copy information directly from the text.



You can download a copy of Text 13.1 from the Digital Coursebook.

- 4 Read the text again and answer these questions.
- Why are some footballers given the GOAT title?
  - What was Eusébio's nationality?
  - Why was Eusébio not permitted to play for Mozambique or Angola?
  - Why is Eusébio recognised as one of the greatest footballers?
  - Why was Eusébio not afraid of other footballers?
  - In which tournament did Eusébio score four times in one game?
  - What did Eusébio win before anyone else?
  - What particular skills helped Eusébio to score so many goals?
  - Why did Eusébio's opponents praise him?

## After reading

- 5 Your teacher has asked you to give a short talk to your class about Eusébio. To prepare, you need to make some notes based on the text you have read. First, look at the headings in the box. Which **three** headings do you think would be most suitable for helping you collate your notes? Why?

Home life    Family and nationality    Education    Physical skills  
 Travel    Other famous footballers    Achievements  
 Hobbies and interests

- 6 Look at these possible notes for your talk. Add them to a copy of the table. Which **two** notes do not fit under any of the three headings? Why?
- 638 goals in 614 matches for club
  - Accurate right-foot shot
  - Nicknamed Black Panther

## While reading

- 3 Work in groups of four: A, B, C and D. Do **one** of four things with the text. Your teacher will guide you.

Read paragraphs 1 and 2, then:

**Student A** Think of a question to check something in the text that you do not understand.

**Student B** Think of a comprehension question to ask your group.

**Student C** Summarise the information that you have read.

**Student D** Predict what you think you will read in the next two paragraphs.

When you are ready, share your answers with the others in your group.

- Stay in your groups but swap letters: A becomes B, B becomes C, C becomes D and D becomes A. Follow the same instructions as in Activity D3, but this time read paragraphs 3 and 4 of the text. Share your answers as a group.

- Swap letters again and repeat the exercise with paragraphs 5 and 6.

Swap letters again and repeat the exercise with the last two paragraphs of the text. This time, Student D should predict what Guðlaugur Friðþórsson did after his experience.

### REFLECTION

What was the purpose of the 'While reading' activities? Did you do something different each time? How did you feel in each of the four roles? In which role do you think you performed best? Why?

## Text 11.2

### The man who refused to freeze to death

[1] To the south of Iceland you will find a group of islands called the Westman Islands. The largest of these, Heimaey, is **inhabited** mostly by puffins. At the most southerly point of Heimaey a peninsula houses the local weather station, which people say is one of the windiest places in Europe and the Atlantic Ocean.

[2] In this freezing, snow-covered landscape, during the early morning of 12 March 1984, Guðlaugur Friðþórsson – lost, wet and completely alone – found safety. This 23-year-old Icelandic fisherman had survived the most extreme conditions, but he should have died. His shoeless feet were bleeding from wounds caused by the sharp volcanic rock under the snow, and his clothes, which had been soaked with seawater, were frozen to his skin. But Friðþórsson's story reveals how brilliantly the human body can adapt to the cold.

[3] The previous evening, at around 10 o'clock, Guðlaugur had been fishing with four other fishermen when their boat capsized and started to sink. He and two of his companions managed to climb onto the **keel**, but the three men soon realised that they could not stay there in the sub-freezing air temperature. After about 45 minutes, they decided to jump off the boat and swim towards the shore. Tragically, the two other fishermen quickly disappeared in the water. The first few minutes after hitting the ocean are critical. Cold water very quickly takes heat away from the body, and the men had probably been unable to control the cold shock response.

[4] Luckily, Guðlaugur managed to stay calm and control his breathing – and this probably saved his life. The temperature of the water was around 5–6 °C, in which an average person could expect to survive for about 75 minutes. Incredibly, Guðlaugur kept



swimming for more than five hours! Even though the air temperature was below freezing, Guðlaugur managed to swim 6km to an island, still wearing his shirt, sweater and jeans.

[5] Reaching the shore of Heimaey, Guðlaugur found himself right at the most dangerous point of the island's coast, where the waves crash violently on the coastal rock. He decided to go back into the water and, after searching for and finding an easier and less dangerous part of the shoreline, he finally got to land. But another challenge awaited – he had to cross 3km of volcanic rock in bare feet.

[6] Guðlaugur knew that, surprisingly, in cold environments **dehydration** can be a big problem. This is because the air, just like everything else, is frozen, with no moisture in it. When Guðlaugur breathed out, he had been losing vital **fluid** in his lungs, which wasn't being replaced. He had to find water to drink. Despite the freezing temperatures,

he paused to rest at an outdoor bathtub, which had been filled with water for sheep to drink. After he had punched through the centimetre-thick ice he began to drink the water.

[7] However, even though Guðlaugur had found fresh water, dehydration was not his biggest problem. His wet clothes had been making his situation worse, putting him at risk of **hypothermia**, which occurs when the **core** body temperature drops below 35 °C. While moving, he could keep his core temperature higher. But having stopped to take a drink, his body heat, generated by the movement of his muscles, had been cut off. So he set off again.

[8] He finally reached the safety of a village at 7 a.m. – nine hours after the boat had sunk. He was taken to the hospital, where the medical staff found that his body temperature was below 34 °C. They treated his cuts and dehydration, but amazingly he showed almost no symptoms of hypothermia.



You can download a copy of Text 11.2 from the Digital Coursebook.

- 7 Read the text again and write short answers to the following questions. Remember to find the key word(s) in each question first. Make sure your answers are brief, but include all the necessary information.
- What is the weather like on the Heimaey peninsula?
  - What was Guðlaugur Friðþórsson's job?
  - How did Guðlaugur injure his feet?
  - How many fishermen were on the boat that capsized?
  - Why did the fishermen decide to leave the boat?
  - What happened when the fishermen went into the water?
  - How long did it take for Guðlaugur to get safely onto land?
  - Why is dehydration a concern in cold environments?
  - What was causing Guðlaugur's body temperature to drop so dangerously low?
  - What surprised the hospital doctors about Guðlaugur's condition?

**inhabited** (verb):  
lived in

**keel** (noun): a piece of wood or metal under a boat to help it balance in the water

**dehydration** (noun): the state of not having enough water in the body

**fluid** (noun): liquid

**hypothermia** (noun): a condition in which the body temperature is dangerously low

**core** (adjective): the main part of the body

## After reading

- 8 Discuss the following questions in small groups.
- Do you think Guðlaugur became famous after his experience? Why, or why not?





e What have you insisted on?

.....

.....

f What have you avoided?

.....

.....

## Skills focus: Reading

1 Skim the article. Tick the best title.

The old stay young in China

Keeping fit the Chinese way

Chinese parks

### Text 1.1

[1] For a long time, China has encouraged older people to stay healthy by keeping active. Scientists at the University of Illinois have found that ancient Chinese exercises such as *tai chi* are good for older generations. Researchers say that such exercises **combine** simple movements and meditation into a series of exercises believed to have positive, relaxing effects on a person's mind, body and **spirit**. If you are unfamiliar with the idea, these exercises are **relatively** simple, but also safe. Moreover, they require no special equipment or clothing that might be expensive and limit participation.

[2] Morning exercises (or 'dances') begin as early as 5.30 a.m. and **tend to** take place in parks and open spaces near markets. This means that those taking part can buy fresh vegetables and other food when the markets open for business. The evening groups start exercises after dinner. Outdoor exercise is extremely popular throughout the day. Because of the **ease** of taking part and the low cost, there are now an **estimated** 100 million 'dancers' in China.

[3] Dancers organise themselves into rows. The front row is made up of the most experienced dancers, with the very best of them in the centre of the row. Each of the rows behind contains progressively less able dancers. All the dancers face forward, which allows them to learn from those in the rows ahead. The back row is often made up of beginners – dancers who are just learning the movements. There is a discipline about the way in which the dancers arrange themselves, with everyone determined to one day arrive at the middle of the front row and perform with the same skill as the best dancers.

[4] In many parks across China, brightly coloured, **manual** exercise machines are provided as an alternative pastime to dance. Each machine is designed to give a workout for a specific part of the body. Compared to private gyms, which can be expensive to join, China's public fitness equipment allows people to take part in physical activity that everyone can use. Furthermore, these areas generally do not have basketball courts or other outdoor sports areas aimed at the younger generation, so older people feel comfortable here.



[5] While keeping fit is important, taking part in outdoor physical activity also gives older people the opportunity to socialise safely with others in their age range and to enjoy the beauty of open spaces within cities. China is an enormous country with **stunning** natural scenery, including forests, parks, mountain ranges and lakes, but many citizens live too far away to enjoy these features regularly, so it is appealing for them to find beauty in their home city.



2 Match the words in bold in Text 1.1 with definitions a–h. Write the word next to the correct definition.

- a approximate .....
- b attitude or mood .....
- c bring together .....
- d fairly, quite .....
- e usually do something .....
- f magnificent, beautiful .....
- g lack of difficulty .....
- h controlled by hand .....

3 Which words or phrases are used to describe the following things in the article?

- a equipment and clothing .....
- b outdoor exercise .....
- c exercise machines .....
- d basketball courts and other outdoor sports areas .....



4 Answer these questions.

a What has the University of Illinois research found?

.....

b What reason is given for exercises taking place near markets?

.....

c Why are there so many exercise dancers in China? Give **two** reasons.

.....

.....

d Who do the dancers in the back row learn from?

.....

e Apart from dancing, what other form of outdoor exercise can people do?

.....

f What might prevent people from enjoying China's stunning natural scenery?

.....

5 What facilities are there for outdoor exercise where you live? Which activities do you prefer to take part in? Is there any cost involved, such as for equipment or clothing? Write at least **five** sentences.

.....

.....

.....

.....

.....



## EXAM-STYLE QUESTION

## Reading, open response

Read the article about paddleboarding, then answer the questions.

## Text 1.2

# Paddleboarding

A few days ago, I was standing on my board, paddling against a gentle current as I made my way up a river. There were clouds overhead and it was beginning to rain, as the weather forecast that morning had predicted. The temperature was due to drop too, but the wind direction, which I'm always keen to know about in advance, was in my favour. I was trying out my new paddleboard. Until now I've always used inflatable boards; they're easier to transport and more straightforward to store. But hard boards are faster and easier to handle in a wind.

Beautiful white swans glided past me, and occasionally I saw the shape of a fish below the surface. Just in front of me, a seal raised its head out of the water, stared at me for a few seconds, then disappeared again. I couldn't believe it! In the three years I've been paddleboarding, I've never come across one in this part of the river before. Besides allowing you to get close to nature, paddleboarding is a great way to get and stay fit. It's also very effective if you need to ease stress, which is what I was particularly interested in at the time.

Paddleboarding can be done on different types of water. You can paddleboard on the sea, but you can also do it on lakes and rivers, which isn't possible in the case of surfing, for example. My initial experience

was on a canal, which had the advantages of being easily accessible to me and very calm. Although paddleboarding is fairly straightforward compared with some water sports, it's worth knowing what a good technique involves. One rule is to stand with your knees slightly bent; standing very straight, which people tend to do early on, doesn't help with your balance.

Although the technique isn't too complicated, paddling for an hour or so gives you a good physical workout. The first few times I did it, my stomach muscles were very sore afterwards. These days, I realise that my arms are much more toned than they used to be and my thighs and calves feel a lot stronger.

As with all water sports, you need to spend some money on equipment. Beginners are generally advised to buy inflatable (blow-up) boards. They're less expensive than the hard ones, and they also give you more **stability**. Also, as you're often out on the water for some time, a waterproof backpack is essential. I make sure that I'm never without my phone, just in case there's an emergency, and the bag keeps it dry. Snacks and water can be good too, but they can get a little heavy so I take cash every time I go out, just in case I need something.

## Glossary

**stability** (noun): the quality of not being likely to change or move



CONTINUED

1 Which aspect of the weather forecast does the writer check most carefully before going paddleboarding?

..... [1]

2 What animal was the writer surprised to see in the river where she went paddleboarding recently?

..... [1]

3 What was the writer's main reason for taking up paddleboarding?

..... [1]

4 What mistake do beginner paddleboarders often make?

..... [1]

5 Name **one** thing the writer always carries in her bag when she goes paddleboarding.

..... [1]

6 What are the advantages of having inflatable boards rather than hard boards? Give **three** details.

.....  
.....  
..... [3]

[Total: 8]



.....

.....

.....

.....

.....

## Skills focus: Reading

1 You are going to read an article about virtual-reality (VR) headsets. First, match the words from the text in the box with definitions a–h.

capable (adjective)    considerations (noun)    detect (verb)  
 horizontal (adjective)    limitations (noun)    participate (verb)  
 straps (noun)    vertical (adjective)

- a to become involved in something .....
- b upright at an angle of 90 degrees to a flat surface .....
- c drawbacks, restrictions .....
- d narrow pieces of material for keeping something in place .....
- e able to do things effectively to achieve results .....
- f parallel to the ground or to the top or bottom of something .....
- g things that are thought about carefully .....
- h to discover or identify something .....



2 Skim Text 2.1. Use the words from Activity 1 to fill gaps a–h.



**Text 2.1**

**Virtual reality headsets**

[1] If you want to travel without leaving your home, then virtual reality (VR) is an amazing technology to use. With just a headset and

software to (a) ..... and follow movement, VR can place you in a virtual location

or let you (b) ..... in a game or activity without even being there!

[2] VR is becoming increasingly popular, mainly because it offers an incredible user experience. However, headset technology is improving so quickly that it can be difficult to know which headset to buy. And as with most digital devices, prices can be from a few hundred to many thousands of dollars.

[3] A typical headset looks like a large, thick pair of swimming goggles and is either tethered or standalone. A tethered headset is connected to a computer or gaming station with a cable, which can be annoying. However, putting all the VR technology into the box strapped to your

face has its (c) ..... Being connected to a separate computer can offer better-quality graphics and a more complex and interesting VR experience. These headsets have external sensors or cameras, which follow the movements of the user's head and hands.

[4] If you want more physical freedom, however, a standalone headset might be a better option. These headsets do not have the same processing power as the tethered sets, but they are still

(d) ..... of smooth, detailed graphics, and offer excellent flexibility and movement tracking. They are cheaper than tethered headsets – and are more practical. Furthermore, they give the user greater freedom to move around. Some of the cheapest standalone headsets use your smartphone as the display and processor.

[5] One of the most important

(e) ..... when buying a VR headset is the field-of-view. The wider the view, the more the VR content wraps around your side vision, giving a much better viewing experience. Field-of-view is measured in three

different ways: (f) ..... ,

(g) ..... and diagonal. Some of the more expensive headsets provide 130 degrees of horizontal field-of-view, while cheaper models are lower, at 90 degrees.

[6] Another important consideration is the weight of the headset. Some can be quite heavy so it is essential to make sure that the

(h) ..... are comfortable and do not force all the headset's weight onto one part of your head. While headsets have got lighter over the years, they can still weigh between 500g and 1000g, although there are rumours of a new VR headset that will weigh as little as 150g!

3 Look at these headings. Write a number (1–6) in the box to match each one to a paragraph in the text.

- a Cable connection
- b No tickets needed!
- c Sitting comfortably

- d The experience gets better
- e Up, down and across
- f Wireless connection

4 Answer these questions.

a What **two** things do you need for a VR experience?

.....

b Why is VR becoming more common?

.....

c Why can it be difficult to know which headset to buy?

.....

d What does a tethered headset need in order to function?

.....

e Give **two** advantages of using a tethered headset.

.....

f What do the cheapest VR headsets also need in order to work?

.....

g What is the effect of a wider field-of-view?

.....

h Why are headset straps so important?

.....

5 Complete these notes using information from the text. Use 1–3 words in each gap.

a VR technology allows you to participate without .....

b Headset prices vary between several hundred to ..... of dollars.

c A tethered headset needs a ..... to connect to a computer.

d Wireless headsets give more ..... to move around.

e Smartphones are required for some ..... headsets.

f Greater field-of-view gives a better .....

g VR headsets need comfortable ..... and padding.



- a If you forget to bring your laptop to class .....
  - b Don't bother to go to the study room .....
  - c If you lose all your data .....
  - d My students always perform better .....
  - e Teachers encourage us .....
  - f I often help Maria with her homework .....
  - g Note-taking is a helpful study skill .....
  - h If you follow the instructions .....
- 6 Write **four** sentences of your own on the following topics, using the given tense combinations.
- a scientific fact: *If* present simple + present simple
  - a weekend plan: *If* present continuous + present simple
  - an instruction or request: imperative + *if* present continuous
  - a truth or fact: present simple + *if* present perfect
- .....
- .....
- .....
- .....

## Skills focus: Reading

- 1 You are going to read a newspaper article called 'Why can't teenagers get up in the morning?' First, read the following information from the article and circle T or F to indicate if you think it is true (T) or false (F).
- a During the 'terrible teens' period, all children develop a lazy streak. T / F
  - b Evidence is emerging that teenagers are biologically incapable of going to bed at a sensible time. T / F
  - c Despite the potentially fatal consequences of a shortage of sleep, just one in five teenagers gets the nightly nine hours recommended to keep them in tip-top condition. T / F

- d Although it isn't known exactly how our body clock controls our sleeping hours, it is thought that teenagers are around an hour out of sync with everyone else. T / F
- 2 Here are eight sub-headings. Skim the article and write the sub-headings at the start of the correct paragraph.

An easy solution      Changing cycles      Cool down and sleep  
 Exams in the morning are wrong      Inaccurate body clocks      Jet-lagged teens  
 Nine hours is good      Not ready for school

**Text 6.1**

**Why can't teenagers get up in the morning?**

[1] .....

They refuse to go to bed at a decent hour, complain when they have to get up for school and lie in bed for hours at weekends. During the 'terrible teens' period, most children appear to develop a lazy streak. And now it seems that being unable to get up in the morning may not be their fault, with research showing that teenage body clocks may simply be out of sync. A slight move forward in the body's natural rhythms makes teenagers annoyingly awake late at night and frustratingly **groggy** in the morning. This could have serious consequences for the teenagers themselves.

[2] .....

*New Scientist* magazine explains: 'Evidence is emerging that teenagers are biologically unable to go to bed at a sensible time. If teens are refugees from a different time zone, then by making them get up and go to school before their bodies are ready, we are not just making school life difficult, we are also putting them at risk. Lack of sleep **jeopardises** their future prospects, their health and even their lives.'

[3] .....

Toronto University psychologist, Professor David Brown, said: '**Adolescents**, who are usually

evening types, perform very badly in the morning, which is the time of day that they are usually assessed for examinations. There are some kids whose teachers have simply never seen them at their best and that is a terrible shame.'

[4] .....

However, getting good grades could be the least of their problems, with other research showing that changes to our body clock could seriously damage our health. Tests on **hamsters** showed that changing their cycle of sleeping and wakefulness had shocking consequences.

[5] .....

His findings look bad for sleep-deprived teenagers. 'These kids are being woken in the night – before their body should wake – and are suffering something like jet lag,' he said. 'All our animal studies show how harmful this is to health.'

[6] .....

Despite the potentially fatal consequences of a shortage of sleep, very few teenagers get the nightly nine hours recommended to keep them in tip-top condition. The situation is so bad that many teenagers show symptoms more usually associated with **narcolepsy**, a serious condition in which people can **nod off** in an instant.



Sleeping Hours	Percentage
3-4 hours	17%
5-6 hours	18%
7-8 hours	42%
8-9 hours	5%
6-7 hours	18%

The number of hours spent sleeping by 9-17-year-olds according to a survey of 1000 people

[7] .....

Although it isn't known exactly how our body clock controls our sleeping hours, it is thought that teenagers are around an hour out of sync

with everyone else. Our natural cycle is kept in check by two systems – one promotes wakefulness and the other sleepiness. During the day, the ever-increasing pressure to fall asleep is kept in check by hormones stimulated by light. But, at dusk, our bodies produce the hormone melatonin, which encourages sleepiness. At the same time, the body temperature cools and metabolism slows, and eventually we fall asleep.

[8] .....

In teenagers, there are two key changes. The build-up of pressure to fall asleep is much more gradual, making it easier for them to stay up later and be alert later. And their bodies start to produce the hormone melatonin around an hour later than usual. While some researchers are trying to find ways to reset the adolescent biological clock, others favour a more simple solution. Dr Ralph advised: 'Schools and universities should ideally not start before 11 a.m.'

Adapted from [www.dailymail.co.uk](http://www.dailymail.co.uk)

**Glossary**

**groggy** (adjective): unsteady and unable to think clearly

**jeopardises** (verb): puts at risk

**adolescents** (noun): teenagers

**hamster** (noun): a small animal without a tail, sometimes used in laboratory experiments

**narcolepsy** (noun): a medical condition that makes you fall asleep suddenly

**nod off** (verbal phrase): fall asleep

3 Skim the text again and check your answers to Activity 2.

4 Answer these questions about the article.

a Give **three** examples of behaviour during the 'terrible teens' period.

.....  
.....  
.....

b What reason is given for teenagers' inability to get up in the morning?

.....

c What can sleep deprivation put at risk?

.....

d Why have some teachers never seen their students at their best?

.....

e What does Dr Ralph's research on animals show?

.....

f When and where do you think teenagers might show symptoms of narcolepsy?

.....

g According to the pie chart, how many hours are spent sleeping by the largest percentage of students?

.....

h Give **two** pieces of information about how the human sleep cycle works, and **two** pieces of information about how teenagers are different.

.....  
.....  
.....  
.....



- 5 You are going to give a talk about Mike Rowe's TV show to your class. Prepare some notes to use as the basis for your talk. Make short notes about each paragraph.

**Paragraph 1**

- .....
- .....

**Paragraph 2**

- .....
- .....
- .....

**Paragraph 3**

- .....
- .....
- .....

**Paragraph 4**

- .....
- .....

**EXAM-STYLE QUESTIONS**

**Reading, open response**

Read the article about an unusual farm called Greens for Good, and then answer the questions.

**Text 8.2**

**Greens for Good!**

Located underground in the heart of the UK city of Liverpool, Greens for Good is no ordinary farm. Down in the basement of an old sugar factory, now converted into a science institute, there are rows and rows of **vertical** structures in which green vegetables are grown using a method known as hydroponics. In normal farms, crops are grown in soil, but in hydroponic agriculture it's different. They are grown in a liquid solution consisting of water mixed with minerals and other substances. The liquid is pumped to the crops along pipes.

## CONTINUED

Greens for Good currently produces about 200 boxes of salad greens and herbs per day. Initially, the majority was sold to other businesses in the area, but the farm now supplies schools and local residents as well. Because their customers are all located within a 7-km radius, Greens for Good can avoid using vans or other polluting vehicles. Instead, everything is transported by bicycle.

Greens for Good produce tends to be a little more expensive than vegetables from supermarkets and shops, but feedback from customers has been positive. People often comment that the vegetables from the underground farm taste better than supermarket goods. This is partly because the vegetables have been picked very recently, so they are fresh, and, unlike on ordinary farms, they are never sprayed with chemical pesticides.

Greens for Good was established by Paul Myers and Jens Thomas in 2014 with two broad objectives in mind. The young scientists were concerned about climate change, **inefficient** traditional farming practices and other challenges facing food production worldwide. They believed that a switch to hydroponic farming in urban areas was one way to ensure food security, at least in some parts of the world. They also thought that moving some farming into towns and cities would make it easier to preserve natural environments.

Because there is no sunlight underground, farms like Greens for Good need to have lots of lamps projecting artificial light onto their plants, and they also need to manage temperature. The advantage they have is that they can adjust the conditions so that they are ideal for their crops to grow in. However, the whole system uses a large amount of electrical energy, which is a major cost – and the company's most serious challenge.

Despite this, there are ambitious ideas for future developments. The rooftops of offices and residential buildings in the city are very much part of the company's thinking. The intention is to use them to create a network of centres for growing vegetables, herbs and fruit within the wider city.

## Glossary

**vertical**  
(adjective):  
standing  
or pointing  
straight up

**inefficient**  
(adjective): not  
working in a  
satisfactory way

1 Who occupies the building that is above the underground farm?

..... [1]

2 Who were the farm's first main customers?

..... [1]



## CONTINUED

- 3 What do customers say they like about the vegetables from Greens for Good? Give **one** detail.  
 ..... [1]
- 4 Name **one** of the broad objectives that the founders of Greens for Good had.  
 ..... [1]
- 5 What is the biggest problem that Greens for Good faces?  
 ..... [1]
- 6 What are the important things used in the crop-growing system at Greens for Good? Give **three** details.  
 .....  
 .....  
 ..... [3]
- [Total: 8]

## Reading, note-taking

Read the article about open-plan offices, and then complete the notes.

## Text 8.3

## Working in an open-plan office

I was 11 years old when the company my father worked for moved to a new building. Instead of having his own small office – with his desk, chair, filing cabinets and a small window overlooking the company car park – Dad was now sharing a large, modern room with over 30 other people. He sat halfway along a row of identical workstations, and he was less than two metres away from colleagues on either side of him. He complained that he found it very noisy and because of all the activity around him he found it difficult to concentrate. Both of these issues are still common in open-plan offices today. At the time, I didn't understand why Dad was unhappy.

After all, I shared a classroom with 30 other boys and girls. Wasn't it better, I thought, to spend your day in the company of others than to be shut away on your own? Fast forward 25 years and as a qualified architect, I now design offices, including open-plan ones.

Open-plan offices first became common in the mid-20th century. Before that, each employee was usually given their own tiny room, or perhaps shared a slightly larger one with one or two colleagues. Then, in the 1950s and 60s, large organisations realised that having many employees in a single space was more cost-effective, and this remains true today.