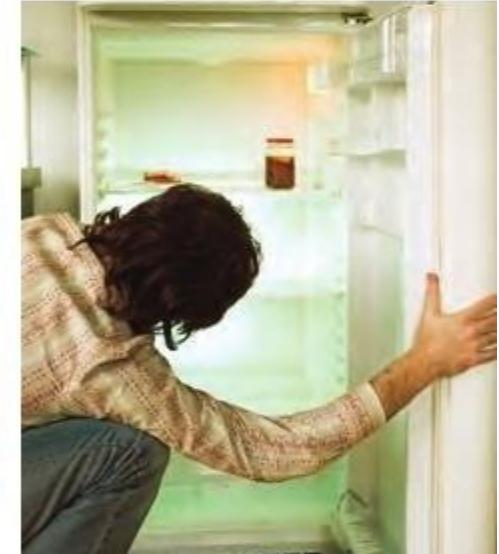
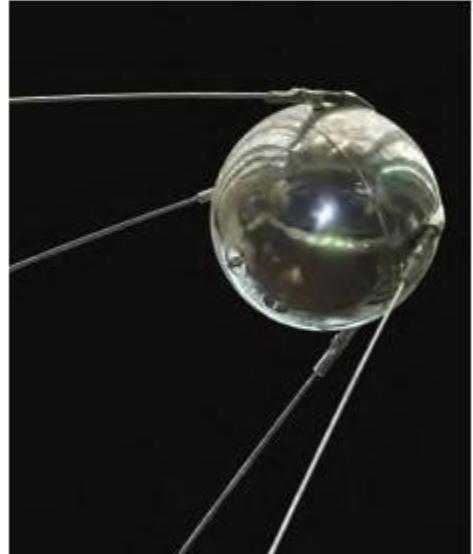


Level 2

PROGRESSIVE

Skills

Reading



Course Book & Workbook

Terry Phillips and Anna Phillips
with Nicholas Regan

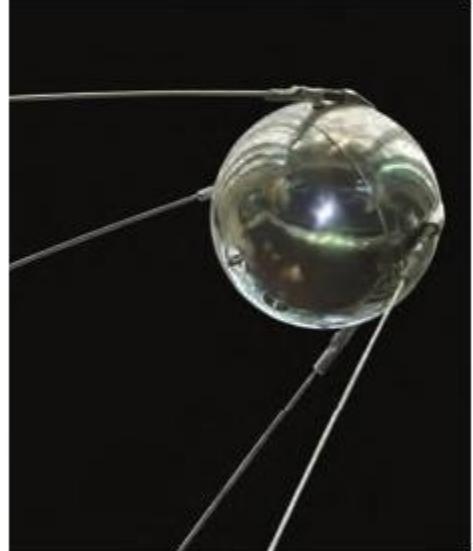
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PROGRESSIVE Skills

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2 Technology	<ul style="list-style-type: none"> finding information quickly: using numbers predicting content 	<ul style="list-style-type: none"> extra information about the subject nominalization
3 Arts and media	<ul style="list-style-type: none"> distinguishing between fact and possibility 	<ul style="list-style-type: none"> subject and object pronouns possessive adjectives
4 Sports and leisure	<ul style="list-style-type: none"> referring back: <i>then / there</i> 	<ul style="list-style-type: none"> zero conditional
5 Nutrition and health	<ul style="list-style-type: none"> revision 	<ul style="list-style-type: none"> revision

Topic	Texts
1 Fireworks, horses and bulls	<ul style="list-style-type: none"> Great traditional events around the world – 1: The Palio in Siena Great traditional events around the world – 2: Bull racing in Bali
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Introduction



This is Level 2 of *Progressive Skills: Reading*. This course is in four levels, from Intermediate to Advanced. In addition, there is a remedial / false beginner course, *Starting Skills*, for students who are not ready to begin Level 1.

Progressive Skills: Reading is designed to help students who are at university or about to enter a university where some or all of their course is taught in English. The course helps students in the skills of reading for research.

Progressive Skills: Reading is arranged in five themes, with five core lessons as follows:

Lesson 1: Vocabulary for reading
pre-teaches key vocabulary for the section

Lesson 2: Real-time reading
practises previously learnt skills and exposes students to new skills; in most cases, this lesson provides a model for the activity in Lesson 5

Lesson 3: Learning new reading skills
presents and practises new skills

Lesson 4: Grammar for reading
presents and practises key grammar points for the skill

Lesson 5: Applying new reading skills
provides practice in the skills and grammar from the section; in most cases, students work on a parallel task to the one presented in Lesson 2



Theme 1

Culture and civilization

- **Fireworks, horses and bulls**

Culture and civilization

1.1 Vocabulary for reading Guy Fawkes Night

A Reviewing vocabulary

All the words below are connected with festivals. What is the full word in each case?

1. fes tival	4. cer	7. tra
2. att	5. rit	8. rel
3. cel	6. ori	9. cul

B Understanding vocabulary in context



1. Read the website text. Find these words and phrases in the photographs.

firework display parade Houses of Parliament
Guy Fawkes cart figure costume

2. Find words with these meanings.

a. try to be better than others	f. join or do an activity
b. before	g. wear special clothes
c. when you are unsuccessful	h. the past participle of the verb <i>light</i>
d. happens	i. brings people
e. make something more beautiful	j. an advertisement on a large piece of paper

File Edit View Favorites Tools Help

<http://www.fireworks.com>

What to see and do in November

If you visit England in November, you will see posters for firework and bonfire celebrations. Go to one of the events. They are great fun!

Guy Fawkes Night is a traditional event in England. It started in 1607. Two years earlier, a man called Guy Fawkes tried to destroy the Houses of Parliament in London. He was unsuccessful. Now every year, on 5th November, people celebrate his failure.

One of the best celebrations takes place in Lewes, in the south of England. The event attracts about 70,000 visitors. There are five bonfire societies in the town. They compete to put on the best display. Each society has its own traditional costumes. For weeks before the event, each society makes a figure of Guy Fawkes or another unpopular person. They decorate carts with the figures and other items.

On the day of the event, many of the people from the town take part. They dress up like Guy Fawkes and other historical figures. In the evening, there is a big parade through the town. People carry flags in all the colours of the rainbow. Then the five separate bonfires are lit. After the bonfires, there are firework displays. Finally, people have something to eat – usually sausages and burgers these days!

anniversary (n)
attract (v)
centre (n)
compete (v)
competition (n)
connect (v)
costume (n)
decorate (v)
display (n)
dress up (v)
earlier (adv)
event (n)
exhibition (n)
failure (n)
figure (n) [= model]
firework (n)
flag (n)
historical (adj)
jockey (n)
last (v)
lit (v) [= past participle]
look like (v)
parade (n and v)
peculiar (adj)
popular (adj)
population (n)
poster (n)
race (n and v)
recover (v)
ribbon (n)
situated (adj)
society (n) [= club]
spectator (n)
take part (v) [in]
take place (v)
ticket (n)
tourism (n)
tourist (n)
unsuccessful (adj)
visitor (n)

1.2 Real-time reading The Palio in Siena

A Activating ideas

Prepare to read the text opposite. Answer these questions.

1. Where is the text from?
2. Who is the text for?
3. What is the text about?
4. What information do you expect to find in the text?

B Predicting content

Cover the text opposite. Read the topic sentences on the left below. Read the sentences on the right below. Which paragraph do you think each sentence comes from?

1. Siena was once an important centre for banking and for art.
2. Siena is best known today for a horse race.
3. For three days before the event, flags fly from houses and shops.
4. On the day of the event, the young men and women of the city dress up in colourful costumes from the Middle Ages.
5. Finally, at exactly 7.30 p.m., the race begins.

C Understanding a text

Read the text. Find out the meaning of any new words. Make notes to answer these questions.

1. Where is Siena?
2. What is the Palio?
3. When was the first ever race?
4. When does it take place?
5. What sort of clothes do the people wear?
6. When does the race start?
7. Where does it take place?
8. How many horses take part?
9. How long is the race?
10. When does it finish?



	It only lasts 90 seconds.
	The Black Death of 1348, however, killed thousands of people.
	Then, in the late afternoon, there is a parade in the Piazza del Campo.
	The flags belong to the 17 <i>contradas</i> , or areas of the city.
	Thousands of visitors come to the city every year just to see it.

C Italy

D Transferring information

Make a table of the important information about the Palio for visitors to Italy.



Great traditional events around the world

1: The Palio in Siena

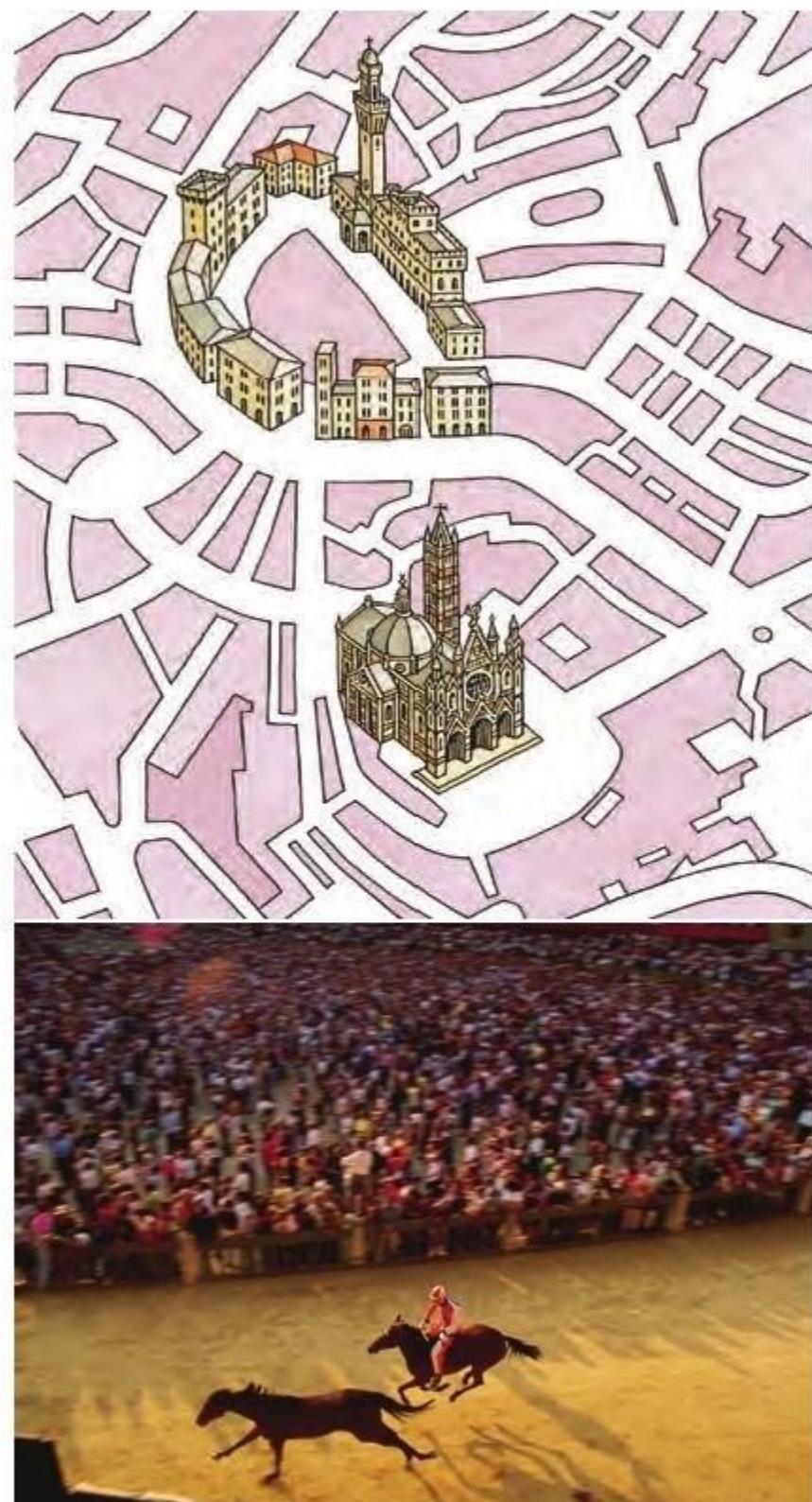
Siena is a city of around 56,000 people. It is situated in central Italy, 120 kilometres south of Florence and 200 kilometres northeast of Rome. It is built on a high hilltop.

Siena was once an important centre for banking and for art. The Black Death of 1348, however, killed thousands of people. In some ways, the city never recovered.

Siena is best known today for a horse race. It is as old as Siena, in other words, nearly 3,000 years old. It takes place on 2nd July and 16th August each year. The race is called the Palio. It is famous throughout the world. Thousands of visitors come to the city every year just to see it.

For three days before the event, flags fly from houses and shops. The flags belong to the 17 *contradas*, or areas of the city. Young men from ten of the *contradas* take part in each race.

On the day of the event, the young men and women of the city dress up in colourful costumes from the Middle Ages. First, in the morning, they walk around the streets, looking like actors from a Shakespeare play. Then, in the late afternoon, there is a parade in the Piazza del Campo. This is the main square in the centre of the city. After that, there is an exhibition of flag throwing, with lots of drumming.



Finally, at exactly 7.30 p.m., the race begins. It only lasts 90 seconds. In that time, the horses and jockeys race three times around the piazza. After the race, the men and women from the winning *contrada* carry their flags through the city. Then there are special dinners in each *contrada*. The most special, of course, is in the restaurants of the winning *contrada*.

1.3 Learning new reading skills

Predicting content using prepositions

A Reviewing vocabulary

What do the underlined words mean in the sentences below from the text in Lesson 1.2?

1. The Black Death of 1348, however, killed thousands of people.
It's a disease.
2. In some ways, the city never recovered.
3. Young men from ten of the contradas take part in each race.
4. ... the young men and women of the city dress up in colourful costumes from the Middle Ages.
5. After that, there is an exhibition of flag throwing, ...
6. ... and jockeys race three times around the piazza.



B Using capital letters

1. Read Skills Check 1. Which type of word in English always has capital letters?
2. Find and underline all the proper nouns in the text in Lesson 1.2.

C Predicting content

1. Read Skills Check 2. What part of speech can come in front of a preposition? What part of speech can come after a preposition?
2. Study the phrases below. What type of information do you expect to read next?
 - a. The girls put on ... some kind of clothes.
 - b. The people dress up in ...
 - c. The town has a population of ...
 - d. The people take part in ...
 - e. The doll looks like ...
 - f. The young people of ...
 - g. I went to an exhibition of ...
 - h. The car reached speeds of ...
 - i. The people give thanks to ...
3. Find words in the box to complete each sentence above.

160 kph 50,000 an opera the President
Krishna medieval costumes modern sculpture
silver tiaras the neighbourhood

Skills Check 1

Finding information quickly: using capital letters

All proper nouns in English – names, nationalities, places, months, etc., start with a capital letter.

Examples: *Siena, July, Shakespeare*

Proper nouns often give you the answers to research questions.

Skills Check 2

Predicting content: using prepositions

Prepositions often prepare the reader for the type of information that will come next.

Examples:

The city ...	type of information
<i>is built on</i> ...	a hill a river the coast
<i>was built in</i> ...	a date a period of history
<i>is situated in</i> ...	a part of a country
<i>is known for</i> ...	a person a product an event
<i>is south of</i> ...	a city a feature (e.g., lake)
<i>is a centre for</i> ...	an industry the arts

1.4 Grammar for reading

Extra information about a complement or object

Extra information about a complement or an object is often in a **prepositional phrase**.

①

subject	verb	complement / object	extra information
Siena	is	a city	of around 56,000 people.
Siena	was (once)	an important centre	for banking and for art.
It	is	famous	throughout the world.
... each society	makes	a figure	of Guy Fawkes or another unpopular person.
They	decorate	carts	with the figures.

A Finding subject, verb, complement and extra information

Divide each sentence in this text with /. Mark *S*, *V*, *C*, *E* (extra information).

S V C E

1. Venice / is / a city / of around 300,000 people.
2. Venice was once an important centre for trade.
3. Every year in September, there are boat races in the city.
4. For many days before the event, people fly flags from their houses.
5. On the day, there is a parade along the Grand Canal.
6. The first race is for children from different areas of the city.
7. Then there are races for men and women from the areas.
8. After the races, there are big dinners in each of the areas.



B Finding extra information about the complement or the object

Find each piece of *extra information* below in the text on page 9.

What does it refer to in each case?

1. posters for firework and bonfire celebrations
2. in England
3. in London
4. in the south of England
5. in the town
6. of Guy Fawkes or another unpopular person
7. with the figures and with other items
8. and other historical figures
9. through the town
10. in all the colours of the rainbow

1.5 Applying new reading skills **Bull racing in Bali**

A Reviewing vocabulary

All the words below might appear in a tourist guide. Complete each word.

1. is land
2. co_____t
3. pop_____n
4. agr_____al
5. cap_____l
6. att_____t
7. vi_____r
8. ev_____t
9. har_____t
10. dec_____e



Figure 1: Location of Bali

B Understanding a text

1. Prepare to read the text opposite.
2. Read the text. Make notes of the key information. Use, for example, *where*, *when*, *what*. Remember to look for:
 - capital letters for proper nouns.
 - information after prepositions.
 - extra information about the object or complement.



C Understanding new words in context

Find each word below in the text. Work out the part of speech. What does the word mean?

1. coconut n kind of fruit
2. buffalo n
3. chariot n
4. ribbon n
5. connect v
6. mount n
7. tail n
8. steer v
9. peculiar adj
10. spectator n



D Developing critical thinking

Which of the following types of tourist would enjoy the Bali event? Explain your answers.

- families with young children
- teenagers
- retired people



Great traditional events around the world

2: Bull racing in Bali

Bali is a small island in Indonesia. On the western coast of the island there is a town called Negara. It has a population of around 34,000. The area around Negara is agricultural. They grow coconuts and bananas there. It is about 50 kilometres west of the capital, Denpasar.

Bali is a popular tourist island, but for most of the year very few people go to Negara. However, in late summer, the area attracts many visitors. Why? Because every two weeks in September and October there is a very unusual event. The young men of Negara race bulls.

The event began about 100 years ago. Nobody is really sure about the origins of the event. Perhaps it was part of a festival giving thanks to God for a successful harvest.

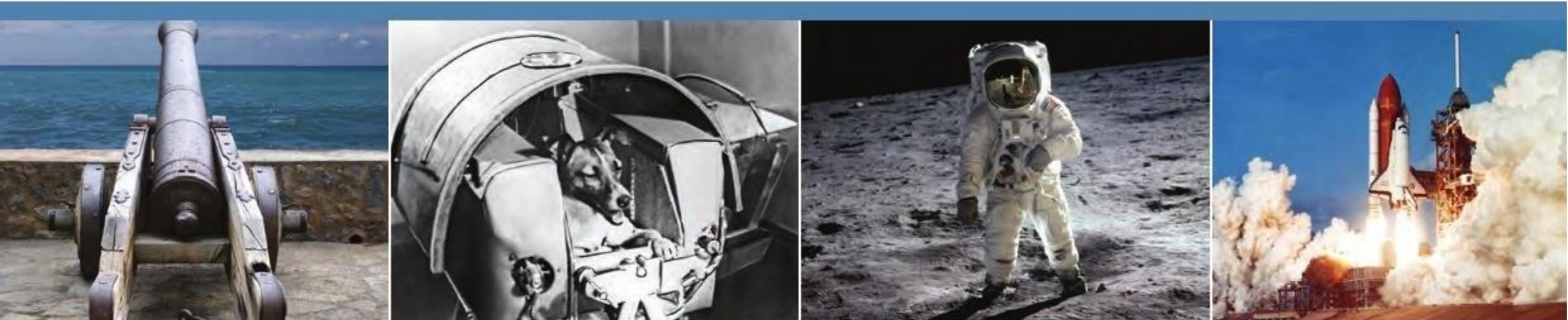
The bulls are not ordinary farm animals. They are special water buffalo. People choose them for their speed and their colour. Their only job is racing. Each jockey has two bulls and a chariot or small cart.

On the day, the jockeys prepare for the race. First they decorate their carts with flags and ribbons. Then they connect the two bulls together. After that, they tie the pairs to the chariots. Finally, they mount the chariots and take hold of the tails of the bulls.



The race starts! The jockeys use the tails to steer the animals during the race. They run for two kilometres, downhill. Sometimes, over 40 chariots take part. The bulls reach speeds of 50 kilometres per hour.

It is a peculiar race. The bulls do not all run at the same time, so it is very difficult for spectators to know the winner. But it is certainly very exciting.



Theme 2

Technology

- **A brief history of space travel**

Technology

2.1 Vocabulary for reading The solar system

A Reviewing vocabulary

Choose the correct word in italics to complete each sentence. **Circle** the word.

1. The rider got *on* / *in* the motorbike.
2. The age of flying began just over a hundred years *behind* / *ago*.
3. The steam engine was a very important *invent* / *invention*.
4. The *pilot* / *driver* of the plane has a lot of experience of flying.
5. There are many different methods of *travel* / *transport*.
6. The shuttle takes *sailors* / *astronauts* up into space and brings them back to Earth.
7. The *head* / *captain* ordered the men to start the ship's engines.
8. *According* / *Apparently* to some websites, the Wright brothers were not the first people to fly in a powered plane.

B Understanding vocabulary in context

Complete the text below with words or phrases from the list on the right. Make any necessary changes.

C Developing critical thinking

At one time, people thought that the Sun went round the Earth.

Why did they think that?

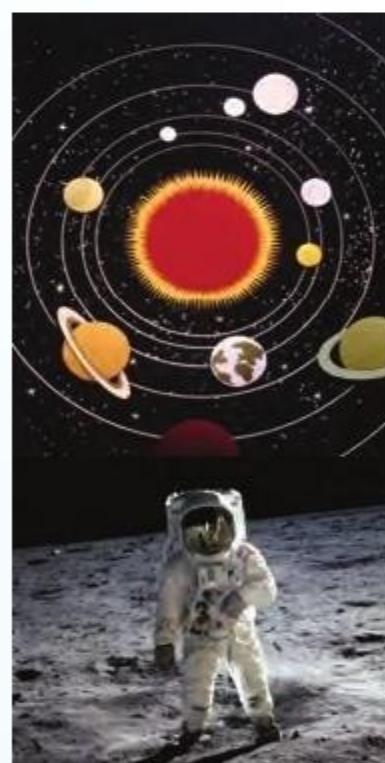
Hundreds of years ago, people in Europe believed that the Earth was the centre of the universe.

They thought that the Sun and all the planets went round the Earth. However, at the start of the 16th century, a Dutchman called Copernicus said: 'The Earth and all the planets orbit the Sun.'

We know now that the Sun is a star at the centre of our Solar System. Some astronomers say that there are nine planets in our system.

Others believe that there are only eight. Pluto is usually the farthest planet from the Sun, but it is so small that some people say it is not a planet

The Earth is the third planet from the Sun. It is the planet that we inhabit. It has a natural satellite which orbits the Earth. It is called the Moon. Our spacecraft is in space. No human being went into space until the second half of the 20th century. In 1969, men landed on the Moon and returned safely to Earth. Now, spacecraft travel almost every month. Many scientists think that the next object for space exploration is the planet Mars.



astronomer (n)
at all
attack (v)
carbon (C) (n)
castle (n)
discover (v)
enemy (n)
explode (v)
exploration (n)
far (adv)
fire (v)
further (adv)
(the) furthest (adv)
gunpowder (n)
inhabit (v)
journey (n)
kill (v)
land (v)
launch (v)
mainly (adv)
mark (v)
[= show a change]
mix (v)
(the) Moon (n)
natural (adj)
orbit (n and v)
oxygen (O) (n)
parachute (n)
planet (n)
satellite (n)
(the) Solar System (n)
star (n)
sulphur (S) (n)
(the) Sun (n)
universe (n)
weapon (n)
wound (v) [= injure]

2.2 Real-time reading Cannons and rockets

A Activating ideas

What is the connection between fireworks and space travel?



B Predicting content

1. Look at the opposite page for 30 seconds. What is the text about?
2. Read the topic sentences on the left below. Then read the statement beside each one. Is it true or false? If it is false, correct it.

¹ The new invention of gunpowder was mainly used by the Chinese in fireworks.

Paragraph 1 will probably be about Chinese fireworks.

True? But 'mainly' = used for something else too?

² Between the tenth and 13th centuries, Arab traders in China learnt about gunpowder.

Paragraph 2 will probably be about Arab traders.

³ Cannons could blow huge holes in castle walls.

Paragraph 3 will probably be about castles.

⁴ Werner von Braun, a German scientist, studied the rockets of the ancient Chinese and the cannons of medieval Europe.

Paragraph 4 will probably be about cannons in medieval Europe.

⁵ On 8th September 1944, the first rocket hit London.

Paragraph 5 will probably be about the future.

C Understanding a text

Read the text opposite. Deal with any new words. Match each question below with an answer.

1. What happened around 800 BCE?
2. What is gunpowder?
3. What did the Chinese use gunpowder for?
4. When did gunpowder arrive in Europe?
5. What did Europeans use gunpowder for?
6. Why did gunpowder lead to the end of castles?
7. What was the power source of von Braun's rockets?
8. What did von Braun want to use his rockets for?

- Fireworks and as the power source for cannons.
- Space travel.
- Someone invented gunpowder.
- A mixture of S, KNO₃, and C.
- Fireworks and rockets.
- Some time around the 13th century.
- Liquid oxygen.
- Because cannons with gunpowder could blow holes in the castle walls.

D Transferring information

Make a timeline of the key information in the text.



A brief history of space travel

Part 1: Gunpowder, cannons and rockets

In about 800 BCE, a person in Ancient China mixed sulphur (S), potassium nitrate (KNO_3) and carbon (C). He set fire to the mixture. It exploded. The mixture was gunpowder.

The new invention of gunpowder was mainly used by the Chinese in fireworks. One of these fireworks was the rocket. Someone discovered that rockets could be very big. These big fireworks could be weapons. The Chinese sometimes fired rockets at their enemies. They didn't know it, but their invention led, over 1,000 years later, to space travel.

Between the tenth and 13th centuries, Arab traders in China learnt about gunpowder. They took it to Europe. People there also used it for fireworks. However, the Europeans mainly put gunpowder in new guns called cannons. Cannons were weapons for blowing holes in castle walls. There are reports that cannons were used at the battle for Seville in 1248.

Cannons could blow huge holes in castle walls. The arrival of gunpowder in Europe, therefore, led eventually to the end of castles because there was no safety inside a castle any more. But what has all this got to do with space travel?

Werner von Braun, a German scientist, studied the rockets of the ancient Chinese and the cannons of medieval Europe. In December 1934, von Braun invented a rocket which travelled a long way. The fuel of the rocket was not gunpowder, but liquid oxygen. Nazi Germany attacked London with the rocket at the end of the Second World War. But what about space travel?



A Chinese rocket



A cannon of the Middle Ages



A medieval castle

On 8th September 1944, the first rocket hit London. It killed three people and wounded 17. Before the end of the war, over 500 rockets were launched. They killed nearly 9,000 people and injured more than 25,000. Von Braun once remarked to one of his colleagues: 'The rocket worked perfectly, but it landed on the wrong planet.'

2.3 Learning new reading skills

Finding information quickly with numbers

A Reviewing vocabulary

What does the underlined word mean in each sentence from the text in Lesson 2.2?

1. In about 800 BCE, a person in Ancient China mixed sulphur, potassium nitrate and carbon. He set fire to the mixture.
2. The new invention of gunpowder was mainly used by the Chinese in fireworks.
3. The Chinese sometimes fired rockets at their enemies.
4. Between the tenth and 13th centuries, Arab traders in China learnt about gunpowder.
5. There are reports that cannons were used at the battle for Seville in 1248.
6. The arrival of gunpowder in Europe, therefore, led eventually to the end of castles ...
7. The fuel of the rocket was not gunpowder, but liquid oxygen.
8. Nazi Germany attacked London with the rocket ...
9. It killed three people and wounded 17.
10. Von Braun once remarked to one of his colleagues: 'The rocket worked perfectly, but it landed on the wrong planet.'

B Identifying a key skill (1)

1. Read Skills Check 1. What numbers are often written as words?
2. Find and underline all the numbers in the text in Lesson 2.2.

C Identifying a key skill (2)

1. Read Skills Check 2. What part of speech is *mainly*?
2. What do you expect to read after each of these sentences?
 - a. The people of the area mainly lived in villages.
Some people lived in towns and cities.
 - b. Early cars mainly used petrol as a power source.
 - c. Von Braun was mainly interested in space travel.
 - d. Liquid oxygen is mainly used to power space rockets.
 - e. This article is mainly about the Ancient Chinese.
 - f. The festival of Eid al-Fitr is mainly for Muslims.



Skills Check 1

Finding information quickly: using numbers

Numbers can be in **figures** or words.

Examples:

Figures: 800, 17, 1248

Words: *three, thirteenth*

Writers often put in **words**:

- numbers 1 to 10
- centuries

Always look for numbers in a text. They often give you the answer to research questions.

Always make a **timeline** of events in a chronological text.

Skills Check 2

Predicting content: using the adverb **mainly**

Adverbs often help you to predict information in the text.

Example:

The new invention of gunpowder was mainly used ... in fireworks ...

=

The text will probably give another use for gunpowder.

=

These big fireworks could be weapons.

2.4 Grammar for reading Subjects in sentences

Extra information about the subject

(2)

subject	extra information	verb	object / complement
A person	in Ancient China	mixed	S, KNO ₃ and C.
Arab traders	in China	learnt about	gunpowder.
The fuel	of the rocket	was not	gunpowder.

The extra information about a **subject** is sometimes in a prepositional phrase.

A Finding the subject and the verb

1. Find and circle the verb in each sentence below.

- The earliest picture of a parachute **was drawn** in around 1485 CE.
- An inventor in Italy made the drawing.
- The drawing by an Italian, Leonardo da Vinci, shows a man hanging from four ropes.
- The four ropes of the parachute are attached to a frame.
- The sides of the frame are just over seven metres.
- The frame of the device is the base of a pyramid.
- The pyramid on top of the frame has the same height as the base.
- According to da Vinci, the size and the shape of the device are extremely important.



2. Underline the subject in each sentence. What is the extra information about the subject?

We can make a complete sentence into the subject of a new sentence.

(3)

subject	verb	adverbial	subject	verb	object
Gunpowder	arrived	in Europe.	It	led to	the end of castles.
subject	extra information	extra information	verb	object	
The arrival	of gunpowder	in Europe	led to	the end of castles.	

It is good to find the original sentences in these cases. They help you understand the long sentence.

B Finding the original sentences

Make a verb from the red word in each case. What were the original sentences?

1.	The invention of the steam engine by James Watt led to faster travel on land and at sea.	James Watt invented the steam engine. It led to faster travel on land and at sea.
2.	The flight of Orville Wright in <i>The Flyer</i> in 1903 was the start of the air age.	
3.	The design of a helicopter by Sikorsky in 1910 did not result in the production of working machines.	
4.	The launch of von Braun's rockets during the Second World War was the start of the space age.	
5.	The death of Hitler in 1945 marked the end of the Second World War in Europe.	
6.	The failure of Guy Fawkes to blow up Parliament in 1605 is celebrated every year in Britain.	

2.5 Applying new reading skills Dogs, men, women and shuttles

A Reviewing vocabulary

Find connections between these words.

firework rocket weapon launch kill
wound gunpowder castle cannon

Rockets are a kind of firework.

Rockets can be weapons.



B Activating ideas

Study the heading and subheading of the text on the opposite page. What will the article be about?

C Understanding a text

Are the sentences below true or false? Read the text opposite. Explain your answer in each case.

1.	Missiles are not 'just very big rockets' now.	True	It says 'at that time', so things have changed since that time.
2.	Von Braun's work did not contribute to the production of the first space rocket.		
3.	Korolev knew about von Braun's work.		
4.	<i>Sputnik 1</i> did not carry a person.		
5.	John Shepard orbited the Earth in 1961.		
6.	For the first 20 years, astronauts came back to Earth in their rockets.		
7.	The rocket was recovered after each flight.		
8.	The Space Shuttle is used now for a number of purposes.		
9.	The Space Shuttle programme was suspended for three years after the second accident.		
10.	<i>Columbia</i> crashed because the heat shield was damaged.		

D Using a key skill

1. Find and underline all the numbers in the text on the opposite page. (There are 16!)
2. What does each number represent?

E Transferring information

Continue the timeline that you started in Lesson 2.2.

A brief history of space travel

Part 2: Dogs, men, women and shuttles

At the end of the war in 1945, Werner von Braun went to the United States. He became director of the US missile programme. Missiles at that time were just very big rockets.

However, von Braun's work on missiles did not directly produce the first space rocket. The study of von Braun's work by a Russian, Sergei Korolev, led to the launch of the first space rocket in October 1957. It put the first artificial satellite, *Sputnik 1*, into orbit around the Earth. In the same year, Russian scientists launched *Sputnik 2* with a dog on board.

It took four years for the Russians to send a man into space. Yuri Gagarin orbited the Earth once in 1961. Two years after that, Valentina Tereshkova became the first woman to go into space. She was also Russian. The first American in space was Alan Shepard in 1961. However, most people remember the name of John Glenn instead, because he actually orbited the Earth one year later.

All of these space journeys, and many more in the first 20 years of space travel, had one thing in common. The astronauts went up in a rocket and came back to Earth in a small capsule. The rocket itself did not return to Earth. It was expensive for the Americans to lose the rocket each time. There is a much cheaper way. It is called the Space Shuttle.

On April 12, 1981, American scientists at Cape Canaveral in Florida launched the first Space Shuttle. It goes up on a rocket but comes back like a normal aeroplane. Since then, there have been more than 100 flights of the Shuttle.



V2 rocket



Sputnik 1

Space Shuttle



Cape Canaveral

At first, the Shuttle was mainly used to put artificial satellites into orbit. Nowadays, it is mainly used to take astronauts and equipment to the International Space Station.

The use of the Shuttle has reduced the cost of space exploration considerably. However, there have also been terrible accidents. For example, the explosion of *Challenger* on 28th January 1986, led to the suspension of the Shuttle programme for three years. Damage to the heat shield on *Columbia* also resulted in the loss of the Shuttle on February 1 2003.



Theme 3

Arts and media

■ The values of magazines

Arts and media

3.1 Vocabulary for reading Values

A Reviewing vocabulary

All the words below are connected with media. What is the full word in each case?

1. att_____	6. me_____
2. aud_____	7. por_____
3. bro_____	8. pri_____
4. dis_____	9. ste_____
5. imp_____	10. tra_____

B Understanding vocabulary in context

Complete the text with words or phrases from the list on the right. Make any necessary changes.

What is the value of your mobile phone? The word _____ normally means the cost or price of something. But the plural – _____ – has a different meaning. Your values are the important things in your life. For some people, family life is the most important thing. For other people, the most important thing is a set of religious _____. Finally, your values are your opinions or _____, e.g., *How should young people behave towards older people?* At one time, values came from religion and parents. But perhaps nowadays some people get their values from the mass media. There _____ be a problem with this.

The mass media shows _____ all the time. The message is: 'Money is the most important thing.' Money buys the _____ of celebrities. However, there is some interesting research into modern values. According to _____ in Western Europe, young people do not think money is very important (see Figure 1). Will they feel the same in a few years' time? What _____ will the mass media have on their values?

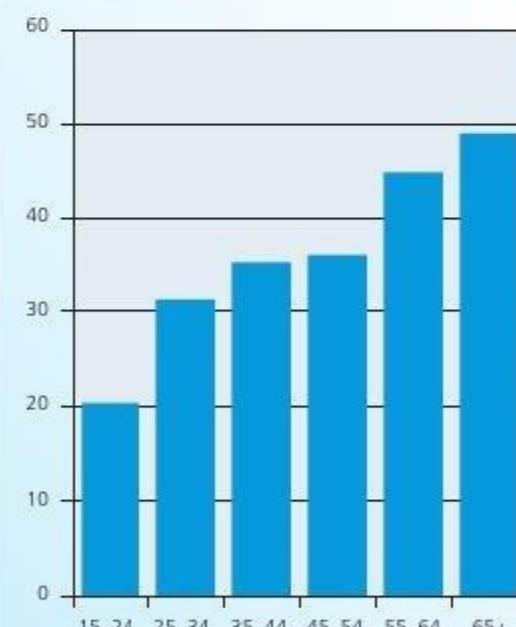


Figure 1: 'Money is very important to me.'
(Survey in Western Europe 1994)

affect (v)
appeal (n and v)
attitudes (n pl)
[= how you see things]
attract (v)
belief (n)
celebrity (n)
collection (n) [= group]
cope (v)
cover (n)
decline (n)
demographic (adj)
effect (n)
elderly (adj and n)
e-zine (n)
feature (n and v)
image (n) [= picture]
lifestyle (n)
market sector (n)
(the) mass media (n)
may (v)
persuasion (n)
powerful (adj)
principle (n)
promote (v) [= support]
publisher (n)
reader (n)
sector (n)
self-image (n)
specialist (n)
survey (n)
target (n and v)
teen (adj and n)
title (n) [= name]
value (n)
values (n pl)

C Developing critical thinking

How much does the mass media influence you in your choice of the following?

- clothes
- appearance, e.g., hairstyle, make-up
- likes and dislikes, e.g., music, books
- attitudes
- behaviour

3.2 Real-time reading Magazines through history

A Activating ideas

Study the magazine covers on the right. What sort of person reads each magazine? Think about:

- demographic group.
- interests.
- occupation.



B Predicting content

1. Prepare to read the article on the opposite page. Then think of an answer to the question in the subheading: *How do publishers make money from magazines?*
2. Cover the text. Read the topic sentences on the left below. Match each topic sentence to the next sentence in the paragraph.
3. Uncover the text opposite. Check your answers.

a. In 1881, the first real magazine in the world appeared.

They attract readers in a number of ways.

b. Magazines today are not for everybody.

Because they do not make their money from the sales of the magazine.

c. Magazines target particular groups.

a It was published by a man called George Newnes.

d. Publishers want to attract the right kind of reader to each title.

Each title appeals to a particular market sector.

e. Why do magazine publishers want to attract a particular market sector?

Nowadays, there are different magazines for each kind of person.

f. Nowadays, magazines do not contain titbits of information for everybody.

Do they also *influence* their readers?

g. So magazines reflect their readers' interests in a very clear way.

Firstly, there are demographic groups.

C Understanding the text

Read the statements below. Decide if each statement is true (T) or false (F). Then read the text opposite and check your ideas. Correct the false statements.

1.	At one time, magazines appealed to one kind of person.	F	all kinds of people
2.	The elderly are a demographic group.		
3.	Readers are attracted to a particular magazine by the name and nothing else.		
4.	Advertisers want to reach everybody with their adverts.		
5.	Magazines definitely influence their readers.		
6.	Magazines affect people's values.		

In the next two weeks, we look at ... magazines

This week:

How do publishers make money from magazines?

In 1881, the first real magazine in the world appeared. It was published by a man called George Newnes. He called it *Titbits* because the word means 'interesting little pieces of information'. It was for all kinds of people. Newnes made money from selling his magazine to a large number of people.

Magazines today are not for everybody. Nowadays, there are different magazines for each kind of person. In 2008, there were about 2,800 magazine titles in the UK alone.

Magazines target particular groups. Firstly, there are demographic groups. We have magazines for teens, for the elderly, etc. Secondly, we have interest groups. There are sports magazines, hobby magazines, and so on. Finally, some magazines nowadays appeal to people in particular jobs.

Publishers want to attract the right kind of reader to each title. They attract readers in a number of ways. Firstly, they give their magazines clear names. Secondly, they choose the pictures for the front cover very carefully. Finally, they choose the best articles for the magazine.

Why do magazine publishers want to attract a particular market sector?

Because they do not make their money from the sales of the magazine. They make their money, in a way, from the sales of their readers. Advertisers want to reach particular readers. A magazine for one sector of the market is an excellent way to achieve this aim.

Nowadays, magazines do not contain titbits of information for everybody. Each title appeals to a particular market sector. A successful magazine attracts a demographic group, an interest group or a business sector group. Then it can sell advertising space to companies who want to reach that sector.

So magazines reflect their readers' interests in a very clear way. Do they also *influence* their readers? Perhaps they persuade them to have certain attitudes and values. This persuasion may help the advertisers to sell them particular products.



Next week:

Teen magazines – are they selling a lifestyle?

3.3 Learning new reading skills

Distinguishing between fact and possibility

A Reviewing vocabulary

Make phrases with one word from each column.

1. mass	<input type="checkbox"/>	sector
2. front	<input type="checkbox"/>	society
3. specialist	<input type="checkbox"/>	space
4. demographic	<input checked="" type="checkbox"/>	media
5. advertising	<input type="checkbox"/>	magazine
6. market	<input type="checkbox"/>	beliefs
7. material	<input type="checkbox"/>	lifestyle
8. modern	<input type="checkbox"/>	cover
9. religious	<input type="checkbox"/>	group
10. celebrity	<input type="checkbox"/>	success



B Identifying a new skill

1. Put these extracts from the article in Lesson 3.2 into two groups. Explain your choice.

In 2008, there were about 2,800 magazine titles in the UK alone.

Magazines target particular groups.

We have magazines for teens, for the elderly, etc.

This persuasion may help the advertisers to sell them particular products.

They attract readers in a number of ways.

In 1881, the first real magazine in the world appeared.

2. Read the Skills Check and check your answer.

C Practising a new skill

Read these statements about the mass media. Find and underline the possibility word(s).

1. Perhaps TV presenters have an influence on our clothes and our speech.
2. TV advertisements may have a bad effect on children.
3. It is possible that some TV channels will introduce longer advert breaks next month.
4. You may be able to complain about adverts online.
5. Some parents might not agree with advertisements for junk food and drinks.

Skills Check

Fact or possibility?

A **fact** is true. It is a piece of information which everyone agrees about.

Examples:

In 1881, the first real magazine in the world appeared.

In 2008, there were about 2,800 magazine titles in the UK alone.

Magazines target particular groups.

We have magazines for teens, for the elderly, etc.

A **possibility** is an idea. It may be true. It may not be true.

In many cases, writers help the reader to distinguish between fact and possibility.

They use special words to say to the reader: *This is a possibility.*

Examples:

Perhaps they persuade them to have certain attitudes and values.

This persuasion may help the advertisers to sell them particular products.

Writers also sometimes put possibilities in question form.

Example:

Do they also influence their readers?

3.4 Grammar for reading

Back reference using pronouns and possessive adjectives

We can refer back to information earlier in a text in two main ways:

(4)

1. with **subject pronouns** and **object pronouns**;
2. with **possessive adjectives**.

It is very important to understand the reference of each of these words in a text.

The reference can be the **subject** or the **object** of a previous sentence.

1. Pronouns

sentences	referring back to
Magazine publishers want to attract the right kind of reader ... They give their magazines very clear names.	the subject
In 1881, a man called George Newnes published the first real magazine . He called it Titbits .	the object
Magazines reflect their readers in a very clear way. Perhaps they persuade them to buy certain things.	the subject and the object

2. Possessive adjectives

Magazine publishers want to attract the right kind of reader they give their magazines very clear names.	= <i>the publishers of the magazines</i>
The production of a magazine is paid for by the advertising in the magazine and not by its sales .	= <i>the sales of the magazine</i>

A

Understanding pronouns and possessive adjectives

Read this text. Then underline the correct noun (phrase) reference for each numbered item.

Publishers made money from the first magazines by selling a lot of 1 them. However, towards the end of the 19th century, they started to make 2 their money from advertising. If a publisher sold a lot of copies of a magazine, 3 he could charge a lot for advertisements in 4 it. Then he could lower the price so more readers bought 5 it. Publishers showed advertisers the sales figures, but 6 they often did not believe 7 them. So the publishers set up an organization to check 8 them, called the *Audit Bureau of Circulation* (or ABC). Nowadays, there are ABC figures for all magazines, and the publishers use 9 them to set 10 their prices for advertisements.

1. Publishers or the first magazines
2. Publishers' or the first magazines'
3. A publisher or a magazine
4. Advertisements or a magazine
5. The price or the magazine
6. Publishers or advertisers
7. Advertisers or the sales figures
8. Publishers or the sales figures
9. The Audit Bureau of Circulation or ABC figures
10. Publishers' or advertisers'

3.5 Applying new reading skills **Teen magazines**

A Reviewing vocabulary

Complete each sentence with a verb from the box in the correct form.

appeal attract feature match pay for
persuade publish sell target influence

1. In 1881, a man called George Newnes published the first real magazine.
2. In recent years, publishers target particular groups with their magazines.
3. Some magazines nowadays appeal to people in particular jobs.
4. Publishers hope their magazines match a particular market sector.
5. Then they pay for advertising space in the magazine.
6. The production of a magazine influence by the advertising.
7. The appearance of each magazine and its contents attract the interests of the target audience.
8. Magazines persuade their readers in a very powerful way.
9. It is possible that they sell them to buy certain things.
10. Do people want a lifestyle because their magazine feature it every month?



B Understanding a text

1. Read the research questions below. Then read the article on the opposite page and find answers.
 - a. How many copies did teen magazines sell in 1998? _____
 - b. How many female teenagers were there in the UK in 1998? _____
 - c. What has happened to sales of teen magazines in the UK recently? _____
 - d. Why have sales of teen magazines in the UK changed? _____
 - e. How influential are teen magazines? _____
 - f. What do teen magazines try to 'sell' to teenagers? _____
2. Are your answers *facts* or *possibilities*? Put **✓** or **?** in the final column above.

C Understanding new words in context

Read the text on the opposite page. Find the words on the left below. Match each one with its meaning in this context.

1. space	<input type="checkbox"/>	highest point
2. peak	<input type="checkbox"/>	say something is good
3. decline	<input type="checkbox"/>	caused by
4. due to	<input type="checkbox"/>	having a strong effect
5. influential	<input type="checkbox"/>	area of a magazine
6. flip	<input type="checkbox"/>	how a person sees him/herself
7. promote	<input type="checkbox"/>	fall
8. self-image	<input type="checkbox"/>	look quickly

This week:

Teen magazines – *are they selling a lifestyle?*

In the first part of this series, we saw that publishers do not make their money from the sales of the magazine. They make it from the sales of advertising space. What effect does this fact have on the appearance and contents of teen magazines for girls?

The teen magazine for girls is one of the most popular types in the Western world. At its peak in 1998, this type of magazine sold over 2.5 million copies a month in Britain. That is one for every British female teenager at the time. Sales of teen magazines have fallen since then, but this decline may be due to the rise in electronic magazines – or e-zines – on the Internet. Teenagers are probably reading as much, but with different media.

So teen magazines and e-zines for girls are very popular. Researchers in media studies think that they are also very influential. They think there is persuasion in these magazines. They believe that they persuade their readers to buy certain products, live in a certain way and have certain attitudes and values.



Some teen magazines reflect self-image, but some try to promote a particular kind of self-image. You can do some research yourself. Buy a teen magazine and flip through it. Does the magazine reflect your experience of being a teenager? Or does it try to persuade you to be a certain kind of person? It may be saying: *Teenagers like these things. Teenagers behave this way. Teenagers have these opinions and values.* But perhaps it is actually saying: *Teenagers should like these things, they should behave this way and they should have these values.*

Why do magazines try to persuade teenage girls to have certain values and a particular lifestyle? Because they want to sell advertising space to companies with certain products.



Theme 4

Sports and leisure

- **Board games**

Sports and leisure

4.1 Vocabulary for reading Simple board games

A Reviewing vocabulary

Circle the correct form to complete each sentence.

- Many schools make **competitive** / competition sport compulsory.
- Team games help in the physical **develop** / **development** of children.
- Children learn to **co-ordinate** / **co-ordination** different parts of the body.
- They also improve their **cooperate** / **cooperation** with other children.
- Team games teach children about different **role** / **roles**.
- For example, **defends** / **defenders** should not try to score goals all the time.
- They can also help children to deal with winning and **lose** / **losing**.
- They are certainly very useful for **sport** / **sporty** children.
- But other activities, like **aerobic** / **aerobics**, can also be valuable.
- Perhaps schools should **allowed** / **allow** children to choose between different types of physical activity.

B Understanding vocabulary in context

Complete this information about the game ludo. Use a word or words from the list on the right in each case. Make any necessary changes.

Ludo

The game is played by two, three or four **players** .

It is played on a with four coloured areas.

Each player has four coloured The players take Each player throws the

He/she moves the same number of Then one of the opponents has a Sometimes, a piece a square which has an opponent's piece on it. The opponent must move his/her piece back to the start.

You must throw the exact number of squares to get

The of the game is to get all your playing pieces to the centre of the board. Are board games? Psychologists say that even simple games like ludo teach children to their actions in real life.



C Developing critical thinking

Do you know the rules of ludo in the situations below? If you don't know, guess.

What happens:

- if you throw a six and then another six?
- if you land on a square which has your own piece on it?
- if there are three squares between your piece and home, and you throw a four?

advance (v)
 board (n)
 capture (v)
 checkmate (n)
 critical thinking (n)
 dice (n)
 disk (n)
 [= playing piece]
 educational (adj)
 engage in (v)
 estimate (n and v)
 home (n)
 [= target in game]
 land (v)
 land on (v)
 man / men (n)
 [= piece/s]
 mention (v)
 move (n and v)
 objective (n)
 pastime (n)
 pawn (n)
 piece (n)
 plan (n and v)
 play (n)
 player (n)
 problem-solving (n)
 ruins (n)
 spread (v)
 [= move outwards]
 square (n)
 trap (v)
 turn (n)
 version (n)

4.2 Real-time reading Four army groups

A Activating ideas

Study the three illustrations in the text opposite. What will the text be about?

B Predicting content

Study the **section headings** in the text. Which section will each sentence below appear in?

Eight of the men are called *pawns*.

From India, it was taken to Persia in the 6th century.

It is estimated that there are now 300 million players worldwide.

One player moves, then the other player moves.

The objective of the game is to capture the king.

C Understanding a text

Read the questions below. Then read the first four sections of the text opposite and tick the best answer.

1. Where does this game come from?
 - a. Sanskrit.
 - b. India.
 - c. Persia.
2. When did the game first appear?
 - a. Around 1000 BCE.
 - b. Around 2000 BCE.
 - c. Around 0 BCE.
3. How did the game reach Europe?
 - a. Through Persia to Arabia, then to Spain.
 - b. Through Persia to China, then Japan.
 - c. Through Persia to China, then to Spain.

4. Where do the names of the pieces come from?
 - a. From Spanish.
 - b. From Persian.
 - c. From several languages.
5. How do you play the game?
 - a. Players take it in turns.
 - b. Players reach the opposite side of the board.
 - c. Players land on the same square.
6. How do you win the game?
 - a. You say 'checkmate'.
 - b. You get to somewhere on the board.
 - c. You stop your opponent's king from moving.

D Predicting information from prepositions

1. What *sort of information* do you expect to follow each preposition?
2. What is the *actual information* in each case?
 - a. The game was first played in ...
 - b. From India, it was taken to ...
 - c. The game is for ...
 - d. The name *rook* comes from ...
 - e. The game is now on ...

Education Faculty Assignment 4

Board games such as chess and draughts help with child development.

To what extent do you agree with the statement above? Do some research into the educational value of board games.

E Researching

1. Read the assignment task.
2. Read the final section of the text opposite.
What information in this section will help you with the assignment?

Can you play four army groups?

1 History

This game was first played in India over 2,000 years ago. Real soldiers were used then, and real horses pulling chariots. It was called *Chaturanga*, which means 'four army groups' in the ancient Indian language of Sanskrit. This Sanskrit word is the origin of the modern name in Arabic.

From India, it was taken to Persia in the 6th century. Arab traders learnt the pastime there. The Arabs took the game back to their own countries in the 7th century. It spread to China shortly after then, and from there to Korea and Japan. Arabs also carried it to Spain. People played it there by the 12th century. From Spain, it spread to the rest of Europe.



2 The playing pieces

The names of the pieces indicate the history of the game. For example, the name of the main piece in English is *king*. In Persia, this piece was called *shah*, which means 'king'. The name of another piece in English is *rook*. This name comes from the word *roka*, which is 'ship' in Sanskrit. Eight of the men are called *pawns*. This word comes from a Spanish word for 'farm worker'.

3 How to play

The game is for two players. Play starts with all the pieces in two lines on opposite sides of the board. One player moves, then the other player moves. Some pieces must move horizontally and/or vertically. Other pieces must move diagonally. A player takes an opponent's piece if he/she lands on the same square. A player gets a piece back if one of his/her pawns reaches the opposite side of the board. The most important piece is the king.

4 How to win

The objective of the game is to capture the king. One player must trap the opponent's king somewhere on the board so he/she cannot move. If a player gets close to that position, he/she says 'check'. The word is a form of the Persian word *shah*. If the opponent's king cannot move, the player says 'checkmate'. This word comes from a sentence in Persian, *shah mat*, which means 'The king is dead.'

5 The game today

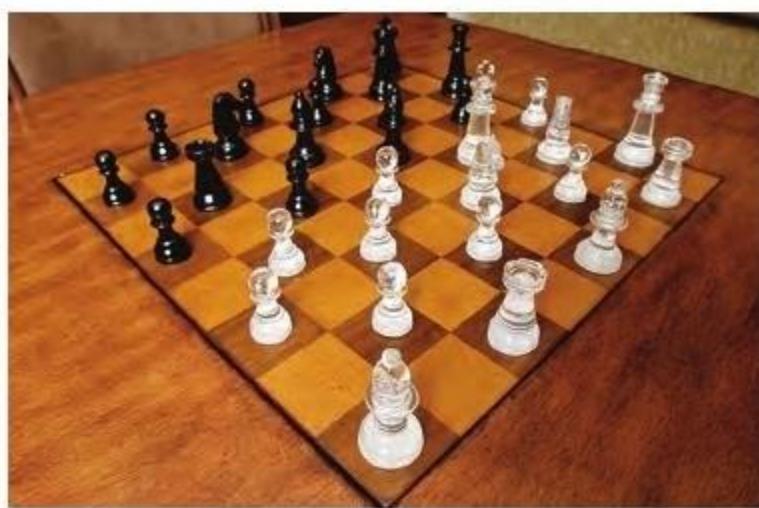
The game is now one of the most popular in the world. It is estimated that there are now 300 million players worldwide. In 2006, 147 countries participated in the annual Olympiad. Educationalists believe the game develops children's critical thinking and problem-solving skills. It is now on the curriculum of primary schools in over 30 countries around the world. In a recent survey in the United States, it was reported that children's 'test scores improved by 17.3 per cent for students regularly engaged in' the game, compared with under 5 per cent for children participating in other games.

4.3 Learning new reading skills Referring back

A Reviewing vocabulary

What will come next in each case?

1. This game was first played in India over ...
= period / 2,000 years ago.
2. It was called ...
3. From India, it was taken to ...
4. The name of the main piece in English is ...
5. The game is for ...
6. A player takes an opponent's piece if ...
7. The most important piece is ...
8. The objective of the game is ...
9. One player must ...
10. If the opponent's king cannot move, ...



B Identifying a key skill

1. Study these sections of the text from Lesson 4.2.
What do the underlined words mean?

The Arabs took the game back to their own countries in the 7th century. It spread to China shortly after then, and from there to Korea and Japan.

One player moves, then the other player moves.

... there are now 300 million players worldwide.

2. Read the Skills Check and check your ideas.

C Practising a new skill

Find and underline the words *there* and *then* in the following text. What does each word refer to?

Skills Check

Referring back

Writers refer back in a text with the words *then* and *there*:

then = back to a date or time

there = back to a place

Examples:

Real soldiers were used then.

= 2,000 years ago

Arab traders learnt the pastime there.

= in Persia

But be careful!

then can also introduce the next action

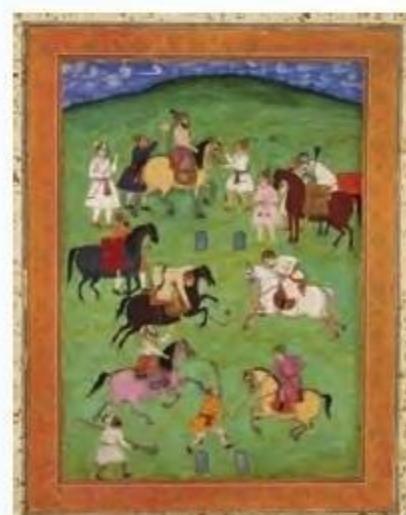
there can also introduce a new piece of information

Examples:

One player moves, then the other player moves.

There are now 300 million players worldwide.

Researchers believe that the game of polo first appeared in the area of modern-day Iran. Persian tribes played the game there, perhaps to give their horses some exercise. The game was called *Chogan* then. The first recorded polo match occurred in 600 BCE between the Turkomans and the Persians. From Persia, the game spread to India. In 1859, two British soldiers saw a polo match there and shortly after then, they formed the famous Calcutta Polo Club. The club is still active today. From India, the game spread around the world. There are even polo teams in South America. In fact, the current world champions are from there. Argentina have held the title since 1949.



4.4 Grammar for reading Zero conditional

Study these two sentences about chess. They describe a situation which is **always true**. (5)

Event 1: *A player lands on the same square as an opponent's piece.*

Event 2: *He/she takes the opponent's piece.*

We can join these two sentences with *if* or with *when*. Study the tables below.

	event 1		event 2
If			
When	a player lands on the same square	,	he/she takes the opponent's piece.

event 2		event 1
A player takes an opponent's piece	if when	he/she lands on the same square.

Where do we put *if* / *when*?

Where do we put Event 1? What about Event 2?

What tense do we use for Event 1? What about Event 2?

A Understanding sentences with *if* and *when*

1.	If a player lands on the same square as an opponent's piece ...	he/she says 'Check'.
2.	When a pawn reaches the opposite side of the board ...	they get better at critical thinking.
3.	The game is over when ...	the opponent's king can't move.
4.	If a player gets close to trapping the opponent's king ...	he/she takes the piece.
5.	A player says 'Checkmate' when ...	the player gets another piece.
6.	If children play chess regularly ...	a player traps the opponent's king.

B Predicting information in sentences with *if* and *when*

Complete these sentences about situations which are always true.

1. If you heat water to 100°C, ... it boils.
2. Water freezes when ...
3. Metal expands if ...
4. When ice is put into water, ...
5. If you drop a glass, ...
6. People get thirsty if ...
7. If you don't eat, ...
8. Many metals rust if ...
9. If plants aren't watered, ...
10. You get the colour orange ...



4.5 Applying new reading skills Quirkat

A Reviewing vocabulary

Choose a word or phrase from the box for each space.

capture engage in estimate men
objective **pastime** spread trap

1. Chess is a very popular **pastime**.
2. It has now all over the world.
3. People that there are 40 million players in Russia alone.
4. Each player starts with 16
5. The of the game is ...
6. ... to the opponent's king.
7. You must the king so he cannot move.
8. Researchers say that if children regularly the game, they do better on tests.



B Activating ideas

Study the photographs on this page.

1. Which game(s) can you play on each board?
2. Scan the text on the opposite page. Which game is it about?

C Understanding a text

1. Read the topic sentences below. They are all from the text opposite. Which section does each sentence come from? Write the number of the section.
 - a. The objective of the game is very simple.
 - b. You play the game on a normal chessboard, which has 64 black and white squares.
 - c. The game continues to be popular all over the world.
 - d. Archaeologists discovered a form of this game in the ruins of the ancient city of Ur in Iraq.
 - e. The game is for two players.
2. Read the text opposite. What does each of the highlighted words refer to?
Archaeologists discovered a form of this ... **They** dated the game = archaeologists

D Understanding new words in context

Tick the correct meaning in context of each of these words from the text.

1. form (line 2)	<input checked="" type="checkbox"/> kind	<input type="checkbox"/> make
2. ruins (line 2)	<input type="checkbox"/> destroys	<input type="checkbox"/> old damaged buildings
3. mentioned (line 5)	<input type="checkbox"/> written about	<input type="checkbox"/> said
4. version (line 12)	<input type="checkbox"/> form	<input type="checkbox"/> translation
5. disk (line 18)	<input type="checkbox"/> CD	<input type="checkbox"/> circle
6. men (line 25)	<input type="checkbox"/> pieces	<input type="checkbox"/> male people

E Developing critical thinking

Which game is more valuable in child development, chess or draughts?

Can you play Quirkat?

1 History

Archaeologists discovered a form of this game in the ruins of the ancient city of Ur in Iraq. They dated the game to about 3000 BCE. However, it did not start there. Five hundred years before then, it began in Egypt. We do not know the name then, but later it was called *Quirkat*.

- 5 The game is mentioned in the Arabic book *Kitab-al Aghani*, which appeared sometime in the 10th century. The Arabs took the game to Spain, and from there it travelled to southern France around 1200. The people there renamed it *Alquerque*.
- 10 Around 1535 in France, a new rule appeared. A player had to take an opponent's piece when he/she had a chance. The first book about this new version appeared in Spain in 1547. Shortly after then, the game arrived in England. There it was called *draughts*.



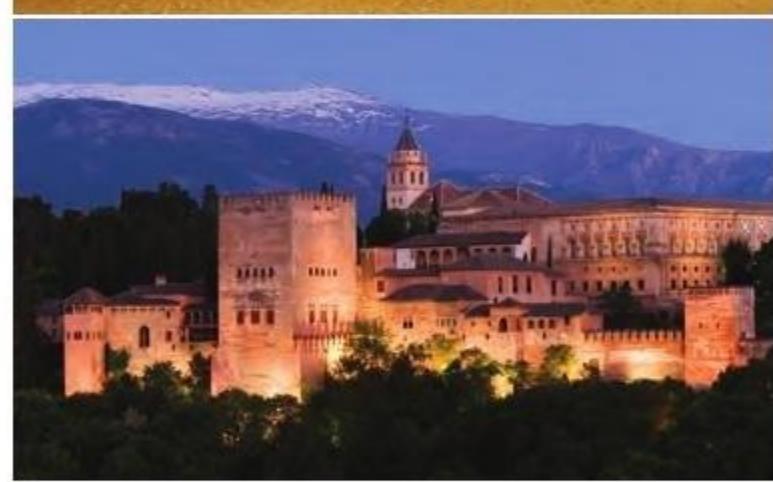
15 2 The playing pieces

You play the game on a normal chessboard, which has 64 black and white squares. Each player starts with 12 pieces, which are all disks. One player has black disks and one has white. They all start on the white squares.



20 3 How to play

The game is for two players. A piece can move one square, diagonally, forward. A piece can only move to an empty square. Players take turns to move their pieces. A player takes an opponent's piece by jumping over it onto an empty square. A player can take several men in one move. When a piece arrives at the opponent's edge of the board, it becomes a king. A king is two disks, one on top of the other. A king can only move one square, like any other piece. However, it can move backwards as well as forwards.



30 4 How to win

The objective of the game is very simple. One player must take all of the opponent's pieces.

5 The game today

The game continues to be popular all over the world. It is estimated that there are now 40 million players worldwide. In October 2008, 160 players from 37 countries competed in a tournament in Beijing.

- 35 Educationalists say that draughts can help children develop skills of spatial awareness. In other words, they become aware of the position of things and the physical relationship between things. Draughts can also help older children to plan their actions. It helps them see that there is a good time to advance and a good time to wait in any situation.



Theme 5

Nutrition and health

- **How to eat healthily**

5.1 Vocabulary for reading Three square meals a day



A Reviewing vocabulary

Find pairs of words in the box below. Explain the connection.
apple / orange – they are both kinds of fruit

apple bottle bowl carbohydrate carrot cereal fruit
hungry less milk more orange potatoes protein rice
spoonful sugar thirsty tomato vegetables

B Understanding new vocabulary

Study each word or phrase below. Find an opposite word or phrase in the list.

1. lose (weight)	<u>put on</u>	5. healthy (food)	<u>unhealthy</u>
2. stop	<u>start</u>	6. slow down	<u>speed up</u>
3. increase	<u>decrease</u>	7. problem	<u>solution</u>
4. eat	<u>not eat</u>	8. use	<u>not use</u>

C Understanding new vocabulary in context

Read the sentences below. What do the words in *italics* mean in each case?

1. You should *chew* your food many times before you *swallow* it.
2. You can buy yoghurt in a *low-fat* form.
3. Do you like plain *peanuts* or ones with salt on them?
4. Can you give me the *recipe* for this cake? It's delicious.
5. You should keep cold meat in the *fridge*. If you don't, it may go bad.
6. I bought a *bar* of chocolate, but I only ate one piece.

D Using new vocabulary

Complete each sentence with a word or phrase from Exercise B or Exercise C. Make any necessary changes.

1. The car slowed down, then it speeded up again.
2. You should try to reduce your intake of fatty foods.
3. You shouldn't eat so many burgers and chips. All that unhealthy food is not good for you.
4. Some people starve themselves. They hardly eat anything.
5. The human body store energy in the form of fat.
6. You don't have to turn off the television. You can watch it.
7. If you don't do enough exercise, you put on weight.
8. I can't follow this recipe for a chocolate cake. It's too complicated.

bar (n) [= piece]
bar (n)

[= serving counter]

blood pressure (n)

body rate (n)

canned (adj)

carry on (v)

chew (v)

chocolate (n)

dried (adj)

fatty (adj)

fill up on (v)

fridge (n)

frozen (adj)

heart attack (n)

junk food (n)

low-fat (adj)

peanut (n)

preservation (n)

preserve (v)

put on (v)

recipe (n)

reduce (v)

salt (n)

saturated (adj)

slow down (v)

solution (n)

speed up (v)

starve (v)

store (v)

stroke (n) [= medical]

swallow (v)

unhealthy (adj)

variety (n)

5.2 Reading review (1) The dos and don'ts of healthy eating

A Reviewing vocabulary

Which is the odd one out? Why?

1. apples	potatoes	lemons	oranges
2. meat	juice	tea	coffee
3. chocolate	pasta	cake	sweets
4. ice-cream	butter	cheese	rice
5. potatoes	eggs	crisps	chips
6. carrots	peas	cabbage	chicken

B Activating ideas

You are going to read an article about healthy eating. Read the title opposite.

Which of these sentences will be in the text? Tick one or more. Explain your answers.

- Don't drink anything while you are eating.
- I had a good meal in a restaurant last week.
- I love eating burger and chips.
- I will try to eat in a more healthy way in future.
- You must eat many different kinds of food each week.
- You should eat fruit every day.

C Understanding a text

Read the text opposite. Find a good answer for each question.

1. Why should you eat breakfast?	<input type="checkbox"/> Because it will reduce your intake at the next meal.
2. Why should you eat snacks?	<input type="checkbox"/> Because it helps you to eat food very quickly.
3. Why should you drink water?	<input type="checkbox"/> Because it actually leads to fatness.
4. Why should you eat a variety of foods?	<input type="checkbox"/> Because you must meet all the needs of your body.
5. Why shouldn't you shop when you are hungry?	<input type="checkbox"/> Because you may buy sweets then.
6. Why shouldn't you eat in front of the TV?	<input checked="" type="checkbox"/> Because it will wake up your body.
7. Why shouldn't you starve?	<input type="checkbox"/> Because you may eat too fast.
8. Why shouldn't you drink while you are eating?	<input type="checkbox"/> Because it will fill up your stomach.

D Showing comprehension with conditional sentences

You can complete each of these conditional sentences with information from the text.

Read the *If ...* clause in each case. Complete the sentence in a logical way.

1. If you eat healthy snacks, ...
2. If you don't eat breakfast, ...
3. If you drink water after your meal, ...
4. If you shop when you are hungry, ...
5. If you eat a variety of foods, ...
6. If you don't eat in front of the TV, ...
7. If you don't eat for a long time, ...
8. If you don't drink with your food, ...

E Reading and reacting

Are you going to follow any of the advice in the text?

The dos and don'ts of healthy eating

Eat breakfast

Even if you are not very hungry, eat something. Have a piece of bread or fruit. Your body slows down at night. It speeds up again when you eat something. If you wait until lunchtime to eat, that is four or five more hours of slow body rate.



Eat snacks

If you don't eat anything for several hours, you will eat much more at the next meal. Eat healthy, low-fat snacks between meals.



Drink water

Drink at least two glasses of water after your meal. You will feel fuller and not go back for seconds.

Think FAT!

When you want to eat fatty foods, think about three things:

frequency	Don't eat them so often.
amount	Don't eat so much.
type	Don't eat saturated fats – check food labels.



Eat a variety of foods

Your body needs more than 40 different nutrients for good health. That means you must eat many different kinds of food each week. Every day, you should eat bread and fruit, vegetables, dairy products, meat or fish.

Don't shop when you are hungry

Eat something before you go to the shops. If you don't, you will buy a bar of chocolate or some junk food while you are there.

Don't eat in front of the TV

Firstly, you will enjoy your meal better. Secondly, you will take longer to eat it, and that is good for your body. Thirdly, you will not eat as much.



Don't give up foods

If you like a particular food a lot, carry on eating it. Reduce the portions or the number of times you eat the food each week.

Don't starve

Starving makes you fat. It is strange but true – well, almost! If you don't eat for long periods of time, you may put on weight. On the one hand, while you are starving, your body slows down and stores fat. On the other hand, when you eat again, you will eat more than normal.

Don't drink and eat

Don't drink anything while you are eating. Any liquid encourages you to swallow before you have finished chewing. If you don't drink, you will chew more and enjoy the food more.



5.3 Reading review (2) The hidden dangers in food

A Reviewing vocabulary

In this course, you have learnt to recognize words quickly. What is the full word in each case? The words are not connected with food.

1. acc... urate / ept / ommodation
2. aff...
3. comb...
4. cont...
5. demo...
6. est...
7. inf...
8. prin...
9. requ...
10. sit...

B Predicting information

In this course, you have learnt to predict information in a text.

1. Study the extracts on the right. What will the full text be about?
2. What advice will the text give about:
 - a. salt?
 - b. fatty foods?
 - c. labels on supermarket foods?
 - d. calories?
 - e. home-cooked food?
 - f. sugars, like fructose and sucrose?
 - g. recommended intakes?

C Dealing with new words

In this course you have learnt to deal with new words.

Study the highlighted words.

1. What part of speech is each word?
2. Guess the meaning from context.

D Reading tables

In this course, you have learnt to read tables.

1. Find and explain each of these numbers from the tables.
 - a. 2
 - b. 70 (F)
 - c. 2,110
2. Work in pairs and test your partner on other numbers.

The hidden dangers in food

Have you stopped putting salt on your chips and sugar in your tea? Have you given up fatty foods like butter? Unfortunately, you will find these items are in most processed foods on supermarket shelves, but you have to look carefully.



Salt

Salt is found in most processed foods because it is addictive and it makes people want to eat more.

Table 1: Recommended daily salt intake

age	grams
0–1 years	<1
1–3 years	2
4–6 years	3
7–10 years	5
11+	6

Fat

The human body needs a small amount of fat every day, but too much can harm your health.

Table 2: Recommended daily fat intake

age	grams
2–3 years	40
4–8 years	50
9–13 years	70
adult males	70 (F) 80 (M)

Sugar

Sugar is found in high quantities in processed foods, even savoury items like spaghetti.



Table 3: Recommended daily calorie intake

age	males	females
1–3 years	1,230	1,165
4–6 years	1,715	1,545
7–10 years	1,970	1,740
11–14 years	2,220	1,845
15–18 years	2,755	2,110
adults	2,550	1,940

5.4 Grammar review Salt

Salt is very important for health. The brain needs salt for messages to the hands and feet. The heart needs salt to work correctly. If people do not have enough salt, they sometimes die. Salt is also useful for preserving food or keeping it fresh. In the past, salting was the main way to preserve meat. But nowadays, we do not need salt for this purpose. There are other ways of preserving food, like freezing, drying and canning.

However, salt can also be very dangerous for young children and old people. If people have too much salt, they can develop high blood pressure. People with high blood pressure often have a heart attack or a stroke. Around 300,000 people in Britain die of heart attacks and strokes every year.

According to recent research, most people eat too much salt every day. In 2001, people in Britain consumed 9.5 grams of salt each day. Nowadays, the average person in Britain eats 8.6 grams of salt each day, but the figure is still too high. People only need about six grams, or a teaspoon. What is the answer? First, stop putting salt on your food. Secondly, don't buy ready-meals from supermarkets. Processed food contains a lot of salt.



A Recognizing parts of speech

1. Study the first sentence of the text above.

Find:

- a. two nouns salt,
- b. one verb
- c. one adjective
- d. one preposition
- e. one adverb

2. Study the second sentence in the text.

Find:

- a. the subject
- b. the verb
- c. the object



B Recognizing information in a text

Read the text. Find:

- 1. two pieces of advice
- 2. two past facts
- 3. two statements of frequency

C Recognizing extra information

Find the extra information in each case.

- 1. Why is salt important?
- 2. Why does the brain need salt?
- 3. Why does the heart need salt?
- 4. What happens if people do not have enough salt?
- 5. What other ways of preserving food are there?
- 6. Who can salt be dangerous for?
- 7. What happens if people have too much salt?
- 8. How much is six grams of salt?

for health

for health

5.5 Reading review (3) Plan for your life

A Reviewing vocabulary

What word or phrase do you expect to follow each word or phrase below?

1. a piece of ... *bread, cheese, meat*
2. a bar of ...
3. a glass of ...
4. saturated ...
5. low-fat ...
6. fatty ...
7. junk ...
8. eat between ...
9. reduce ...
10. store ...



B Activating ideas

You are going to read the text on the opposite page. It is about healthy eating.

1. Look at the heading and subheading. What will the main idea of this article be?
2. Look at the two section headings. Which heading will each sentence below be in? Write *P* (problem) or *S* (solution).
 - a. Go to the shops regularly ... *S*
 - b. You get home at 3.00 p.m. and you're starving.
 - c. Plan to have ten-minute meals.
 - d. You are a complete failure, aren't you?
 - e. You must make an eating plan
 - f. You plan a healthy meal, but it's a complicated recipe.

C Understanding a text

Read the text on the opposite page. Complete Table 1.

Table 1: *How to plan for healthy eating*

	the problems	the solutions
1.	no healthy things in fridge	go shopping regularly; buy healthy things
2.		
3.		
4.		
5.		

D Using a key skill

What does each pronoun and adverb below refer to?

1. Then (line 3) *after the plan*
2. there (line 5)
3. Then (line 7)
4. It (line 8)
5. then (line 12)
6. it (line 14)
7. it (line 20)
8. them (line 23)
9. them (line 26)
10. then (line 30)

E Reading and reacting

1. Are you going to follow any of the advice in the text?
2. Look back at the text in Lesson 5.2. Which piece of advice in the two texts is the most important, in your opinion?

Plan for your life (Don't live for your plan)

The problems

Is this your problem? You want to eat in a healthy way. You plan to eat in a healthy way. **Then** something goes wrong.

You forget to go shopping and, when you go to the fridge, the only **5** thing **there** is ... peanut butter.

OR

You make yourself a healthy sandwich for lunch. **Then** all your friends go to the burger bar. Well, you can't say no, can you? **It's** rude.

OR

10 You say to yourself: 'Today, I'm not going to eat anything until 6.00 p.m.' You get home at 3.00 p.m. and you're starving. You decide to have a quick snack **then**. Peanut butter sandwiches again ...

OR

15 You plan a healthy meal, but **it's** a complicated recipe. It's going to take hours to prepare, but you are really looking forward to doing it. Then you get an extra assignment from college and there just isn't time. What else is in the fridge ...?

You are a complete failure, aren't you?

The solutions

20 You can't change your life to match your eating plan. **It** won't work. You must make an eating plan that actually works for you and your lifestyle.

Firstly, how can you eat healthy snacks if you don't buy **them**? Go to the shops regularly and buy fruit and vegetables for a quick meal.

25 Secondly, why must meals with friends be *unhealthy* meals? You shouldn't use **them** as an excuse for bad eating habits. In most restaurants nowadays, you can have a healthy choice. You don't have to fill up on burgers and chips.

Thirdly, when do you *actually* get hungry? If you are starving at **30** 3.00 p.m., you must have a healthy snack **then**.

Fourthly, how long do you *really* have to prepare meals? If you only have ten minutes during the week, plan to have ten-minute meals.

35 Finally, remember that you are not a failure because you have one unhealthy meal every now and then. If you end up eating peanut butter sandwiches once a month, well, you're only human.



Level 2

PROGRESSIVE

Skills

Reading



Workbook

Workbook

A Nouns and verbs

Complete the table.

nouns	verbs
a. attraction	attract
b.	compete
c.	connect
d.	decorate
e. exhibition	
f. congratulations	
g.	recover
h. marriage	
i. procedure	



B Word power

1. Which word is missing in these sentences? Is it a verb or a preposition?

	verb	preposition
a. Would you <u>like</u> to come to a party on Saturday?	✓	
b. What's your flat <u> </u> ?		
c. Do you <u> </u> vegetarian food?		
d. Do you look <u> </u> your mother or your father?		
e. How do you <u> </u> your coffee?		
f. Who does your favourite singer sound <u> </u> ?		
g. What did your first day at university feel <u> </u> ?		
h. Can you play music as loud as you <u> </u> in your room?		
i. Is your mobile phone still <u> </u> new?		

2. Think of a good answer for each question.

C**Transferring information**

1. Read the texts on pages 11 and 15 of the Course Book again. Complete Table 1. You may not find information for some of the sections.
2. In pairs, discuss the differences between the towns and the festivals.



Table 1: Two traditional events

The town		
name	Siena	Negara
country		
location		
distance from capital		
population		
industry		
The festival		
name		none
type		bull race
age		
date		
equipment	none	
number of jockeys		
distance		
speed		
time		

D**Two races**

Complete the text comparing the two events. Use items from the box.

£180	50 kph	65 kph	5p or £0.05	a cart	animals	cruel	exciting
fast	horse	rice field	riders	90 seconds			

The traditional events in Siena and Negara are very similar in some ways. They are both races and they both use (1) _____. Both events are very colourful and (2) _____. But some people say they are similar in another way. They say these events are (3) _____ to the animals.

However, there are also quite a lot of differences. In the Palio, the race is short and (4) _____ and uses only ten horses and (5) _____. In this small space in the centre of the town, the horses sometimes reach (6) _____. The whole race only takes (7) _____. The Negara race is slower and longer. The race takes place on a track in a (8) _____. The bulls often reach (9) _____. In the Negara bull race, each jockey has two bulls and (10) _____. In Siena, of course, each jockey can only ride one (11) _____ at a time!

Perhaps the biggest difference is the price of the tickets. In Siena, a ticket for a good seat for the main race costs about (12) _____. And in Negara? Well, a ticket there only costs about (13) _____.

Workbook

A The Solar System

1. Write the name of each item in your language.
2. Number the planets in order (1 = the nearest to the Sun)

order	the Solar System	
	Jupiter	
	Mars	
1	Mercury	
	Neptune	
	Pluto	

order	the Solar System	
	Saturn	
	the Earth	
	the Moon	
	Uranus	
	Venus	

B Grammar: past tenses

1. Write the correct past tense verb in the table.

infinitive	past tense
become	
blow	
build	
come	
drive	

infinitive	past tense
fly	flew
go	
hit	
know	
lead	

infinitive	past tense
light	
make	
put	
send	
take	

2. Choose one of the verbs from the table and write it in the correct sentence.

- a. The Chinese made rockets from gunpowder.
- b. Their invention led to space travel.
- c. Arab traders put gunpowder to Europe.
- d. The Europeans used gunpowder in cannons.
- e. A German scientist, Werner von Braun, developed a long-distance rocket.
- f. Von Braun became director of the American Missile Programme.
- g. The first astronauts travelled up in a rocket.
- h. They came back in a small capsule.

C**Researching information**

How much can you remember? Write a year then check in your Course Book, pages 21 and 25.

1. When was gunpowder invented?	
2. When did Arab traders introduce gunpowder to Europe?	
3. When did the Germans invent a rocket?	
4. When did the Germans attack London with a rocket?	
5. When did von Braun go to America?	
6. When did the Russians use a rocket to send a satellite into space?	
7. When did a dog go into space?	
8. When did the first woman go into space?	
9. When did the Americans launch the first Space Shuttle?	
10. When did the Space Shuttle accidents happen?	

D**Common passive verbs**

The verbs in the box below are often used in the **passive**.

The steam engine was invented by James Watt.

The Space Shuttle is used now for a number of purposes.

Choose a verb for each sentence and write it in the correct **present simple passive** or **past simple passive** form. There are some extra verbs.

invent	direct	discover	produce	manufacture	translate	use	write	draw
		launch	design	find	damage	make		

1. Gunpowder was invented by the Chinese about 1,200 years ago.
2. The film *Avatar* was directed by James Cameron.
3. The lost children were found near the playground.
4. How was the car damaged in the accident?
5. Not many ships are used in the UK nowadays.
6. Greenhouse gases and pollution are produced by petrol engines.
7. The Internet is used regularly by about 35 million people in the UK.
8. Your assignment is written well. You will get a good mark for it.
9. The best spaghetti is made in Italy. I always buy Italian spaghetti.
10. All the clothes in the fashion show were designed by the art students.

E Using for

Read the information in the Grammar Check box. Then complete the following sentences.

1. An iPod is a device for storing music.

2. A dishwasher is a machine for ...

3. Microsoft Word is a program for ...

4. It took ten minutes for me ...

5. It takes a long time for ...

6. It was difficult for women inventors ...

7. It was dangerous for ...

8. It is expensive for ...

Grammar Check

We can use *for* to join ideas in three main ways:

1. *for* + ~ing

Example:

Cannons were weapons.

They blew holes in castle walls.

Cannons were weapons for blowing holes in castle walls.

2. *for* + person + infinitive

Example:

It took four years.

The Russians sent a man into space.

It took four years for the Russians to send a man into space.

3. *be* + adjective + *for* + person + infinitive

The Americans lost the rocket each time.

It was expensive.

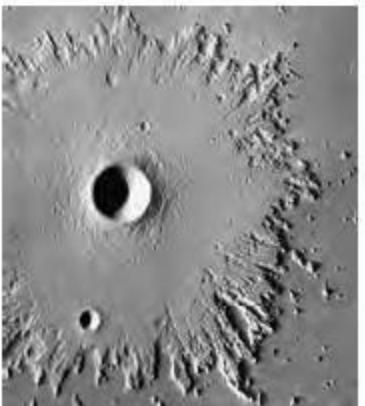
It was expensive for the Americans to lose the rocket each time.

F Sentences as subjects

Read the start of each sentence. Find a suitable way to complete the sentence.

1. The invention of the rocket made ...		a reduction in space exploration.
2. The end of the Second World War led to ...		an expensive problem for the US.
3. The work of von Braun was ...	1	space travel possible.
4. The loss of the space rocket each flight was ...		the cost of space exploration.
5. The use of the Shuttle reduced ...		the destruction of the Shuttle.
6. The explosion of the Challenger resulted in...		the suspension of the Shuttle programme.
7. The damage to <i>Columbia</i> 's heat shield caused ...		very important for US space exploration.
8. The loss of interest in space has led to ...		von Braun's move to the USA.

G Reading: The first woman in space



1. Match the words in the box with the photographs.

space suit medals rocket parachute crater

2. Read the topic sentences below. What sort of information will be in each paragraph?

1. After her flight, she studied at the Zhukovski Air Force Academy and graduated as a cosmonaut engineer in 1969.

2. On 16th June 1963, Valentina became the first woman cosmonaut on the *Vostok 6* rocket.

3. On 3rd November 1963, Tereshkova married an astronaut called Andrian Nikolayev.

4. Valentina became interested in parachute jumping at an early age.

5. Valentina has won many medals and awards.

6. Valentina was born in a small village in the Yaroslavl region of Russia on 6th March 1937.

3. Read the text below. Write the number of the correct topic sentence above for each paragraph.

4. Find and circle the verbs in the **highlighted** sections. Underline the subject.

The first woman in space

Valentina Tereshkova was born in Russia on 6th March 1937. In 1963, she became the first woman to fly in space, aboard a rocket called *Vostok 6*.

Valentina's father was a tractor driver and her mother worked in a textile factory. After school, Valentina worked in a factory and studied engineering by correspondence course.

In 1962, she joined the female cosmonaut programme. Four hundred women wanted to join the programme but only five were successful. Valentina was the only one who later completed a space mission.

During the 70.8-hour flight, she orbited the Earth 48 times. It was not until 1982 that a second woman flew into space.

In 1977, she received a doctorate in engineering. She never flew again, but she did become an important spokesperson for the Soviet Union. She is now head of the Russian Government's Centre for International Scientific and Cultural Co-operation.

Their first child, a daughter called Elena, was born in 1964. Scientists in the USSR were very interested in her because she was the first child born to astronauts. Elena later went on to become a doctor.

She has received the United Nations Gold Medal of Peace. In 2000, she won the Greatest Woman Achiever of the Century award in London. In addition, she also has one very special award that she has never seen; a crater on the far side of the Moon is named 'Tereshkova'.

Workbook

A Word quiz

What's the difference in meaning, if any, between the pairs of words below?

Use a dictionary to help you.

1. a <i>magazine</i> and a <i>newspaper</i>	Magazines do not usually have the latest news. They are usually weekly or monthly not daily. Magazines have more colour.
2. <i>affect</i> and <i>effect</i>	
3. <i>value</i> and <i>values</i>	
4. <i>celebrity</i> and <i>fame</i>	
5. <i>opinion</i> and <i>attitude</i>	
6. an <i>image</i> and a <i>photograph</i>	
7. <i>may</i> and <i>might</i>	
8. <i>a feature</i> and <i>an article</i>	
9. <i>attract</i> and <i>reach</i>	
10. <i>influence</i> and <i>persuade</i>	

B Word building: nouns and verbs

Complete the table.

	verbs	nouns
1.	appeal	appeal
2.	attract	
3.	believe	
4.		decline
5.		effect
6.	feature	
7.	persuade	
8.		promotion
9.	publish	
10.		target



C**Collocations**

Find the best way to complete each phrase.

1. reach	a market	a name
2. attract	a reader	for advertisements
3. give	a magazine	from selling a magazine
4. make	money	in a clear way
5. appeal	to people	to companies
6. reflect	the readers' interests	to a magazine
7. sell	advertising space	in particular jobs
8. persuade	readers	to sell products
9. help	advertisers	to have attitudes
10. charge	a lot of money	1 with a magazine

D**Word power: *make***

1. Which words and phrases can you use with *make*?

make	a decision	
	a good impression	
	a lie	
	a meal	
	a mistake	
	an assignment	
	coffee	
	friends	
	housework	
	a mess	
	money	
	music	
	the shopping	
	a noise	
	a suggestion	
	an effort	
	a plan	
	people laugh	
	time	

2. How do you expect each sentence below with *make* to end?

a. He works quickly but he makes a lot of ...	
b. Be quiet! Don't make ...	
c. She's very sociable and she finds it easy to make ...	
d. I'm very busy this week but I'll try to make ...	
e. Do you want a drink? I'm just making ...	
f. He's very funny. He makes ...	
g. What are you going to do? Have you made ...	
h. I think she tries too hard sometimes to make ...	
i. I don't think it's a very good product. It will never make ...	
j. I think you would get much better marks if you made ...	
k. Have you decided? Or can I make ...	

E Teenagers

You are going to read the text on the next page.

1. Look at the photographs and the title of the text. What is the text about?

2. Read the topic sentences. What do you expect to read in each paragraph?

3. Read the text. True (T) or false (F)?

- The term *teenager* is about 70 years old.
- A 14-year-old person is a teenager and an adolescent.
- Teenagers after the Second World War were poor.
- Teenagers told newspapers that they were adventurous.
- We are sure that teenagers demanded foreign holidays.

4. Look at the **highlighted** words in the text. What does each word refer to?

- they (line 9) teenagers
- their (line 10) _____
- they (line 11) _____
- them (line 12) _____
- them (line 16) _____
- they (line 19) _____
- they (line 19) _____
- them (line 24) _____
- them (line 24) _____

5. How would you answer the 'interesting question' in the last paragraph?

THE RISE OF THE TEENAGER

According to some sociologists, the term *teenager* first came into common usage at the end of the Second World War. Before that 5 time, people between the ages of 13 and 19 were called *adolescents*. The name, of course, comes from the numbers in that age range.



Teenagers were soon seen as a new force in society. Firstly, they had energy. At 10 that time, many people felt tired from their efforts in the war. Secondly, they had different interests from their parents. They did not want to wear the same clothes as them, or listen to the same music. Finally, they had money to spend. They could buy clothes, records, concert tickets, make-up and magazines. For the first time, the media started showing teenagers as a new group in society.

15 Some companies started to make products for this new group. Clothes companies made different clothes and record companies made different songs for them. But, according to the media, teenagers were different from children and adults in other ways, too. They had different attitudes to life. For example, newspapers, magazines and television programmes showed them as adventurous. They said that they 20 were prepared to try new things, like foreign holidays. So travel companies started to advertise holidays specially for them.



25 There is an interesting question about some teenage products. The question is – which came first? For example, did teenagers *really* want foreign holidays so the travel companies made them for them? Or did the travel companies make special holidays and then persuade teenagers to take them?

Workbook

A Vocabulary

1. The words below can be verbs or nouns. Complete each word and check your ideas in the word list from Lesson 4.1 (page 39) in the Course Book.

a. l_____d	g. r_____n
b. p_____y	h. s_____d
c. p_____n	i. a_____e
d. m_____e	j. c_____e
e. t_____p	k. m_____n
f. t_____n	l. e_____e

2. Decide if a *verb* or a *noun* is missing from each sentence below. Then use one of the words from above in each sentence. Make any necessary changes.

- a. Unfortunately, the plane landed two hours late.
- b. Ivan made some bad _____ in the chess game, so he lost.
- c. Did you see that awful _____ on TV last night?
- d. The terrible weather _____ our holiday.
- e. A woman was _____ in the hotel lift for nearly two hours.
- f. There have been many recent _____ in the field of communications.
- g. Did I _____ I've booked a squash court for us this evening?
- h. It's difficult to _____ the cost of the financial crisis.
- i. The police have _____ the terrorists and they will appear in court tomorrow.
- j. If you wash your hands you will stop the disease from _____.

B Zero conditional

1. How do you expect each sentence to end?

- a. If you eat too much, ...
- b. Plants don't grow if ...
- c. My parents get worried if ...
- d. When you heat ice, ...
- e. When I am late for work, ...
- f. When you mix red and blue, ...

2. Find a suitable ending for each sentence in B1.

- ... I come home late.
- ... it melts.
- ... my boss gets angry.
- ... you don't water them.
- ... you feel sick.
- ... you get purple.

C Comparing two games

Look again at the two texts in the Course Book on pages 41 and 45.

Answer the questions.

1. What are the modern names in English of the two games? Chess and draughts.
2. Which game was once called *Chaturanga*? _____
3. Which game is older? _____
4. Which group of people took the games to Spain? _____
5. What kind of board do you use for both games? _____
6. In which game are some of the pieces called *pawns*? _____
7. In which game can pieces only move diagonally? _____
8. Which game has 40 million players worldwide? _____
9. Which game helps children with critical thinking? _____
10. Which game helps children with spatial awareness? _____

D Scrabble

1. Look quickly at the article on the opposite page. Match each topic sentence below to the correct paragraph.
 - a. The early version of Scrabble was called Criss Cross.
 - b. You can play the game with between two and four players.
 - c. At first, Butts sold copies of the game to his friends.
 - d. You need to learn the rules of the game.
 - e. Scrabble is a more modern game than chess or draughts.
 - f. You play the game on a special board.
2. Read each paragraph of the article. Circle the best way to complete each sentence.
3. Find a word in the text for each meaning in the table below.

para	meaning	word
1	groups of things	sets
2	games where you must solve a problem	
3	how often something happens	
4	someone who you own a company with	
5	small squares, e.g., of plastic	
6	small, soft container	
7	short versions of words	

Introduction

What do Mel Gibson, Keanu Reeves and Queen Elizabeth II have in common? They all play a game that is sold in 21 countries around the world. Over 100 million sets of the game have been sold in 29 different languages. **It / They / There** is easily the world's best-selling game. What is its name? It's Scrabble, of course.



Origins

1. _____
It began in 1931 in New York. It was a terrible time **there / first / then** in the USA. Many people had no work. A young architect called Arthur Butts lost **him / his / her** job. He loved board games and word puzzles, especially crosswords. He decided to invent a new game to make money. He thought that chess was too difficult for many people, and many other games were just luck. **But / And / So** he had an idea for a game that was half luck and half skill.

2. _____
Players had to make words from letters. Each word had to 'cross' another, just like in a crossword. Butts **studied / studies / has studied** the front page of the New York Times and analysed the frequency of each of the 26 letters of the alphabet. This helped him to decide the quantity of each letter in the game. It also helped him to decide the number of points **you / he / they** could win for using each letter.

3. _____
But, for a long time, the games manufacturers were not interested. **Then / after / however** he got a business partner. Together, they made the rules of the game a little easier, and changed the name to *Scrabble*. In the early years, Scrabble slowly became more popular but it did not make a lot of money. **After / Next / Finally**, in the early 1950s, the director of a big department store in New York played the game when he was on holiday. When he went back to work, he told the games department to start selling Scrabble. **So / Next / After that**, Scrabble became a huge success.

The playing pieces

4. _____
Some of the squares are in different colours. You can win extra points on those squares. **It is / There are / They are** also letter tiles. The most common letters have one point each. Less frequent letters, like B, F and H, have more points. The letters J, K, Q, X, Z have the highest points.

How to play

5. _____
Each player takes seven letter tiles from a bag. That is the 'luck' part of the game. You must not show **another player / the other player / the other players** your letters. Then you must try to make a word from your letters. But you can only put your word on the board if you can join it to another word. **It is / That is / They are** part of the skill of the game.

How to win

6. _____
For example, you cannot use names or abbreviations. You should learn some words with uncommon letters. **There are / There is / They are** very good Scrabble websites to help with this, and you can also buy Scrabble books and dictionaries. The objective is to get the highest score.

E Word power: *turn*

1. The word *turn* can have many different meanings. Which words and phrases can you use it with?

turn	your body
	your head
	your face
	your back
	your neck
	around
	a blind eye
	a handle
	a tap
	a switch
	pink
	violent
	a page
	a TV channel
	a vehicle
	a corner



2. Study the sentences below. They all have *turn* in a multi-word phrase. Match each multi-word phrase with one of the meanings from the box.

a. I liked him before but now I've turned against him.	arrive
b. It started raining on our walk so we turned back .	ask for help or advice
c. It's really hot in here, shall I turn down the heating?	happens
d. The company offered me a good job but I turned it down .	make something start operating
e. Can you turn off the TV if you're not watching it?	produce less heat, noise, etc.
f. It's getting dark; I'll turn the lights on .	refuse an offer, request or invitation
g. It turns out that he's my friend's brother.	stop something operating by pushing a button, etc.
h. I turned over the ideas for a week before I started writing.	think or consider something carefully
i. If I have a problem, I always turn to my sister for advice.	^a to decide that you don't like someone
j. There you are! You've turned up late as usual.	to go in the opposite direction

Workbook

A Word-building

1. Write the noun for each verb in the table.

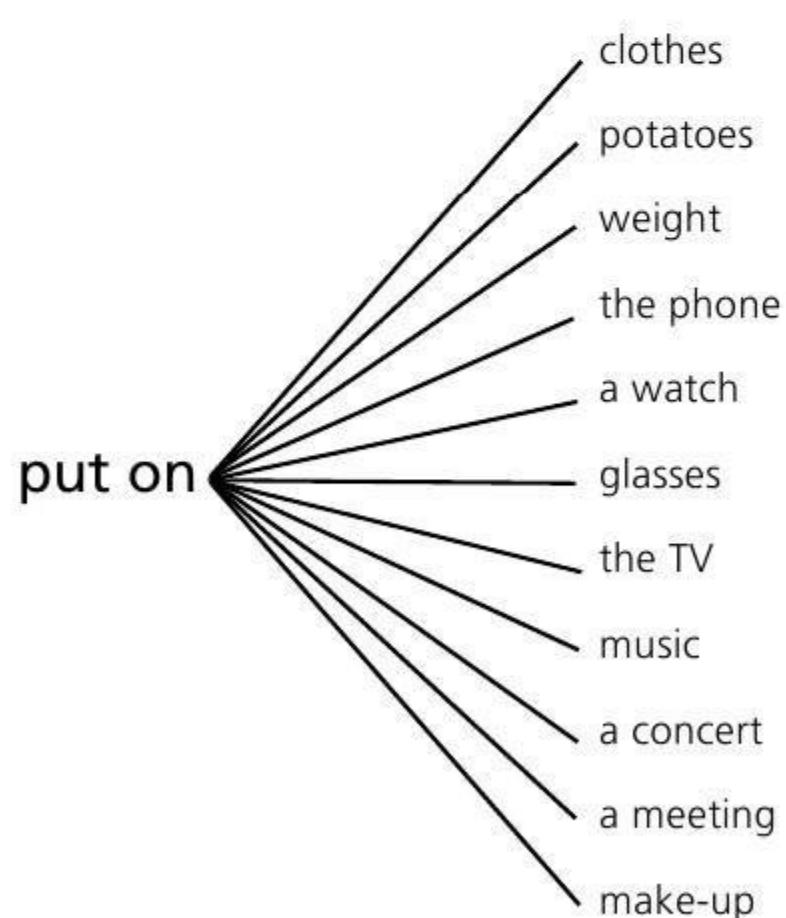
verbs	nouns
a. recommend	recommendation
b. balance	
c. damage	
d. die	
e. preserve	
f. reduce	
g. solve	
h. starve	
i. store	
j. vary	

2. Some of the verbs have two or more noun forms. Check the different meanings in a dictionary.

B Word power: *put*

The verb *put* has many different meanings. It can also be a phrasal or multi-word verb.

1. Which nouns in the box can you use with *put on*? Use a dictionary to find the answer.
 2. Think of an example sentence for each phrasal verb.



✓	He put on his coat and left the house.

3. Write the correct preposition in each sentence. Some words can be used more than once.

back across down off out up on away

- a. I'll just put these files _____ before I go home.
- b. You can make the salad and I'll put the pasta _____.
- c. That lecturer puts _____ her points very clearly.
- d. Our tutorial has been put _____ until next week.
- e. Finally, he said 'see you later' and put the phone _____.
- f. It started to rain. The office workers put _____ their cigarettes and went back inside.
- g. Don't put _____ your assignment. You should start it tonight.
- h. They're putting _____ a new accommodation block near the town centre.
- i. Don't forget to put the rubbish bins _____ today.
- j. They've put _____ a bus for the visit to the museum.

C Predicting from joining words

1. What sort of information do you expect to read after each joining word?

- a. Eat something for breakfast even if ...
- b. Your body slows down at night and speeds up again when ...
- c. Don't drink anything while ...
- d. It will make you chew for longer and ...
- e. Eat something before ...
- f. If you don't, you will buy a chocolate bar or ...
- g. Don't starve! You will eat more at the next meal if ...
- h. Drink at least two glasses of water after ...
- i. You will feel fuller and ...
- j. Eat healthy, low-fat snacks between ...

2. Find below a suitable ending for each sentence above. Write the letter of the sentence.

meals.

you do not eat anything for several hours.

not go back for seconds.

you eat something.

some junk food.

you go shopping.

you are eating.

you will enjoy your food more.

a you are not hungry.

your meal.

D Superfoods

1. Cover the main part of the text opposite. Read the topic sentences, e.g., *What are superfoods?* What sort of information do you expect to find in each paragraph?
2. Uncover the text. Read the text. Check your predictions.
3. Complete the table of superfoods and benefits with information from the text.

superfood	benefits
bananas, kiwi fruit	vitamin C, antioxidants



***They don't come from the planet Krypton
but they are ...***

SUPERFOODS

If you want to stay healthy, you need 'superfoods' in your diet!

What are superfoods?	They all have more nutrients than other foods, especially vitamins and minerals. Science has shown that they give us many health benefits. Superfoods can also help you to look good, feel great and live longer.
Can any type of food be a superfood?	Well, there are superfoods in many categories – fruit, vegetables, carbohydrates and fish. Basically, all superfoods are basic foods – raw fruit or vegetables or carbohydrates which have not gone through a lot of processing in a factory.
Several fruits are superfoods.	Bananas and kiwi fruit, for example, are full of vitamin C. They also contain antioxidants. These substances are useful because they prevent the release of free radicals, which can react with and damage cells in the body.
Many vegetables are superfoods.	There is a lot of vitamin C in tomatoes and there are many useful nutrients in broccoli, cabbage, peppers and avocado. Onions and garlic have many health benefits, including a reduction in the risk of heart disease. The oil from olives is also a superfood. It contains vitamin E and, like onions and garlic, helps to prevent heart disease. Beans are also a superfood. They are a very good source of protein but, unlike meat, do not contain much fat. They also help with digestion, the process of breaking down food in the body and releasing the energy.
Nuts and seeds are another superfood.	These types of food contain many useful minerals in tiny amounts, including calcium which helps to build strong bones and teeth. They also contain vitamin E.
We know that bread and pasta are a good source of carbohydrate.	What about wholemeal bread and pasta? These are superfoods. <i>Wholemeal</i> means that the whole grain has gone into the food, not just the centre of the grain. It contains vitamin B and useful minerals. It also helps with digestion.
Finally, certain kinds of fish are superfoods.	Tuna, salmon, sardines and other oily fish are a good source of protein. They also contain useful minerals and, like other superfoods, help to prevent heart disease.

A	advance (v)	4.1	engage in (v)	4.1
	affect (v)	3.1	estimate (n and v)	4.1
	anniversary (n)	1.1	event (n)	1.1
	appeal (n and v)	3.1	exhibition (n)	1.1
	astronomer (n)	2.1	explode (v)	2.1
	at all	2.1	exploration (n)	2.1
	attack (v)	2.1	e-zine (n)	3.1
	attitudes (n pl) [= how you see things]	3.1		
	attract (v)	1.1, 3.1	F failure (n)	1.1
B	bar (n) [= piece]	5.1	far (adv)	2.1
	bar (n) [= serving counter]	5.1	fatty (adj)	5.1
	belief (n)	3.1	feature (n and v)	3.1
	blood pressure (n)	5.1	figure (n) [= model]	1.1
	board (n)	4.1	fill up on (v)	5.1
	body rate (n)	5.1	fire (v)	2.1
C	canned (adj)	5.1	firework (n)	1.1
	capture (v)	4.1	flag (n)	1.1
	carbon (C) (n)	2.1	fridge (n)	5.1
	carry on (v)	5.1	frozen (adj)	5.1
	castle (n)	2.1	further (adv)	2.1
	celebrity (n)	3.1	(the) furthest (adv)	2.1
	centre (n)	1.1		
	checkmate (n)	4.1	G gunpowder (n)	2.1
	chew (v)	5.1		
	chocolate (n)	5.1	H heart attack (n)	5.1
	collection (n) [= group]	3.1	historical (adj)	1.1
	compete (v)	1.1	home (n) [= target in game]	4.1
	competition (n)	1.1		
	connect (v)	1.1	I image (n) [= picture]	3.1
	cope (v)	3.1	inhabit (v)	2.1
	costume (n)	1.1		
	cover (n)	3.1	J jockey (n)	1.1
	critical thinking (n)	4.1	journey (n)	2.1
D	decline (n)	3.1	junk food (n)	5.1
	decorate (v)	1.1		
	demographic (adj)	3.1	K kill (v)	2.1
	dice (n)	4.1		
	discover (v)	2.1	L land (v)	2.1, 4.1
	disk (n) [= playing piece]	4.1	land on (v)	4.1
	display (n)	1.1	last (v)	1.1
	dress up (v)	1.1	launch (v)	2.1
	dried (adj)	5.1	lifestyle (n)	3.1
E	earlier (adv)	1.1	lit (v) [= past participle]	1.1
	effect (n)	3.1	look like (v)	1.1
	elderly (adj and n)	3.1	low-fat (adj)	5.1
	enemy (n)	2.1		
			M mainly (adv)	2.1
			man/men (n) [= piece/s]	4.1
			mark (v) [= show a change]	2.1
			market sector (n)	3.1
			(the) mass media (n)	3.1
			may (v)	3.1

mention (v)	4.1	(the) Solar System (n)	2.1
mix (v)	2.1	solution (n)	5.1
(the) Moon (n)	2.1	specialist (n)	3.1
move (n and v)	4.1	spectator (n)	1.1
N natural (adj)	2.1	speed up (v)	5.1
O objective (n)	4.1	spread (v) [= move outwards]	4.1
orbit (n and v)	2.1	square (n)	4.1
oxygen (O) (n)	2.1	star (n)	2.1
P parachute (n)	2.1	starve (v)	5.1
parade (n and v)	1.1	store (v)	5.1
pastime (n)	4.1	stroke (n) [= medical]	5.1
pawn (n)	4.1	sulphur (S) (n)	2.1
peanut (n)	5.1	(the) Sun (n)	2.1
peculiar (adj)	1.1	survey (n)	3.1
persuasion (n)	3.1	swallow (v)	5.1
piece (n)	4.1	T take part (v) [in]	1.1
plan (n and v)	4.1	take place (v)	1.1
planet (n)	2.1	target (n and v)	3.1
play (n)	4.1	teen (adj)	3.1
player (n)	4.1	ticket (n)	1.1
popular (adj)	1.1	title (n) [= name]	3.1
population (n)	1.1	tourism (n)	1.1
poster (n)	1.1	tourist (n)	1.1
powerful (adj)	3.1	trap (v)	4.1
preservation (n)	5.1	turn (n)	4.1
preserve (v)	5.1	U unhealthy (adj)	5.1
principle (n)	3.1	universe (n)	2.1
problem-solving (n)	4.1	unsuccessful (adj)	1.1
promote (v) [= support]	3.1	V value (n)	3.1
publisher (n)	3.1	values (n pl)	3.1
put on (v)	5.1	variety (n)	5.1
R race (n and v)	1.1	version (n)	4.1
reader (n)	3.1	visitor (n)	1.1
recipe (n)	5.1	W weapon (n)	2.1
recover (v)	1.1	wound (v) [= injure]	2.1
reduce (v)	5.1		
ribbon (n)	1.1		
ruins (n)	4.1		
S salt (n)	5.1		
satellite (n)	2.1		
saturated (adj)	5.1		
sector (n)	3.1		
self-image (n)	3.1		
situated (adj)	1.1		
slow down (v)	5.1		
society (n) [= club]	1.1		

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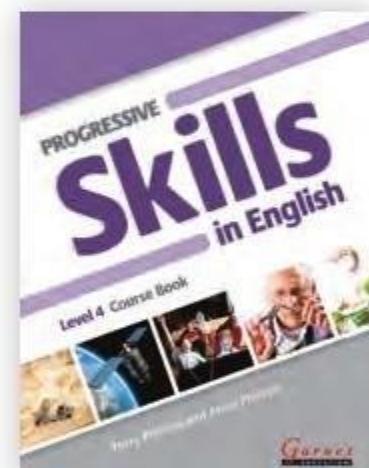
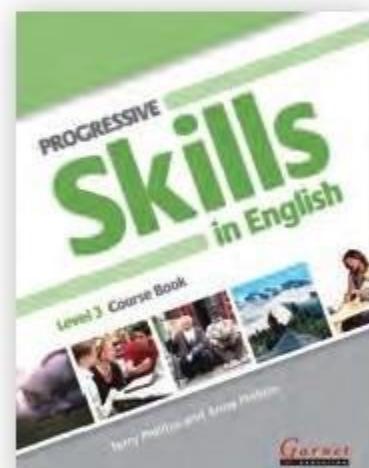
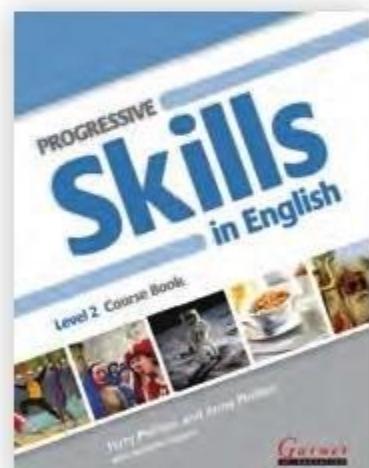
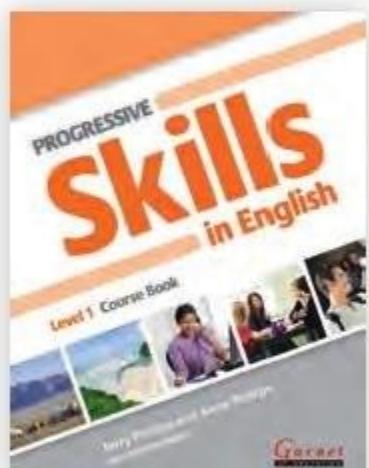
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