

STUDENTS SPEAK

- 1 Watch and listen to some students talking about their free time in the Digital Coursebook.
 - a Make a note of **three** things that they enjoy doing and **three** things that they do not enjoy doing in their free time.
 - b Talk to your partner(s) about the things that you like and do not like doing in your free time.
- 2 Watch again.
 - a What does each student do well?
 - b What could each student improve on?
 - c How does this relate to your own speaking skills?

EXAM-STYLE QUESTION

Reading, open response

Read the visitor information leaflet about markets in Cambridge, and then answer the questions.

Text 1.3

Cambridge offers you more than you would expect

General market

Cambridge is a market city, and people have been trading at the historic market square in the city centre for hundreds of years. The general market is open Monday to Saturday in the main Market Square opposite the City Hall. Between 10 a.m. and 4 p.m. the market is busy with around 100 stalls selling fruit, vegetables, plants and flowers, but also on sale are books, clothes and even electrical items. Many of these stalls change on a daily basis, so you may not find the same things from one day to the next. You can even have your trousers, shoes, bike or sewing machine mended if you are not in a rush.

Food, arts and crafts market

The food, arts and crafts market is in the same location as the general market, but it's held every Sunday. Here you can find a wide selection of produce from the region's finest artists, craftspeople, photographers and farmers. It's where Cambridge residents go for the highest quality, though inexpensive, fresh fruit, vegetables and dairy products, but it also features a great mix of antiques, books, pictures and jewellery. This is where many visitors to Cambridge look for gifts to take home to family and friends, or even things for themselves so they will remember their stay.

CONTINUED

Street traders' market

Cambridge offers an excellent range of street traders located around the historic centre, along Silver Street and other streets nearby. They include a huge number of food and drink sellers, offering burgers, jacket potatoes, savoury and sweet crepes. The last few years have also seen a significant increase in vegetarian options, so all in all, there's no excuse to go hungry while shopping.

Garden art and craft market

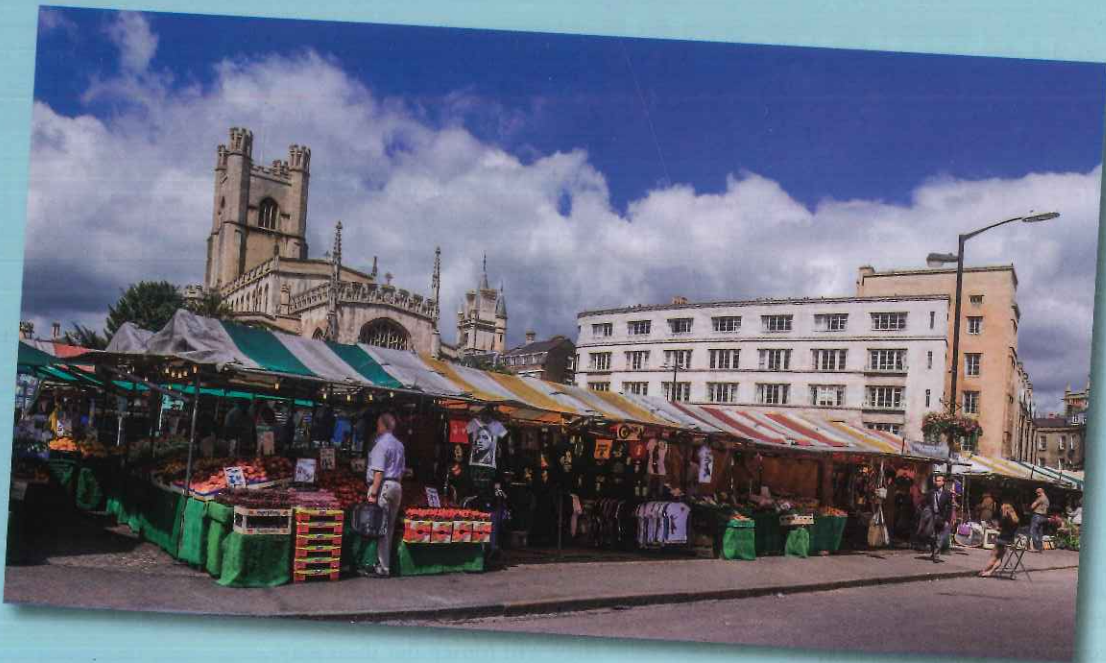
The garden art and craft market can be found opposite Trinity College every Saturday and some weekdays during busier months. The summer months of June, July, August and September see large numbers of visitors, but it's over the Christmas period

that it gets particularly lively and crowded, as is the case with many other markets in the city. The art and craft market encourages local artists and craftspeople by giving them somewhere to sell the things they make, such as designer jewellery, ceramics, wood carvings, artwork and much more. Over the years, the market has expanded, not only due to its reputation for having beautiful quality items on sale but, more importantly, as a result of its reasonable prices. Furthermore, improved public transport links have made it easier for more people to travel to Cambridge and the market. However, perhaps the most important factor behind its increased popularity and expansion is that visitors can talk to the makers of the products they want to buy. It's a market truly not to be missed.

Adapted from www.cambridgebid.co.uk



You can download a copy of Text 1.3 from the Digital Coursebook.



CONTINUED

- 1 Where in the city centre is the general market located? [1]
- 2 Which is the best day to buy food grown locally? [1]
- 3 Which market is recommended as a good place to buy souvenirs? [1]
- 4 What type of food has become more available in the street traders' market in recent times? [1]
- 5 When is the busiest time of the year for markets in Cambridge? [1]
- 6 Why has the garden art and craft market grown so much? Give **three** reasons. [3]

[Total: 8]

READING TIP

This activity tests your ability to find factual and detailed information in a text. Read through the whole text quickly to get a general idea of what it's about. Then read through the questions carefully so you know what you need to look for. The

questions are in the same order as the information in the text. However, note that the final question is different: it asks you to answer with **three** details – and those details can be located anywhere throughout the text.

CHECK YOUR PROGRESS

How well do you think you have achieved the learning intentions for this unit? Give yourself a score from 1 (still need a lot of practice) to 5 (feeling very confident about this). For each learning intention, provide an example to support your score.

Now I can . . .	Score	Example
understand and use a range of vocabulary related to the topic of sport and leisure activities	5	<i>I enjoy riding my bike to school.</i>
understand and use verbs followed by the <i>-ing</i> form and <i>to + infinitive</i>		
communicate ideas in speech by making suggestions and expressing preferences		
understand the difference between skimming and scanning, and use both techniques		
identify and select information from a personal blog and an online article about sports and pastimes		

Now set yourself a personal goal based on your scores for Unit 1.

CONTINUED

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



STUDENTS SPEAK

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

EXAM-STYLE QUESTIONS

Reading, open response

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

Text 8.3

JUAN SALINAS: SKATEPARK DESIGNER

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

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



CONTINUED

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

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

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

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

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

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

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

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

[Total: 8]

C Reading: Note-taking

Before reading

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

ambassador (noun): a person who represents, speaks for, or advertises a particular organisation or group

award (noun): a prize or an amount of money that is given to someone following an official decision

ferocious (adjective): very strong and forceful

honour (noun): an acknowledgement or show of respect for someone or something

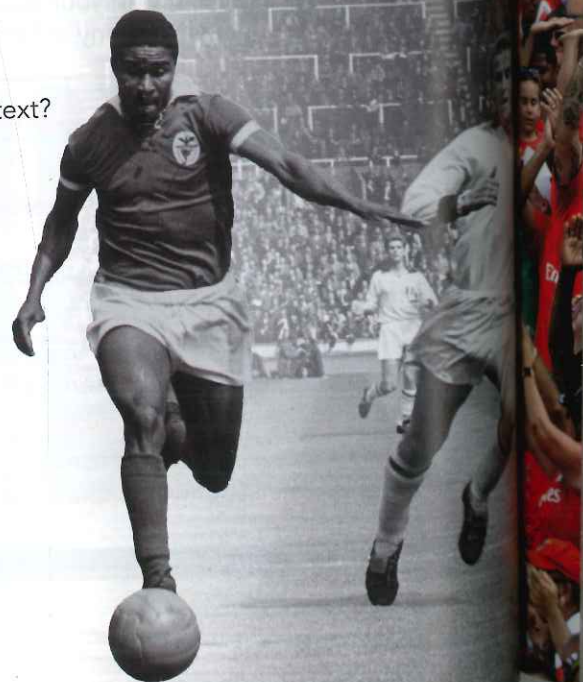
praise (verb): to say that you admire someone or something, or that they are very good

prolific (adjective): a great number or amount of something

retirement (noun): the act of stopping work, usually at a certain age

territory (noun): an area of land, or sometimes sea, that is considered as belonging to or connected with a particular country

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



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

Pre-reading

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

13.1

Eusébio da Silva Ferreira

Don't forget Lionel Messi, Mo Salah, Cristiano Ronaldo, Sun Wen, Roberto Carlos, Maradona and David Beckham, all of whom at one time or another have been given the 'greatest of all time' (GOAT) title. Sometimes this honour is given because of a player's popularity rather than their skills, or because they are the richest, the most glamorous or have the most followers on social media. But the player who genuinely deserves to be named the greatest of all time is Eusébio. Who? you might ask. You've never heard of Eusébio? Read on!

Eusébio da Silva Ferreira (1942–2015) was a Portuguese footballer. Although born in Mozambique and having an Angolan father, Eusébio can only play for the Portuguese national team since both Mozambique and Angola were overseas (a) ... and his inhabitants were considered Portuguese nationality. He is regarded as one of the greatest strikers of all time, mainly due to his incredible goal-scoring records. During his professional career, he scored 733 goals in 745 matches. He had a **bewildering** skill and **possessed** a powerful shot – and it was said

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

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

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

bewildering

(adjective): describing something that confuses and overpowers others

possessed (verb): had, owned

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

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

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



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

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

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

READING TIP

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

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

Read the text again and answer these questions.

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

After reading

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

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

Look at these possible notes for your talk. Add them to a copy of the table. Which **two** notes do not fit under any of the three headings? Why?

- 638 goals in 614 matches for club
- Accurate right-foot shot
- Nicknamed Black Panther

While reading

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

Read paragraphs 1 and 2, then:

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

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

Student C Summarise the information that you have read.

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

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

- 4 Stay in your groups but swap letters: A becomes B, B becomes C, C becomes D and D becomes A. Follow the same instructions as in Activity D3, but this time read paragraphs 3 and 4 of the text. Share your answers as a group.
- 5 Swap letters again and repeat the exercise with paragraphs 5 and 6.
- 6 Swap letters again and repeat the exercise with the last two paragraphs of the text. This time, Student D should predict what Guðlaugur Friðþórsson did after his experience.

REFLECTION

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

Text 11.2

The man who refused to freeze to death

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

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

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

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

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

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

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

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

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

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



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

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

After reading

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

inhabited (verb):
lived in

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

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

fluid (noun): liquid

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

core (adjective): the main part of the body

