



LEARNING OBJECTIVES

IN THIS UNIT YOU WILL ...

Watch and listen

watch and understand a video about a professional gold prospector.

Reading skills

skim a text.

Critical thinking

categorize ideas.

Grammar

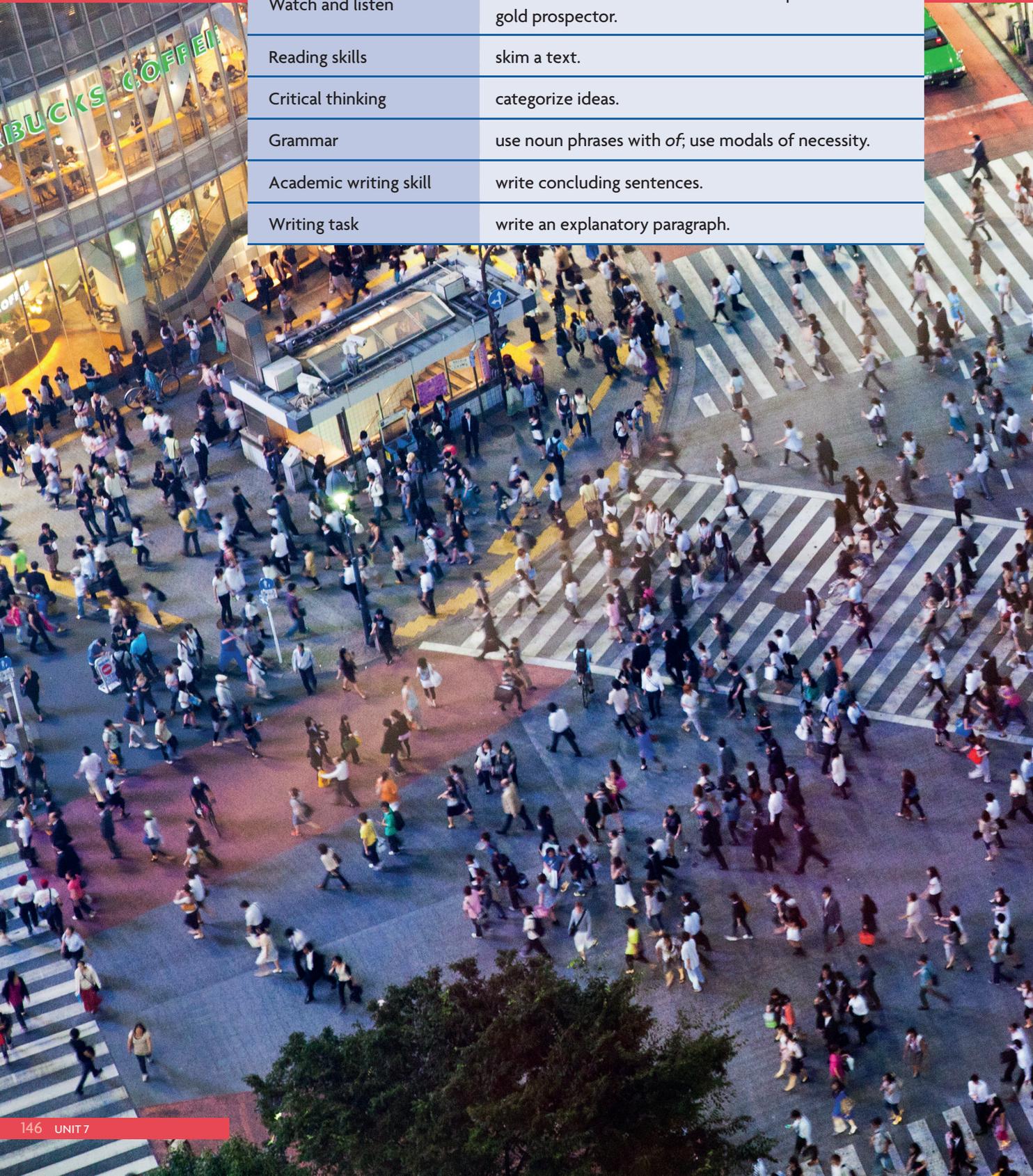
use noun phrases with *of*; use modals of necessity.

Academic writing skill

write concluding sentences.

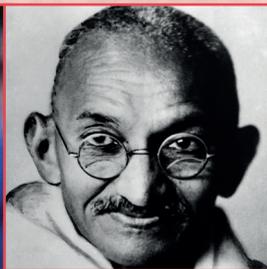
Writing task

write an explanatory paragraph.





UNLOCK YOUR KNOWLEDGE

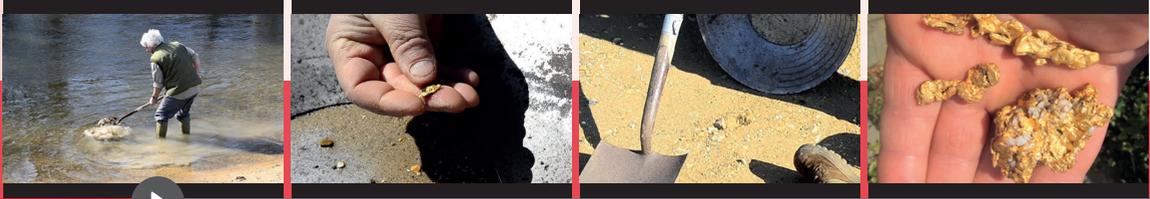


Look at the small photos and answer the questions.

- 1 What are the names of the people?
- 2 What did they do to become famous?



WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

1 You are going to watch a video about looking for gold. Work with a partner. Discuss the questions.

- 1 Why do people look for gold?
- 2 What things are made from gold?
- 3 What countries is gold found in? Where do people look for it?
- 4 Do you think finding gold is difficult? Why / Why not?

2 Work with a partner. Look at the pictures and the glossary. Describe what you can see in each picture.

PREDICTING CONTENT USING VISUALS

GLOSSARY

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

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

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

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

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

WHILE WATCHING

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

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

4  Watch again. Answer the questions.

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

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

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

DISCUSSION

6 Work in a small group. Discuss the questions.

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

UNDERSTANDING
MAIN IDEAS

UNDERSTANDING
DETAIL

MAKING INFERENCES

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

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

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

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

Skimming

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

SKILLS

SKIMMING

- 2 Read the blog post opposite quickly. You do not have to read every word. What is the blog post about?
 - a someone who helped people with cancer
 - b someone who was blind and trained to be a doctor
 - c someone who was blind but learnt how to 'see'

INCREDIBLE PEOPLE

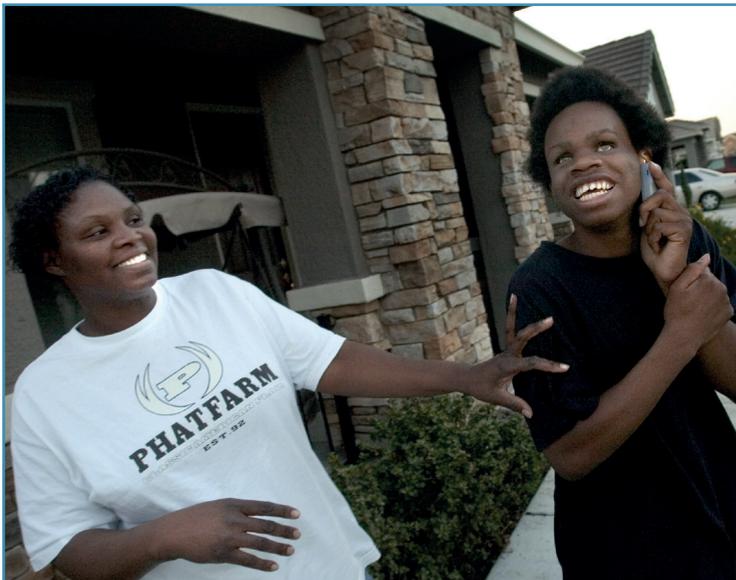
About me

My name is Juliet Selby. I write about people that I **admire**. I write about a different person every week. Read about their amazing lives here!

/2017//Ben Underwood

- 1 Ben Underwood was a normal teenage boy. He loved playing basketball, riding his bike, listening to music with his friends and playing video games. But in one way, Ben was different from most other teenagers – he was blind. However, Ben had a special **talent**. He didn't have eyes, but he could still 'see'.
- 2 Ben was born on 26 January 1992. For the first two years of his life, Ben was a happy and healthy baby. He had a normal life, living with his mother and two older brothers in California. However, when Ben was two years old, his life changed. In 1994, he was taken to the hospital because he had problems with his eyes. The doctors looked at his eyes and told his mother the bad news – Ben had cancer¹. After a few months, he had an **operation** to remove the cancer. The operation was successful and Ben was fine. However, the doctors had to remove his eyes and Ben became **blind**.
- 3 After his operation, Ben developed an **incredible** talent. When he was three, he learnt how to 'see' buildings with his ears. He listened very carefully and he could hear noises bounce off buildings. The noises told him where the buildings were. Then, when Ben was seven, he learnt to 'click'. He made clicking noises with his mouth and listened for the noises that bounced back from things. In this way, Ben could 'see' where he was and what was around him. This is the same way dolphins see things underwater and bats see in the dark.
- 4 Scientists and doctors were amazed by Ben's talent. There are only a few blind people in the world who can see like Ben. People **respected** him because of this. He became famous. He was on TV and he travelled

to different countries and talked to people about his life. Sadly, when Ben was 16, his cancer came back. He died soon after. However, during Ben's life, he taught people that anything is possible. Many people **admired** him because he **inspired** them and helped them feel strong. When he died in 2009, over 2,000 people went to his funeral.



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

WHILE READING

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

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

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

- _____ 1 Ben liked playing basketball.

- _____ 2 Ben was just like other teenagers.

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

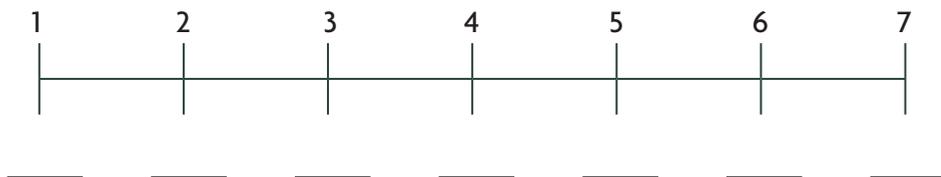
- _____ 4 Ben couldn't ride a bicycle.

- _____ 5 Ben had two older brothers.

- _____ 6 Ben liked listening to music.

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

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



READING BETWEEN THE LINES

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

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

- a dislike
- b respect
- c employ

7 Circle the correct answer.

1 Who do you think wrote the blog?

- a a scientist
- b a journalist

2 Why do you think the author wrote this blog?

- a to teach doctors about cancer
- b to tell people the story of Ben's life

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

DISCUSSION

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

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

2 Why is he/she famous?

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

Think about the list below.

- school
- hobbies
- friends
- home

WORKING OUT
MEANING FROM
CONTEXT

IDENTIFYING
PURPOSE



READING 2

UNDERSTANDING KEY VOCABULARY

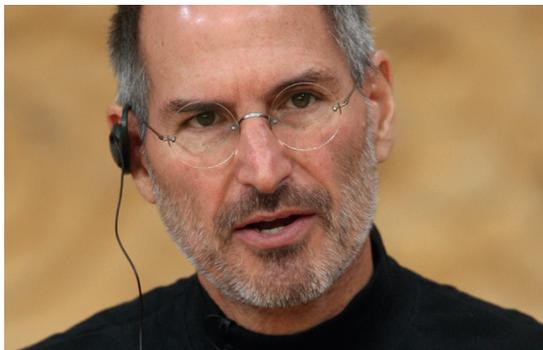
PREPARING TO READ

1 You are going to read some more blog posts about incredible people. Read the sentences (1–8) and write the words in bold next to the correct definitions (a–h).

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



INCREDIBLE PEOPLE



/Steve Jobs

- 1 I really admire Steve Jobs, the **former** CEO of Apple. He invented a new kind of technology. Apple technology is very **intelligent**, but it is also easy to use. The products that he made are also really beautiful. Steve Jobs is a good role model¹ because he was an excellent businessman. He worked hard and he created a successful business in IT. I was very sad when he died in October 2011. I respect him because he changed the way people use technology all over the world.

Ahmed Aziz, _____

/Mary Evans

- 2 My mum, Mary Evans, is my role model. I have a very big family, with two brothers and three sisters. My mum works very hard every day to **look after** us, and she is very busy. She always makes time for everyone and she always listens to me if I have a problem. She gives me advice and she is always right. I have a nephew who is sick and has to go to the hospital a lot. My mum often sleeps at the hospital with him. I really respect her because she always looks after my family and makes sure that we have everything we need.

Mark Evans, _____

/Singapore Women's Everest Team

- 3 My role models are the Singapore Women's Everest Team. In 2009, they became the first all-women team to climb Mount Everest. The team of six young women **trained** for seven years before they climbed the mountain. It was difficult for them to train because Singapore doesn't have any snow or mountains. But they didn't stop, and in the end they **achieved** their goal. They worked hard every day for their **dream**, so I really admire them.

Li Chan, _____



/Malala Yousafzai

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

Jane Kloster, _____

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

WHILE READING

- 2 Read the blog posts on page 155. Match the sentence halves.
- | | |
|--------------------------------------|--------------------------------------|
| 1 Steve Jobs | a looks after her family. |
| 2 Mary Evans | b fights for girls to go to school. |
| 3 The Singapore Women's Everest Team | c invented a new kind of technology. |
| 4 Malala Yousafzai | d climbed a mountain. |

- 3 Look at the sentences. There is one mistake in each one. Correct the false information.
- 1 In 2009, the Singapore Women's Everest team climbed Everest after five years of training.

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

 - 3 Steve Jobs died in June 2011.

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

READING BETWEEN THE LINES

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

DISCUSSION

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

NOUN PHRASES WITH OF

GRAMMAR

You can use the word *of* to join two nouns together and make a noun phrase.

He is the president **of** the country.

She invented a type **of** technology.

We write a conclusion at the end **of** an essay.

1 Match the sentence halves.

- | | |
|-----------------------|-------------------------------|
| 1 A chair is | a the director of the school. |
| 2 I travel to | b the beginning of the day. |
| 3 A camel is | c a kind of furniture. |
| 4 Coffee is | d a lot of countries. |
| 5 Write your name at | e a sort of drink. |
| 6 My teacher is | f the top of the page. |
| 7 We eat breakfast at | g a type of animal. |

2 Put the words in order to make complete sentences.

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

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

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

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

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

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

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

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



ADJECTIVES TO DESCRIBE PEOPLE

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

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

positive	negative

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

- 1 Luka is very _____. He always tells the truth.
- 2 My teacher is _____. She is very relaxed and doesn't get worried or angry.
- 3 She always chats with students in other classes. She's so _____.
- 4 She doesn't talk very much. She's really _____.
- 5 James hasn't done anything all day. He's so _____.
- 6 Ahmed is very _____. He always comes to work on time and does his job.
- 7 Ishmael is practical and doesn't do anything stupid. He's very _____.
- 8 He is a very _____ driver. He wins every race easily.
- 9 Don't be so _____! Share your toys with your sister.
- 10 Our daughter is so _____. She's the best in her class at Maths and Science.



WRITING

CRITICAL THINKING

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

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

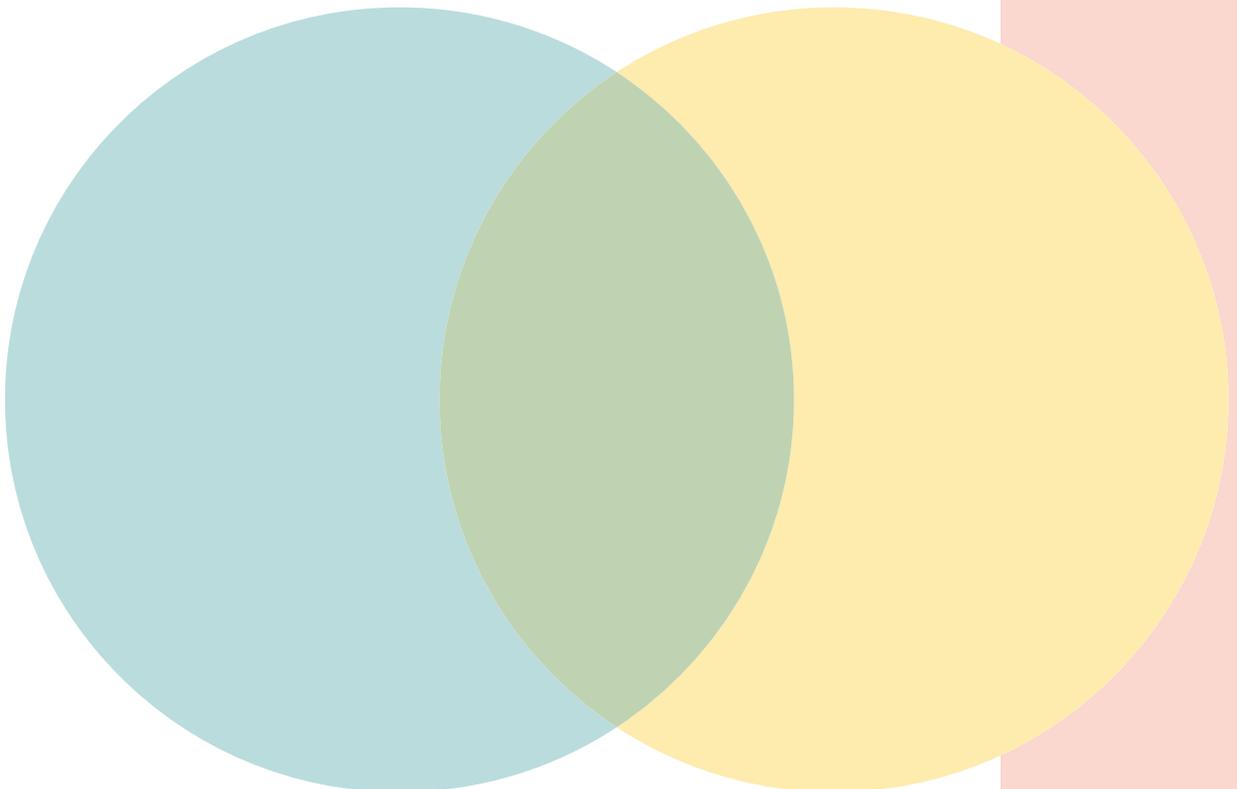
Categorizing ideas

SKILLS

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

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

APPLY

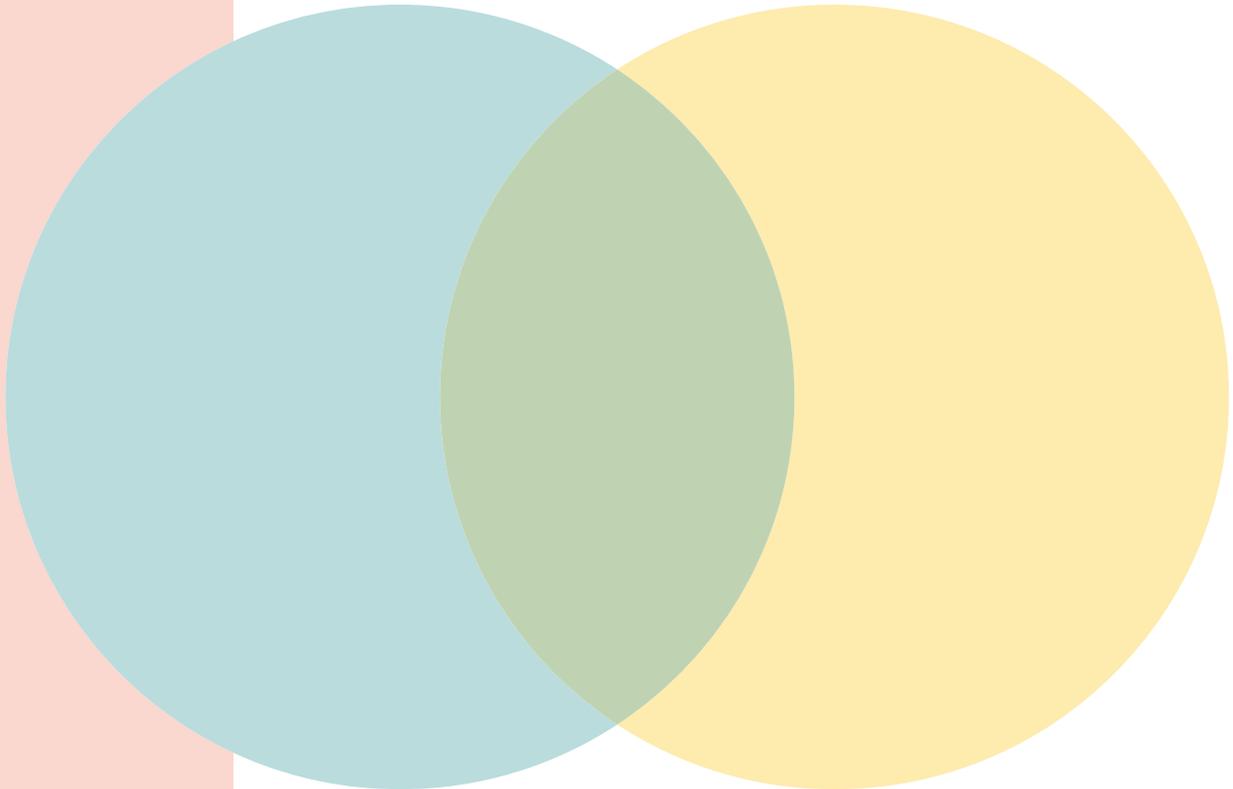


2 Read the four reasons why the people in Reading 2 are role models. Write the name of the person next to the reason. More than one answer is possible.

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

3 Think of two of your own role models. Write lists of their qualities.

4 Complete the Venn diagram to find the shared qualities of the two role models you chose.



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

- 1 *because they help to change the world* _____
- 2 _____
- 3 _____
- 4 _____

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

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



ANALYZE



EVALUATE

MODALS OF NECESSITY

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

should = strong suggestion

have to / has to = something is necessary

must = something is necessary or required (very strong)

A role model **should** inspire people.

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

A role model **must** be kind.

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

should not = strong suggestion not to do something

do / does not have to = something is not necessary

must not = something is forbidden

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

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

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

It is important to stay in school.

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

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

Good role models **should be sensible**.

1 (work hard)

2 (be famous)

3 (ask others what they need)

4 (be patient)

5 (be unfriendly to others)

6 (be famous)

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

1 (be patient)

2 (spend time with your family)

3 (learn about other people)

4 (get a good education)

5 (be reliable)

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

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

1 Hanif wants to open a restaurant. (must)

Hanif must work hard and save a lot of money.

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

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

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

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

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

CONCLUDING SENTENCES

SKILLS

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

- 1 Look at the two sentences. Which one is a concluding sentence?
 - a In summary, I admire my mother because she is kind.
 - b First, she always takes care of my family.
- 2 Underline the phrase in Exercise 1 that shows you it is a concluding sentence.
- 3 What type of punctuation follows the phrase you underlined?
 - a a full stop
 - b a comma
- 4 Match the topic sentences (1–4) to the concluding sentences (a–d).

Topic sentences

- 1 I really admire my teacher, Mrs Franklin. _____
- 2 My parents care for my family. _____
- 3 Professional footballers have to train every day. _____
- 4 My uncle is my hero. _____

Concluding sentences

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



5 Read the paragraph and circle the best concluding sentence.

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

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



6 Write concluding sentences for the paragraphs.

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

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

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

WRITING TASK

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

PLAN

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

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

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

1 _____

2 _____

3 _____

4 _____

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

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

WRITE A FIRST DRAFT

- 5 Write the first draft of your paragraph.

REVISE

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

TASK CHECKLIST	✓
Did you write about your role model?	
Did you write about why the person is your role model?	
Does your paragraph have a topic sentence, supporting sentences and a concluding sentence?	
Does your concluding sentence give your opinion and repeat the main idea of the paragraph?	

- 7 Make any necessary changes to your paragraph.

EDIT

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

LANGUAGE CHECKLIST	✓
Did you use noun phrases with <i>of</i> correctly?	
Did you use adjectives to describe people correctly?	
Did you use <i>should</i> , <i>have to</i> and <i>must</i> correctly?	
Did you use <i>it is important to</i> correctly?	

- 9 Make any necessary changes to your paragraph.

OBJECTIVES REVIEW

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

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

I can ...

watch and understand a video about a professional treasure hunter. _____

skim a text. _____

categorize ideas. _____

use noun phrases with *of*. _____

use modals of necessity. _____

write concluding sentences. _____

write an explanatory paragraph. _____

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



WORDLIST

achieve (v)

blind (adj)

brave (adj)

calm (adj)

clever (adj)

confident (adj)

difficult (adj)

dream (n)

former (adj)

friendly (adj)

honest (adj)

incredible (adj)

inspire (v)

intelligent (adj)

kind (adj)

lazy (adj)

look after (v)

operation (n)

patient (adj)

reliable (adj)

respect (v)

selfish (adj)

sensible (adj)

shy (adj)

stupid (adj)

talent (n)

talented (adj)

train (v)

The words which are noted with a are among the most frequent words in the Cambridge Academic Corpus.