



Your Space

Martyn Hobbs and Julia Starr Keddle

FALSE BEGINNER TO PRE-INTERMEDIATE

- ▶ Lower Secondary
- ▶ 80–90 teaching hours, extendable to 150

Your Space is a new three-level course with a positive and practical approach to learning English. The course presents language step by step through stimulating contexts, follows up with language analysis and then gives students the 'space' to personalise that language by describing their own world. It creates an interface between the familiar world of pre- to early teens and the exciting and challenging experiences of the wider world.

- A clear unit structure and well-signposted pages enable easy navigation and make it possible to teach off the page
- Language is taught through engaging contexts, with a balance between inductive and deductive presentation and includes revision at the start of each new level
- 'Get it right!' sections informed by the Cambridge Learner Corpus help students tackle problem areas common to learners of their level
- A focus on skills development, learner strategies and functional language encourages learner autonomy and effective oral and written communication

www.cambridge.org/elt/yourspace



Digital + You

For learners

- Students gain credits in the Learning Zone by completing fun activities based on the language in the units
- They can then explore the 3D 'Your Worlds' unlocking features and personalising their space with credits earned
- A 'Comic Builder' allows students to create their own stories based on the characters and settings of the graphic story in the Student's Book

For teachers

- The **Your Space** DVD brings real-world authenticity to an English lesson and provides a springboard for engaging activities and classroom discussion
- Accessible up-to-date content provides teachers with a great way to motivate and stretch their students
- Language content and topics have been carefully mapped to the course content and syllabus
- Classware includes Student's Book, Workbook and DVD material for classroom presentation as well as a Teacher's Resource Disc with all the photocopiable resources from the Teacher's Zone

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For more information about our digital products see page 6

See also ...

- Key for Schools
 - Preliminary for Schools
 - First for Schools
- Page 42

“ This highly successful communicative series is supported by carefully selected and well-structured activities, original topics and a huge wealth of resources. ”

Maria Christaki, Institute of Foreign Languages, Kalamata, Greece

14-year-old Michael sailed the Atlantic 9B

Atlantic Wonderboy 3.25

Michael Perham started sailing when he was only six!

It's 5,600 kilometres from Gibraltar in the Mediterranean to Antigua in the Caribbean. The journey goes across the Atlantic Ocean, and people usually travel by plane or ship. But 14-year-old Michael Perham decided to go by yacht! And he sailed on his own in his small yacht, Cheeky Monkey. It was only eight metres long.

His six-week journey started in Gibraltar in November 2006, and it finished 47 days later in Antigua on the 31st January 2007. Michael's father followed him in a different yacht, but he stayed three kilometres behind Michael. They only talked on a special mobile phone.

It's a dangerous journey and there's a lot to do in a yacht. So Michael worked very hard. He sailed and he cooked all his food. And he filmed his journey with a video camera. His teachers asked him to do homework so he studied, too! But in his free time he played the guitar and juggled. Michael missed his family. And he missed his computer games and his drums.

Michael enjoyed his adventure. But when he arrived in Antigua, he was happy. 'It feels fantastic being back on land.' He and his father travelled home in a plane ... not a yacht!

Your space Writing about the past

7 Write about what you and your family did last night. Choose from these activities.

study cook a meal watch TV work play computer games
play football talk to friends visit my grandparents
help my parents surf the web listen to music

Last night my dad worked on his computer.
I watched TV last night.
I studied English before dinner.

The past Unit 9 103

Your Space Student's Book level 1

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MORE!

new!

4 levels IWB www A1 A2 B1 SECOND EDITION

MORE! Second edition

Herbert Puchta, Jeff Stranks, Günter Gerngross, Christian Holzmann and Peter Lewis-Jones

FALSE BEGINNER TO INTERMEDIATE

- ▶ Lower Secondary
- ▶ 80–90 teaching hours, extendable to 140

With fresh content throughout and a greater focus on communication skills, this fully updated edition of **MORE!** is bursting with features to capture young learners' imaginations. **MORE! Second edition** continues to encourage reading for pleasure with new engaging texts and a fun, original detective story in levels 1 and 2. Culture sections with mini-projects and a strong integration of CLIL in each lesson inspire learners' natural curiosity.

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- New photostories, skills pages and reading texts throughout
- Refreshed design makes the layout even more user-friendly to help both learners and teachers navigate through each lesson
- 'Learning to learn' and 'Exam practice' sections in the Workbook to boost learners' autonomy and exams results
- 'Extra Reading' sections progress across the levels taking learners from light stories to literature

www.cambridge.org/elt/more2

Digital+You

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- Exercises in Reading and Listening comprehension, Grammar and Vocabulary
- A messaging service allowing teachers and students to communicate online

In addition to **Cyber Homework**, the online resources include enjoyable exercises, quizzes and module tests to help students work on vocabulary, grammar, skills and culture projects which students can upload and vote for. Teachers also receive extra resources online such as a digital version of the Teacher's Book, additional reading content and photocopyable activities for the classroom.

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- ▶ Combo edition, 40–45 teaching hours
- ▶ American MORE! Six-level edition
- ▶ 50–60 hours



UNIT 1

How are you?

You learn

- subject pronouns (revision)
- questions with *Who?*
- present simple of *be* (revision)
- possessive adjectives (revision)
- words for feelings
- and *then you can*
- introduce yourself
- ask how people feel

1 Listen and read.

Kelly	Hi, Joe, hi, Adam!	Joe	Nice to meet you.
Joe, Adam	Hello, Kelly!	Kelly	Come on, Leah. We're late for the party.
Kelly	How are you?	Adam	Oh, a party?
Joe	Fine, thanks.	Leah	Yes. My sister, Meg, is eight today.
Adam	And you?	Joe	Mmm – a party! With cake ... I'm hungry!
Kelly	I'm OK. This is Leah. She's new.	Joe	Mmm – a party! With cake ... I'm hungry!
Joe	Hi, Leah!	Kelly	Sorry, boys. Guests only! Bye!
Leah	Hi. Are you Joe?	Leah	See you!
Adam	No, my name's Adam. And this is Joe.		

MORE! Second edition Student's Book 1

See also ...

- **Grammar Practice**
Page 20
- **CLIL Activities**
Page 72
- **Cambridge School Dictionary**
Page 58

MORE! Second edition	Level 1*	Level 2*	Level 3*	Level 4**
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* Available Spring 2014 ** Available Summer 2014

MORE! First edition is still available: visit www.cambridge.org/elt/more for a list of ISBNs

Messages

4 levels A1 A2 B1

Diana Goodey and Noel Goodey with Miles Craven and Meredith Levy

FALSE BEGINNER TO INTERMEDIATE

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- ▶ 80–90 teaching hours, extendable to 150

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* Levels 1 and 2

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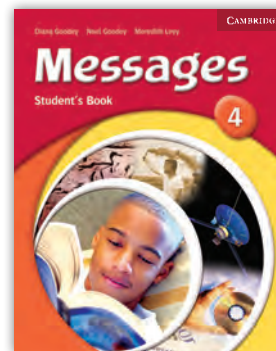
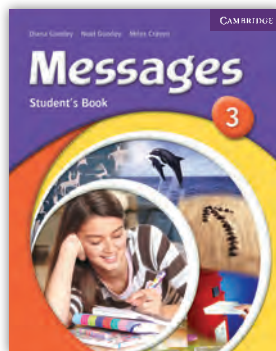
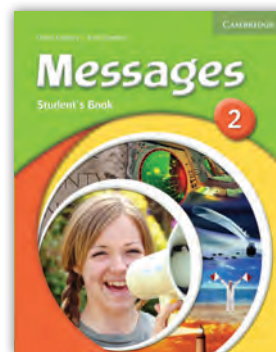
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- FREE teacher resource website

www.cambridge.org/elt/messages

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Extra reading

Mardi Gras

What festivals are popular in your country or town?
Which one do you like best?

People in many parts of the world celebrate Mardi Gras. The name means 'Fat Tuesday' in French. The carnival traditionally started on the day before Ash Wednesday – when Catholics have to stop eating and drinking certain things for Lent. Today, Mardi Gras is a very popular carnival. It begins in January or February and lasts for several days or weeks, until Ash Wednesday. Many people say it is 'the biggest free show on Earth', and it is an exciting holiday for both children and adults. There are big Mardi Gras celebrations in Rio de Janeiro, Brazil; Sydney, Australia; Nice, France; Mexico, Italy and Cologne, Germany, but the biggest and most famous is in New Orleans, in Louisiana, USA.

In New Orleans the whole city stops for one huge party. Tens of thousands of people fill the streets and there are hundreds of parades. Each parade has a king and queen and people wear very

colourful costumes with the Mardi Gras colours of purple, green and gold. There is a lot of music (especially jazz) and dancing. People in the parades throw special Mardi Gras coins, flowers, necklaces and sweets to the crowds. After each parade there is a big party, called a ball. People wear masks and they dance all night. There are always lots of fireworks too.

A favourite tradition of the New Orleans Mardi Gras is the King Cake. This is a special cake in the Mardi Gras colours. There are many different kinds, and people eat thousands of them!

Task
Read the text, then answer the questions.

- 1 What does Mardi Gras mean?
- 2 Why is it called Mardi Gras?
- 3 When does the carnival start?
- 4 When does it finish?
- 5 Where is the biggest Mardi Gras festival?
- 6 What do people wear?
- 7 What kind of music do people play?
- 8 If you're in the crowd, what might people give you?
- 9 What happens after each parade?
- 10 What special food do people eat?

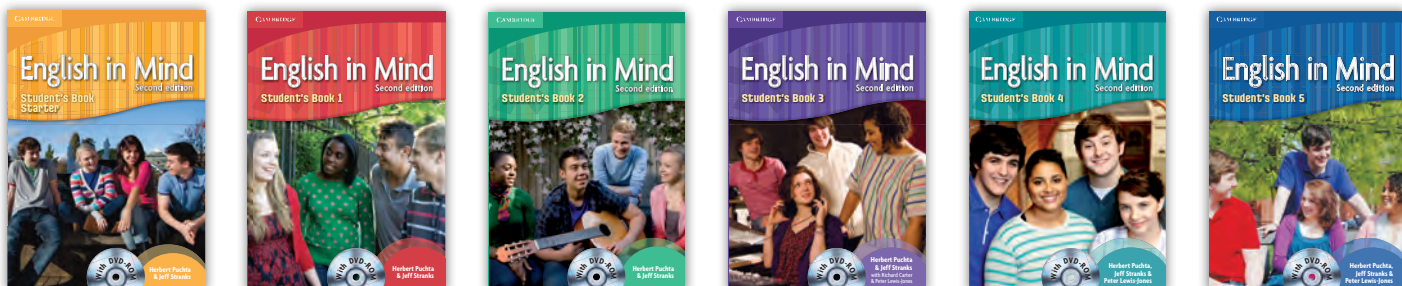
Unit 9 101

Messages Student's Book 3

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Second edition



English in Mind Second edition

Herbert Puchta, Jeff Stranks and Peter Lewis-Jones

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American English in Mind

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“The photostories are especially popular among my students – they simply love them.”
English in Mind teacher, Spain

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“It's been years since I went to school with so much pleasure. This book is a joy to teach.”
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See also ...

- Cambridge Experience Readers Page 69
- Cambridge Discovery Education™ Interactive Readers Page 66



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Fresh and vibrant 'Culture in mind' sections give insights into life all over the world



Culture in mind

7 Read and Listen

Read the text quickly and find out:

- where sand boarding is popular
- which sport you can do in lots of different settings.

Weird sports from around the world

You might be surprised at the number of rather unusual sports that exist around the world. Mostly, they are little known outside the areas where they were invented – though occasionally they have gained international recognition. Here are some examples – but, if you're interested, have a look on the web. You may find other, even crazier, ones!

Sandboarding

Of course there can't be many people who don't know what snowboarding is, but how about sandboarding? The basic principle behind the two sports is the same: start at the top of a slope and use a board to go to the bottom. But whereas snowboarding is practiced on freezing cold snowy mountain tops, sandboarding takes place on sand dunes by sunny beaches or in the desert.

Part of the attraction this has attracted in the media is to do with the issue of whether it is really a sport or not, and it is often not taken so seriously. Some locations where such performances have taken place include on a mountainside, in a forest, in a canal, on a ski slope (hello skiing), underwater, in mid-air (hello parachuting) and under the sea (as in from last!

Extreme ironing

Extreme ironing is called an extreme sport by some and a performance art by others. It's all about taking an ironing board to a remote location, where you then proceed to iron your clothes! According to the official website, extreme ironing is the latest danger sport that combines well with the satisfaction of a well-pressed shirt.

Part of the attraction this has attracted in the media is to do with the issue of whether it is really a sport or not, and it is often not taken so seriously. Some locations where such performances have taken place include on a mountainside, in a forest, in a canal, on a ski slope (hello skiing), underwater, in mid-air (hello parachuting) and under the sea (as in from last!

Wife-carrying

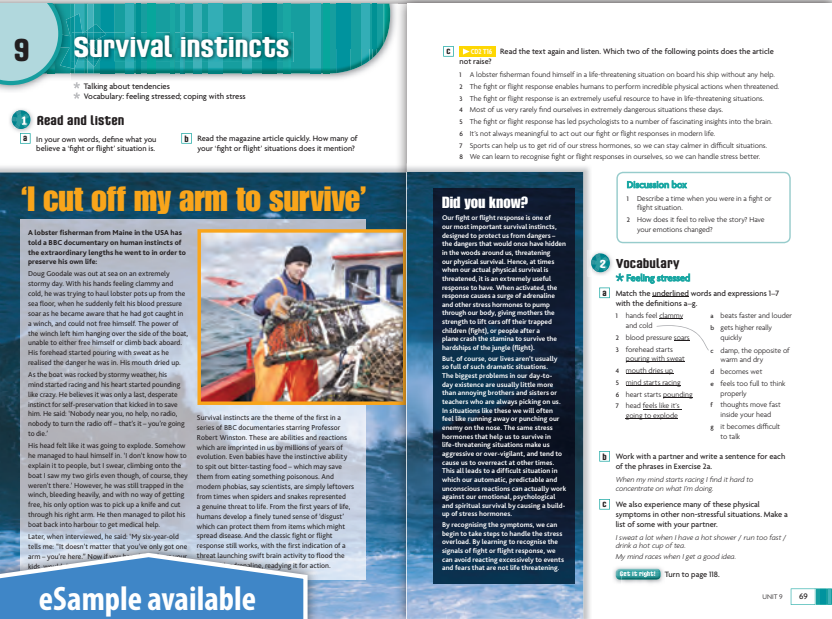
This sport was inspired by an ancient Finnish tradition in which a man carried a woman by running to her village, picking her up and carrying her away. In the modern sporting version, the man has to carry the woman along an obstacle course without her feet touching the floor. There is a clear set of rules. The track has to be 253.5 metres long and have one water and two dry obstacles. There are several ways of carrying the woman, including piggyback, fireman's lift (over the shoulder) or Estonian style (the wife hangs upside down with her legs around the husband's shoulders and holds onto his waist). Whoever completes the course in the fastest time wins the trophy (but not necessarily a wife these days!).

Discussion box

- What do these sports would you like to try most? Give your reasons.
- What other unusual sports have you heard of? Have you tried any of them?
- Invest a crazy sport for a competition organised by a big national newspaper. Discuss what the rules are and how to play it.

English in Mind Student's Book 2

English in Mind Student's Book 2



9 Survival Instincts

1 Read and Listen

Read the magazine article quickly. How many of your 'fight or flight' situations does it mention?

2 Vocabulary

Match the underlined words and expressions 1-7 with the definitions a-g.

- hands feel numb
- and cold
- blood pressure spikes
- forehead starts beating
- cannot drag up
- heart starts beating
- head feels like it's exploding

3 Work with a partner and write a sentence for each of the phrases in Exercise 2a. When my mind starts racing I find it hard to concentrate on what I'm doing.

4 We also experience many of these physical symptoms in other non-stressful situations. Make a list of some with your partner. I was at a race when I saw a hot shower / run too fast / drink a hot cup of tea.

5 My mind races when I get a good idea.

6 It's not right! Turn to page 118.

Did you know?

Our 'fight or flight' response is one of our most important survival instincts, designed to protect us from danger – the danger of physical survival. Hence, at times when our actual physical survival is threatened, it's an extremely useful response to have. When activated, the response sends a surge of adrenaline and stress hormones to pump through our body, giving mothers the strength to lift cars off their trapped children (right), or people after a plane crash the stamina to survive the hardships of the jungle (right). But of course, our lives aren't usually so full of such dramatic situations. The biggest problems in our day-to-day existence are usually little more than annoying brother and sister or teachers who are always picking on us. In situations like these we will often feel less stressed even or perhaps no energy on the nose. The same stress hormones that help us survive in life-threatening situations make us aggressive or over-reactive, and tend to cause us to overreact at other times. This all adds up to a difficult situation in which our automatic, predictable and unemotional reactions can actually work against our emotional, psychological and physical survival by causing a build-up of stress hormones.

By recognising the symptoms, we can be better prepared to handle the stress overload by learning to recognise the signals of 'fight or flight' response, we can avoid reacting excessively to events and fears that we are not life-threatening.

'I cut off my arm to survive'

A lobster fisherman from Maine in the USA has told a BBC documentary on human instincts of the extraordinary lengths he went to in order to preserve his own life. Doug Goodale was out at sea on an extremely stormy day. With his hands feeling clammy and cold, he was trying to haul lobster pots up from the sea floor, when he suddenly felt his blood pressure soar as he became aware that he had got caught in a wreck, and could not free himself. The power of the winds left him hanging over the side of the boat, unable to either free himself or climb back aboard. His forehead started paining with sweat as he realised the danger he was in. His mouth dried up. As the boat was rocked by stormy waves, his mind started racing and his heart started pounding like crazy. He believes it was only a last, desperate instinct for self-preservation that led him to save him. He said: "Nobody near you, no help, no radio, nobody to turn the radio off – that's it – you're going to die."

His head felt like it was going to explode. Somehow he managed to haul himself in. "I don't know how to explain it to people, but I swear, climbing onto the boat I saw my two girls even though, of course, they weren't there. However, he was still trapped in the wreck, bleeding heavily, and with no way of getting free, his only option was to pick up a knife and cut through his right arm. He then managed to pull his boat back into harbour to get medical help.

Later, when interviewed, he said: "My six-year-old tells me: "It doesn't matter that you've only got one arm – you're here." Now I'm a professional diver, leading a full life."

Survival instincts are the theme of the first in a series of BBC documentaries starring Professor Robert Winston. These are abilities and reactions which are imprinted in us by millions of years of evolution. Even babies have the instinctive ability to spit out bitter-tasting food – which may save them from eating something poisonous. And modern phobias, say scientists, are simply leftovers from times when spiders and snakes represented a genuine threat to life. From the first years of life, humans develop a finely-tuned sense of danger which can protect them from items which might spread disease and the classic 'fight or flight' response still works, with the first indication of a threat launching swift brain activity to flood the kidneys with adrenaline, leading to action.

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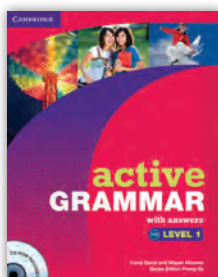
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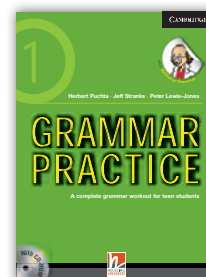
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