

UNIT 1 NEW MILLENNIUM

IN THIS UNIT YOU

- learn language for talking about cultural trends and important events
- read about key events during a recent decade
- ask and answer questions about people's lives during a specific period in the past
- listen to a talk about generational trends
- write about an important event in the past
- analyse different sources of information to research a specific period in the past
- ▶ watch a video about world events in the new millennium

READING

pronoun reference

What are pronouns?
Why do we use them?

SPEAKING

asking follow-up questions


Why is it important to ask questions when you are having a conversation with someone?

LIFE SKILLS STUDY & LEARNING

identifying sources of information

Where can you find information?
Why is it important to use several different sources of information for academic assignments?



A  Work in pairs. Look at the pictures. Which of these things from the first decade of the new millennium do you recognise or remember?

A: What's that?

B: I think it's the first iPod.

A: Oh yes! Do you remember when it came out?

B: Yes, I think it was 2001. I was still in primary school.

HOW TO SAY IT 

Recalling events


What's that?

That's the ... / That's when ...


Do you remember the ... / when ...?

I (don't) remember when ... happened / came out.



B  Work in pairs. What other things do you remember or know about from those years?

LISTENING: to a talk


A  **01** Underline the characteristics that you think are typical of Millennials – the generation born after 1980. Then listen to a talk and check your answers.

Millennials

- learnt to use technology as young children
- are 'connected' through social networks
- are interested in global issues
- are very self-confident
- respect authority
- want to find a permanent job
- prefer to work alone
- prefer to work in teams

B Listen again and choose the correct answers.

- 1 What phrase represents what the speaker says is the main characteristic of Millennials?
a) technology natives b) multicultural c) self-confident
- 2 What do Millennials want to do in their jobs?
a) stay with a company for a long time b) work in other countries c) make decisions
- 3 What characteristic makes Millennials good at working in teams?
a) being sociable b) being self-confident c) being multicultural

C  Work in pairs. Are you a Millennial? If so, which of the characteristics mentioned in the talk do you have?

A: I'm a Millennial, and I definitely know a lot about technology.

B: I'm a Millennial, too. I'm not very good with technology, but I use social networks.

VOCABULARY: internet activities

A Do you use a computer? Tick the things you use it for.

- sending and checking emails shopping playing games social networking other

B Read the article about the internet in the 21st century. Write each of the phrases in bold next to its definition.

Many people all over the world started using the internet in the 1990s. One of the first things people could use the internet for was email. Then, many companies set up websites and started selling their products **online**.

Millions of people also started using the internet to play games, **download** music or films or **blog** about their lives. It became completely normal to **browse** the internet to find information instead of using books. In the 21st century, there was an explosion of social media use. People can now **post** photos or status updates and message their friends on Facebook. They can also **google** new business contacts, **upload** home videos to YouTube and **tweet** on their phones.



1 write an online journal = _____

2 put photos or videos on the internet = _____

3 look at different websites = _____

4 put a message, photo or blog entry online = _____

5 on the internet = _____

6 use the Google search engine to look for someone/something = _____

7 get files from the internet = _____

8 write a short message using Twitter = _____

C  Tick the internet activities in Exercise B that you do often. Then compare with a partner.

A: I often download music, but I never shop online.

B: I use Twitter and Facebook a lot.

GRAMMAR: past continuous

A LANGUAGE IN CONTEXT Read the blog. How is Stephanie's life different now?

THE MILLENNIAL BLOG

Millennials – is your life constantly changing, or is it routine and boring? Stop and reflect. What were you doing this time two years ago? If the answer is 'The same things that I'm doing now', you need to make some changes!

What was I doing two years ago? That's easy! I was studying for my last exam before I left university. It was my last term, and I was going to lectures and working part-time at an electronics shop. I wasn't going out with friends because I didn't have time! Now I'm not studying and I'm socialising a lot more. Life is getting more interesting!



NOTICE!

Look back at the blog and circle the verbs that refer to Stephanie's life two years ago.

B ANALYSE Read the text in Exercise A again.

Form Complete this table with examples from Exercise A. Then choose the correct option to complete the rule below.

Affirmative	Negative	Question
I (1) _____ for my last exam.	I (2) _____ out with friends.	What (3) _____ I _____ two years ago?
He/She/It was studying.	He/She/It wasn't going out.	What was he/she/it doing?
We/You/They were studying.	We/You/They weren't going out.	What (4) _____ we/you/they _____?

We form the past continuous with *was/were* and the *-ing / base* form of a verb.

Function Choose the correct option to complete the sentence.

We use the past continuous to talk about something that ... at a particular moment in the past.

- a) started and finished b) was in progress

C PRACTISE Complete the questions and comments with the past continuous form of the verbs in brackets.

This week's question: What (1) _____ you _____ (do) at midnight on December 31, 1999?


- ★ **Mouse12:** Hmm. Good question. I think I (2) _____ (dance) with my boyfriend at a school party. We were still at school then.
- ★ **Aiden300:** I (3) _____ (sleep)! I was only five years old in 1999.
- ★ **MelissaK:** My family and I (4) _____ (watch) the celebrations on TV.
- ★ **Marco:** We (5) _____ (have) dinner at my grandparents' house. In my country, we have a big family meal on New Year's Eve.
- ★ **Kenny:** I (6) _____ (work) on a big project for a university class, so I (7) _____ (not celebrate) that night.


D NOW YOU DO IT Work in pairs. Ask and answer questions about what you were doing at particular moments in the past.

A: What were you doing at this time yesterday?

B: I was working. What were you doing last New Year's Eve at midnight?

SPEAKING: asking follow-up questions

 To show that you are interested in what someone is saying, ask them follow-up questions. It's a good way to get more information from them, and it helps to keep the conversation going. You can also use phrases to show interest.

A  **02** Listen to a conversation between two friends who meet in the street. Tick the follow-up questions that they ask.

- | | |
|---|---|
| <input type="checkbox"/> a) And what about you? | <input type="checkbox"/> d) Really? Why? What were you doing? |
| <input type="checkbox"/> b) Oh, no. That's awful! | <input type="checkbox"/> e) Wow! Did you like it? |
| <input type="checkbox"/> c) Oh, yeah? How come? | <input type="checkbox"/> f) Yeah? Where? |

B Now read the conversation and put the follow-up questions from Exercise A in the correct place. Listen again and check.

Lisa: Hey, Jessie! I can't believe it's you! How are you?

Jessie: I'm fine, thanks. I think the last time we saw each other was in the summer three years ago. I went to Spain after that. I was living with my brother for a while.

Lisa: (1) _____

Jessie: Oh, I was travelling and working in a restaurant there.


Lisa: (2) _____

Jessie: Yeah. It was great! (3) _____

Lisa: Well, the last time I saw you I was working with my dad, but I wasn't enjoying it very much.

Jessie: (4) _____

Lisa: Well, we were buying houses, and then ...









C  Work in pairs. Ask and answer these questions. Use follow-up questions.


- | | |
|--|--|
| 1 What were you doing in 2009? | A: What were you doing in 2009? |
| 2 What were you doing this time last year? | B: I was living in Warsaw. |
| 3 Where were you living five years ago? | A: Really? How come? |
| 4 Who were you going out with two years ago? | |

VOCABULARY: describing reactions

A Match the adjectives with the pictures.

- | | |
|-----------------------|-----------------------|
| 1 upset about _____ | 5 interested in _____ |
| 2 excited about _____ | 6 worried about _____ |
| 3 amazed by _____ | 7 surprised by _____ |
| 4 angry with _____ | 8 happy about _____ |


A  I lost my job.	B  I think I failed the exam ...	C  I have a new laptop!	D  Really? That's surprising.
E  Our team won!	F  I can't believe it!	G  That's interesting.	H  You lied to me!

B  Work in pairs. Make a list of important events during your life. Tell your partner how you reacted to each event.

A: I was about ten when Michael Jackson died, so I remember that. I was shocked by it.

B: I remember when Barack Obama became president. I was really excited!

READING: pronoun reference

 Pronouns are words such as *he* and *them*. They refer to nouns. It is important to understand exactly what the pronouns refer to. Usually this information comes in the clause or sentence before.

A Read these extracts from a magazine article about important events of the 2000s. Write the correct event above each description. There is one event which is not described.

Hurricane Katrina in 2005 The heatwave in Europe in 2003 The Olympic Games in Beijing in 2008

Looking Back

Key events of the 2000s

1 _____
'I remember **(1) it** very well. I was nine, and my parents and I were on holiday in the south of France. I knew that the weather in France in August was hot, but that summer, **(2) it** was too much – temperatures reached more than 40 degrees! At first, it wasn't too bad, but after a few days, **(3) we** started getting too hot. We were staying in a small flat on the top floor of a building in the centre of a city. The building was very old, so there was no air conditioning and the windows were very small. We had **(4) them** open every day, but we just couldn't cool down. In the end, we had to leave the city. We went back home to Australia to escape the heat!'

Dave, Melbourne

2 _____
'I remember that **(5) it** happened just at the end of the summer. It's usual to get **(6) them** at that time of year, but everyone was worried. They knew it was a big storm. A lot of people left New Orleans, but many stayed. When the storm hit, it caused a lot of damage. I saw it on TV here in France. But the big problem was with the floods. **(7) They** totally destroyed some parts of the city. A lot of places in the city are below sea level, and when the water came out of the lake, **(8) they** were flooded. I went there a few years ago. Everything was getting back to normal, but it was still shocking to see some of the effects.'

Raymond, Paris

B Look at the pronouns in bold in Exercise A. Who or what does each one refer to? Write the number of the pronoun which refers to each of these things.

Text 1

- a) the weather
- b) the windows
- c) the heatwave
- d) the writer and his parents

Text 2

- e) places in the city
- f) hurricanes
- g) the floods
- h) the hurricane

C Answer the questions about the details of the stories. Then scan the stories quickly to check your answers.

- 1 Where were Dave and his parents staying during the event he describes?
- 2 What was the problem?
- 3 What did Dave and his parents do to solve the problem?
- 4 Was Raymond in the USA when the disaster happened?
- 5 What was the biggest problem?
- 6 Why were lots of places in the city affected?

PRONUNCIATION: vowel + consonant sound + e

A **03** Listen to the pronunciation of these words. What do you notice about the first vowel in words with *e* at the end?

not note hide hid mad
made use us hope
hop at ate

B Listen again and categorise the words in the table.

'short' vowel

'long' vowel

mad

made

C **04** Work in pairs. Practise these sentences. Then listen and check.

- 1 He hid the note in the cake.
- 2 I hope you are not playing that game I hate.
- 3 They made us hide the bikes.
- 4 We're going to arrive late!

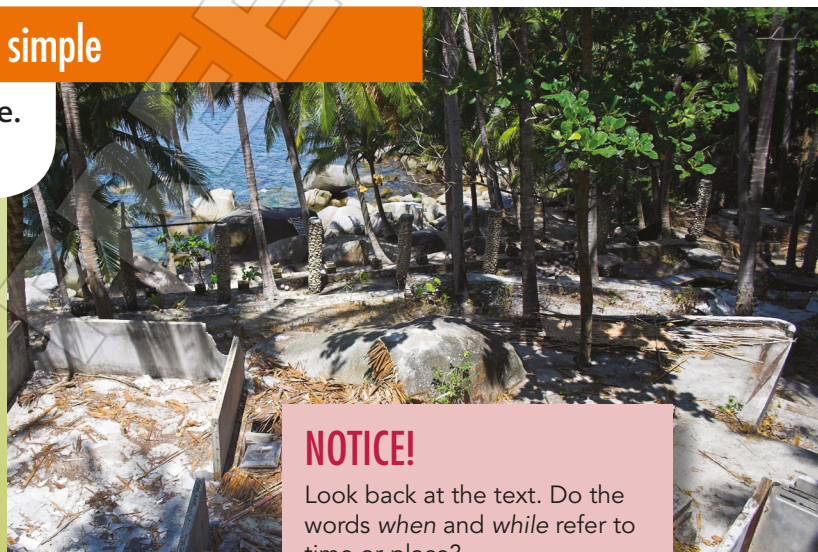
GRAMMAR: past continuous and past simple

A LANGUAGE IN CONTEXT Read the article. Why does Carol use the word 'miracle'?

Carol Simmons met Barbara and Sonia while she was staying at a hotel in Phuket, Thailand.

On 26th December, the three women were at the hotel pool. The sun was shining. Carol was reading while her friends were swimming. Then it happened. Carol was looking up at the beautiful sky when she saw an enormous wall of water. Seconds later, the tsunami crashed over them. They were under water for about a minute, but fortunately, all three women survived.

'It was a miracle!' Carol says.



NOTICE!

Look back at the text. Do the words *when* and *while* refer to time or place?

B ANALYSE Read the text in Exercise A again.

Function Choose the correct options to complete the sentences in column 1. Then complete column 2 with examples from Exercise A.

Past continuous

We use the past continuous to describe the (1) background scene / events and actions.

The sun (2) _____.

Carol (3) _____.

Past simple

We use the past simple to describe the (4) background scene / events and actions.

The tsunami (5) _____ over them.

All three women (6) _____.

when and while

We use the past continuous to talk about an action that was in progress when another short action happened. We use the past simple for the short action.

Carol was looking up at the beautiful sky (9) _____ she saw an enormous wall of water.

We use (7) *when* / *while* to introduce the action in progress. We use (8) *when* / *while* to introduce the short action.


Carol met Barbara and Sonia (10) _____ she was staying at a hotel in Phuket.

WHAT'S RIGHT?

- She was living in England when she met her husband.
- She lived in England while she was meeting her husband.
- She was living in England while she was meeting her husband.

C PRACTISE Complete the text with the correct form of the verb in brackets.

Many Thais and tourists from other countries (1) _____ (enjoy) a beautiful day at the beach on December 26, 2004. The sun (2) _____ (shine) and a light breeze (3) _____ (come) from the sea. It seemed a perfect place for a relaxing holiday. But while some people (4) _____ (swim), they (5) _____ (notice) that the water around them was moving out away from the beach. Others (6) _____ (look) at the beautiful ocean view when they suddenly (7) _____ (see) a wave that looked like a wall. It was 30 metres high, and, sadly, most people could not escape. The Indian Ocean tsunami was one of the worst disasters in history.

D  **NOW YOU DO IT** Work in pairs. Use the prompts to tell your partner about an experience in your life. The experience can be positive or negative.

A: While I was studying for my exams, my mum got ill. It was a difficult time.

B: I was travelling in Latin America when I heard about my exam results.

WRITING: about an event

A Read about this person's experience. Does the accident happen to the writer of the story or someone else?

When I was about 12, I went with my family to Marine Land to see the aquarium and the marine animals. While we were there, we went to a dolphin show. The dolphins were doing lots of tricks, and some of the trainers were swimming with them. My little brother was standing next to me. While I was watching the show, I heard a big splash. My brother was in the water! I yelled, 'Dad, Sammy's in the water!' My dad jumped in the water when he saw Sammy in the tank, but Sammy disappeared under the water! While my dad was swimming around, looking for Sammy, I saw an enormous grey shape near him. The dolphin's head came out of the water, and it was holding my brother in its mouth! When it saw my dad, it swam to him and put Sammy in his arms! It was a really scary experience, but thanks to that dolphin, my little brother was fine.



B Think of an event or experience that you want to write about. In your notebook, make notes about the event using the guidelines below.

What happened:

When and where it happened:

What you or other people were doing when it happened:

What you or other people did when it happened:

How it ended:

How you or other people felt, or what the event was like:

HOW TO SAY IT 


What happened after ...?

What did you / the people do when ...?

How did you feel when/after ...?

Was it exciting/scary/dangerous/fun?

C Use your notes to write about the event.

D  **Work in pairs. Read each other's stories. Ask questions to get more information about your partner's story.**

IDENTIFYING SOURCES OF INFORMATION

- Decide what information you need.
- Identify resources that can give you that information.
- Find useful information.

A Read the class assignment and tick what the students have to do.

- do research on a specific topic
- find out about all three topics
- write an essay
- prepare notes for an oral report



Class assignment

History and culture 203: The New Millennium

Form small groups. Choose one of the three topics below and find out as much as possible about it. Use the questions as a guide. Use a variety of information sources for your research. Prepare a short report to present to your group.

1 The first decade of the 21st century

What were some important local or world events during that decade?
What were people doing when they heard about each of these events?
How did they feel and what did they do when they heard the news?

2 Culture and entertainment

What were people doing for fun at the beginning of the decade? At the end?
What were the popular films, books, bands, etc of the decade?
What important events happened in the world of culture and entertainment during the decade?

3 Technology


How were people communicating at the beginning of the decade? At the end?
How did communications and social media influence important events?
What were some of the big technology successes and failures of the decade?




Self and Society

Work and Career


Study and Learning

B  Work in small groups. Look at the resources people can use to find out information. What are the advantages and disadvantages of each one?


Resources	Advantages	Disadvantages
books/newspapers/magazines		
official websites from organisations, governments, etc		
online encyclopaedias		
blogs and online chat rooms		
other people (teacher/parents, etc)		
other resources		

C  With your group, choose a topic from Exercise A. Decide what information you need for your topic. Discuss which of the resources in Exercise B will be the best place to find information for your topic.

- A:** There were a lot of magazine and newspaper articles about important events.
B: Yes, but looking for magazines and newspapers takes a lot of time.
C: We can also find lots of information about important events on the internet.
B: Yes, but on some websites the information isn't correct.

D  One of the resources you can use for your topic is your teacher and classmates. Find out as much information as you can from them and make notes.

- A:** Do you remember any important events from 2000 to 2009?
B: Yes, I remember hurricane Katrina. My cousin and her family were living in New Orleans and we were really worried!
A: Oh, wow! What were they doing when the hurricane arrived?
B: They were driving. They were leaving the city.

E  Share the information you found out with your group.

HOW TO SAY IT

Talking about advantages and disadvantages of sources of information

(Newspapers) are ...

available all the time / difficult to get.

expensive/free.

(Official websites) ...

give correct information / may give incorrect or false information.

Getting information from (books) ...

takes / doesn't take a lot of time.



REFLECT ... How can the skill of identifying sources of information be useful to you in **Work and Career** and **Self and Society**?

Language wrap-up

1 VOCABULARY

A Complete the sentences with the words and phrases from the box. (8 points)

blog browse download google online post tweet upload

- 1 I'm going to _____ a home video to an online file-sharing site so my friends can see it.
- 2 James can _____ some music from the internet onto your MP3 player.
- 3 It's easy to shop _____. You just click to order something and pay with a credit card.
- 4 You can't use more than 140 characters in a _____. They are very short.
- 5 Paul likes to _____ the internet for an hour before he starts work.
- 6 Why don't you _____ the name of that book you wanted to find?
- 7 When my sister went to Thailand, she wrote a _____ about her experiences there.
- 8 Can you show me how to _____ a status update on Facebook?

B Match the beginnings 1–7 with the endings a–g. (7 points)

- | | |
|---|---|
| 1 I'm very worried | a) in animals. |
| 2 We were very shocked | b) about losing my phone. It was new. |
| 3 I'm really excited | c) about John. He's two hours late. |
| 4 I was amazed | d) about my holiday in Thailand. I can't wait! |
| 5 I'm studying zoology because I'm interested | e) by Michael Jackson's death. It was so unexpected. |
| 6 My sister is angry | f) at how good Jake is at using a computer – he's only three! |
| 7 I was upset | g) with her boyfriend because he didn't call her last night. |

11 – 15 correct: I can talk about internet activities and describe reactions to events.

0 – 10 correct: Look again at the vocabulary on pages 10 and 12.

SCORE: /15

2 GRAMMAR

Complete the sentences with the past simple or past continuous form of the verb in brackets. (15 points)

- 1 A: What _____ you _____ (do) when I phoned you last night?
B: I _____ (watch) a TV show about music from about 15 years ago. It was really bad!
- 2 The story begins on a stormy night. The wind _____ (blow) and it _____ (rain).
- 3 I _____ (see) Greg yesterday. He _____ (walk) in the park.
- 4 While we _____ (play) football, Katy _____ (break) her foot.
- 5 A: What _____ you _____ (listen) to a minute ago? It was really good.
B: I _____ (play) a CD by Coldplay.
- 6 We _____ (live) in Germany when my younger brother _____ (start) school.
- 7 I couldn't come to the door because I _____ (have) a shower when you arrived.
- 8 We _____ (watch) TV when the electricity _____ (go) off.

11 – 15 correct: I can use the past simple and the past continuous.

0 – 10 correct: Look again at the grammar on pages 11 and 14.

SCORE: /15

A Read an online comment from a website and answer the questions.

- 1 Was the event a national or a local event?
- 2 What were Martin and his family doing when it happened?
- 3 What did they do when it happened?

Where were you when ...?

What were some of the major events in your life in the last few years? Were they personal or local events, or did they have national or international significance? Tell us about your most important experience. Where were you and what were you doing when it happened? What did you do?

MARTIN:

Two years ago, there was an enormous fire in my street. While my family and I were eating dinner, we heard a big explosion. When we ran outside, we saw a lot of smoke at the end of the road. Later we found out that the fire started when a gas pipe exploded, but at the time, we didn't know the cause of the fire. People were running out of their houses and screaming. I used my mobile phone to call the emergency services, and then we ran down the road to try to help people while we were waiting for the fire engine to arrive. Fortunately, it arrived in about eight minutes. When the firefighters got out, they evacuated all the houses, and they quickly put out the fire. No one was injured, but it was a very scary experience!

SUBMIT



B Read the online comment again and number these things in the order they happened.

- | | |
|---|--|
| <input type="checkbox"/> a) People ran out of their houses screaming. | <input type="checkbox"/> e) Martin and his family started eating dinner. |
| <input type="checkbox"/> b) The fire started. | <input type="checkbox"/> f) The fire engine arrived. |
| <input type="checkbox"/> c) The firefighters put out the fire. | <input type="checkbox"/> g) The firefighters evacuated the houses. |
| <input type="checkbox"/> d) Martin called the emergency services. | <input type="checkbox"/> h) A gas pipe exploded. |

C Think of an important event in your past. Make notes about it.

- What was the event, and when was it?
- Where were you, and what were you doing when it happened?
- What did you do when it happened?
- How did the event end?
- What was your reaction to the event?

D Use your notes from Exercise C to write about the event in your notebook.

HOW ARE YOU DOING?

Look back at your writing and tick the statements that are true.

- The order of events is clear.
- I used *when* and *while* to indicate the time relationships of events.
- I explained how the event ended.

Now ask a partner to look at your writing and tick.

Is the order of events in the text clear?

- | | | |
|----------------------------------|---|---|
| <input type="radio"/> Well done! | <input type="radio"/> Nearly! Look at the unit again. | <input type="radio"/> Think again! Ask your teacher for help. |
|----------------------------------|---|---|