

B1 ENGLISH

CHAPTER 2 Practice 4

In this practice you will learn

B1 ENGLISH CHAPTER 2 Practice 4		Completed		Your Score
		Yes	No	
B1 Reading	• Robot teachers	☐	☐	/
	• Social media influencers	☐	☐	/
	• The legend of fairies	☐	☐	/
	• The Martian: a book review	☐	☐	/
<i>Read these magazines</i>	➤ <i>Valentine's Day</i>	☐	☐	/
	➤ <i>Hanukkah</i>	☐	☐	/

Robot teachers

Read an article about robot teachers to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary

1. a takeover
2. to adapt
3. to underestimate
4. empathy
5. to diagnose
6. creative

Definitions

- a. the ability to think of new ideas
- b. to think something is less than it is
- c. to work out what kind of illness someone has
- d. when someone takes control of something, like a job or a place
- e. to change something so that it fits better
- f. the ability to deeply understand someone's situation or feelings

Reading text: Robot teachers

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question

is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. Most jobs seem as if they can be done by robots or computers.	True	False
2. Robots are always better at diagnosing illness than doctors.	True	False
3. Many experts agree robots will replace teachers by 2027.	True	False
4. One advantage of robot teachers is that they don't need to rest.	True	False
5. Robot assistants could help teachers by marking homework.	True	False
6. Some teachers use robots to reduce their time answering emails and marking homework.	True	False

Task 2

Choose the best answer.

1. It's easy to think robots ...
 - a. will replace people even if we don't like the idea.
 - b. are more capable than people and it's true.
 - c. can do less than people but it's not always true.
2. Anthony Seldon thinks teachers in the future will ...
 - a. help robots in class.
 - b. teach knowledge to students.
 - c. no longer exist.
3. Robots will probably never ...
 - a. have human understanding of emotions.
 - b. be a popular choice for teachers.
 - c. be intelligent enough to work in education.
4. Some parts of the world ...
 - a. pay robots to teach.
 - b. already use robots in teaching jobs.
 - c. have a shortage of teachers.

5. Teachers ...
- a. work harder than office workers.
 - b. have less help than office workers.
 - c. leave their jobs to become office workers.
6. Robots could ...
- a. empathise with students.
 - b. mark homework.
 - c. prepare lessons.

Discussion

Would you like to have a robot as a teacher?

Social media influencers

Read a blogpost about the impact of social media influencers in the business world to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. expertise
2. a trend
3. an audience
4. consistent
5. catchy
6. to charge
7. a bio
8. a niche

Definitions

- a. something that is popular right now
- b. the people who watch or follow a public event, e.g. a film or concert
- c. expert knowledge or skill in an area
- d. to ask someone to pay
- e. a specialised area
- f. a short introduction of a person (short for 'biography')
- g. doing something in the same way over time
- h. attractive and easily remembered

Reading text: Social media influencers

It is estimated that about 40 per cent of the world's population use social media, and many of these billions of social media users look up to influencers to help them decide what to buy and what trends to follow.

So what is an influencer and how do we become one?

An influencer is a person who can influence the decisions of their followers because of their relationship with their audience and their knowledge and expertise in a particular area, e.g. fashion, travel or technology.

Influencers often have a large following of people who pay close attention to their views. They have the power to persuade people to buy things, and influencers are now seen by many companies as a direct way to customers' hearts. Brands are now asking powerful influencers to market their products. With some influencers charging up to \$25,000 for one social media post, it is no surprise that more and more people are keen to become influencers too. If you are one of them, then here are five tips on how to do it.

1. Choose your niche

What is the area that you know most about? What do you feel most excited talking about? Find the specific area that you're most interested in and develop it.

2. Choose your medium and write an interesting bio

Most influencers these days are bloggers and micro-bloggers. Decide which medium – such as your own online blog, Instagram or Snapchat – is the best way to connect with your followers and chat about your niche area. When you have done that, write an attention-grabbing bio that describes you and your speciality area in an interesting and unique way. Make sure that people who read your bio will want to follow you.

3. Post regularly and consistently

Many influencers post daily on their social media accounts. The more you post, the more likely people will follow you. Also, ensure that your posts are consistent and possibly follow a theme.

4. Tell an interesting story

Whether it is a photo or a comment that you are posting, use it to tell a story that will catch the attention of your followers and help them connect with you.

5. Make sure people can easily find your content

Publicise your posts on a variety of social media, use hashtags and catchy titles and make sure that they can be easily found. There is no point writing the most exciting blogposts or posting the most attractive photographs if no one is going to see them.

Most importantly, if you want to become a social media influencer, you need to have patience. Keep posting and your following will gradually increase. Good luck!

Tasks

Task 1

Choose the best answer.

1. A social media influencer is not someone who ...
 - a. guides the decisions of their followers.
 - b. is an expert in a particular area.
 - c. pays their followers to buy products.
 - d. has many followers who pay attention to their opinions.
2. Companies want to use influencers to help ...
 - a. sell their products to their followers.
 - b. develop new products.
 - c. write their blogposts.
 - d. design their websites.

3. If you want to be an influencer, your bio on your social media account shouldn't ...
 - a. say who you are.
 - b. talk about your niche area.
 - c. be interesting.
 - d. be the same as other people's bios.
4. You should make sure that you post ...
 - a. once a month.
 - b. every day for the first month and then once a month after that.
 - c. about similar subjects.
 - d. about all sorts of different things.
5. You can make sure that people find your post by ...
 - a. using hashtags.
 - b. using funny or memorable titles.
 - c. using different social media to link to your post.
 - d. doing all of the above.
6. What should the title of this blogpost be?
 - a. Five ways to influence people
 - b. Five ways to use influencers in marketing
 - c. Five tips on becoming a social media influencer
 - d. Five tips on making money as an influencer

Task 2

Are the sentences true or false?

	Answer	
1. An influencer needs to know about as many topics as possible, e.g. fashion, travel, technology, etc.	True	False
2. Companies are paying some influencers up to \$25,000 to post about their products.	True	False
3. Most influencers write regular posts on their blogs or micro-blogs.	True	False
4. You can chat with your followers using your bio.	True	False
5. Your posts should not only be attractive but should tell a story.	True	False
6. You can become a social media influencer in a short time.	True	False

Discussion

Do you know of any social media influencers? What are their niche areas?

If you became a social media influencer, what medium would you use and what would you post about?

The legend of fairies

Read a text about the legend of fairies to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. a tribe
2. fake
3. to support
4. to worship
5. origin
6. a spirit
7. a weapon
8. to invade

Definitions

- a. the explanation for how something started
- b. the part of a living thing which is not the body and you can't see or touch it
- c. to pray to
- d. a group of people, usually connected to each other by place or culture
- e. something used to hit or hurt people
- f. to attack a place with an army
- g. to make something stronger
- h. looks real but is not

Reading text: The legend of fairies

(1) Fairies today are the stuff of children's stories, little magical people with wings, often shining with light. Typically pretty and female, like Tinkerbell in *Peter Pan*, **they** usually use their magic to do small things and are mostly friendly to humans.

(2) We owe many of our modern ideas about fairies to Shakespeare and stories from the 18th and 19th centuries. Although we can see the origins of fairies as far back as the Ancient Greeks, we can see similar creatures in many cultures. The earliest fairy-like creatures can be found in the Greek idea that trees and rivers had spirits called dryads and nymphs. Some people think **these creatures** were originally the gods of earlier, pagan religions that worshipped nature. **They** were replaced by the Greek and Roman gods, and then later by the Christian God, and became smaller, less powerful figures as they lost importance.

(3) Another explanation suggests the origin of fairies is a memory of real people, not spirits. So, for example, when tribes with metal weapons invaded land where people only used stone weapons, some of the people escaped and hid in forests and caves. Further support for **this idea** is that fairies were thought to be afraid of iron and could not touch it. Living outside of society, the hiding people probably stole food and attacked villages. **This** might explain why fairies were often described as playing tricks on humans. Hundreds of years ago, people

actually believed that fairies stole new babies and replaced them with a ‘changeling’ – a fairy baby – or that they took new mothers and made them feed fairy babies with their milk.

(4) While most people no longer believe in fairies, only a hundred years ago some people were very willing to think they might exist. In 1917, 16-year-old Elsie Wright took two photos of her cousin, nine-year-old Frances Griffiths, sitting with fairies. Some photography experts thought they were fake, while others weren’t sure. But Arthur Conan Doyle, the writer of the Sherlock Holmes detective stories, believed they were real. He published the original pictures, and three **more** the girls took for him, in a magazine called *The Strand*, in 1920. The girls only admitted the photos were fake years later in 1983, created using pictures of dancers that Elsie copied from a book.

Tasks

Task 1

Are the sentences true or false or is the information not given?

1. Fairies are not usually male.

True

False

Not given

2. Newer religions changed how people thought of fairies.

True

False

Not given

3. People used iron to protect themselves from fairies.

True

False

Not given

4. People thought very good babies were presents from the fairies.

True

False

Not given

5. Arthur Conan Doyle created some fake photos.

True

False

Not given

6. Elsie and Frances were surprised Arthur Conan Doyle believed them.

True

False

Not given

Task 2

Circle the best answer.

1. In paragraph 1, the word **they** refers to ...
 - a. fairies.
 - b. children.
 - c. stories.
2. In paragraph 2, the words **these creatures** refer to ...
 - a. tree and rivers.
 - b. the spirits of trees and rivers.
 - c. the Ancient Greek people.
3. In paragraph 2, the word **They** refers to ...
 - a. pagan gods.
 - b. pagan religions.
 - c. Greek and Roman gods.
4. In paragraph 3, the words **this idea** refer to ...
 - a. the idea that fairies were based on people.
 - b. the idea that fairies used metal weapons.
 - c. the idea that fairies used stone tools.
5. In paragraph 3, the word **This** refers to ...
 - a. the fact that fairies were thought to be afraid of iron.
 - b. stolen food.
 - c. the possibility that hiding people stole food and attacked villages.
6. In paragraph 4, the word **more** refers to ...
 - a. the girls.
 - b. the photos.
 - c. the fairies.

Discussion

What stories of little magical people are there in your culture? What are they like?

Reading: B1

The Martian: a book review

Read a review of the book *The Martian* to practise and improve your reading skills.

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task

Put the words in the correct groups.

author	botanist	scientist	scientific
story	astronaut	calculations	base
ship	character	planet	plot

books	space	science

Reading text: *The Martian*: a book review

The Martian tells the story of Mark Watney, an astronaut on the Ares 3 mission to Mars. After a terrible storm almost destroys the ship and the base, the crew of his ship believe he is dead.

1) Alone on the red planet, he has to survive until the next mission to Mars arrives.

While this novel is fiction, in some ways it feels like non-fiction. It is very scientific and packed with details about survival on Mars. Watney is a botanist and engineer, and he begins to grow food and produce water in his artificial camp. How does he do this? 2)

The author is Andy Weir, and this is his first published book. In it he has created a realistic character. There is a lot of humour in the story, and the reader can identify with the emotions (although no one can really imagine what it's like to be on Mars). Watney admits at the beginning that he is in deep trouble, but he never gives up. 3) Instead, what *The Martian* gives us is a realistic look at an intelligent person alone on a planet and trying to survive.

The majority of the plot takes place on Mars and is written in the form of Watney's journal entries. 4) Unfortunately, the other characters in the book (his fellow crew members, the scientists at NASA on Earth) do not get much development and so they often feel one-dimensional.

I should also mention that the book is thrilling to read. You will be on the edge of your seat until the very end. 5) It's good not only for space travel fans and scientists but for anyone who is looking for a unique and exciting story. *The Martian* was so popular that it was made into a film starring Matt Damon in 2015, but I recommend reading the book first.

Tasks

Task 1

Match the missing sentences (a–e) with the correct place in the text (1–5).

- a. The answers are explained with lots of very convincing calculations.
- b. But Mark does not die in the storm, and he has been left behind.
- c. I would recommend this book to all audiences.
- d. Without the character of Mark Watney, this book would only be a scientific look at survival on Mars.
- e. This diary style makes the character of Watney very real.

Task 2

Circle the best definitions for the words in CAPITALS.

1. It is very scientific and PACKED with details about survival on Mars.
 - a. filled
 - b. ready for a trip
 - c. empty
2. ... he begins to grow food and produce water in his ARTIFICIAL camp.
 - a. from the military
 - b. not natural
 - c. imaginary
3. Watney admits at the beginning that he is in deep trouble, but he never GIVES UP.
 - a. stops trying
 - b. escapes
 - c. begins

4. The majority of the plot takes place on Mars, and is written in the form of Watney's JOURNAL ENTRIES.
 - a. things you write in a diary
 - b. newspaper articles
 - c. types of transport

5. Unfortunately, the other characters in the book (his fellow crew members, the scientists at NASA on Earth) do not get much development and so they often feel ONE-DIMENSIONAL.
 - a. complicated
 - b. not deep, not realistic
 - c. interesting

6. I should also mention that the book is thrilling to read. You will be ON THE EDGE OF YOUR SEAT until the very end.
 - a. bored and sleepy
 - b. confused and lost
 - c. very excited, wondering what is going to happen

Discussion

What book would you recommend?

Valentine's Day

Valentine's Day is celebrated in many countries, but what are the differences between today's celebration and in the past? Read the text to find out some curious facts about the most romantic day of the year.

Before reading

Do the preparation task first. Then read the article and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. a millennial
2. Generation X
3. a baby-boomer
4. mass market
5. vinegar
6. anonymous
7. to troll
8. pagan

Definition

- a. produced and sold in large numbers
- b. without a name on it
- c. people born between 1981 and 1996
- d. a sour liquid used for cooking or on salads
- e. someone born between 1946 and 1964
- f. someone who believes in many gods
- g. someone born between the early 1960s and the early 1980s
- h. to say or write nasty things to someone, often on social media

Valentine's Day

Valentine's Day is on 14 February, and it can seem as if the world is full of couples who are celebrating their love. Some couples might celebrate with dinner at a nice restaurant, flowers, chocolates or other presents. Some single people might put a post on social media about why they hate 'V-Day' or maybe they just avoid it completely. But it's impossible not to know that Valentine's is happening. And that's not surprising when over half of all Brits and Americans celebrate Valentine's in some way.

The price of love

For most of these romantic people, Valentine's Day means spending money. British people spend much less than Americans. The average Brit spends £28.45, while the average American spends \$221.34 (approximately £170.81). Interestingly, in the UK, all three adult generations are likely to buy something for Valentine's (around 68–69% of them). But in the USA, millennials spend slightly more than Generation X, and both spend almost a third more than baby-boomers. Across all generations, on both sides of the Atlantic, men spend more money than women.

The beginning of modern Valentine's Day

Today Valentine's is celebrated in Canada, Mexico, France, Denmark, Italy and Australia as well as the USA and England. But it's the USA where the celebration really became mass market, because of a woman called Esther Howland. She became known as the 'mother of Valentine's' after she created a successful business making and selling greetings cards in the 1840s. She got the idea from valentine cards from Europe that were decorated with lace and flowers and were very expensive. Then, in the early 1900s, two things happened that meant valentine cards became really popular: cheap printed cards were made by the greeting cards company, Hallmark, and the price of postage stamps fell.

Vinegar valentines

At about the same time as this, another kind of valentine card was popular. 'Vinegar valentines' were nasty, anonymous cards that people sent to someone they didn't like. This pre-social media way of trolling people was popular for a hundred years, but not many examples of the cards are in museums today. Museums have big collections of traditional valentine cards, but it's no surprise that not many people kept an unkind valentine card.

Further back in history

Valentine's Day has been celebrated in some way for 600 years. As far back as the 17th century, people gave cards or presents, but the very first valentine messages were written down in the 1400s. In 1415, the Duke of Orleans in France sent his wife a Valentine's Day letter while he was in prison in the Tower of London after the Battle of Agincourt. It is the earliest example of a written valentine message. However, the exact history of Valentine's Day is not known because there were three saints with the name Valentine. One story says that Valentine was a priest. He performed marriages at a time when the Emperor thought that single men were better soldiers than married men. The Emperor was so angry that he punished him with death. Another story says that Valentine helped Christians escape from Roman prisons. A third story says he sent a letter to a girl while he was in prison and signed it 'From your Valentine'.

Whichever story is true, the Catholic Church chose 14 February for St Valentine's Day in AD 270. They probably wanted to replace the pagan festival of Lupercalia on 15 February with the new Christian celebration.

Tasks

Task 1

Write a number to put the sentences in the order that the events took place.

- _____ A man called Valentine became a saint after he died.
- _____ People sent loving and also horrible valentine cards.
- _____ Valentine's Day became a celebration for many people in some countries.
- _____ February 15 was a day of special celebrations by non-Christians.
- _____ A woman copied the valentine cards she saw from other countries.
- _____ People wrote the first valentine messages.

Task 2

Use the words to complete the sentences.

Americans	Baby-boomers	Esther Howland
Hallmark	The Duke of Orleans	Women

1. brought a valentine tradition to a large number of customers.
2. sent a valentine card to his wife in France.
3. spend the most money on Valentine's Day.
4. spend the least money on Valentine's Day in the USA.
5. receive more expensive valentine presents than they buy.
6. used new technology to make valentine cards.

Discussion

What is a good way to celebrate love?

Hanukkah is a Jewish festival that is celebrated for eight days, usually in December. It is also called the Festival of Lights. Find out why and learn about what people do to celebrate this special holiday.

Before reading

Do the preparation task first. Then read the article and do the exercises.

Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary

1. a candle
2. oil
3. a doughnut
4. a knot
5. a spinning top
6. a pretzel
7. a temple
8. a pancake

Definition

- a. a toy that turns round fast on a point when you twist it
- b. a small, round cake, often with jam inside or shaped like a ring
- c. a building used to worship a god or gods
- d. a stick of wax with a string that is burned to give light
- e. a tie or fixed twist in string, rope or a long, flexible object
- f. a thin round cake cooked in a flat pan
- g. thick liquid made from vegetables or animals, often used in cooking
- h. a salty bread, often made in the shape of a knot

Hanukkah

Hanukkah, or the Festival of Lights, is a Jewish celebration. Its date changes from year to year, but it always takes place either in November or December. It lasts for eight days and is celebrated by Jews around the world.

The *menorah*

The most important part of Hanukkah is the lighting of the *menorah* (a special candleholder used in Jewish ceremonies). For Hanukkah, there is a special menorah with nine candles. Eight of the candles represent the eight days of the festival. The ninth candle is used to light the other eight. On the first day, only one candle is lit, on the second day, two candles, and so on, until all the candles are lit on the last day. The candles are lit at sunset and should burn for at least half an hour. They are usually put at a door or a window so that people can see them from outside.

The history behind the festival

The festival celebrates when a group of Jews won back a temple from the Greeks in the second century BC. They made a new *menorah* to replace the one that had been broken. But when they went to light it, they could only find one small bowl of the special oil they needed. There was only enough oil to last one night but they knew it would take them eight days to prepare more. They lit the lamps with the oil on that first night, thinking it would burn for just one night. But the oil lasted for another seven nights and this event gave birth to Hanukkah, the Festival of Lights.

Special Hanukkah food

Oil is an important part of the Hanukkah celebrations and all kinds of food made with oil are eaten on the eight days. In central and eastern Europe they make *latke*, fried potato pancakes, that they eat with apple sauce or sour cream. The favourite treat in Israel is *sufganiyot* (doughnuts filled with strawberry jam). Other popular festival foods include apple cakes and pretzels (bread made in the shape of a knot).

Celebrating with family and friends

Family and friends are very important during the festival. It's traditional to invite people to your home to have dinner and to play games together. The most traditional game is played with a *dreidel*, a wooden spinning top with four sides. There are four Hebrew letters on the four sides and, depending on which letter your top lands on, you win or lose. The game is usually played with nuts and dried fruit and sweets.

Hanukkah gifts

Lots of families give presents during the festival, especially to children. These are often games that the whole family can play together or books and other small gifts. It is also a tradition to give money to children (Hanukkah *gelt*) and to encourage them to donate some of their money to good causes.

Tasks

Task 1

Match the descriptions to the words.

Words

1. a *dreidel*
2. *latke*
3. *sufganiyot*
4. Hanukkah *gelt*
5. a *menorah*

Descriptions

- a. fried pancakes made with potatoes
- b. doughnuts filled with jam
- c. a candleholder for nine candles
- d. a wooden toy that is used to play a traditional game
- e. money that is given to children during the festival

Task 2

Complete the sentences with the words.

get

lasts

light

play

put

with

1. The festival of lights eight days.
2. On the first day they only one candle.
3. The candles are often near a window so people can see them.
4. Children sometimes gifts of games, books or money.
5. The traditional foods are often made oil.
6. Families get together to eat dinner and games.

Discussion

Is there a similar festival in your country or culture?