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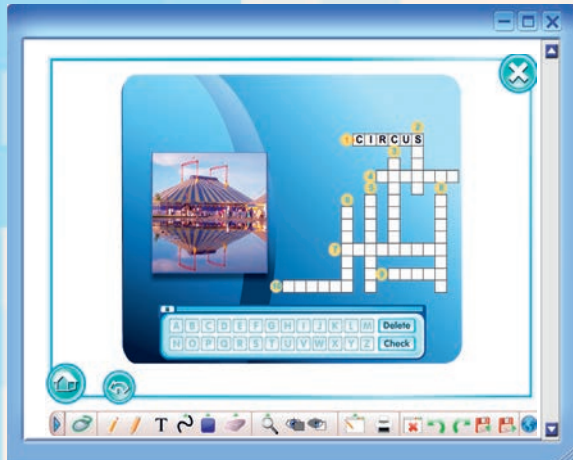
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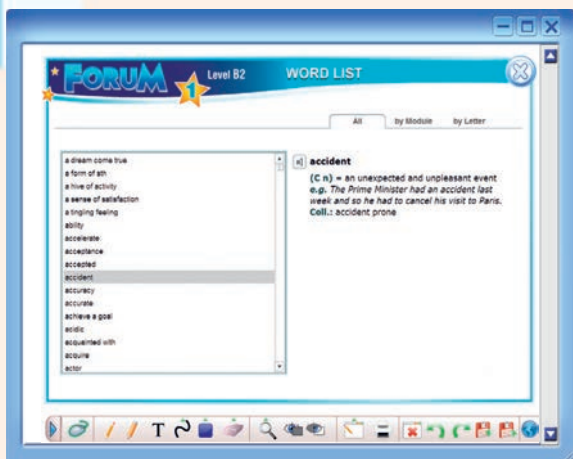


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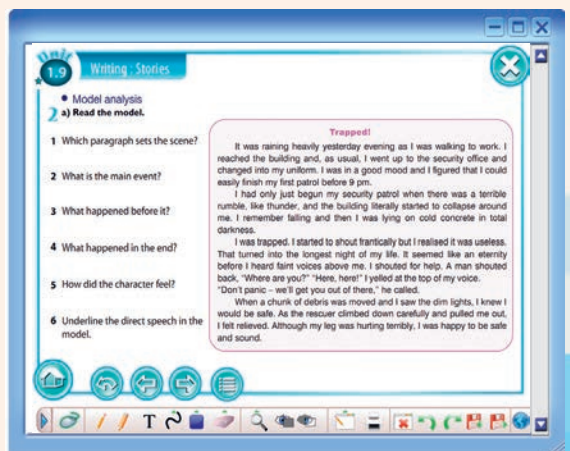
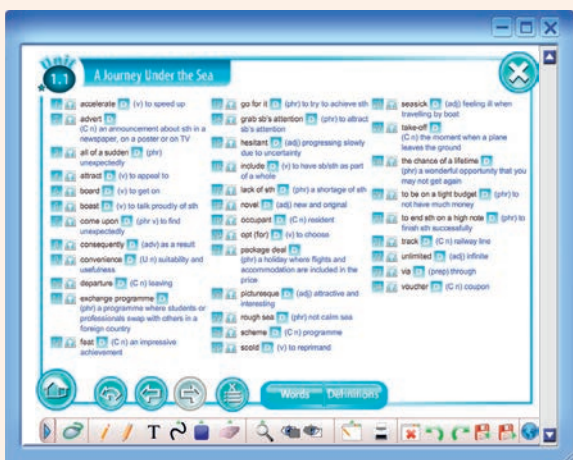
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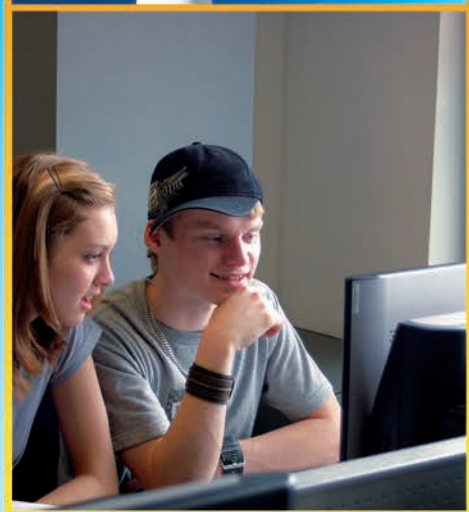
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FORUM

Virginia Evans - Jenny Dooley



Student's Book



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Contents

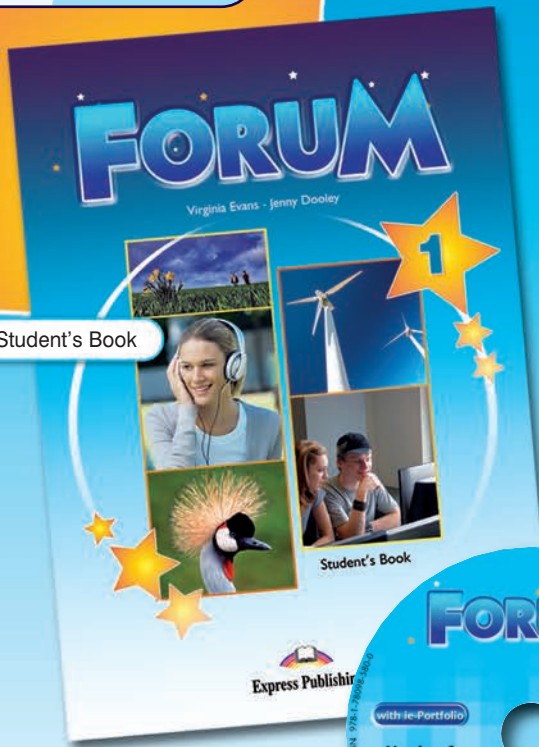
Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Sports & Entertainment Units 1.1-1.14 (pp. 5-32)	means of transport sports entertainment films hobbies Word power: <i>ways to walk</i>	comparatives/ superlatives relative clauses present tenses past tenses	<i>A Journey Under the Sea</i> (multiple choice) <i>The London Marathon</i> (text completion) <i>Great Entertainers</i> (multiple matching)	for opinion/ attitude for gist for specific information	expressing interest talking about a film you have seen giving personal information expressing likes/dislikes contrasting ideas speculating	an email to a friend of yours about a travel experience you had a short review of a film stories descriptions in stories (people, places, objects)
	Culture Clip – Pedicabs Green Issues – Our Energy Resources Progress Check 1					
2 Food, Health & Safety Units 2.1-2.15 (pp. 33-62)	eating disorders vegans eating habits jobs emergency services food allergies Word power: <i>make/do</i>	reported speech future tenses infinitives logical assumptions	<i>Mirror, Mirror on the wall ...</i> (multiple choice) <i>Live long and prosper</i> (text completion) <i>Come quickly it's an emergency!</i> (multiple matching)	for gist for specific information for detail	offer/refuse – food – drinks asking for – giving advice agreeing – disagreeing suggesting – reaching a decision	a summary of a text letters/emails letters/emails of application/ recommendation letter/emails based on notes narrative/ descriptive emails
	Culture Clip – School dinners Curricular Cut: Food Technology – Why does food go bad? Progress Check 2					



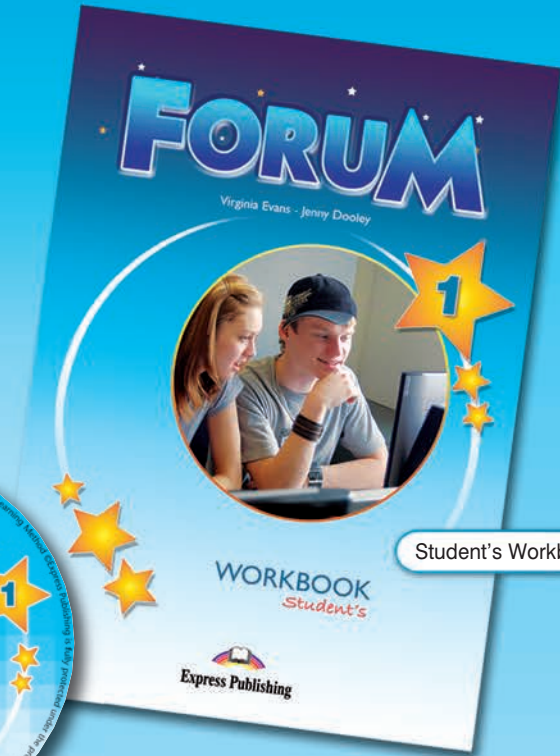
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3 Travel Time Units 3.1-3.14 (pp. 63-90)	festivals & celebrations holiday destinations types of travel Word power: <i>ways to look</i>	gradable adverbs <i>be/get/used to/ would</i> useful expressions and linking words/phrases a/an – the	<i>A Fair to go</i> <i>Cuckoo About</i> <i>Tsingy Nature Reserve</i> <i>Been there, done that</i>	for specific information for opinion	describing pictures asking about/ recommending places giving reasons/ examples expressing similarities/ differences	a short letter to a friend describing a festival expanding sentences a short text about a bad holiday experience argumentative essays (for- and- against, opinion, solutions to problems) an itinerary
	Culture Clip – <i>New Zealand Tour Itinerary</i> Green Issues – <i>Eco-tourism The Future of Holidays - What is Eco-tourism?</i> Progress Check 3					

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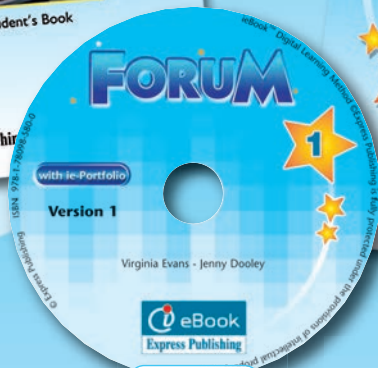
For Students



Student's Book

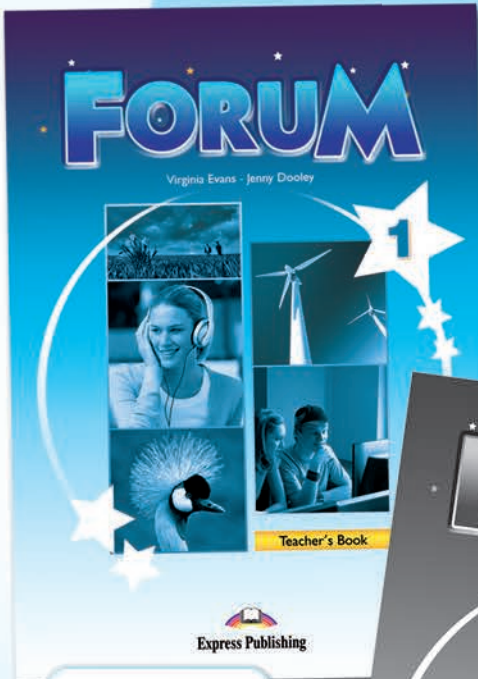


Student's Workbook



ieBook

For Teachers



Teacher's Book



IWB Software



Test Booklet



Class Audio CDs
(Student's Book & Workbook)

Module 1

Units 1-14



Sports & Entertainment

► Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a proverb
- an article about a stadium
- a famous magician
- a clown
- a story in pictures
- beginnings & endings of stories

► Listen, read and talk about ...

- sporting activities
- sporting events
- journeys & means of transport
- entertainment
- types of entertainers

► Learn how to ...

- express interest/likes and dislikes/preferences/opinion/attitude
- describe pictures

- contrast ideas
- speculate
- describe objects and places
- give personal information

► Practise ...

- present and past tenses
- relative clauses
- comparatives/superlatives
- phrasal verbs: *take, make, set, put, see*

► Write/Make ...

- an email about a travel experience
- a paragraph about the means of transportation you prefer
- a film review
- a story
- a presentation on forms of transport tourists use in your country
- a short article about how to save energy at home

Culture Clip: Pedicabs

Green Issues: Our Energy Resources

Unit 1.1



A Journey Under the Sea

Several years ago, my wife and I came upon an advertisement in a travel magazine for an international exchange programme promising “the chance of a lifetime”. Not one to let such an intriguing **opportunity** pass me by, but a bit hesitant about **taking such a leap into the unknown**, I did some research and discovered that the programme involved something called house-swapping.

After much discussion, my family and I decided to, as they say, go for it. Consequently, we were soon jetting off for a holiday in the Peak District of England while our exchange partners were settling down for their vacation in our flat back home in Mt Vernon, Washington. The exchange was for a month and the time passed quickly. To end our time away on a high note, we decided to travel to Paris via the engineering marvel known as the Channel Tunnel.

Being on a fairly tight budget, we **opted for** a package deal which included round-trip tickets on the Eurostar passenger train, five nights in a three-star hotel in Paris, Metro passes and **unlimited** use of the Paris bus system. When the package still hadn't arrived after a week, I began to think that perhaps our trip hadn't been such a good idea after all. Maybe it was a sign that we shouldn't go.

The tickets and vouchers eventually arrived and I **scolded** myself for having had such silly thoughts. On the day of departure, with plenty of time to spare, my two teenage children, my wife and I stood waiting eagerly on the platform at Waterloo Station. At exactly 7.57 am, we boarded our train and began our journey through the **picturesque** county of Kent. About an hour into our journey, an announcement, in both English and French, informed us that we were about to enter the Channel Tunnel.

The Eurostar adverts had boasted proudly about the engineering **feat** that was the ‘Chunnel’, and the **convenience** it offered to those travelling between England and the Continent. They had spoken highly of the “lack of rough seas” and to me, a person who gets seasick very easily, this was a major selling point. When all is said and done, however, I must admit that there were moments when I felt quite nervous about travelling 50 metres below the bottom of the English Channel.


Inside the tunnel itself, there really wasn't much to grab my attention – no posters or other artwork, so I busied myself studying the **occupants of** our carriage. Some calmly read novels or newspapers; others quietly looked through business reports and notes. I quickly realised, however, that most of my fellow passengers were like my family in that they looked excited and very happy to be enjoying such a **novel** travel experience.

Our underwater journey ended as quickly as it had begun. All of a sudden, we left the darkness of the tunnel behind and **nosed out** into the light of the pleasant French morning. The tracks being well-built, we quickly **accelerated** to 300 kph, the speed of a Boeing 747 at take-off. We arrived in Paris' busy city centre a mere 180 minutes after leaving London. That journey, and indeed the whole time that we spent on the exchange programme, have given us all a **yearning for** new experiences, and many wonderful memories that we will cherish forever.



Reading & Listening

- 1 Describe picture A. Where was it taken? What time of year is it? How can you tell? How do you think the people feel? Why?
- 2 Look at the map. Which countries can you see?

- 3  Read the last sentence in each paragraph. What is the article about? Listen, read and check.

- 4 Read the article. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

Study Skills

Multiple Choice

Read the text quickly to get an idea of what it is about. Read the question stem, then find the part of the text which the question refers to. Go through the choices and choose the one that fits best. The information might be rephrased.

1 **How did the writer first learn about the house-swapping scheme?**

- A from his wife
- B purely by chance
- C through a travel agent
- D by doing research

2 **The writer uses the phrase 'go for it' (paragraph 2) to express the idea of ...**

- A taking a risk.
- B going abroad.
- C flying on a jet.
- D having a choice.

3 **Why did the writer choose the package deal?**

- A They wanted to travel via the Channel Tunnel.
- B It included a stay in a top-class hotel.
- C It was cheap for what it offered.
- D It allowed them to use the Metro and bus system.

4 **The writer 'scolded' himself (paragraph 4) because ...**

- A the tickets arrived late.
- B they had to wait a long time on the platform.
- C he thought the trip was a silly idea.
- D he had worried unnecessarily.

5 **The writer was most attracted by the fact that the Eurostar train ...**

- A travelled so far below sea level.
- B was unaffected by sea conditions.
- C offered a convenient way to travel.
- D used such a well-designed tunnel.

6 **What did the writer do during his journey through the tunnel?**

- A He studied a business report.
- B He looked at the other passengers.
- C He read a novel about travelling.
- D He wished the journey would end quickly.

7 **We learn from the writer that ...**

- A the trip from London to Paris took 3 hours.
- B the train accelerates faster than a Boeing 747.
- C the train's top speed is 300 kph.
- D Paris' city centre is busier than London's.

8 **How was the writer's attitude changed by his experiences?**

- A He began to think more about the past.
- B He saw the value of doing new things.
- C He realised his journey was special.
- D He saw that he needn't have worried so much.

5 **Match the words/phrases in bold to their definitions.**

- passengers in
- chance
- reprimanded
- sped up
- longing for
- achievement
- decided on
- eased forward
- different
- usefulness
- attractive
- doing something without having previous experience of it
- endless

6 **Fill in: high, cherish, rough, travel, tight, grab, package, exchange, business, intriguing. Make sentences based on the text, using the phrases.**

- | | |
|-----------------|-------------|
| 1 | 6 |
| programme | seas |
| 2 on a(n) | 7 |
| note | experience |
| 3 | 8 |
| budget | my |
| 4 | attention |
| deal | 9 to |
| 5 | memories |
| reports | 10 |
| | opportunity |

Speaking

7 **Work in pairs. Imagine you have been on an interesting journey. Tell your partner about your journey. Say:**

- where you went and which means of transport you used
- how long you went for and the reason for your journey
- what you did during your stay there



In pairs, ask and answer questions based on the text.

Writing

8 **Portfolio: Use your answers from Ex. 7 to write an email to a friend of yours about your travel experience (80-120 words).**

Vocabulary & Grammar

1 Say which of the following verbs are used with the following means of transport.

VERBS			
catch	get out of	ride	steer
miss	get on(to)	take	disembark from
get in(to)	get off	drive	board

MEANS OF TRANSPORT		
a car	a train	a plane
a motorbike	a boat	a bus
a bicycle	a ship	a taxi

e.g. *catch a bus / a train ... etc.*

2 Choose the correct word. Which means of transport is each sentence about?

- Takeoff was **delayed/missed** for over an hour because of bad weather.
- The compartment was so **populated/crowded** I couldn't get a seat so I had to stand all the way.
- I took a new direct route that was **fast/speed** so I reached my destination in no time.
- The **traffic/congestion** on the motorway wasn't heavy so it took us very little time to get there.
- The crossing was **rough/bumpy** and we both got seasick.
- We **broke/fell** down outside York and had to wait for over an hour before someone came to get us.

3 Choose the correct word.

- Last year we had the to travel to China.
A occasion B opening C benefit D opportunity
- We reached the airport with plenty of time to
A free B let C spare D spend
- John spoke of the service at this restaurant.
A strongly B greatly C highly D extremely
- The location of the hotel was a major selling of the holiday.
A detail B feature C point D aspect
- The metro makes it easy to get around the city centre.
A busy B full C loud D energetic
- We London just before 10 pm.
A reached B got C had D arrived
- The minister will an announcement later.
A do B have C form D make


- When all is and done, it's his decision.
A said B spoken C told D stated
- There is a variety of marine life at the of the sea.
A base B bed C depth D bottom
- Our journey was a unique experience.
A travel B tour C trip D journey


• Phrasal verbs

4 Fill in the appropriate particle. Check in Appendix I. Use the phrasal verbs in a story of your own.

- Due to the heavy snow, no planes were able to **take**
- The company promised to **make** our lost luggage.
- Even though we **set** late we still made it to the airport in time.
- They were really **put** by the ticket inspector's behaviour.
- Whenever I go on a long trip my whole family **sees** me at the airport.

5 Fill in the correct word derived from the words in brackets.





When the Channel Tunnel opened, many people had high 1)

Instead of travelling for up to 3 hours by sea, the tunnel appeared to be an 2) alternative. In reality, however, the Channel Tunnel project ran into some unexpected 3)

For example, nobody had imagined that there might be a power 4), leaving the passengers stranded in the tunnel for hours. 5), problems like this have been overcome and the tunnel now satisfies passengers' 6) for a fast and enjoyable journey.

EXPECT

ATTRACT

DIFFICULT

FAIL

OBVIOUS

REQUIRE

EXPECT

ATTRACT

DIFFICULT

FAIL

OBVIOUS

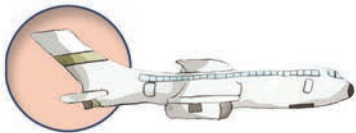
REQUIRE

- Comparatives/Superlatives

6 Read the examples. Are there similar structures in your language?

He runs **as fast as** John.
 She isn't **half as skilled as** her sister.
 Motorbikes are **faster than** bicycles.
 This car is **less expensive than** that one.
 Petrol is **more expensive than** diesel.
 It's getting **hotter and hotter**.
The earlier we leave, **the sooner** we'll arrive.
 This is **the fastest** car I've ever driven.

7 In pairs, use the structures in Ex. 6 and the adjectives below to compare various means of transport: comfortable, safe, economical, polluting, fast, reliable, dangerous, expensive, convenient, tiring, cramped, pleasant, leisurely, inconvenient, slow, uncomfortable, relaxing, etc.



e.g. A: Travelling **by plane** is **faster and more comfortable** than travelling **by car**.
 B: However, travelling **by car** isn't **as expensive as** travelling **by train**.

- Relative clauses

8 Fill in: where, whose, who, which, why. Which of these words do we use for: people? things/ animals? places? reason? possession?



Tenerife is a Spanish island **1)** is situated off the coast of North Africa. Having visited many islands **2)** the nightlife is not very lively, I was thrilled when I saw so many restaurants, cafés and discos in Tenerife. It is a stunning island **3)** beauty captivates all those **4)** go there. That is the reason **5)** many people visit the island year after year.

9 Join the sentences with relative adverbs or adjectives.

- The tourists were robbed. They are talking to the police.
- John is going on holiday to Ibiza. It is one of the Balearic Islands.
- This is the shop. You can buy cheap clothes there.
- Where's the milk? It was in the fridge.
- Owen's dog is a terrier. It is very friendly.
- She tried on five skirts. None fit her.

- Bob is a vet. He is my neighbour.
- He has three sisters. All of them are dentists.
- I met a woman. Her son knows you.

USE OF ENGLISH

- Key word transformations

10 Complete the sentences using the words in bold. Use two to five words.


- It is a pity she didn't come with us. **which** She didn't come with us, pity.
- My six-year-old brother can swim very fast. **years** My brother, , can swim very fast.
- I've got some letters. Three of them are Ann's. **which** I've got some letters, Ann's.
- This is Steve. His wife works with me. **whose** This is Steve, with me.
- As she gets older, she becomes more mature. **the** The older she gets, she becomes.
- Kate studies harder than John. **as** John does not Kate.
- Doug ate double the amount that Jack did. **much** Jack ate as Doug.
- The weather is becoming colder day by day. **getting** It as the days go by.
- This jacket is cheaper than that one. **more** That jacket is this one.
- I've never had such a terrible journey. **most** That was I've ever had.

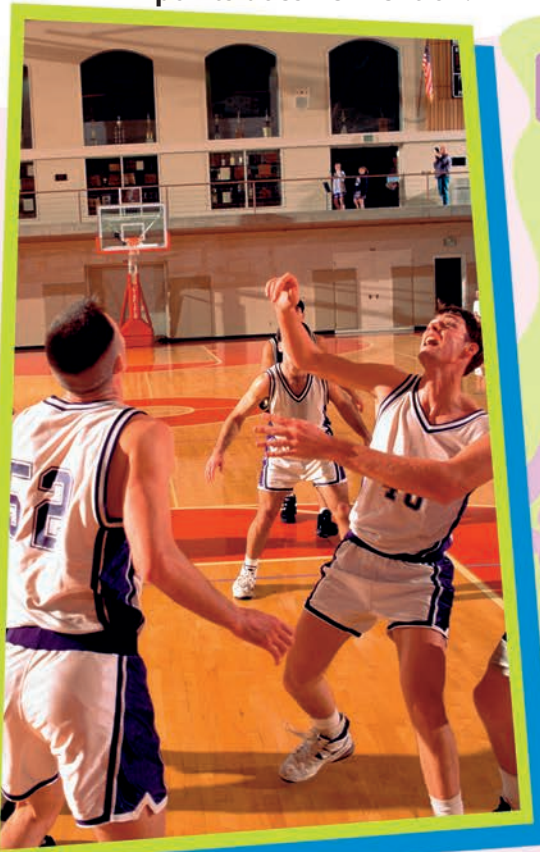
Writing

11 Which means of transport do you prefer? Why? Spend three minutes writing about the topic.

Unit 13

Lead-in

- 1 a) Which sports can you see in the pictures? Which is your favourite one? How do you think people benefit from doing sports? Use the ideas to tell your partner.
- b)  Listen to a person discussing the above questions. Which of your points does he mention?



Sports are a great way to keep fit.

Team sports teach us how to work together to achieve a common goal.

Sports teach us to deal with success and failure.

Sports teach us to balance competitiveness.

Sports bring people together.

Sports help us relax.



- 2 **THINK!** In groups, discuss the proverb.

A healthy mind in a healthy body.

Study Skills

Text completion

Read the text through, then read the list of missing sentences. Start fitting the sentences into the gaps. Match the topic of the missing sentence with the topic of the sentence before and after each gap. Look for clues such as reference words (*he, there, etc*) or linking words before or after each gap. Check that the sentence you choose fits grammatically and makes sense. Read the completed text to see if it makes sense.

Reading

- 3 You are going to read an article about a man who grew up with a heart defect and overcame his illness to compete in the London Marathon. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence, which you do not need to use.

THE LONDON MARATHON



*Michael Scott talks about his success story of going from being a **sickly** teenager to a London Marathon competitor.*

Growing up with a **heart defect** was difficult. While other kids my age were going to football practice and on beach holidays with their families, I was in and out of hospital. My only involvement in a sporting competition was watching it on the television.

One of my favourite events to watch was the London Marathon. When I was just 14, a man from London, named Chris Brasher, organised the first London Marathon. It was 29 March 1981 and 7,747 people **were involved** in the race. **1** Now, there are 46,500 participants each year from all corners of the world and of all levels of ability. Many people say the marathon is the **ultimate** physical **challenge**. Athletes have to train physically and **mentally** for each marathon and be prepared for many challenges.

I always found it surprising to see how many well-trained athletes did not complete the course each year. **2** Some **dropped out** because of injury or illness, but most just '**hit the wall**', an infamous experience suffered when their bodies simply **ran out of** fuel. For many runners, by the time they reached the

30 to 35 km point in the race, they just couldn't go any further. Their muscles would **cramp** and their heart and **lungs** could not **obtain** enough oxygen.

Each year, I tried to imagine what it would be like to **line up** before all the crowds prepared to run the 42.2 kms along roads, up hills and around some of the most famous sights in London. The race started in Greenwich Park, then competitors would race along the River Thames, towards Big Ben, and eventually ending in front of Buckingham Palace.

I decided to talk to my heart specialist and find out if there was any chance that I could train my body to **handle** running 42.2 kms. At first, he thought I was **joking**, but soon he realised how important this was to me. **3** At the same time, I started lifting weights to **build** muscle strength.

Over the course of a year, I **progressed** from just walking to running. Running became a daily thing for me and I was building more strength and confidence with every step. My doctor was **thrilled** with my progress and allowed me to continue forward.

Finally, at the age of 19, the time came to apply for the London Marathon. I knew that only a certain number of people would be allowed to **enter** the race and as much as I wanted to do this, I knew that my chances were slim. **4** I couldn't believe how far I had come and that finally my dream would come true.

My doctor and I worked together to **set out** a training schedule that would allow me to safely complete the **entire** 42.2 kms. Physically, I was fit and my heart appeared to be in good condition. **5** On average most of the runners take four to five hours to complete the race and water is **essential** to all of the competitors. The year before 710,000 bottles of water had been **consumed** during the race!


Soon enough it was race day. My family, as well as various friends were all gathered to watch and support me. **6** I finished the race in less than six hours, which was amazing since just a few years before I was **barely** able to run across the garden.

Today, I am still running. I have not competed in the London Marathon again but I do **volunteer** each year to assist the athletes in any way I can throughout the race. **7** I learned that as long as I try my best and have faith in myself I can do almost anything.

- A** Over the years, I watched the event grow into the biggest of its kind in the world.
- B** I enjoy taking part in the atmosphere and sharing my success story with the other athletes.
- C** Three weeks later, I received my acceptance letter and was over the moon.
- D** The London Marathon is the most challenging marathon in the world.
- E** Out of the over 46,000 starters, on average, only 33,000 actually crossed the finishing line.
- F** It was the most difficult and the most exciting and rewarding experience of my life.
- G** I began walking for a few minutes at a time, increasing my intensity until I was able to walk for 10 minutes a session.
- H** The biggest problem would be dehydration, as it would be with all of the competitors.

- 4 Explain the words in bold.**
Then, in pairs, ask and answer questions based on the text.

Listening & Speaking

- 5**  Listen to and read the text. Which of the following qualities best describe Michael? Discuss in pairs, giving reasons.

- determined • passionate • persistent
- tolerant • courageous • stubborn

e.g. *Michael is very passionate because he cared so much about the marathon.*

- 6** **THINK!** What would you do if you were Michael? Tell your partner.

Unit 1.4

Vocabulary & Grammar

1 Complete the exchanges. Use: **team, go, score, dirty, win, played, postponed, live, home, lost.**

- 1 A: It's a pity they
B: Yes, but everyone said it was a game.
- 2 A: I've never golf.
B: Why don't you have a ?
- 3 A: Are they playing at this week?
B: No – the game has been because of the bad weather.
- 4 A: Do you think they'll ?
B: If they first, they'll have a chance.
- 5 A: Have you ever seen a basketball match?
B: No. I don't like sports.



- Word Power (ways to walk)

2 a) Fill in: **crawl, slip, creep, stagger, wander, stray, march, dash, trip** in the correct tense.

- 1 We watched the athletes into the stadium waving their flags. (**walk with regular steps as a group**)
- 2 Gymnasts must be careful not to when performing on the beam. (**lose balance**)
- 3 The racing driver slowly out of the wreckage unharmed. (**move on hands and knees**)
- 4 Two hours after the end of the match, there were still a few fans around outside the stadium. (**walk aimlessly**)
- 5 The thief into the changing room to steal the athletes' valuables. (**move quietly**)
- 6 On hearing the starting pistol, she towards the first hurdle. (**go quickly**)
- 7 The boxer had been hit so hard, he across the ring and fell down. (**walk unsteadily**)
- 8 Tom had into the wrong part of the stadium and was surrounded by fans of the other team. (**wander away from a place**)
- 9 If a horse, the rider may fall off and be seriously injured. (**knock one's foot against something and fall**)

b) Read the joke. What does **trip** mean?

I took a trip to Paris last week.



Oh, what a shame. Did you hurt yourself?



3 Choose the correct word. Check in your dictionaries.

- 1 The match was **planned/settled/fixed/agreed**. They paid him to lose.
- 2 Many fans were **damaged/broken/injured/wounded** when the wall fell.
- 3 The seating **ability/capability/skill/capacity** of the stadium is 10,000.
- 4 His **competitor/contestant/foe/enemy** in the final match was his best friend.
- 5 Jack finished the tennis **match/contest/race/competition** in first place.
- 6 He has **faith/trust/belief/credit** in himself and believes he'll make it.
- 7 I think their chances of beating the opponents are **narrow/slim/little/slight**.
- 8 The athletes are all in good **state/position/situation/condition**.

4 Complete the sentences with the words: **were involved, dropped out, obtain, handle, defect, volunteer**.

- 1 I have been helping out as a(n) at the local marathon for over ten years now.
- 2 We didn't know that you with coaching the ball team.
- 3 After you your pass, you can go and meet the players.
- 4 The runner of the race after he hurt his ankle.
- 5 Because of his age, he didn't think he would be able to the stress of the race.
- 6 She was born with a heart and must be very careful when doing sports.

- Win/Gain

5 Fill in: **win or gain**. Make sentences using them.

- | | |
|---------------------------|-----------------------|
| 1 win the election | 5 a competition |
| 2 an argument | 6 a medal |
| 3 weight | 7 speed |
| 4 ... experience | 8 one's freedom |

e.g. *He didn't manage to win the election.*

- Present Tenses

6 Put the verbs in brackets into the present simple or the present continuous.

- A: I (see) you're wearing a new suit. You look very professional.
B: Thank you. I (see) a client after work.
- A: Why (you/smell) the soap?
B: It (smell) fantastic, just like flowers.
- A: (you/enjoy) your new job?
B: Yes. I (enjoy) working with children.
- A: Kim (be) such an easy-going person.
B: Not today. It seems she (be) really moody with everyone.
- A: I (think) of going on holiday to Egypt.
B: I (not/think) it's a very good idea.
- A: I (have) problems with my kitchen sink. Can you help me?
B: Not really, but I (have) the phone number of a good plumber who can.
- A: You (appear) to have a rash on your face. Are you alright?
B: Yes. I'm just nervous because I (appear) on a TV quiz show later today.
- A: Why (you/taste) the sauce, Mum?
B: It (taste) a bit bland. I think it needs more salt.

7 Put the verbs in brackets into the present simple, present continuous, present perfect or present perfect continuous. How is each tense used?

- John (be) in his office. He (talk) to Mr Harris.
- It (seem) that package holidays (become) more and more popular.
- You (always/use) my shampoo!
- They (be) so busy with their new house they (not/visit) us for ages.
- I'm very tired. I (walk) all morning.
- John (drive) the same car for six years now.
- I'm afraid that bus (not/stop) here.
- He (live) here since 1985.
- How much (you/earn) in your current job?
- It's the first time we (eat) sushi.

Everyday English

- Expressing interest

8 Use the language in the box to respond to the following.

- They won the match. *Did they really?*
- The match was fixed.
- He scored the winning goal.
- They are in first place.
- I saw the match live.
- It was a record-breaking jump.
- She just seemed to go to pieces.

Questions	
• Has he really?	• Are they really?
• Did he really?	• Did you really?
• Was it really?	• Can she really?
Exclamations	
Positive	Negative
• Wow! That's great/brilliant!	• Oh no! That's awful/terrible!
• How exciting!	• How embarrassing/unlucky!

9 Think of the word which best fits in each space. Write only one word. In groups, compare answers.




Wembley Stadium is **0**) *one* of the world's most famous football stadiums, and the national stadium for football in England. The original structure **1**) demolished in 2002 and the new Wembley Stadium opened on the same site in London in 2007.

At a cost **2**) around £800 million, it is the most expensive stadium **3**) built. A huge 133m high arch supports a movable roof that makes Wembley the biggest fully-covered football stadium **4**) the world. Beneath the arch, the facilities have **5**) designed to give spectators more comfort **6**) ever before. The 90,000 seats in the stadium offer fans more leg room than the Queen **7**) in the Royal Box of the old stadium. There are also 12 restaurants, 58 kiosks and 156 hospitality boxes to choose **8**) In fact, the four main restaurants **9**) the biggest in London. Wembley Stadium **10**) a multi-purpose stadium, designed to host football and athletic events **11**) well as concerts, and it will also **12**) the site of many events at the 2012 Summer Olympics.

Unit 15

Lead-in

- 1 Think of as many words as possible related to 'performances'. Compare them with your partner. What forms of entertainment do you prefer?
- 2  What do you know about the people in the pictures? What are they famous for? Think of two questions for each. Listen and see if you can answer them.

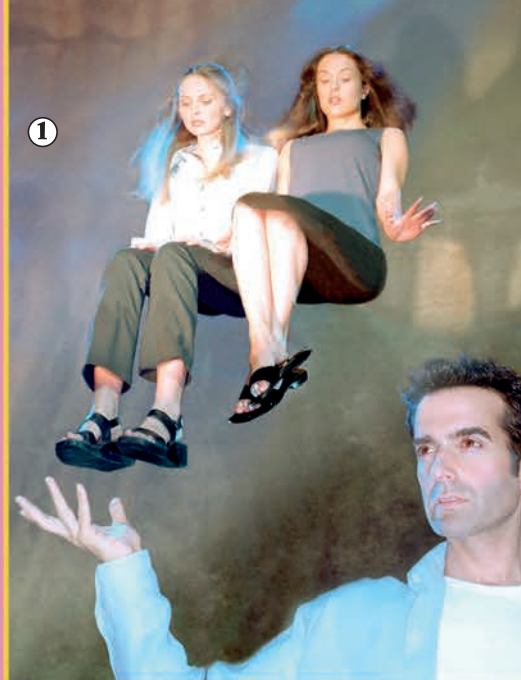
Reading

Study Skills

Multiple matching

Read the questions carefully and underline the key words. Scan the text for the information you need. As you are reading, underline the parts related to the questions. Read the questions again and answer them one by one, referring to the texts. Some information may be paraphrased.

- 3 Read the text. For questions (1-15) choose from the performances (A-D). The performances may be chosen more than once.
- 4 Match the underlined words in the text to their synonyms. Use them in sentences of your own.
 - praised • officially approved
 - immediate • successful
 - extraordinary • individual
 - instructive • levels



Which performer...

- used to perform with other famous stars?
- taught their craft to other people?
- made their creations more entertaining and lifelike?
- is/was not the same as most people in their profession?
- wants/wanted to do things people think cannot be done?
- (has) entertained and educated children around the world?
- is trying something different with their career now?
- does/did not live in the country where they were born?
- has/had an educational background unrelated to entertainment?
- had a record-breaking show?
- (has) devoted most of their life to their craft?
- is/was from Wales?
- was allowed to become a member of a special group?
- (has) worked with disabled children?
- is/was not known for appearing on television?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15

Great Entertainers

A Audiences around the world consider David Copperfield to be the greatest magician of our time. Copperfield was born in the United States in 1956. He began performing magic at the age of 12 and became the youngest person ever **admitted** to the Society of American Magicians. At 16, he was teaching a magic course at New York University. He then began singing and performing magic on stage in Chicago. At the age of 19, he was given a break in television with his own show. His career in the world of entertainment was taking off.

Since the 1970s, Copperfield has performed in Emmy award-winning television programmes, stage plays, films and personal tours. He has travelled around the world and has **elevated** the art of magic to new heights. In addition to performing, he created a critically acclaimed Broadway show, *Dreams & Nightmares*, which broke all box-office records during its run in New York City. “The secret,” says David, “is to consider nothing impossible, then start treating possibilities as probabilities. If I am in the impossible business – and I am – then I want to go beyond impossible.”

C Charlotte Church has an exceptional talent. By the time she was 11 years old, people were talking about the little girl with the big voice. Her break came in 1997 on a television show in Britain and was quickly followed by her show-stealing performance on a televised talent programme. Church **released** her first album in 1998, called *Voice of an Angel*. She became the youngest artist to have a number one hit in the classical charts. The young Welsh girl from Cardiff had become an instant success in Britain as well as North America.

Her fame spread quickly and she was offered a number of **options**. The young soprano travelled around the world, doing live performances alongside legends like Pavarotti and Julie Andrews. By the time she was 16, Church had completed a number of albums, including a ‘Best of’ album. Church has also **expanded** her career to include cameo appearances on popular television programmes and a few small roles in feature films. She is **currently** taking a break from singing, and working on her own television programme, entitled *The Charlotte Church Show*.

B Jim Henson will forever be remembered as the person behind some of the most famous puppets in the world. His best-known creations include such characters as Elmo, Big Bird, Bert and Ernie, Miss Piggy and especially Kermit the Frog.

Born in 1936 in the United States, Henson grew up loving puppets. In those days, most puppets were simply painted wood with no actual character or emotion. Henson designed puppets made of flexible, fabric-covered foam rubber, with big soft bodies and large mouths, which made them more realistic. He was given an opportunity to perform on a local television show, which quickly **launched** his career.

By 1970, Henson had developed a popular children’s educational television programme, called *Sesame Street*. The programme became an instant success and led to his next top production, *The Muppet Show*.

Over the years, Henson expanded his company to include a wide variety of children’s programmes and educational materials, including books, music, television shows and feature films. His work is known and loved worldwide.

Jim Henson died in 1990, after **devoting** more than 30 years of his life to his craft.

D We have all been amazed and impressed by acrobats and jugglers, mostly men, **tossing** around a variety of objects. However, a woman has recently taken centre stage in this male-dominated form of entertainment. Her name is Meike Fromm and she is from Germany, though she left there many years ago. Her stage name is Mika, and she is considered the best female juggler in the world.

As a dancer, Mika trained in modern dance, jazz and belly dancing. She holds a Master’s degree in Physical Education and is a certified teacher. She has worked with children with special needs in the New York City public school system.

Since 1995, Mika has performed in circuses and live shows as an entertainer around Europe as well as the United States. Her unique style has allowed her to move beyond the standard style of juggling and add a theatrical touch to her performances. “I love my art, and I am just so very pleased to have the opportunity to share it with others,” says Mika.

5 Match the words in bold to their meanings. Use the words in bold to make sentences about the performers.

- dedicating • made larger • at present • put out • throwing
- accepted • choices • raised • started

Speaking

6 Work in groups. Choose a person from the text and present him/her to the class.

Vocabulary & Grammar

1 Fill in each gap with the appropriate word from the list.

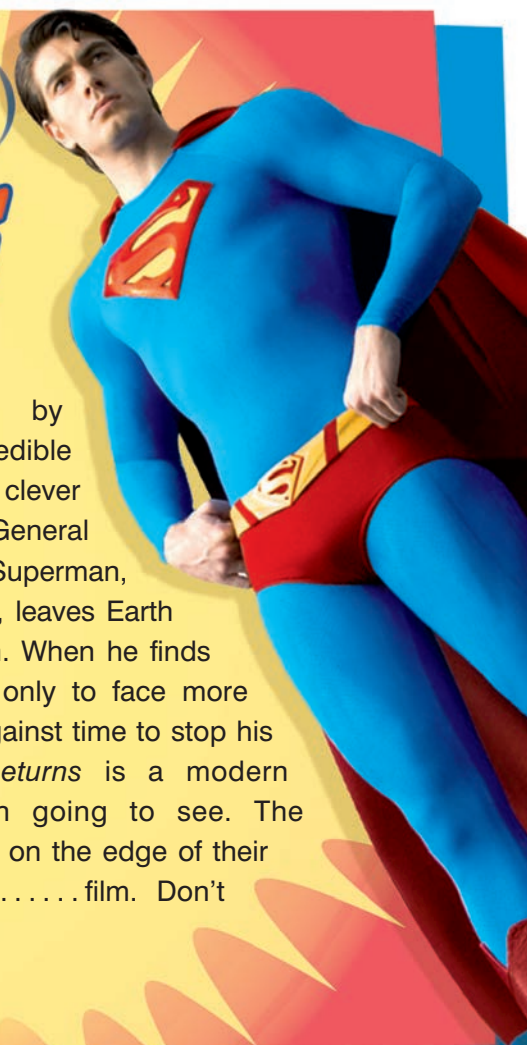
- miss
- directed
- played
- cast
- masterpiece
- sensational
- plot
- audience

2 Choose the correct word.

- 1 She had a **character/reown/reputation/fame** for being professional.
- 2 Peter Jackson likes to **take/shoot/create/fire** films in his native New Zealand.
- 3 Minor actors usually play **side/supporting/helping/backing** roles.
- 4 The film is a(n) **variation/change/adaptation/version** of the novel by Charles Dickens.
- 5 The film has a huge budget that is **calculated/estimated/valued/assessed** to be more than £100 million.
- 6 The film was **met/enjoyed/received/greeted** by fans despite what the critics said.
- 7 Jim Carrey will play the **portrayal/part/person/actor** in the film version.
- 8 The film was **placed/set/located/put** in Paris in the 1930s.

3 Cross the odd word out.

- 1 **film**: comedy, horror, adventure, live
- 2 **cast**: weak, all-star, talented, beautiful
- 3 **ending**: tragic, surprising, sudden, modern
- 4 **special effects**: excellent, large, spectacular, great
- 5 **plot**: ugly, awful, simple, complicated



Superman Returns, 1) by Bryan Singer, is an action film with an incredible 2) of actors and a clever 3) After eliminating General Zod and the other Kryptonian villains, Superman, 4) by Brandon Routh, leaves Earth to try to find his home planet of Krypton. When he finds nothing but ruins, he returns to Earth only to face more problems. Superman must again race against time to stop his enemies killing people. *Superman Returns* is a modern 5), well worth going to see. The 6) will be sitting on the edge of their seats throughout this 7) film. Don't 8) it.

• Past Tenses

4 Put the verbs in brackets into the *past simple, past continuous, past perfect or past perfect continuous*. Give reasons.

- 1 Tony (**watch**) TV when the lights went out.
- 2 They (**play**) tennis with the Smiths yesterday.
- 3 He (**live**) in Paris in 2004.
- 4 He was happy because he (**win**) the lottery.
- 5 Harry (**make**) up his mind and then let us know his decision.
- 6 When I saw Jane, she (**buy**) a gift.
- 7 Gary (**look**) for a flat for months before he (**find**) one.
- 8 We (**hope**) to go on holiday, but we couldn't afford it and stayed home.
- 9 When it (**start**) raining, he was out.
- 10 John (**learn**) English for 7 years before he (**move**) to London.
- 11 The band (**play**) for an hour when it (**start**) raining.
- 12 They were very tired. They (**travel**) for more than ten hours.

5 Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous. Give reasons.



When my brother 1) (**suggest**) that we go to see the David Copperfield performance at the local theatre, I immediately 2) (**agree**). He 3) (**tell**) me about the amazing tricks that he 4) (**perform**) in the past and I have to admit I 5) (**be**) intrigued.

On the night of the performance, as we 6) (**enter**) the venue, there was an immense feeling of anticipation in the air while the audience 7) (**hurry**) to find their seats. As the lights 8) (**dim**), everyone 9) (**go**) silent.

The show that 10) (**follow**) left me breathless. After his first trick, where his assistant 11) (**cut**) him in half, Copperfield 12) (**invite**) audience members to supply him with dates of birth and anniversaries. He then 13) (**proceed**) to open a locked box and 14) (**pull**) out a piece of paper with the exact dates printed on it! Then, the illusionist 15) (**play**) back an audiotape that he 16) (**record**) before the show on which he 17) (**recite**) the dates that the audience members 18) (**give**) him.

As the evening 19) (**progress**), Copperfield 20) (**make**) a person disappear and reappear in another country and, magically 21) (**transport**) thirteen audience members to the back of the theatre. I was very impressed by Copperfield's talent and I 22) (**have**) to admit to myself that it was the greatest performance I 23) (**ever/see**).

USE OF ENGLISH

- Key word transformations

6 Complete the sentences using the words in bold. Use two to five words.

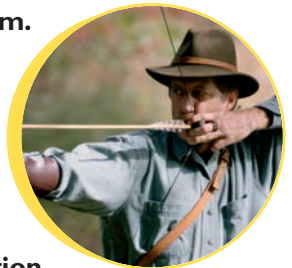
- Sally isn't as quick at typing as Pam.
than Pam is Sally is.
- Her parents didn't let her stay out late when she was young.
allowed She out late when she was young.
- I can't stand people laughing at me.
laughed I can't at.
- We had never been to Paris before.
first It we had ever been to Paris.
- Rachel started taking piano lessons five years ago.
been Rachel for five years.

- He has never flown on an aeroplane before.
first It's the flown on an aeroplane.
- The last time I went there was two years ago.
for I two years.
- She waited until all the guests had arrived before she made her announcement.
until She didn't all the guests had arrived.

- Prepositions

7 Fill in the correct prepositions. Check in Appendix II. Choose any five of them and make sentences using them.

- He **aimed** the target and released the arrow.
- He isn't **keen** comedies.
- I was upset when our holiday came **an end**.
- A lot of people live **isolation**.
- The team are **confident** winning the cup.
- Bell is **famous** inventing the phone.
- The lecturer gave an interesting **interpretation** Shakespeare's sonnets.
- Her pet dog **died** a mysterious illness.
- The old lady **died** an accident.
- He's **obsessed** the idea of becoming a film star.



Listening

8 **Listen to someone talking about a film they watched. Answer the questions.**

- Which film did he watch?
- Who starred in it?
- Who was it directed by?
- What was the film about?
- What were the special effects like?
- Did they recommend the film?

Speaking

9 You have recently watched a film. Tell your partner about:

- the title/actors/director of the film
- your description of the plot
- your comments on the music/atmosphere etc
- your positive or negative opinion

Writing

10 Use your answers in Ex. 9 to write a short review of the film.

Listening for opinion/attitude

- 1 Look at the pictures. Match what the people say to each sport. Which words helped you decide?



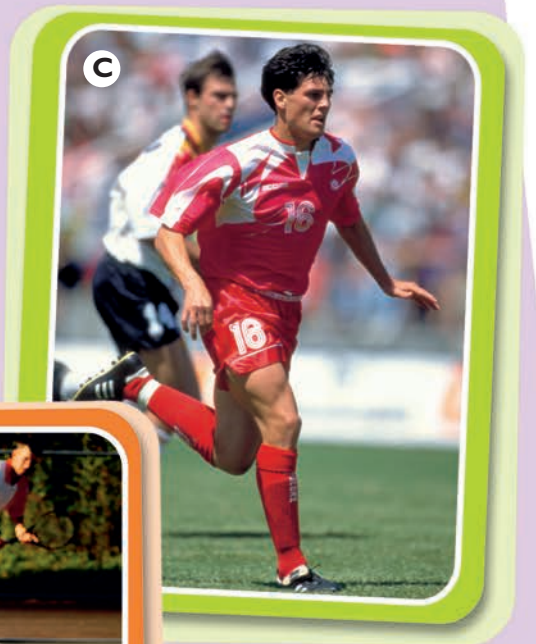
1

I just love it. There's nothing like watching it live. I enjoy the atmosphere in the stadium. Everyone cheers and shouts. It's really great, especially when my team scores the winning goal.



2

I know lots of people really enjoy playing or watching it but I personally can't stand it. I can't feel the tension and I can't understand how people get excited watching two people hit a ball back and forth until one of them misses.



3

Most people learn how to do it as kids. I didn't, but as I was watching the others having fun I said to myself, "It's never too late." At first I felt like I was going to drown, but after some time I learnt to float and I became more confident in the water. Now I go twice a week.

- 2 The following phrases express opinion. Which of them are used in the texts in Ex. 1?

Expressing opinion/attitude

- I love/don't like ...
- I feel that ...
- I believe/don't believe that ...
- I think/don't think ...
- To me ...
- I personally ...

- 3 You'll hear a boy talking about a sport. How does he feel about it? Which phrases helped you decide?

- 4 Think of a sport you like and one you don't like. Use the phrases in Ex. 2 to talk about them. Make sure you don't mention the names of the sports. Your partner guesses the sports.



Listening Task 1

- Multiple matching

- 5 You will hear five people giving their views on extreme sports. For speakers 1-5, choose from the statements (A-F) what each speaker says. There is one extra letter which you do not need to use.

- | | |
|---|------------------------------------|
| A I don't know why people like them. | Speaker 1 <input type="checkbox"/> |
| B I'd rather do something more relaxing. | Speaker 2 <input type="checkbox"/> |
| C I'm too afraid to try anything like that. | Speaker 3 <input type="checkbox"/> |
| D Other sports are too boring for me. | Speaker 4 <input type="checkbox"/> |
| E I'd like to try a sport like that. | Speaker 5 <input type="checkbox"/> |
| F I don't enjoy it as much as I used to. | |

Listening for gist

- 6 Match the words to the correct picture(s).
- 7  Listen to Tracey talking about an evening out. Where did she go?
• theatre • circus • magic show
Which words helped you decide?
- 8 a) You're going to hear someone talking about one of the following forms of entertainment:
• magic show • juggling act • puppet theatre
Before you listen write some key words you expect to hear for each choice.
- b)  Now listen. Choose the correct answer. Did the speaker mention any of the key words?

jugglers
stage ring footlights
tricks acting aisle stunts stalls
audience acrobats clowns
play boo applause dancers
orchestra trapeze
disappear performers
curtain




Listening Task 2

- Multiple choice

Study Skills

Multiple choice listening

Read the questions and underline the key words. Listen once and note down any answers you can. Listen again and complete/check your answers.

- 9  You will hear people talking in eight different situations. For questions 1-8, underline the key words. Listen and choose the best answer, A, B or C.
- You hear a teenager talking about the sport he does. Why did he take it up?
A to avoid doing something else
B to follow a family tradition
C to build on his natural talent
 - You hear a woman talking about a trip she is taking. How will she travel to the airport?
A on foot
B by train
C by motor vehicle
 - You hear part of a lecture about the role of women in the legal profession. What is the lecturer describing?
A historical facts
B opinions on the effects of something
C disagreements between researchers
 - You hear a man talking. What is he?
A an actor
B a scriptwriter
C a personal assistant
 - You hear a man talking at work. What is he worried about?
A the company's financial position
B an important meeting
C his after-dinner speech
 - You hear a woman talking about her car. Why is she happy with it?
A It is a nice colour.
B It is a vintage car.
C It is reliable.
 - You hear someone talking about a footballer. How does the footballer feel about his sport?
A He thinks it restricts his lifestyle.
B He sees it as a route to something else.
C It's the most important thing in his life.
 - You hear a manager talking to his secretary. Why is he talking to her?
A to give a warning
B to grant permission
C to make a suggestion

Unit 1.8 Speaking Skills

Giving personal information

- 1 Complete the sentences about yourself. Imagine you are new to the class. Use the sentences to talk about yourself to your partner.

My name's

I'm years old.

I live in

I go to school.


There are in my family.

My dad works as

My favourite subjects are

In my spare time

Expressing likes/dislikes

- 2  Listen to John talking about what he likes doing in his free time and complete the sentences with the correct activity.

- I really enjoy because we have a lot of fun together.
- I like and because I'm a very active person.



- I'm fond of and I often go with my dad to the lake.
- I'm keen on and go regularly with my mum in the park.
- I can't stand I don't like to get my hands dirty.
- I'm not keen on because I do it a lot at school.
- I just hate It's so boring.
- I really enjoy It's interesting and fun.


Speaking Task 1

(personal questions – monologue)

- 3 What about you? What do/don't you enjoy doing in your free time? What's your favourite hobby? Why? Tell your partner.

Likes	Dislikes
<ul style="list-style-type: none"> I really like/enjoy ... I'm fond of ... I'm keen on ... 	<ul style="list-style-type: none"> I just hate ... I can't stand ... I find ... boring/difficult, etc

Contrasting ideas/Speculating

- 4  Which sports can you see in the pictures? What are they like? In what ways can they be dangerous? Listen and complete the sentences.

Both horse racing and motocross are challenging sports.
 1) horse racing can be a great 2), it can also be quite dangerous. For example, if the horse falls over, the jockey may
 3) or injure their head.

Similarly, motocross could be dangerous if the rider 4) of the bike and crashes it. In spite of all the dangers, these sports require a
 5) so they can help you stay 6)



Speaking Task 2 (monologue)

- 5 a) Look at pictures A and B. Use the language in the boxes to compare the photographs and say in what way these sports may be dangerous. Use the text in Ex. 4 as a model.



In what way may these sports be dangerous?



Contrasting ideas


- ... but ...
- Although + clause
- In spite of/Despite + noun/-ing form

Speculating

- It may/might/can ...
- It probably ...
- It seems that ...
- I'd say it ...
- Perhaps ...

Useful language

	Benefits	Possible dangers
skiing	<ul style="list-style-type: none"> • great form of exercise • gives sense of freedom • helps you get fit 	<ul style="list-style-type: none"> • crash/lose control • break leg/injure head/get concussion
rock climbing	<ul style="list-style-type: none"> • very exciting • challenging/adventurous • enjoy nature • requires skill 	<ul style="list-style-type: none"> • fall from great height • break arm/leg • injure shoulder/back

- b)  Listen to a model monologue. What does the speaker say about the dangers of each sport?

- Expressing preferences (dialogue)

- 6 Which of the sporting events above would you prefer to watch and why? Use the phrases to tell your partner.

- I'd prefer (+ to-inf) rather than (+ bare inf) because ...
- I'd really like to ...
- I think ...
- I quite like ... but I'd prefer ...
- I'm not very keen on ... I'd rather/prefer ...



- **Stories** can be written either in the first or the third person and present a series of events, real or imaginary.
- We normally use past tenses in stories. *e.g. He stood on the deck looking out to sea as the ship was leaving the harbour.*
- When writing a story, we need to keep a time sequence in mind. Stories describe a sequence of events which need to be linked with appropriate sequence words such as: **First, Then/Next, After/Before (that), During/Meanwhile, Finally, As soon as, The moment that, As, No sooner ... than, Hardly ... when, Immediately, Since, While, Until, By the time, As long as.** *e.g. He stood up and walked towards the door. Meanwhile, Stella was poking the fire.*
- Using a variety of adjectives (*disgusted, amusing, astonished, etc*) and adverbs (*fearlessly, cautiously, amazingly, etc*) will make our stories more interesting to the reader. *e.g. He carefully approached the empty house and knocked on the wooden door.*
- We can use descriptions of people, places or objects to create atmosphere and emphasise specific parts of the narration. *e.g. Behind the desk there was a cheerful little girl looking at me smiling shyly.*
- We can use direct speech to make our stories more dramatic. *e.g. "What's this?" she asked.*

PLAN

Introduction

Para 1 **Set the scene** (describe the weather, time, atmosphere, people involved, possible feelings etc)

Main Body *

Para 2 **Before the main event(s)** (incidents leading to the main event)

Para 3 **The main event(s)** (describe the main event(s), people involved, more details and the climax event)

* *The main body may include 1-3 paragraphs.*

Conclusion

Final para **End the story** (refer to moods, consequences, people's reactions, feelings, etc)

- Interpreting rubrics

1 Read the rubric and look at the underlined key words. Then answer the questions below.

Your teacher has asked you to write a story about a frightening experience for the school magazine. The story must begin with the following words: It was raining heavily yesterday ...

Write your story (120 - 180 words).

- 1 What are you going to write?
- 2 Who is going to read your piece of writing?
- 3 Who will the main character(s) be?
- 4 What can the story be about?
- 5 What words must you use in your writing? Where?
- 6 How many words must you write?
- 7 How can you begin your story?

Trapped!

It was raining heavily yesterday evening as I was walking to work. I reached the building and, as usual, I went up to the security office and changed into my uniform. I was in a good mood and I figured that I could easily finish my first patrol before 9 pm.

I had only just begun my security patrol when there was a terrible rumble, like thunder, and the building literally started to collapse around me. I remember falling and then I was lying on cold concrete in total darkness.

I was trapped. I started to shout frantically but I realised it was useless. That turned into the longest night of my life. It seemed like an eternity before I heard faint voices above me. I shouted for help. A man shouted back, "Where are you?" "Here, here!" I yelled at the top of my voice. "Don't panic – we'll get you out of there," he called.

When a chunk of debris was moved and I saw the dim lights, I knew I would be safe. As the rescuer climbed down carefully and pulled me out, I felt relieved. Although my leg was hurting terribly, I was happy to be safe and sound.

Para. 1

.....
.....

Para. 2

.....
.....

Para. 3

.....
.....

Para. 4

.....
.....

- Model analysis

2 a) Read the model.

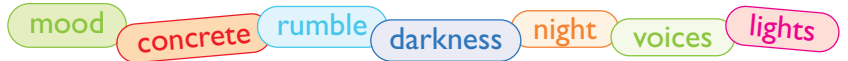
- 1 Which paragraph sets the scene?
- 2 What is the main event?
- 3 What happened before it?
- 4 What happened in the end?
- 5 How did the character feel?
- 6 Underline the direct speech in the model.

b) Read the model again and complete the paragraph plan.

c) List the events in the order they happened. Use them to tell the class a short summary of the story.

- The building started to collapse.
- He went to the security office.
- A man found him.
- He fell and got trapped.
- He went to work.
- He heard a rumble.
- He heard voices.
- The rescuer pulled him out.
- He shouted for help.

3 What adjectives has the writer used to describe the following?



4 Fill in the adverbs the writer uses with the following verbs. Make sentences using these phrases.

- | | | |
|---------|---------------------|----------------------|
| 1 | finish | 3 shout |
| 2 | started to collapse | 4 climbed down |
| | | 5 hurting |

5 Listen to the story and put the pictures into the correct order. Then write a story based on them entitled: *A Flight to Remember*. Write your story (120-180 words).

- | | |
|--------|--------|
| 1 | 4 |
| 2 | 5 |
| 3 | |

• Descriptive Techniques

To make your story more interesting to the reader you can:

- use a variety of **adjectives** and **adverbs** that bring the text to life. *e.g. The lovely old lady smiled warmly at me.*
- use direct speech and a variety of **verbs** such as: **exclaimed, uttered, screamed, announced, mentioned, stated, expressed, shouted**, etc to avoid using **said** all the time. *e.g. Instead of saying "Let's go!" he said, you can say "Let's go!" he exclaimed.*
- use your **senses** (sight, sound, smell, taste, touch). *e.g. I heard the sound of shattering glass and saw people running hurriedly towards the exit. I could smell something burning and a blast of hot air blew past me and I could feel the heat from it.*

- Adjectives/Adverbs

1 Replace the words in bold with one of the adjectives or adverbs from the lists.

countless fierce terrible
quickly freezing

A

That day, Amy and Mark couldn't believe their bad luck! They had gone mountain climbing 1) **many** times before, but never had they experienced such 2) **cold** temperatures and 3) **strong** winds. They realised they would have to find shelter 4) **fast** before they got into 5) **serious** trouble.

huge awful narrowly
extremely pleasant

B

Tom and Amanda had just shared a 1) **nice** evening out with friends. On their way home, driving along a mountain road, they suddenly saw a(n) 2) **big** rock blocking their way. Tom slammed on the brakes immediately and managed to stop the car. They were 3) **very** lucky because they 4) **just** missed having a(n) 5) **bad** accident.

large antique elderly beautiful
peaceful blazing tiny

C

The 1) **old** lady lived in a(n) 2) **big** house on a(n) 3) **quiet** street near the edge of town. She had lived there all her life and her house was filled with 4) **nice** 5) **old** furniture and collectibles. She spent most of her time in a(n) 6) **small** parlour at the back of the house, in front of a(n) 7) **hot** fire, reading books.

2 Fill in: victoriously, politely, cautiously, quickly, happily, wearily, fortunately, softly, always, seriously.

- 1 She excused herself from the dinner table.
- 2 None of the hotel guests were injured in the fire.
- 3 You should wash your hands before you eat.
- 4 The man instructed everyone to walk towards the exit.
- 5 The trainer approached the lion.
- 6 the plane landed safely and on time.
- 7 Becky accepted the invitation to the birthday party.
- 8 The boy stroked the puppy and wrapped it in a blanket.
- 9 The family returned home after their weekend of camping in the mountains.
- 10 The team celebrated winning the championship.

- Using a variety of verbs

3 Complete the sentences with: exclaimed, shouted, assured, whispered, explained, screamed.

- 1 "Everything will be fine," he her.
- 2 "You look gorgeous," Tom in admiration.
- 3 "Hide in here! Quick!" she just before the door burst open.
- 4 "Oh no! It's going to fall!" she in terror.
- 5 "It was all my fault," he to the police officer.
- 6 "Psst. Over here," a strange voice.

• Feelings

Stories should illustrate how the characters feel. e.g. *anger, happiness, sadness, frustration, loneliness*, etc. This makes them more interesting to the reader and brings the characters to life.

4 Read the following story endings which describe how the characters feel. Fill in the gaps with the adjectives: frustrated, angry, lonely, happy, sad.

- | | |
|---|---|
| <p>1 The boy looked at me and smiled. I had saved his life. I felt so</p> <p>2 She was badly hurt. There was nothing I could do to help her. I was so</p> <p>3 I knew the vet had done his best but he couldn't save my dog. I wanted to cry; I felt really</p> | <p>4 Everything she had told me was a lie. I was very with her and I could never forgive her.</p> <p>5 He waved his mother goodbye as she entered the coach. Suddenly, he felt very</p> |
|---|---|

• Beginning and ending a story

The beginning and ending of a story is very important. A good beginning will stimulate interest and make the reader want to continue reading the story. A good ending will give the reader a sense of satisfaction.

Ways of starting a story:

- a creating atmosphere by describing the weather, people, setting the scene, etc
- b using direct speech, either a statement or a question
- c expressing someone's mood or feelings

- d directly addressing the reader
- e asking a rhetorical question

Ways of ending a story:

- a using direct speech
- b asking a rhetorical question
- c describing your reactions, feelings or mood
- d describing other people's reactions or feelings
- e creating a feeling of suspense or mystery

Remember that more than one technique may be used to begin or end a story.

5 Match the beginnings (1-4) to the endings (A-D), then decide which techniques have been used in each.

Beginnings

1 "Bob, what's that over there?" Jack sounded nervous as he pointed towards the trees. I looked. What was that pile of clothes?

2 Why is it that the most important things happen when we don't expect them? The sun was shining as they walked through the jungle. Everybody was nervous, especially James Johnson. The scientist had been working all his life to find the lost tomb of Itawa, the ancient Brazilian god.

3 Have you ever been to a haunted house? Brian stood in the dark, deserted street looking up at the haunted house. He wondered why he had agreed to go inside since it made him nervous. He had no choice, though, but to go in.

4 The train had not moved for some time. We were worried. It was becoming hard to breathe as it was extremely hot in the carriage and the air conditioning had stopped working ages ago.

Endings

A When we got out into the fresh air, we felt relieved. We were safe at last.

B He ran away as fast as he could. He wasn't sure about what he had seen but he knew he would never go near that house again.

C When the doctor told us we had saved the man's life we were glad. It was lucky that we had gone to work a little earlier that winter's morning.

D James was tired. "OK, so it wasn't in this valley," he thought, "but I know it exists. I'll just have to keep looking." He walked back to the camp, anxious to start his search again.

6 Write a beginning and an ending for a story entitled "A day to remember." Use any of the techniques above.

• Descriptions in stories

Stories may include descriptions of the people, objects or places involved in the event(s).



Describing People

- When you describe **physical appearance**, remember to include details of: **height, build, age, facial features, hair, clothes**, moving from general adjectives to more specific ones. *e.g. John was a tall, well-built man. He had an oval face with bright blue eyes and a big nose. His short fair hair made him look sophisticated. He always dressed smartly in a well-cut suit and tie.*
- When you describe a **person's character**, you should always justify the qualities you mention each time. *e.g. He was so reliable, he would never let you down.*

The negative qualities should be written using mild language *e.g. Instead of saying: He was aggressive, you can say: He **had/showed/displayed a tendency to be aggressive** or He **could be aggressive at times**.*

- 1 a) The following adjectives describe people's physical characteristics. List them as in the example. Compare with your partner.

- blue • short • oval • tiny • straight • freckled
- dark • of medium height • slim • upturned
- muscular • brown • wavy • overweight
- blond(e) • almond-shaped • long • plump
- wrinkled • ugly • shabby • crooked • elegant
- attractive • fashionable • slanting • tall
- casual • curly • green • well-built

Height	short
Build	tiny
Face	oval
Eyes	blue
Nose	straight
Hair	brown
Clothes	shabby

- b) Find pictures of people from magazines. Describe them to your partner.

- 2 a) Fill in: lazy, intelligent, practical, reliable, patient, lively, unstable, generous, boring, optimistic.

- 1 Mary was a very person. You could always count on her to do what you asked her to.
- 2 He tended to be His mood was likely to change at any time.
- 3 He was a very person. He did nothing but watch TV most of the day.
- 4 Mike could often be He had a tendency to repeat the same old stories.
- 5 She had a very outlook on life. She always looked on the bright side. She never expected anything to go wrong.
- 6 The teacher was very with her students. She always explained things several times.
- 7 The little boy was so he could learn things quickly and easily.
- 8 Her uncle was very He always gave money to charity.
- 9 Josh was very He was full of energy and high spirits.
- 10 Her husband was very He repaired everything around the house.

- b) Use appropriate adjectives to describe a friend of yours to your partner.

- 3 Make sentences with the following personality traits. Justify the adjectives when describing a person.

- pleasant • reserved • sensible • selfish
- helpful • naive • unreliable • silly • honest
- unpredictable • serious • curious • dishonest
- pessimistic • sociable • witty • amusing
- dull

e.g. Her children were very pleasant. They always behaved in a polite and friendly manner.



4 a) Look at the text below and answer the questions.

- 1 What type of text is it?
- 2 What tenses are used?
- 3 Which paragraph(s) contain(s) a description of a person?
- 4 What does the person look like?
- 5 What character adjectives and justifications has the author used?
- 6 Which verbs does the author use instead of "say" in the last paragraph?
- 7 How has the writer used the senses?

b) Put the events in the order they happened. Use them to retell the story.

- She saw a man.
- A car headed towards them.
- They sat together.
- She went to a restaurant.
- Ambulances and police arrived.
- They heard a sound.
- John pulled her into the kitchen.
- They heard glass shatter.

An Unexpected Meeting



1 Yesterday, I had an interview and I didn't want to be late. The weather was awful so I set off in plenty of time and I was an hour early. I decided to spend the time in a small cosy restaurant.

2 Straight away, I noticed a handsome young man. He seemed familiar. He was slim but muscular and rather tall. I was trying to think where I knew him from when he looked up and smiled at me. I smiled back. He waved me over to his table.

3 He was John Stevens, an old friend of my brother's. He was friendly, interesting and funny. I was laughing at one of his jokes when we heard the sound of screeching tyres from outside. We looked out of the window and saw some car headlights heading towards us. I was terrified.

4 Instantly, John grabbed me and pulled me into the restaurant's kitchen. We heard the sound of shattering glass and smashing furniture and then everything went quiet. Ambulances and police arrived within minutes and thankfully no one was injured. "You saved my life. How can I repay you?" I cried. "How about dinner? Not here though, it needs some remodelling," he replied jokingly.

5 Find the adjectives the writer uses to describe the following.

- weather • restaurant • man
- tyres • glass • furniture

Think of two more adjectives for each noun. Compare with your partner.

6 a) What techniques has the writer used to begin/end her story?

b) Give the story a different beginning and ending. Use any of the techniques on p. 25.

7 Imagine the writer met a woman. Rewrite paragraphs 2 and 3. Think about:

- who the woman can be. (e.g. a friend, a relative, etc)
- what she looks like.
- what she is like.



Describing places

When describing particular details of a place, you can use your senses (sight, sound, smell, taste, touch). *e.g. He lived in a cottage with **thick wooden beams** that you could **smell** when you walked in the door.* A combination of static and moving features can also be used in descriptions. *e.g. **static features:** The cottage was **at the top of the hill.** **moving features:** The stream **flows down the hill.*** You can also describe the place either from near or far, from a central point, from a high point etc. *e.g. In the distance, we could see a castle high up on a hill.*

1 a) Fill in: beyond, from, covered, along, poked, up.

I was struck by the beauty of Bergen as we sailed into the harbour early that summer morning. It seemed to offer the perfect combination of fragrant pine trees and fresh sea air. The old harbour was filled with colourful sailing boats and

1) the bustling waterfront people drifted in and out of the craft shops, cafés and restaurants which were already busy serving delicious-looking food. 2) the city, the dense evergreen forests which grow

3) the mountainside made it seem as if it were 4) with a lush green blanket. Here and there in the forest old wooden-beamed houses 5) their roofs out from between the trees. 6) the harbour I could smell the delicious aroma of fresh seafood and fruit. I knew that my stay in this stunning part of Norway was going to be an interesting one.

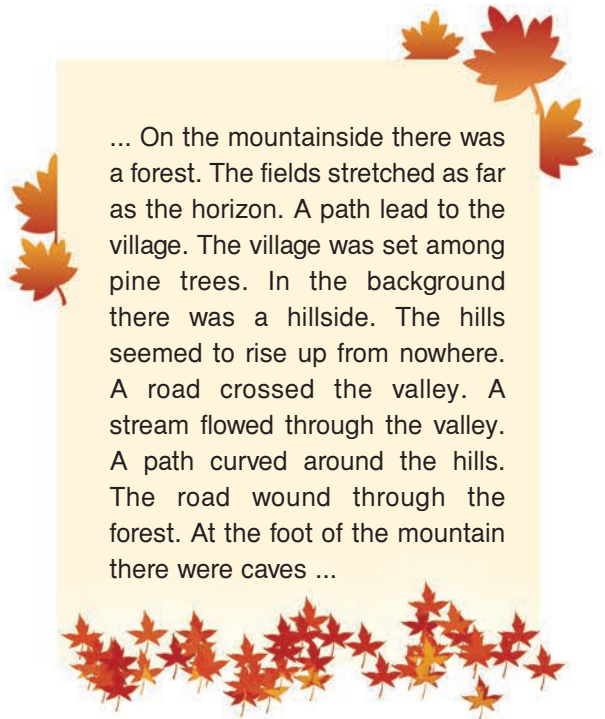


b) Circle all the adjectives in the text.

c) List all the phrases that relate to the use of the senses (smell, sight, sound, taste).

2 Read the extract below. Highlight the static features and circle the moving features.

... On the mountainside there was a forest. The fields stretched as far as the horizon. A path lead to the village. The village was set among pine trees. In the background there was a hillside. The hills seemed to rise up from nowhere. A road crossed the valley. A stream flowed through the valley. A path curved around the hills. The road wound through the forest. At the foot of the mountain there were caves ...





Describing Objects

- When you describe objects you can use a variety of adjectives. You should bear in mind the following order:

Opinion, Size/Weight, Age, Shape, Colour, Country of Origin, Material **NOUN**

Instead of saying “*He was holding a box*” we can say “*He was holding a beautiful, heart-shaped, velvet box*”. We do not normally use more than three adjectives to describe a noun.

- We can add more information in a prepositional phrase after the noun. *e.g. It was a beautiful heart-shaped velvet box with a red ribbon on it.*

- 3 The following adjectives describe objects. Use them to complete the table, as in the example.

enormous	ancient	light	rubber	round
modern	little	purple	Spanish	British
steel	Chinese	metal	red	heavy
disgusting	new	black	attractive	flat

Opinion	beautiful
Size/Weight	large
Age	old
Shape	round

Colour	blue
Origin	Egyptian
Material	woollen
Noun	carpet

- 4 Read the following extract from a story and put the adjectives into the correct order, then cover the text and try to describe the suitcase in the picture.

As I entered the house I heard people laughing in the living room. A(n) (**leather, old, square**) suitcase was in the corridor. Each corner of the suitcase was covered by a (**dark, small, leather**) patch, which was fastened by (**metal, tiny, round**) studs. The suitcase was covered with many (**colourful, interesting, paper**) labels, and had a sturdy handle. There were also two (**metal, silver, small**) locks on either side of the handle. “Who can this suitcase belong to? What is in it?” I wondered as I headed towards the living room.



- 5 Show and tell. Bring objects from home or choose objects in the classroom and describe them to your partner.

- Discuss & Write

- 6 Read the rubrics and answer the questions. Choose one and write your story.

A

Your teacher has asked you to write a story for an international magazine. The story must start with the following words: *I had never been so surprised in my whole life.*

Write your story (120 - 180 words).


B

You have decided to enter a short story competition. The competition rules say that the story must be entitled: *A Special Birthday Present.*

Write your story (120 - 180 words).

- What should you write?
- Who is your target reader?
- Who can the main character(s) be?
- What can the story be about?


Swap papers and evaluate your partner’s story. Think about: *spelling mistakes, paragraph structure, sequence of events, tenses.*

- 1 a) Describe the pictures above the text. Why would the people choose to use these forms of transport?
- b)  Listen and read the text to find out.

Study Skills

Text completion

Read the title to get a general idea of what the text is going to be about. Read the text once to get the general idea. Read again. Pay close attention to the words before and after each gap. Look at the choices and choose the best one. Read the completed text to see whether it makes sense.

- 2 Read the text. Answer the questions.
- Why do tourists visit Britain?
 - What alternative form of transport can a tourist use in London?
 - Where did pedicabs come from?
 - How many passengers can a pedicab carry?
 - How much is the fare?
 - Can you find pedicabs any time of day?
 - Are pedicabs used only by tourists?
- 3  Read the text. For each gap choose the correct word (A, B, C or D).
- 4 Work in pairs. Imagine you are on holiday. You are talking to your friend on the phone. Tell him/her about:
- where you are
 - how long you are staying and why
 - what means of transport you are using and why
- 5 Work in groups. What forms of transport do tourists use in your country? Are they cheap/expensive? When do they operate? Make a presentation for the class.

USE OF ENGLISH

PEDICABS

What do London and Edinburgh have in 0) *common*? Well, they are both popular destinations for tourists 1) to learn about the cultural heritage of Britain and to see the spectacular sights. However, they are also cities that offer an alternative form of transport, the pedicab. For those who don't like walking or are 2) about polluting the environment, this is a(n) 3) way to get about.

The pedicab is a sophisticated version of the rickshaw, a 4) of transport that has been popular in the Far East for many years. Basically, it is a lightweight tricycle which can carry up to three passengers. There is no engine and so there is no pollution. The power is provided by your driver, a fit cyclist! A short ride of around half a mile 5) £3 per passenger, which is rather expensive, but there is no shortage of customers, with some drivers 6) up to 40 miles and carrying 50 different sets of passengers during a 7) eight-hour shift.

The vehicles are very popular with tourists. In London, for example, you can enjoy a visit to a theatre and then 8) a pedicab ride to one of the many restaurants in Soho or the West End. With around 250 pedicabs in use you should be able to find one easily. Be warned, though – you won't find one in the daytime, as they only 9) in the evenings. They have also become a popular mode of transport for weddings, birthday parties and so on. In Edinburgh, there are now 40 pedicabs 10) tourists between the city's many attractions.

Some people are not 11) on the idea of pedicabs, especially taxi drivers. However, it seems that they are here to 12), adding yet another dimension to Britain's vibrant culture.

- | | | | | |
|----|------------|------------|-------------|----------------|
| 0 | A share | B common | C standard | D stock |
| 1 | A anxious | B keen | C eager | D enthusiastic |
| 2 | A regarded | B afraid | C concerned | D troubled |
| 3 | A classic | B model | C fine | D ideal |
| 4 | A style | B shape | C form | D pattern |
| 5 | A costs | B sells | C pays | D amounts |
| 6 | A moving | B covering | C crossing | D passing |
| 7 | A normal | B standard | C typical | D usual |
| 8 | A take | B hold | C grab | D seize |
| 9 | A act | B function | C operate | D work |
| 10 | A bringing | B sporting | C ferrying | D moving |
| 11 | A intense | B keen | C fond | D eager |
| 12 | A stop | B keep | C remain | D stay |

USE OF ENGLISH

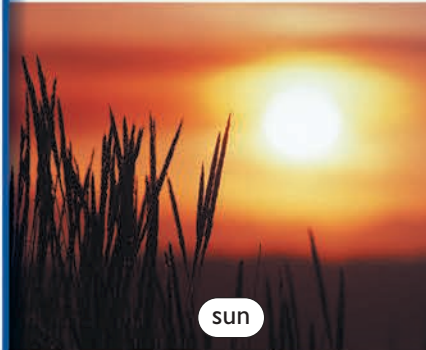
Our ENERGY Resources

There **0) are** two **categories** of energy resources: renewable and non-renewable. Non-renewable energy resources cannot be **replaced** once they have been used up. Renewable energy resources, on the **1)** hand, never run out.

Non-renewable energy comes from fossil fuels **2)** as coal, oil and natural gas. They were formed over millions of years from the **remains** of living things, and it would take millions of years to replace **3)** . Fossil fuels release energy when they are burnt, but they **4)** release large amounts of carbon dioxide. **5)** pollutes the atmosphere and increases global warming.

Renewable energy resources include wind, water and **solar** power. The Earth has **6)** endless supply of these forms **7)** power, and using them causes little or no pollution. The power of the wind **8)** converted into electricity using wind **turbines**. The power of moving water, whether from dams, **9)** the ocean waves, can drive hydroelectric turbines, while energy **10)** the sun can provide heat or **11)** turned into electricity.

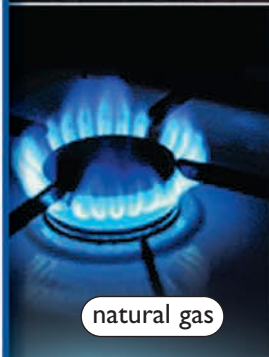
Cutting down on the amount of fossil fuels we use would **reduce** pollution and **conserve** the Earth's resources before they disappear completely. We can all help. For example, we can slow down when driving and walk to school **12)** than travel by car, and we can turn off the lights when we leave the room.



sun



oil



natural gas



wind



water



coal



wood

- 1 Look at the pictures. Which energy resources do you think will not run out and which ones will eventually run out? Read through and check.
- 2 Read the text and fill in the gaps with an appropriate word. Compare answers with a partner. Listen and check.
- 3 Match the words in bold to their meanings.

- cut down on • from the sun
- machines that turn to produce power • types • leftovers
- protect (from loss) • substituted

Speaking

- 4 In pairs, discuss the benefits of using water, wind and solar power as energy sources.

Listening

- 5 Listen to two people talking about how to save energy. List the points under the headings: **home - school**

Project!

ICT In groups collect information, then write a short article about how to save energy at home. You can use ideas from Ex. 5. You can visit this website: <http://www.eere.energy.gov> Go to **Site Index**: Click on **Consumers**

Progress Check 1

1 Fill in: finish, injured, hard, seating, postponed, dashed, opponent, catch, tragic, supporting.

- To get into the Olympics, you must train
- I really liked the actor who played the role.
- The performance was until next Monday.
- This stadium has a(n) capacity of 50,000.
- He to the finishing line to take second place.
- John can't play this week, he's
- My in this tennis match is also my cousin.
- He managed to the race in third place.
- I have to leave now if I want to the bus.
- I don't like films that have a(n) ending.

(Points: $\frac{\quad}{10 \times 2} \quad 20$)

2 Put the verbs in brackets in the correct tense.

- A: What (you/do) this time last weekend?
B: We (travel) to York.
- A: Who's she? Why (she/look) at us?
B: I (not/notice) her looking at us.
- A: (you/meet) Ann at the party last night?
B: No, she (leave) before I arrived.
- A: (you/do) anything tonight?
B: Yes, I (go) to the cinema with Steve.
- A: Why (you/be) late yesterday?
B: I (wait) at the bus stop for over forty minutes before the bus arrived.

(Points: $\frac{\quad}{10 \times 2} \quad 20$)

3 Join the sentences. Use relatives.

- Rachel is my best friend. She is an actress.
- Cumbria is a county. It is in the northwest of England.
- Lyn's sister is a famous model. Lyn is my neighbour.
- Ian's going to Rome. He will visit the Colosseum there.
- I want to learn to play snooker. It is a difficult game.

(Points: $\frac{\quad}{5 \times 4} \quad 20$)

4 a) Fill in: off, down or in.

- Their car broke on the way to the airport.

- If they had set earlier, they wouldn't have been late for their flight.
- They got a lift from their friends who had come along to see them

- They managed to check quickly.

- They boarded the plane just before it took

(Points: $\frac{\quad}{5 \times 2} \quad 10$)

b) Fill in: with, for, about, from.

- Steven Spielberg has a reputation making good films.
- Ralph Fiennes is most famous his role in *The English Patient*.
- In the film the hero died his wounds.
- Tom was very confident winning the race.
- Paul is obsessed football. He talks about nothing else.

(Points: $\frac{\quad}{5 \times 2} \quad 10$)

5 Complete the sentences using the words in bold. Use two to five words.

- We had never been to Florence before.
first It we had ever been to Florence.
- Ryan started playing rugby five years ago.
been Ryan rugby for five years.
- Although he had trained for the race for weeks, he didn't win.
despite He didn't win the race for weeks.
- She waited until everyone had arrived before she told them her news.
tell She news until everyone had arrived.
- The film didn't interest me at all.
find I didn't at all.

(Points: $\frac{\quad}{5 \times 4} \quad 20$)

(My score: $\frac{\quad}{100}$)

Now I can ...

- talk about free-time activities
- talk and write about a sporting event
- talk about journeys and means of transport
- express interest and preferences, likes/dislikes, opinions, attitude
- write a film review
- write a story
- write descriptions of people, places and objects
- talk about energy resources
- write about saving energy at home

... in English

FORUM

Virginia Evans - Jenny Dooley



Student's Book



Express Publishing

Contents

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
I Environmental Issues Units 1.1-1.12 (pp. 5-28)	extreme weather conditions weather endangered animals environmental issues ecologists biodiversity Word power: <i>sounds</i>	inversion the passive conditionals/wishes linkers	<i>Into the Eye of the Storm</i> <i>Save the Whales</i> <i>Global Ecologists</i>	for specific information	expressing concern repeating & confirming	a summary of a text the weather report for tomorrow reports (assessment/proposal)
	Culture Clip – <i>Farms in the city</i> Curricular Cut: Geography – <i>Global Warming</i> Progress Check 1					
2 Modern Living Units 2.1-2.13 (pp. 29-54)	science technology crime lifestyles computers success fashion Word power: <i>artificial, fake, false, counterfeit</i>	emphatic structures (there, it) both, all, whole, either, neither, none, every causative forms clauses far/every, each, much, too, even, a bit, any quantifiers/ C-U nouns	<i>It's all in the mind</i> <i>Nanotechnology</i> - <i>the next big thing?</i> <i>Fashion</i>	for specific information for detail	making assumptions making suggestions complaining/apologising	discussing an issue reviews articles
	Culture Clip – <i>Accidental Inventions</i> Green Issues – <i>Energy Efficiency</i> Progress Check 2					

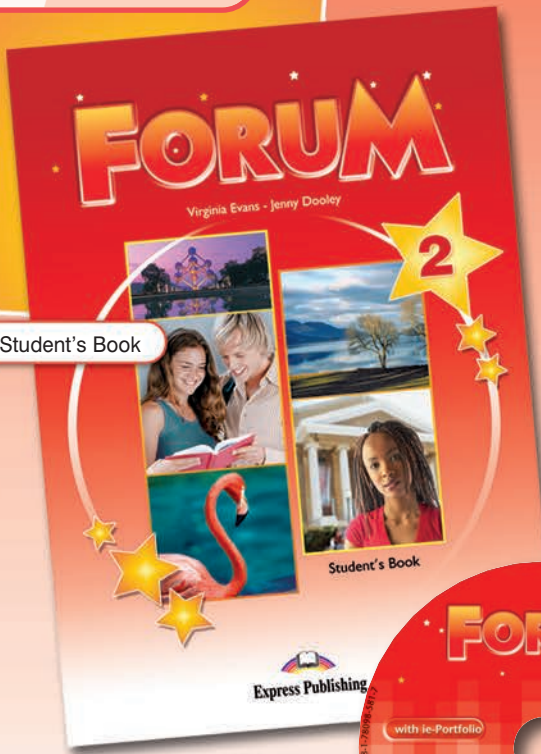


Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
3 Communication Units 3.1-3.14 (pp. 55-90)	body language music character traits messages ways animals communicate	comparisons -ing/(to)-infinitive clauses of purpose/reason/cause & effect	<i>Body language</i> <i>The Universal Language of Music</i> <i>So you think you are a good driver?</i>	for specific information for gist for detail	expressing preferences describing events reacting to news making decisions	a presentation of gestures used in your country to express feelings an informal email describing a festival you attended informal/semi-formal/formal letters/emails
	Culture Clip – <i>Cockney Slang</i> Curricular Cut: Science – <i>How animals communicate</i> Progress Check 3					

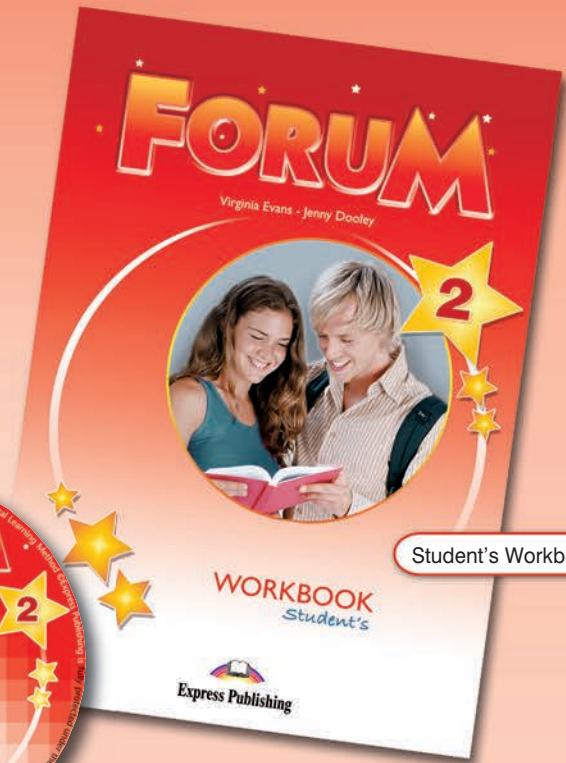
Grammar Section (pp. 91-143)
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For Students



Student's Book

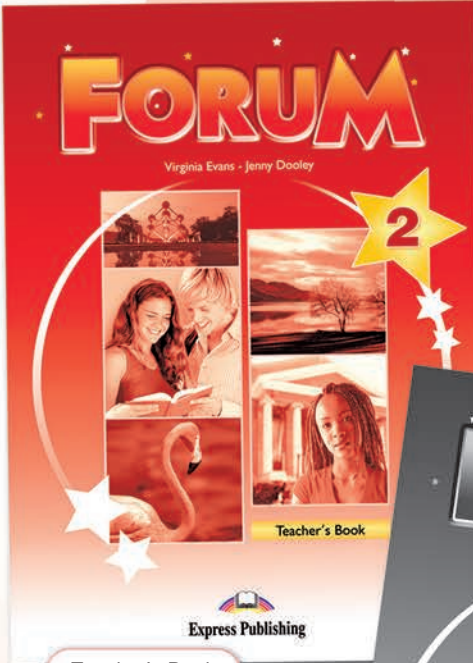


Student's Workbook



ieBook

For Teachers



Teacher's Book



IWB Software



Test Booklet



Class Audio CDs
(Student's Book & Workbook)

Module 1

Units 1-12



Environmental Issues

▶ Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

▶ Find the page numbers for

- newspaper headlines
- a spidergram
- a report
- famous ecologists
- a joke

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▶ Listen, read and talk about ...

- endangered animals
- environmental issues
- extreme weather conditions

▶ Learn how to ...

- repeat and confirm
- express concern

▶ Practise ...

- the passive
- conditionals/wishes
- inversion
- phrasal verbs: *stand, keep, let, give*

▶ Write/Make ...

- a presentation on humpback whales
- a summary of a text
- a weather report
- reports/proposals

Culture Clip: City Farms

Curricular Cut (Geography): Global Warming

Unit 1.1




Lead-in

1 Which of the following can you see in the pictures? Which of them are common in your country?

- tornado • tsunami • avalanche • flood • volcanic eruption • sandstorm • cyclone • lightning strike
- earthquake • blizzard • drought • hailstorm • hurricane • thunderstorm • forest fire • heatwave

Reading

- 2  Look at the title of the text and the picture of the man. What is this man's job? Discuss in pairs. Listen, read and check.
- 3 Read the article about a storm chaser. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Give reasons.

Into the **eye** of the Storm

There's a change in the sky, the clouds are gathering and there's a rumble and howl in the distance. It first appears on the horizon – a funnel of violent air that **rips** through everything in its path. It's a tornado, one of nature's most **destructive** forces. It can pick up cars, rip trees out of the ground and **demolish** houses. Most of us would panic at this point, hide in the house, lock the door and crawl under the kitchen table. But Warren Faidley **grabs** his camera, jumps in his car and heads right for the storm. Warren Faidley is a storm chaser and makes his living by getting as close to tornados as possible to **capture** them in photographs or on video.

Warren's photographs of the wild beauty and terrifying effects of extreme weather conditions have been used on posters and promotional material by celebrities like Sheryl Crow and Paul McCartney. Some sell for up to \$20,000. Also, the video footage he takes has been shown on television around the world and he's even worked as a consultant in Hollywood on the feature film that best **depicts** his way of life, *Twister*.

Faidley's first chase nearly killed him and taught him something that has stayed with him to this day. "When I was twelve I was swept away by a flash flood in Tucson, Arizona. I was conducting my first 'chase' along the banks of a **swiftly flowing** river. Suddenly, the bank **gave way** and I fell into the floodwaters. I was carried under water and held my breath. Then my foot found a rock, allowing me to stick my head above the water. That single event had a profound effect on my life – I knew I had to live life to the fullest."

He soon moved on to more profitable pursuits. "About a year after my near-death experience, I decided to ride my bike into the centre of a large dust devil, a much smaller type of tornado. After that, I formed a gang of local kids and we'd chase after these mini-tornadoes. It was experiences such as these

that gave me the confidence that eventually led to my first job, collecting deadly scorpions. The heavy rain storms drove them out of their hiding places and I **dodged** the lightning bolts, collected the scorpions and sold them to an old man who put them into plastic paperweights to sell by the side of the road. Eventually, some of the parents found out about my near drowning, scorpion trade and dust devil adventures. The majority of the local kids were banned from hanging out with me."

He goes on to say: "Chasing is extremely dangerous – especially when I started and there were no on-board radars to show us where and when the tornado would hit and no pre-existing chase instructions. One recent scary event occurred when I was **fleeing** a terrible storm in Texas. The winds became so intense the chase truck could hardly move; rocks were being lifted and smashed into the windshield*. I was **literally** being **sucked** into the tornado!" Of course, he survived to tell the tale.

Some motion picture companies have made inquiries into making a film based on his adventures, but Faidley says: "I'm not **committed to** anything yet. I've **devoted** my life to chasing, sold my soul to those pursuits and turned them into a million-dollar career. I'm going to be very careful about giving it away."

Faidley's photography has been greatly admired. He explains, "As an artist, I'm always looking for that perfect shot. Someone once said: 'Artists **seek perfection** in their work to **make up for imperfections** in their lives.' That fits me. I've given up on any kind of serious personal life or family and dedicated my life to my work. Chasing involves so many things I enjoy in life: adventure, danger, travel, science, friendships and, of course, the excitement."

* windshield

- 1 **What do we learn about Warren Faidley in the first paragraph?**
 - A He enjoys the danger involved in his job.
 - B He does things other people would not do.
 - C He drives right into tornadoes.
 - D He takes photographs of people in danger.
- 2 **The producers of the film *Twister***
 - A based the film on his life.
 - B used his photographs to promote the film.
 - C took advice from Faidley when making the film.
 - D wanted Faidley to star in the film.
- 3 **What important lesson did Faidley learn from his first chase?**
 - A not to take unnecessary risks
 - B the importance of learning survival skills
 - C to get the most out of life
 - D that a 'chase' can be very dangerous
- 4 **What does the writer mean when he says Faidley 'moved on to more profitable pursuits' (paragraph 4)?**
 - A He changed the way he conducted his 'chases'.
 - B He started to take his hobby more seriously.
 - C His adventures became even more daring.
 - D He made money from a dangerous hobby.
- 5 **Eventually, most of the members of Faidley's teenage gang**
 - A joined him in his scorpion trade.
 - B had to hide their friendship with him.
 - C lost interest in storm chasing.
 - D weren't allowed to associate with him.
- 6 **Faidley tells us that when he began his career,**
 - A he was less cautious than he is now.
 - B the equipment was not as advanced as it is nowadays.
 - C the job was less dangerous than it is now.
 - D he did not take any equipment with him on his 'chases'.
- 7 **When film companies suggest making a film about his experiences, Faidley feels**
 - A cautious.
 - B proud.
 - C excited.
 - D unimpressed.
- 8 **In the final paragraph, we learn that Faidley**
 - A puts work before anything else.
 - B makes sure every shot is perfect.
 - C is pleased that others admire his work.
 - D has some regrets about his life.



4 **Match the words in bold to their meanings.**

actually portrays collapsed

running away snatches

knock down drawn forcefully

quickly moving avoided dedicated

tears look for excellence

compensate for faults damaging

decided on record

In pairs, ask and answer questions based on the text.

5 **Fill in: profitable, a flash, live, make, intense, promotional, tell, extreme, profound, deadly. Then use the completed phrases to make sentences about Warren Faidley.**

1 to one's living

2 weather conditions

3 material

4 flood

5 effect

6 life to the fullest

7 pursuits

8 winds

9 to the tale

10 scorpion

e.g. *Warren Faidley makes his living chasing tornadoes.*

Speaking

6 **Tell your partner four things you remember from the text. Would you ever do such a risky job? Why (not)? Discuss in pairs.**

Writing

7 **Write a short summary of the text. Swap papers with your partner and check each other's writing. Check for the following:**

- all main points included
- grammar mistakes
- punctuation and spelling mistakes
- cohesion

Vocabulary & Grammar

1 Underline the adjectives that best modify the following nouns. What are these phrases in your language?

- | | |
|------------------------------------|-------------------------------------|
| 1 fine/heavy drizzle | 7 strong/thick fog |
| 2 strong/heavy shower | 8 loud/thick thunderstorm |
| 3 sudden/light downpour | 9 powerful/mild hurricane |
| 4 brief/unending cloudburst | 10 brief/destructive typhoon |
| 5 powerful/freezing sleet | 11 heavy/thin snowfall |
| 6 violent/hard hailstorm | 12 dense/light rain |

- Word Power (Sounds)

2 Complete the sentences with the correct form of: rumble, pound, whistle, crash, roar, rustle, bang, howl. Use a verb to complete the joke.

- I could hear the distant of thunder.
- The leaves as the wind blew through the trees.
- I sat by the window and watched the rain against the glass.
- When there's a storm the waves against the rocks along the coast.
- As the tornado passed over our underground shelter, the of the wind was deafening.
- winds and flying debris made the short journey home very dangerous.
- The shutters as the wind battered against them.
- The wind through the empty building.

I know someone who while he works.

He must be happy in his work.

No, he's a traffic warden.



3 Fill in the correct word: snow, showers, temperature, fog, sleet, sunny, ice, sunshine.



“Good evening, my name is Ian Fish. The good news today is that the weather will be better than yesterday, with less rain and more **1)** The **2)** will be a few degrees higher, but will drop again from the early evening onwards, getting as low as 2 degrees Celsius.

The weather tomorrow will continue to be unsettled, with **3)** throughout the day. There should be a few **4)** periods, but later in the afternoon the showers will be replaced with heavier, more prolonged rain, which will die out later in the evening.

Drivers on Sunday will be hampered by thick **5)** and very poor visibility. As the temperature drops, there may also be patches of black **6)** on the roads, and the AA advises against travelling unless it is absolutely necessary. Later, rain will turn to **7)** and possibly **8)** on higher ground.

Have a good weekend, whatever the weather, wherever you are!”

4 Use the verbs to complete the sentences.

blow, drizzle, howl, freeze, pour, rip, damage, crash, clear up

- is the most annoying kind of rain.
- Goodness! Just listen to that wind through the trees.
- By the look of those black clouds, it's going to down with rain any second.
- These high winds might down some trees.
- I hope it will this afternoon because I want to go out.
- When there's a storm the high waves against the shore and erode the coastline.
- I hope it doesn't tonight because then the roads will be icy tomorrow.
- Storms our house often because we live in an exposed area.
- This wind may the roof off the shed, it's so strong.

Everyday English

- Expressing concern

8 Use the language in the box to act out dialogues for the following situations.

- Canada will be hit by heavy snowstorms.
- Connecticut will experience a rare summer blizzard.
- The temperature in Manchester will reach 38°C next month.
- Dust storms from the Sahara Desert are spreading across southern Europe.

Introducing a topic

- Someone told me that ...
- I read somewhere recently that ...
- Did you know that ...?

Expressing concern

- Oh, it's just horrible!
- I can't bear to think about it.
- I hate to think about it.

e.g. A: *I read somewhere recently that heavy snowstorms will hit Canada.*

B: *Oh, it's just horrible!*

Speaking

9 Describe the pictures. Talk about **people, place, clothes, weather, feelings**.



Writing

10 In pairs, write the weather forecast for tomorrow. Use the text in Ex. 3 as a model. Present it to the class.

5 Fill in: **flakes, drop, stones, gust, bolt**.

- 1 A small rain fell on her face and ran down her cheek.
- 2 A strong of wind slammed the door closed.
- 3 Seconds after we saw a of lightning in the sky, we heard the thunder.
- 4 They watched the snow falling and covering the roofs of their houses.
- 5 Hail the size of an orange dropped in the village yesterday afternoon and damaged most of the houses.

- Idioms

6 Fill in the appropriate idioms related to weather from the list below. Are there similar idioms in your language?

- weather permitting
- weather-beaten
- under the weather
- in all weathers
- weather the storm

- 1 The old sailor's face was from all the years he had spent at sea. (**aged by the weather**)
- 2 The stadium can be used because the roof can be closed when it rains. (**no matter what the weather is like**)
- 3 We'll go for a picnic on Sunday, Let's hope it's sunny! (**if the weather is good**)
- 4 Together we'll until things get better. (**get through difficulties**)
- 5 I didn't go to school because I was feeling (**not very well**)

- Inversion


7 Rewrite the sentences.

- 1 We have never seen such bad weather as this.
Never
- 2 We seldom go out now that winter has set in.
Seldom
- 3 She was only able to drive to work when the roads had been cleared.
Only
- 4 As soon as I got home it started to rain.
No sooner
- 5 It hadn't rained so much since the autumn of 2000.
Not since
- 6 You won't be able to get a taxi unless it stops raining.
Not until
- 7 If I had been told the party was cancelled, I wouldn't have come.
Had
- 8 Jill doesn't like sitting in the sun and Jack doesn't either.
Jack doesn't like sitting in the sun and neither

Unit 1.7

Listening Skills

Listening Task 1

- 1**  You will hear people talking in eight different situations. For questions 1-8, choose the best answer, A, B, or C.
- You hear a conversation between two people in a shop. What is the woman annoyed about?
A She'll have to go to the bank.
B She won't get her money back.
C She'll have to return to the shop later.
 - You hear part of an announcement on the radio. What does the presenter suggest?
A Trees will be blown down.
B People should stay at home.
C The roads must be closed.
 - You hear a man on the radio talking about developments in the music industry. How does he feel about them?
A Collecting music isn't as pleasurable anymore.
B The changes have taken him by surprise.
C There isn't any good music on the Internet.
 - You hear a man talking to his neighbour. Why is he moving?
A He has found a better area.
B He has got a new job.
C He needs more space.
 - You hear part of a speech on work issues. Why do people miss work?
A They have serious illnesses.
B They feel they are not valued.
C They are under too much stress.
 - You hear an actress being interviewed on the radio. What doesn't she like about her job?
A other actors' behaviour
B long hours on set
C getting up early
 - You hear a retired person talking about his hobby. Why did he take up gardening?
A He is fascinated by nature.
B It keeps him in good shape.
C It became his responsibility.
 - You hear a woman talking on the radio. What is she?
A a painter
B a photographer
C a zookeeper



Listening Task 2

- 2**  You will hear an interview with a man called Sam Ciustrami who studies volcanoes. For questions 9-18, complete the sentences.



Sam says that if a volcano has erupted within the past **9** years, it is considered to be active.

Sam says Indonesia has approximately **10** volcanoes.

More than half **11** people live near an active volcano.

Land surrounding volcanoes is inhabited because it is very **12**.

Often, the frequency of **13** increases when a volcano is getting ready to erupt.

74,000 years ago, the earth's climate was affected by a volcanic eruption in **14**.


Mount Toba sent so much ash into the atmosphere, the world got cooler by **15**.

Sam says he enjoys his work because he is like **16**.

Sam believes it's unusual to work in a profession people find so **17**.

There are volcanic eruptions on Earth **18**.

Listening Task 3

- 3**  You will hear five different people talking about a regret they have. For questions 19-23, choose from the list (A-F) the regret that each person has. Use the letters only once. There is one extra letter which you do not need to use.

- A** listening to others
- B** not taking an opportunity
- C** being too concerned about finances
- D** keeping something to himself
- E** not realising what was important
- F** not finishing something

Speaker 1 **19**


Speaker 2 **20**

Speaker 3 **21**

Speaker 4 **22**

Speaker 5 **23**

Listening Task 4

- 4**  You will hear an interview with Marius Liugiasi, who is a travel writer. For questions 24-30, choose the best answer, A, B or C.

- 24** The two men comment that the general public think Marius' profession

- A** is rewarding.
- B** is well paid.
- C** is the ideal job.

- 25** Marius feels that one bonus of his job is

- A** learning other languages.
- B** developing a good memory.
- C** finding out more about yourself.

- 26** What Marius finds difficult to do is

- A** write at least one story every week
- B** capture the sights, noises and scents of a place
- C** force himself to write when he is having fun

- 27** Marius' advice to would-be travel writers is

- A** not to be disappointed if you fail to become well-known.
- B** not to do this job if you like challenges.
- C** that you need more than just a passion for writing.

- 28** Marius says to be successful you have to

- A** write well.
- B** be original.
- C** be competitive.

- 29** Marius says money

- A** has never been his priority.
- B** is only important at home.
- C** allows you to live like a king.

- 30** Marius says that travelling humbles a person because

- A** you must face a lot of difficulties.
- B** you realise how lucky you are.
- C** you are usually without money.

Unit 1.8 Speaking Skills

Speaking Task 1 monologue

- What kinds of activities do you like to do with your friends?
- What do you spend your pocket money on?
- What do you like reading: books/magazines/comics? (What's your favourite?)
- Do you prefer going on holiday with your family or friends? (Why?)

Speaking Task 2 monologue

Candidate A: Compare the pictures. Why is weather important to these workers?



Key language

- job depends on it
- need to understand climate change and weather to plan
- sunshine and rain needed for crops to grow
- protect their crops
- bad weather conditions cause problems/loss of life
- drift away on currents/ be caught in heavy weather

Candidate B: Which of these jobs do you think is the most important?

Candidate B: Compare the pictures. What types of problems do people who experience these disasters face?



Key language

- **drought:** lack of water, farmers have fewer crops, fire danger, people get sick, trees die
- **earthquake:** people suffer from stress, property damaged, people get injured/killed, lose their houses and belongings

Candidate A: Which of these disasters do you fear the most?



Listen to a model answer. How does each speaker justify their points?

Speaking Task 3 pairwork

Imagine that the **UK Emergency Services** have a new telephone number and that they need to inform the public what it is. Here are the ways they are considering to get the information to people. In pairs discuss:

- How successful might each option be?
- Which two would ensure the largest proportion of the public is reached?



Listen to a model answer.

- Which options do the speakers decide on? What reasons do they give?
- How do they prefer to keep themselves informed? What reasons do they give?
- According to the speakers what makes a person remember an advert?

Speaking Task 4 pairwork

In pairs discuss:

- Can you think of any other ways that people can be kept informed?
- How do you like to keep yourself informed? Why?
- How important is it to keep people informed? Give reasons.
- Do you think teenagers are influenced by advertising?
- What makes you remember an advert?

Key language

- It would be a good idea to ...
- To me, ...
- I feel ...
- As far as I'm concerned ...
- I'm not really sure this is a good idea. Perhaps ...
- I don't quite agree with that. I believe ...

• Reports

Reports and proposals are normally written by someone in authority (*e.g. your employer, the local council, the head of a committee, etc*) and contain factual information.

Reports present and evaluate the positive and negative qualities of a person (i.e. an employee) or a building/place (i.e. a hotel, a restaurant, a shop, a cinema complex, etc) in order to make a judgement or recommendation about them.

Proposals present suggestions, plans or decisions about future actions.

Reports/Proposals should consist of:

- an **introduction** in which you state the purpose and content of the report/proposal.
 - a **main body** in which you present each topic in detail under suitable subheadings.
 - a **conclusion** which summarises the information from the main body and states your general assessment and/or recommendation.
- Reports and proposals are written in a formal, impersonal style. You should use factual language, passive voice and full verb forms. You should also write fairly short sentences to help your reader pick out the information easily. Present tenses are normally used for **reports**. Modals, conditionals or *would* are normally used for **proposals**.
 - A report or proposal usually starts by stating who it is addressed to and what their position is, the writer's name and position, what it is about and the date.

*e.g. To: Thomas Prescott, Council Chairman
From: Mary Scott, Senior Manager
Subject: Big Screen Cinema Complex
Date: 3rd June 20....*

Ideas should be linked using linking words and phrases.

- To list points:** *Firstly/ In the first place/ To begin with...; Secondly/ Then/ Furthermore ...; Finally/ Last ...*
- To make concessions:** *Although ...; while ...; despite the fact that ...*
- To add emphasis:** *Especially ...; in particular ...; particularly; etc*
- To express your opinion:** *I feel ...; I believe ...; I am convinced ...; I am confident ...*
- To make suggestions/recommendations:** *I (would) (strongly) suggest/recommend ...; If we (did this/were to do this) ...; One solution/suggestion would be to ...; it would be a good idea to ...*
- To express cause and effect:** *By (doing this), we could/ would ...; (Doing this) would (solve the problem, etc) ...; In this way, we could ...; in order to ...; so that ...' (this) would mean that ...; As a result ...*
- To conclude:** *In short, In conclusion, On the whole, To sum up, All in all*

PLAN

Introduction

Para 1 state the purpose and content of your report/proposal

Main Body*

Paras 2-5 summarise each point under suitable subheadings
(**assessment:** positive and negative points
proposal: suggestions/recommendations)

Conclusion

Final para general assessment and/or recommendation

* *The number of the main body paragraphs may vary depending on the rubric.*

- Model analysis

1 Read the rubric, underline the key words and answer the questions.

You are a secretary for a primary school. The headmistress has asked you to assess a newly established local wildlife park to see if it is suitable to use for field trips. Write your report, describing what there is to see and do there and what the facilities and prices are like.

- Who is going to read your report?
- Who are you and why are you writing it?
- What information should you include in your report?
- Which of the following subheadings will you use? Decide in pairs.
 - Location & Staff
 - Wildlife & Activities
 - Introduction
 - Availability & Booking
 - Facilities & Prices
 - Recommendation

2 Read the report and fill in the missing headings. What type of report is it? Then complete the table below in your notebooks.

To: Mrs Bell
 From: Miss Thorpe
 Subject: Chipping Wildlife Park
 Date: 17th June 20....

.....
 As requested, the purpose of this report is to describe and assess the suitability of this wildlife park for use for educational school trips.

.....
 Firstly, there is ample wildlife to see including deer, reindeer, wild boars and llamas and many birds. Also, children can hand-feed lambs, goats and deer and there are regular times throughout the day when visitors can hold and pet the animals. There are also a lot of wild flowers, trees, insects and woodland creatures that can be spotted on the nature walks through the wooded countryside. This is a great experience despite the fact that some of the signs are in need of repair.

.....
 The park has excellent facilities, in particular an educational centre with information about all the animals and plants in the park. It also offers the opportunity for children to gain practical experience of animals. Other facilities include a picnic area, a children's play area, a café and a gift shop, although these are rather expensive. The park is open all year round and entrance is £4.50 for adults and £3.50 per child.

.....
 On the whole, Chipping Wildlife Park has a lot of wildlife to see and excellent facilities including an educational centre. Taking everything into account, I am convinced it would be a highly suitable place for school outings and I would strongly recommend it.



Subheadings	Positive points	Negative points

3 Find examples of formal, impersonal style in the report. Compare with your partner.

e.g. As requested (factual language)

- Linkers

4 Work in pairs. Which linkers have been used in the report in Ex. 2? Replace them with other appropriate ones.

5 Complete the following with the linkers in the list. Compare with your partner.

- In particular
- Firstly
- In this way
- Then
- although
- Despite the fact
- Furthermore
- All in all

1, there are not enough rubbish bins in the town. Secondly, we have started a recycling scheme, not enough people are recycling their rubbish.

2 I believe we should increase fundraising efforts., we will be able to allocate more funds where they are needed.

3, it is highly important to recruit new volunteers.

4 there are a number of minor repairs to be made, the village hall is suitable for use for the charity auction.

5 In the first place, there is not enough parking space., there are no facilities for the disabled.

6, we would be able to attract more visitors.

7, the park is an excellent place to host the event.



- 1** Look at the picture and the title of the text. How do you think a city farm might differ from a traditional farm? What can you see and do there? Read through and check.

USE OF ENGLISH

Farms in the city


City farms offer volunteering and training **0)**, a place to take schoolchildren on an educational visit, a fun day out for the family and simply the **1)** to relax and enjoy nature in an urban setting. There are over 60 across the country and 18 in London. Admission is usually free and they **2)** nearly 3 million visitors each year!

They are **3)** to help children and adults in urban areas to enjoy natural environments and learn about wildlife. Most city farms **4)** training courses as well as catering for school visits. Some offer holiday schemes and **5)** for various activities such as horse riding. They are managed by the local communities who **6)**

together and work to make the farms successful. Most people who work on them are volunteers who **7)** their spare time to help out.

A variety of traditional farm stock is found on each farm. These include cows, sheep, poultry, goats and horses, all of which are fed and **8)** by the volunteer staff. Some farms also have **9)** breeds and unusual animals such as alpacas. When farm staff are available, visitors are able to touch and hold the animals and if you're there at mealtimes you may even be able to help feed them. Some farms also have large ponds where plants and insects can be **10)** in their natural habitats.

Of course, city farms can be expensive to run, even if the staff do work for free. The city farms avoid any financial **11)** though, by selling their products to the public and the **12)** is used to help provide animal feed, tools, equipment and so on. Many farms run breeding programmes so that they have enough animals to keep the farm stocked and to sell as well.


- 2**  Choose the correct word (A, B, C or D) to complete the text. Compare with a partner. Listen and check.

- 3** Complete the sentences below with the underlined words/phrases from the text.

- 1** Chickens, ducks and geese are all types of
- 2** The shelves in my local supermarket are well- with products.
- 3** A visit to a city farm can be very
- 4** You don't need to buy a ticket. is free.
- 5** Small children should not go near They may fall in.
- 6** Almost half of the world's population live in areas enjoying the fast pace of life.
- 7** 100 student signed up to clean the beach.

- 4** In groups do some research and find out about any city farms or community gardens in your country. Prepare a 1-minute talk and present it to the class.

- | | | | |
|-------------------------|----------------|------------------------|---------------|
| 0 A times | B openings | C opportunities | D occasions |
| 1 A prospect | B chance | C probability | D luck |
| 2 A enjoy | B invite | C tempt | D attract |
| 3 A designed | B aimed | C intended | D proposed |
| 4 A perform | B run | C manage | D lead |
| 5 A means | B facilities | C resources | D services |
| 6 A move | B join | C come | D meet |
| 7 A come up | B take up | C turn down | D give up |
| 8 A charged with | B managed with | C watched out | D cared for |
| 9 A rare | B uncommon | C odd | D weird |
| 10 A seen | B noticed | C watched | D experienced |
| 11 A concerns | B problems | C troubles | D costs |
| 12 A salary | B income | C finances | D stock |

1  Look at the picture and the title of the article. What do you think the article is about? Listen, read and check.

2 Read the text and mark the sentences (1-5) as T (true) or F (false).

- 1 Average global temperatures have increased in the last century.
- 2 The 1990s were one of the coldest decades on record.
- 3 Polar bears hunt for seals all year round.
- 4 The Hudson Bay population of polar bears has decreased over the last 10 years.
- 5 Polar bears are at great risk due to global warming.

3 Match the words in bold in the text to their synonyms in the list below.

1 amount of food	10 unclear
2 types	11 consequences
3 fall down	12 states
4 maintain	13 choosing not to eat
5 shrinking	14 discharge
6 exactly	15 lessening
7 disturbing speeds	16 became less
8 gone up	17 places where a wild animal gives birth to its young
9 disastrous	

4 In pairs, write a list of things that must be done to improve environmental conditions and reduce global warming. Share your ideas with the class.

Project!

ICT Research another animal that is affected by global warming. Prepare a short presentation to share your findings with the class. You can visit this website: <http://www.greenpeace.org>

Global Warming



Global warming is a hot topic that shows little sign of cooling down. The Earth's climate is changing, but **precisely** whether we can stop the process is **uncertain**. Over the last century average global temperatures have **increased** by approximately one degree, while in Alaska, North-Western Canada and Eastern Russia it is believed average temperatures have increased by as much as three to four degrees. In the Northern Hemisphere, the spring thaw occurs nine days earlier and the winter freeze happens about ten days later than it did 150 years ago and the last two decades have been the warmest ever recorded since the mid-1800s.

Global warming has serious **repercussions** for life on the planet. One immediate result is that many animal **species** are fighting for survival. One example is the polar bear population that lives in the Hudson Bay area of Northern Manitoba. The **reduction** in ice, as well as a shorter winter season, means that the bears have a reduced hunting period. For some bears, their yearly **food intake** has **decreased** by as much as ten kilograms. Some of them are not able to survive the summer **fast** period because they have not stored enough energy to **sustain** themselves. They need the ice to cover the sea during the winter months so they can hunt for seals, their main source of food. However, the sea ice is melting and breaking up because of global warming. Glaciers and icebergs are **receding** and disappearing at **alarming rates**. Studies suggest that the West Hudson Bay polar bear population has decreased by as much as 20 percent in just 10 years.

Warmer weather in the region also has a **cataclysmic** effect on female bears and their **maternity dens**. Many dens **collapse** in the spring due to heavy rains and trap the mothers and their cubs. In some instances, the increased temperatures melt the frozen ground where the dens are located, also causing them to collapse. Unless the mother and cubs are rescued, most of these animals die.

If we continue to do nothing to reduce the **emission** of greenhouse gases and continue to pollute our environment, ice **conditions** in the Hudson Bay area will not be able to sustain and support its population of polar bears and we will have forced yet another species into extinction.

Progress Check 1

1 Fill in: wiped out, exterminated, passed, protect, eliminate, sustain, destroyed, depicts, captured, ban.

- We should animals' habitats, not destroy them.
- It is said that dinosaurs were when an asteroid hit the Earth 65 million years ago.
- The international agreement to whaling has been in force since 1986.
- Our group is pushing for a law to be which would stop people trespassing in the area.
- If something isn't done soon, the rainforest will be completely
- As trees are cut down, habitats that local wildlife are destroyed.
- After they had the lion, they sent it to a conservation park.
- Millions of rats were in order to try and prevent an epidemic.
- The film the life story of an environmentalist.
- One aim of doctors is to diseases such as malaria.

(Points: $\frac{\quad}{10 \times 2}$ 20)

2 Fill in with: destructive, coin, natural, keep in, soil, ozone, radical, acid, eye, ruin.

- | | |
|-------------------|----------------------|
| 1 forces | 6 of the storm |
| 2 rain | 7 changes |
| 3 friendly | 8 one's career |
| 4 habitats | 9 captivity |
| 5 fertility | 10 the term |

(Points: $\frac{\quad}{10 \times 1}$ 10)

3 Rewrite the sentences using the passive.

- The factory dumped large amounts of toxic waste into the lake.
- The local government is proposing a law to stop fishing at night.
- The poachers shot twelve gorillas last month.
- Greenpeace is holding a rally in the local stadium.
- People say that the Earth is heating up fast.

(Points: $\frac{\quad}{5 \times 4}$ 20)

4 Complete the sentences using the words in bold. Use two to five words.

- It would have been better if they hadn't built the power plant here.
only If built the power plant here.

- We didn't go on that holiday because it wasn't environmentally friendly.

been If environmentally friendly, we would have gone.

- She didn't join the organisation and now she can't go to the meeting.

wished She the organisation, then she could go to the meeting.

- Firefighters evacuated the area.

was The area firefighters.

- They ought to have banned salmon fishing on the lake by now.

been Salmon fishing on the lake by now.

(Points: $\frac{\quad}{5 \times 3}$ 15)

5 Rewrite the sentences.

- As soon as it got hot and windy, a forest fire broke out. No sooner

- I have never heard of anything crueller than killing animals for sport. Never

- He was only able to enter the conservation area after he had shown the proper papers.

Only

- If they had known how much damage the tourists would cause, they wouldn't have let them come.

Had

- The number of species disappearing will never decrease unless people stop polluting.

Not until

(Points: $\frac{\quad}{5 \times 4}$ 20)

6 Complete the missing prepositions.

- It should be illegal to experiment animals.

- We should insist governments punishing businesses that cause pollution.

- The group stands the rights of animals.

- Shelley didn't know what RSPCA stands

- Poachers shouldn't be let with a fine when they are caught the first time.

(Points: $\frac{\quad}{5 \times 3}$ 15)

(My score: $\frac{\quad}{100}$)

Now I can ...

- talk about endangered animals and environmental issues
- repeat and confirm
- express concern
- use the passive, conditionals/wishes, inversion
- make a presentation on humpback whales
- write a summary of a text
- write reports

... in English

FORUM

Virginia Evans - Jenny Dooley



3

Student's Book



Express Publishing

Contents

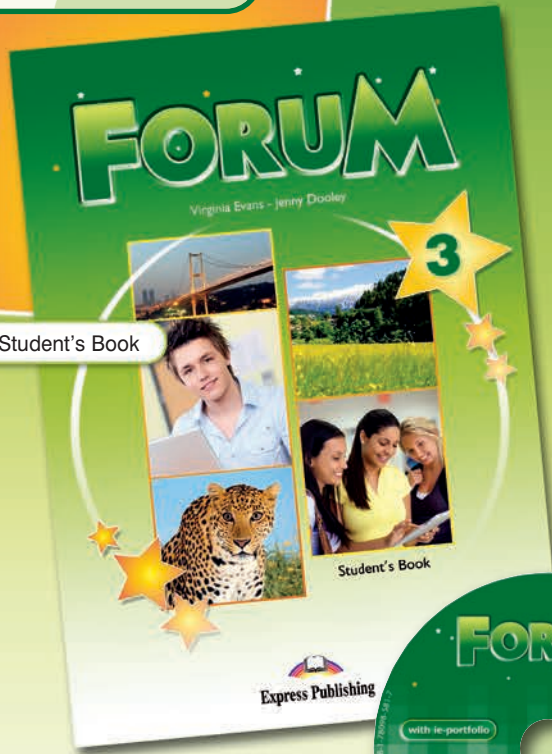
Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Challenges (pp. 5-34)	animal groups	tense	<i>The Serengeti</i> (multiple choice) (pp. 6-7)	for gist	express dissatisfaction	a summary of a text
	animal sounds	revision	<i>In the shadow of Vesuvius</i> (text completion) (pp. 10-11)	for specific information	give & react to news	a letter to a pen friend telling him your news
	ways to speak	collective nouns	<i>Do it, if you dare!</i> (multiple matching) (pp. 14-15)	for detail	make speculations	him your news
	disasters	conditionals			express wants/intentions	a diary entry about a disaster you experienced
	idioms	wishes			express opinion	stories
	feelings	unreal past			use of the senses	descriptions of objects, people, places
	phrasal verbs	linkers		Parts 1, 2 (p. 18) Parts 3, 4 (p. 19)	Parts 1, 2 (p. 20) Parts 3, 4 (p. 21)	
	extreme sports	time adverbs				
		adjectives/adverbs				
Culture Clip – <i>The Navajo Language – Surviving Against the Odds</i> (p. 32)						
Curricular Cut: Science – <i>Standing on Solid Ground</i> (p. 33)						
Progress Check 1 (p. 34)						
2 Rights (pp. 35-64)	crime	clauses of concession	<i>Caught in the act</i> (multiple choice) (pp. 36-37)	for gist	give an eye-witness account	a formal letter of complaint
	technology	modals	<i>Snapshots of the world</i> (text completion) (pp. 40-41)	for detail	buy things	a diary entry
	education	intensifying adjectives	<i>Struggling in Society</i> (multiple matching) (pp. 44-45)	for specific information	narrate experiences	essays
	social/world issues	passive			contrast ideas	a presentation on an organisation
	welfare	causative			express feelings	
	work	linkers			follow a discourse	
	festivals			Parts 1, 2 (p. 48) Parts 3, 4 (p. 49)	use quotations	
	organisations				Parts 1, 2 (p. 50) Parts 3, 4 (p. 51)	
	phrasal verbs					
	idioms					
Culture Clip – <i>A Cause for Celebration</i> (p. 62)						
Curricular Cut: Citizenship – <i>Unicef</i> (p. 63)						
Progress Check 2 (p. 64)						



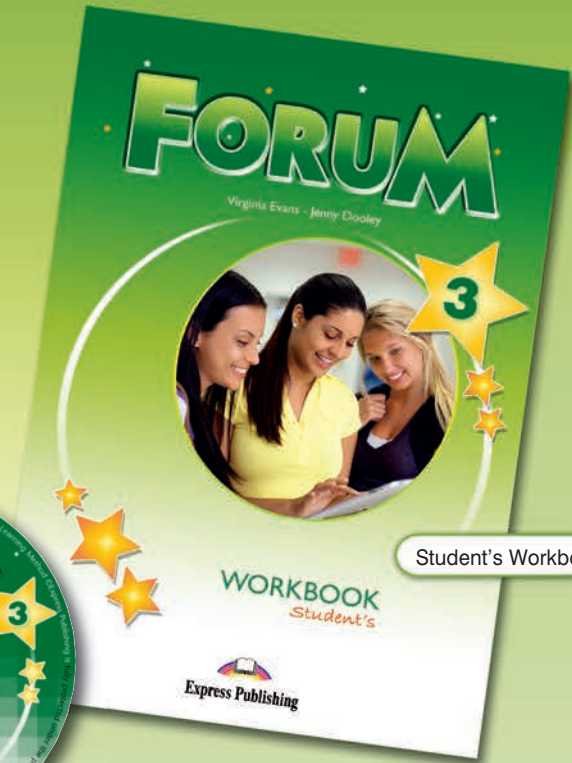
Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
3 Survival (pp. 65-90)	evolution conservation heredity space GM foods food/drink deserts	inversion emphatic structures linkers	<i>Lonesome George</i> (multiple choice) (pp. 66-67) <i>Will we all have to leave home?</i> (text completion) (pp. 70-71) <i>GM foods</i> (multiple matching) (pp. 74-75)	for gist for opinion for detail for specific information Part 1 (p. 78) Parts 2, 3, 4 (p. 79)	make & respond to suggestions express probability advantages/disadvantages decide on food/drink express agreement/disagreement approve of an idea make decisions Parts 1, 2 (p. 80) Parts 3, 4 (p. 81)	a summary of a text a short paragraph stating your opinion on GM food reports proposals an article on global warming
	Culture Clip – <i>The Millennium Seed Bank</i> (p. 88) Green Issues – <i>Deserts</i> (p. 89) Progress Check 3 (p. 90)					
4 Spoilt for Choice (pp. 91-118)	teenage problems weather travel shopping money phrasal verbs idioms	relatives – relative clauses the definite article so – neither/nor quantifiers linkers	<i>First days</i> (multiple choice) (pp. 92-93) <i>To the ends of the Earth</i> (text completion) (pp. 96-97) <i>Shopping habits</i> (multiple matching) (pp. 100-101)	for specific information for gist for detail Parts 1, 2 (p. 104) Parts 3, 4 (p. 105)	express annoyance/sympathy make deductions make suggestions/accept/reject reach a decision compliment/thank give alternatives make assumptions Parts 1, 2 (p. 106) Parts 3, 4 (p. 107)	a diary entry describing your first day at school a short paragraph on credit cards articles reviews
	Culture Clip – <i>London: A Shopper's Paradise</i> (p. 116) Curricular Cut: Science – <i>Clouds</i> (p. 117) Progress Check 4 (p. 118)					
Grammar Reference (pp. 119-134) American English – British English Guide (p. 135) Appendix I/II (pp. 136-146) Further Practice (pp. 147-162) Irregular Verbs (p. 163)						



For Students



Student's Book

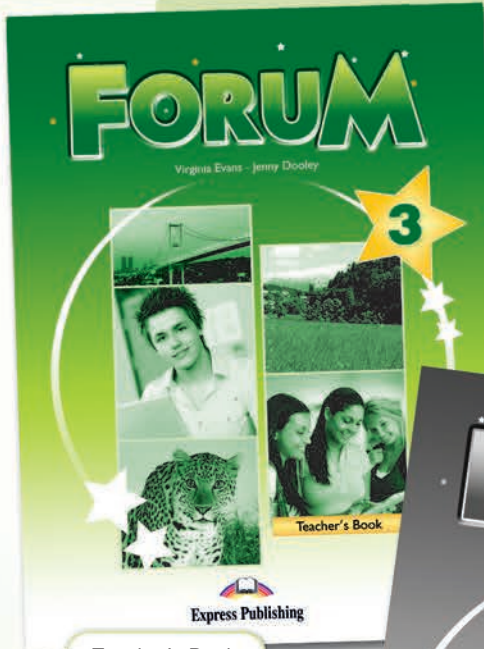


Student's Workbook



ieBook

For Teachers



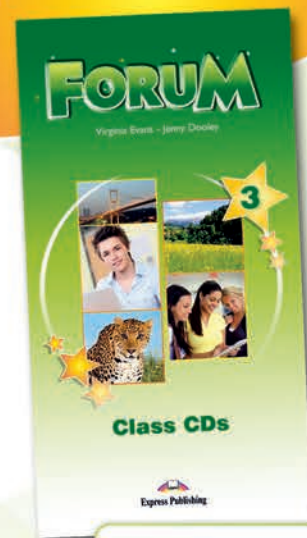
Teacher's Book



IWB Software



Test Booklet



Class Audio CDs
(Student's Book & Workbook)

Module 1

Units 1-15



Challenges

► Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a volcanic eruption
- a Masai tribesman
- a cartoon strip
- a diagram of the Earth

► Listen, read and talk about ...

- animal groups & animal sounds
- ways to speak
- disasters
- extreme sports

► Learn how to ...

- express dissatisfaction
- give & react to news
- encourage sb/respond to encouragement
- compare pictures

- make speculations/deductions
- express wants/intentions
- express opinions, agree/disagree
- describe people, objects, places
- use your senses

► Practise ...

- tenses
- conditionals, wishes, unreal past
- phrasal verbs

► Write ...

- a letter to a pen friend telling him/her your news
- a diary entry about a volcanic eruption you witnessed
- a short paragraph giving reasons why people do extreme sports
- stories

Culture Clip: The Navajo Language – Surviving Against the Odds

Curricular Cut (Science): Standing on solid ground?

Unit

1.1

Lead-in

- 1 The pictures on pp. 6-7 were taken in Africa. Describe them. Why do you think people go on holiday there? How does tourism affect the people and the animals that live there? Read the text to find out.

Reading - Part 1

- 2 You are going to read a text about an African tribe. For questions 1-8 choose the answer (A, B, C or D) which you think fits best according to the text.



The Serengeti

As dawn breaks over the vast Serengeti an elephant herd slowly wanders to the side of the waterhole to drink, nearby a pride of lions is lazing in the dry yellow grass and a wild dog howls in the distance. The waterhole is a gathering place for the wildlife in this part of the Serengeti and for people, too. At night, the animal kingdom **reigns** over the area but the day brings tourists to photograph the wildlife, biologists to study the ecosystem and Masai tribesmen to water their herds of cattle. It appears that animals and humans are managing to live together in harmony in one of the last great wildlife refuges in Africa.

The name for the Serengeti comes from a Masai word that means 'the place where the land runs on forever' but it may not be big enough for the Masai to continue their traditional way of life there for much longer. Although the Masai were once free to **roam** wherever they pleased, since 1959 they have been **confined** to one small part of the Serengeti ecosystem, the Ngorongoro Conservation Area. The area was established as a place where the Masai could continue with their nomadic lifestyle, where wildlife could be protected and tourism could **flourish**.

Wildlife and tourism are both doing very well but the same cannot be said for the Masai tribes. In the past fifty years the Masai population has increased from about 10,000 to over 50,000. The result is that there are too many people and too few **resources** to support the traditional Masai way of life. The land available for them to **graze** their cattle is limited and they are only allowed to grow enough food to live on for fear that large scale farming will affect the area's natural habitat.

The rise in the Masai population is also worrying because of how it might affect the animals in the conservation area. Herds of wildebeest, zebras and other animals travel through the Ngorongoro region on their migratory paths. Masai settlements, farms and grazing cattle could interfere with these important **routes** and conservationists do not

want to cause any problems for the now growing numbers of animals in the area. So it's the Masai who are being asked to move out of their homelands and to change their way of life, even though the conservation zone was originally created to be a multiple-use area not just for wildlife.

In the Masai village of Endulen women with shaved heads, gleaming silver jewellery and colourful red robes are busy washing clothes in the stream. Tall, spear-carrying warriors hiss at their cattle as they drive them down the dusty main street towards the only water supply in the village. There is a hospital, a school and a market in this village of 8,000 but there is no fresh water supply, only the stream. A stream that supplies all the needs of the people and animals for drinking, washing, cooking and bathing. It is without doubt the life source of this bustling community, a community which continues to grow year by year.

Yet the conservation authorities do not want to provide the Masai with a **permanent** water supply. This is because they do not want to encourage permanent settlements within the conservation area. As far as the authorities are concerned, the Masai are only allowed to live in the area as nomads who make light use of the land. If the Masai want to make the shift from a nomadic existence to a farming community with full **amenities** such as a water supply and electricity, then they should, once again, be moved out of the Ngorongoro region.

The Masai have other ideas, though. Namely that they have no intention of being moved on again. Although the old ways are slowly fading, they still keep their livestock and go out on the land, even if it is only for days at a time rather than months. In the village they work on vegetable plots **outlawed** by the authorities and live in permanent **dwellings**. The flowing traditional red robes and leather sandals are still worn by many Masai but you can also see trainers and T-shirts, too. As another cell phone starts to buzz it becomes obvious that the Masai are making the long, slow **transition** to a more modern way of life.

1 What impression does the writer give of this part of the Serengeti?

- A The animals rule in this region of Africa.
- B People and wildlife exist peacefully there.
- C There are too many people coming to the area.
- D It is one of the few places to see wildlife in Africa.

2 What does the writer say has changed about the Masai way of life?

- A They have had to accept living with animals and tourists.
- B The Serengeti is no longer large enough to support them.
- C They are no longer allowed to go wherever they want.
- D They cannot continue their traditions in the conservation area.

3 Why does the writer feel the growing Masai population has caused problems for the tribe?

- A It has made it very difficult to continue their traditions.
- B They are unable to grow enough food to survive.
- C There is too little room for them and the tourists.
- D They do not have sufficient space to graze their cattle.

4 Conservationists want the Masai to move to another area because

- A there has been a recent fall in the wildlife population.
- B the conservation area was designed to protect animals.
- C the wildlife could be a danger to their way of life.
- D they could disturb the movements of the wildlife.

5 What does the writer find unusual about the village of Endulen?

- A There are herds of cattle walking through the streets.
- B The community's water supply comes from a single source.
- C The community cannot provide enough water for the residents.
- D The women dress up before going to clean their clothes outside.

6 The writer uses the phrase 'to make the shift' (line 58) to mean

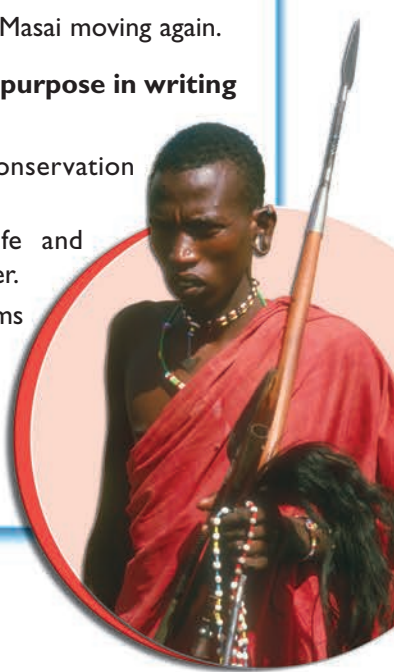
- A a change in lifestyle.
- B a move to a new area.
- C the Masai have become farm owners.
- D the tribe make too many demands.

7 How does the writer feel about the changes in the Masai community?

- A They are noticeable and unavoidable.
- B They haven't really affected their traditions.
- C They are happening much too fast.
- D They will result in the Masai moving again.

8 What was the writer's purpose in writing the text?

- A To criticise the conservation authorities.
- B To show how wildlife and people can live together.
- C To describe the problems the Masai are facing.
- D To explain the effects of tourism on African culture.




3 Fill in: **conservation, breaks, support, use, live, grow, tourism, supply.** Make sentences using the phrases.

- | | | |
|--------------------|---------------|------|
| 1 dawn | 5 | food |
| 2 in harmony | 6 | area |
| 3 flourishes | 7 water | |
| 4 life | 8 make | of |

4 Match the words in bold with their definitions. Then explain the underlined phrases.

- 1 roads; 2 housing; 3 change; 4 thrive; 5 means; 6 facilities; 7 feed; 8 restricted; 9 made illegal; 10 wander; 11 rules; 12 steady

Speaking

5  Listen to and read the text and make notes under the headings. Use your notes to give your classmates a summary of the text.

- reasons the Masai way of life has changed
- problems the Masai face
- the future for the Masai

Writing

6 **THINK!** Spend three minutes writing about the problems the Masai face and what they should do.

Vocabulary & Grammar

- Animal groups


Collective nouns can refer to groups of animals of the same kind. e.g. *a colony of penguins*



1 Fill in: *swarm, pack, litter, pod, herd, army, pride, flock, school, colony*. What are these phrases in your language? Which are mentioned in the text on p. 6?

- | | |
|----------------------------|------------------------|
| 1 a(n) <i>army</i> of ants | 6 a of wolves |
| 2 a of bees | 7 a of kittens |
| 3 a of butterflies | 8 a of elephants |
| 4 a of sheep | 9 a of fish |
| 5 a of dolphins | 10 a of lions |

- Animal sounds

2  Listen and number the sounds in the order you hear them. Then complete the joke.

- | | |
|-----------------------------------|-----------------|
| a <input type="checkbox"/> | bears growl |
| b <input type="checkbox"/> | bees buzz |
| c <input type="checkbox"/> | birds twitter |
| d <input type="checkbox"/> | cats purr |
| e <input type="checkbox"/> | dogs bark |
| f <input type="checkbox"/> | wolves howl |
| g <input type="checkbox"/> | lions roar |
| h <input type="checkbox"/> | peacocks scream |
| i <input type="checkbox"/> | snakes hiss |



Why do bees?



- Ways to speak

3 Circle the correct word to complete the sentences. Check in your dictionaries.

- 1 Stephen suddenly **roared** / **screamed** with laughter, making us all jump.
- 2 All the children **howled** / **shrieked** in alarm when the mouse ran across the floor.
- 3 The captain had to **call** / **shout** to make himself heard above the noise of the storm.
- 4 The crowd **cried** / **yelled** with excitement when their team scored in the last seconds of the game.
- 5 We all **purred** / **howled** with delight when our team won.
- 6 The audience **twittered** / **roared** in approval when the name of the winner was announced.
- 7 The room **buzzed** / **growled** with nervous conversation as the students waited for the examination to begin.
- 8 "What do you think you're doing?" he **hissed** / **roared** in a threatening voice.

4 Choose the correct word. Give reasons.

- 1 She tried to with her life despite the difficulties.
A carry B continue C maintain D keep
- 2 The new model is now for the US and Canada.
A accessible B ready C available D free
- 3 It is believed that changes in the weather people's moods.
A amend B relate C influence D affect
- 4 They don't know what him to lose control of the vehicle.
A resulted B caused C led D made
- 5 Groundwater is the only water for the village.
A provision B store C supply D origin
- 6 Locals have no intention of from their area.
A removing B changing C leaving D moving
- 7 The zoo was originally to preserve endangered animals.
A formed B settled C established D started
- 8 Guests are asked to make use of facilities such as the Internet.
A slight B light C faint D soft
- 9 Old ways slowly away, making way for a new way of life.
A fade B vanish C lose D die
- 10 There is a(n) number of people who move from big cities to the countryside.
A developing B expanding C growing D advancing

5 Fill in clean or clear. Make sentences using the phrases.

- 1 energy; 2 crystal water;
3 sky; 4 start;
5 case; 6 meaning;
7 voice; 8 instructions


- Phrasal Verbs

6 Replace the verbs/phrases in bold with the correct form of the phrasal verbs in the list. Check in Appendix I.

- come across • hang up • put up
- put off • put across

- I **found** this ring by chance when I was clearing out the attic.
- My cousin always **provides** me with **accommodation** when I go to York.
- He is a brilliant mathematician, but he cannot **explain** his ideas easily.
- Sarah **ended the telephone conversation** before I could give her my new number.
- Don't **delay** seeing a doctor.

Listening

- 7 a)**  **Listen to someone talking about the way animals are treated in circuses. How does he feel about it?**

- b) THINK! Should animals be used for our entertainment? Use ideas from the listening above and the language in the box below to tell your partner.**

Everyday English

- Expressing dissatisfaction

Expressing dissatisfaction

- There seems to be something wrong with ...
- That's/It's (just/simply/clearly etc) unacceptable/not acceptable.
- That's/It's not good enough.
- That/It (just/simply/clearly etc) won't do.
- This is not right.
- It's a (real) shame./It seems a (real) shame to me that ...
- It's disgusting!/It's a disgrace!

- Key word transformations

8 Complete the sentences using the words in bold. Use two to five words.

- He didn't manage to persuade the board of directors.
succeed He the board of directors.
- She said nothing as she was afraid they would misunderstand her.
fear She said nothing misunderstood.
- In my opinion the measures taken are not enough.
concerned As....., the measures taken are not enough.
- They do not plan on moving to the countryside.
intention It's to the countryside.
- To me, the twins are completely different from each other.
comparison To me, there the twins.
- You can't enter this area.
allowed You this area.

- Tense revision

9 Put the verbs in brackets into the correct present, future or past tense form. Give reasons.

Dear Jane,

Well, here I am in Africa. I **1)** (always/want) to come here and now I **2)** (finally/make) it. It's much hotter than I expected and it's drier too, but it's so beautiful. I **3)** (hear) Kenya was very beautiful but I have to admit I **4)** (not/expect) that it would be so thrilling.

Anyway, we **5)** (arrive) yesterday and then we **6)** (travel) two hours from the airport to the safari lodge. As we **7)** (drive), I **8)** (see) some wild animals, mostly antelope and zebra, but I can't wait to see a lion.

The accommodation we **9)** (stay) in is lovely and I like it very much. I **10)** (consider) staying in a tent for a more authentic experience, but now I am glad I **11)** (decide) to stay in a lodge after all. It's much more comfortable.

Well, I **12)** (get) some breakfast now and then we are **13)** (take) a jeep into the Serengeti National Park. I hope we **14)** (see) lots of animals. It's only the first day and I **15)** (really/enjoy) myself already.

I **16)** (write) to you again soon and keep you posted.

Love to all,
Rachel



10 Use the time adverbs below to make true sentences about yourself. Tell your partner.

- at the moment • at 6 o'clock yesterday afternoon • already • never
- last summer • at present • yet • since • always • every day

e.g. I'm having an English lesson at the moment.

Writing

11 Portfolio: You are on holiday. Write a letter to your English pen friend telling him/her your news. Use the letter in Ex. 9 as a model (120-180 words).

1 Look at the picture. How many layers is the Earth made up of? How can these layers be related to earthquakes?

 Listen, read and check.

2 Read the text and answer the questions.

- How is our planet like a cracked eggshell?
- Which layer is constantly moving?
- What natural phenomena result from movement at plate boundaries?
- When do plates make sudden movements?
- Why are small earthquakes beneficial?

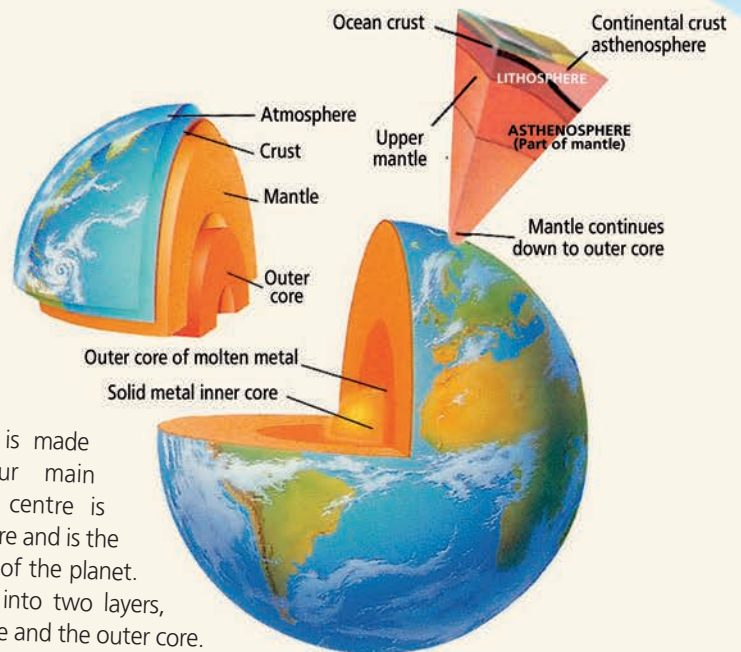
3 Match the words in bold in the text to their definitions (1-10).

- the limit or edge of an area of land
- set free, let go
- separate, not connected to other things
- causing enormous damage
- happen, take place
- even and regular
- series of events which lead to a change
- hard to believe
- cause to move backwards and forwards
- move smoothly or quietly over sth else

4 Are earthquakes common in your country? What would you do if there was an earthquake? Discuss in pairs.

5 Read the text again. Tell the class three things you remember from it.

Standing on **SOLID** ground?



Our planet is made up of four main layers. The centre is called the core and is the hottest part of the planet. It is divided into two layers, the inner core and the outer core. Around the core is a layer of liquid rock known as the mantle. The final layer is a thin layer of solid rock known as the crust. It is thin compared to the other parts, but in reality that still means it is between 10 and 45 kilometres thick! It is not one **uniform** surface but is broken up into many smaller **independent** pieces called plates, like a cracked eggshell or a jigsaw.

Powerful currents in the mantle cause the plates to move around constantly. The plates usually move at rate of 1-10 cm a year, but this tiny movement has **incredible** effects where the plates meet. The towering Himalayan mountains were formed by two plates pushing into each other and the fiery volcanoes of Iceland are the result of two plates moving apart. Earthquakes, however, tend to **occur** at the third kind of **boundary** – where plates slip alongside each other. This is because two plates never **slide** past each other smoothly. The rocks catch on each other so that the plates are still pushing. Pressure gradually builds up until the rocks can no longer stand the pressure and they suddenly give way. This movement travels to the surface in waves that **shake** the ground.

Most earthquakes are so tiny that we don't even feel them. Small earthquakes are useful because they **release** the dangerous pressure between the plates. Every few years, however, enough pressure builds up to produce a large earthquake, often with **catastrophic** results for human life and buildings in the affected area. Afterwards the plates start moving once more until they get stuck again, and so the whole **process** starts over. Such earthquakes are nature's reminder that we don't stand on solid ground.

Project!

ICT In groups collect information about the Earth's plates and present it to the class. You can visit the website: <http://www.enchantedlearning.com/subjects/astronomy/planets/earth/continents.shtml>.

FORUM



Interactive
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1.3 The London Marathon

THE LONDON MARATHON

Michael Scott talks about his success story of going from being a **sickly** teenager to a London Marathon competitor.

Growing up with a **heart defect** was difficult. While other kids my age were going to football practice and on beach holidays with their families, I was in and out of hospital. My only involvement in a sporting competition was watching it on the television.

One of my favourite events to watch was the London Marathon. When I was just 14, a man from London, named Chris Brasher, organised the first London Marathon. It was 29 March 1981 and 7,747 people **were involved** in the race. **Over the years**, I watched the event grow into the biggest of its kind in the world. Now, there are 46,500 participants each year from all corners of the world and of all levels of ability. Many people say the

- Reading texts with recordings and justifications for all reading comprehension activities

1.2 Vocabulary & Grammar

2 Choose the correct word. Which means of transport is each sentence about?

1 Takeoff was delayed/missed for over an hour because of bad weather. (aeroplane)

2 The compartment was so populated/crowded I couldn't get a seat so I had to stand all the way. (train)

3 I took a new direct route that was fast/speed so I reached my destination in no time. (motorbike/car)

4 The traffic/congestion on the motorway wasn't heavy so it took us very little time to get there. (car)

5 The crossing was rough/bumpy and we both got seasick. (ship/boat)

6 We broke/fell down outside York and had to wait for over an hour before someone came to get us. (car/taxi)

populated (adj): inhabited
e.g. India is a densely populated country.

crowded (adj): full of people
e.g. The city streets were crowded because of the concert.

Opp: empty

- Full dictionary with definitions, derivatives and examples

1.1 A Journey Under the Sea

Channel Tunnel

Mark the sentences T (true) or F (false) and correct the false statements.

1 13,000 years ago Britain was connected to mainland Europe. T F

2 In the past people knew a lot about the geology under the English Channel. Actually, they didn't know much about the geology. T F

3 It took 15 years to build the Channel Tunnel in the 1980s. T F

4 The Channel Tunnel is 15 km long. T F

5 It is possible that there will be a transatlantic tunnel in the future. T F

- Video links thematically related to the topic of each module with comprehension questions

1 Game

Team A Team B

Read and click on the correct option.

Direct speech is often used in a story.

True False

- Fun board games to revise writing theory and techniques

Module 1 Use of English

Part 3

3 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

NBC Camps is the largest basketball camp in the world. The 0 **organisation** offers intensive training to 'hoop addicts' in 19 25) throughout America and Europe.

The camp isn't only for advanced players. The course is also 26) **BENEFIT** for newcomers to the sport. Campers are divided into leagues according to their age and skill, and play 5-on-5 games against one another. But it's not just about playing. The camps are just as much about personal 27) **DEVELOP** as they are about 'improving your game'. Campers are taught that when playing a 28) **COMPETE** sport, it is important to work together. Camp Directors say that only when players work as one, with one common goal, can they really give a first class 29) **PERFORM**.

Harrison Cole, a student on the programme, said, 'I've learned many lessons, but most 30) **RESPECT** to others: 'The camp is a wonderful, 32) **SUPPORT** environment for the young people who want to learn more about this 33) **EXCITE** sport. The trainers are experienced sportsmen who provide the youngsters with the 34) **ENCOURAGE** they need. The camps are a fantastic opportunity for the kids to develop as people and athletes.

- Fully interactive workbook

1.8 Speaking Skills

• Expressing preferences (dialogue)

1 Which of the sporting events below would you prefer to watch and why? Use the phrases to tell your partner.

• I'd prefer (+ to-inf) rather than (+ bare inf) because ... • I'd really like to ... • I think ...

• I quite like ... but I'd prefer ... • I'm not very keen on ... I'd rather/prefer ...

In what way may these sports be dangerous?

- Extensive speaking sections with recorded model dialogues



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