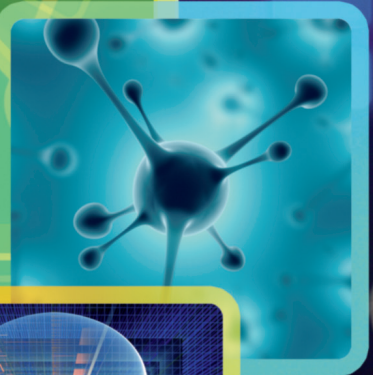


On Screen

Virginia Evans - Jenny Dooley

B1+

Student's Book



Express Publishing

On Screen

interactive eBooks

The student's interactive study partner!

2a Reading

2 b) Now, listen, read and check.

Houston, we've had a problem here!

200,000 miles from Earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It's the plot of the Oscar-winning film Apollo 13, but it's also a true story of survival against the odds.

▶ Was it doomed from the beginning? The scientists at Houston were in charge of getting the spacecraft to the Moon and back. They had scheduled the April 1970 lift-off for thirteen minutes after the thirteenth hour. They had also planned the moon landing itself for the thirteenth day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be superstitious, though, and despite minor problems on lift-off, Apollo 13 started its journey.

▶ Two days into the mission, the three-man crew faced catastrophe. They had been carrying out routine checks when there was a loud bang. Warning lights

- Read-along texts help students improve their reading skills

2a Reading

Check these words

lift-off (n): the upward movement from the ground by a rocket, helicopter or space vehicle, as it begins flight
e.g. in 1970, thousands of people watched the lift-off of Apollo 13.

Houston, we've had a problem here!

200,000 miles from Earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It's the plot of the Oscar-winning film Apollo 13, but it's also a true story of survival against the odds.

▶ Was it doomed from the beginning? The scientists at Houston were in charge of getting the spacecraft to the Moon and back. They had scheduled the April 1970 lift-off for thirteen minutes after the thirteenth hour. They had also planned the moon landing itself for the thirteenth day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be superstitious, though, and despite minor problems on lift-off, Apollo 13 started its journey.

▶ Two days into the mission, the three-man crew faced catastrophe. They had been carrying out routine checks when there was a loud bang. Warning lights were starting to flash furiously. Looking out into space, they could see a trail of gas – the spacecraft was leaking oxygen. They sent out a short message to the

- Revision and practice of the new vocabulary with definitions, examples & visuals

2c Grammar in use

Past continuous

• for simultaneous actions in progress in the past
Time expressions: while, when, as, all day/night/morning, yesterday, etc.

▶ While the helicopter was flying away from the accident, the car was burning.

- Animated grammar to study and practise the grammar structures presented in class

2c Grammar in use

Past continuous

| AFFIRMATIVE | | NEGATIVE | |
|--------------------------|---------------------------|-----------------------------|------------------------------|
| I/He/She/It was sitting. | We/You/They were sitting. | I/He/She/It wasn't sitting. | We/You/They weren't sitting. |

| INTERROGATIVE | | SHORT ANSWERS | |
|--------------------------|---------------------------|------------------------|--------------------------|
| Was I/he/she/it sitting? | Were we/you/they sitting? | Yes, I/he/she/it was. | No, I/he/she/it wasn't. |
| | | Yes, we/you/they were. | No, we/you/they weren't. |

We use the past continuous for:

- an action which was in progress at a stated time in the past. We do not know when the action started or finished.
It was raining at midnight yesterday.
- a past action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action).

- Comprehensive Grammar Presentation

2b Vocabulary

- minor problem (phr) a small matter that is difficult to deal with
- face a catastrophe ...
- oxygen tank ...
- manned mission ...
- power supply (phr) the process of providing electricity
- to everyone's relief ...
- against all odds ...
- routine check ...
- carbon dioxide ...
- highly-trained ...
- real ...
- true (adj) not fictional
- be in charge of ...
- section ...
- face (v) to deal with a problem that will affect you
- hit ...
- safe ...

Words Definitions Select

- A vocabulary list with audio in every lesson helps students learn the new words and practise spelling and pronunciation

2f Writing Writing A story

Model analysis

2 a) Read the story and choose the correct tenses (1-6).
Is it a first- or third-person narrative?

▶ Tom felt strangely afraid as he got into the canoe. There was no reason for his fear. The sun 1) **shone / was shining** and a cool wind was blowing as he set off on an amazing canoeing trip in the Florida Everglades with his friend, Matthew.

▶ The first part of the trip was fun and relaxing, but suddenly, the water 2) **had started / started** flowing unbelievably fast. Suddenly, to their horror, the canoe capsized and they fell in the river! They 3) **were grabbing / grabbed** the canoe while the rushing water swept them along faster and faster.

▶ After a short while, the water became calm again. But just as they climbed back into the canoe, Tom froze in fear. A huge alligator 4) **stared / was staring** at them! They 5) **didn't know / weren't knowing** what to do, but then Tom remembered his mobile phone in his raincoat pocket. He called the canoe hire shop and half an hour later a helicopter came to rescue them.

▶ "You were very lucky the alligator didn't attack you in the water!" a rescue worker said calmly to them. They 6) **had never felt / never felt** so relieved before!

- Speaking & writing models to help students correctly prepare homework without parental involvement



• Fun quizzes for every module

• Fun vocabulary & grammar games to practise and revise the content of each module

• Videos to familiarise students with different aspects of English culture

• Authentic documentaries thematically linked

• Fully interactive activities to practise and revise grammar & vocabulary

• An easy-to-use bilingual Digital Dictionary with audio

Contents

| | Vocabulary | Grammar | Reading |
|--|---|--|---|
| Module 1 People of the World (pp. 5-20) <hr/> Language Knowledge 1 (pp. 16-17) Language Focus 1 (p. 18) Progress Check 1 (pp. 19-20) | <ul style="list-style-type: none"> • people • stages of life • appearance • character • relationships • free time/daily activities • phrasal verbs: break • <i>-ing/-ed</i> participles | <ul style="list-style-type: none"> • present tenses • time adverbs • comparatives & superlatives • exclamations | <i>The Hadza</i> (multiple choice; answer questions – how to deal with multiple choice) |
| Module 2 Survival (pp. 21-36) <hr/> Language Knowledge 2 (pp. 32-33) Language Focus 2 (p. 34) Progress Check 2 (pp. 35-36) | <ul style="list-style-type: none"> • accidents & disasters • natural phenomena • weather – clothes • space exploration • phrasal verbs: <i>put</i> • forming nouns from verbs | <ul style="list-style-type: none"> • past tenses • past simple vs present perfect • <i>used to/would</i> • <i>be/get used to</i> • time adverbs • adjectives/adverbs | <i>Houston, we've had a problem here!</i> (missing sentences – answer questions) |
| Module 3 Work (pp. 37-52) <hr/> Language Knowledge 3 (pp. 48-49) Language Focus 3 (p. 50) Progress Check 3 (pp. 51-52) | <ul style="list-style-type: none"> • jobs of the future • work & education • job qualities & requirements • phrasal verbs: <i>give</i> • forming nouns from verbs/nouns | <ul style="list-style-type: none"> • future tenses • time clauses | <i>The Robot Professionals</i> (multiple matching – answer questions) |
| Module 4 Entertainment (pp. 53-68) <hr/> Language Knowledge 4 (pp. 64-65) Language Focus 4 (p. 66) Progress Check 4 (pp. 67-68) | <ul style="list-style-type: none"> • the arts • art & crafts • theatre & performances • TV shows; professions related to the arts • phrasal verbs: <i>get</i> • compound nouns | <ul style="list-style-type: none"> • passive voice • reflexive/emphatic pronouns • the causative • <i>so/neither</i> | <i>Hand-imal Art</i> (missing sentences; answer questions) |
| Module 5 Can you help? (pp. 69-84) <hr/> Language Knowledge 5 (pp. 80-81) Language Focus 5 (p. 82) Progress Check 5 (pp. 83-84) | <ul style="list-style-type: none"> • global issues • the environment • international organisations • phrasal verbs: <i>turn</i> • forming adjectives from nouns or verbs | <ul style="list-style-type: none"> • reported speech (statements; questions; commands) • reporting verbs | <i>Electric light Overload</i> (matching headings to paragraphs – answer questions) |
| Module 6 Don't be afraid! (pp. 85-100) <hr/> Language Knowledge 6 (pp. 96-97) Language Focus 6 (p. 98) Progress Check 6 (pp. 99-100) | <ul style="list-style-type: none"> • fears & phobias • feelings • idioms related to fear • body language • phrasal verbs: <i>keep</i> • forming negative adjectives | <ul style="list-style-type: none"> • modals • deductions • <i>a/an – the</i> • <i>some/any/no/ every & compounds</i> | <i>Arachnophobia</i> (matching headings to paragraphs – answer questions) |
| Module 7 Health & Food (pp. 101-116) <hr/> Language Knowledge 7 (pp. 112-113) Language Focus 7 (p. 114) Progress Check 7 (pp. 115-116) | <ul style="list-style-type: none"> • health & fitness • food & drinks • illnesses; symptoms & treatments • sports • phrasal verbs: <i>cut</i> • forming abstract nouns from adjectives | <ul style="list-style-type: none"> • conditionals • wishes • <i>(to) infinitive/-ing</i> form • question tags • concession • determiners/quantifiers | <i>Ways to live to 100</i> (multiple choice; complete sentences) |
| Module 8 Amazing Journeys (pp. 117-132) <hr/> Language Knowledge 8 (pp. 128-129) Language Focus 8 (p. 130) Progress Check 8 (pp. 131-132) | <ul style="list-style-type: none"> • travel • holiday activities • accommodation • transport • city life; country life • phrasal verbs: <i>check</i> • verbs from adjectives & nouns | <ul style="list-style-type: none"> • relative clauses • clauses of purpose • clauses of result • subject/object questions | <i>Simply Unforgettable</i> (multiple matching) |

CLIL/Culture (pp. CC1-CC8)
 Writing Bank (pp. WB1-WB8)
 Grammar Reference (pp. GR1-GR25)

Style (p. ST1)
 Speaking Bank (p. SB1)
 Word List (pp. WL1-WL29)

| Listening | Speaking | Writing | CLIL/Culture |
|--|---|---|---|
| a radio interview (multiple choice) | <ul style="list-style-type: none"> asking for & expressing opinion expressing (dis)agreement compare pictures describe people's appearance & character intonation in exclamations | <ul style="list-style-type: none"> an opinion essay (topic/ supporting sentences/formal style; linking words; expressing opinion) a paragraph comparing people an informal email describing family members | <ul style="list-style-type: none"> CLIL (Citizenship): <i>Globalisation</i> (T/F statements) Culture spot: <i>British Ethnicity</i> |
| <ul style="list-style-type: none"> monologues (multiple matching) a narration (T/F statements) | <ul style="list-style-type: none"> describing an accident/disaster narrating an event asking about an experience/ expressing interest/shock/disbelief describe a picture word stress & weak vowels | <ul style="list-style-type: none"> an informal email narrating an experience a news article a story (sequence of events setting the scene; adjectives/ adverbs) | <ul style="list-style-type: none"> CLIL (Science): <i>The Phases of the Moon</i> (T/F statements) Culture spot: <i>Stonehenge & the Summer Solstice</i> |
| <ul style="list-style-type: none"> a dialogue (Yes/No statements) a monologue: advert (note taking) | <ul style="list-style-type: none"> describing work routine having a job interview intonation: echo questions | <ul style="list-style-type: none"> a CV a letter/email applying for a part-time job (beginnings/ endings; informal/formal style; opening/closing remarks) | <ul style="list-style-type: none"> CLIL (History): <i>Child Labour in Victorian Times</i> (headings) Culture spot: <i>A Traditional Job</i> |
| <ul style="list-style-type: none"> monologues (multiple matching) a radio talk (multiple choice) monologues about reading preferences (multiple matching) | <ul style="list-style-type: none"> describe your favourite TV show describe a performance you attended recommend a performance compare pictures pronunciation: /aɪ/ /ɔɪ/ | <ul style="list-style-type: none"> a biography a quiz a book review (adjectives; recommending; brainstorming) | <ul style="list-style-type: none"> CLIL (Art & Design): <i>Sculpture</i> (complete sentences) Culture spot: <i>Tate Modern</i> |
| <ul style="list-style-type: none"> monologues (matching) a radio interview (multiple choice) a dialogue (listen for specific information) | <ul style="list-style-type: none"> make a presentation make suggestions – agree/disagree describe pictures pronunciation: homophones | <ul style="list-style-type: none"> a summary an essay providing solutions to problems (linkers; paragraph structure) | <ul style="list-style-type: none"> CLIL (Science): <i>Energy Resources</i> (answer questions) Culture spot: <i>The First Wind Turbine</i> |
| <ul style="list-style-type: none"> a radio interview (T/F statements; multiple choice) monologues (multiple matching) | <ul style="list-style-type: none"> describe stressful situations express concern/show sympathy; give advice describe a picture pronunciation: elision | <ul style="list-style-type: none"> a paragraph giving advice an informal email of advice (opening/closing remarks; give advice; error correction) | <ul style="list-style-type: none"> CLIL (PSHE): <i>Anxiety</i> (answer questions) Culture spot: <i>Keep a Stiff Upper Lip!</i> |
| <ul style="list-style-type: none"> monologues (multiple matching) an interview (multiple choice) a conversation (Yes/No statements) | <ul style="list-style-type: none"> express likes/dislikes ask for/give advice make decisions intonation: question tags | <ul style="list-style-type: none"> an informal email a-for-and-against essay (topic/ supporting sentences; linkers; concession) | <ul style="list-style-type: none"> CLIL (Science): <i>The Digestive System</i> (T/F statements) Culture spot: <i>Traditionally Unhealthy?</i> |
| <ul style="list-style-type: none"> an advert (multiple matching) dialogues (multiple choice) an advert (note taking) | <ul style="list-style-type: none"> discuss your holiday plans describe your holiday last year ask for/give information ask about/express preference compare pictures intonation: subject/object questions | <ul style="list-style-type: none"> an informal email about a place you have visited an informal letter giving information (opening/closing remarks; informal style) | <ul style="list-style-type: none"> CLIL (Geography): <i>Dartmoor: A Granite Landscape</i> (answer questions) Culture spot: <i>London</i> |

Appendices I & II (p. APP1)
 How to use a dictionary/thesaurus (DT1)
 Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)
 Irregular Verbs

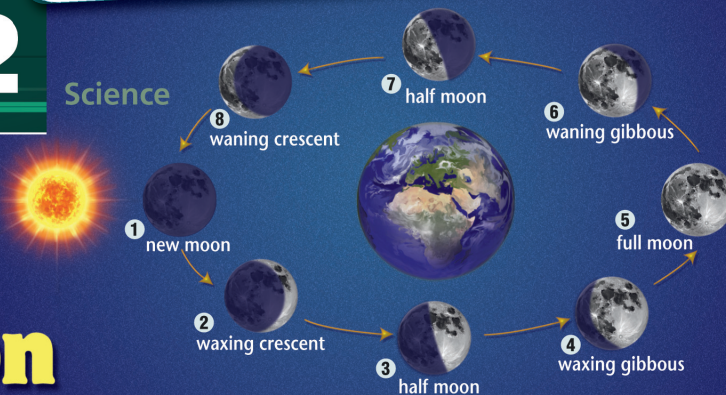
CLIL sections allow learners to exploit various curriculum subjects through a multiple pathways approach (listening, reading, visualisation & research)

SAMPLE PAGE FROM CLIL/CULTURE SPOT SECTIONS AT THE BACK OF THE BOOK

CLIL 2

Science

The Phases of the Moon



In space there are sources of light, such as the stars, and objects that reflect that light, such as the planets. The Sun is a light source because it is a star. The Earth is a planet that reflects light.

The Moon is the only satellite of Earth. It revolves on its axis as it orbits the Earth, so that the same side of the Moon always faces the Earth. The Moon takes approximately 28 days to orbit the Earth. It changes its appearance over this period. This is because we can see different amounts of reflected light from the Sun on the surface of the Moon.

The phases of the Moon change in a progressive sequence (new moon, crescent moon, half moon, gibbous moon, full moon, gibbous moon, half moon, crescent moon.) The new moon is the phase when the Moon is closest to the Sun. During this phase we cannot see the Moon from Earth. This happens because the Sun does not light up the side that is facing us. The full moon is the phase when the Earth is between the Sun and the Moon on the opposite side of the Earth. During this phase we can see the whole of the side that is facing us because the Sun lights it up.

A waxing moon is moving towards a full moon and getting bigger. A waning moon is moving towards a new moon and getting smaller.

Check these words

- light source • star • planet
- reflect • satellite • revolve • axis
- orbit • face • approximately
- amount • surface • phase
- progressive sequence • new moon
- crescent moon • half moon
- gibbous moon • full moon
- light up • waxing moon
- waning moon

1 How are these words related to the Moon: *crescent moon, full moon, gibbous moon, waxing moon, waning moon*?
 Listen and read to find out.

2 Read again and complete the sentences.

- 1 A star is a bright
- 2 A planet is an object in the sky that
- 3 The Moon goes round both
- 4 While the Moon orbits the Earth, it
- 5 When the Moon is nearest to the Sun we cannot
- 6 When we can see the whole side of the Moon from Earth, we have a

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

S1: *How many days does it take for the moon to orbit the Earth?*

S2: *28 days. What is the Sun? etc*

4 In groups collect information and prepare a presentation on how the Earth orbits the Sun. Tell the class.

ICT sections raise learners' intellectual standards

Culture Spot

1 What is the summer solstice? How is it related to Stonehenge?
 Listen and read to find out.

2 Are there any celebrations in your country connected to the summer/winter solstice? Collect information. Tell the class.

Culture sections promote cultural individuality



Stonehenge & the summer solstice

Stonehenge is one of Great Britain's most famous landmarks. It consists of 100 huge stones placed in a circular layout. It is 5,000 years old and has been a UNESCO World Heritage Site since 1986. People believe it was built to celebrate the summer solstice.

The summer solstice, around 21st June, is the day of the year with the most daylight. It is also the first day of summer. When the sun rises on the summer solstice, it lines up with one of the stones in Stonehenge, called the heel stone, and its first rays shine through a stone archway in the centre circle. Today, as in the past, lots of British people celebrate the summer solstice at Stonehenge every year.

Survival

Module targets

MODULE OBJECTIVES

- ▶ **Vocabulary**
 - accidents & disasters
 - natural phenomena
 - weather/clothes
 - space exploration
 - phrasal verbs: *PUT*
 - prepositions
 - word formation: forming nouns from verbs
- ▶ **Reading**
 - an article about space (multiple choice/answer questions)
- ▶ **Grammar**
 - past tenses
 - past simple vs present perfect
 - *used to/would - be/get used to*
- ▶ **Listening**
 - monologues (multiple matching)
 - a dialogue (T/F statements)
 - word stress & weak vowels
- ▶ **Speaking**
 - narrate an experience
 - express interest/shock/disbelief
 - describe a picture
- ▶ **Writing**
 - an informal email
 - a news article
 - a story
- ▶ **Language Focus**
 - collocations
 - phrasal verbs & prepositions
 - sentence transformations
 - grammar in focus
- ▶ **Progress Check**

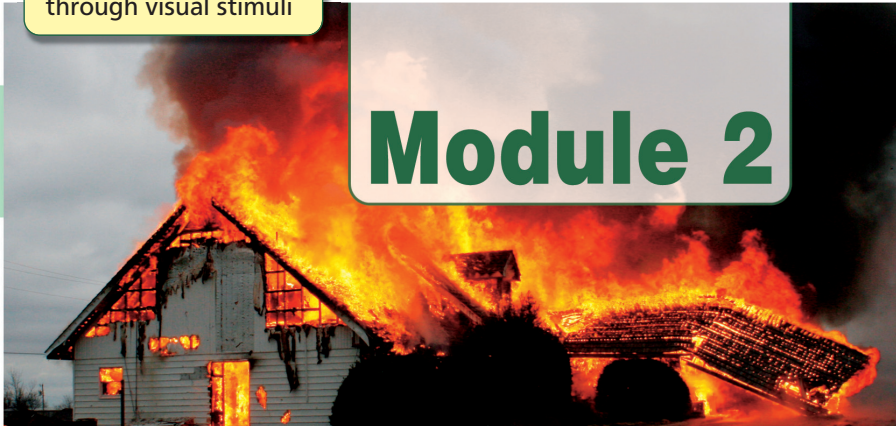
Words of wisdom

"Man can live 40 days without food, 3 days without water, 8 minutes without air, but only one second without hope."
(C. Darwin)

Discuss

Presentation & practice of topic vocabulary through visual stimuli

Module 2



HOUSE 1) AFTER FIRE 2) IN THE BASEMENT



PEOPLE EVACUATED FROM HOMES AFTER RIVER 3) ITS BANKS



FIVE MISSING AFTER ROCKS AND MUD 4) HOMES IN VILLAGE



TANKER 5) SPILLING TONNES OF OIL INTO SEA

Accidents & Disasters

- 1 Complete the news headlines with: *collapses, bury, bursts, sinks, breaks out.*
- 2 Listen to three people describing events in Ex. 1. Which event is each one talking about?
- 3 **THINK!** Imagine you witnessed one of the accidents/disasters in Ex. 1. What did you see and hear? How did you feel? Tell the class.

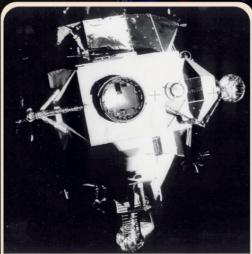
The accompanying digital resources (IWB, iebook) make the process of learning more efficient, pleasant and engaging for both teachers & students

2a Reading

1 Look at the pictures and the title of the text. What do you think the text is about?

Houston, we've had a problem here!

Engaging texts supported by tightly related videos



lunar module (LM): a separate spaceship designed to land on the Moon



command module (CM): control centre & living quarters for crew



200,000 miles from Earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It's the plot of the Oscar-winning film *Apollo 13*, but it's also a true story of survival against the odds.

A Was it doomed from the beginning? The scientists at Houston were **in charge of** getting the spacecraft to the Moon and back. They had **scheduled** the April 1970 lift-off for thirteen minutes after the thirteenth hour. They had also planned the moon landing itself for the thirteenth day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be **superstitious**, though, and **despite** minor problems on lift-off, Apollo 13 started its journey.

B Two days into the mission, the three-man crew faced **catastrophe**. They had been **carrying out** routine checks when there was a loud bang. Warning lights were starting to flash furiously. Looking out into space, they could see a trail of gas – the spacecraft was leaking oxygen. They sent out a short message to the scientists back on Earth: "Houston, we've had a problem here." At first, they thought that a meteor had hit them, but they later found out that a short circuit had caused an oxygen tank to **explode**. Whatever the cause, they knew there was no time to lose. Their electricity supply in the command module **depended** on that oxygen and pretty soon they would run out of both.

2 a) Check these words/phrases in the Word List at the back of the book. Use them to complete the sentences.

- meteor • lift-off • re-enter • manned • leaking
- landing • carbon dioxide

- 1 Apollo 13, with a crew of three people, was the third mission to the Moon.
- 2 There were some problems during the even before the spacecraft got into space.
- 3 They noticed the spacecraft was gas into space.
- 4 They thought a had hit the spacecraft.
- 5 The air in the lunar module contained
- 6 The lunar module managed to Earth's atmosphere without on the Moon.

b) What do you know about Apollo 13? What do the sentences in Ex. 2a tell us about it?
 Listen, read and check.

Check these words

- crew • manned mission • explosion
- plot • survival • doomed • landing
- lift-off • bang • flash • trail
- leaking • oxygen tank • meteor
- no time to lose • command module
- lunar module • lifeboat • enclosed
- cope with • adapter • carbon dioxide
- re-enter • splash down
- go down in history

Exam-style
reading tasks

The only solution was to **conserve** oxygen by moving from the command module into the lunar module – the section of the spacecraft that would have landed on the Moon. Now though, they were using it as a kind of lifeboat. With its own power supply, oxygen and water, the three men could survive in the lunar module and return to Earth. There was another problem though. In an enclosed space like a lunar module, the carbon dioxide the crew was breathing out was dangerous. The equipment to clear the air of carbon dioxide was only **built** for two people. Now it had to cope with three. Amazingly, the crew managed to put together an adapter that **reduced** the carbon dioxide to a safe level.

There was one final **obstacle**. The lunar module wasn't strong enough to re-enter Earth's atmosphere so the crew had to transfer back into the damaged command module. To everyone's relief, the crew of Apollo 13 splashed down safely in the South Pacific Ocean on April 17th. It was a space flight that would **go down in history**. Although the crew didn't land on the Moon, NASA* still **considers** the mission a success. The Apollo 13 disaster was proof that their highly-trained astronauts could **deal with** anything that could go wrong.

* National Aeronautics and Space Administration – the organisation responsible for the US space programme

3 Read the text and the questions below. For each question, choose the correct letter A, B, C or D.

- What is the writer's purpose?
 - to give advice to astronauts
 - to describe a mission to the Moon
 - to persuade people to travel in space
 - to explain how to travel to the Moon
- What does the writer say about the mission?
 - There were some problems at the start
 - They had planned the lift-off for a Friday.
 - Scientists should believe in bad luck.
 - The lift-off had been delayed.
- What was the astronauts' attitude towards the explosion?
 - They didn't think it was a problem.
 - They thought they would die.
 - They realised they had to do something.
 - They believed there was nothing they could do.
- How did the astronauts survive?
 - They used the lunar module as a lifeboat.
 - They created a new oxygen supply.
 - They repaired the command module.
 - They adapted to less oxygen.
- Which would be the most appropriate headline?
 - APOLLO 13 CREW LOST IN SPACE
 - LIFE AND DEATH DRAMA IN SPACE
 - METEOR STOPS MOON LANDING
 - ASTRONAUTS WALK ON MOON

4 Answer the questions in your own words.

- How did the astronauts get back to Earth?
- What does NASA believe about the mission?
- THINK!** Were the astronauts lucky or unlucky? Why?

5 Match the words/phrases in bold in the text to their synonyms:

- Para A:** responsible for, believing in good/bad luck, although, arranged
- Para B:** disaster, relied, doing, blow up
- Para C:** save, lowered, made
- Para D:** difficulty, manage, regards, be remembered in the future

Think sections enhance students' thinking skills and foster social values.



Speaking

Imagine you were one of the scientists at Houston. Narrate the event from your point of view. Think about: *the superstition, the problem, the success story.*



Writing & Speaking

Imagine you are one of the crew of Apollo 13 safely back on Earth. Describe how you felt when the accident happened. What did you think and how did you react? In three minutes write a few sentences. Tell the class.

2b

Vocabulary

Contextualised vocabulary exercises based on the texts

Vocabulary from the text

1 Fill in: *minor, face, oxygen, manned, power, relief, odds, routine, carbon, highly-trained.*

- 1 mission
- 2 against (all) the
- 3 problems
- 4 to catastrophe
- 5 checks
- 6 tank
- 7 supply
- 8 dioxide
- 9 to everyone's
- 10 astronauts

2 Choose the correct word.

- 1 The film is based on a **real/true** story.
- 2 Jim Lovell was in **charge/section** of the mission.
- 3 They tried to deal with the catastrophe they **faced/hit**.
- 4 He noticed a problem during his **safe/routine** checks.
- 5 The oxygen tank **exploded/leaked** because of a short circuit.
- 6 There was no time to **depend/lose**.

3 Replace the phrases in bold with the phrases in the list.

- **against all the odds**
- **has gone down in history**
- **go wrong**
- **much to everyone's relief**

- 1 No one thought they could survive but, **despite all the problems**, they managed to land safely on Earth.
- 2 **Everyone was pleased that** the plane took off without any problems.
- 3 The Apollo 13 mission is **remembered by everyone**.
- 4 No one expected that it would be **unsuccessful**.

Topic vocabulary Natural phenomena

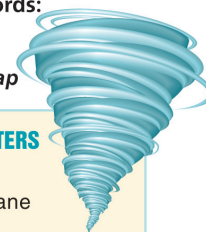
4 a) Complete the mindmap. Use these words:

- sandals • tsunami • sunny • frosty
- tornado • snowy • mild • gloves • cap



CLOTHES/FOOTWEAR/ACCESSORIES

- 1)
- 2)
- 3)



DISASTERS

- flood
- hurricane
- 6)
- 7)
- earthquake

WEATHER

GOOD

- hot
- 4)
- warm
- 5)
- dry



BAD

- foggy
- cloudy
- 8)
- stormy
- rainy
- windy
- cold
- 9)
- chilly
- thunder



b) **SPEAKING** What's the weather like in your country in the: *winter? spring? summer? autumn?* Tell the class.

In my country, it's cold and snowy in winter.

5 **LISTENING** Close your eyes and listen to the music. What season is it? What can you hear and see? What's the weather like? Open your eyes and tell your partner.

6 Choose the correct words. Check in the Word List at the back of the book.

- 1 Take your umbrella – it's **pouring/dripping** with rain!
- 2 Mrs Butler could hardly see where she was driving in the **deep/thick** fog.
- 3 Look at the **rays/bolts** of light shining through the clouds!
- 4 It's **freezing cold/boiling hot** today. Put on your coat.
- 5 Sam got **soaking/freezing** wet in a **heavy/strong** shower on his way home.
- 6 Is it snowing **strongly/heavily** outside? You've got **snowflakes/snowdrops** all over you!

Accidents & Disasters

7 Complete the table in your notebooks. Use these words: *train crash, car crash, earthquake, factory fire, tornado, volcanic eruption, oil spill, flood, drought, tsunami, building collapse, drowning, plane crash, gas leak, food poisoning, shipwreck.*


| Natural disasters | Accidents |
|-------------------|-----------|
| | |

- 8** Complete the sentences. Use: *bumped, survived, injured, scratched, broke, twisted, rescued, escaped.*
- 1 Only two people the plane crash.
 - 2 The tree crashed to the ground and a man walking his dog.
 - 3 The man jumped into the pool and the drowning boy.
 - 4 Luckily, the family from the fire before the house collapsed.
 - 5 Tim his leg on some rose bushes.
 - 6 Sue her ankle and now it's very swollen.
 - 7 Ben's got his arm in a cast because he fell out of a tree and it.
 - 8 Ken his head on a branch and now he's got a big bruise there.

- 9** **LISTENING** Listen to three news reports. What is each about?
- NEWS REPORT 1
- NEWS REPORT 2
- NEWS REPORT 3

Space exploration

- 10** a) Choose the correct word.



Mars

Mars is the fourth

- 1) **planet/star** from the Sun. The 'Red Planet' (as people call it) is the second smallest planet in our solar
- 2) **circle/system**. It's got a thin
- 3) **atmosphere/air** and its days and seasons are similar to the Earth. There are huge canyons, volcanoes and ice caps at its poles. It has got two
- 4) **moons/asteroids**, Phobos and Deimos. Mars can be seen from Earth without a
- 5) **telescope/satellite**. In 2012, the Mars 'Rover Curiosity'
- 6) **spacecraft/robot** discovered water on Mars, but found no
- 7) **evidence/site** of life.

b) **ICT** Collect information about another planet. Present it to the class.

ICT (research) sections to raise the students' intellectual standards

Phrasal verbs: PUT

- 11** Fill in: *through, out, on, off, up with*. Check in Appendix I.
- 1 They decided to put their trip because of the cold weather. (**decide to go later**)
 - 2 The firefighters managed to put the forest fire. (**stop it burning**)
 - 3 Could you put me to the police, please? (**connect me**)
 - 4 We can't put this heat anymore! (**tolerate**)
 - 5 Put your thick coat; it's freezing outside. (**wear**)

Prepositions

- 12** Choose the correct item. Check in Appendix II.
- 1 Henry suffered **of/from** shock after falling off his motorbike.
 - 2 They were very lucky to escape **from/of** the burning building.
 - 3 He was shaking **of/with** fear when the rescuers found him.
 - 4 Have you heard **about/of** the earthquake in China?
 - 5 Have you heard **of/from** Patrick Moore and his novel *Mission to Mars*?
 - 6 People depend **in/on** police officers to protect them.

Word formation (forming nouns from verbs)

- 13** Read the theory, then form nouns from the verbs in brackets to complete the sentences.

We use **-ion** (*discuss – discussion*), **-ment** (*agree – agreement*), **-ation** (*organise – organisation*), **-y** (*deliver – delivery*) to form abstract nouns from verbs.

- 1 Scientists are very excited about the of an ancient stream on Mars. (**DISCOVER**)
- 2 Harry needed hospital after his accident. (**TREAT**)
- 3 If you have any about the robbery, call this number. (**INFORM**)
- 4 The lasted for nine hours and caused a lot of earthquakes. (**ERUPT**)

Systematic practice on prepositions

Systematic practice of word formation

2c

Grammar in use

Past simple/Past continuous/Past perfect/Past perfect continuous

Electric train derails

Four people were injured when an electric train **1) derailed** last Friday evening. The train **2) was travelling** near Gdynia and **was carrying** 100 passengers at the time of the accident. At around 7:15 local time, while the train **3) was coming** around a sharp curve, three carriages came off the tracks. According to eyewitness reports, passengers **4) had heard** a violent explosion just before the train derailed. Teams of emergency workers **5) arrived** at the scene and **began** to pull out passengers trapped inside the carriages. The cause of the derailment is under investigation. Authorities confirmed that a railway crew **6) had been working** on the tracks for several hours before the accident happened.



see pp. GR6-GR8

1 Read the news article. Is it *formal* or *informal*? Identify the tenses in bold (1-6) and match them to their uses (A-F).

- A an action that happened at a certain time in the past (there is a direct/indirect reference to the time)
 B actions which happen one after another in the past
 C an action which had been in progress before another action in the past
 D simultaneous actions in the past
 E an action which was in progress in the past and another action interrupted it
 F an action which happened before another action in the past

2 Put the verbs in bold into the *past simple* or the *past continuous*.

- 1 A: What (**cause**) the accident?
 B: The driver (**lose**) control of the car and then it (**crash**) into another vehicle.
 2 A: (**you/hear**) the thunder?
 B: Yes. I (**walk**) back home at the time.
 3 A: While the plane (**land**), an engine (**catch**) fire.
 B: That's terrible. (**everyone/get**) out alive?
 4 A: What (**you/do**) when the earthquake started?
 B: I (**read**) a magazine while Laura (**cook**).

3 Choose the best verb forms.

- 1 He **had spent/had been spending** 16 days at sea before they found him.
 2 He **was waiting/had waited** for the bus when the accident happened.
 3 It **was snowing/snowed** and the wind **had howled/was howling** as I closed the door.
 4 Rescue teams **looked/were looking** for people trapped in the building while the firefighters **had tried/were trying** to put out the fire.
 5 The accident happened because the driver **had been talking/was talking** on his mobile and **hadn't seen/didn't see** the car in front of him.
 6 Ben **was walking/walked** on the beach, when he **had noticed/noticed** the shipwreck.
 7 Rescue teams **had been trying/were trying** to locate the 14-year-old boy for 10 hours before they **had managed/managed** to find him.

4 Use the phrases in brackets to make sentences using the *past perfect* or the *past perfect continuous*, as in the example.

- 1 They were afraid. (**see a bear**)
They had seen a bear.
 2 He was tired. (**sweep water from his house**)
 3 Mary was worried. (**Tom leave the map at home**)
 4 He felt angry. (**wait for the police for an hour**)
 5 The roads were flooded. (**rain all week**)
 6 Harry's head was sore. (**a tree fall on him**)

Past simple vs Present perfect

- 1 She **called** an hour ago.
- 2 She **hasn't called** since last Monday.
- 3 Bob **has worked** as a firefighter for 10 years.
- 4 Tom **worked** as a firefighter for 20 years before he retired.

▶ see p. GR6

- 5** a) Read the examples in the table. When do we use the past simple/present perfect?

b) Put the verbs in brackets into the *past simple* or the *present perfect*.

- 1 It (**not/rain**) for a month.
- 2 The earthquake (**happen**) in 1997.
- 3 (**you/hear**) about the tsunami?
- 4 They (**not/fly**) in a plane since the crash.
- 5 When (**the fire/start**) last night?

- 6** Read the story and put the verbs in brackets into the correct past tense.

Jean and I **1**) (**go**) hiking yesterday. By midday, we **2**) (**walk**) for hours and my feet hurt, so we stopped for lunch. While we **3**) (**eat**) our sandwiches, we **4**) (**smell**) something burning. Jean quickly **5**) (**climb**) to the top of the next hill and **6**) (**see**) there was a forest fire in the valley – and it **7**) (**come**) our way! She remembered we **8**) (**cross**) a river earlier and we headed back towards it. I wasn't sure we could make it, though. I **9**) (**see**) a documentary about forest fires the week before, so I **10**) (**know**) that fire could travel very fast. We **11**) (**be**) terrified. Suddenly, I **12**) (**feel**) a raindrop fall on my head. Soon, it was pouring with rain. It **13**) (**rain**) hard for two hours, before it stopped. Relieved, we walked back home. The rain **14**) (**save**) us and the forest.

used to/would/be used to

- We can use **would** and **used to** to talk about past habits. *As a child, I used to/would spend my holiday by the sea. What did you use to do?*
- We use **used to** to talk about past states. *I used to live by the sea, but now I live in a city.* (NOT: ~~I would live ...~~)

Note: **be/get used to** + noun/-ing form = be/get accustomed to
We weren't used to such harsh weather conditions.

▶ see p. GR7

- 7** a) Read the theory. Choose the correct option.

- 1 Ann used to **go/going** skiing before her accident.
- 2 Before the tsunami hit the area, locals **would spend/are used to spending** their evenings at the beach.
- 3 They **are getting used to/used to** the heat in India.
- 4 The Smiths **lived/would live** in a block of flats before it collapsed in the earthquake.

b) What did/didn't you use to do when you were seven years old? Use these phrases.

- play in the snow • play video games
- go swimming • read books
- watch documentaries • go out with friends
- share my room with my brother/sister

Key word transformations

- 8** Complete the second sentence so that it has the same meaning as the first sentence, using the word given. You must use between two and five words.

- 1 The ship sank within an hour. **TOOK**
It to sink.
- 2 It last snowed two years ago. **FOR**
It two years.
- 3 An hour after John had set off, heavy fog covered the area. **DRIVING**
John an hour when heavy fog covered the area.
- 4 It rained hard all day long. **STOP**
It all day long.
- 5 Oliver had never seen a forest fire before. **FIRST**
It Oliver had seen a forest fire.

- 9** **SPEAKING** Use these adverbs in sentences of your own: *ago, before, never, already, yet, last year, ever, just.*

- 10** a) **LISTENING** Listen to Amy telling Mia about an experience she had and make notes.

b) **WRITING** Now imagine you're Amy. Write your English pen-friend an email about your experience.

Tasks to activate
grammar structures
presented

2d

Listening skills

Before listening activities to prepare students for the listening tasks

Multiple matching

Preparing for the task

1 Read the text and answer the questions. Justify your answers.

One of my favourite things to do on holiday is try the local cuisine. I was really excited about the top restaurant we had booked near our hotel. It had a great view of the sea and the service was good. The food was not as great as I had expected though. Later that evening, my stomach started to hurt and I ended up sick in my room for a whole day. Fortunately, the rest of the food on the holiday was just fine.

1 What is the text about?

- A an awful restaurant
- B a bad meal
- C a terrible holiday

2 Which sentence best describes the main idea of the text?

- A A holiday meal was a bad experience.
- B Food poisoning ruined my holiday.
- C I didn't like the food on my holiday.

2 a) You will hear five people talking about bad experiences they had while on a trip. Before you listen, check the phrases in the Word List.

- *get stung by a bee*
- *get bitten by mosquitoes*
- *get caught in a terrible storm*
- *see a dangerous animal*
- *have a bad accident*
- *get food poisoning*
- *get caught in a natural disaster (tsunami, hurricane etc)*
- *get badly sunburnt*

STUDY SKILLS

Read the statements and underline the key words. Listen for words and phrases that mean the same. This will help you to match each speaker to what they said. Be careful because you may hear information that could distract you.

b) Listen and match the people (1-5) with what each says about their experience (A-H). There are three extra sentences that you don't need.

- A My friends had to call someone to find me.
- B The local people helped us get home.
- C I regularly take trips of this kind.
- D Many others on the trip had the same problem.
- E The weather changed halfway through the trip.
- F The problem started on the way home.
- G I ignored some good advice on the trip.
- H This was my first time on such a trip.

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

3 Narrate a travel experience of yours to the class.

T/F statements

4 a) You will hear a man telling the story of how he got caught in a tsunami. Before you listen, check the words/phrases below in the Word List. What do you think happened to Toby?

- *tsunami struck*
- *loud roar*
- *froze in fear*
- *terrifying*
- *huge wall of black water*
- *pushed underwater*
- *floating inside hotel lobby*
- *grabbed onto a staircase*
- *standing on rooftops*
- *debris*
- *upside down cars*
- *broken wrist*

b) Listen and for statements 1-10, write T (true) or F (false). Is it formal or informal?

- 1 Toby went to Thailand with his family.
- 2 The tsunami happened at the beginning of Toby's holiday.
- 3 Toby got separated from his brother.
- 4 The wave took Toby outside the hotel.
- 5 The brothers floated in the water for hours.
- 6 They reached a tree and held onto it.
- 7 They stayed there the whole day.
- 8 A policeman told Toby where his parents were.
- 9 Toby's parents were in a hospital.
- 10 Toby's dad had broken his wrist.

5 Give the class a summary of Toby's experience. Rewrite it as a news article.

Intonation: Word stress & Weak vowels

6 a) Listen and say.

- sunburnt
- weather
- advice
- return

b) Listen and identify the stressed syllable (•) and the weak vowel (◦) in each word, then repeat.

- about
- rainy
- attack
- perhaps
- rescue

Activities to consolidate the listening tasks

Intonation practice

Study skills to help students become autonomous learners

Speaking skills 2e

Ask about an experience – Express interest/shock/disbelief

1 a) Listen and say. Which of these phrases express: *interest? shock/disbelief?*

- A You're kidding!
- B Well, better luck on your next camping trip!
- C Oh my goodness, that's terrible!
- D No way! So what did you do?
- E Not so good, I'm afraid.
- F How come?
- G But that's not the worst of it.

b) Complete the gaps (1-7) in the dialogue with the phrases (A-G).

Harry: How was your camping trip with Joe?
 Mark: 1

Harry: Oh, really? 2

Mark: Well, on the first morning we set out on a long hike, but I had forgotten to take the map and compass with me, so we got lost.
 Harry: 3

Mark: Well, finally, another hiker passed us and pointed us in the right direction. 4
 On the way back to our tent, I fell over and disturbed a wasp nest. Both Joe and I got stung all over our arms and legs.
 Harry: 5

Mark: No, I'm not. Fortunately, I had a first aid kit with me so we put some cream on the stings, but they were so painful!
 Harry: 6

Mark: I know. We didn't sleep much that night. To make matters worse, by the morning it was pouring with rain, so we came home early.
 Harry: Oh dear! 7

Listen and check. What went wrong on Mark's camping trip? Is the dialogue *formal* or *informal*? Give reasons.

2 Take roles and act out the dialogue.



3 Work in pairs. Imagine you went on a trip with a friend and some things went wrong. Use the prompts below and/or your own ideas and the language in the box to act out a dialogue similar to the one in Ex. 1b.

- twisted ankle • limped back to campsite
- bear stole food from outside tent during the night • rained and tent got flooded

| Asking about a bad experience | Narrating a bad experience |
|--|---|
| <ul style="list-style-type: none"> • How was your trip? • Did you have a nice time on your trip? | <ul style="list-style-type: none"> • Not so good, I'm afraid. • It was awful. • It didn't go well at all. • That's not the worst of it. • To make matters worse ... |
| Expressing interest | Expressing shock/disbelief |
| <ul style="list-style-type: none"> • How come? • What went wrong? • Oh no! What happened? • Oh, really? • Why's that then? • Really? Tell me all about it! | <ul style="list-style-type: none"> • Oh dear! That's awful! • Oh my goodness, that's terrible! • That's too bad! • You're joking/kidding! • Seriously? • Oh, come on! • You're pulling my leg! • No way! • Unbelievable! |

While speaking use facial expressions and gestures to express your feelings.

Describing a picture

4 a) Look at the picture and in pairs make notes under the headings: *time* – *place* – *people* – *clothes* – *actions* – *feelings*.



b) Use your notes to describe the photograph.

5 Listen to someone describing the photo. Compare his description to yours.

Useful language and vocabulary to help students develop their speaking skills

Model answers to help students improve their speaking skills

2f

Writing A story



▶ Writing Bank 2 p. WB2

Rubric analysis

- 1** Read the rubric and look at the underlined words. Then answer the questions.

Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must begin with this sentence: Tom felt strangely afraid as he got into the canoe. Write your story (120-160 words). Your story must include:

- an alligator.
- a mobile phone.

- 1 Who is going to read your story?
- 2 Who is it going to be about?
- 3 What tenses should you use?
- 4 What must you include in your story?
- 5 What could your story be about?
 - A your favourite place to go canoeing
 - B a canoe trip where something went wrong

Model analysis

- 2** a) Read the story and choose the correct tenses (1-6). Is it a first- or third-person narrative?

- b) Match the paragraphs (A-D) to the descriptions (1-4).

- 1 the main event
- 2 setting the scene (main characters, place, event, weather, feelings etc)
- 3 incidents leading up to the main event
- 4 what happened in the end, feelings of the main character(s)

- 3** a) List the events (A-H) in the order they happened. Which is the climax event?

A Tom felt strangely afraid as he got into the canoe. There was no reason for his fear. The sun **1) shone/was shining** and a cool wind was blowing as he set off on an amazing canoeing trip in the Florida Everglades with his friend, Matthew.

B The first part of the trip was fun and relaxing, but suddenly, the water **2) had started/started** flowing unbelievably fast. Suddenly, to their horror, the canoe capsized and they fell in the river! They **3) were grabbing/grabbed** the canoe while the rushing water swept them along faster and faster.

C After a short while, the water became calm again. But just as they climbed back into the canoe, Tom froze in fear. A huge alligator **4) stared/was staring** at them! They **5) didn't know/weren't knowing** what to do, but then Tom remembered his mobile phone in his raincoat pocket. He called the canoe hire shop and half an hour later a helicopter came to rescue them.

D "You were very lucky the alligator didn't attack you in the water!" a rescue worker said calmly to them. They **6) had never felt/never felt** so relieved before!

- A** The canoe capsized.
- B** Tom phoned the canoe hire shop.
- C** They got back into the canoe.
- D** Tom and Matthew set out on a canoeing trip.
- E** Tom saw an alligator staring at them.
- F** The water swept them down the river.
- G** They fell into the river.
- H** A helicopter came to rescue them.

Model composition and model analysis

- b) Use the linking words *first, then, next, after that, suddenly, after a short while, finally* to give your partner a short summary of the story.

Setting the scene

When we write a story, we begin by setting the scene. To do this, we imagine we are looking at a picture and try to describe the place (where), the time (when), the weather, the people involved and their feelings.

- 4** Read the tip. How does the writer set the scene in Ex. 2?

- 5** a) Read the paragraph and answer the questions.

One Tuesday morning last spring, John was standing at the train station in the pouring rain. He had already been waiting for the train for an hour and he was feeling really annoyed.

- 1 Where and when did the story take place?
- 2 What was the weather like?
- 3 Who was the main character?
- 4 How did he feel?

Activities designed to help students decode rubrics



b) Look at the picture and use the words below to write a beginning that sets the scene.

- cool windy day • last summer • Andy and Mary
- on a sailing boat • feel happy and relaxed

Adjectives/Adverbs ▶ see pp. GR8-GR9

Use a variety of adjectives and adverbs. This makes your story more interesting to the reader.

6 a) Fill in: *huge, sharp, terrified, venomous, loud, dark.*

As James walked through the 1) **nice** cave, he suddenly heard a 2) **bad** hissing noise. A moment later, he felt a 3) **bad** pain in his ankle. James switched on his torch just in time to see a 4) **big** snake sliding away. He was 5) **bad!** "What if it's a 6) **bad** snake?" he thought.

b) Which adjectives are used to describe the following in the model in Ex. 2: *the canoeing trip? the water? the alligator?*

7 Find the adverbs the writer used in the story in Ex. 2 to describe these verbs: *flowing; said.*

8 Fill the: *luckily, carefully, angrily, quietly, heavily.*

- 1 The man began shouting at Daniel.
- 2, the bear didn't see Mark and Mary.
- 3 It was raining last night.
- 4 Simon crept over the bridge.
- 5 "Leave now!" Ann whispered to Sue.

Writing

9 a) Read the rubric, underline the key words, then answer the questions.

You have decided to enter a short story competition in your college. The story must begin with the following sentence: **As Jack and Tom put up their tent, they didn't notice the big sign.** Write your **story** (120-160 words). Your story must include: • a bear. • fire.

- 1 What will you write and who will read it?
- 2 How must you begin your story?
- 3 Will you write in the 1st or 3rd-person? What tenses will you use?

• *Listening for ideas*

b) Listen and make notes under the headings: **time - place - people - events - climax event - ending - feelings.**

c) Write your story. Follow the plan.

Ideas to help students do the writing task

Useful Language

Setting the scene

- One day last ..., ... went/decided, etc ...
- It was a ... (cold, windy, beautiful, etc) day and I/we/they felt ...

Describing the events

- After I/we/they had ...
- I/We/They were ... when suddenly ...
- After that/After a short while/Then/As soon as ... • I/We/They couldn't believe my/our/their eyes when ...

Feelings

- I/We/They had never felt so ... in my/our/ their life/lives!
- I/We/They felt ... (relieved/angry/tired etc) but/and ... (happy to be safe, etc).

Useful language and vocabulary boxes to help students improve their writing skills

Plan

Introduction

(Para 1) *set the scene (how, when, where, what)*

Main Body

(Paras 2 & 3) *events in order they happened; climax event*

Conclusion

(Para 4) *what happened in the end, characters' feelings*

Detailed writing plan for students to follow



Checklist

When you have finished your story, check the following:

- Have you written the correct number of paragraphs?
- Have you used the right tenses?
- Have you written the events in the order they happened?
- Have you set the scene in the first paragraph?
- Have you included a variety of adjectives, adverbs and linking words?
- Have you written the correct number of words?
- Are there any spelling, grammar or punctuation mistakes?

Checklist to help students proofread and edit their pieces of writing

▶ CLIL/Culture 2 p. CC2

Language Knowledge 2

Open cloze

Preparing for the task

- 1** a) Read the sentences. What word is each gap asking for: *preposition, pronoun, verb, conjunction*?

- 1 They managed to escape the burning building.
- 2 They put off their trip it was raining heavily.
- 3 He forgot to take a map with
- 4 They managed to out the fire.

- b) Which of these words could you use to complete the gaps in sentences 1-4 in

Ex. 1a: *after, of, take, his, from, put, him, because?*

STUDY SKILLS

Read the text to get an idea what it is about. Read again and pay special attention to the words before and after each gap. They will help you think of the word that fits each gap. Read the completed text to see if it makes sense.

- 2** Read the story. For gaps 1-8 think of the word that best fits each gap.

A Morning to Remember

One day last autumn I had a terrible experience on my **1**) to work. It was raining very heavily. I put **2**) my rubber boots and took my umbrella. I was walking to my car **3**) all of a sudden there was a very bright light all around me. At the **4**) time, I heard a loud bang. It was a bolt of lightning! It **5**) hit the top of my umbrella and gone into me. I was able to get back into the house. I felt ill **6**) I decided to go to hospital. The doctor said that I was lucky because if I had not been wearing rubber boots, the lightning could have hurt me very **7**) I remembered that our teacher was always telling us **8**) to go out in a thunderstorm with an umbrella. I wish I had listened to him!

Sentence transformations

- 3** Here are some sentences about Christine's accident. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Christine's favourite sport is sky-diving. Christine likes sky-diving more any other sport.
- 2 She jumps out of an airplane wearing special goggles. When she jumps out of an airplane, she special goggles.
- 3 One day, her parachute had a serious problem! One day, a serious problem with her parachute!
- 4 She landed on power lines after falling thousands of metres. She for thousands of metres before landing on power lines.
- 5 She survived with just a broken bone. A broken bone was the injury she suffered.

Key word transformations

- 4** Complete the second sentence so that it means the same as the first. Use the word in bold. Use two to five words.

- 1 Last month, a train crashed near Tom's hometown. **THERE**
Last month, near Tom's hometown.
- 2 The news was a shock to us. **WERE**
We news.
- 3 Luckily, no one died in the accident. **PEOPLE**
It was died in the accident.
- 4 He joined the rescue team two years ago. **MEMBER**
He the rescue team for two years.
- 5 The brakes on the car didn't work properly. **PROBLEM**
There the car's brakes.

Grammar

5 Choose the item that best completes each sentence.

- 1 the firefighters arrived, the building was already in flames.
A By when C As soon as
B Until the time D By the time
- 2 I enjoyed the film *Apollo 13* I saw it twice.
A very C enough
B too much D so much
- 3 Tony his injured friend later tonight.
A visits C is visiting
B visited D was visiting
- 4 the hurricane destroyed many houses, no one was killed.
A In fact C Even though
B Besides D Despite
- 5 Before his accident, Sam ride his motorbike very fast.
A used C was used
B used to D use to
- 6 Rescuers survivors of the landslide since they arrived last night.
A find C have been finding
B were finding D had found
- 7 I hate when we see a disaster on TV, and there is nothing we can do.
A it C those
B these D if
- 8 A tsunami is more just a big wave.
A from C of
B but D than
- 9 He was walking home when the ground shaking.
A was starting C has started
B started D had started
- 10 The fire safety officer is giving a presentation week.
A present C next
B before D previous
- 11 "Were there any injuries?"
"As far as I know, everyone alright."
A be C were
B are D is
- 12 They were lucky the factory fire.
A to escape C escaped
B escaping D have escaped

Vocabulary

6 Choose the item that best completes each sentence.

- 1 They to evacuate the town if the hurricane heads this way.
A intend C design
B decide D organise
- 2 Firefighters six people from the burning building.
A protected C rescued
B released D recovered
- 3 The truck skidded on some ice and into a wall.
A crashed C damaged
B dropped D destroyed
- 4 The rescuers three survivors under the rubble.
A came C found
B met D discovered
- 5 They more bad weather over the weekend.
A look C expect
B think D wait
- 6 The police didn't time in getting the rescue operation underway.
A lose C miss
B pass D fail
- 7 They opened all the windows to the air after the gas leak.
A tidy C clear
B clean D freshen
- 8 The space shuttle lost with mission control for a few minutes when communications went out.
A contact C control
B touch D power
- 9 Luckily, the phone was still
A using C playing
B going D working
- 10 The astronauts managed to bring the carbon dioxide down to a level.
A steady C secure
B safe D sure
- 11 The police the operation a success despite the losses.
A thought C considered
B felt D regarded
- 12 Lisa got in the storm.
A held C stuck
B caught D fixed

Language Focus 2

1 Fill in the correct words. Check in the Word List.

• true • real • right • exact

- 1 He knew it was the thing to do so he volunteered to lead the rescue mission.
- 2 Jane had never seen a bear before.
- 3 It was too soon to calculate the number of casualties in the disaster.
- 4 The film tells the story of the people who survived a plane crash in the Andes.

Collocations

2 Fill in *go* or *get*. Check in your dictionary.

- | | |
|---------------------|------------------------|
| 1 wrong | 7 lost |
| 2 married | 8 to any trouble |
| 3 bad | 9 to pieces |
| 4 into detail | 10 better |
| 5 angry | |
| 6 tired | |

3 Fill in: *lose* or *miss*. Check in your dictionary.

- | | |
|------------------------|--------------------|
| 1 time | 5 the target |
| 2 an opportunity | 6 the point |
| 3 control | 7 the train |
| 4 contact with | 8 your job |
| | 9 weight |
| | 10 a class |

Sentence transformations

4 For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 There's never been a disaster as bad as this. This is the disaster ever.
- 2 Both earthquakes and volcanoes can be dangerous. Earthquakes can be as volcanoes.
- 3 The ambulance didn't arrive for an hour. It was an hour the ambulance arrived.
- 4 The rescuers worked through the night, saving people. All through the night, the rescuers worked people.
- 5 Thankfully, there were no serious casualties. There weren't serious casualties, thankfully.

Phrasal verbs & Prepositions

5 Choose the correct item.

- 1 It was a huge achievement when man landed **at/on** the moon.
- 2 Captain James Bexley was **on/in** charge of the rescue mission.
- 3 The success of the mission depended **with/on** the crew.
- 4 Even though she was scared, Jane stayed calm and was able to cope **in/with** the situation.
- 5 The officer whispered a message **at/to** the police chief.
- 6 **For/To** everyone's relief no one was killed in the earthquake.
- 7 The engineers have to carry **off/out** checks on the bridge before they will allow any cars to use it.
- 8 It turned **on/out** that the fire was started by an electrical fault.
- 9 The survivors ran **off with/out of** food and fresh water.
- 10 When they realised no rescue was coming, they set **up/off** on foot across the desert.

Grammar in Focus

Complete the gaps with the correct word. Then put the verbs in brackets into the correct form.

I was flying to New York City 1) (**see**) my friend Mark and I 2) thrilled. On the plane, I 3) (**hear**) about a hurricane 4) Jamaica. That was 24th October. By 26th October, everyone was talking 5) it. *Sandy*, which was the hurricane's name, was moving north and 6) (**get**) stronger.

Three days later I was sitting in Mark's flat 7) the sky went dark. Soon, it was pouring 8) rain and the wind was blowing things up and 9) the streets outside. Suddenly, water started coming up the road from the river. The 10) area was flooding, and Mark's flat was only 11) the first floor.

A week later, parts of New York were 12) under water, and many New Yorkers were without electricity. The emergency services were working 13) the clock. *Sandy* caused damage worth \$50 billion 14) the USA alone. 15) least 199 people lost 16) lives. Nobody who 17) met *Sandy* was likely to forget her.

MY STORM-CHASING ADVENTURE!

When I first agreed to go on a tornado-chasing tour in Tornado Alley* with my friend Jonas, I wasn't sure what to expect. I wondered if it would be like the thrilling film I had seen, *Twister*, and, in a way, it was!

After we got on board the tour leaders' state-of-the-art storm-chasing van, they showed us the radar, radios, satellite images and GPS systems they had to help them find the best storms. Eric and Larry told us that the weather was looking good for some storms that day, so we set out excitedly, each of us with a screen in front of our seat so that we could see the radar and maps. A couple of hours into our drive, on the horizon we saw a column of rain in the centre of thick swirling clouds. Larry explained that it was a super-cell storm, a type of storm that often produces tornadoes. On that occasion, we were disappointed, but as dusk fell, we witnessed the most incredible lightning storm! Late into the evening, bolt after bolt of lightning lit up the sky over the landscape. It was magical.

The real excitement, however, began on the second afternoon of the tour. After analysing forecast models and other data and driving for hours, Larry and Eric caught up with a huge storm. As

we got closer, the sky darkened, wind whipped around the van and hail the size of golf balls pounded on the top. Then, at the base of the clouds, the funnel of a tornado began to form. That day we saw three tornadoes!

As we travelled to our hotel that evening, Eric explained how a tornado forms where two different kinds of air meet, such as dry and moist or cold and warm. Winds come from different directions and rotate to form a funnel. As it spins faster and faster, the funnel often stretches towards the ground to become a tornado. I had never been particularly interested in the weather before, but Eric's face lit up when he talked about tornadoes and he just made it all so fascinating and easy to understand.

It's obvious that Larry and Eric love what they do and really want others to enjoy their tours. Despite the fact that we got incredibly close to the storms, I never felt in danger. Nothing beat the thrill of the chase and I can't wait to do another tour next year!

* Tornado Alley: The states in central US that have the most violent tornadoes e.g. Kansas, Oklahoma, Texas

Reading

1 Read the text and choose the correct answer A, B, C or D for questions 1-5.

- In the first paragraph, the writer tells us that
 - his friend expected it to be thrilling.
 - he hadn't been on such a tour before.
 - Tornado Alley was featured in a film.
 - the tour was nothing like the film, *Twister*.
- The writer says that in the storm-chasing van, he could
 - follow the route it was taking.
 - help to forecast the weather.
 - watch a film about tornadoes.
 - listen to stories about storms.
- On the first day, what sight seemed to impress the writer the most?
 - a super-cell storm
 - the scenery
 - a tornado
 - a lightning storm

- The writer enjoyed Eric's description of how tornadoes form because
 - they had just seen some tornadoes.
 - he had always been interested in tornadoes.
 - Eric explained it all so well.
 - he liked Eric's sense of humour.
- Overall, what was the writer's impression of the tour leaders?
 - They were fantastic entertainers.
 - They were highly energetic risk-takers.
 - They were enthusiastic and skilled.
 - They were great businessmen.

(5x2=10)

2 Answer the questions in your own words.

- What different kinds of weather did the writer see on the tour and how did he feel about them?
- What special conditions are needed for a tornado to form?

(2x4=8)

Progress Check 2

Listening

- 3** You will hear four people talking about experiences they had in extreme weather.
 Listen and match the people (1-4) with what they said (A-E). There is one extra sentence that you don't need.

- A I had to change my travel plans.
- B I had a lucky escape.
- C The weather changed unexpectedly.
- D I was surprised by some damage caused.
- E The weather made an experience better.

| | |
|-----------|--|
| Speaker 1 | |
| Speaker 2 | |
| Speaker 3 | |
| Speaker 4 | |

(4x3=12)

Vocabulary

- 4** Fill in: *collapsed, boiling, twisted, survived, evacuate, nightmare, pouring, rescued, heat, put off.*

- 1 Sally was terrified when her car broke down in deep snow – it was her worst
- 2 The lifeboat two fishermen who got into trouble in a storm last night.
- 3 The villagers had to their homes after the flood.
- 4 It was with rain all day yesterday.
- 5 It's hot today. It's 45°C.
- 6 He his ankle while skating.
- 7 Ten people were injured after the old building
- 8 Thankfully, the crew the Apollo 13 disaster.
- 9 They had to the football match because the pitch was flooded.
- 10 The from the fire soon warmed them up.

(10x2=20)

Grammar

- 5** Put the verbs in brackets into the correct past tense.

- 1 Brian got sunburnt because he (forget) to put sunscreen on.
- 2 Janet (drive) through town when an old car crashed into her.
- 3 The Smiths (just/move) into their new house when the hurricane hit.
- 4 (it/rain) heavily while you were shopping this morning?
- 5 Several cars had broken down as it (snow) all day the day before.
- 6 Andy felt very hot because he (jog) in the midday sun.
- 7 Matt (never/see) a tornado before he went on his storm-chasing tour.
- 8 Alexandra (fall off) her horse and (break) her wrist yesterday.
- 9 By the time the firefighters arrived, Jane and Steven (put out) the fire.

(10x2=20)

- 6** For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Scientists once believed that Mars had canals. Scientists once believed that there canals on Mars.
- 2 Before his accident Vincent was a careless driver. Vincent was a careless driver before he accident.
- 3 It was the first time she'd seen a tsunami. She a tsunami before.
- 4 The spaceship had no power for two hours. The spaceship without power for two hours.
- 5 I haven't had an accident for two years. The last time an accident was two years ago.

(5x2=10)

Writing

- 7** Read the rubric, then write your story.

You've decided to enter a short story competition in your college English magazine. The story must begin with the following sentence: **Huge storm clouds started to appear in the sky as we set out.** Write your story (120-160 words). Your story must include:

- a mobile phone.
- a car.

(20 marks)

(Total=100)

Check your progress

- talk about accidents & disasters
- talk about natural phenomena
- narrate an experience & express interest/shock/disbelief
- write a story

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Writing Bank 2

Stories can be written either in the first or the third person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introduction** which sets the scene (describes the time, place, people, activity, weather, etc).
- **main body paragraphs** (describing events leading up to the main event, the main event itself and its climax).
- a **conclusion** (describing what happens in the end, people's reactions/feelings, etc).

Stories are characterised by:

- **the use of past tenses.** (*The sun was shining when I set out. I got my sunglasses and hat, opened the door and went outside. When I reached the beach, I realised I hadn't brought my swimsuit.*)
- **linking words/phrases that show time and sequence of events.** (*first/at first, before that, that/the following/the previous morning, later that evening, while, meanwhile, as soon as, at that moment, by the time, in the end, finally, etc*)
- **descriptive adjectives/adverbs** to make the story more interesting (*scenic, breathtaking, fortunately, quickly, etc*).
- **direct speech** to make the story dramatic. (*"What a fantastic view!" she exclaimed.*)

Useful Language

Starting a story/Setting the scene

- ... felt (*exhausted*) as she had been (*shopping in town all day*). • It was (*raining hard*) when ... (*woke up that morning*).

Describing people/places/feelings

- The young man at reception ... • We walked (*through the busy streets*) trying to (*follow the map*). • To our (*amazement/surprise/relief, etc*), ... • Imagine my (*embarrassment/annoyance, etc*) when ...

Leading up to the main event

- At first, nobody realised ... • We had only just (*boarded the plane*) when ...
- The next thing (*Mary*) knew, (*she was*) ...

The main event/climax of the story

- Everyone started (*shouting frantically*).
- Then just at that moment, (*the telephone rang*).

Ending a story

- I've never been so (*terrified*) in my life.
- I felt truly (*grateful/satisfied/sorry, etc*) that ... • It was the most (*unforgettable/amazing*) experience of my life.

A story

Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must begin with this sentence: ***It was a freezing night and I was walking down a dark street.*** Your story must include:

- an accident. • a firefighter.

Write your **story** (120-160 words).

A An hour later I woke up. There was a strange smell! I realised that the room was on fire! There was smoke everywhere. I couldn't get to the door because huge flames blocked my way. Suddenly, I heard a shout from the window. It was a firefighter!

B I entered my flat and tried to turn on the lights, but nothing happened. I remembered that the streetlights had not been on, either. It was a power cut! I quickly grabbed some candles, lit them and sat down on the sofa. Soon, I was sleeping deeply.

C The firefighter carefully helped me down the ladder. I was so grateful that he had rescued me! I felt very embarrassed that I had set fire to my flat.

D It was a freezing night and I was walking home down a dark street. I was exhausted and desperately wanted to be back in my cosy flat.

Practice

1 Put the paragraphs in the correct order.

2 a) Which adjectives has the writer used to describe: **flames, night, street, flat?**

b) Which adverbs has the writer used to describe: **grabbed, sleeping, helped, wanted?**

3 Replace the adjectives in bold with the adjectives: **calm, warm, huge, cold, scared.**

1 It was the middle of winter and the weather was **bad**.

2 I felt **bad** when the dog started to growl.

3 The open fire made the room very **nice**.

4 I opened the door and walked into a **nice** room.

5 The waters were **nice**.

4 Complete the sentences with the adverbs: **desperately, quickly, deeply, frantically.**

1 The woman next to me started to scream

2 James ran down the stairs.

3 She wanted to reach home.

4 I was asleep and didn't hear the thunder.

5 Give the story a different ending.

Plan

Introduction

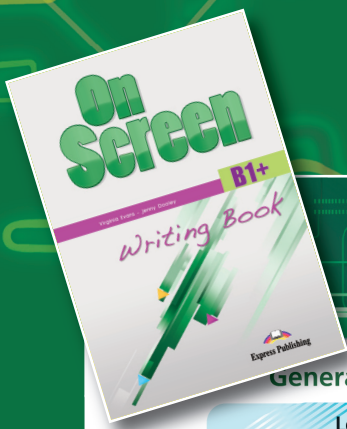
(Para 1) *set the scene (how, when, where, what)*

Main Body

(Paras 2 & 3) *events in order they happened; climax event*

Conclusion

(Para 4) *what happened in the end, characters' feelings*

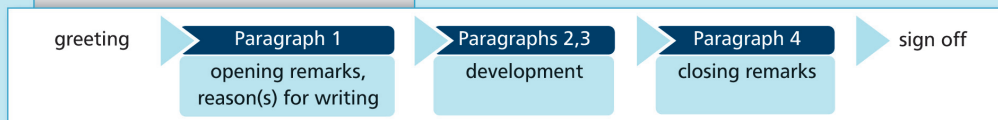


Letters/Emails

General Introduction

Letters/Emails can be formal, semi-formal or informal depending on who we are writing to. Reasons for writing them include: **giving news, giving invitations, accepting or refusing invitations, complaining, asking for or giving information, applying for a post/course, expressing apology, asking for/giving advice, explaining, thanking, giving news, suggesting, expressing preference** etc.

General outline for letters/emails



Informal Style

Greeting: Dear Sally/Aunt Mary/Tom, etc

- friendly, relaxed, personal style (e.g. *Thanks so much for your email.*)
- frequent use of colloquial expressions, idioms, phrasal verbs, short verb forms (e.g. *It's been ages since we last saw each other.*)
- pronouns are often omitted (e.g. *Thought I'd drop you a line.*)
- chatty language (e.g. *I hope you're OK.*)
- simple linking words (e.g. *and, but, so*)

Sign off: Best wishes,/Yours,/Regards, (our first name)

Semi-Formal Style

Greeting: Dear Mr Smith,

- polite respectful tone (e.g. *I would like to thank you for your help.*)
- use of less colloquial language (e.g. *Thank you so much for your email* instead of *Thanks a million for your email*)
- less frequent use of short verb forms, linking words, phrasal verbs (e.g. *Also, I was wondering if I could arrange a meeting with you.*)

Sign off: Regards/Kind regards, (our full name)

Formal Style

Greeting: Dear Sir/Madam, –
Dear Mr Jones,

- serious, impersonal style (e.g. *I would like to congratulate you on your promotion.*)
- complex sentence structure – frequent use of passive voice – formal linking words – no colloquial English – advanced vocabulary – no short verb forms (e.g. *The trousers, which I received last week, was torn. I would be grateful if a replacement could be dispatched as soon as possible.*)

Sign off: Yours faithfully,/Yours sincerely, (our full name)

1 a) Match the beginnings to the endings. Which are: formal? informal? Give reasons.

Beginnings

- I am writing with regards to last Friday's meeting. I would like to apologise for not being able to attend.
- Hi there! Just a few lines to let you know how I've been getting on.
- I am writing to express my concern about the extremely poor customer service I received during a recent visit to your store.
- I'm really sorry to hear things aren't going so well but I think I can help you.
- I am writing to express my interest in the position of Personal Assistant to the Director of Public Relations, as advertised on jobhunter.com.
- I am most grateful for the invitation to your wedding. Sadly, I will be unable to attend due to prior commitments.
- We're having a barbecue to celebrate Jo's graduation on Saturday, 16th May. It would be great if you could make it.

Endings

- Write back soon and fill me in what you've been up to!
- I hope to hear from you regarding this incident. Thank you for taking the time to read my letter.
- I hope to see you soon. Please call us and let me know if you can join us.
- I really hope my advice helps. Please let me know how everything turns out.
- Once again, please accept my apologies for any inconvenience caused.
- Thank you for your consideration. I look forward to hearing from you soon.
- I am truly sorry to miss such a special occasion. I hope you both have a memorable day and wish you the best in the future.

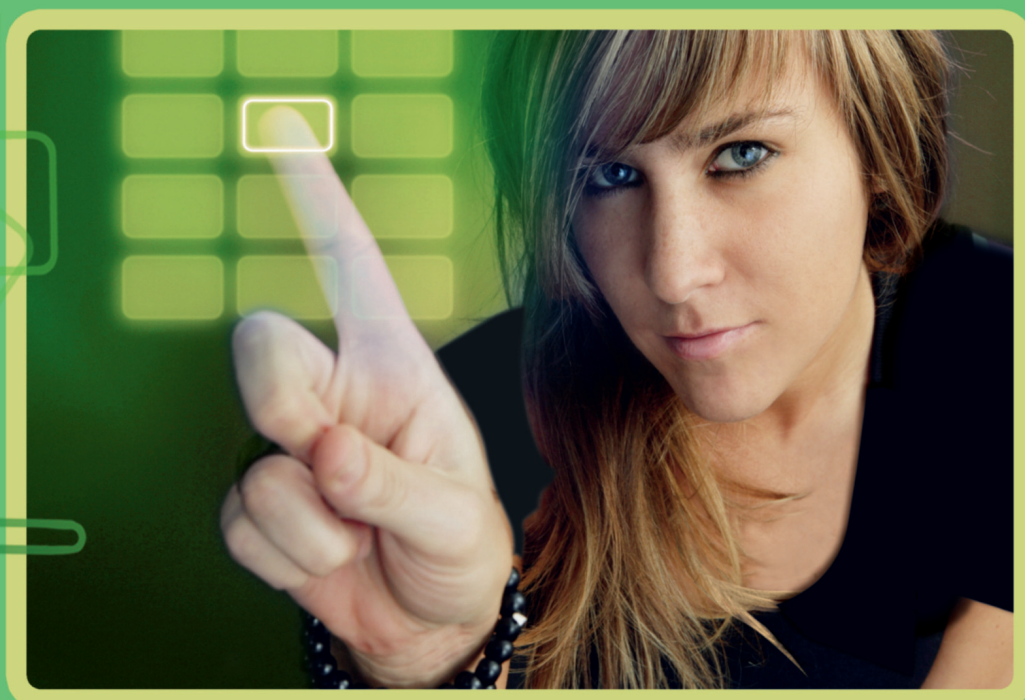
b) What type of letter is each?

On Screen

Workbook & Grammar Book

Virginia Evans - Jenny Dooley

B1+



Express Publishing

Preparing for the exam sections introduce learners to various exam tasks & help them reduce stress & improve their performance

2a Reading

Multiple choice

Preparing for the task

- 1 Read the extract. Which title A, B, C or D best sums up what the extract is about? Use the underlined phrases to help you.

A family was almost swept out to sea in Cornwall yesterday. They were walking along a sea wall when a giant 20-foot wave came over the top, almost knocking them off their feet. The incident could have been extremely dangerous but the mother, father and three children were able to get off the wall in time. They were unharmed, apart from getting extremely wet. Experts say it was lucky the 100-year-old sea wall didn't collapse. Two deaths have occurred this year under similar circumstances. Police warn people to keep away from the sea during stormy weather conditions.

- A FAMILY INJURED IN STORM
- B HUGE WAVES FLOOD TOWN
- C NARROW ESCAPE FOR FAMILY
- D STORM DAMAGE TO PROPERTY

- 2 Read the text and the questions below. For each question, choose the correct letter A, B, C or D.

Locked out ... in space!

*Getting locked out of your house or car can ruin your day, but when you're floating in darkest space, **spinning** high above the Earth, then getting locked out is more than **frustrating** – it's a matter of life and death.*

A **Picture** this: you're an astronaut doing repairs to the outside of the Mir space station. Earth is 358 kilometres beneath you and you're travelling at 8 kilometres per second. There are no other people nearby to help you and the only thing **attaching** you to the space station is a cable. The safe thing to do is to get the repairs done quickly and get back in the space station. But what if you can't get back inside? This is exactly what happened to Dave Wolf and Anatoly Solov'yev in late 1997. They were locked out in space.

B Dave had been conducting experiments aboard the Russian space station Mir when he had to do his very first spacewalk. He needed to carry out some repairs on the station. Anatoly and Dave **floated** out of the airlock and made sure that the cables connecting them to the space station were secure. When they had finished the repairs they made their way back. To their horror, the airlock was broken and they couldn't get back inside. Time was **running out**. They only had a little bit of oxygen left so they had a **tough** decision to make – do something extreme or face a slow death in space.

C Instead of **panicking** they thought about their options and decided to take a big risk. Mir was a laboratory in space **made up** of different sections. Dave decided to head for the airlock in the living area of the space station. That wasn't as easy as it sounded though. They would have to disconnect their space suits from the space station and float around to the other airlock. This was **incredibly** dangerous. One mistake and they would fly off into space forever. To make it worse, their space suits' cooling system would stop working as soon as they disconnected. That meant they had just a few minutes before they started to boil. They untied themselves and moved off.

D Luckily, the other airlock worked and they climbed in. Without the cooling system, the temperature had **risen** inside Dave's spacesuit and his helmet's visor* was **fogged up** with **moisture** – he couldn't see where he was going. He made a tiny gap to see through by spitting and saw that he was back inside the living area. Dave and Anatoly had made it. Dave Wolf remained on Mir for 128 days and went on more spacewalks, but it's the first that he remembers the best, because it was so very close to being his last.

* visor = part of a helmet which is pulled down to protect someone's face

STUDY SKILLS

The last question is a global one testing the main idea of the text. Each of the options contain words that appear to paraphrase what is said throughout the text, but only one option is correct.

- 1 What is the text describing?
 - A how to be an astronaut
 - B why space is a dangerous place
 - C the ordeal of two astronauts in space
 - D the benefits of team work
- 2 What was the men's mission?
 - A to go for a walk in space
 - B to test the safety cables
 - C to fix the outside of the space station
 - D to mend a broken airlock
- 3 What was the men's attitude towards the problem?
 - A They believed it was hopeless.
 - B They stayed calm and worked together.
 - C They didn't think it was anything serious.
 - D They were in a panic.
- 4 How did the men manage to get inside the space station?
 - A They used a different entrance.
 - B They mended the broken airlock.
 - C They waited for help.
 - D They used the cable to pull themselves back in.
- 5 Which would be the most appropriate heading?
 - A TRAGEDY IN SPACE AS MISSION GOES WRONG
 - B TWO ASTRONAUTS LOST IN SPACE
 - C BRAVE ASTRONAUT SAVES PARTNER'S LIFE
 - D ASTRONAUTS SURVIVE DANGEROUS SPACEWALK

3 Match the words/phrases in bold in the text to their synonyms.

- **Introduction:** upsetting, turning quickly
- **Para A:** imagine, connecting
- **Para B:** moved gently, difficult, experience, finishing
- **Para C:** becoming nervous, extremely, consisting of
- **Para D:** humidity, increased, cloudy

4 Match the underlined words in the text to their opposites.

- unfortunately • fast • above • similar
- loose • large • dangerous

5 Fill in: *locked, floated, fly, fogged, running, head, carry.*

- 1 They took the engine to the mechanics so they could out repairs.
- 2 Suzanne was fascinated by the way objects around in space.
- 3 The scientist had forgotten his keys and was out of the laboratory.
- 4 The warm air up the windscreen.
- 5 The astronauts were out of time to finish their experiments.
- 6 The rescue teams decided to for the landing site to look for survivors.
- 7 Jake enjoyed watching the rocket off into space on TV.

6 Complete the summary with words from the list.

- cables • airlock • oxygen • disconnected
- safety • experiments • moisture

Dave and Anatoly were astronauts on the Mir space station conducting 1) One day they needed to go outside the station on a spacewalk to do some repairs. They put on their spacesuits, which were attached to the space station with strong 2) However, when they tried to get back into the Mir space station, they realised that the 3) had broken and they couldn't get in. Dave and Anatoly were running out of 4) quickly so they made a risky decision. They 5) themselves from the space station and floated through space to a different airlock and climbed in. However, due to the 6) that built up inside his suit, Dave couldn't see where he was going. He made a small gap in his visor to see through and realised he was in his living area. Against all odds they had made it back to 7)



2b Vocabulary

1 Read the sentences and identify the weather conditions described.

- | | | |
|----------|-----------|----------|
| A foggy | C chilly | E snowy |
| B stormy | D boiling | F frosty |

- 1 It was so cold that the grass was frozen solid.
- 2 It's difficult to see very far so it's not safe to drive.
- 3 Remember to wear a jacket because it's quite cold today.
- 4 Be prepared for strong winds and heavy rain this evening.
- 5 It was freezing cold outside and white flakes were falling.
- 6 We didn't stay outside for long because it was too hot.

2 Match the headlines (A-H) to the disasters/accidents (1-7). Which one can you see in the picture?

- | | |
|----------------------------|--|
| A <input type="checkbox"/> | Major road closed due to collision |
| B <input type="checkbox"/> | VILLAGE EVACUATED AS LAVA APPROACHES |
| C <input type="checkbox"/> | Tremors damage buildings across the city |
| D <input type="checkbox"/> | Violent winds destroy hundreds of homes |
| E <input type="checkbox"/> | Cruise liner crashes into rocks and sinks |
| F <input type="checkbox"/> | Flames destroy building as workers flee |
| G <input type="checkbox"/> | Huge waves crash into Indonesian coast |
| H <input type="checkbox"/> | HEAVY RAIN CAUSES RESIDENTS TO FLEE |

- | | | |
|----------------|---------------------|-------------|
| 1 factory fire | 4 earthquake | 6 car crash |
| 2 tornado | 5 volcanic eruption | 7 shipwreck |
| 3 tsunami | 8 flood | |



18

3 Fill in: *from (x2), out, with, up, in and of*.

- 1 Sarah has never heard Neil Armstrong and his trip to the moon.
- 2 They couldn't believe it when they found about the earthquake.
- 3 Luckily, Sarah managed to escape the tornado by hiding in the basement.
- 4 Gavin was shocked to hear that Claire had been an accident.
- 5 The flames from the fire reached to the roof of the building.
- 6 Thomas suffered neck pain after the car accident.
- 7 The company was in charge the clean-up after the oil spill.
- 8 The people of Japan united to deal the catastrophe.

4 Choose the correct word.

- 1 That bucket has a hole in it. Its **throwing/pouring/dripping** water all over the floor.
- 2 A lightning **ray/bolt/belt** suddenly lit up the night sky.
- 3 The windows shook as **tough/heavy/strong** winds battered the building.
- 4 After the flood, the roads were under **deep/wide/thick** water.
- 5 I hope you don't **lose/miss/forget** your way in the dark on your way home.
- 6 The characters in the film were based on **real/true/correct** people.
- 7 They voted to make Mark the **boss/head/charge** of the rescue mission.
- 8 After the disaster everyone got on with their **routine/typical/normal** life.

5 Complete the text with the words below.

- survived • injured • scratched • twisted
- escaped • jumped

A local man has **1**) a serious fire at his home. He woke up when his cat **2**) at his door. He picked up the cat then **3**) through a window and fell into the garden. However, he badly **4**) himself on the glass and he **5**) his ankle. Luckily he **6**) from the burning building without any burns. Firefighters arrived quickly at the scene to put out the blaze.

Topic related vocabulary

6 Underline the correct words.

- 1 Firefighters helped to **evacuate/rescue/abandon** people from the building that had **collapsed/dropped/fallen**.
- 2 Incredibly, there were no **casualties/victims/survivors** in the road **accident/crash/disaster**, though the cars were destroyed.
- 3 When the earthquake started, the **dirt/soil/ground** began to **shake/erupt/shiver**.
- 4 The emergency **powers/authorities/services** are always quick to **respond/answer/reply** to an accident.
- 5 We didn't go sailing last weekend because weather **states/conditions/surroundings** were **poor/below/low**.
- 6 He saw that the boy had **injured/damaged/harmed** his arm and he went to his **help/assistance/support**.

7 Choose the correct words. Explain them in your language.

- 1 Come in out of that heavy rain; you're **soaked/wet/damp** to the bone!
- 2 Stuart arrives at work on time every day, come rain or **shine/snow/sun**.
- 3 The town won't flood again – **thunder/lightning/rain** never strikes twice in the same place.
- 4 They made a temporary **house/shelter/cover** to protect themselves from the rain.
- 5 After the storm **slowed/died/reduced** down, the villagers began cleaning up.
- 6 The **weather/climate/temperature** yesterday was hot and dry.

Word formation

10 Complete the sentences with words derived from the words in bold.

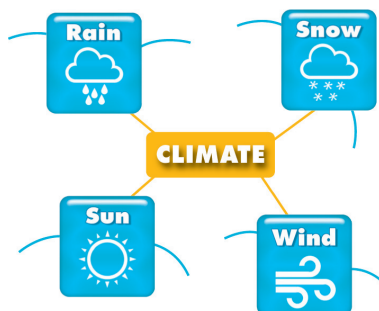
- | | |
|--|---|
| <ol style="list-style-type: none"> 1 The factory fire was caused by an in the warehouse. (EXPLODE) 2 The coastguard was in saving everyone from the sinking ship. (SUCCESS) 3 It was by far the most tornado they had ever seen. (DANGER) 4 He had to use all of his skills to stay alive in the desert. (SURVIVE) | <ol style="list-style-type: none"> 5 When the tsunami hit, they rushed upstairs to (SAFE) 6 The Northern Lights are a type of phenomena seen in the Arctic. (NATURE) 7 This international helps the victims of disasters. (ORGANISE) 8 Space is the next great adventure for mankind. (EXPLORE) |
|--|---|

8 Fill in the correct word.

- 1 **spoiled/wrecked**
 - a The ship was after it hit the iceberg.
 - b The food was because it was left out in the sun.
- 2 **crushed/damaged**
 - a His computer was in the flood, but he fixed it.
 - b The force of the tornado her car flat.
- 3 **harm/injury**
 - a The oil spill caused a lot of to the environment.
 - b He was recovering from a(n) and couldn't help in the rescue effort.
- 4 **disaster/catastrophe**
 - a A hurricane is a natural that mostly occurs near the equator.
 - b The earthquake was a, destroying entire cities.

9 Complete the spidergram using the words below.

- snowflakes • gale • blizzard • heatwave
- downpour • drizzle • breeze • hot spell



2c

Grammar in use

1 Put the verb in brackets into the *past simple* or the *past continuous*.

- 1 A: When I(drive) home last night, I (see) a terrible accident.
B: Oh no! (you/phone) the emergency services?
- 2 A: What (you/do) when the fire started?
B: We (watch) TV in the living room.
- 3 A: What (cause) the oil spill?
B: The tanker (crash) into some rocks and a tank (break) open.
- 4 A: When (it/start) snowing last night?
B: I'm not sure, but it (not/snow) when I left work.
- 5 A: Kate had an accident yesterday. She (slice) some meat while she (talk) on the phone when she (cut) her finger.
B: Oh no! What (she/do)?
A: Well, she (faint), and it (take) us a few minutes to bring her round.

2 Underline the correct tense.

- 1 The survivors **heard/had heard** a loud noise before the building collapsed.
- 2 We **drove/were driving** to the airport when our car broke down.
- 3 Tom **escaped/was escaping** from the fire through the kitchen window.
- 4 How long **had you been waiting/had you waited** at the station when the train arrived?
- 5 Andrew **worked/has worked** as a lorry driver since 2008.
- 6 John was hungry when I saw him. He **hadn't eaten/had been eating** anything all day.
- 7 It **had rained/had been raining** for hours and the roads were starting to flood.
- 8 The sun **had set/had been setting** by the time we arrived at the campsite.
- 9 Tony **has lost/lost** his car keys; he can't find them anywhere.
- 10 It was a nice day – the sun was shining and a warm breeze **blew/was blowing**.

3 Choose the correct answer.

- 1 When James was younger he be a firefighter.
A was used to B used to C would
- 2 I'm exhausted, I staying up this late.
A am not used to B didn't use to C wouldn't
- 3 The Smiths into a new flat last week.
A used to move B would move C moved
- 4 He doesn't mind walking in the snow because he cold weather.
A is used to B used to C use to

4 Fill in: *ago, since, for, already, until, ever, never, before and yet*.

- 1 Vicky had been driving hours so she needed a break.
- 2 Have you seen a tornado?
- 3 The last time I went abroad was two years
- 4 Tom had left the office when I got there.
- 5 John had been working as a firefighter 2002.
- 6 They haven't come
- 7 They waited the hurricane had passed they went outside.
- 8 Andy had felt an earthquake before.

5 Put the verbs in brackets into the correct past form.

I 1) (live) in Japan for two years and I 2) (never/experience) an earthquake before. But all that 3) (change) one Tuesday morning at work. While I 4) (sit) at my desk I suddenly 5) (feel) a small tremor. Before I knew it, my entire desk 6) (shake) and my colleagues 7) (scream). At that moment I 8) (remember) that I 9) (see) a safety film about earthquakes the week before. As the film advised, I immediately 10) (run) to the doorway and 11) (stand) underneath it. After the shaking stopped, I 12) (notice) that the office windows 13) (break) and glass was everywhere. Luckily, no one was seriously injured and we 14) (be) all very relieved it was over!

Grammar Revision

2c

(Modules 1-2)

1 Put the verbs in brackets into the correct present form.

- How often (**Ann/go**) to the cinema?
- Ed and Bill (**know**) each other since they were children.
- The coach to London (**leave**) at 9 o'clock.
- The firefighters (**still/try**) to put out the forest fire.
- Mark and Pauline (**leave**) for Bali next month.
- Jack (**think**) about going to Spain this summer.
- How long (**Mike/learn**) to drive?
- What perfume (**you/wear**)? It (**smell**) wonderful.

2 Put the *adjectives/adverbs* in brackets into the correct form, adding any necessary words.

- Katie is by far (**nice**) girl I know.
- Diane feels much (**well**) now that she has been going to the gym.
- This is (**noisy**) area in our town.
- Nancy doesn't drive as (**carefully**) her sister.
- Jamie is (**messy**) all his brothers.
- It was (**hot**) day of the year so far.

3 Underline the correct tense.

- They **had never been flying/had never flown** in a helicopter before.
- Harry **hasn't made/didn't make** any plans for the holiday yet.
- David **has driven/had been driving** for five hours and he was tired.
- Hayley was annoyed because she **had missed/was missing** the train.
- Nathan got up and **was opening/opened** the window.
- It **had been pouring/had poured** with rain when suddenly the sun came out.
- The storm **was breaking/broke** while they **swam/were swimming** in the sea.
- Jane **travelled/has travelled** to Italy in 1998.

4 Use the words in bold to complete the second sentence so that it means the same as the first. Use two to five words including the word given.

- It snowed heavily all day long. **STOP**
It all day long.
- The last time Victoria flew was in 2005. **FLOWN**
Victoria 2005.
- Ben is lazier than any other person I've ever met. **THE**
Ben is I've ever met.
- Lisa phoned during lunch. **HAVING**
We
Lisa phoned.
- I didn't go swimming as a child. **USE**
As a child, I
swimming.
- The last time we went camping was three years ago. **FOR**
We three years.

Grammar in Focus

Complete the gaps with the correct word. Then put the words in brackets into the correct form.

- A strong earthquake in the sea **1** lasts for 20 seconds or **2** may cause a tsunami.
- If you feel an earthquake when you are **3** the coast, you should protect **4** When the shaking **5** (**stop**), move quickly to **6** (**high**) ground away from the coast, **7** (**leave**) everything behind you.
- As soon as the shaking stopped, he **8** (**come**) out from under his desk and ran to the door, **9** he couldn't open it because it **10** (**be**) blocked.
- If an earthquake **11** (**strike**) when you **12** (**be**) at home, get under a table **13** shelter.
- She had never felt anything like it **14** The building **15** (**shake**) and things **16** (**fall**) from the shelves. **17** a few moments, she realised it was an earthquake.

2d Listening skills

1 List the words under the correct headings. Some words may fit more than one heading.

- speeding • aftershocks • sandbags
- flammable • tanker • tremors
- blaze • overtaking • storm
- shaking • rising waters • collision
- drain away • black slime

| | | |
|--|---|--|
|  Factory Fire |  Flood |  Oil Spill |
|  Earthquake |  Car Crash | |

Multiple matching

Preparing for the task

2 Read the script. Which sentence A-C best matches what the speaker says? Use the underlined phrases to help you.

I was involved in a shocking road accident – a motorway pile-up involving dozens of cars. I was driving along in thick fog when suddenly a car ran into me from behind. Fortunately, I had already reduced my speed and slowed down to 30 miles an hour. All the same, I collided with the van in front of me. Cars were piled up in a heap of twisted metal and many drivers, including myself, were trapped inside. It was a miracle no one was seriously hurt. I just told myself to wait patiently for the emergency service and not panic. Eventually they came and cut me out!

- A My car was beyond repair.
- B A lot of the drivers panicked.
- C It was lucky we weren't going fast.

STUDY SKILLS

You will usually be able to find at least two clues to the correct answer in each speaker's words. The other options are incorrect, even though they may contain a reference to something said in the recording.

3 You will hear five people talking about situations they experienced in the past.
👂 Listen and match the speakers (1-5) to the sentences (A-H). There are three extra sentences that you don't need.

- A We knew how to deal with the emergency.
- B The emergency services came to the rescue.
- C We were lucky that nothing was broken.
- D We would have liked to have done more to help.
- E It was scary not knowing what was happening.
- F I'm glad that I took basic safety measures.
- G I wish I had listened to advice.
- H It took a long time for help to arrive.

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

4 Which of the experiences in Ex. 3 do you find the most terrifying? Why?

Yes/No statements

STUDY SKILLS

The order of the questions is the same as the order in which the pieces of information are presented in the recording. While you are listening, concentrate on one question at a time, continually predicting key vocabulary that could help you answer the next question.

5 👂 You will hear two people talking about a news story. Decide if each sentence is correct or incorrect. Mark Yes or No.

- 1 Jenny was amazed by the news.
- 2 Matt heard that the ash was three kilometres high.
- 3 Matt says the volcano erupted at night-time.
- 4 Matt thinks it's fortunate the lava flow didn't hit the town.
- 5 Matt thinks the volcano won't erupt again.
- 6 Jenny had a nightmare about the eruption.

| | YES | NO |
|---|-----|----|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

6 Use the phrases below to write a short summary of the volcanic eruption in Ex. 5.

- volcano erupted/Japan • huge ash cloud/in the air
- boulders rolling/mountainside • no people/injured
- people/carry umbrellas/protect themselves
- government/water sprinklers/wash ash away

Speaking skills **2e**

1 Look at the pictures. Choose the correct words in the sentences below.



The two pictures **1) both/also** show families on holiday. In the first photo there is a family on the beach **2) so/and** the second photo shows a family in a tent. In the first photo the people are smiling and laughing, **3) whereas/because** in the other one they are frowning and sad. In the first photo the parents are wearing summer clothes **4) while/rather than** in the second photo they are sitting inside wearing coats. I think the people in the first photo are having a better holiday **5) as/for** they look happier. **6) As opposed to/In contrast**, the family in the second photo look like they are bored, stuck inside the tent while it rains.

2 Complete the description with the words in the list. There are four extra words.

- jackets • ice • garden • snowman • hat • excited
- wearing • bright • smile • background • posing
- trousers • woolly • scarf • white • dressed • tired



The picture shows a family standing around a **1)** It looks like they are **2)** for the camera. It's a **3)** winter day in the picture and the family are all **4)** in warm clothes. They are all **5)** gloves and colourful **6)** The boy at the front is wearing blue **7)** The man has big yellow gloves, while the woman has long hair and is wearing a grey **8)** hat. The snowman is wearing a hat and a red **9)** and has a(n) **10)** on its face. The family all look **11)** as though they are having a good time. You can see a house and some trees in the **12)**, so this is probably a photo of their **13)**

3 Look at the picture and complete the sentences.



- 1 The picture shows a
- 2 He is wearing
- 3 He is because it heavily.
- 4 He looks like he is about it.
- 5 The cars in the background are

4 Choose the correct response.

- 1 A: Did you hear about the forest fire?
B: **a** You're kidding!
b Yes! That's terrible.
- 2 A: The earthquake destroyed the local school.
B: **a** At least it's over now.
b That's unbelievable!
- 3 A: We should volunteer to help clean up the oil spill.
B: **a** That's too bad.
b That's not a bad idea.
- 4 A: How was your camping trip?
B: **a** Not so good. I'm afraid.
b Oh, come on!
- 5 A: A tsunami has hit the coast of Indonesia!
B: **a** Seriously?
b Have you heard the news?

2f Writing A story

1 Read the rubric and then the model. Put the paragraphs in the correct order.

Your favourite English magazine is having a short story competition. The story should start with the sentence: ***I was really looking forward to my first trek in the Amazon Rainforest.*** Your story should include:

- a guide
 - crocodiles
- Write your **story** (120-160 words).

A The guide had told us to stay close to him, but there were so many amazing things to see that I got distracted. I came across a small river. I started following it. As I was walking I saw huge crocodiles drifting lazily in the water. I had to walk carefully and stay far away from the riverbank.

B I was really looking forward to my first trek in the Amazon Rainforest. I was in Brazil on holiday going on a group tour to look for exotic animals.

C It was beginning to grow dark. Suddenly, I heard people shouting my name and saw lights coming towards me. The guide had put together a rescue team and they had eventually found me. I've never been so glad to see anyone in my life!

D When I finally looked up, the group had gone. I started shouting loudly, but no one answered. I couldn't remember which direction we had come from and I didn't see any obvious paths to follow. I was terrified.

2 Expand the prompts into full sentences.

- It be/rainy day/yesterday
 - I/finish/shopping
 - I/look for/café/have a drink
- Yesterday afternoon we/sit/restaurant/next/beach
 - The sun/set/and/cool breeze/blow
 - Ted/decide/walk/along the shore

3 Replace the adjectives in bold with those in the list.

- short
- sunny
- tall
- strange
- ferocious
- huge
- friendly

It was a **1) nice** day, perfect for a walk in the forest. As I was wandering through the **2) big** trees, I heard a **3) bad** sound. I turned around and behind me was a bear cub. I knew that the mother would be nearby and that she would be **4) big** and **5) bad**. I was only a **6) small** way from the ranger's station so I ran there as fast as I could. The ranger was very **7) nice** and drove me back home.

4 Fill in the gaps with the adjectives: *worried, frustrated, relieved, amazed, sad.*

- I felt very when I realised I couldn't do anything to help.
- Luckily, my long journey was over. I've never been more to get home!
- George couldn't believe his eyes. He was that they made it through the jungle by themselves.
- She was that the forest fire would spread to other areas.
- Tracy felt that so many people had died in the tsunami.

5 Complete the sentences with these adverbs: *thickly, tightly, anxiously, strongly, greatly, suddenly.*

- The volcano nearby had erupted an hour before.
- I closed the doors and windows
- An announcement on the radio advised people to stay indoors.
- I waited in the basement all night.
- Everything was covered in ash.
- I was relieved that no one had been hurt.

Writing

6 Read the rubric. Follow the plan below and write your story (120-160 words).

An online English magazine has asked students to submit a story starting with the words: ***I was extremely worried as I was driving back home.*** It must include:

- a volcano
- a car

Plan

Introduction

(Para 1) *set the scene*

Main Body

(Paras 2 & 3) *sequence of events leading to the climax event of the story*

Conclusion

(Para 4) *end of story, feelings about the events*

Trouble at Sea

Terry Fuller talks about volunteering and saving lives.



The call comes at all times of the day and night and it doesn't matter what I'm doing – I have to go. A boat is in danger out at sea. It's being battered by wind and rain and huge waves. People need rescuing and that's my job. I'm a volunteer for the RNLI (the Royal National Lifeboat Institution) and part of a small dedicated crew that sails out in the roughest of seas with just one purpose – to save lives. It's always a race against time. We try to get our boat in the water and on the way within eight minutes of getting the call from the coastguard. That means we have to train hard – twice a week in all weathers and all seasons. It's important to be able to react quickly to all conditions, rain or shine. It might be nice and sunny on land, but there could be a terrible storm out at sea. Fitting in the training with our day

jobs isn't easy either. Luckily, I run a souvenir shop so I'm my own boss and can shut the shop at a moment's notice. That also means I have more spare time for the RNLI during the winter months when things are quieter.

The RNLI is a charity that relies on the public for the money it needs to operate. That's why a large part of my role on land is promoting the RNLI. We're all volunteers and we're always looking for more help. I often organise events like sponsored swims or fun runs and I've even given talks about safety at sea. The RNLI takes up most of my free time, but I wouldn't give it up for the world. Some people ask me why I risk my life out there on the sea, but I've saved people's lives and, for me, saving just one life is worth all the effort.


1 Read the text and for questions 1-5 choose the correct answer A, B, C or D.

- 1 What is the writer doing in the text?
 - A describing one day in his life
 - B explaining how he helps others
 - C giving advice about safety at sea
 - D encouraging readers to give to charity
- 2 What is the writer's attitude towards training?
 - A He thinks it is too difficult.
 - B He prefers training in good weather.
 - C He worries he does not train enough.
 - D He feels it is a necessary part of the job.
- 3 What does the writer say about his day job?
 - A It allows him to do what he wants.
 - B It gives him a lot of free time all year.
 - C It does not make any money in winter.
 - D It prevents him doing more for the RNLI.
- 4 What does the writer do to prevent accidents at sea?
 - A He gives free swimming lessons.
 - B He teaches others how to sail boats.
 - C He educates people about the dangers.
 - D He recommends listening to the weather forecast.

5 What might the writer say about his job in the RNLI?

- A It's a very important part of my life.
- B I often think about how dangerous it is.
- C I believe I should get paid for the work I do.
- D It's a good way to meet people and make friends.

2 Answer the questions based on the information given in the text. Use your own words.

- 1 Why is it important for the crew to train well?
- 2 How does Terry help the RNLI when he is not at sea?
- 3  What does Terry think of this job?

3 Write a short story that begins "The weather was fine as we sailed out, but there were dark clouds in the distance." (120-160 words). Your story must include:

- a storm • a rescue

Language Knowledge 2

Multiple choice cloze text

- 1 Read the text below and decide which answer (A, B, C or D) best fits each gap (1-10). There is an example (0).

What are Solar Storms?

Solar storms begin with dark sun spots that 0) on the Sun's surface. These spots then explode into a solar flare. Minutes later, the Sun 1) dust to Earth. This cloud of dust usually 2) Earth a day or two later. Solar storms can't really do anything to hurt humans, but they can 3) problems for our technology. For example, the supply of electricity may be 4) during a solar storm. As a result, airlines may delay or 5) their flights because their GPS technology doesn't work. Satellite problems could leave us 6) TV, radio or telephones. Clearly, something needs to be done.

Scientists are working 7) to protect technology systems from solar storms. One way to do this is to make our electricity systems stronger. Then they will be better 8) when a storm happens. 9) solution is better space-weather forecasts. Scientists can already forecast a big storm on its way to Earth one or two days before it arrives. In future, they hope to improve their forecasts by predicting the size and effect of a storm 10) accurately.

- 0 A produce B shape C form D make
 1 A hits B shoots C sends D posts
 2 A reaches B arrives C comes D appears
 3 A do B bring C give D cause
 4 A cut off B split up C come apart D broken up
 5 A omit B cancel C leave D remove
 6 A off B out of C without D from
 7 A mainly B hard C heavily D strongly
 8 A fit B ready C planned D prepared
 9 A Else B Each C Other D Another
 10 A must B many C much D more

Sentence transformations

- 2 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 I hated flying when I was younger.
When I was younger, I hate flying.
- 2 It was the first time that Daniel had ever seen snow.
Daniel snow before.
- 3 Sophie doesn't usually swim at the weekend.
Sophie rarely swimming at the weekend.
- 4 It rained every day of our holiday.
It was every day of our holiday.
- 5 Bruce and Gus got lost while driving to the campsite.
While Bruce and Gus to the campsite, they got lost.
- 6 She finished working only a moment ago.
She has working.
- 7 It's three years since we last went to Spain.
We to Spain for three years.
- 8 The train waited a while before leaving the station.
The train the station immediately.

Word formation

- 3 Complete the gaps with the correct form of the words in capitals.

- 1 The survivors waited for the rescue team to arrive. (PATIENT)
- 2 The coastguard were very when our boat got stuck on the rocks. (HELP)
- 3 It has been raining since we arrived in Scotland. (HEAVY)
- 4 Richard was very when his flight to Barcelona was cancelled. (ANNOY)
- 5 The into the shipwreck found that it was the captain's fault. (INVESTIGATE)

2

Language Knowledge

Grammar

- 4** Choose the item that best completes each sentence.
- David is definitely the funniest all his family.
A of B in C from D than
 - "What to your car?"
"I wrecked it in the accident."
A had been happening C had happened
B happened D was happening
 - Nicole work for the ambulance service, but she doesn't anymore.
A used to C used
B would D use to
 - Samantha to America once before.
A was going C has gone
B has been D has been going
 - "Hurry up, the train to Bristol at 6:30!"
"OK, I'm coming!"
A has left C is leaving
B leave D leaves
 - It started to snow while we to school.
A had walked C have been walking
B have walked D were walking
 - I got to the bus stop, the bus had already left.
A After C By the time
B Until D While
 - The fire alarm for 10 minutes now.
A was ringing C had rang
B had been ringing D has been ringing
 - "What are you doing tonight?"
"I TV with my friends."
A watch C watched
B was watching D am watching
 - The emergency services by the time we got there.
A had been arriving C arrived
B had arrived D were arriving
 - "Have you called the police?"
"Yes, I called them straight away."
A yet C still
B already D since
 - I for two hours before I twisted my ankle.
A climbed C had climbed
B had been climbing D was climbing

Vocabulary

- 5** Choose the item that best completes each sentence.
- All of a the ground began to shake.
A sudden B quick C hurry D fast
 - Huge clouds appeared overhead and the sky dark.
A moved B came C went D set
 - The hot weather made perfect conditions for a forest fire to out.
A run B break C come D get
 - It had been raining for the last four days.
A thickly C strongly
B heavily D firmly
 - They had to work round the to clean up the mess.
A minute B time C hour D clock
 - Zoe was hoping that nothing would go with the rescue mission.
A wrong B false C bad D faulty
 - Rick called 999 and was through to the police.
A set C connected
B placed D put
 - Nicky was upset to about the tsunami in Thailand.
A find B listen C notice D hear
 - Ellie was in after the accident.
A hurt B suffering C ache D pain
 - Danny fell out of a tree and his wrist.
A harmed C broke
B damaged D wounded
 - The tanker crashed, but that's not the of it; it also leaked oil into the sea.
A poorest B worst C faulty D bad
 - The wind died down and the sea became again.
A calm B cool C mild D quiet
 - He tried to put out the fire, but all he did was matters worse.
A build B cause C make D do
 - A smell of smoke was through the kitchen window.
A entering C appearing
B coming D arriving

Grammar Bank

Module 2

Past simple

Form

The **past simple** affirmative of regular verbs is formed by adding **-ed** to the verb. Some verbs have an irregular past form (see list of Irregular Verbs).

| AFFIRMATIVE | |
|---|--|
| I/You/He/She/It/We/They looked/ran. | |
| NEGATIVE | |
| I/You did not/didn't look/run. He/She/It did not/didn't look/run. We/You/They did not/didn't look/run. | |
| INTERROGATIVE | SHORT ANSWERS |
| Did I/you/he/she/it/we/they look/run? | Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't. |

Spelling

- We add **-d** to verbs ending in **-e**. *I bake – I baked*
- For verbs ending in **consonant + -y**, we drop the **-y** and add **-ied**. *I cry – I cried*
- For verbs ending in **vowel + -y**, we add **-ed**.
I play – I played
- For verbs ending in one stressed vowel between two consonants, we double the last consonant and add **-ed**. *I stop – I stopped*

Use

We use the **past simple** for:

- actions which happened at a **specific time** (stated, implied or already known) **in the past**.
Apollo 13 set off for the moon in 1970. (When? In 1970 – time stated)
The lift-off took place at Kennedy Space Centre. (When? time implied/already known, in 1970)
- **past habits**.
He watched a weekly TV show about space exploration when he was little.
- past actions which happened **one immediately after the other**. *The astronaut finished the routine check, returned to the spacecraft and wrote a report.*
- past actions which **won't take place again**.
They discovered water on Mars in 2013.

Time expressions used with the present simple: every day/month/hour/summer/morning/evening, etc, usually, often, sometimes, always, etc, on Sundays/Tuesdays, etc.

Present perfect vs Past simple

| PRESENT PERFECT | PAST SIMPLE |
|---|--|
| an action which happened at an unstated time in the past. <i>They have put out the fire.</i> (We don't know when.) | an action which happened at a stated time in the past. <i>Sam moved to London last year.</i> (When? Last year. The time is mentioned.) |
| an action which started in the past and is still continuing in the present. <i>Mark has worked for NASA since 2010.</i> (He still works for NASA.) | an action which started and finished in the past. <i>The spacecraft returned to Earth.</i> (It's not in space now.) |

1 Put the verbs in brackets into the past simple or the present perfect.

- A: *Have you seen (you/see)* any interesting films recently?
B: Yes, last night I
(**watch**) *Apollo 13* on DVD.
- A: NASA (**send**) three manned missions into space this month.
B: Really? I
(**not/know**) that.
- A: I (**meet**) Amelia's dad last week. He (**be**) a fire fighter for over twenty years.
B: Wow! I (**always/want**) to meet a fire fighter.
- A: Yesterday, a tsunami (**hit**) the Indian coast and
(**ruin**) people's homes.
B: I know. I (**hear**) about it on the radio this morning.
- A: I (**have**) an incredible holiday in America. We
..... (**witness**) a tornado.
B: Amazing! I
(**never/see**) a tornado before.
- A: They (**not/put out**) that factory fire yet. I hope there are no casualties.
B: Well, so far they
(**rescue**) ten out of the fifteen people trapped in the building.

Bring your lessons to life! The teacher's interactive tool!



2 Curriculum & Culture Spot Science

1 How are these words related to the Moon: crescent moon, full moon, gibbous moon, waxing moon, waning moon?

The Phases of the Moon

1 new moon
2 waxing crescent
3 first quarter
4 waxing gibbous
5 full moon
6 waning gibbous
7 last quarter
8 waning crescent

• Vocabulary presentation through visuals

2f Writing Writing A story

9 Write your story. Follow the plan.

| | |
|--------------|---|
| time | night |
| place | forest |
| people | Jack and Tom |
| events | put up tent, went to sleep, woken up by noise, made a fire |
| climax event | heard loud roar, bear was staring at them, hid in tent, called forest rangers |
| ending | ranger rescued them |
| feelings | relieved |

Useful Language

Plan

Introduction
(Para 1) set the scene (how, when, where, what)

Main Body
(Paras 2&3) events in order they happened; climax event

Conclusion
(Para 4) what happened in the end, characters' feelings

• Extensive comprehensive writing sections, with model compositions and plans

2e Speaking skills

3 Work in pairs. Imagine you went on a trip with a friend and some things went wrong. Use the prompts below and/or your own ideas and the language in the box to act out a dialogue similar to the one in the SHOW TEXT.

- twisted ankle
- limped back to campsite
- bear stole food from outside tent during the night
- rained and tent got flooded

| | |
|--|---|
| Asking about a bad experience | Narrating a bad experience |
| <ul style="list-style-type: none"> How was your trip? Did you have a nice time on your trip? | <ul style="list-style-type: none"> Not so good, I'm afraid. It was awful. It didn't go well at all. That's not the worst of it. To make matters worse ... |
| Expressing interest | Expressing shock/disbelief |
| <ul style="list-style-type: none"> How come? What went wrong? Oh no! What happened? Oh, really? Why's that then? Really? Tell me all about it! | <ul style="list-style-type: none"> Oh dear! That's awful! Oh my goodness, that's terrible! That's too bad! You're joking/kidding! Seriously? Oh, come on! You're pulling my leg! No way! Unbelievable! |

• Role-play guide and model dialogues

2 Board Game HELPING

Choose the missing word(s).

We opened all the windows to _____ the air after the gas leak.

- freshen
- clear

KEY

- Choose the missing word(s)
- Quiz
- Go back to start

START Team A, your turn!

• Fun board games to consolidate the language presented in each module

Module 2

We are in the process of taking that data, validating it.

• Authentic documentaries thematically linked

2 Writing Game

Read and click on the correct option.

The main character's feelings are always presented in the main body of a story.

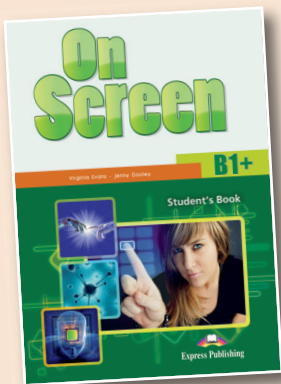
True False

• games to practise/revise writing theory through fun

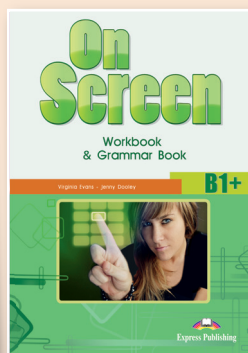
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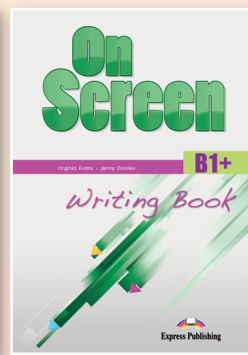
FOR THE STUDENT



Student's Book



Workbook & Grammar Book



Writing Book

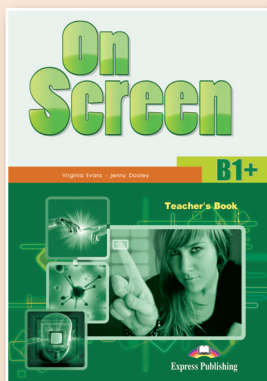


Student's audio CDs

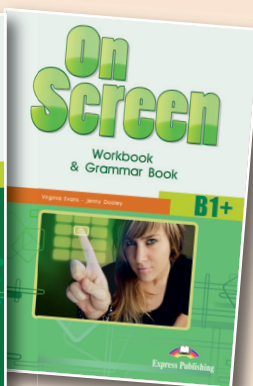


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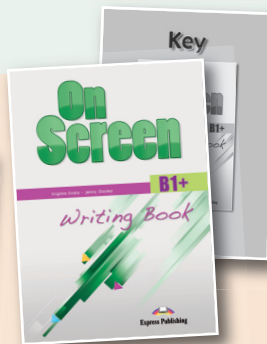
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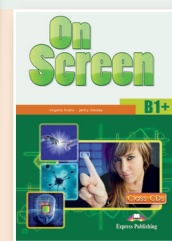
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Workbook & Grammar Book



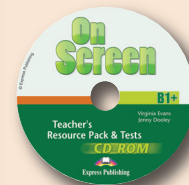
Writing Book & Key



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