

Excite, educate, inspire your students

On Screen



Express Publishing

On Screen

interactive eBooks

The student's interactive study partner!

- Read-along texts help students improve their reading skills

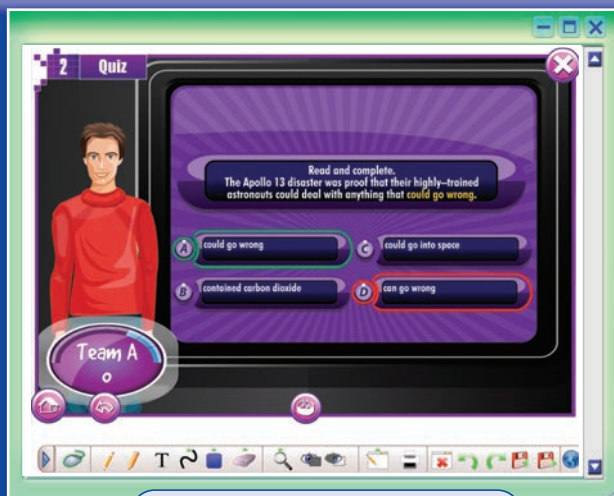
- Revision and practice of the new vocabulary with definitions, examples & visuals

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

- Comprehensive Grammar Presentation

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

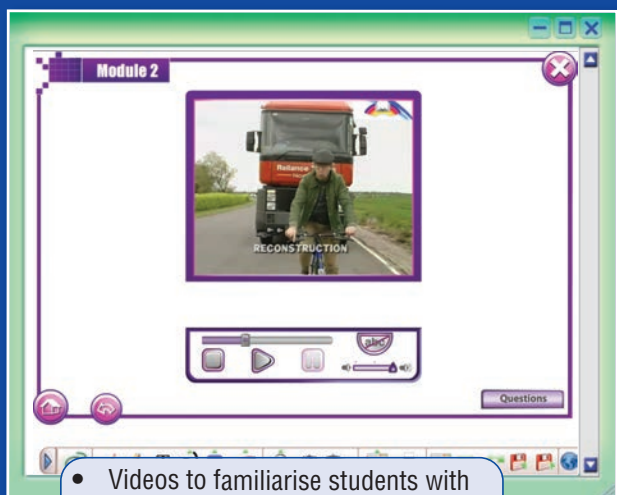
- Speaking & writing models to help students correctly prepare homework without parental involvement



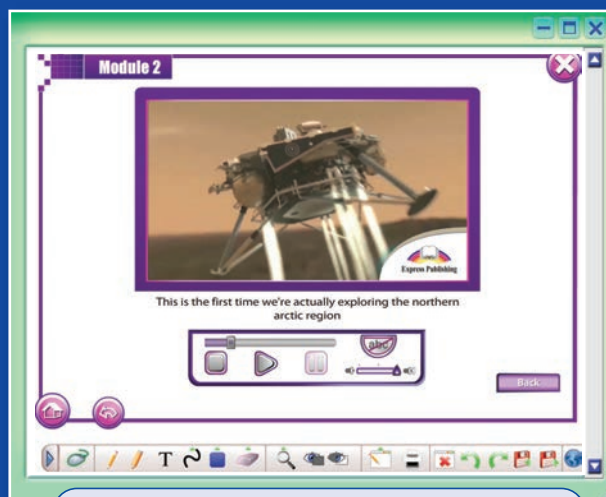
- Fun quizzes for every module



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



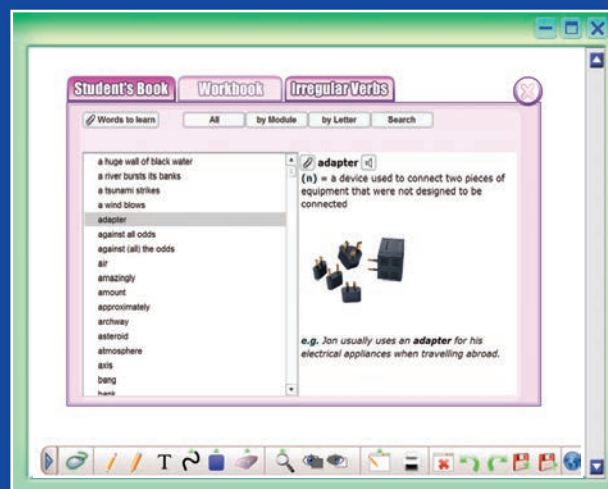
- Videos to familiarise students with different aspects of English culture



- Authentic documentaries thematically linked



- Fully interactive activities to practise and revise grammar & vocabulary



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

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

Diagram showing the moon's phases: 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

21 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 set 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) in the text.

Go back to start.

START

Team A, your turn!

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

Module 2

Express Publishing

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

On Screen

Student's Book

B1+



Virginia Evans - Jenny Dooley



Express Publishing

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 (p. SP1)
 Word List (pp. WL1-WL17)

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>

How to use a dictionary/thesaurus (DT1)
Pronunciation (p. PR1)

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

CLIL sections allow learners more contact with the target language & increase their motivation

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

- source of light • 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 ICT 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 ICT 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**

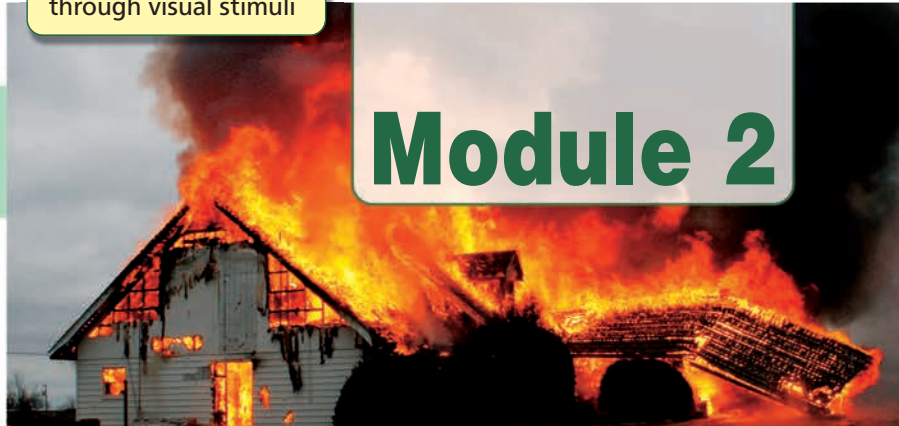
Words of wisdom

"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?

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



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.

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.

Check these words

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

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.

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 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

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.

- What is the text about?
 - A an awful restaurant
 - B a bad meal
 - C a terrible holiday
- 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.

Before listening activities to prepare students for the listening tasks

Study skills to help students become autonomous learners

- 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?

- Toby went to Thailand with his family.
- The tsunami happened at the beginning of Toby's holiday.
- Toby got separated from his brother.
- The wave took Toby outside the hotel.
- The brothers floated in the water for hours.
- They reached a tree and held onto it.
- They stayed there the whole day.
- A policeman told Toby where his parents were.
- Toby's parents were in a hospital.
- 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

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

Situational model dialogues in a real life setting

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.

- Who is going to read your story?
- Who is it going to be about?
- What tenses should you use?
- What must you include in your story?
- 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).

- the main event
- setting the scene (main characters, place, event, weather, feelings etc)
- incidents leading up to the main event
- 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.

E 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.

- Where and when did the story take place?
- What was the weather like?
- Who was the main character?
- 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*?

- They managed to escape the burning building.
- They put off their trip it was raining heavily.
- He forgot to take a map with
- 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.

- Christine's favourite sport is sky-diving. Christine likes sky-diving more any other sport.
- She jumps out of an airplane wearing special goggles. When she jumps out of an airplane, she special goggles.
- One day, her parachute had a serious problem! One day, a serious problem with her parachute!
- She landed on power lines after falling thousands of metres. She for thousands of metres before landing on power lines.
- 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.

- Last month, a train crashed near Tom's hometown. **THERE**
Last month, near Tom's hometown.
- The news was a shock to us. **WERE**
We news.
- Luckily, no one died in the accident. **PEOPLE**
It was died in the accident.
- He joined the rescue team two years ago. **MEMBER**
He the rescue team for two years.
- 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.

Progress Check sections for every module on Reading, Speaking, Listening, Vocabulary, Grammar and Writing

2

Progress Check

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 ✓✓✓

Check your progress sections at the end of each module for students to evaluate themselves

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)	<i>set the scene (how, when, where, what)</i>
Main Body (Paras 2 & 3)	<i>events in order they happened; climax event</i>
Conclusion (Para 4)	<i>what happened in the end, characters' feelings</i>

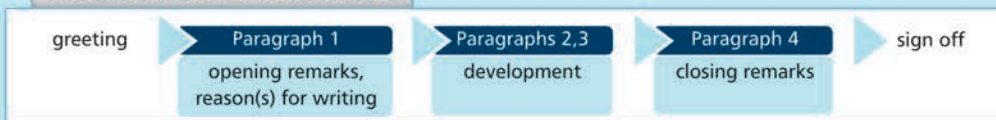


Letters/Emails

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

B1+



Virginia Evans - Jenny Dooley



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 inside the space station. But what if you can't get back inside? This is exactly what happened to Dave Wolf and Anatoly Solovyev 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.

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

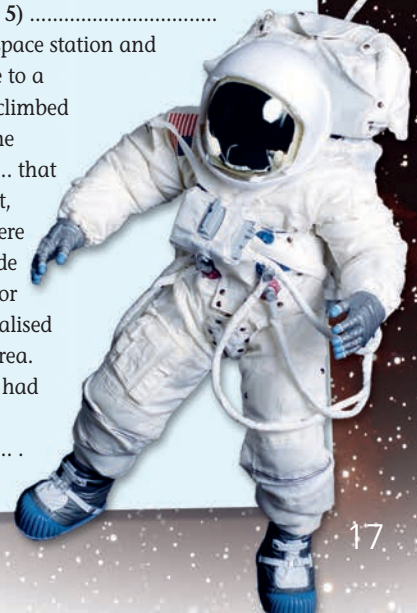
5 Fill in: *locked, floated, fly, fogged, running, head, carry.*

- 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 | |



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.

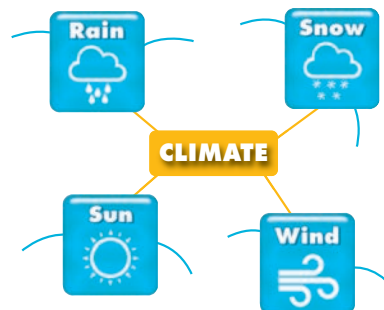
- 1 The factory fire was caused by an in the warehouse. **(EXPLODE)**
- 2 The coastguard was in saving everyone from the sinking ship. **(SUCCESS)**
- 3 It was by far the most tornado they had ever seen. **(DANGER)**
- 4 He had to use all of his skills to stay alive in the desert. **(SURVIVE)**
- 5 When 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*.

- A: When I (**drive**) home last night, I (**see**) a terrible accident.
B: Oh no! (**you/phone**) the emergency services?
- A: What (**you/do**) when the fire started?
B: We (**watch**) TV in the living room.
- A: What (**cause**) the oil spill?
B: The tanker (**crash**) into some rocks and a tank (**break**) open.
- A: When (**it/start**) snowing last night?
B: I'm not sure, but it (**not/snow**) when I left work.
- 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.

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

3 Choose the correct answer.

- When James was younger he be a firefighter.
A was used to B used to C would
- I'm exhausted, I staying up this late.
A am not used to B didn't use to C wouldn't
- The Smiths into a new flat last week.
A used to move B would move C moved
- 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*.

- Vicky had been driving hours so she needed a break.
- Have you seen a tornado?
- The last time I went abroad was two years
- Tom had left the office when I got there.
- John had been working as a firefighter 2002.
- They haven't come
- They waited the hurricane had passed they went outside.
- 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.

- 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 read 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*

2 Skills Work

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.

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

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

- It's a very important part of my life.
- I often think about how dangerous it is.
- I believe I should get paid for the work I do.
- 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.

- Why is it important for the crew to train well?
- How does Terry help the RNLI when he is not at sea?
-  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.

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

- 1 Catherine *injured* (injure) herself when she (trip) and (fall) over.
- 2 They (already/clear) the debris that (form) when the earthquake (strike).
- 3 The spacecraft (leave) to explore part of our solar system three years ago and it (not/return) to Earth yet.
- 4 The storm (darken) the sky, winds (whip) around our house and huge hailstones (pound) on our roof.
- 5 She (break) her arm two weeks ago and it (be) in a cast ever since.
- 6 I'm sure Darwin (get) the email I (send) him yesterday, but he (not/reply) anything so far.
- 7 In 2005, hurricane Katrina (damage) much of New Orleans.
- 8 The area (not/experience) a drought so severe since the beginning of the century.

3 Use the verbs below to complete the sentences, putting them into the *past simple* or the *present perfect*.

- suffer • volunteer • play • sting • cause
- leave • arrive • clear • take • destroy

- 1 A bee *stung* Ethan on the arm this morning.
- 2 Soon after the accident, an ambulance and Jonah to the nearest hospital.
- 3 The tsunami that the earthquake was ten meters high and much of the seaside.
- 4 Nigel is a professional athlete so he from several injuries during his career.
- 5 Carol her gloves at home and now her hands are freezing.
- 6 Josh football twice a week when he was younger.
- 7 Now that they the debris, the area looks nice again.
- 8 Mr Perkins with the local emergency services for the last twelve years.

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

URUGUAY OIL DISASTER

Seventeen people were injured last night as the SS San Antonio oil tanker 1) (crash) onto a reef. The ship 2) (travel) to and from Uruguay regularly for the last three years. However, just as it was sailing out of Montevideo harbour, it 3) (strike) something just underneath the water, 4) (collapse) onto its side and 5) (start) to spill oil onto the shore. The ship's owners 6) (send) a clean-up team but we understand that the ship 7) (leak) over a thousand barrels of oil already. Daniel Procter, a scientist from NASA, 8) (told) the press yesterday that the oil could damage plants and animals in the area.

5 Complete the second sentence so that it means the same as the first. Use two to five words, including the word in bold.

- 1 The last time astronauts landed on the Moon was in 1972. **(NOT)**
Astronauts *have not landed* on the Moon since 1972.
- 2 It's two years since the volcano erupted. **(TIME)**
The last 3 years ago.
- 3 She hasn't played tennis since she twisted her ankle. **(BEFORE)**
The last time she she twisted her ankle.
- 4 Olivia isn't here because she is at the shopping centre. **(HAS)**
Olivia the shopping centre, so she isn't here.
- 5 We haven't visited Madrid since 2012. **(LAST)**
We 2012.

6 Complete the sentences about you.

- 1 So far this week, I
- 2 since last month.
- 3 In 2013,
- 4 When I was a child,
- 5 for a year.

Word Distractors

Choose the correct item.

- 1 Most people would that the Louvre is the best museum in the world.
A suppose C agree
B decide D tell
- 2 working at the laboratory was hard, Carol really loved her job.
A So C If
B Because D Although
- 3 Polar bears can go for long without eating food.
A ages C moments
B times D periods
- 4 It was going to take the explorers ten hours to their destination.
A get C go
B reach D make
- 5 People with a fear of heights don't feel safe unless they on the ground.
A will C have
B do D are
- 6 The Hadza tribe their food with everyone else in their group.
A use C share
B choose D divide
- 7 Chris wanted to go on holiday to South America the beaches and nice weather.
A at C around
B for D after
- 8 Diane had done very well, losing 8 kilos the start of her diet.
A during C since
B from D throughout
- 9 John up a job interview for Gary on the following Monday.
A put C set
B turned D given
- 10 Scientists hope to be at finding a way to stop global warming.
A successful C suitable
B important D useful
- 11 The cheetah is considered to be fastest cat in the world.
A a C the
B one D any
- 12 A (n) of people suffer from arachnophobia, the fear of spiders.
A amount C number
B total D sum
- 13 The acrobats performed on platforms high the audience.
A above C about
B along D among
- 14 The fundraisers were pleased that had raised money for charity.
A it C these
B they D there
- 15 Gorillas live in mountainous of Rwanda and Uganda.
A backgrounds C distances
B areas D positions
- 16 People should spend several exercising a week.
A ages C hours
B times D days
- 17 The Hadza people live entirely the land in the African bush.
A up C off
B out D down
- 18 Someone suffering with agoraphobia want to go out in open spaces.
A needn't C wouldn't
B shouldn't D mustn't
- 19 The Statue of Liberty wasn't as tall as Millie imagined.
A so C very
B rather D quite
- 20 exercise is important, you should also eat healthily.
A If C Although
B Because D Unless
- 21 Robots are now doing the jobs of humans in life.
A true C actual
B real D normal
- 22 All the photos at the exhibition were by professional photographers.
A taken C given
B brought D made
- 23 As the of the world increases so will pollution.
A team C crowd
B population D public
- 24 This tribe lives far away from the rest of civilisation.
A usual C proper
B obvious D particular

On Screen

Student's Book

B2



Virginia Evans - Jenny Dooley



Express Publishing

Contents

	Vocabulary	Reading	Grammar
Module 1 People (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"> • appearance • personality • clothes & fashion • jobs • daily routine; free-time activities • phrasal verbs with <i>look</i> • forming adjectives from verbs & nouns 	<i>The Akha Way</i> (multiple choice; answer questions – how to deal with multiple choice reading tasks)	<ul style="list-style-type: none"> • present tenses • <i>already, just, yet, (n)ever, for, since</i> • stative verbs
Module 2 The Environment (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"> • our natural world of animals • environmental problems & solutions • phrasal verbs with <i>bring</i> • forming nouns from verbs 	<i>Unique Underwater Creatures</i> (multiple choice; answer questions – get the main idea)	<ul style="list-style-type: none"> • modal verbs (<i>must, have to, should, ought to, mustn't, don't have to; needn't</i>) • future tenses • time clauses
Module 3 Travel & Holidays (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"> • types of holidays • means of transport • accommodation; facilities/services • holiday problems • phrasal verbs with <i>come</i> • forming <i>-ing/-ed</i> adjectives 	<i>The Thundering Smoke</i> (missing sentences; answer questions – read for specific information)	<ul style="list-style-type: none"> • past tenses • <i>used to – would</i>
Module 4 Festivals & Celebrations (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"> • festivals & celebrations • activities • feelings • phrasal verbs with <i>make</i> • forming adjectives (<i>-ful/-less</i>) 	<i>The Tar Baal</i> (multiple choice; answer questions – predict content)	<ul style="list-style-type: none"> • relatives • defining & non-defining relative clauses • comparatives & superlatives
Module 5 Crime (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"> • breaking the law • crime & punishment • law breakers • phrasal verbs with <i>break</i> • prefixes to express opposite meanings 	<i>The camera never lies</i> (multiple choice; answer questions – paragraph main ideas; matching headings to paragraphs)	<ul style="list-style-type: none"> • the passive • causative form • clauses of result
Module 6 Technology (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"> • technology gadgets • the Internet • phrasal verbs with <i>be</i> • verbs from adjectives using (<i>en/-en</i>) 	<i>The Toddler Robot</i> (multiple choice; answer questions – read for specific information)	<ul style="list-style-type: none"> • conditionals • clauses of purpose • wishes • question tags
Module 7 Sports & Fitness (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"> • sports & fitness • sports places & equipment • phrasal verbs with <i>put</i> • compound nouns 	<i>Adventures</i> (multiple matching; – answer comprehension questions)	<ul style="list-style-type: none"> • infinitive/<i>-ing</i> form • tenses of the infinitive <i>-ing</i> form • <i>would prefer/would rather/had better</i>
Module 8 Nature Attacks! (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"> • natural disasters • extreme weather • temperature • phrasal verbs with <i>give</i> • forming verbs from adjectives & nouns 	<i>Disasters</i> (multiple matching; answer questions)	<ul style="list-style-type: none"> • reported speech (statements, questions, commands; requests) • <i>say – tell, reporting verbs</i> • reporting modal verbs
CLIL/Culture (pp. CC1-CC8) Writing Bank (pp. WB1a-WB8)		Grammar Reference (pp. GR1-GR15) Irregular Verbs (p. IV1)	

Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> • a radio interview (matching) • a TV show (multiple choice) • intonation: stressed syllables 	<ul style="list-style-type: none"> • describe people • introduce oneself & others • social expressions • ask for/give personal information • describe a picture • express likes/dislikes 	<ul style="list-style-type: none"> • a paragraph comparing yourself with the Akha tribe • an informal email – describing a person (informal style; word order; linking ideas; punctuation) 	<ul style="list-style-type: none"> • CLIL (Biology): <i>Where did you get that from?</i> (answer questions) • Culture spot: Foot Guards
<ul style="list-style-type: none"> • an interview (T/F statements) • a lecture (multiple choice) • stress in questions 	<ul style="list-style-type: none"> • make suggestions • agree/disagree • make decisions 	<ul style="list-style-type: none"> • a paragraph suggesting ways to protect seahorses • an essay providing solutions to problems (topic/supporting sentences; planning an essay) 	<ul style="list-style-type: none"> • CLIL (Environmental Science): <i>Precious Water</i> (T/F statements) • Culture spot: Greenpeace
<ul style="list-style-type: none"> • announcements (matching) • a story (T/F note taking) • a radio show (multiple choice) • intonation: stress in exclamations (<i>what; what a/an; how</i>) 	<ul style="list-style-type: none"> • asking for information • express dissatisfaction/sympathy/surprise/disbelief • describe pictures 	<ul style="list-style-type: none"> • a description of an experience • a description of a visit to a place (adjectives/adverbs; make comments; use modifiers; brainstorm for ideas) 	<ul style="list-style-type: none"> • CLIL (Geography): traffic (matching) • Culture spot: The Grand Canyon
<ul style="list-style-type: none"> • a TV commentary (note taking) • a radio programme (multiple choice) • intonation in exclamations (<i>such, such a/an, so</i>) 	<ul style="list-style-type: none"> • invite & accept or refuse an invitation • make decisions 	<ul style="list-style-type: none"> • a paragraph comparing & contrasting celebrations • a description of a festival you attended (using adjectives; collocations; error correction; brainstorming) 	<ul style="list-style-type: none"> • CLIL (Art & Design): <i>World of Wearable Art</i> (T/F statements) • Culture spot: Independence Day, USA
<ul style="list-style-type: none"> • report emergencies (sentence completion) • a radio show (multiple choice) • intonation in echo questions 	<ul style="list-style-type: none"> • state a problem • ask for/give advice • express concern • compare & contrast pictures 	<ul style="list-style-type: none"> • a description of a day in the life of a forensic photographer • a report 	<ul style="list-style-type: none"> • CLIL (Maths): ie charts, bar charts, line graphs • Culture spot: K-9 units
<ul style="list-style-type: none"> • a radio talk (note taking) • a dialogue (multiple choice) • intonation in question tags • compare & contrast pictures 	<ul style="list-style-type: none"> • request/offer help • complain/respond to a complaint • compare pictures 	<ul style="list-style-type: none"> • a paragraph expressing your feelings towards the future of robots • a for-and-against essay (express contrast with <i>although, even though, despite, in spite of; topic/ supporting sentences</i>) 	<ul style="list-style-type: none"> • CLIL (ICT): <i>How to save the battery power of your Tablet PC</i> (order of actions) • Culture spot: Tim Berners-Lee
<ul style="list-style-type: none"> • a documentary (note taking) • a dialogue (multiple choice) • pronunciation: /u/, /u:/ 	<ul style="list-style-type: none"> • ask for opinion – give opinion; ask for reasons • describe photographs – compare and contrast photographs 	<ul style="list-style-type: none"> • a paragraph giving reasons • an opinion essay (I) (linking words; topic/supporting sentences) 	<ul style="list-style-type: none"> • CLIL (PE): <i>Octopush</i> (complete sentences) • Culture spot: baseball
<ul style="list-style-type: none"> • a radio documentary (multiple choice) • monologues (matching speakers) • pronunciation: homophones 	<ul style="list-style-type: none"> • break news – respond • express surprise – disbelief 	<ul style="list-style-type: none"> • an interview • a story (past tenses; adjectives/adverbs; set the scene; brainstorm) 	<ul style="list-style-type: none"> • CLIL (Science): <i>Tornadoes</i> (matching headings to paragraphs) • Culture spot: FESA

Word List (pp. WL1-WL17)
Pronunciation (p. PR1)

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

1 Which of these sentences are true about water? Decide in pairs. Read and check.

- 1 Water covers over 90% of the Earth's surface.
- 2 1.7% of water is underground.
- 3 7.1% of water is frozen.
- 4 Only 2.5% of the water on Earth is fresh.
- 5 30% of the people on Earth do not have clean water to drink.
- 6 In the next twelve years the majority of the Earth's population will face water shortages.
- 7 If you leave a hose running it can waste 23 gallons per minute.
- 8 We use over 200 litres of water to take a shower.

2 Read the text again, then ask and answer questions based on it.

Q: How much of the Earth's surface does water cover?

A: 70.9%.

3 **ICT** In groups collect information about water. Use the Internet or other sources. Prepare a quiz for your classmates.

PRECIOUS WATER

As the old saying 'water, water, everywhere' suggests, there is water all over our planet. In fact, water covers a total of 70.9% of the Earth's surface. 95.5% of this is in the form of saltwater in the oceans, 1.7% is groundwater, 1.7% is frozen in glaciers and ice caps, and a mere 0.001% takes the form of clouds and precipitation. Despite the huge volumes of water present, the Earth actually has a limited supply of freshwater. In fact, only 2.5% of the water on the planet is fresh and most of this is frozen in glaciers at the poles or trapped deep underground, leaving less than 1% directly available for human consumption. Even though we only use about 30% of this total global supply, 40% of the planet's inhabitants do not have access to safe drinking water and it is estimated that in the next twenty years 66% of the world's population may face severe water shortage problems. Although it is true that water is everywhere we need to remind ourselves just how precious freshwater is and use it conscientiously and with care.

Clever Tips for saving water

- Just by turning off the water when you brush your teeth you can save up to 30 litres of water. That's over 750 litres per month which is enough to fill a huge fish tank housing 6 small sharks!
- Washing your bike or car with a bucket and sponge instead of a hose saves water too. Using a hose can waste as much as 23 gallons per minute if you leave it running.
- When you take a shower you use much less water than filling up a bathtub. Taking a shower uses about 40 to 95 litres, while a bath uses up to 265 litres of water.
- The ideal time to water your plants and garden is either in the early morning or late evening. Watering the garden when it's hot is wasteful because water evaporates before the plants have a chance to absorb it.

Check these words

• saying • saltwater • groundwater • glacier • mere
 • precipitation • volume • pole • human consumption
 • global supply • access to • severe • water shortage
 • hose • bathtub • wasteful • evaporate • absorb



Culture Spot

1 How are these words: *Vancouver, Amsterdam, commercial whaling* related to Greenpeace? Read to find out.

Greenpeace is an environmental organisation that was founded in 1971 in Vancouver, British Columbia, Canada. It has got offices in 40 countries and a coordinating body in Amsterdam. Its goal is to 'ensure the ability of the Earth to nurture life in all its diversity'. All the members work on environmental issues such as deforestation, global warming, overfishing, commercial whaling and anti-nuclear issues.

2 Are there environmental groups/organisations in your country? What aspects of environmentalism do they deal with?



The Environment

Module 2

Module targets & objectives

MODULE OBJECTIVES

Vocabulary

- natural world
- animals
- environmental problems
- prepositional phrases
- phrasal verbs: *bring*
- word formation: forming nouns from verbs

Reading

- multiple choice
- answer questions

Grammar

- modals (*must, have to, need, should, ought to*)
- future tenses
- time words

Listening

- an interview (true/false statements)
- a lecture (sentence completion, multiple choice)
- intonation: stress in questions

Speaking

- making suggestions – agreeing/disagreeing
- making decisions

Writing

- a paragraph suggesting ways to protect seahorses
- an essay providing solutions to a problem

Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

Progress Check

Our natural world

1 Which picture shows: *wild animals? mountains? birds? a river? the ocean? a lake? a forest? a desert? a waterfall?*

🔊 Listen and check, then say.



2 a) Fill in: *provide, cover, home, lack, shelter, areas, drop, insects.*

A They are one of nature's treasures. They are 1) with a lot of trees and 2) about 30% of the Earth's land surface. They provide food and 3) to people and animals.

B They take up 70% of the Earth's surface. They are 4) to some of the most amazing creatures on Earth. They 5) 50% of the Earth's oxygen.

C They occupy 1/5 of the Earth's land surface. It rarely rains there. Reptiles, 6), birds and mammals live there. They are hot and there is a 7) of water and plants. However, temperatures 8) at night.

b) Which of the pictures 1-9 does each text refer to?

3 Which of the things in the pictures exist/don't exist in your country? Name some. Write a few sentences. Tell the class.

I live in In my country there are rivers. The longest one is the ... River. There are also forests. Some are ... coast, others are in There aren't any ..., though.

THINK! Why is it important to take care of the environment? In three minutes write a few sentences. Tell the class.

Presentation & practice of topic vocabulary through audio visual stimuli

All reading texts also appear on audio CDs

2a Reading

UNIQUE UNDERWATER CREATURES



A Seahorses are beautiful and unusual fish that have captured the imagination of writers and artists for millennia, and which feature in the ancient mythology, legends and folklore of many countries. Seahorses seem so magical that, to this very day, many people still believe they only exist in children's stories. But the fact is, these delicate and shy little creatures are very real!

5

B Scientists believe seahorses evolved at least 40 million years ago, and have survived from ancient times with only very small changes in their body structure and function. Seahorses have a peculiar appearance. They have a head like a horse, a pouch like a kangaroo, and a long, curved tail like a monkey. Their little bodies are covered in bony plates, not scales, and their tiny eyes resemble a chameleon's. Because of their confusing anatomy, for many years, people didn't know whether seahorses were a fish, an insect or a shellfish! Today, scientists know without a doubt that seahorses are fish because they have gills, a swim bladder and fins.

10

C Seahorses live mostly in shallow, warm waters. They are not strong swimmers, using only a back fin and a pair of tiny fins behind their eyes to push them through the water. Seahorses spend a lot of time attached to seaweed or sea grass. They are able to hang on to sea grass and seaweed by wrapping their tails around the stems, which helps them to avoid being swept away by strong currents. While they hang from sea grass, their long, tube-like mouth, which has no teeth, acts like a hoover for food, sucking up plankton. Strangely, seahorses have no stomach so they can't store their food. This means they have to eat fairly continuously throughout the day.

15

20

D Another unique characteristic of seahorses is that they (along with their cousins, the pipefish) are the only creatures in the animal kingdom where the male, not the female, becomes pregnant and gives birth to babies! The female produces eggs and places them in a pouch inside the male, where they are fertilised. The male gives birth to between 5 and 200 young. Amazingly, just a few hours after the male gives birth, the female will once again place eggs in the male's pouch. What's more, it will be the same female because seahorses mate for life!

25

E Sadly, seahorses are in danger all over the world. Their habitats are being destroyed by human activities. People catch seahorses for pets and for souvenirs. In Asia, people believe seahorses have magical powers so they are used in traditional Chinese medicine. The most endangered seahorse in the world is the Knysna seahorse, which is only found in South Africa. The reason it is in grave danger is that it has an exceptionally limited distribution range – it is only found in three estuaries in the whole of South Africa. Unless these estuaries are conserved, South Africa will lose its only seahorse species for good.

30

35

- 1** a) Look at the photograph. What is this fish? What do you know about it?

b) Check the words below in the Word List. Use them to describe the fish's peculiar appearance.

- horse-like head • tiny eyes
- long pointed nose • pouch
- sharp spikes • no limbs
- bony plates • no scales
- gills • long curved tail
- swim bladder • fins

Check these words

• capture imagination • millennia • feature • folklore • evolve
• survive • body structure • function • peculiar • pouch • scales
• resemble • chameleon • shellfish • gills • shallow waters
• attached (to) • seaweed • wrap • stem • sweep (away) • current
• suck (up) • pipefish • pregnant • fertilise • mate • grave danger
• exceptionally limited • distribution range • estuary • conserve

STUDY SKILLS

Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each paragraph helps us understand what the text is about.

- 2** Read the text quickly. What is the main idea in each paragraph?

Exam-style reading tasks

3 Choose the best answer according to the text. Give reasons for your answers.

- 1 Some people are convinced that seahorses
 - A are too small and timid to survive.
 - B are imaginary creatures.
 - C should feature in more children's stories.
 - D have the ability to perform magic.
- 2 Scientists believe modern-day seahorses
 - A look very similar to prehistoric seahorses.
 - B are able to change their body structure.
 - C may be related to the chameleon.
 - D have poor eyesight.
- 3 Seahorses attach themselves to seaweed and sea grass
 - A in order to eat it.
 - B using their mouths and tails.
 - C to stay safe in rough waters
 - D when they want to travel long distances.
- 4 Eating for seahorses
 - A is difficult as they don't have teeth.
 - B takes up a lot of their time
 - C involves storing plankton in their bodies.
 - D requires them to chew continuously.
- 5 When it comes to reproduction, seahorses
 - A like to mate with as many different seahorses as possible.
 - B are the only fish where the males give birth.
 - C are pregnant more or less continuously.
 - D give birth to very small numbers of young.
- 6 The Knysna seahorse
 - A is the rarest of South Africa's three seashores species.
 - B is used as medicine in some cultures.
 - C is found throughout South Africa.
 - D is in more danger than any other seahorse species.

5 Find words or phrases in the text that mean the opposite of:


- ordinary (para A)
- deep (para C)
- common (para D)

6 Find words in the text that mean:

- fragile (para A)
- strange (para B)
- non-stop (para C)
- pair off (para D)
- most serious (para E)

7 Complete the summary. Use these words: *curved, mate, bony, currents, gives, shallow, store, catch, peculiar, lost, attach, places, grave.*

Seahorses are fish with a 1) appearance. They have a 2) tail and 3) plates. They live in 4) warm waters. They can't swim well so they 5) themselves to seaweed so that strong 6) won't sweep them away. They eat most of the time because they have no stomach to 7) food. The male seahorse 8) birth to babies. The female 9) the eggs in the male's pouch. Seahorses 10) for life. Unfortunately, they are in danger because people 11) them for pets or souvenirs. The Knysna seahorse is in 12) danger. If we don't protect it, this species will be 13) for good.



4 Listen and read the text. Answer the questions in your own words.

- 1 What characteristics make seahorses fish?
- 2 How do seahorses reproduce?
- 3 Why is the Knysna seahorse an endangered species?

Did you Know?

Less than 1% of young seahorses make it to adulthood.



- What did you know about seahorses? What did you learn from the text? Write sentences or tell your partner.
- **THINK!** Write a few sentences about how to protect seahorses. Tell the class.

ICT Collect information about the pipefish. Use the key word: *pipefish*. Tell the class.

Think, Did you know and ICT (research) sections to raise the students' intellectual standards

2b

Topic vocabulary exercises

Vocabulary

Topic vocabulary Types of animals

- 4 Choose the correct word.
🔊 Listen and check.



Contextualised vocabulary exercises based on the texts

Vocabulary from the text

- 1 Replace the underlined words with words in the list in their correct form: *evolve, resemble, grave, capture, hang on, peculiar.*
- These beautiful animals have caught the imagination of writers.
 - They changed form and developed into different forms a long time ago.
 - Their appearance is very strange.
 - Their eyes look like a chameleon's.
 - They usually hold on to sea grass.
 - The Knysna seahorse is in very serious danger.
- 2 Fill in: *refrain, destroy, prevent, damage, avoid.*
- Please from eating too much chocolate. It's bad for the teeth.
 - When hiking, wear boots if you want to being bitten by a snake.
 - We humans will completely the Amazon rainforest if we are not careful.
 - Acid rain can cause a lot of to forests.
 - Wearing sunscreen will you from getting sunburnt.
- 3 Fill in: *in, at, without, to.*
- Dinosaurs have been extinct for least 65 million years.
 - a doubt, Einstein was one of the greatest scientists ever.
 - In humans, skeletal muscles are attached bones.
 - Cats usually give birth between one and eight kittens.
 - Male seahorses are the only creatures the animal kingdom that give birth babies.
 - Many plant and animal species are danger of extinction.

Cheetahs, the fastest animals on Earth, are 1) *endangered/threatened* by habitat 2) *loss/waste* because people cut down trees. People also hunt them for their spotted pelt. Farmers kill them in order to 3) *protect/preserve* their livestock.



The **blue whale**, the 4) *biggest/largest* of all whales, is now legally 5) *supported/protected* against hunting and killing. There are only 2,500 left.

The **Mediterranean monk seal** is in 6) *danger/trouble* because people hunt it for its skin and because they get 7) *trapped/grabbed* in fishing nets. Nowadays, a lot of countries protect this species by 8) *law/rule*.



The **Thailand giant catfish** is 9) *meeting/facing* 10) *extinction/disappearance* due to overfishing and habitat loss.

- 5 a) Read the definitions.

mammals: warm-blooded animals that give birth to live babies and feed their young on milk

reptiles: cold-blooded animals which have scaly skin and lay eggs

amphibians: animals that live both on land and in water

fish: cold-blooded creatures that live in water and usually have gills and fins

rodents: small mammals with sharp front teeth

birds: creatures with feathers and wings

insects: small animals that have six legs and most of them have wings

- b) Which type of animal are each of the animals below? Decide in pairs.

🔊 Listen and check.

- mouse • fly • monkey • whale • beetle • frog
- dolphin • seal • eagle • squirrel • butterfly
- parrot • crocodile • toad • tuna • jaguar
- iguana • salmon • kangaroo • chameleon • bear

Systematic practice on prepositions

2b

Environmental problems

6 Match the environmental problems (A-H) to the pictures (1-8).

- | | | | |
|----------------------------|------------------|----------------------------|---------------------------|
| A <input type="checkbox"/> | deforestation | E <input type="checkbox"/> | endangered species |
| B <input type="checkbox"/> | forest fire | F <input type="checkbox"/> | landfills full of rubbish |
| C <input type="checkbox"/> | air pollution | G <input type="checkbox"/> | oil spill |
| D <input type="checkbox"/> | melting ice caps | H <input type="checkbox"/> | water pollution |



7 Match the environmental problems (1-7) to the solutions (a-g). Then discuss in pairs, as in the example.



Environmental Problems	Solutions
1 <input type="checkbox"/> disappearing forests	a turn off lights when we don't need them
2 <input type="checkbox"/> endangered animals	b use taps carefully
3 <input type="checkbox"/> polluted beaches	c use public transport
4 <input type="checkbox"/> energy waste	d recycle rubbish
5 <input type="checkbox"/> air pollution	e clean up the coastline
6 <input type="checkbox"/> global water shortage	f stop hunting them
7 <input type="checkbox"/> landfills full of rubbish	g plant trees

A: How can we solve the problem of disappearing forests?
 B: We can plant trees.

Prepositional phrases

8 Choose the correct preposition in bold. Check in the Word List. Make sentences using the prepositional phrases.

- A lot of animals are **at/in** risk of extinction.
- We must **protect** habitats **of/from** disappearing.
- You can help **save** animals **of/from** extinction.
- Seahorses **rely on/with** camouflage to **hide of/from** predators.
- 'Wildlife' means animals living **at/in** the wild.

Word formation (forming nouns from verbs)

9 Complete each sentence with the nouns derived from the words in bold.

We form nouns from verbs using the following suffixes: **-ion** (prevent-prevention), **-ation** (converse-conversation), **-sion** (explode-explosion), **-tion** (suggest-suggestion)

- Recycling helps control environmental (POLLUTE)
- In, both people and animals will benefit if laws are made to abolish illegal animal trading. (CONCLUDE)
- The animal shelter has announced that there will be a in staff because of financial difficulties. (REDUCE)
- There's a great of documentaries about endangered species to watch. (COLLECT)
- There is a meeting on whale next Monday. (CONSERVE)

Phrasal verbs: BRING

10 Choose the correct particle. Check in the Word List.



- His new book about endangered species will be brought **about/out** this May. (be published)
- Environmentalists helped to bring **about/round** a change in the law. (caused to happen)
- She managed to bring **out/up** her three children on her own. (raise)
- He brought **up/about** the issue of saving the whales during the seminar. (mentioned)
- He fainted, but the doctor brought him **about/round**. (regained consciousness)

Systematic practice of word formation

Systematic presentation & practice on phrasal verbs

2c Grammar in use

Modal Verbs

A: You **should/ought to** respect the environment.

B: You **mustn't** hunt endangered species.

C: You **must/have to** use public transport in order to reduce pollution.

D: You **don't have to/needn't** pay for a ticket to enter the zoo.

▶ see pp. GR3 – GR4

- 1** Read the speech bubbles. Which of the modals in bold express:
- *prohibition* (it's wrong/against the law/it's forbidden)?
 - *advice/suggestion* (it's the right thing to do/it's a good idea)?
 - *obligation/duty/necessity* (it's your duty/you are obliged to)?
 - *lack of necessity* (it's not necessary)?

- 2** Read the sentences and choose the correct words. Listen and check.
- 1 We **mustn't/should** all do what we can to protect the environment.
 - 2 You **mustn't/don't have to** buy products made from endangered species.
 - 3 More people **ought to/mustn't** recycle.
 - 4 People **mustn't/don't have to** use their cars for short distances when they can walk.
 - 5 We **needn't/mustn't** damage coral reefs.
 - 6 Making your house environmentally friendly **needn't/mustn't** cost a lot of money.
 - 7 We **ought to/mustn't** put our litter in a bin and not throw it on the street.
 - 8 It's a good idea to adopt an animal; more people **should/mustn't** do it.

- 3** Rewrite the sentences using appropriate modal verbs.
- 1 It's against the law to hunt blue whales.
*We **mustn't** hunt blue whales.*
 - 2 It's a good idea to join an environmental group.
 - 3 It's against the law to hunt cheetahs.
.....
 - 4 It's the right thing to protect endangered species.
 - 5 It's wrong to hunt animals for their fur.
.....

Will/Going to

- 1 Look at those dark clouds! It's **going to** rain.
- 2 I'm **going to** join Greenpeace this year.
- 3 I think he **will** succeed.

▶ see p. GR4

- 4** Match sentences 1-3 to what they express: a prediction based on what we think/believe, a future plan/intention, a prediction based on what we see. Check in the Grammar Reference Section.

- 5** Fill in: *will* or *am/is/are going to*.
- 1 A: What are you doing this afternoon, Bob?
B: I clean up the park. Come with me.
 - 2 A: Have you taken the recycling to the centre?
B: Sorry. I do it later.
 - 3 A: I'm helping at the animal shelter today.
B: I think I join you.
 - 4 A: Where is Ann going?
B: To the beach. She meet Peter and help pick up litter.
 - 5 A: Where are all these people going?
B: To the park. They plant some new trees.

Future continuous/Future Perfect

- 1 This time next week, I'll **be travelling** to Spain.
- 2 This time next week, I'll **have finished** my project.
- 3 I'll **be seeing** Ann tonight.

▶ see p. GR5

- 6** a) Read the examples 1-3. Which verb form expresses: *a previously arranged action?*
an action in progress at a certain time in the future?
an action finished before a certain future time?
Check in the Grammar Reference section.

b) Put the verbs in brackets into the correct tense.

- A: How long have you been a member of this environmental group?
B: By the end of June, I
(be) with them for a year.
- A: Aren't you meeting Bob at the animal shelter?
B: By the time we get there, he
..... (leave).
- A: When's 'No Car Day'?
B: This time tomorrow, I
(walk) to work.
- A: We (clean-up) the park by tonight.
B: That's great.

- 7** What will you be doing: *at 6 o'clock tomorrow afternoon?* *at 8:30 Sunday evening?* *What will you have done by the time you are 30?*

Time Clauses

He'll come as soon as he finishes work.
I'll leave when she gets here. (time word)
BUT: When will she get here? (question word)

▶ see p. GR5

- 8** a) Read the examples. What tense do we use after time words (*when, until, before, as soon as, after, etc*) to refer to the future?
- b) Put the verbs in brackets into the *present simple* or *future*. Compare with your partner.
- We should help the environment before it (be) too late.
 - We (wait) until we have enough volunteers.
 - She (start) a clean-up campaign before she goes to college.
 - What will he do after he (finish) school?
 - She wants to be an environmentalist when she (grow up)

- 9** Choose the correct item.

We can all do a number of simple things that 1) **will/should** make a big difference to the environment and we 2) **don't have to/mustn't** change our lifestyles very much either. For example, if you insulate your home, you help the environment and save on your energy bills. Also, you 3) **should/need** check the settings on your central heating and your fridge. If you 4) **turn/are going to turn** the temperature down just a few degrees you 5) **will/must** save money and energy 6) **before/when** you know it. You 7) **should/ought** also switch all the light bulbs in your house to energy-efficient ones and by this time next year you'll 8) **be paying/have paid** a lot less.

Sentence transformations

- 10** Complete the second sentence so that it means the same as the first. Use appropriate modal verbs.

- It's the right thing to help protect endangered species.
We
- It's not necessary to water the plants.
You
- It's a good idea to turn off lights when you don't need them.
You
- It's against the law to drop litter in the street.
You
- You are obliged to keep your dog on a short lead near farm animals.
You

- 11** Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them. Tell the class.

Activities to activate grammar structures presented

2d Listening skills

Before listening activities to prepare students for the listening tasks

1 a) You will hear an interview with a scientist about lions. Before you listen, check these words in the Word List.

- *game reserves* • *habitat loss* • *hunting*
- *accidental poisoning* • *vanish*
- *critically endangered species list*
- *poacher* • *breed*

b) Listen to the dialogue and decide if each sentence is **True** or **False**.

- 1 Most lions live in national parks and game reserves.
- 2 Three decades ago, there were 180,000 more lions in the wild.
- 3 Most experts agree it is probably too late to save the lion.
- 4 Many lions are killed by mistake.
- 5 Dr Richards is trying to raise money to save lions.

c) What did you learn from the interview about lions? Why are lions in danger? What can you do to help? Tell your partner.

Stress in questions

2 a) Read the sentences and find the stressed syllables.

- 1 Can you tell us why lions are in danger?
- 2 How many lions should there be in the wild?
- 3 Can lions be saved from extinction?
- 4 What can we do to help?

b) Listen and check, then say.

3 Read the facts. Why is the Amazon Rainforest important?

Amazon Rainforest

FACTS & FIGURES

Over half the planet's remaining rainforest is in the Amazon.

- **One in ten known species in the world lives there.**
- **More than 20% of the world's oxygen is produced there.**

4 a) You will hear a lecture about forests. Before you listen, check these words in the Word List.

- *raise awareness* • *oxygen supply*
- *land surface* • *urban areas* • *cures*
- *life-threatening diseases* • *medicinal uses*

b) Listen and complete the sentences.

- 1 Forests keep the world's climate
- 2 They are home to over 50% of the world's
- 3 Nowadays, rainforests represent about of the world's land surface
- 4 Rainforest plants could provide us life-threatening diseases.
- 5 To help protect rainforests, we mustn't waste

5 Listen again and for questions 1-5 choose the correct answer **A**, **B** or **C**.

- 1 Less than ten percent of the Earth's land mass
 - A is home to wildlife.
 - B is covered by rainforests.
 - C produces the world's oxygen supply.
- 2 Which is NOT mentioned as a reason that trees are cut down?
 - A to clear for farmland
 - B to develop towns
 - C to reduce land surface
- 3 One hundred and thirty-seven rainforest species
 - A are becoming extinct every day.
 - B have been tested.
 - C are cut down for wood.
- 4 What does Jeremy suggest we should do to help rainforests?
 - A use less paper
 - B recycle wooden furniture
 - C buy paper online
- 5 Jeremy believes that people
 - A do not love this planet.
 - B are very sad about the planet.
 - C often don't remember their duty.

6 What did you learn from the lecture about rainforests? How can you help to save them? Tell your partner.

Intonation practice

Activities to consolidate the listening tasks

Suggestions

- 1** a) Julie is having a problem with her electricity bill. Her friend is suggesting ways to reduce energy waste.
 Listen and read to find out what her friend suggests.

Bill: Hi, Julie. What's wrong?
 Julie: Hi, Bill. I just can't believe it! My electricity bill was really expensive last month.
 Bill: You must be wasting a lot of energy. You should save electricity to help the environment as well as to save money.
 Julie: OK. What do you suggest?
 Bill: First of all, maybe you could turn the lights off when you leave a room.
 Julie: Good thinking. I'd save a lot of money on my bills.
 Bill: Why don't you buy energy-saving light bulbs, too?
 Julie: That's an excellent idea! What else would you suggest?
 Bill: How about shutting your computer down when you're not using it?
 Julie: I'm not sure about that. I often download music and need to keep it running. How about if I used a screensaver instead?
 Bill: That would certainly save energy from your monitor.
 Julie: Thanks, Bill. You've been a big help.
 Bill: You're welcome.



b) Take roles and read the dialogue aloud.

- 2** Use phrases from the language in the table and the ideas below to act out a dialogue suggesting other ways to save energy at home.

- only use your washing machine/dishwasher when it is full
- turn off all appliances when you are not using them
- remove the phone charger from the socket when your phone has charged
- make sure windows and doors are closed when heating/air conditioning is on

Useful language and vocabulary to help students develop their speaking skills

Making suggestions	Agreeing/Disagreeing
<ul style="list-style-type: none"> How/What about (+ -ing form) ...? Let's (+ bare infinitive) ... Why not (+ bare infinitive) ...? Perhaps/Maybe you/we could ... Why don't you/we ...? You/We should ... 	<ul style="list-style-type: none"> That sounds great. I think it's a great idea. That's an excellent idea! Good thinking. Yes, I suppose you're right. OK. Why not? OK. What do you suggest? I don't think it's a good idea. I don't think so. I'm not sure about that. How about ... instead?

Making decisions

- 3** a) The pictures show some possible ways to save energy at school. In pairs complete the sentences with: *install solar panels, energy-saving ones, turning on the air-conditioning, turn off lights, put stickers.*



- If we all when classrooms are empty, we can save energy.
- How about replacing all the light bulbs with?
- Why don't we on the computers to remind us to shut them down?
- It would be a good idea to open windows instead of when it's hot.
- Perhaps the school could to power the heating.

- b) Listen to a pair suggesting ways to save energy at school. What reasons do they give for the decisions they made? Do you agree with them? Why/Why not?

2f

Writing An essay providing solutions to a problem

▶ Writing Bank 2 p. WB2

Rubric analysis

- 1** Read the rubric. What do you have to do? Choose the correct answer A, B or C.

You have had a class discussion about air pollution. Your teacher has asked you to write an essay discussing ways on how to reduce air pollution. Write your essay (140-190 words).

- A Write your opinion on the topic.
- B Write your suggestions on how to solve the problem.
- C Write only what the problem and its causes are.

Model analysis

- 2** Read the model. Answer the questions.

1 Pollution of the Earth's atmosphere has reached frightening proportions. This is largely due to the growth of industry and increased use of private vehicles. So what can be done about this problem?

2 One effective solution is for people to leave their cars at home and use public transport instead. By doing this, there would be fewer exhaust fumes and air pollution levels would be reduced.

3 Another solution is to plant more trees in urban areas. Then, as the trees absorb harmful gases such as carbon monoxide and breathe out oxygen, the air in our cities will become cleaner.

4 Thirdly, it is important to save energy. Power stations contribute to air pollution. By turning off lights and appliances when we don't need them, we help reduce the pollution problem.

5 In conclusion, I strongly believe that trying to reduce air pollution is something which involves us all. Everyone must take action before it is too late.



- 1 What problem is the essay about? Which paragraph states it?
- 2 What solutions does the writer suggest?
- 3 What results can each solution have?
- 4 Which paragraph summarises the writer's opinion?

STUDY SKILLS

Topic/Supporting sentences

In essays the main body paragraphs should begin with topic sentences. A topic sentence introduces or summarises the main topic of the paragraph and gives the reader an idea of what the paragraph is about. A topic sentence should be followed by supporting sentences which provide examples, results, reasons, justifications to support the topic sentence.

- 3** a) Find the topic sentences in the main body paragraphs. Does each introduce a new topic? Do the rest of the sentences in each paragraph further explain the topic sentence?

b) Replace the topic sentences with other appropriate ones.

- 4** a) Read the paragraphs below. What problem is each about?

A We can buy loose fruit, vegetables, cheese, meat and fish. We can also take our own shopping bags to the supermarket and avoid using plastic ones. By doing this we can reduce the amount of rubbish we create.

B We can turn off the tap when running water is not necessary. This way we help prevent water shortages.

C We can stop buying products made of ivory, coral, reptile skin or tortoiseshell. This way, we help protect endangered species.

b) Write appropriate topic sentences for the paragraphs in Ex. 4a.

- 5** Expand the notes to form topic and supporting sentences, as in the example. Use phrases from the Useful Language box.

1 encourage people/use public transport – there be/less cars on streets

A useful solution is to encourage people to use public transport. This way there will be less cars on the streets.

2 move factories/the countryside – air in cities/be cleaner

3 avoid buying products/endangered species – protect endangered animals

4 organise clean-up days/keep local parks/beaches/clean

5 start recycling – reduce/amount of rubbish

Activities designed to help students decode rubrics

Model composition and model analysis in every module

Study skills to improve and develop students' writing skills

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

2f

STUDY SKILLS

Planning an essay providing solutions to a problem

Before you start writing an essay providing solutions to a problem, think of possible solutions and examples to support each solution you suggest. Then organise your notes into paragraphs. This will help you write your essay.

Writing

6 Read the rubric. What problem are you going to write about?

You've had a class discussion on the following topic: **Every year more and more animals are facing extinction. We must all help protect endangered species.** Your teacher has asked you to write an essay providing solutions to the problem (140-190 words).



7 Look at the notes. Which are solutions? Which are results?

Ideas to help students do the writing task



8 Use phrases from the Useful Language box to write sentences joining each solution to its expected result.

A useful solution is This way, ...

9 Check the theory in the Writing Bank. Then write your essay. Use ideas from Exs 7 & 8. Follow the plan. Don't use short verb forms. Start each main body paragraph with a topic sentence.

Useful Language

Introducing topic sentences providing solutions

- A useful/effective solution/suggestion is ...
- Another solution is ...
- Another way to solve the problem is ...
- It is a good idea to ...
- It could help if ...

Introducing supporting sentences presenting possible results

- This way,/In this way, • Then,
- As a result, • By doing this, we can ...
- If we do this, the result can be ...

Plan

Introduction

(Para 1) *state the problem and/or its causes*

Main Body

(Para 2) *first suggestion and expected result*

(Para 3) *second suggestion and expected result*

(Para 4) *third suggestion and expected result*

Conclusion

(Para 5) *summarise your opinion*

Detailed writing plan for students to follow



Checklist

Checklist to help students proofread and edit their pieces of writing

When you finish your piece of writing, check it for the following:

- Have you stated the problem and its causes?
- Have you stated your opinion?
- Are your paragraphs well-structured?
- Do the main body paragraphs start with an appropriate topic sentence?
- Do the supporting sentences further explain the main idea of the topic sentence?
- Have you presented each suggestion together with its result?
- Have you used full verb forms?
- Is your essay within the word length?
- Are there any spelling/grammar/punctuation mistakes?

Language Knowledge 2

- 1** Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).



The Daintree

The Daintree is 0) *an* ancient tropical rainforest stretching for 95 km 1) the far north coast of Queensland, Australia. At 100 million years old, it is the world's oldest rainforest. The Daintree is also known as the "planet's nursery" due to the 2) that the majority of the Earth's tree and flower species originate from there. Some of these plants, 3) the massive king tree fern, were around when dinosaurs walked the earth! The Daintree's extraordinary biodiversity includes many species of rare animals not found anywhere else on earth, like the southern cassowary, a tall, flightless bird, and the tree kangaroo. All of 4) unique qualities led to the Daintree becoming a World Heritage site in 1988. Not surprisingly, the Daintree 5) become a popular destination for eco-tourism, with tens of thousands of visitors coming every year. 6) you have to choose your season, summer is extremely hot and wet, 7) torrential rains making many areas inaccessible. However, during winter, 25°C sunny days make perfect conditions for exploring this magnificent tropical rainforest region, unofficially 8) of the natural wonders of the world.

- 2** Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

The Great Barrier Reef

When Captain Cook sailed up the 0) *unchartered* east coast of Australia for the first time, he was not prepared for the 1) of the Great Barrier Reef, which extended for over 1000 km, and was very dangerous in places. Cook's ship ran aground several times and the coral tore 2) into the hull, causing severe damage. When he finally made it to the far north coast, Cook named its 3) most point, Cape Tribulation, for the difficult time he had navigating a safe 4) These days, the Great Barrier Reef is a marine park of world 5) and a favourite international diving location. The turquoise 6) waters are still home to thousands of marine species, from 7) coloured tropical fish to translucent manta rays and delicate seahorses. But the tall white ships are long gone and now glass bottom boats cruise through the 8) marine environment.

- CHART
- VAST
- DEEP
- NORTH
- PASS
- SIGNIFY
- TROPIC
- BRIGHT
- MAGIC

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use **two to five** words, including the word given. Here is an example (0).

0 They say the cheetah is an endangered species. **SAID**
The cheetah *is said to be* an endangered species.

1 The young boy said he would not pick up the rubbish he had dropped. **REFUSED**
The young boy
..... the rubbish he had dropped.

2 People still hunt elephants for their tusks even though it is illegal. **FACT**
People still hunt elephants for their tusks despite
..... illegal.

3 If the situation doesn't improve soon, more species will become extinct. **IMPROVEMENT**
Unless
..... the situation, more species will become extinct.

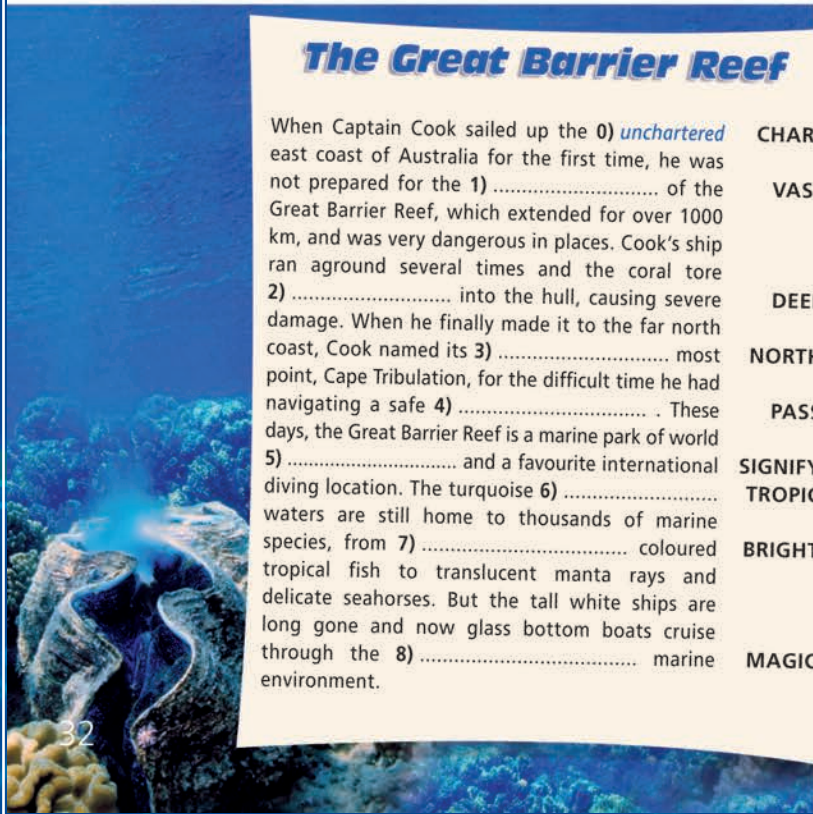
4 Experts are worried about the level of air pollution. **WORRIES**
What
..... the level of air pollution.

5 Not many people realise how important recycling is. **UNDERSTAND**
Very
..... important recycling is.

6 It was up to Sarah to decide where they should go for dinner. **MAKE**
Sarah had
..... about where they should go for dinner.

7 "Does all the rubbish go to a landfill site?" Clara asked. **WHETHER**
Clara asked
..... went to a landfill site.

8 Paul's involvement in politics began at university. **INVOLVED**
Paul has
..... he was at university.



Grammar

4 Choose the correct item.

- 1 My teacher me to research all my options before I applied to a specific university.
A recommended C advised
B suggested D insisted
- 2 The curator asked us any of the statues.
A to not touch C not touching
B please stop touching D not to touch
- 3 "You know, we're running out of time on this project."
"It's precisely we need more time that we should ask for an extension."
A since that C though
B due to D because
- 4 "Can you afford such an expensive car and maintain it?"
"Yes, I've recently been promoted."
A to buying C to buy
B buying D buy
- 5 "The textile factory caught fire yesterday."
"I know! The flames several miles away."
A could be seen C could see
B saw D were seeing
- 6 The local residents were the council's decision to demolish the old theatre.
A disappointed of C disappointed to
B disappointed from D disappointed with
- 7 her inexperience, she gave an impressive performance.
A Because of C However
B Although D In spite of
- 8 "Which one of computer games should I buy Todd for his birthday?"
"I think he'd like that one."
A this B them C these D theirs
- 9 We cleared up the beach without the help of volunteers.
A never have C could never have
B may not be D had never
- 10 "Have you seen my mobile anywhere?"
"Yes, you've left it on the"
A kitchen's table C kitchen table
B kitchen tables D kitchens' table
- 11 I spent weekend revising for my final exams.
A most of the C the most of the
B most of D the most

Vocabulary

5 Choose the correct item.

- 1 Charles did all sorts of jobs to a living.
A gain B earn C win D take
- 2 Angie has the to become a champion tennis player.
A potential C advantage
B efficiency D operation
- 3 I picked up the phone, dialled the number, but realised the line was
A empty B dead C wasted D beat
- 4 A recent study that there is a connection between poverty and crime.
A calculates C records
B expresses D indicates
- 5 I didn't realise setting up my own business so much hard work.
A engaged C involved
B surrounded D contained
- 6 She was sitting in the of a large apple tree.
A shade B shadow C darkness D cover
- 7 The T-shirts and sweaters cost í 15 and í 30
A simultaneously C primarily
B cooperatively D respectively
- 8 There was such a wide range of goods on that I didn't know what to buy.
A exhibition C display
B shop D shelves
- 9 The news of her transfer to another branch as a real surprise to Muriel.
A went B made C came D was
- 10 I really enjoy science, but my brother is with it this year.
A struggling C conflicting
B fighting D worrying
- 11 Stephen likes old motorbikes and putting them back together again.
A destroying C dismantling
B uncovering D demolishing
- 12 Stan was from school for playing truant.
A expelled C evacuated
B excluded D extracted
- 13 Hanna has a good knowledge of Chinese.
A obtained C registered
B acquired D accessed

Language Focus 2

1 Fill in the words in their correct form.

• **develop** • **grow** • **evolve** • **expand**

- Most scientists believe human beings in Africa.
- Mountain gorillas slowly – they don't reach maturity until they are about 12 years old.
- Puffer fish have the ability to their body when threatened in order to frighten off predators.
- Bamboo at an astonishingly rapid rate – up to 100 cm in 24 hours.

• **remain** • **survive** • **last** • **continue**

- It looks unlikely the tiger the century.
- I'm afraid the pain from the snakebite a long time.
- If the destruction of the Amazon Rainforest, temperatures will rise.
- Scientists estimate less than 1,600 giant pandas in the wild.

• **trouble** • **threat** • **risk** • **danger**

- Many plant species are in of extinction.
- The documentary shows that sharks are in big worldwide.
- Humans pose a greater to sharks, than vice versa.
- Elephants and rhinos are at from poachers.

Phrasal verbs & Prepositions

2 Choose the correct item.

- We must protect the world's oceans **by/from** overfishing.
- I think animals should live **at/in** the wild, not **in/on** captivity.
- How many plant species are **in/on** danger of extinction **in/at** the Amazon?
- Poaching and habitat destruction are just two reasons why tigers are **with/at** risk of extinction.
- Environmentalists **around/over** the world are fighting hard to save the Earth's fauna **from/over** extinction.
- They'll bring the new film **round/out** next month.
- Dr Ian Murray brought **up/about** the issue of deforestation during the meeting.
- What brought **about/out** the disappearance of dinosaurs?

Word Formation

3 Complete the gaps with the correct form of the words in bold.

The jaguar is the largest cat in the Americas. It has a big head and **1** (**power**) jaws. Its coat is yellow with black spots. Its **2** (**high**) is up to 76 cm and it weighs up to 113 kg. Jaguars live and hunt **3** (**lone**). They love the water. It is an **4** (**danger**) species in the USA. Human **5** (**populate**) growth and agricultural **6** (**expand**) are their main threats.

4 Write the noun form of the words below in your notebooks.

- | | | |
|-----------|------------|------------|
| 1 pollute | 4 appear | 7 conserve |
| 2 extinct | 5 continue | 8 protect |
| 3 imagine | 6 destroy | 9 preserve |

Grammar in Focus

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

50% of the Earth's species **1** (**disappear**) by the end of this century according to Dr Richard Leakey. He says that people are using almost half the energy available to sustain life on the planet and the figure **2** (**grow**) as our population grows. This threatens every form of life on Earth including people. We **3** do something to stop it before it **4** (**be**) too late. We **5** to stop hunting animals as this puts a lot of species **6** risk of extinction. Overfishing and pollution are two other factors that threaten species **7** extinction. Cutting tropical rainforests, which are home **8** half of the world's species, in order to build towns and cities or roads, puts species **9** danger. What **10** (**the future/hold**) for the planet? **11** (**other species/appear**) or can this be the end of the world?

2 Progress Check

Reading

- 1 a) Read the text and decide which answer A, B, C or D is correct.

FEROCIOUS FLORA

Normally, plants get all the nutrients they need to grow from the soil. But in waterlogged habitats like wetlands and swamps, the water has washed away most of the nutrients from the ground making it difficult

for many plants to survive there. But some plants do very well in the harsh conditions of wetlands. They are carnivorous plants. Unlike all other plants on Earth, carnivorous plants don't have to get the nutrients they need to grow from the ground. They get them by eating animal flesh instead.

Carnivorous plants use the sneakiest of tricks to trap their animal dinners. First, they attract animals to them. Some do this by secreting a sweet, sugary liquid. Others produce beautiful bright flowers or an irresistible smell. Next, they trap the animal. Here's where things get really clever. Some carnivorous plants snap their leaves tightly shut around animals to create a plant prison. Others produce a sticky glue substance that makes it impossible for animals to escape. Some even use their leaves to create a deep tube filled with rain water to drown their prey.

What happens next? Once an animal is captured, it's time for the leaves to change from trap to stomach. Just like our stomach, the leaves of carnivorous plants emit acidic digestive juices. These juices dissolve the animal and the plant absorbs the nutrients. When dinner is over the leaves open again, the remains of the animal are thrown out, and the plant is ready to catch another victim!

The bladderwort plant is a pretty little plant that grows in swamps. Don't be fooled by the innocent look of its small purple flowers though. Bladderworts are the fastest-known killers in the plant kingdom. They have the ability to suck small fish and insects into their leaves in 1/50 of a second! And then there's the pitcher plant – a plant so big it can catch rats. The pitcher uses its leaves to create a deep container. Animals fall into the container and can't crawl out because the leaves are slippery and sticky. Meat-eating plants prove that real life sometimes really is stranger than fiction!



- 1 Carnivorous plants
 A don't do as well as other plants in wetlands.
 B get most nutrients from the soil.
 C receive nutrients from other species.
 D are the only plants able to survive in wetlands.
- 2 The leaves of all carnivorous plants can change
 A shape. B function. C size. D position.

- 3 When an animal is trapped in a carnivorous plant
 A the leaves open immediately.
 B the leaves produce a liquid that breaks meat down.
 C the animal receives nutritious juices.
 D the animal is used as bait for the next victim.
- 4 The bladderwort plant
 A has got sticky leaves.
 B eats big animals.
 C hasn't got flowers.
 D is a very rapid killer. $(4 \times 2 = 8)$

b) Answer the questions in your own words. Justify your answers.

- 1 Why can carnivorous plants live in habitats low in essential nutrients?
- 2 What are some methods that carnivorous plants use to trap animals? $(2 \times 2 = 4)$

Speaking

- 2 Choose the correct response.

- 1 A: Let's watch that wildlife documentary tonight.
 B: a OK. Why not?
 b What's wrong with that?
- 2 A: Why not adopt an animal at the zoo?
 B: a What a great idea!
 b I suppose you're right.
- 3 A: Perhaps we can organise a 'Save Energy Day' at school.
 B: a You're welcome.
 b That sounds great.
- 4 A: You should buy energy saving light bulbs.
 B: a I suppose you are right.
 b That's no excuse.
- 5 A: How about installing solar panels?
 B: a Good thinking.
 b Sorry – I didn't think of that.

$(5 \times 2 = 10)$

Progress Check 2

Listening

3 Listen to a lecture about an endangered species and decide if the following statements are *True* or *False*.

- There are more than 50 Amur leopards living in the wild.
- Amur leopards are found in China, Korea and Russia.
- The Amur leopard's fur changes during the seasons.
- They usually live in groups.
- They sleep during the day and hunt at night.
- They hide their prey if they don't finish eating it.
- Amur leopards are not a protected species.
- The main threat to the Amur leopard comes from poachers.

Vocabulary

(8x1=8)

4 Fill in with: *pregnant, rare, shallow, millennia, unique, powers, scales, continuously, current, anatomy*.

- We can't swim here. The is too strong.
- The Chinese believe tiger bones have healing
- In seahorses, it is the male not the female that becomes
- This snake species is to one lake in the Philippines.
- Legends of dragons have existed for
- The water is very – it's only up to my waist.
- The skin of most fish is covered in
- Sharks replace their teeth; they are constantly generating new teeth.
- The trunk is the most interesting features of the elephant's
- The Amazon Rainforest is home to thousands of animal and plant species.

(10x2=20)

Grammar

5 Put the verbs in brackets into the correct tense.

- What (**take**) with you for the hike?
- I will call you as soon as I (**arrive**) at the animal shelter.
- (**you/finish**) the project by 3 o'clock?
- Please don't phone us between 1 pm and 5 pm. We (**work**).
- It's a nice day today. I think I (**go**) to the zoo.
- The seminar (**start**) when Mr Harris arrives.
- Look how sunburnt you are! (**you/be**) sore tonight.
- Scientists think all wild seafood (**disappear**) in 50 years.
- Sorry, but I can't come at 6 as I (**help**) at the shelter.
- The traffic is terrible. We (**be**) late for the meeting.

(10x2=20)

6 Rewrite the sentences using an appropriate modal verb.

- It's forbidden to take pictures.
.....
- It isn't necessary to feed the cats.
.....
- It's the duty of students to pick up their rubbish.
.....
- It's the right thing to listen without interrupting.
.....
- It's prohibited to take pets into the museum.
.....

(5x2=10)

Writing

7 Read the rubric, then write your essay.

You have had a class discussion about energy waste. Your teacher has asked you to write an essay discussing ways to save energy (140-190 words). Write your essay.

(20 marks)

(Total=100)

Check your progress

- talk about our natural world
- talk about types of animals & endangered species
- talk about environmental problems
- express prohibition
- express advice
- express obligation/duty (necessity)
- talk about future events
- make suggestions & agree/disagree
- identify stress in questions
- write an essay providing solutions to a problem

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Check your progress sections at the end of each module for students to evaluate themselves

On Screen

Workbook & Grammar Book

B2



Virginia Evans - Jenny Dooley



Express Publishing

2a Reading

Multiple choice

Preparing for the task

- 1** a) Read the question and possible answers below. Then read the first paragraph of the text. Pay attention to the underlined words/phrases.

1 The 'Greatest Show on Earth' takes place because wildebeest

- A are looking for food.
B have a natural instinct to keep moving.
C need to increase their numbers.
D are looking for a place to give birth.

b) Which is the correct answer? How has the information been paraphrased?

The Great Migration

A Every year after the rainy season, one of the most incredible spectacles in the natural world takes place in East Africa. One and a half million wildebeest (Africa's famous large antelope) gather up their young and begin a 2,800 km trek across the plains of the Serengeti and Maasai Mara in search of food and water. This annual migration, which has been dubbed the 'Greatest Show on Earth', is the largest mass movement of terrestrial mammals on the planet.

B The journey to find fresh, juicy grass is a dangerous one. Wildebeest must cross crocodile-infested rivers, survive strong currents, and escape the jaws of predators during their trek from the Serengeti in Tanzania to the greener pastures of the Maasai Mara in Kenya.

C Waterways are terrifying to wildebeest for two reasons. First, because of the animals' fear of the water itself and the crocodiles that live within it. Second, because water generally means vegetation and predators such as lions and leopards lie in wait for wildebeest in bushes as they enter and exit waterways. Wildebeest have an inbuilt instinct to move in a certain direction, though. Thus, they will cross rivers despite their terror.

D The most treacherous part of the wildebeests' entire journey is the crossing of the Mara River. Many lose their lives in the Mara either by drowning or in the jaws of hungry crocodiles, but

there are other dangers too. In 2007, approximately 10,000 wildebeest drowned trying to cross the Mara River due to unusually strong currents.

E The sheer number of wildebeest and the drama of the crossings makes the Mara River the most popular spot for tourists who travel to Africa to witness the Great Migration. Interestingly, when wildebeest arrive on the banks of the Mara they do not cross it immediately. Instead, they gather, waiting to cross. For days their numbers build up, and for no apparent reason, they turn and wander away from the water's edge. Finally, one brave wildebeest steps forward and takes the first plunge into the river. This sets off a stampede, with every animal for itself, swimming and fighting to get to the other side.

F The animals that survive the Mara River crossing find themselves in the Maasai Mara plains, and it's time to feast on the juicy grass. Zebras, which join the wildebeest in their migration, form an excellent partnership with them. Zebras travel ahead of the wildebeest and, as they prefer long grass, take the first course, trimming it neatly for their friends at the back, who like it nice and short.

G The wildebeest remain on the Mara grasslands until the grass is gone. Then, they make their return trip back to the Serengeti to mate during the rainy season. The Serengeti is their breeding ground. By the time they arrive there, the grass will once again be green and lush. And so the cycle will begin again.



STUDY SKILLS

Quickly read the text to get the gist. Read the questions and possible answers and find the key words. Read the text again and identify the part that contains the answer to each question. Try to find words/phrases synonymous to the key words in the questions and answers. This will help you do the task.

2 Now read the rest of the text and for questions 1-5 choose the correct answer A, B, C or D.

- 1 At waterways,
 - A the greatest danger for wildebeest are the crocodiles.
 - B wildebeest will only move forward in a straight line.
 - C the natural instinct of wildebeest is to turn back.
 - D wildebeest become easy prey for big cats.
- 2 The Mara River
 - A is East Africa's most popular tourist spot.
 - B always has very strong currents.
 - C is where wildebeest face the highest risk of death.
 - D has more crocodiles than any other river.
- 3 The first wildebeest to cross the Mara River is
 - A the leader of the pack.
 - B the animal who reaches the river first.
 - C a random animal.
 - D the strongest swimmer.
- 4 Zebras and wildebeest
 - A eat different foods.
 - B eat different parts of the same plant.
 - C eat side by side.
 - D eat only tall grass.
- 5 Throughout the text, the author
 - A highlights the danger that migrating animals cause.
 - B describes the problems the wildebeest face during migration.
 - C explains how animals help each other.
 - D shows the effect the animals have on the land.

3 Find words in the text which mean the opposite of the following words/phrases.

- unknown • not immediately obvious
- precisely • smallest • unalarming • prey

4 Fill in: *incredible, natural, annual, terrestrial, currents, inbuilt, spot, breeding.*

- 1 John is addicted to TV documentaries which explore the wonders of the world.
- 2 The Lake District, which has got England's largest lake and tallest mountain, is a popular for hikers.
- 3 Unlike many marine mammals, most mammals have got skin covered in hair.
- 4 It's not safe to swim in the river due to the strong
- 5 The documentary was about penguins leaving the ocean to walk to their ground of thick ice.
- 6 The swans will fly south when it's time for their migration before the winter.
- 7 Bears have got a(n) instinct that motivates them to hibernate for the winter.
- 8 Have you ever seen the spectacle of lights created by the Aurora Borealis?

5 Fill in: *waterways, pastures, plunge, crossing, banks, trek, migration, vegetation.*

During their 1) from the Serengeti to the green 2) of the Maasai Mara, millions of wildebeest face a treacherous journey. The wildebeest need bravery, particularly to cross the 3) on this great annual 4) Not only are the rivers infested with crocodiles, but the animals must also conquer their fear of water. The 5) of the Mara River is the most famous challenge for these dedicated animals. The wildebeest wait for days on the 6) of the river. They feed on the 7) there before finally taking the 8) into the river. The wildebeest which survive will then be free to feed on the juicy grass of the Maasai Mara.

2b Vocabulary

1 Fill in: *unique, traditional, limited, strong, shallow, pointed.*

- Many doctors believe that medicine can have a role to play in modern society.
- Coral reefs usually develop in waters in warm parts of the world.
- The parrot fish has got characteristics such as the ability to change shape or colour.
- A shrew is a small mammal with a long, nose.
- Seahorses live within a(n) range which is not far from the shore.
- The canoeist used the currents to move quickly down the river.

2 a) Put the words below under the appropriate headings.

- air pollution • clean up rubbish
- deforestation • endangered species
- polluted beaches • protect wildlife habitats
- replant trees • run taps less often
- use public transport • water shortages

Environmental problems	Solutions
<i>air pollution</i>	<i>use public transport</i>

b) Use the environmental problems and the solutions to write sentences, as in the example.

We can reduce air pollution by using public transport instead of our cars.

3 Circle the odd one out.

- mammals:** monkey – whale – parrot – bear
- insects:** toad – fly – beetle – butterfly
- rodents:** mouse – squirrel – kangaroo – rat
- fish:** tuna – seal – salmon – seahorse
- reptiles:** chameleon – crocodile – jaguar – iguana
- birds:** frog – eagle – owl – parrot

4 Fill in the correct preposition.

- There is a lack clean water in this arid region.
- According zoologists, pandas raised in captivity don't have the skills to survive in the wild.
- The government has to open a new landfill site as the current one is full rubbish.
- Greenhouse gas emissions are harmful the environment.
- Deforestation causes a great deal of damage air quality as well as wildlife habitats.
- Cutting energy use by 1% will also reduce carbon emissions by least the same amount.
- a doubt, this is one of the most polluted cities in the world.

5 Fill in the gaps with the correct form of the words in brackets.

The Global Day of Action on Climate Change

The Global Day of Action on Climate Change is an annual demonstration aimed at focussing the worldwide awareness of global warming 1) (prevent). It first started in 2005 with rallies taking place in 34 countries. By 2007, the Global Day of Action involved the 2) (participate) of 84 different countries and by 2011, citizens and 3) (organise) from a further 30 countries also took part. Environmentalists hope they can encourage governments to come to an agreement on ways to tackle climate change. Some scientists believe we only have a decade left to reverse the growth of greenhouse gas 4) (emit). If there is no 5) (reduce) in the levels of greenhouse gases being emitted, then climate change will become impossible to prevent. 6) (pollute) from vehicles, homes and industry threatens the future of our planet. Clean and renewable energy is the best 7) (solve) to the problem of climate change, but action must be taken soon. We can all play a part in the 8) (conserve) of our planet.



On Screen



Student's Book

B2+



Virginia Evans - Jenny Dooley



Express Publishing

Contents

	Vocabulary	Reading	Grammar
Module 1 Work (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"> • jobs & money • lifestyles • character • prepositions/phrasal verbs/ word formation/idioms 	<i>Would you dare do a job like this?</i> (multiple choice; answer questions – predict content)	<ul style="list-style-type: none"> • present tenses • future tenses • time clauses • relatives • relative clauses
Module 2 Travel & Shopping (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"> • travel experiences • going places • travel • money • shopping • prepositions/phrasal verbs/ word formation/idioms 	<i>The Pearl of the Indian Ocean</i> (multiple choice; answer questions – skimming)	<ul style="list-style-type: none"> • past tenses • <i>used to – would – be/get</i> • clauses of result • articles • order of adjectives • adverbs • gradable/non gradable adjectives
Module 3 Our World (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"> • environmental problems • social issues • natural disasters • the weather • prepositions/phrasal verbs/ word formation 	<i>An Island in Crisis</i> (missing sentences; answer questions – read for specific information)	<ul style="list-style-type: none"> • reported speech • special introductory verbs
Module 4 Moods & Feelings (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"> • body language • stages in life • moods & feelings • hobbies • prepositions/phrasal verbs/ word formation/idioms 	<i>Who says stress is bad for you?</i> (missing sentences; answer questions – read for specific information)	<ul style="list-style-type: none"> • modals • infinitive/-ing form • tenses of the infinitive/-ing form • make deductions
Module 5 Art (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"> • film/theatre • TV/radio • music/the arts • media/books • prepositions/phrasal verbs/ word formation/idioms 	<i>A New Dimension to Art</i> (multiple choice; T/F statements – predict content)	<ul style="list-style-type: none"> • passive • causative • reflexive/emphatic pronouns
Module 6 Food & Health (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"> • illnesses, accidents & injuries • food & nutrition • prepositions/phrasal verbs/ word formation 	<i>Poisonous Foods we Love to Eat</i> (multiple choice; answer questions T/F statements)	<ul style="list-style-type: none"> • conditionals • mixed conditionals • <i>wishes</i>
Module 7 Civilizations & Science (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"> • mysteries • space • prepositions/phrasal verbs/ word formation 	<i>World mysteries</i> (multiple matching)	<ul style="list-style-type: none"> • clauses of concession • clauses of purpose
Module 8 Education (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"> • school life • types of schools • school/college subjects • phrasal verbs with <i>run</i> • forming nouns referring to people 	<i>New York Harbor School</i> (missing sentences; complete sentences – “true friends”)	<ul style="list-style-type: none"> • modal verbs II (<i>can/was able to – could/will/ would – shall</i>) • make deductions/assumptions
CLIL/Culture (pp. CC1-CC8) Writing Bank (pp. WB1-WB8)		Grammar Reference (pp. GR1-GR24) Irregular Verbs (p. IV1)	

Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> • announcements (sentence completion; T/F statements) • a job interview (multiple choice) • pronunciation: /h/ silent 	<ul style="list-style-type: none"> • a job interview • compare jobs 	<ul style="list-style-type: none"> • a paragraph explaining if you would like to be a shark expert • a formal letter of application for a job (formal style) 	<ul style="list-style-type: none"> • CLIL (Careers): <i>Write a CV</i> • Culture spot: UK taxi drivers
<ul style="list-style-type: none"> • a radio interview (multiple choice) • monologues (matching speakers) • pronunciation: /ɪə/, /i:/, /eɪ/, /aɪ/ 	<ul style="list-style-type: none"> • report lost property • describe things • express choice/reason • prioritise/recommend 	<ul style="list-style-type: none"> • a paragraph giving reasons why someone should visit Sri Lanka • a story (using adjectives/ adverbs; sequence of events) 	<ul style="list-style-type: none"> • CLIL (PSHE): <i>How to be a responsible tourist</i> • Culture spot: The Highlands (Scotland)
<ul style="list-style-type: none"> • a lecture (answer questions; note taking) • a TV interview (answer questions; discuss an issue; multiple choice) • pronunciation /u/, /ɜ:/, /ʌ/, /ʊ/, /j/ 	<ul style="list-style-type: none"> • introduce topic • express disgust • express concern • express hope • compare & contrast pictures 	<ul style="list-style-type: none"> • a paragraph suggesting ways to help protect a place • an essay suggesting solutions to a problem (linking words) 	<ul style="list-style-type: none"> • CLIL (Geology): <i>How Geysers Work</i> • Culture spot: Yellowstone National Park, USA
<ul style="list-style-type: none"> • monologues (matching speakers) • a radio interview (multiple choice; T/F statements) • pronunciation double letters: /ʃ/, /tʃ/, /tʃ/, /o/, /ð/ 	<ul style="list-style-type: none"> • ask about/express feelings • express sympathy • express regret • express opinion/ give reasons 	<ul style="list-style-type: none"> • a paragraph giving reasons why stress can be good for people • an opinion essay (linkers; topic sentences; supporting sentences) 	<ul style="list-style-type: none"> • CLIL (PSHE): <i>Bullying</i> • Culture spot: ACE, New York City
<ul style="list-style-type: none"> • a radio interview (sentence completion; note taking) • a radio interview (multiple choice) • pronunciation oo: /ɔ:/, /ʊ/, /ʌ/, /u/ 	<ul style="list-style-type: none"> • decide what to watch on TV • make suggestions • express likes/dislikes • agree/reject • compare & contrast photos 	<ul style="list-style-type: none"> • a paragraph expressing your opinion why <i>Avatar</i> is a special film • a film review (recommending) 	<ul style="list-style-type: none"> • CLIL (Art): <i>After the Impressionists</i> • Culture spot: J.R.R. Tolkien
<ul style="list-style-type: none"> • dialogues/monologues (multiple choice) • a dialogue (multiple choice) • pronunciation: word stress 	<ul style="list-style-type: none"> • ask for/give advice • compare & contrast pictures 	<ul style="list-style-type: none"> • a paragraph about poisonous foods • a for-and-against essay (linking words; supporting sentences) 	<ul style="list-style-type: none"> • CLIL (PSHE): <i>Reading Food Labels</i> • Culture spot: Meals on Wheels – UK
<ul style="list-style-type: none"> • a monologue (note taking) • monologues (matching speakers) 	<ul style="list-style-type: none"> • express surprise • ask for information • book tickets • make decisions 	<ul style="list-style-type: none"> • a report 	<ul style="list-style-type: none"> • CLIL (Science): <i>Comets</i> • Culture spot: The Giant Rocks of Hawaii
<ul style="list-style-type: none"> • a conversation (multiple choice) • monologues (matching speakers) • pronunciation: /i/, /i:/, /aɪ/ 	<ul style="list-style-type: none"> • ask for/express opinions/ uncertainty – speculate • compare & contrast pictures 	<ul style="list-style-type: none"> • a paragraph giving reasons • an opinion essay (II) (linking words; topic supporting sentences) 	<ul style="list-style-type: none"> • CLIL (Literature): <i>Oliver Twist</i> (complete sentences) • Culture spot: Harvard University

Word List (pp. WL1-WL22)
Appendix (p. APP1)

Pronunciation (p. PR1)
American English-British English Guide (p. AE-BEG1)

1 Read the information.

- A CV presents our background and abilities in detail. It includes our name, contact information, education, skills, experience and interests.
- When writing a CV, we need to include all necessary information so that we give the reader a clear idea about who we are. Accurate spelling is important.
- We need to list the information in chronological order starting from the most recent date.

2 Read the CV on the right and label each section with the correct heading from the list.

- Personal Interests & Achievements
- Education • Referees
- Employment • Other Skills
- Personal Details

3 Read the CV again and answer the questions.

- 1 What is Alan's job at the time of writing?
- 2 Why do you think Alan chose to mention those specific personal interests?
- 3 Where did Alan learn to speak a foreign language?
- 4 Why are the referees contact details given?

1

Name: Alan
Date of Birth: 06/10/1988
Address: 12, Forest Road, Chester
Tel: (01244) 681 1919
email: amilner@xyz.com

Surname: Milner
Nationality: British
Postcode: CH4 9HG
Mobile: 0771784844



2

Sep 2011 – present: University of Chester, Chester.
Candidate for Bachelor of Science (BSc) degree in Biology.

Aug 2009 – Jun 2011: Westfield Secondary School, Chester.
3 A-levels attained in: Biology (A), Maths (A), Chemistry (B).

Aug 2007 – Jun 2009: Westfield Secondary School, Chester.
Attained 8 GCSE qualifications: Maths (A), English (A), Biology (A), Chemistry (A), History (A), Physics (B), ICT (B), French (B).

3

Aug 2011 – present: Stone's Bookshop, Chester. (Part-time) Sales Assistant

- Working on shop floor selling books to the public.
- Skills: ensuring products are displayed attractively and organised properly; providing exceptional customer service.

Jun 2011 – Aug 2011: Countess of Chester Hospital, Chester.
Laboratory Assistant (Work Experience), Pathology Department

- Organised the lab, cleaned and disposed of utensils, and prepared samples.
- Skills: learned to follow instructions and work as part of a team; became familiar with modern laboratory equipment.

4

Computer Skills:

- Experienced user of Word, Excel, PowerPoint, Internet/email, Photoshop.
- Certificates in biology software: MEGA and SimBio.

Languages: Proficient in French.

5

- Volunteer at a soup kitchen.
- I am a keen reader and cinema-goer, particularly interested in sci-fi.

6

- Dr John White. Laboratory Technician, Countess of Chester Hospital, Chester. Tel: (01244) 618 9191.
- Mrs Delia Peters (Manager), Stone's Bookshop, Chester. Tel: (01244) 677 4462.



Culture Spot

1 What do you know about taxi drivers in London? How do they get a licence to drive their cabs? Read to find out.

What comes to mind when you think of London? Many people might say Big Ben or Tower Bridge, but no visit to England's capital would be complete without taking a ride in a red double-decker bus or a black cab. Today, there are over 20,000 black cabs operating in London. London taxi drivers are particularly knowledgeable. Before the Public Carriage Office gives out a taxi licence, the driver must pass a test called 'the Knowledge'. An intimate knowledge of the names and locations of London's streets, landmarks

and office buildings is required

to pass this test. Established in the 19th century, it is said to be the most demanding test for taxi drivers in the world. On average, drivers will attempt 'the Knowledge' twelve times before eventually passing, and that's after studying London's streets for up to three years before taking the test.



2 Compare London taxi drivers to taxi drivers in your country.

Work

Module 1

MODULE OBJECTIVES

Vocabulary

- jobs & money
- lifestyles
- character
- idioms
- phrasal verbs
- prepositions
- word formation

Reading

an article about a job (multiple choice, answer questions)

Grammar

- present tenses
- future tenses
- relatives

Listening

- an announcement (true/false statements)
- an interview (multiple choice)
- pronunciation /h/

Speaking

- job interview
- compare photographs

Writing

- a paragraph justifying your preference towards a job
- a letter of application

Language Focus

- phrasal verbs
- prepositions
- word formation
- grammar in focus

Progress Check

Words of wisdom

"It doesn't matter what job you do, it's how you do it."

Discuss

Making a living

1 Which of these jobs can you see in the pictures:



- estate agent • lawyer • flight attendant
- mechanic • engineer • stockbroker
- firefighter • medical researcher
- au pair • gardener • fashion designer
- tour guide • florist • sales assistant
- builder • plumber • electrician



2 Complete the job adverts. Use these words:

- flexible • experience • qualifications • enclosing • full-time
- references • salary • arrange

A Au pair needed for help with 7-year-old boy and light housework. No 1) needed but must be able to provide 2)
Contact Mrs Hislop on 0209 568 9832 after 6 pm.

B 3) ... sales assistant required for large department store. Must have 4) in fashion retail. Monthly 5) payable. Please apply to Personnel Department, PO Box 2048, Croydon 6) CV.

A
Calli,
Comm
tion it
see cap
stanc.
The
mally
ies into
lo's off
Delv
ing D
era ar
at "3
the
dress

C We need a part-time gardener with 7) working hours to help with our large garden. Two references required. Please call 9167420637 (mornings only) to 8) an interview.

3 Which of the jobs in Ex. 1: are done indoors/outdoors? have career prospects? are well-paid/poorly-paid? have flexible hours? need a degree? need the most training?

4 What would you like to do for a living? Why? Tell the class.

1a Reading

1 The man in the picture is nicknamed 'The Sharkman'. What do you think his job involves?

2 a) These words appear in the text. Check them in the Word List.

- brought up • encounter • operation
- predators • adapt • ferocious
- immobility • interpret

WOULD YOU DARE DO A JOB LIKE THIS?

A Mike Rutzen has one of the most thrilling occupations you could possibly imagine. He is an expert in the secrets and behaviour of one of the most powerful and **feared** natural predators on the planet, the great white shark. Once a fisherman who was scared of this mysterious animal, Mike has learnt to admire and understand great whites, and now, he spends a large part of his time in their **company**.

Mike's passion for sharks goes **beyond the limits** of most shark experts, though. Believe it or not, Mike doesn't simply observe sharks in a tank or in the oceans; he actually pets them, plays with them and even hypnotises them. He has developed such a special **bond** with sharks that he is now known as *The Sharkman*.

B Rutzen is not a scientist. In actual fact, he taught himself everything he knows about sharks. He was brought up on a farm in the South African countryside and knew nothing about sharks until he started working as a fisherman off the coast of Gansbaai, a fishing village near Cape Town. As tourism **developed** in the area, there arose a need for experienced boat skippers to take tourists out to see the sharks. Despite his natural fear of sharks, Mike gradually came to love these giant fish and developed a very close relationship with them. He took lessons in freediving so he could swim with sharks and he slowly learnt how to interpret their behaviour and adapt his posture to avoid being attacked. He soon decided that he wanted to work with sharks and started up his own cagediving business **dedicated** to sharing his passion for great white sharks.

C Mike's diving operation now specialises in locating and diving with great white sharks to provide people with the opportunity to experience a unique and unforgettable underwater encounter with these amazing creatures. Mike's interest in sharks doesn't end there, though. He has set himself the goal of changing the negative **perception** that so many people have of great white sharks. Through his interactions with sharks, he aims to show people that they are far from the ferocious and mindless killing machines that are portrayed in the media, but that they are curious, intelligent and sensitive creatures. "They may be the top predator in the sea, but they are not the man-eating killers of our nightmares," he says. He believes that great white sharks have personalities and enjoy interacting with people.

D Sharks see Mike neither as prey nor as predator and they happily allow him to swim alongside them. A shark will occasionally let Mike ride with it by hanging onto its dorsal fin. What's truly surprising, though, is that these so-called ferocious killers even allow Mike to hypnotise them. By turning it on its head and massaging its **snout** close to its eyes, Mike can put a four-metre-long, 1,000 kg shark into a state of total immobility for about fifteen minutes. During this time, the shark will lie upside-down and rest on Mike's hand; a sight that scientists can only **marvel at**.

E The Sharkman has become a great champion of shark conservation, **seeking** to highlight the great white shark's **status** as an endangered species and to raise awareness of the need to protect them. He regularly travels to give talks and lectures on the great white shark and he also makes documentaries about them. In *Sharkman*, a Discovery Channel programme, he tours the world and dives with different species of sharks, **demonstrating** his ability to hypnotise them. He also starred in an episode of the BBC's *Natural World*. He not only has an exciting and rewarding job, but he is also, as is stated by the title of another BBC programme, *A Living Legend of Gansbaai*.


Check these words

- company • beyond the limits
- bond • posture • dedicated to
- encounter • perception • mindless
- nightmare • dorsal fin • snout
- marvel at • highlight • rewarding

b) Use the words in Ex. 2a to complete the sentences below.

- 1 Mike Rutzen works with sharks, one of the most feared on Earth.
- 2 Mike was in South Africa where he originally worked as a farmer.
- 3 He learnt to respect sharks and their behaviour.
- 4 He also learnt how to his posture to protect himself from possible shark attacks.
- 5 The he runs specialises in feeding sharks.
- 6 Mike believes sharks aren't animals, but are actually intelligent and sensitive creatures.
- 7 Mike can hypnotise sharks to hold them in a state of total for about an hour.
- 8 Mike believes a(n) with a great white shark is an unforgettable experience.

3 Which of the sentences in Ex. 2b are true about Mike?

 Listen and read to find out.

4 Read the text again. For questions 1-8, choose the correct answer A, B, C, or D. Justify your answers.

- 1 What does the writer think Mike Rutzen's job is like?

A scary	C exciting
B strange	D creative
- 2 Why is Mike different to most shark experts?
 - A He owns pet sharks.
 - B He gets hypnotised by them.
 - C He studies sharks in tanks.
 - D He builds strong bonds with sharks.
- 3 As a child, Mike lived ...

A in a fishing village.	C on the coast.
B in Cape Town.	D in a rural area.
- 4 What led Mike to start his own business?
 - A his lack of work as a fisherman
 - B his need for more money
 - C his desire to be closer to sharks
 - D the demand created by tourists

- 5 Mike hopes his work will
 - A change people's opinions of sharks.
 - B make more people interact with sharks.
 - C reduce the number of shark-related deaths.
 - D create more interest in sharks in the media.
- 6 How does Mike sometimes swim with sharks?
 - A by hypnotising the shark into following him
 - B by grabbing a part on the back of the shark
 - C by hanging onto the shark's tail
 - D by stroking a part of the shark's head
- 7 The phrase 'a great champion' (l. 37) means
 - A a person who always wins.
 - B someone who is highly skilled in their field.
 - C a person who fights for a cause.
 - D someone who is extremely popular.
- 8 Which of the following best describes the writer's tone throughout the article?

A impressed	C envious
B threatening	D uninspired

5 Read the text again and answer the questions. Use your own words.

- 1 Name two jobs Mike had before he started his own shark-diving business.
- 2 How does Mike make sharks stay stationary?
- 3 What work does Mike currently do apart from shark diving?

6 a) Find words in the text which mean:

- **Para A:** jobs, desire, to watch, to form
- **Para B:** slowly, to decode, to change
- **Para C:** meeting, fierce, bad dreams
- **Para D:** sometimes, complete
- **Para E:** to emphasise, to talk

b) Explain the words in bold.

7 **ICT** Find out more about Mike Rutzen's work. Visit his website: www.sharkdivingunlimited.com Takes notes and make a presentation about Mike Rutzen to the class.



Write or tell the class three things you have learnt from the text.



Would you like to do Mike Rutzen's job? In three minutes write a few sentences. Tell your partner or the class.

1b

Vocabulary

Vocabulary from the text

1 Choose the correct word.

- 1 He has a **natural/common** fear of spiders.
- 2 He has a very **close/attached** relationship with these creatures.
- 3 Mike aims to **rise/raise** awareness of the need to protect these huge predators.
- 4 You need patience if you want to develop a special **tie/bond** with a wild animal.
- 5 His passion for sharks goes beyond the **borders/limits** of other shark experts.
- 6 Journalists and filmmakers **portray/observe** sharks as mindless killers, but they are actually sensitive creatures.
- 7 Mike has **dedicated/committed** his life to the well-being of great white sharks.

2 Fill in: *perception, interact, marvel, specialises, stars, limits, ferocious.*

- 1 Mike's diving operation in taking tourists to see great white sharks.
- 2 Many people have a negative of these mysterious creatures.
- 3 It's easy for Mike to with the sharks once he gets close enough.
- 4 Mike in a fascinating episode of *Natural World* about sharks.
- 5 Anyone can go inside a shark cage underwater and at the sharks.
- 6 He decided to face his fears and live his life beyond the
- 7 The Asian Cobra is a animal, notorious for killing a large number of people every year.

Topic vocabulary Jobs & Money

3 Underline the correct word. Check in the Word List.

- 1 Arthur worked in a bookshop for 35 years then **quit/retired/discontinued/abandoned** and lived off his pension.
- 2 The company made huge **earnings/profits/benefits/money** in 2011.
- 3 There is a **consumer/applicant/buyer/customer** at the counter waiting to be served.
- 4 I've got a new job at the university, so I've handed in my **note/notice/warning/letter** at the café.
- 5 John works well with his **partners/comrades/colleagues/candidates** at the leisure centre.
- 6 Kate enjoys her new workplace, but she had much better **pensions/perks/permits/promotions** in her old job.
- 7 Mrs Harman doesn't make us work long hours. She is a fair **trainee/worker/employer/employee**.
- 8 My sister **deals/directs/controls/runs** her own business making clothes for children.
- 9 News spread quickly throughout the medical **occupation/profession/trade/work** about the new treatment.
- 10 Julie holds a **vacancy/chair/post/situation** as a nurse in a children's hospital.
- 11 The **team/crew/personnel/people** department are responsible for all new employee contracts.
- 12 Due to the scandal, Tim had to **dismiss/resign/fire/sack** from his position as Managing Director.

Character

4 Which of the words best describes the people: *good-natured, moody, sentimental, self-conscious, conservative, relaxed, sensible, gullible, emotional, perfectionist.*

- 1 James doesn't like trying new things and is quite traditional.
- 2 One minute Lisa is happy and the next she is sad.
- 3 David tries to make everything he does as good as possible.
- 4 Laura often talks about the past with fond memories.
- 5 It's easy to trick Ken into believing something that isn't true.
- 6 Peter gets easily embarrassed and always thinks people are judging him.
- 7 Kate is friendly to everyone she meets.
- 8 Greg's calm and nothing seems to worry him.
- 9 Wendy always makes good decisions and is very mature for her age.
- 10 Jane has strong feelings and often cries at films.

5 Use the words below to complete the sentences.

- **skinned** • **spoken** • **going**
- **tempered** • **minded**
- **headed** • **hearted**

- 1 Philip doesn't accept other people's ideas. He's rather narrow-.....
- 2 Paul didn't get upset after his boss shouted at him. He's very easy-.....
- 3 Michelle is really cold-..... Yesterday, she refused to give a homeless man any change.
- 4 Richard is soft-.....; he has a quiet, gentle voice.
- 5 Sandra can be quick-..... at times. She often gets angry for no particular reason.
- 6 Pamela is quite a big-..... person. She thinks she is smarter than she actually is.
- 7 He is thick-.....; he isn't easily upset by criticism.

Idioms

6 Match the idioms (1-5) in bold to their meanings (a-e).

- a lazy and doesn't do much exercise
- b very tough
- c extremely annoying
- d is very kind
- e old-fashioned

- 1 He is such a **pain in the neck**. He keeps annoying everyone with his negative comments.
- 2 Suzanne took in a stray cat yesterday. She **has a heart of gold**.
- 3 Even after Paul broke his nose, he kept on playing. He's **as hard as nails!**
- 4 Henry can't use a computer. He's a bit **behind the times**.
- 5 Lisa is a **couch potato**. She just sits and watches TV all day.

Phrasal verbs

7 Fill in: *out of, on, out, down on, by*. Check in Appendix 1.

- 1 We've **run** money. We've spent it all. (**have no more**)
- 2 Bob's been **putting** money for his holiday all year; he's saved over £600! (**save**)
- 3 He **took** a loan to buy his new car. (**borrow money from a bank**)
- 4 If he leaves his job, what is he going to **live**? (**have money to support yourself**)
- 5 She spends too much money. She must **cut** luxuries. (**reduce**)
- 6 Please fill an application form and leave it with the secretary. (**complete**)

Prepositions

8 Fill in: *from, for, in, on, with, under*. Check in Appendix 2.

- 1 They congratulated him his promotion.
- 2 He retired his job at the age of 65.
- 3 He applied the position of Sales Manager.
- 4 She specialises family law.
- 5 She has no experience sales.
- 6 I'm afraid he isn't qualified the post.
- 7 He's responsible twenty people at work.
- 8 She is able to work pressure.
- 9 Teachers need to be very patient children.

Word Formation

9 Complete the gaps with the correct word derived from the words in bold.

Steeplejack

Mark Miller is self-employed and carries out a range of building, repair and 1) (**maintain**) jobs to the outside of tall structures. It takes from 2-6 years to train as a(n) 2) (**profession**) steeplejack. "The one thing you must have for this job is a head for 3) (**high**)," he says. Mark likes working outdoors, but it can be 4) (**danger**) carrying equipment and trying to keep your balance when it gets 5) (**wind**). He says that you have to be very 6) (**care**). Mark often has to work 7) (**social**) hours such as weekends and evenings. Also, he often works away from home for 8) (**extend**) periods. It's worth it in the end though. "It's a great 9) (**feel**) when I finish and know that because of me 10) (**beauty**) buildings will continue to grace the skyline for a few years," Mark says.



1c

Grammar in use



- 1** a) Put the verbs in brackets into the correct present tense.
b) Match the tenses (1-14) to their uses (A-I).

Present tenses

I **1** **(have)** an extremely rewarding job as a medical researcher. I **2** **(work)** for a research institute for eight years and every day my colleagues and I **3** **(conduct)** different experiments in order to create new medicines that will help people who **4** **(suffer)** from chronic illnesses. My day **5** **(start)** at 8:00 am and sometimes I **6** **(not/go)** home till late at night. My work also includes attending conferences and lectures where I get the latest information in my field. Science **7** **(evolve)** very fast these days so it's important for me to stay informed. One downside of my job is that it **8** **(keep)** me too busy. I **9** **(not/have)** a proper holiday with my family for over two years and I don't spend as much time with my two sons as I'd like. So, I **10** **(just/inform)** my supervisor that since my colleagues and I **11** **(not/work)** on anything urgent at present, I **12** **(take)** a 10-day break, starting tomorrow! I **13** **(already/tell)** my family about it and they are thrilled! My kids **14** **(pack)** their bags for our holiday as we speak!

▶ see pp. GR1-GR3

- 2** Choose the correct verb form. Justify your answers. Check in the Grammar Reference section.

- 1 Peter **works/is working** as a waiter in a restaurant.
- 2 The train **leaves/is leaving** at 7 o'clock.
- 3 More and more people **are recycling/recycle** these days.
- 4 You **are always forgetting/always forget** to lock the door.
- 5 I **think/am thinking** of looking for a new job.
- 6 She **takes/is taking** Spanish lessons this summer.
- 7 John **looks/is looking** nice in his suit.
- 8 Tina **is/has been** a teacher for ten years.
- 9 They **move/have moved** to a bigger house.
- 10 His clothes are dirty. He **is working/has been working** in the garden all morning.
- 11 She **has run/has been running** around all day; she's exhausted.
- 12 They **have left/have been leaving** for Los Angeles.

- A** actions happening at the moment of speaking
- B** emphasis on the duration of an action which started in the past and continues up to the present
- C** changing or developing situations
- D** permanent states
- E** actions happening around the time of speaking
- F** daily routines
- G** past actions which have a visible result in the present
- H** fixed arrangements in the near future
- I** recently completed actions

Future tenses

▶ see pp. GR3-GR4

- 3** Identify the tenses in bold. Match them to their uses (a-g).

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 <input type="checkbox"/> I think I'll apply for the job. 2 <input type="checkbox"/> Now that we have the money we are going to move to a bigger flat. 3 <input type="checkbox"/> It's cold. I'll close the window. 4 <input type="checkbox"/> Look out! You are going to fall down. 5 <input type="checkbox"/> This time next month, we'll be flying to Rome. 6 <input type="checkbox"/> He will have worked here for 10 years by the end of May. 7 <input type="checkbox"/> By next month, he will have been living here for 10 years. | <ol style="list-style-type: none"> a predictions based on what we think b on-the-spot decisions c actions in progress at a stated future time d intentions e actions which will be finished before a stated future time f predictions based on what we see g emphasis on duration of an action up to a certain time in the future |
|--|--|

On Screen

Workbook & Grammar Book

B2+



Virginia Evans - Jenny Dooley



Express Publishing

1a Reading

Sawdust, Spangles and Dreams

Picture a night at the circus ... the bright lights of the big top teeming with leaping trapeze artists and madcap clowns. It's a spectacle that has been thrilling audiences for centuries; historians say the tradition goes as far back as Ancient Rome! But what is life like under the big top? We've asked travelling circus performer Kitty Wonder to give us a privileged peek through the curtains ...

A Some people dream of running away to join the circus, but not me: I was born into it. Just like my Ma and Pa, I've been performing as a circus artiste since the time I learned to walk! The circus is not just our family trade, it's our passion. I grew up immersed in circus culture, thrilled by the stories of my outrageous tightrope walking Grandmother! Life on the open road is not always a breeze; in fact it can be exhausting, but I love the freedom it brings. After all, it's a golden opportunity to see the world! And better still, it gives me the chance to share my travelling life with a band of extraordinary performers.

B We are not a huge circus and all of the performers also work behind the scenes to keep things running smoothly. For example, you might find the star of the flying trapeze scattering sawdust on the circus floor or the strong man sewing sequins onto sparkly stage costumes. Indeed, bright, colourful costumes are vital in a circus, although mine is very simple. I'm a mime artist so, following mime tradition, I dress from head to toe in plain black. But I do paint my face with heavy white make-up, and colour my cheeks and lips a bright cherry red. The look is finally complete when I put on my big curly wig and little top hat. My character is playful, sometimes clumsy, but always extremely mischievous! I never fail to cause a big commotion and have lots of fun doing it! There are also traditional clowns in the show, as well as flying trapeze artists, acrobats, tightrope walkers, fire-breathers and sword-swallowers. We even have a human cannon ball!

C Going from town to town and from city to city so fast – often staying for only a night – it can all become a bit of a blur sometimes. The hours leading up to a show are very intense and action-packed and I often lose track of time and hardly remember who I am and what I'm doing! There's an epic list of things to do: we have to set up the

STUDY SKILLS

Multiple choice

Quickly read the text to get the gist. Read the questions and possible answers and find the key words. Read the text again and identify the part that contains the answer to each question. Try to find words/phrases synonymous to the key words in the questions and answers. This will help you do the task.

big top tent, check the climbing apparatus and safety net, test the lights and sound system, and, of course, rehearse our routines and stunts to keep them fresh and exciting for the public.

D The moments spent waiting in the wings before going out to face the crowd are always nerve-wracking; I'd say it's my least favourite part of the day! It's a kind of 'stage fright'; however, I don't get it as badly as some who've joined our show. I remember the Great Sebastian, who suffered terribly from the shakes; never a good idea when you're walking a tightrope some fifteen metres high in the air! Still, I've never been able to completely relax before a performance. But then again, I would be concerned if I ever became too relaxed as I have to be to give my best each time. Then, when the moment arrives, and I step out in front of the bright lights and applause, I get a feeling of excitement like nothing else in the world. I can honestly say it's when I feel most alive.

E The show usually ends around 11pm, and by midnight, after every performance, the entire company sits down to eat under the stars; it's our chance to chat about the highs and lows of the show as well as a way to wind down after all the frenetic activity. The performances are so physically and emotionally demanding that having this time to come back down to earth – sometimes literally! – is absolutely essential. If ever I have a particularly exhausting or trying day, I always remind myself how lucky I am to be living this way. For me, the circus will always be more than just a job; people come to the circus to see magic and dreams come to life and I'm so happy to help make this happen.

Multiple choice

Preparing for the task

- 1** a) Read the question and possible answers below. Then read the first paragraph of the text. Pay attention to the underlined words/phrases.

What do we learn about Kitty's family in the first paragraph?

- A They are a famous circus family.
 B They are mostly tightrope walkers.
 C The circus has always been their life.
 D Her parents ran away to join the circus.

b) Which is the correct answer? How have the underlined words/phrases helped you decide?

- 2** Now read the rest of the text and for questions 1-5 choose the correct answer A, B, C or D.

- 1 Because the circus is quite small, the performers
 A often have too much work to do.
 B have to make all their own costumes.
 C help out in different areas.
 D learn each other's circus skills.
- 2 What does Kitty say about travelling from place to place?
 A It can be very tiring.
 B It can often be stressful.
 C It can be confusing and unclear at times.
 D It's mostly fun and exciting.
- 3 In the fourth paragraph, Kitty focuses on
 A how she prepares for a show.
 B how the audience react.
 C how she tries to control her nerves.
 D her feelings about going on stage.
- 4 Overall, Kitty feels that her lifestyle is
 A more difficult than most.
 B tiring but satisfying.
 C dangerous but exciting.
 D an equal mixture of positives and negatives.
- 5 The purpose of the text is to
 A describe the different jobs in a circus.
 B give insight into how a circus operates.
 C describe what it's like being in the circus.
 D compare a job in the circus to regular jobs.

- 3** Fill in: *scatter, sew, step out, wind down, remind*, in the correct form.

- 1 After the performance, there was popcorn all over the ground.
 2 After a hard day's work, I like to have a hot bath to and relax.
 3 Many of the people in the circus their own costumes.
 4 Can you me of the name of that famous Chinese circus?
 5 From the moment the clown onto the stage, the audience didn't stop laughing.

- 4** Choose the option that best explains the idioms.

- 1 Bill's very excited that he's graduated, but once he **comes back down to earth** he'll realise that now it's time to get a job!
 a to begin dealing with boring everyday matters
 b to have a safe landing after a flight
- 2 At Disneyland every child's **dreams come to life** as they meet their favourite cartoon characters.
 a to wake up after a bad dream
 b to have a wonderful experience
- 3 You might think **living life on the road** sounds adventurous, but it is actually exhausting.
 a to have no home; be homeless
 b to have a job that requires a lot of travel

- 5** Fill in: *mischievous, action-packed, nerve wracking, to life*.



THE CIRCUS IS IN TOWN!

Yes, it's Bartnum & Baley's world-famous circus.

- Laugh along with the **1)** clowns as they play their tricks on each other... and on you!
 - Hold your breath as you watch the fire-eater cheat death and swallow burning hot flames. It's **2)** to watch, but ever-so exciting!
 - And what circus would be complete without the talented flying trapeze artists? Their thrilling, **3)** show will leave you speechless!
- Come to the big top, the place where dreams come **4)**

For the Student

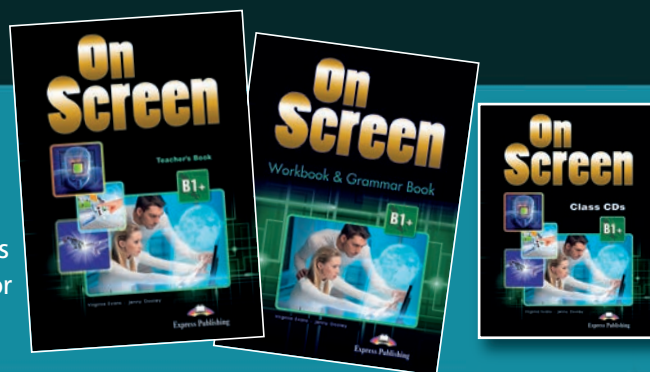


- Student's Book
 - Writing Book
 - Student's Audio CD
 - Workbook & Grammar Book
 - eBook
- Student's Book
 - Writing Book
 - Student's Audio CD
 - Workbook & Grammar Book
 - eBook
- Student's Book
 - Writing Book
 - Student's Audio CD
 - Workbook & Grammar Book
 - eBook

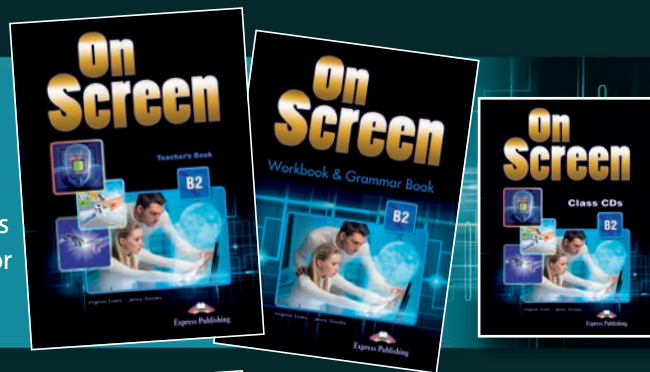
For the Teacher



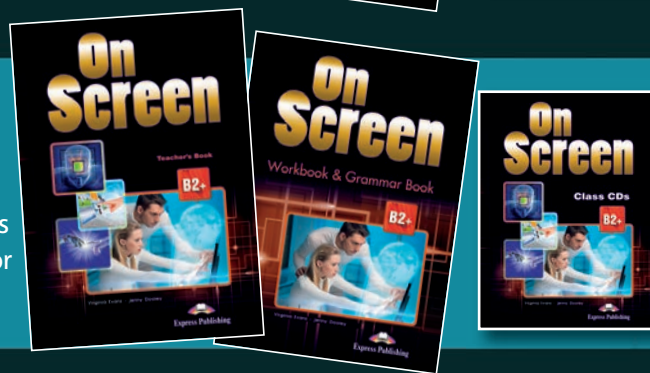
- Teacher's Book (interleaved) with Workbook Key
- Workbook & Grammar Book
- Writing Book & Key
- Teacher's Resource Pack & Tests Multi-ROM with Test Generator
- Class Audio CDs
- IWB software



- Teacher's Book (interleaved) with Workbook Key
- Workbook & Grammar Book
- Writing Book & Key
- Teacher's Resource Pack & Tests Multi-ROM with Test Generator
- Class Audio CDs
- IWB software



- Teacher's Book (interleaved) with Workbook Key
- Workbook & Grammar Book
- Writing Book & Key
- Teacher's Resource Pack & Tests Multi-ROM with Test Generator
- Class Audio CDs
- IWB software



Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 817 363, Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk