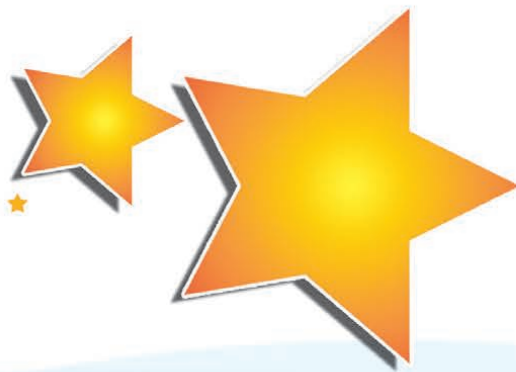


Contents

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Sports & Entertainment Units 1.1 - 1.14 (pp. 5-32)	means of transport sports entertainment films hobbies Word power: <i>ways to walk</i>	comparatives/ superlatives relative clauses present tenses past tenses	<i>A Journey Under the Sea</i> (multiple choice) <i>The London Marathon</i> (text completion) <i>Great Entertainers</i> (multiple matching)	for opinion/ attitude for gist for specific information	expressing interest talking about a film you have seen giving personal information expressing likes/dislikes contrasting ideas speculating	an email to a friend of yours about a travel experience you had a short review of a film stories descriptions in stories (people, places, objects)
	Culture Clip – <i>Pedicabs</i> (p. 30) Green Issues – <i>Our Energy Resources</i> (p. 31) Progress Check 1 (p. 32)					
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	Culture Clip – <i>School Dinners</i> (p. 58) Curricular Cut: Food Technology – <i>Why does food go bad?</i> (p. 59) Progress Check 2 (p. 60)					

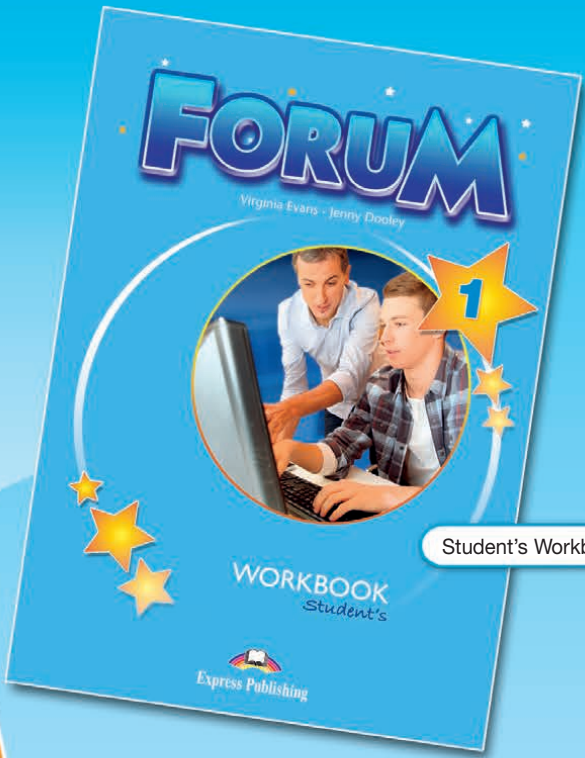


Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
3 Travel Time Units 3.1 - 1.14 (pp. 61-88)	festivals & celebrations holiday destinations types of travel Word power: <i>ways to look</i>	gradable adverbs <i>be/get/used to/ would</i> linkers a/an – the	<i>A Fair to go</i> <i>Cuckoo About</i> <i>Tsingy Nature Reserve</i> <i>Been there, done that</i>	for specific information for opinion	describing pictures asking about/ recommending places giving reasons/ examples expressing similarities/ differences	a short letter to a friend describing a festival expanding sentences a short text about a bad holiday experience argumentative essays (for-and-against,
	Culture Clip – <i>New Zealand Tour Itinerary</i> (p. 86) Green Issues – <i>Eco-tourism The Future of Holidays - What is Eco-tourism?</i> (p. 87) Progress Check 3 (p. 88)					

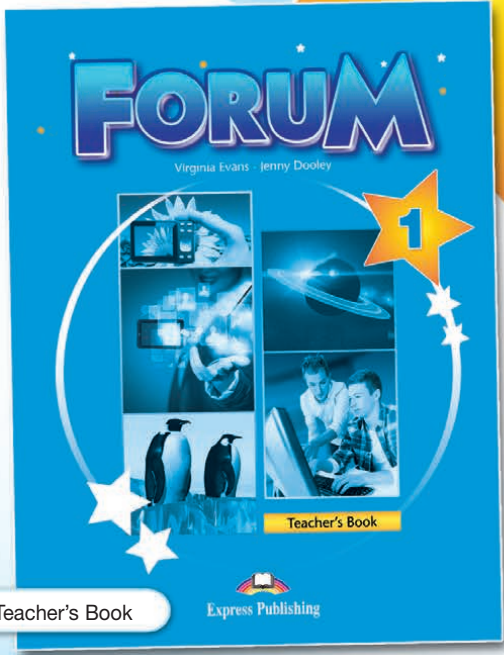
Grammar Section (pp. 89-141)
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Irregular Verbs



Student's Book



Student's Workbook



Teacher's Book



Class Audio CDs Student's Book & Workbook

Module 1

Units 1-14



Sports & Entertainment

► Look at Module 1

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

► Find the page numbers for

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

► Listen, read and talk about ...

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

► Learn how to ...

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

- speculate
- describe objects and places
- give personal information

► Practise ...

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

► Write/Make ...

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

Culture Clip: Pedicabs

Green Issues: Our Energy Resources

Unit 1.1



A Journey Under the Sea

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

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

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

The tickets and vouchers eventually arrived and I **scolded** myself for having had such silly thoughts. On the day of departure, with plenty of time to spare, my two teenage children, my wife and I stood waiting eagerly on the platform at King's Cross Station. At exactly 7:57 am, we boarded our train and began our journey through the **picturesque** county of Kent. About an hour into our journey, an announcement, in both English and French, informed us that we were about to enter the Channel Tunnel.

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


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

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



Reading & Listening

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

- 3  Read the last sentence in each paragraph. What is the article about? Listen, read and check. What is the author's purpose?
- 4 Read the article. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

Study Skills

Multiple Choice

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

READING & USE OF ENGLISH PART 5

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

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

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

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

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

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

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

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

5 What did the writer do during his journey through the tunnel?

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

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

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

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

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

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

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

Speaking

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

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

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

Writing

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

Unit 1.2

Vocabulary & Grammar

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

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

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

catch a bus / a train ... etc.

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

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

3 Choose the correct word.

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

- 7 The minister will an announcement later.
A do B have C form D make
- 8 When all is and done, it's his decision.
A said B spoken C told D stated
- 9 There is a variety of marine life at the of the sea.
A base B bed C depth D bottom
- 10 Our journey was a unique experience.
A travel B tour C trip D journey

• Phrasal verbs

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

- 1 Due to the heavy snow, no planes were able to **take**
- 2 Getting my money back when the flight was cancelled didn't **make** missing an important meeting.
- 3 Even though we **set** late, we still made it to the airport in time.
- 4 They were really **put** by the ticket inspector's behaviour.
- 5 Whenever I go on a long trip, my whole family **sees** me at the airport.

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

READING & USE OF ENGLISH PART 3



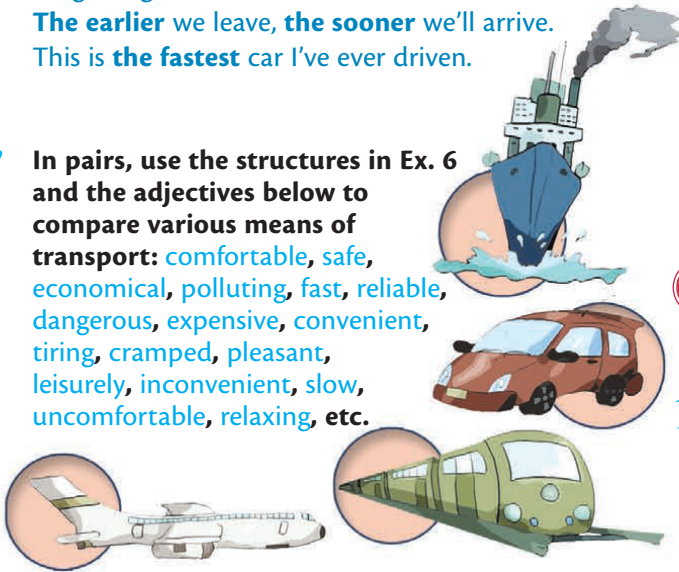
When the Channel Tunnel opened, many people had high 1) **EXPECT**
Instead of 2) for up to 3 hours by sea, the tunnel appeared to be an 3) alternative. In reality, **ATTRACT**
however, the Channel Tunnel project ran into some unexpected 4) **DIFFICULT**
For example, nobody had imagined that there might be a power 5) **FAIL**
leaving the passengers stranded in the tunnel for hours. 6) **OBVIOUS**
problems like this have been overcome and the tunnel now satisfies passengers' 7) for a fast and **REQUIRE**
8) journey. **ENJOY**

- Comparatives/Superlatives

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

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

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



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

- Relative clauses (GR p. 139)

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



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

9 Join the sentences with relative adverbs or pronouns.

- The tourists were robbed. They are talking to the police.
- John is going on holiday to Ibiza. It is one of the Balearic Islands.
- This is the shop. You can buy cheap clothes there.
- Where's the milk? It was in the fridge.
- Owen's dog is a terrier. It is very friendly.
- She tried on five skirts. None fit her.
- Bob is a vet. He is my neighbour.
- He has three sisters. All of them are dentists.
- I met a woman. Her son knows you.

READING & USE OF ENGLISH PART 4

- Key word transformations

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


- It is a pity she didn't come with us.
which She didn't come with us, pity.
- My six-year-old brother can swim very fast.
years My brother, , can swim very fast.
- I've got some letters. Three of them are Ann's.
which I've got some letters, Ann's.
- This is Steve. His wife works with me.
whose This is Steve, with me.
- As she gets older, she becomes more mature.
the The older she gets, she becomes.
- Kate studies harder than John.
as John does not Kate.

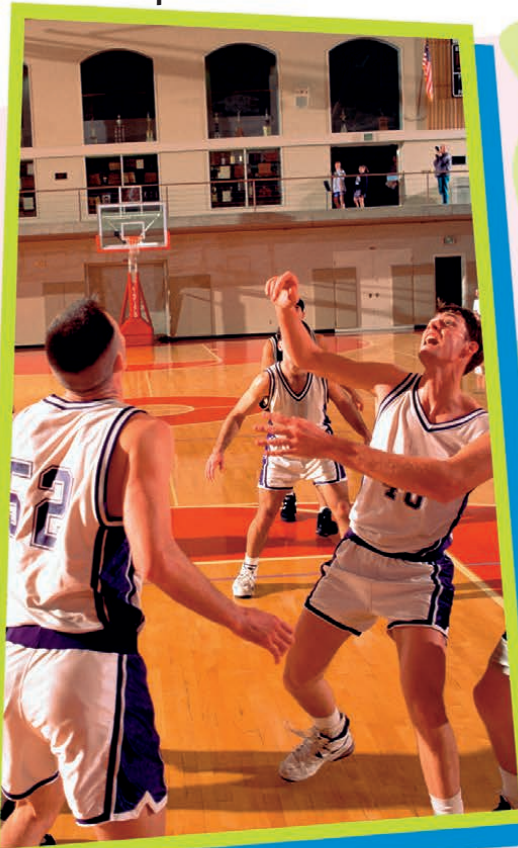
Writing

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

Unit 13

Lead-in

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



Sports are a great way to keep fit.

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

Sports teach us to deal with success and failure.

Sports teach us to balance competitiveness.

Sports bring people together.

Sports help us relax.

- 2 In groups, discuss the proverb.

A healthy mind in a healthy body.

Study Skills

Text completion

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

Reading

- 3 a) You are going to read an article about a man who grew up with a heart defect and overcame his illness to compete in the London Marathon. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence, which you do not need to use.
- b) Is the text narrative or argumentative?

THE LONDON MARATHON



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

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

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

I always found it surprising to see how many well-trained athletes did not complete the course each year. **2** Some **dropped out** because of injury or illness, but most just '**hit the wall**', an infamous experience suffered when their bodies simply **ran out of fuel**. For many runners, by the time they reached the 30 to 35 km point in the

race, they just couldn't go any further. Their muscles would **cramp** and their heart and **lungs** could not **obtain** enough oxygen.

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

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

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

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

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


Soon enough it was race day. My family, as well as various friends were all gathered to watch and support me. **5** I finished the race in less than six hours, which was amazing since just a few years before I was **barely** able to run across the garden.

Today, I am still running. I have not competed in the London Marathon again, but I do **volunteer** each year to assist the athletes in any way I can throughout the race. **6** I learned that as long as I try my best and have faith in myself I can do almost anything.

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

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

Listening & Speaking

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

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

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

6 What would you do if you were Michael? Tell your partner.

Unit 1.4

Vocabulary & Grammar

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

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

- Word Power (ways to walk)

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

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

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

I took a trip to Paris last week.



Oh, what a shame. Did you hurt yourself?



3 Choose the correct word. Check in your dictionaries.

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

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

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

- Win/Gain

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

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

He didn't manage to win the election.

- Present Tenses

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

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

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

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

Everyday English

- Expressing interest

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

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

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

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

READING & USE OF ENGLISH PART 2




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

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

Wembley Stadium is a multi-purpose stadium, designed to host football and athletic events **8** well as concerts, and it was also the site of many events at the 2012 Summer Olympics.

Unit 1.5

Lead-in

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

Reading

Study Skills

Multiple matching

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



READING & USE OF ENGLISH PART 7

Which performer...

- 3 a) Read the text. For questions (1-10) choose from the performances (A-D). The performances may be chosen more than once.
b) What is the author's purpose?
- 4 Match the underlined words in the text to their synonyms. Use them in sentences of your own.
 - praised • officially approved
 - immediate • successful
 - extraordinary • individual
 - instructive • levels

- used to perform with other famous stars? 1
- taught their craft to other people? 2
- made their creations more entertaining and lifelike? 3
- is/was not the same as most people in their profession? 4
- wants/wanted to do things people think cannot be done? 5
- (has) entertained and educated children around the world? 6
- is trying something different with their career now? 7
- does/did not live in the country where they were born? 8
- has/had an educational background unrelated to entertainment? 9
- had a record-breaking show? 10

Great Entertainers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Speaking

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

Vocabulary & Grammar

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

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



Superman Returns, 1) by Bryan Singer, is an action film with an incredible 2) of actors and a clever 3)

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

2 Choose the correct word.

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

3 Cross the odd word out.

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

• Past Tenses

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

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

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



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

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

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

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

- 5 Rachel started taking piano lessons five years ago.
been Rachel
..... for five years.
- 6 He has never flown on an aeroplane before.
first It's the
..... flown on an aeroplane.


• Prepositions

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

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



Listening

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

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

Speaking

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

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

Writing

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

READING & USE OF ENGLISH PART 4

- Key word transformations

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

- 1 Sally isn't as quick at typing as Pam.
than Pam is
..... Sally is.
- 2 Her parents didn't let her stay out late when she was young.
allowed She
..... out late when she was young.
- 3 I can't stand people laughing at me.
laughed I can't
..... at.
- 4 We had never been to Paris before.
first It
..... we had ever been to Paris.

Preparing for Part 3

- Listening for opinion/attitude

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



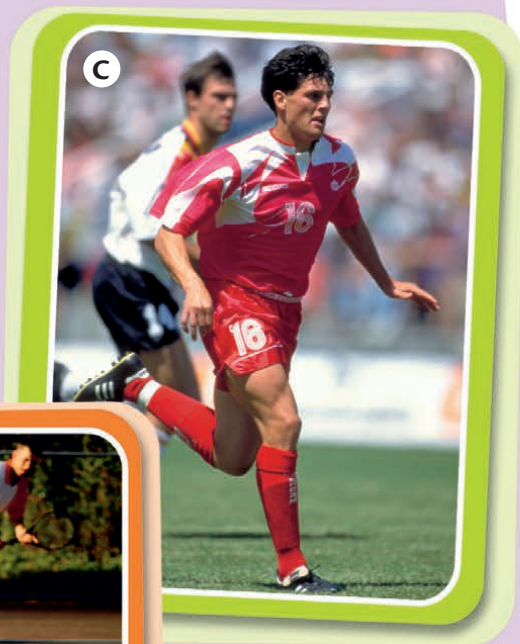
1

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



2

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



3

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

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

Expressing opinion/attitude

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

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



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

Listening Part 3

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

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

Preparing for Part 1

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

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




Listening Part 1

Study Skills

Multiple choice listening

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

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

Unit 1.8 Speaking Skills

Preparing for Part 1


- Giving personal information

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

My name's
 I'm years old.
 I live in
 I go to school.

There are in my family.
 My dad works as
 My favourite subjects are
 In my spare time

- Expressing likes/dislikes

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

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



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


Speaking Part 1 (personal questions)

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

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

Preparing for Part 2

- Contrasting ideas/Speculating

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

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

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



Speaking Part 2 (4 minutes)

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



In what ways may these sports be dangerous?



Contrasting ideas

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

Speculating

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

Useful language

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

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

- Expressing preferences

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

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



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

PLAN

Introduction

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

Main Body *

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

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

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

Conclusion

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

- Interpreting rubrics

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

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

- a uniform
- falling

Write your story (140 – 190 words).

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

Trapped!

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

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

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

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

Para 1
.....
.....
.....

Para 2
.....
.....
.....

Para 3
.....
.....
.....

Para 4
.....
.....
.....

- Model analysis

2 a) Read the model.

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

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

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

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

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



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

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

5 **Listen to the story and put the pictures into the correct order. Then write a story based on them entitled: A Flight to Remember. Write your story (140-190 words).**

1 4
2 5
3

• Descriptive Techniques

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

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

- Adjectives/Adverbs

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

countless fierce terrible
quickly freezing

A

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

huge awful narrowly
extremely pleasant

B

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

large antique elderly beautiful
peaceful blazing tiny

C

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

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

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

- Using a variety of verbs

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

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

- Feelings

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

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

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

- Beginning and ending a story

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

Ways of starting a story:

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

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

Ways of ending a story:

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

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

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

Beginnings

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

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

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

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

Endings

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

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

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

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

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

• Descriptions in stories

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



Describing People

- When you describe **physical appearance**, remember to include details of: **height, build, age, facial features, hair, clothes**, moving from general adjectives to more specific ones. *e.g. John was a tall, well-built man. He had an oval face with bright blue eyes and a big nose. His short, fair hair made him look sophisticated. He always dressed smartly in a well-cut suit and tie.*

- When you describe a **person's character**, you should always justify the qualities you mention each time. *e.g. He was so reliable, he would never let you down.*

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

An Unexpected Meeting



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

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

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

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

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

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

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

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

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

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

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



Describing places

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

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

I was struck by the beauty of Bergen as we sailed into the harbour early that summer morning. It seemed to offer the perfect combination of fragrant pine trees and fresh sea air. The old harbour was filled with colourful sailing boats and **1)** the bustling waterfront people drifted in and out of the craft shops, cafés and restaurants which were already busy serving delicious-looking food. **2)** the city, the dense evergreen forests which grow **3)** the mountainside made it seem as if it were **4)** with a lush green blanket. Here and there in the forest old wooden-beamed houses **5)** their roofs out from between the trees. **6)** the harbour I could smell the delicious aroma of fresh seafood and fruit. I knew that my stay in this stunning part of Norway was going to be an interesting one.

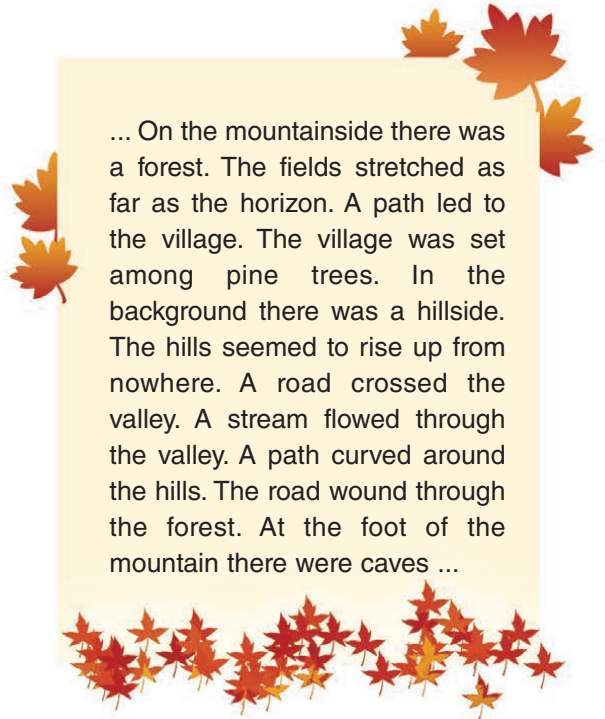


b) Circle all the adjectives in the text.

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

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

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





Describing Objects

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

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

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

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

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

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

Opinion	beautiful	Colour	blue
Size/Weight	large	Origin	Egyptian
Age	old	Material	woollen
Shape	round	Noun	carpet

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

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



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

- Discuss & Write

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

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

- a flight
- a monument.

Write your story (140-190 words).

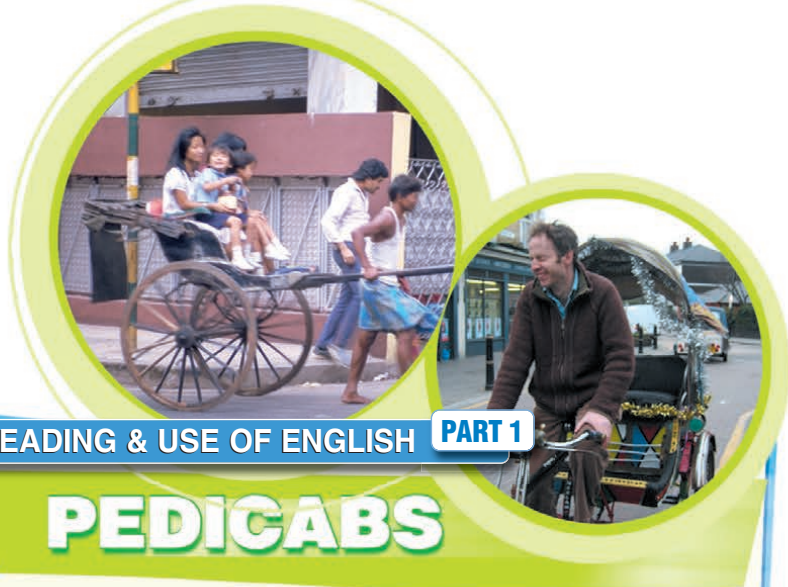
B You have decided to enter a short story competition. The competition rules say that the story must start with: *I woke up early as it was my birthday.* Your story must include:

- a dog
- cooking.

Write your story (140-190 words).

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

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



READING & USE OF ENGLISH PART 1

PEDICABS

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

Study Skills

Text completion

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

- 2 Read the text. Answer the questions.
- Why do tourists visit Britain?
 - What alternative form of transport can a tourist use in London?
 - Where did pedicabs come from?
 - How many passengers can a pedicab carry?
 - How much is the fare?
 - Can you find pedicabs any time of day?
 - Are pedicabs used only by tourists?

- 3 Read the text. For each gap choose the correct word (A, B, C or D).

- 4 Work in pairs. Imagine you are on holiday. You are talking to your friend on the phone. Tell him/her about:

- where you are
- how long you are staying and why
- what means of transport you are using and why

- 5 **ICT** Work in groups. What forms of transport do tourists use in your country? Are they cheap/expensive? When do they operate? Collect information and make a presentation for the class.

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

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

The vehicles are very popular with tourists. In London, for example, you can enjoy a visit to a theatre and then **6)** ... a pedicab ride to one of the many restaurants in Soho or the West End. With around 250 pedicabs in use you should be able to find one easily. Be warned, though – you won't find one in the daytime, as they only **7)** ... in the evenings. They have also become a popular mode of transport for weddings, birthday parties and so on. In Edinburgh, there are now 40 pedicabs ferrying tourists between the city's many attractions. Some people are not **8)** ... on the idea of pedicabs, especially taxi drivers. However, it seems that they are here to stay, adding yet another dimension to Britain's vibrant culture.

- | | | | | |
|---|------------|-----------------|-------------|------------|
| 0 | A share | B common | C standard | D stock |
| 1 | A regarded | B afraid | C concerned | D troubled |
| 2 | A classic | B model | C fine | D ideal |
| 3 | A costs | B sells | C pays | D amounts |
| 4 | A moving | B covering | C crossing | D passing |
| 5 | A normal | B standard | C typical | D usual |
| 6 | A take | B hold | C grab | D seize |
| 7 | A act | B function | C operate | D work |
| 8 | A intense | B keen | C fond | D eager |

READING & USE OF ENGLISH PART 2

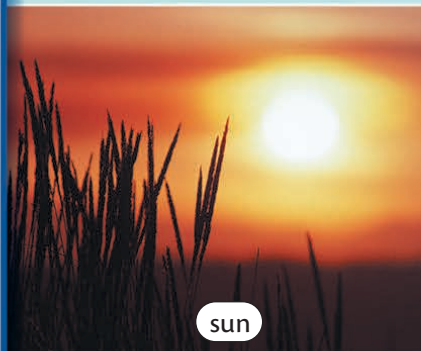
Our ENERGY Resources

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

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

Renewable energy resources include wind, water and **solar** power. The Earth has an endless supply of these forms **4)** power, and using them causes little or no pollution. The power of the wind **5)** converted into electricity using wind **turbines**. The power of moving water, whether from dams, or the ocean waves, can drive hydroelectric turbines, while energy **6)** the Sun can provide heat or **7)** turned into electricity.

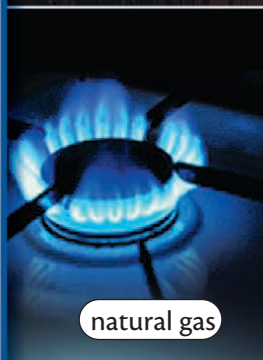
Cutting down on the amount of fossil fuels we use would **reduce** pollution and **conserve** the Earth's resources before they disappear completely. We can all help. For example, we can slow down when driving and walk to school **8)** than travel by car, and we can turn off the lights when we leave the room.



sun



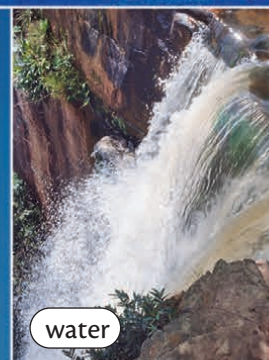
oil



natural gas



wind



water



coal



wood

1 Look at the pictures. Which energy resources do you think will not run out and which ones will eventually run out? Read through and check.

2 Read the text and fill in the gaps with an appropriate word. Compare answers with a partner. Listen and check. What type of text is it?

3 Match the words in bold to their meanings.

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

Speaking

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

Listening

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

Project!

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

Progress Check 1

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

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

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

2 **Put the verbs in brackets in the correct tense.**

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

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

3 **Join the sentences. Use relatives.**

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

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

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

- Their car broke on the way to the airport.
- If they had set earlier, they wouldn't have been late for their flight.

- They got a lift from their friends who had come along to see them
- They managed to check quickly.
- They boarded the plane just before it took

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

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

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

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

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

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

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

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

Now I can ...

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

... in English