

Prime Time



Student's Book

Virginia Evans – Jenny Dooley



Express Publishing

Starter module

Jobs

1 a) Match the words to form jobs.

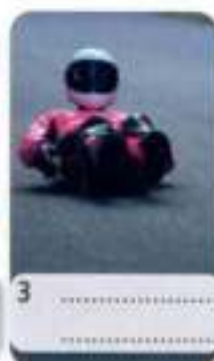
1	video game	A	counsellor
2	flight	B	chaser
3	secret	C	walker
4	sales	D	attendant
5	camp	E	shopper
6	police	F	coach
7	dog	G	assistant
8	storm	H	tester
9	sports	I	officer

b) What job would you like to do?

Extreme Sports

2 Label the pictures.

- street luge • speed skiing • windsurfing
- mountain biking • paragliding • motocross
- white-water rafting • rock climbing



Entertainment

3 Fill in: *audience, scene, scenery, lighting, performance, curtain, stage, props, fame, icon.*

- 1 Kylie Minogue is still a reigning in the world of pop music.
- 2 He's in charge of painting the for the play.
- 3 The twist at the end of the play was a complete surprise for the
- 4 A lot of child actors achieve at a very young age.
- 5 The lead actor gave an excellent
- 6 Actors need to know the plan so they know where to stand.
- 7 At the beginning of the play there were no actors on the
- 8 They brought down the at the end of the play.
- 9 The final of the film was very dramatic.
- 10 When the curtain rose the only on stage were a table, a chair, and a glass.

The Internet

4 Fill in: *interface, engine, account, login, profile, browse, sign up, community.*

- 1 Alex set up an email so that we could keep in touch.
- 2 My favourite search is Google.
- 3 This social network seems to be a very tight-knit
- 4 You have to type in your name to open your account.
- 5 You can personalise your in a number of ways.
- 6 You can to get their e-newsletter.
- 7 This program has a much more user-friendly than a lot of others I've used.
- 8 You can for new contacts by name or location.

Starter module

The Weather

5 Circle the odd one out.

- 1 SNOW: blizzard – breeze – hail – sleet
- 2 RAIN: tornado – flood – shower – drizzle
- 3 WIND: gale – tornado – breeze – storm
- 4 TEMPERATURE: boiling hot – chilly – sunny spells – freezing cold

Health Issues

6 Fill in: *strain, loss, thumb, swelling, rash, infection, shoulder, upset, immune, insomnia, watery, sickness.*

- 1 We need a healthy system to fight off infections.
- 2 The went down after he put an ice-pack on the injury.
- 3 My mum gets terrible travel , so she rarely goes anywhere.
- 4 Jean gets eyes and a runny nose because of her hay fever.
- 5 We should take regular breaks from the computer screen to prevent eye
- 6 Roland got a strain playing tennis last week; now he can't move his arm.
- 7 My uncle suffered hearing because he worked with loud machinery.
- 8 I got an itchy on the side of my face after I borrowed my friend's mobile phone.
- 9 She's not getting enough sleep because she has
- 10 The cut from that rusty nail gave me a skin
- 11 He had a terrible stomach after he ate curry last night.
- 12 Sending a lot of SMS messages can cause arthritis.

Appearance & Character

7 Circle the odd one out.

- 1 middle aged – old – teenager – plump
- 2 well-built – overweight – skinny – medium
- 3 neck – beard – moustache – hair
- 4 curly – wavy – pierced – straight
- 5 wrinkles – freckles – tattoo – eyebrows
- 6 patient – generous – outgoing – blonde

The Environment

8 Fill in: *global, fossil, greenhouse, lose, caps, threat, temperature, extinct.*

- 1 Sea levels will rise and cause widespread flooding if the polar ice melt.
- 2 A rise in will cause more heatwaves.
- 3 warming is one of the biggest issues facing our planet today.
- 4 We will need to find an alternative power source when fuels run out.
- 5 Carbon dioxide is a gas which traps heat above the earth.
- 6 Our way of life is under because of the changing climate.
- 7 Deforestation is causing a number of species to their habitats.
- 8 Soon a number of plants and animals could become like the dinosaurs.

Everyday English

9 Choose the correct response.

- 1 A: What was the performance like?
B: a Not really. (b) It was fantastic.
- 2 A: What seems to be the problem?
B: (a) It's my shoulder. b I'm afraid it's infected.
- 3 A: What does he do for a living?
B: a He works shifts. (b) He works as a nurse.
- 4 A: I'll make sure it doesn't happen again.
B: a You're welcome.
(b) Thanks. I'd really appreciate that.
- 5 A: If we offer you the job, when can you start?
B: a I'll be in touch. (b) Immediately.
- 6 A: Do you want to go out later?
B: (a) Sure! b It was nothing special.
- 7 A: Hello. I'd like to book a room, please.
B: a Your booking reference is 2223344.
(b) Certainly. Which dates, please?
- 8 A: Should I come and see you again?
B: a Yes, it's very red. (b) Only if it gets worse.
- 9 A: What day?
B: a 12 Merton St. (b) 19th July.
- 10 A: You look nice. Is something different?
B: (a) I got a new haircut.
b You've grown your hair.

Module 1

Breaking news

Vocabulary: world events, volcanoes, accidents & injuries, types of TV programmes, rare weather phenomena, disasters

Grammar: present & past tenses (revision); past perfect & past perfect continuous; quantifiers

Everyday English: deciding what to watch on TV

Intonation: echo questions

Phrasal verbs: back, call, carry

Word formation: compound adjectives

Writing: a story

Culture Corner: Hurricane Katrina: The tragedy of New Orleans

Curricular (Geography): Tsunamis

Vocabulary

World events

1 Listen and say.

- technological invention
- volcanic eruption
- huge tropical storm
- mine collapse
- earthquake
- tsunami

2 a) Look at the events in the pictures and complete the sentences with: *hit, rescued, launched, caused, erupted.*

b) Match the events in Ex. 1 to the pictures (A-E).

3 Listen to extracts from two news reports. Which of the events in the headlines is each about?

OVER TO YOU!

Close your books and say a few things you remember about the events that have happened in the 21st century so far.



In 2002, the Microsoft Corporation 1) the first ever tablet PC.

In 2010, 33 men were 2) from a collapsed mine in the Atacama Desert, Chile.



In 2005, Hurricane Katrina 3) massive flooding and loss of life in New Orleans, USA.



In 2010, the Eyjafjallajökull volcano in Iceland 4) and people had to evacuate.



In 2011, a 9.0 earthquake 5) Japan followed by a huge tsunami that killed thousands of people.

1a Volcano chasers

Vocabulary

Volcanic eruptions

- 1 Listen and say. Use the picture and the captions to tell the class what happens when a volcano erupts.

Listening & Reading

- 2 a) Read the title of the text, the introduction and the first sentence in each paragraph. What is the text about?
Listen, read and check.

Check these words

volcano, erupt, grab, heat, burn, lava flow, ground shakes, deafening roar, take off, acid, flaming hot lava, freelance, stunning photograph, in high demand, dedicated, dormant volcano, steam, block the view, mystify, be worth it, be on the scene, spectacular shot, lava fountain, jet of lava, shoot up, shelter, boulder, take precautions, poisonous gas, sharp, admit, matter of survival

In the Heat of the Moment

When a volcano erupts, most people want to get as far away as possible, as quickly as they can! German engineer Martin Rietze, on the other hand, grabs his camera and tries to get as close as he can and stay alive at the same time!

He's so close that he can feel the heat burning his face even through his gas mask. The lava flow is about a metre away and it's getting closer every second. The **ground** beneath his feet is **shaking** and there is a deafening roar like a plane taking off. He can't stay this close for too long because the gases and acids will destroy his camera, but Martin Rietze waits just long enough to see flaming hot lava and ash explode out of the nearby crater – and gets the perfect shot.

Martin is a **freelance** photographer whose stunning photographs of volcanic eruptions are in high demand with newspapers and magazines all over the world. He is one of a small but **dedicated** group of volcano chasers. When a dormant volcano becomes active, they book the first flight to be as near as possible to it, set up camp and wait, sometimes for as long as two weeks. It takes a lot of patience as a volcano can erupt at any time, night or day, and clouds, fog and steam often **block** the view. The final results though, like Martin's shots of volcanic lightning – a phenomenon that still **mystifies** scientists – are definitely worth it!

When the Eyjafjallajökull volcano in Iceland erupted in 2010 and ash clouds closed airspace over Northern Europe, Martin was already on the scene for some of his most spectacular shots. After spending three sleepless nights in freezing temperatures, Martin got within three feet of the lava flow and even took photos of lava fountains – jets of lava that shoot up as high as a thirty-storey building! He didn't get any sleep because the volcano was throwing out rocks the size of cars, so for most of the time he was **sheltering** behind a large **boulder**!

Martin says that he's had more accidents when mountain climbing than volcano chasing, but that doesn't stop him from taking **precautions** because this is a job where safety is a priority. Goggles and a gas mask provide protection from poisonous gases, but gloves are just as important because fresh lava can be as sharp as a knife. Volcano chasing is quite risky. As Martin admits, "One has to know when it is safe to come near and when it is a matter of survival to stay away – sometimes many kilometres away!"

Ash and gas fly up into the atmosphere

Rocks and lava erupt out of the crater

Lava pushes through vents in the side of the volcano

- b) Now read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- Martin Rietze can't stay near a volcano for a long time because ...
 - it's bad for his equipment.
 - he can't stand the heat.
 - it's too loud.
 - it's dangerous for his health.
- Volcano chasers have to be ...
 - very active.
 - talented scientists.
 - patient.
 - freelancers.
- When the Eyjafjallajökull volcano erupted, it was difficult for Martin to ...
 - get a flight to Iceland.
 - find somewhere to stay.
 - get close enough to take good photos.
 - protect himself from flying rocks.
- It seems that Martin ...
 - doesn't take enough safety precautions.
 - understands the risks he's taking.
 - often gets injured.
 - underestimates the dangers of volcano chasing.
- Martin suggests that ...
 - he sometimes takes photos when he knows it's too dangerous.
 - volcano chasing is for anyone.
 - volcanoes aren't as dangerous as people think.
 - a volcano is sometimes too dangerous to photograph up close.

- Match the words in bold in the text to their synonyms. What part of speech is each? *rock, earth, devoted, puzzles, moving up and down, not employed by others, prevent you from seeing, hiding, safety measures.*

- Use words from the **Check these words** box in the correct form to complete the sentences.

- The 3300 ft Chilean Chaiten v..... e..... last Thursday for the first time after thousands of years of causing earth tremors.
- The d..... r..... scared people who hurried to evacuate the area.
- The d..... v..... awoke after 9,000 years of silence.
- P..... g..... caused breathing problems for residents.
- F..... h..... l..... started flowing down the volcano.
- Clouds of steam and ash b..... the v..... for miles, making it difficult to see.

Grammar

Tense revision

see pp.
GR 1-4

- Put the verbs in brackets in the *present simple, present continuous, past simple, past continuous, present perfect* or the *present perfect continuous*. Give reasons.

- John (trip) and (cut) his knee as he (walk) up the volcano.
- Martin (not/reach) the crater yet.
- Look at the volcano. Huge rocks (explode) out of the crater!
- They (go) volcano surfing tomorrow.
- Luke often (go) mountain climbing.
- We (leave) for Chile next Monday.
- People (look) at the volcano as lava (flow) down during the eruption last night.

- Use the adverbs to make sentences about you: *every day, last week, at this time last Monday, ago, yet, now, for a month, already, since last weekend.*

Speaking & Writing

- THINK!** Imagine you are Martin Rietze and you are close to an erupting volcano. What has happened? What can you hear and see? How do you feel? In three minutes, write a few sentences on the topic. Read them to the class or your partner. Start like this: *The volcano has just erupted. I can hear ...*

1b Amazing escape



Vocabulary Accidents & injuries

- 1 a) Listen and say.
b) Have you ever had any accidents similar to these? Tell the class what happened.

I once slammed a door on my finger at home. I had to go to hospital.

Reading

- 2 a) Look at the picture and read the title and the introduction. What sacrifice do you think Aron had to make? Read to find out.

Trapped!

When 27-year-old Aron Ralston set out to climb in the remote Blue John Canyon in Utah one Sunday in May 2003, he had no idea that he would have to make an incredible sacrifice to stay alive.

Aron had gone climbing alone many times before, only this time, he hadn't told anyone where he was going and he didn't even take his mobile phone. Apart from his climbing gear, Aron carried only a backpack containing a small first aid kit, a knife, a video camera, one litre of water, and a few snacks. **1**

Aron had been climbing all day and was about to stop, but as he was crossing a 1-metre wide crack in the canyon, disaster struck; a 365-kilo boulder moved and trapped his arm against the canyon wall. **2** There was no way he could move.

At first Aron hoped that help would arrive, but nobody came. He struggled to get free, and using his penknife, tried to chip away at the boulder without success.

3 Aron used his video camera to keep a video diary and then to record a goodbye message to his parents. Fighting exhaustion and dehydration, Aron became more and more delirious.

On the fifth day, Aron reached a decision to do the one thing – the only thing – that could save his life: to cut off his own arm. **4** He used his

body weight to bend his arm until he felt it break. Then, using his blunt penknife, he slowly cut through his arm. The whole procedure took an hour. He administered first aid to himself, then he fixed a rope to the rock and climbed down nearly 21 metres to the canyon floor. After hiking 8 km, he came across a Dutch family who gave him water and helped him to walk on. Meanwhile, Aron's friends and family had realised he was missing and notified authorities who found out Aron had used his credit card to buy groceries in Moab, Utah. When a rescue helicopter crew finally spotted him, the rescuers were amazed to see Aron walking back to his truck. He hardly needed them to rescue him!

5 With his prosthetic arm, he has become a better climber than before his accident. He also works as a motivational speaker, helping disabled athletes and troubled teenagers. In 2010, a blockbuster film came out about his experience called *127 hours*, the exact amount of time he spent trapped. Aron still revisits Blue John Canyon to remember his desperate struggle to survive and return to his loved ones.

Check these words

remote, canyon, sacrifice, climbing gear, first aid kit, crack, disaster struck, boulder, trap, canyon wall, struggle, get free, chip away at, exhaustion, dehydration, delirious, blunt penknife, administer first aid, be missing, notify authorities, rescue crew, live life to the fullest, prosthetic arm, motivational speaker, disabled athlete, troubled teenager, desperate struggle, loved ones

your painful



4 badly gash your leg – have stitches

5 slip & break your arm – put on a cast

6 bang your head – put ice on it

Grammar see p. GR 4
Past perfect & past perfect continuous

4 Read the theory and find examples in the text in Ex. 2.

We use the **past perfect** (had/hadn't + past participle) for an action that happened before another action in the past. *He **had left** before she arrived.*
Time expressions: before, after, until, by the time, already, yet

We use the **past perfect continuous** (had/hadn't + been + verb -ing) for an action that had been happening for a period of time before another action in the past. *She **had been waiting** for ten hours before help arrived.*
Time expressions: for, since

We can use the past perfect or the past perfect continuous for an action which finished in the past and whose results were visible in the past. *They were very happy because they **had managed** to reach the top of the mountain. He was very tired. He **had been hiking** all day, (emphasis on duration)*

b) Read the text again. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence. Justify your answers.

- A It crushed Aron's arm so tightly he could only feel his fingertips.
- B If he didn't rescue himself now, he wouldn't have the strength to do it later.
- C It was a struggle for him to get free.
- D Aron hasn't let his accident stop him from living life to the fullest.
- E He felt sure he would be back before nightfall.
- F Four days and freezing cold nights passed with Aron in terrible pain and surviving on just sips of water and pieces of chocolate.

3 Complete the summary using words/phrases from the **Check these words** box in the correct form.

Aron Ralston, an experienced climber, went on a trip into the remote Blue John 1) canyon. He hadn't told anyone where he was going and he only had a knife, a small 2) video camera, a video camera, and a few snacks with him. Unfortunately, 3) while he was crossing a three-foot-wide crack in the canyon. A 4) he slipped and trapped his arm against the canyon wall. He 5) tried to get free, but he couldn't. He was trapped for five days and he suffered from 6) starvation and 7) dehydration. He decided to cut off his own arm using a 8) sharp rock to free himself. Meanwhile, his family had 9) searched for him who managed to find him walking to his truck. Today, he has a 10) prosthetic arm that helps him lead a normal life.

5 Put the verbs in the **past perfect** or the **past perfect continuous**.

- 1 By the time we arrived at the canyon, it had stopped (stop) snowing.
- 2 Jane's feet were aching because she had walked (walk) since early that morning.
- 3 Most people had left (leave) before the volcano erupted.
- 4 Simon got lost because he had not taken (not/take) a map with him.
- 5 Julia and Amy were soaking wet because they had hiked (hike) in the rain.

6 Use the phrases to make sentences. Put the verbs in bold in the **past perfect** or the **past perfect continuous**. Use the adjectives in the phrases to talk about you.

- 1 Jeff/happy – win first prize; 2 Lucy/tired – work/all morning;
- 3 Betty/sad – fail the test; 4 they/exhausted – dig the garden/all day; 5 Mark/thrilled – graduate from college

*I was happy because I **had passed** my test. I was tired because ...*

Speaking & Writing

7 Listen and read the text. Imagine you are interviewing Aron for a TV show. Prepare questions and answers. Present your TV interview to the class.

TV Presenter: Aron, great to have you on the show! Now, was this the first time you had gone climbing alone? etc

8 **THINK!** Did Aron's decision surprise you? Why? Do you agree with his decision? In three minutes, write a few sentences. Tell your partner or the class.

1c Culture Corner

1 How do you think Hurricane Katrina affected New Orleans?
 Listen and read to find out.

2 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading. Compare with your partner. Which words helped you decide?

- A Surrounded by water
- B Gathering strength
- C Collapsing buildings
- D Moving on
- E The birth of the storm
- F Help at last
- G An awful situation

3 Match the words in bold with their meanings: *broke, manage, moved from the sea to land, sending people to a place of safety, old people, in danger, asking anxiously, stealing, announced.*

4 Fill in: *threat, recovery, beg, declare, shelters, pump, tropical, level, rise, struggle, lose, eye.*

1 storm; 2 a state of emergency; 3 the of the storm; 4 be under from; 5 below sea; 6 in temporary; 7 waters; 8 for help; 9 to cope; 10 water out; 11 their lives; 12 make a slow

5 **THINK!** Imagine you lived through Hurricane Katrina. Use the phrases in Ex. 4 to narrate your experience to the class.

6 **ICT** Find information about a disaster that happened in your/another country. Find out: *what kind of disaster it was, when/why it happened, what happened, what the situation is now.* Compare it to the disaster in New Orleans.



HURRICANE KATRINA: THE TRAGEDY OF NEW ORLEANS

1 On Tuesday, 23rd August, 2005, a tropical storm formed over the Bahamas, about 560 km east of Miami, Florida. By 25th August, the storm had strengthened and become Hurricane Katrina. Residents of the city of New Orleans had no idea that within days, 80% of their city would be underwater in one of the worst disasters in US history.

2 Hurricane Katrina was one of the most powerful storms that has ever hit the Atlantic coast with winds of over 270 km per hour. As it became stronger over the Gulf of Mexico, the mayor of New Orleans declared a state of emergency and started evacuating the city. When the eye of the storm missed the city by about 72 km, everyone thought the worst was over, but they were very wrong.

3 New Orleans has always been under threat from flooding. With the Mississippi River on two sides, Lake Pontchartrain to the north and most of the city 150-300 m below sea level, a series of high walls, called levees, protect it. As the hurricane came ashore, it brought an 800-metre-high storm surge that rode the rivers up to New Orleans, and smashed through the levees.

4 Over a million residents had already left the city, but tens of thousands, mainly the elderly and the poor, were in temporary shelters. As the waters rose, people were begging for help on roofs, and neighbourhoods were suffering from looting and violence. Emergency services struggled to cope.

5 Eventually, the military and the National Guard moved into the city and began to get food and water to the desperate few that remained. After 43 days, army engineers pumped the last of the flood water out of the city. Almost 1,500 people had lost their lives because of Hurricane Katrina in New Orleans alone.

6 These days, New Orleans is making a slow recovery. The city has improved the levees, the community is rebuilding itself, and everyone is working hard to make sure that nothing like this will ever happen again.

Check these words

strengthen, residents, declare, state of emergency, evacuate, eye of the storm, below sea level, come ashore, levee, storm surge, smash, looting, violence, emergency services, struggle to cope, the military, desperate, army engineers, pump, slow recovery, rebuild

Channel 1	Channel 2	Channel 3
5.30 Backyardigans – children's programme	The Simpsons – cartoon	Jamie's 30-minute Meals – cooking programme
6.00 The Bold and the Beautiful – soap opera	2 Wild! – wildlife programme	Sportsline – sports programme
6.30 The Daily Show – talk show	Hurricane Katrina – documentary	How I Met your Mother – sitcom
7.00 American Idol – talent show	Big Brother – reality show	Deal or No Deal – game show
8.00 News & Weather	Grey's Anatomy – hospital drama	CSI: New York – police drama

- 4 Find sentences in the dialogue which mean: *Actually, I'm enjoying it.* – *Is there another option?* – *I think I'd enjoy that.* – *No problem.*

Intonation: echo questions

- 5 Replace the underlined words with *what*, *how much*, *how long*, or *what time*.
 Listen and check. Listen again and say.

- He's watching a horror film.
He's watching a what?
- It's a documentary about floods.
- The film's on at 10 o'clock.
- He's paid \$10,000 a show.
- The Simpsons* have been running for over 20 years.

Speaking

- 6 It's 5:50. Decide what to watch on TV. Use the sentences in Ex. 2 and the TV guide to act out your own dialogue. Follow the plan.

- 1 Look at the TV guide. Which are your favourite/least favourite TV programmes? Why? Use the adjectives/phrases *boring*, *interesting*, *educational*, *funny*, *relaxing*, *exciting*, *thought-provoking*, *silly*, *predictable*, *a waste of time*, and your own ideas and tell your partner.

I enjoy documentaries because I find them interesting and educational, but I hate ...

- 2 Listen and say. Pay attention to the intonation.
- What are you watching this for? • It's nearly finished.
 - What's on later? • Why don't you look in the TV guide?
 - I like the sound of that. • Isn't there anything else on?
 - As long as we can change the channel at 8. • That's fine with me!

- 3 Listen and read the dialogue. What do Andy and Becky decide to watch on TV? What TV show starts at 8?

Andy: What are you watching this for? Documentaries are boring!
 Becky: I happen to find it interesting. Anyway, it's nearly finished.
 Andy: What's on later?
 Becky: I don't know. Why don't you look in the TV guide?
 Andy: OK. Well, after this there's a reality show on Channel 2 or a game show on Channel 3.
 Becky: I can't stand game shows and I don't like reality shows either. Isn't there anything else on?
 Andy: American Idol is on Channel 1. We can watch that.
 Becky: What is it?
 Andy: It's a talent show.
 Becky: OK. I like the sound of that! As long as we can change the channel at 8. I want to see CSI.
 Andy: OK. That's fine with me!



1e Weird weather

Vocabulary

Weather phenomena

- 1 In three minutes, complete the word map with as many words as you can. Compare with your partner.



- 2 **THINK!** Close your eyes and listen to the music and sounds. What is the weather like? What can you hear, see, feel, smell? Tell the class.

- 3 Listen and say. Have you heard of any of these phenomena? Which can you see in the pictures?

- raining animals • giant hailstones • pink snow
- red rain • a never-ending lightning storm
- ball lightning • a fire tornado • blue moon
- a moonbow (lunar rainbow)

Reading & Listening

- 4 Read the title of the text and the subtitles. Which of the weather phenomena are they about?

Listen and read to find out.

- 5 Read again and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say). Justify your answers.

- 1 It rains a lot in Catatumbo, Venezuela.
- 2 It's possible that the Catatumbo lightning is helping the Earth.
- 3 Ball lightning appears for longer than normal lightning.
- 4 Fire tornados can happen when a fire is very hot and it's windy. *T*
- 5 They don't happen very often.
- 6 The rain of fish is a new phenomenon.
- 7 Strong winds probably cause it.

Strange weather we're having!

Most of us are interested in the weather forecast; do we need to wrap up warm today or take an umbrella or our sunglasses when we go out? But imagine if you heard that a never-ending lightning storm was on its way, or a shower of animals! This might sound crazy but, believe it or not, these kinds of weird weather phenomena actually happen ...



Heavy weather

Some people are used to extreme weather conditions.

This is the case for those who live in the area where the Catatumbo River meets Lake Maracaibo and has dark clouds covering it most of the year. For centuries, these clouds constantly crash into each other and cause violent lightning storms that can last up to ten hours and occur between 140 and 160 nights a year. They call it 'the never-ending lightning storm'. However, every cloud has a silver lining; this lightning activity produces nitrogen oxide which probably helps to restore the ozone layer. Another kind of rare lightning is ball lightning. This is a ball of brightly coloured light which usually occurs during thunderstorms but lasts longer than a lightning bolt. Sometimes the ball even explodes and leaves behind a smell, but the true cause of this phenomenon is a mystery. One sighting hit the news in 1984 when ball lightning entered a Russian aircraft, flew above the shocked passengers, travelled through the aircraft and passed silently out again leaving two holes in the plane.

- 6 Complete the sentences using words from the **Check these words** box in the correct form.

- 1 According to the it will rain this evening.
- 2 If you are out in a *lightning storm* never take shelter under big trees.
- 3 The devastating tsunami in Japan made shocking people everywhere.
- 4 Most tornadoes in the northern hemisphere in the opposite direction to the hands of a clock.
- 5 A broke out causing the whole area to flood.
- 6 Scientists are working hard to the ozone layer before it is too late.

B Fire from the sky

We're all used to hearing about tornados, but imagine if a tornado was a whirling fire storm instead of a wind storm. A fire tornado or a 'fire devil' can happen when high temperatures from a wildfire mix with strong winds. They are usually about 300-450 metres high, but they can sometimes reach 1.6 km in height! A fire tornado made world news in 2010 in Brazil when astonished motorists watched one spin and burn its way through fields by a highway. In 1923, the Great Kanto Earthquake in Japan ignited the largest fire tornado in history, killing 38,000 people in 15 minutes. Luckily, fire tornados are very rare.

C A watery tale

Have you ever heard the saying, 'it's raining cats and dogs'? Well, what about frogs, fish, jellyfish or even snakes? Believe it or not, there have been many stories throughout history of it raining animals. One explanation is that strong winds or a tornado could pick them up and drop them far away. The rain of fish has been happening every summer in the region of Yoro, Honduras, for over a century. Witnesses say that there is usually a violent storm, then afterwards there are hundreds of living fish on the ground which people take home, cook and eat! Many local people believe that this is a miracle, but some scientists disagree; they believe that the fish are from underground rivers and that the storms somehow bring them up above ground.

Check these words

weather forecast, wrap up warm, never-ending, lightning storm, weather phenomena, constantly, crash into, violent, silver lining, nitrogen oxide, restore, ozone layer, occur, whirling, temperature, wildfire, make world news, astonished, spin, ignite, rare, region, witness, violent storm, miracle, underground river, above ground

Study skills

Idioms

Learning idioms improves your ability to read in English and understand colloquial conversation. Compare idioms in the English language to idioms in your language. This will help you remember them.

Weather idioms

7 a) Match the idioms (1-5) with their meanings (A-E). Are there similar ones in your language?

- 1 raining cats and dogs
- 2 every cloud has a silver lining
- 3 fair-weather friend
- 4 in a fog
- 5 is under the weather

- A however bad the situation is, something positive always comes from it
- B confused, puzzled
- C someone who is only around when things are good
- D rain very heavily
- E feels a bit ill

b) Use the idioms to complete the gaps.

- 1 Take your big umbrella with you. It is outside!
- 2 Go help Bill. He's.....!
- 3 Jane always leaves when there's a problem, she's such a
- 4 I found a new job that I like better after losing my old one. You see,
- 5 Jill today. She's got a cold.

Speaking & Writing

8 Tell your partner four things you have learnt from the text.

9 **THINK!** Imagine you have experienced one of the weird phenomena in the texts. In three minutes, write about your experience and feelings. Tell the class. Start like this: *I'm in the region of Yoro, Honduras. It has been raining since morning. Right now it's ...*

1 f Disasters

Vocabulary & Reading

- 1 a) Read the headlines and fill in: *CLOSED DOWN, WASHES AWAY, RUNNING WATER, UNDERSEA, STRIKES, FORCE, EVACUATED.*
 Listen and check. Say the headlines in your language.

MASSIVE 1)

EARTHQUAKE 2)

OFF THE COAST OF JAPAN

10-METRE TSUNAMI

3) HOUSES & CARS

4) OF JAPAN QUAKE
MOVES ISLAND BY 2.4 METRES

NUCLEAR POWER STATIONS IN
QUAKE AREAS 5)

HALF A MILLION JAPANESE 6)
THEIR HOUSES & 1.4 MILLION WITHOUT
7)

- b) Use the headlines to tell the class what you think happened in Japan in March 2011.

In March 2011, an undersea earthquake struck off the coast of Japan. Soon after, ...

- 2 Write down three questions you would like to ask about this disaster then read the text. Can you answer your questions?

The Day the Earth moved

On 11th March, 2011, at 14:46 local time, an undersea earthquake struck off the northeastern coast of Japan. The force of the earthquake, the most powerful in Japan's history, triggered a devastating tsunami. 1 The world faced a partial nuclear meltdown and the planet moved on its axis, shortening the length of every day by 1.8 milliseconds. It was a terrible national tragedy that the country will need a great deal of time to recover from.

In the days before the main earthquake, Japan had experienced quite a few foreshocks, some of which exceeded magnitude 7, but nothing could prepare the nation for the main shock, a magnitude 9 quake. It was strong enough to be felt hundreds of kilometres away in Tokyo where buildings shook violently and many office workers ran out onto the streets terrified. 2 Much worse was yet to come as the authorities issued a tsunami warning.

Frantic residents headed for high ground, rooftops or upper floors of buildings. Soon after, a wall of water, 10 m high in some places rolled across the Pacific Ocean and crashed into the coast. 3

One giant wave even crashed through an airport in Sendai, leaving 1,300 people stranded on the upper floors. The waters reached up to 10 km inland before heading back out to sea, now loaded with debris and leaving a swamp-like landscape of landslides and mud. TV viewers couldn't believe their eyes as these scenes were broadcast around the world.

By this time, many areas were without electricity as pylons had crumbled which caused a major disaster at Japan's nuclear power stations. 4 The government immediately ordered an evacuation of hundreds of thousands of residents. Explosion rocked the plant as courageous technicians struggled to control the damage and prevent a nuclear meltdown.

Over the next few days, a large number of aftershocks continued to shake Japan, causing plenty of problems for rescue teams as they raced to find survivors. Several countries sent relief workers and the world held its breath while it waited to see how the tragedy would end. 5 Over 15,000 people died that day and thousands more were missing. Several amazing tales of survival came to the attention of the world's press, though. A 4-month-old baby girl was pulled alive from the rubble four days after the earthquake. A man was found clinging to his rooftop as it was floating 14 km out at sea 2 days after the tsunami. And there was the Japanese student in California, desperate for news of her family, who found them on a YouTube news clip. It showed her sister holding up a sign and sending a desperately-needed message of hope across the world: "We all survived."

Check these words

strike, devastating, nuclear meltdown, axis, foreshock, exceed, shake, epicentre, authorities, warning, head for, run across, crash into, loaded (with), debris, landslide, mud, pylon, evacuation, explosion, courageous, technician, struggle, aftershock, relief worker, desperate, collapse, rip apart, blaze, force, sweep away, inland, slam into

3 Read sentences each (1-5).
sentences

A Closer collapsed ripped

B The event nuclear increased

C Many their lives entire world

D Sadly, the survivors

E Without at the F

F It washed and hurt them a into water

4 Match with the tightly, broken incomplete of bricks, very wet.

Grammar Quantifiers

5 a) Write U (unclear) each

1 not any a few

2 not many, too many

3 little, little

4 not much a little

3 Read the text again. Five sentences are missing. Match each sentence (A-F) to a gap (1-5). There is one extra sentence.

- A Closer to the epicentre, buildings collapsed, roads and railways were ripped apart and fires blazed.
 B The evacuation zone around the nuclear power plant was soon increased to 20 km.
 C Many thousands of people lost their lives and roads, buildings and entire villages were swept away.
 D Sadly, there were hardly any survivors.
 E Without power, the cooling system at the Fukushima No. 1 Plant failed.
 F It washed away houses and cars and hurled ships far inland, carrying them along and slamming them into whatever lay in their path.

4 Match the highlighted words with their meanings: *holding on tightly, panicked & frightened, broken into small pieces, started, incomplete, unable to leave, pieces of bricks, stones & other materials, very wet, violently threw.*

Grammar Quantifiers

see pp.
GR 4-5

- 5 a) Write C (countable), U (uncountable) next to each word.
- not any C/U, few, many, a few, most
 - not many, some, a lot of, too many
 - little, too much, very little
 - not much, lots of, a little

b) Choose the correct words. Explain your answers, then make sentences using the other words.

- Were there any/some aftershocks after the earthquake?
- Rescue workers found very few/little survivors in the rubble.
- A lot of/Much people lost their loved ones in the earthquake.
- There was only a little/a few water left.
- Most/Too much people in the town didn't have some/any electricity after the earthquake.
- There wasn't much/many hope of finding any/some survivors in the burning building.

6 Read the sentences. Which phrase is not possible in each sentence? Which can be followed by: a countable, uncountable noun? Find more examples in the text in Ex. 2.

- There was a large amount of/a great deal of/a number of/plenty of rain in the days after the earthquake.
- He heard quite a lot of/quite a few/a little/plenty of amazing survival stories after the disaster.
- There were no/hardly any/any/a small number of survivors.
- Much/A large number of/Several/A couple of nuclear power plants were damaged during the earthquake.
- All/Several/Every/Each of them had lost their homes.


7 Fill in: *the whole of, both, neither, either, none*. Check in the Grammar Reference section.

- Anna nor Steve were in Japan when the earthquake struck.
- Sadly, the tsunami and the earthquake caused terrible damage.
- the world was shocked.
- we leave now or wait until they come.
- Lots of people were in the building when the fire broke out, but fortunately of them got hurt.

8 Make sentences based on the text using: *the whole of, a large amount of, hardly any, most people, little hope, a few.*

Speaking & Writing

9 **THINK!** Listen and read the text. Imagine you were in Japan on the day of the earthquake and tsunami in March 2011. Where were you? What did you see and hear? How did you feel? In a few minutes, write a few sentences. You can use the headlines in Ex 1a. Tell your partner or the class.

10  Draw a picture or find pictures to raise awareness of the victims of the disaster in Japan. Present it/them to the class.

1g Skills



- 1 rail accident
- 2 landslide
- 3 flood
- 4 factory explosion
- 5 road accident
- 6 plane crash
- 7 severe/freak storm
- 8 environmental disaster
- 9 tsunami
- 10 earthquake
- 11 war
- 12 avalanche



Vocabulary Disasters

A TRAIN COLLISION INJURES 50

B Violent Tremors Hit Capital City

C Oil Spill Blackens Coast

D 20 SURVIVORS RESCUED FROM AIRCRAFT

E Dangerous Blast At Chemical Plant

F CITY CENTRE BUILDINGS DAMAGED BY HURRICANE

G Rising River Waters Close Roads

H Side Of Mountain Collapses Onto Homes

1 a) Listen and say the types of disasters. Which are: *natural?* *influenced by man?* Which can you see in the pictures?

b) Which accident/disaster (1-12) best matches each of the headlines (A-H). Which words helped you decide?

2 a) Listen to some people describing the disasters in the pictures 1-4. Match the descriptions A-D to the disasters 1-4.

b) Choose a picture and describe it to your partner in as much detail as possible.

Speaking

Giving bad news & reacting

3 Use the headlines in Ex. 1b and the language in the box to make exchanges, as in the example.

Giving bad news	Reacting
• Did you hear? There's been ...	• It's awful, isn't it?
• Did you see/hear about the ... on the news?	• Oh no! That's awful/terrible!
• Have you heard?	• Really? How horrible!
• Guess what happened!	• I don't believe it!
• You'll never guess what's happened!	• That's so sad/depressing, etc.
• Look at this!	

A: *Did you hear? There's been a major train crash and 50 people have been injured.*

B: *It's awful, isn't it?*

Listening

4 You'll hear a radio news report. For questions 1-5, listen and tick (✓) T (true) or F (false).

- 1 The train crash happened at lunchtime.
- 2 No one died in the accident.
- 3 The reason for the lights' failure isn't known yet.
- 4 The flood is due to a burst water pipe.
- 5 The town suffered a worse flood last year.

	T	F
1		
2		
3		
4		
5		

5 Choose a disaster which was in the news last month. Prepare a short news report for the local TV station. Talk about: *place, date, event, what happened.*

- 1 What do you know about tsunamis? What else would you like to know? Write down three questions you would like to ask.

Listen and read to see if you can answer your questions.


- 2 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading.

- A A frequent phenomenon
 B Happening one after the other
 C High tide
 D Deadly power
 E A sudden movement
 F Less by degree
 G Below the surface

- 3 Complete the sentences with words/phrases from the

Check these words box.

- 1 A tsunami can be caused by a(n) underwater.
- 2 When the Earth's move suddenly, an earthquake happens.
- 3 A tsunami is similar to throwing a(n) into a lake, but on a much larger
- 4 When the water reaches the and comes it destroys everything in its
- 5 A tsunami can buildings and destroy ecosystems.
- 4 Tell your partner or write four things you have learnt about tsunamis.

- 5  Collect more information about tsunamis. Use the key word: tsunami Present your information to the class.

How Tsunamis work



Tsunami: A wave of disaster

1 A tsunami is a large wave that travels at great speed towards land. They are usually caused by an undersea earthquake, but they can also happen after a large undersea landslide and an underwater volcanic eruption.

2 When an undersea earthquake happens, the Earth's tectonic plates move suddenly downwards or upwards. This usually happens on a fault line and one plate slides below the neighbouring plate causing a large amount of water to be forced upwards.

3 This water forms a wave. Just like when you throw a pebble into a lake, the water ripples outwards. It is the same with a tsunami, but the water doesn't stop moving until it reaches land.

4 As the wave moves towards the land, it increases in speed and strength. Not all tsunamis are giant waves when they hit the shore, though. Many of them come inland as a strong and fast tide. However, the impact of the water often destroys everything in its path.

5 After the initial tsunami hits land, there are often other waves following it, that can be just as big, which slowly get smaller over time. The same as the ripples from the pebble mentioned before, but on a much larger scale.

6 Water is a very powerful force and can cause tremendous damage. As well as the loss of life that a tsunami can cause, it can flatten buildings and trees and destroy whole ecosystems.

Check these words

speed, undersea landslide, volcanic eruption, tectonic plates, fault line, slide, force, pebble, ripple, outwards, shore, come inland, fast tide, impact, in its path, initial, on a larger scale, tremendous damage, loss of life, flatten, ecosystem

1 Writing

A story

Writing Tip

Writing stories

Stories can be about real or imaginary situations. They can be in first person (*I, we*) or third person (*he, she, they*). Before we start writing a story, we first decide on the type of story, the main characters and the plot.

In the **first paragraph**, we set the scene (when/where it happened, main characters, weather, what happened first).

In the **main body paragraphs**, we describe the events in the order they happened leading to the climax event (the main event), and the main event. In the **final paragraph**, we write what happened in the end and how the character(s) felt.

We normally use **past tenses** and **time linkers** (*as, when, after, later, while, suddenly, finally*, etc.) to help the reader follow our story. We can also use a **variety of adjectives and adverbs** and **direct speech** to make our story more interesting to the reader.

Study skills

Understanding rubrics

To plan your piece of writing you need to understand the rubric as it contains information on the imaginary situation, the imaginary reader which will help you decide what style you will write in, the type of writing and any specific details.

- 1 Read the rubric and look at the key words in bold. Answer the questions.

A travel magazine has asked its readers to send short stories describing a **nasty holiday experience** you had. The best story wins a three-day visit to London. Write your story for the competition (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your piece of writing be about?
- 4 How many words should you write in?
- 5 Will your narrative be in the first person or the third person.

- 2 Read the story and answer the questions.

- 1 How does the writer set the scene?
- 2 What is the climax event?
- 3 What happened in the end?
- 4 How did the characters feel?

The RUNAWAY Train

By John Brown

During my summer holiday, my friend James and I were travelling across the USA. One day, we decided to take a journey on a steam train which became a thrilling adventure. Little did we know that we were in for a terrifying experience.

We had been enjoying the smooth ride when something went terribly wrong. We had just come out of a tunnel and we were slowly making our way down a hill when suddenly there was a loud screeching noise. Then, instead of slowing down we began to speed up.

People started screaming frantically. As we all held onto our seats, the train started rocking dangerously from side to side. A man got out of his seat and ran quickly to the front of the train. A few minutes later, the train began to slow down. Soon after that, we pulled into the next station and we all got up anxiously to see what had happened. It seems the driver had hit his head and fallen unconscious.

Luckily, the passenger had got there in time to slow down the train and save the day. We were relieved to hear that no one had been hurt and that the driver was well.

- 3 Put the events in the order they happened. Compare with your partner.

- | | |
|----------------------------|--------------------------------------|
| <input type="checkbox"/> A | We heard a screeching noise. |
| <input type="checkbox"/> B | We pulled into the next station. |
| <input type="checkbox"/> C | James and I went on a train journey. |
| <input type="checkbox"/> D | A man ran to the front of the train. |
| <input type="checkbox"/> E | The driver hit his head. |
| <input type="checkbox"/> F | The train began to speed up. |
| <input type="checkbox"/> G | The train started to slow down. |
| <input type="checkbox"/> H | The driver was well. |

- 4 Which adjectives has the writer used to describe the following?

- | | |
|-----------|---------------|
| 1 | 2 ride |
| adventure | 3 noise |

- 5 V
- h
- fr
- 1 m
- 2 sc
- 3 tr
- 4 gc
- 5 w

- 6 Fil
- sui
- fro

- di
- ca
- m

- 1 The
- and

- 2 I felt
- when
- wave
- towa

- 3
- sky a
- poure

- 4 Simon
- acros

- 7 Fill in
- eventu

- 1)
- London, w
- spend the
- we came a
- "Breakfast"
- we were v
- young man
- coldly then c
- saying a w
- heard a scre
- man came a
- very scared t
- hands were t
- we said a wo
- said, "I saw
- waiting for
- 7)

- 5 Write the adverbs the writer has used to describe the following:

- 1 making our way
- 2 screaming
- 3 train rocking
- 4 got out of his seat
- 5 we got up

- 6 Fill in the sentences with a suitable adjective or adverb from the list.

- deafening • dark • rapidly
- carefully • terrified • violently
- massive • heavy

- 1 The thunder was and the windows were shaking
- 2 I felt absolutely when I saw the wave rushing towards us.
- 3 clouds filled the sky as the rain poured down.
- 4 Simon drove across the bridge.

- 7 Fill in: *suddenly, before, and then, eventually, as soon as, while, and.*

1) we reached London, we looked for somewhere to spend the night. 2) we came across a small nice "Bed & Breakfast" hotel. 3) we were waiting at the reception, a young man entered. He looked at us coldly then disappeared in the lift without saying a word. 4) we heard a scream. Minutes later the young man came down the stairs. He looked very scared 5) his hands were shaking. 6) we said a word he grabbed my hand and said, "I saw him. He is in my room waiting for me. Please, help me." 7) he fainted.

Study skills

Setting the scene

When we write a story we start by setting the scene. To do so, we imagine we are looking at a picture and try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*), and what happens. We can use our **senses** to make the descriptions more vivid. We can describe what we see (eg. *a cute dog*), hear (*barking*), feel (*soft grass*) or smell (eg. *the scent of orange trees*).

- 8 Look at the picture and use the prompts to set the scene. Start with the sentence given.



Steve & his friends
sailing boat
last Saturday afternoon
wind began blowing hard
sky went dark
frightened

Steve could never expect his weekend trip would end like this.

- 9 Put the pictures in the correct order (1-4) to make the outline of a story.

🔊 Listen and check.



- 10 A magazine has asked its readers to send in stories (120-180 words) about a nasty experience. Use the pictures in Ex. 9 to write the story. Follow the plan.

Plan

- Para 1: set the scene: characters, when/where, weather (*One hot day, Matt & ... After they ...*)
- Paras 2/3: events in order they happened & climax event (*By the time they got ... Dark clouds ... All of a sudden, ...*)
- Para 4: what happened in the end, feelings (*Before long ... Everyone sighed with relief.*)

Reading

- 1 a) Read the rubric, then read the text through once. What is it about?

You are going to read a text about a strange news story. For gaps 1-7, choose the sentence A-H which best fits each gap. There is one extra sentence.

- b) Now do the task. Compare your answers with your partner, justifying your choices.

LADIES AND GENTLEMEN, WE INTERRUPT OUR PROGRAMME ...

It was the night before Halloween, 1938, and families around the USA changed stations on their radios to find themselves listening to a radio programme featuring Ramon Raquello and his Orchestra.

1 "A huge flaming object" had fallen out of the sky in Grover's Mill, New Jersey. The programme returned to the music, but then broke off almost immediately for another bulletin. Something was climbing out of the smoke-filled crater, something from another planet. 2

Listeners panicked. Some ran onto the streets using wet towels as gas masks and some raced to be with their families in their last moments. 3 Also, phonelines were jammed as desperate citizens tried to find out exactly what was happening.

What these people didn't realise was that they were listening to Orson Welles' radio play of the science-fiction classic, *The War of the Worlds*. Welles' impressive production staged the events of the invasion as if they were really happening. 4 It was so realistic that thousands of listeners were convinced that a real alien invasion was taking place even though an announcer had in fact stated at the beginning and about 45 and 50 minutes into it that the show was fiction. Even towards the end of the show Orson Welles took a break from playing his character to remind listeners that the show was a Halloween trick 'like dressing up in a sheet and jumping out of a bush and saying 'boo!'

5 In those days, most people got their news from newspapers and radio. The trouble is a lot of people only heard a portion of the show due to the atmosphere of anxiety that existed just before World War II, they considered an invasion of this type possible and took the show for a real live new broadcast. 6 However, some experts suggested that the media exaggerated and a later study would show that out of the 6 million people who heard the broadcast 1.7 million believed it to be true but very few people took any action other than calling the emergency services.

So, how did it all end? 7 The following day, Welles' name was all over the newspapers and there were calls for the government to pass laws to stop similar things ever happening again. Orson Welles will never be forgotten as the man who convinced America that the Martians had landed!

- A Others loaded guns and hid in cellars, preparing to defend themselves against whatever had landed!
- B Reporters presented eye-witness accounts, the authorities advised citizens and scientists gave informed opinions.
- C When people found out that the invasion was just a radio play, they were furious.
- D Suddenly, a voice interrupted it with some breaking news.
- E Welles was arrested by the police.
- F It was an alien invasion!
- G It was reported that some people claimed that they actually saw explosions in the sky and smelt poison gas.
- H So how were so many people fooled so easily?

Speaking

- 2 a) Answer the question.

What do you like/dislike watching on TV. Why?

- b) Listen and read. Underline the words/phrases the person uses to express his likes/dislikes. What reasons does he give?

I enjoy watching a variety of TV programmes, but I just love police dramas like *CSI*. I find them really exciting and interesting. I'm not really a fan of soap operas, though, and I can't stand watching reality shows. I think both of these are silly and a waste of time.

- 3 Ask and answer the questions, using phrases from the language box below. Try to sound natural.

- 1 What kinds of films do you like/dislike watching? Why?
- 2 Do you like reading? Why/Why not? If so, what do you read?
- 3 What do you enjoy doing in your spare time?
- 4 Do you like using the Internet? If so, what for?

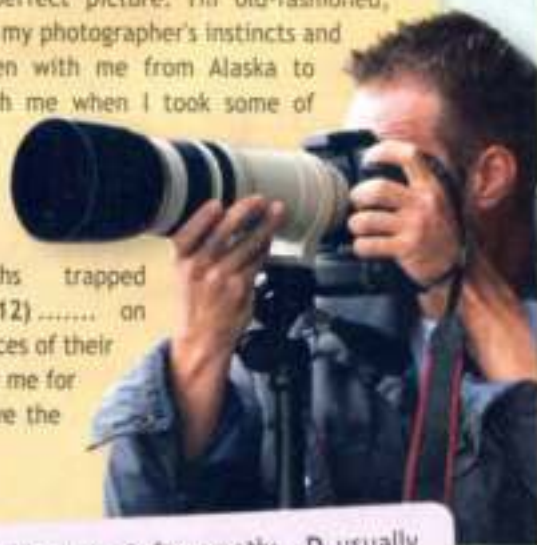
Likes	Dislikes
• I really/quite like/enjoy ...	• I (just) hate ...
• I'm fond of ...	• I (really) don't like ...
• I (absolutely) love ...	• I'm not keen on ...
• I'm (really) keen on ...	• I'm not really a fan of ...
• I think that ... is/are really fascinating, etc	• I find ... boring/exciting, etc

Life through the Lens

I've been a photojournalist for the last twenty years and I'm 0) frequently asked about the difference between what I do and what an 1) photographer does. Well, most photographers – paparazzi, wildlife photographers, sports photographers, to 2) but a few – use their images to illustrate an article; my photos don't have words. I take a 3) of pictures that, I believe, get to the 4) of the story. It could be a 5) like Somalia or a disaster like Hurricane Katrina and it often means spending weeks away from home.

One of the things I love about my job is the 6) Depending on the story, I might be dodging bullets in a war 7) staying in a village in India or walking the streets of Manchester with the homeless. I go where the story is. Is it dangerous? Sometimes, but it's 8) it. I met a woman three weeks ago who told me that my coverage of war victims in Somalia had inspired her to become a doctor. She works for Médecins Sans Frontières and travels the world helping the injured. That's what good photojournalism can 9)!

The job is changing, though, with digital photography. Photographers used to wait days or weeks for the 10) moment to get the shot, but with a HD video camera, you can film continuously and then just freeze-frame to get the perfect picture. I'm old-fashioned, though, I still rely on my photographer's instincts and a camera that's been with me from Alaska to Zanzibar. It was with me when I took some of my most moving pictures – the ones of the 33 Chilean miners 11) after two months trapped underground. The 12) on their faces and the faces of their families will stay with me for a lifetime – and I have the pictures to prove it!



Listening

- 4 a) Read the rubric and the headings A-F. Think of words you expect to hear in each report.

eg. narrow escape – lucky, no one hurt ...

You will hear 5 different news reports from a radio programme. Match the speakers (1-5) to the news headlines (A-F). There is one extra news headline.

- A NARROW ESCAPE
- B DISASTER AT SEA
- C HOPE AFTER THE DISASTER
- D DISRUPTION TO DAILY LIVES
- E TAKEN BY SURPRISE
- F PAYING FOR A WRONG DECISION

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- b) Do the task. Which words helped you decide?

Reading

Study skills

Multiple choice cloze

Read the text once to understand the general idea, then read it again sentence by sentence. Pay attention to the words before and after each gap. Look at the choices and choose the best one. Read the completed text to check if it makes sense.

- 5 Read the rubric. Then read the title of the text and look at the picture. What could the text be about? Read through quickly and check to get the general idea.

You are going to read a text about a photojournalist.
For questions 1-12 choose the best answer A, B, C or D.

- 6 Do the task. Compare your answers with your partner. Which words before and after each gap helped you?

- | | | | |
|----------------|--------------|--------------|-------------|
| 0 A regularly | B habitually | C frequently | D usually |
| 1 A ordinary | B routine | C familiar | D standard |
| 2 A call | B name | C say | D list |
| 3 A queue | B row | C suite | D series |
| 4 A centre | B heart | C inside | D middle |
| 5 A conflict | B battle | C fight | D struggle |
| 6 A difference | B diversity | C range | D variety |
| 7 A area | B place | C space | D zone |
| 8 A cost | B merit | C value | D worth |
| 9 A achieve | B gain | C get | D win |
| 10 A good | B correct | C true | D right |
| 11 A released | B rescued | C recovered | D revived |
| 12 A emotion | B feeling | C sense | D sensation |

Word formation

- 7 Read the text and complete the gaps with the words derived from the words in bold. Compare your answers with your partners.

(0) **Professional** sky diver, extreme sports lover, and camera man James Boole is perhaps one of the luckiest in the world. James was in Russia making a TV (1) about sky divers when he (2) came close to death. The 31-year-old was trying to get shots of the divers jumping from a helicopter over an (3) volcano. James had to follow the divers out of the helicopter in order to get close-up footage of the jump, a task which required all his (4) During the jump he failed to open his parachute on time due to a (5) error with his fellow diver and hit the ground at a(n) (6) speed of 100 kmph. James suffered a (7) back and rib as well as chipped teeth but (8) he survived the fall. The rescue team found him in a one-metre deep crater and took him to hospital before being flown to England where he made a full (9) Twelve months later he was back in the skies making an (10) comeback.

PROFESSION

DOCUMENT
EXPECT

ACT

CONCENTRATE

COMMUNICATE

BELIEVE
BREAK

AMAZE

RECOVER

CREDIBLE

Key word transformations

- 8 Use the words in bold to complete the sentences. Use two to five words.
- I had never flown through a thunderstorm before. **(TIME)**
It was flown through a thunderstorm.
 - A lot has changed in earthquake prediction over the years. **(MANY)**
There in earthquake prediction over the years.
 - Rescue teams were unable to find any survivors. **(SUCCEED)**
Rescue teams any survivors.
 - They didn't take any notice of the avalanche warnings. **(ATTENTION)**
They the avalanche warnings.
 - A lot of newspapers want to print Martin's photographs. **(HIGH)**
Martin's photographs with a lot of newspapers.
 - They were surprised when they found John alive. **(EXPECT)**
They John alive.
 - Dangerous driving led to the accident. **(RESULT)**
The accident happened dangerous driving.
 - They will find the mountaineer easily. **(PROBLEM)**
They will have the mountaineer.

Writing

- 9 a) Read the rubric and underline the key words. Brainstorm for ideas under the headings: *characters, weather, where/when, events in order they happened, climax event, feelings at end*. Write your story.

Your college's English magazine is asking for readers to submit stories with the title 'An Amazing Rescue'. The best story will appear in the next edition of the magazine. Write your story (120-180 words).

- b) Go through the Checklist and make any necessary improvements to your story.

Checklist ✓

- Have you divided your story into paragraphs with a clear beginning, main body and ending?
- Does your beginning set the scene? (characters, where/when story happened, weather etc.)
- Have you used a variety of past tenses?
- Have you presented the events in the order they happened in the main body?
- Have you used linking words to show the sequence of events?
- Have you used a variety of interesting adjectives and adverbs?
- Is your spelling, punctuation and grammar correct?

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

back away: move backwards from sth/sb
 back down: give in, accept defeat
 back up: make a copy of a file/programme etc.
 back sb up: give support to sb
 back out: decide not to do sth
 call sb back: return sb's phone call
 call off: cancel
 carry on: continue
 carry out: do sth as planned (a plan/order/threat etc.),
 perform or conduct (repairs, research, tests, etc.)

- The guard asked the passengers to **back away/down** from the edge of the train platform.
- The school carried **on/out** a fire safety drill.
- Despite his accident, Aron carried **on/out** climbing.
- Back **up/out** your computer files regularly.
- The match was called **off/back** due to heavy rain.
- She backed **down/out** from the race in the end.

2 Choose the correct preposition.

- Tsunamis travel **at/on** a great speed.
- Aron Ralston lives his life **from/to** the fullest.
- Martin's photos are always **at/in** high demand.
- The tsunami destroyed everything **on/in** its path.
- The man was begging **in/for** help.

Words often confused

3 Choose the correct word.

- He tried hard to **stay/keep** alive.
- The ground started to **shake/jump**.
- The clouds **blocked/closed** the view.
- The water **raised/rose** fast.
- The tsunami **reached/arrived** land fast.

Word formation

4 Fill in the sentences with the correct word in the list.

Compound adjectives

We form compound adjectives with two words, usually joined by a hyphen. We often use **adjective/noun/number + noun + -ed** (*red-haired, two-faced*), **adjective/adverb/noun + past participle** (*short-tempered, well known*), **adjective/adverb/noun + present participle** (*long-lasting, time-consuming*).

• well • thought • man • thirty • never

- The lightning storm in Catatumbo is almost ending.
- The children were very behaved for the babysitter.
- I saw a provoking documentary about earthquakes last night.
- Lava fountains can reach as high as a storey building.
- Lives are lost every year through natural and made disasters.

Collocations

5 Fill in: *arm, flow, dormant, volcanic, take, struck, environmental, tectonic, emergency, freelance.*

- | | |
|-------------------------|---------------------|
| 1 plates | 6 services |
| 2 lava | 7 |
| 3
photographer | 8 volcano |
| 4 eruption | 9 precautions |
| 5 prosthetic | 10 disaster |



Read through Module 1 and mark the sentences **T** (true) or **F** (false). Now write a quiz of your own. Give it to your partner. Check their answers.

- | | |
|--|---|
| 1 A lava fountain can shoot up to three feet. | 5 Fire tornadoes are rare. |
| 2 Aron Ralston was trapped for a week. | 6 Lake Portchartrain is in the north of New Orleans. |
| 3 Blue John Canyon is in Utah. | 7 Floods cause tsunamis. |
| 4 Hurricane Katrina hit New Orleans in 2005. | 8 In Honduras, it rains fish every summer. |

1 Revision

1 Fill in: *predictable, demand, collapsed, grabbed, fainted, administer, remote, stable, survivors.*

- 33 men were trapped underground when a mine in Chile.
- Annie with exhaustion after walking all day in the hot sun.
- I slipped and John's arm to stop myself from falling.
- The Blue John Canyon is very; no one lives nearby and it's difficult to get to.
- There were five of the plane crash; it's amazing!
- You always know what's going to happen in that soap opera; it's so
- His photographs are in great all over the world.
- The ground beneath us isn't; it's moving all the time.
- It was very difficult for him to first aid to himself.

9x2=18 marks

2 Put the verbs in brackets into the correct present or past tense forms.

- Amy (sleep) when the earthquake happened.
- They (travel) to Iceland next week.
- Billy (go) climbing every weekend.
- Hundreds of people (lose) their lives as a result of the earthquake so far.
- Sam (read) at the moment.
- They (look) at the fire as it was quickly spreading.
- Brian was angry because he (wait) for Hannah for an hour.
- By the time we arrived at the beach, it (start) to pour with rain.

8x2=16 marks

3 Choose the correct item.

- The **all/whole** world joined in to help the victims.
- Both/Neither** Sandy nor Sam went to Japan.
- They had **hardly any/several** money with them.
- A large number of/A great deal of** residents left their houses.
- There was very **few/little** to be done.
- There is quite a **number/plenty** more to come.

6x1=6 marks

4 Choose the correct item.

- The meeting was called **back/off** due to the accident.
- The tsunami travelled **with/at** a great speed.
- No one backed him **down/up** and he was very disappointed.
- He begged **for/in** money to support his family.
- His photos are **on/in** great demand.

5x2=10 marks

5 Match the exchanges.

- | | | | |
|----------------------------|---|---|---|
| <input type="checkbox"/> 1 | Can't we watch CSI? | A | It's nearly finished. |
| <input type="checkbox"/> 2 | Do we have to watch this? | B | I don't like the sound of that. |
| <input type="checkbox"/> 3 | There's a documentary about whales on channel 2 at 5. | C | Sure, here you are. |
| <input type="checkbox"/> 4 | Did you hear about the landslide? | D | Yes, isn't it awful? |
| <input type="checkbox"/> 5 | Can you pass me the TV guide? | E | OK, but then we're switching over to channel 3. |

5x4=20 marks

6 Complete the sentences with the correct word derived from the words in bold.

- A storm formed above the islands. (**TROPIC**)
- The earthquake was very (**POWER**)
- The city is making a slow (**RECOVER**)
- Aron helps athletes. (**ABLED**)
- He spent three days in temperatures before they found him. (**FREEZE**)

5x2=10 marks

7 Write a story called 'A lucky escape' (120-180 words).

20 marks

Total: 100 marks

Check your progress

- talk and write about disasters _____
- talk and write about accidents and injuries _____
- decide what to watch on TV _____
- give bad news & react _____
- write a story _____
- talk about tsunamis _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: shops & services, materials and substances, supermarket shopping, furniture & appliances, faulty products

Grammar: future tenses (*will, be going to*, present continuous, future continuous), comparisons, *-ing/(to)-infinitive*, future perfect – future perfect continuous

Everyday English: buying clothes

Intonation: exclamations

Phrasal verbs: *do, drop, get*

Word formation: verbs from nouns/adjectives

Writing: an email of complaint

Culture Corner: Famous products from the USA

Curricular (Citizenship): Responsible shopping

Module 2

Consumer society

Vocabulary

Shops & services

1 Listen and say. In which of the shops would you hear sentences 1-12?

- shoe shop • clothes shop • supermarket
- chemist's • bookshop • optician's
- jeweller's • post office
- butcher's • baker's • florist's
- hair salon

- 1 "Have you got this in a smaller size?"
- 2 "Four chicken breasts, please."
- 3 "Excuse me, where are the biographies?"
- 4 "I'd like to get my eyes tested, please."
- 5 "Two bunches of daffodils, please."
- 6 "I take a size 6."
- 7 "Can I try these earrings on, please?"
- 8 "I'd like a cut and blow-dry, please."
- 9 "I've come to pick up my prescription."
- 10 "Can I send this first class, please?"
- 11 "Could you tell me which aisle the frozen foods are in?"
- 12 "Are these rolls freshly baked?"

2 Listen to the dialogues. In which shop does each take place?

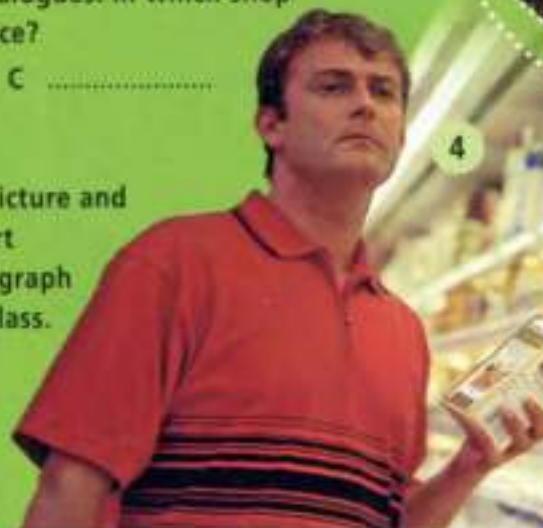
- A C
- B

3 Choose a picture and say or write a short dialogue or a paragraph about it. Tell the class.



OVER TO YOU!

What kinds of shops do you have close to your home? Compare them with the shops in the city centre. Which do you visit most often and what do you buy?



2a Products of the future

Vocabulary

Materials & substances

- 1 Listen and say. Make sentences, as in the example.



1 fabric (cotton, silk, wool, nylon, etc)



2 metal (aluminium, steel, etc)



3 glass



4 wood (oak, pine, etc)



5 plastic

The bag is made of silk.

Reading & Listening

- 2 Read the title, the introduction, and look at the pictures. What do you expect the text to be about?
 Listen and read to find out.
- 3 Read the text and for questions 1-10, choose from the texts (A-C).

Which text mentions:

a machine which needs no putting together?

1

a form of recycling?

2

a potential first-aid use?

3

tips on healthy eating?

4

an invention with limitless potential?

5

a type of exhibition?

6

a very inexpensive invention?

7

a possible fashion item?

8

robust material?

9

something that can check your physical health?

10

Tomorrow's World

Think about a normal day. What do you usually wear? What technology do you use? What's your house like? Now let's see what everyday life will be like in the future.



What will we be wearing in the future? While some scientists are developing textiles that allow the wearer to generate electricity as they walk and others are working on clothes that monitor your fitness, Dr Manel Torres and Prof Paul Luckham have invented a

spray-on fabric. The spray contains minute cotton, wool, linen or acrylic fibres that dry instantly on your skin and turn into garments like T-shirts or tops. You can wear it, wash it and then wear it again – just like the rest of the clothes in your wardrobe. Then, when you get bored, you can dissolve it and use the material again to make something new. *Fabrican* took ten years to develop and when it goes on sale, it'll probably cost around £10 a can – cheap enough for trendsetters to wear something new every day. Dr Torres hopes that in the future there will be spray booths in stores where you can drop in to design something new. They are also looking into its use for spray-on bandages and furniture coverings.

- B Wouldn't it be great if you could just think of something you want and print it out on a computer? Well, believe it or not, you can. For the first time ever, scientists have found a way to print out fully-working machines using a 3D printer. The first item is a fully-functional



bicycle made of nylon called the Airbike. It's as strong as steel but much lighter. It comes out as a complete bike with no assembly required. The possibilities for this new technology are endless. Medical researchers hope that with a special cartridge of human cells and bio-friendly gel, it can be used to print out skin grafts for burn victims. They have already managed to demonstrate the potential medical uses by printing out a copy of a human ear in 30 minutes.



As you arrive home with the shopping, Grace tells you who phoned while you were out. You put your groceries down on the kitchen counter and she gives you recipe ideas, tells you how to cook them, and gives you dietary advice. As you move into the living room she organises your evening entertainment. A window made of smart glass becomes a TV, wallpaper changes on demand and every surface doubles as a touch screen with instant Internet access. But Grace isn't a member of the family, at least not yet. She's a network of voice-activated computers that runs the e-home – the house of the future. Grace is the star of a show home by Microsoft that demonstrates much of this technology and all of it is going to be on the market within the next few years. So, before long we will be talking to the walls!

Check these words

develop, textiles, generate electricity, monitor fitness, spray-on fabric, minute fibres, dry instantly, turn into, garment, dissolve, go on sale, trendsetter, booth, drop in, look into, bandage, furniture covering, fully-working machine, fully-functional, lighter, no assembly required, endless possibilities, cartridge, skin graft, burn victim, dietary advice, on demand, instant, voice-activated

Fill in: *turn into, access, instantly, endless, dissolve, assembly.*

- 1 Spray-on clothes contain minute fibres which dry
- 2 The Airbike is ready to ride as it doesn't require any
- 3 Dr Torres has developed a fabric that can any garment.
- 4 The possibilities of using the new spray are
- 5 A touchscreen gives you instant to the Internet.
- 6 Some supermarkets are using plastic bags which in water, leaving no trace.

see pp.
GR 5-6

Grammar

Future tenses (*will, be going to, present continuous, future continuous*)

- 5 Match the examples to the descriptions. Find more examples in the text in Ex. 2.

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | It's hot in here. I'll open the window. |
| 2 | <input type="checkbox"/> | She's going to buy a printer soon. |
| 3 | <input type="checkbox"/> | Don't worry. I won't be late. |
| 4 | <input type="checkbox"/> | Sarah's taking her driving test next week. |
| 5 | <input type="checkbox"/> | Our homes will be very different in the future. |
| 6 | <input type="checkbox"/> | I won't be studying tomorrow afternoon. |
| 7 | <input type="checkbox"/> | He's got the car keys. He's going to drive into the city. |

- A a promise
B a fixed arrangement
C a prediction based on what we see/imagine
D a plan or intention
E an on-the-spot decision
F an action in progress at a certain time in the future
G a prediction based on what we see

- 6 Choose the correct verb form. Identify the reason for the use of each tense.

- 1 That's the phone. I will answer/am answering it.
- 2 I think he is going to be/will be happier there.
- 3 Now that I've got some money I will be buying/am going to buy a new PC.
- 4 Will you work/Are you working tomorrow afternoon?
- 5 This time next week we are travelling/will be travelling to Chile.
- 6 Sorry! I won't/am not going lie again.
- 7 He's wearing his T-shirt, shorts and trainers. He will be playing/is going to play football.

- 7 Say two things you: *will be doing this time next week, are doing tomorrow evening, will do in the summer, are going to do this weekend.*

Speaking & Writing

- 8 **THINK!** How do you think each invention in the text will improve our lives? In three minutes, write a few sentences. Tell the class or your partner.

2b Buy, buy, buy!

You only wanted some milk and a loaf of bread, so why is your basket overflowing by the time you get to the checkout? Well, the answer lies in the tricks supermarkets use to make you spend more. Let's grab a trolley and find out some of the secrets behind those sliding doors!

1

As you walk into the supermarket, the delicious smell of freshly-baked bread hits you and you immediately start feeling hungry. Then, right by the entrance, you see beautiful **displays** of fresh and colourful produce, making you feel even hungrier. This is all **intentional**, because every supermarket knows that hungry customers buy more fruit and vegetables. Also, starting your shopping by selecting healthy, fresh fruit and vegetables may make you feel less guilty about picking up a few extra treats later on.

2

Who can resist a 'buy one get one free' deal? Yet, with around one third of the food the world produces going to waste, is that second chocolate cheesecake really necessary? In the same way, '3 for £6' might sound like a great **bargain**, but always check how much an item costs individually. You might not be saving very much at all and you'll have two extra items that you don't really need.

3

Supermarkets know that customers tend to choose products that are at eye level, so the items on the middle shelves are usually the most expensive ones. Cheaper brands are on high shelves that are hard to reach. So, remember to give your neck a **workout** and check out what's on the top shelves.



4

Don't expect supermarkets to use packaging strategies that make it easy to work out which goods are the cheapest either. It may be easier to **grab** some pre-packaged apples, but they're also a lot more expensive than loose ones.

5

Have you ever noticed that just when you've learnt where the tomato ketchup is, the shop moves it? Supermarkets love doing this, so that you have to spend time walking up and down the aisles looking for what you want to buy. Then, when you finally arrive at the checkout, there are tempting displays of sweets and magazines to throw into your trolley while you're waiting in line.

6

If you think all these things are **sneaky**, look at what supermarkets are planning for the near future! Shops will scan your loyalty card as soon as you walk in and send money-off coupons to your mobile phone as you shop. 3D displays will address you by name and as you're walking out you might even get an SMS telling you that you've forgotten to buy milk!

Vocabulary Supermarket shopping

- a) Listen and say.
 - supermarket aisle • trolley • checkout • cashier
 - supermarket sections • customer • pre-packaged food
 - b) Use words/phrases from Ex. 1a to describe the picture in the text.
 - a) How often do you shop at a supermarket? Do you make a shopping list before you go? Do you stick to it? If not, what extras do you usually buy?
 - b) What tricks do supermarkets use to tempt us into spending more?
- Listen and read to find out.

- 3 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra subheading. Justify your answers.

- A BUY NOW, PAY LATER
- B WRAPPING IT UP
- C SEARCHING THE SHOP
- D COOKING UP MORE TRICKS
- E TEMPTING YOU WITH SPECIAL OFFERS
- F APPEALING TO THE SENSES
- G LINE OF SIGHT

Check these words

expose, overflowing, the answer lies, grab, sliding doors, freshly-baked bread, the smell hits you, fresh produce, intentional, resist, deal, go to waste, bargain, tempt, tend to, at eye-level, brand, give your neck a workout, strategy, pre-packaged, loose, aisle, checkout, tempting display, wait in line, sneaky, scan, loyalty card, money-off coupons, address sb by name

- 4 a) Fill in: *sliding, tempting, pre-packaged, environmentally, eye, money-off, wait in, loyalty*. Use the phrases to make sentences, as in the example.

1 products; 2 coupons; 3 friendly; 4 card; 5 line; 6 doors; 7 level; 8 displays

I prefer to buy loose fruit and vegetables than pre-packaged products.

- b) Match the highlighted words to their meanings: *exhibitions, training, dishonest, planned, good buy, get*.

Grammar

Comparisons

see
p. GR 6

- 5 Read the examples. How do we form the comparative/superlative forms of adjectives? Find more examples in the text in Ex. 2.

- Loose vegetables are **cheaper** than pre-packaged ones.
- That supermarket is **the most expensive** of all.
- This pack isn't **as big as** that one.
- The bigger** the supermarket, **the easier** it is to get lost.
- He spends **more and more** money every day.
- The fruit from my local market is **a lot better than** the fruit from the supermarket.
- These biscuits are **by far the best** I've ever tasted.

- 6 Put the adjectives in brackets into the correct forms.

- Organic products are much (expensive) than non-organic ones.
- That's (big) supermarket in town.
- Supermarkets' own brands can be just as (good) as well-known brands.
- The (long) customers stay in a supermarket, the (much) they spend.
- Summerton Superstore has by far (good) quality meat.
- The price of staple foods is getting (high) and (high) every month.
- Heinz is one of (good) known brands of tomato ketchup.

-ing/(to)-infinitive form

see pp.
GR 6-7

- 7 Fill in -ing form, to-infinitive, or infinitive without to. Find examples in the text. Give one example for each category.

- avoid, consider, deny, miss, suggest +
- make, let +
- would like, would prefer, would have +
- enjoy, like/love, prefer, don't mind, can't stand, is used to +
- too/enough ... +
- ask, agree, hope, expect, refuse, promise +
- will, may, can, must, would +

- 8 Put the verbs in brackets into the (to)-infinitive or -ing form. How does each verb differ in meaning?

- a He forgot (buy) lemons.
b He'll never forget (shop) at Camden Market.
- a They stopped (get) coffee from a service station.
b They stopped (work) to have lunch.
- a I prefer (live) on my own.
b I'd prefer (go) to the market on my own.
- a We regret (spend) so much money on clothes.
b We regret (inform) you that you failed.
- a Try (cut) down on sweets. You'll feel better.
b Try (stick) to a list when you go shopping.

Speaking & Writing

- 9 **Think!** What did you learn from the text? How will this information be helpful to you? In three minutes, write a few sentences. Tell your partner or the class.

2c Culture Corner

- 1 What do you know about the products in the text? What is the history behind each product?
Listen and read to find out.

Made in the USA

Who doesn't wear jeans, drink cola and eat potato chips? Almost everyone does! But have you ever wondered what the stories are behind these products?

JEANS

The story of jeans goes back to the 19th century when sailors from Genoa, Italy, wore durable cotton and wool denim trousers. Then, in 1853, 24-year-old Levi Strauss travelled to San Francisco from Germany and decided to design trousers for manual workers from this material. They were a big hit, and by the 1950s jeans had become very popular with a whole generation of young people. At first, many places such as theatres and restaurants banned them. Nowadays, jeans are a staple item of clothing in everyone's wardrobe!

POTATO CHIPS

In 1853, George Crum was working as a chef at a restaurant in New York. One day, a customer sent Crum's French fries back to the kitchen, saying they were too thick. Crum got very angry and decided to take revenge on the fussy diner; he made a new batch of fries so thin and crispy that the customer couldn't eat them with a fork! To George's surprise, the guest was thrilled with them and other diners began asking for them, too. Fast-forward to the 21st century and, in the US alone, sales of potato chips amount to over \$6 billion per year.

COCA-COLA

John Pemberton, a pharmacist from Georgia, invented the original Coca-Cola formula in a three-legged brass kettle in his backyard! The soft drink was first sold as a medicine in a chemist's on 8th May, 1886. Dr Pemberton sold about 9 servings each day. He made about \$50 in the first year, but unfortunately it cost him about \$70 to make the cola! In 1887, a businessman bought the formula and by 1900 sales had risen by over 4000%. Coca-Cola remains the most famous soft drink in the world, but its exact ingredients are still a trade secret!

Check these words


wonder, story, go back, durable cotton, manual worker, big hit, generation, ban, staple item, take revenge, fussy diner, batch of fries, crispy, fast-forward, formula, brass kettle, serving, sales rise, ingredients, trade secret

- 2 Read again. Which product or products:

- 1 was originally homemade?
- 2 was invented by someone in a bad mood?
- 3 was a surprise hit with the public?
- 4 became successful a year later?
- 5 was originally designed for another purpose?
- 6 wasn't allowed in some locations?

- 3 Match the words/phrases in bold in the text with their meanings: *difficult-to-please restaurant customer, very pleased, forbade, popular, punish, portions of food or drinks, men who work on a ship, people who work with their hands, not thin, recipe, basic, crunchy, food used to make a dish.*

- 4 Make notes about each product under the headings: *when invented/by whom, how it became popular, the product today.* Present them to your partner or to the class.

- 5  Find out information about a well known product from your country under the headings in Ex. 4. Tell the class.

Everyday English **2d**

Buying clothes

- 1 a) Listen and say.
- b) The sentences are from a dialogue between a shop assistant and a customer. Who says each sentence?
- Listen, read, and check.

- 1 What size are you?
- 2 Any good?
- 3 Can I try them on, please?
- 4 We've almost sold out.
- 5 Can I pay by credit card?
- 6 Your receipt is in the bag.
- 7 Do you need any help?
- 8 Could I have your ID, please?
- 9 They're on sale at the moment, aren't they?
- 10 Yes, they fit me really well.



A: Do you need any help?
 B: Oh, yes please. I'm looking for the slim-fit jeans that are in the window. They're on sale at the moment, aren't they?
 A: Yes, they are, but we've almost sold out. What size are you?
 B: I'm a size 10.
 A: Let me take a quick look ... OK, you're in luck. These are the last pair in your size.
 B: Great. Can I try them on, please?
 A: Sure, the fitting rooms are over there. ... Any good...?
 B: Yes, they fit me really well. I'll take them. Can I pay by credit card?
 A: Yes, that's no problem. That's £38 then, please. Can I have your ID, please?
 B: Here you are.
 A: Just sign here, please. Here's your credit card and ID back. Your receipt is in the bag.
 B: Thank you very much. Goodbye.
 A: Goodbye.

- 2 Find sentences in the dialogue which mean:
Is it alright if I use my credit card to pay? - They are reduced in price right now, aren't they? - Could you please give me your ID card? - Are they the right size? - We don't have many left.

Intonation: exclamations see p. GR 7

- 3 a) Listen and read the examples. Does the speaker use falling or rising intonation at the end of the exclamation?

What a/an + countable noun	How + adjective/ adverb
What a nice dress!	
What + uncountable or plural noun	How silly of me!
What great weather!	How quickly the time passes here!

- b) Fill in what (a/an) or how.
 Listen and check, then say.

- 1 nice jacket!
- 2 beautiful sunglasses!
- 3 great you look in those jeans!
- 4 kind you are!

Speaking

- 4 Use the sentences in Exs. 1 & 2 to act out a dialogue in a shop. Follow the plan.



2e The good old days

Living in a time warp

Vocabulary & Reading Furniture & appliances

- 1 a) In a minute write as many words as possible under the headings.



- b) Look at the picture. What does it tell us about life in the 1950s?
- c) Think of the kitchen in your house. Compare it with the one in the picture.

The kitchen in my house has a lot of modern electrical appliances whereas the

- 2 Read the title and the introduction of the text. What do you think Joanne Massey's life is like?
- 🔊 Listen and read the text to find out.

Check these words

rule, long, time warp, era, values, cherish, time capsule, retro décor, second-hand, vintage, authentic, lipstick, tight, convention, trilby hat, bland, make do, mend, throwaway fashion, pension, distressing, admit, conveniences, out of sight, spoil, in retreat from, violence, greed, materialism, shudder



Life in the 21st century is fast-paced and ruled by mobile phones, the Internet and gadgets, so it's easy to understand why some people long to go back to the simpler times of the past. Meet Joanne Massey who is living in a 1950s time warp.

The 1950s were an era of colourful homes, clothes and accessories, black and white TVs, rock and roll music and traditional values. Joanne Massey, from Birmingham, England, not only cherishes these times, but has also chosen to live as people did back then! Her home is just like a 1950s time capsule with retro décor and second-hand vintage appliances. Her cooker, which she bought from a farmer for £32, her radio, bright pink telephone, and metal kitchen units are all authentic 1950s appliances. Joanne also loves 1950s fashion and never leaves

- 3 Read the text again and for questions 1-8 choose the best answer (A, B, C or D). Compare with your partner.

- 1 In the first paragraph, we learn that
 A Joanne lives as cheaply as she can.
 B Joanne was born in the 1950s.
 C Joanne doesn't like modern technology.
 D Joanne's husband shares her love of the 50s.
- 2 One thing Joanne admires about people in the 50s is that they
 A always dressed well. C didn't waste things.
 B were always cheerful. D didn't worry about their appearance.
- 3 She tries to copy the 1950s spirit by
 A baking every day. C repairing and reusing things.
 B helping others. D living life at a slower pace.
- 4 How does Joanne compare modern things in general to those of the 1950s?
 A too stylish C stressful
 B too expensive D uninteresting

to house without her 50's-style bright lipstick on. "I only wear 1950s clothing, such as tight pencil skirts, with a white blouse and a wide belt," she says. While Joanne's husband Kevin (whom she met at a convention for 50s fans) likes to wear modern clothes for work, he too likes to relax in a stylish suit and trilby hat at the weekends. Joanne and Kevin can also be seen driving around in a 45-year-old Ford Fiesta! But why do Joanne and Kevin live this way? "Well I was born in the wrong time," says Joanne. "When I was young I'd watch all the old singing stars in the cinema and dream that I could be like that one day. Everything modern just seems bland in comparison." Joanne says that she also really respects the values of the 50s, the "make do and mend" attitude that is so different from our age of throwaway fashion and ever-changing technology. "I do think the 50s were happier times," she says. "Everyone knew everyone else and they all looked after each other." Joanne tries hard to bring this spirit into the 21st century; she bakes cakes for friends and does shopping and collects donations for elderly neighbours. Joanne also can't stand shopping in supermarkets and she doesn't read newspapers as she finds them too distressing. Like Joanne says she's happy to be a traditional 50s housewife, she doesn't spend all day at home baking soups. She has a successful singing career touring the UK as a 1940s-style singer called Lola Lamour and she writes a blog giving 40s and 50s-style shopping and cleaning tips! Joanne admits to owning some 21st century conveniences, although. Joanne and Kevin have a laptop, a microwave, a DVD player and a washing machine, although Joanne tries to keep all these things out of sight so that they don't spoil the 1950s feel. Even the modern TV is hidden inside a 1950s cabinet and they only watch things like Agatha Christie's Poirot and Marple. "I admit I am in retreat from the 21st century," Joanne says. "When I look at the reality of the world today, with all the greed, greed and materialism, I shudder. I don't want to live in that world. Living like this makes me happier."

- 4 a) Fill in: *bright, TVs, conveniences, fashion, music, career, back, warp, values, appliances, stylish, tips*. Use the phrases to make sentences based on the text.

- | | | |
|-------------------------|----------------------|------|
| 1 time | 7 | suit |
| 2 black and white | 8 throwaway | |
| 3 rock and roll | | |
| 4 traditional | 9 singing | |
| 5 21st century | 10 cleaning | |
| | 11 second-hand | |
| 6 lipstick | 12 then | |

- b) Match the words in bold in the text to their meaning.

- desire to have more of sth than you need
- a hat made of felt
- advice
- hidden
- moral principles
- adores
- took care of
- money for retired people from the state
- dull
- large meeting
- energy
- antique
- disposable
- upsetting
- confesses
- running away from
- useful equipment
- shake in disgust
- culture of valuing shopping and goods

Study skills

Web diagrams

Using web diagrams helps you to organise your ideas and take better notes.

Speaking & Writing

- 5 Read the text again and complete the web diagram to take notes about Joanne Massey's life. Then use your notes to describe Joanne's life to your partner.



- 6 **THINK!** What kind of person do you think Joanne is? Tell the class. Give reasons from the text.
- 7 **THINK!** Compare your lifestyle to Joanne's. In three minutes, write a few sentences on the topic. Read them to your partner or to the class.

- 5 Joanne doesn't read newspapers because
- A she has no interest in news.
 B she can't stand them.
 C they make her anxious.
 D they waste too much paper.
- 6 Regarding modern technology, Joanne
- A refuses to use it.
 B only uses it when it's necessary for her work.
 C is getting used to it.
 D uses it, but doesn't want it to be seen.
- 7 The quote from Joanne in the final paragraph expresses her belief that
- A the world was a better place in the 50s.
 B people were happier in the 50s.
 C there is nothing good about the 21st century.
 D more people should live as she does.
- 8 What does the writer think about people living a 1950s lifestyle?
- A It is strange. C It is understandable.
 B It is worrying. D It is silly.

2f Skyscraper farms

Reading & Listening

- 1 Look at the picture, then listen and say. What do you think a skyscraper farm is? How does it work? Read the text to find out.

Growing Up

Stories of *The Hanging Gardens of Babylon*, one of the seven wonders of the ancient world, tell of a structure with lush green gardens on different levels many metres high [1]. However, as our modern consumer society continues to drain the world of its resources, the population rises and food prices soar, a modern-day equivalent may soon be springing up in your neighbourhood!

According to UN statistics, by the year 2050, the population of planet Earth will have risen to over 9 billion and feeding all these people will require extra farmland the size of Brazil! Finding this agricultural land will be a real challenge, but one that some creative scientists believe they have solved with the idea of vertical farming. [2] Just as an apartment block has different storeys, a vertical farm will have many different floors growing a variety of fruit and vegetables. [3] The walls will be made of glass to allow in sunlight and instead of soil, the produce will be grown in a solution of nutrients and water.

Dr Dickson Despommier, a professor at Columbia University, points out that just one 30-storey building could provide food for 10,000 people. [4] But as well as offering a solution to possible food shortages, this idea is environmentally friendly. Often, by the time food arrives on your plate, it will have been travelling for days or even months! Vertical farms, however, will go up in the centre of the city. [5] So, we'll save on transport costs, burn less fossil fuels and we'll all be eating fresh local produce from the skyscraper next door!

[6] Crops nearer the glass would get more light which means they would grow quicker than crops farther away. The only whole floor to get direct sunlight would be the top one. Possible solutions include having a permanent light source on every floor like the ones we now have in industrial greenhouses. At the moment, the cost of building and lighting

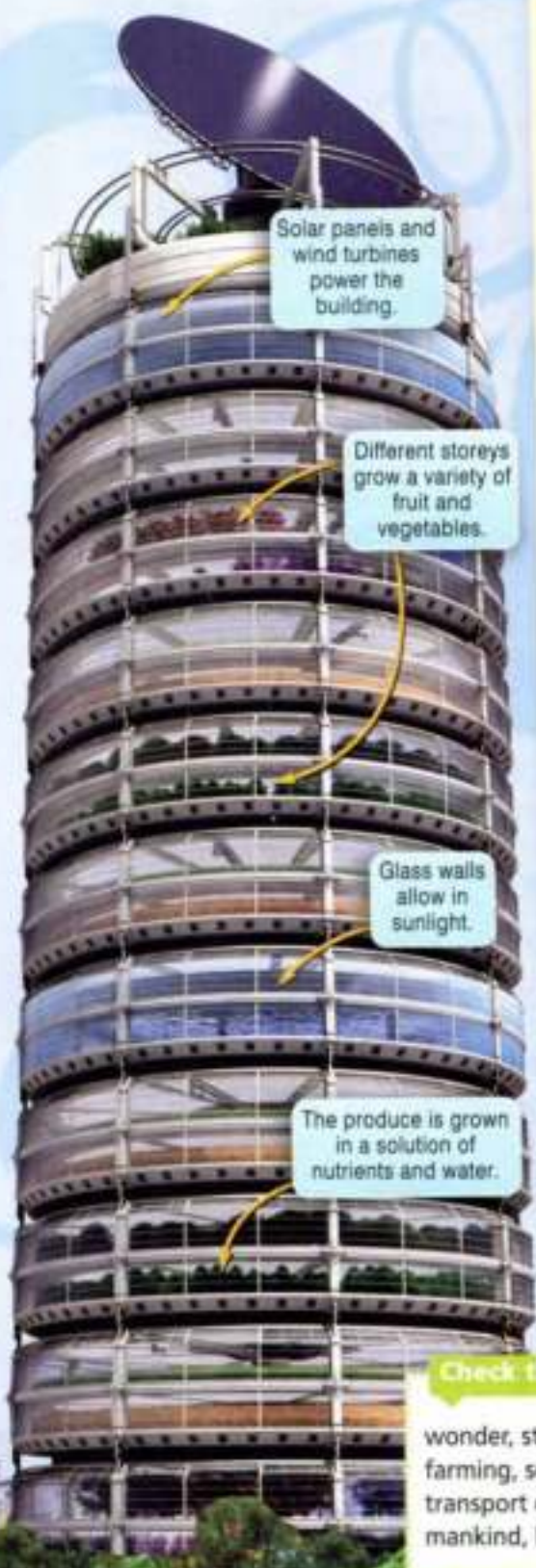
these modern Hanging Gardens of Babylon is far too high. [7] Mankind has been farming horizontally for over 15,000 years, but now almost 80% of our farmland is already in use. Isn't it about time we started growing up.

How to consume less and produce more

- Convert the rooftop of your block of flats into a garden and grow your own vegetables.
- Use window boxes to grow fruit and veg like tomatoes, peppers and strawberries.
- Some communities are getting together and starting their own community farms on pieces of wasteland. You could get involved in a local project like this or even start one of your own!

Check these words

wonder, structure, lush, long gone, drain, rise, soar, equivalent, spring up, vertical farming, solution, nutrients, food shortage, environmentally friendly, powered, transport costs, local produce, permanent light source, industrial greenhouse, mankind, horizontally, consume, convert, wasteland



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- 2 Read the text again and for each gap (1-7) choose from the sentences A-H the one which best fits each gap. There is one extra sentence.

- A The idea isn't without its problems though.
 B However, that doesn't mean we won't be able to do it soon.
 C These are long gone.
 D We are already using too much of our farmland.
 E "With about 160 of these buildings, you could be feeding all of New York," he says.
 F The idea is actually very simple.
 G They will be powered by solar and wind energy.
 H On one floor there will be lettuce, on the next carrots, and so on.

- 3 Choose the correct word. Check in your dictionaries.

- 1 Finding enough food to feed the world is a big challenge/test.
- 2 The population on Earth has raised/risen in recent years.
- 3 Many new businesses are springing up/open up in the area.
- 4 We need to save/conserve on transport costs.
- 5 The machine is powered/controlled by solar power.
- 6 Harry's busy job sometimes drains/exhausts him of his energy.
- 7 The farm shop sells fresh produce/outlet such as beans and corn.
- 8 Fuel prices are advancing/rising at the moment; prices have nearly doubled since last year.

- 4 Fill in: *local, real, costs, vertical, friendly, food, wind, direct*. Use the phrases to make sentences, as in the example.

- 1 food shortages
- 2 environmentally
- 3 challenge
- 4 turbines
- 5 farming
- 6 produce
- 7 transport
- 8 sunlight

If the population continues to rise, there might be food shortages.

Grammar see p. GR 8

Future perfect – Future perfect continuous

- 5 Read the theory and find another example of each tense in the text in Ex. 1.

We use the **future perfect** (will have + past participle) to describe an action that will be finished before a stated future time. *They will have finished making the roof garden before the end of next week.*

Time expressions used with the future perfect: before, by, by then, by the time, until/till (in negative sentences)

We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future.

By next month, James will have been working at the farm for five years.

Time expressions used with the future perfect continuous use: by ... for

- 6 Put the verbs in brackets in the future perfect or future perfect continuous.

- 1 By the end of the year, we (live) in this house for 10 years!
- 2 Simon hopes he (start) his own business by next year.
- 3 Sam (work) as a gardener for 30 years by the time he retires.
- 4 I can't meet you at 6 o'clock. I (not finish) work by then.
- 5 (we/find) a solution to food shortages by 2050?

- 7 Write: *two things you hope you will have done by the time you're 30, two things you will have been doing for over five years by the end of this year*. Tell your partner.

Speaking & Writing

- 8 Listen and read. What did you learn from the text? Tell your partner.

- 9 **THINK!** Why are vertical farms a good idea? How can they benefit society? In three minutes, write a few sentences on this topic. Read your sentences to the class.

2g Skills



Vocabulary Faulty products

- 1 a) Match the problems with the products.
 Listen and check. Listen again and say.

- | | |
|---|-------------------------------|
| 1 | The heel is broken. |
| 2 | The strap is torn. |
| 3 | A button is missing. |
| 4 | The lens is scratched. |
| 5 | The lid is cracked. |
| 6 | There's a chip in it. |
| 7 | There's a hole in the sleeve. |
| 8 | The earphones are damaged. |

- b) Have you ever bought any products that were faulty? What was the problem? What did you do? Use the phrases below to tell your partner.
- take it back to the shop
 - get it repaired
 - get a refund
 - exchange it for another one

I once bought a dress and there was a hole in it. I took it back to the shop and exchanged it for another one.

Listening

- 2 a) Listen to five people who have ordered goods online/by post and match the problems to the speakers. There are two extra problems.

- A An item is damaged.
- B There was something missing.
- C The customer has changed their mind.
- D The delivery charge was incorrect.
- E The goods haven't arrived.
- F There is a payment problem.
- G The wrong item was sent.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- b) Listen again. What did each person ask for?

Speaking

Making complaints & requesting action

- 3 Use the language in the box and the products & problems in Ex. 1 to act out exchanges, as in the example.

Making complaints	Requesting action
<ul style="list-style-type: none"> • I have a problem with this The ... doesn't work. • There's something wrong with this. • I bought this/these ... and 	<ul style="list-style-type: none"> • Could I exchange it/them, please? • Could you give me a replacement, please? • Is it possible to get a refund?/I'd like to have my money back, please. • Can you take a look at it, please?
Responding to complaints	
<ul style="list-style-type: none"> • No problem. • Of course. Have you got ... ? 	<ul style="list-style-type: none"> • Could I see your receipt, please?

A: *I bought this coffee mug and there's a chip in it. Could you give me a replacement, please?*

B: *No problem. Have you got your receipt, please?*



How to be... a responsible shopper

In today's world of endless consumer choices, it's very easy to spend without thinking. Many people enjoy bargain-hunting, but our quest to pay less may have hidden dangers. The following is a guide to responsible shopping, which combines an awareness of human rights and green issues, as well as how to save our hard-earned cash!

1 a) Which of these sentences best describe you?

- 1 I enjoy bargain-hunting.
- 2 I always check where and how a product was made.
- 3 I often shop online.
- 4 I always choose fairtrade products.
- 5 I prefer big chain-store retailers.
- 6 I often buy second-hand.
- 7 I never buy recycled products.
- 8 I try to avoid unnecessary packaging.
- 9 I never throw anything out.
- 10 I usually buy things that are on sale.

b) Do you know how to be a responsible shopper?

🔊 Listen and read to find out.

2 Read the text and complete the sentences.

- 1 We can go online to find out where big companies
- 2 'Fairtrade' labels mean
- 3 It's a good idea to buy second-hand because
- 4 Instead of throwing things away, we should
- 5 Comparing prices helps us
- 6 The sales period is a good time

3 Fill in: *working, hard-earned, reduced, seasonal, take, human, wisely, child.*

- 1 rights
- 2 labour
- 3 conditions
- 4 prices
- 5 advantage of
- 6 cash
- 7 spend
- 8 retail shifts

Be ethical:

While you probably have no problem remembering where you bought your T-shirt from, do you actually know where and how it was made? Why not do some research on the policies of big chain-store retailers in order to be ethical when it comes to shopping? Find out where they manufacture their goods and in what conditions. How do they treat their employees? Are they involved in sweatshops or the use of child labour? These days, the Internet is a mine of information on big companies and how they operate. Also, you can always choose products labelled 'fairtrade,' which is a guarantee the goods have been made under acceptable working conditions.

Be green:

First of all, choose products that use fewer natural resources, and avoid goods which come in unnecessary packaging. The goal is not to waste anything! Another great option is buying second-hand. You can find a treasure trove of quality second-hand items at low prices on Internet sites like eBay, as well as in traditional charity shops. It's really worthwhile, as second-hand goods are often much better quality than cheaply made new products for sale at similar prices. Then, of course, there's always recycling. Try to buy products that can be recycled, or products that are already made out of recycled materials. Also, think twice before you throw anything out: you could always try to recycle your belongings yourself!

Be smart:

Don't throw your money away! Spending wisely involves some thought and research as well. First of all, before you buy, be clear about what you want to buy to avoid unnecessary purchases. Then, compare prices so that you don't end up paying too much. One great way to save money is to take advantage of seasonal retail shifts, such as the January sales, or late July and August, when they sell summer products off at reduced prices.

Lastly, try to remember that responsible shopping isn't just about trying to spend as little as possible. The goal is to find a good balance between being ethical, being green, and using good money sense!

Check these words

bargain-hunting, quest, awareness, human rights, hard-earned cash, policy, ethical, manufacture goods, treat, sweatshop, child labour, mine of information, operate, guarantee, natural resources, treasure trove, purchase, seasonal retail shift, sell off, reduced prices, balance, money sense

4 **THINK!** Has the information in the text helped you see things from a different perspective? How might this help you become a responsible shopper? In three minutes, write a few sentences. Tell the class or your partner.

2 Writing

Letters/Emails of complaint

Writing Tip

We usually write letters/emails of complaint in a formal style.

In the **first paragraph**, we write our opening remarks, including our reason for writing and a brief description of the problem.

In the **main body paragraphs**, we present details about what the problem(s) is/are, including examples/reasons/justifications. We use a variety of linking words/phrases e.g., *although*, *despite*, *as a result*, *but*, *however*, to link the complaints to their examples/reasons.

In the **final paragraph**, we include the action we request to be taken e.g., *get a refund/a replacement/an apology* and our closing remarks.

We can use **mild** or **strong** language to express our complaints depending on our feelings or the seriousness of the complaint.

Mild Complaint: *I am writing to complain about .../I hope you will deal with the matter quickly.*

Strong Complaint: *I am writing to express my disgust at the .../I insist upon full compensation or I will be forced to take this matter further.*

- 1 a) Read the email and match the headings below (A-D) to the paragraphs (1-4).

- A details of your complaint
 B reason for writing & brief description of problem
 C action requested
 D closing comments

- b) Is it a *mild* or *strong* email of complaint?



Dear Sir/Madam,

▶ I am writing to complain about an MP3 player order I placed through your website www.shop.com on 18th April. Unfortunately, I experienced a number of problems with the product, as detailed below.

▶ I ordered a Cooltunes 1004 MP3 player and, despite the promise that I would receive the item within 5 working days, it did not arrive until 2nd May, over 10 days later. To make matters worse, when I eventually received the MP3 player, it was badly scratched. Furthermore, the product description on your site stated that a case was included. However, this was missing.

▶ I would appreciate it if you could replace the MP3 player, and include a case. In addition, I feel I deserve an explanation for the delay. I am sending the item back to you together with my invoice.

▶ I look forward to your prompt reply.

Yours faithfully,
Jane Morley

- 2 Complete the table with the complaints and their justifications.

Complaints	Justifications

- 3 Mark the sentences *O* for opening or *C* for closing remarks. Which are strong/mild complaints? Compare with your partner.

- 1 I am writing to express my total dissatisfaction with the MP3 player I recently bought from
 2 I insist on an apology, as well as a full refund.
 3 I hope you will look into the matter promptly and replace
 4 I am writing to inform you that I was very disappointed with the product I recently bought from

Clauses of concession

4 a) Read the examples. see p. GR 8

• **Although/Even though + clause**

Although I had ordered a size M black dress, I was sent a size L red one.

• **In spite of/Despite + noun/-ing form/ the fact that**

Despite being assured of receiving a refund, I still have not been sent one.

Despite your assurance that I would receive a refund ...

Despite the fact that I was assured of receiving a refund ...

b) Join the complaints to their examples/reasons, using the linking words/phrases in brackets.

- The product description said the remote control would work with any TV. I tried it and it didn't work with my TV. (despite)
- The dress I ordered still hasn't arrived. The website said I would receive it last week. (in spite of)
- The webpage stated the DVD player was multi-regional. It can only play region-2 DVDs. (however)
- The camera isn't in very good condition. The seller said it was as good as new. (despite the fact that)
- The bag I received is plastic. I had ordered a leather one. (in spite of)

Linking words

5 Choose the correct word. Compare with your partner.

1) **Although/However** the bag was supposed to be delivered within three working days, I still have not received it.

2) **Furthermore/But**, when I tried to contact you, the person who answered the phone was very rude to me 3) **and/but** kept me holding the line for ten minutes before she aggressively said that my order had been dispatched and would be delivered the day after.

4) **In addition/However**, I still have not received anything. As a regular customer of yours I feel very disappointed with the way I have been treated. 5) **Therefore/Despite**, I would like to cancel my order and expect to receive a written apology.

6 Read the rubric, and answer the questions in the plan. Write your email of complaint (120-180 words). Use phrases from the *Useful Language* box.

You recently ordered an item from the website www.greatshopping.com, but you were very disappointed when it arrived. Write an email of complaint (120-180 words) explaining the reasons for your complaint and stating what you want the company to do.

Plan

- Para 1: What are your opening remarks/your reason for writing? (*I am writing to complain ... which I ordered ...*)
- Para 2: What exactly are your complaints? (*I ordered ... but ... To make matters worse ...*)
- Para 3: What do you want the company to do? (*I would appreciate it if you ...*)
- Para 4: How will you end your email? (*I look forward to ...*)

Useful language

Opening remarks: (Mild) I am writing to complain about/regarding/on account of/because of/on the subject of .../I am writing to draw your attention to .../I am writing to you in connection with ..., etc.

(Strong) I was appalled at/I want to express my strong dissatisfaction with/I feel I must protest/complain about, etc.

Closing Remarks: (Mild) I hope/assume you will replace/I trust the situation will improve/I hope the matter will be resolved/I hope we can sort this matter out amicably, etc.

(Strong) I insist you replace the item at once/I demand a full refund/I hope that I will not be forced to take further action, etc.

I'll Never Buy Cheap Fashion Again

Reading

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 that the question refers to. Go through the choices and find the one that fits best. Remember that the information might be paraphrased.

- 1 Read the rubric, then read the text through quickly. What is it about?

You will read a text about an experience a young girl had. For questions 1-8, choose the best answer A, B, C, D.

- 2 a) Read the question stems and underline the key words. Then, in pairs, try to find the part of the text that each question refers to.

Around me, factory workers, some only 12 years old, were bent over ancient sewing machines. The smell of chemicals was suffocating and the heat was intense. My supervisor held up the shirt I was sewing. "You have to work faster!" he told me.

Everyone loves a bargain and the high streets these days are full of the latest fashions at rock-bottom prices. Many times, I would buy a dress in the morning, wear it at a party that night and then hardly ever wear it again. The next week I might do the same again. I never thought about where it came from, who made it and why it was so cheap. But then I saw an advert in a local newspaper for young people to take part in a TV documentary. We would be working at a clothes factory in New Delhi, India, for two weeks to find out how manufacturers could make such cheap clothes. I was studying journalism at university, so this seemed perfect. And after all, how hard could making T-shirts be?

My first day in the factory began at 7:30 am. As I approached, I was immediately shocked by the dirty, rundown building. The supervisor showed me the basement where I would be working. It was a huge, noisy, boiling hot room where at least a hundred other people were already hard at work. I sat down at one of the old sewing machines. Today, I was sewing pockets onto shirts and my goal was fifty an hour, but after 30 minutes, I'd finished just four. My supervisor came over and told me disapprovingly that if I continued like that, I wouldn't get paid. I felt like crying.

I worked for 12 hours, with just fifteen minutes for lunch, but at the end of the day the factory owner handed me 100 rupees – about £1.50! Later, I went to buy some toothpaste, but found it cost more than a day's wages. By far the biggest surprise, though, was that just like the other factory workers, I would be sleeping on the factory floor every night! That evening, I spoke with some of the young girls. "Why aren't you angry about the conditions in the factory?" I asked one of them. "I am, but there is no other work here," she explained. "It's the factory or the street and if you say anything, you lose your job." The other girls nodded in agreement.

For two weeks, I worked 12 hours a day for 6 days a week and slept in the factory. It was the most exhausting time of my life. I never managed to work fast enough or well enough, so my wages were lowered and I was moved from sewing shirts to gluing parts of shoes together. The chemicals in the hot glue made it difficult to breathe and strange rashes appeared on my skin. Eventually, I was demoted to the lowliest position in the factory – sewing on buttons. The only times I was happy were when I was talking to my friend Aleya after work. I started teaching her to read. Lack of education is a major problem here. Who has time for school when 12 hours' work can barely buy your family food?

Back home, I refuse to go in cheap high street shops anymore because they make me feel sick. How can people spend £15 on a T-shirt while Aleya slaves for £9 a week? So I've started campaigning for ethical

fashion; I write letters to governments and big stores to complain about sweatshop labour. I still like fashion, but I've found fairtrade designers online. They're more expensive, but now I just buy one quality piece of clothing every few months. I hope that when people see the documentary, they'll think twice before grabbing that dirt-cheap pair of jeans in the future. We all need to understand the true cost of cheap clothes.



b) Do the task. Compare with your partner. Justify your answers.

- The writer sometimes stopped wearing an item of clothing because
 - she could afford to buy something new.
 - it wasn't good quality & wore out quickly.
 - she found out where it had been made.
 - she felt it was unfashionable.
- Why did the writer decide to take part in the documentary?
 - She would learn how to make T-shirts.
 - She would learn how to make a documentary.
 - It was related to her field of interest.
 - It was a way to earn some extra money.
- What was the writer's first reaction to the factory?
 - She was appalled.
 - She was impressed.
 - She was disappointed.
 - She was frightened.
- The writer was soon criticised for
 - her attitude.
 - arriving late.
 - her speed of work.
 - the quality of her work.
- The writer suggests that the factory workers she met
 - were too afraid to complain about conditions.
 - saved money by sleeping in the factory.
 - were paid worse than workers in other factories.
 - weren't allowed to speak to each other.
- According to the writer, her boss demoted her because she
 - kept falling asleep.
 - talked to the other girls.
 - improved too slowly.
 - produced sub-standard work.
- What does the word 'they' in line 47 refer to?
 - high street shops
 - big stores
 - letters
 - designers
- The writer wants the public to
 - send a message to the authorities.
 - avoid buying clothes made in sweatshops.
 - do all their clothes shopping online.
 - try designing and making their own clothes.

Listening

- 3 You are going to hear a radio interview with a young entrepreneur who started his own business. For questions 1-10, complete the sentences.

Simon set up an online shop that sells start-up kits for **1** gardens.
He designed the kits for people who don't have much **2**.
People who don't know anything about **3** will find them very useful. The product comes in bags that also contain **4** and is **5** right to the customer.
Simon felt **6** when his parents moved to the city for work.
He planted beans, tomatoes, onions and **7** on his balcony.
Simon's **8** were very impressed with his balcony garden.
Starting the website was first suggested to him by **9**.
Today, Simon manages his business **10**.

- 4 Look at the photographs. Compare the two photographs and say what you think the people are enjoying in these different places.





Word formation

- 5 Read the text and complete the gaps with the words derived from the words/ in bold.

VENDING MACHINES



Vending machines have been around for a lot (0) **longer** than you might think. In fact, an ancient Greek (1) by the name of Hero is said to have invented one over 2,000 years ago. However, vending machines, as we know them today, didn't make their (2) until about 1880 in London when they were used to sell postcards. (3) afterwards, the famous chewing-gum-selling gumball machine arrived in the USA. Since then, their (4) has grown (5) all over the world and nowadays, vending machines sell everything from (6) mineral water to works of art. So what is the future for these (7) vendors? It is predicted that very soon many of these machines will have (8) designed touch screens that provide customers with detailed (9) information and computers that debit money from bank accounts (10)

- LONG
- MATHEMATIC
- APPEAR
- SHORT
- POPULAR
- CONTINUE
- CHILL
- IMPRESS
- ELABORATE
- NUTRITION
- DIRECT

Key word transformations

- 6 Use the words in bold to complete the sentences. Use two to five words.
- The dress cost less than I had expected. (**AS**)
The dress I had expected.
 - Sarah plans on buying a new car this summer. (**GOING**)
Sarah a new car this summer.
 - The top shelves are too high for me to reach. (**ENOUGH**)
I'm the top shelves.
 - My MP3 player is not working properly. (**SOMETHING**)
There my MP3 player.
 - Responsible shopping does the environment good. (**FOR**)
Responsible shopping the environment.
 - Ruth prefers going shopping to buying online. (**RATHER**)
Ruth buy online.
 - Maria can't wait to get her new laptop. (**FORWARD**)
Maria is really her new laptop.
 - There were more people at the mall than I expected. (**SO**)
I didn't think there people at the mall.

Writing

Writing Tip

Articles describing a place

Descriptions of places or buildings can be found in magazines, travel brochures or on websites. We usually use **present tenses** for descriptions of places and **past tenses** to write about historical facts or actions in the past. Use a variety of **adjectives** and **adverbs** and your **senses** to bring your description alive.

- 7 a) Read the rubric and underline the key words. What do you have to write and who will read it? What must you include?

An English magazine for tourists is looking for articles about interesting places to go shopping in your area e.g. a market, a shopping street, a department store, a mall. Write your article, describing the place and explaining why a tourist to your town might want to visit it (120-180 words).

- b) Write your article. Follow the plan.

Plan

- Para 1: name of place/location/reason for choosing
- Paras 2/3: description of place (history, what it's like, what you can do/see, facilities, atmosphere etc) & why a tourist would want to visit
- Para 4: final comments/feelings

Language in Use 2

Phrasal verbs/Prepositions

1 Choose the correct particle.

do up: 1) fasten (clothes), 2) decorate (a room, a building)
do sth over (again): repeat sth
drop by/in: visit a place/person
drop out: leave before the end (school, college)
get across: make sb understand, communicate
get along (with someone): be friendly with someone
get ahead: do well in a career

- Sam dropped in/out of his marketing course.
- I've put on weight. I can't do over/up my jeans!
- They don't get along/across.
- Can we drop up/by the supermarket on our way to Darren's house? We need some bread.
- This essay isn't good enough. I think you should do it over/up again.
- He couldn't get the message across/along.

2 Fill in: to, on, at, of, for, from.

- Shoppers often buy products that are on the shelves eye-level.
- Tracey always takes advantage special offers.
- Amy exchanged the dress a T-shirt.
- 3D printers are already the market.
- It's unbelievable how much food goes waste.
- This T-shirt is made recycled material.
- Cheese is made milk.

Word formation

3 Fill in the sentences with the correct word derived from the word in brackets.

Forming verbs from nouns/adjectives

We can form verbs from nouns and adjectives by adding the prefix **en-** or the suffix **-en**: *danger - endanger*, *rich - enrich*, *length - lengthen*, *wide - widen*.

- People often the name Coca-Cola to just Coke. (SHORT)
- Exercise and eating healthily helps your body. (STRENGTH)
- Please you have your receipt when returning faulty items. (SURE)
- How much will it cost to these photographs? (LARGE)
- We must consumers to shop responsibly. (COURAGE)

Collocations

4 Fill in: manual, medical, appliances, responsible, high-heeled, advice, loyalty, sliding.

- | | |
|-----------------|--------------------|
| 1 dietary | 5 shopper |
| 2 shoes | 6 card |
| 3 doors | 7 household |
| 4 worker | 8 researcher |

Words often confused

5 Do or made? Complete the phrases. Check in your dictionaries.

- 1 research; 2 sense; 3 the shopping; 4 sb feel hungry; 5 your best; 6 an offer; 7 your hair; 8 you good; 9 badly; 10 a mess; 11 an effort; 12 friends

Quiz

Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 2 and write a quiz of your own.

- | | |
|--|--|
| 1 Fabrican took 20 years to develop. | 5 Products labelled 'fairtrade' mean they have been made by children. |
| 2 An e-home runs on a network of computers. | 6 Joanna Massey lives in a time capsule. |
| 3 Americans throw away half of the food America produces. | 7 Coca-Cola was first sold as a medicine. |
| 4 Levi Strauss used denim to design trousers for teenagers. | 8 Products are sold off at reduced prices in charity shops. |

2 Revision

1 Fill in: *hits, tempting, address, aisle, designer, banned, revenge, values, scratched, carried away.*

- We should uphold traditional family
- Holly often gets on shopping trips and spends far too much money.
- Jim took his new camera back to the shop because the lens was
- Many teenagers can't wear jeans to school because their school has them.
- Jane only wears clothes, especially Gucci, Versace and Calvin Klein.
- The smell of freshly-baked cakes you as you enter the bakery.
- The frozen foods are in 10.
- There are displays of sweets at the checkout.
- Please him by name when he arrives.
- He was so angry with John he decided to take

10x2=20 marks

2 Choose the correct item.

- I think Tom's new invention **will make/will be making** him rich.
- That checkout has by far the **longer/longest** queue.
- Two for the price of one seems to **be/being** a bargain.
- This time next week, Dan **will move/will be moving** into his new flat.
- These reduced-price biscuits aren't as **tasty/tastier** as the brand-name ones.
- This time next month we **will be travelling/will have travelled** to Spain.
- The **hungriest/hungrier** I am when shopping, the more I spend.
- Gary doesn't mind to **pay/paying** more for quality goods.
- We're going to **buy/buying** a 3D TV during the winter sale.
- Frampton's sells the **best/better** sausages in town. Nothing else compares.

10x1=10 marks

3 Match the exchanges.

- | | | |
|----------------------------|-----------------------------------|---|
| 1 <input type="checkbox"/> | I'd like to exchange this camera. | A I'm a size 10. |
| 2 <input type="checkbox"/> | Any good? | B Could I see your receipt, please? |
| 3 <input type="checkbox"/> | Do you need any help? | C The fitting rooms are on the left. |
| 4 <input type="checkbox"/> | Where can I try these on? | D I'm looking for a pair of sunglasses. |
| 5 <input type="checkbox"/> | What size are you? | E Yes, they fit me really well. |

5x4=20 marks

4 Complete the gaps with the correct word derived from the words in brackets.

- Can you this skirt? (SHORT)
- We should everyone to buy fresh local produce. (COURAGE)
- I like lettuce. (CRISP)
- They grow a of fruit. (VARY)
- The situation may (WORSE)

5x2=10 marks

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

- This dress is more expensive than that one.
AS That dress this one.
- I've never seen such beautiful tulips.
MOST These are have ever seen.
- They made her pay £200.
WAS She £200.
- Could you carry the bags?
MIND Would the bags?
- We can't wait to go shopping.
LOOKING We shopping.

5x4=20 marks

6 Write an email of complaint about a watch you bought online from a site called **supergoods.com** (120-180 words). 20 marks

Total: 100 marks

Check your Progress

- talk and write about products of the future _____
- talk about shops and shopping _____
- buy clothes _____
- complain about faulty products _____
- write an email of complaint _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: community action, members of society, world problems & ways to help, difficult situations, environmental problems, space colonisation

Grammar: modals (revision), conditionals (type 0, 1, 2, 3), wishes, relative clauses, mixed conditionals

Everyday English: calling to make a donation to a charity

Intonation: polite requests

Phrasal verbs: hand, hang, join

Word formation: prefixes used with nouns to form nouns

Writing: an opinion essay

Culture Corner: Glastonbury Festival

Curricular (Geography): Deforestation

Module 3

The right thing to do

Vocabulary

Community action

1 Match the phrases to the pictures.

🔊 Listen and check, then say.

- 1 recycle old materials
- 2 pick up litter in your neighbourhood
- 3 help the elderly
- 4 donate to charities
- 5 look after stray animals

2 Use the vocabulary in Ex. 1 and the ideas below to make sentences, as in the example.

- have food to eat
- not so much rubbish
- neighbourhood/be clean
- help people in need
- improve their quality of life

If we recycle old materials, there won't be so much rubbish.

OVER TO YOU!

In pairs, think of your community. What could you do to make it better? Tell another pair.

A: *If we built an animal shelter, there wouldn't be stray animals in the streets.*

B: *We could also ...
Then ...*



3a Life swap

Vocabulary Members of society

1 a) Listen and say.



b) Listen to four people talking. Which group does each belong to?

Pete **Sandy** **Ann** **Bart**

2 **THINK!** Choose one of the members of society from Ex. 1a. Say a few sentences about their lifestyle.

Reading & Listening

3 Look at the people in the pictures in the text. What can a typical day in their lives be like?
Listen and read to find out.

*"Before you abuse, criticise and accuse, walk a mile in my shoes."
(American singer/songwriter Joe South, 1969)*

A day in the shoes of ...



The city can be an unfriendly place at the best of times. Imagine then, how it might feel for the elderly or the homeless – people who are often marginalised by the rest of society. So to find out what it's really like to be in someone else's shoes, two reporters went undercover, one as an eighty-year-old and another as a homeless person. The results were eye-opening!

...an elderly lady by Tracy Bond

Turning 25-year-old me into an 80-year-old was no easy task; with the help of a make-up artist, I had to be covered with layers of prosthetic make-up. After putting on a shabby coat and holding tightly onto a walking stick, my transformation was complete – and very convincing! Then it was time to set out to see how the world would react.

Making sure that my voice sounded old and weak, I immediately tried to make small talk on the bus with the young woman sitting next to me. She stared straight ahead. She might not have heard, I thought. I tried again, but it was quite clear that the woman didn't want to talk to a chatty senior citizen. Then it was time for some shopping. At my favourite make-up counter, where the assistant usually laughs and jokes with me, she looked as if she couldn't wait to get rid of me. Later, in a music shop, my request for some CDs was met with laughter from sales assistants who couldn't believe an 80-year-old was interested in the latest chart hits! I felt incredibly embarrassed and lonely, as if nothing about me was important, except that I was old! All day, only one person seemed to want to chat to me – a homeless man, he too was invisible and unwanted by society.

As I finally took my make-up off, I couldn't help wondering how I would have treated 80-year-old me. Over the next 50 years, the number of elderly people in society will triple. Remember that the next time you're out and about and come across an elderly person. One day, it could be you!

...a homeless man by Sam Browne

Carrying a sleeping bag and wearing scruffy clothes, I headed for the spacious shop doorways where the homeless spend their nights. When I arrived there, I was shocked to see men and women already curled up in most of the doorways. I got into my sleeping bag in the large, well-lit doorway of a boutique, but I couldn't sleep. It wasn't just the biting cold, but I was constantly aware of people walking close to my head and the hard stone floor dug into my shoulder and hip. I finally dozed off, only to be woken up at about 5 am by the cleaners who arrived to wash the steps.

As I walked, people avoided looking at me and crossed the road. I walked into a café to use the toilet and I was angrily told I had to leave. At the public toilets I couldn't believe the reflection I saw in the mirror. My eyes were red and puffy, my skin pale and my hair was frizzy. I looked terrible.

Later, at a soup kitchen, I got a free hot meal and I spoke to people who were on the streets because of terrible debts or family break-ups. 19-year-old Rob told me that he couldn't get off the streets because he had no official identity. I suddenly remembered how many times I had walked past young homeless people and thought, "You should just get a job!" forgetting that you can't be employed without an address and ID.

My day as a homeless person has taught me how much the homeless need our help, not our judgment. These days, I donate money to a homeless charity and volunteer at a soup kitchen. Maybe you could do the same.

Check these words

abuse, criticise, accuse, marginalised, go undercover, eye-opening, prosthetic make-up, shabby, walking stick, convincing, set out, make small talk, chatty, senior citizen, get rid of, embarrassed, invisible, scruffy clothes, curled up, dig into, doze off, puffy eyes, frizzy hair, debt, family break-up, judgment, donate

4 Read again and complete the sentences with words/phrases from the text.

- 1 Tracy changed her looks in order to
- 2 Sales assistants made her feel
- 3 At the end of the day she felt
- 4 Sam couldn't sleep well on the streets because
- 5 Common reasons for homelessness are
- 6 The homeless often can't work because

5 Fill in: *eye-opening, talk, senior citizen, invisible, frizzy, identification, debts, curled*.

- 1 She has retired from work. She's a(n)
- 2 Living one day on the streets can be a(n) experience.
- 3 It seemed nobody could see him, he was
- 4 While waiting for the bus, he made small with the person next to him.
- 5 He up in his bed and slept.
- 6 The beggar's hair was dry and
- 7 He couldn't pay off his so he had to leave his flat.
- 8 Without any official you can't get a job.

Grammar

Modals (revision)

see pp.
GR 8-9

6 Rewrite the sentences. Use: *can't, should, must, could, mustn't, didn't have to*. Find examples of modal verbs in the text.

- 1 It's impossible for Mike to find a job.
Mike can't find a job.
- 2 Is it OK if we go now?
- 3 It wasn't necessary for Ian to go.
- 4 It's a good idea to help the poor.
- 5 It's forbidden to enter the area.
- 6 It's your duty to inform John about it.

7 Take roles and act out an interview with the people in the texts.

Speaking & Writing

- #### 8 **Think!** Imagine you spent a day as an unemployed person. Write a short account of what you did, how people treated you, and how you felt. Tell the class.

3b Giving your time

Vocabulary

World problems

1 a)   Listen and say.



b) Are there any of these problems in your country? If so, what do you think can help the situation? Tell your partner.

There is a high rate of crime in our country. I think we need more police. This way the crime rate will drop.

What would you do if you had three months to do whatever you wanted? Mitch McGregor spent his three months in Rio de Janeiro, Brazil, where he taught English to homeless street children. He told us all about his life-changing experience.

"Most of my friends were travelling the world during their summer holiday, but I wanted to do something worthwhile; I wanted to volunteer, but where and how? At the age of 20, I would say I'd had a privileged childhood. My parents had put me through school, fed and clothed me, and given me plenty of love and affection. So, after reading about the favelas, the slums of Brazil, where thousands of street children live in appalling poverty and often don't even reach the age of 18, I decided that I'd spend part of my summer helping these children in whatever way I could.

I set off for Rio de Janeiro where I would join a volunteer group that taught basic skills such as hygiene, literacy, English, and business skills in a makeshift school in the heart of the favelas. The residents of these slums, which stretch up the hillsides around and away from the wealthier city centre, make up about one fifth of the population of Rio de Janeiro. The poverty leads to many broken homes and, if they experience violence at home or their families can't look after them anymore, children end up on the streets. Those who can't survive by begging, selling newspapers, or shining shoes, often turn to crime to survive. I was going to work in a school which gave those kids a basic education.

My first day at school was really nerve-racking. I'd never taught before, I only knew a few words of Portuguese and I just didn't know what to expect. The ten children who turned

A STREET EDUCATION



Check these words


worthwhile, privileged, affection, slum, appalling, volunteer group, hygiene, literacy, makeshift school, wealthy, broken home, violence, beg, shine shoes, nerve-racking, turn up, eager, destitution, shack, leak, reputation, host family, adopt, unofficial, eye-opening, miss out

up to my first English lesson were really friendly and eager to learn. They only got one meal a day of just rice and beans and at night they slept under bridges and in doorways, but these children saw learning English as a possible way out of their lives of danger and destitution. As days went by, I got used to the place. The roof of the little shack leaked when it rained and there wasn't a schedule or textbooks; still, the kids trusted me and some of them made a lot of progress. During break times, we headed out into the tiny yard to kick a ball around and I found out why Brazilians have a reputation as the best football players! Then we cooked and ate together, but at the end of the day when they left to go back ... where?

... I often wondered whether I would ever see them again. The host family that I stayed with was marvellous. They adopted me as an unofficial "Carioca", which is the name for someone who was born and lives in Rio de Janeiro. It was the school, though, that made my time in Brazil truly special. Even though I was the teacher, the street children taught me a lot more. I learnt that no matter how bad conditions are, there is always hope for the future. My time in Brazil was eye-opening. If I hadn't gone, I would have missed out on the experience of a lifetime. If I could do it all again, I'd jump on a plane right now!"

Reading

2 Read the title of the text, the introduction, and the first sentence of each paragraph. What do you think Mitch's experience was like?

 Listen and read to find out.

3 Read the text again and for questions 1-4, choose the best answer A, B, C, or D. Justify your answers.

- 1 Mitch chose to volunteer in order to
 - A make his parents proud.
 - B do the same as his friends.
 - C help those less fortunate than himself.
 - D forget his own problems.
- 2 The favelas are a poor area
 - A close to city centre.
 - B five times larger than the urban centre.
 - C where four fifths are unemployed.
 - D situated on a mountaintop.
- 3 Mitch's job was difficult because
 - A many kids didn't come to class.
 - B he had to cook as well as teach.
 - C it wasn't easy for the kids to learn.
 - D he only had basic facilities.
- 4 Mitch's host family
 - A wanted him to stay in Rio.
 - B treated him like a native.
 - C gave him Portuguese lessons.
 - D have invited him back to Brazil.

4 Fill in: *poverty, host, eye, make, shine, privileged, basic, broken, truly, makeshift, eager, experience*. Choose five of the phrases and make sentences about Mitch.

- 1 childhood; 2 to live in
- 3 skills; 4 school; 5
- homes; 6 to shoes; 7 to be
- to learn; 8 progress; 9 family;
- 10 special; 11-opening;
- 12 of a lifetime

Grammar

Conditionals Type 0-3

see p. GR 9

5 Read the examples. How do we form each type? Find more examples in the text.

- *When/if there is war, innocent people die.* (Type 0)
- *If you do volunteer work, you'll help those in need.* (Type 1)
- *If he had a job, he would earn money.* (but he doesn't - Type 2)
- *If I were you, I'd volunteer for a charity.* (Type 2 - advice)
- *If he had known, he would have helped.* (but he didn't - Type 3)

6 Put the verbs in brackets into the correct tense. Say what type conditional each sentence is.

- 1 If I (win) a lot of money, I'd donate it to charity.
- 2 If Sarah (learn) Portuguese, she would have enjoyed her stay in Brazil more.
- 3 When children (not/have) loving homes, they develop emotional problems.
- 4 If it rains tomorrow, we (not/play) football.
- 5 If I (be) you, I wouldn't do it.

Wishes see pp. GR 9-10

7 Read the examples. Which sentence refers to the present? past?

- *I wish I was/were in Rio.* (I want to go to Rio)
- *I wish I had gone to Rio.* (but I didn't go)

8 What could each person wish for?


- 1 Pete wants to travel abroad, but he doesn't have enough money. *I wish I had enough money.*
- 2 Kate didn't get into college because she hadn't studied enough.
- 3 She doesn't have any friends; she feels lonely.
- 4 Bob wanted to go to the party, but he was ill.
- 5 He didn't get the job because he doesn't speak Spanish.

Speaking & Writing

9 **THINK!** Complete the sentences.

- 1 If I were Mitch,
- 2 If Mitch hadn't gone to Rio,
- 3 If more people volunteer,
- 4 I wish I were
- 5 I wish I had experienced

10 **THINK!** Imagine you are Mitch in Rio.

- a)  Use the information in the text to call your family and talk to them about your experience.
- b) Write a letter to your family about your experience there. Write about: *the place, the school & the children you teach, the host family, your feelings*. Read your letter to the class.

3 Culture Corner

- 1 What do you know about the Glastonbury Festival? How are these names related to it: *Vale of Avalon, Arcadia, Glasto, The Arctic Monkeys, Oxfam*?
 Listen and read to find out.

Glastonbury Festival

If you follow the signs (0) for Worthy Dairy Farm in Pilton, Somerset, you'll find the place (1) a music festival was first held in 1970, over 40 years ago! Now Glastonbury Festival is one of the largest, (2) popular greenfield music and performing arts festivals in the world, raising thousands of pounds for charity and attracting 150,000 or more people to see over 700 live performances (3) year! The organisers of Glastonbury have always considered it to be a special, mystical place; it takes place (4) a weekend in June around the time of the summer solstice, in the Vale of Avalon, a part of southwest England famous (5) its legends, mythology, and spiritual traditions.

The organisers compare a visit to Glastonbury to a visit to a new country! First things first; you pitch your tent in a huge (usually very muddy) field, or you rent a teepee. Then it's time to explore the huge, 900-acre site with nearly 20 different unique areas, (6) with their special attractions and loyal fans. Wander over to the Green Fields and you can get a massage and enjoy vegetarian food for free. Then there's Arcadia and its amazing fire shows, the Campo Pequeño, (7) huge amphitheatre with Mexican wrestling and Glasto's very own "La Tomatina", which is a huge tomato fight! Everywhere, there are food stands, performers, dance areas, and music performances. If in doubt, the organisers say, just wander around because Glastonbury is full (8) surprises.

The most familiar view at Glasto is the huge, steel Pyramid Stage where top musicians including U2, Shakira, Kylie Minogue, and The Arctic Monkeys have played. The festival organisers modelled it (9) the Great Pyramid of Giza in Egypt, choosing a pyramid shape (10) attract the energy of the sun and stars!

Glastonbury isn't just famous for music and mud! It's also about promoting green issues, humanitarianism, and freedom (11) expression, principles which the festival organisers have never left behind. Glastonbury supports many charities including WaterAid, Oxfam, and Greenpeace. Festival-goers are also encouraged to recycle and leave the site as tidy (12) possible, respecting the land and helping it to recover until the next Glastonbury weekend!

Check these words

performing arts, mystical, summer solstice, legend, spiritual tradition, muddy, teepee, loyal, fan, massage, amphitheatre, if in doubt, wander, familiar, pyramid, stage, promote, humanitarianism, freedom of expression, principles, respect, recover

- 2 Read the text again and fill in the gaps with a word which best fits, as in the example.

- 3 Fill in: *performing, loyal, music, solstice, raise, pitch, stands, live, muddy, attract, spiritual, vegetarian*. Use the completed phrases to make sentences about the festival.

- 1 festival
- 2 arts festival
- 3 money for charity
- 4 people
- 5 summer
- 6 traditions
- 7 a tent
- 8 fans
- 9 food
- 10 food
- 11 performances
- 12 field

- 4 **ICT** Find information about an interesting festival in your country. Find out: *name, place/time, purpose, what you can do there*. Write a short text about it. Read it to the class.



Making a donation to charity

1 Listen and say.

- How can I help you?
- I'd like to make a donation.
- Would you like to make a single donation or a regular monthly donation?
- That's wonderful!
- Could I get your full name and address, please?
- Could you give me your credit or debit card number, please?
- And what's the expiry date?
- Thank you so much for your donation.
- You're very welcome.

2 The sentences above are from a dialogue between a representative working for a charity and a caller. Which sentences do the rep/caller say?

Listen, read, and check.

Rep: Hello, WaterAid. How can I help you?

John: Hi. I've been reading one of your leaflets and I'd like to make a donation to WaterAid, please.

Rep: OK, that's great. Would you like to make a single donation or a regular monthly donation?

John: I'd like to make a regular donation of £10 per month, please.

Rep: That's wonderful! Could I get your full name and address, please?

John: Sure, it's John Stafford. That's S-T-A-F-F-O-R-D. My address is 20, Dell Court, Charing Cross, London.

Rep: And a contact number?

John: 020-7730-1024.

Rep: Could you give me your credit or debit card number, please?

John: Certainly. It's 7654 3234 9456 3225.

Rep: And what's the expiry date?

John: It's June next year.

Rep: OK, that's all, Mr Stafford. Thank you so much for your donation.

John: You're very welcome. Goodbye.

Rep: Goodbye and thank you again.



3 Find sentences in the dialogue which mean: What can I do for you? - I want to give some money. - Great! - When does the card expire?

Intonation: polite requests

4 Listen and repeat. Pay attention to the intonation.

- How can I help you?
- May I speak to Mr Brown, please?
- Would you like to leave a message?
- I'd like to make a donation, please.
- Could you give me your name and address?
- Could you ask Mrs Smith to call me back, please?

Speaking

5 You've read the leaflet above and you want to make a donation. Act out your dialogue. Follow the plan.



3e At all costs

Vocabulary

Raising awareness

- 1 Listen and say.
 - 1 raise funds by organising a music festival or an art contest
 - 2 join a conservation/ environmental group
 - 3 start a blog campaign
 - 4 organise a slide show or a lecture
 - 5 create informative window displays and posters
 - 6 make a video and upload it to YouTube
 - 7 walk through the Amazon Rainforest

Reading & Listening

- 2 Look at the picture in the text. Which of the activities in Ex. 1 do you think this man has done to help save the rainforest?

Listen and read to find out.

The Worst Place to Take a Walk!

On August 9th, 2010, Englishman Ed Stafford became the first man in history to walk the **entire** length of the Amazon River. To be exact, he walked 4,000 miles in 28 months! But this brave explorer faced some terrifying **hazards** along the way!

1 At first, it's a gentle **trickle**, but then it gathers speed and widens, eventually rushing into the Atlantic Ocean at 58 million gallons a second. The Amazon runs through the world's largest jungle which is home to a tenth of the world's animal and plant species. It is also one of the planet's most dangerous and **hostile** habitats. **2** The dangers there are enough to **put** anybody **off**. floods, giant anacondas, jaguars, electric eels, drug smugglers, malaria, hostile tribes and sharp-toothed caiman crocodiles! So why did Ed want to walk there?

3 But his true inspiration was something even more important – the rainforest itself. Ed, who was a former army captain, used to lead jungle expeditions for a living, and saw how deforestation was destroying huge sections of rainforest. He desperately wanted to raise public awareness about the issue and knew that if he went on an adventure like this it would **grab** people's **attention**. **4** From the start, he kept a video blog so viewers could follow his progress online. Ed recorded his many **hair-raising** moments – the bites and stings he suffered, encounters with angry locals and his unforgettable meeting with a deadly pit viper. The snake, ready to strike, backed off at the last moment: lucky for Ed!

Ed faced endless challenges. After his GPS failed, he had to use a compass and a 60-year-old map to find his way. When he approached a village for supplies, he realised the village was no longer there so for a while he had to survive on piranha and turtles! **5** One time, a swarm of wasps attacked him and stung him over 30 times. Another time, he had to inject himself with antibiotics for 3 weeks to stop a face-eating bug he caught!

Relationships weren't always easy, either. Only three months into his journey, Ed and his walking partner argued over an iPod and his partner returned to the UK. But then, a Peruvian forest worker, Gadiel Cho Sanchez, offered to join Ed for a few days. He ended up staying with him for two years! One day, five canoes filled with an Amerindian tribe approached the pair. Some had their bows drawn, others even had shotguns. They were **turous** to find **foreigners** in their **territory**. Eventually, the chief let them go, but only if he could go with them. He became their guide for the next 47 days! The list of difficulties goes on and on. **6** He was determined to finish what he started.

Finally, after 860 days and 50,000 mosquito bites, Ed reached his final destination: the Atlantic coast of Brazil. But the last part of his journey was also the hardest. In the last week, he collapsed with exhaustion, got an **agonising** rash all over his body and then a fierce, 6-mile wide river nearly swept him out to sea. **7** He is so happy that his achievement succeeded in raising lots of money and drawing attention to the many threats to the Amazon rainforest: the spectacular lungs of the planet and a natural wonder we must **conserve** at all costs!

Check these words

entire length, face terrifying hazards, source, trickle, gather, electric eel, drug smuggler, malaria, hostile tribes, sharp-toothed caiman crocodile, true inspiration, former army captain, jungle expedition, deforestation, raise public awareness, grab attention, set off, hair-raising moments, pit viper, swarm of wasps, inject with antibiotics, forest worker, draw a bow, reach a destination, collapse with exhaustion, natural wonder, conserve, at all costs

3 Read the text again. Seven sentences are missing. Match the sentences (A-H) to the gaps (1-7). There is one extra sentence. Compare with your partner. Justify your answers.

- A He constantly struggled to stay healthy.
- B Crossing under or over fallen trees, **wading** through mud, and walking through razor-sharp grass made progress painfully slow, but Ed never considered giving up.
- C But, somehow, Ed finally made it.
- D European explorers sailed it in the 16th century, but no one was brave enough to walk it.
- E Ed nearly gave up.
- F Firstly, Ed wanted to prove that this walk was possible, simply because everyone said it couldn't be done!
- G The source of the Amazon River is high in the Andes Mountains.
- H So, on April 2nd 2008, Ed set off from the jungle of Peru.

4 Match the highlighted words with their meanings below. What part of speech is each word?

- very angry • frightening • dangers • small flow
- dangerous and threatening • attract quickly • very painful
- persuade not to do sth • protect • area • whole
- walking through water/a soft substance • strangers

Grammar

Relative clauses

see
p. GR 10

5 Read the examples. Which relative adverbs are for: *people?* *places?* *things?* *possession?* Find examples in the text.

- The rainforest **where** Ed's expedition took place is the largest in the world.
- Rainforests, **which** are home to many species, are in danger.
- Ed, **who** was a former army captain, walked through the rainforest.
- Ed, **whose** partner left him, continued his journey on his own.

Defining relative clauses are essential to the meaning of the sentence and are not put between commas. People **who/that** destroy rainforests should be sent to prison. Non-defining relative clauses give extra information not essential to the meaning of the sentences and are between commas. Gadiel, **who** was a forest worker, joined Ed on his journey.

6 Fill in: *who, which, where, whose*. Put commas where necessary.


- 1 Tropical rainforests cover about 7% of the Earth's surface are home to many animal and plant species.
- 2 The plants grow in rainforests are used to manufacture 25% of Western medicines.
- 3 Peter father is a doctor joined a conservation group.
- 4 Ed Stafford is the man walked through the rainforest.
- 5 The man fell into the river was saved by the villagers.
- 6 Frequent rainfall characterises the areas tropical rainforests exist.


7 Use the text to make sentences about the following with *who, which, where, or whose*.

- Ed Stafford • GPS
- Amazon Rainforest
- Amerindian tribe • pit viper
- Ed and Gadiel's guide
- Ed's journey
- Atlantic coast of Brazil

Ed Stafford is the man who walked the entire length of the Amazon River.

Speaking & Writing

8  **THINK!** Imagine you are Ed Stafford and your partner is a journalist. You've just finished your journey. Prepare questions and answers for a radio interview. Act out your interview.

9  **THINK!** Prepare a slide show or a lecture to raise awareness about rainforests.

3f Moving out

Vocabulary

Space

- 1 Say the names of the planets in our solar system.
Listen and check.

Reading

- 2 Read the title of the text and the quote. What could the problems of space colonisation be? How could these problems be solved? Read to find out.

"I don't think the human race will survive the next 1,000 years unless we spread into space."

Stephen Hawking,
English physicist & cosmologist



SPACE COLONISATION

Future or Fantasy?

Since Neil Armstrong stepped foot on the moon on 20th July, 1969 and declared "One small step for man, one giant leap for mankind", people have been dreaming about creating futuristic communities in space. Science fiction films such as *2001: A Space Odyssey* and *Star Wars* have filled our minds with images of spacecraft travelling at the speed of light to colonies on other planets in other solar system. Until now, these ideas have just been fantasy, but now leading scientists such as Stephen Hawking say that colonising space is the only answer for the future survival of mankind; otherwise we will die out. **1** But is space colonisation really possible?

One solution would be for us to move to space stations orbiting near Earth. After all, astronauts have already been living on NASA's International Space Station (ISS) continuously since 2000. The ISS gets its power from solar panels, it generates its own oxygen and even recycles water, but there's still a huge problem; all of its food and other supplies have to be sent from Earth.

2 So maybe colonising the moon would be a better solution! The moon has rich resources which could be used to construct a colony. Also, in 2009, scientists found water on the moon, which could be used to extract oxygen for breathing.

3 There is no atmosphere on the moon and it is boiling hot during 13 days of sunlight and then freezing cold during 13 days of darkness. So any human colony there would have to live in a huge indoor biosphere*.

Mars would be another option, but the problems there would be similar to those on the moon. Scientists have suggested creating a more Earth-like atmosphere there by releasing carbon dioxide and warming it up, but this could take about 1,000 years! Stephen Hawking believes that the best solution is to look for Earth-like planets to colonise. "If only 1% of the 1,000 or so stars within 30 light years of Earth had an Earth-sized rocky planet in just the right place for life, there would still be 10 planets for colonisation in our 'neighbourhood'," Hawking said. **4** Travelling on Voyager 1, the fastest spacecraft we've ever sent into space, it would take over 700,000 years to get to Alpha Centauri, the closest star system. Hawking, though, believes that new technologies could soon help us to travel just below the speed of light. **5**

If we had endless amounts of money for space exploration, we would have already overcome these problems and built the first space colonies. The fact is, it costs about £6,000 to put half a kilo of anything into near-Earth orbit. **6** Just imagine – if people hadn't given Columbus money for his voyage to America in 1492, NASA probably wouldn't even exist today!

So, although there are many challenges to overcome, Professor Hawking still believes it will only be a matter of time before we are living in space. **7** What do you think? Is space truly 'the final frontier'?

* an environment that supports life

Check these words

colonisation, leap, mankind, orbit, solar panel, generate, supplies, resources, construct, colony, extract, harsh, atmosphere, carbon dioxide, warm sth up, afford, final frontier, self-sufficient, centuries, millenia, endless, exploration, overcome, wipe out, catastrophe, meteor, nuclear war

3 For each gap 1-7, choose from the sentences A-H the one that best fits each gap. One sentence is extra. Compare with your partner. Justify your answers.

- A Humans would need to be self-sufficient to survive in space long-term.
 B The only question is whether this happens in years, centuries or millennia.
 C Exploring space, however, is not without risk.
 D This costs a lot of money.
 E Stephen Hawking believes that the best solution is to look for Earth-like planets to colonise.
 F He believes that sooner or later we will be wiped out by a catastrophe such as a meteor or nuclear war.
 G That way, we could reach the next star to Earth in just 6 years.
 H However, even if we found the perfect planet, we wouldn't be able to get there at the moment.

4 Fill in: *self-sufficient, harsh, warm up, afford, release*.

- 1 Jupiter's moons have very climates with ice fields, storms and acid rain, so it would be impossible to live there.
 2 The ISS isn't because it can't produce or make everything that it needs.
 3 Climate change could the Earth by 3°C by 2100.
 4 Power stations carbon dioxide and other greenhouse gases into the atmosphere.
 5 Only the world's richest can to be a space tourist; it costs about \$20 million!

5 Choose the correct words. Check in your dictionaries.

- 1 Supplies/Resources such as food and equipment are sent to the ISS from Earth.
 2 Hawking believes we can pass/overcome all the problems and colonise space.
 3 Some scientists believe a huge asteroid or comet could extract/wipe out life on Earth.
 4 There are many options for colonising space; the possibilities are endless/continuous.

Grammar see p. GR 10

Mixed conditionals

6 Study the table. Find examples in the text.

IF-CLAUSE	MAIN CLAUSE
(type 2) <i>If we had the technology to travel faster, (but we don't)</i>	(type 3) <i>we would have colonised other planets by now. (we haven't)</i>
(type 3) <i>If Tim had studied Medicine, (but he didn't)</i>	(type 2) <i>he would be a doctor now. (he isn't)</i>

7 Rewrite the sentences using mixed conditionals, as in the example.

- 1 Angie doesn't like science-fiction films, so she didn't go to the cinema with the others. *If Angie liked science-fiction films, she would have gone to the cinema with the others.*
 2 Sam doesn't have good eyesight, so he wasn't accepted on the astronaut training programme.
 3 Mark didn't hand in his project, so he won't pass the astronomy course.
 4 Greg was studying all night, so he's tired now.
 5 He can't afford it, so he hasn't applied to study abroad.
 6 Janet is interested in astronomy, so she visited the planetarium yesterday.

Speaking & Writing

8 Listen and read the article in Ex. 3 again, then tell your partner three reasons why colonising space is difficult.

Colonising space is difficult because colonies would have to be self-sufficient.

9 **THINK!** Close your eyes and imagine you're in a spacecraft. What are you doing and what can you see and hear? How do you feel? Tell your partner.

I'm wearing a spacesuit and I'm floating around in the spacecraft. Out of the window I can see stars ...

10 **THINK!** Would you like to live in a space colony? Why/Why not? In a few minutes, write a few sentences on this topic. Read your sentences to the class.

1 air pollution

2 rubbish

3 water pollution

4 deforestation

5 natural resources (oil, coal & gas, etc) are running out

6 electronic waste

Vocabulary Environmental problems

1 a) Listen and say.

b) Match the problems (1-6) to their solutions (A-F). Which problems are the most serious in your country?

- A We should all ride bicycles instead of using cars.
- B We should recycle at home and try to reuse things.
- C We must find new sources of renewable energy.
- D We should stop cutting down trees.
- E Manufacturers should be responsible for disposing of old electronic equipment.
- F We should use non-chemical biodegradable detergents.

Speaking Expressing your opinion

2 a) Read the table and the example.

Expressing your opinion	
• In my opinion, ...	• I (truly) think/believe that ...
• To my mind, ...	• The way I see it, ...
Agreeing	Disagreeing
• I (totally) agree with you.	• I (completely) disagree.
• You're (completely) right. Also, ...	• But don't you think ...?
• Yes, I think that too.	• On the other hand, ...
• I agree to a certain extent, but ...	• I don't really agree with you because ...

We should all ride bicycles instead of using cars. (*reduce air pollution, cheap way of commuting, exercise; BUT slow, impractical for the elderly, long journeys*)

A: *In my opinion, we should all ride bicycles because this would help reduce air pollution. It's a cheap way of commuting and exercising, too.*

B: *I agree to a certain extent, but don't you think that bicycles would be too slow and also impractical for the elderly to use? Also, for long journeys, you need a car.*

b) Think of ideas for and against solution B in Ex. 1b. Use your ideas and the phrases for expressing opinion to discuss the topic.

Listening

3 You're going to listen to Matt talking about a project. Listen and choose the correct answer.

- 1 Matt grew up in
A a big city. B the country.
C Lynton.
- 2 Matt most dislikes
A the crowds. B the architecture.
C the pollution.
- 3 He started the tree-planting project because he wanted to
A do some volunteer work.
B bring the community together.
C make his area look better.
- 4 The community's reaction to the project was
A enthusiastic. B slow.
C unexpected.
- 5 The residents got a sense of satisfaction doing something
A creative for the environment.
B different for the environment.
C useful for the environment.
- 6 At the moment Matt is
A working to encourage similar projects elsewhere.
B planning to do another similar project.
C doing similar projects in other communities.
- 7 Matt hopes to
A set up a website.
B organise various community activities.
C see more trees planted.

1 Read the title and subheadings in the text. Can you answer any of these questions?

🔊 Listen and read the text and check.

2 Read the text again and fill in the gaps with a word which best fits, as in the example.

3 Replace the highlighted words with the words in bold from the text.

1 Rainforests **accommodate** animals such as raccoons, giant salamanders and mountain beavers.

2 Plants **set free** oxygen into the atmosphere during photosynthesis.

3 Rainforests are **in danger**.

4 Coral reefs are very **easy to damage**.

5 Most of the plants **take in** damaging gases.

6 Sheep and cows **eat the grass and plants** in the field.

4 **THINK!** Imagine plants and trees could talk. What could they tell us about deforestation? In three minutes, write a few sentences. Tell your partner or the class.

5 **ICT** Find out more information about deforestation. Use the key word: **deforestation**. Tell the class.

WHAT IS DEFORESTATION?

Deforestation occurs (0) **when** people cut down whole forests of trees. Tropical rainforests are particularly **under threat**. Two thirds (1) the lowland tropical rainforests in Central America, for instance, have (2) turned into land for grazing since 1950.

Why is it happening?

Small farmers cut down a few acres of trees (3) order to grow crops or let their animals **graze**. They clear them in a process called "slash and burn". Loggers also cut down a lot of trees (4) wood and paper products and urban developers turn areas of forest into mines, new roads, homes, or factories. Natural factors (5) as wildfires sometimes contribute to deforestation, too.

Why is it such a problem?

Deforestation is a major threat to the **delicate** ecosystem of our planet. Basically, it destroys the homes of animal and plant species and many of them die (6) including many unique species that could be used to make medicines for some of the world's worst diseases. More (7) two thirds of all medicines with cancer-fighting properties, for example, come from rainforest plants. Also, trees **absorb harmful** greenhouse gases. When forests are cut (8) or burnt, most of these gases stay in the Earth's atmosphere, (9) speeds up global warming. In fact, in the next 24 hours, deforestation will (10) responsible for the **release** of as much CO₂ into the atmosphere as that from as (11) flights as it takes to carry 8 million people from London to New York!

How can we help to fight deforestation?

- Take part in tree-planting days to replace some of the lost trees.
- Recycle paper and buy recycled paper products such as notepads.
- Eat less meat or at least check where it has come from. If it's from rainforest areas, it's likely that rainforests were cut down in order to raise cattle.
- Encourage your family, friends, and neighbours to think (12) the rainforests too by telling them all about the issue and how they can help.
- Support charities and companies that support rainforest protection by donating money and buying wood products like furniture made from sustainable forests*.

*forests grown for commercial use

RAINFORESTS: FAST FACTS

- Tropical rainforests cover 6-7% of the Earth's surface. The largest are: 1) The Amazon, South America; 2) The Congo, Africa; 3) South East Asia; 4) New Guinea; 5) Madagascar.
- Areas of forest the size of 2 football fields are lost per second due to deforestation. If this rate continues, the world's rainforests will disappear within 100 years.
- Rainforests **are home to** over half the plant and animal species in the world. 137 species become extinct every day.

Check these words

tropical rainforest, turn into, slash and burn, logger, urban developer, mine, contribute, major threat, ecosystem, include, die out, unique species, disease, cancer-fighting properties, greenhouse gas, global warming, sustainable, commercial

3 Writing

An opinion essay

Writing Tip

An **opinion essay** is a formal piece of writing in which we present our personal opinion on a topic and support it with reasons and examples. An opinion essay consists of:

- an **introduction** in which we introduce the topic and clearly state our opinion.
- a **main body** consisting of three paragraphs. The first two present separate viewpoints, each supported by reasons/examples, and the third paragraph presents the opposing viewpoint supported by reasons examples. Each paragraph starts with a topic sentence which summarises the main idea of the paragraph.
- a **conclusion**, in which we restate our opinion in different words.

We normally use present tenses. We link our ideas with appropriate linking words.

Adding more points: *Moreover, Furthermore, Also, Apart from this, In addition,*

Listing points: *To begin with, Firstly, In the first place, Secondly, Last, etc*

Introducing opposing viewpoints: *On the other hand, Although, However, etc*

Introducing examples/reasons: *For example/instance, Such as, Therefore, In particular, etc*

Expressing results: *As a result, Consequently, So, As a consequence, etc*

Concluding: *To sum up, All things considered, Taking everything into account, etc*

To express our opinion we use phrases such as: *I believe, In my opinion, I think, It seems to me that, To my mind, I strongly disagree with, I am totally against, I completely agree with, etc*

We do not use colloquial expressions, everyday language, short verb forms or chatty personal language. We use **formal expressions, longer sentences, full verb forms and formal linking words.**

We can also find this type of writing in the form of an article in newspapers, magazines etc.

1 ▶ The number of private vehicles on our roads is constantly increasing and causing serious environmental problems. **In my opinion**, banning all private transport in our towns and cities could be a good idea, as it would reduce pollution levels and therefore improve our quality of life.

2 ▶ **Firstly**, our cities would be far healthier without constant streams of traffic. **For example**, fewer cars and motorcycles would vastly improve air quality; and harmful gases that contribute to global warming would be greatly reduced. **Also**, public transport systems would improve and everyone would get to their destinations much faster.

3 ▶ **Moreover**, we would be safer. More people would choose to walk or cycle to work or school. **As a result**, there would be fewer road accidents.

4 ▶ **On the other hand**, some people argue that a total ban on private transport restricts people's rights and freedom. Rather than a ban, they simply suggest encouraging the public to use buses and trains more, by making them cheaper to ride and more accessible.

5 ▶ **All in all**, after public transport is improved, I feel that a ban on private transport could be an effective way to create better towns and cities. People could commute more efficiently in a cleaner environment.

1 Read the rubric. Underline the key words and answer the questions.

You have had a class discussion about the following statement: "All private transport such as cars and motorcycles should be banned in cities to help protect the environment." Now your teacher has asked you to write an **essay** giving your opinion and reasons to support your views (120-180 words).

- 1 Who is going to read your essay?
- 2 Will you use colloquial expressions and short verb forms? Why? Why not?
- 3 What is your opinion on the topic? Give reasons.

- 2 a) Read the essay and match the paragraphs (1-5) to the headings A-E below.

- A restate opinion
 B second viewpoint & reasons/examples
 C state topic & opinion
 D first viewpoint & reasons/examples
 E opposing viewpoint & reasons/examples

- b) Answer the questions.

- 1 What is the writer's opinion?
- 2 What viewpoints and reasons/examples does he use to support his opinion?
- 3 What is the opposing viewpoint?

- 3 a) Read the essay again. Which of the linking words in bold:

- introduce an opinion?
- list points?
- add more points?
- show results?
- introduce an opposite viewpoint?
- introduce examples?
- conclude?

- b) Replace the words in bold in the essay with: *In addition, Consequently, To start with, For instance, In conclusion, In my view, However, Secondly.* Check with your partner.

Topic/Supporting sentences

- 4 Read the topic sentences. Use the phrases to write supporting sentences.

- 1 On the other hand, some people believe that space exploration is very important.
 - help resolve Earth's overpopulation
 - find natural resources
- 2 Riding bicycles instead of cars helps improve city life.
 - reduce air pollution
 - good form of exercise

- 5 Use phrases from the Writing Tip to express your opinion on the following. Use the ideas below.

- 1 we/help the elderly → quality of life improve
I strongly believe that we should help the elderly. If we do so, their quality of life will improve.
- 2 we/donate to charities → help those in need to have decent lives
- 3 we/recycle waste material → conserve our natural resources
- 4 we/join in clean-up days → cities look better

- 6 a) Read the essay topic and the viewpoints (1-3).

"It should be mandatory for all young people to volunteer to help protect the environment."

- 1 This work would benefit young people in the future.
- 2 It is unfair to force young people to give up their free time.
- 3 Young people contribute to environmental problems and should therefore help solve them.

- b) Listen to Bill and Tina talking about the topic. What reasons/examples do they give to support the viewpoints?

- 7 Use ideas from Ex. 6 and the plan to write your essay (120-180 words). Use phrases from the *Useful Language box*.

Plan

- Para 1: state the topic, give your opinion (*Our Earth is threatened by ... I feel that all young people should ...*)
 Paras 2 & 3: present viewpoints & support them with reasons/examples (*Firstly, ... For example, ...*)
 Para 4: present the opposite viewpoint with reasons/examples (*On the other hand, ... It would be ...*)
 Para 5: restate your opinion in other words (*All in all, I believe ...*)

Useful language

In the first place ... ; Furthermore, it is essential ... ;
 On the other hand, it can be argued ... ; All things considered, it seems to me that ... ; For example, ... ;
 Moreover, ... ; As a result, we ...

- 1 Read the rubric and then read the text through once quickly. What is it about?

You are going to read a text about a shark conservationist. For gaps 1-7, choose the sentence A-H which best fits each gap. There are two extra sentences.

Reading

Study skills

Missing sentences – extra sentences

Remember that there are two extra sentences. After you have done the task, check that the sentences you have left over don't fit into any of the gaps. This will help you check you have done the task correctly.

- 2 a) Underline any reference/ linking words in the missing sentences and before/after each gap, then do the task. Check that the sentences you have left don't fit any gap.
- b) Compare your answers with your partner.

Swimming with Sharks

When we talk about endangered species, we might mention the sea turtle or the giant panda or maybe even the Asian elephant, but we rarely consider the shark. **1** In fact, the shark population has dropped over the last 30 years by 90%, mainly because of illegal fishing. Sharks may be at the top of the food chain, but they have a vital role in maintaining the ecosystem. **2**

One man, Rob Stewart, has dedicated himself to raising awareness about sharks, whose bad reputation is, he believes, completely undeserved. "Sharks kill about 5 people a year and yet they are loathed," he says. He has a good point if you consider other statistics. **3**

Stewart first became fascinated by sharks as a child and after graduating with a degree in Marine Biology, he became a wildlife photographer. It was on an assignment to the Galapagos Islands, one of the world's most protected marine reserves, that he came across hundreds of dead sharks hanging from a 60 km length of commercial fishing line. **4** He found that up to 100 million sharks are being killed every year and a third of the 500 species of shark are under threat of extinction. Shark fins are incredibly valuable as a luxury item particularly for use in shark fin soup. Dried fins go for as much as \$300 for half a kilo, but the rest of the shark is discarded. Yet, people aren't as concerned about the mass murder of sharks as they are about koala bears.

5 After spending his life savings, watching DVDs on his laptop and learning the basics of film-making, he set off for Costa Rica where he swam with and even hugged the sharks while making his film. As sharks are afraid of humans, he spent an enormous amount of time underwater just hoping for the sharks to come near. **6** After coming into conflict with organised crime and local authorities, he had to escape by boat. Another time he caught a flesh-eating disease that led to a stay in hospital. Despite such difficulties, Stewart managed to produce *Sharkwater*, a powerful documentary about the cruel way mankind treats sharks. **7** "The oceans feed most of the planet. It's a system we can't mess with," Stewart says. "It's not just about saving sharks; it's about saving ourselves."

- A If that kind of illegal fishing could happen there, what was happening in the rest of the world?
- B In fact, the locals soon proved to be a lot more dangerous than the sharks.
- C Stewart learned how to control his heartbeat to avoid panicking the sharks.
- D That's not surprising when we see sharks in films, TV series and books portrayed as man-eating predators.
- E It has been a huge success, winning lots of international awards, but Stewart is carrying on with his mission to save the shark.
- F When their numbers decrease, it disturbs the natural balance of the oceans.
- G Elephants, for example, are responsible for the deaths of at least a hundred people a year yet, when a single elephant falls for its tusk, people are outraged.
- H Stewart decided the best way to show the world what was happening was to make a documentary.

Listening

- 3 Read the rubric and the questions and underline the key words. Do the task.

You are going to listen to a man talking about some volunteer work he has done. For questions 1-7 choose the correct answer A, B or C.

- Justin says that people who take care of animals need
 - to be organised.
 - to have experience.
 - to be very helpful.
- At the shelter, Justin's job is to
 - feed the animals and clean their enclosures.
 - raise money for the charity.
 - select suitable owners for the animals.
- The man that tied up his dog in the yard
 - was arrested while on holiday.
 - is no longer allowed to have pets.
 - couldn't afford to feed his dog.
- When an animal finds a good home, Justin feels
 - a bit anxious.
 - sad about saying goodbye to it.
 - relieved.
- People who volunteer at the shelter should
 - be able to work well as a team.
 - be very kind and caring.
 - be strong physically and emotionally.
- How do volunteers benefit?
 - They get respect from the community.
 - They get new opportunities.
 - They gain useful skills.
- Justin suggests that people who want to volunteer should
 - do a training course.
 - contact the RSPCA by email.
 - call in at their local shelter.

- b) Do the task. What information that you heard helped you decide on your answers? Compare with your partner.

Speaking

- 4 Look at the picture and read the description. Underline the words/phrases used to: *describe location*, *repair communication* (*describe an unknown word/phrase*), *speculate*.

The picture shows a group of animal trainers and a row of children by a pool in the foreground. I don't know what you call it, but they are sitting on something that floats on the water. It looks like they are at a sort of theme park or aquarium where dolphins are trained. The weather must be warm because everyone is wearing either a swimsuit or shorts and a T-shirt. In the middle of the photo on the left-hand side, there are two dolphins out of the water. It looks as if the trainers could be making the dolphins perform while the children watch. I think that the children could be about to swim with the dolphins. It's difficult to make out their faces, but I suppose that they might be feeling really happy and excited about this opportunity.



- 5 Describe the photo. Use the useful language box to help you. Then answer the questions.

- How do you think the woman feels about her job? (Why?)
- Do you think animals should be kept in zoos and wildlife parks? (Why/Why not?)
- Describe a performance you saw involving animals or a visit you went on to a zoo or wildlife park.



Useful language

Describing location: in the top/bottom left/right-hand corner, at the top/bottom, on the left/right-hand side, in the foreground/background, in the middle

Communication Repair (when you don't know a word): It's a kind of/sort of ...; I don't know what you call it, but it's ...; It's what you do when ...; It's used to ...

Speculating: I'm not sure, but he/she etc could/might be ...; I think/guess/suppose ...; Maybe/Perhaps he/she etc is ...; He/She etc seems to be ...; He/She etc looks (as if he/she is) ...; It's difficult to make out ... (their faces etc), but ...

Word formation

- 6 Read the text and complete the gaps (1-10) with the words derived from the word in brackets.



Monkeying around

When (0) **photographer** David Slater went to snap some shots of black Macaque monkeys in Indonesia, he got a bit of a surprise. The black Macaque is a rare and (1) species of monkey that is (2) being studied by a team of (3) in Indonesia who are particularly interested in its (4) Macaques may be rare but they aren't shy. While David was walking with them he began to notice that the monkeys were very interested in his photography (5) After a while, it seems one of them was overcome by (6) and stole the camera from David's bag. When he saw his own (7) in the camera, the naughty Macaque was fascinated. Clearly, he was very pleased with his own (8) as he located the camera button and started (9) taking shots of himself and his friends. "He must have taken hundreds of photos," said David, "but not many of them were in focus. He (10) hadn't worked that out yet."

PHOTOGRAPH

- ENDANGER
- CURRENT
- SCIENCE
- CONSERVE

- EQUIP
- CURIOS

- REFLECT

- APPEAR
- RANDOM

- OBVIOUS

Key word transformations

- 7 Use the words in bold to complete the sentences. Use two to five words.

- 1 John regrets not helping the homeless man. (**WISHES**)
John the homeless man.
- 2 He volunteered at an animal shelter. (**WHERE**)
The place an animal shelter.
- 3 Unless Bob pays his rent, he will lose his flat. (**PAY**)
Bob will lose his flat his rent.
- 4 Sally doesn't have enough money to go on holiday. (**MORE**)
If Sally go on holiday.
- 5 It's a pity I can't go on holiday this year. (**ABLE**)
I wish on holiday this year.
- 6 We must start raising awareness about endangered species. (**TIME**)
It's awareness about endangered species.
- 7 If we don't act now, the species will die out. (**UNLESS**)
The species will die out now.
- 8 The oil spill led to the deaths of many sea birds. (**RESULT**)
Many sea birds died the oil spill.

Writing

- 8 a) Read the rubric and underline the key words.

Your teacher has asked you to write an opinion essay with the title: "Should we spend great amounts of money on space exploration?" Write your essay (120-180 words).

- b) Read the table. In pairs, try to think of reasons/ examples to support each viewpoint.

Should we spend money on space exploration?	
✓	
1	We need to explore other planets to ensure the survival of the human race.
2	The cost of space exploration is small compared to government spending on other things.
3	Important scientific discoveries made in space can help us here on Earth.
x	
4	Some people believe it can be very expensive and the money could be better spent on other things.
5	It can be risky and space missions often fail.

- c) Listen to Mark and Sarah discussing the topic. Did their reasons/ examples match yours?

- 9 Do the task. Use ideas from Exs. 8b & 78c.

Language in Use 3

Phrasal verbs/Prepositions

1 Choose the correct particle.

hand in: submit
hand out: distribute
hand over: give (usually without wanting to)
hang out: spend time relaxing (usually with friends)
hang on: wait a short time
join in: become involved in an activity with others
join up: become a member of (a club, etc)

- 1 Sam is planting trees in the park this weekend. Why don't we join **in/up**, too?
- 2 John found a wallet on the street yesterday and he handed it **out/in** at the police station.
- 3 Hang **on/out** a minute and I'll come with you.
- 4 Sally hangs **on/out** with friends on Saturdays.
- 5 The cashier handed **in/over** £100,000 in cash.
- 6 People were handing **out/over** leaflets about environmental protection in town today.

2 Choose the correct preposition.

- 1 Poverty can lead **in/to** crime.
- 2 He managed to survive **on/in** very little food.
- 3 The world's rainforests are **under/at** threat.
- 4 He donates money **for/to** the homeless.
- 5 Can success contribute **on/to** happiness?
- 6 He succeeded **in/on** raising money for charity.

Collocations

3 Fill in: *natural, walking, long-term, unique, solstice, hair-raising, vicious, toxic, badly, scruffy.*

- | | |
|-----------------|-------------------|
| 1 circle | 6 species |
| 2 aim | 7 moments |
| 3 waste | 8 resources |
| 4 behaved | 9 clothes |
| 5 stick | 10 summer |

Word formation

4 Complete the sentences with the correct word derived from the words in brackets. Use appropriate prefixes.

Prefixes used with nouns to form nouns

Some of the prefixes used to form new nouns in English are: **auto-(self)** (*automobile*), **co-(joint)** (*co-founder*), **ex-(former)** (*ex-chairman*), **inter-(between)** (*interchange*), **super-(more than)** (*superpower*), **tele-(distant)** (*telemarketing*).

- 1 Superman and Spiderman are (HEROES)
- 2 New technology has improved greatly. (COMMUNICATIONS)
- 3 He decided to write his (BIOGRAPHY)
- 4 She met her with his new wife at the children's party. (HUSBAND)
- 5 They need to make with the site easier. (ACTION)

Words often confused

5 Choose the correct word. Check in your dictionaries.

- 1 He **wondered/wandered** around Europe for months before he **settled/lived** in London.
- 2 A **school/swarm** of bees **attacked/struck** him.
- 3 He wanted to **grab/catch** people's attention and raise **public/private** awareness.
- 4 He **spent/passed** the night in the **chilling/biting** cold.
- 5 If you are in **question/doubt**, ask someone to help you.

Quiz

Mark the sentences *T* (true) or *F* (false). Correct the false sentences. Read through Module 3 and write a quiz of your own.

- 1 In 50 years, there will be twice as many elderly people as there are now.
- 2 The Amazon jungle is in Peru.
- 3 About 20% of people in Rio de Janeiro live in slums.
- 4 The Glastonbury Festival takes place in the autumn.
- 5 Ed Stafford spent nearly 2½ years in the Amazon jungle.
- 6 Half of the world's animals live in the Amazon.
- 7 Rainforests cover 5% of the Earth.
- 8 "Carioca" means friend in Portuguese.

3 Revision

1 Fill in: *source, raise, hair-raising, conserve, reach, inspiration, grabbed, faced, wandered, donate.*

- 1 His lecture was a true to us.
- 2 The of the river is in the mountains.
- 3 Greenpeace aims to public awareness of ecological issues.
- 4 His speech people's attention.
- 5 Facing crocodiles was a experience he won't forget.
- 6 Despite the challenges he he continued his journey.
- 7 He took a month to his destination.
- 8 We should all help our forests.
- 9 We money to animal charities.
- 10 He around the festival to see what was going on.

10x2=20 marks

2 Choose the correct words.

- 1 Mark's the student **who/whose** raised the money.
- 2 Sally **mustn't/didn't have to** wash her car; her dad did it for her.
- 3 You **can't/shouldn't** use chemical cleaners; they're bad for the environment.
- 4 The Amazon is a place **that/where** jaguars live.
- 5 That's the boy **who/whose** father is a professor.

5x2=10 marks

3 Put the verbs in brackets in their correct form.

- 1 I wish I (**be**) more patient.
- 2 If I (**be**) you, I'd leave.
- 3 If you apply for this job, you (**get**) it.
- 4 I wish I (**go**) to the party last night.
- 5 What (you/do) if you got lost in the jungle?

5x2=10 marks

4 Complete the sentence with the correct word derived from the words in bold.

- 1 He apologised for breaking my vase. (**ACCIDENT**)
- 2 He lacks a basic (**EDUCATE**)
- 3 My time there was special. (**TRUE**)
- 4 The festival promotes of speech. (**FREE**).
- 5 The possibilities are (**END**)

5x2=10 marks

5 Complete the sentences using the words in bold. Use two to five words. Don't change the word in bold.

- 1 Recycling regularly is a good idea.
SHOULD We regularly.
- 2 It's a pity you didn't come with us.
WISH I us.
- 3 She can't travel abroad because she can't afford it.
WOULD If she could abroad.
- 4 He failed his exams because he hadn't studied.
HAVE If he had studied, his exams.
- 5 He doesn't ride a bike so he didn't join the tour.
JOINED If he rode a bike, he the tour.

5x2=10 marks

6 Match the exchanges.

- | | |
|----------------------------|---|
| <input type="checkbox"/> 1 | Hello how can I help you? |
| <input type="checkbox"/> 2 | Could you give me your credit card number? |
| <input type="checkbox"/> 3 | What's the expiry date? |
| <input type="checkbox"/> 4 | I believe that cars should be banned. |
| <input type="checkbox"/> 5 | I'd like to make a donation of £20 per month. |

- A It's May, 2014.
B I'd like to make a donation, please.
C I totally agree with you.
D That's wonderful!
E Certainly. It's 8987 6574 6534 2314.

5x4=20 marks

7 Write an opinion essay on the topic 'All zoos should be banned' (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about social problems _____
- call to make a donation _____
- talk about environmental problems _____
- write an opinion essay _____

GOOD / VERY GOOD // EXCELLENT ///

Module 4

Still a mystery

Vocabulary: mysterious events, characteristics of strange creatures, ways of looking, unexplained phenomena, types of books

Grammar: the passive, personal & impersonal constructions, articles, reflexive & emphatic pronouns

Everyday English: booking tickets for a guided tour

Intonation: question tags

Phrasal verbs: *keep, let, pick*

Word formation: forming nouns from adjectives

Writing: a book review

Culture Corner: Haunted London

Curricular (Literature): *The Day of the Triffids* by John Wyndham

Vocabulary

Mysterious events/places

- Complete the descriptions with: *was assassinated, was built, was launched, have been reported, have crashed, is known, was captured.*
 - It between 3100 BC and 2800 BC. The reason is still unknown.
 - Many sightings of a large hairy ape-like creature in the Pacific Northwest, but no real proof exists.
 - The spacecraft on 11th April, 1970. Two days later the oxygen tank exploded. The crew returned safely to Earth on 17th April, 1970.
 - In 1947, an extraterrestrial spacecraft was reported to in New Mexico and its alien crew
 - Located in the western part of the North Atlantic Ocean, the region for mysterious disappearances of aircraft and ships.
 - The 35th American president in November 1963. To this day, no one is sure who killed him and why.
- Match the descriptions to the images.
 - Listen and check.

OVER TO YOU!

Which three mysteries impressed you the most? Present them to the class.



A Roswell UFO incident



C Apollo 13



B Bigfoot



D JFK's assassination



E the Bermuda Triangle



F Stonehenge (Wiltshire, England)

4a UFO tour

THE TRUTH ISN'T OUT THERE... OR IS IT?

The annual UFO festival in Roswell, New Mexico attracts thousands of visitors each year to this remote desert town. This year, we sent travel journalist Ruth Bradley to take part in a new UFO Discovery Tour to visit key sites in the area where the famous 1947 Roswell UFO case unfolded. Did her out-of-this-world experience make her a true believer?

When I was first asked by my editor to report on a UFO discovery tour, my heart sank. **1**

A few days later, I was greeted at the airport in New Mexico by the tour's friendly guide and the other enthusiastic UFO-spotters in my group. We were driven to the hotel along busy freeways lined with UFO diners, UFO souvenir shops and even UFO motels. Little grey aliens stared down at us from billboards and road signs with huge insect eyes. **2** If nothing else, I had the feeling I would be having some fun on this assignment!

The following morning, we were taken to the spot in Roswell where a cattle farmer, Mak Brazel, came across some large pieces of metal and a huge hole in the ground on 8th July, 1947. Our guide told us that shortly after Mr Brazel reported what he had seen, the newspaper wrote that he had seen a flying saucer. The next day, however, they changed the story and reported that it wasn't a UFO at all, but simply a weather balloon. I wandered away from the group and looked around in the grass, half hoping to find one last piece of debris from the craft. **3** I had to admit, the story so far was fascinating and I found myself looking forward to the next stage of the tour where we would be shown 'Building 84'.

This was the huge aircraft hangar on the old army base where the remains of the strange craft were taken to be examined. It was an impressive sight. **4** They said it was made of a material as light as plastic, as strong as steel, impossible to burn and covered in strange hieroglyphics. Others described seeing alien bodies. The day ended with a visit to the UFO Museum and I was fascinated by some creepy sketches of

Check these words

unfold, report (on), sceptic, freeway, lined with, billboard, assignment, spot, cattle farmer, weather balloon, debris, aircraft, hangar, army base, remains, eye-witness account, hieroglyphics, autopsy, oval-shaped, burst, hotspot, weird, formation, doubtful, eerie, rattlesnake

Vocabulary & Reading

- 1 Listen and read the headlines. What do you think happened in these incidents?

A 8th July, 1947

**FLYING SAUCER
CAPTURED ON
RANCH IN
ROSWELL
REGION**

C

**POLICE OFFICER REPORTS
SIGHTING OF ALIEN SPACECRAFT
IN SOCORRO, NEW MEXICO**

B

**Strange wreckage &
Alien Bodies Examined
At Roswell Army Base**

D

**THOUSANDS WITNESS
STRANGE LIGHTS OVER
PHOENIX, ARIZONA**

- 2 Now read the title of the text and the introduction. What do you expect to read about? Read through to find out.

alien
in the
The r
Zamc
two s
craft
office
strang
and l
our o
That
hotsp
Phoe
saw a
along
local
souve
I'm st
a nig
intelli
at all

3

A

B

C

D

E

F

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H

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1

2

3

4

5

6

7

alien bodies on autopsy tables which were drawn by a nurse working in the base hospital at the time. **5**

The next day, we visited the town of Socorro where, in 1964, Lonnie Zamora, a respected police officer, reported an oval-shaped object with two small creatures inside. As he drew near, blue flames burst from the craft and it **soared into the sky**. When Zamora came back with other officers, all that could be seen were burn marks on the ground and strange footprints. The locals in this area have many stories like this one and I asked whether we were going to go back home with a UFO story of our own. **6**

That night, we camped out in one of the Nevada Desert's UFO hotspots. As we looked up into the dark sky, one couple from Phoenix, Arizona, told me about the night in March 1997 when they saw a weird formation of lights **hovering** above the city. They weren't alone; the strange phenomenon had been witnessed by over 10,000 locals and there is even video footage of it. **7** What better souvenir to take back to the editor than a photo of a real UFO!

I'm still doubtful whether UFOs and aliens exist. However, after spending a night under the stars in the eerie Nevada Desert, I have to admit that if intelligent life from a far-off world decided to land on Earth, I wouldn't be at all surprised if this was the place they chose to visit!

3 Read again. Seven sentences are missing. Match each sentence (A-H) to the gaps (1-7). There is one extra sentence. Justify your answers.

- A Instead, I disturbed an enormous rattlesnake and quickly made my way back!
- B I was a bit disappointed that I saw nothing worth photographing that night.
- C "Wait until tonight," the tour guide told me.
- D I couldn't help smiling at these amusing sights.
- E I started to lose hope during the night.
- F As we headed back to the hotel, I stared up into the starry night and couldn't help wondering if anyone – or anything – was looking down!
- G I just couldn't understand why I was being sent – me, a true sceptic!
- H Eye-witness accounts later described the craft as unlike anything that had ever been seen on Earth.

4 **Think!** Listen and read the text. What is the writer's purpose?

5 Choose the correct words in bold. Then make sentences using the other options.

- 1 The trip/tour down to New Mexico wasn't very long.
- 2 We were shown the exact spot/mark where the spacecraft crashed.
- 3 They lost their way around the dessert/desert.
- 4 The experts examined/experienced the remains of the spacecraft.
- 5 We had a great view of the crash site/sight from the hilltop.
- 6 The locals/natives in Roswell are used to UFO-spotters.
- 7 People disagree about the events/facts that took place in Roswell.

- 6** Match the words/phrases in bold with their meanings: *moved quickly up, bothered, felt unhappy, destroyed remains, walked without a purpose, strange & frightening, floating in the same position, scary.*

Grammar

The passive

see pp.
GR 10-11

- 7** a) Read the examples. When do we use the passive? How is it formed?

Active: *Some tourists spotted a UFO yesterday. The researchers are investigating the sighting.*

Passive: *A UFO was spotted by some tourists yesterday. The sighting is being investigated.*

- b) Find examples of the passive in the text. Then rewrite the passive sentences into active sentences.

- 1 Steve put up the tent.
The tent was put up by Steve.
 - 2 The mayor opened the UFO museum.
 - 3 Lots of UFO-spotters visit Roswell, New Mexico.
 - 4 People are making preparations for the town's first UFO festival.
 - 5 Sam is starting a UFO tour in the area.
 - 6 Locals have seen many strange lights in the desert.
 - 7 They will publish Bill's book about local mysteries next month.
- 8** Rewrite the headlines in Ex. 1 in the passive.

Speaking & Writing

- 9** You went on the tour with Ruth. Write a paragraph about your experience. Read it to the class.

4b Strange creatures

Reading & Vocabulary

- 1 Look at the monsters in the pictures. Which creature: looks like a dinosaur? has a long neck? is a large hairy ape-like creature? Tell your partner.

The Loch Ness Monster looks like a dinosaur.

- 2 Read the title of the text and the first sentence of each paragraph. Who do you think Loren Coleman is and what does he do? Listen and read the text to find out.

Bigfoot

Check these words

stand guard, plaster cast, sample, specimen, leading, cryptozoologist, legendary beast, countless, witness, scratch, screech, valued, hard evidence, sceptical, fake, hoax, footage, mobility, hips, virtually unknown, tales of sightings, native tribe, become extinct, prehistoric times, human settlement, secretive, panther-like, reluctant

In Search of Monsters

Outside the International Cryptozoology Museum, an eight-foot, **replica** Bigfoot stands guard. **Glancing** around the two rooms, visitors see plaster casts of Bigfoot and Yeti footprints, hair samples and a life-size model of a coelacanth*. Most of the 2,300 specimens of the weird and wonderful that can be found here come from the personal collection of Loren Coleman, the museum's owner and the world's **leading** cryptozoologist.

Loren first became fascinated by the study of cryptids or 'hidden animals' as a twelve-year-old after seeing a documentary on Yetis, but his teacher told him that it was all just nonsense. Unconvinced, he set about finding all there was to know about legendary beasts such as yetis, lake monsters, giant snakes and chupacabras. His interest led to a lifelong passion for monster-hunting and cryptozoology. To date, he has written over 30 books and has spent countless hours travelling and camping out all over the American continent and abroad, interviewing witnesses and examining possible **evidence** of cryptids' existence such as footprints, hair samples, scratches, audio tapes of screeches and videos and photos.

Not surprisingly, Loren is often the first person TV producers turn to when they want an expert on the unexplained. He holds a BA in Zoology and Anthropology, an MA in Social Work and has done post-graduate work in Sociology and Anthropology. His opinion is **valued** because even though he firmly believes cryptids exist, he still demands hard evidence. "Until I have a hair sample or footprint or twisted branch, I'm really kind of sceptical," he says. "80% of all accounts are ordinary animals – a few fakes, a few hoaxes. But it's that 20% of unknowns that keeps me going."

A particular interest of Coleman's is one of the most famous cryptids of all, Bigfoot or Sasquatch, which is said to **inhabit** forests mainly in the North-western United States. He believes that there is lots of convincing evidence of its existence, including the famous 1967 Patterson-Grimlin footage of a Bigfoot walking into the forest. Despite many people claiming they were 'the person in the suit', Loren points out that the creature walks the way an ape does, with little mobility in the hips and neck.

So why hasn't anyone found a real Bigfoot yet? Well, Loren points out that, until 150 years ago, it was believed by most in the western world that mountain gorillas didn't exist and before that the giant panda was **virtually** unknown. Tales of sightings were **taken with a pinch of salt**; they were thought to be legends told by native tribes. Respected scientists had to change their opinions, though, when these creatures were found high up in the mountains and deep in the forests. Similarly, the coelacanth is a huge 1.5-metre-long fish that was thought to have become extinct about 65 million years ago until it was rediscovered in 1938. But no one had mentioned this to islanders in the Indian Ocean, who had been happily eating it for ages! So if a fish from prehistoric times is still swimming around, why can't Bigfoot and other strange creatures be hidden away in a forest somewhere? Loren argues that cryptids are not monsters at all, just species of animal that are few in number, live far from human **settlements** and are highly secretive.

Cryptozoology is definitely Loren's life, but has he ever seen a cryptid himself? He admits that one dark night on the way home, he glimpsed a large panther-like creature, but he's **reluctant** to call it a cryptid. "Western science decides if animals exist or don't exist," he says. Loren isn't trying to prove anything to the world, he just wants to find out the truth.

*large fish once believed extinct

3 Read again and for questions 1-8, choose the best answer, A, B, C or D.

- Most of the exhibits at the museum
 - are replicas.
 - are made plaster cast.
 - were donated.
 - belong to Loren.
- What inspired Loren to study cryptids?
 - The books he read on Cryptozoology.
 - His teacher's encouragement.
 - A film he saw as a young boy.
 - His travels and camping trips.
- Loren is popular with TV producers because he
 - is well-liked by audiences.
 - demands proof and isn't easily convinced.
 - has lots of evidence that cryptids exist.
 - gets excited by cryptids.
- What does Loren say motivates him most to continue searching?
 - his scepticism
 - people's accounts
 - uncertainty
 - hard evidence
- He believes the Patterson-Grimlin footage
 - appeared to show a real creature.
 - was a clever trick.
 - drew attention because of the costume.
 - should be more famous.
- The writer uses the highlighted phrase in the text to show that
 - people believed in the reports about pandas and gorillas.
 - stories about hidden animals come from tribal legends.
 - scientists often change their minds.
 - the western world knows little about hidden animals.
- What does 'this' in line 39 refer to?
 - the discovery of species
 - that a species was taught to be extinct
 - that the islanders had been eating a certain fish
 - that a species had been extinct for millions of years
- In the last paragraph, Loren suggests that he
 - doesn't respect western science.
 - accepts that cryptids may not exist.
 - believes people should be more open-minded.
 - is certain he has seen a cryptid.

4 Match the words in bold to their meanings: *proof, live in, colonies, almost, model, top, respected, looking, unwilling.*

5 Read the definitions, then choose the correct word.

glance: look at quickly
glare: look at angrily
stare: look at for a long time (rudely)
gaze: look at for a long time

glimpse: see for a short time, catch sight of
peer: look at something with difficulty
peep: look quickly, often secretly

- Matt only **gazed/glimpsed** the creature for a second so he wasn't sure what he really saw.
- We **peered/glared** into the dark forest, but we couldn't see much.
- Andrew **gazed/peeped** at the plane flying over his head.
- Simon **peeped/glared** at her angrily.
- The gorilla **peeped/glimpsed** through the trees at us.
- Jane **glared/stared** at the creature – she couldn't stop looking at it.
- Tom **glimpsed/glanced** at his watch and realised he was late.

Grammar see p. GR 11

Passive (impersonal/personal constructions)


6 Read the examples. How do the two passive constructions differ? Find similar constructions in the text. Then turn the sentences into the passive.

- People think** (that) he didn't see a Bigfoot. (active construction)
- It is thought** (that) he didn't see a Bigfoot. (impersonal passive construction)
- He is thought not to have seen** a Bigfoot. (personal passive construction)

- They believe the creature was a panther.
It is thought that the creature was a panther.
The creature was thought to have been a panther.
- Experts say many frogs are becoming extinct.
- They report that Yeti footprints have been found.
- They think the photos are fakes.

Loch Ness Monster

Speaking & Writing

7  Find the main idea in each paragraph. Use them to write a summary of the text in your own words. Tell the class.

4c Culture Corner

HAUNTED LONDON

London dates back to Roman times and has a long, often violent and tragic history. For this reason, it is believed by some to be one of the most haunted capital cities in the world. There are hundreds of stories of ghosts in old buildings, parks, streets, graveyards and even theatres and tube stations! If you aren't too afraid, read on ...

- 1 Read the title of the text and the headings. What kind of ghosts do you think there are in these places? Read to find out.

From Medieval times to the early 20th century, the Tower of London has had a long, cruel (0) *history* of imprisonment, trials, executions and torture. It's no wonder then that (1) of ghosts are a common occurrence here! One of the most (2) seen ghosts is the headless Anne Boleyn, the unlucky (3) of Henry VIII who was beheaded at the Tower in 1536. There is also the white lady whose (4) is said to fill the air surrounding the White Tower and who was once (5) waving to a group of children visiting the opposite building. Stories of ghostly goings-on at the Tower of London are (6) and still occur today.

The Tower of London

Check these words

graveyard, cruel, imprisonment, trial, execution, torture, occurrence, behead, spot, ghostly goings-on, occur, phantom, make presence felt, usher, clog dance, welcome addition

- 2 For gaps 1-12, choose the best answer, A, B, C or D. Find evidence in the text.

- 0 A myth B story C history D tale
- 1 A views B sightings C pictures D scenes
- 2 A often B normally C usually D frequently
- 3 A lady B female C woman D wife
- 4 A aroma B perfume C odour D smell
- 5 A watched B noticed C spotted D observed
- 6 A numerous B lots C several D great
- 7 A uncovered B drew C opened D revealed
- 8 A presence B existence C being D entrance
- 9 A after B back C behind D rear
- 10 A routine B review C rehearse D repeat
- 11 A arrives B appears C occurs D attend
- 12 A extension B extra C additive D addition

The Theatre Royal, Drury Lane



This theatre first (7) its curtains to the public in 1663 and is therefore London's oldest working theatre. Many phantoms supposedly make their (8) felt during the performances here. Some say that Joseph Grimaldi, a mischievous clown who died in 1837, often kicks actors, ushers and cleaners from (9) as they work! Another clown, Dan Leno, who was famous for his clog dance, can sometimes be heard practising his (10) over and over again. The theatre's most famous ghost, however, is the Man in Grey, who only (11) at the beginning of a successful performance. Unlike most ghosts, he does not make people freeze in terror and is seen as a welcome (12) to the theatre!

- 3 Fill in: *successful, freeze, cruel, capital, common, mischievous*. Use the phrases to make sentences based on the text.

- 1 city
- 2 occurrence
- 3 performance
- 4 long history
- 5 in terror
- 6 clown

- 4 **THINK!** Listen and read. Imagine you saw a ghost while visiting one of these places. What did you see, hear, feel? In five minutes write a few sentences. Tell the class.

- 5 Are there similar places in your country? Collect information. Tell the class.

Booking tickets for a guided tour

- 1 a) Listen and say.
- This is the right place to get tickets for the Tower of London, isn't it?
 - Yes, it certainly is.
 - Could you tell me what the ticket price includes, please?
 - I'd like to book some tickets for this afternoon then, please.
 - How many tickets would you like?
 - My pleasure. Enjoy your visit.
- b) The sentences above appear in the dialogue below. Who says each, a tourist or a ticket office attendant?
- Listen and check.

- A: Good morning. This is the right place to get tickets for the Tower of London, isn't it?
 B: Yes, it certainly is.
 A: Could you tell me what the ticket price includes, please?
 B: Sure. It includes a guided tour by one of the Yeoman Warders and entry to see the Crown Jewels and other special exhibitions.
 A: That sounds great. I'd like to book some tickets for this afternoon then, please.
 B: Yes, of course. Tickets are valid for 7 days from the day of purchase. How many tickets would you like?
 A: 2 adults, please.
 B: OK. That's £39.60 then.
 A: Alright. Here you are.
 B: Thanks.
 A: Could you tell me where the guided tours start from?
 B: Sure. They start from just inside the gates every half an hour. So you can choose your own time.
 A: Thank you very much.
 B: My pleasure. Enjoy your visit.

LONDON GHOST BUS TOURS

Take a ride on the dark side

Tour includes:

- Stories of London's past, told by a spooky conductor
- Onboard entertainment with real actors

Tours run most days at 7:30 pm & 9 pm, departing from Northumberland Avenue (off Trafalgar Square)

Fares: Adults £18, Children £12, Family ticket £50
 Book now online or from our ticket office



- 2 Find sentences in the dialogue which mean:
That's right. – *What do you get for the price of the ticket?* – *You're welcome.* *Have a great time.*

Intonation: question tags

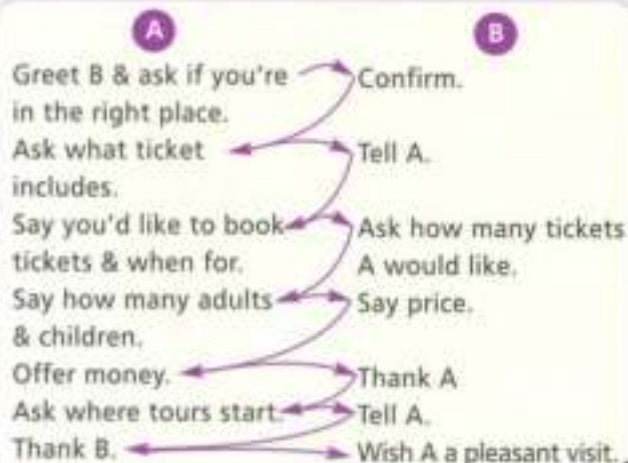
see p. GR 11

- 3 a) Choose the correct question tags. Check in the Grammar Reference section.
- b) Listen and mark which questions expect an answer (✓) and which ask for confirmation (✓). Check in the Grammar Reference section.

- Let's visit the castle, shall we/will we?
- You went on a ghost tour last summer, didn't you/weren't you?
- You won't tell him, won't you/will you?
- Sam likes history, does he/doesn't he?
- You couldn't lend me £20, could you/can you?
- Don't leave the flat unlocked, do you/will you?

Speaking

- 4 Act out a dialogue between a tourist and a ticket office attendant using the advert for the bus tour. Follow the plan.



4e Unexplained phenomena

Reading

- 1 Read the introduction to the text and the headings. Why is each a mysterious place?
 Listen and read to find out.

Study skills

Multiple matching

Read the questions 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 again and answer each question. Some information is paraphrased.

- 2 Read again and for questions 1-15, choose from the places A-D. Justify your answers.

Which place:

- has an attraction that has no visible means of life support? 1
- reports a phenomenon that gets worse at a particular time? 2
- has reports of an event occurring in previous centuries? 3
- do locals believe is protected by a god? 4
- might cause someone to experience health problems? 5
- has a phenomenon that occurs annually? 6
- has a phenomenon that could be caused by the human body? 7
- has a phenomenon that makes no sound? 8
- is where visitors are warned of dangers? 9
- has something believed to be protected by a spiritual being? 10
- has a phenomenon some believe is caused by a mythical creature? 11
- has a phenomenon that does not affect everyone? 12
- is where the frightening sounds are said to be from trapped people? 13
- has a phenomenon witnessed by large crowds of people? 14

- 3 Match the underlined adjectives to their opposites in the list: *nearby, silly, shallow, low, tiny, light, artificial, loud.*

Mysterious Places

We've found out about some places that have some extremely weird phenomena. Read on to find out about some of the strangest places on the planet.

A

The Hum – New Mexico, USA & Woodland, UK

Everyone knows how annoying constant, low level noise can be. The sound of a slow dripping tap or someone repeatedly tapping their foot could drive a saint to distraction. So imagine what it must be like to live with that kind of irritating sound all the time.

In the 1990s, residents of the town of Taos in New Mexico began complaining about hearing a faint sound like a distant car engine. Not everyone hears the strange noise called 'The Hum', but many of the 'victims' complain of loss of sleep, dizziness, headaches and anxiety. Investigators have suggested that the noise is caused by sounds produced naturally by the ear or by waves crashing together on the ocean floor. Most recently, a Hum also struck the tiny English village of Woodland in 2011. "It's loudest on Sundays," says one resident. "It's a bit like a fridge, but it definitely isn't my fridge." For the moment 'The Hum' remains a mystery that continues to drive its victims mad!

B

The Tree of Life – Bahrain

Sitting majestically on a high sandy hill in the middle of the desert, two kilometres from Jebel Dukhan in Bahrain, is one of the most fascinating natural wonders of the world. The Tree of Life, an ancient mesquite tree, has survived in the desert for 400 years, miles from any other form of vegetation, and with no apparent source of water. Although the mesquite tree can develop a very wide and deep root system, scientists and biologists have been unable to locate the source of water that sustains the tree. This baffling enigma has made the tree a major tourist attraction in the Middle East. But for the local Bedouin tribes, there is no mystery about the tree. They believe that the mythical god of water, Enki, has blessed the tree and has kept it alive and growing all these years.



Check these words

tap dripping, tap foot, drive sb to distraction, irritating sound, dizziness, anxiety, remain a mystery, drive sb mad, majestically, vegetation, apparent, sustain, baffling enigma, bless, glowing, gather, serpent, methane gas bubbles, river bed, labyrinth, maze, suffocating, eerie sound, drag, lair, intriguingly, resemble

C The Naga Fireballs - Thailand & Laos

Every year, around the time of the October full moon and at the end of the Buddhist rains, hundreds of red glowing balls of light are seen shooting up from the Mekong River before silently **exploding** in mid-air. Sceptics put the phenomenon down to a clever hoax, but there are records written by monks who **witnessed** the mysterious fireballs hundreds of years ago.

To many of the thousands of believers who gather along the banks of the Mekong to view this amazing sight, the fireballs are the breath of Naga, a mythical serpent that lives in the river. "I've seen the Naga," says one local. "It was like a huge, silver snake swimming down the river." Others, however, believe that the fireballs are a natural phenomenon **caused by** methane gas bubbles escaping from the river bed.

D Black Mountain - Australia



Formed from volcanic magma around 260 million years ago, Black Mountain is made up of a labyrinth of massive black boulders. It's a wonderful, unique place but it has a dark history and locals claim visitors should beware. Explorers have described the maze of caves and narrow passageways in the mountain and some have reported an interior inhabited by vampire bats and gigantic pythons within pockets of suffocating bad air. Countless stories tell of the people who have walked into the caves never to return. Even a farmer and his herd of cattle are said to have disappeared into the mysterious caves. Some say that the eerie sounds of loud cries and banging are the lost trying to find their way out. Others insist it's the natural sounds of water and cracking stones in the caves. There is also a legend that a cat-like beast called 'the Queensland tiger' is responsible for the disappearances as it prowls the area and drags victims into its lair in the caves. Intriguingly, descriptions of the Queensland tiger closely resemble a species of lion which became extinct in Queensland about 20,000 years ago!

- 4 Explain the words in bold. What part of speech is each?

Sound verbs

- 5 a) Listen to the sounds, then say.

blow buzz crack crunch patter rustle
scratch splash stamp whistle drip

- b) Use the verbs in Ex. 5a in their correct form to complete the gaps.

1 bees; 2 the wind; 3 dogs bones loudly; 4 dogs' nails the floor; 5 leaves in the wind; 6 rain the windows; 7 a tap; 8 children their feet on the floor; 9 one a tune; 10 children in the water; 11 tree branches

Grammar Articles

see pp.
GR 11-12

- 6 Fill in *a*, *an* or *the* where necessary. Check in the Grammar Reference section.

Mysterious ghost lights are frequently seen near 1) town of 2) Marfa in 3) Chihuahua Desert in 4) Texas in 5) USA. They are basketball-sized balls of light that bounce around during 6) night and they have puzzled visitors and locals for more than 7) century. 8) first reported sighting dates back to 9) 1883 when Robert Ellison claims to have seen 'ghost lights' shining for days. Many people now believe that 10) 'Marfa Lights' are actually just reflections from car headlights. Some true-believers still won't accept, however, that there is probably 11) ordinary explanation for 12) lights. There is even 13) viewing platform in 14) area where hopeful light-spotters can go!

Speaking & Writing

- 7 Tell your partner two things you remember about each of the places in the text.
- 8 **THINK!** Now imagine you're in one of the places. What can you see, hear, sense? How do you feel? Write a few sentences to describe your visit, then read them to the class or to your partner.

BACK TO LIFE!

When the last Pyrenean ibex died, killed by a falling tree, the species officially became extinct. But scientists had already taken and carefully preserved DNA samples from this wild mountain goat. Using these samples and a domestic goat's eggs, they were able to bring the Pyrenean ibex back to life. Even though the clone lived for only seven minutes, some scientists claim that advanced techniques could now be used to clone dinosaurs and unleash a real-life 'Jurassic Park' on the world!

Could a T-rex really walk the Earth again? Well, dinosaurs were roaming the Earth over 65 million years ago and dinosaur DNA doesn't last that long, even in teeth or bones. **1** Jack Horner, a world famous palaeontologist at Montana State University, however, disagrees. "Of course we can bring them back to life," he says. "The science is there."

In fact, in 2003, Jack and his team made a breakthrough that amazed scientists. While excavating the skeleton of a Tyrannosaurus rex at a remote site in Montana, its thigh bone broke in two as they were lifting it by helicopter. Back at the university, one of Jack's students was running tests on the bone when she suddenly found organic material. **2** It was an astonishing finding that suggests that DNA might last a lot longer than originally believed after all.

So does this mean that we will be sharing Earth with cloned T-rexes in the future? Jack believes it's possible, but a complete genetic map of a dinosaur would have to be worked out first and that might take decades. **3** Most scientists believe that birds are distant relatives of certain types of dinosaur and have some dormant DNA from their ancestors. So perhaps the answer lies with birds?

Jack is not the only one following this line of research. At McGill University in Canada, Hans Larsson has conducted experiments into reactivating dinosaur DNA in birds. He had been investigating the evolution of dinosaurs' long tails into birds' short tails more than 150 million years ago. Larsson noticed that as an embryo a chicken's tail has 16 small bones, but only five when it hatched out of the egg. **4**

Larsson found that by changing the genetic make-up of a chicken he could enlarge its tail by three more bones. **5** Larsson is convinced that this "reverse evolution" means that we could see a type of dinosaur within the next hundred years!

6 The Tokyo researchers believe that they can bring the woolly mammoth back from the dead very soon. This distant ancestor of an elephant died out 8,000 years ago, so the chances of finding usable DNA are much higher. They intend to go on an expedition to frozen Siberia where they are optimistic that they will find the necessary organic material.

Scientists like Jack Horner are fascinated by the idea of unlocking the mysteries of a lost prehistoric world! He imagines himself teaching students on stage accompanied by what he calls a dino-chicken on a lead! **7** Jack says, "There is now nothing to stop us bringing back dinosaurs but ourselves." He continues, though, "Whether it is a good idea or not is another question."



Vocabulary & Reading

- 1 Read the definition and then the newspaper headline. Could DNA help bring extinct animals back to life? Read the text to find out.

DNA: acid in the cells of living things which determines the structure and function of every cell; also responsible for characteristics being passed on from parents to children.

**DINOSAUR BLOOD VESSELS
FOUND IN 68-MILLION-YEAR-OLD T-REX SKELETON**

Check these words

officially, preserve, domestic, clone, unleash, roam, last, make a breakthrough, excavate, remote, thigh bone, organic material, finding, genetic map, distant relative, dormant, ancestor, conduct experiments, reactivate, evolution, embryo, hatch, reverse, expedition, optimistic, prehistoric, lead, revive, impressive, alteration, magnify, ambitious, satisfying, blueprint, survive

2 Read again and choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence.

- A For this reason, he is also looking at other ways to revive dinosaurs.
- B This may not seem so impressive, but a series of alterations could result in a completely new kind of dinosaur.
- C After it was placed under a microscope and magnified 4,000 times, she realised she was looking at dinosaur blood vessels ... 68 million years old!
- D That seems a long time to wait, but some Japanese scientists are more ambitious.
- E Ignoring what the others said, he carried on with his research.
- F He thinks that would be the most satisfying lecture he could ever give.
- G It seemed that the embryo of a modern-day bird could contain the blueprint for a dinosaur.
- H It is generally accepted that it can survive 100,000 years at the most.

3 Fill in: *make, conduct, bring, become, break, hatch, roam, preserved, advanced, distant.*

- | | |
|------------------------|-----------------------|
| 1 extinct | 5 samples |
| 2 back to life | 6 in two |
| 3 a breakthrough | 7 experiments |
| 4 the Earth | 8 out of an egg |
| | 9 techniques |
| | 10 relatives |

4 Replace the words/phrases in bold using words from the **Check these words** box in their correct form.

- 1 Do we want dinosaurs to wander around the Earth?
- 2 He **enlarged** the image of the thigh bone.
- 3 Most scientists believe DNA couldn't **continue to exist** for 68 million years.
- 4 Dinosaurs are believed to be **relatives** of birds.

4f

see p. GR 12

Grammar

Reflexive/Emphatic pronouns

5 Fill in: *myself, yourself, him/her/itself, ourselves or themselves*. Check in the Grammar Reference section.


- 1 Jack introduced to the audience.
- 2 Jack and Hans don't know exactly how long it will take to recreate a dinosaur.
- 3 The student was very proud of when she uncovered the dinosaur bone.
- 4 Did you make this discovery
- 5 Jack Horner isn't sure whether bringing dinosaurs back is a good idea.
- 6 We really enjoyed at the museum.


Key word transformations

6 Complete the second sentence so that it means the same as the first. Use the word in bold.

- 1 The scientists found the discovery astonishing. (BY)
The scientists the discovery.
- 2 Tom enjoyed himself at the exhibition. (GREAT)
Tom at the dinosaur exhibition.
- 3 Archaeologists report that they have found a dinosaur skeleton. (REPORTED)
A dinosaur skeleton been found.
- 4 Sarah likes being by herself. (MIND)
Sarah time alone.
- 5 People say that house is haunted. (SAID)
That house haunted.

Speaking & Writing


- 7 a) **THINK!**  Listen and read. What information in the text did you find the most interesting? Tell your partner.
- b) **THINK!** Do you think it's a good idea to bring back dinosaurs and other extinct species? Why/Why not? In three minutes, write a few sentences. Read them to the class.

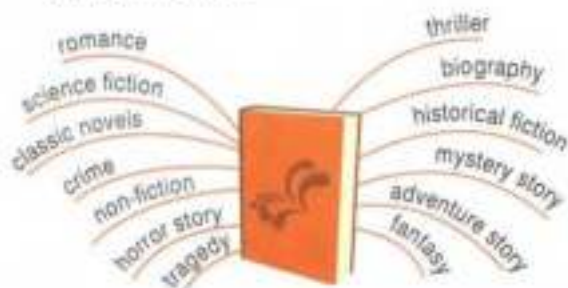
- 8 **ICT**  Collect information about dinosaurs. Report to the class.

4g Skills

Vocabulary

Types of books


- 1  Which are your favourite/least favourite types of books? Why? Tell the class, using the ideas below and any of your own ones.



😊	<ul style="list-style-type: none"> • make you think • exciting • interesting to read about others' lives & experiences • educational
😞	<ul style="list-style-type: none"> • fascinating • thrilling • relaxing • learn a lot about the past • a waste of time • unrealistic • boring/dull • predictable • silly • too frightening

I enjoy biographies because I find it interesting to read about other people's lives and experiences. I'm not so keen on science-fiction books as I find them boring and unrealistic.

Listening

- 2  You will hear five writers talking. Match the writers (1-5) to what they say (A-F). There is one extra letter which you don't need to use.


- A I started writing as a sort of a challenge.
 B I write in an attempt to influence people.
 C I started writing to escape everyday life.
 D I read a lot as a child.
 E Writing comes naturally to me.
 F I write because there is money in writing.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

Speaking

- 3 a) Look at the list of adjectives in the table. Which are: *positive, negative, neutral* in meaning?

plot	mysterious, clever, interesting, exciting, gripping, well/poorly-developed, fast/slow-paced, predictable, weak, funny, unimaginative, original, brilliant, awful
characters	interesting, well-rounded, likeable, dull, evil, shallow, unusual
beginning/ending	confusing, flat, unexpected, disappointing, exciting, surprising, satisfying

- b)  Use the language to talk about books you have read, as in the example.

A: I recently read *'The Curious Incident of the Dog in Night-time'*. It's about an autistic boy who decides to investigate the murder of a dog.

B: What did you think of the plot?

A: It's really clever and original.

B: What about the characters?

A: I found them unusual but likeable.

- 4 a) Compare the photographs and say how the people are feeling and what you think they are enjoying about their tours.



- b) Which of these two tours would you prefer to go on?

The picture shows... What do you know about the book *The Day of the Triffids*? Listen to find out.

Read the text. Fill in the gaps (1-7), choose from the sentences A-H that best completes each gap. There is one extra sentence.

She realised that... and turned on the light. To my amazement, the door was wide open.

That was not difficult. It misted the goggles. The thing I did in the end was to wash it off my face. They didn't try to do anything there.

I took no risks with them.

Four months later I was back again.

They're just plants.

Match the words from the text to the front part of the sentences. *sharply, invaders, turned quickly.*

Write the adjectives the author uses to describe the following:

- S
- S
- d
- l
- C
- h
- k
- S

THINK! 

and read the text. What are you in a car surrounded by triffids. What do you see? How do you feel? Discuss with your partner.

The Day of the Triffids

by John Wyndham

"I wish", I told Susan, irritably, "you'd not keep on saying 'they hear', as if they were animals. They're not. They don't 'hear'! **1** "

"All the same, they do hear, somehow," Susan said. "Well – anyway, we'll do something about them," I promised.

As time went on the numbers collected along the fence continued to increase in spite of our traps. **2** They simply settled down, **wriggled** their roots into the soil, and remained. At a distance they looked as inactive as any other hedge. But if one doubted their alertness it was only necessary to take a car down the lane. To do so, you had to battle through such **viciously** slashing stings that it was necessary to stop the car at the main road and wipe the windscreen clear of poison.

Early one morning, Susan came running in to tell us that the things had broken in, and were all around the house. The sky outside her bedroom window was grey, but when she went downstairs, she found everything there in complete darkness. **3** The moment she saw leathery green leaves pressed against the windows, she guessed what had happened.

4 Even as it closed a sting whipped up from below and **smacked** against the glass. We looked down on a group of triffids standing ten or twelve deep against the wall of the house. The flame-throwers were in one of the outhouses.

5 In thick clothing and gloves, with a leather helmet and goggles under a wire mask I hacked my way through the triffids with the largest carving knife I could find. The stings whipped and slapped at the wire mask so frequently that the poison began to come through in a fine spray. **6** I didn't dare use a thrower more than once to clear my way back for fear of setting the door and window frames on fire, but it moved them enough for me to get back unharmed.

... Two more days passed before Susan and I could be sure that we had searched every corner of the enclosure and accounted for the very last of the intruders. **7**

Check these words

irritably, trap, settle down, hedge, doubt, alertness, lane, slashing sting, wipe, break in, whip up, smack, flame-thrower, outhouse, wire, hack, unharmed, enclosure, account (for), mist

- 1 The picture shows some triffids. What do you know about the book *The Day of Triffids*?

🔊 Listen to find out.

- 2 Read the text. For each gap (1-7), choose from the sentences A-H the one that best completes each gap. There is one extra sentence.

- A She realised that should not be so, and turned on the light.
 B To my amazement, the window was wide open.
 C That was not difficult.
 D It misted the goggles, and the first thing I did in the outhouse was to wash it off my face.
 E They didn't try anything or do anything there.
 F I took no risks when I went to fetch them.
 G Four months later they broke in again.
 H They're just plants.

- 3 Match the words in bold with: *the front part of your foot, hit sharply, invaders, violently, turned quickly.*

- 4 Write the adjectives the author uses to describe the following:

- 1 stings
 2 sky
 3 darkness
 4 leaves
 5 clothing
 6 helmet
 7 knife
 8 spray

- 5 **THINK!** 🎧 Listen and read the text. Imagine you are in a car surrounded by triffids. What can you hear and see? How do you feel? Tell your partner.

4 Writing

A book review

Writing Tip

A **book review** is a short description to inform readers of a magazine or website, etc about a book you've read. Present tenses are usually used as well as a variety of adjectives to make your description more specific and interesting.

A review usually includes:

- an **introduction** giving background information about the book e.g. the title, type of book, the name of the author,
- a **main body** consisting of two paragraphs, one presenting the main points of the plot and the other with general comments on the plot, the main characters, the beginning/ending, etc.
- a **conclusion** in which you recommend/don't recommend the book, giving reasons.

books

▶ *Eclipse*, by Stephanie Meyer, is the third novel in the popular *Twilight* series. It is a gripping adventure-fantasy novel which continues the intriguing story of Bella Swan and Edward Cullen.



▶ The story begins with a string of mysterious actions in Seattle. The main character, Bella, finds herself surrounded by danger and action must be taken immediately. Despite their differences, the vampires and werewolves join forces and attempt to combat this evil force. Meanwhile, Bella has to choose between her feelings for Edward and her friendship with Jacob. More importantly, will she choose life over death? Will she sacrifice her human existence in order to spend eternity with Edward?

▶ The book's fast-paced plot is guaranteed to keep readers absorbed to the very end. It is full of thrilling moments and dark tension as the author creates the drama leading up to Bella's life-changing decision at the end of the book. The main characters are well-developed and believable and what adds to the novel's appeal is its realistic portrayal of young adults' relationships, struggles and anxieties.

▶ I thoroughly recommend *Eclipse*. It is well worth reading. If you like romance and excitement and enjoyed the first two instalments of this series, this satisfying sequel will not disappoint you. Don't miss it!

1 Read the review and match the paragraphs (1-4) to the headings A-D below.

- A a summary of the plot
- B background information about the book
- C writer's opinion/recommendation with reasons
- D general comments on the book

2 Choose the correct words/phrases. Check in a dictionary.

- The story is **set/based** at the beginning of the 20th century.
- Pride and Prejudice* **tells the story of/plays the part of** the Bennet and their five daughters.
- This is a fantastic read – I couldn't **put it down/throw it away**.
- This book is **set in/is based on** the incredible life story of Martin Luther King Jr.
- The exciting plot keeps the reader **absorbed/involved** from beginning to end.
- The **main/chief** character is 12-year-old Artemis.
- Overall, I found the book quite **thick/dull**, but it had an interesting **plot/twist** at the end.
- This exciting novel is sure to be a **bestseller/box office hit**.

3 Which adjectives has the writer used to describe the following in the review in Ex. 17?

- adventure-fantasy novel
- story
- force
- plot
- moment
- tension
- decision
- portrayal
- sequence

Fill in: *gripping*, *mysterious*, *surprising*, *o*

- The plot is what's going on
- This is an exciting story – I've never read anything like it
- This is a about a man who has been addressed all over the world
- This is an amazing book – I just can't put it down
- It's a very of a woman who has saved her life
- The know them
- The ending is – I definitely recommend it
- The theme is the very first

Recommendations

- a) Complete the list with adjectives from the box.
- could
 - make
 - I've
 - won't

1) anyone who has read the stories. 2)

3) gripping re

written cri

If you read c

8)

best book se

b) Which recom

4 Fill in: *gripping, strong, well-developed, mysterious, predictable, heart-warming, likeable, surprising, original.*

- 1 The plot is so; you can guess what's going to happen right from the beginning.
- 2 This is an extremely story – I've never read anything like it before.
- 3 This is a story about a man who meets a strange woman dressed all in white.
- 4 This is an absolutely book – I just couldn't stop turning the pages.
- 5 It's a very story of a woman who moves to the Congo to help save endangered gorillas.
- 6 The characters are so that you feel like you know them personally by the end of the book.
- 7 The ending is very – I definitely wasn't expecting it!
- 8 The themes of love and faithfulness are very throughout the book.

Recommending

- 5 a) Complete the gaps with the phrases in the list.
- couldn't put it down • is definitely for you
 - make sure it's this one • in my opinion
 - I've ever read • you are looking for
 - won't regret it • would definitely recommend

A I 1) this book to anyone who enjoys beautifully-written, romantic stories. I 2) from the very first page.

B If 3) a fast-paced, gripping read, this novel 4) It's one of the most exciting and cleverly-written crime thrillers 5)

C If you read one book this year, 6) You 7) 8), it's the author's best book so far.

- b) Which sentences does the writer use to recommend the book in the review in Ex. 17

Your turn

- 6 Read the rubric and underline the key words, then answer the questions.

A website is asking for book reviews. Write your review of an adventure-fantasy story you have read, describing the plot, making general comments about it and giving your recommendation (120-180 words).

- 1 What do you have to write?
- 2 Who is going to read it?
- 3 What tense(s) will you use?
- 4 Which of the following should you include?

title & type of book	<input checked="" type="checkbox"/>
how the story ends	<input type="checkbox"/>
name of author	<input type="checkbox"/>
how many of your friends have read it	<input type="checkbox"/>
whether you recommend it	<input type="checkbox"/>
main points of plot	<input type="checkbox"/>
where you can buy it	<input type="checkbox"/>
general comments on characters/plot etc	<input type="checkbox"/>

- 7 Use the plan and the phrases from the Useful Language section to do the task.

Plan

- Para 1: background information (title, type, author)
 Para 2: main points of the plot
 Para 3: general comments (*plot, chars, beginning/ending*)
 Para 4: recommendation & reasons

Useful language

Background: This is a well-written/fascinating/informative etc book written by ...; The story is set in/takes place in ...; The book tells the story of ...

Main points of the plot: The story begins/is about ...; The plot/beginning/ending is (rather/quite) dull/boring etc; The plot/beginning/ending is (absolutely) thrilling/gripping etc; The plot has an unexpected twist (at the end) when ...;

General comments: It is rather confusing/slow/dull etc (in parts); The main character(s) is/are well-developed/shallow/very likeable etc; The book has a tragic/surprising ending; The beginning/ending is slow/exciting etc; The book is full of thrilling/funny, etc moments ...

Recommendations: I thoroughly recommend this book with its ...; This is well worth reading as ...; This is bound to be a bestseller; This is a highly entertaining/fantastic etc read. You won't be able to put it down!; Don't bother reading this. It's ...

Listening

Study skills

Multiple matching

Remember that the words in the headings are unlikely to be used by the speakers in the audio. Think of synonyms for them and other related vocabulary before you do the listening exercise. This will help you to understand the content.

- 1 a) Read the rubric and the headings. In pairs, brainstorm for vocabulary related to the key words in each heading.

You will hear five people talking about theories for the reason for the building of Stonehenge. Match the headings (A-G) to the speakers (1-5). There are two headings that don't match any speaker.

- A DESTINATION FOR THE SICK
- B RELIGIOUS CENTRE
- C A GIANT CLOCK
- D LANDING SITE
- E FOR THE DEAD
- F OBSERVING THE STARS
- G MATHEMATICALLY CONSTRUCTED

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- b) Do the listening task. Which words helped you decide?

Reading

- 2 Read the rubric then do the task. Justify your answers.

Read the extract from *The Canterville Ghost* by Oscar Wilde. For questions 1-8, choose the correct option, A, B, C or D.

Study skills

Multiple choice

The questions are numbered in the same order that the answers appear in the text. Before attempting a question, try to identify exactly which part of the text relates to it. This will help you to focus on the relevant section of the text.

The Canterville Ghost

by Oscar Wilde



When Mr Hiram B Otis of America bought Canterville Chase, everyone told him he was doing a very foolish thing, as there was no doubt at all that the place was haunted. Indeed, Lord Canterville himself had seen it as his duty to mention the fact to Mr Otis.

"We have not lived in the place ourselves," said Lord Canterville, "since my great-aunt, the Dowager Duchess of Bolton, was frightened into an illness from which she never really recovered by two ghostly hands being placed on her shoulders as she was dressing for dinner, and the ghost has been seen by several living members of my family, as well as by the vicar. After the unfortunate incident with the Duchess, none of our younger servants would stay with us, and my wife often got very little sleep at night because of the mysterious noises that came from the corridor and the library."

"My Lord," answered Mr Otis, "I come from a modern country where we have everything that money can buy. I reckon that if there were such a thing as a ghost in Europe, we'd have it at home in a very short time in one of our museums, or on the road as a show."

- 3 Read the questions and the options. Find the part of the text each question relates to.

- 1 How did people react to Mr Otis' decision to buy the house?
 - A They laughed at him.
 - B They advised him against it.
 - C They understood it was his duty.
 - D They said nothing.
- 2 Lord Canterville believes the Dowager Duchess of Bolton
 - A became a ghost.
 - B saw a ghost.
 - C scared the servants.
 - D died because of a ghost.
- 3 Mr Otis tells Lord Canterville that America is
 - A full of rich people.
 - B keen to find ghosts.
 - C interested in European culture.
 - D an advanced society.

"I fear that the ghost exists," said Lord Canterville, smiling, "even though it has avoided your travelling entertainers. It has been well-known for three centuries. If you don't mind a ghost in the house, it is all right. Only you must remember that I warned you."

A few weeks after this, the Otis family arrived on a lovely July evening. The air on their journey from the railway station was delicate with the scent of pinewoods. As they entered the grounds of Canterville Chase, however, the sky suddenly became overcast, despite a strange stillness in the air. A big group of black birds passed silently over their heads, and before they reached the house, some large drops of rain had fallen.

Standing on the steps to receive them was Mrs Umney, the housekeeper. She said in an old-fashioned manner, "I bid you welcome to Canterville Chase." Following her, they passed through the fine hall into the library, a long, low room of black wood. Mrs Otis caught sight of a dull red stain on the floor just by the fireplace. She said to Mrs Umney: "I am afraid something has been spilled there."

"Yes, madam," replied the old housekeeper in a low voice, "blood has been spilled on that spot."

"How horrid!" cried Mrs Otis; "it must be removed at once."

The old woman smiled, and answered in the same low, mysterious voice, "It is the blood of Lady Eleanore de Canterville, who was murdered on that very spot by her own husband, Sir Simon de Canterville, in 1575. Sir Simon survived her by nine years, and disappeared suddenly under very mysterious circumstances. His body has never been discovered, but his guilty spirit still haunts the house. The blood stain cannot be removed, no matter how hard you try. It has been much admired by tourists and others."

"Nonsense," cried Washington Otis, "Pinkerton's Stain Remover will clean it up in no time," and before the terrified housekeeper could interfere, he fell upon his knees and began to scrub the floor. Then a flash of lightning lit up the sombre room, a terrible roar of thunder made them all get to their feet, and Mrs Umney fainted. Mrs Umney came round after a few moments, but she was still extremely upset.

"I have seen things here, sir," she said, "that would make anyone's hair stand on end, and many a night I have not closed my eyes in sleep for the awful things that are done here." Mr Otis, however, and his wife warmly assured her that they were not afraid of ghosts.

- 4 The weather at Canterville Chase on the family's arrival is
A summery. B cloudy. C windy. D icy.
- 5 Mrs Umney says the stain on the floor
A was put there for visitors.
B is a mystery.
C shows the scene of a crime.
D is the result of an accident in the 16th century.
- 6 Mrs Umney tells us that Sir Simon
A was murdered. C killed his wife.
B died suddenly. D killed himself.
- 7 Mrs Umney appears to
A be alarmed by Mr Otis's actions.
B have seen a ghost.
C have inspected the house thoroughly.
D feel like sleeping.
- 8 What does 'make anyone's hair stand on end' in the last paragraph mean?
A surprise someone C upset someone
B make someone laugh D frighten someone

Speaking

- 4 a) Look at the pictures of various books and magazines that have been popular with teenagers. First, discuss why you think teenagers like these genres of books. Then decide which two are most beneficial to teenagers' intellectual development.



- b) Answer the questions.

- What kind of books and magazines do you usually read?
- How important do you think it is for children to read?
- Do you like to buy books or do you borrow them from a library?
- How do you feel about e-book readers?
- Do you think that e-books will eventually replace paper books?

Use of English

- 6 Read the rubric, then do the task. Compare with your partner.

You are going to read a text about strange coincidences. Write the word that best fits each gap (1-12).

Coincidences are (0) *those* amazing little accidents of chance (1) seem like one in a million. We've all experienced (2) at one time or another, but why do you think they happen? Is it, as mathematicians say, just a matter of numbers? Or, is there some other force at work in the universe? Let's take a look (3) some amazing coincidences and you can decide what the answer (4) John Adams and Thomas Jefferson were (5) presidents and Founding Fathers of the United States (6) helped to write the Declaration of Independence. This document was signed on 4th July, 1776, (7) is Independence Day in the US. Adams and Jefferson both died on the same day. They died on 4th July, 1826, exactly 50 years after the signing of the declaration they both helped to write.

In the early 70s, the famous actor Anthony Hopkins got a part in a film called *The Girl from Petrovka*, based (8) a novel by George Feifer. Anthony tried all over London to get hold of the book but no bookshop had it. Then as luck would have it, he found a copy on a bench in a train station. When he opened it, he realised that it was George Feifer's personal copy of (9) novel.

Is it just luck that many celebrities' names form anagrams that tell you a great deal about their lives? For (10), out of Albert Einstein's name you can find the phrase, 'ten elite brains'. It's also pretty spooky that Princess Diana's name turns into 'end is a car spin'. But there's (11) doubt that Sean Connery can be found 'on any screen'.

The jury is still (12) on whether coincidences are anything more than just blind luck. What do you think?

Word Formation

- 7 a) Read the rubric, then read the text quickly. What is it about?

Read the text and fill in the gaps (1-6) using words derived from the words in capitals to create a logical and grammatically correct text.

Life on Mars? Not Quite

It sounds like something from a science-fiction film but in 2004 the spacecraft, Spirit, which was sent to Mars by the American space (0) **AGENCY** NASA to explore the surface of the red planet, took a photograph of something which had the (1) of a living (2) As the images seemed to show a large gorilla-type figure walking down a hillside, it led to (3) with previously taken shots of the (4) and mysterious Bigfoot. When the photograph was released, (5) in life on Mars claimed they finally had (6) evidence. However, NASA had a much more (7) explanation. They insisted that it was merely an image of the (8) rocky features of the Martian landscape and that it was in fact a stone that had been carved into that shape by the wind. People had let their (9) run away with itself. What's more, according to NASA this so-called Bigfoot object was a (10) small one - at just 5 cm tall.

AGENT

APPEAR
CREATE

COMPARE
LEGEND
BELIEVE
CONCLUDE

SCIENCE
NATURE

IMAGINE

SURPRISE

- b) Do the task. Make sure your spelling is accurate. Check with your partner.

Writing

- 8 a) Read the rubric and underline the key words. What could your story be about? Decide on: *main characters, place, time*, then write a plot for your story.

Your favourite English-language radio station is running a short story competition on the theme of unexplained experiences. Write a story with the title *A Mysterious Occurrence* (120-180 words).

- b) Use your notes in Ex. 8a to write your story.

Language in Use 4

Phrasal verbs/Prepositions

1 Choose the correct particle(s).

keep away: prevent access to, hold back
 keep off: stay away, prevent from stepping/climbing on sth
 keep on: continue
 keep up with: move at the same speed
 let down: disappoint
 let out (of): release (from prison/captivity)
 pick on: treat unkindly
 pick out: choose
 pick up: 1) lift with hands 2) take someone away in a car

- 1 Please keep **off/away** the grass!
- 2 Don't worry. Anna will never let you **out/down**.
- 3 The girls kept **up with/on** talking.
- 4 Sam has just been let **out/down** of prison.
- 5 I'll pick you **up/out** at 7:00 at the airport.

2 Choose the correct preposition.

- 1 They had lots of things **in/at** common.
- 2 He is an expert **for/on** strange creatures.
- 3 He blamed himself **for/on** the mistake.
- 4 Why is that man staring **to/at** us?
- 5 Some species of animals are few **in/at** number.

Words often confused

3 Choose the correct word.

- 1 The festival **attracts/draws** a lot of visitors.
- 2 Her heart **dropped/sank** as the plane took off.
- 3 They **wandered/wondered** away from the group looking for any remaining debris.
- 4 We all **admitted/accepted** the tour was great.
- 5 Is it possible to **take/bring** dinosaurs back to life?
- 6 They can't say where the answer **lies/lays**.

Word formation

4 Fill in the sentences with the correct word derived from the word in brackets.

Forming abstract nouns from adjectives

We can use **-ance** (*import - importance*),

-ence (*occur - occurrence*), **-cy** (*accurate - accuracy*),

-ion (*predict - prediction*), **-(i)ness** (*lazy - laziness*),

-ity (*popular - popularity*) to form nouns from adjectives.

- 1 The of the strange lights over the city was reported on the evening news. (**APPEAR**)
- 2 The Smiths enjoy the (**QUIET**) and (**PRIVATE**) of their beautiful home in the country.
- 3 Loren Coleman owns a large of artifacts from strange creatures. (**COLLECT**)
- 4 What's the between an allosaurus and a T-rex? (**DIFFER**)
- 5 UFO-spotting is a popular in New Mexico. (**ACTIVE**)

Collocations

5 Fill in: *weather, lifelong, annual, demand, native, travel, video, full, welcome, drive, highly, closely.*

- | | |
|--------------------|-------------------|
| 1 festival | 8 secretive |
| 2 journalist | 9 a |
| 3 balloon | addition |
| 4 footage | 10 to |
| 5 passion | you crazy |
| 6 to | 11 moon |
| evidence | 12 resemble |
| 7 tribes | |

Quiz

Mark the sentences **T** (true) or **F** (false) and correct the false sentences. Read through Module 4 and write a quiz of your own. Give it to your partner. Check his/her answers.

- | | |
|---|---|
| 1 The Roswell Incident happened in 1947. | 5 The Naga fireballs light up the sky every full moon. |
| 2 5,000 locals saw lights in the sky above Socorro. | 6 There are vampire bats in the Black mountain caves. |
| 3 Loren Coleman became interested in strange creatures after watching a documentary about Bigfoot. | 7 Dinosaurs died out around 150 million years ago. |
| 4 The coelacanth died out in 1938. | 8 JFK died of natural causes. |

4 Revision

1 Fill in: *conduct, gripping, countless, predictable, valued, whistling, debris, glared, sank, gathered.*

- The from the crash was scattered all over the desert.
- They decided to some experiments on the bones.
- My heart when Tom said he would leave.
- A lot of people to watch the mysterious fireballs.
- The novel was; from the beginning I knew what was going to happen.
- His opinion is highly
- The plot was so I couldn't put it down.
- Ann angrily at Susan.
- Mike has been that tune to himself all day!
- There have been sightings of Bigfoot in North America.

10x1=10 marks

2 Rewrite the sentences in the passive.

- People can hear a strange noise in Taos.
.....
- Scientists haven't found an explanation for the Hum.
.....
- They say that Yetis live in the mountains.
.....
- Many people saw the Naga fireballs last night.
.....
- They believe the lights were UFOs.
.....

5x4=20 marks

3 Complete the sentences with the correct question tag.

- He's a world famous UFO expert,?
- We got a photograph of the monster,?
- Don't go into the woods alone,?
- Let's camp out tonight,?
- You're not frightened of the dark,?

5x2=10 marks

4 Join the sentences with the correct reflexive/emphatic pronouns.

- Loren thinks he once saw a cryptid.
- We photographed on the banks of Loch Ness.
- They really enjoyed on the UFO tour.
- Help to snacks from the fridge!

4x2=8 marks

5 Complete the sentences with *a, an, the* or *-*.

- spacecraft is believed to have crashed in Nevada Desert.
- coelacanth was thought to be extinct species.
- Big Ben is in capital city of England.
- Some say Yeti lives on Mount Everest.
- Residents of Phoenix saw UFOs in 1997.
- sound known as the 'Taos Hum' was first heard in 1990s.

6x2=12 marks

6 Match the exchanges.

- | | | |
|----------------------------|---|--|
| 1 <input type="checkbox"/> | When do the guided tours start? | A My pleasure. |
| 2 <input type="checkbox"/> | Is this the right place to buy tickets? | B It's really fast-paced and exciting. |
| 3 <input type="checkbox"/> | Thank you very much. | C Two adults, please. |
| 4 <input type="checkbox"/> | What did you think of the plot? | D They start every half hour. |
| 5 <input type="checkbox"/> | How many tickets would you like? | E Yes, it certainly is. |

5x4=20 marks

7 Write a review of your favourite book for a magazine (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about UFOs _____
- talk and write about strange creatures _____
- book tickets for a guided tour _____
- talk and write about mysterious places _____
- talk about books you've read _____
- write a review of a book _____

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Vocabulary: learning experiences, martial art skills, technology in education, achievements, gap year experiences, higher education

Grammar: reported speech (statements, questions, commands), time clauses

Everyday English: borrowing library books

Intonation: word stress

Phrasal verbs: *pass, stick, think*

Word formation: abstract nouns

Writing: a for-and-against essay

Culture Corner: The Duke of Edinburgh Award

Curricular (PSHE): Train your Brain (improving memory)

Module 5

Lifelong learning

Vocabulary

Learning experiences

- 1 Look at the pictures. Which of these influences have taught you the most at different stages in your life?

under 5 years old 12-16 years old
6-12 years old 18+ years old

When I was under 5 years old, I learnt the most from my family and home environment.

- 2 Listen to someone talking about different life skills. Then, discuss the saying, "Learning does not start and stop at the classroom door."

OVER TO YOU!

Do you think that school studies teach people everything they need to know? Why (not)? Discuss in pairs.



1 family & home environment



2 educational institutions



3 the mass media



5 peers



6 free-time activities



4 travelling



7 youth groups & social organisations



8 information technology

9 nature & the environment

5a Extraordinary skills

Vocabulary Shaolin skills

1 Listen and say. Which of the actions can you see in the pictures?

- balance body on the tips of spears
- lie on a bed of nails
- break bricks on someone's body
- throw oneself into the air
- walk barefoot up a staircase of knives
- fight blindfolded
- do the splits
- stand still with legs bent
- crawl on hands and knees down a mountain

2 Which of these qualities does someone need to have to be able to do these actions: *courage, patience, discipline, pride, determination, inner strength, arrogance?*

I think that someone needs to have courage to be able to do these actions as they seem dangerous to me. I also think ...

Reading

Study skills

Predict content

Read the title and the first and the last sentence in each paragraph. This will help you predict content of text.

3 Read the title and the first and the last sentence in each paragraph. What is the text about? Read through and check.

Training with the

Shaolin Monks

By Joseph Barnes

I watched in awe as the man threw himself into the air and spun across the stage. **1** It was impressive, but nothing prepared me for what came next: a man balancing his body on tips of spears! I gasped in amazement all the way through this incredible performance of the Shaolin monks.

Trained in the art of Kung Fu at the world famous Shaolin Temple in China, these monks are so strong that they can break bricks on their bodies and so skilled that they can fight blindfolded without getting hurt! **2** So I did a little research and then last summer I travelled high into China's Yantai Mountains, where the stunning scenery takes your breath away, for a month of training at a real Shaolin school.

I arrived late at night, exhausted by my long journey, but the next day I was woken up by a bell at 5:40 for a run to the top of a nearby mountain! I struggled slowly upwards, and by the time I reached the top, the Chinese students had crawled back down on their hands and knees to build their muscles and were back at the academy, warming up. I looked on in horror as students practised doing the splits! **3**

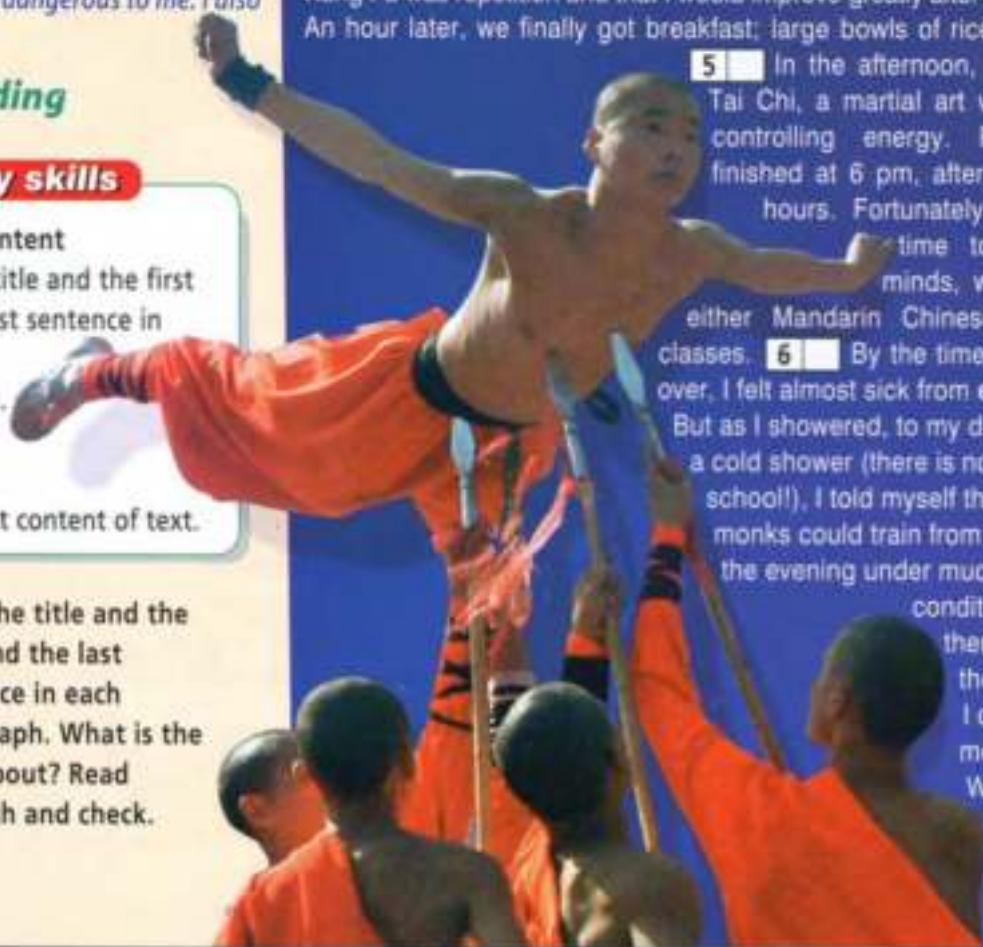
To my relief, I soon learnt that foreigners don't train with the Chinese students. And when my new 'Shi Fu', or teacher, Master Jin Long arrived, he was calm and patient, not fierce and proud, like I had imagined. We began by practising 'mabu', a basic Kung Fu position. For this, you stand with your legs bent, as if sitting on a chair. **4** I felt like a failure. Master Jin Long came over and told me that I would learn little by little. After the class, he told me that a key secret to Kung Fu was repetition and that I would improve greatly after a lot of practice.

An hour later, we finally got breakfast: large bowls of rice and vegetables.

5 In the afternoon, I chose to study Tai Chi, a martial art which focuses on controlling energy. Physical training finished at 6 pm, after an exhausting 8 hours. Fortunately, evenings were a time to work out our minds, with two hours of either Mandarin Chinese, or meditation classes. **6** By the time the first day was over, I felt almost sick from exhaustion.

But as I showered, to my disappointment, in a cold shower (there is no hot water at the school!), I told myself that if Shaolin monks could train from 5 am until late in the evening under much harsher

conditions with many of them beginning at the age of five, then I could survive a month here! Well, the month flew by and by



the end, I felt incredible. **7** The monks constantly told us that we would build character and learn humility through **hardship** and discipline and that's exactly what I experienced. Although I couldn't quite break bricks on my head, I left the academy with a new inner strength and **determined** to work hard to achieve my goals in life. Still, upon my return, I couldn't wait for a hot shower and a relaxing sleep in my comfortable bed.



- A** Building mental strength and control is an essential aspect of Kung Fu, too.
- B** After the performance, I just knew I had to learn more about them.
- C** I couldn't have imagined what a life-changing experience it would be.
- D** It looks simple but I couldn't do it for more than a few seconds!
- E** I could easily hold the 'mabu' position for a few minutes and I felt full of energy.
- F** "How will I survive a whole month here?" I remember thinking.
- G** He landed gently and crouched down like a tiger ready to attack, with his sword held out in front of him.
- H** Afterwards, it was straight back to the gym to practise basic punches and kicks.

Check these words

spin, land, spear, gasp in amazement, stunning scenery, take breath away, muscles, to my relief, bent, failure, punch, kick, martial art, meditation class, constantly, build character, humility, discipline, inner strength, mental strength

- 4** Read again and match the sentences (A-H) to the gaps (1-7). There is one extra sentence. Which words helped you decide?
- 5** Fill in: *inner, goals, exhaustion, stunning, life-changing, gasped, character, failure, breath, energy.*
- | | |
|---------------------|------------------------|
| 1 | 5 experience |
| in amazement | 6 feel sick from |
| 2 scenery | 7 feel full of |
| 3 take your | 8 build |
| away | 9 strength |
| 4 feel like a | 10 achieve my |

- 6** Match the words in bold with their meanings below. What part of speech is each word?

- firmly decided • fought • talented
- passed quickly • bent • tiredness
- difficulty • amazement
- moved forward on hands and knees
- preparation by doing exercises
- more difficult • aggressive

Grammar see p. GR 13 Reported speech (statements)

- 7** a) Study the examples. What is reported speech? How do direct statements differ from reported statements? Check in the Grammar Reference section.

DIRECT SPEECH

"We went to a Shaolin monks performance last night," said Joseph to Phil.

REPORTED SPEECH

Joseph told Phil that they had gone to a Shaolin monks performance the night before.

- b)** Report the following, as in the example.
- I'm leaving for China next Friday. (next Saturday)
I thought you said you were leaving on Saturday.
 - Jack is a Kung Fu teacher. (karate)
 - Sue has spent a month studying yoga. (a year)
 - Joseph left last week. (a month before)
 - We'll get up at 6 am tomorrow. (5 am)
 - I was planning to go for a run later. (go to the gym)
 - She is learning Chinese. (Japanese)
- c)** Find three reported statements in the text. Change them into direct speech.

Speaking & Writing

- 8** Listen and read. You're a radio presenter and your partner is a Shaolin monk. Prepare questions and answers for a radio interview about daily life at a Shaolin School. Act out your interview.
- 9** **THINK!** What did Joseph learn while he was training with the Shaolin monks? How do you think this experience will help him? In three minutes, write a few sentences, then read them to your partner.

5b The way we learn



Vocabulary

School subjects

- 1 In a minute, list as many school/university subjects as you can think of. Which are your favourite ones?

Chemistry – Maths – Medicine

Technology in education

- 2 a)  Listen and say.
- take an online course
 - watch lectures/educational videos online
 - complete an MBA through a Facebook application
 - have private lessons
 - enrol at a school/university
 - have lessons with interactive whiteboards
- b)  Listen to three people talking. Which of the learning methods in Ex. 2a is each talking about? What advantages does each mention?



Reading

- 3 Read the introduction to the text. How are the following related to Salman Khan? *Harvard University, Boston, YouTube, Nadia, Khan Academy, Bill Gates*

 Listen and read to find out.

Check these words

lecture, university graduate, converted, potential, tutor, admit, virtual, clip, at your own pace, attract attention, quit, principle, scribble, crash course, motivate, occasional error, approach, process, stumble, claim, teaching resource, negotiation skills, committed



Salman Khan, a Harvard University graduate, sits in a **converted** cupboard at home in Boston. He's studying for a lecture he's going to give, but it won't be a typical hour-long lecture in a lecture theatre for forty or fifty students. Salman's lecture will take place on YouTube, it won't last for more than ten minutes, and it will reach a **potential** audience of millions. He records up to eight lectures like this every day.

This all grew from a young girl's desire to do better at school. In 2006, Salman's 13-year-old cousin Nadia was having trouble with Maths, so she asked him if he could tutor her. Then when other relatives and family friends asked him when he could tutor them, too, he didn't want to keep explaining the same things over and over again, so he suggested creating videos and putting them on YouTube. To Salman's surprise, his cousin **admitted** that she preferred the virtual Salman to the real thing! She explained that on YouTube she could watch the clip whenever she wanted and repeat anything she didn't understand. She was learning successfully and Khan realised it was because she could go over and over something at her own pace without feeling embarrassed.

Salman's homemade video lectures soon attracted people's attention on the Net. As he recorded more and more videos, he eventually decided to **quit** his job as a financial analyst to create a free educational website, the 'Khan Academy'. Before long, tens of thousands of people were watching his lectures every month. In each video, he explains a principle of a subject **ranging** from Maths, Chemistry and Economics to History and Biology. The clips are far from high-tech. Khan never appears in his videos. Instead, with just his voice and his scribbles on a digital sketchpad, he makes a **complicated** topic entertaining and easy to understand through his informal, chatty style. "My biggest goal is to try to deliver things the way I wish they were delivered to me," he says.

When Salman doesn't know anything about the subject he wants to teach, he gives himself a crash course in it first. He researches it until he feels he can explain it in his own words, step by step so that a motivated 7-year-old would understand it. Khan admits that he makes occasional **errors** with this learn-as-you-go approach, but he believes that students see the process better when they watch him stumble through a problem himself.

Bill Gates, chairman of Microsoft, claims that Khan is his favourite teacher and uses the videos, which now have about 2 million users, with his children. Some teachers are also using the videos as a teaching resource. They have told their students to use Khan's videos at home and have seen fantastic results. As for the future of the academy, Salman is planning to translate his videos into ten languages and he is even **thinking** of opening his own private school. He is full of new ideas such as not dividing classes by age, using board games to teach negotiation skills and even teaching history backwards. It seems he's **committed** to challenging and changing the way people learn. In the meantime, though, it's back to his cupboard to record more videos!

4 a) Read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- Salman began recording videos in order to
 - avoid tutoring his niece.
 - help his niece with schoolwork.
 - save himself some time.
 - improve his tutoring skills.
- Salman believes students learn better when they
 - can use multimedia resources.
 - have a private tutor.
 - are interested in what they're learning.
 - don't feel under pressure.
- What seems to make Salman's videos popular is
 - the simple way he communicates.
 - his amazing knowledge.
 - his use of advanced technology.
 - their attractive design.
- Salman believes that his mistakes
 - make his videos more fun.
 - can help students.
 - make students like him more.
 - can be a problem for some students.
- Salman's plans for the future include
 - encouraging more schools to use his methods.
 - trying out new teaching methods.
 - recording videos on new subjects.
 - changing the education system.

b) Match the words in bold to their meanings: *mistakes, confessed, varying, possible, considering, changed, give up, difficult, dedicated.*

5 Choose the correct words.

- I'm **enrolling/studying** for exams at the moment.
- Jane **admits/claims** that she sometimes bores her students.
- Sam found the lecture **motivated/complicated**.
- Khan's style is **chatty/talkative** and informal.
- Kate **researched/investigated** her project online.
- Margaret pays for her children to go to **private/individual** school.
- Tom gives lectures to a(n) **crowd/audience** of thousands.

see pp. GR 13-14
Grammar
Reported questions/commands


6 a) Read the examples. How do we report: a yes/no question? a wh- question? the imperative?

DIRECT SPEECH	REPORTED SPEECH
"Is he a teacher?" she asked.	She asked if/whether he was a teacher.
"Where is he from?" she asked.	She asked where he was from.
"Make notes," he said to me.	He told me to make notes.
"Don't write on the screen," he said to me.	He told me not to write on the screen.

b) Fill in *said, told* or *asked*, then report the sentences.

- "When does the class start?" Tim *asked* me. *Tim asked me when the class started.*
- "Have you watched any of Salman Khan's video lectures?" Matt Sam.
- "Call me tonight!" Jane to Tom.
- "When will you be home from school?" I Danny.
- "Can I borrow this book?" Kim Julie.
- "Don't talk in the library!" she us.

Speaking & Writing

7  Work in groups of three. You're a radio presenter interviewing Salman Khan for your show. Your partner is Salman. Prepare four questions and answers based on the text. Act out your interview. The third member in the group reports the dialogue to the class.

8 **THINK!** Khan Academy's goal is to provide free education to anyone anywhere. How can it help people? In three minutes, write a few sentences. Tell the class.


5c Culture Corner

1 What do you know about the Duke of Edinburgh's Award? Read through to find out.


2 Read the text and fill in the gaps 1-12 with a word which best fits.

3 Fill in: *different, pick, full, easy, charity, comes, skills, rescue, gold.*

- 1 potential
- 2 life
- 3 background
- 4 to achieve
- 5 animal centre
- 6 shop
- 7 an activity
- 8 awards
- 9 your way

4 a)  Listen and read. Explain the different types of this award.

b) **THINK!** How can this award help young people? In three minutes write a few sentences. Tell the class.

5  Find information about an award that young people can obtain or a youth organisation they can belong to in your country (e.g. *what it is, how it started, what it involves, why someone should do it/take part in it.*) Write a paragraph about it then read it to the class.

The Duke of Edinburgh's Award



The Duke of Edinburgh's Award (also called the D of E) is a very well known and popular youth programme in (0) *the* UK that aims to help young people aged 14-24 reach their full potential! 1) gives young people the chance to develop their character and their life skills as they take part 2) all kinds of exciting extracurricular activities. Started as a small all-boys programme in 1956 by the Duke of Edinburgh, today 275,000 young people 3) different backgrounds are working towards 4) D of E at any one time in the UK!

Participants can progress through three levels of the D of E, the bronze (challenging), the silver (more challenging) or the gold (extremely challenging and 5) for the faint-hearted). It's definitely not easy to achieve any of the awards. Activities are organised in four areas: Volunteering, which could mean volunteering 6) an animal rescue centre or working in a charity shop for six months; Physical, which might be getting a certificate in parachuting or flamenco dancing; Skills, which could be doing a jewellery-making, first aid or cookery course; and Expedition, which could be planning a rowing trip 7) the Danube in Germany. All this can take anything from three months to three years! The best thing is - young people can pick exactly 8) activities they want to do in each category. Ultimately, it's all worth it and all the gold awards are presented 9) the Duke of Edinburgh himself at a royal palace.

From beginning to end, it's great fun doing a D of E and employers, colleges and universities get excited if 10) see it on a person's CV.

The important thing, though, is that "You learn to love something, work hard, be focused and disciplined and then you will be ready 11) when the right opportunity comes your way," as opera superstar Katherine Jenkins said 12) completed her silver award.

Check these words

aim, full potential, extracurricular activity, progress, challenging, animal rescue centre, charity shop, parachuting, first aid, expedition, rowing trip, pick, ultimately, royal palace, focused, disciplined

U
Li
Lil
Lit
Lib
Lib
Libr

Borrowing library books



- 1 How often do you use a library?
Where? What for?

I often use the school library to do research for a project.

- 2 a) Listen and say. Pay attention to the pronunciation.
- Do you know the title of the book and the author?
 - I'll check on the computer for you.
 - I'm afraid it's out right now.
 - Would you like to reserve it?
 - When will it be back in?
 - Can I take these two books out, please?
 - They're due back one week from today.
- b) Which of these sentences would a *librarian*, a *student* say? Decide in pairs.
 Listen and read to find out.

Jane: Hi, I wonder if you could help me.
Librarian: Of course. What's the problem?
Jane: I'm looking for a book for my First Aid class.
Librarian: Do you know the title of the book and the author? I'll check on the computer for you.
Jane: It's *First Aid Made Easy* by Sally Bryan.
Librarian: Alright. Just one moment ... Oh yes. I'm afraid it's out right now. Would you like to reserve it?
Jane: Yes please, that would be great. When will it be back in?
Librarian: It's due back in three days. Would you like to leave your name and number? I can call you when we have it.
Jane: Oh yes, thank you. That would be great. It's Jane Smith, 7463546. Also, can I take these two books out, please?
Librarian: Certainly. Can I see your library card, please?
Jane: Yes, here it is.
Librarian: OK, there you go. They're due back one week from today.
Jane: OK, thank you very much.
Librarian: You're welcome.

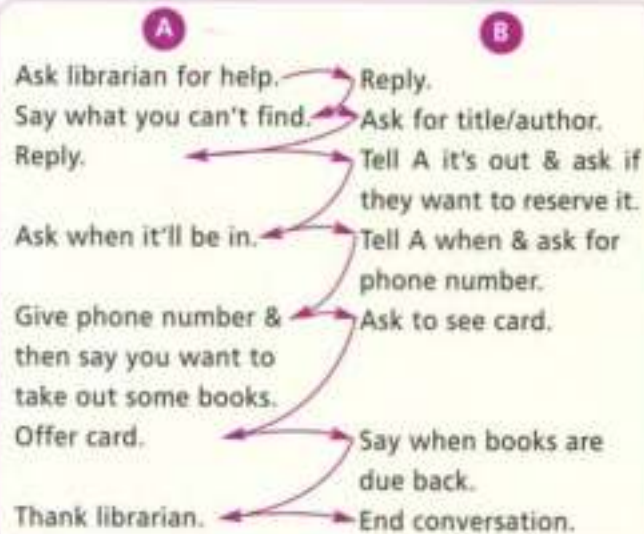
- 3 Find sentences in the dialogue which mean:
Someone has borrowed that book. – *Would you like me to keep it for you.* – *Here you are.* – *You have to return the books in one week* – *Let me have a look on my computer.*

Pronunciation: emphatic stress

- 4 a) Listen and repeat. Which word/syllable is being emphasised in each sentence?
- a Sam came to the library with me yesterday.
b Sam came to the library with me yesterday.
 - a You mustn't talk so loudly.
b You mustn't talk so loudly.
- b) Listen to two different ways of saying the sentences below. Which word/syllable is stressed each time? How does the meaning change?
- I'd prefer to go to the library later.
 - John lent me this brilliant book.
 - The maths test was very difficult.

Speaking

- 5 Use the sentences in Ex. 2a to act out a similar dialogue at the library. Follow the plan.



5e Overcoming the odds

Vocabulary Achievements

- 1 Listen & say. Which would you most like to achieve in the future?
- get a degree
 - invent something to improve people's lives
 - pass your driving test
 - establish a successful business
 - win a scholarship to a college/university
 - learn to speak a foreign language
 - take part in a charity project
 - win a sports competition
 - do well in your exams/a test

I'd like to win a scholarship to a university and get a Law degree.

Reading

- 2 Look at the picture and the title of the article. Which of the things in Ex. 1 do you think William Kamkwamba has achieved?

Listen and read to find out.

Check these words

huddle, faint, kerosene lamp, self-taught inventor, set one's sights high, famine, scarce, starvation, tuition fees, drop out, truly, capture, scrap metal, ignore, windmill, light bulb, have access to, miracle, irrigate, renewable energy, influential, real asset, scholarship, generous, donation, due to, tinfoil, hands-on method, shining example

The Boy Who Harnessed the Wind



Every night, William Kamkwamba's sisters would huddle around the faint light of a kerosene lamp to read and study in the hope of a better future. That was before their brother, who was only fourteen at the time, built windmills that brought electricity to his village of Masitala in Malawi, Africa. Now, this self-taught inventor is setting his sights even higher, **aiming** to light up an entire country! It all began with the famine of 2001 when food was so scarce in Malawi that ten thousand people died of **starvation**. William's family survived on just one meal a day, but they didn't have enough money to **afford** the \$80-a-year tuition fees for William's school. Forced to **drop out**, he refused to give up and carried on his education from textbooks in the small local library. There he learnt all about electricity and motors, but it was the cover of one book in particular that truly **captured** his imagination. It showed windmills. "With a windmill, I could stay awake at night reading instead of going to bed at seven with the rest of Malawi," William realised, "We'd finally release ourselves from the troubles of darkness and hunger."

He set about building one from an old bicycle and pieces of scrap metal from tractors. Ignoring the other villagers (including his mother), who thought he was crazy, over two months he managed to assemble a 5-metre high windmill that supplied enough power to light four small light bulbs. In a country where only 2% of the population has access to electricity, this was like a miracle! Villagers came from all around to see the 'electric wind'. With the addition of another windmill that helped irrigate his father's crops, William was transforming his village through renewable energy all by himself.

News of the boy who built windmills **spread** through blogs and newspaper articles. Bryan Mealer, an American journalist, had spent five years in Africa when he heard about William. He immediately knew that this was the story that he had been waiting for and in 2009, *The Boy Who Harnessed the Wind*, was published. Soon, influential people started to see that William was a real asset to his country and before long, he was invited to speak at conferences, he had documentaries made about him and universities abroad were offering him scholarships.

William is **currently** studying for a degree in America, but he plans to return home with more ideas to help his village. Thanks to generous donations, Masitala now has clean drinking water and solar panels. William also finished a project to build new classrooms for his old primary school which is equipped with laptops that run on energy from his windmills. He still worries about his mother, though: "I haven't solved the problem of firewood. Each day, my mother has no choice but to walk three hours to collect a handful of wood to cook the family meal." It's a walk that gets longer every day as Malawi loses about 500 sq kilometres of forest every year due to illegal deforestation. Experiments with solar ovens made out of tinfoil haven't quite worked out yet, so for the moment William has turned to a more hands-on method – planting more trees.

William Kamkwamba might not have the solution for everything just yet, but he's a **shining** example of all that can be achieved when just one person dreams of a better world.

- 3 a) Read again. Say what focus each question has, then choose the correct answers (A, B, C or D). Justify your choices.

- 1 William and his sisters used kerosene lamps because
 - A they wanted a better future.
 - B it was the only light source they had.
 - C it helped save electricity.
 - D they enjoyed reading at night.
- 2 Why did William leave school?
 - A He needed to work to help feed his family.
 - B He dropped out through lack of interest.
 - C He couldn't pay for his lessons.
 - D He was able to get a better education at the library.
- 3 In little more than 8 weeks William managed to
 - A produce small amounts of electricity for his village.
 - B provide two per cent of his country's electricity.
 - C build windmills all around his village.
 - D end the villagers' food and money problems.
- 4 How did Bryan Mealer hear about William?
 - A In a book written by an American journalist.
 - B At a conference he was invited to.
 - C From various reports in blogs and articles.
 - D In a documentary that was made about him.
- 5 In paragraph 4, 'asset' is used to show that William
 - A had impressed some important people.
 - B was an excellent public speaker.
 - C could be of good use to his country.
 - D would do very well at university.
- 6 At the moment William is
 - A installing solar panels in his village.
 - B building new classrooms at his old school.
 - C collecting donations for his projects.
 - D studying at a foreign university.
- 7 William's mother has to
 - A cook with a solar oven.
 - B plant trees for firewood.
 - C walk great distances daily.
 - D prepare only one meal a day.
- 8 The writer's purpose is to
 - A advertise William's inventions.
 - B relate an inspiring story.
 - C encourage others to become inventors.
 - D promote a book.

- b) Match the words in bold to their meanings: *spare, caught, at present, bright, intending, stop, made known, lack of food.*

- 4 Choose the correct words. Check in your dictionary.

- 1 Sam **fell/dropped** out of university because he couldn't afford the high tuition/teaching fees.
- 2 After failing several times to get into university, Jim was ready to give **up/away**.
- 3 A picture of a windmill on the **cover/top** of a book **captured/caught** William's imagination.
- 4 Kerosene lamps provide a **faint/faded** light.
- 5 They **survive/remain** on one meal a day.
- 6 Solar panels **produce/supply** power to Masitala.
- 7 William was **offered/provided** scholarships.
- 8 William is a **shining/bright** example of what one person can do.

Grammar

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Special introductory verbs

- 5 Use these verbs to report the sentences: *promise, suggest, complain, deny, remind, offer, apologise, explain.*
- 1 "I'll help you with your essay," she said.
 - 2 "Why don't you study for a degree?" he said.
 - 3 "My history lecturer is so boring!" Ann said.
 - 4 "I didn't cheat in the exam," Phil told me.
 - 5 "Don't forget to hand in your essay today," Ann told Jane.
 - 6 "Would you like to share my book?" he said.
 - 7 "I'm sorry I copied your work," Bill told her.
 - 8 "I was late because I missed my bus," he said.

Speaking & Writing

- 6 Tell the class four things that impressed you from the text.
- 7 **THINK!** Imagine you are William. You have just put together the windmill and are about to test if it will light the bulbs. Write a few sentences describing your feelings. Tell the class.

5f Taking a gap year

Vocabulary

Gap year experiences

- 1 a) Listen & say. Which of these experiences give the chance to:
help the environment?
help a community? *learn (a) new skill(s)?*
- work as a beekeeper
 - study opera in Italy
 - coach football at a school in Zambia
 - help rehabilitate injured animals
 - drive sled dogs in Siberia
 - help build an orphanage in China
 - learn to be a cowboy/cowgirl on a ranch
 - do a massage course in Thailand
 - help conserve coral reefs in Fiji
- b) Which ones can you see in the pictures?

Reading

- 2 Look at the pictures and read the first sentence in each text. What do you think each person's experience involved?
 Listen and read to find out.
- 3 Read again and for questions 1-15, choose from the people A-C. Compare with your partner.

Which person ...

- needed to get some practical experience?
- had just attained a qualification?
- set out to achieve a long held goal?
- could have stayed closer to home?
- took exercise classes?
- stayed near a major city?
- lived in a place far from a town?
- had to take a safety precaution?
- was impressed by their co-workers?
- put their university studies on hold?
- found the work physically demanding?
- had to pay to learn something?
- had found their studies very tiring?
- had to manage with few supplies?
- intends to return to the country they visited?

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Take a break

Chelsea Toblin was feeling burnt out after so much hard work for her degree and so decided to take a break before starting her Masters. Almost as soon as she had made her decision, she was on a plane 'down under' to become a rancher for the next eight months on an isolated sheep station deep in the Australian outback hundreds of kilometres from its nearest neighbour. Training as a jillaroo was just the kind of excitement and sense of freedom that Chelsea had been looking for, but she soon learnt that it was back-breaking work too. Not long after she arrived, her work clothes were already grubby from grooming horses and cleaning out the stables. "The most challenging part of my first week was helping with the sheep shearing. It was a lot harder than I thought. It took all my strength to push the animal into the shearing shed. The shearers were absolutely brilliant, too. They work incredibly quickly and can shear a whole animal in less than a minute." By the time Chelsea left the farm, she had learnt a lot about looking after both horses and sheep, mending fences, lassoing and whip cracking, too. It wasn't all hard work, though "Many evenings, we toasted marshmallows over a campfire and I played my guitar and we all sang songs," Chelsea says. "Above us was the clearest and starriest sky I'd ever seen." So what did Chelsea miss most when she got home? Pulling on her cowboy boots, mounting her horse and riding out into the Australian outback, of course!

Check these words

Masters, sheep station, outback, groom, stable, sheep shearing, shearing shed, mend, whip cracking, lassoing, toast, marshmallow, starry sky, requirement, work-based, coach, resources, rolled up, sticky tape, football pitch, practice, eager, average wage, session, clap, kit, beat, poisonous, step back, grand, fall in love with, voice coaching lesson, rehearsal, breathing control

For **Paul Skarr** it all started with his Sports Science degree requirement to do a work-based learning project. "Most students find work locally, but I was keen to volunteer in a needy part of the world," says Paul. So off he went to Zambia to coach football at a school in a small village not far from the capital, Lusaka.



When Paul arrived he found a rundown school house with very few resources. He was amazed to see that the children were using rolled up plastic bags held together with sticky tape to play football!

One of Paul's first tasks was to get the children to mark out a full-sized football pitch in a clearing in the woods next to the school. They erected goal posts made from tree branches, too. At the first practice, about 75 youngsters arrived, very eager to go! Some had even come from neighbouring villages. It was some of the children's first opportunity to play proper football, which isn't surprising when a football costs about \$60 and the average monthly wage is just \$40. The session was a great success. "After we'd finished practice the children clapped excitedly and then they all rushed to clean my boots, and get all the kit ready for the next day!" Paul told us.

One exciting part of each day for Paul was when he and the children beat the ground of the pitch before they started to play to chase away poisonous mamba snakes. But despite some difficulties because of the harsh living conditions, it was a great experience for Paul. "The kids are so happy to play and have a coach even though they have so little else... It really made me step back and think about what's important in life."

Ever since **Olivia Stewart** was a young girl, she has dreamt of singing in a grand concert hall. Her dream became a reality when she interrupted her Music degree to take a year off on sabbatical to get a taste of opera in Italy. Living with an Italian family and having language lessons each morning was an essential part of the experience. "Mastering the language takes your performance to an entirely different level when you learn not only how to pronounce the words properly, but also the deeper meaning of what you're singing," Olivia says. "Opera is like great literature set to beautiful music. You can't help falling in love with it." Olivia spent her afternoons having private voice coaching lessons, performance rehearsals and even pilates classes to help develop muscles for better breathing control. The highlight of Olivia's stay, though, was performing opera at an open-air concert in a beautiful

piazza.* After she finishes her music degree, Olivia hopes to make it back to Italy and continue studying opera and, she says, "to sample more of the amazing Italian gelato*, which is to die for!"

*piazza = square
*gelato = ice cream



Grammar

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Time clauses

- 4 Read the examples. Which of the highlighted words is not a time word? Which sentences refer to the present/future? What tense do we use after a time word when the sentence refers to the future? When do we use commas to separate a time clause from the main clause?

- 1 **By the time** John arrived, they had left.
- 2 I'll take a gap year **when** I finish school.
- 3 **When** will she be back?


- 5 Choose the correct time word and put the verb in brackets into the correct tense. Put commas where necessary.

- 1 She spoke Italian well **by the time/since** she (leave) Italy.
- 2 **Until/As soon as** he (arrive) in Zambia he met the students at the school.
- 3 **Before/When** I (see) you I'll show you my photos.
- 4 Chelsea saddled her horse **since/after** she (groom) it.
- 5 They didn't play football **by the time/until** it (stop) raining.

- 6 Use these words/phrases to make sentences about your future plans: *when, as soon as, by the time, after, until.*

*I'll study Biology when I finish school.
When I finish school, I'll study Biology.*

Speaking & Writing

- 7 a)  Imagine you are one of the people in the text. Tell your partner all about your experience.

- b) **THINK!** What do you think each person learnt from their experience? In five minutes write a few sentences. Tell the class.

- 8 **THINK!** Which of these experiences would you choose to have as part of a gap year? Why? Tell the class.

5g Skills

Vocabulary Higher education

1 Complete the word lists. Try to add more words of your own. Compare with your partner.

- librarian • Media Studies • lecture theatre
- classroom • Modern Languages
- online university • Philosophy
- hall of residence • Medicine • gym
- vocational college • professor • canteen
- lecture • tutor • head of department

Types of institution

- university
- college of further education
-
-

Subjects

- Biochemistry
- History of Art
-
-
-

Buildings & facilities

- science lab
- library
-
-
-
-

Types of learning

- seminar
- tutorial
-
-

People

- student
- lecturer
-
-
-

Speaking

2 a) Describe the pictures.



b) Listen to someone comparing the photographs. How is each learning situation effective?

3 a) Now look at pictures C & D and describe them.



b) Compare the photos and talk about the pros and cons of learning. Use the ideas below and the language in the box to help you.

Lectures: give an overview of main themes – guidance on how to research further – lecturer gives a reading list and raises questions to develop students' thinking – passive/not interactive – boring

Online learning: easy to access & convenient, students study when they want – isolates students, requires computer skills

Comparing	Speculating
<ul style="list-style-type: none"> • In picture A, ...; while/but/although in picture B ...; • However, ...; (in) both/neither of the pictures ...; • On the one hand, ... On the other hand, ... 	<ul style="list-style-type: none"> • It looks like ...; • ... seem(s) to be ...; • ... is/are probably ...; • It may/might/could be ...; • I'd say it/that ...; • Perhaps ...

4 Which way of learning do you think is the most enjoyable and why? Tell your partner.

Listening

5 You will hear students talking about their experiences in higher education. Match the speakers (1-5) to the headings (A-G). There are two extra headings.

Study skills

Comparing photos

When comparing two photos, start with a general summary of the topic. Then move onto a comparison of the two photos. Finally, give your opinion with an explanation/examples.

- A NOT FOR ME
- B A SHAKY START
- C THE TIME OF MY LIFE
- D AN ACTIVE SOCIAL LIFE
- E NEW LEARNING CHALLENGES
- F THE BEST OF BOTH WORLDS
- G FITTING IT ALL IN

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	


- 1 Read the title of the text, the introduction and the headings. How can we improve our memory? Read and check.

Study skills

Open cloze

Read the text once to get the general idea. Read again and try to identify what part of speech each missing word is e.g. verb, noun, conjunction, etc. Pay attention to the words before and after each gap. They will help you do the task. Read the completed text to see if it makes sense.


- 2 Read again and complete the gaps with the correct word. Compare with your partner.


- 3  Find all the phrasal verbs in the text. Make sentences using them.

- 4 Fill in: *remember, memorise, recall, remind*.

- 1 me to call John tonight!
- 2 to lock the front door!
- 3 these 10 words for Monday.

- 4 I can happy times playing in the park when I was young.

- 5 a)  Listen and read. Use the information in the text to explain how we can train our brains to remember things. Which techniques do you think can help you?

- b)  Do some Internet research on other memory techniques you can use. Use the key words: **ways to improve your memory**. Tell the class.



You forgot someone's name, you left your essay at home or maybe you can't remember where you parked your car! Memory is your ability to store, retain and recall information in your brain, but sometimes our memories let us down. Fortunately, there are lots of creative tricks you can use to keep your memory in top form!

Chunking

Try breaking down strings of information, 0) like phone numbers, into smaller chunks. So instead of trying to remember 791845, remember it as 79 18 45. This works even 1) if you associate something meaningful with each chunk, too. Let's say you're 2) for a History degree at university. You could say 79 AD is the year Vesuvius erupted in Pompeii, 18 is your age and 45 is your room number in your hall of residence. Finding personal connections like this anchors information in your memory.

Thinking in pictures

Try thinking in images rather 3) words. Let's say you have a new part-time job and your boss's name is Alice Barker. To remind you 4) her name, make some connections: Alice with *Alice in Wonderland* and Barker with a huge barking dog. Now picture Alice falling down the rabbit hole closely followed 5) a snarling dog. The more vivid and weird the images, the better this technique works.

Word association

Mnemonics 6) as '30 days has September, April, June and November ...' have long been used by people to help 7) remember tricky information. So the next time you need to remember the spelling of a difficult word or the names of some people you've just met, why not try coming 8) with your own silly rhyme, song or poem? The sillier and funnier the better!

Location, location, location!

The Romans used a visualisation technique called 'loci' to remember lists of things. Imagine a room in your house. Mentally place the things you need to remember on the furniture. When you want to recall the items, 9) an imaginary walk around the room. When you recall the furniture, which is easy because the room is familiar 10) you, you'll recall the objects easily, too.

Practice makes perfect

This is true, but psychologists say that we remember more effectively when we space out our learning. So don't cram for tests and exams! When 11) to memorise new words in a foreign language, for instance, repeat them a few times, then take a break. Then come back to them. Perhaps put flashcards around the house with words written on them ... you will 12) seeing them and they will be slowly burnt into your long-term memory.

These are just a few tips. Experiment to see what works best for you! Above all, eat well and get plenty of sleep and exercise. Staying healthy will give your memory the best boost of all!

Check these words

retain, recall, let sb down, keep in top form, chunk, break down, string of information, erupt, personal connection, barking, snarling, weird, mnemonics, tricky, rhyme, visualisation, mentally, effectively, space out, cram for, take a break, burnt into your memory, long-term memory, boost

5 Writing

A for-and-against essay

Writing Tips

Writing for-and-against essays

For-and-against essays present the advantages and disadvantages of a topic. They normally consist of:

- an **introduction** presenting the topic *without* giving an opinion.
- a **main body** presenting the points for and against the issue in separate paragraphs. Each argument is supported with justifications and examples. Each paragraph should start with a topic sentence that summarises the main idea of the paragraph.
- a **conclusion** presenting the writer's opinion or giving a balanced consideration of the topic.

For-and-against essays are written in a **formal**, impersonal style so short sentences, colloquial expressions and idioms are avoided. You can begin and end your essay with any of the following techniques:

- address the reader directly. *We all know how frightening it can be to sit an important exam.*
- include a quotation. *As Martin H Fischer said, "Any man who does not make himself proficient in at least two languages other than his own is a fool."*
- include a rhetorical question. *Isn't it amazing that you can now study subjects like video game engineering and surfing science?*

1 Read the rubric and answer the questions.

You have seen the following announcement in an international travel magazine:

"Should all school-leavers take a gap year before starting work or university?" Send us an essay discussing the pros and cons of this proposal.

Write your essay (120-180 words).

- 1 What type of essay do you have to write?
- 2 What style will you write it in?
- 3 Write A for advantage and D for disadvantage next to items 1-8 related to taking a gap year. Compare with your partner.

1 *welcome break after studying* ; 2 *can be a waste of time without good planning* ; 3 *teaches life skills & builds character* ; 4 *expensive & can create debt* ; 5 *chance to see the world/learn about different cultures* ; 6 *friends will have 'moved on' when you return* ; 7 *makes you more mature & responsible* ; 8 *more time to decide what you really want to do with your life*

- 2 Read the essay. Which techniques has the writer used to start/end the essay?



▶ How would you like to take an entire year off to see the world? Many school-leavers choose to do just that by taking a gap year. They travel around, working to support themselves as they go, before returning to a permanent job or university studies. Is this really a worthwhile thing to do?

▶ **Without a doubt**, there are many arguments in favour of taking a gap year. **To begin with**, it is a welcome break after finishing secondary school. Young people have time to stand back and consider the next step in their career. **Consequently**, they return home with more energy and a fresh outlook. **In addition**, a gap year can provide the chance to experience other cultures or be involved in a worthwhile volunteer project. **Lastly**, because it is often a young person's first taste of independence, it can help them develop a more mature and responsible character.

▶ **On the other hand**, taking a gap year does have certain disadvantages. **Firstly**, travelling is not cheap. Paying for expenses such as flights, food and accommodation could easily get you into debt. **Moreover**, when young people return, their friends may have moved on to new jobs and new friends. **As a result**, it may be difficult to fit back into life at home.

▶ **In conclusion**, I believe that taking a gap year can be an incredibly rewarding experience, despite the drawbacks. As Saint Augustine once wrote: "The world is a book and those who do not travel read only a page."

- 3 Which paragraph (1-4): gives the writer's opinion? presents the topic? gives the arguments against? gives the arguments for?

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To list/add points: Firstly, First of all, To start/begin with, Secondly, Finally, In addition, Furthermore, Moreover,

To introduce/list advantages: The first/Another advantage of ..., One point in favour of ..., Some people feel/argue that ..., Without a doubt/Certainly there are many arguments ...

To introduce/list disadvantages: The first/main/One/Another disadvantage of ..., One argument against ... is that ..., Some/Many people are against ... because ...

To introduce examples/justifications: For example/instance, such as, like, because, as, since, as a result, therefore, etc.

To show contrast: On the other hand, However, In contrast, although, even though

To conclude: In conclusion, To conclude/sum up, All in all, Finally, Taking everything into account

To give your opinion: I think/believe that ..., I am strongly/totally in favour of ..., In my opinion/view, I am strongly/totally against ..., It seems/appears to me that ...

4 Choose the correct words, then replace the linkers in bold in the text with alternatives.

1 As a result/**To begin with**, there are many advantages to using the Internet in the classroom. **Furthermore/For example**, it has a lot more information than the average school library.

2 **Some people feel that/One argument against** students should be allowed to study subjects that interest them **therefore/because** they would learn more effectively.

3 **All in all/In contrast**, some people argue that online learning facilitates learning. **Moreover/For instance**, students must be well-organised to be able to keep up with the pace of the course.

5 Put the sentences in the correct order 1-5. Which is the topic sentence? Suggest an alternative.

A These will be extremely valuable to students in their future careers.

B For example, one school found that 30 minutes of exercise improved students' reading scores.

C First of all, there is evidence that brain activity is enhanced by physical exercise.

D There are many advantages to making PE a compulsory subject in schools.

E In addition, sports teach skills such as teamwork and organisational skills.

Your turn

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

A website for students is asking for opinions on the following issue: *Should all teaching and learning take place online these days?* Write a for-and-against essay discussing the pros and cons of this proposal (120-180 words).


- 1 What do you have to write and who will read it?
- 2 What will each paragraph include?
- 3 How could you begin/end your essay?
- 4 Which sentence (1-3) is in favour of the proposal and which is against it? Match each viewpoint with a justification/example (A-C) below.

Students can participate in lessons from anywhere in the world. 1

Online teaching and learning can be cold and impersonal. 2

It is more convenient than traditional schools and classrooms. 3

- A There are no fixed hours and students can log on and off when they want.
- B A computer cannot replace the face-to-face communication between a teacher and a class.
- C Students living in remote areas can still have access to an education.

5  Think of more advantages/disadvantages and justifications/examples to support them.

7 Use your ideas in Ex. 6 to write your essay. Follow the plan below. Use different techniques to start/end your essay.

Plan

Para 1: present topic

Para 2: advantages with justifications/examples

Para 3: disadvantages with justifications/examples

Para 4: conclusion & own opinion

Use of English

- 1 Read the rubric and then the title of the text. What exactly do you expect to read about?

Read the text and fill in the gaps 1-12 with a word which best fits.

- 2 Do the task. Compare your answers with your partner's.

Listening

- 3 You are going to hear a radio interview with a young student who went on a gap year. For questions 1-10, complete the sentences.

Amy went on a gap year because she felt she could do with a **1** and at the same time she wanted to get some **2** experience. Amy decided she would work as a **3** volunteer in Africa. At first, the volunteer programme was too **4** for Amy. Amy had to work covering for sick **5** workers to get the money for her trip. It was **6** months before Amy got the money together. Observing big **7** was a big part of her work on the reserve. A **8** served as accommodation for the volunteers. Amy learnt a lot of **9** skills while working at the reserve. She also worked a little at a **10** school.



How would you like to attend a university that teaches you (0) *how* to find inner peace (1) stressful times, or how to be happy without spending money? (2) many students, doing a degree not only opens their minds to new academic ideas, but (3) to new ways of living as they meet people from different backgrounds and live independently at the same time. But (4) not address lifestyle choices in the lecture theatre too? That's the philosophy at Alfred University in New York, USA, (5) optional seminar-style classes in recent years have included Movement and Stillness: Yoga and Meditation; Happiness and Stinginess, and the Good Life on a Dollar a Day. The latter (6) based on the idea that capitalist society was built on a lie – that you will be happy if you spend money. Alfred students (7) also studied the reasons behind the success of popular culture hits (8) as the *Harry Potter* books and the TV show *The Sopranos* in the sessions, (9) are held in the evening. The classes have been popular with students. One said that they created an environment where learning for fun was put first, (10) another said he enjoyed being around people (11) knew not to take life too seriously, but took (12) studies seriously.

Speaking

- 4 a) Read the rubric. With a partner, choose a university course and brainstorm for subjects a student of that course might take.

You have recently started a university course in the UK. You have decided you don't want to continue with a particular subject so you have come to see your head of department about it. Include the four pieces of information below in your conversation.

your options

subject you don't like

why you're unhappy

a subject you'd prefer

- b) Do the task.

Reading

- 5 Read the rubric, then do the task. Which words helped you decide?

Read the text and fill in the gaps (1-7) by choosing the correct missing sentence below (A-H). One sentence is extra.

'My life is my message'

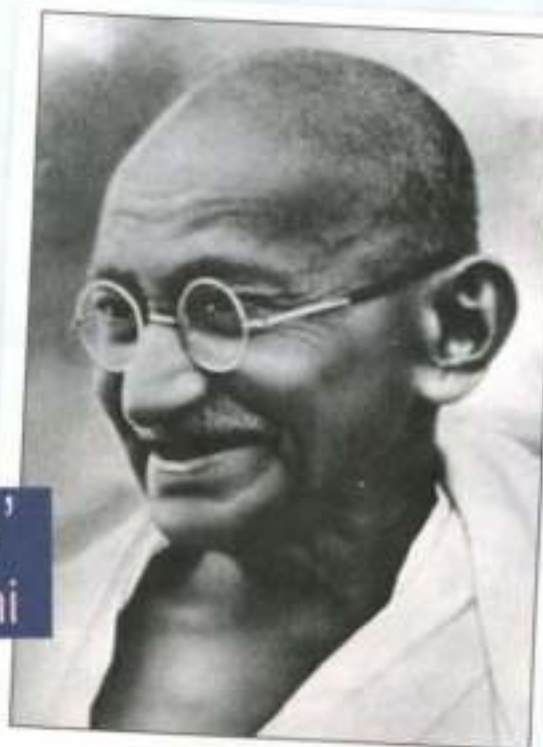
Gandhi

In India he is remembered as 'the father of the nation' and he is famous the world over for his belief in peace and non-violent protest. Gandhi believed that people have the power to achieve positive change by walking the path of peaceful resistance. 1

Gandhi was born Mohandas Karamchand Gandhi in India on 2nd October, 1869 into a merchant family. When he was 19, Gandhi broke with tradition and left India to study Law in London. Then, in 1891, he accepted a job at an Indian law firm in Durban, South Africa, where he remained for twenty years. 2 During this time, Gandhi developed his principle of 'satyagraha' which means 'devotion to truth' through non-violent action. Gandhi was sent to prison many times for leading peaceful campaigns of civil disobedience. Before he left the country, though, the South African government made many of the changes he had called for.

3 Gandhi felt that India could never truly be free as long as it remained under British rule. He wanted to work towards Indian independence and create greater understanding between all classes and religious faiths across the country. In 1919, he joined the new Indian National Congress Party and launched a policy of peaceful non-cooperation with the British, including a boycott of British goods and institutions. One of Gandhi's most famous protests was against the tax on salt imposed by the British authorities. 4 Because of his various campaigns, Gandhi was imprisoned four times: in 1922, 1930, 1933 and 1942.

Nevertheless, as a result of Gandhi's talks and negotiations with the British government, India won independence in 1947. However, there remained fierce tension between different religious groups in the country. On 30th January 1948, Gandhi, then aged 78, was assassinated. 5 Gandhi was on his way to a prayer meeting when he was shot three times in the chest.



Gandhi maintained his life-long belief in peace, non-violence and that all people were created equally. His beliefs informed all areas of his life; in meetings he always wore the simple clothes of an Indian villager, while the politicians around him dressed in formal suits. 6 In India, he was called 'Mahatma' Gandhi which means 'great soul'. There, his birthday is celebrated as an official holiday and also as an international day of non-violence. 7 And indeed, his achievements remain an inspiration to people all over the world; his life truly was his message.

- A He also followed a vegetarian diet and lived a simple life.
- B He refused, though, to take part in the violent campaign.
- C Gandhi was shocked by the discrimination against Indian immigrants in South Africa and headed a campaign for their civil rights.
- D In 1914, Gandhi returned to a troubled India which was occupied by the British Empire.
- E The assassin could not accept Gandhi's belief that all faiths were of equal value.
- F He spoke to everyone when he said, "Be the change you want to see."
- G It's a path he walked all his life.
- H He led thousands of people on a 320 km 'march to the sea' to make their own salt from seawater.