

# On Screen

Student's Book

B1+



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Express Publishing

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

Style (p. ST1)  
 Speaking (p. SP1)  
 Word List (pp. WL1-WL17)

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

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

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



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

CLIL 2

Science

# The Phases of the Moon



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

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

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

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

Check these words

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

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

🔊 Listen and read to find out.

2 Read again and complete the sentences.

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

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

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

S2: 28 days. What is the Sun? etc

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

ICT sections raise learners' intellectual standards



Culture Spot

1 What is the summer solstice? How is it related to Stonehenge?

🔊 Listen and read to find out.

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

Culture sections promote cultural individuality



## Stonehenge & the summer solstice

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

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

# Survival

Module targets

## MODULE OBJECTIVES

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

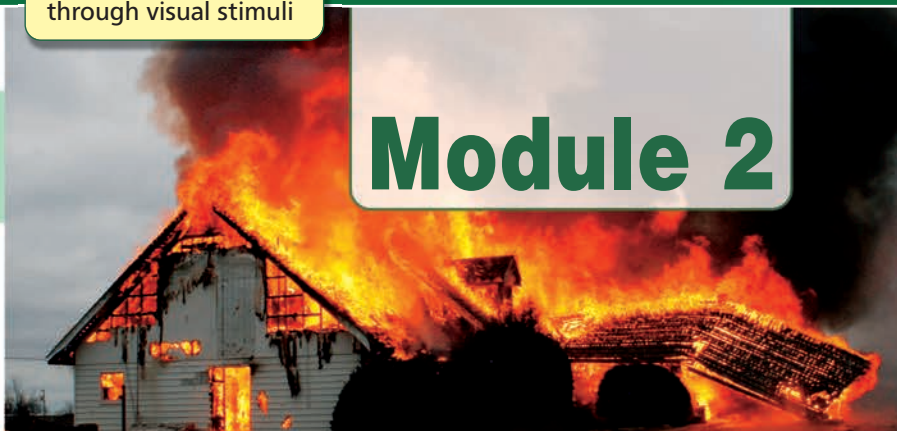
### Words of wisdom

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

Discuss

Presentation & practice of topic vocabulary through visual stimuli

## Module 2



HOUSE 1) ..... AFTER FIRE 2) ..... IN THE BASEMENT



PEOPLE EVACUATED FROM HOMES AFTER RIVER 3) ..... ITS BANKS



FIVE MISSING AFTER ROCKS AND MUD 4) ..... HOMES IN VILLAGE



TANKER 5) ..... SPILLING TONNES OF OIL INTO SEA

### Accidents & Disasters

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

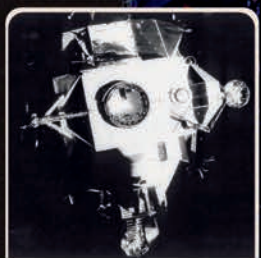


The accompanying digital resources (IWB, iebook) make the process of learning more efficient, pleasant and engaging for both teachers & students

# 2a Reading

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

Engaging texts supported by tightly related videos



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



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



## Houston, we've had a problem here!

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

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

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

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

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

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

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

### Check these words

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

## Exam-style reading tasks



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

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

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

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

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

**4** Answer the questions in your own words.

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

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

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

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



## Speaking

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



## Writing &amp; Speaking

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



# 2b

## Vocabulary

Contextualised vocabulary exercises based on the texts

### Vocabulary from the text

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

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

2 Choose the correct word.

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

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

- **against all the odds**
  - **has gone down in history**
  - **go wrong**
  - **much to everyone's relief**
- 1 No one thought they could survive but, **despite all the problems**, they managed to land safely on Earth.
  - 2 **Everyone was pleased that** the plane took off without any problems.
  - 3 The Apollo 13 mission is **remembered by everyone**.
  - 4 No one expected that it would be **unsuccessful**.

### Topic vocabulary Natural phenomena

4 a) Complete the mindmap. Use these words:

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



#### CLOTHES/FOOTWEAR/ACCESSORIES

- 1) .....
- 2) .....
- 3) .....



#### DISASTERS

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

#### WEATHER

#### GOOD

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



#### BAD

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



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

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

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

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

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

### Accidents & Disasters

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

Natural disasters	Accidents



**8** Complete the sentences. Use: *bumped, survived, injured, scratched, broke, twisted, rescued, escaped*.

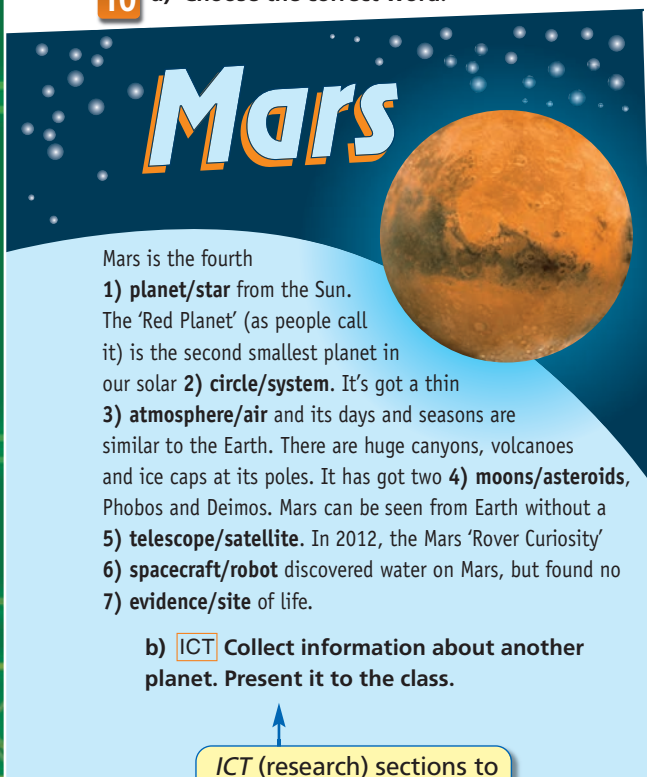
- 1 Only two people ..... the plane crash.
- 2 The tree crashed to the ground and ..... a man walking his dog.
- 3 The man jumped into the pool and ..... the drowning boy.
- 4 Luckily, the family ..... from the fire before the house collapsed.
- 5 Tim ..... his leg on some rose bushes.
- 6 Sue .....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

**9** **LISTENING** Listen to three news reports. What is each about?

- NEWS REPORT 1 .....
- NEWS REPORT 2 .....
- NEWS REPORT 3 .....

**Space exploration**

**10** a) Choose the correct word.



**Mars**

Mars is the fourth

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

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

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

**Phrasal verbs: PUT**

**11** Fill in: *through, out, on, off, up with*. Check in Appendix I.

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

**Prepositions**

**12** Choose the correct item. Check in Appendix II.

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

**Word formation (forming nouns from verbs)**

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

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

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

Systematic practice on prepositions

Systematic practice of word formation

## 2c

## Grammar in use

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

## Electric train derails

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



see pp. GR6-GR8

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

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

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

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

- 3** Choose the best verb forms.

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

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

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



**Past simple vs Present perfect**

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

▶ see p. GR6

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

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

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

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

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

**used to/would/be used to**

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

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

▶ see p. GR7

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

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

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

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

**Key word transformations**

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

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

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

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

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

Tasks to activate  
grammar structures  
presented

# 2d Listening skills

## Multiple matching

### Preparing for the task

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

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

1 What is the text about?

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

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

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

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

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

### STUDY SKILLS

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

Before listening activities to prepare students for the listening tasks

Study skills to help students become autonomous learners

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

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

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

**3** Narrate a travel experience of yours to the class.

### T/F statements

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

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

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

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

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

### Intonation: Word stress & Weak vowels

**6** a) Listen and say.

- sunburnt
- weather
- advice
- return

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

- about
- rainy
- attack
- perhaps
- rescue

Activities to consolidate the listening tasks

Intonation practice



# Speaking skills 2e

## Ask about an experience – Express interest/shock/disbelief

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

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

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

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

Harry: Oh, really? **2**

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

Harry: **3**

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

Harry: **5**

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

Harry: **6**

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

Harry: Oh dear! **7**

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

2 Take roles and act out the dialogue.



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

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

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

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

### Describing a picture

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



b) Use your notes to describe the photograph.

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

Useful language and vocabulary to help students develop their speaking skills

Model answers to help students improve their speaking skills

Situational model dialogues in a real life setting

# 2f

## Writing A story



▶ Writing Bank 2 p. WB2

### Rubric analysis

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

#### Stories wanted

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

- an alligator.
- a mobile phone.

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

### Model analysis

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

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

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

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

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

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

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

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

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

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

Model composition and model analysis

### Setting the scene

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

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

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

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

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

Activities designed to help students decode rubrics





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

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

**Adjectives/Adverbs** ▶ see pp. GR8-GR9

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

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

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

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

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

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

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

**Writing**

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

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

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

• *Listening for ideas*

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

c) Write your story. Follow the plan.

Ideas to help students do the writing task

**Useful Language**

**Setting the scene**

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

**Describing the events**

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

**Feelings**

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

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

**Plan**

**Introduction**

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

**Main Body**

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

**Conclusion**

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

Detailed writing plan for students to follow



**Checklist**

When you have finished your story, check the following:

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

Checklist to help students proofread and edit their pieces of writing

▶ CLIL/Culture 2 p. CC2

# Language Knowledge 2

## Open cloze

### Preparing for the task

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

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

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

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

## STUDY SKILLS

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

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

## A Morning to Remember

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

## Sentence transformations

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

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

## Key word transformations

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

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



**Grammar**

**5** Choose the item that best completes each sentence.

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

**Vocabulary**

**6** Choose the item that best completes each sentence.

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

# Language Focus 2

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

• true • real • right • exact

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

**Collocations**

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

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

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

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

**Sentence transformations**

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

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

**Phrasal verbs & Prepositions**

**5** Choose the correct item.

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

**Grammar in Focus**

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

I was flying to New York City 1) ..... (**see**) my friend Mark and I 2) ..... thrilled. On the plane, I 3) ..... (**hear**) about a hurricane 4) ..... Jamaica. That was 24th October. By 26th October, everyone was talking 5) ..... it. *Sandy*, which was the hurricane's name, was moving north and 6) ..... (**get**) stronger. Three days later I was sitting in Mark's flat 7) ..... the sky went dark. Soon, it was pouring 8) ..... rain and the wind was blowing things up and 9) ..... the streets outside. Suddenly, water started coming up the road from the river. The 10) ..... area was flooding, and Mark's flat was only 11) ..... the first floor. A week later, parts of New York were 12) ..... under water, and many New Yorkers were without electricity. The emergency services were working 13) ..... the clock. *Sandy* caused damage worth \$50 billion 14) ..... the USA alone. 15) ..... least 199 people lost 16) ..... lives. Nobody who 17) ..... met *Sandy* was likely to forget her.



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

2

Progress Check

## MY STORM-CHASING ADVENTURE!

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

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

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

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

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

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

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

### Reading

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

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

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

(5x2=10)

#### 2 Answer the questions in your own words.

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

(2x4=8)

# Progress Check 2

## Listening

**3** You will hear four people talking about experiences they had in extreme weather.

🔊 Listen and match the people (1-4) with what they said (A-E). There is one extra sentence that you don't need.

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

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

(4x3=12)

## Vocabulary

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

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

(10x2=20)

## Grammar

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

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

(10x2=20)

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

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

(5x2=10)

## Writing

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

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

- a mobile phone.
- a car.

(20 marks)

(Total=100)

## Check your progress

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

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

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

# Writing Bank 2

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

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

**Stories** are characterised by:

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

## Useful Language

**Starting a story/Setting the scene**  
 • ... felt (*exhausted*) as she had been (*shopping in town all day*). • It was (*raining hard*) when ... (*woke up that morning*).

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

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

**The main event/climax of the story**  
 • Everyone started (*shouting frantically*).  
 • Then just at that moment, (*the telephone rang*).

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

## A story

**Stories wanted**

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

- an accident • a firefighter

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

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

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

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

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

## Practice

**1** Put the paragraphs in the correct order.

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

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

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

- 1 It was the middle of winter and the weather was **bad**.
- 2 I felt **bad** when the dog started to growl.
- 3 The open fire made the room very **nice**.
- 4 I opened the door and walked into a **nice** room.
- 5 The waters were **nice**.

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

- 1 The woman next to me started to scream .....
- 2 James ..... ran down the stairs.
- 3 She ..... wanted to reach home.
- 4 I was ..... asleep and didn't hear the thunder.

**5** Give the story a different ending.

## Plan

<b>Introduction</b> (Para 1)	<i>set the scene (how, when, where, what)</i>
<b>Main Body</b> (Paras 2 & 3)	<i>events in order they happened; climax event</i>
<b>Conclusion</b> (Para 4)	<i>what happened in the end, characters' feelings</i>