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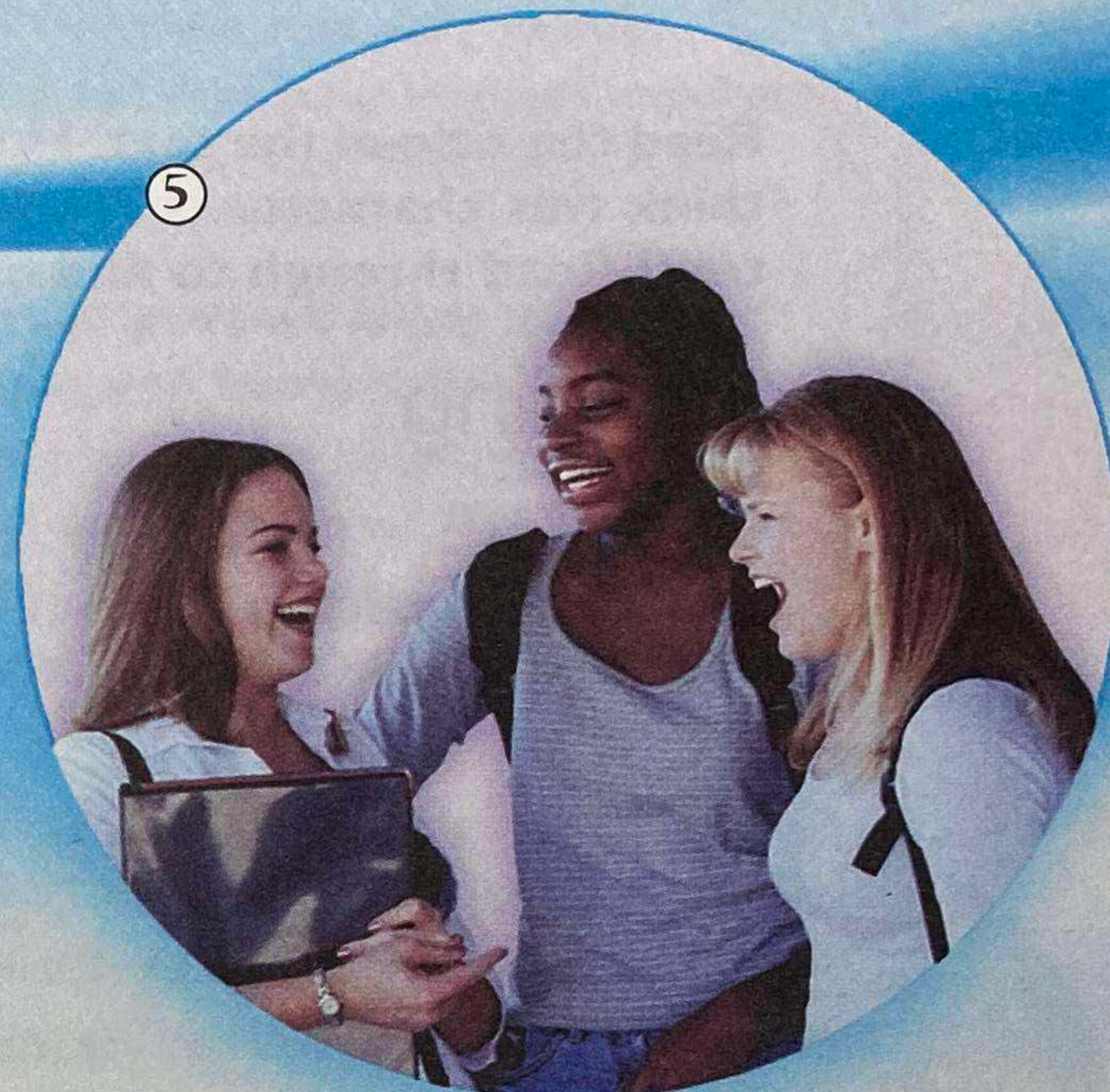
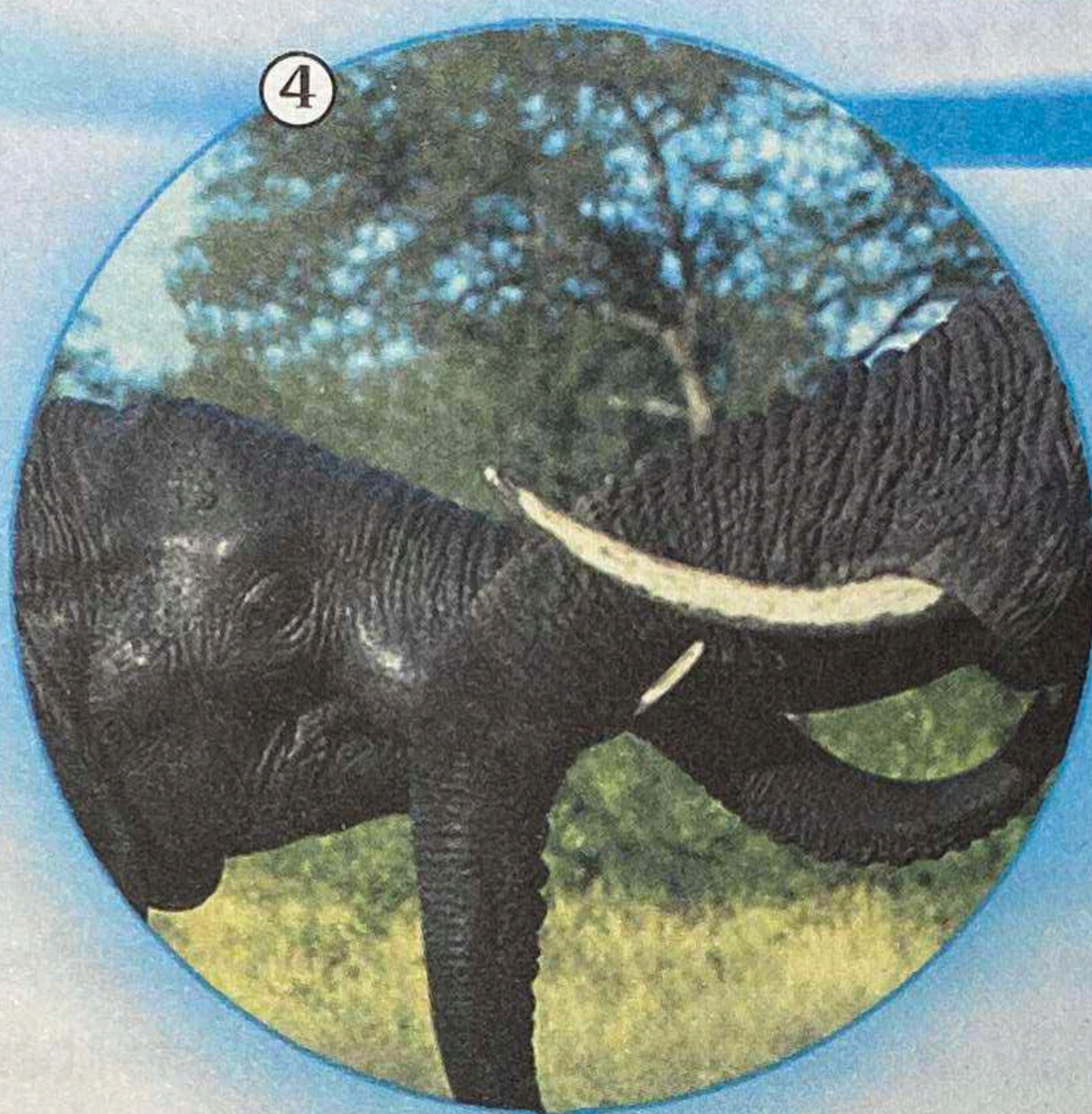
задание рекомендуется выполнять
в личной тетради учащегося

Contents



Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Communication (pp. 5-36)	gestures & emotions body language music/places of entertainment character traits feelings & moods friendship ways to look ways to talk phrasal verbs languages, dialects & accents the senses	comparisons -ing/(to-) infinitive clauses of reason/purpose/result	<i>Body Talk</i> (multiple choice) (pp. 6-7) <i>The Universal Language of Music</i> (text completion) (pp. 10-11) <i>More than Words: Mime, Music and Dance</i> (multiple matching) (pp. 14-15)	for specific information for gist for detail for opinion Task 1 (p. 18) Task 2 (p. 19) Task 3 (p. 19)	express preference give reasons ask for information ask for advice/give advice ask about/express feelings invite & accept/refuse invitations Task 1 (p. 20) Tasks 2, 3 (p. 21)	an email to a friend describing a festival you attended a paragraph about giving a performance informal/semi-formal/formal letters/emails
	Across Cultures – <i>Language Roots</i> (pp. 28-29); Literature – <i>Dr Dolittle</i> (pp. 30-31); Curricular Cut: Biology – <i>Animal Talk</i> (p. 32); Progress Check 1 (p. 33); Focus on RNE (p. 34)					
2 Challenges (pp. 37-70)	animal groups animal sounds ways to speak disasters idioms feelings phrasal verbs extreme sports	tense revision collective nouns conditionals wishes unreal past time adverbs	<i>The Serengeti</i> (multiple choice) (pp. 38-39) <i>In the shadow of Vesuvius</i> (text completion) (pp. 42-43) <i>Challenges</i> (multiple matching) (pp. 46-47)	for gist for detail for specific information Task 1 (p. 50) Task 2 (p. 50) Task 3 (p. 51)	express dissatisfaction give & react to news express opinion encouragement and response compare & contrast ideas Tasks 1, 2 (p. 52) Task 4 (p. 53)	a summary of a text a letter to a pen friend telling him your news a diary entry about a disaster you experienced semi-formal/formal letters/emails
	Across Cultures – <i>Natural Treasures</i> (pp. 62-63); Literature – <i>The Burning World</i> (pp. 64-65); Curricular Cut: Science – <i>Standing on Solid Ground?</i> (p. 66); Progress Check 2 (p. 67); Focus on RNE (p. 68)					
3 Survival (pp. 71-102)	evolution conservation heredity space GM foods food/drink	inversion emphatic structures so – neither/nor linkers prepositions countable/uncountable nouns	<i>Lonesome George</i> (multiple choice) (pp. 72-73) <i>Will we all have to leave home?</i> (text completion) (pp. 76-77) <i>Science vs Nature</i> (multiple matching) (pp. 80-81)	for gist for opinion for detail for specific information Task 1 (p. 84) Task 2 (p. 84) Task 3 (p. 85)	make & respond to suggestions express advantages/disadvantages decide on food/drink express agreement/disagreement use quotations Tasks 1, 2 (p. 86) Tasks 3, 4 (p. 87)	a letter of a summary of a text a short paragraph stating your opinion on GM food essays an article on global warming
	Across Cultures – <i>Banking on the Future</i> (pp. 94-95); Literature – <i>The Lost World</i> (pp. 96-97); Green Issues – <i>Deserts</i> (p. 98); Progress Check 3 (p. 99); Focus on RNE (p. 100)					

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
4 Spoilt for Choice (pp. 103-132)	crime technology education social/world issues welfare work festivals organisations phrasal verbs	relatives – relative clauses the definite article quantifiers	<i>First days</i> (multiple choice) (pp. 104-105) <i>To The Ends Of The Earth</i> (text completion) (pp. 108-109) <i>Let's Talk Shop</i> (multiple matching) (pp. 112-113)	for specific information for gist for detail Task 1 (p. 116) Task 2 (p. 116) Task 3 (p. 117)	express annoyance/sympathy make deductions make suggestions/accept/reject compliment/thank Tasks 1, 2 (p. 118) Tasks 3, 4 (p. 119)	a diary entry describing your first day at school a short paragraph on advertising essays
	Across Cultures – <i>Shopping in Style</i> (pp. 124-125); Literature – <i>800 Leagues on the Amazon</i> (pp. 126-127); Curricular Cut: Science – <i>Clouds</i> (p. 128); Progress Check 4 (p. 129); Focus on RNE (p. 130)					
5 Rights (pp. 133-162)	crime technology education social/world issues welfare work festivals organisations phrasal verbs	clauses of concession modals intensifying adjectives passive causative prepositions	<i>Caught in the act</i> (multiple choice) (pp. 134-135) <i>Clockwork communication</i> (text completion) (pp. 138-139) <i>Watching the Detectives</i> (multiple matching) (pp. 142-143)	for gist for detail for specific information Task 1 (p. 146) Task 2 (p. 146) Task 3 (p. 147)	give an eye-witness account serve customers/buy things narrate experiences express feelings Tasks 1, 2 (p. 148) Tasks 3, 4 (p. 149)	application a formal letter of complaint a diary entry a presentation on an organisation a review of a TV series expository essays
	Across Cultures – <i>Festivals</i> (pp. 154-155); Literature – <i>The Caves of Steel</i> (pp. 156-157); Curricular Cut: Citizenship – <i>Unicef</i> (p. 158); Progress Check 5 (p. 159); Focus on RNE (p. 160)					
Grammar Reference (pp. 163-178) Focus on RNE Listening Tasks (pp. 179-180) Further Writing Practice (pp. 181-202) Appendix I - Phrasal Verbs (pp. 203-207) Appendix II - Verbs, Adjectives, Nouns with Prepositions/Prepositional Phrases (pp. 208-212) Appendix III - Spelling Rules (p. 212) Appendix IV - Pronunciation (p. 212) Irregular Verbs (p. 213)						



Communication

► Look at Module 1

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

► Find the page numbers for

- a pop group
- a snake
- a joke
- a music festival

► Listen, read and talk about ...

- body language
- music, mime, dance
- character adjectives
- languages
- ways animals communicate

► Learn how to ...

- express preferences
- ask about/express feelings
- invite & accept/refuse invitations

- ask for/give advice
- structure discourse

► Practise ...

- comparisons
- -ing/(to-) infinitive in expressing preferences
- clauses of reason/purpose/cause & effect
- phrasal verbs

► Write/Give ...

- a presentation of gestures used in your country to express feelings
- an informal email describing a festival you attended
- a short paragraph about a performance
- informal letters/emails

Across Cultures: Language Roots


Literature: Doctor Dolittle

Curricular Cut (Biology): Animal Talk

Lead-in

- 1 Who's the man in the pictures? Which character does he portray? What is special about the character?
- 2 Read the title of the text. How do you think this character is related to the text? Read through to find out.

Reading

- 3  **RNE** Read the text and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.



BODY TALK

by Mark Evans

You will probably laugh when I tell you that my interest in body language was sparked by a favourite professor of mine at university. He mentioned 'Pinocchio Syndrome' to me one wintry morning after claiming that I always rubbed my nose when giving excuses for being late to his lectures. Apparently, when someone tells a lie, the person's blood **rushes** to the nose and the extra blood makes it itchy. So if you think someone is not being entirely honest with you, perhaps like my professor you should watch to see if they **scratch** their nose! This little example of non-verbal communication inspired me to become a body language expert.

Now, I earn my living by training people in non-verbal communication. Knowing when someone is lying and knowing how to **convince** people you're telling the truth are two of the most important skills you'll ever learn. For example, lawyers build their reputation on their deductive skills when cross-examining in court, while politicians need to rely on their powers of persuasion to gain support.

I have dedicated my life to studying the ways the human body gives more **reliable** information than the words we speak. The words say one thing but the body may say something completely different. This is the theory of body language and most of us are familiar with the **basics**. We know that crossed arms can be seen as either defensive or aggressive, but what about facial expressions, gestures, posture, and the intonation and rhythm of our speech? All of these speaking volumes can be understood if you only know how to make sense of the signs.

Take the eyes, for example. If I told you a lie, you would probably expect me to look away rather than look you full in the face. However, this is not, as commonly thought, the sure sign

of a lie, but the reflexive movements we make when we are trying to remember something. Because of this, glancing away is not as easy to **interpret** as you might believe. A good liar is not searching his memory for the truth, so he can quite easily look you straight in the eyes as he speaks to make the lie more **convincing**. Here's a tip, though. Watch the pupil of the eye; does it change size? If it gets bigger, this is probably an **involuntary sign** that something is being hidden.

Body language is something that the majority of us cannot control; it's what escapes when we're **concentrating on** something else. I might think I'm creating a good impression because my voice is strong and steady and my speech is clear, but the sweat pouring off my forehead and my constantly moving feet say otherwise.


Business clients are constantly in need of my services and I try to improve their confidence in themselves by teaching them about body language. I give advice about handshakes, which should always be firm and steady, and I teach the importance of personal space, explaining that people who live in warm climates stand a lot closer to one another than people in cooler climates. They may seem like minor matters, but these codes of behaviour can be the **key** to making or breaking a business deal.

My working life gives me a great deal of satisfaction. I feel that I'm providing a public service, but it is a service that has had its downside. Whenever I meet someone new and I tell them what I do for a living, they immediately put their guard up and they're no longer relaxed. They quite literally freeze in the attempt to hide all the signals that they **assume** I'm reading. It makes life difficult at times, but I consider it a small price to pay for a job I enjoy so much.

Lead-in

- 1 Who's the man in the pictures? Which character does he portray? What is special about the character?
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BODY TALK

by Mark Evans

Multiple choice

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

- 1 **Why did the writer originally become interested in body language?**
 - 1 Someone made a comment to him.
 - 2 He wanted to know why people tell lies.
 - 3 He wanted to learn more about 'Pinocchio Syndrome'.
 - 4 His professor recommended the subject to him.
- 2 **According to the writer, non-verbal communication is important because**
 - 1 it helps lawyers to be more skilful.
 - 2 politicians need to know when people are lying.
 - 3 it can help make people believe what you tell them.
 - 4 it provides a unique way of earning one's living.
- 3 **What does the writer assume about his readers?**
 - 1 They are able to change their intonation.
 - 2 They need to develop good posture.
 - 3 They use only words to communicate.
 - 4 They know something about the subject.
- 4 **The writer feels it is not easy to recognise when someone is lying because**
 - 1 they have an honest look on their face.
 - 2 they move their eyes very rapidly.
 - 3 listeners can read body language incorrectly.
 - 4 listeners do not look into their eyes.
- 5 **The most important thing for businessmen to learn is the**
 - 1 laws of a particular country.
 - 2 correct way to behave.
 - 3 necessity of being polite.
 - 4 skill of appearing confident.
- 6 **People react in a negative way when they meet the writer because they**
 - 1 think he is too self-confident.
 - 2 assume that he is always lying.
 - 3 have heard about him previously.
 - 4 believe he is studying them.
- 7 **What do we learn about the writer from the passage?**
 - 1 He makes a lot of money from his job.
 - 2 He travels the world giving advice.
 - 3 He is dedicated to his work.
 - 4 He trains body language experts.

- 4 **Match the words/phrases in bold from the text to their definitions:** likely to be correct, moves quickly, simplest ideas, understand the meaning, make someone believe something is true, rub fingernails against the skin, unconscious physical response, suppose, believable, focusing on, the deciding factor. **Then, explain the underlined words/phrases.**

- 5 **Complete with:** build, improve, facial, business, non-verbal, powers, crossed, body language, space, minor. **Make sentences based on the text, using the phrases.**

- | | |
|--------------------------|---------------------|
| 1 communication | 6 arms |
| 2 expert | 7 expressions |
| 3 one's reputation | 8 personal |
| 4 of persuasion | 9 matters |
| 5 one's confidence | 10 deal |

Speaking & Writing

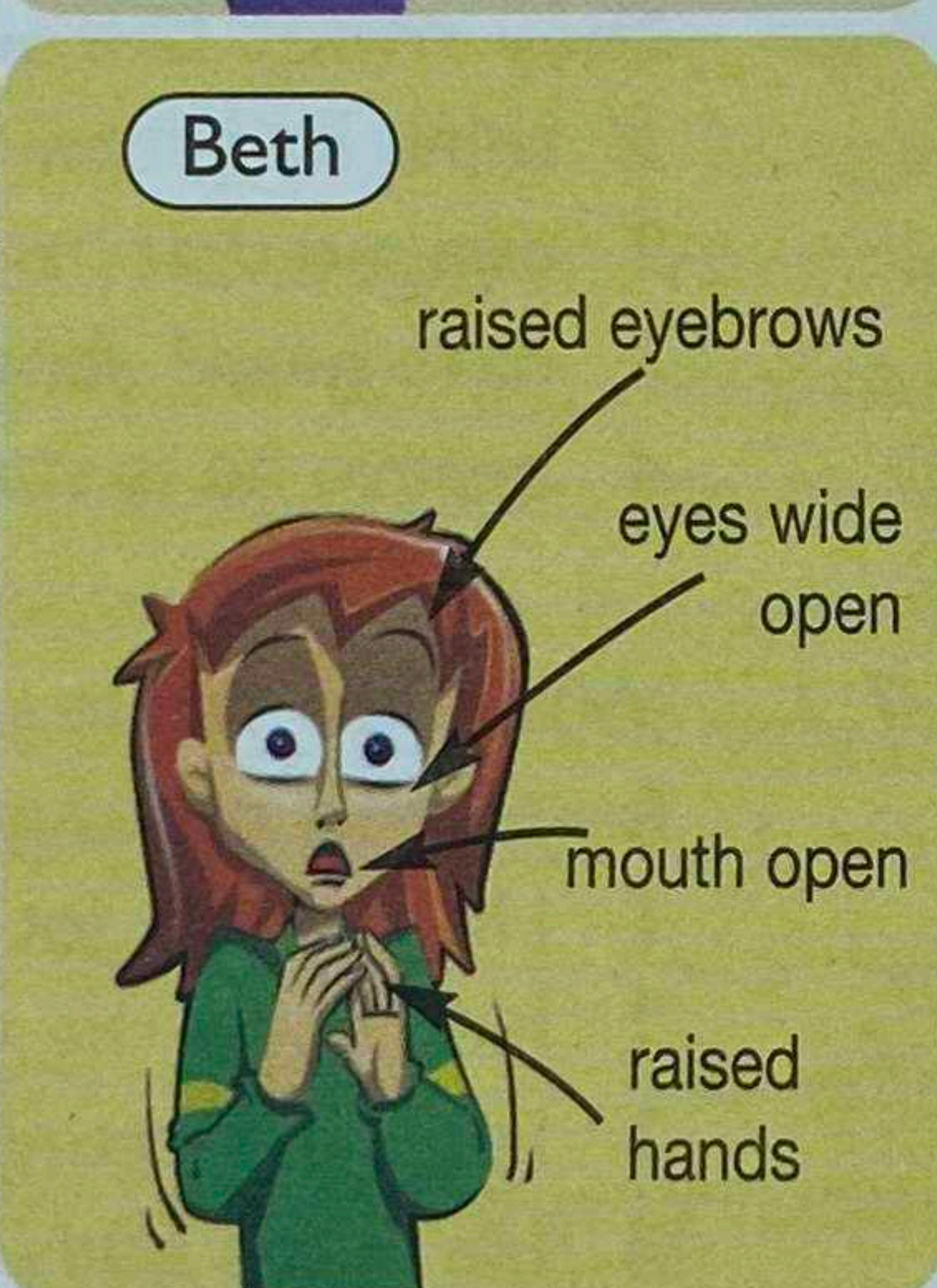
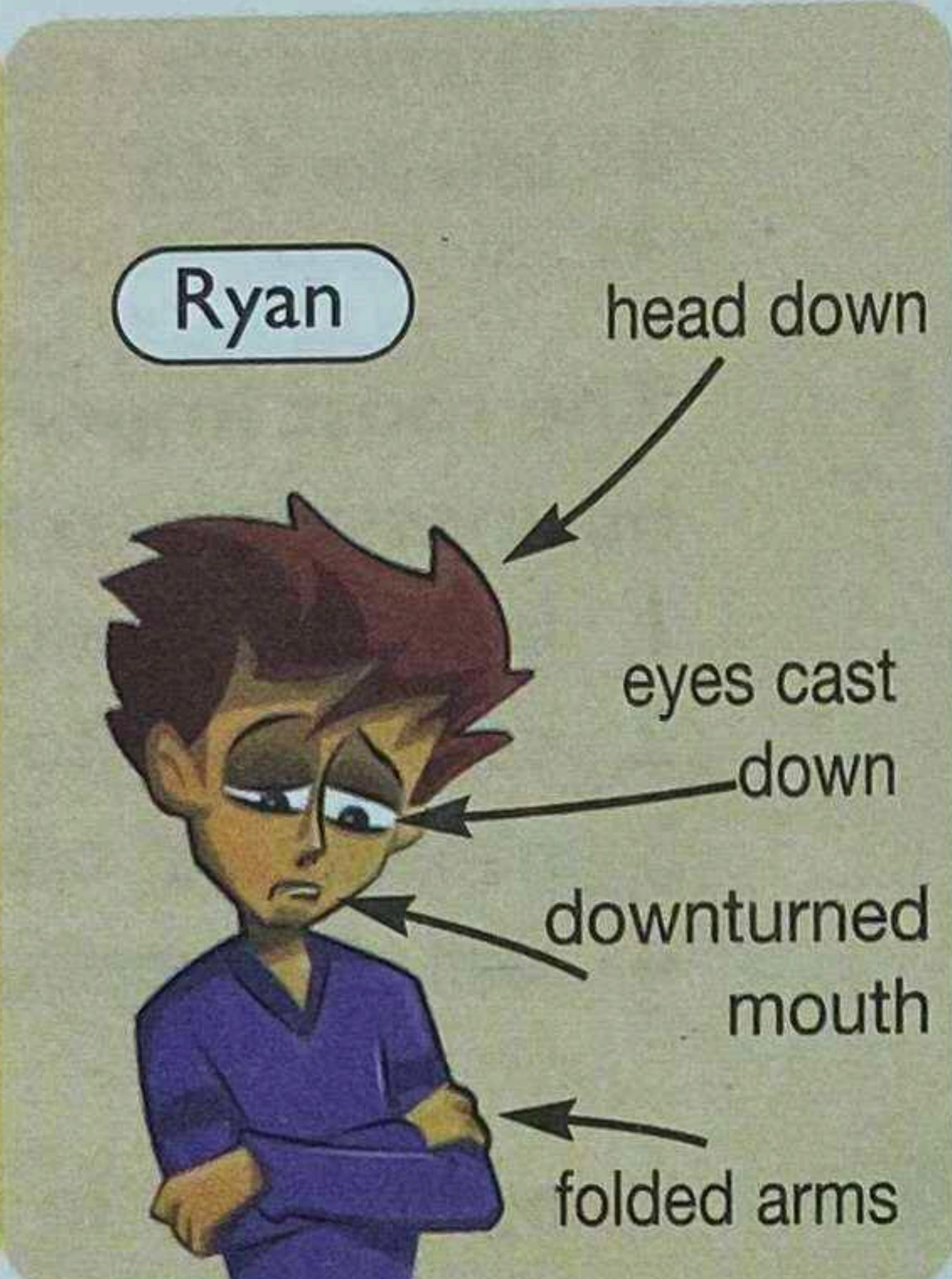
- 6 **THINK!** Listen as you read the text again. How does the writer feel about his job? Give reasons based on the text. Would you ever choose to do this kind of job? Why/Why not?

- 7 **Project:** What gestures do people in your country use to show anger, joy, worry, regret, annoyance and other emotions? Collect as much information as you can and prepare a presentation for the class. Use photographs to illustrate your work.

Vocabulary & Grammar

1 Use the phrases to describe the cartoon drawings. How do you think each person is feeling?

e.g. Ben has his hands on his hips. His face is red and ...



2 Use the verbs in the list to complete the sentences below.

- clenched • bowed • wrinkled • squinted
- shrugged • snapped • shook • drummed
- scratched • licked

- 1 He had forgotten his glasses, so he to read the small print.
- 2 Robert his head in shame when he remembered how rude he had been to his teacher.
- 3 She her fingers impatiently on the counter as she waited for the manager to come.
- 4 She her teeth angrily and made a brave effort not to show how much she hated him.
- 5 He his fingers to attract the waiter's attention.
- 6 She her nose in disgust when she smelt the bad meat in the fridge.
- 7 The children their lips hungrily when they saw the delicious cake.

- 8 James just his shoulders as if he didn't care when he heard the news.
- 9 My grandfather his head in disbelief when he heard how much my new designer jeans cost.
- 10 He his head thoughtfully as he read the difficult questions in the exam.

3 Choose the correct word. Then translate the sentences into Russian.

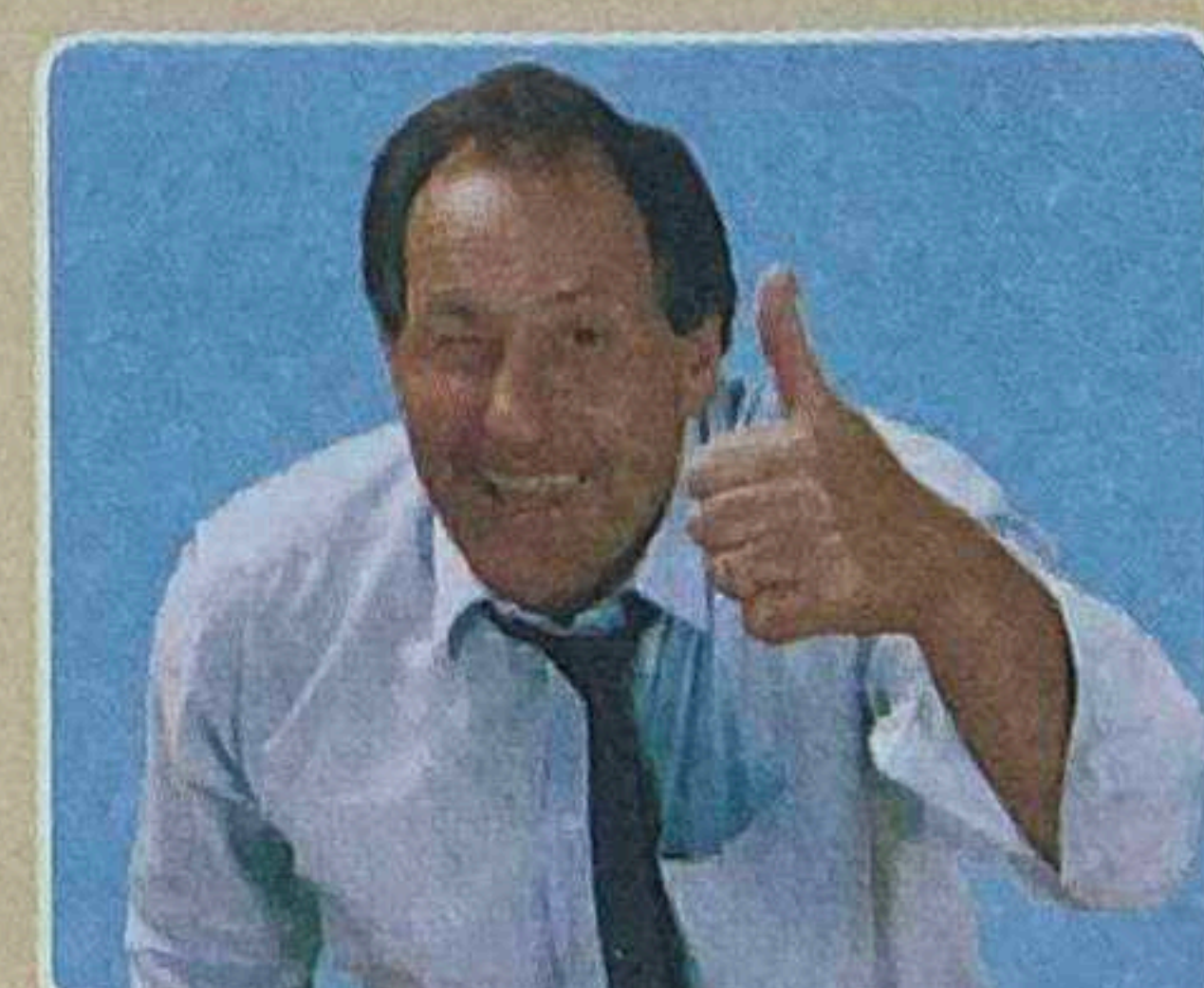
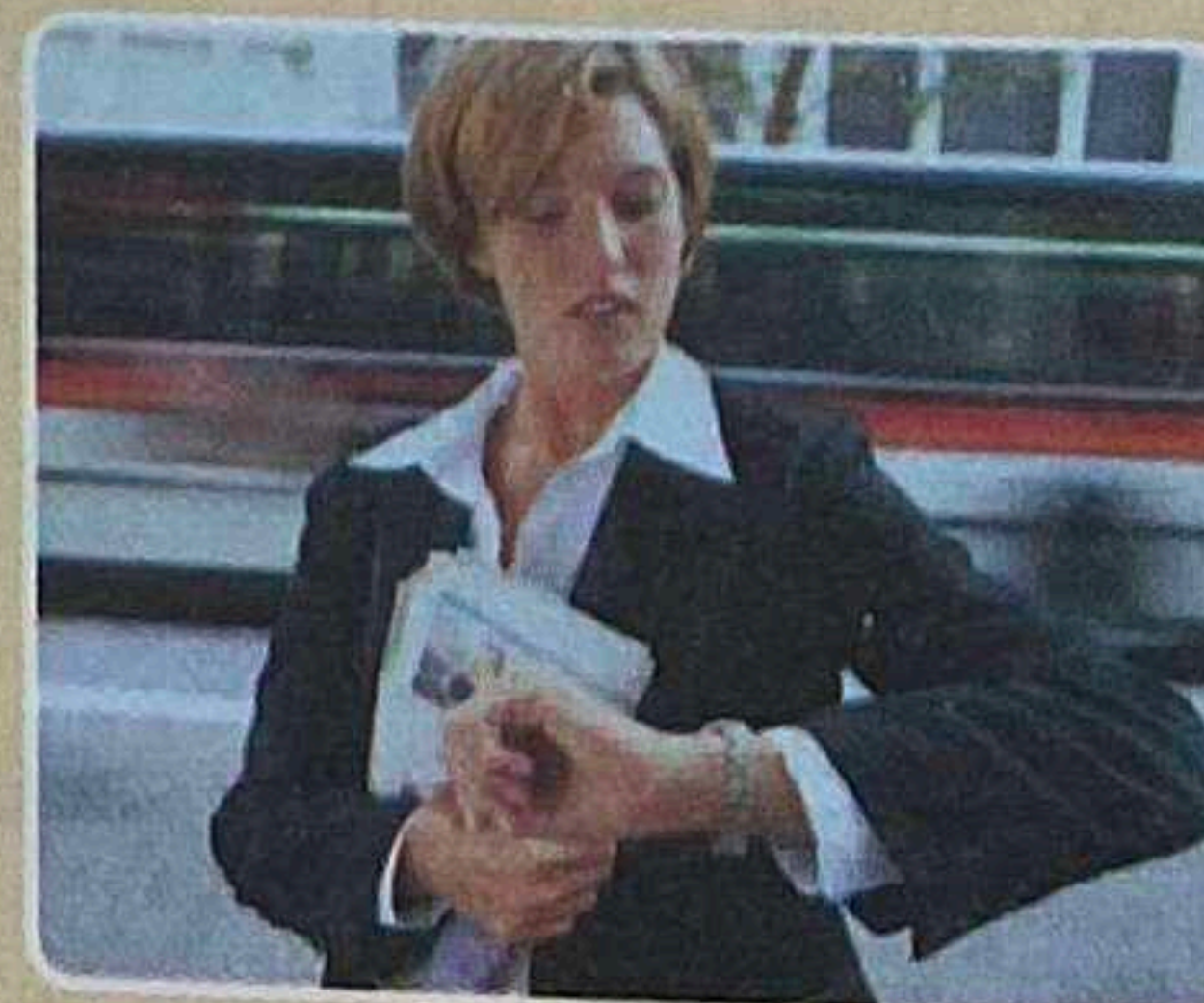
- 1 I don't **trust/recall/consider/think** him to be a very reliable person.
- 2 My father cannot lift anything heavy because he **hurts/suffers/aches/pains** from a bad back.
- 3 I'm afraid that I'm not **familiar/aware/known/recognised** with any of his books so I can't answer your question.
- 4 Many people move to big cities hoping to make a better **income/earning/wage/living** for themselves.
- 5 I can't make any **sense/logic/reason/explanation** of this letter – the handwriting is so bad!
- 6 The little girl was so **curious/fascinated/interested/attracted** by the story that she asked her mother to read it again.
- 7 Peter **turned/bent/nodded/lowered** his head in understanding when I explained the problem.
- 8 He clenched his **nose/fingers/eyes/teeth** when the doctor gave him an injection.
- 9 The audience **punched/clapped/tapped/smacked** their hands enthusiastically at the end of the performance.
- 10 He couldn't **look/stare/glance/gaze** his mother in the eye because he was so ashamed of what he had done.

- Ways to look


4 Check these words in the dictionary. Use the words in their correct form to complete the phrases. Which of these verbs best describe the people in the pictures?

- glare • stare • wink • peer • glance

- 1 You shouldn't at people. It's rude.
- 2 She at the children so that they knew she was joking.
- 3 He through the keyhole to see what was happening in the room.
- 4 The teacher angrily at the children.
- 5 The doctor only had to at his patient to see he was ill.



- Multiple Choice Cloze

5  **RNE** Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7, which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.

Standing Messages



You're standing in a public area. Suddenly there's a disturbance. Though you can't see what's going on, you immediately feel **1)** and quickly move away.


Scientists have long known about animal **2)** to danger. For instance, if one animal begins to run away, then all the other animals in the group will follow. But scientists have been baffled by what causes **3)** behaviour in humans. What is it that causes fear to spread so quickly through a group of people?

Researchers at Harvard believe they may have solved the mystery. In the past it was accepted that people judged emotional situations simply by looking at faces. This new study has **4)** that the position of the body is also important.


To test their theory, the scientists showed pictures of people **5)** in different poses but with their faces rubbed out. The pictures showed people in happy, neutral and fearful positions. While the test subjects looked at the pictures, their brains were scanned to see how they reacted. The researchers found that the fearful position caused a very **6)** reaction despite the lack of any facial expression in the pictures. The effects suggest that humans react instinctively to a position of fear in other people and that this **7)** in our behaviour has helped humans to survive in dangerous situations throughout our evolution.

- 1 | 1 irritable 2 nervous 3 impatient 4 doubtful
 2 | 1 replies 2 explanations 3 answers 4 responses
 3 | 1 similar 2 equal 3 like 4 same
 4 | 1 founded 2 realised 3 exposed 4 revealed
 5 | 1 forming 2 having 3 standing 4 taking
 6 | 1 hard 2 strong 3 tough 4 strict
 7 | 1 effect 2 development 3 result 4 conclusion

- Comparisons GR p. 163


6  Complete the sentences with a positive or negative comparative form to show your opinion.

- 1 Doctors should be paid (**much**) money than footballers.
- 2 It is (**hard**) to forget than to forgive.
- 3 Happy people tend to be (**self-centred**) than unhappy ones.
- 4 Painting is (**relaxing**) than listening to music.
- 5 Rich people are (**happy**) than poor people.

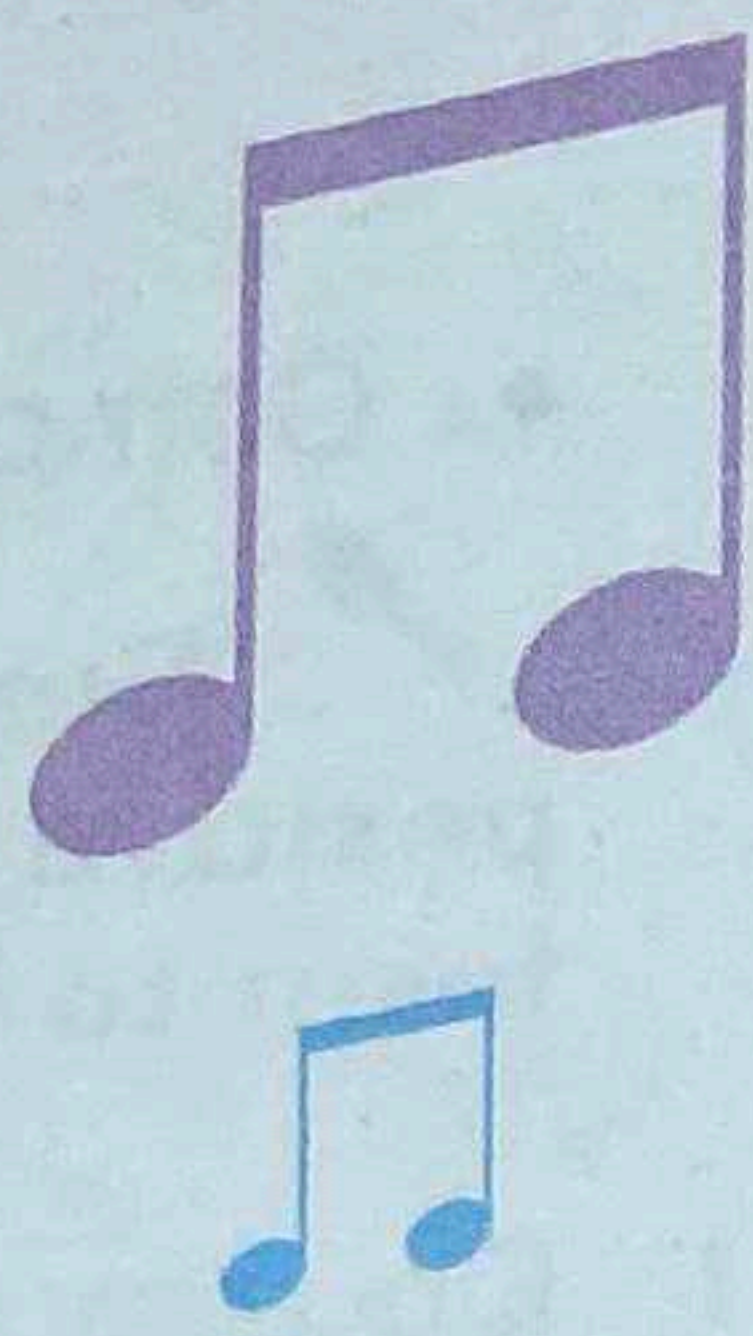
7  Complete the sentences so that they are true for you.

- 1 (**good**) actor in the world ...
I think the best actor in the world is ...
- 2 (**funny**) person I know ...
- 3 (**tiring**) job ...
- 4 (**expensive**) restaurant in my town ...
- 5 (**cold**) place in my country ...
- 6 (**difficult**) language in the world ...
- 7 (**windy**) place in my country ...

- Key word transformations

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

- 1 Bill earns more money than Ann.
as Ann doesn't Bill.
- 2 If you practise, you'll get better.
the The more will get.
- 3 We finished in half the time she took.
twice It took her it took us to finish.
- 4 This is the fastest she can run.
any She can't this.
- 5 He didn't expect it to cost so much.
paid He he expected.



Lead-in

1 Look at the two pictures. How are they related? Why do people enjoy events like this?

2 What types of music do you enjoy? How do they make you feel? Listen to the music clips and match them to the type of music.

- | | |
|-------------|---------|
| A classical | E pop |
| B folk | F rock |
| C country | G blues |
| D jazz | |

3 **THINK!** Read the quotation. In pairs, discuss its meaning and then say whether you agree or disagree with it.

"Music is the shorthand of emotion."

Leo Tolstoy

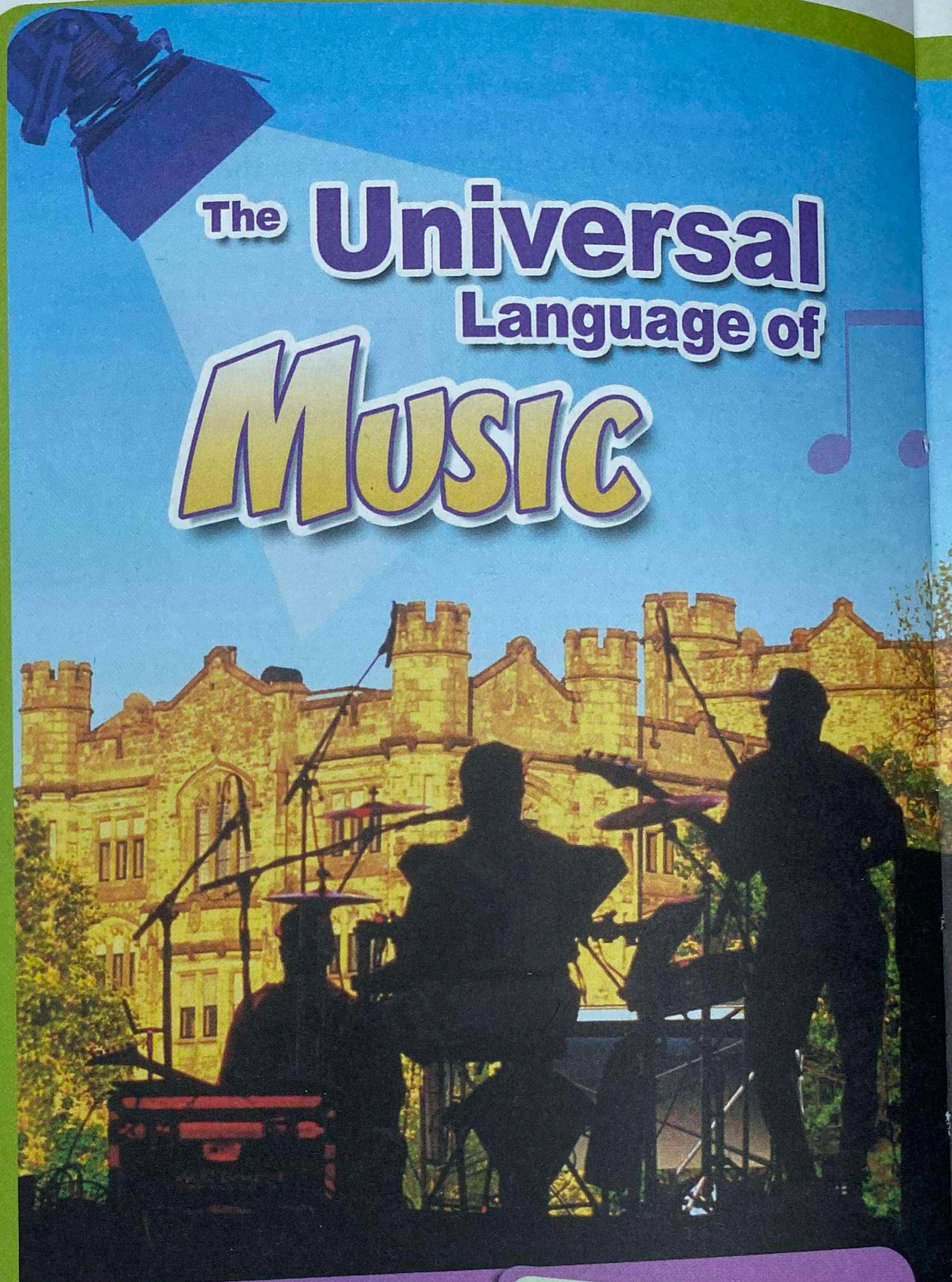
Study Skills

Text completion

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

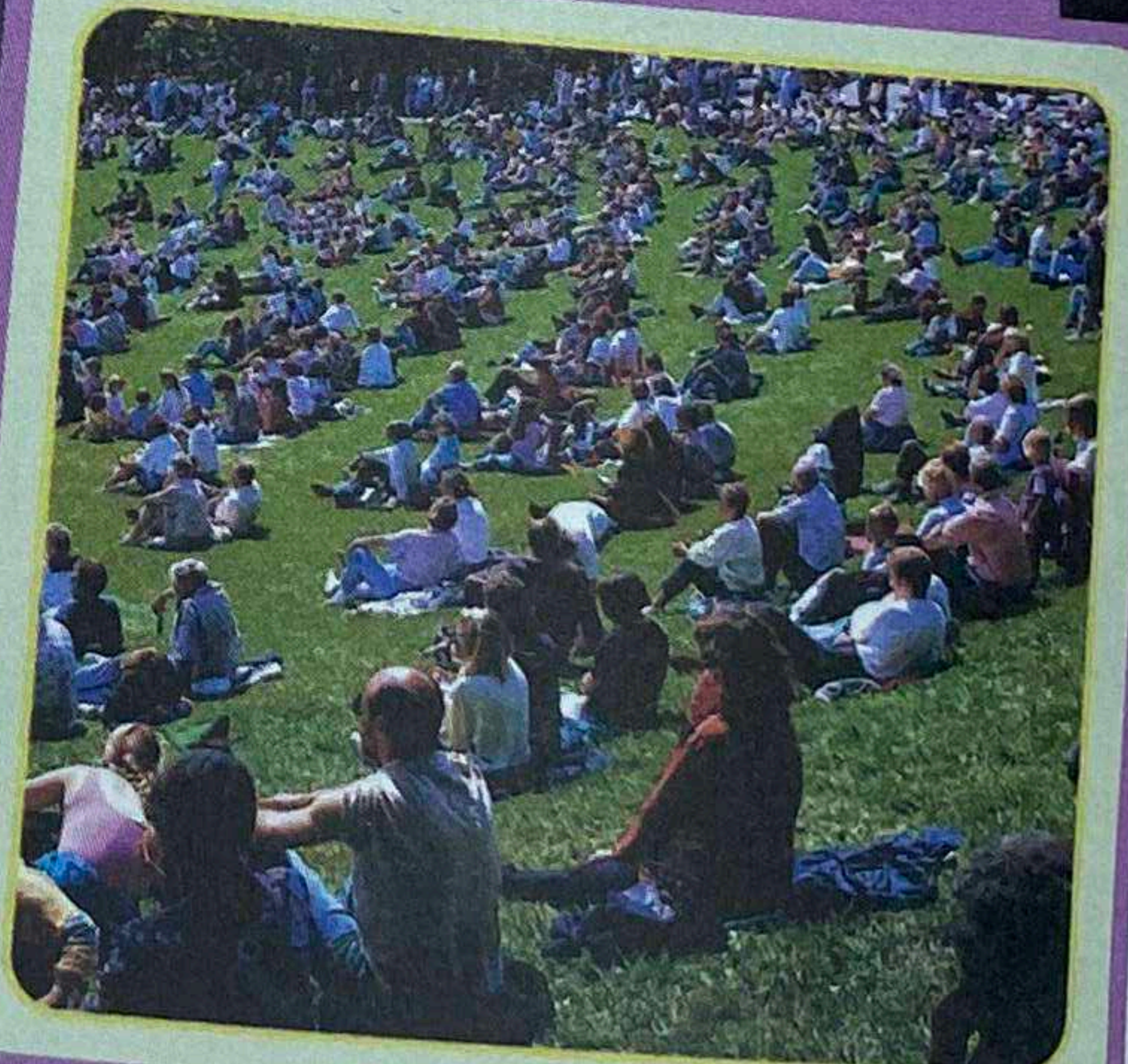
Reading

4 **RNE** Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.



The Universal Language of Music

Christine Manners shares her experiences of a popular musical event.



5 Explain the words in bold. Use them in sentences of your own to illustrate their meanings.

6 Complete with: hand-crafted, language, main, swap, high, broaden, get, common. Use the phrases to make sentences based on the text.

- | | |
|----------------------|--------------------|
| 1 attraction | 5 sight |
| 2 goods | 6 barriers |
| 3 our horizons | 7 spirits |
| 4 stories | 8 the chance |

The skies open and the rain **pours** down, a sure sign that we are enjoying an English summer. The ground beneath our feet is rapidly turning into a field of mud, but it doesn't matter. I am having the time of my life, dancing and singing along to the music at the local WOMAD festival with thousands of other fans from all over the country.

The World of Music, Arts and Dance, or WOMAD, tries to give us a taste of the musical styles that are enjoyed all over the world, and it has become so successful that WOMAD festivals are now held in several countries. The idea for the festival was the brainchild of Peter Gabriel, **A)** His dream is to broaden our **horizons**, getting us away from the music we hear on the radio or TV everyday.

Gabriel says, "The festivals have always been wonderful and **unique** occasions **B)** Equally important, they have also helped audiences to understand cultures other than their own through the enjoyment of music. Music is an international language that brings people together.

World music was the **motivation** for these hugely important three-day carnivals and to this day remains the main attraction but there are now other delights to experience. Over the years, the festival has turned into an event for the whole family. At this particular festival, I find activities designed for children as well as workshops, multi-media exhibits and stalls selling all kinds of hand-crafted goods. The fun is not only experienced by those in front of the stage, **C)** I am lucky enough to be invited backstage, where there is a feeling of **brotherhood** and **sisterhood** among many of the artists, as well as a feeling that they are doing something to **improve** international understanding. The musicians have come here from all over the

world, from Alaska to Zanzibar, so it is not surprising that the festivals have become known as the 'Global Village'. Nobody is in competition to be the biggest or the best **D)** Artists share changing rooms and food, laugh, joke and **swap** stories about life on the road. Although people are in high spirits, the weather is a major problem for this British festival. A common sight is people wearing a plastic bag on each foot. These do-it-yourself boots protect the wearer from the brown soup the field has become. Experiences like this explain why WOMAD has occasionally been renamed WOMUD.


Nothing, however, can dampen the enthusiasm of the audience. Taking a look at the fans from the stage, I see a crowd that is unified despite their differences. This togetherness is reflected in the final performance of the weekend, designed as a celebration of the main idea behind the festival. The artists gather on stage to give a performance in a **multitude** of languages. We might not understand every word, but the feelings are **unmistakably** universal. It just goes to prove that music truly has the ability to break down the language **barriers E)**

The concert ends and I join the crowd as it **drifts away**, leaving behind the echo of the last note played **F)** The stage comes down and the tents, stalls and canteens are taken apart. The car park slowly empties as a quieter day dawns over the countryside. Another festival is over and all that remains are the fond memories. But the die-hard WOMAD fans are already looking forward to next year's event. The real joy of having happy memories is the belief that, sometime, somewhere, you'll get the chance to create even happier ones.

- 1 who came to fame as the lead singer of the rock group 'Genesis'
- 2 and the focus is firmly on community spirit
- 3 along with the mud-splattered field
- 4 but without the rain
- 5 which have introduced many **talented** artists to an international audience
- 6 but also by those backstage
- 7 which so often divide us

A	B	C	D	E	F

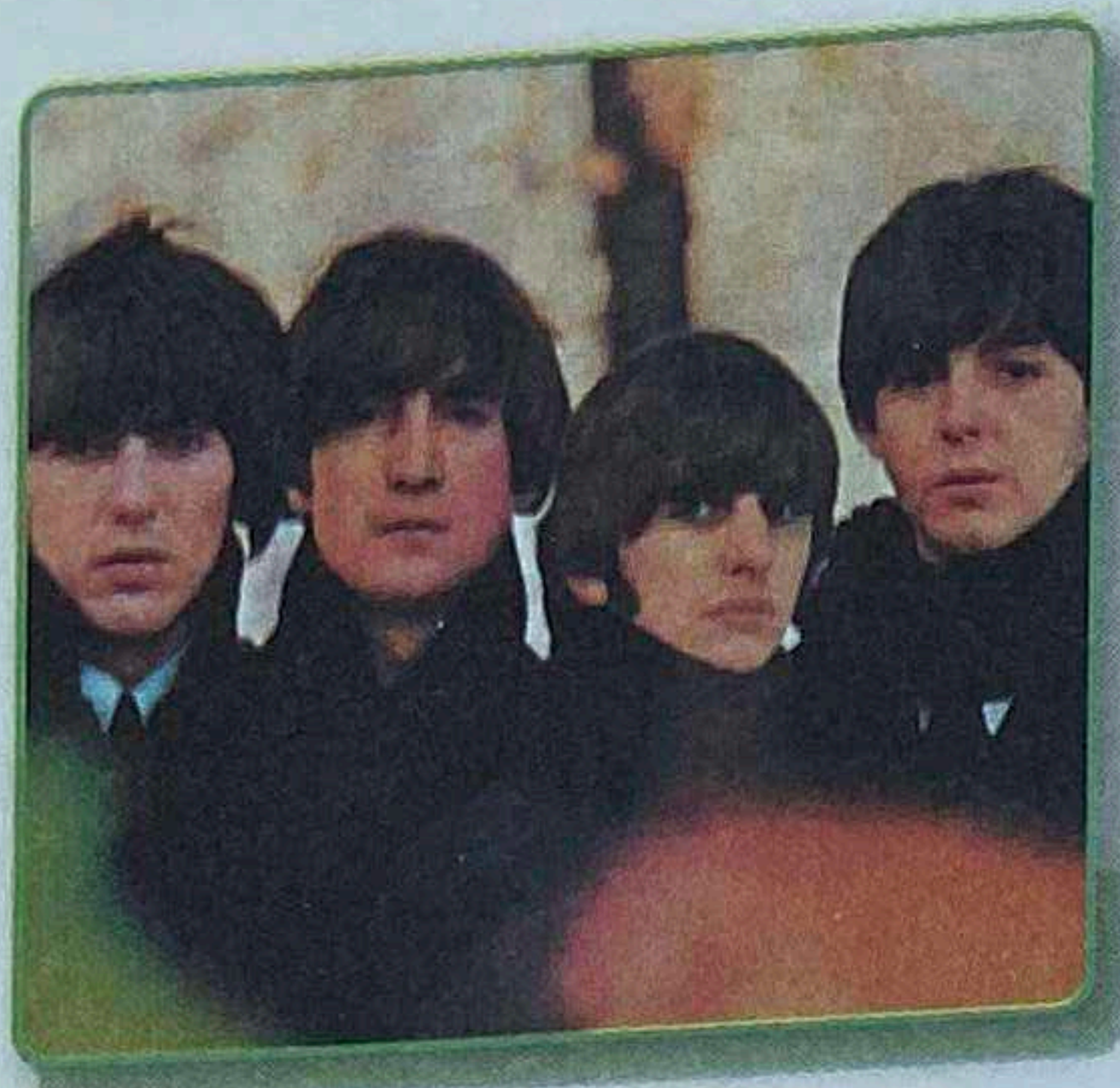
Listening & Speaking

- 7  Listen as you read the text again. What reasons does the writer give for the popularity of such events? Discuss your answers with a partner and then present your findings to the class.

- 8 **THINK!** "Music can help make world peace." Spend three minutes writing a few sentences on the topic. Read your sentences to the class. Who agrees with you? Then translate the first three paragraphs of the text into Russian.

Writing

- 9 **Portfolio:** Imagine you attended WOMAD. Send an email to your English pen-friend, describing your experience. Write when it happened, how you went there, who with, what the weather was like, what you did/saw and your feelings.



Vocabulary

1 Choose the correct word.

- The Beatles were a famous British **orchestra/band**.
- Coldplay's new song has gone straight into the **top/box** ten.
- We haven't seen this group on **scene/stage**.
- The **spectators/audience** sang along with the band.
- I always wanted to hear them perform **live/living**.
- Social surroundings seem to **affect/effect** the music and lyrics of different artists.
- He was tapping his foot to the **rhythm/rhyme** of the music.
- He plays music entirely from **mind/memory**.
- Live music can be **transmitted/broadcast** over the radio, TV or the Internet.
- Some amateur musicians have **private/personal** music lessons with a teacher.

2 Complete the sentences with the verbs in the correct form.

• keep • call • cut • hear • put • lose • bump
• get • hold

- Although we all promised a) in touch when we left school, we soon went our separate ways and b) contact with one another.
- I find it very annoying when you ask to speak to somebody on the telephone and you are told a) the line for what seems like hours! If the operator can't b) you through to the person you want to speak to straight away, why don't they simply ask you c) back when the person is available?
- It was an amazing coincidence really; I was just thinking I hadn't a) from my friend Susan for a long time when I b) into her in the high street!
- I telephoned Customer Services for help but we were a) off as I was explaining the problem and after that I couldn't b) through to them again for the rest of the day.

3 Choose the correct word. Then translate the sentences into Russian.

- Hand and facial expressions register with children before they learn to speak.
A indications B gestures C signals D signs
- When the radio popularity in the 20th century, it revolutionised the way people saw the world.
A gained B earned C got D found
- When talking pictures emerged in the 20th century, lots of cinema pianists found themselves out of
A work B job C favour D duty
- The festival gave us a of Asian music.
A test B style C sample D taste
- At the end of the show, all the musicians on stage for a last song.
A gathered B flocked C collected D grouped
- Jennifer Aniston to fame playing Rachel Green in the popular TV series *Friends*.
A moved B came C arrived D reached
- The dolphin show the main attraction of the water park.
A remains B stands C keeps D holds
- Opinions are on whether a single world language would be a good idea.
A split B separated C torn D divided

• Ways to talk

4 Decide on the correct word. Make sentences of your own using the other word.

- He usually **mutters/mumbles** his words, so I find it difficult to understand what he is saying.
- There was a **whisper/murmur** of approval when the Prime Minister announced his plans.
- There's no need to **shout/scream**, I can hear you perfectly well.
- She gave a little **yell/cry** of surprise when I opened the door.
- He **sighed/breathed** with relief when he heard the plane had landed.

• Words often confused

5 Choose the correct word. Compare with a partner.

- I promise to drop you a **line/letter** as soon as I have any news for you.
- Peter promised to **give/send** me a call today, but I haven't heard from him yet.
- Please don't hang **up/off**; I'll see if Mr Jones can speak to you now.
- We will **send/post** you a fax to confirm your order.

6  Match the places of entertainment to the activities. Make sentences using your own ideas.

- | | |
|--------------------|---|
| 1 nightclub | a meet other people for social activities |
| 2 leisure centre | b see a film |
| 3 amusement arcade | c play video games |
| 4 cinema | d go on a roller-coaster ride |
| 5 funfair | e see trapeze artists |
| 6 circus | f dance |
| 7 rock concert | g listen to your favourite band |
| 8 youth club | h play a game of squash |

e.g. *At a nightclub you can dance.*

Everyday English

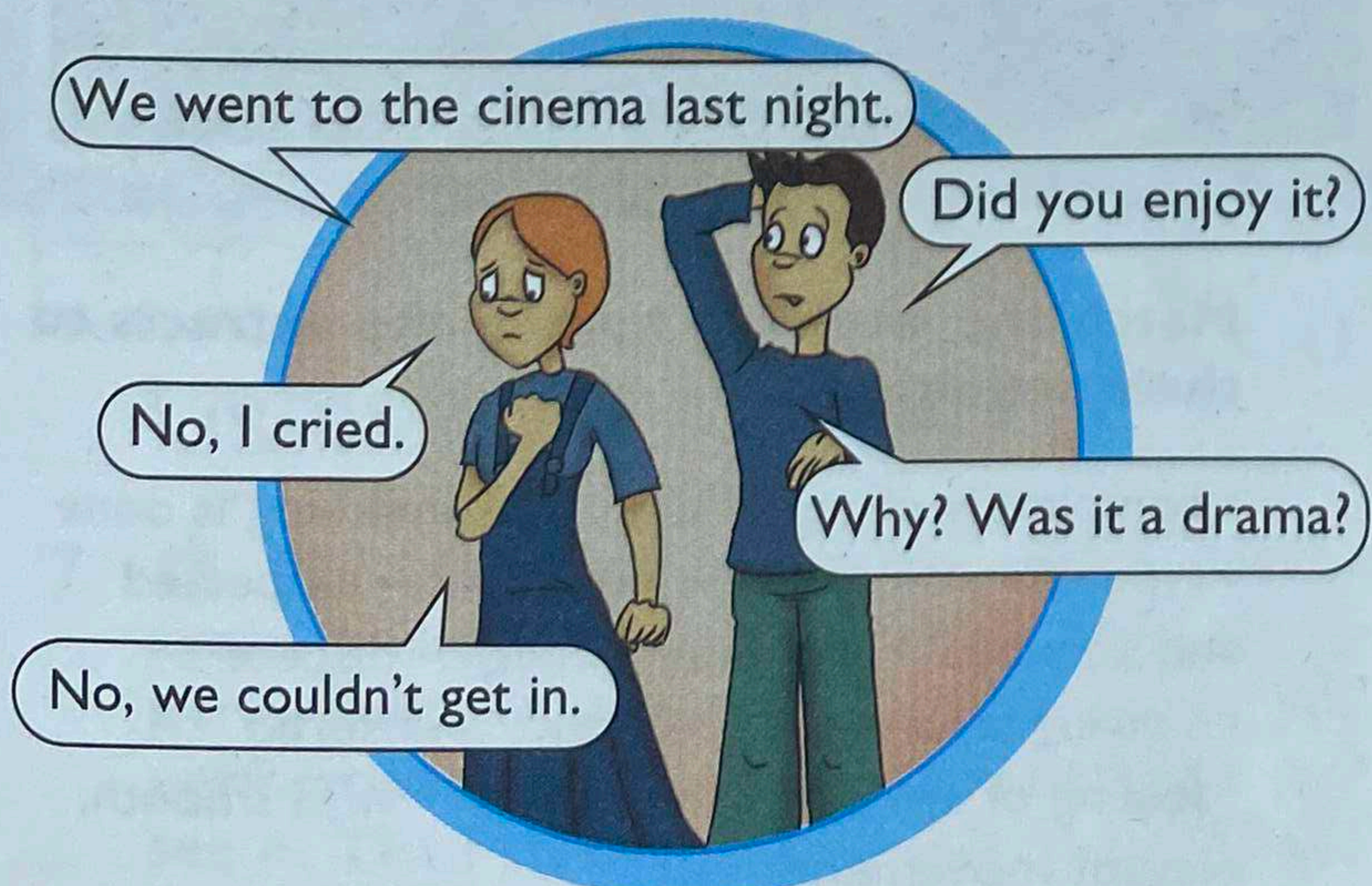
- Expressing preferences

7 You and your friend are trying to decide what to do this Saturday evening. Use the table below to discuss your preferences. You can use ideas from Ex. 6.

Asking about preferences
<ul style="list-style-type: none"> • Do you want + to -infinitive ...? • Do you fancy + -ing form ...? • Would you like + to -infinitive ...? • Where would you rather + bare infinitive
Expressing preferences
<ul style="list-style-type: none"> • I'd prefer + to -infinitive/noun • I'd much rather + bare infinitive (+ than + bare infinitive) • I'd rather not ... I'm not so keen on ... • Not really. I'd rather ...

e.g. A: *Would you like to go to a nightclub this Saturday?*
 B: *I'd prefer to go to the cinema. There's a good comedy on.*
 A: *Well, I'd rather not. I'm not in the mood. Would you like to ...?*

8 **THINK!** Read the joke. Why do you think Sally cried?




Study Skills

Text completion (word formation)

Read the title to get a general idea of what the text is about. Read the text once to get the gist. Read again, thinking about what kind of word is missing from each gap. Look at the word in capitals and choose the appropriate derivative of the word to fill the gap. Read the completed text to check it makes sense.

- Word formation

9  **RNE** Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.

A Global Language



Many languages are spoken throughout the world, yet according to the myth of the Tower of Babel, there was a time in the past when all people spoke a 1) (universe) language. Although this doesn't seem a very 2) (believe) story if you consider how many languages are spoken in the world today, what is true is that all through history people have always searched for the ideal language of 3) (communicate) between different 4) (national).



Historically, languages have risen and fallen in popularity. Both Latin and Greek were once the world's most 5) (influence) languages. At the moment, English is the nearest we have to a common language but the 6) (like) is that this will change in the future. Some claim that Chinese will become a global language one day.

Unit 1.5

Lead-in


- 1 Look at the pictures and the title. Do you know any of the people in the pictures? How do you think they relate to the title?
- 2 Are words the only way to communicate? Can you think of any other ways in which we communicate ideas or feelings? Discuss with a partner.

Listening


- 3   Listen to three people talking about a performance they recently attended. Match the speakers to the performance.

Speaker 1	1 mime
Speaker 2	2 ballet
Speaker 3	3 concert

Reading

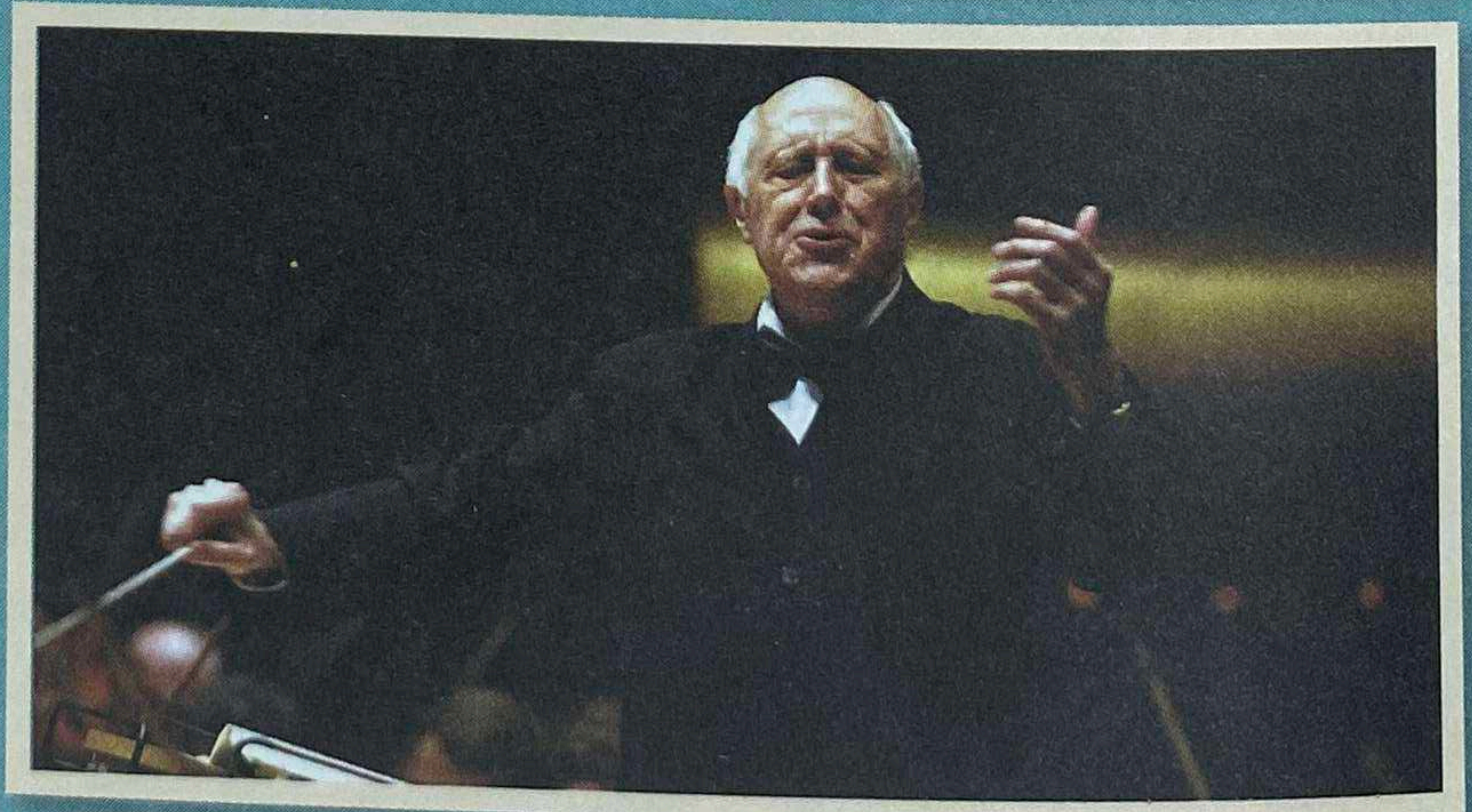
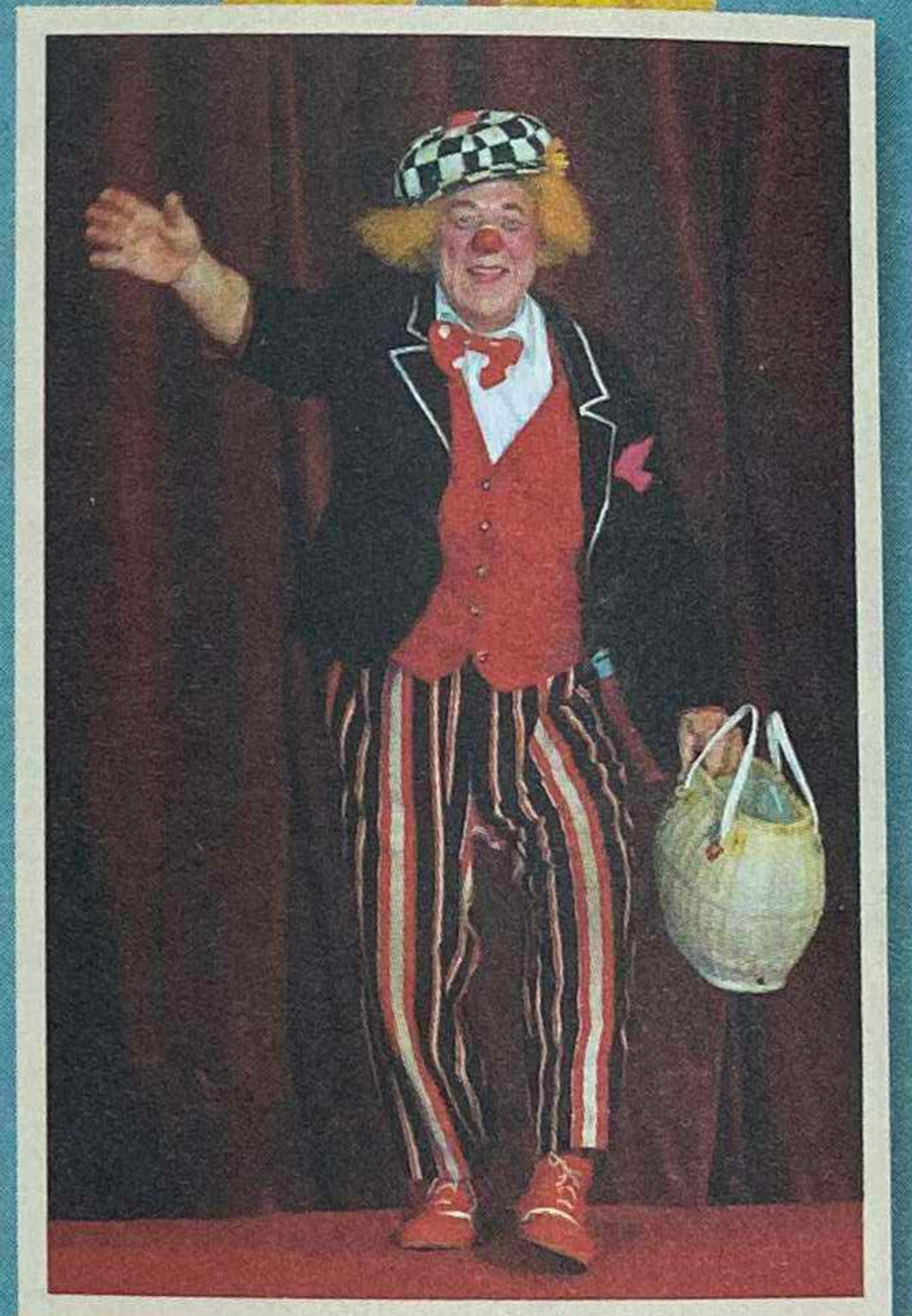
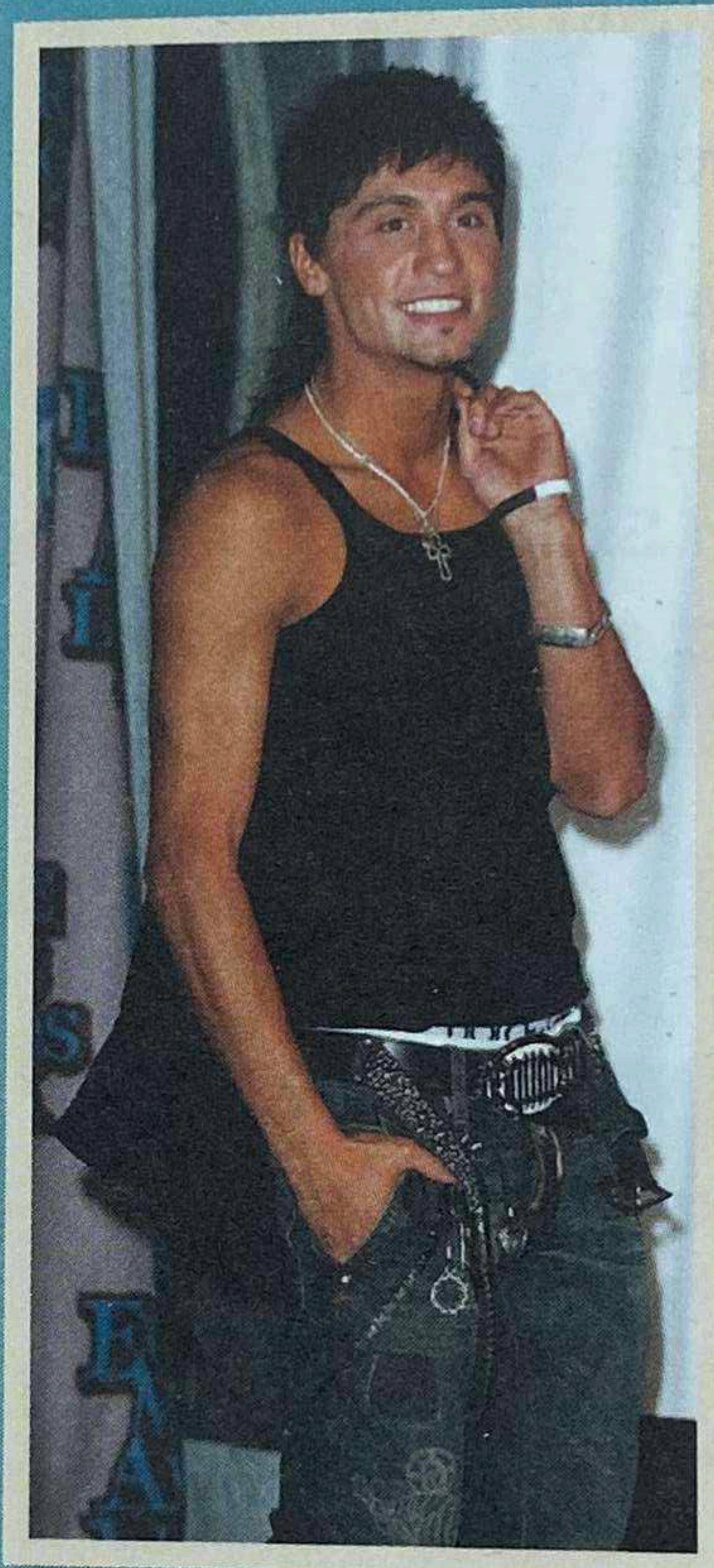
- 4  **RNE** Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.

- 1 Setting the standard
- 2 Still going strong
- 3 The shock of the new
- 4 A replay of past glories
- 5 Blending a range of feelings
- 6 Great works and good will
- 7 Once more for glory
- 8 Uniting many styles

- 5  **Complete with:** work, international, living, build, receive, remarkable, follow, innovative, modern, powerful. **Use the phrases in sentences of your own.**

- | | |
|---------------------|--------------------------|
| 1 legend | 6 in her footsteps |
| 2 awards | 7 performances |
| 3 masterpiece | 8 a reputation |
| 4 skill | 9 emotion |
| 5 career | 10 of art |

MORE THAN WORDS: MIME, MUSIC AND DANCE



- 6 Match the words in bold in the extracts to their definitions.

- completely changed the way something is done
- type of music, film, painting, etc
- respected and admired
- extremely funny
- dispute involving strong disagreement
- ensured
- feeling of sympathy for others
- with smooth, elegant movements

A In the world of mime, Slava Polunin is a living legend. He is one of the most famous mime artists on the world stage and his stage persona, Asisyai, with his yellow boiler suit and fluffy red slippers, is instantly recognisable. *Slava's Snowshow*, which is still performed worldwide, is a modern masterpiece, captivating audiences with its mixture of **hilarious** comedy and powerful emotion. This hugely imaginative performance ends as an indoor blizzard sweeps across the auditorium sprinkling an amazed audience with snowflakes.

B The ballet *The Rite of Spring* by composer Igor Stravinsky and choreographer Vaslav Nijinsky, which was first performed in 1913, **revolutionised** both ballet and orchestral music. This modern approach to ballet broke with artistic tradition and almost brought the house down on the first night – literally. The boos of the audience soon developed into a riot that only calmed down after the police arrived during the intermission. Classical music doesn't often cause such **controversy**, but *The Rite of Spring* is now universally acknowledged as a true work of art.

C After coming second in the 2006 Eurovision Song Contest with his song *Never Let You Go*, Dima Bilan was **guaranteed** a successful career. What few people expected though, was that he would try again in 2008 and, this time, take first place with *Believe*. Now with an international career that has him touring worldwide and recording with some of pop music's most famous names, Dima is the face of Russian pop that brought the Eurovision Song Contest to Moscow in 2009.

D Maya Plisetskaya was acclaimed as one of the superstars of twentieth century ballet. Having trained from an early age, she first performed with the Bolshoi Ballet at the age of 18 and stayed with them until 1990. Famed for her red hair, **graceful** movements and electric performances, she impressed the world when she took to the stage in such ballets as *Swan Lake* and *Sleeping Beauty*. She received many honours both at home and abroad. Maya Plisetskaya was the ultimate role-model for all the dancers who have followed in her footsteps.


E Oleg Popov, the Sunshine Clown, trained at the circus school in Moscow and soon became one of the most popular clowns in Russia. Over the course of his career he received many awards. In 1969, he was honoured as the People's Artist and in 1981 he received the **prestigious** Golden Clown of Monte Carlo award. He said that his goal was to: 'create joy, not laughter for its own sake.'

F Chelyabinsk Contemporary Dance Theatre has built a reputation on innovative performances that combine dance with elements of theatre. Olga Pona, the group's choreographer, only became interested in modern dance when she was at university. Her late start hasn't stopped her from becoming a major name in this **genre** though. She believes that there are many types of contemporary dance and that allows her to make her own rules for the work she performs. She combines folk dance, modern movement, sound and silence to forge unforgettable performances.

G Mstislav 'Slava' Rostropovich was a cellist and composer who inspired entire generations of musicians. Coming from a family of musicians, he soon demonstrated his natural talent with the cello. His remarkable skill was only matched by his genuine **compassion** for others. The Rostropovich-Vishnevskaya Foundation was set up to improve the health of children and to this day it has helped over nine million through immunisation programmes. Rostropovich died in 2007, but his legacy lives on.

A	B	C	D	E	F	G

Listening & Speaking

7  Listen as you read the extracts again. Imagine that you went to one of the performances. Tell your partner about the performance and why he/she should go and see it. Then translate extracts 3 and 5 into Russian.

Writing


8 **THINK!** What would it be like to perform in front of an audience? How would you prepare? How would you feel on stage after the performance? Spend three minutes writing about it. Read your piece of writing to your partner.

Vocabulary & Grammar

- Character adjectives

1 Choose the correct word. Check in the dictionary.

- 1 My younger sister is very **sensitive/impatient** and she gets very upset if you say the wrong thing to her.
- 2 When Michael is in one of his **stubborn/aggressive** moods he refuses to admit that he might be wrong about things.
- 3 She is a very **unhelpful/lazy** person who expects other people to do everything for her.
- 4 It is best to leave Peter alone when he has a headache because he can be very **bad-tempered/jealous**.
- 5 She is so **outgoing/broad-minded** that she is never shocked by other people's behaviour.
- 6 Fortunately, my employer is quite **easy-going/inconsiderate** so I can take time off if I need to.
- 7 I remember John was very **bossy/arrogant** when he was young; he was always telling the other kids what to do!
- 8 Janet is very **reliable/loyal** so you can be sure she will do what she promised.

2 a)  Match the adjectives to their opposites. Can you add three more pairs to the list?

- | | |
|----------------|---------------|
| 1 intelligent | A aggressive |
| 2 polite | B pessimistic |
| 3 hard-working | C mean |
| 4 generous | D stupid |
| 5 optimistic | E unsociable |
| 6 sociable | F lazy |
| 7 popular | G rude |
| 8 calm | H unpopular |

b) Read the school report below. Change the adjectives in bold to make the report positive. Begin like this: 'Dennis is doing very well this term.'

Dennis is not doing very well this term. He is
 1) **rude** to his teachers and he is very
 2) **unsociable** with the other children. In fact, he is very
 3) **aggressive** in his behaviour towards everybody. He is very
 4) **lazy** in class and this makes him very
 5) **unpopular**.



3 **THINK!** Work in pairs. Choose three adjectives from Ex. 2 which best describe your partner. Give reasons. Does your partner agree with your description?

e.g. *I think you are extremely hard-working.*

- Idioms

4 Explain the idioms in bold. Which are positive/negative? Are there similar idioms in your language?

- 1 She seems to **be on cloud nine** after getting her degree.
- 2 The party was great. Everyone seemed to **be in high spirits**.
- 3 Despite all her problems, she's trying to **keep her chin up**.
- 4 He almost **jumped out of his skin** when I tapped him on the shoulder.

What would you say if ...

- 1 you were told you'd won first prize in a short story competition?
- 2 you and your friends were having a great time at the school party?
- 3 you hear a loud bang behind you?

- Prepositions

5 Choose the correct preposition. Check in Appendix II. Which of these sentences do you agree with? Correct the sentences which aren't true for you.

- 1 I'm fed up **with/in** rude people.
- 2 You can't blame others **at/for** being indifferent to your problems.
- 3 Don't put the blame **in/on** others when it's your fault.
- 4 In order to be happy you need to learn to deal **with/of** disturbing events.
- 5 Patience is the key **for/to** success.
- 6 Self-doubt can result **in/to** a lack of confidence.

- Phrasal verbs

6 Choose the correct particle. Check in Appendix I. Make sentences using the other particle.

- 1 Don't run **down/off** others if you don't know them.
- 2 He lied to us but we saw **off/through** him at once.
- 3 Always stand **up for/in for** your rights.
- 4 He was extremely put **up/off** by her rudeness.
- 5 She's so naive. She's always taken **in/up** by his lies.
- 6 He's so patient; he's cut **up/out** to be a teacher.

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- 5 She's so naive. She's always taken **in/up** by his lies.
- 6 He's so patient; he's cut **up/out** to be a teacher.

- Clauses of reason/purpose/result

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7 Join the sentences. Use the words in brackets.

- 1 He was very noisy. He was asked to leave the class. **(so)** *He was so noisy that he was asked to leave the class.*
- 2 They invited a lot of people. There was nowhere to sit. **(such)**
- 3 She has been practising every day. She wants to do well in the contest. **(so that)**
- 4 You should drive slowly. The road might be slippery. **(in case)**
- 5 He was late for work. He asked his friend for a lift. **(since)**
- 6 He didn't comment on her new hairstyle. He was afraid of upsetting her. **(so as not to)**
- 7 There has been a heavy snowfall. They have closed the road. **(due to)**
- 8 He declined the invitation. He said he was working that weekend. **(on the grounds that)**

Everyday English

- Asking about/Expressing feelings

8 a) Read the dialogue. How does speaker B feel? Why?

- A: Is everything OK? You look upset.
 B: Well, it's been a really long day, and I've just found out that I failed my exam.
 A: Oh no!

b) In pairs, use the language in the box to act out dialogues for the following situations. You can continue your dialogue if you like.

- your friend has lost her handbag
- your friend's computer broke down
- your friend had a tooth taken out
- your friend wanted to attend a rock concert but there were no tickets left

Asking about feelings

- How are you? • Are you alright/angry/upset/pleased? • Is everything OK?
- What's wrong with you?

Expressing feelings

- Well, it's been a ... day and ... • The thing is I ... ,
- I've been in a bad mood all ... • Actually, ...
- To be honest, I

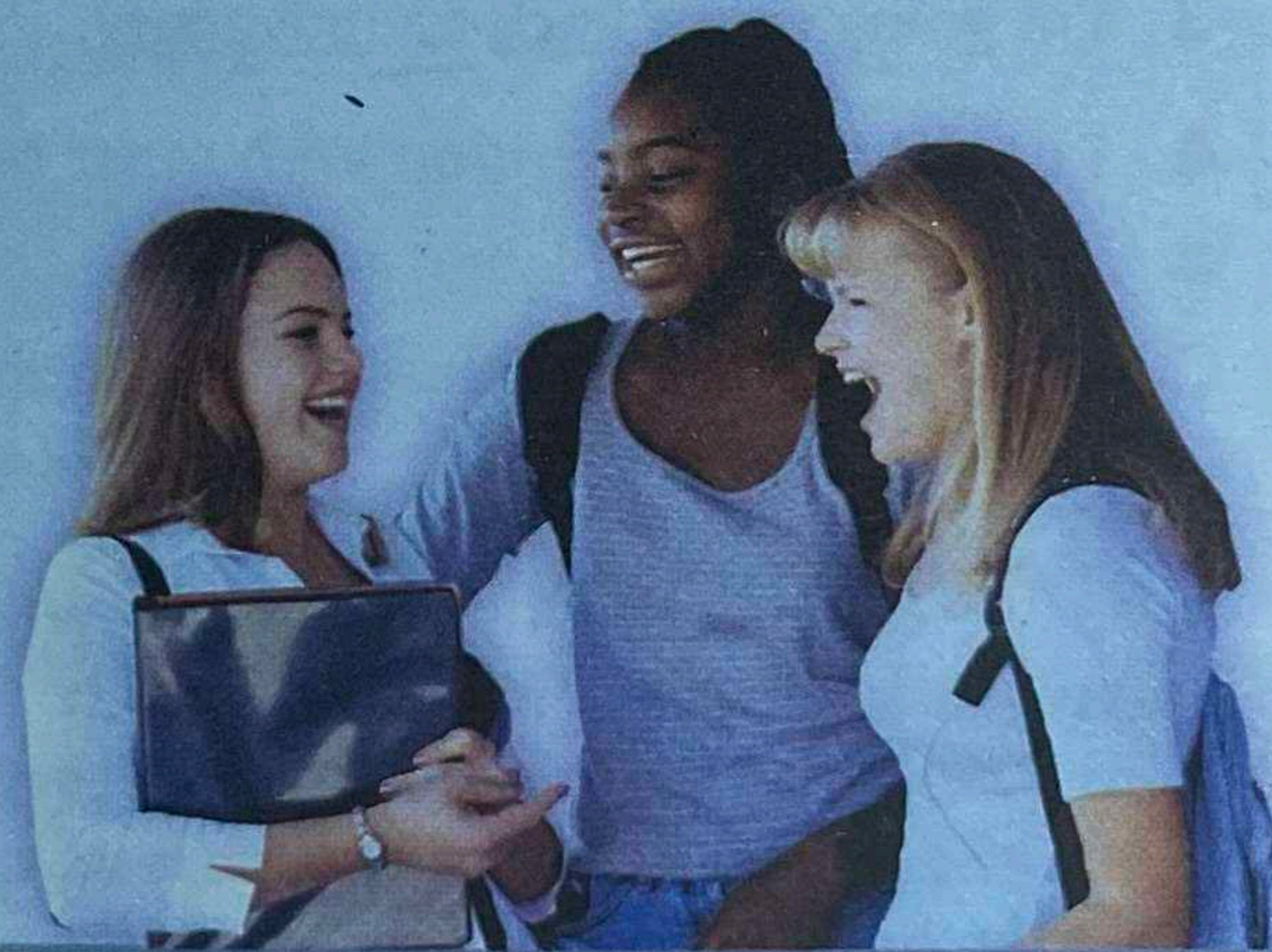
- Word formation

9 **RNE** Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.

Pleased to meet you

Do you find it difficult to build friendships? Are you shy when you meet someone for the first time? If so, then don't worry. Studies show that very few people are naturally gifted when it comes to making friends. So for those of us who have a problem, here is a quick and simple 1) **(sum)** of what the experts have to say.

First of all, don't forget to smile. Smiling makes everyone appear more 2) **(attract)**. It also helps the other person to relax. First impressions are important, so try to remember the name of the person you have just met and use it in your 3) **(converse)**. Doing this sends a signal that you want to get to know the person. Above all, experts stress the 4) **(important)** of showing a genuine interest in the other person. If you ask questions to find out what he or she likes, you will find that your popularity will increase. A lot of people experience 5) **(necessary)** anxiety when meeting new people. Try following these 6) **(value)** tips and don't forget that the other person probably wants to make friends just as much as you do!

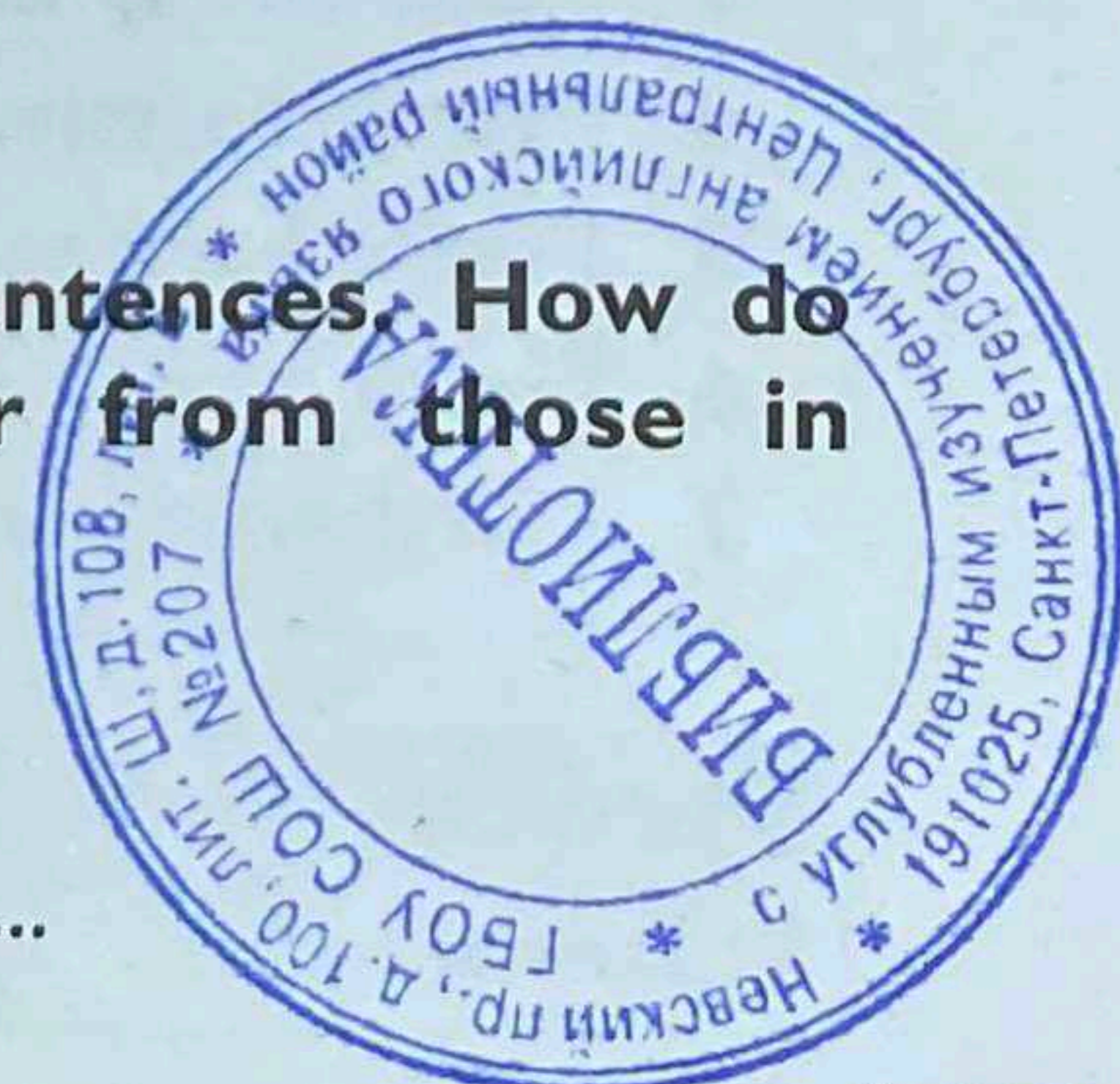


10 a) **THINK!** Complete the sentences.

- 1 My friend is
- 2 My parents are
- 3 My teachers are

b) Complete the sentences. How do your sentences differ from those in Ex. 10a?

- 1 I love my friend because
- 2 I appreciate my parents for
- 3 I value my teachers as



Unit 1.7 Listening Skills


Listening Task 1

Study Skills

Multiple matching



Read the sentences before you listen and find key words in the sentences. Think of/listen for words that mean the same as the words in the sentences (synonyms) and related words. The exact words in the sentences will not be heard on the recording. When you listen, think of a word that sums up what the speaker is talking about. You will hear information which may make one or more answer seem appropriate. Listen for the key words and expressions that indicate the correct answer. When you hear the recording again, listen carefully to check your answers.

Preparing for the task

1  Read sentences 1-3 and look at the underlined words. Read sentences A-C and match them to sentences 1-3. Which words helped you decide?

- 1 I'm starting to look around for a new job,
- 2 I chose the best job they offered me.
- 3 I'm going to go back to university.

- A I opted for the position with most benefits.
- B I'm returning to higher education.
- C I plan on finding a different occupation.

2  **RNE**  You will hear six monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can be used only once. One of the statements is extra. You will hear the recording twice.

- 1 I opted for a new line of work.
- 2 I chose an alternative lifestyle.
- 3 I altered my dietary habits.
- 4 I turned a talent into an occupation.
- 5 I went back to raising livestock.
- 6 I have taken up a hobby.
- 7 I furthered my education.

Speaker	A	B	C	D	E	F
Statement						


Listening Task 2

Study Skills

True/False/Not stated

Read the statements and find key words to help you focus on what is important in the recording. Be careful to note if the statement is positive or negative. Think about the topic, use your own knowledge of the topic and predict what you might hear. Try to identify the correct answer on the first listening and confirm on the second listening.

Preparing for the task

3  Read the statements and the underlined key words. Then read the extract from a dialogue and write T (True), F (False) or NS (Not stated). Which words/phrases in the dialogue helped you decide?

- A Boris didn't reply to Suzy's invitation.
- B Suzy hasn't picked up the cake yet.
- C The party starts at six o'clock.

Suzy: Are you coming to my birthday party this afternoon? I sent you a message asking you to come but you never sent one back.

Boris: Of course I am! I wouldn't miss it for the world! Is everything ready?

Suzy: Not even close! I've got loads of things left to do – decorating, shopping for food and so much more.

Boris: I could come over early and help you, if you like.

Suzy: Could you really? I'd be ever so grateful!

Boris: No problem at all. I'll be there at about six, OK?



4 **RNE** You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 - True), which do not correspond (2 - False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 - Not stated). You will hear the recording twice.

- A Olive didn't go to school the day before.
- B Olive felt bad because of sunburn.
- C Olive's mother is a dentist.
- D The Geography teacher is in charge of the trip.
- E Jerry will show Olive the notes he made.
- F Olive thinks orienteering sounds quite difficult.
- G Olive and Jerry both like the South Downs.

A	B	C	D	E	F	G

Listening Task 3

Study Skills

Multiple choice

Read the stems and the answer choices. Find the key words in each. As you do this, also think about what the interviewer and interviewee are talking about, because the content of the questions will contain clues to this.

Preparing for the task

5 Read the question, focusing on the underlined words. Now read the script. What is the correct answer? Which words/phrases helped you decide?

For the trainer, guide dog training is

- 1 a family business.
- 2 a matter of routine.
- 3 a pleasure every time.

Interviewer: How do you train a guide dog?

Trainer: Well, I've been doing this job for a number of years, so I've got a system in place that doesn't vary. My puppies are the children of the best guide dogs, and I know they'll make good guide dogs too. First, they must understand what you want them to do. The moment they do, you give them a treat. The treat fixes the trick in the dog's mind.

6 **RNE** You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.

- 1 For Scott, children are difficult to treat because
 - 1 they can be unwilling patients.
 - 2 they are not the same as adults.
 - 3 their parent or guardian is present.
- 2 Boris Levinson discovered the advantages of pet therapy
 - 1 in his sixties.
 - 2 somewhat by chance.
 - 3 from another psychiatrist.
- 3 What does Scott say about pet therapy nowadays?
 - 1 It is now used with adult patients also.
 - 2 It can help patients learn to make friends.
 - 3 It is beginning to be used outside of the USA.
- 4 Sam and Elizabeth Corson
 - 1 saw improvement in all their patients.
 - 2 had to wait a long time to see any change.
 - 3 had not expected to get the results they did.
- 5 What is said about the Australian study?
 - 1 It mainly involved people of retirement age or over.
 - 2 It involved a comparison between two different situations.
 - 3 The animal involved in it had been trained for the situation.
- 6 Scott's view of pet therapy is that
 - 1 it is an inexpensive way to get fast results.
 - 2 it has a wide application and proven effectiveness.
 - 3 it is best suited to those patients with mild emotional disorders.
- 7 Which of the following might Scott say about pet ownership?
 - 1 Only get a pet if you have the space for it.
 - 2 Choose a pet that gets you out of the house.
 - 3 Any pet, no matter how small, will help you.


5 RNE Study the advertisement.




You are considering attending the music festival and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1) cost of ticket
- 2) number of days
- 3) most famous band
- 4) if accommodation is included
- 5) easiest way to get there

You have 20 seconds to ask each question.

6 a)  Listen to two students asking the questions. Who gives a weaker performance?

b)  Identify the weaker student's mistake. Choose one item.

- | |
|-------------------------------|
| leaving out a question |
| misinterpreting a prompt |
| making grammatical mistakes |
| using the wrong intonation |
| asking an irrelevant question |

Speaking Task 3
(3.5 minutes)

Study Skills

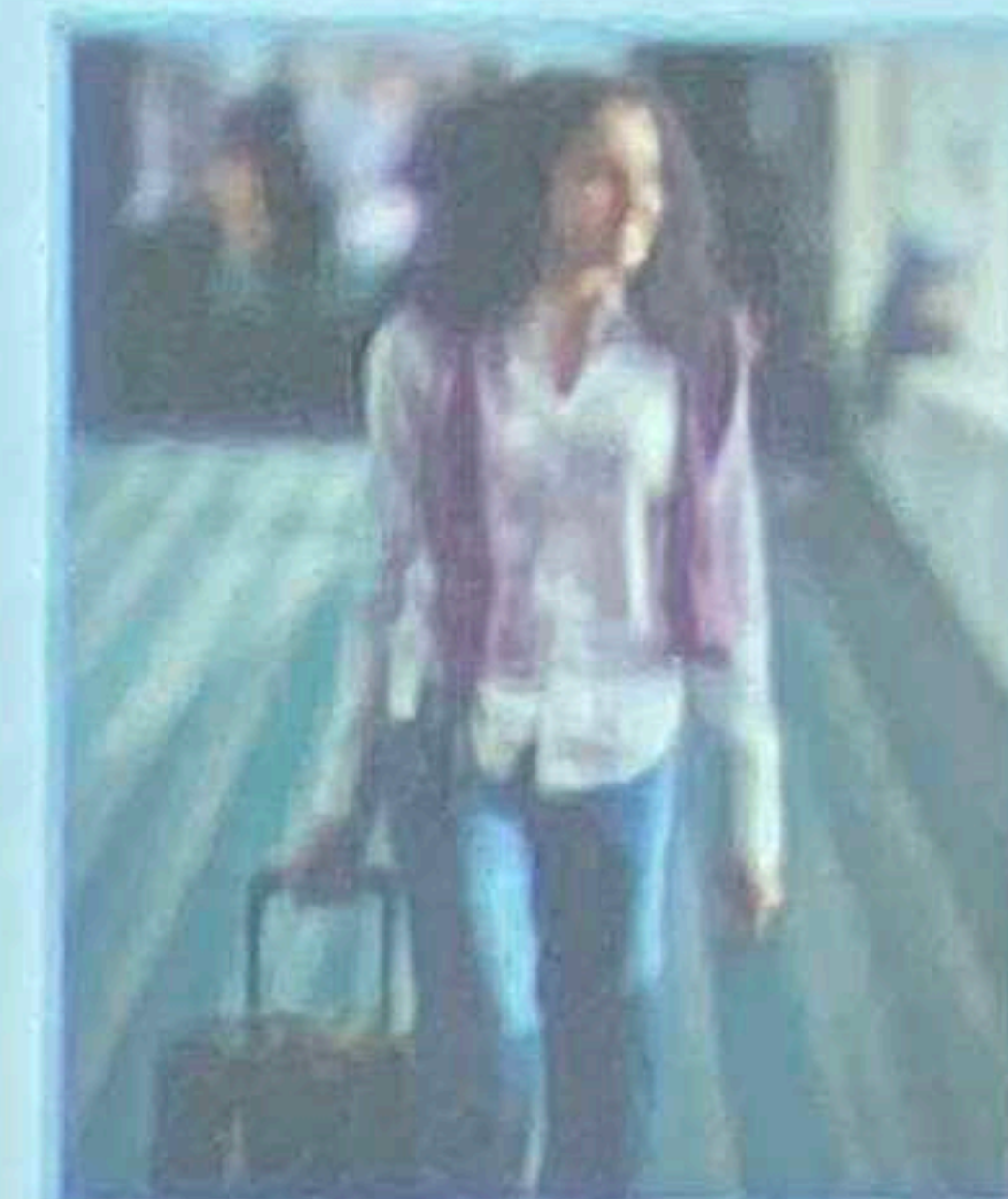
Describing a picture

Describe what you can see in as much detail as you can: where the picture was taken, what natural features, buildings or objects there are in the picture, who is in the picture, what they are wearing, what they are doing, how they are feeling, etc. Remember that you are pretending that you took the picture, so you have complete knowledge of what is going on and can make up names, places, etc as required.

Preparing for the task

7 Look at the photograph and complete the sentences.

- 1 The photo shows
- 2 We were at the
- 3 We were going
- 4 She is wearing because
- 5 She is pulling
- 6 She was feeling because



8 RNE Imagine that these are photos from your photo album. Choose one photo to present to your friend.




You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences). In your talk, remember to speak about:

- when you took the photo.
- what/who is in the photo.
- what is happening.
- why you took the photo.
- why you decided to show the picture to your friend.

You have to talk continuously, starting with: "I've chosen photo number ..."

Useful phrases

- So, let me tell you ...
- In the photo, you can see ...
- In the background, ...
- I took the photo because ...
- I wanted to show you the photo so that ...

9  Listen to a student talking about one of the photos. Which of the photos is the student describing? Does the student cover all five of the points from above?



- There are various types of letters/emails. The type of letter/email you write depends on the reason for writing. The most common reasons for writing a letter/email are: giving/asking about news, thanking/congratulating someone, inviting someone, making suggestions/complaints, giving/asking for advice/information, apologising for something, accepting/refusing an invitation, applying for a job, etc. Letters/emails can be written in informal, semi-formal or formal style. You need to think about who you are writing to before you start writing in order to use the correct style.
- Informal letters/emails are written to people you know very well (e.g. *close relatives, good friends, etc*). An informal letter/email should have:
 - an informal greeting (e.g. *Dear Sally/Mum/Uncle David, etc*),
 - an introduction – opening remarks (e.g. *It was great to get your letter, etc*) and the reason for writing (e.g. *I'm writing to ..., etc*),
 - a main body – the main subject of your letter.
 - a final paragraph – closing remarks (e.g. *Well, that's all.*),
 - an informal ending (e.g. *Yours/All the best+ your first name*).
- Semi-formal letters/emails are written to people you know, but not very well (e.g. *your friends' parents, a schoolteacher, etc*). A semi-formal letter/email should have:
 - a formal greeting (e.g. *Dear Mr and Mrs Stewart*),
 - an introduction – opening remarks (e.g. *Thank you very much for your kind offer, etc*) and the reason for writing (e.g. *I would love to ..., etc*),
 - a main body of two or three paragraphs – main topic of your letter.
 - a final paragraph – closing remarks (e.g. *I am looking forward to seeing you next month, etc*),
 - a semi-formal sign off (e.g. *Regards/Best wishes, etc + your full name*).
- Formal letters/emails are written to people you do not know well (e.g. *headmasters, employers, people in official positions, etc*). A formal letter/email should have:
 - a formal greeting (e.g. *Dear Sir/Madam – if you do not know the person's name, Dear Ms Green – if you know the person's name*),
 - an introduction – opening remarks which give the reason for writing (e.g. *I am writing in regards to ..., etc*),
 - a main body of two or three paragraphs – main topic of your letter.
 - a final paragraph – closing remarks (e.g. *Thanking you in advance for ..., etc*),
 - a formal ending (e.g. *Yours faithfully – if you do not know the person's name, Yours sincerely – if you know the person's name + your full name*).

- Style in informal and formal letters/emails

INFORMAL OR SEMI-FORMAL STYLE

Greeting:

Dear Mum/Sue/Uncle Bob, etc

- chatty and personal tone for informal letters/emails (e.g. *Sorry I haven't written in ages, but ...*)
- friendly but polite tone for semi-formal letters/emails (e.g. *How are your parents?*)
- contractions, colloquial expressions, idioms, phrasal verbs (e.g. *So what've you been up to lately?*)
- pronouns sometimes omitted (e.g. *Got to go now!*)

Sign off:

Best wishes/Love/Yours/Regards,
John

FORMAL STYLE

Greeting:

Dear Sir/Madam,/Dear Mr/Mrs/ Ms Green,

- advanced vocabulary (e.g. *I am writing to enquire whether ...*)
- serious, impersonal tone (e.g. *With reference to your advertisement ...*)
- no contractions, colloquial expressions, idioms, phrasal verbs
- frequent use of passive voice (e.g. *I can be contacted on...*)
- complex sentence structure (e.g. *No sooner had I ...*)

Sign off:

Yours faithfully/Yours sincerely,
John White

General outline for letters/emails

- Paragraph 1: opening remarks, reason(s) for writing
- Paragraphs 2, 3: development
- Paragraph 4: closing remarks

1 What type of letter/email is each sentence (1-20) from? Which sentences are formal? Which are informal? Choose F for formal and an I for informal language. Give reasons for your answers.

- | | |
|--|---|
| 1 In reply to your complaint about ... | 11 Drop in whenever you get the chance. |
| 2 I trust that this will answer your query. | 12 You have been very helpful and I thank you for ... |
| 3 Hope you can come. | 13 I'm so happy you passed your exams. |
| 4 I would like to inform you that you have been chosen ... | 14 By the way, I forgot all about ... |
| 5 I hate to say it but I think I'll have to miss ... | 15 I am writing in response to your request ... |
| 6 Why don't you come and visit us? | 16 It is with great pleasure that we offer you ... |
| 7 I look forward to our meeting. | 17 Please accept our sincere congratulations on ... |
| 8 Can't wait to see you. | 18 Drop me a line when you can. |
| 9 I am writing with regard to the advertisement ... | 19 You are cordially invited to attend ... |
| 10 How about getting together next Sunday? | 20 We regret to tell you that ... |

- Beginnings and endings of letters/emails

2 Match the beginnings to the endings, saying whether the beginnings and endings are formal or informal and identifying which style elements have been used.

Beginnings

1 Hey Jenny,
Just wanted to let you know how sorry I am that I couldn't come to your brother's wedding. You know that I really wanted to come.

2 Dear Sir/Madam,
I am writing in response to your advertisement in this week's paper for a junior secretary. I am very interested in applying for this position.

3 Dear Aunt Sue,
Hope this letter finds you well. I'm writing to you because I need your advice about something.

4 Dear Mr Grant,
I am writing to you because I am not at all satisfied with the changes that have been made at the gym. In the past I really used to look forward to coming to the gym every afternoon. Unfortunately, this is no longer the case.

Endings

A I hope that you will consider me for the job. I have included a copy of my CV as well as several letters of reference. I look forward to hearing from you in the near future. Thanking you in advance,
Yours faithfully,
Kevin Murdock

B So, Auntie, now you know about my problem. I really hope you can help me out. Hope to hear from you soon.
Love,
Joanie

C I trust that you will take my complaints seriously. I expect that you will investigate the problems that I have described and take action to improve the situation. I look forward to hearing from you in the near future.
Yours sincerely,
Trent Phelps

D So, as I said before, I'm really sorry I couldn't come but you know how it is ... sometimes things just come out of the blue. Anyway, take care and keep in touch.
Kisses,
Annie

3 Write the first and the last paragraph for the following:

- 1 You are writing a letter to invite your friend to spend a weekend at your house.
- 2 You are sending an email to congratulate your English pen-friend on his success in his exams.
- 3 You are writing a letter to thank your English pen-friend's parents for their hospitality while you stayed with them.

• Rubric analysis


- Always think about the situation in the rubric. This will help you plan your writing. Read the rubric carefully and find the key words/phrases.

These indicate:

- the imaginary situation you will write about, who you are and the reason you are writing.

- the imaginary reader who is going to read your piece of writing. This will help you decide on the writing style you should use: formal, semi-formal or informal.

- the type of writing task.
- the specific topics you should include.

1  Read the rubrics below. Find the key words. Find the imaginary situation, the imaginary reader, the style, the type of writing task and the specific topics.

A RNE You have received an email from your English-speaking pen-friend, Terry, who writes:

... I'm going to a music festival with my best friend Natasha this weekend. We do everything together. What about you? Do you have a friend who's special to you? What are they like and what do they look like? Is there anything you don't like about them?

The music festival should be fun ...

Write an email to Terry.

In your email

- answer his questions.
- ask him **3 questions** about the music festival.

Write **100-140 words**.

B RNE You have received a letter from your old English teacher, Mrs Terry, who writes:

... You said in your letter that a friend of yours, Natasha, is visiting London and wants to do some English lessons. Perhaps you could tell me a little about her. What is she like as a person? What about as a student? How good is her English?

My teaching job here in London is going well, I'm pleased to say ...

Write a letter to Mrs Terry.

In your letter

- answer her questions.
- ask her **3 questions** about her new job.

Write **100-140 words**.

2 Read the models. Which is a letter/email? Which is informal/semi-formal? Match the models with the rubrics in Ex. 1.

A Hi Terry!
Great to hear from you. Thanks for your email – it made me laugh. It's fantastic that everything's going so well with you.
My best friend's name is Stephan and he's a great guy. Although I've got lots of friends, he's the one I tell everything to. He's tall and thin with red hair and freckles. He wears glasses and dresses quite smartly for someone our age. He's very intelligent and funny – he can always make me laugh. If he has any fault, it's that he's a little lazy.
Did you enjoy the music festival? What bands did you see performing? Were there any that I might know? How about Natasha – did she have a good time there? Got to go now. Write soon!
Love,
Katia

B Dear Mrs Terry,
It was lovely to hear from you after so long. We all miss you here in Moscow. I'm so glad you've settled in so well back in London, however.
About Natasha... Natasha is a good friend of mine. She's a lovely girl, very outgoing and optimistic. She's not the most intelligent student in my class, but she studies hard and gets good marks. Her spoken English is good, but I think her writing needs improvement.
So, tell me about your new job. Is the school close to where you live or do you have to use public transport? Are the students from all over the world? How many hours do you teach everyday?
I'm really looking forward to hearing from you.
Best wishes,
Katia



- Informal letters/emails

- Informal letters/emails are sent to people we know well. They can include: invitations, accepting or refusing invitations, giving news, asking for/giving information, asking for/giving advice, expressing thanks/regrets/congratulations, etc.

Opening remarks may include:

- questions/wishes about recent events, the person's health, etc.
- a thank you to the person for their last letter.
- comments about their news.

- an apology for a delay in writing/replying.
- the reasons why you are writing.

Closing remarks may include:

- greetings to the person's family/friends.
- wishes, a promise (*e.g. to write soon*), etc.
- a request to the person to reply soon.
- the reason for ending the letter/email.
- In informal letters/emails you may often talk about more than one topic.

General outline for informal letters/emails

Greeting (Dear + person's first name)
Paragraph 1: opening remarks, reason(s) for writing

Paragraphs 2, 3: development

Paragraph 4: closing remarks

Sign off (Yours/Best wishes, + your first name)

3 Read the following sentences. Choose O (opening remarks) or C (closing remarks). What point does each include?

- 1 Sorry for not writing earlier, but ...
- 2 I have to go now as Mum needs some help.
- 3 Give my best wishes to your parents.
- 4 Thanks for the lovely present.
- 5 I hope that things will improve.
- 6 How are you? Hope you're feeling better.
- 7 Do write back soon.
- 8 I'm writing to ask for your advice.

4 Read the rubrics. What points will the main body paragraphs include?

A RNE You have received an email from your English-speaking pen-friend, Michelle, who writes:

... I'm really looking forward to my visit next month. I was wondering, though, about what to pack. What's the weather like at this time of year? Also, do you want me to bring anything for you from the UK? And when I get there, how will I find your house?

Only one more week of school ...

Write an email to Michelle.

In your email

- answer her questions.
- ask her **3 questions** about her last week of school.

Write 100-140 words.

B RNE You have received a letter from your English-speaking pen-friend, Suzanna, who writes:

... Imagine – we'll finally meet face to face next month. I can't wait! How are you feeling about your visit? What have you learned about London? What do you want to do here?

If you're not sure of anything, just ask ...

Write a letter to Suzanna.

In your letter

- answer her questions.
- ask her **3 questions** about your visit.

Write 100-140 words.

5 Read the model. Which rubric in Ex. 4 does it answer? What is each paragraph about?

✉
REPLY MAIL

Hi Michelle!

How are things? I'm so excited about your visit! Winter is lovely in St Petersburg, but it gets cold, so pack warm clothes and a thick coat. Boots are a good idea too. Now, if you have space in your suitcase, I'd love an Arsenal scarf – they're my favourite English football team. Finally, when you get to the airport, I'll be waiting for you with my mother. We'll drive you home.

What do you do in your last week of school? Do lessons carry on as normal? Are there any special celebrations that you hold? How long do your school holidays go on for? Got to go now. Write soon!

Love,
Leo

6 Write a reply based on the other rubric from Ex. 4.

- Letters/Emails inviting/accepting – refusing invitations

• Letters/Emails inviting/accepting – refusing invitations consist of four paragraphs. See how the paragraph plans differ.

INVITING

- Para 1:** opening remarks
Paras 2,3: details about the event (place, time, guests, food, decorations, etc)
Para 4: closing remarks (ask person to let you know if he/she can come, express hope to see them, etc)

ACCEPTING/REFUSING

- Para 1:** opening remarks, thanks for invitation
Paras 2,3: accept invitation, make comments about the event, ask questions, offer to help, etc/refuse invitation, giving reasons
Para 4: closing remarks, thank person again

1 Read the extracts. Which type of letter is each from?

A Hi! How are you? Are you doing anything this weekend? We've decided to hold a party and we'd love it if you could come.

B Thanks a lot for the invitation. Unfortunately, I won't be able to make it.

C Thanks for the invitation to the party. Sounds like a great idea. I'd love to come and meet all your friends.

2 a) Read the letter. What type of letter is it?

Hey Kim,

A How are you? What are you doing this Saturday? I'm having a party at home in the afternoon and I'd love you to come.

B It's going to be a big party with all our school friends and some of the kids from the neighbourhood. There'll be plenty to eat and drink. It'll be a fancy dress party, because they're always a lot of fun.

C Please let me know if you can come, so I have an idea of how many will be there. Also, could you bring some music? I know you have a great collection. And will you need my mum to pick you up from the station?

D I'd better go now – I have lots of invitations to write! Please say you'll come – I'd love to see you there!

Love,
Sue

b) Which paragraph

- gives details about the party?
- asks for information?
- makes the invitation?
- expresses hope that Kim will come?

3 Read the letter. Does the writer answer all the questions from the letter in Ex. 2a? What questions does the writer ask Sue?

Hello Sue!

Great to hear from you! I'm fine, thanks. Your party sounds like a wonderful idea – thanks so much for the invitation.

Of course I'd love to come. I wouldn't miss it for the world! I think I'll dress up as a cat. And don't worry – I'll bring some party music with me. As for a lift, I won't need one, thanks. My dad is driving that way on his way to a football match, so he can drop me off, then pick me up on the way back.

So, how many people are coming in all? Did you invite Tony, the new boy? He's really nice. What games are you thinking of playing? I think a treasure hunt is a fun idea – but it takes time to organise. I could write clues if you want.

Thanks again for the invitation. Can't wait to see you on Saturday!

Love,
Kim

- Letters/Emails asking for/giving advice

• Letters/Emails asking for/giving advice from a friend usually consist of four paragraphs. See how the paragraph plans differ.

ASKING FOR ADVICE

- Para 1:** opening remarks, state the problem
Paras 2,3: describe the problem in detail and how it affects you
Para 4: ask for help/advice, closing remarks

GIVING ADVICE

- Para 1:** opening remarks, express sympathy
Paras 2,3: give advice and expected results
Para 4: express hope things will improve, closing remarks

Useful language

- Asking for advice**
- Do you have any idea about ...?
 - Can you think of anything that ...?
 - What do you advise? • What can I do?
- Giving advice**
- If I were you, I'd ... • You should/shouldn't ...
 - The best thing to do is ... • Why don't you ...?
 - Have you thought of/about (+ing) ...?
 - Another idea is to ... • It's best not to ...
 - How about (+ing) ...
- Result**
- This would/will mean that ... • That way ...
 - If you do this, (you will/won't ...) ...
- Ending the letter/email**
- I hope my advice helps.
 - Hope things get better.
 - Let me know what happens.

4 Read the rubrics. What points will the main body paragraphs include?

A RNE You have received an email from your English-speaking friend, Paula, who writes:

... My exams start in two weeks and I'm very anxious. Do you have any study tips you can share with me? What should I do if I feel stressed? What food is the best 'brain food'?
Once the exams finish, though, it's holiday time! ...

- Write an email to Paula.
 In your email
- answer her questions.
 - ask her **3 questions** about her holiday.
- Write **100-140 words**.

B RNE You have received a letter from your English-speaking friend, Steve, who writes:

... I've started learning Russian, but I'm having a lot of trouble. Maybe you can answer a few questions for me. First of all, are there any good cartoons in Russian? Second, what about a nice children's book? Finally, is it a good idea to visit Russia to practice the language? By the way, I recently joined a gym ...

- Write a letter to Steve.
 In your letter
- answer his questions.
 - ask him **3 questions** about the gym.
- Write **100-140 words**.

5 Read the model. Which rubric from Ex. 4 does it answer?

✉
SEND MAIL
🔍
👤

Hi Paula,
 Thanks for the email – even though it wasn't such a happy one! I'm sorry to hear you're so anxious about your exams.

1) The best thing to do is to make a revision timetable. **2) This will mean that** you won't forget any subject. **3) If I were you, I'd** get some exercise when you feel really stressed. **4) Have you thought about going** for a run? It's a great way to reduce stress levels. Finally, **5) you shouldn't** eat junk food and sugary snacks. Light healthy meals are best because then you stay alert and can concentrate for long periods of time.

On a lighter note, tell me about your holiday. Where are you going? Somewhere warm, I hope. Who are you going with, family or friends? What do you like to do on holiday – laze around or stay active?

Anyway, **6) I hope my advice helps**. Let me know what happens.

Take care,
 Ricky

- 6** a) Replace the phrases in bold with other phrases from the Useful language box.
- b) What is Ricky's advice? What will the expected results be? Copy and complete the table.

features	justifications
<ul style="list-style-type: none"> • make a revision timetable 	

7 Write your letter of advice for rubric B (100-140 words).

1 Complete with *accent* or *dialect*.

- (noun) the way the words of a language are pronounced in a particular region.
- (noun) a form of a language that is spoken in a particular region, sometimes with different words, grammar and syntax.

2 Listen to two people talking about accents and dialects. Underline the correct word in the sentences below.

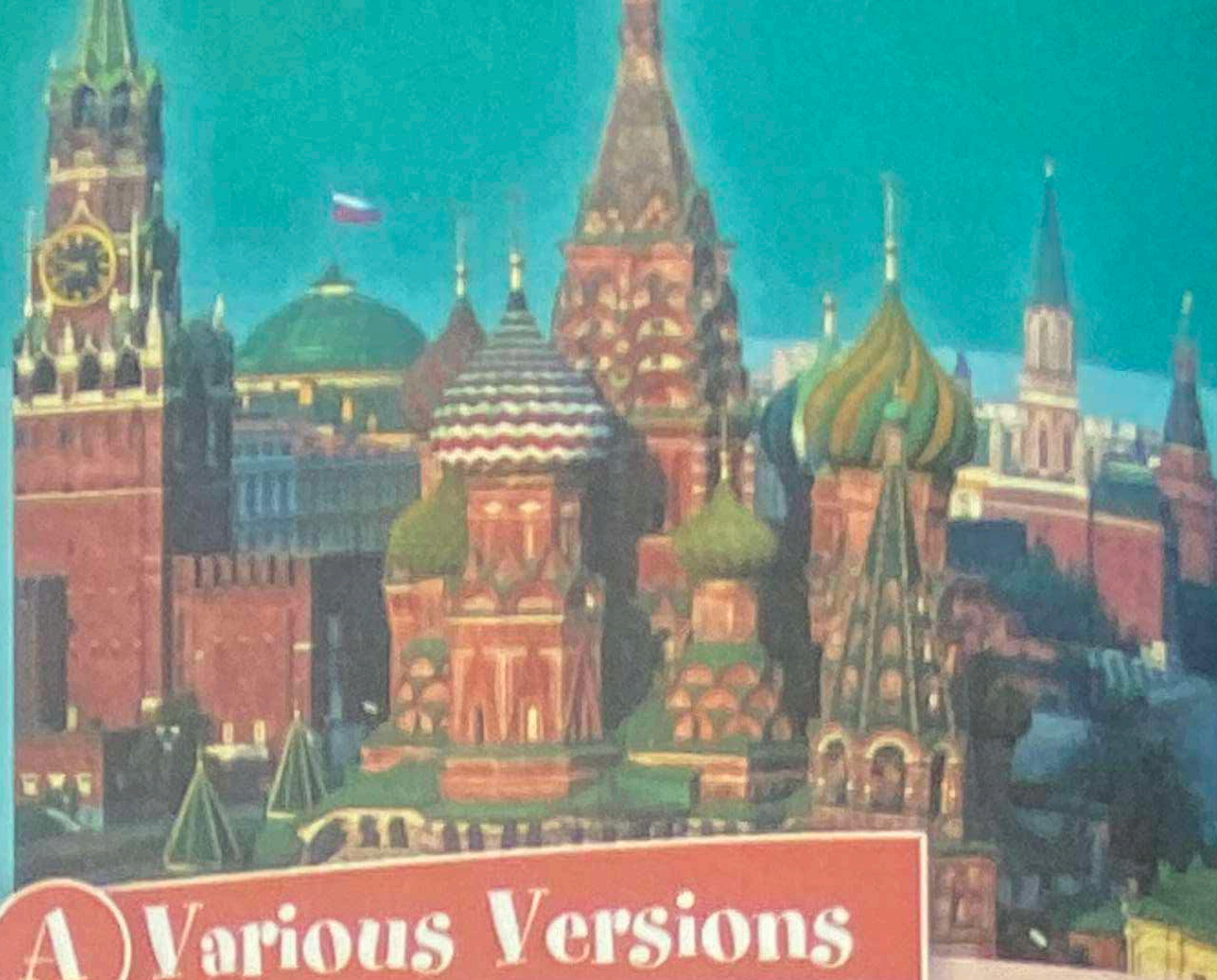
- People from Liverpool speak with a strong **accent/dialect**.
- The local **grammar/dialect** in Liverpool is called Scouse.
- At first, Mark couldn't understand the **dictionary/vocabulary**.
- Sometimes, the **accent/grammar** in Scouse has different rules.

3 RNE Read text A and choose the correct word (1-7).

4 Match the words/phrases in bold in text A to their meanings below.

- difficult to reach • change/modify
- made to conform • taken up
- easy to use or understand
- protection/maintenance
- developed gradually

5 RNE Read text B. Form derivatives from the words written in capital letters at the end of the lines and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.



A Various Versions

Even though the roots of the Russian language are ancient, it did not really become **standardised** until the 19th century. One of the people to have the greatest influence **1) in/on/to/for** the Russian language was Alexander Pushkin, who, like Shakespeare, is one of the few writers who not only used language but created it and helped to **2) frame/model/shape/ produce** a nation.

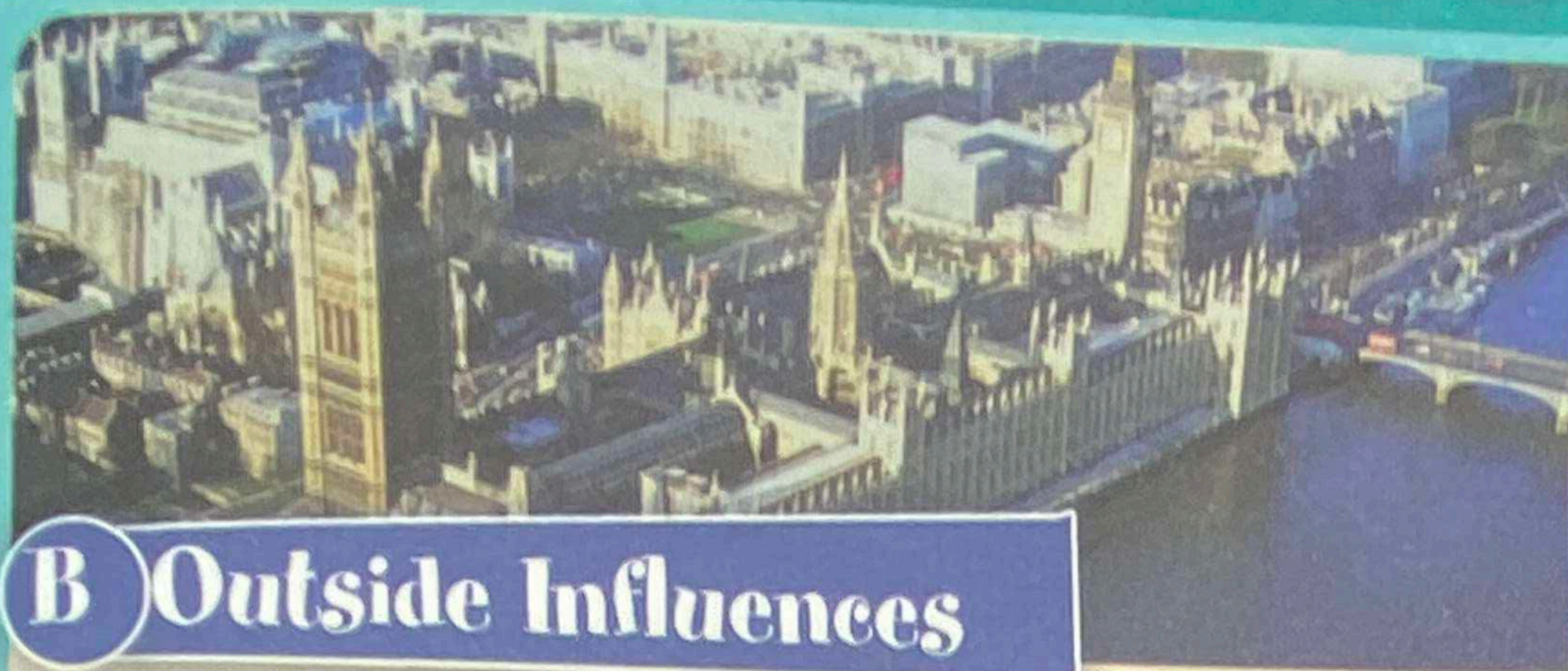
Although standard Russian is taught **3) across/over/through/about** Russia and other Russian-speaking countries, it is not the only form of the language there is. Like most other languages, Russian also has many different dialects. One local dialect that has survived in Russia is called Varguza. Speakers of this dialect live in villages along the **4) beach/shore/coast/ seaside** of the White Sea in the Northwest of Russia. The **preservation** of this dialect may be **5) as/since/because/due** to the fact that these villages are quite **isolated** from the central, urban areas of Russia and because of the linguistic influences from other cultures that trade along these coasts.

Another interesting dialect of the Russian language is one that has **evolved** in modern times among native Russian speakers living abroad. This dialect is a **6) range/blend/ compound/collection** of English and Russian. It began life as a way of making communication easier between astronauts on the International Space Station but it is increasingly being **adopted** by **7) other/extra/further/additional** native Russian speakers. In New York you might hear Russian-Americans making *appointmyenti* (appointments) or referring to the *syim karti* (sim cards) in their mobile phones. This is a good example of how people **adapt** language to make it more **user-friendly**.

6 Match the words/phrases in bold in text B to their meanings below.

- defeated by force • a common language used by speakers of other languages • taken in • became established
- a series of actions that achieve a particular result
- slightly different forms

LANGUAGE ROOTS



B Outside Influences

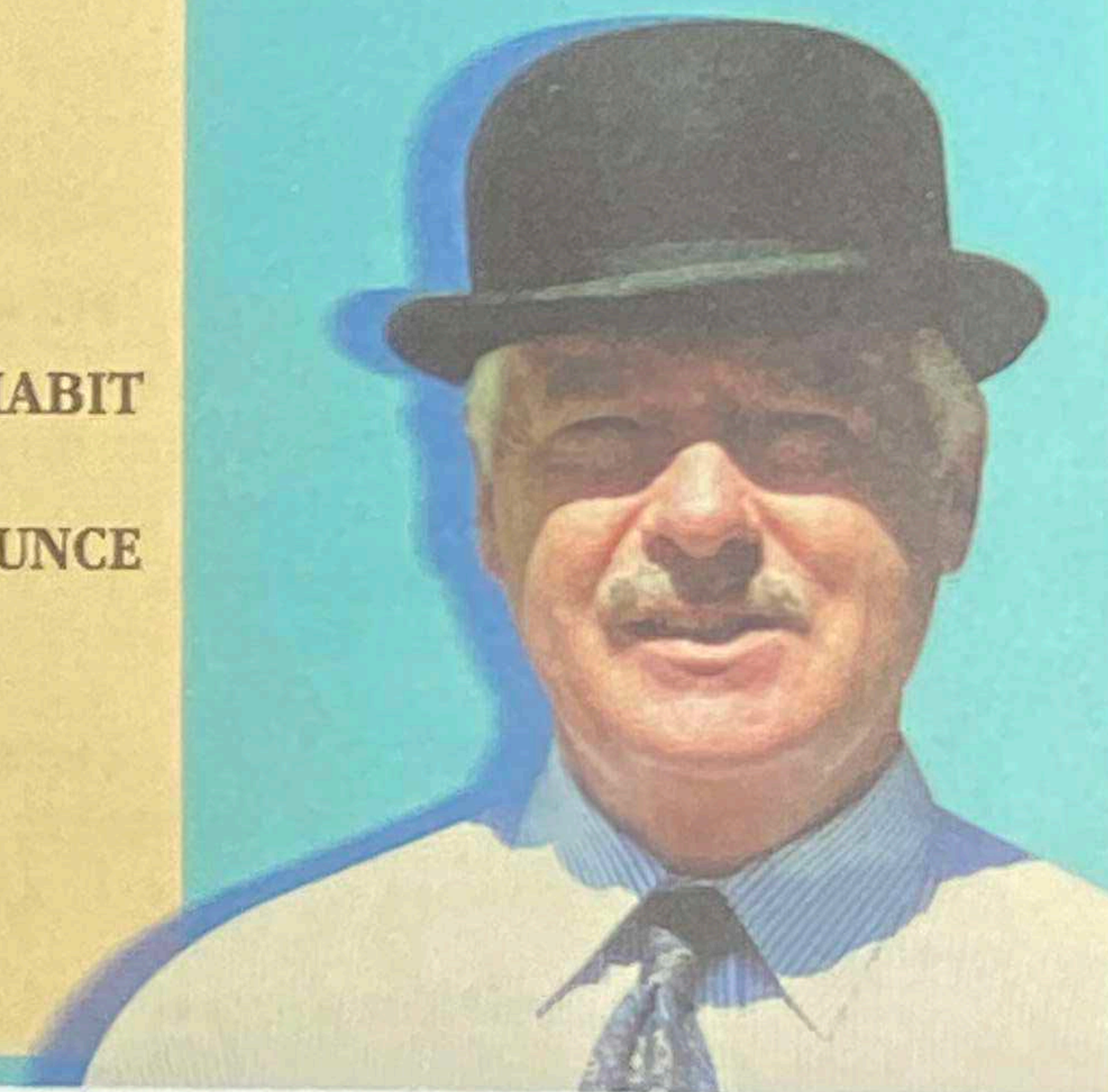
What has made the English language a **lingua franca** is its **1)** The history of Britain is a tale of many **2)** , from Anglo Saxons to Vikings and Normans, to name but a few, and they all left a **3)** mark on the development of English as it is spoken today. One of the results of this is that English has always **4)** **absorbed** words from other languages and this is a **process** that continues to this day. Words like *ketchup* from Chinese, *hoi polloi* from Greek and *apparatchik* from Russian are all commonly used in English.

The language grew not only because Britain was **conquered** so many times but also because of the British Empire. Whatever part of the world English **took root in**, the **5)** changed the way it was used. Each region has its own dialect of the language, which has added new vocabulary and uses its own unique **6)** or accent. What is fascinating is that these new **variations** on the language have also influenced how it is spoken in the land it originated in. English is a language that changes continually because of the vast variety of peoples and cultures that use it.


FLEXIBLE
INVADE
LAST

READY

INHABIT
PRONOUNCE



Speaking

- 7  Listen as you read the texts again. What do you think about regional dialects? Should all speakers of a language use the same form or not? Should dialects be encouraged or discouraged? Discuss your ideas with a partner and present them to the class.
- 8 In text B there are some examples of loan words (words borrowed from a different language). What do these words mean in English? Look them up in the dictionary and compare their meanings with the original meanings of the words below. Are there any differences?

ketchup	– a type of fish sauce
hoi polloi	– the many
pood	– measure of weights that is equal to 16,3 kilos

- 9 **THINK!** Why do you think it is important to study languages? In five minutes write down your opinion on the topic and then tell your partner.

Project!

ICT Use the texts and other sources to prepare a presentation on how and why the English and Russian languages have changed over the years. Make your presentation to the class.

1 Look at the picture. What do you think makes Doctor Dolittle different from other doctors? Read the biography to find out.

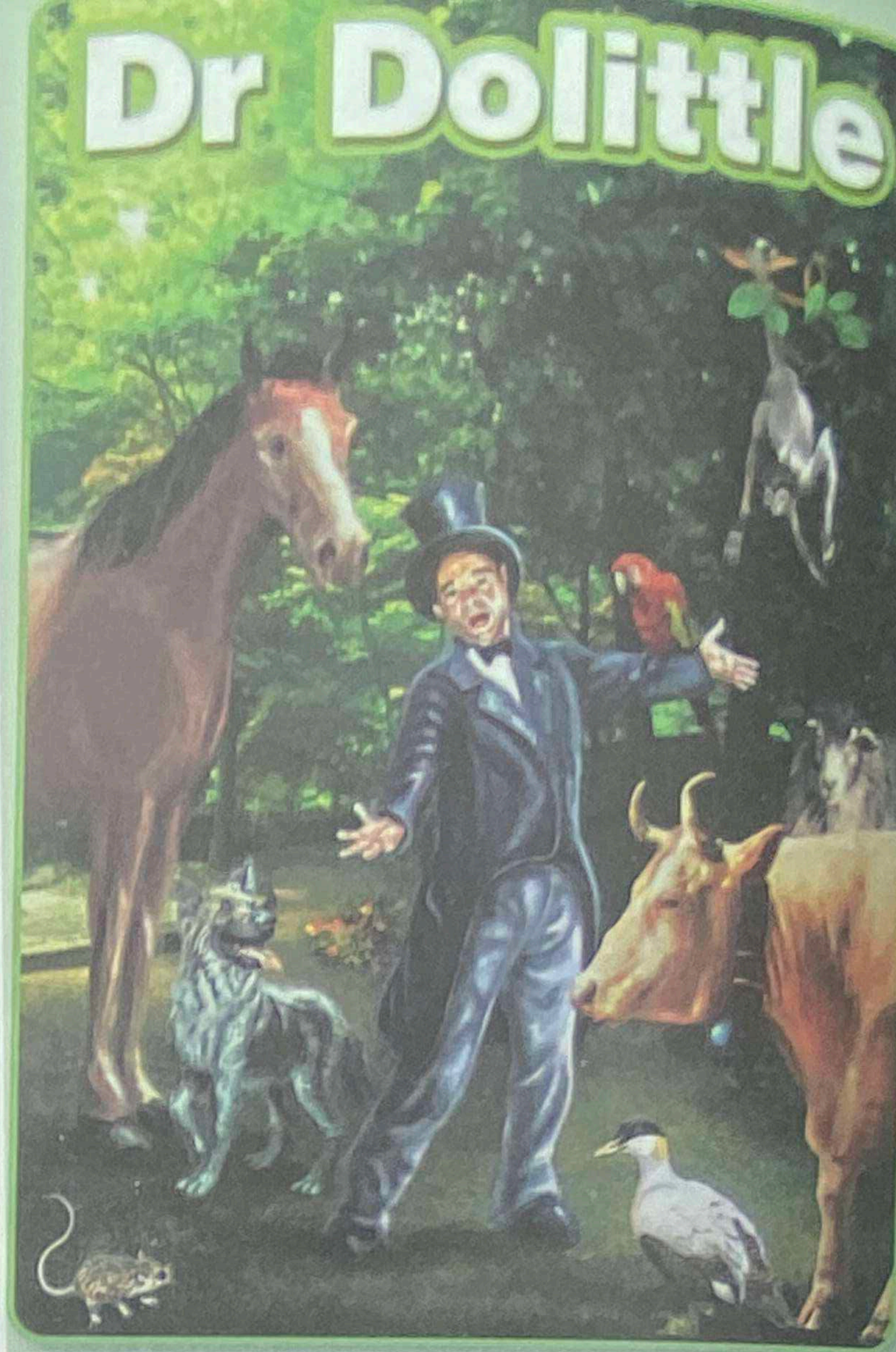
Hugh Lofting



(1886-1947) was born in England but lived most of his life in America. He spent many years travelling the world as a civil engineer and joined the Irish Guards to fight in World War I.

While he was at war he saw many horrible and shocking things. Instead of writing about what he saw, he wrote imaginative letters and stories to his children back home.

These stories about animals were the basis for his most famous novel, *Doctor Dolittle* (1920). The story is about a village doctor who loves animals. He has many pets and discovers a way to communicate with animals, which changes his life completely.



2 Read lines 1-22. How might Doctor Dolittle's new way of communicating change his life? What do you think happens in the rest of the text? Read to find out. Then translate lines 1-22 into Russian.

3 **RNE** Listen as you read the text again and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.

- 1 Doctor Dolittle is surprised and excited that ...
- 1 parrots can speak more than one language.
 - 2 the parrot is asking about the porridge.
 - 3 Polynesia has never spoken to him before.
 - 4 birds have their own language.

- 2 When Dolittle asks Polynesia for "the Birds' ABC", he wants the parrot to tell him ...
- 1 how to say these three letters in bird language.
 - 2 the whole alphabet in bird language.
 - 3 words starting with A, B or C in bird language.
 - 4 every word in bird language.

- 3 Soon after Dolittle becomes an animal doctor, ...
- 1 different kinds of people bring sick animals to him.
 - 2 animals start coming to see him themselves.
 - 3 old women bring different kinds of animals to him.
 - 4 he deals only with farm animals.

- 4 What is true about the plough-horse?
- 1 He thinks the other vet understood him.
 - 2 He knows what is wrong with him.
 - 3 He doesn't know why the pills don't work.
 - 4 He thinks Doctor Dolittle is a stupid man.

- 5 The word "him" (line 53) refers to ...
- | | |
|--------------------------|---------------------|
| 1 the vet over the hill. | 3 Doctor Dolittle. |
| 2 Polynesia the parrot. | 4 the plough-horse. |

- 6 Dolittle takes the Italian's monkey because ...
- 1 it isn't being treated very well.
 - 2 he is angry at the Italian.
 - 3 the Italian is rude.
 - 4 he wants to learn monkey language.

- 7 What is the text about?
- 1 learning new languages
 - 2 how similar people and animals are
 - 3 the ability to communicate
 - 4 how to be a good doctor

4 Decide if the statements are T (true) or F (false).

- 1 Polynesia only spoke in bird language.
- 2 The doctor stopped treating people.
- 3 It was unusual for farm animals to wear glasses in Puddleby.
- 4 The doctor's garden was often full of animals.

"Now listen, Doctor, and I'll tell you something. Did you know that animals can talk?" asked the parrot. "I knew that parrots can talk," said the Doctor.

"Oh, we parrots can talk in two languages – people's language and bird-language," said Polynesia proudly. "If I say, 'Polly wants a cracker,' you understand me. But hear this: Ka-ka oi-ee, fee-fee?"

"Good Gracious!" cried the Doctor. "What does that mean?"

"That means, 'Is the porridge hot yet?' – in bird-language."

"My! You don't say so!" said the Doctor. "You never talked that way to me before."

"What would have been the use?" said Polynesia. "You wouldn't have understood me if I had."

"Tell me some more," said the Doctor, all excited; and he rushed over to the dresser-drawer and came back with a book and a pencil. "Now don't go too fast – and I'll write it down. This is interesting – very interesting – something quite new. Give me the Birds' ABC first – slowly now."

So that was the way the Doctor came to know that animals had a language of their own and could talk to one another. And all that afternoon Polynesia gave him bird words to put down in the book. After a while, with the parrot's help, the Doctor learnt the language of the animals so well that he could talk to them himself and understand everything they said.

Then he gave up being a people's doctor altogether. Old ladies began to bring him their pet dogs who had eaten too much cake; and farmers came many miles to show him cows which had the flu, and sheep with broken bones.

One day a plough-horse was brought to him; and the poor thing was terribly glad to find a man who could talk in horse-language. "You know, Doctor,"

said the horse, "that vet over the hill knows nothing at all. I am going blind in one eye. But that stupid man over the hill never even looked at my eyes. He kept on giving me big pills. I tried to tell him; but he couldn't understand a word of horse-language. What I need is spectacles. I would like a pair like yours – only green. They'll keep the sun out of my eyes while I'm ploughing the Fifty-Acre Field."

"Certainly," said the Doctor. "Green ones you shall have." And soon it became a common sight to see farm-animals wearing glasses in the country round Puddleby; and from then on there was never a blind horse.

And so it was with all the other animals that were brought to him. As soon as they found that he could talk their language, they told *him* where the pain was and how they felt, and of course it was easy for him to cure them. Whenever any creatures got sick – not only horses and cows and dogs, but all the little things of the fields, like harvest mice and water voles, badgers and bats – they came at once to his house on the edge of the town, so his big garden was nearly always crowded with animals trying to get in to see him.

Once an Italian organ grinder came round with a monkey on a string. The Doctor saw at once that the monkey's collar was too tight and that he was dirty and unhappy. So he took away the monkey from the Italian, gave the man a shilling and told him to go away. The organ grinder got very angry and said that he wanted to keep the monkey. But the Doctor wouldn't let him and said he would look after the monkey from then on. So the Italian went away saying rude things and the monkey stayed with Doctor Dolittle and had a good home. The other animals in the house called him "Chee-Chee" – which, in monkey-language, means "ginger".

5 Match the verbs and adverbs/prepositions to make phrases from the text.

- rushed • put • gave • came • took • look
- after • over • round • down • up • away

... he **rushed over** to the dresser-drawer ... (line 18)

Listening

6 Listen to the extract and write what is wrong with each of the animals.

- monkey *collar too tight; dirty, unhappy*
- pet dogs
- cows
- sheep
- horse

Speaking

7 In pairs, take turns telling the story briefly in your own words.


Writing

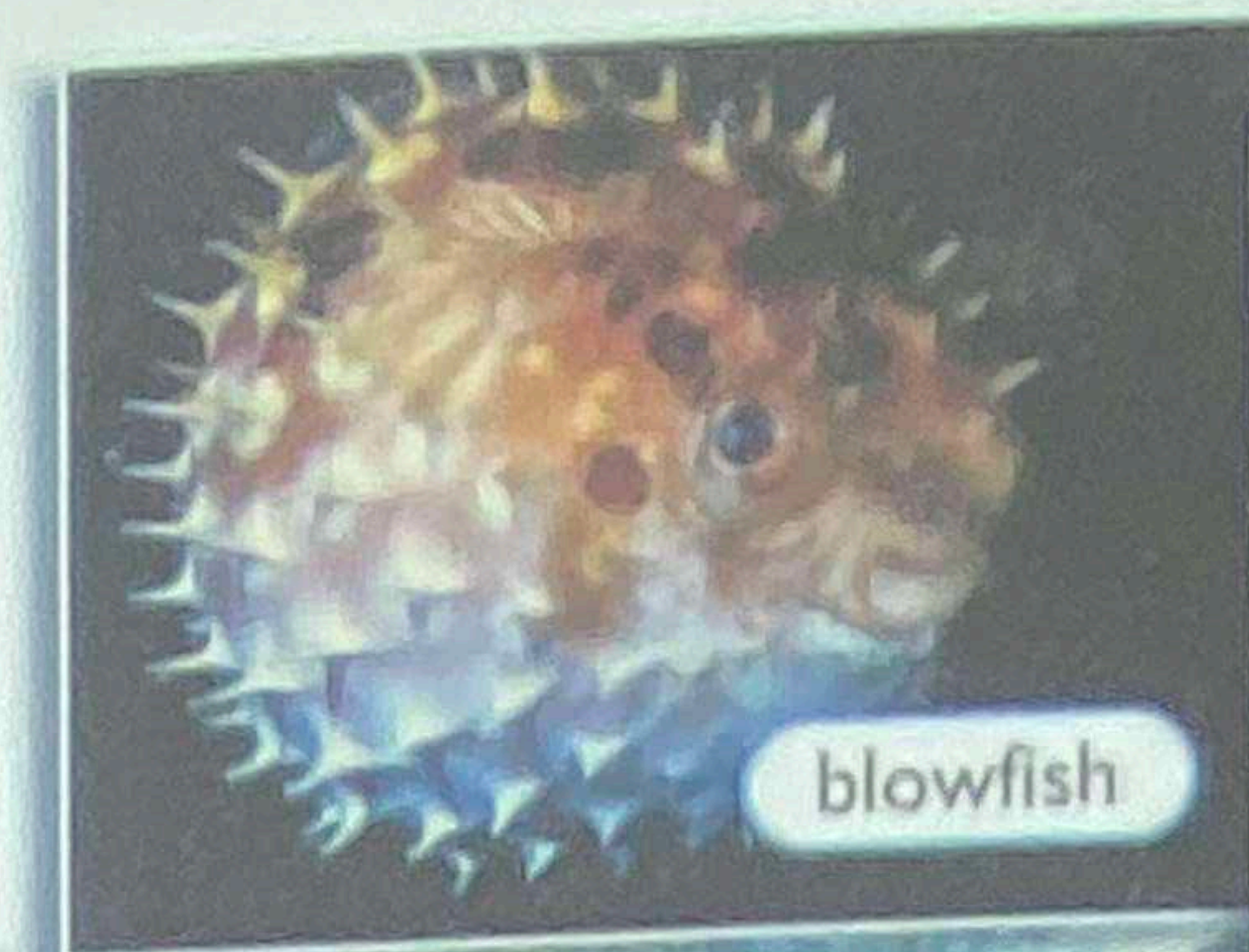
8 **THINK!** Imagine you are an animal who has been to visit Doctor Dolittle. Write a letter to your animal friend telling him/her about your experience. Use the questions below and your own ideas to write your letter.

- What animal are you and what was the problem?
- How did Doctor Dolittle help you?
- What other animals did you see at his house?
- What do you think of Doctor Dolittle?

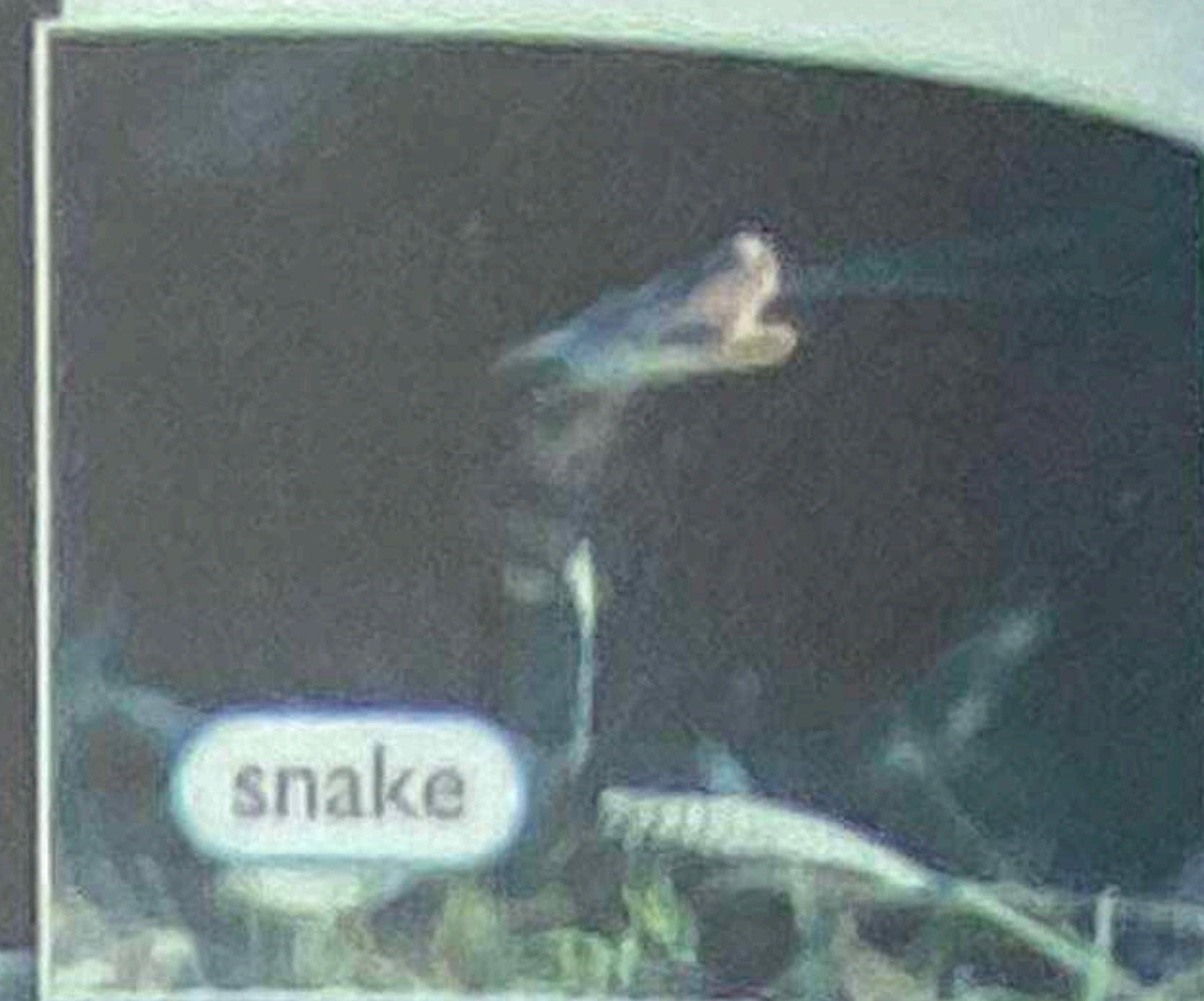


1 Look at the animals in the pictures. Which animal seems to be on the attack? trying to scare something away? affectionate? playing? What helped you decide?

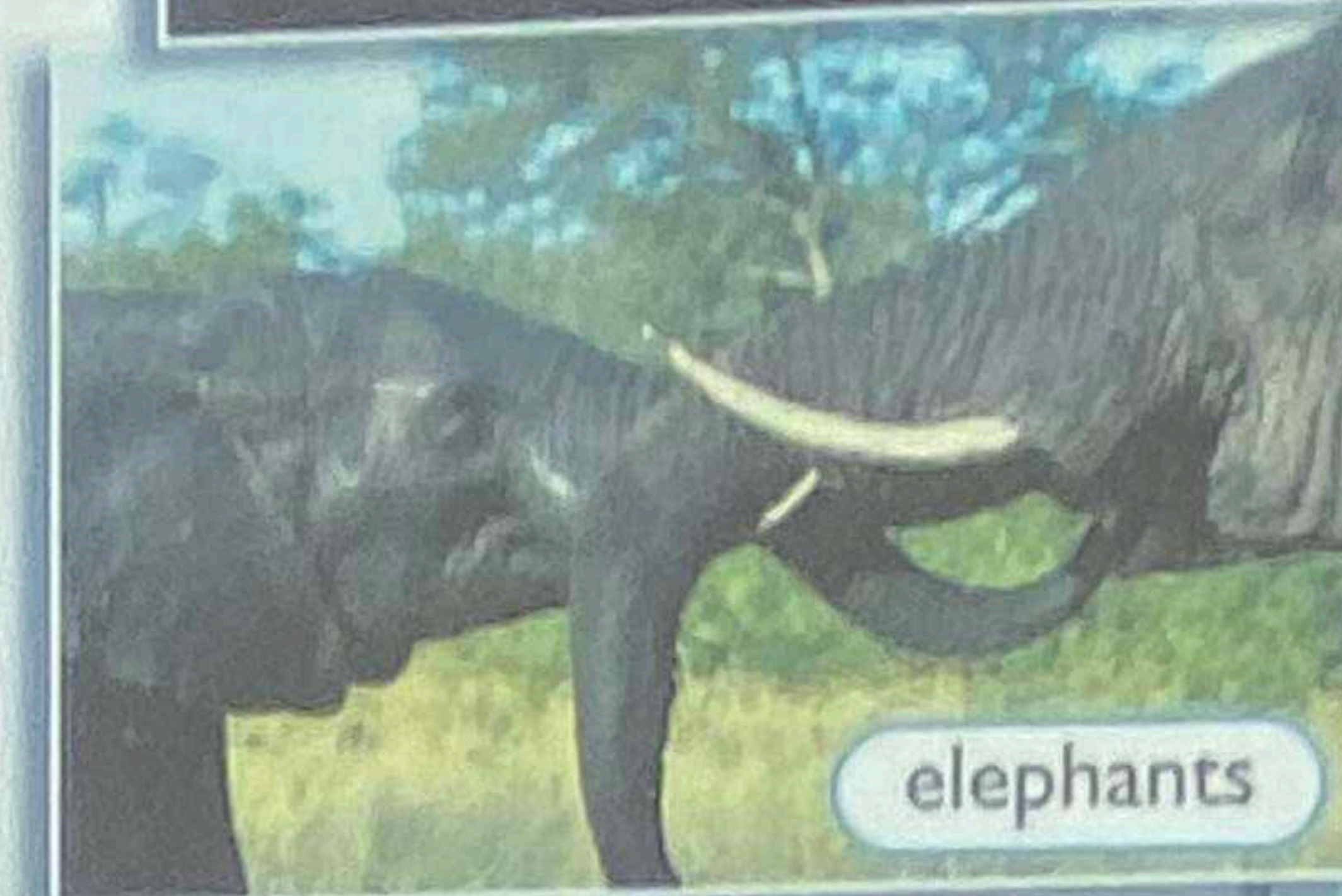
2  Read the article and choose the correct word (1-12).



blowfish



snake



elephants



horses

Animal Talk


Have you ever seen bees dancing, gorillas sticking out their tongues or horses rubbing noses? Well, you might be surprised to learn that these are not simply things they do to 0) **present/perform/enjoy/entertain** themselves or visitors at the zoo! They are actually very important 1) **processes/schemes/routes/means** of communication. So, how exactly do animals use the different senses in order to speak to one another?

SMELL The sense of smell is the most basic way in which even the simplest of creatures communicate. Many animals, including humans, 2) **free/release/transfer/supply** scents to attract others to them for reproduction, to keep 3) **down/over/away/up** predators or to attract prey, whereas others, such as ants, leave scents to show others where to find food. Sometimes, how these scents are detected can be quite incredible. Snakes, for example, use their tongues to pick up scent in the air, whereas sharks can detect blood in the ocean about one mile away!

SIGHT Many animals 4) **make/put/have/do** wide use of body language in order to get their message 5) **around/across/up/forward**. A female rabbit, for example, shows the white underside of her tail to tell her young to follow her to the safety of the burrow. In the same 6) **style/form/method/way**, bees perform a complicated dance to communicate the direction and distance of a food 7) **means/origin/place/source**, while a blowfish blows up like a balloon to scare away predators. Meanwhile, gorillas stick out their tongues to show anger!

TOUCH It's not just humans that 8) **shake/shrug/clench/tap** hands when they meet – chimpanzees also greet one another by touching hands. Other animals use the sense of touch in order to show their feelings 9) **at/towards/over/against** one another. To show affection, for example, elephants link their trunks together, while horses rub noses and giraffes press their necks together.

SOUND We've all enjoyed waking 10) **by/away/over/up** to the lovely sound of birds singing, but birds are not the only animals that use the sense of sound to communicate. The world's largest mammal, the whale, for example, has a complicated repertoire of low-frequency songs to communicate to others where they are and where there is food, sometimes 11) **over/for/throughout/during** hundreds of kilometres. In fact, all sorts of animals use sound to speak in different ways. Elephants, for instance, trumpet in 12) **minutes/moments/points/stages** of excitement or danger, male grasshoppers rub their hind legs over their wings to attract females and snakes and crocodiles hiss loudly to ward off intruders.

3  Listen as you read the text again. Tell your partner five things from the text that you found particularly interesting.

Project!

ICT Choose an animal and find information on the ways it communicates. You can visit this website: http://en.wikipedia.org/wiki/Animal_communication Write a short text about it. Present it to the class.

Progress Check 1

1 Complete with: volumes, shook, sense, concentrated, stare, hold, aggressive, blame, sighed, valuable.

- I don't think I can make of what he says.
- It's rude to at people.
- He on his studies and got his degree in Medicine.
- Intonation and rhythm of speech speak if you know how to interpret them.
- Could you please the line?
- He his head in disbelief when he heard the news.
- She with relief when she found her missing keys.
- Our teacher gave us some tips on dealing with exam stress.
- Tom was given a warning about his behaviour in school.
- Don't others when it's your fault.

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

2 Complete with: facial, build, nonverbal, talented, keep, gain, spirits, youth, work, user.

- | | |
|-----------------------|----------------------|
| 1 communication | 6 expressions |
| 2 in touch | 7 artists |
| 3 of art | 8 a reputation |
| 4 friendly | 9 popularity |
| 5 club | 10 be in high |

(Points: $\frac{\quad}{10 \times 1} \quad 10$)

3 Choose the correct preposition.

- Never put the blame **in/on** others.
- His hard work is the key **for/to** his success.
- We saw them **off/down** at the station.
- She was always running **out/down** other people's ideas.
- Are you aware **of/for** the consequences?

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

4 Choose the correct word.

- He gets paid more **than/from** his father.
- The sooner you finish, the **best/better** it will be.
- Do you fancy **come/coming** with us?
- He can't run any **fast/faster** than that.
- This is the **more/most** complicated issue I've had to deal with.
- She was **such/so** tired she decided to have an early night.

- I'd rather **stay/to stay** in tonight.
- Take your credit card with you in case you **will need/need** extra money.
- The road was closed **due to/because** heavy rain.
- I'd prefer **travelling/to travel** by car.

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

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

- The match was cancelled because it was snowing heavily.
due The match was snow.
- Buy some juice because John might come round later.
case Buy some juice later.
- She gets less money than her brother.
earns Her brother her.
- This is the best she can do.
any She can't this.
- We didn't expect they would charge us that much.
more We we expected.

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

6 Complete the gaps with the words derived from the words in capitals.

- She did her best to make a good on everyone.
IMPRESS
- He's very to criticism and gets upset easily.
SENSE
- Her has increased since she won the competition.
POPULAR
- They were deep in when I entered the room.
CONVERSE
- The audience reacted to his moving speech.
EMOTION

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

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

Now I can ...

- talk about how people/animals communicate
- talk about gestures, emotions and languages
- talk and write about a festival I attended
- express preferences
- talk about performers and performing
- write informal letters/emails

... in English

Reading - Task 1

Study Skills


Matching headings to paragraphs


Read the headings and find the key words. Read the texts quickly and find the key words there. Think about the gist of each text, and what it is trying to do. Then try to match the headings to the texts. Remember that the extra heading is there to catch you out.

Preparing for the task

1 a) Read the first paragraph, paying particular attention to the underlined words. Which of the sentences below best summarises the paragraph?

- a This paragraph tells us in detail how humans make the sounds they do when they speak.
- b This paragraph tells us precisely why it is so easy for humans to speak in the way they do.
- c This paragraph tells us exactly when humans learn to use the different parts of their mouths to speak.

b)  Now look at the headings 1-8 and choose the one that best matches the summary.

2  Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.

- | | |
|------------------------------|--------------------------------|
| 1 Why speech helps | 5 Why speech disorders develop |
| 2 How human speech is unique | 6 How speech is produced |
| 3 When speech began | 7 When we can speak |
| 4 How we learn to speak | 8 Not only for humans |

A The main organ of speech is the voice box in the throat, which contains the vocal cords. These vibrate as the breath passes over them, and can be loosened and tightened to create a lower or higher sound. The tongue, in combination with the lips, the teeth or the roof of the mouth, does the job of cutting these vowel-type sounds to create consonants. There are a minority of sounds that are generated solely in the mouth – for example, the clicks in the San languages of Southern Africa – but these are the exceptions to the rule.


B The origins of speech are the subject of much discussion, with little in the way of conclusion. This is to be expected, since spoken language is almost certainly 200,000 years old and quite possibly older. Experts tend to look at the bone structure of skeletons found back then to determine if the throats were shaped to produce the complex sounds that speech requires. In fact, anthropologists are not even sure whether humans are the only species ever to speak. Neanderthal anatomy shows some evidence that they could also have been capable of basic speech.

C There are experts that argue speech is far more widespread than we might expect. They point to parrots and other birds, capable of acquiring huge vocabularies when kept as pets; to monkeys, prairie dogs and other small mammals who have warning cries of predators that include information about what type of predator it is; to chimpanzees and gorillas that scientists taught sign language to, and who seemed to attempt actual sentences over time.

D There does seem to be a fundamental difference between human speech and animal communication – or perhaps two. The first is grammar. Human speech is not just sounds indicating things; it is a sophisticated code where the sequence of words indicates some relationship, adds a new layer of meaning. The second is what is called 'modality independence'. This means that if a baby is born without the ability to speak with its throat and mouth, it will use another means to 'speak' – sign language, for example.

E There was in the past the idea that a baby's mind was a blank slate to write the language it came into contact with upon, but this model is simplistic and limited. The infinite complexity and possibilities of speech could not be taught one word or sentence at a time. Rather, a baby's brain is 'hard-wired' to use language. In other words, just as a baby's muscles are programmed to walk, pick things up, blink and so on, so its brain is programmed to learn language.

F A child is generally able to speak a language fluently by the age of 3-4. Between those ages, the child learns to say his or her name and age clearly, speak 250 to 500 words, answer simple questions, speak in sentences of five to six words, and tell stories. Just a few years later, the active vocabulary has moved into the thousands, able to be combined through the grammar into infinite combinations.

- 6  Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.

The Golden Age

The first half of the 19th century saw ground-breaking 1) (develop) in Russian literature. This period was the 'Golden Age' in which artistic 2) (creative) thrived. Romanticism, a genre of art, music and writing that focused on 3) (power) emotions and the beauty of nature, was on the rise. The heroes and heroines of this style of writing often have a strong sense of being out of place in society and in many ways it was the 4) (begin) of the anti-hero. Two writers who were at the forefront of Russian romanticism were Pushkin and Lermontov.

Pushkin was an incredibly 5) (innovate) writer. His use of everyday language in his poetry, plays and novels was quite original at the time, as was his ability to combine drama, romance and satire. Lermontov had only one volume of poems published in his lifetime, yet his works still speak directly to 6) (read) despite a distance of almost two centuries. Both Lermontov and Pushkin died tragically in duels, but their genius lives on in the great works of the 'Golden Age'.


Task 3

Study Skills


Text completion (multiple choice)

Read the text quickly to get the gist. Read again and choose the best answer for each gap. Pay attention to the words before and after each gap. The task tests both lexis and grammar. Read the completed text to make sure it makes sense.

Preparing for the task

- 7  Choose the correct word. Do the sentences test grammar (G) or lexis (L)?

- 1 It's hard to understand people on the phone because you can't see the on their face.
1 expression 3 wrinkle
2 complexion 4 frown
- 2 English is more widely spoken French.
1 since 2 with 3 than 4 have
- 3 I'd love to part in a debate.
1 take 2 place 3 make 4 do

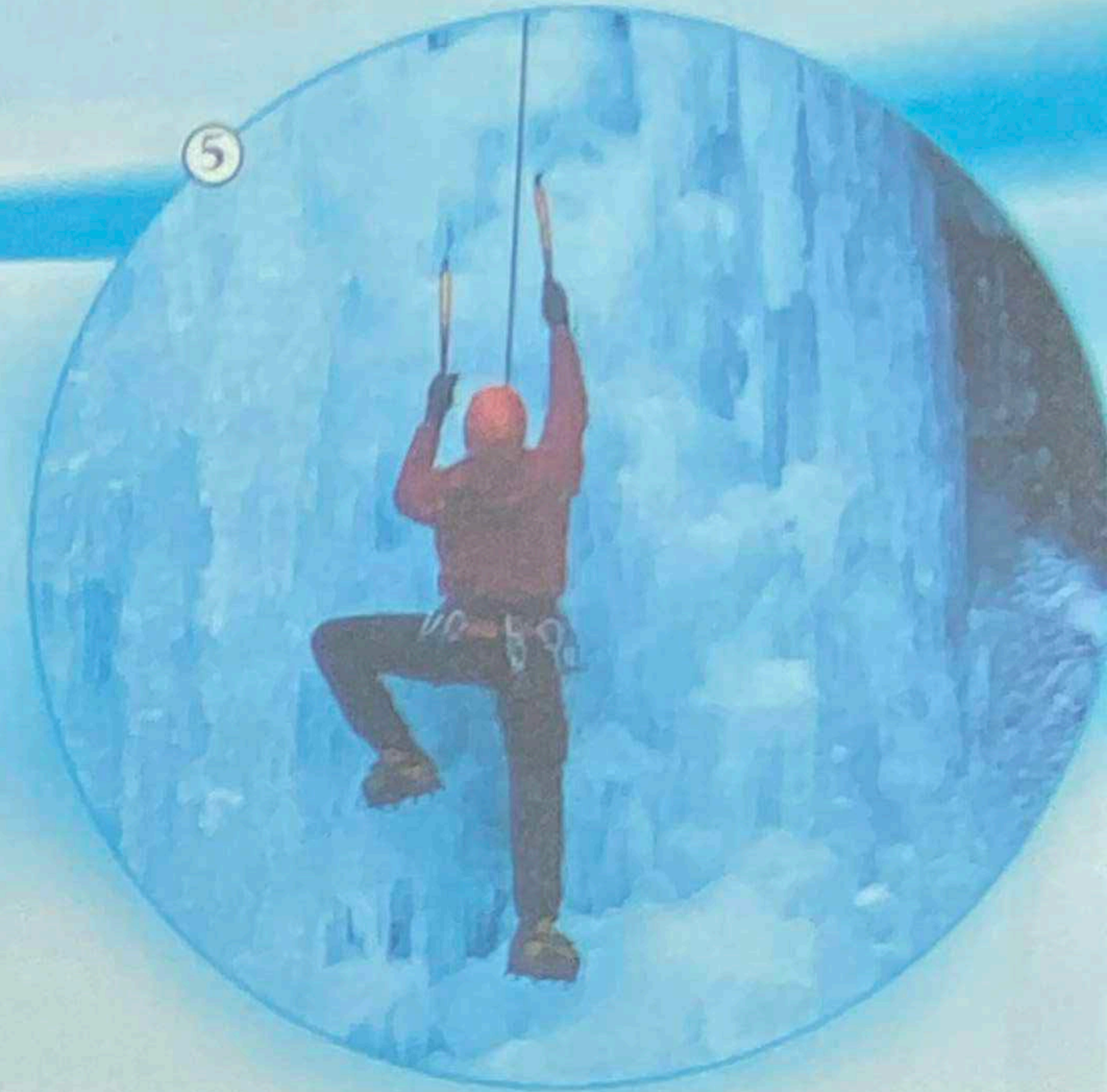
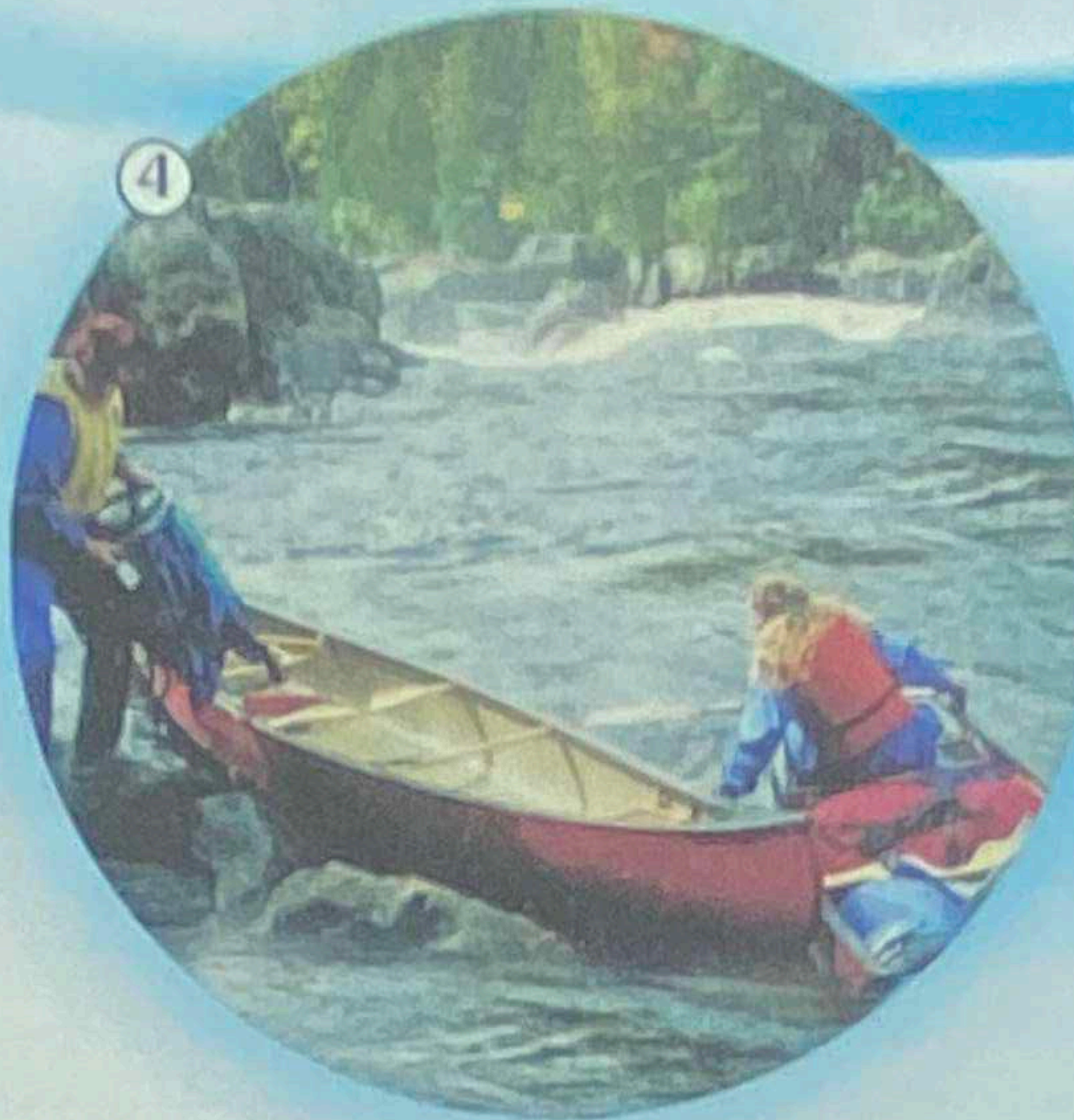
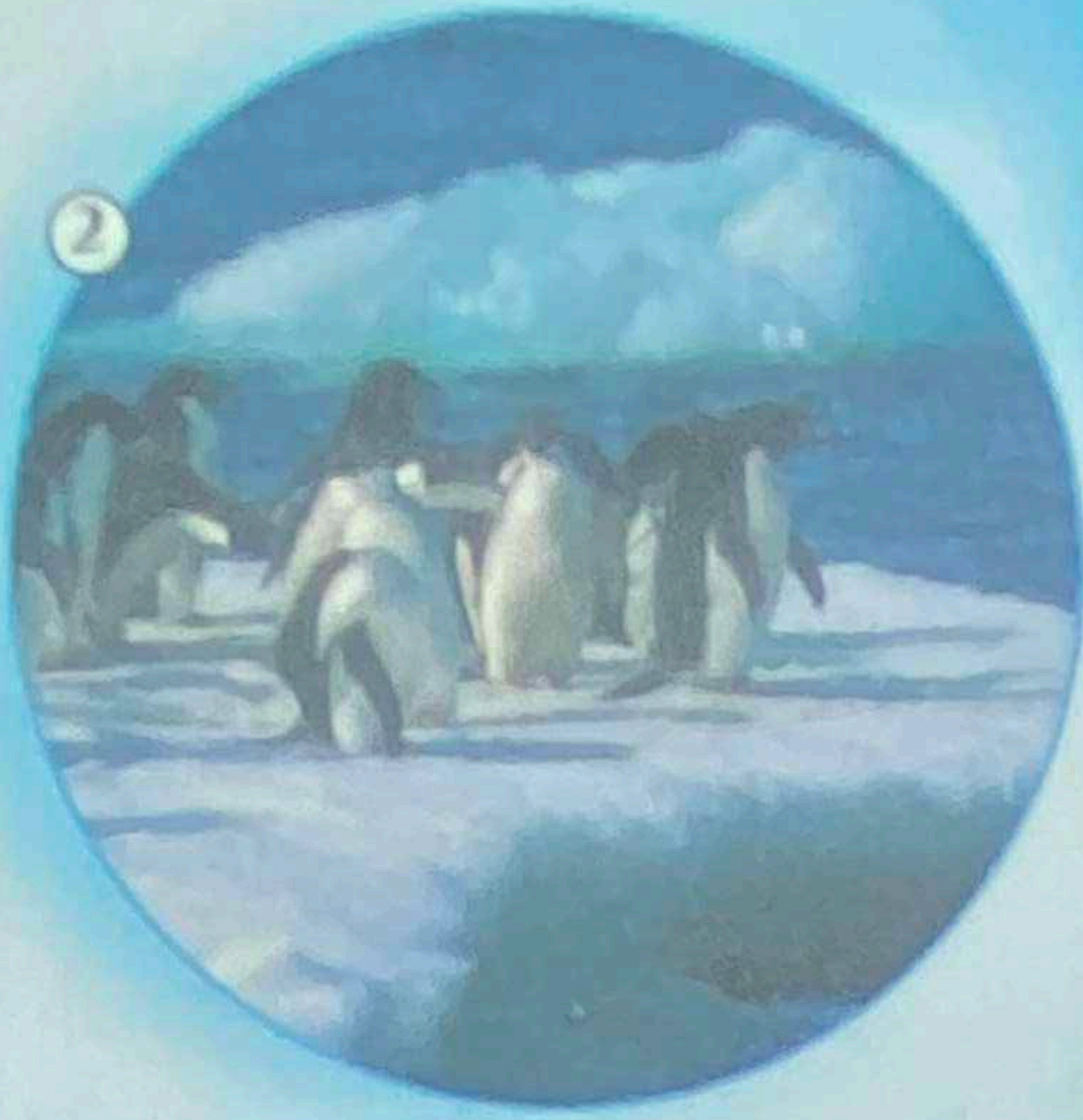
- 8  Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7, which contain answers that are possibly correct. Choose the number 1, 2, 3 or 4 for each task.

Perceiving the Past

Memories are not always reliable, thought Joanne as she sat in her living room one Sunday afternoon. She had 1) been talking to her sister, Sherry, on the phone. The 2) had been about an event that had happened 30 years before, and the two sisters had very different memories of it.

They had been 3) about a dog and Sherry's fear of it. Joanne had mentioned it because she thought it funny that Sherry had been so 4) by a tiny dog that was little more than a puppy. Joanne had finished relating the story from her 5) of view when she realised that Sherry hadn't said a word and all she 6) hear was silence. Joanne started to speak again, but Sherry cut her 7) "Are you mad? That animal was huge! It attacked me!"

- 1 1 soon 2 just 3 once 4 only
- 2 1 word 2 speech 3 talk 4 conversation
- 3 1 talking 2 talk 3 talked 4 to talk
- 4 1 alerted 2 alarmed 3 warned 4 calmed
- 5 1 place 2 area 3 point 4 type
- 6 1 should 2 would 3 could 4 might
- 7 1 up 2 off 3 down 4 out



Challenges

► Look at Module 2

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

► Find the page numbers for

- a volcanic eruption
- a Masai tribesman
- bungee jumping
- a diagram of the Earth

► Listen, read and talk about ...

- animal groups & animal sounds
- national parks
- disasters
- extreme sports

► Learn how to ...

- express dissatisfaction
- give & react to news
- encourage sb/respond to encouragement
- make opening and closing remarks
- change informal language to semi-formal language

► Practise ...

- conditionals, wishes, unreal past
- phrasal verbs

► Write ...

- a letter to a pen friend telling him/her your news
- a diary entry about a volcanic eruption you witnessed
- a short paragraph giving your opinion on extreme sports
- write a formal letter/email

Across Cultures: Natural Treasures


Literature: The Burning World

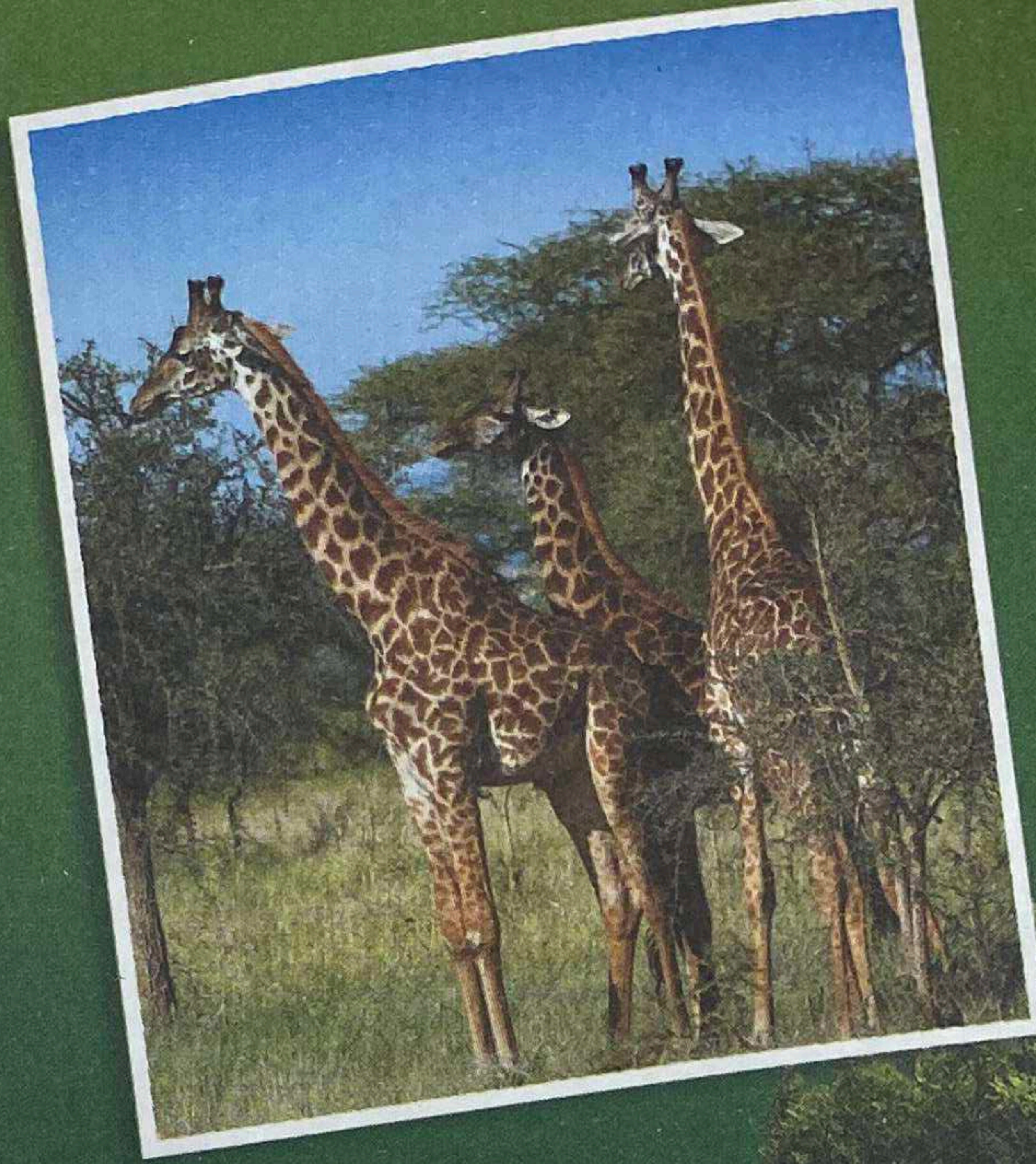
Curricular Cut (Science): Standing on solid ground?

Lead-in

- 1 The pictures on pp. 38-39 were taken in Africa. Describe them. Why do you think people go on holiday there? How does tourism affect the people and the animals that live there? Read the text to find out.

Reading

- 2  **RNE** Read the text and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.



The Serengeti

As dawn breaks over the vast Serengeti an elephant herd slowly wanders to the side of the waterhole to drink, nearby a pride of lions is lazing in the dry yellow grass and a wild dog howls in the distance. The waterhole is a gathering place for the wildlife in this part of the Serengeti and for people, too. At night, the animal kingdom **reigns** over the area but the day brings tourists to photograph the wildlife, biologists to study the ecosystem and Masai tribesmen to water their herds of cattle. It appears that animals and humans are managing to live together in harmony in one of the last great wildlife refuges in Africa.

The name for the Serengeti comes from a Masai word that means 'the place where the land runs on forever' but it may not be big enough for the Masai to continue their traditional way of life there for much longer. Although the Masai were once free to **roam** wherever they pleased, since 1959 they have been **confined** to one small part of the Serengeti ecosystem, the Ngorongoro Conservation Area. The area was established as a place where the Masai could continue with their nomadic lifestyle, where wildlife could be protected and tourism could **flourish**.

Wildlife and tourism are both doing very well but the same cannot be said for the Masai tribes. In the past fifty years the Masai population has increased from about 10,000 to over 50,000. The result is that there are too many people and too few **resources** to support the traditional Masai way of life. The land available for them to **graze** their cattle is limited and they are only allowed to grow enough food to live on for fear that large scale farming will affect the area's natural habitat.

The rise in the Masai population is also worrying because of how it might affect the animals in the conservation area. Herds of wildebeest, zebras and other animals travel through the Ngorongoro region on their migratory paths. Masai settlements, farms and grazing cattle could interfere with these important **routes** and conservationists do not

want to cause any problems for the now growing numbers of animals in the area. So it's the Masai who are being asked to move out of their homelands and to change their way of life, even though the conservation zone was originally created to be a multiple-use area not just for wildlife.

In the Masai village of Endulen women with shaved heads, gleaming silver jewellery and colourful red robes are busy washing clothes in the stream. Tall, spear-carrying warriors hiss at their cattle as they drive them down the dusty main street towards the only water supply in the village. There is a hospital, a school and a market in this village of 8,000 but there is no fresh water supply, only the stream. A stream that supplies all the needs of the people and animals for drinking, washing, cooking and bathing. It is without doubt the life source of this bustling community, a community which continues to grow year by year.

Yet the conservation authorities do not want to provide the Masai with a reliable water supply. This is because they do not want to encourage **permanent** settlements within the conservation area. As far as the authorities are concerned, the Masai are only allowed to live in the area as nomads who make light use of the land. If the Masai want to make the shift from a nomadic existence to a farming community with full **amenities** such as a water supply and electricity, then they should, once again, be moved out of the Ngorongoro region.

The Masai have other ideas, though. Namely that they have no intention of being moved on again. Although the old ways are slowly fading, they still keep their livestock and go out on the land, even if it is only for days at a time rather than months. In the village they work on vegetable plots **outlawed** by the authorities and live in permanent **dwellings**. The flowing traditional red robes and leather sandals are still worn by many Masai but you can also see trainers and T-shirts, too. As another mobile phone starts to buzz it becomes obvious that the Masai are making the long, slow **transition** to a more modern way of life.

1 The impression the writer gives of this part of the Serengeti is that

- 1 the animals rule in this region of Africa.
- 2 people and wildlife exist peacefully there.
- 3 there are too many people coming to the area.
- 4 it is one of the few places to see wildlife in Africa.

2 Why does the writer say the Masai way of life has changed?

- 1 They have had to accept living with animals and tourists.
- 2 The Serengeti is no longer large enough to support them.
- 3 They are no longer allowed to go wherever they want.
- 4 They cannot continue their traditions in the conservation area.

3 The writer feels the growing Masai population has caused problems for the tribe because

- 1 it has made it very difficult to continue their traditions.
- 2 they are unable to grow enough food to survive.
- 3 there is too little room for them and the tourists.
- 4 they do not have sufficient space to graze their cattle.

4 Conservationists want the Masai to move to another area because

- 1 there has been a recent fall in the wildlife population.
- 2 the conservation area was designed to protect animals.
- 3 the wildlife could be a danger to their way of life.

4 they could disturb the movements of the wildlife.

5 What surprised the writer about the village of Endulen?

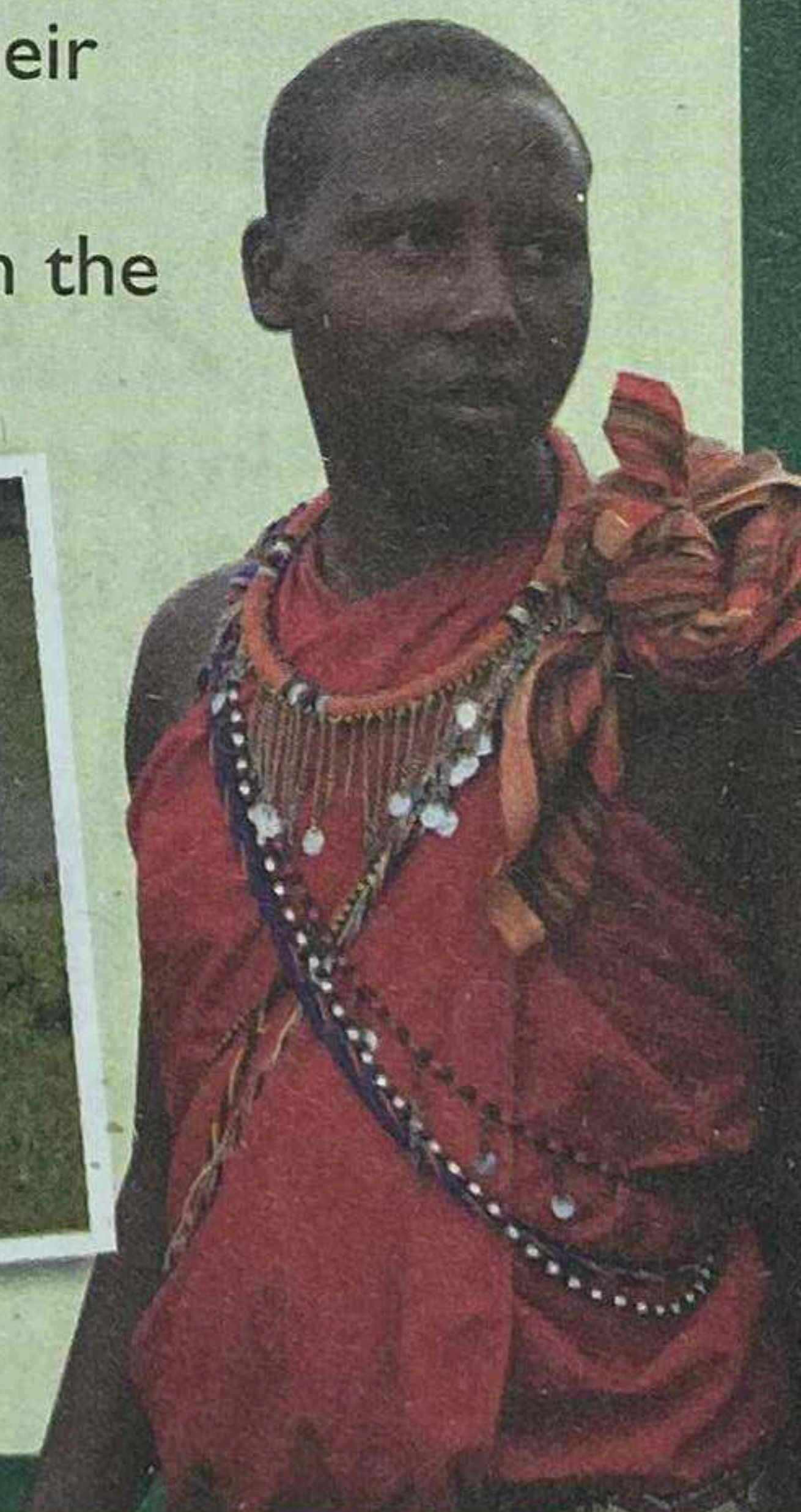
- 1 There are herds of cattle walking through the streets.
- 2 The community's water supply comes from a single source.
- 3 The community cannot provide enough water for the residents.
- 4 The women dress up before going to clean their clothes outside.


6 The writer uses the phrase 'to make the shift' (line 58) to mean

- 1 a change in lifestyle.
- 2 a move to a new area.
- 3 the Masai have become farm owners.
- 4 the tribe make too many demands.

7 What is the main point of the text?

- 1 Changes in the Masai community are happening too fast.
- 2 More needs to be done to conserve African wildlife.
- 3 The Masai are afraid of losing their traditional identity.
- 4 There is a conflict of interests in the Serengeti.




3  Complete with: conservation, breaks, support, use, live, grow, tourism, supply. Make sentences using the phrases. Then translate lines 1-21 into Russian.

- | | |
|--------------------|-----------------|
| 1 dawn | 5 food |
| 2 in harmony | 6 area |
| 3 flourishes | 7 water |
| 4 life | 8 make of |

4 Match the words in bold with their definitions. Then explain the underlined phrases.

- roads • housing • change • thrive • means
- facilities • feed • restricted • made illegal
- wander • rules • everlasting

Speaking

5  Listen as you read the text again and make notes under the headings below. Use your notes to give your classmates a summary of the text.

- reasons the Masai way of life has changed
- problems the Masai face
- the future for the Masai

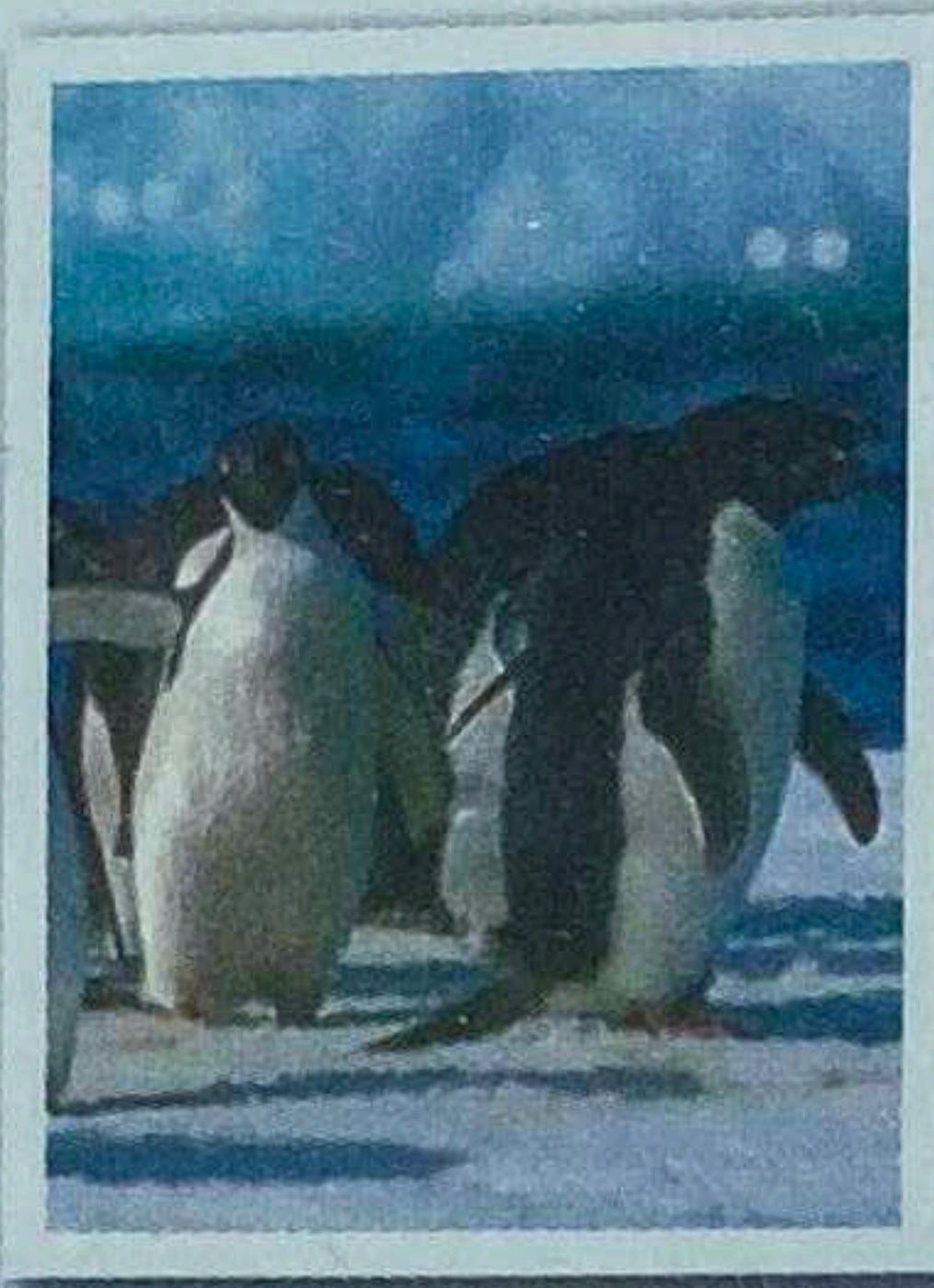
Writing

6 **THINK!** Spend three minutes writing about the problems the Masai face and what they should do.

Vocabulary & Grammar

- Animal groups

Collective nouns can refer to groups of animals of the same kind, e.g. *a colony of penguins*



1 Complete with: swarm, pack, litter, pod, herd, army, pride, flock, school, colony. What are these phrases in your language? Which are mentioned in the text on p. 38.

- | | |
|----------------------------|------------------------|
| 1 a(n) <i>army</i> of ants | 6 a of wolves |
| 2 a of bees | 7 a of kittens |
| 3 a of butterflies | 8 a of elephants |
| 4 a of sheep | 9 a of fish |
| 5 a of dolphins | 10 a of lions |

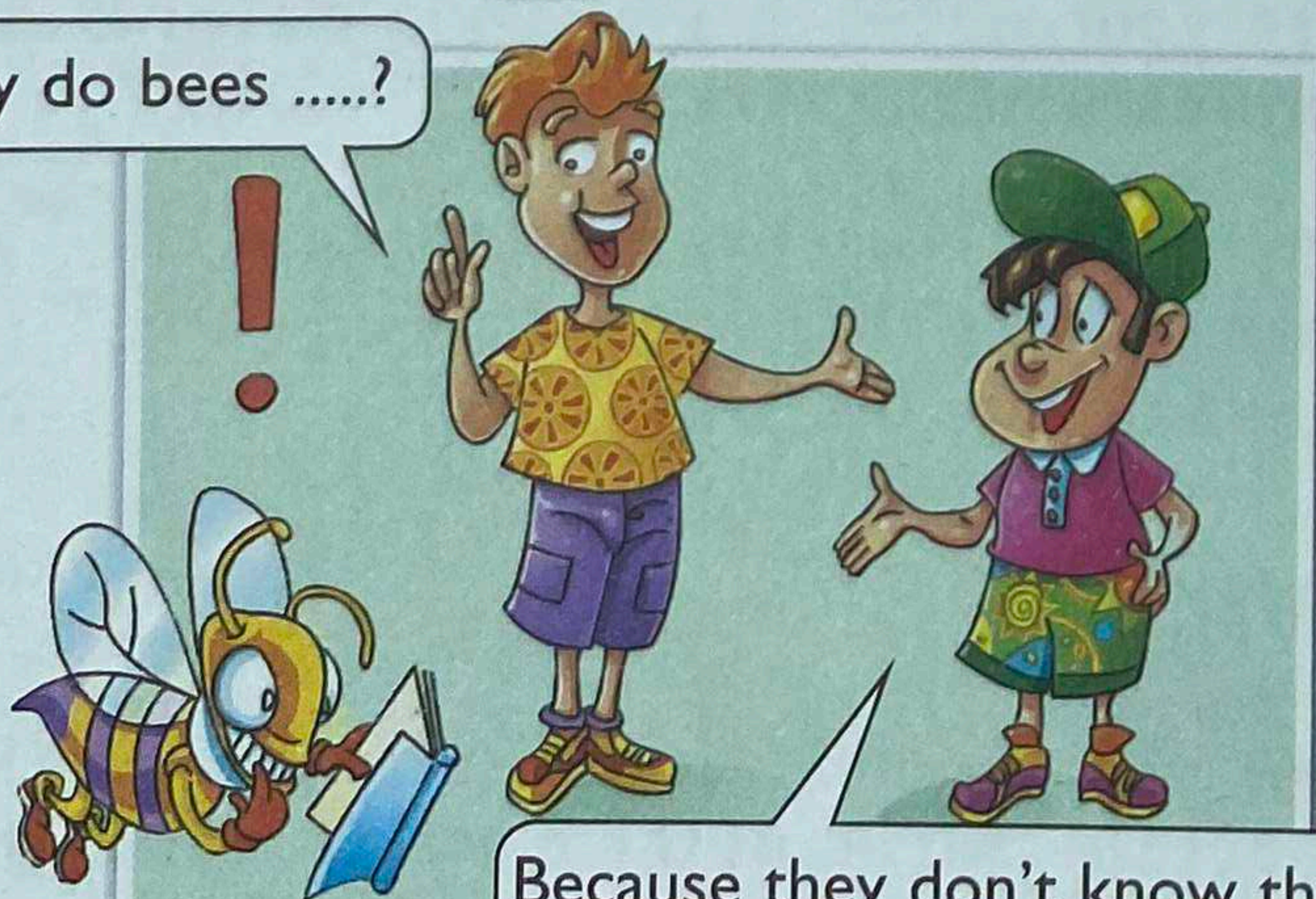
- Animal sounds

2 Listen and number the sounds in the order you hear them. Then complete the joke.

- a bears growl
- b bees hum
- c birds twitter
- d cats purr
- e dogs bark
- f wolves howl
- g lions roar
- h peacocks scream
- i snakes hiss



Why do bees?



Because they don't know the words.


- Ways to speak

3 Choose the correct word to complete the sentences. Check in your dictionaries.

- Stephen suddenly **roared/screamed** with laughter, making us all jump.
- All the children **howled/shrieked** in alarm when the mouse ran across the floor.
- The captain had to **call/shout** to make himself heard above the noise of the storm.
- The crowd **cried/yelled** with excitement when their team scored in the last seconds of the game.
- We all **purred/howled** with delight when our team won.
- The audience **twittered/roared** in approval when the name of the winner was announced.
- The room **buzzed/growled** with nervous conversation as the students waited for the examination to begin.
- "What do you think you're doing?" he **purred/roared** in a threatening voice.

4 Choose the correct word. Give reasons. Then translate the sentences into Russian.

- She tried to with her life despite the difficulties.
A carry B continue C maintain D keep
- The new model is now for the US and Canada.
A accessible B ready C available D free
- It is believed that changes in the weather people's moods.
A amend B relate C influence D affect
- They don't know what him to lose control of the vehicle.
A resulted B caused C led D made
- Groundwater is the only water for the village.
A provision B store C supply D origin
- Locals have no intention of from their area.
A removing B changing C leaving D moving
- The zoo was originally to protect endangered animals.
A formed B settled C established D started
- Guests are asked to make use of facilities such as the Internet.
A slight B light C faint D soft
- Old ways slowly away, making way for a new way of life.
A fade B vanish C lose D die
- There is a(n) number of people who move from big cities to the countryside.
A developing B expanding C growing D advancing

5  Complete with *clean* or *clear*. Make sentences using the phrases.

- 1 energy; 2 crystal water;
 3 sky; 4 start;
 5 case; 6 meaning;
 7 voice; 8 instructions


- Phrasal Verbs

6 Replace the verbs/phrases in bold with the correct form of the phrasal verbs in the list. Check in Appendix I.

- come across • hang up • put up
- put off • put across

- I **found** this ring by chance when I was clearing out the attic.
- My cousin always **provides** me with **accommodation** when I go to York.
- He is a brilliant mathematician, but he cannot **explain** his ideas easily.
- Sarah **ended** the **telephone conversation** before I could give her my new number.
- Don't **delay** seeing a doctor.

Listening

7 a)  Listen to someone talking about the way animals are treated in circuses. How does he feel about it?

b) **THINK!** Should animals be used for our entertainment? Use ideas from the listening above and the language in the box below to tell your partner.


Everyday English

- Expressing dissatisfaction

Expressing dissatisfaction


- There seems to be something wrong with ...
- That's/It's (just/simply/clearly, etc) unacceptable/not acceptable.
- That's/It's not good enough.
- That/It (just/simply/clearly, etc) won't do.
- This is not right.
- It's a (real) shame./It seems a (real) shame to me that ...
- It's disgusting!/It's a disgrace!

- Key word transformations

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

- He didn't manage to persuade the board of directors. **succeed** He the board of directors.
- She said nothing as she was afraid they would misunderstand her. **fear** She said nothing misunderstood.
- In my opinion the measures taken are not enough. **concerned** As, the measures taken are not enough.
- They do not plan on moving to the countryside. **intention** It's to the countryside.
- To me, the twins are completely different from each other. **comparison** To me, there the twins.
- You can't enter this area. **allowed** You this area.

- Tense revision


9  Read the text and complete gaps 1-7 with the correct form and tense of each verb in brackets.

INBOX OUTBOX CONTACTS LOG OUT

Dear Jane,

Well, here I am in Africa. It's much hotter than I thought it would be and drier too, but it's so beautiful. I knew Kenya would be beautiful, but I have to admit I **1** (**not expect**) that it would be so thrilling. Anyway, after **2** (**arrive**) yesterday it took us a couple of hours to get from the airport to the safari lodge. As we **3** (**drive**) I saw lots of wild animals on the way, mostly antelope and zebra, so I can't wait to see something really exciting, like a lion. We thought about staying in a tent for a more authentic experience, but now I'm glad we **4** (**decide**) to stay in the safari lodge. I think a tent **5** (**be**) really uncomfortable. Well, I'm off to get some breakfast now and then we are taking a jeep into the Serengeti National Park. I am hoping we **6** (**see**) lots of different kinds of animals. It's only the first day and I **7** (**enjoy**) myself already.

Love to all,
Rachel



10 Use the time adverbs below to make true sentences about yourself. Tell your partner.

- at the moment • at 6 o'clock yesterday afternoon • already
- never • last summer • at present • yet • since • always
- every day

e.g. *I'm having an English lesson at the moment.*

Writing

11 Portfolio: You are on holiday. Write a letter to your English pen friend telling him/her your news. Use the letter in Ex. 9 as a model (100-140 words).

Lead-in

1 In pairs answer the questions.

- 1 What is a volcanic eruption? What causes it?
- 2 What is the difference between an active and a dormant volcano?
- 3 Can you name some volcanoes? What type are they?

2 Look at the title of the text and the pictures. What do you think the article will be about? Discuss with your partner.

3 In pairs, decide whether the following statements about Mount Vesuvius are true or false. Read through the text and check.

- 1 Mount Vesuvius is a volcano near Naples in Italy.
- 2 The volcano last erupted nearly 4,000 years ago.
- 3 Everybody living closer than 10 miles to the volcano was killed during an eruption.
- 4 The bodies of victims were preserved for thousands of years.
- 5 You can see victims' bodies in the British Museum.
- 6 Experts believe that Vesuvius is a dormant volcano.

Reading

4 a) **RNE** Read the text and complete the gaps with the parts of the sentences marked by numbers 1-7. One part is extra.

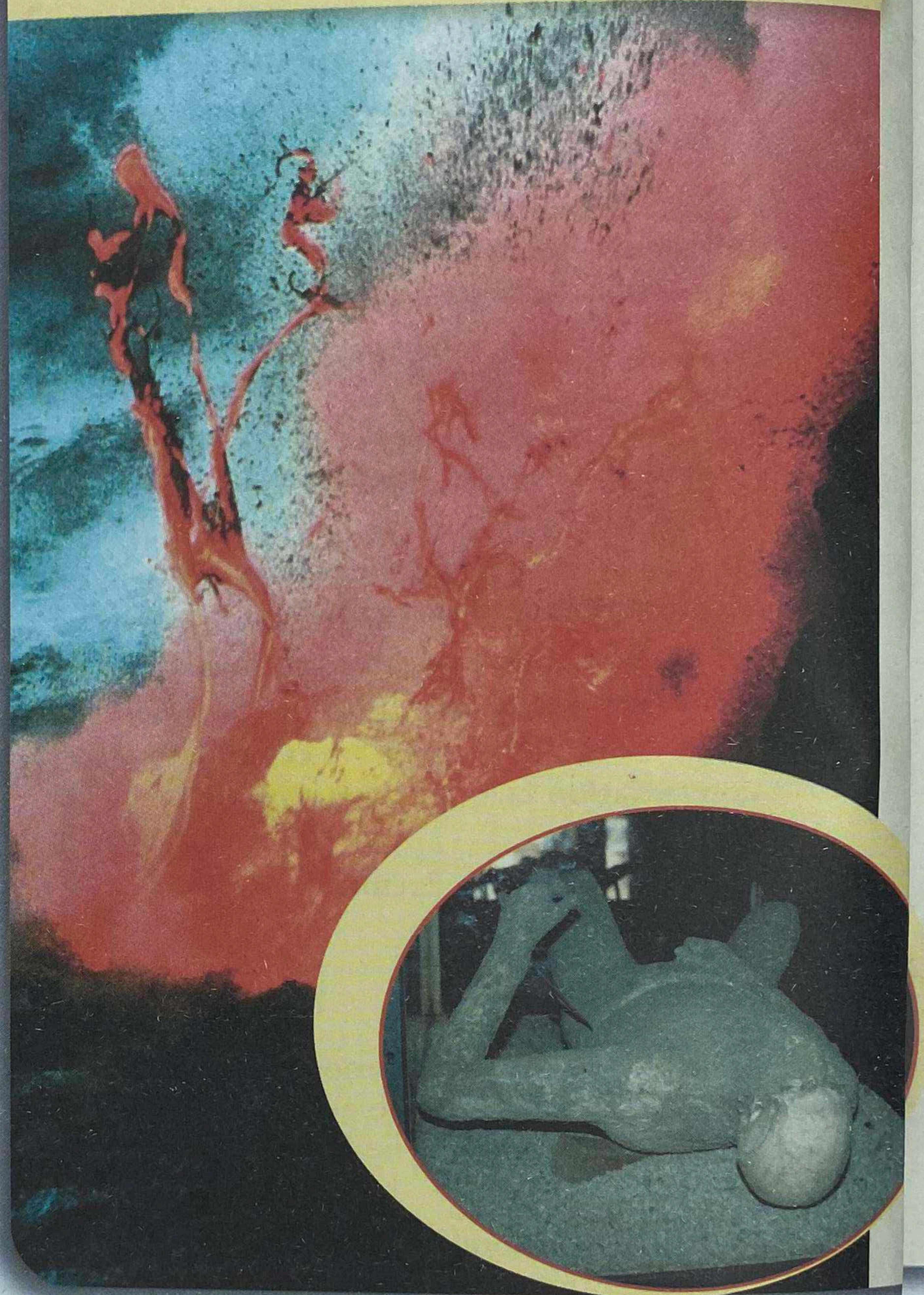
Study Skills

Using text linkers

When you choose the part of the sentence that best fits each gap make sure you look for linguistic devices, e.g. words/phrases showing time periods, pronouns, repetition of words, tense concordance, ideas etc that mark text cohesion. These words will help you make the correct choice.

b) Compare answers with your partner. Which words helped you make your choice?

In The Shadow of VESUVIUS



- 1 which was lying on a bed of pumice stone
- 2 who was working a short distance away
- 3 but they would have had no time to flee
- 4 which made it more and more difficult to breathe
- 5 which is aimed at investigating Mount Vesuvius's deadly history
- 6 in order to shield herself from the ever-thickening ash
- 7 which will show that there will, indeed, be further eruptions

A	B	C	D	E	F

Over 4,000 years ago, and long before burying Pompeii under ashes, Mount Vesuvius erupted and **devastated** the region of Naples in Italy. According to certain geologists and archaeologists we need to take a look at the past to prevent a similar disaster in the future.

The young woman was hard at work, tending the crops that were her family's **livelihood**. Suddenly, she straightened up and looked around her. Something was not right. She spotted an older man, perhaps her uncle, A) Focused on his task, he had not seemed to notice anything strange or unusual. Then they heard a thunderous **roar**, like the coming of the end of the world. Instantly, the woman and man began running.

Approximately 3,780 years ago, and not for the last time, the Italian volcano Mount Vesuvius erupted. For the thousands of inhabitants living within a 10-mile radius of the mountain, the eruption meant almost certain death. Many of these locals chose to run towards what is now the modern-day town of Avellino. Unfortunately, this decision led them directly into the eruption's fury. Rocks **pelted down** onto their heads from the skies above and ash filled the air, B) The sun was blocked out and it became very dark.

In an attempt to **escape** from the nightmare, the young woman and older man desperately ran up a nearby hill. **Instinctively**, they thought that if they could only make it to the top they would find safety in a grove of trees that grew there. The incline seemed to become steeper and steeper. Their lungs felt as though they would burst. First the man, then the woman fell to the ground gasping for air. The woman covered her face with her hands, C)

When her remains were discovered in December, 1995, the woman was still in this position. While drilling test holes

for a proposed gas pipeline, Italian archaeologists found her near-perfectly preserved body D) Not long after, during further excavation, the scientists came across a second skeleton. It was that of the older man who had tried to escape with the young woman. He too, in a last desperate attempt at life, had **shielded** his mouth and nose with his hands.

The two bodies now lie in the Museum of Anthropology at the University of Naples. After the remains had been found, anthropologist Pier Patrone and volcanologist Giuseppe Mastrolorenzo were called in. According to this pair of experts, the final resting spots of the two victims provided perfect evidence for when their deaths, and the eruption that had caused them, had occurred.

Patrone and his colleague were given exactly two afternoons to remove the bodies from the site. Using all their skills, the men managed to accomplish their task in the short time they had been allotted. It was the remains of these two unfortunate beings that led to the setting up of a project E)

Working together over the past ten years, volcanologists, anthropologists and archaeologists from all over Italy are on a quest for more information. This team of professionals needs to find proof F) Without **concrete** evidence that Vesuvius is a disaster waiting to happen, their warnings will fall on deaf ears.

Patrone and Mastrolorenzo continue to **scour** the area surrounding Naples, collecting data based on their findings from various excavation sites and the remains they contain. Their investigations provide background for what happened on that terrible day almost four **millennia** ago. For, as far as Patrone and Mastrolorenzo are concerned, it is not a question of 'if' Vesuvius will erupt again, but rather 'when'.


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

- fell with great force
- destroyed completely
- loud frightening noise
- specific and definite
- protected
- without conscious thought
- thousands of years
- get away
- way of earning money
- thoroughly search

6 Complete with: thunderous, ever-thickening, pumice, drill, perfectly, quest, gasp, grove, excavation, provide, set up, desperate. Make sentences using the phrases.

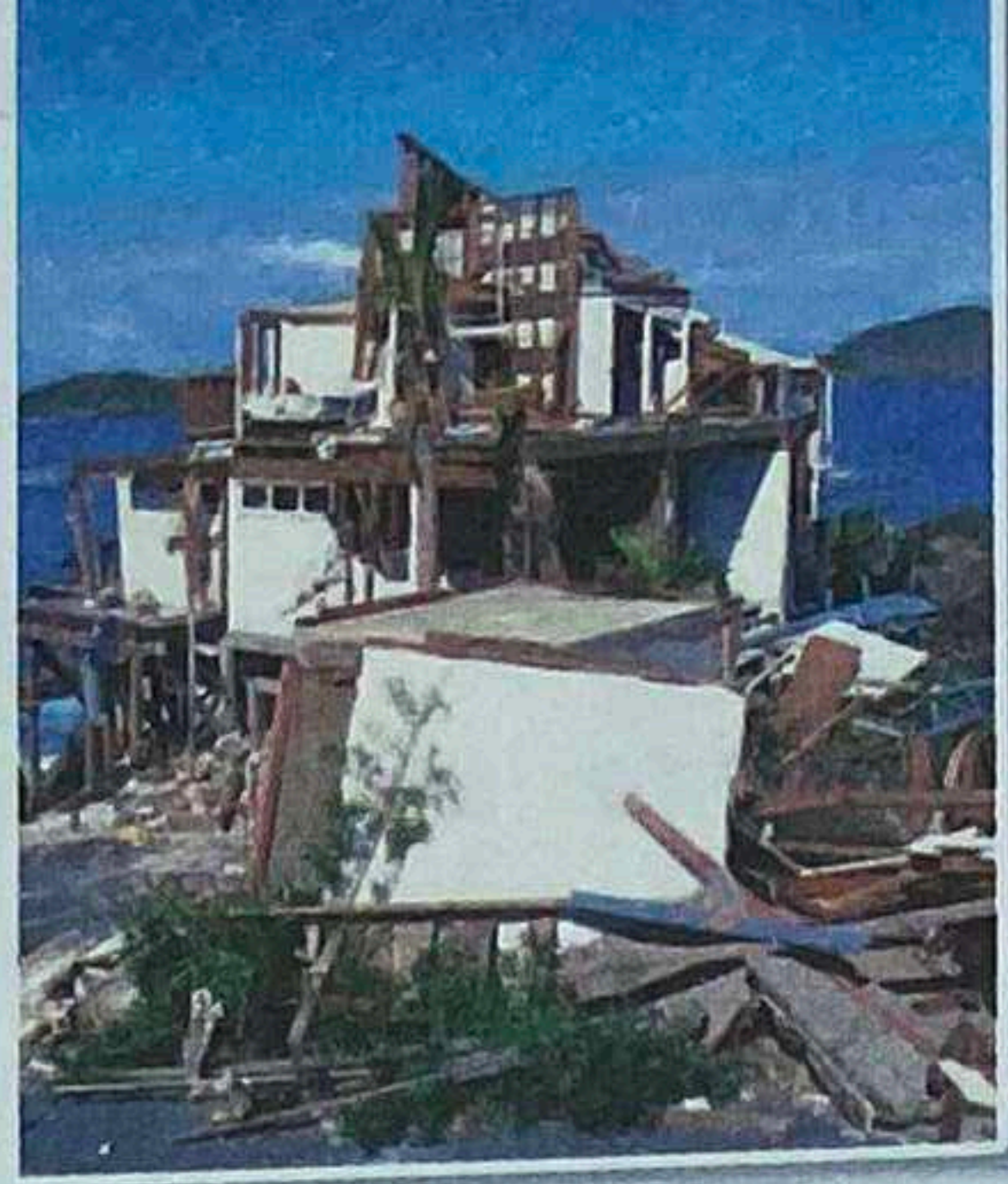
- | | |
|---------------------------|------------------------|
| 1 a for information | 7 preserved body |
| 2 roar | 8 evidence for |
| 3 for air | 9 sites |
| 4 ash | 10 a project |
| 5 holes | 11 stone |
| 6 attempt | 12 of trees |

Speaking

7  Listen as you read the text again. Which four things impressed you? Tell your partner. Then translate the last three paragraphs into Russian.

Writing

8 **THINK!** Imagine you lived close enough to see the disaster. In three minutes, write your diary entry for the day, describing the events and your feelings. Read your entry to the class.



Vocabulary & Grammar

- Disasters

1 Which of the following disasters often happen in your country? Which one do you think would cause the most damage?

- earthquake • flood • oil spill • avalanche • famine
- volcanic eruption • hurricane • landslide
- tsunami • drought • heatwave • forest fires

e.g. In my country earthquakes happen quite often.

2 Complete with: howl, flood, burst, shake, rustle, pour, rumble in the correct form. Check in your dictionaries.

- When the house started, he realised that he was experiencing a strong earthquake.
- We knew there was going to be a storm because we could hear the thunder in the distance.
- It with rain all night so we were not surprised to learn that the town centre had
- If the dam, it will be a huge disaster.
- The wind as the hurricane approached us.
- A sudden puff of air the dead leaves in the courtyard.

3 Choose the correct word. Give reasons.

- Countless/Limitless/Unlimited/Extensive people died in the earthquake last week.
- The 2004 tsunami demanded/claimed/moved/removed the lives of over 200,000 people.
- Their decision led/drove/guided/showed them to leave the country.
- In a(n) trial/attempt/struggle/test to save her cat, the little girl got seriously injured.
- Jay swam to the surface of the water and gulped/gasped/strangled/caught for air.
- The theatre was built on the rest/remains/leftovers/debris of a Roman arena.
- We saw no fact/evidence/proof/signal of damage from the hurricane.
- It was too hot to sit in the sun, so Sam sat in the shadow/shade/cover/shelter of a tree to stay cool.
- There were a lot of patients/targets/victims/sufferers in the flood.
- As he held his breath, he felt that his lungs were going to burst/blow/crack/break.

Everyday English

- Giving & Reacting to news

Giving news

- Have you heard?
- Listen to this. You won't believe it.

Reacting to good/bad news

- That's great/remarkable/amazing! • What a relief.
- Oh, how awful. • Oh, no. Don't tell me.
- Is that true? • Oh, dear. That's terrible/tragic.

4 Work in pairs. Use the language in the table above and the newspaper headlines to act out exchanges, as in the example.

HUNDREDS RESCUED FROM DEBRIS AFTER EARTHQUAKE STRIKES

FIREFIGHTERS SAVE TWENTY FROM CERTAIN DEATH IN BLAZE

FERRIES CAPSIZE IN FLOOD

SEVEN PEOPLE DIE IN AVALANCHE IN BRITISH COLUMBIA

FAMINE KILLS THOUSANDS IN ETHIOPIA

HUNDREDS OF HOMES DESTROYED AS HURRICANE STRIKES

- e.g. A: Have you heard? Hundreds of people were rescued from the debris shortly after the earthquake.
B: That's remarkable! The rescue workers must have worked really hard.

- Words often confused

5 Pair or couple? Complete the phrases. Then complete the joke.

1 a of gloves; 2 a of days; 3 a of miles; 4 a of scissors; 5 a of boots; 6 a of dancers; 7 a of glasses; 8 a of reporters



- Idioms

6 Choose the correct word. What are these idioms in your language?

- 1 His **blood/sweat ran cold** when he saw the huge tidal wave approach.
- 2 He **was chilled to the neck/bone** when he came out of the cold sea.
- 3 She was so scared she **couldn't move a toe/muscle**.
- 4 It rained heavily. We got **soaked to the bone/skin**.
- 5 His warnings **fell on deaf eyes/ears**.

- Prepositions

7 Fill in the correct preposition. Check in Appendix II.

- 1 You must focus the details.
- 2 His decision led them wrong conclusions.
- 3 They ran an attempt to escape from the waves.
- 4 The search was aimed locating any people buried under the debris.
- 5 They removed the rocks the site.

- Conditionals – Unreal Past – Wishes

GR pp. 169-170

8 Put the verbs in brackets into the correct tense. Give reasons.

- 1 If I (**be**) you, I would ask for help.
- 2 If we (**not/have to**) evacuate our homes, we wouldn't be living in tents at the moment.
- 3 I'd rather you (**leave**) the weather forecast, we wouldn't be stranded in this tiny village.
- 4 If only we (**hear**) the weather forecast, we wouldn't be stranded in this tiny village.
- 5 When an earthquake hits, the ground (**shake**).
- 6 If he (**have**) money, he'd help those in need.
- 7 If they (**leave**) the building on time, they wouldn't have been trapped inside it.

- Key word transformations

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

- 1 You should pay attention to what he says.
take You'd what he says.
- 2 It took them months to repair their houses.
spent They their houses.
- 3 It's a pity they didn't find the missing boy.
only If the missing boy.
- 4 Would you mind if I left an hour earlier?
object Do you an hour earlier?

- 5 The heavy rain caused the village to be cut off.
result The village was cut off raining heavily.
- 6 They continued to look for survivors.
carried They for survivors.

10 RNE Read the text and complete the gaps.

Animals in the Know?

If anyone were to tell you that animals had some kind of sixth 1) that allowed them to predict when a disaster was about to happen, would you think you were being teased? Many people would, but an increasing 2) of animal behaviour experts are beginning to suspect that animals have some sort of ability to sense impending danger. As an example 3) this, it has been reported that on the morning of the catastrophic tsunami in Thailand, a 4) of elephants that were feeding on a beach near the village of Bang Koey seemed to be aware that something terrible was about to occur. To the surprise of the villagers who were in 5) of them, the elephants suddenly stopped feeding, looked at the sea and then began running 6) higher ground. Mystified by this peculiar behaviour, many of the villagers chose to follow them, a decision that probably saved their lives. It wasn't long afterwards, only minutes in fact, that the huge 7) swept in from the sea destroying everything in its path.

- | | | | | | | | | |
|---|---|---------|---|-----------|---|--------|---|------------|
| 1 | 1 | feeling | 2 | judgement | 3 | sense | 4 | awareness |
| 2 | 1 | total | 2 | amount | 3 | number | 4 | quantity |
| 3 | 1 | of | 2 | for | 3 | to | 4 | with |
| 4 | 1 | pack | 2 | colony | 3 | flock | 4 | herd |
| 5 | 1 | care | 2 | duty | 3 | charge | 4 | protection |
| 6 | 1 | beyond | 2 | towards | 3 | along | 4 | through |
| 7 | 1 | tide | 2 | wave | 3 | flood | 4 | swell |

Listening & Writing

11 Listen to three people describing a disaster they each experienced. Which disaster is each person talking about: *avalanche, earthquake, hurricane?*

Rosa Liam May

12 Think of a disaster you have heard about on TV. Write a short paragraph about it. Write what, when and where it happened and what the consequences were.


Lead-in

1 Look at the pictures. What do they show? Use the words below and discuss with your partner.

- thrilling • scary • fun • risky • intense
- exhilarating • dangerous • incredible challenge

Reading

2 a) Read the texts. Which of the activities can you see in the pictures? Which one do you think is the most challenging?


b)  **RNE** Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.

- 1 Prizes before pride
- 2 Battle of the brains
- 3 Preparation and pleasure
- 4 Going to extremes
- 5 Racing out of necessity
- 6 Inspired by others
- 7 Going for gold
- 8 Reaching a peak

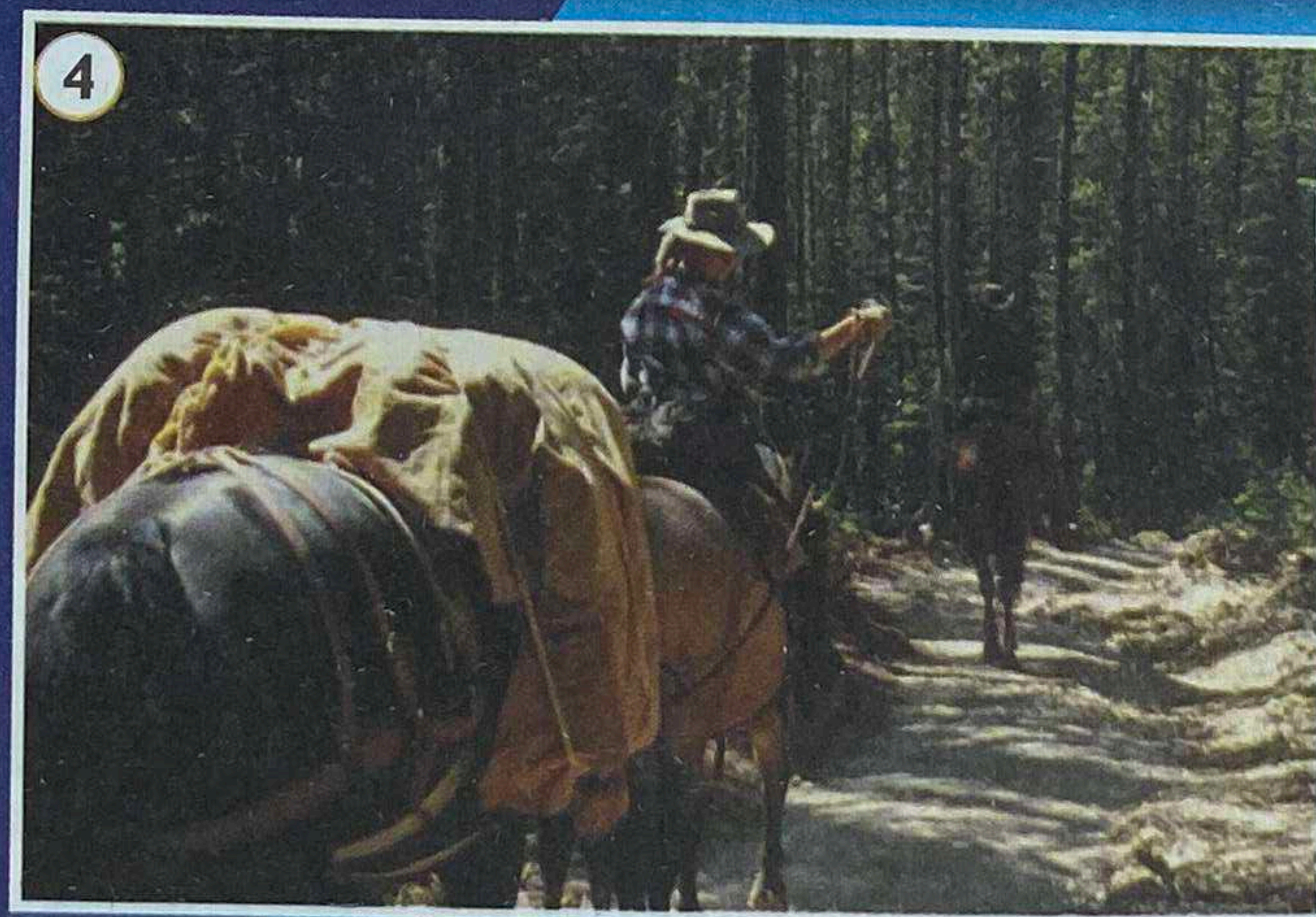
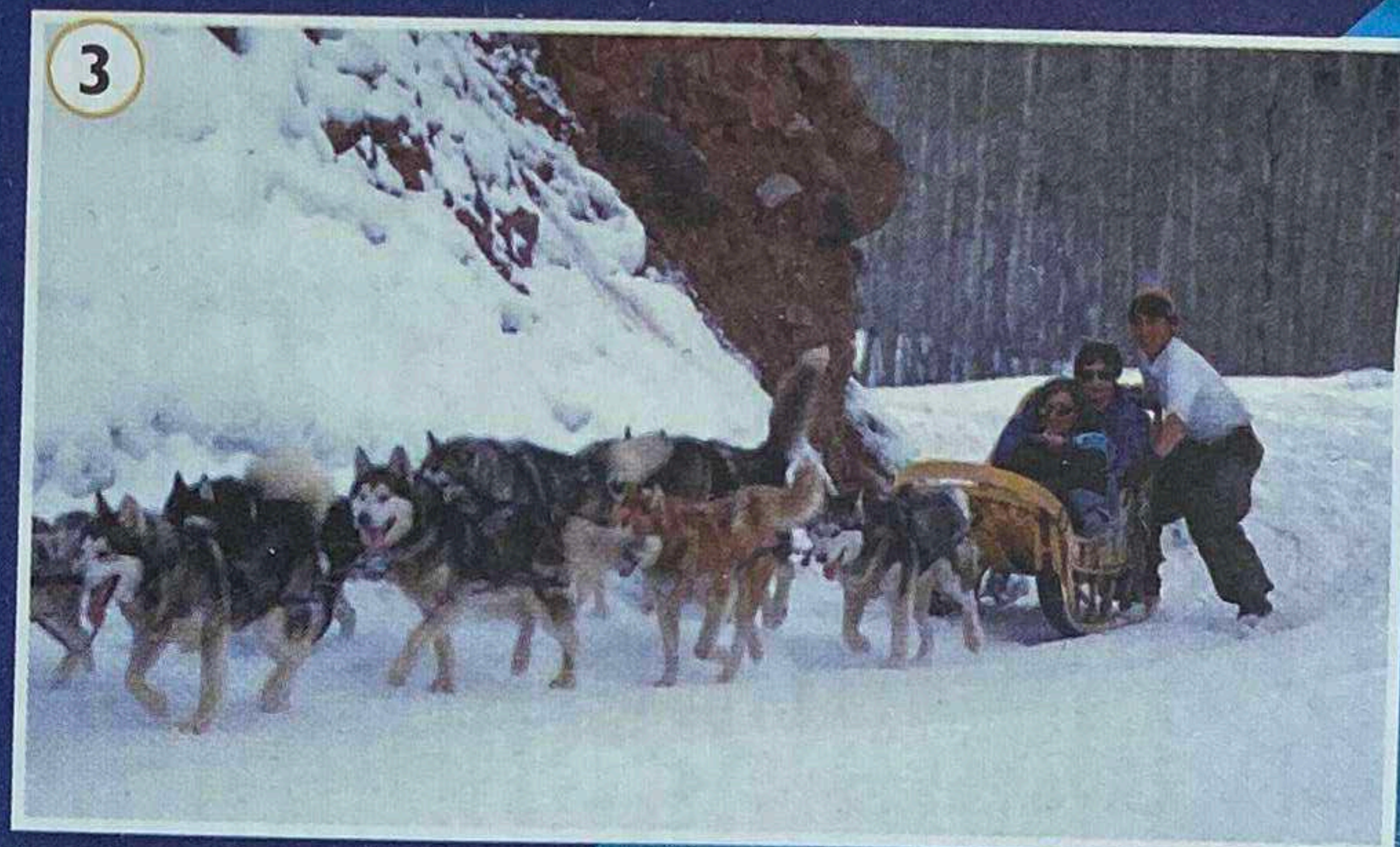
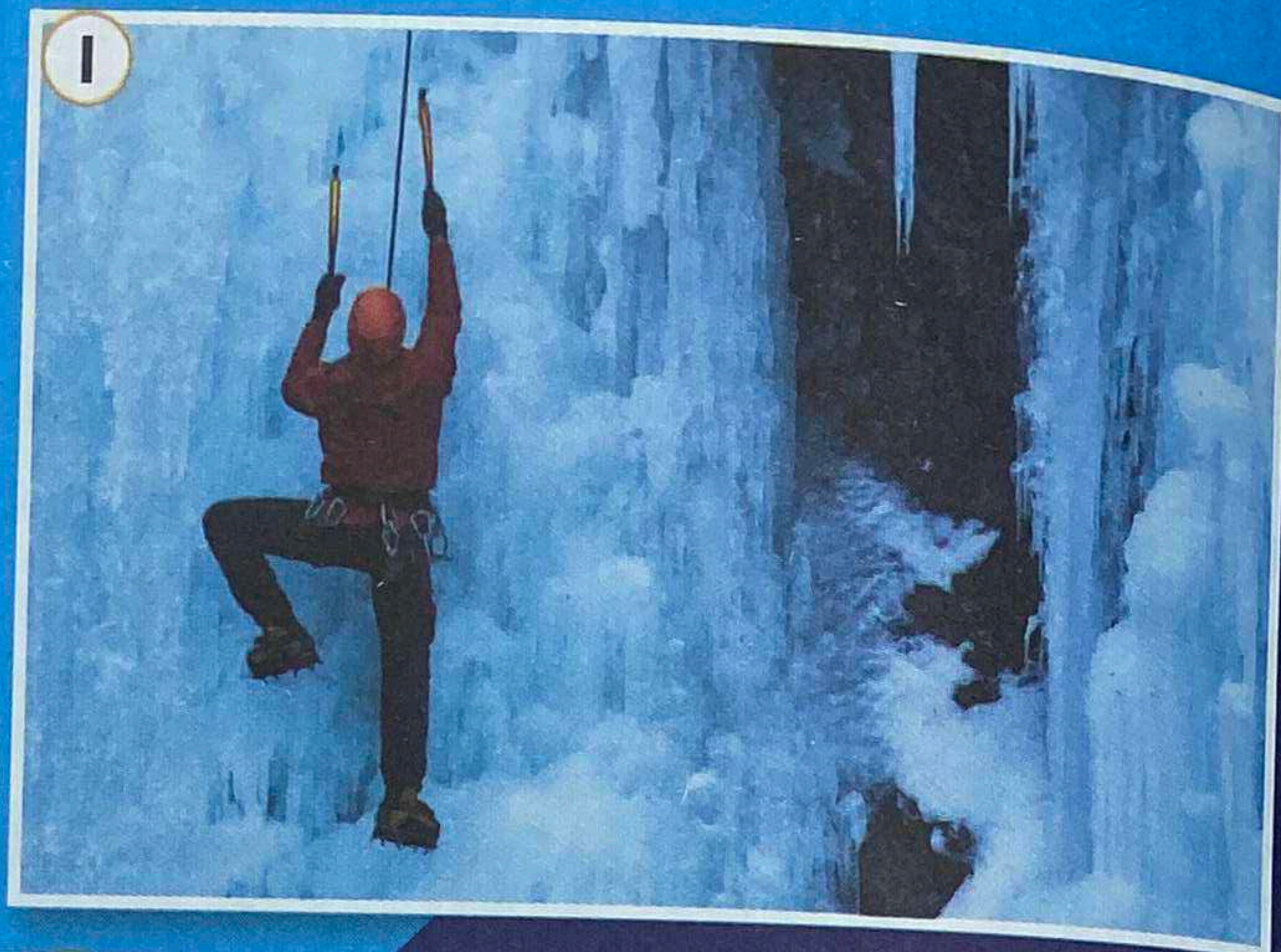
A	B	C	D	E	F	G

3 Match the words in bold in the texts to their meanings and make sentences of your own. Then translate texts C and E into Russian.


- opens up • perseverance • remember
- tension • embarrassment • crater • extensive
- passion • obstruct • fearful • barren/gloomy
- represent • evaluate • landscape • supporters

4  **Complete with:** members, climbing, question, knowledge, race, lava, power, arrangements, range, pace. **Make sentences based on the text using the phrases.**

- | | |
|-----------------------|------------------|
| 1 will | 6 sleeping |
| 2 walking | 7 in |
| 3 team | 8 mountain |
| 4 in-depth | 9 rock |
| 5 cross-country | 10 molten |



Listening & Speaking

5  Listen as you read the texts again. Choose one of the challenges from the texts and tell your partner what it is that makes that challenge interesting or exciting.

Writing

6 **THINK!** Choose a challenge you would like to undertake and spend three minutes writing about it. Read your sentences to the class.

CHALLENGES



A If you are looking for the adventure of a lifetime, how about bungee jumping into the **basin** of an active volcano in Chile? This is definitely not for the **faint-hearted**. To begin with, you will have to fly on the outside of a helicopter travelling at high speed. Once the helicopter is hovering over the crater you make the leap. The bungee extends up to 450 feet below the helicopter and you will end up within 700 feet of the molten lava.

B University Challenge is a quiz programme that has been watched by British TV viewers since 1962. Every series starts with 28 teams, each with four contestants from a single university. The questions mostly require the contestants to **recall** knowledge although sometimes they involve calculation. A starter question is asked and the first contestant that presses a buzzer can answer. If the answer is correct, their team is given three more questions. The team scoring the most points in the match goes on to the next round. After 16 matches a winning team emerges.

C Rock climbing and mountaineering are popular sports in Russia, which is not surprising as this is where the highest mountain in Europe is found. Mount Elbrus is 5,642 metres high and is just north of the main Caucasus mountain range. In the summer, it is not necessary to have in-depth knowledge or wide experience of mountaineering techniques to climb the mountain. However, courage and plenty of will power are needed to cope with the weather conditions. It is often cloudy with low temperatures and strong winds. Climbers who reach the summit are rewarded with spectacular **panoramic** views.

D *Iron Will* is a fascinating film with a well developed plot. The story **unfolds** when Will Stoneman's father dies in an accident and he is left to look after his family. They need money, so Will decides to join a cross-country dog-sled race with his eyes on the prize money. He prepares for the race both physically and mentally with the help of a coach, Ned Dodd. The harsh weather and **bleak** landscape seem to **symbolise** the hardship in Will's life that must be overcome. When it comes to the actual race, the **suspense** created in the film is absolutely brilliant.

E In the Japanese TV game show *Takeshi's Castle*, the castle in question is guarded by Count Takeshi and his **henchmen**. It is their job to **hinder** the progress of 100 keen contestants who take part in the game and who undertake a variety of physically challenging tasks. These include climbing slippery walls, running through mud, jumping onto moving objects and attempting to cling to the castle in a Velcro* suit. The tasks get harder as the game progresses but contestants seem quite happy to put up with a lot of **humiliation** in their attempt to win prizes.

*Velcro (n): trademark for special material used to fasten sth

F One of the attractions of a good sports movie is the enthusiasm — even **obsession** — of a dedicated athlete that comes across so effectively on screen. In *Cool Runnings*, the hero Derice Bannock is determined to make it into the Olympics so he starts Jamaica's first Olympic bobsledding team. His determination and **persistence** are inspirational and this is cleverly balanced with the humour provided by the dynamics* between him, the other team members and their less than willing coach. Altogether, this is a thoroughly good family film.

*dynamics (n): opposing forces among a group of people that causes change

G Anyone who wants to undertake a mountain trek for charity should take part in a training weekend. Having the chance to walk for two days in the mountains enables volunteers to **assess** their fitness and walking pace and learn how to cope with the **terrain**. It also provides an opportunity to meet people who have already undertaken such a challenge and others who are about to. Being informed about such issues as foot care, altitude, sleeping arrangements and medical issues can make a big difference to your enjoyment of the trek.

Vocabulary

- Extreme sports

1 In one minute, try to add two more sports to each category. Compare with your partner.

extreme sports → *paragliding*

team sports → *rugby*

water sports → *water polo*

ball sports → *squash*

spectator sports → *football*

contact sports → *karate*

winter sports → *skiing*



2 **Complete with:** spectator, umpire, referee, attempt, pitch, game, match, fan.

- 1 He's not interested in football, but he is a great of tennis.
- 2 She was very proud of having received a bronze medal for her first at diving.
- 3 The blew his whistle to end the game just after the home side scored the winning goal.
- 4 The game had to be cancelled because the was frozen.
- 5 We had a lovely picnic on the green as we watched the cricket
- 6 Peter persuaded me to stay and play another of table tennis.
- 7 My father has been a tennis for more than twenty years and he says players have never argued with his decisions.
- 8 I don't really enjoy being a at sports events, I'd much rather be playing!

3 **Choose the correct word to complete the sentences. Then translate the sentences into Russian.**

- 1 The top golfers in the world can earn huge amounts in **prize/reward** money.
- 2 Everybody **cheered/approved** loudly when the leading runners entered the stadium.
- 3 Last night Liverpool **beat/won** Manchester United by three goals to one.
- 4 More people **contested/competed** in this year's marathon than ever before.

- 5 They **missed/lost** the game when their goalkeeper was injured.
- 6 The crowd went wild when the captain was **presented/awarded** with the cup.

4 **Choose the correct word.**

- 1 She felt numb with **fear/horror/alarm/panic**.
- 2 We **gave/left/missed/lost** all hope of our team qualifying for the final.
- 3 Let's give it a(n) **try/effort/attempt/push** and see how things go.
- 4 Paragliding really **urges/drives/presses/pushes** you to the limits.
- 5 There's no better **feeling/sense/emotion/passion** than skiing down a steep slope.
- 6 He can't **knock/hit/beat/get** his fear of spiders.
- 7 He learnt about the course by pure **fate/luck/will/fortune**.
- 8 He took a **rich/strong/broad/deep** breath and jumped.

- Prepositions

5 **Complete with the correct preposition. Check in Appendix II.**

- 1 The pool is open the public in July only.
- 2 I was too tired to concentrate the game.
- 3 Laura participated the competition.
- 4 Thanks our coach, we won the match.
- 5 Repairs to the sports centre are still progress.
- 6 He likes competing others.
- 7 You can't blame Jamie losing the game.
- 8 I took up squash chance and I'm glad I did.
- 9 Young children are risk of becoming obese if they don't exercise.

6 **Make or take? Copy the table and tick (✓) the correct box. Then use four phrases in sentences of your own.**

	aim	a break	place	the rules
make				
take				

- Words often confused

7 **Use the verbs in the boxes in the correct form to complete the sentences.**


- lie – lay

- 1 The injured player on the ground.
- 2 You shouldn't to your parents.
- 3 Could you please the table?

• rise – raise – arise

- 4 Serious problems when the player was disqualified from the team.
- 5 She slowly from her chair and walked towards the window.
- 6 The winner his hands and waved to the spectators.


• Word Formation

- 8  **RNE** Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.



Extreme sports require skill, ability and nerves of steel. They are also 1) (**consider**) more dangerous as well as more 2) (**physical**) challenging than regular sports. Athletes are judged not only on their performance but also on how much danger is involved. They also have to cope with environmental variables such as wind, water, ice or snow as well as compete with other athletes. Despite this, their 3) (**popular**) is increasing and more and more people are attracted to the excitement and danger of skydiving, snowboarding and bungee jumping to name a few. Extreme sports even have their own annual 4) (**compete**) called *The X Games* with winter and summer versions. The events are televised, and audience ratings, 5) (**attend**) and participation have increased 6) (**drama**) over the years since the games started in 1997.


• Key word transformations

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

- 1 Tickets cost the same as they did last year.
changed Ticket prices last year.
- 2 You might get cold, so take a jumper.
case Take a jumper cold.
- 3 We watched TV and didn't go out.
instead We watched TV out.

- 4 The snowstorm caused several roads to be closed.
result Several roads were the snowstorm.
- 5 Jane regrets not going to the match.
wishes Jane to the match.
- 6 He wasn't in the mood to go to the cinema.
like He didn't to the cinema.
- 7 He didn't intend to be late.
intention He had late.
- 8 Rather than walk to the stadium, we took a taxi.
foot Instead, we took a taxi to the stadium.

Listening

- 10  Listen to two people discussing extreme sports. Who is in favour of them? Who is against them? Which of the reasons below does each person use to support their point of view?

- You get to test your limits.
- You are risking your life.
- Most people get the proper training and equipment.
- You can get addicted to the danger.

Everyday English

• Encouraging/Responding

- 11 Work in pairs. Try to encourage your friend to do an extreme sport. Use the language in the box below to act out your dialogue. You can use ideas from Ex. 10.

Encouraging
<ul style="list-style-type: none"> • You'd be great as a ... • This would be ideal. • I just imagine you ... • You'd love all the ... • Think of all the ... you'd ...
Responding
<ul style="list-style-type: none"> • You might be right, actually. • I hadn't thought of that. • You've got a point. • It's not my kind of thing at all. • I don't think I could cope. • No, that's not for me.

Writing

- 12 What is your opinion of extreme sports? In five minutes, write a few sentences on the topic. Read your sentences to your partner.

Study Skills

Multiple matching



Read the instructions carefully, then find the key words in each item.

Listen for clues in the form of related concepts and paraphrases to match each speaker to the correct item.

Remember that what you are listening to may contain information intended to distract you.

When you listen for the second time, check your answers carefully.

Listening Task 1

- 1**  **RNE**  You will hear 6 monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can only be used once. One of the statements is extra. You will hear the recording twice.

- 1 I took on more responsibility at work.
- 2 I had to admit I was wrong.
- 3 I made a career change.
- 4 I had to change schools.
- 5 I tested my physical limits.
- 6 I found the courage to try new things.
- 7 I said no to an opportunity.

Speaker	A	B	C	D	E	F
Statement						





Study Skills

True/False/Not stated

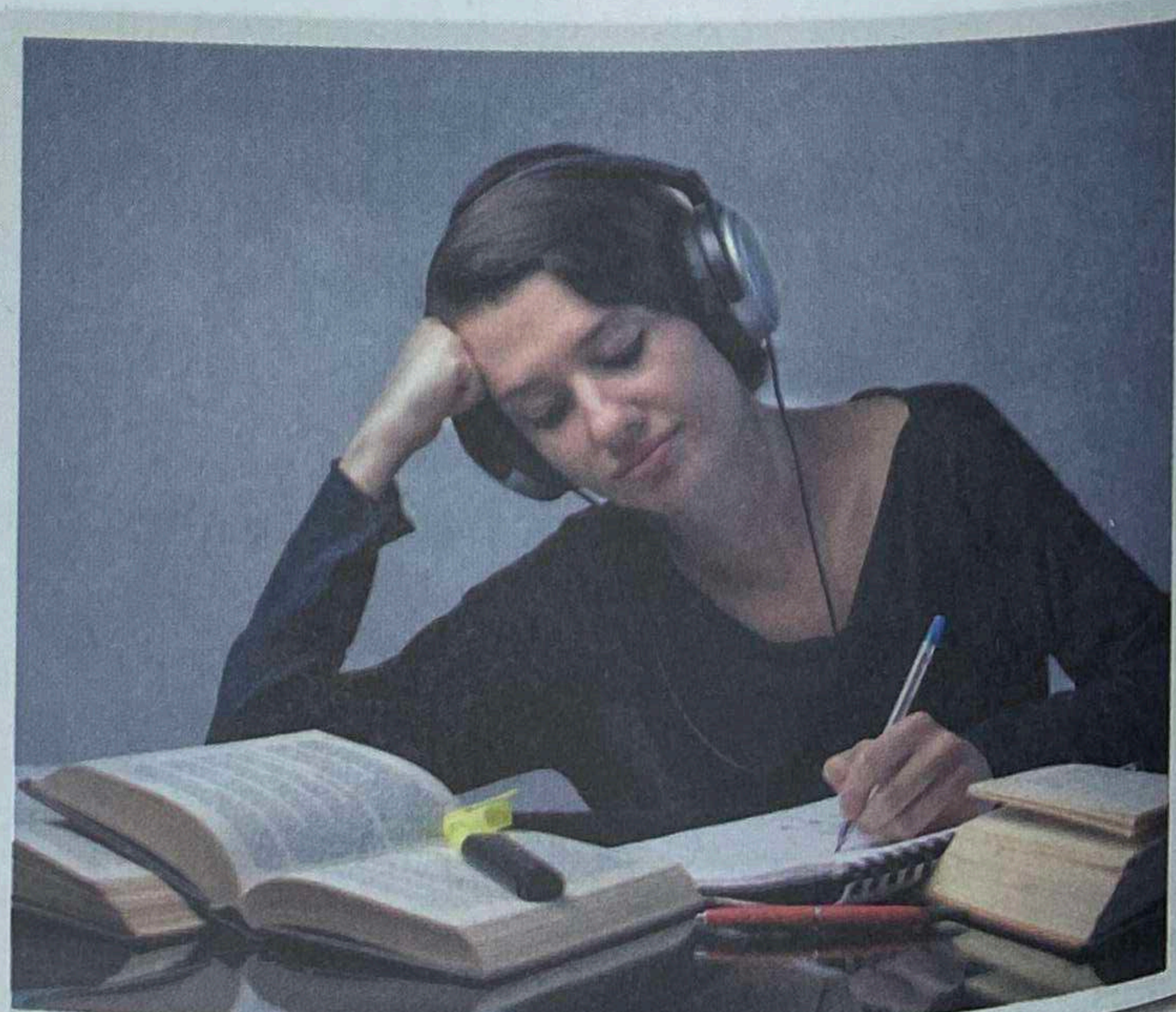
The order of the questions is the same as the order in which the pieces of information are presented in the recording. While you are listening, concentrate on one question at a time, continually predicting key vocabulary that could help you answer the next question.

Listening Task 2

- 2**  **RNE**  You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 - True), which do not correspond (2 - False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 - Not stated). You will hear the recording twice.

- A Ruby has spent a whole week on her English revision.
- B Ruby writes things down to help her revise.
- C Cormac does not plan his revision time well.
- D Cormac nearly failed a test because of a sports event.
- E Cormac and Ruby will both be revising this Sunday.
- F Mr Briggs is the head of the English Department.
- G Ruby is invited to Sunday lunch at Cormac's house.

A	B	C	D	E	F	G







Study Skills

Multiple choice

Go through the questions and possible answers carefully. Try to predict what you are going to hear. Don't finalise your answers until you have listened to the recording twice. Remember you are listening for detail and that the question stems can often be a paraphrase of the interviewer's question.

Listening Task 3

3  **RNE**  You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.

- 1 To become a search and rescue volunteer you need
 - 1 outdoor experience.
 - 2 eagerness to do the job.
 - 3 entry-level qualifications.
- 2 Why are past search missions recreated?
 - 1 to help rescue workers improve their abilities.
 - 2 to compare with real rescue missions.
 - 3 to help rescue workers prepare emotionally for rescue missions.
- 3 Steve gets angry because people
 - 1 don't think about what they should take with them.
 - 2 don't know how to find their way.
 - 3 don't know how to cope in emergencies.
- 4 The most useful electrical item to take with you in the mountains is
 - 1 a GPS device.
 - 2 a waterproof torch.
 - 3 batteries.
- 5 Steve says people should
 - 1 collect rainwater.
 - 2 take water with them.
 - 3 drink water from streams.
- 6 How does Steve feel about his job these days?
 - 1 He's proud to have greater responsibility.
 - 2 He's grateful to be part of a top team.
 - 3 He dislikes pushing people to work faster.
- 7 According to Steve, climbing is a sport
 - 1 for serious climbers only.
 - 2 for those who enjoy taking risks.
 - 3 for everyone to enjoy, provided that they are sensible.

Unit 2.8 Speaking Skills

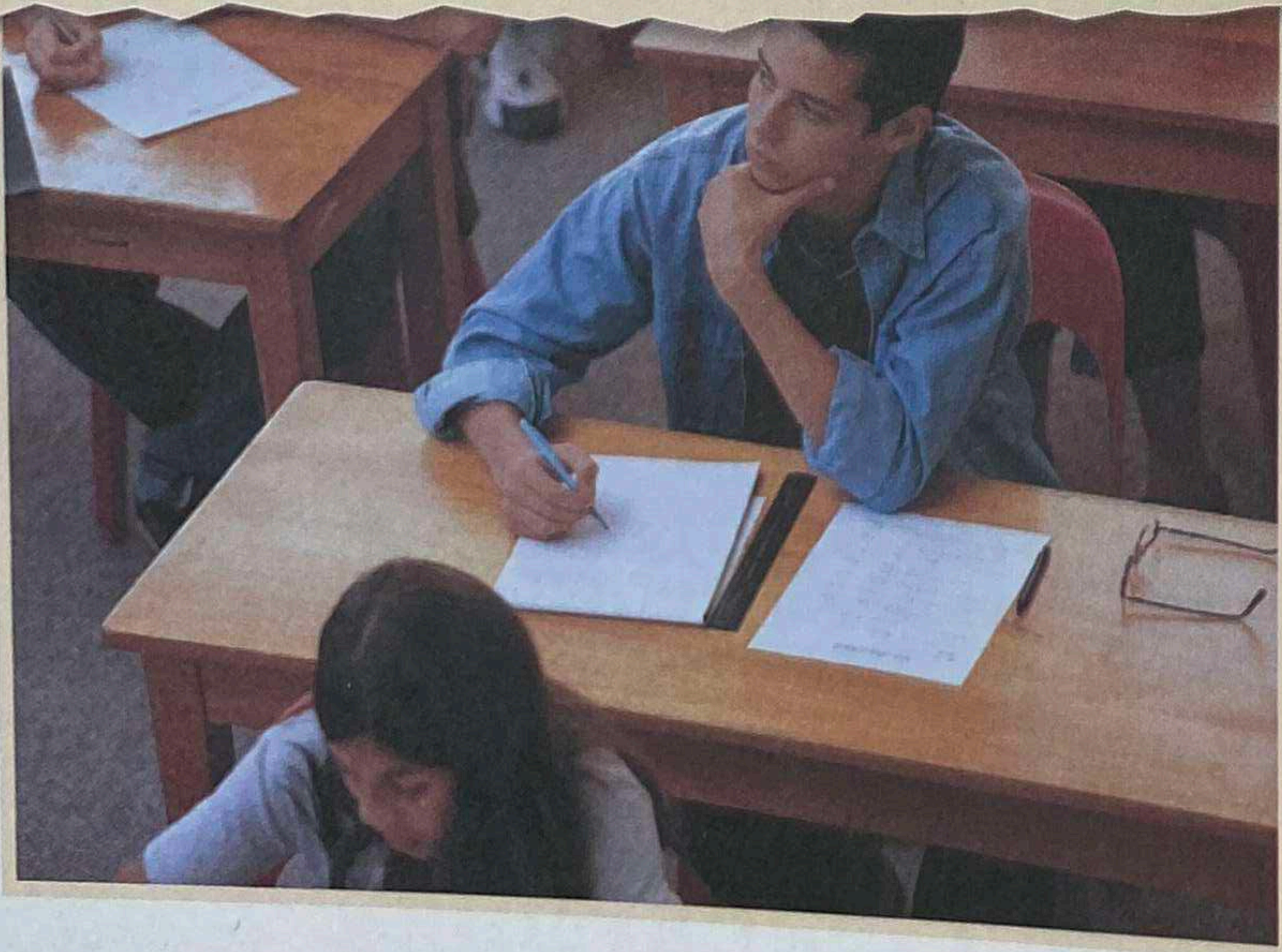
Speaking Task 1 (3 minutes)

- 1 **RNE** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud. You will not have more than 1.5 minutes to read it.

At times, we all face challenges in life. They can be either physical or mental ones. Sportspeople, for instance, are out to win a game. Students are challenged when they have to sit exams. These are just two examples of demanding situations people face. Of course, there are many more.

The key to meeting a challenge successfully is preparation. Success does not just drop into our laps. We have to work for it. Athletes need to be physically fit. That means training hard for long periods. Otherwise, they have few hopes of winning. Likewise, students must study hard and revise if they want to pass an exam.

Putting in an effort increases your chances of success. But there are other benefits too. For one thing, you learn to believe in yourself. Knowing that you can overcome difficulties boosts your confidence. Preparing for a challenge also gives you a healthy determination to succeed. After all, you don't want all your efforts to be wasted!



- 2 a) Listen to two students reading the text. Who gave a better reading?

- b) Listen to the weaker student again and evaluate his/her performance. Copy the table and tick one box for each item.

	good	poor
speed		
clarity		
pronunciation		
intonation		
rhythm		

Speaking Task 2 (3 minutes)

- 3 **RNE** Study the advertisement.

WILDERNESS ADVENTURE HOLIDAYS

- Camping in the wild!
- Exciting activities for young people
- All activities supervised


Mini-breaks from £199

You are considering booking the adventure holiday and now you'd like to get more information. In 1.5 minutes you are to ask five direct questions to find out the following:

- 1) length of mini-breaks
- 2) age limits
- 3) camping facilities
- 4) types of activities
- 5) if lessons are available

You have 20 seconds to ask each question.

- 4 a) Listen to two students asking the questions. Who gives a weaker performance?

b)  Identify the weaker student's mistake. Choose one item.

leaving out a question

misinterpreting a prompt

making grammatical mistake

using the wrong intonation

asking an irrelevant question

Speaking Task 4


(3.5 minutes)

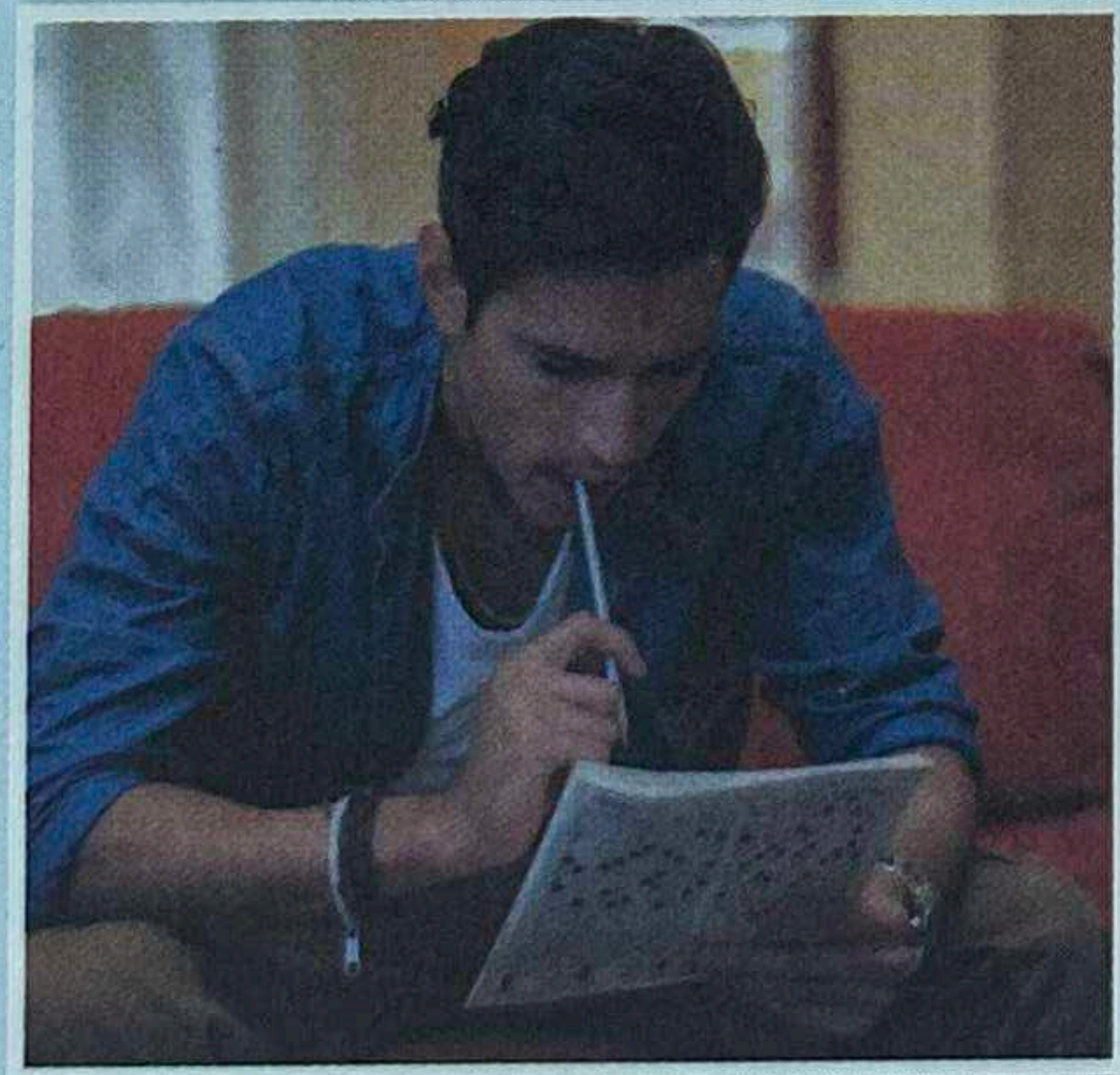
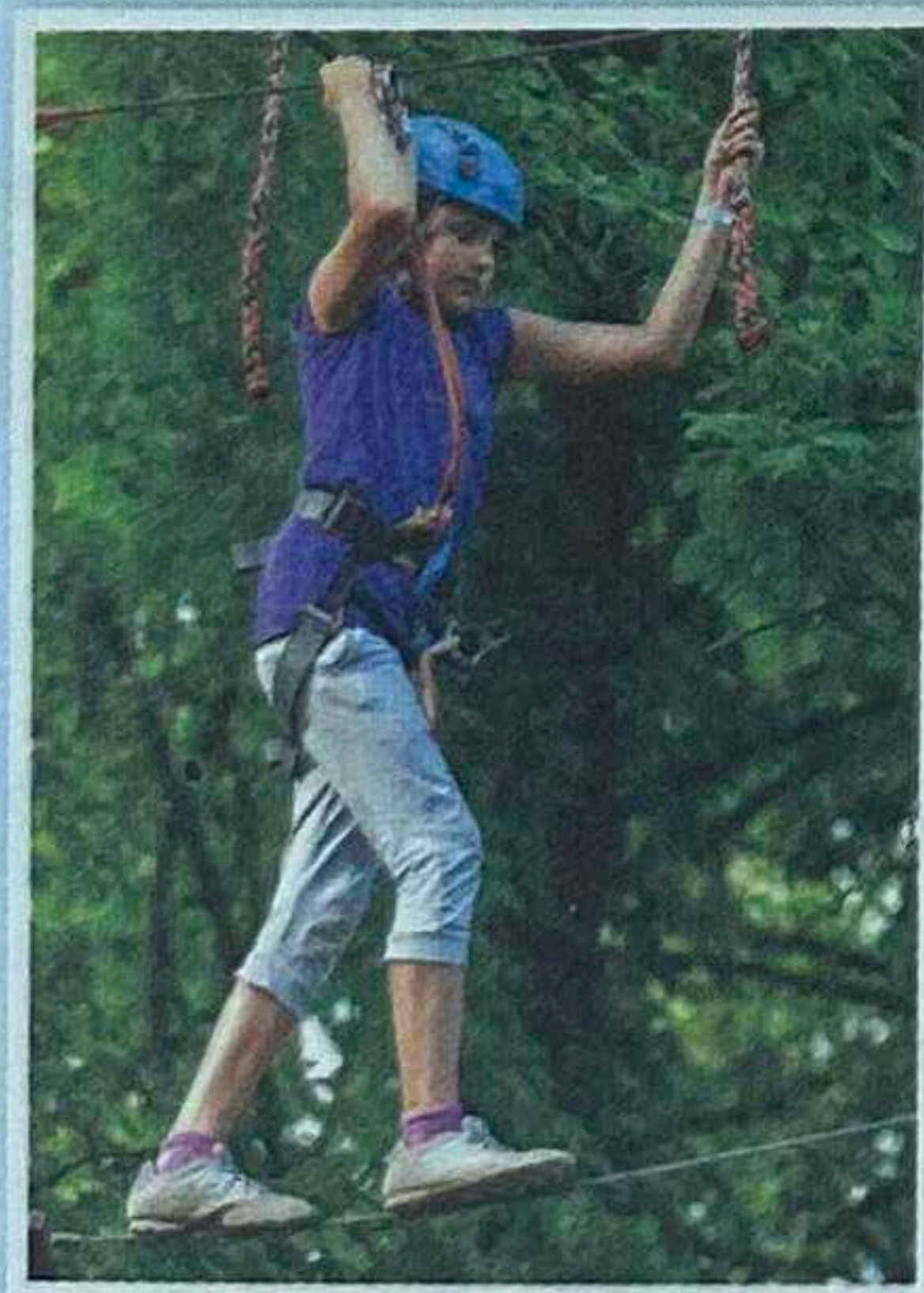
Study Skills

Comparing and contrasting photographs

In Task 4 you have 1.5 minutes to study two photographs before you talk about them. Use this time to brainstorm and organise your thoughts before you begin speaking. Aim to find at least two similarities between the pictures and two contrasts. This will help you do the task.

Preparing for the task

5  Look at the pictures. Use words from the table to complete the gaps to compare and contrast the two activities.



In these two photos, the first activity takes place outdoors 1) the second one is indoors. 2) the boy and the girl are facing challenges but one is physical 3) the other is mental. Walking a tightrope is difficult because you have to concentrate hard. Otherwise you might fall. 4), solving a crossword needs a lot of concentration 5) If you make one mistake, the whole puzzle can go wrong! 6), you have to have good general knowledge to do crosswords 7) tightrope walkers just need a good sense of balance!

Comparing ideas

- also • too • as well • both
- One/Another similarity is (that) ... • What they both have in common is (the fact that) ...

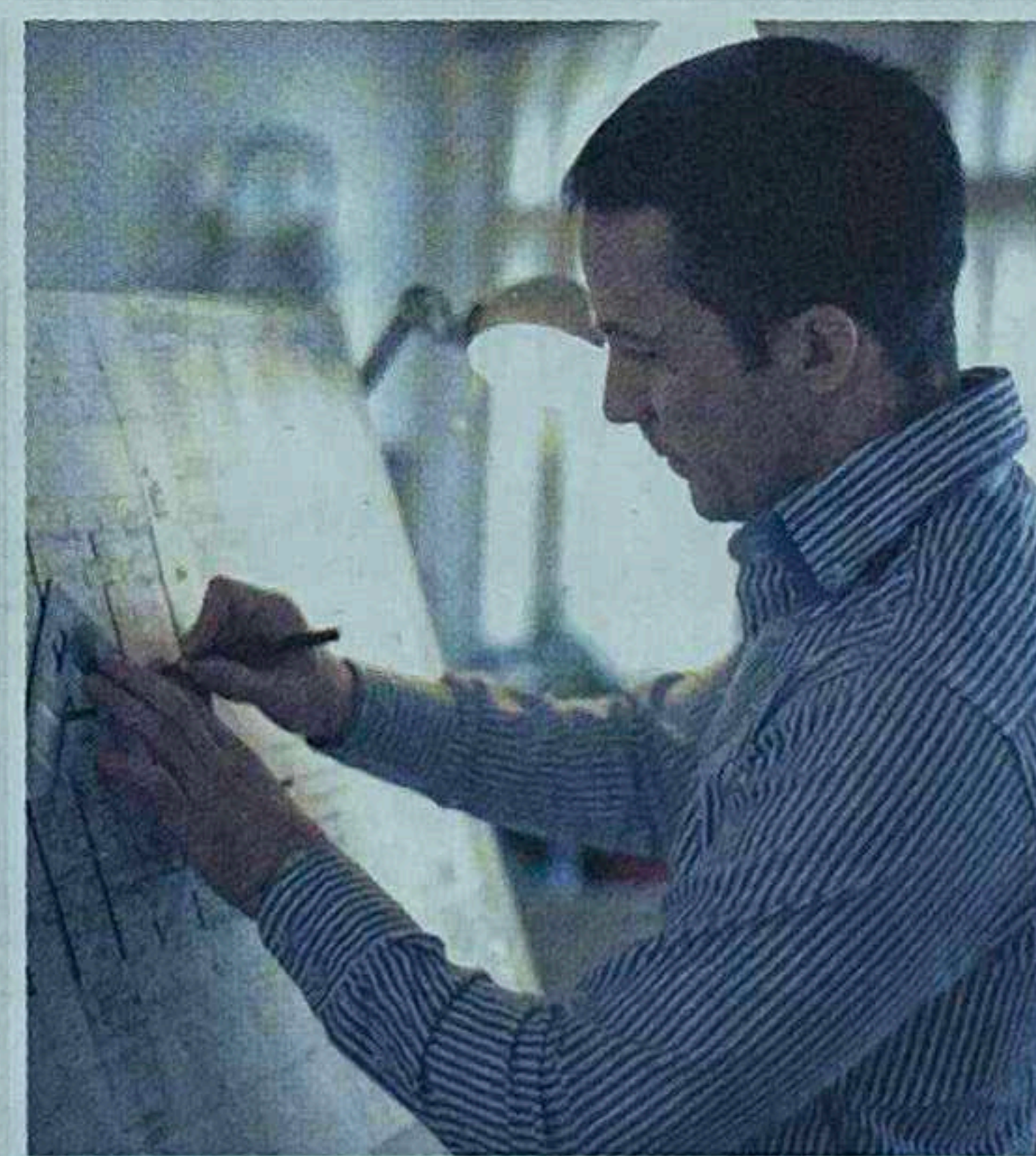
Contrasting ideas

- however • but • rather than • while • on the other hand • whereas • instead (of) • in contrast to
- A/One main difference is (that) ...

6 **RNE** Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:


- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the jobs presented in the pictures you think is more challenging
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.



Topic Vocabulary

- architect • work at the drawing board • journalist
- do an interview • work indoors • out on the street
- work independently • interact with others
- highly professional job • specialised training
- level of responsibility • fair and objective
- design safe buildings
- work all kinds of hours in difficult/dangerous situations
- be creative and come up with original ideas

7  Listen to a student talking about the photos. What comparisons and contrasts did the student make? Which job did the student think was more challenging and why?

- Semi-formal letters/emails

Semi-formal letters/emails are sent to people you don't know well or when you want to sound more polite and respectful. For this reason they are written in a polite tone (see p. 22). They can be letters/emails asking for/giving advice, asking for/giving information, explaining arrangements, expressing thanks, etc.


General outline for semi-informal letters/emails

Greeting (Dear + title + person's surname,
Paragraph 1: opening remarks, reason(s) for writing

Paragraphs 2, 3: subject(s) of the letter/email

Paragraph 4: closing remarks

Sign off (Regards/ Best wishes, + your full name)

- 1  Match the beginnings to the endings. What type of letter/email is each?

Beginnings

1 Dear Mrs Morgan,
I am writing on behalf of the students of Class 2B to thank you for coming to our school to give the talk on Internet safety.

2 Dear Mr Gray,
Regarding your school's forthcoming exchange trip to our town this summer, I would like to provide you with some details in order to help you begin planning the trip.

3 Dear Mr Smith,
As you may already know, your son Adam's friends are planning a surprise party for his 16th birthday. Therefore, I would like to invite both you and your wife to the party which will be held on Saturday, 5th June from 8pm.

Endings

A I hope that you are both able to come.
I can be contacted at the email address above.
Best wishes,
John Sparks

B Once again, thank you very much for taking the time to come and talk to us.
Regards,
Jane Thompson

C Please feel free to contact me via phone or email if you have any other questions or concerns. My class is really looking forward to your visit!
Regards,
Andrew Jacobs

- 2 Match the semi-formal sentences to the informal ones.

- A I am writing in the hope that you can help me.
B Please could you give me some information about suitable hotels in the area?
C I would like to thank you for your kindness during my stay.
D It would be a good idea if you did some extra Maths classes.
E I am sorry that I will be unable to come.
F I hope you will find this information useful.

INFORMAL

1 Asking for information
Do you know where I can find some good hotels?
B *Please could you give me some information about suitable hotels in the area?*

2 Offering advice
Why don't you do some extra Maths classes?

3 Thanking
Thanks for being so kind to me when I stayed with you.

4 Refusing an invitation
What a pity that I can't come!

5 Asking for advice
I thought I'd drop you a line to ask you for some help.

6 Giving information
Hope this was what you wanted to know.

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

- Thank you for agreeing to
- realise
- short notice
- help us
- Mr Evans
- would like
- would you be able to
- welcome
- serve refreshments

Dear **1) Graham,**

2) Thanks for saying that you will **3) give us a hand** at the school prize-giving evening on Thursday. I **4) know** that it's **5) only a few days away.**

You asked me what I **6) want** you to do on the night. Well, **7) can you** **8) say hello to** people at the door and help to **9) give out drinks** at the end?

- | | |
|----------------|----------------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | |

- you have any questions or concerns
- don't hesitate
- Best wishes
- really grateful that you are able to
- telephone me

Once again, I am **10) so glad that you can help.** Please **11) feel free to** **12) give me a ring** if **13) there's anything you want to know.**

14) Lots of love,
Susan King

- | | |
|-----------------|-----------------|
| 10 | 13 |
| 11 | 14 |
| 12 | |

4 Replace the underlined phrases with the ones below to make the email more polite. What is each paragraph about?

- I'm writing in the hope that you may be able to
- As I remember
- Thank you once again
- Dear Ms Webb
- I was wondering if you could provide me with a little more information
- Best wishes
- I am usually available
- It was a great surprise to learn that
- this will be my first visit
- I look forward to hearing
- could you advise me on where I will be staying and what I should bring with me
- Thank you for your email regarding
- You can contact me by telephone
- Could you please confirm that this is the case

Hi, Ms Webb!

Thanks for your email about the Young Writers Competition. I was really surprised to hear I'd won first prize! I'm just writing because I want you to answer a few of my questions. If I remember rightly, first prize was a weekend trip to York. Is that true? If so, tell me a bit more about the city, as I've not been before. Also, where will I be staying and what should I bring with me?

You can call me on my mobile (0779 004 321). I'm usually around from 7pm on weekdays and anytime at weekends.

Thanks a lot. Can't wait to hear from you!

Love,
Sally Jones

5 a) Read the rubric. Answer the questions.

RNE You have received a letter from Mrs Grigson, who you stayed with in England when you were studying there last month. She writes:

... It was lovely having you to stay. While I was cleaning out your room, I found a notebook of yours. How important is it? What would you like me to do with it? Which do you think is best – to post it or use a courier?

I'm off on my holidays next week and I'm really looking forward to it ...

Write a letter to Mrs Grigson. In your letter: answer her questions, ask **3 questions** about her holiday. Write **100-140 words.**

- 1 Who is going to read your letter?
- 2 Why are you writing it?
- 3 How many main body paragraphs should you include?
- 4 Which of the following should you mention? In which paragraph? what Mrs Grigson should do with the notebook
 - what you thought of your English course
 - your reason for writing
 - what Mrs Grigson is doing for her holiday
 - that you hope to stay in touch
 - what you are doing tomorrow.
- 5 How will you start/end your letter?

b) Write your letter to Mrs Grigson.

General outline for informal letters/emails

Greeting (Dear + title + person's surname,)/(Dear Sir/Madam,)

Paragraph 1: opening remarks, reason(s) for writing

Paragraphs 2, 3: subject(s) of the letter/email

Paragraph 4: closing remarks

Sign off (Yours sincerely/ Yours faithfully, + your full name)

- Formal letters/emails

Formal letters/emails are sent to people in an official position or people you don't know well. (e.g. *Director of Studies, Personnel Manager, etc*) They are written in a formal style with a polite, impersonal tone (see p. 22). They are normally written to apply for a job/course, make a complaint, give/request official information, etc. When we know the name of the person we are writing to, we begin with **Dear + person's surname**, and we sign off with **Yours sincerely, + our full name**. When we don't know the name of the person, we start with **Dear Sir/Madam**, and we sign off with **Yours faithfully, + our full name**.

- Applying for a job

1 Read the rubric, then the letter. What is each paragraph about?

You have seen this job advertisement in the *Evening News*. Write a letter applying for the job (100-140 words).

LOOKING FOR A SUMMER JOB?

Are you good with computers? Do you speak fluent English? Are you polite and reliable? Our local community centre is looking for teenagers to help children aged 7 to 10 who will be practising in the computer lab after their computing lesson. The ideal candidate must be able to answer simple questions and willing to demonstrate how to use the computer. This position is on a part-time basis (11 am to 1 pm, Monday to Friday).

If you're interested, write to Mr Cyril Jones at Best Computers, 6 Hadley Way, Sevenoaks, Kent, TN20 1XX

Dear Mr Jones,

I am writing with reference to your advertisement in the *Evening News* on 3rd April for teenagers to help children in the computer lab. I would be really interested in applying for the job.

I am 17 years old and am currently completing my final year of sixth form. I will be starting my university studies in September in Computer Programming. I am a native speaker of English, but I am also fluent in Italian and am presently learning Spanish.

Furthermore, I am very keen on computers. I have participated over the past year in our school's programme tutoring pupils and helping my teachers in our computer lab. Therefore, I would welcome the opportunity to help children with something I am familiar with.

I attach my CV and a reference letter from my Computing teacher. If you feel that my qualifications meet your requirements, I will be happy to hear from you. I would be available for an interview at any time.


Yours sincerely,
Jessica Jameson

2 Read the letter again and find formal expressions to match the informal ones.

Informal style

Formal style

- about your advert ... *with reference to your advertisement...*
- I fancy the idea of ...
- right now ...
- my Italian is also pretty good ...
- I am mad about ...
- it would be really great ...
- I know about ...
- I'm sending you ...
- If you think I'm right for the job ...
- I can come in for a chat ...

3  Read the rubric. Find the key words. What is your letter going to be about?

You would like to attend a summer course to improve your English. Write a letter applying for a place on the course (100-140 words).

Read the model letter. Match the headings to the paragraphs.

- A** qualifications
- B** opening remarks/reason(s) for writing
- C** documents enclosed, closing remarks
- D** experience/reason for wanting to attend the course

Dear Sir/Madam,

Introduction

1 I am writing in connection with the foreign students' programme you run during the summer season. I would like to apply for a place in order to improve my English.

Main Body

2 I am 18 years old and I have just finished high school. I was an excellent student with grade As in all my subjects. The extra-curricular activities I took part in included sports as well as volunteer work. I am fluent in French but my English is, I am afraid, intermediate level.

3 My good grades allowed me to get a scholarship to attend a highly respected university overseas, but I really need to improve my English in order to be able to cope with the demands of my subjects. Therefore, I would be grateful if you could send me further information on your programmes and consider me for a place.

Conclusion

4 I have enclosed my CV as well as reference letters from my teachers. I look forward to hearing from you at your earliest convenience. Please do not hesitate to contact me if you need further information.

Yours faithfully,
Pedro Torretti

4 The following letter is in the wrong style. Rewrite the underlined phrases to make it sound more formal.

Dear Sir/Madam,

I am writing regarding your advertisement in the September issue of 'Sporting News' for English-speaking ski instructors in Italy during the winter holiday season. I really fancy doing this kind of work.

I am 18 years old and completed my secondary schooling this summer with satisfactory grades. I shall be commencing university in October, studying Sport and Physical Education. But that's not all. I also got my CSIA Level 1 ski instructors' certificate in Canada last winter, when I attended a five-week course there. This means that I won't have any problem teaching skiing from beginner to early intermediate levels. I am a native English speaker and also have reasonably fluent Italian.

Your advertisement states that instructors would be teaching school groups. I feel that I would be suitable, since I regularly supervised excursions with younger classes during my last year at secondary school. Therefore, I think that this experience will come in very handy when it comes to teaching kids.

Please find enclosed my CV and a letter of reference from the Canadian ski school. I hope you get in touch soon.

Yours faithfully,
Arnold Thompson

5 Read the rubrics. Answer the questions. Choose one task and write your letter/email.

- A** Write a letter of application for a place at Sheffield University to do a course in IT(100-140 words).
- B** You have seen this advert in the Cambridge Evening News: *Small book shop specialising in foreign languages seeks reliable and friendly assistant to work over July/August. No sales experience needed, but good organisational skills are required. Apply by email to John Wheatcroft at jwcroft@flbooks.co.uk. Write your letter (100-140 words).*

- 1 Who is going to read your letter/email?
- 2 Do you know the person you are writing to?
- 3 Why are you writing the letter/email?
- 4 How will you start/end your letter/email?

Useful language for letters/emails of application (for a course)

Opening remarks: I would like to apply for admission to the ... /I would like to be considered for ..., etc

Closing remarks: I would appreciate a reply at your earliest convenience./I look forward to meeting/ hearing from you./I enclose further details of my education and qualifications to date./I hope that you will consider me for entry into ..., etc

Useful language for letters/emails of application (for a job)

Opening remarks: I am writing with regard to your advertisement for .../I am writing to apply for the post/job/position of (sales assistant) which I saw advertised in ..., etc

Closing remarks: I would appreciate a reply at your earliest convenience./I enclose my CV and I would be glad to attend an interview at any time convenient to you./I look forward to hearing from you in due course ..., etc

- Letters/Emails making a complaint

- The purpose of a **letter/email of complaint** is to complain about a specific problem. The style is normally formal and the letter should be written in a dignified style. The reason for the complaint is stated in the first sentence. The language used depends upon whether you want to complain in a mild or strong tone. e.g. **MILD** - *I am writing to complain about a fridge I purchased from your shop last June.*

STRONG - *I was shocked by the inferior quality of the fridge which was sold to me at your shop last June.*

Linking words are used to give reason(s) for a complaint. e.g. **Even though** *the control switch is at its highest setting, the freezer does not keep food frozen.*

A suggestion or request (which can be mild or strong) is included in the conclusion.

e.g. **MILD** - *I hope this matter will be resolved.*

STRONG - *I insist that you replace the item at once.*

General Outline for letters/emails of complaint

greeting ▼

Paragraph 1: **reason(s) for writing**

Paragraphs 2, 3: **complaint(s) with justification**

Paragraph 4: **closing remarks** ▶ sign off


Useful language for letters/emails of complaint

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

- 1  Read the extracts. Which are beginnings (B); endings (E). What tone has the writer used in each?

1 I hope you will replace the item in question or compensate me in some way for the problems I have experienced. Thanking you in advance for your cooperation.

2 I am writing to draw your attention to the quality of service in your hotel where I was not only disappointed by the staff's attitude, but also by the standard of accommodation offered.

3 I want to express my extreme dissatisfaction with your company. I ordered a DVD from you six months ago and, despite numerous conversations with unhelpful staff, I have still not received my DVD.

4 There is no way that I will be using your appalling services again and I demand that you return all of my money immediately or I shall be forced to take legal action.

- 2 Read the letter of complaint below. Is it strong or mild?

Dear Sir or Madam,

I am writing on behalf of the pupils at Faraday Secondary School to express my strong dissatisfaction with the way your company organised our 'School Fest' on Sunday, 2nd March.

Firstly, you had promised top quality, state-of-the-art sound systems but, in contrast, the equipment that was brought was outdated and inadequate to the task. A further complaint has to be made about the music. We had asked for contemporary hip hop, rap and rock music but all the DJ played was 80's music, which was hopelessly inappropriate.

Your company had also promised full catering which would include at least three types of hot meals, side dishes and a wide variety of soft drinks. Instead, all we got was fast food (hot dogs and hamburgers) and cola drinks. To top everything, although we had agreed on a reasonable price, we received a very high bill because, as you said, the party lasted longer than expected.

We consider your company to be totally unreliable and incompetent. We expect a full apology for the service received as well as a 50% discount on the amount we had agreed on. Otherwise, we will be forced to take further action. We expect to hear from you promptly.

Yours faithfully,
Kyle Leek

- 3 Replace the underlined phrases in the letter with the ones given below. How does the tone change?

- surprise about
- we did not really like
- I trust I will not have to take this matter further
- rather disorganised and inefficient
- not working very well

- 1 Look at the picture. How many layers is the Earth made up of? How can these layers be related to earthquakes?



Listen, read and check.

- 2 Read the text and decide if the statements are T (true) or F (false).

- 1 The mantle is the hottest layer of the planet.
- 2 All the Earth's crust is 45km thick.
- 3 Earthquakes occur when the plates move apart.
- 4 People do not feel the majority of earthquakes.
- 5 Some earthquakes are good for the planet.

- 3 Match the words in bold in the text to their definitions (1-10).

- 1 the limit or edge of an area of land
- 2 set free, let go
- 3 separate, not connected to other things
- 4 causing enormous damage
- 5 happen, take place
- 6 even and regular
- 7 series of events which lead to a change
- 8 hard to believe
- 9 cause to move backwards and forwards
- 10 move smoothly or quietly over sth else

- 4 Are earthquakes common in your country? What would you do if there was an earthquake? Discuss in pairs.

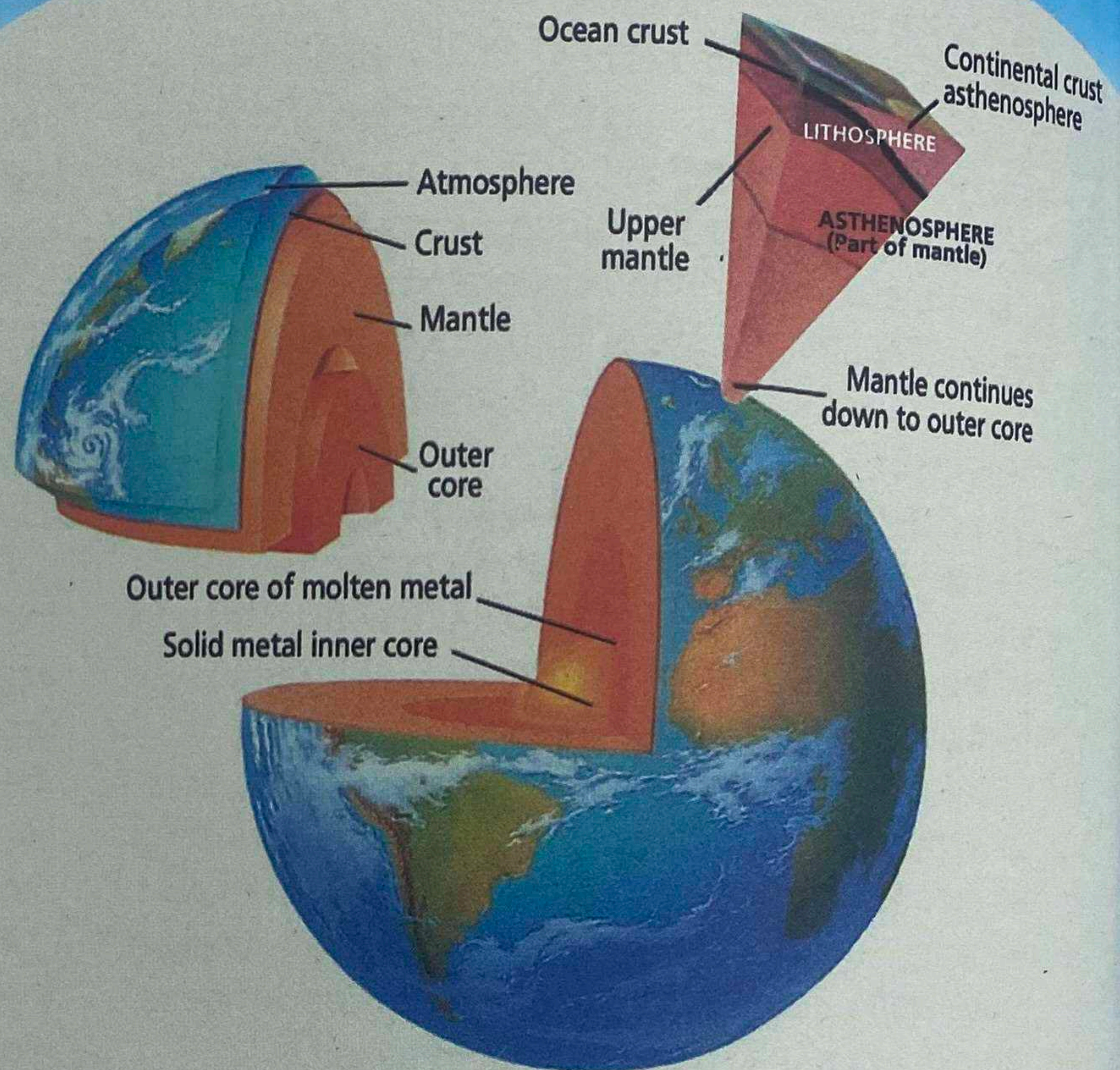
- 5 Read the text again. Tell the class three things you remember from it.

Project!

ICT

In groups collect information about the Earth's plates and present it to the class. You can visit the website: <http://www.enchantedlearning.com/subjects/astronomy/planets/earth/continents.shtml>

Standing on **SOLID** ground?




Our planet is made up of four main layers. The centre is called the core and is the hottest part of the planet. It is divided into two layers, the inner core and the outer core. Around the core is a layer of liquid rock known as the mantle. The final layer is a thin layer of solid rock known as the crust. It is thin compared to the other parts, but in reality that still means it is between 10 and 45 kilometres thick! It is not one **uniform** surface but is broken up into many smaller **independent** pieces called plates, like a cracked eggshell or a jigsaw.

Powerful currents in the mantle cause the plates to move around constantly. The plates usually move at rate of 1-10 cm a year, but this tiny movement has **incredible** effects where the plates meet. The towering Himalayan mountains were formed by two plates pushing into each other and the fiery volcanoes of Iceland are the result of two plates moving apart. Earthquakes, however, tend to **occur** at the third kind of **boundary** – where plates slip alongside each other. This is because two plates never **slide** past each other smoothly. The rocks catch on each other so that the plates are still pushing. Pressure gradually builds up until the rocks can no longer stand the pressure and they suddenly give way. This movement travels to the surface in waves that **shake** the ground.


Most earthquakes are so tiny that we don't even feel them. Small earthquakes are useful because they **release** the dangerous pressure between the plates. Every few years, however, enough pressure builds up to produce a large earthquake, often with **catastrophic** results for human life and buildings in the affected area. Afterwards the plates start moving once more until they get stuck again, and so the whole **process** starts over. Such earthquakes are nature's reminder that we don't stand on solid ground.

Progress Check 2

1  **Complete with:** flourish, transition, supply, colony, hissed, millennia, scour, confined, apparatus, summit.

- 1 John works for a charity that makes sure villages in Africa have a clean water
- 2 After the accident Paul couldn't walk. He was to a wheelchair.
- 3 Many traditional cultures are making the to more modern ways of life.
- 4 Mount Vesuvius had its worst eruption nearly four ago.
- 5 Despite the current economic climate, tourism manages to
- 6 The detectives have to every crime scene for vital evidence.
- 7 When we visited Antarctica we saw a large of penguins.
- 8 Jack climbed to the of Mount Everest.
- 9 The snake came out of the hole and at them.
- 10 Free divers do not use breathing

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

2  **Complete with:** high, conservation, volcanic, perfectly, soaking, desperate, nomadic, habitat, evidence, data.

- | | |
|-------------------|--------------------|
| 1 eruption | 6 area |
| 2 natural | 7 collect |
| 3 standards | 8 wet |
| 4 preserved | 9 attempt |
| 5 provide | 10 lifestyle |

(Points: $\frac{\quad}{10 \times 1}$ 10)

3 **Choose the correct preposition.**

- 1 Don't blame him **from/for** everything.
- 2 She bumped into him **by/on** accident.
- 3 Try to focus **on/to** the details.
- 4 The meeting was **in/at** progress for two hours.
- 5 The park is open **for/to** the public all year round.


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

4 **Choose the correct item.**

- 1 If I **was/were** you, I would go jogging.
- 2 The line went dead, so I hung **out/up** the phone.
- 3 I'd **prefer/rather** you didn't do that.
- 4 **When/If only** we had brought an umbrella, we wouldn't have got wet.
- 5 Never put **out/off** till tomorrow what you can do today.
- 6 Take a jumper in **case/if** it rains.


- 7 Jane managed to put **off/across** her ideas clearly to the committee.
- 8 **As a result/Due** to heavy rain the river burst its banks.
- 9 **Supposing/When** an earthquake happened, what would you do?
- 10 Wear your gloves or your hands **will get/get** cold.

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

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

- 1 You can't travel without a valid visa. **allowed** You without a valid visa.
- 2 She didn't manage to finish her homework. **succeed** She her homework.
- 3 It's a pity we can't afford a holiday this year. **only** If a holiday this year.
- 4 We rented a DVD and didn't go to the cinema. **instead** We rented a DVD to the cinema.
- 5 Katy regrets not going to the party. **wishes** Katy to the party.

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

6  **Complete the gaps with the words derived from the words in capitals.**

- 1 She was awarded maximum points for her performance. **FLAW**
- 2 The of the new sports complex took six months. **CONSTRUCT**
- 3 People like extreme sports because of the and danger involved. **EXCITE**
- 4 Christine works for a big company which has offices all over the world. **NATION**
- 5 John makes mistakes because he lacks

CONCENTRATE

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

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

Now I can ...

- talk about animal groups/sounds
- talk about disasters and extreme sports
- give and react to news
- give/respond to encouragement
- write semi-formal/formal letters and emails

... in English


Reading - Task 2

Study Skills


Text completion

Read the text through, then read the list of missing parts of sentences. Start fitting the parts into the gaps. Match the topic of the missing part with the topic of the incomplete sentence that goes before it. Look for clues such as grammar (e.g. by followed by an -ing form), punctuation (e.g. a comma followed by a relative pronoun such as who, which, where), word associations (e.g. education and lessons) and linkers (e.g. not only was he rich but he was extremely talented). When you have completed the task, read the whole text through to check that it is grammatically correct and makes sense.

Preparing for the task

1  **Match items A-D to items 1-4 to form complete sentences. Which clue helped you complete each sentence? Write GR (grammar), P (punctuation), WA (word association) or L (linker). Use the underlined words to help you.**

- 1 The TV pioneer John Logie Baird was born in 1888 in Scotland,
 - 2 In the 1920s, the only forms of entertainment
 - 3 Baird changed all that in 1926 by
 - 4 Other people may have helped to invent television
- A** showing moving images to an audience on his 'Televisor'.
- B** were the cinema and the radio.
- C** but Baird was the first to show live TV pictures on a screen.
- D** where he lived in the small fishing town of Helensburgh.

2  **Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.**



Alexander Graham Bell

The telephone is now an integral part of modern life, yet it is still less than 150 years old. On March 7th, 1876, the United States Patent Office granted the patent for the telephone to Alexander Graham Bell. This was possibly the most valuable patent ever issued and more than 600 law suits would challenge the decision over the next seventeen years, **A**

Others had also been working to invent such a device, among them Antonio Meucci. He had been ready to patent his 'teletrofono' in 1871 **B**

In 2002, the US Congress recognised that it was Meucci who had been first with the idea, a statement that continues to provoke argument.

Alexander Graham Bell was born in Edinburgh, Scotland in 1847, into a family of well-known elocutionists. He and his two brothers were largely taught at home as they were expected to enter the same profession. Sadly, by 1870, both his brothers had died from tuberculosis, **C**

Bell had a lifelong commitment to helping the deaf to speak and combined his scientific pursuits with teaching. The parents of two of his pupils were so impressed with his theories that they offered him financial support, **D**

Alexander was fortunate to find Thomas Watson, a talented mechanic and model maker **E**

Whilst testing a circuit, they realised that the process would also work in reverse, which led, ultimately, to the invention of the telephone.

Bell became an extremely wealthy man from the success of the Bell Telephone Company. He purchased some land and settled in Nova Scotia, **F**

He also worked on other inventions until his death, but none of these was as successful as the telephone.




- 1 which prompted the family to move to Canada
- 2 where he continued his research into techniques for teaching speech to the deaf
- 3 who assisted him in creating a device for transmitting sound by electricity
- 4 which enabled him to fund his many experiments
- 5 who convinced him that he needed to change his approach
- 6 until the Supreme Court finally ruled in Bell's favour
- 7 but he could not raise the money needed to do so

A	B	C	D	E	F

Grammar & Vocabulary -

Task 1

- 3  Read the texts given below. If necessary, transform the words in brackets to make them match grammatically with the contents of the texts. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-7.

Out of date?

Karen woke up well before her alarm was due to go off. She had set it for seven, even though it really wasn't necessary. She had an important job interview this morning and was afraid of 1) (arrive) late!

Karen jumped out of bed, showered and dressed and ran downstairs to the kitchen where her mother was eating breakfast all by 2) (her) .

"Well, good morning," she said to her daughter, rather surprised. "You don't usually get up this early on a Sunday morning!" Karen looked shocked. "You mean it isn't Monday?" she gasped. "If I had known, I 3) (not bother)!"

Stairwell racing


Stairwell racing – racing a competitor up flights of stairs in a skyscraper – 4) (consider) by many to be America's new fitness craze.

Many tall buildings host these runs, but one of the best known is the Empire State Building Run-Up. It 5) (establish) in 1977, making it the oldest of its kind.

In the ESB challenge you race up its 86 floors with a total number of 1,576 steps! The fastest speed is 10 minutes – a record which 6) (not beat) yet!

No doubt, the popularity of the ESB run 7) (spread) thanks to its association with King Kong, the gorilla that scaled the Empire State Building in the famous 1933 film.

Task 2

- 4  Read the text given below. Form derivatives from the words written in brackets and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponding with a separate task from group 1-6.

The Last Frontier

On October the 4th, 1957, the USSR took the world by surprise when they 1) (success) launched the first artificial satellite into space. The event 2) (effect) marked the beginning of the space age, which the United States would join four months later when they announced the launch of their first satellite.

After the break up of the Soviet Union, the Soviet Space Programme became known as the Russian Federal Space Agency (RSA). This 3) (govern) agency controls Russia's space science programme and general aerospace research. While the headquarters of RSA are in Moscow, its primary space flight 4) (operate) centre is located in Korolev. Both manned and unmanned launches are conducted at facilities in Kazakhstan and 5) (north) parts of Russia.

Anatoly Perminov, is the General Director of RSA. Under his leadership the programme has become stronger and more 6) (effect).

Task 3

5 Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.

EMERCOM

Ready for Anything

Its aim is simple – save lives and 1) the world a safer place. Since it was first established in 1991, this is exactly what EMERCOM, the Russian Rescue Service, has been doing. Covering land and sea, at home and abroad, the brave men and women of this invaluable service put their lives at risk on a daily basis. These individuals are trained to the highest 2) and are fully-equipped to deal with both natural disasters and man-made emergencies. EMERCOM has saved countless victims in 3) rescue missions. It has sent teams with sniffer dogs to areas hit by earthquakes and tsunamis. It has supplied mobile air hospitals and medical personnel and it has also 4) equipment to other countries and food to the hungry. In addition to its humanitarian operations abroad, EMERCOM has been highly effective within Russia. The State Fire Service has been a part of EMERCOM since 2001 and as a 5) of improved organisation and regular safety checks there have been fewer fires and more lives saved.

Of course, the best 6) to save lives is to prevent emergency situations in the first place. EMERCOM also examines risks and 7) up with plans to successfully combat any possible problem. Disasters are difficult to predict, but one thing is certain – with its dedicated personnel and state-of-the-art equipment, EMERCOM will always be there to save lives in the time of greatest need.

- | | | | |
|--------------|-------------|------------|------------|
| 1 I do | 2 make | 3 get | 4 become |
| 2 I degree | 2 point | 3 stage | 4 goal |
| 3 I lots | 2 few | 3 any | 4 many |
| 4 I involved | 2 presented | 3 provided | 4 included |
| 5 I reason | 2 result | 3 purpose | 4 object |
| 6 I manner | 2 means | 3 style | 4 way |
| 7 I brings | 2 thinks | 3 comes | 4 takes |

Speaking - Task 1

(3 minutes)

6 Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out loud. You will not have more than 1.5 minutes to read it.

There's nothing new about chess. People have been playing the game for a good fifteen hundred years. It originated in India in the sixth century. From there it spread to Persia. Eventually the Arabs brought it to Europe by way of Spain.

Modern competitive chess dates from the nineteenth century. In the early days games were not timed. Players took so long to make a move that a match could take 14 hours! It was exhausting and everyone complained about it. Finally, in 1861 the hourglass was introduced and the problem was solved.

Over the years, chess has developed a lot. The basics, however, remain the same. It was and still is a 'mind sport'. Nothing is down to chance. Chess is purely strategy and tactics. But it's not just about the game. It's about learning life skills, too. A challenging chess match improves concentration, powers of analysis and the ability to plan ahead.

Writing - Task 1

7 You have received a letter from your English-speaking pen-friend, Susan who writes:

... I have started going jogging every evening after school. What do you and your friends do to keep fit? Are there good facilities for playing sports in your town? What is the most popular way for young people to keep fit in your country? Next Saturday is my birthday. My parents have arranged a party for me ...

Write a letter to Susan.

In your letter

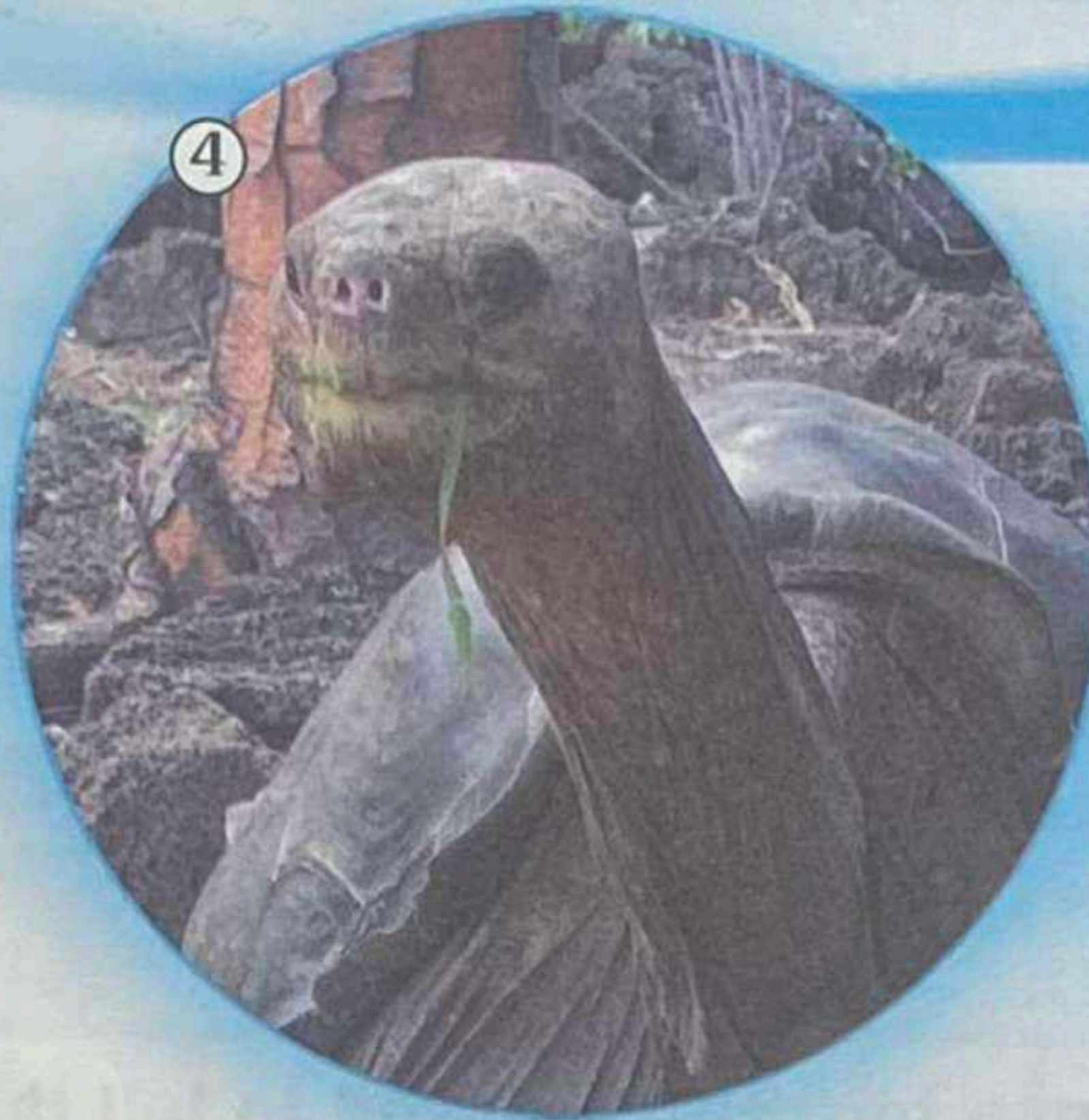
- answer her questions
- ask 3 questions about her birthday party.

Write 100-140 words.

Remember the rules of letter writing.

Module 3

Units 1-14



Survival

► Look at Module 3

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

► Find the page numbers for

- a dictionary entry
- a joke
- paragraph plans
- a website

► Listen, read and talk about ...

- evolution & conservation
- space
- food & drinks

► Learn how to ...

- make & respond positively to suggestions
- express agreement/disagreement
- decide on what to eat
- express advantages/disadvantages

► Practise ...

- inversion
- so – neither/nor
- emphatic structures
- linkers

► Write/Make ...

- a summary of a text
- a two-minute address to parliament on space colonisation
- a paragraph expressing your opinion on GM foods
- essays

Across Cultures: Banking on the Future


Literature: The Lost World

Green Issues: Deserts

Unit

3.1

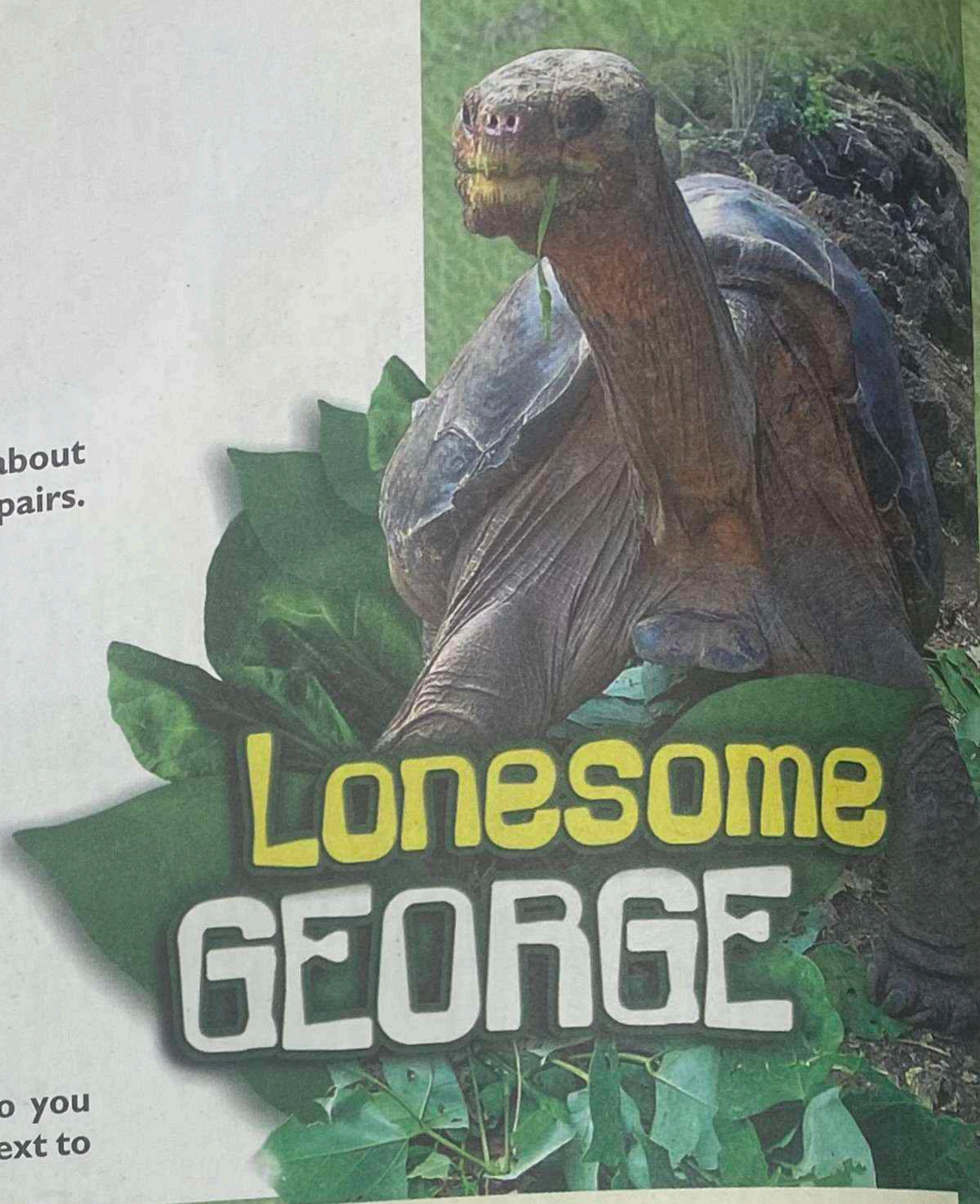
Lead-in

1  Which of the following can be true about the Galapagos giant tortoises? Decide in pairs. Listen and check.

- 1 They can weigh up to 250 kg.
- 2 They live for more than 50 years.
- 3 They sleep for much of the day.
- 4 They are herbivores.
- 5 They can survive for a long time without drinking.
- 6 The breeding season is at the end of the rainy season.
- 7 The females lay between 2 and 4 eggs.
- 8 The young tortoises hatch after around 100 days.

Reading

2 Describe the animal in the picture. Why do you think he was 'Lonesome George'? Read the text to find out.



"Lonesome George was a unique tortoise. He lived to tell the story of the existence of his subspecies on the tiny isolated island of Pinta." Tony Harper reports

Sometimes the road to romance is long. 'Lonesome George', a giant Galapagos tortoise, was the last of his subspecies and had a **profoundly** lonely existence. Living far out in the Pacific on the island of Pinta in the Galapagos Islands, he was **officially** the rarest living creature on Earth until his death in 2012 at the age of over 100.

No animal better captured the history and mysterious beauty of the Galapagos Islands than this giant tortoise. There used to be thousands of these creatures **roaming** over the islands, including the volcanic slopes of Pinta. Observation of them by Charles Darwin, who visited there in 1835, even formed part of his world-changing theory of evolution.

Sadly however, mostly as a result of centuries of passing sailors hunting the giant tortoises for food, there are now only an estimated fifteen thousand left in the Galapagos Islands. Of the fifteen known subspecies, four are already thought to be extinct, as was the Pinta giant tortoise until Lonesome George was discovered in 1971. This came as a pleasant surprise to scientists since no other Pinta tortoises had been found on Pinta Island since 1906.

In the decades that followed George's discovery, he became something of a star attraction. Conservationists at the Charles Darwin Research Station tried to rescue some of his genes by **mating** him with another tortoise. Two females from the nearby island of Isabela, the most closely related to the Pinta subspecies that could be found, were put into his **enclosure** with him in 1992.

Unfortunately, though, George failed to take the hint! Then evolutionary biologist Jeffery Powell came up with a possible reason why Lonesome George was not finding true romance with the ladies from Isabela. Perhaps, he suggested, they were simply too different to him to be a suitable match. Sailors often carried the tortoises from one island to another, he pointed out. His question, therefore, was: "How do we know these tortoises are Lonesome


George's closest relatives?" In other words, there could be a perfect Pinta match for George alive and well not just on Isabela but on some even more distant island.


To begin testing his theory, Professor Powell and his research team analysed DNA from seven Pinta tortoises – six from **deceased** museum specimens and one from George himself – and compared it with blood samples from twenty-seven giant tortoises living on the side of a volcano on the norther tip of Isabela. Among these samples, they found one tortoise, about thirty years old, with clear signs of Pinta **ancestry**. Sadly, however, the newly discovered tortoise was not a suitable romantic partner for George: he was male! He was not **pure-bred**, either. While his father was originally from Pinta Island, his mother came from Wolf Volcano on Isabela. Powell considered he had made a **breakthrough**, though, because it proved that in the recent past, a Pinta male had been breeding on the island. In that case, there was a clear possibility of finding other Pinta individuals out there, maybe even a female.

However, Powell's study had only examined a small **random** sample. So in 2008, a team of researchers returned to the Isabela volcano, where they collected more than 1,600 tortoises. To their amazement and delight, when blood samples were taken, seventeen tortoises were shown to have high levels of Pinta DNA. As tortoises can live for 150 years, some of these creatures may have been George's immediate relatives!

Now, seven of these tortoises are housed in and around George's old enclosure while the scientists **attempt** to breed them. One male and female in particular both have Pinta DNA and it is hoped that in just a few generations, 95 percent of George's 'lost' ancestral genes can be recreated. Therefore, the fate of the Pinta tortoise may not be as **bleak** as was previously thought. Meanwhile, although no longer with us, George's **status** as a conservation icon is still undisputed.

- 1 The writer mentions Charles Darwin in order to emphasise
- his importance as a scientist.
 - his link to the Galapagos Islands.
 - the large numbers of tortoises on the Galapagos Islands.
 - the significance of giant tortoises.
- 2 According to the third paragraph, what were scientists pleased about?
- There was a larger number of tortoises on the islands than previously believed.
 - One subspecies of giant tortoise was not extinct, as previously thought.
 - A new subspecies of giant tortoise had been discovered.
 - They had been the ones to make a particular discovery.
- 3 The writer uses the phrase 'he failed to take the hint' (line 26) to show that Lonesome George
- didn't behave in the way the conservationists had expected.
 - didn't seem to get on with the tortoises from Isabela.
 - behaved differently to the tortoises from Isabela.
 - wasn't used to the company of other tortoises.
- 4 In the fifth paragraph, what does the writer suggest about Pinta tortoises?
- They could have originally come from Isabela Island.
 - They may be found on islands other than Pinta Island.
 - They were brought to Pinta Island by sailors.
 - They were hunted by sailors more than other subspecies.
- 5 After carrying out his research on Isabela Island, Professor Powell
- became more uncertain about his theory.
 - was confused about Lonesome George's ancestry.
 - felt hopeful of a future discovery.
 - was disappointed with his findings.
- 6 Continued research on Isabel Island was based on
- only tortoises that had reached a certain age.
 - the tortoises from the previous study again.
 - all the tortoises on the island.
 - a much larger sample of tortoises than before.
- 7 What do we learn from the last paragraph of the article?
- The future of Pinta tortoises is now ensured.
 - Scientists can now trace Lonesome George's ancestry.
 - Lonesome George continues to symbolise conservation.
 - The prospects for successful breeding are not bright.


3  **RNE** Read the magazine article again and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.

4 a)  **Complete with:** take, suitable, blood, analyse, living, pleasant, closest, museum, star, research. **Make sentences based on the text using the completed phrases.**


- | | |
|--------------------|--------------------|
| 1 creature | 6 team |
| 2 the hint | 7 relatives |
| 3 surprise | 8 DNA |
| 4 attraction | 9 samples |
| 5 match | 10 specimens |

b) Explain the words in bold.

Listening & Speaking

5  Listen as you read the text again. Say four facts you remember from it.

Writing

6  Complete the sentences to summarise the text. Read your summary to your partner.

Lonesome George lived in 1) and was the last 2) He died in 3) Some species of Galapagos giant tortoises are facing extinction because of 4) in the past. Lonesome George, from a subspecies previously thought to be extinct, was discovered in 5) and was then placed in 6) Unfortunately, he couldn't 7) According to researchers, this was possibly because he was 8) from the other tortoises. Eventually 9) with a very similar DNA to Lonesome George were found. By breeding them, it is hoped to recreate George's 10)


ICT What is an ecosystem? Why is it important to preserve it? In groups collect information. Present it to the class. You can visit this website: <http://en.wikipedia.org/wiki/Ecosystem>

Unit

3.2

Vocabulary & Grammar

- Evolution

- 1  **Complete with:** genes, continuously, chance, identical, adapts, carry out, inherit, creation.

All life forms on earth are evolving 1) Changes in the genetic material of animals, insects and plants can eventually lead to the 2) of new species.

In most species, two sets of 3) from the parents combine at the reproduction stage to create a unique offspring that is not 4) to its parents.


Genetic variation happens randomly. This is important in order to increase the 5) of survival and further reproduction. The species 6) itself to environmental changes in this way. Over time, helpful characteristics become more common and unhelpful ones disappear. This is part of the process of natural selection.

We all 7) our characteristics from our parents. How this happens is of constant interest to evolutionary biologists who 8) the work of developing and testing theories of evolution.

- 2 **Choose the correct word. Give reasons. Make sentences using the other option.**

- 1 All present day **living/alive** organisms have evolved from earlier species.
- 2 All life is related and we all **share/split** a common ancestor.
- 3 Some species are more closely **related/associated** than others.
- 4 Genetic characteristics are **passed/offered** from parent to offspring.
- 5 Advantageous genetic characteristics are passed on to **successive/consecutive** generations.
- 6 A basic law of nature is the **existence/survival** of the fittest.
- 7 An example of a(n) **inherited/left** ability in humans is being able to roll one's tongue.
- 8 Environmental conditions may affect **natural/physical** selection.

Listening & Speaking

- 3  Listen to two people talking. What are they talking about? What do they decide to do?

Everyday English

- Making & responding to suggestions
- 4 **The local river is being polluted by factories and visitors. Use the phrases below to talk about how to protect it.**


Making suggestions

- For a start we could ...
- We could/might ...
- Do you think we should ...?
- Why don't we ...?

Responding positively to suggestions

- That's a good idea.
- Yes, I think that would work!
- Now you're talking

- Conservation

- 5  **Complete with the following words/phrases:** in the wild, hunted, decline, competition for food, loss of habitat, destruction, trade, illegal hunting, rare, drop.


UNDER

THREAT

Did you know?


- 1 A hundred years ago there were as many as 100,000 tigers, but now, due to their 1) and 2) for their fur and bones, there are only around 5,000 left 3)!
- 2 Elephants are 4) for their ivory tusks. This illegal 5) in ivory, combined with the loss of its forest home in Asia has led the numbers of Asian elephants to 6) to around 40,000.
- 3 The red squirrel is now 7) in Britain and in fact is considered an endangered species. Causes for its 8) are the 9) of its woodland habitat and 10) with the grey squirrel.

- Prepositions

6  **Complete with:** with, on, at, from, to, in. **Check in Appendix II.**

- 1 Many animals have had to adapt changing environmental conditions.
- 2 Park rangers have to deal many problems including poaching and forest fires.
- 3 Governments and conservation groups need to co-operate each other.
- 4 Giant Tortoises move average at 0.16 miles per hour.
- 5 Galapagos tortoises differ other tortoises in terms of their size and the shape of their shell.
- 6 The Charles Darwin Research Centre has been successful breeding giant tortoises.
- 7 Nature does not pick genetic traits random.
- 8 People who breed plants and animals are a sense practising artificial selection.

- Inversion **GR pp. 170-171**

7  **Complete the sentences.**

- 1 They rarely go out these days.
Rarely *do they go out these days.*
- 2 You can eat at this restaurant only if you have a reservation.
Only if
- 3 She didn't speak once all evening.
Not
- 4 If it gets any warmer, we'll turn on the air conditioning.
Should
- 5 He didn't know that we had planned a surprise party for him.
Little
- 6 If you had come to the party you would have enjoyed it.
Had
- 7 Kim won't forgive him under any circumstances.
Under
- 8 She had just left when the phone rang.
No

- Expressing Agreement


8 **Study the examples then respond to the statements 1-5.**

I like tortoises. So do I.

I couldn't answer the question. Neither/Nor could I.

- 1 I'd like to go to the Galapagos Islands one day.
- 2 I think evolution is an interesting subject.
- 3 I didn't realise there was only one Pinta giant tortoise left.
- 4 I feel sorry for Lonesome George.
- 5 I wouldn't like to be the last of my kind.

- Multiple choice cloze

9  **RNE Read the text with the gaps marked by numbers 1-7. Choose the correct answer.**

Heredity




The genes for certain characteristics are passed down from parents to children. For example, parents with brown eyes often **1) deliver/have /provide/give** birth to children with brown eyes. **2) Some/Each/Every/All** now and again, though, this doesn't work and parents with brown eyes can have a blue-eyed baby. This is explained by a principle called segregation.

Hereditary traits are **3) made/determined/detected/resolved** by specific genes and each individual carries two genes for each trait, one from each parent. When an individual reproduces, the two genes split up or segregate into the two types of male and female cells that join **4) together/across/with/in** to make a new individual. Inherited characteristics come from specific genes. There is a different gene for each different characteristic. There is a gene for height, a gene for hair colour, a gene for eye colour and so on. Variations of the gene for the same trait are **5) entitled/called/known/told** alleles.

In each gene **6) pair/couple/team/twin**, one of the two genes is dominant over the other. The dominant allele will hide the recessive allele. For example, if, the father gives a brown allele of the eye colour gene, and the mother gives a blue allele, the child will have brown eyes. This is because brown eye colour is dominant and blue is recessive. Sometimes two genes are co-dominant, as in the case of skin colour, for example. The child of a dark skinned person and a pale-skinned person, therefore, will be a **7) union/combination/match/total** of the two.

Lead-in

1 Name the planets in our solar system. Which is the closest/ farthest from the Sun? What's the difference between a star and a planet?


2  Complete the sentences with the words. Which of these facts did you know?

- dwarf • asteroids • constellations
- moons • supernova • comets

- 1 form tails when they pass through the inner solar system.
- 2 orbit the Sun in the same direction as the Earth.
- 3 Mars has two: Deimos and Phobos.
- 4 Pluto is an icy planet that can't clear debris from its orbit.
- 5 are easy-to-remember patterns of stars, and help us locate the various stars in the night sky.
- 6 A occurs when a high mass star reaches the end of its life and explodes.

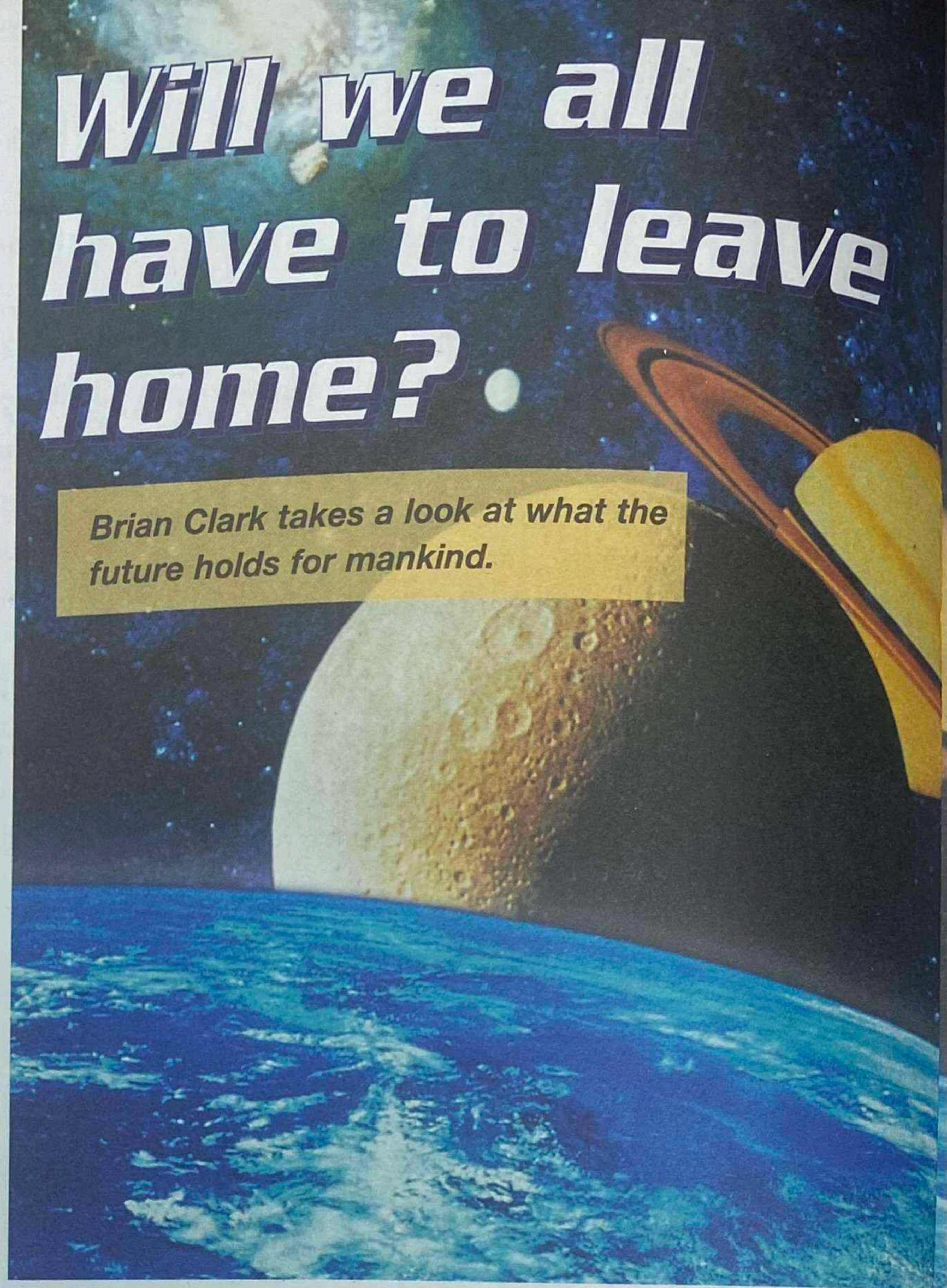
Reading

3 "If the human race is to continue for another million years, we will have to boldly go where no one has gone before," said Professor Stephen Hawking, the renowned University of Cambridge physicist. How is this quotation related to the title of the text? What does the professor mean? Read through to find out.

4  **RNE** Read the text again and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.

Will we all have to leave home?

Brian Clark takes a look at what the future holds for mankind.



- 1 which would orbit the Earth and provide wonderful living conditions
- 2 although they give different reasons
- 3 which means we will have to go even further afield
- 4 because the average life of a species rarely exceeds 100,000 years
- 5 which is as long as humans have walked the face of the Earth
- 6 ever since Jules Verne wrote *From the Earth to the Moon* in 1865
- 7 which is an idea being explored by NASA

A	B	C	D	E	F

5 Match the words in bold to their meanings.

- last • strain • maintain • attracted • become extremely weak • large cupboard/room to keep food • hold together and twist • destroyed • suggested • circling

The idea that human beings will eventually colonise space, has been at the heart of science fiction **A)** Lovers of this type of fiction have always been **captivated** by the idea of travelling through space and discovering the perfect unspoilt planet to colonise and create the ideal existence for humanity, but the idea has never been taken seriously – until now.

Professor Stephen Hawking argued that, if the human species is to survive, then we should start planning for the **ultimate** move. He feared that life on Earth was facing an increasing risk of being **wiped out** by a disaster such as sudden global warming or a genetically engineered virus. It is a prospect that hardly bears thinking about.

Other experts have echoed Hawking's beliefs, **B)** They point out that we are rapidly exhausting the Earth's resources while the population continues to grow. Within one hundred years or so, if present trends continue, they predict that our planet will have been reduced to a barren wasteland. With nothing left in the **larder**, we shall all have to leave home, and there will be no return.

However, just how realistic is such a move? Given the known laws of the universe, travelling to a planet capable of supporting human life remains an impossibility. Even the journey to Alpha Centauri, the nearest star beyond our sun, would take about 100,000 years, **C)**


To make matters worse, no planets matching the conditions required for human survival have been identified **orbiting** our nearest neighbour. To find such a planet we will have to go

even farther afield. One possible candidate has been discovered circling a star 15 light-years away. Unfortunately, it would take more than 300,000 years to get there, and there are no guarantees that it can support life as we know it.

Clearly then, unless scientists come up with a way for us to travel faster than the speed of light, we shall have to look for alternative solutions. One idea, first **proposed** by scientist Gerald O'Neill in the 1970s, would be to construct gigantic aluminium tubes **D)** This seems an unlikely option. The only space station to have been built so far, at enormous cost, can support only six people at a time, and they require supplies from Earth.



A more realistic possibility is to build a permanent base on the moon, perhaps as a stepping stone for voyages to other planets, **E)** Unfortunately, it would be difficult to **sustain** life on an airless, lifeless rock. Specialists also note that bones and muscles would, in the long term, **waste away** in the low gravity.

There is no doubt that our planet is struggling under the **burden** of humanity. Some experts claim that we are living on borrowed time already, **F)** However, that does not mean that we should just **wring** our hands in despair. History shows that man has an incredible capacity to adapt and survive. It is worth remembering that only a few years ago things that we now take for granted, such as instant communications through the Internet, would have seemed impossible. Perhaps we shall soon see the dreams of science-fiction writers become reality after all.

6  **Complete with:** instant, despair, ultimate, homo, alternative, colonise, increasing, borrowed, exhaust, granted, barren, stepping. **Make sentences using the completed phrases.**

- | | |
|----------------------------|---------------------------------|
| 1 sapiens | 7 (the) Earth's resources |
| 2 space | 8 stone |
| 3 take for | 9 live on time |
| 4 wring our hands in | 10 communications |
| 5 move | 11 wasteland |
| 6 solutions | 12 a(n) risk |

Listening

7   **Listen as you read the text again. Decide if the statements are T (true) or F (false).**

- Nobody really takes the possibility of Space colonisation seriously.
- Some experts are trying to stop the growth of the world's population.
- No planet capable of supporting human life has been discovered.
- A space station would not be able to support large numbers of people.
- Most species become extinct after 100,000 years.

Speaking & Writing

8 **In your own words answer the questions.**

- Why should people start thinking seriously of creating space colonies according to the text?
- What problems does space colonisation present?
- THINK!** What does the author mean when he says "History shows that man has an incredible capacity to adapt and survive?"


9 **Imagine you are a member of an international youth parliament. Prepare a two-minute address to the parliament on space colonisation. Explain what space colonisation is and if money should be spent on this.**

Unit

3.4

Vocabulary & Grammar


- Space

- 1  **Complete with:** orbit, space exploration, gather, natural resources, scientific breakthrough, launch, observation satellites, magnetic field, manned, colonisation, mission.



Did you know?

- 1 Vostok 1 was the first spaceflight and the first orbital spaceflight.
- 2 A team of scientists have recently made a to help protect astronauts from solar radiation.
- 3 Rosetta is the first spacecraft on a landing headed for a comet. Once it has landed it will data and transmit it back to Earth.
- 4 There are over 8,600 man-made satellites currently in around the Earth.
- 5 The head of NASA admitted in 2005 that space is the ultimate goal of all current spaceflight programmes.
- 6 The Northern Lights are a result of charged particles being trapped in the Earth's
- 7 There are currently 42 Earth that allow scientists to monitor our planet.
- 8 NASA has moved into a new era of and is developing a new mode of space transportation called Ares I to take humans to the Moon and then to Mars.
- 9 The main problem with colonising the Moon is a basic lack of
- 10 At the of a space shuttle the external tank contains almost 2,000,000 litres of liquid oxygen and liquid hydrogen to fuel its engines.

- 2  **Decide on the correct word to complete the blanks:** inhabitants, dwellers, lodgers, occupants, tenants, owners, natives.

- 1 More and more people are becoming city these days.

- 2 Tom took in a couple of to help pay his mortgage.
- 3 The house was put up for sale by the
- 4 London has around 13 million in the metropolitan area.
- 5 Landlords have to make sure their don't have problems such as leaking roofs or broken windows.
- 6 Tina and Toby are of Lancashire whereas everyone else came from Yorkshire.
- 7 When they moved in, they found that the previous had taken all the fixtures and fittings with them.

- 3 **Choose the correct word. Then translate the sentences into Russian.**

- 1 The government promised to **improve/extend** living conditions in both urban and rural communities.
- 2 They have promised that additional **funds/accounts** will be allocated to the redevelopment scheme.
- 3 The housing committee must respond to **social/communal** demands.
- 4 The rehabilitation programme has had a direct **contact/impact** on housing and schools in the area.
- 5 The scheme has improved **availability/access** to local public services.
- 6 The **bottom/root** cause of the problems in the area is unemployment.
- 7 Technological innovations of the modern industrial **time/age** have changed the way we live and work.
- 8 Even in times of hardship, people do their best to **remain/maintain** standards of respectability.
- 9 Due to smog, the authorities **forced/imposed** a total ban on all cars entering the city centre.
- 10 The local health authority is taking a more holistic approach to health **services/offers**.

- Emphatic structures **GR p. 174**

- 4 **Rewrite the sentences giving emphasis to the words in bold.**

- 1 **James** moved to the countryside.
It was James who moved to the countryside.
- 2 Did **you** take the dog for a walk?
- 3 You need a **holiday**.
- 4 **Grace** won the competition.
- 5 **Kate** deserves the highest mark.
- 6 **Why** do you always drive so fast?
- 7 **He** paid her rent for her.
- 8 Are you upset with **Derek**?

Everyday English

- Expressing advantages/disadvantages

5 **Work in pairs. Use the language in the box to discuss which lifestyle you would choose.**

Expressing advantages/disadvantages

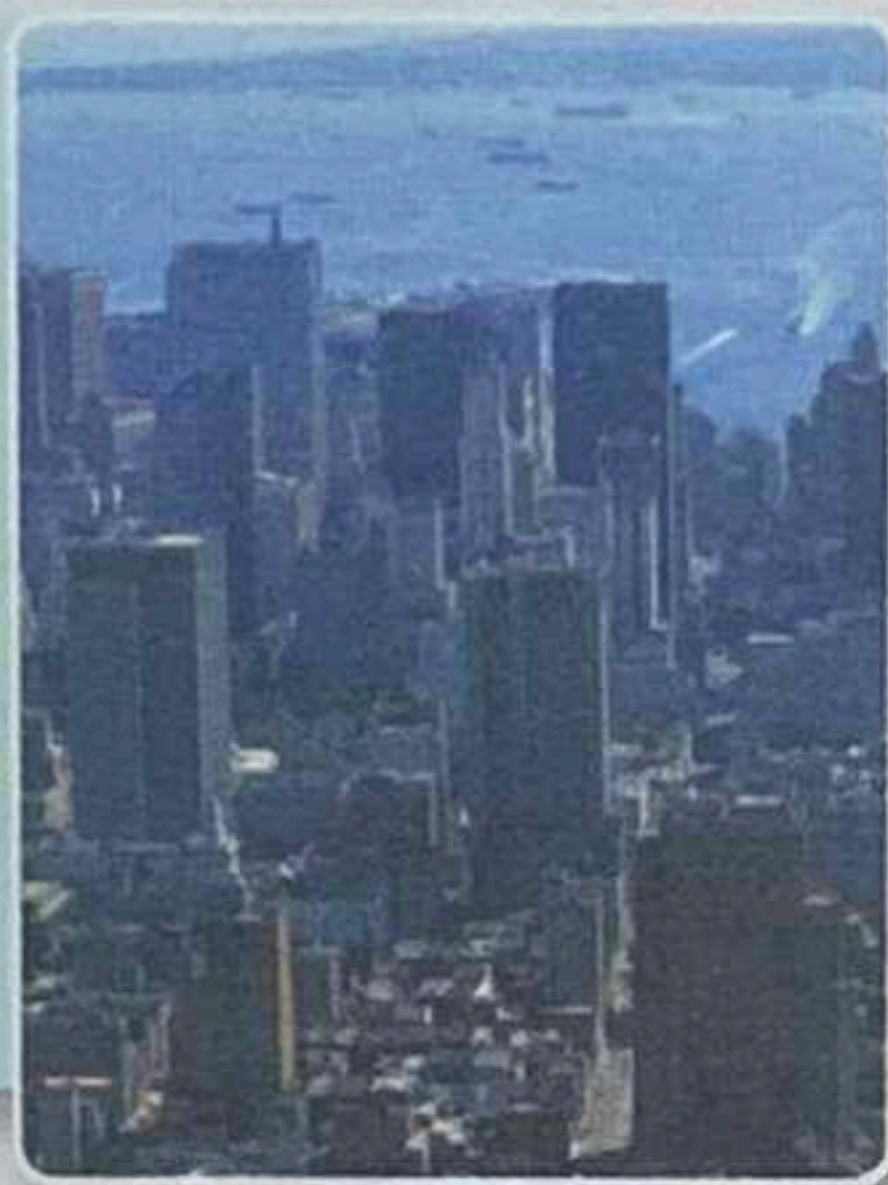
- One of the main (dis)advantages of
- One important thing is What is more,
- The worst thing about it is

Agreeing/Disagreeing

- You've got a point there. • I'm not at all sure I agree with you. • I suppose you're right.
- I (don't) quite agree on that.

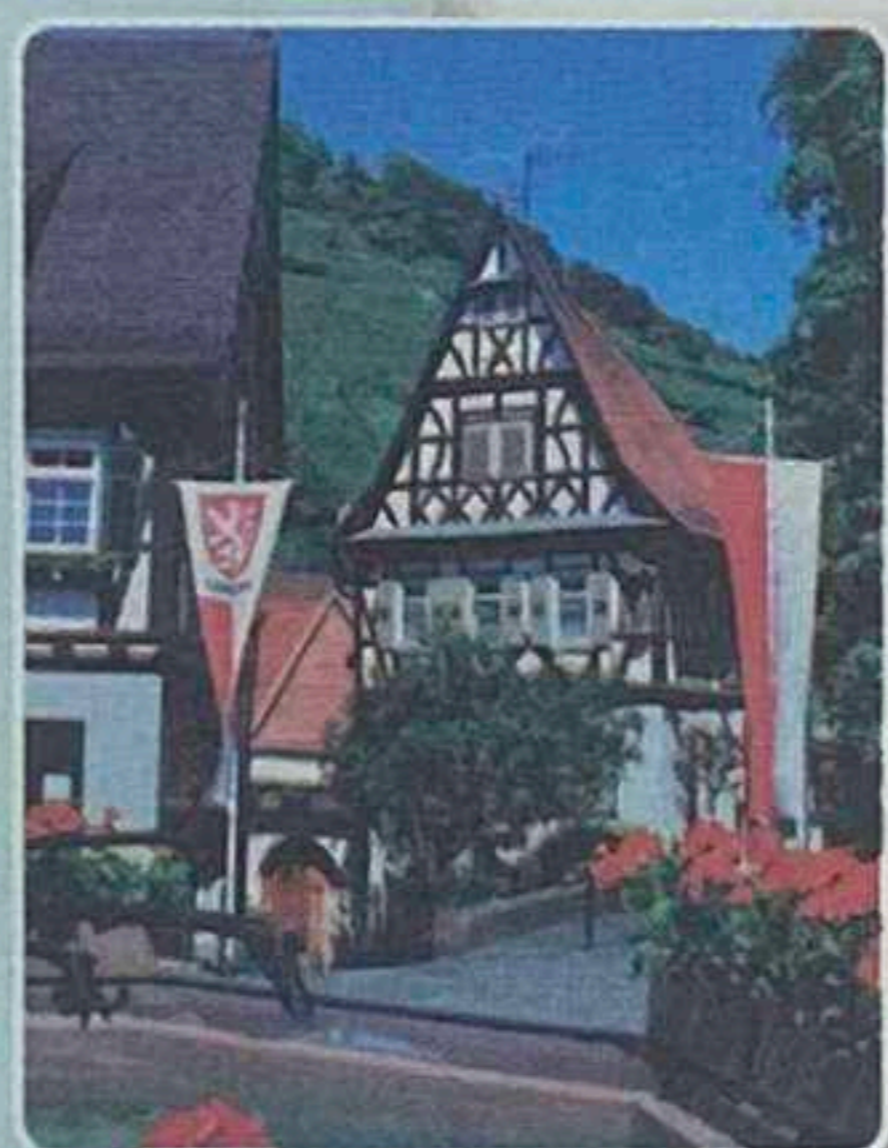
Pros: convenient public transport, entertainment facilities, lots of schools, hospitals close at hand, career prospects

Cons: high pollution levels, stressful/fast pace of life, noise, traffic jams, hectic lifestyle



Pros: picturesque surroundings, friendly people, peace & quiet, low pollution levels, larger houses, close-knit communities

Cons: poor entertainment facilities, poor transport links, few schools, isolated, no variety of jobs, not enough education opportunities



- Key word transformations

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

- If you don't study Physics, you won't learn about space.
unless You won't learn about space Physics.
- If you save up enough money, you can buy a telescope.
provided You can buy a telescope, enough money.
- You mustn't miss the opportunity to hear this lecturer.
advantage You must the opportunity to hear this lecturer.
- Even though the world has economic problems, space research continues.
despite The world continues with space research economic problems.

7 **RNE** Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.

Could Mars be home?

Both 1) (**novel**) and scientists have long wondered if Mars could ever be habitable. To colonise Mars we would need the basic requirements for survival, such as air, water and a climate 2) (**suit**) for food production.

In 2008, a space mission to Mars indicated that Martian soil is similar to Earth's, contains nutrients and is capable of supporting life. Another 3) (**discover**) the scientists made is that there is ice below the surface of the planet. If the surface of Mars could be warmed by the release of greenhouse gases, the trapped ice would melt and water would fill the valleys and craters.

Strangely enough, 4) (**globe**) warming, the very problem that threatens our planet, could be the solution to making another planet habitable. The colonisation of Mars has always seemed like an 5) (**possible**) dream only to be found in science fiction but scientists are now pursuing ways to make it a 6) (**real**) one day in the future.

Listening & Writing

8 **Listen to two people talking about spending money on space exploration. Who's in favour of/against it? What points does each person mention?**

9 **THINK!** Spend three minutes writing a few sentences on space exploration. Read your sentences to the class.

Unit 3.5

Lead-in

- 1 Read the dictionary entry.


GM foods /dʒɪ em 'fʊ:dz/ = foods made from genetically modified organisms (GMO) in which the genetic material (DNA) has been altered in a way that does not occur naturally (e.g. tomatoes, corn, soya beans, etc)

Why do you think GM foods are produced? With a partner discuss the advantages and disadvantages of GM foods. Use the words and phrases below.

- nutritional value • price • crop protection • disease resistant • unknown effects • unnatural • controversial

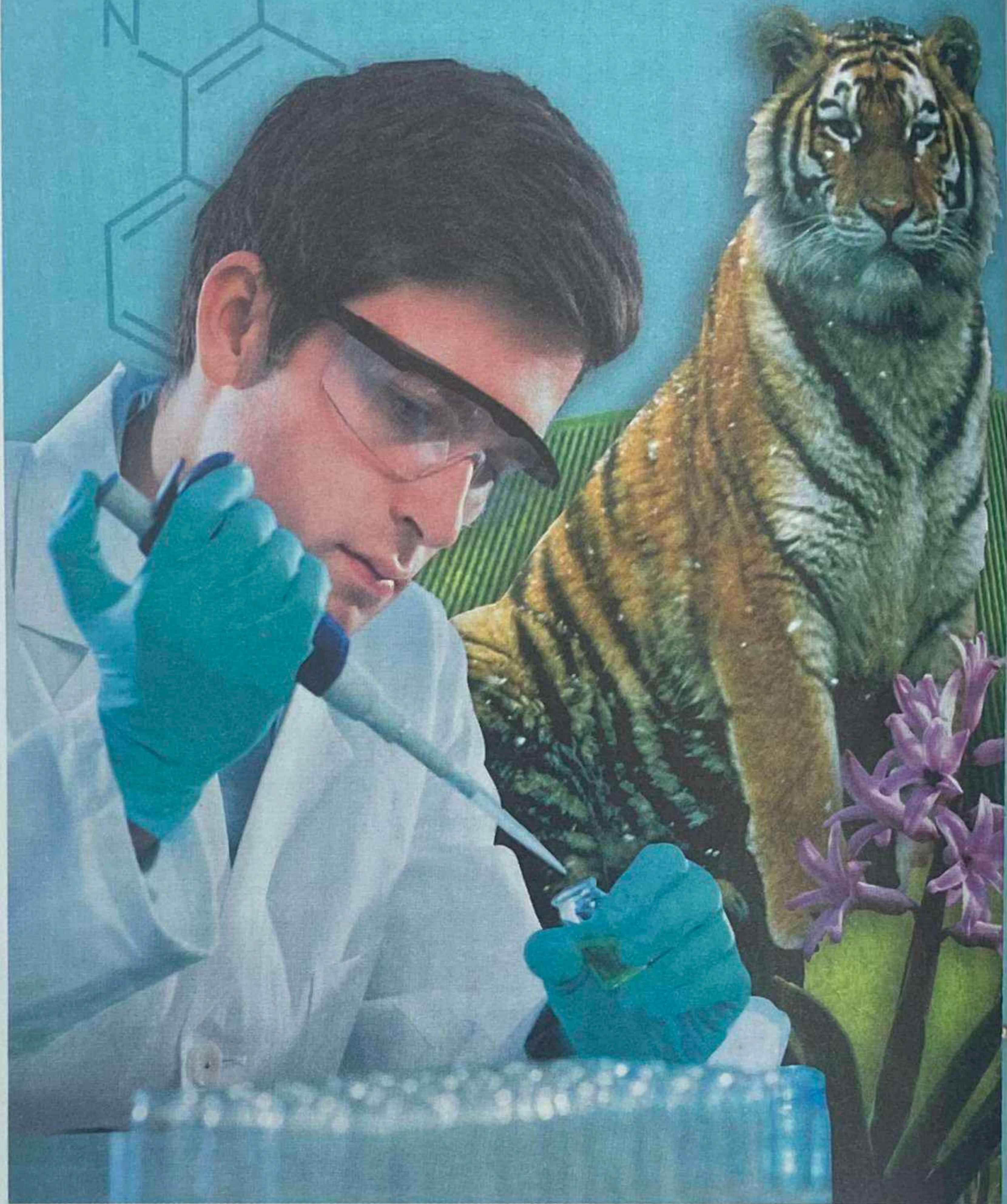
Reading

- 2 Scan the texts to find out which ones mention GM foods. What are the other texts about?

- 3  **RNE** Match texts A-G with headings 1-8. Each number can only be used once. There is one extra heading.


- 1 How they were divided
- 2 How old ways can work
- 3 What a new species resembles
- 4 What threatens a traditional pursuit
- 5 Why it is under threat
- 6 How old the method is
- 7 Why the disease took hold
- 8 Not just sweet

Science VS NATURE




- 4 Match the words in bold to their meanings.

- preventing infection • a protest group • a large meeting
- delivery • growing • extremely poor • make sure of
- sensitive • disruption • moving/travelling • cut off
- a structure housing bees

- 5  **Complete with:** farming, mysterious, fully, crop, conventional, scientific. **Make sentences using the completed phrases. Then translate extracts 3 and 6 into Russian.**

- | | |
|-------------------|------------------|
| 1 failure | 4 medicine |
| 2 knowledge | 5 methods |
| 3 diseases | 6 grown |

Listening & Speaking

- 6  Listen as you read the texts again. Tell your partner three things you found interesting in the texts and why they interest you.

A Ben Goldsmith was one of a number of organic farmers at the **conference** on the future of farming. In his speech he pointed out that there was no reason to suggest that farmers will not be able to produce enough food for everyone in the future using traditional farming methods. He claims that the problem is one of **distribution**, not production and that genetically modified foods will not solve this problem.

B The history of beekeeping dates back at least 3,000 years but recently there have been threats to bee populations all over the world from mysterious diseases. One of the most serious is colony collapse disorder (CCD) which occurs when worker bees fail to return to the **hive**. There have been many theories put forward as to the causes of this phenomenon, including GM crops, global warming and **interference** from mobile phone networks.

C The largest tiger in the world is the Amur tiger, often referred to as the Siberian tiger. Measuring up to 3 metres in length, a fully grown adult male can weigh anything up to 300 kg. The Amur tiger is a protected species but conservation is difficult due to the fact that the tigers need a very large area to hunt in to **ensure** their survival in long cold winters. Although by the 1950s only 50 tigers remained in the wild, their numbers have grown and there are now over 400 of them.

D One of the things the anti-GM food **lobby** overlooks is the fact that farmers have been genetically engineering food for thousands of years by **cultivating** hybrids, which means putting two varieties of plant together to make a new variety. The difference today is that scientific knowledge and technology have advanced to the point where we can alter a plant to make it resistant to disease, stop insects eating it and even develop foods that are more nutritious.

E New research has revealed that the extinct Caspian tiger lives on in the Siberian tiger. Once thought to be a sub species, the Caspian tiger has been discovered to have DNA which is almost identical to the Siberian tiger. The scientists have concluded that the reason the two are so alike is because both were descended from the same **migrating** ancestor but that the two groups were later **isolated** in different areas by hunters.

F When the potato was introduced to Europe from South America in the 16th century, only a few varieties were established and this left crops **vulnerable** to disease. To help prevent crop failure, potatoes should not be grown in the same soil for two years in a row. Unfortunately, in the mid 1800s the **impoverished** tenant farmers of Ireland had no option but to use the same small plots of land for growing potatoes year after year and this is what led to the Great Potato Famine.

G The use of honey in healing is much older than medicine itself, and the Father of Medicine, Hippocrates, used it to treat a variety of conditions. However, it is only recently that the **antiseptic** and antibacterial properties of honey have been chemically explained. Researchers are currently looking into ways in which the use of honey can help conventional medicine in the treatment of drug resistant infections.



A	B	C	D	E	F	G

Writing

- 7** **THINK!** Opinions are divided on GM foods. Some believe the new technology will improve our lives, whereas others fear it will be harmful to human health. What is your opinion? In five minutes write a short paragraph stating your opinion and supporting it with reasons/ examples. Read your paragraph to your partner.


- ICT** Find out more about the Amur/Siberian tiger and present your findings to the class. You can visit this website:
<http://animals.nationalgeographic.com/animals/mammals/siberian-tiger.html>

Unit


3.6

Vocabulary & Grammar


- Food and Drinks

1  **Complete with:** peel, grate, core, melt, slice, mix, beat, toss, drain, separate, crush.

- Sam likes to some cheese and sprinkle it on top of his chips.
- You have to peel and apples before you bake them.
- If you don't the water from boiled potatoes, they go mushy.
- the whites from the yolks of the eggs and put them in different bowls.
- This recipe is very easy; all you do is all the ingredients together.
- the eggs until they are light and fluffy.
- Before you an onion, cut off the top and bottom and away the skin.
- You have to a salad to make sure the dressing coats all of it.
- When you garlic, the flavour really comes out.
- the butter in a hot frying pan, then add the mushrooms.

2  **Match the food items to their flavours.**


- cream
- plain rice
- chilli pepper
- lemons
- pizza
- peanuts
- chocolate
- honey

- 
- sweet
 - sour
 - bitter
 - hot & spicy
 - bland
 - salty
 - savoury
 - rich

3 Choose the correct word. Compare with a partner. Then translate the sentences into Russian.

- Do pineapples **grow/grow up** in your region?
- Undernourished people have a **poor/rich** diet.
- Sushi is often made with **cooked/raw** fish.
- Turkey is a **thin/lean** meat.
- There are certain foods to **avoid/miss** if you are on a diet.
- Many markets have a wide range of **frozen/freezing** meals.
- I'm **rich/full**. I can't eat any more, thanks.
- I need a cup of **heavy/strong** black coffee to wake me up.
- I'd like some strawberry **tasting/flavoured** ice cream, please.
- As the cake bakes, it **rises/increases**.
- Fill/Pour** the mixture into a tin and bake for 1 hour.
- Would you like another **helping/amount** of ice cream?
- Take a **sip/swallow** of this and tell me if you like it.
- You can serve strawberries with **whipped/crushed** cream.
- For the **additive/topping** you can use cream or ice cream.



4  **Complete with:**

A **sprinkle** **spread** **dust**

- the icing on the cake with a spatula.
- the top of the cake lightly with icing sugar.
- To finish, you can a handful of crushed nuts on top.

B **whip** **beat** **mix** **blend**


- all the ingredients and stir with a wooden spoon.
- You have to the cream until it's thick.
- Use a food processor to everything into a creamy mixture.
- the eggs in a bowl with a fork.

C **raw** **ripe** **rotten**

- We have to throw this fruit away; it's all
- The only vegetables she likes are carrots.
- Don't eat these bananas; they aren't yet.


D **instructions** **recipe** **prescription** **receipt**

- Can you get this made up at the chemist's, please?
- I'm using my grandmother's to make a cake.
- How much did you pay? Do you have the
- All you have to do is follow the on the packet.

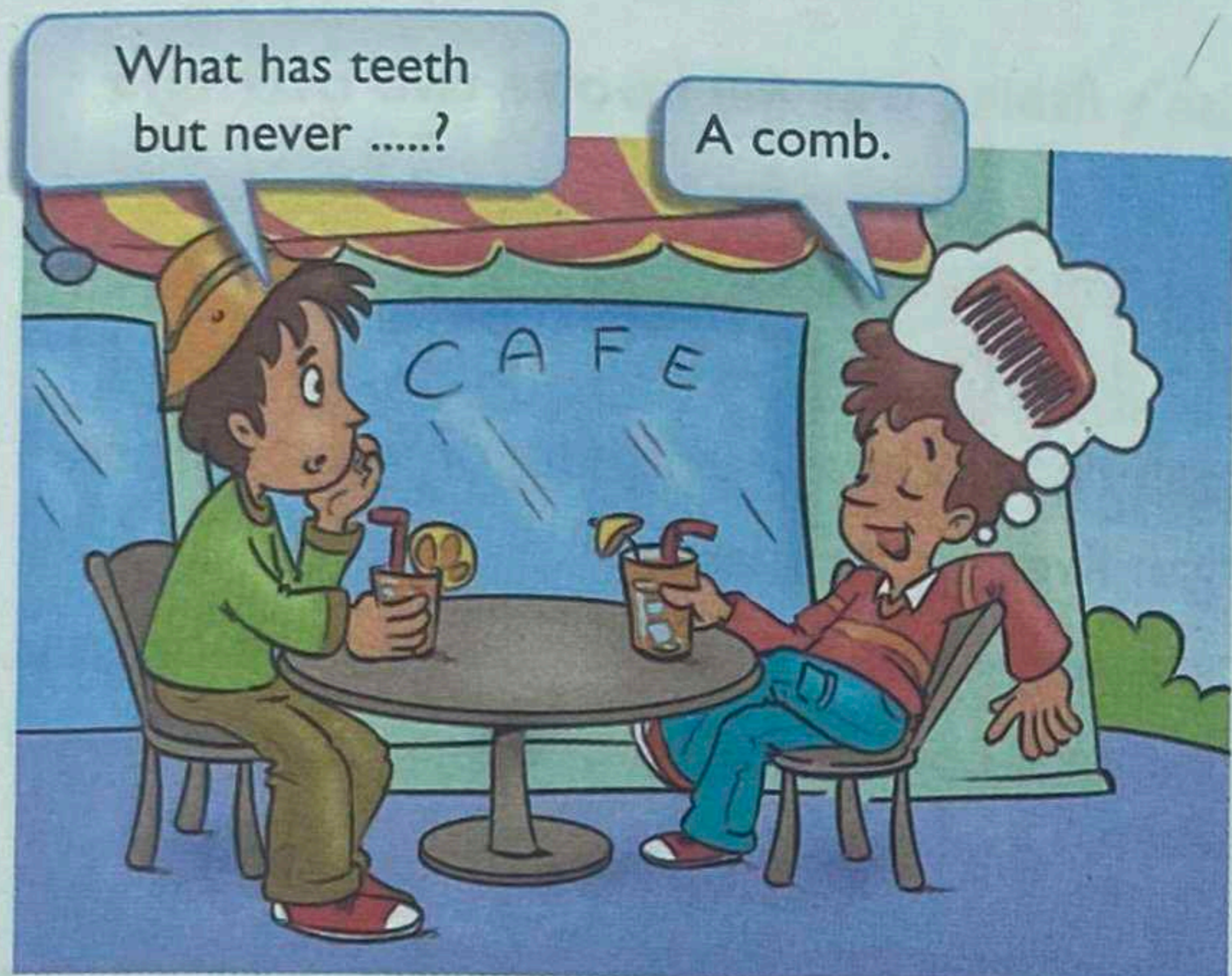
5  **Complete with:** bar, loaf, can, piece, carton, portion, jar, spoonful, pot. **Which nouns are countable/uncountable/ both? Give examples.**


- | | |
|----------------------|--------------------|
| 1 of bread | 6 of cola |
| 2 of milk | 7 of jam |
| 3 of cake | 8 of chips |
| 4 of sugar | 9 of yoghurt |
| 5 of chocolate | |

- Words often confused

6  **Complete with:** bite, munch, chew, swallow, sip, grind. **Then, use a verb to complete the joke.**


- 1 You should always your food properly.
- 2 You should it slowly if it's too hot to drink.
- 3 You can put the peppercorns in a mill to them.
- 4 Can I have a of your chocolate bar?
- 5 I hate it when people popcorn noisily all through the film at the cinema.
- 6 Don't it all at once; eat it slowly!



7  **Complete the sentences using the words in brackets. Use two to five words.**

- 1 It has rained a lot this year.
We've had (**deal**) this year.
- 2 The two brothers look the same to me.
I (**tell**) between the two brothers.
- 3 It's his duty to deal with customers' complaints.
He (**responsible**) with customers' complaints.
- 4 There's almost no pizza left.
There's (**hardly**) left.
- 5 They say that the ruins were discovered by a young boy.
The ancient ruins (**said**) discovered by a young boy.

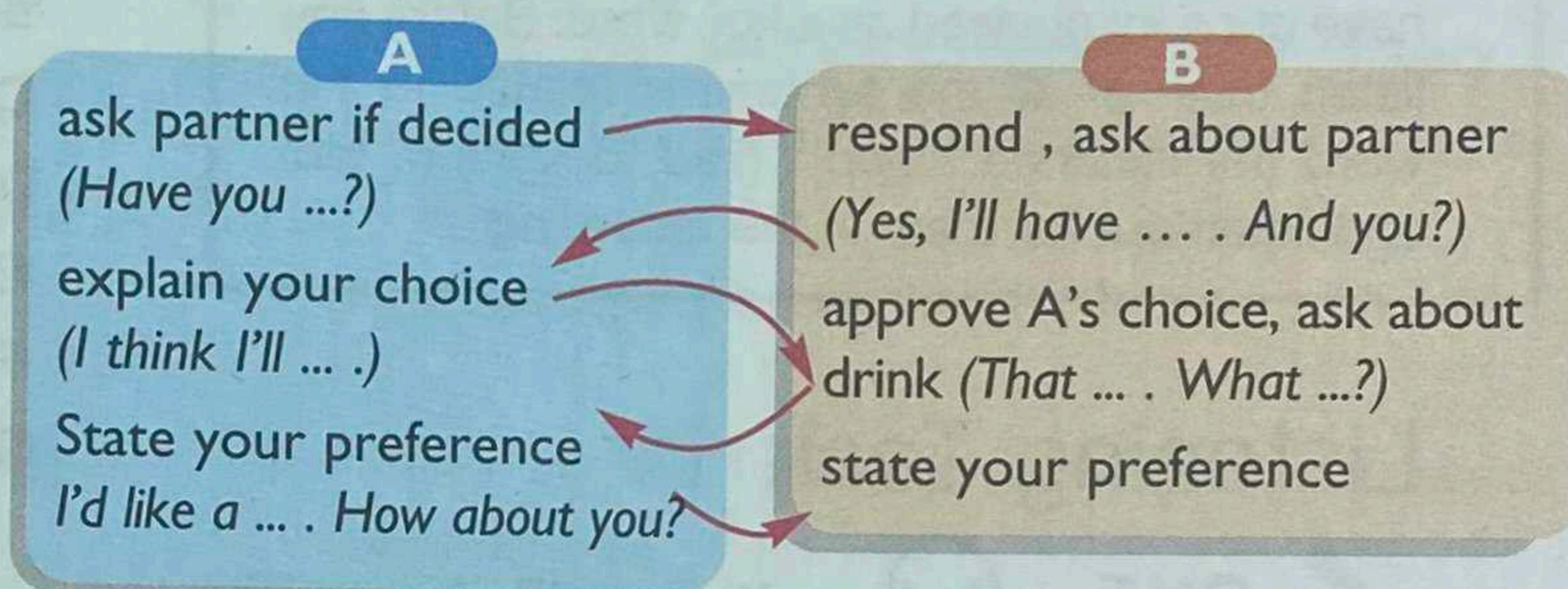
Listening

8  **Listen to a dialogue between two friends. Where does it take place? Why are they there? What do they decide to have?**


Everyday English

- Deciding on food/drink
- 9 **Imagine you are at a restaurant with your friend. Use the phrases below to act out your dialogue deciding what to eat/drink.**

Asking about food/drink	
• Have you decided yet?	• I'll have How about/And you?
• What would you like to start with?	• Would you like ...?
• And to follow?	• What about something to drink?
Replying	
• Yes, I have./No, I haven't.	• That sounds I think I'll have
• I'd like a	• No, thank you. I'm fine.



- Word formation

10  **RNE** Read the text given below. Form derivatives from the words in brackets and marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.

MANGOES



Mangoes are a tropical fruit that have been cultivated on the Indian subcontinent for thousands of years. Their 1) (**introduce**) to other parts of the world began in the 5th century BC and they are now grown in many regions which have a tropical or subtropical climate. There are many different 2) (**vary**) of mango and each has its own unique flavour. Although many types of mango are 3) (**extreme**) sweet they are also used in hot and 4) (**spice**) dishes, too. Not only are they used in the 5) (**prepare**) of many different dishes, but the smaller types of mango can also be grown in containers as 6) (**ornament**) plants.

Unit 3.7

Listening Skills

Tip



Don't worry if you don't get the answers the first time you hear the recording. Try to relax and remember you will hear the recording twice.

Study Skills

Listening Skills: Synonyms

REMEMBER: Think of/Listen for words that mean the same as the words in the sentences (synonyms) and related words. For example, you have chosen: pleased as a key word. Before you listen think of all the synonyms related to the word (for instance, *happy, glad, delighted*, etc) and listen out for them in the recording.



Listening Task 1

1  **RNE**  You will hear six monologues. Match each speaker's monologue A-F with the statements given in the list 1-7. Each statement can be used only once. One of the statements is extra. You will hear the recording twice.

- 1 I believe endangered species are everybody's responsibility.
- 2 I know animals can be so much more than just pets.
- 3 I feel some animals should not be kept as pets.
- 4 I am committed to helping save wildlife.
- 5 I don't think zoos are the solution to endangered species.
- 6 I am pleased about the worldwide effort to help species recover.
- 7 I think it's important to think carefully before getting a pet.

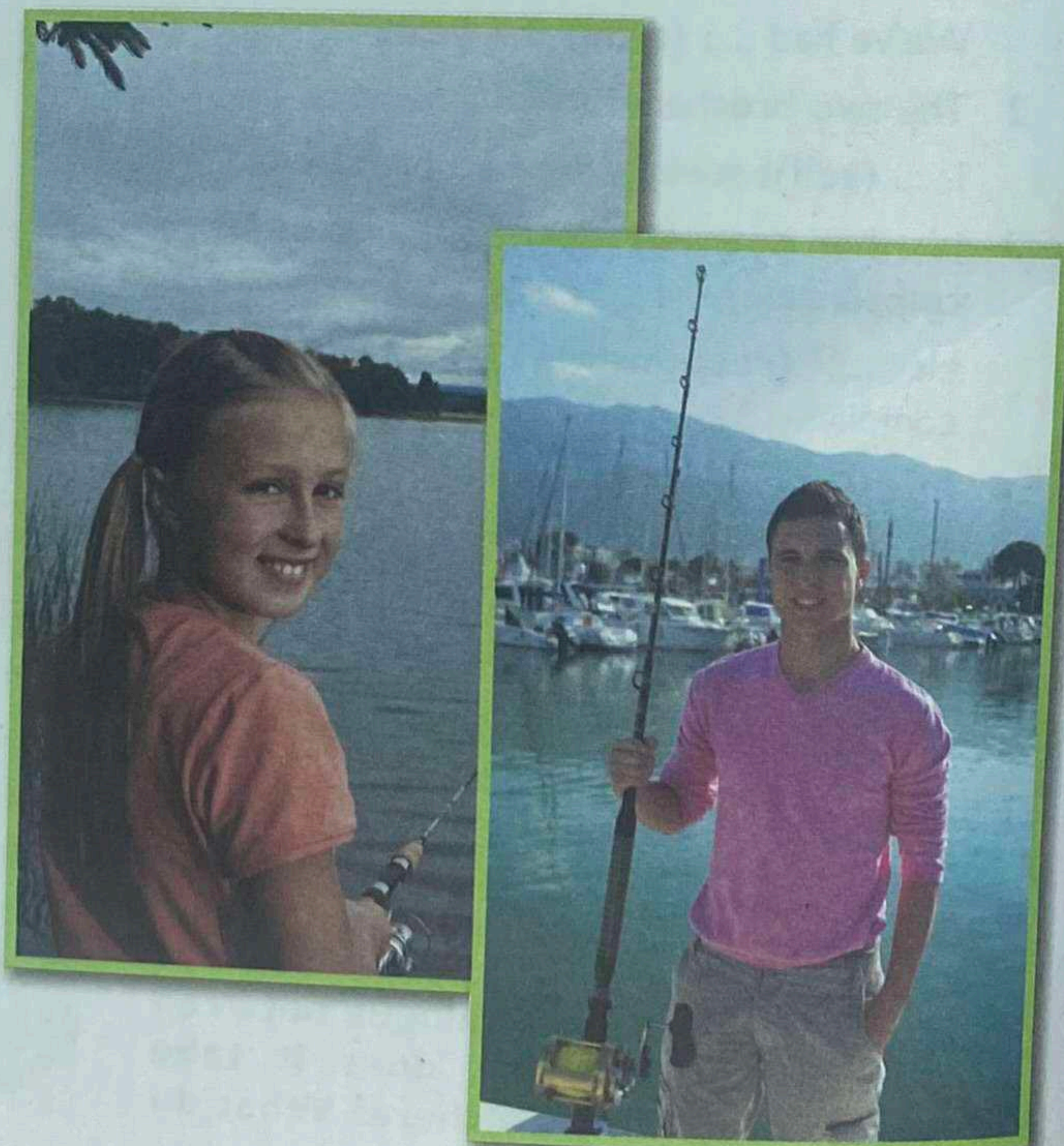
Speaker	A	B	C	D	E	F
Statement						

Listening Task 2

2  **RNE**  You will hear a dialogue. Determine which of the given statements A-G correspond with the contents of the text (1 - True), which do not correspond (2 - False) and which are not given in the text, i.e. according to the text it is impossible to give either a positive or a negative answer (3 - Not stated). You will hear the recording twice.

- A Louise's fishing trip will involve two overnight stays.
- B Louise tries to catch one particular kind of fish.
- C Louise doesn't think people should eat carp.
- D Morgan researches overfishing on the Internet.
- E Morgan lives on an island.
- F Morgan only eats the smaller fish that he catches.
- G Morgan and Louise are keen to go fishing together.

A	B	C	D	E	F	G



Study Skills



Listening Skills: Key words & positive/negative statements

REMEMBER: Choose key words to help you focus on what is important in the recording AND be careful to note if the statement is positive or negative.

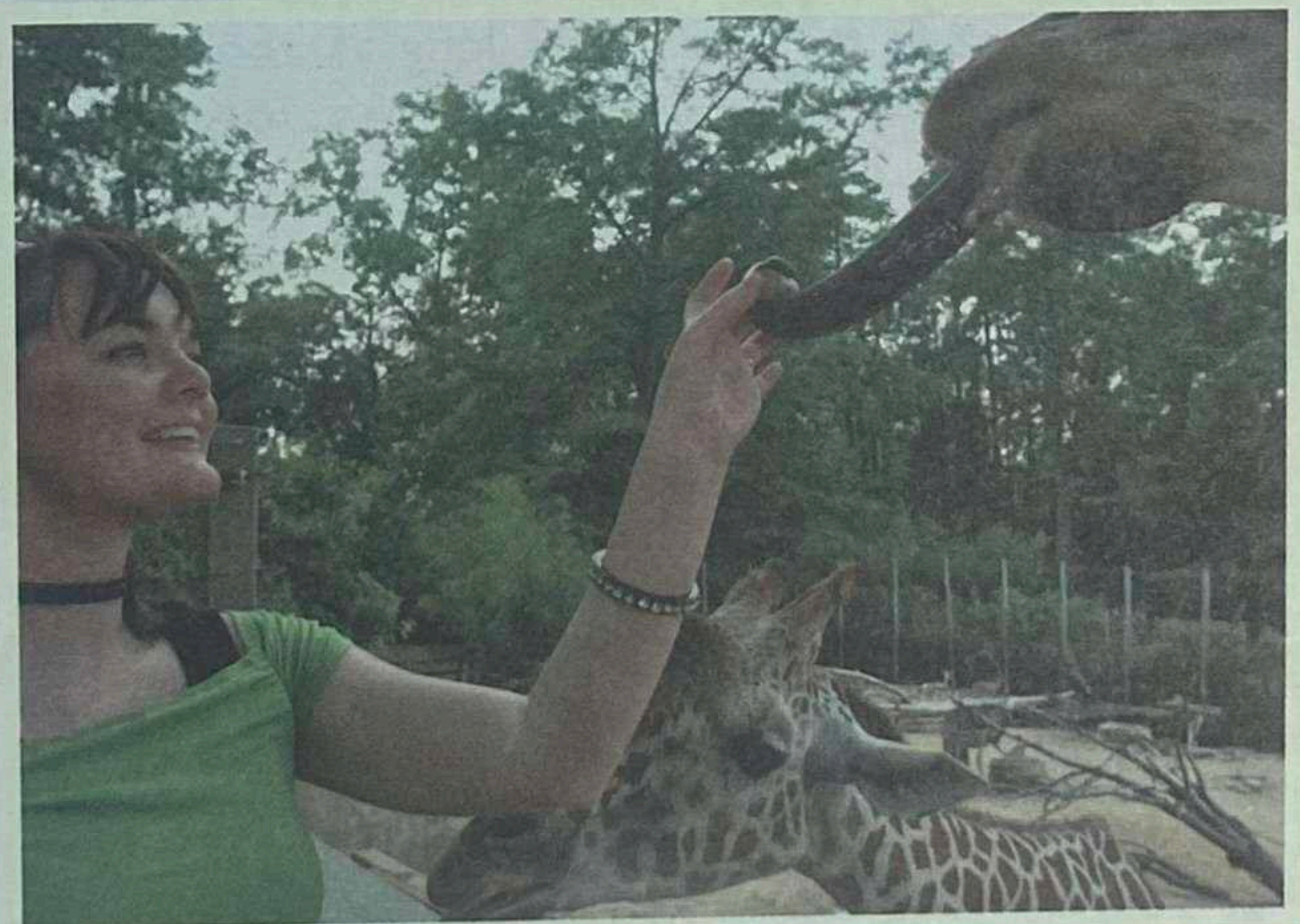
For example, you have chosen: It was easy to tell the difference between them and then you hear "he had no problem identifying which was which".

Note that **no problem** is a negative structure with a positive meaning in this case.

Listening Task 3

3  **RNE**  You will hear an interview. In tasks 1-7 choose number 1, 2 or 3. You will hear the recording twice.

- 1 Jane says that the volunteers' main role is
 - 1 to teach teenagers about conservation.
 - 2 to clean up the zoo's education department.
 - 3 to educate people about protecting wild animals.
- 2 A teen without previous experience volunteering
 - 1 cannot work with young children.
 - 2 has to attend a three-day course.
 - 3 must learn about the environment.
- 3 What is true about the zoo's approach to education?
 - 1 It focuses exclusively on games.
 - 2 It tries to use methods that visitors find fun.
 - 3 It approaches environmentalism very seriously.
- 4 Describing other volunteer activities, Jane stresses
 - 1 the social skills the teenagers learn.
 - 2 the different skills the volunteers acquire.
 - 3 the benefits they have for the environment.
- 5 On a 'volunteer safari', teenagers
 - 1 volunteer during the quieter times of the year.
 - 2 visit various volunteers over the course of the year.
 - 3 discover if volunteering is something that suits them.
- 6 Who would be eligible to become a volunteer?
 - 1 a teenager who will turn eighteen in January
 - 2 an twelve-year-old who has worked at other zoos
 - 3 a teenager who will be thirteen on June 1st
- 7 Which of the following might Jane say about volunteering?
 - 1 Teenagers get many things for free.
 - 2 It's mainly for teenagers with many friends.
 - 3 It can help teenagers with a plan for the future.



Tip

You might not understand every word you hear. The important thing is to understand the overall meaning, not every word.

Unit 3.8 Speaking Skills


Speaking Task 1 (3 minutes)



- 1 **RNE** Imagine that you are preparing for a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently; then be ready to read it aloud. You will not have more than 1.5 minutes to read it.

The most important work zoos can do is to help endangered species. All good zoos should set up breeding programmes. Many already have, of course. Thanks to the work of Chinese zoos, for example, the panda has been brought back from the edge of extinction. However, many other animals will disappear forever if nothing is done.

Another important job zoos do is educate people about the environment. Zoos inspire an interest in nature and teach people about wildlife. When visitors realise the problems animals face, they usually want to do something about it.


There are critics who say that no wild animal should be kept in a cage. But most good zoos are careful to make each animal's home as comfortable as possible. The days of zoos with tiny cages and unhappy animals are happily coming to an end. As long as zoos are not cruel, they definitely do more good than harm.

- 2 a)  Listen to two students reading the text. Who gave a better reading?

- b)   Listen to the weaker student again and evaluate his/her performance. Copy the table and tick one box for each item.

	good	poor
speed		
clarity		
pronunciation		
intonation		
rhythm		

Speaking Task 2 (3 minutes)

- 3  **RNE** Study the advertisement.

WE DO THE COOKING YOU DO THE WEIGHT LOSS.


Healthy meals delivered to your door every day!




You are considering subscribing to the diet programme and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1) cost of diet programme
- 2) number of days
- 3) kind of food
- 4) how many meals per day
- 5) special offers

You have 20 seconds to ask each question.

- 4 a)  Listen to two students asking the questions. Who gives a weaker performance?

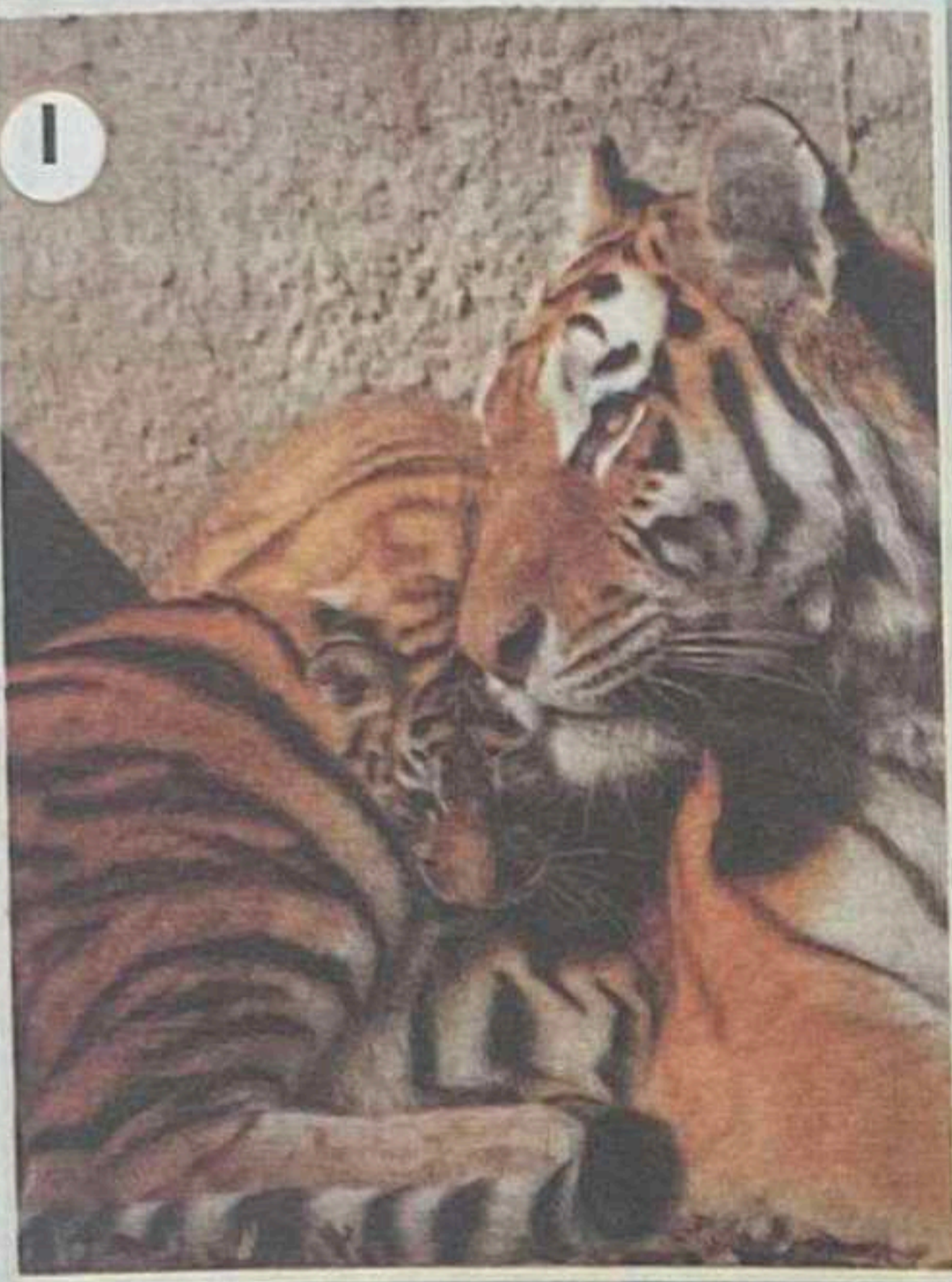
- b)  Identify the weaker student's mistake. Choose one item.

leaving out a question
misinterpreting a prompt
making grammatical mistake
using the wrong intonation
asking an irrelevant question

Speaking Task 3

(3.5 minutes)

- 5 **RNE** Imagine that these are photos from your photo album. Choose one photo to present to your friend.



You will have to start speaking in 1.5 minutes and will speak for not more than 2 minutes (12-15 sentences).

In your talk, remember to speak about:

- when you took the photo.
- what/who is in the photo.
- what is happening.
- why you took the photo.
- why you decided to show the picture to your friend.

You have to talk continuously, starting with: "I've chosen photo number ..."

Useful phrases

- So, about this picture ...
- The people in the picture/photo are ...
- in the background/foreground of the picture
- The photo reminds me of ...
- I was dying to show you this photo because ...

- 6 Listen to a student talking about one of the photos. Which of the photos is the student describing? Do they cover all five of the points from above?

Speaking Task 4

(3.5 minutes)

- 7 **RNE** Study the two photographs. In 1.5 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the school trips presented in the picture would be more interesting
- explain why

You will speak for not more than 2 minutes (12-15 sentences). You have to talk continuously.



Express opinion

- As far as I'm concerned, ...
- In my opinion/In my view, ...
- From my point of view, ...
- To me/For me, ...
- I believe/think/feel that ...

Topic Vocabulary

- observatory • looking through a telescope
- see the stars/planets • learn about space
- the solar system/the galaxy • aquarium
- fish/sharks/dolphins • sea life • beautiful scenes
- learn about the ocean/sea • the environment
- fascinating/educational/entertaining/boring

- 8 Listen to a student talking about the photos. Which school trip does the student think would be more interesting and why?

Unit

3.9

Writing: Essays




- An essay is a piece of formal writing which discusses a particular topic. There are four main types of essays.
 - **For-and-against** essays present the points in favour of a topic as well as the points against it. Each point is supported by justifications, examples and/or reasons. This essay usually ends with a well-balanced consideration of the points discussed and sometimes the writer's opinion.
 - **Opinion** essays present the writer's opinion on a specific topic, clearly stated and supported by reasons and/or examples. The opposing viewpoint is also included together with arguments showing it is unconvincing. The writer's opinion is stated in the 1st main body paragraph and conclusion.
 - **Essays providing solutions to a problem** state a certain problem and mention several possible solutions and their expected results or consequences. The writer's opinion is normally stated in the conclusion.
 - **Expository** essays explain a topic in a logical way, answering questions such as why something happens, how something works, what something does and so on. They are intended to inform, clarify, evaluate, etc and contain facts to back up the points being made rather than opinion and personal experience.
- Points to consider
 - A good essay should consist of **well developed paragraphs** which clearly illustrate each point we make.
 - Each main body paragraph should start with a **topic sentence**, i.e. a sentence which summarises the main idea of the paragraph, followed by **supporting sentences** which justify what has been presented in the topic sentence.
 - Since essays are mainly formal in style you need to use **formal expressions, formal linkers, impersonal tone, and passive structures**, e.g. *Competition has long been the driving force behind improvements in areas such as world trade and sports performance. However, much can be said against the desire to always come first.*
- Avoid using short forms (*I'm*) and everyday colloquial expressions (*once in a while, a pain in the neck*).
- You can start your essay with a quotation to attract the reader's attention, e.g. *"Education is the movement from darkness to light."* (Allan Bloom)
- Before writing an essay you need to brainstorm for ideas related to the topic. Then group your ideas, crossing out any irrelevant ones, and put them in a logical order.

Paragraph plans for essays

for-and-against	<p>Paragraph 1: introduce the topic</p> <p>Paragraphs 2 to 4: for & against of 1st point + justifications/examples/reasons; for & against of 2nd point + justifications/ examples/reasons; for & against of 3rd point + justifications/examples/reasons</p> <p>Paragraph 4: well-balanced summary of the topic</p>
opinion	<p>Paragraph 1: introduce the topic</p> <p>Paragraphs 2 to 4: your opinion & 2-3 arguments & justifications; opposing viewpoint & 1-2 arguments & justifications; argument against opposing viewpoint</p> <p>Paragraph 5: well-balanced summary of the topic, restate opinion</p>
solutions	<p>Paragraph 1: state problem & its probable cause(s)</p> <p>Paragraphs 2 to 4: 3 suggestions and results/ consequences in separate paragraphs</p> <p>Paragraph 5: summarise your opinion</p>
expository	<p>Paragraph 1: introduce the topic</p> <p>Paragraphs 2 to 4: 3 points about the question with examples/reasons/results, in separate paragraphs</p> <p>Paragraph 5: summarise your discussion</p>

1 Read the rubrics and decide which type of essay each is. Which words helped you decide?

- 1 Look at the following statement. *There are advantages and disadvantages to reading a newspaper online.* **What do you think? Look at both sides of the statement.** Write 200-250 words.
- 2 **RNE** Comment on one of the following statements. 1. *Poverty is the reason behind most crime.* 2. *People will always need police to keep law and order.* **What is your opinion? Do you agree with this statement?** Write 200-250 words.
- 3 Discuss the following question. *What are the advantages and disadvantages of having a pet?* **What do you think? Look at both sides of the question.** Write 200-250 words.
- 4 Discuss the following question. *How can crime be reduced in your local area?* **What do you think? What can be done about this?** Write 200-250 words.
- 5 Look at the following question. *Why is traffic so bad in cities?* **What are the reasons? Discuss.** Write 200-250 words.
- 6 **RNE** Comment on one of the following statements. 1. *Everybody should have a university education.* 2. *Life success depends on being in the right place at the right time.* **What is your opinion? Do you agree with this statement?** Write 200-250 words.
- 7 Look at the following question. *How do zoos help endangered animals?* **Explain how.** Write 200-250 words.
- 8 Discuss the following question. *What can be done to help lonely people in your city/town/village?* **What do you think? What can be done about this?** Write 200-250 words.

2  Now match the quotations to the essay topics in Ex. 1.

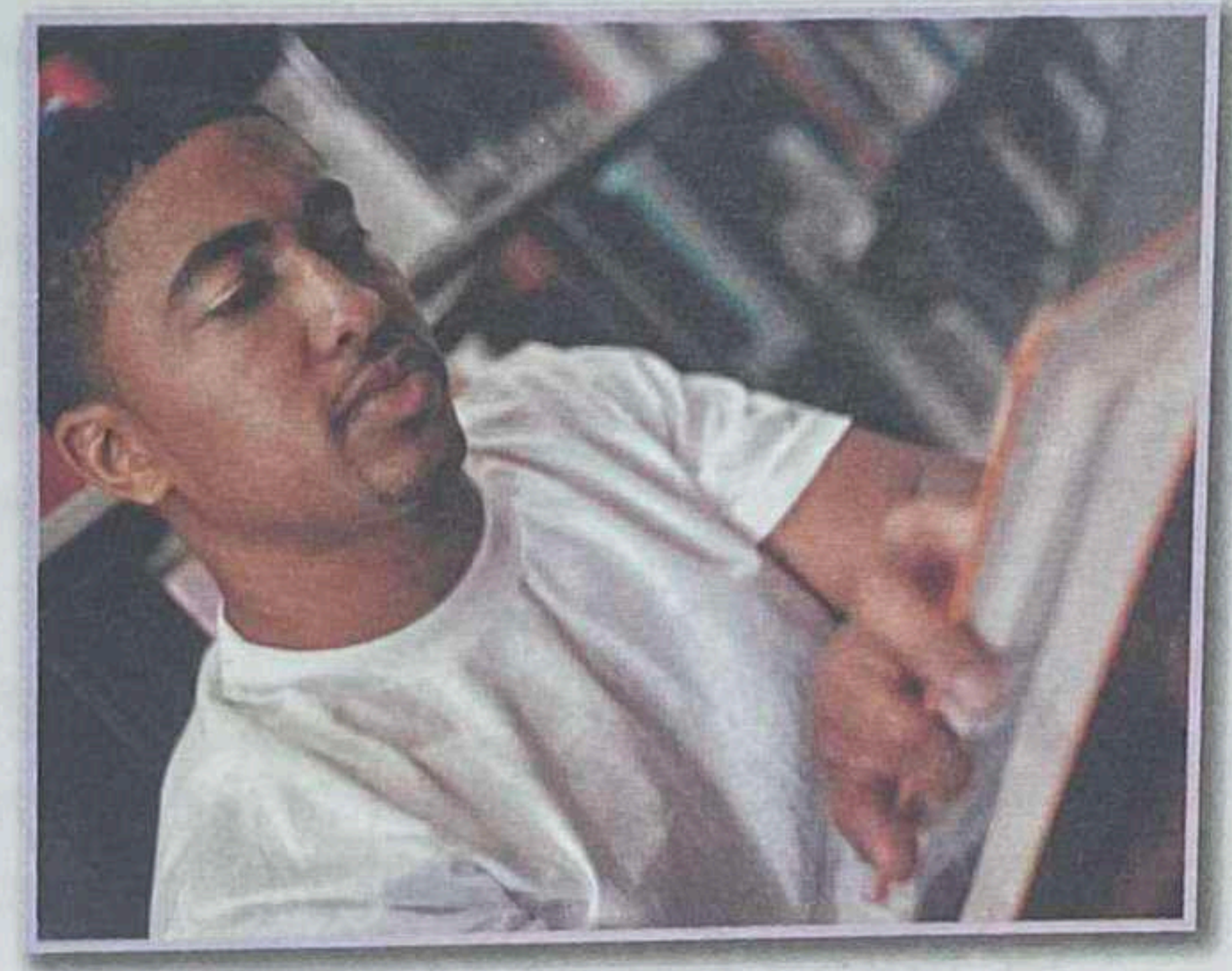
QUOTATIONS

A	“The most terrible poverty is loneliness, and the feeling of being unloved.” <i>Mother Teresa (nun and humanitarian)</i>
B	“All crime is a kind of disease and should be treated as such.” <i>Mahatma Gandhi (Indian leader)</i>
C	“Animals are such agreeable friends – they ask no questions, they pass no criticisms.” <i>George Eliot (English author)</i>
D	“I think everyone should go to college and get a degree and then spend six months as a waiter and six months as a taxi driver. Then they would really be educated.” <i>Al McGuire (basketball coach)</i>
E	“You can’t get rid of poverty by giving people money.” <i>P J O’Rourke (American journalist)</i>
F	“The Internet is so big, so powerful and pointless that for some people it is a complete substitute for life.” <i>Andrew Brown (English journalist & author)</i>
G	“Zoo animals are ambassadors for their cousins in the wild.” <i>Jack Hanna (zookeeper)</i>
H	“If I complain about a traffic jam, I have no one to blame but myself.” <i>Steve Wynn (businessman)</i>

3 Read these quotations. What topic do you think each refers to? Discuss in pairs. Justify your answers.

QUOTATIONS

- 1 “Education is the power to think clearly, the power to act well in the world’s work, and the power to appreciate life.” (*Brigham Young*)
- 2 “A real friend is one who walks in when the rest of the world walks out.” (*Anon*)
- 3 “Many a small thing has been made large by the right kind of advertising.” (*Mark Twain*)
- 4 “Without words, without writing and without books, there would be no history, there could be no concept of humanity.” (*Hermann Hesse*)
- 5 “The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart.” (*Helen Keller*)



- Model Analysis

1 a) Read the rubric, then read the two models. Which model is more appropriate?

RNE Comment on one of the following statements. 1. We shouldn't give money to the homeless. 2. When we blame the homeless, we blame wrong people. **What is your opinion? Do you agree with this statement?** Write 200-250 words.

b) Which contains:

- clear paragraphs? • formal language?
- short forms? • mild language?
- impersonal tone? • everyday language?
- strong personal language? • formal linkers?
- Useful Expressions and Linking Words/ Phrases

- **to list and add points:** In the first place, To start/begin with, Secondly, Thirdly, Finally, Lastly, In addition (to this), Furthermore, Moreover, Besides, etc.
- **to introduce examples/reasons/results:** for example/instance, such as, like, in particular, particularly especially, therefore, for this reason, this means (that), (this is) because, as, since, as a result, after all, etc.
- **to show contrast:** On the other hand, However, yet, still, but, Nonetheless, Nevertheless, Although, Even so, Even though, Despite/In spite of (the fact that) ... etc.
- **to introduce or list advantages:** The main/first/most important advantage of ..., One/Another/An additional advantage of ..., One point of view in favour of ..., It is often suggested/ believed/argued that ..., Some/Many people suggest/feel/argue that ..., Some/Many people are in favour of/are convinced that ..., Some people argue that ..., etc.
- **to introduce or list disadvantages:** The main/most important disadvantage/drawback of ..., One/Another/An additional disadvantage of ..., One point/argument against ..., Some/Many people are against ..., etc.
- **to introduce a conclusion:** In conclusion, To conclude/sum up, All in all, All things considered, Taking everything into account/consideration, ... etc.

2 Look at the words in bold in Model A. Which: list points? conclude? introduce examples? add points? make contrasting points? Replace them with other appropriate words or phrases.

MODEL A

American journalist P J O'Rourke once said, "You can't get rid of poverty by giving money." Perhaps not, but what about the homeless? Should we give money to them or not?

In my view, there are more effective ways of helping the homeless. **To start with**, there is no way of knowing what the money will be used for. **For example**, many homeless people spend the money they get on alcohol. **Secondly**, it would be much better to donate money to charities that help the homeless. **This is because** such organisations have experience in finding accommodation for the homeless.

On the other hand, some people believe we should give money straight to the homeless. They argue that money given to charity does not reach the homeless. It is spent instead on expenses **such as** renting offices and hiring staff. **Furthermore**, if people stop giving money, they worry the homeless will turn to crime. **After all**, they may not even fear prison much.

However, it is easy these days to find out which charities really help and which do not, as the information is available online. **Moreover**, being homeless does not automatically turn people into criminals.

To conclude, I do not believe we truly help the homeless by handing them money on the street. It seems to me that it is more responsible to give money to reputable homeless charities, where you can be sure it will reach the people truly in need. I strongly feel, though, that we should find a way to help. Thousands of people will sleep rough on the streets of the UK tonight.

MODEL B

As P J O'Rourke said, "You can't get rid of poverty by giving people money." But what's this got to do with the homeless? I'm certain that there are better ways to help homeless people. Who knows what a homeless person will spend the money you give to them on? They might just buy drugs and alcohol with it and some of them perhaps don't even need any help, anyway.

I think it's better to give money or time to charities instead of to a homeless person you see in the street. They know what they're doing and know how to find houses and work for homeless people. But some people don't agree with this. They think it's up to them if they want to give money to homeless people. They think that if they don't give, the beggars will just commit crimes to get money. Not all homeless people are criminals, though.

It's definitely better to give money to charities and not to homeless people on the street. I think it's up to you though to decide if you want to give to homeless people or not.


• Techniques for Introductions and Conclusions

In order to grab the reader's attention and make them want to continue reading, the first paragraph should:

- a start with a **quotation** or **rhetorical question** (question which requires no answer), e.g. "One small step for man, one giant leap for mankind."
- b start with an **objective statement**, e.g. *It is often argued that crime is linked to poverty.*
- c start with a **problem that needs a solution**, e.g. *The rate of species extinction is becoming faster and faster.*
- d **address the reader directly**, e.g. *Most of us will probably have a mobile phone.*
- e make **reference to a strange scene or situation**, e.g. *CCTV cameras could soon be not only on our streets but in our homes.*

The last paragraph should:

- f **summarise the essay**, e.g. *In conclusion, ...*
- g end with a **quotation** or a **rhetorical question**, e.g. *Could this be what the future holds?*
- h end with an **objective statement**, e.g. *It is widely believed that technology will solve all our problems.*
- i **give the reader something to consider**, e.g. *Life would be much easier if ...*
- j **address the reader directly**, e.g. *Would you feel upset if it happened to you?*

3  Match the introductions to the conclusions. Which techniques (a-j) from the theory box are used in each?

Introductions

1 When was the last time you did something to help someone less fortunate than yourself? In my view, we are all responsible for helping ease some of the social problems in our society. As Dr. Seuss stated, "Unless someone like you cares a whole awful lot, nothing is going to get better."

2 It has been said that there will soon be no need for students to take pens and paper to school as they will all be provided with their own personal laptops. Is it a sensible idea, however, to let technology completely take over in the classroom?

3 Have you ever considered what would happen if advertisements for junk food were totally banned? Undoubtedly, there would be many advantages to doing this, but there are several possible disadvantages, too.

4 Imagine entire major cities such as San Francisco being totally submerged under water as a direct result of melting polar ice. According to some, this is exactly what will happen if we do not solve the problem of global warming. So what can be done about this?

Conclusions

A All things considered, I believe that it is a good idea to let computers play a major role in teaching in the classroom. As Nicholas Negroponte once said, "Computing is not about computers any more. It is about living."


B In conclusion, I believe that social problems are the responsibility of every citizen. After all, wouldn't you be grateful for help if you were suffering due to poverty, homelessness or family problems?

C To summarise, there are many things we can do to help reduce the effects of rising world temperatures. Perhaps you should consider the things that you as an individual can do.

D All in all, there would be both advantages and disadvantages to totally banning adverts for junk food. What is clear, however, is that obesity is becoming more and more of a problem in society and lasting solutions will have to be found soon.

4 What techniques has the writer of Model A on p. 90 used to start/end his essay? Write your own introduction and conclusion using a different technique.

• For-and-Against Essays


- 1**  **Read the rubric, find the key words and answer the questions.**

Look at the following statement.

There are advantages and disadvantages to taking a gap year between leaving school and starting university.

What do you think? Look at both sides of the statement. Write **200-250 words**.

- 1 What are you going to write about?
- 2 What advantages/disadvantages are there to taking a year off from your studies?
- 3 What style of writing should you use?

- 2**  **Read the model. Copy and complete the paragraph plan. Are any of your arguments included in the model?**

It is estimated that 25% of UK students take a gap year. However, is it worth taking a year away from studies or is it a waste of time?

To start with, gap years represent a break from study. Supporters believe it provides students with time to think about their future. In other words, it is a chance to make sure you are on the right path with your studies. However, critics argue that one year is not long enough to make these decisions. This is especially true when that year is spent travelling.

Secondly, gap years are spent in the real world. The main advantage of this is that young people gain life skills. As a result, they acquire self-confidence. On the other hand, some people worry that they could lose important academic skills during that time. For example, the discipline needed to study could easily disappear during a year off.

Finally, gap years are often spent working. This is positive in that a student could save money for their university years. After all, they would be working while living cheaply at home. Yet if money is your goal, you should really go straight to university. Since you will earn more money after you gain your degree, the wisest move would be to get it as quickly as possible.

Overall, there are points both for and against taking a gap year. Young people can learn valuable lessons and perhaps even change their whole outlook, but it could equally be a year wasted. The important question is: what are you going to gain from it?


Introduction:
Para. 1

Main Body:
Para. 2

Para. 3

Para. 4

Conclusion:
Para. 5

- 3**  **List the arguments for and against. How does the writer justify their points? Complete the table.**

First argument for:

Justification:

First argument against:

Justification:

Second argument for:

Justification:

Second argument against:

Justification:


Third argument for:

Justification:

Argument against:

Justification:

- 4** **Find the topic sentences in the main body paragraphs. Suggest other appropriate ones.**

- 5**  **Find linkers in the model which:**

- introduce/list points
- introduce an example
- introduce results/reasons
- show contrast
- conclude

Replace them with other appropriate ones.

6 Choose the appropriate linkers.



A 1) To sum up/First of all, we need to consider crime. 2) Unfortunately/The advantage of CCTV is that it can give the police 'eyes' all over the city. As a result, the police are more effective. 3) Additionally/However, criminals soon learn where the cameras are. 4) Therefore/Moreover, they will simply move their activities elsewhere.

B 1) Finally/Another point, there is the matter of convenience. 2) The main advantage/The main drawback of having a car is that you can jump in any time and drive off. A trip to the mountains, 3) for instance/in other words, would not need much planning. 4) Having said that/In other words, a car can be a nuisance in the city centre. 5) Lastly/After all, it is hard to find a parking space and there are frequent traffic jams.

C 1) Even though/In conclusion, there are both advantages and disadvantages to banning people from listening to personal music players in public places. 2) All in all/Lastly, perhaps there are many more important social problems that we should be focusing our attention on.

7 Complete the gaps with the appropriate linker from the list. Then choose the best topic sentence for the paragraph (A-C).

- for example • after all • however
- this has the advantage

First of all, 1) of bringing more money into the home. 2), two incomes are better than one. 3), there is the cost of childcare to consider. Hiring a babysitter, 4), could cost some or most of one of the parents' salaries.

- A** it is obviously better for both parents to work.
- B** both parents often work for financial reasons.
- C** there is a strong argument for one parent staying at home.

8 Match the arguments to the justifications, then use them, together with topic sentences A-C and linkers, to write the main body paragraphs for an essay about the advantages and disadvantages of having your own car.

Arguments

- 1 Small cars are quite economical.
- 2 Having a car means you can go where you want, when you want.
- 3 With freedom comes responsibility.
- 4 Driving is a dangerous activity.
- 5 A car costs a lot to run.
- 6 Being able to drive straight home is obviously safer than walking.

Justifications

- a There is the cost of petrol and the cost of maintaining it.
- b You do not have to wait for buses in the rain anymore.
- c They use much less petrol than larger ones.
- d At night, the streets can be dangerous.
- e Car crashes happen all the time, and can cause serious injury.
- f A driver must be careful of their passengers, other road users and pedestrians.

- A** First of all, there is the question of cost.
- B** The second issue to consider is freedom.
- C** Finally, the question of safety must be discussed.





9 Discuss the following question.

What are the advantages and disadvantages of replacing books with computers in schools?

What do you think? Look at both sides of the question. Write 200-250 words.

1 Look at the pictures and the titles of the texts. What do you think the articles are about? With a partner discuss why you think seed banks are important. Read through and check.

2 a)  **RNE** Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.

b)  Read text B and decide if the sentences (1-5) are T (true) or F (false). Correct the statements that are false.

- 1 A Russian organisation came to the aid of American farmers.
- 2 The Vavilov Institute was set up at the end of the 19th century.
- 3 Nikolai Vavilov and his work were unknown outside of Russia.
- 4 Vavilov travelled extensively in order to collect seeds.
- 5 Seed banks help scientists produce better crops.

- | | | | | | | | | |
|---|---|---------|---|----------|---|-------------|---|----------|
| 1 | 1 | provide | 2 | serve | 3 | deliver | 4 | present |
| 2 | 1 | duty | 2 | post | 3 | role | 4 | task |
| 3 | 1 | danger | 2 | threat | 3 | warning | 4 | risk |
| 4 | 1 | single | 2 | lone | 3 | unique | 4 | solitary |
| 5 | 1 | answer | 2 | response | 3 | explanation | 4 | defence |
| 6 | 1 | total | 2 | full | 3 | whole | 4 | complete |
| 7 | 1 | declare | 2 | admit | 3 | reveal | 4 | allow |

BANKING ON THE FUTURE



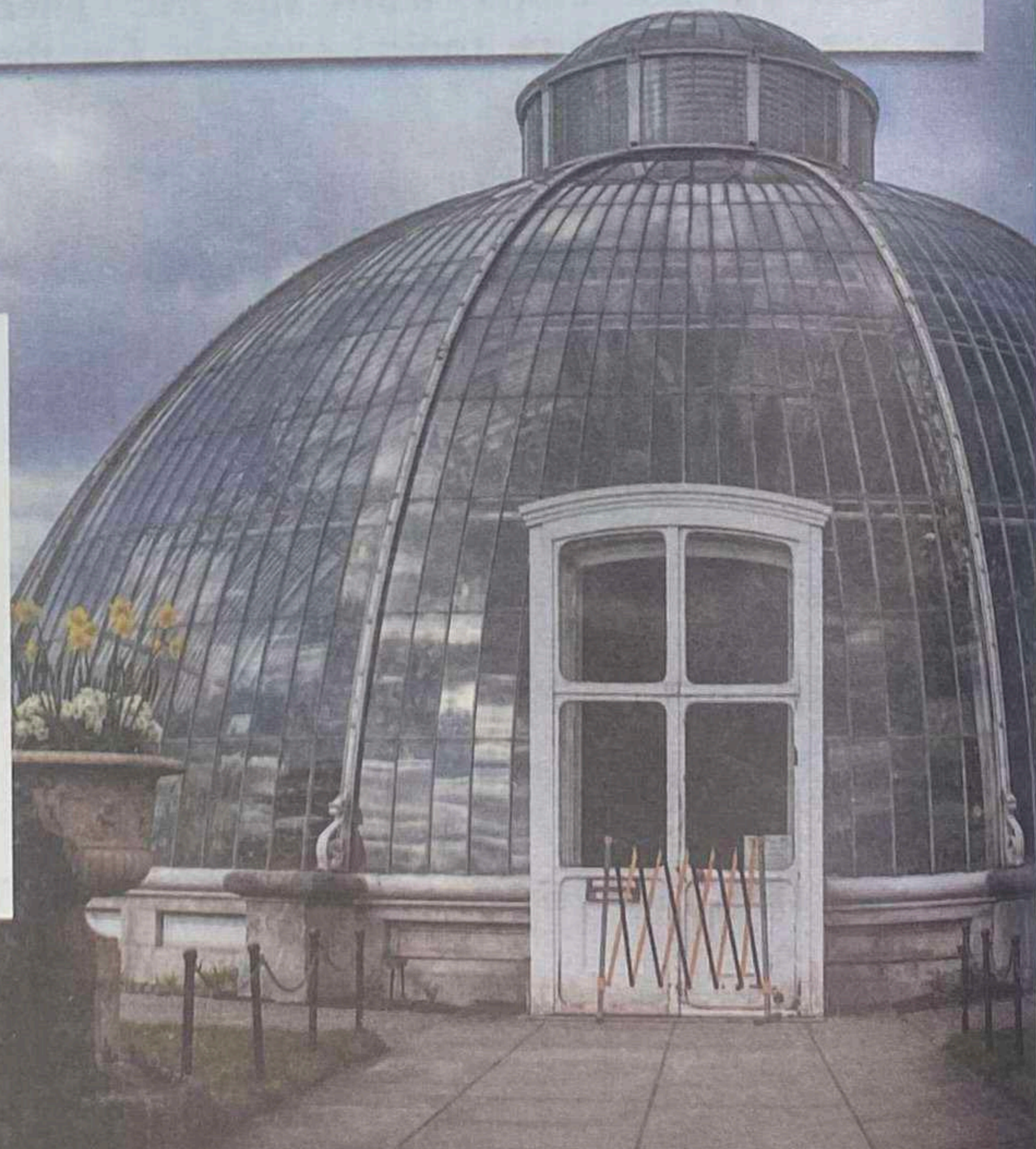
The Millennium Seed Bank A

Every living creature depends on plants to survive. Plants are the basis of the **ecosystems** in which animals live and grow. Plants **1)** human beings with food, materials and medicines. Environmentally, plants are essential for renewing oxygen levels and protecting us from floods and **drought**. Plants also play an important **2)** in culture and art.

The world's plant life, however, is under **3)** Every plant requires certain conditions in order to grow. Climate change and human **exploitation** are rapidly reducing the areas of the world where such conditions are present. Many **4)** and useful wild plants are struggling to survive because tougher foreign species have been brought into their **habitats**. In fact, experts predict that up to half of the world's plant species could be extinct by 2080.

It was in **5)** to this that the Kew Gardens' Millennium Seed Bank was set up in 2000 in Sussex, England. The project aims to gather and maintain samples of seeds from wild plants all around the world to **insure against** their extinction. The collection is kept alive by periodically **germinating** the seeds to produce new samples. The **6)** number of seeds collected reached two billion in 2015.

Yet the directors are the first to **7)** that simply collecting seeds is not enough. Even if a plant becomes extinct in the wild, the reasons behind this loss would have to be dealt with before the project could successfully **reintroduce** the plant into the wild.



THE VAVILOV INSTITUTE

In 2002 the United States was hit by a near disaster. Its soybean crop had been devastated by a **parasite** called Cyst Nematode. At that time there were no soybean seeds in the United States that were resistant to this destructive little worm. Luckily for the American soybean industry, a Russian seed bank in St Petersburg, The Vavilov Institute, had just what the American scientists had been looking for in the form of a cyst-resistant soybean seed.

What is now known as The Vavilov Institute was established in 1894 and is the world's first and oldest seed bank. The institute gained a worldwide reputation under the directorship of the plant **geneticist** Nikolai Vavilov, who built up the seed bank into the world's largest **repository** of plant genetic material and developed it as a leading scientific research centre into plant genetics in the 1930's.

The remarkable Vavilov spent two decades **scouring** some of the most **inhospitable terrains** in the world in order to bring seeds to St Petersburg from such diverse places as Ethiopia, Afghanistan and the Americas. He

and his team added a quarter of a million entries to Soviet seed collections. A **feat** that no other person has come even close to matching.

Today the collection in St Petersburg totals 380,000 gene types representing 2,500 different plant species. This collection, and those of other seed banks around the world, are of major importance because they allow scientists to create **higher-yielding** and disease resistant crops. Without the gene diversity available from seed banks such as the Vavilov Institute the world's crops would be at greater risk from disease and the human population at greater risk of **starvation**.



3 Match the words/phrases in bold in the texts to their meanings below.


Text A

- misuse
- long period without rain
- restore something that existed before
- natural homes
- starting the growing process
- protect against something unpleasant
- plants and animals and the relationships between them and the place they exist in

Text B

- a scientist in the field of genetics
- an accomplishment
- a state of extreme hunger
- an organism living on another plant or animal
- a place of storage
- producing a larger amount
- searching thoroughly
- harsh or hostile environments

Listening & Speaking

- 4  Listen as you read the texts again. Find three facts in the texts that interest you. Tell your partner about them and why you find them interesting.

- 5 **THINK!** What do you think the world would be like if many of the world's plant species were to become extinct? In five minutes write a short paragraph about what you think the consequences would be. Read your paragraph to the class.

Collect information about the plant life in your country and present it to the class. You may consider:

- plants that are only found in Russia
- what some of the plants are used for
- the importance of plants in your country's culture (festivals, clothes, food, etc)
- plants that are under threat and what is being done to protect them

Unit 3.13 Literature

1 Look at the picture and the title. Where might these men have travelled to and why? If you could travel anywhere, to any period in history, where would you go and why?


Sir Arthur Conan Doyle



(1859 – 1930) was a successful and well-known author. He wrote many things, including poetry, historical texts and plays, but he is best known for his Sherlock Holmes detective stories, and novels such as *The Lost World* (1912).

The Lost World follows the adventures of a reporter called Edward Malone as he travels, together with a team of scientists and explorers, deep into the South American jungle in search of dinosaurs. The characters encounter strange beasts, pterodactyls and prehistoric ape-men on their dangerous journey into the lost world.

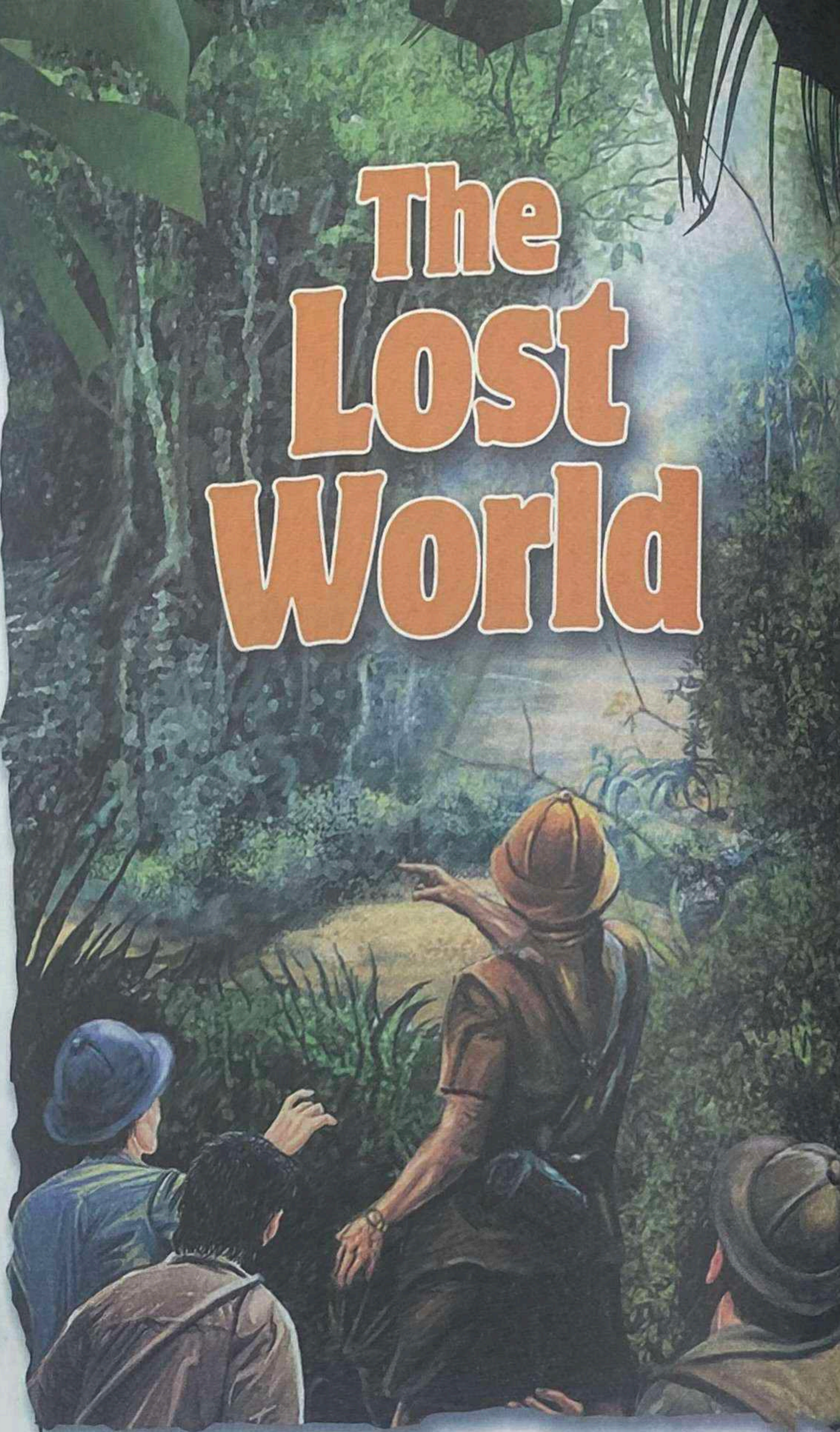
2 Read the biography and the first paragraph of the text. What do you think Lord John has seen? What do you think will happen next? Discuss it with your partner, and then read through and check. Which of your predictions were correct?

3  **RNE** Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.

4 Match the highlighted words and phrases in the text with the meanings below.



- it wasn't safe to stay there
- suddenly, immediately
- hit, attacked
- disgustingly ugly
- intend to cause harm/damage
- go in the direction of, attempt to reach

The Lost World



5 Use a dictionary to find the meaning of the words in bold, and then use them in sentences of your own.

Listening & Speaking

6 a)   Listen as you read the text again, and number these events in the order that they happened.

- a The pterodactyls surround the men.
- b The pterodactyls take off.
- c Lord John hits a pterodactyl.
- d Summerlee is hurt.
- e The men find the pterodactyl nest.
- f Challenger falls over.
- g The men reach the woods.
- h Challenger shows his head over the rock.

b) In pairs, tell each other about the men's adventure, using the list of events above as well as other points you can remember from the text.

Lord John held up his hand as a signal for us to stop, and he made his way quickly to the line of rocks. We saw him peep over them and give a gesture of amazement. Then he stood staring as if forgetting us, so completely **entranced** was he by what he saw. Finally he waved us to come on, holding up his hand for us to be careful. His whole manner made me feel that something wonderful but dangerous lay before us.

Creeping to his side, we looked over the rocks. The place into which we gazed was a pit, and may, in the early days, have been a volcano. It was rounded and at the bottom were pools of green, dirty, **stagnant** water. It was an unusual place in itself, but what lived there was even stranger. The place was a large nest of pterodactyls. There were hundreds of them. All the bottom area round the water-edge were young pterodactyls, and the **hideous** mothers were guarding their yellowish eggs. From this crowd of reptiles came a strange odour **A)** But above, each upon its own stone, tall, grey and withered, sat the horrible males.

Challenger, **bent on** proving some point which Summerlee had disagreed with, thrust his head over the rock and by doing so, nearly killed us all! **In an instant** the nearest male gave a whistling cry, and flapped its leathery wings **B)** The females and young ones huddled together beside the water, while the whole circle of males rose one after the other and sailed off into the sky. It was a wonderful sight to see at least a hundred creatures of such enormous size and hideous appearance all swooping like swallows above us; but soon we realised that **we could not afford to linger**. At first the great beasts flew round in a huge ring, as if to see what the danger might be. Then, the group got lower and the circle narrower, until they were whizzing round and round us, the dry flap of their huge wings filling the air **C)**

"**Make for the woods and keep together,**" cried Lord John, grabbing a stick. "The **brutes mean mischief.**"


The moment we attempted to move, the circle closed in upon us. Some of the wings were nearly touching our faces. We beat at them with sticks, but we couldn't hit them. Then suddenly, out of the whizzing circle, a long neck shot out **D)** Another and another followed. Summerlee gave a cry and put his hand to his face. It was bleeding. I felt a **prod** at the back of my neck, and felt dizzy with the shock. Challenger fell, and as I tried to pick him up I was again struck **from behind E)** At the same instant, I heard an awful cry as Lord John swung his stick, and I saw one of the creatures with a broken wing struggling on the ground. Its friends had flown higher at the sudden sound, and were circling above our heads.

We **staggered** forwards to the woods, and even as we reached the trees the beasts were on us again. Summerlee was knocked down, but we pulled him up **F)** Once there we were safe, for those huge wings had no space to move beneath the branches. As we struggled homewards, attacked and uneasy, we saw them for a long time flying very high above our heads. They were soaring round and round, looking no bigger than pigeons, with their eyes still following us. At last, however, as we reached the thicker woods they gave up the chase, and we saw them no more.

- 1 as it soared up into the air
- 2 and rushed among the trunks
- 3 and dropped on top of him
- 4 and a fierce beak made a thrust at us
- 5 which made us feel sick
- 6 with a frightening scream
- 7 with a terrifying sound

A	B	C	D	E	F

Writing

7 a)  Note down the adjectives used in the text to describe the features of the pterodactyls which are listed below.

- size ,
- colour
- appearance ,
- wings ,
- neck
- beak

b) Use the language from Ex. 7a to write a short description of the pterodactyls.

8 **THINK!** Imagine you are one of the explorers in the text. Use the points below and your own ideas to write a letter to a friend, telling them about your experience.

- Where were you?
- What happened?
- What did you see/hear/smell/etc?
- How did you feel?

1 What do you know about deserts? What else would you like to learn? Think of three questions. Read the text and see if you can answer them.

Deserts

Deserts cover approximately 0) *one* quarter of the earth's land surface and are home 1) more than 500 million people in the world. They are also among the world's most important eco-systems and are filled with thousands of rare and useful animal and plant species.

As many of the world's **fragile** environments are suffering because of climate change, it's 2) surprising that deserts are **under threat** too. In Iran's Dasht-e Kavir Desert, for example, rainfall has 3) dropping by 16% per decade. Reduced moisture and higher temperatures in areas that are already very dry means that animals **struggle** to survive, crops fail, water **reserves** dry up and as a 4) life becomes generally more difficult for the people who live there.


5) is perhaps more surprising, is that deserts are also **expanding** at an **alarming** rate! As populations 6) bigger, especially in the areas of fragile land at the edges of deserts,

fields are over-farmed and lose their nutrients and more trees are cut 7) for firewood or to make space for development. This causes the soil to **erode** and become unusable, **slowly but surely** turning to desert. Damaging dust storms can also blow away soil and cause bone-dry sand dunes to 'spread' onto previously usable land.

In the 8) fifty years alone, the Sahara desert has spread by 65 million hectares. And non-desert areas are 9) risk, too. 31% of Spain, for example, is under threat of desertification*. In fact, **entire** parts of the world could become **uninhabitable**, forcing people to **flee** to already crowded greener countries.


So, what can be 10) about this worrying situation? Well, unfortunately desertification is **irreversible** but we can all continue to help stop global warming simply 11) using less energy. Or why not donate money to a project that plants trees to stop erosion in desert areas, or even 12) part yourself?

* when land becomes dry, empty & unsuitable for agriculture

2  Read the text again and complete the gaps with an appropriate word. Compare your answers with a partner.

3 Match the words/phrases in bold with their meanings below.

- easily damaged • getting bigger • work/try hard under difficult circumstances • escape
- whole • not fit for living in • gradually
- in danger • supplies • shocking • final
- wear away


4  Listen to and read the text. In pairs, discuss what you have learnt about the following:

- why deserts are important
- how deserts are being affected by climate change
- why and how deserts are expanding
- what may happen in the future
- what can be done about: desertification, global warming

Project!


ICT In groups collect information, then write a short article about ways to help slow down global warming. You can visit this website: <http://www.epa.gov/climatechange/>.

Progress Check 3

1  **Complete with:** profoundly, officially, enclosures, ultimate, burden, controversy, sensationalist, overlooked, exploitation, reintroduce.

- Moving to another planet would be the move.
- The media always make claims to catch the public's attention.
- The animals are kept in in the park.
- The truth tends to be when a lie sells more magazines.
- Lonesome George was the rarest creature on Earth.
- Human of the Earth's natural resources is behind many environmental problems.
- I am grateful for all your help.
- The Earth has suffered under the of humanity.
- The Millennium Seed Bank hopes to some rare plants into the wild.
- There is a lot of surrounding GM foods.

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

2  **Complete with:** blood, closest, pleasant, common, solar, homo, alternative, borrowed, barren, harsh.

- | | |
|-------------------|-------------------|
| 1 relatives | 6 time |
| 2 solutions | 7 sapiens |
| 3 system | 8 surprise |
| 4 wasteland | 9 climate |
| 5 samples | 10 ancestor |

(Points: $\frac{\quad}{10 \times 1}$ 10)

3 **Choose the correct preposition.**

- Mary passed **on/over** her good looks to her daughter.
- All life follows the basic laws **from/of** nature.
- We all take planet Earth **with/for** granted.
- She cried **with/in** despair.
- The human race is living **with/on** borrowed time.

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

4 **Choose the correct word.**

- The charity has had a direct **impact/contact** on the local situation.
- Many GM foods are **reluctant/resistant** to disease.
- Natural/National** selection is part of evolution.
- The house was put up for sale by the **tenants/owners**.
- It pays to be on the **sure/safe** side.
- There are eight planets in our **space/solar** system.


7 There haven't been any food **stoppages/shortages** in the UK for many years.

8 It is almost impossible to **maintain/sustain** life on the moon.

9 Cakes **rise/arise** when you bake them in the oven.

10 Many people are **caught/captivated** by the idea of space travel.

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

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

1 There has been a lot of sunshine lately.
deal We have had lately.

2 She went to the Galapagos Islands to see giant tortoises.

view She went to the Galapagos Islands giant tortoises.

3 If we could travel at the speed of light, we could colonise space.

provided We could colonise space at the speed of light.


4 I don't know what the book is about, as I haven't read it.

having I don't know what the book is about it.

5 With more funding, the project could have been successful.

succeeded The project could had more funding.

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

6  **Complete the gaps with the words derived from the words in brackets.**

1 Lonesome George is a (**conserve**) icon.

2 So far there has been no (**discover**) of a Pinta female for him.

3 (**evolve**) is about changes in species over long periods of time.

4 Climate change is a (**globe**) problem.

5 (**gene**) modified food divides opinion.

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


Now I can ...

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

- talk about evolution and conservation
- make & respond positively to suggestions
- express agreement/disagreement
- talk about space
- express advantages/disadvantages
- talk about food & drinks
- write essays

... in English

Reading - Task 2

- 1  Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.



Ballet was initially performed in Russia to entertain the Imperial Court, but it wasn't long before it was made accessible to the public. By 1800, Russian dancers were having a profound effect upon Western ballet, **A)** Western ballet-goers really fell in love with Russian ballet through the Ballet Russes, founded by Sergei Diaghilev in 1909. The dance company was located in Paris **B)**

Some of the dancers achieved world-renown and are still talked about today. Anna Pavlova was, in her day, the world's most famous ballerina and the first, in fact, to tour the world. She is best-known for the Dying Swan solo performance, **C)** Rudolf Nureyev was another Russian dancer to have a huge effect on ballet, not only because of his amazing dance skills, **D)**

The dancers are not the only attraction in ballet. Traditionally, ballet has always been accompanied by classical music, which has allowed Russian composers to contribute to the national art. An especially prominent figure in the world of Russian ballet was Tchaikovsky, **E)** His most famous ballet is *Swan Lake*, followed by *The Nutcracker* and *The Sleeping Beauty*. Many other composers have also contributed to Russian ballet, such as Stravinsky, composer of three ballets between 1910 and 1913 **F)**

Ballet is recognised as a national treasure of Russia, and today many people still enjoy attending performances. Russian ballet companies like the Bolshoi Ballet continue to tour the world with spectacular performances.


- 1 which were performed by Diaghilev's Ballet Russe
- 2 which she helped create with choreographer Michel Fokine
- 3 who was responsible for three world-renowned ballets
- 4 where Italian and French performers had previously dominated
- 5 but many of the dancers came from St Petersburg
- 6 but is the least known dance style
- 7 but also because he made the world of ballet seem so glamorous

A	B	C	D	E	F



Grammar & Vocabulary

Task 1

- 2  Read the texts given below. If necessary, transform the words in brackets to make them match grammatically with the contents of the texts. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-7.

Ruined Party Plans

It was the day of Jane's 16th birthday but her best friend, Lila, still 1) (not come) up with something special to do for the occasion.

She thought and thought, and then it came to her. "I 2) (book) a table at ChiChi's Restaurant and invite a few of our very special friends."

She called the people she wanted to invite and everybody said they would come. There was a problem though. Lila couldn't find Jane. Around 2 pm, she finally found her. She said to her, "Where have you been? I 3) (look) for you all day."

Jane said, "Oh, I've had an amazing day. My parents took me for a birthday lunch at this great restaurant called ChiChi's!" Lila's heart 4) (sink).


Sustainable Fish

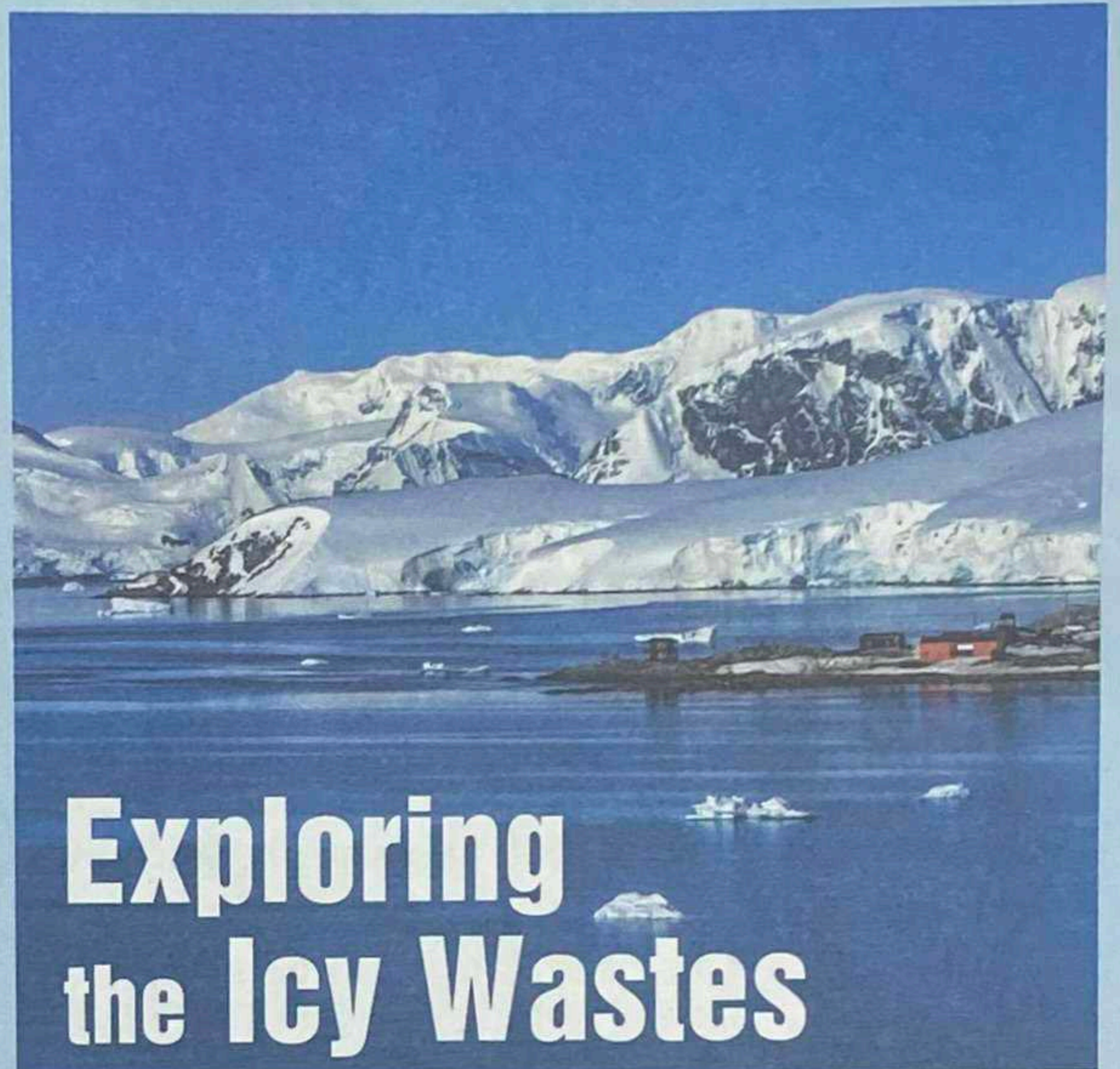
"Sustainable sea food" is the name which has been given to 5) (that) fish and other sea food whose numbers have not been severely reduced by overfishing.

The term 6) (introduce) to give consumers an easy guide to what they could responsibly eat and what they couldn't.

Whether at a restaurant or 7) (choose) fresh fish at the local fishmonger's, the environmentally-conscious should ask what the exact name for the fish is and make sure it is on the sustainable fish list before purchasing.

Task 2


- 3  Read the text given below. Form derivatives from the words in brackets to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.



The Polar regions are unwelcoming places for much of mankind, but that hasn't stopped an 1) (impress) number of people from pushing themselves to their limits to reach the Arctic and Antarctic regions. In the early 1800s, Russian 2) (explore) Faddey Bellingshausen and Mikhail Lazarev sailed south and became the first to sight the Antarctic mainland. Nowadays, scientists from different countries live and work at Vostok, a(n) 3) (nation) research base named after one of Bellingshausen's ships.

At the opposite end of the world, the Arctic has also attracted 4) (ordinary) individuals. In 2007, during the Russian North Pole Expedition, Artur Chilingarov descended to a 5) (deep) of 4300 metres and planted the Russian flag on the Arctic seabed. Chilingarov, who was awarded a medal for his 6) (hero), pointed out that they were the first people to descend to the ocean bottom at the North Pole.

Task 3

- 4  Read the text with the gaps marked by numbers 1-7. These numbers correspond with tasks 1-7 which contain answers that are possibly correct. Choose number 1, 2, 3 or 4 for each task.

An Invaluable Scientist



Nikolai Ivanovich Vavilov, a 1) of modern studies in plant biodiversity, was born in 1887 into a wealthy family of Moscow merchants. He excelled at his studies and graduated from Moscow Agricultural Institute in 1910. Before travelling abroad to Europe to study alongside the founder of genetics, British biologist William Bateson, Vavilov was employed at the Bureau for Applied Botany.

In 1916, he led a(n) 2) to Iran in search of predecessors of some of today's existing plant 3) His findings resulted in his first major work which was published in Russia in 1920. During the Soviet years, Vavilov was one of the major advocates for the setting 4) of scientific institutions.

While developing his theories on the origins of cultivated plants, he was partially responsible for the establishment of one of the world's largest seed banks in St Petersburg. 5) though times were difficult, Vavilov worked to ensure that this huge collection of seeds was preserved. He was awarded many titles and honours and 6) them was the prestigious Lenin Prize.

The Vavilov Institute of Plant Industry, the seed bank which he had helped create, still houses and maintains its extensive collection of seeds. Starting 7) in 1894 as the Bureau of Applied Botany, its name was formally changed in honour of Vavilov on the Institute's 75th anniversary.

- | | | | | | | | | |
|---|---|------------|---|---------|---|----------|---|---------|
| 1 | 1 | uncle | 2 | father | 3 | relative | 4 | cousin |
| 2 | 1 | expedition | 2 | journey | 3 | trip | 4 | voyage |
| 3 | 1 | races | 2 | breeds | 3 | classes | 4 | species |
| 4 | 1 | out | 2 | in | 3 | down | 4 | up |
| 5 | 1 | Despite | 2 | Even | 3 | But | 4 | All |
| 6 | 1 | amid | 2 | between | 3 | among | 4 | in |
| 7 | 1 | up | 2 | out | 3 | from | 4 | by |

Speaking - Task 2

(3 minutes)

- 5 Study the advertisement.

You are considering sponsoring an animal and now you'd like to get more information. In 1.5 minutes, you are to ask five direct questions to find out the following:

- 1) cost of sponsoring an animal
- 2) kinds of animals
- 3) if visits are allowed
- 4) duration of sponsorship
- 5) what a sponsor gets

You have 20 seconds to ask each question.

Writing - Task 2

- 6 Comment on one of the following statements.

- One day robots will replace teachers in the classroom.
- Extreme sports are necessary despite objections and warnings.

What is your opinion? Do you agree with this statement?

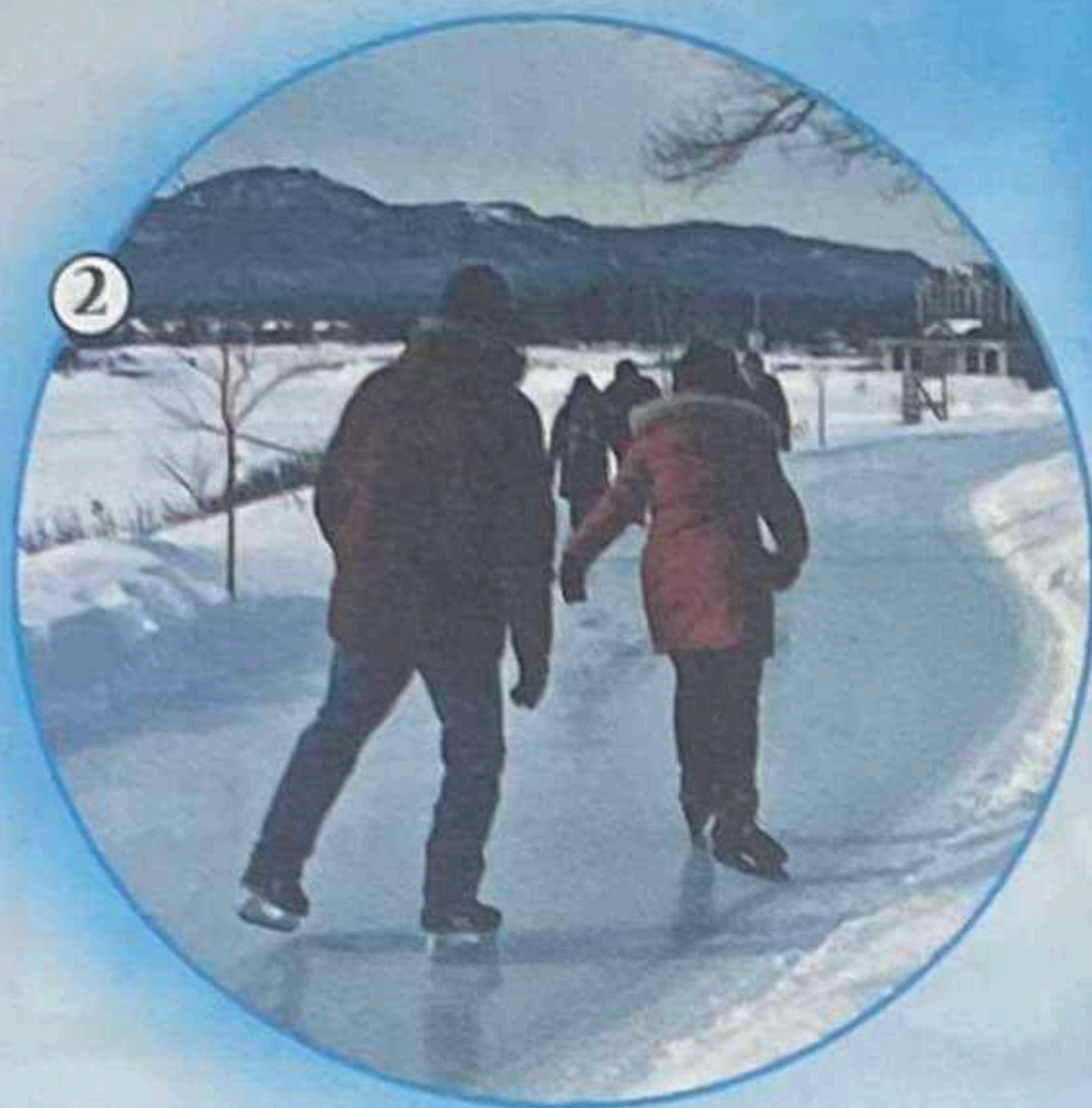
Write 200-250 words.

Use the following plan:

- write an introduction stating the topic
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- write a conclusion restating your position

Module 4

Units 1-13



1



4



5



Spoilt for choice

► Look at Module 4

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

► Find the page numbers for

- a London shopping guide
- providing solutions to problems
- wildlife photography
- souvenirs
- places to shop

► Listen, read and talk about ...

- teenage problems
- travel & shopping
- weather
- spending money
- shopping habits

► Learn how to ...

- make suggestions & accept/reject
- make deductions

- express annoyance/sympathy
- compliment/thank

► Practise ...

- the definite article *the*
- relatives
- quantifiers
- idioms

► Write ...

- a diary entry about your first day at school
- a paragraph about advertising
- a guide to shopping
- an opinion essay
- an essay providing solutions to a problem

Across Cultures: Shopping in Style

Literature: 800 Leagues on the Amazon

Curricular Cut (Science): Clouds

Unit

4.1


Lead-in

1 Work in pairs. Imagine it's the first day of the school year. There's a newcomer. You want to be friendly. Ask and answer questions to get to know each other.


- What's your ...? • Where are ...?
- Do you like ...? • Where do ...?
- Have you got any ...?
- How old ...? • How do you ...?
- Which class ...?

2 Read the title of the text. The following words/phrases appear in the text. What can the text be about?

- violent heat • continuous drizzle
- promising introduction to life
- unaware of the shock
- looking forward to making new friends
- first day of term
- clusters of teenagers
- laughed and chatted together
- no one glanced in my direction
- swallowed my pride
- strolled over to a group of boys
- a permanent sneer on his face
- teenage indifference
- been made to feel welcome
- my heart sinking once again

 Listen, read and check.

Reading

3  **RNE** Read the text and complete tasks 1-7. In each task choose number 1, 2, 3 or 4.



From the moment we returned from the violent heat of East Africa we were soaked by the continuous drizzle of a fine English summer. It was not a particularly promising introduction to life back in England after three years of being baked under the Kenyan sun. Nevertheless, the leaden skies of August could not make me any less enthusiastic about my fast approaching return to British education. I was about to enter a South London comprehensive.

At the time I was totally unaware of the shock that was awaiting me, one much worse than adapting to the **dismal** climate. I was just looking forward to making lots of new friends and getting stuck into school life. I was under the impression that the other pupils would be interested in my stories about Africa and would instantly warm to my sparkling personality. Unfortunately, however, I had really been looking at things through rose-tinted glasses and it wasn't long before I experienced a much darker, unappealing side of things.

On the first day of term I **bounded** into the noisy assembly hall eager to size up my new classmates. As I scanned the room, which was packed with huddled clusters of teenagers, I got my first suspicions that becoming part of their **cosy** groupings might not be as easy as I had imagined. They all seemed to have an air of belonging as they laughed and chatted together. I tried to look relaxed and carefree but no one so much as glanced in my direction, let alone tried to introduce themselves. It turned out to be an uncomfortable morning in my new class, but as the hours **dragged by**, I tried to work out what would be a good plan of attack for getting in on the action.

It began to dawn on me that what was needed was a little effort on my part. So at break, I swallowed my pride and strolled over to a group of boys standing by the gates to say hello. The tallest was a dark-haired lad with a permanent **sneer** on his face. "Where did you get your shiny shoes, mate?" was all he said. I looked down at my new leather shoes and noticed that everyone else was wearing the latest trainers. Before I could think of something amusing to say, they had begun to wander back to class leaving me red-faced and **dumbfounded** by the gate.


At the end of my first day, I stormed out of the classroom as soon as the final bell rang, almost knocking over a girl who was passing along the corridor. I was fuming. I had arrived that morning full of hopes for a bright new future, only to have them dashed on the hard rocks of teenage indifference. The dark clouds above my head seemed to settle around me as I **trudged** back home, reminding me of how **grim** the day had been. I was so **enraged** that I almost didn't hear someone calling my name and I turned round to see a boy from my class, Brian, running to catch up with me.

"You haven't exactly been made to feel welcome today, have you?" he said, **beaming** at me. "You could say that," I replied sarcastically. He laughed and suggested I give him my mobile number and he would text me later. "But I haven't got a mobile!" I told him, my heart **sinking** once again. A look of **utter** amazement spread across his face and he suddenly went very quiet while I waited for him to reply. Finally, he took a deep breath. "Look, if I were you, I'd get a mobile. Everyone has one! And while you're at it, sort yourself out with a decent pair of trainers." Then he was gone.

I walked into the house and **flung** my blazer and bag down in the hall. My mum popped her head round the living room door and asked how my first day had gone. "Can you please tell me why I need a mobile phone and trainers if I want to make any friends?" I replied. I was so stony-faced that I think she knew better than to reply, so she just stood there looking confused as I **stomped** up the stairs and slammed my bedroom door shut.

- 1 In paragraph 1 the writer says that
- 1 he was pleased to be back in a cooler climate.
 - 2 he was unsure of his feelings about being back in England.
 - 3 he was optimistic, despite the bad weather.
 - 4 he was nervous about starting school.
- 2 The phrase 'looking at things through rose-tinted glasses' (line 12) means
- 1 only seeing a situation from your own point of view.
 - 2 seeing things in a very simple way.
 - 3 only seeing the pleasant aspects of something.
 - 4 having too much confidence in yourself.
- 3 When the writer first met his classmates, he
- 1 felt a little afraid of them.
 - 2 suspected he had little in common with them.
 - 3 realised it might take some time before they accepted him.
 - 4 found he lacked the confidence to introduce himself.

- 4 When the writer approached the group of boys, how did they respond?
- 1 They made fun of him.
 - 2 They made a joke.
 - 3 They ignored him.
 - 4 They complemented him.
- 5 The writer uses the phrase 'I stormed out of the classroom' (line 30) to show that he left a room
- 1 quickly and noisily because he was angry.
 - 2 as soon as he could.
 - 3 without anyone seeing him leave.
 - 4 without looking where he was going.
- 6 On the way home, a boy from the writer's class
- 1 offered him an apology.
 - 2 gave him some advice.
 - 3 lost his temper with him.
 - 4 criticised his attitude.
- 7 Which best sums up the writer's response to his experience?
- 1 amazement
 - 2 confusion
 - 3 embarrassment
 - 4 disappointment

4  **Complete with:** leaden, air, bright, slam, sparkling, latest, rose-tinted, swallow, feel, deep. **Make sentences based on the text using the phrases.**

- | | |
|---------------------------|----------------------------|
| 1 skies | 7 new future |
| 2 personality | 8 be made to welcome |
| 3 glasses | 9 take a(n) breath |
| 4 trainers | 10 the door shut |
| 5 a(n) of belonging | |
| 6 my pride | |

5 Explain the words in bold. Which of the following teenage problems is the text about? Give the text another heading.

- anorexia • peer pressure • moving out
- loss of a friend • bullying

- 6 Explain the following in your own words.
- 1 "It was not a particularly promising introduction to life back in England." (l. 2-3)
 - 2 "... would instantly warm to my sparkling personality." (l. 10-11)
 - 3 "... to have an air of belonging." (l. 17-18)
 - 4 "... only to have them dashed on the hard rocks of teenage indifference." (l. 32-33)

Speaking & Writing

- 7 Read the text again. Imagine you are Brian. Use the information in the text to tell your family about the newcomer.
- 8 **THINK!** Imagine you are the writer. In five minutes, write a diary entry describing your first day at school and your feelings. Read your entry to the class.

Vocabulary & Grammar

- Weather

1 List the words below under the headings from the mildest to the strongest. Which of these weather phenomena are common in your country?

- rain • fog • drizzle • storm • snow • ice
- heatwave • downpour • gust • flood • frost
- gale • hurricane • hail • drought • cyclone
- monsoon • sunny



2 Choose the correct word. Then translate the sentences into Russian.

- 1 It was only **pouring/drizzling** lightly but we still got wet through.
- 2 It was **baking/flaming** hot under the midday sun so we stayed indoors.
- 3 Be careful of that saucepan – the soup is **boiling/beaming** hot!
- 4 The rain **beamed/poured** down and the road became like a river.
- 5 After a night with temperatures below zero, the frost **glowed/sparkled** in the morning sun.
- 6 They looked at the **thick/wide** clouds and realised it was going to rain.
- 7 That new boy in my class looks very **bright/shining**.
- 8 The storm was so **fierce/angry** that dozens of trees were uprooted in our area.

Listening & Speaking

3 Listen to two people talking about their holiday. Where does the dialogue take place? What exactly are they talking about? How do they feel?

Everyday English

- Annoyance/Sympathy

4 Work in pairs. You were away at the weekend but you didn't enjoy it. Use phrases from the table below to act out your dialogue.

Expressing annoyance	
• What a dreadful/ terrible ...	• It wasn't very ..., was it?
• They could at least ...	
Express sympathy	
• It's a pity.	• I'm so sorry.
• That's a shame.	• Oh, dear!

- Idioms

5 Explain the idioms in bold. Are there similar ones in your language? Which idiom best describes the picture?




- 1 I got caught in a downpour and was **soaked to the skin**.
- 2 The coast guard has to go out **in all weathers**.
- 3 John doesn't feel well, he's **under the weather**.
- 4 It wasn't a serious argument, just a **storm in a teacup**, really.
- 5 Katie puts some money in the bank every month **for a rainy day**.

- Problems


6 Choose the correct word.

- 1 Most teenagers will feel some peer **pressure/force** at one time or another.
- 2 Karl hasn't got many friends because he has a rather selfish **attitude/behaviour** at times.
- 3 People who **lack/miss** self-esteem have problems feeling good about themselves.
- 4 Going through school with no friends was a **hurtful/painful** experience for him.
- 5 She looked to her elder sister to be her role **model/partner**.
- 6 At his new school he had to **adopt/adapt** his behaviour to fit in with everyone.

7  **Control or Check?** Complete the gaps. Use the completed phrases in sentences of your own.


1 the exam answers, 2 your dog, 3 the information, 4 your temper, 5 your actions

- Prepositions

8  **Complete with:** at, to, for, about, with, in. **Check in Appendix II.**

- Jane smiled him politely.
- She smiled herself as she looked at the mirror.
- It didn't take him long to adapt his new life.
- Tom felt very sorry himself and didn't feel like talking to anyone.
- I'm sorry what happened.
- The coach was packed tourists.
- She wasn't very enthusiastic the trip.
- It took us a few days to get used to the increase temperature.

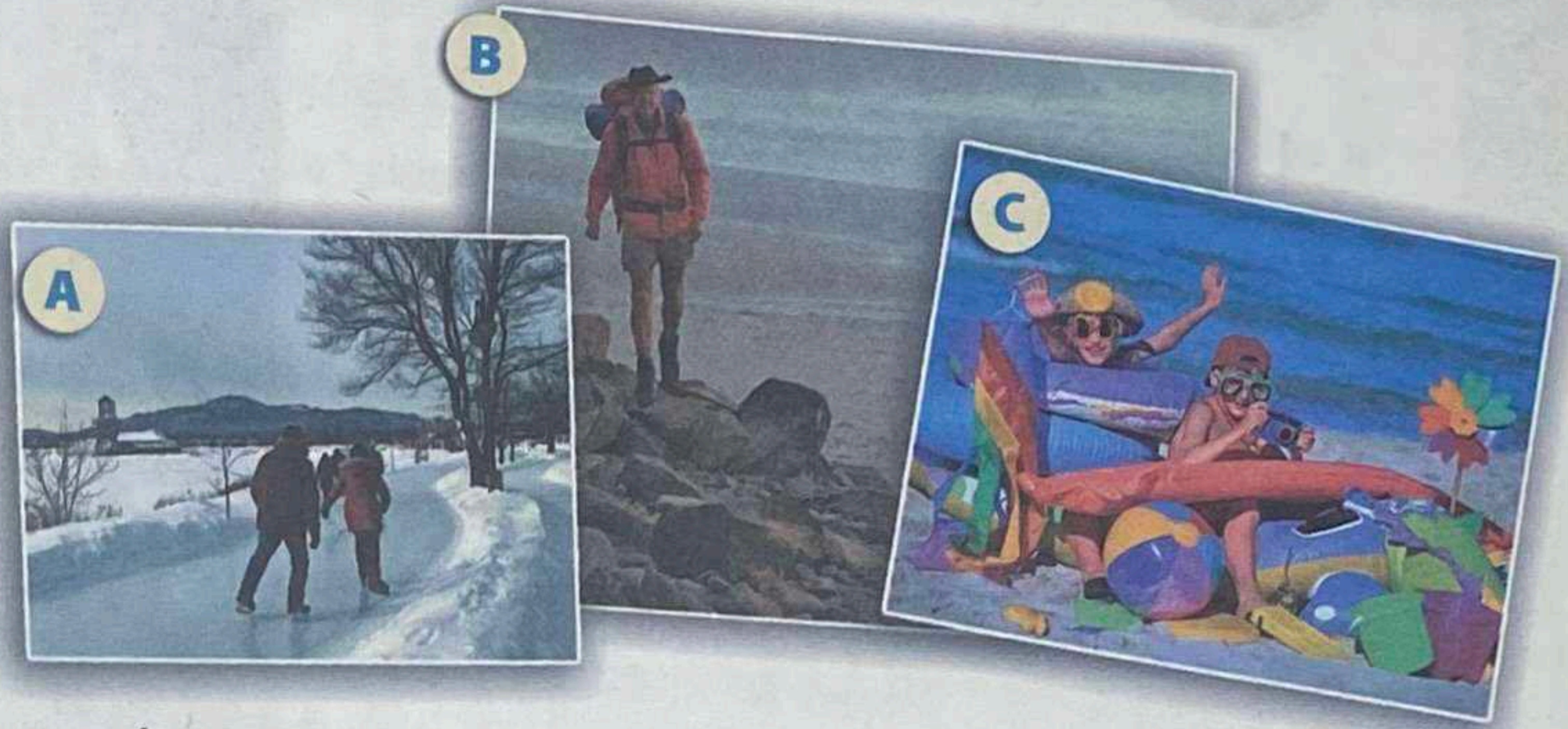
- Relatives **GR p. 174**

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


- He has three sisters, two of them live in Paris.
whom He has three sisters, in Paris.
- You met my brother Tom yesterday.
who The boy was my brother Tom.
- It was Paul's book that Jane took.
which The book to Paul.
- Brigg's Bakery is over the road; it has great cakes.
where Over the road is Briggs' Bakery great cakes.
- This is Pete; his sister works with me.
whose This is Pete with me.
- He's afraid of water so he never swims in the sea.
which He's afraid of water never swims in the sea.

- Making deductions

10 Look at the pictures. Make sentences using *must*, *can't* or *may*.



e.g. A – It **must** be very cold. It **can't** be summer.

11  **RNE** Read the text given below. Form derivatives from the words in brackets marked by numbers 1-6 to make them match the contents of the text grammatically and lexically. Complete the gaps with transformed words. Each gap corresponds with a separate task from group 1-6.

Cross the Himalayas by train

Boasting the latest in engineering technology, the new railway linking Tibet to Central China is the highest railway in the world. The line runs through an environment that is so 1) (**friendly**) that many of the workers fell critically ill during construction. Inside the carriages, however, an array of electronic sensors secure the 2) (**safe**) of the passengers and monitor the air circulation and the levels of oxygen. The trains are also designed to cope with lightning strikes, since the 3) (**probable**) of electrical storms is high on the mountain slopes.


However, this new Himalayan railway 4) (**develop**) is highly controversial. Although most people agree that it will bring greater 5) (**prosper**) to the region, many worry that Tibet's unique culture will be lost. Moreover, 6) (**ecology**) are concerned about the effects on the Himalayan wildlife such as the Tibetan antelope, which is among the most endangered species in the world. The animals are extremely timid and easily disturbed by any human activity.



Unit

4.3

Lead-in

1  Listen to four people talking about travel. Who (John, Lynda, Steve, Marta) travels for:


- fun? • their goals? • relaxation?
- experiences?

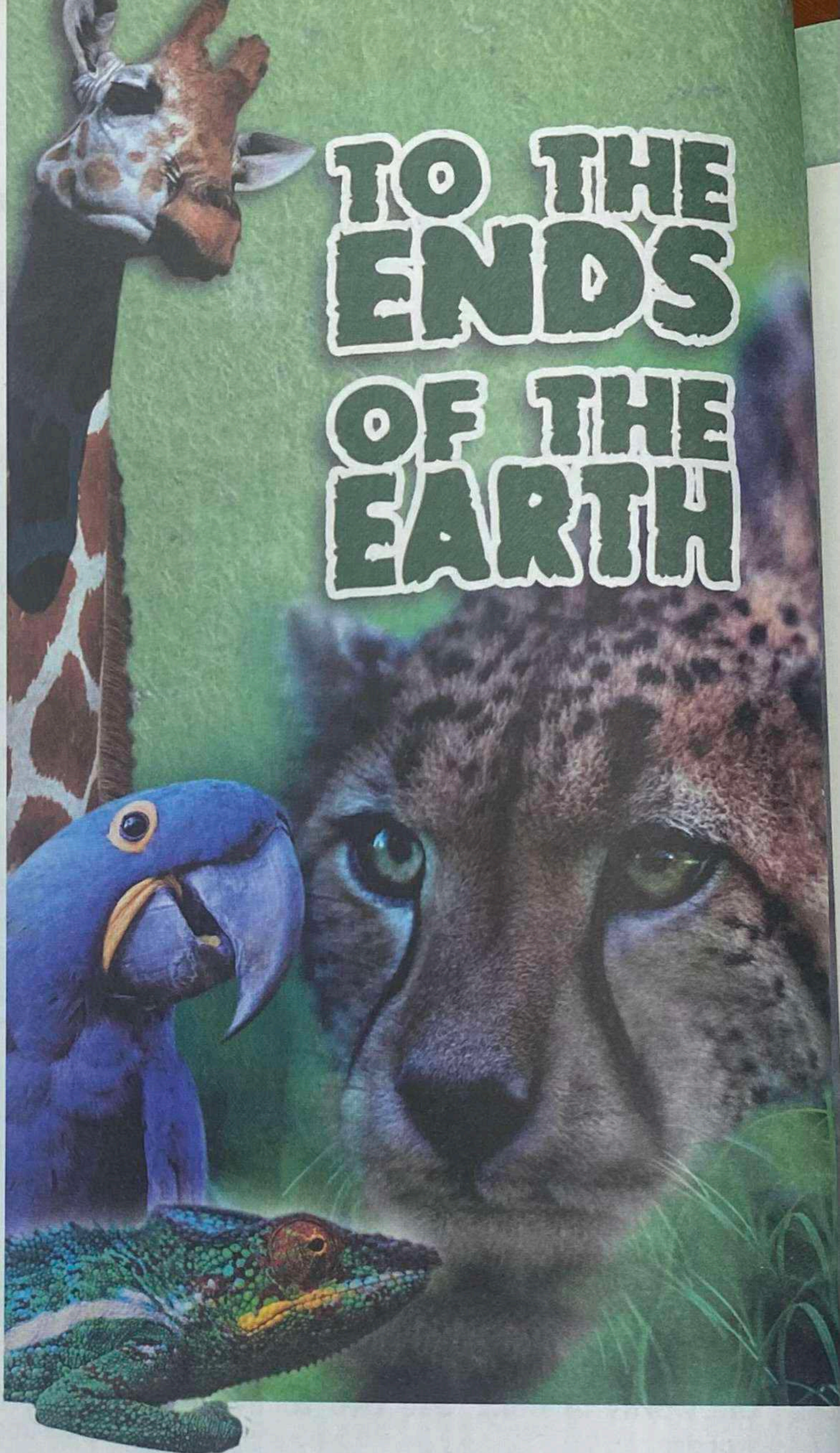
2 Why do people travel? Discuss in pairs. Use the ideas below:

- to participate in international tournaments
- volunteer for environmental projects
- experience local customs/traditions/cultures
- look for work
- visit friends/family far away
- enjoy beautiful scenery/diverse wildlife/natural wonders
- see magnificent temples/landmarks/unusual architecture
- collect strange souvenirs/crafts
- sample local dishes

3 Read the title and the introduction to the article. Why does Frans Lanting travel? Think of three questions about Frans. Read the article and see if you can answer them.

Reading

4  **RNE** Read the text and complete the gaps A-F with the parts of the sentences marked by numbers 1-7. One part is extra.



TO THE ENDS OF THE EARTH

- 1 which eat through your tent overnight
- 2 where the birds you want to photograph live
- 3 which has enabled the government to **substantially** increase its annual conservation budget
- 4 such as the annual **gathering** of hundreds of rare macaws deep in the forests of the Amazon Basin
- 5 which must be recognised as part of our heritage
- 6 and not just snapping what's in front of you
- 7 and he never takes on a project without involving those on the spot, from bushmen to Native Americans

A	B	C	D	E	F

Frans Lanting travels to the ends of the Earth – and everyone who sees his pictures wants to follow him. James Owen talks to the world's greatest travel and wildlife photographer.

It can be tough at the top, especially if you are Frans Lanting, the world's leading travel and wildlife photographer. Naturally, you want to get pictures of something rarely seen **A)** So what do you have to do?

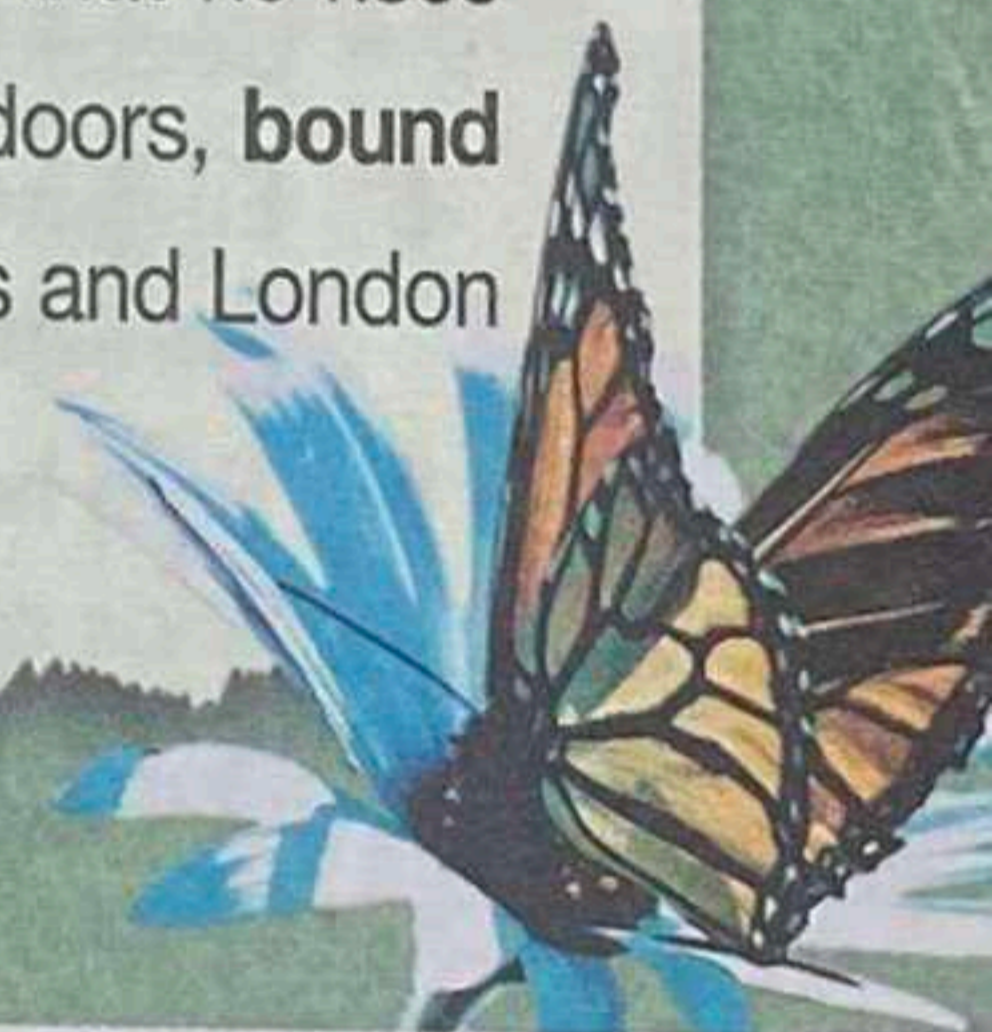
Well, you **haul** a canoe, supplies, camera gear and a steel scaffold weighing more than a ton up the Andes. Then you paddle miles up river before **erecting** a tower that gets you to the tree canopy **B)** For the next month you spend twelve hours a day in a space the size of an office desk. It is intensely humid and sweat bees drink from your skin, making it difficult to **focus** a lens without being **stung**. Things are no easier on the jungle floor. Fungus sprouts on your equipment and there are leaf-cutter ants **C)** And despite all this you still get the perfect shot. His photographs are unlike my others and include shots of serpentine jungle rivers, chameleons caught asleep, a seed falling to earth and almost the last white rhinoceros.


Many of Lanting's images are taken as close-ups and are, in fact, attempts to **portray** animals as individuals, as distinct in their characters as you and I. Other effects of this approach to photography have almost been as impressive as the pictures themselves. His essay in 1987 on the landscape and people of Madagascar helped to stimulate awareness of the country's

extraordinarily diverse wildlife. This then **prompted** a growth in tourism and foreign aid, **D)**

Lanting has such a professional **attitude** that it comes as a surprise to learn that he did not pick up a camera until he was in his early twenties. Bored with his job as an environmental planner, he taught himself photography and in the early 1980s moved to the US. "I never **envisaged** that I could make a career out of it," he says, "but we've witnessed a **tremendous** increase in concern for the natural world." He adds, "Photography plays a significant role in shaping those perceptions." So Lanting has travelled all over the world in **pursuit** of quarry such as the last white rhinoceros in Zaire in the hope that his photographs can play a part in increasing awareness of the worrying rate of extinction of biodiversity.

People are also important to Lanting's work **E)** It is perhaps this that distinguishes his photographs from our holiday snapshots. "I think a photograph, of whatever it might be – a landscape, a person – requires personal involvement. That means knowing your subject **F)**" And with that he rises quickly from his chair and heads for the great outdoors, **bound for** an encounter with the local wildlife – taxi drivers and London pigeons.




5  **Complete with:** jungle, diverse, intensely, holiday, wildlife, take, tree, deep, stimulate, significant, personal, annual. **Make sentences using the phrases.**

- | | |
|------------------------|----------------------|
| 1 photographer | 7 gathering |
| 2 in the forests | 8 on a project |
| 3 canopy | 9 humid |
| 4 floor | 10 play a role |
| 5 awareness | 11 snapshots |
| 6 wildlife | 12 involvement |

6 Explain the words in bold. Give the text another title.

Listening & Speaking

7  Listen as you read the text again. How does Frans feel about his job? What difficulties does he face while at work?

8 Which of the following adjectives best describe Frans? Give reasons.

- determined • strong • brave • proud
- sceptical • shy • confident • adventurous
- impatient • insincere

e.g. Frans is determined. He can spend hours every day waiting to get the best shot.

9 Imagine you are Frans Lanting. Use the information in the text to present yourself to the class.

Writing

10 **THINK!** What qualities should a wildlife photographer have? In three minutes write a few sentences explaining why each quality is important. Read your sentences to the class.