

CLICK ON



Student's Book

Virginia Evans - Neil O'Sullivan



Express Publishing

Contents

	TOPICS	VOCABULARY	GRAMMAR
MODULE 1	UNIT 1 Busy Days (pp. 6 - 15)	work; routines; activities; animals	jobs; work routines; everyday & free-time activities; job qualities
	EPISODE 1 The Adventures of Huckleberry Finn — How it All Started (pp. 16 - 17)		present simple; present continuous; adverbs of frequency; relatives; relative clauses Phrasal verb: <i>LOOK</i>
	UNIT 2 What a Story! (pp. 18 - 27)	misfortunes; disasters; experiences	misfortunes; natural & man-made disasters; feelings
EPISODE 2 The Adventures of Huckleberry Finn — How Huck Was Murdered (pp. 28 - 29) Time words; Possessive adjectives/pronouns; where			
MODULE 1 SELF-ASSESSMENT (pp. 30 - 31)			
MODULE 2	UNIT 3 On the Move (pp. 32 - 41)	our world; the weather holidays; accommodation	continents; countries; climate; types of holiday; holiday equipment; means of transport
	EPISODE 3 The Adventures of Huckleberry Finn — Jackson's Island (pp. 42 - 43)		present perfect; present perfect continuous (<i>yet, never, already, since, for, ever</i>); linkers: <i>although, even though, however</i> Phrasal verb: <i>GET</i>
	UNIT 4 Out and About (pp. 44 - 53)	town & country	accidents; holiday experiences; sights
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	UNIT 6 All Work and no Play (pp. 70 - 79)	the arts; clothes; entertainment	social life; music & mood; feelings & comments; clothes & accessories
EPISODE 6 The Adventures of Huckleberry Finn — Travelling with Royalty (pp. 80 - 81) <i>must - can't / tenses of the infinitive</i>			
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	UNIT 8 One Good Turn Deserves Another (pp. 96 - 105)	public services; aches	public services; parts of the body; aches & pains; symptoms
EPISODE 8 The Adventures of Huckleberry Finn — Peter Wilk's Funeral (pp. 106 - 107) <i>could/was able to; used to</i>			
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	EPISODE 9 The Adventures of Huckleberry Finn — Looking for Jim (pp. 120 - 121)		reported questions; reported orders; <i>too - enough</i> Phrasal verb: <i>TAKE</i>
	UNIT 10 Our Changing World (pp. 122 - 131)	inventions; inventors; technology; ambitions; regrets	electronic machines; scientific instruments; appliances; future plans
EPISODE 10 The Adventures of Huckleberry Finn — A Happy End (pp. 132 - 135)			
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READING	WRITING	LISTENING & SPEAKING	COMMUNICATION
It's a Dog's Life	discursive article: advantages & disadvantages of a job (project) a letter of reference	match speakers to routines; talking about people's/your routine; comparing jobs; taking notes Pron: word stress in compound nouns	register with unemployment office
Lost in the Jungle	narrative essay (project) a letter to a friend describing a nasty experience	listening for gist; talking about past activities; narrating events Pron: intonation of apologies	giving apologies
The Pride of Africa	letter of complaint (project) a letter to a friend about your recent news	listening for identifying correct picture; completing an advertisement; making decisions; talking about activities Pronunciation: silent letters	room-service
Poland - Portugal - Chile	letter to a friend about your holidays (project) a letter to a friend recommending a gym	listening for specific information; past experiences; comparing places; expressing preferences Pron: intonation in questions of choice	book a hotel room
Miracle Oil	a proposal (restaurant - supermarket) (project) an article about foods that cure	listening for specific information; making predictions; ordering from a menu Pronunciation: intonation in conditional sentences	complaining about food/service; book a table at a restaurant
Living Statues	a letter to the editor (project) a film review	filling in an advertisement; evaluating films; describing costumes; making rules Pronunciation: rising intonation in polite requests	responding to invitations
Wind Farms Get Green Light Greenhouse for the Future Zoos: The Wildlife Time Capsule	an article providing solutions to a problem (project) a letter to a friend about changes in a place	listening for lexical items; making suggestions Pronunciation: sentence stress	giving advice
OXFAM; VSO; Queen Elizabeth's Foundation for the Disabled	a transactional letter asking for information (project) a letter to the editor suggesting types of voluntary work to help people in your town	listening for gist; giving advice	register as a volunteer
Sports & Leisure Centre	an opinion essay (project) an article about your country's education system	listening for detail; filling in table; expressing likes/dislikes; talking about educational system in your country Pronunciation: stressed syllables	buying tickets for a football match
People who Changed the World	a letter of application for a part-time job (project) an article about which objects you would put in a time capsule	positioning objects; describing your ideal house Pronunciation: intonation in conditionals	<ul style="list-style-type: none"> • regrets • opposite wishes

Moments in Life

◆ Before you start...

When did you start learning English?
How many hours do you do per week?
Why do you learn English?

◆ Listen, read and talk about...

Busy Days

UNIT 1

- jobs/job qualities
- job interviews
- work routines
- everyday & free-time activities



Module 1

Units 1-2

What a story!

UNIT 2

- misfortunes
- natural disasters
- accidents
- feelings



◆ Learn how to ...

- describe scenes
- narrate an event
- talk about routines & free-time activities
- talk about past activities
- register with unemployment office
- give apologies
- making a phonecall to arrange a job interview

◆ Practise ...

- present simple
- present continuous
- adverbs of frequency
- present continuous with a future meaning
- relatives
- defining/non-defining relative clauses
- as - like
- order of adjectives
- past simple
- past continuous
- time words
- possessive adjectives/pronouns
- linkers (when, while, and, so, as, because)

◆ Phrasal verbs

- look, break, bring

◆ Write ...

- a letter of reference
- discursive article (advantages & disadvantages)
- a letter to a friend about a nasty experience
- a story

2

What a Story!

Lead-in

- 1 What do the pictures on pp. 18-19 show?
- 2 Look at the key words and say what was on last night's 9 o'clock news.
 - earthquake - building collapsed
 - robbery - robber was arrested
 - burglary - burglar broke into a house
 - plane crash - 50 people were injured
 - car crash - car crashed into a tree

There was an earthquake. A building collapsed.

- 3 a) Listen to the sounds and put the sentences in the order you hear them.

- | | | |
|---------------------------------------|---------------------------------------|---|
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> I went off. | <input type="checkbox"/> I crashed into a tree. |
| <input type="checkbox"/> | <input type="checkbox"/> He fired it. | <input type="checkbox"/> I crash-landed. |
| <input type="checkbox"/> | <input type="checkbox"/> I collapsed. | |

b) Match the pictures to the sentences. What does **it** in each sentence refer to?

3 — A The alarm went off.

c) Link the sentences below to the sentences in Ex. 3 using *when*.

- 1 The cashier was giving the robber the money **when the robber fired a gun.**
- 2 The ground was shaking
- 3 The driver was trying to avoid hitting the bus
- 4 The passengers were screaming
- 5 The burglar was trying to break into a house



A

Listening and Reading

4 Listen and repeat, then close your books and try to remember as many sentences as possible.

- Oh, my goodness!
- That's terrible!
- Well, that's a relief.
- What caused it?
- Thank you for your cooperation.
- Was anyone hurt?
- Well, it's all over now.
- Just in time.
- Thankfully, no.

5 Listen and complete.

- 1 The plane crashed while ...
- 2 The blue car was heading this way down the road when ...
- 3 I was waiting in the queue to pay for my groceries when ...

6 a) Read the dialogues and mark the sentences Yes or No, then explain the words in bold.

- 1 Fifty people were aboard the plane.
- 2 The witness saw the accident happen.
- 3 The driver could avoid hitting the cyclist.
- 4 The car crashed into a bus.
- 5 The robber was caught by the police.
- 6 Sarah was calm when she met Jane.

- A** Jenny: Quick, Steve! Come and listen to this news report on the radio.
 Steve: What is it? What happened?
 Jenny: A plane crashed while it was coming in to land at Heathrow.
 Steve: Oh my goodness! That's terrible! When did it happen?
 Jenny: Just now!
 Steve: Were there many people **on board**?
 Jenny: About a hundred and fifty, I think. A lot of them are in hospital now, but the **fire brigade** got everyone out.
 Steve: Well, that's a relief. What caused it?
 Jenny: Ssh... Let's listen. They're telling us now.
 Radio: For listeners just **tuning in**, a Boeing 727 ... (fade)

B Policeman: Can you tell me how the accident happened, sir?

Witness: Yes, I saw the whole thing. The blue car was heading this way down the road when the cyclist pulled out of that side road right in front of it.

Policeman: Was the car speeding?

Witness: No, but the driver had to act quickly to avoid hitting the cyclist. He **swerved** over to the other side of the road and into the path of an oncoming bus.

Policeman: I see. What happened next?

Witness: He swerved again, but he lost control of the vehicle. There was a loud **screeching** noise as he **slammed** on his brakes and then he crashed into that tree.

Policeman: Right. I don't think there'll be anything more at this point. I just need to take your full name and address for the **record**.

Witness: Okay. It's Tony Brown, 16 Bullpark Lane, Clevedon.

Policeman: That will be all for now, sir. Thank you for your **cooperation**.

Witness: You're welcome.

C John: What's wrong? You look awful.

Sarah: I just witnessed a robbery.

John: Really? What happened?

Sarah: Well, I was waiting in the **queue** to **pay for my groceries** when I saw the man in front of me pull out a gun.

John: Oh no!

Sarah: Yes. He started **waving** the gun around and shouting at the **cashier** to hand over the money. While the cashier was giving him the money, he pressed the **alarm button**. The robber fired the gun and then ran away.

John: Was anyone hurt?

Sarah: Thankfully, no, and the police arrived just in time to arrest the robber.

John: What a frightening experience!

Sarah: Oh, tell me about it. **I'm still shaking**.

John: Well, it's all over now. Sit down and I'll make you a nice cup of tea.

b) Read out the dialogues in pairs.

c) Read the dialogues again and write down the words/phrases which describe each incident.

Speaking

d) Now use the words to give a brief summary of each incident.

A plane crashed at Heathrow. It was coming in to land ...

E

Vocabulary

- Disasters and accidents

7 Underline the words in the headlines which are disasters/accidents. Which of these are natural disasters? Which are man-made?



8 a) Fill in the correct word, then match the sentences to the headlines in Ex. 7.

- crashed • derailed • drowned • blew
- shook • flames • burst • destroyed
- collapsed • tracks

- Debris from the train crash was all over the
- A woman when the River Avon burst its banks yesterday and flooded the village of Hampton-on-Avon.
- Several buildings when an earthquake struck the town yesterday afternoon.
- The coastline of Puerto Rico was last night when a hurricane swept through the area.
- Several people were injured when the train and crashed into the station.
- Ten vehicles into each other last night on the M25.
- There was a sudden explosion and the entire building burst into
- The winds were so strong that they away many roof tops.
- The ground harder and harder during the earthquake.
- Heavy rains caused the River Avon to its banks.

b) Close your books and say as many words as possible related to accidents or disasters.

Speaking

c) Imagine you have experienced/witnessed the disasters/accidents mentioned in Ex. 7?

Talk about:

- what happened
- when/where it happened
- how you felt

9 Look at the pictures. Which of these do you need in case of an earthquake? a shipwreck? a fire? Ask and answer, as in the example.



A: What do you need in case of an earthquake?
 B: You need a whistle.
 A: Why?
 B: To attract attention.

- Feelings

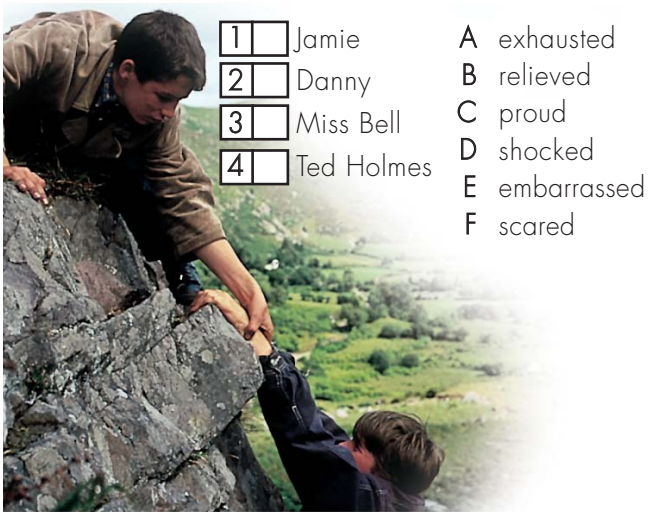
Listening

10 Listen and match. What expressions do you use in your mother tongue to express the same feelings?

When I am surprised I say ...

1	<input checked="" type="checkbox"/>	G	Phew!	A	confused
2	<input type="checkbox"/>		Yuk!	B	amazed
3	<input type="checkbox"/>		Oh!	C	surprised
4	<input type="checkbox"/>		Wow!	D	disgusted
5	<input type="checkbox"/>		Huh?	E	uninterested
6	<input type="checkbox"/>		Mm...	F	interested
7	<input type="checkbox"/>		Really?	G	relieved

11 a) Listen and match the people to the feelings.



1	Jamie	A	exhausted
2	Danny	B	relieved
3	Miss Bell	C	proud
4	Ted Holmes	D	shocked
		E	embarrassed
		F	scared

Speaking

b) Use the the adjectives in Exs. 10, 11 and the prompts below, as well as any ideas of your own, to ask and answer questions, as in the example.

- study all night • hear a strange sound late at night • my lost cat comes home • have car crash
- travel all night • have very bad news
- fall off a ladder • see earthquake on the news
- pass exams • finish all my homework
- get a promotion • slip on a banana skin
- walk down a dark street • witness a train crash
- spill coffee on my clothes at a party
- win 1st prize in a contest • run in a marathon

A: *Have you ever felt exhausted?*

B: *Yes, I have.*

A: *When was it?*

B: *When I studied all night.*

Grammar

- Past Simple - Past Continuous

12 Study the sentences and identify the tense of the verbs in bold. Then match them to their use.

- The lorry **crashed** into the tree, **overturned** and **burst** into flames. **d**
- Eva **was** still **washing** her hair at 9:15 this morning.
- Frank **was** **working** on a report when his boss **called** him into his office.

- At 7 o'clock yesterday evening Mum **was laying** the table while Jane **was polishing** the silver.
- It **was raining** heavily that September morning. Jim **was walking** quickly towards the bus-stop.

- actions happening at the same time in the past
- action happening at a certain time in the past
- action happening in the past when another action interrupted it
- actions which happened immediately one after the other in the past
- background information to a story

13 Put the verbs in brackets into the correct tense, past simple or past continuous.

- They (drive) to the airport when the car broke down.
- Can you give this to Sheila? She (leave) it in my office earlier.
- The police (arrest) the thieves last night.
- Bobby (walk) along the beach when a gust of wind (blow) his hat off.
- "I (not/understand) a single word he (say). Did you?"
- Les (clean) the windows when he (fall) off the ladder.
- Margaret (make) toast while Bob (read) the morning paper.
- The maid (break) a valuable vase while she (dust).
- He (take) his medicine, (get) into bed and (turn off) the light.
- "When (Mr Foster/die)?"
"Three years ago in a boating accident."

14 Put the time adverbs in the correct chronological order, then make true sentences about yourself using them.

- yesterday morning • two days ago
- yesterday afternoon • last week
- last summer • last night

I had dinner last night after the 9 o'clock news.

15 What were the people doing/wearing when the photograph was taken? Use the key words:

- drink • play • rollerblade • sit • walk • cross • cycle • talk • turn • read



A woman was walking her dog.

16 Make as many sentences as possible.

I was waiting for the bus when my mobile rang.
 when I lost my keys.
 when I met a friend of mine.

- | | |
|-------------------|--------------------------|
| 1 wait for / bus | mobile / ring |
| 2 cook lunch | lights / go out |
| 3 do / shopping | someone steal / passport |
| 4 watch / TV | slip on / banana skin |
| 5 walk / park | meet / friend of mine |
| 6 play / football | lose / keys |

17 Ask and answer questions, as in the example.

- 1 What/happen/yesterday? There be/fire
- 2 Where/be/you? I/be/the living room
- 3 What/you do? I/read/a newspaper
- 4 How/you get out? Some firefighters/help me out
- 5 You know/how/fire start? My next door neighbour/fry fish/when oil/catch fire
- 6 How/you feel? I/feel scared but relieved

A: *What happened yesterday?*

B: *There was a fire.*

• Project

Use the notes in Ex. 17 to write a letter to a friend of yours describing your experience.

Speaking

18 Use the prompts to make true sentences about yourself in the present perfect or the past simple.

- go to the hairdresser • study hard
- go to the dentist • argue with my friend
- travel abroad • buy new clothes

- this month • yesterday • last week
- this week • last year • this year
- today • last month

I didn't go to the hairdresser last week.

I have been to the hairdresser this week.

19 Join the sentences using *when, while, and, so, or as/because.*

- | | | | |
|---|-------------------------------------|---|--|
| 1 | <input checked="" type="checkbox"/> | C | She was about to leave the office. |
| 2 | <input type="checkbox"/> | | Jeff was watering the plants. |
| 3 | <input type="checkbox"/> | | He had to go to work by taxi. |
| 4 | <input type="checkbox"/> | | She looked upset. |
| 5 | <input type="checkbox"/> | | They were about to light the barbecue. |
| 6 | <input type="checkbox"/> | | Ali didn't have enough money. |
| 7 | <input type="checkbox"/> | | The moon was shining. |
| 8 | <input type="checkbox"/> | | The little boy was singing. |
| 9 | <input type="checkbox"/> | | Rena can't babysit tonight. |

- A I lent him some.
- B He missed the train.
- C Her boss gave her a letter to type.
- D Anne was mowing the lawn.
- E She's got the flu.
- F I asked her what was wrong.
- G His father was playing the guitar.
- H It began to rain.
- I The stars were bright.

She was about to leave the office when her boss gave her a letter to type.

Communication

(apologising)

20 Listen and say how the two people are related. Listen again and fill in the missing words. Then, in pairs, use the prompts to act out similar dialogues.

A: Hi, Alex! Sorry I'm so 1)!
 B: What happened? I was worried about you.
 A: I missed the 2)
 B: Oh dear, how did you 3) here in the end?
 A: I had to walk. It took me 4) minutes!
 B: You must be tired, sit down and have a cup of 5)!
 A: Thanks! I'm exhausted!

- Janet / car break down / phone for help / take an hour to arrive
- Mark / train drivers on strike / catch two buses / take two hours longer
- Mr Jones / traffic terrible / park car and walk / take over an hour

Pronunciation

(intonation of apologies)

21 Listen and repeat.

Sorry! I'm so sorry. I'm very sorry.
 I'm sorry! Sorry about that. Look, I'm sorry. OK?

Word Formation

22 Read the table, then replace the words in bold with their opposites.

We can make adjectives negative by adding the prefixes **-dis**, **-in** or **-un**

e.g. loyal - **dis**loyal, active - **in**active,
 happy - **un**happy

Note: **-in** usually becomes **-il**, **-im** or **-ir** before letters **-l**, **-m**, **-p** and **-r**.

e.g. legal - **il**legal, mature - **im**mature,
 patient - **im**patient, regular - **ir**regular

- 1 Jenny is so **sensitive**!
- 2 Brian is a very **responsible** employee.
- 3 Anna is very **contented** with her life.

- 4 The girl's story was quite **believable**.
- 5 Meg is very **mature** for her age.
- 6 Ryan is very **loyal** to his family.
- 7 My teacher was very **pleased** with my exam results.
- 8 Paul is very **patient** with children.
- 9 He is very **kind** to his colleagues.
- 10 Our last holiday was **forgettable**.

Order of adjectives

- There are two types of adjectives: **opinion adjectives** (beautiful, nice, etc) which describe what we think of someone/something, and **fact adjectives** (small, heavy, etc) which describe what someone or something really is. Opinion adjectives come before fact adjectives.
- When there are two or more fact adjectives before a noun they usually go in the order shown below.

	opinion	size	weight	shape	colour	material	
It's a	nice	small	light	round	red	plastic	ball.

23 Write the adjectives, as in the example.

- heavy • wooden • big • brown



It's a **big, heavy, brown, wooden** chest with a metal lock.

- straw • purple • beautiful

It's a

 hat with a blue ribbon.



- black • small • rectangular • leather

It's a

 handbag with a long strap.



- cotton • multi-coloured • nice

It's a pair of

 shorts.



Listening and Reading

24 Look at the pictures and the title. Where did the story take place? What time was it? Where did the boys go? What scared them? What was strange about the tiger? Can you guess the story?

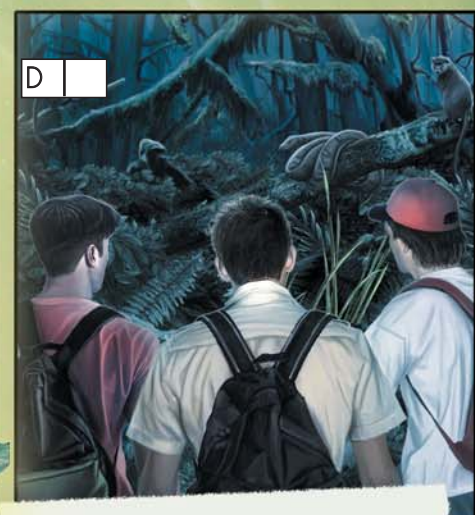
25 Listen and put the pictures in the correct order. Listen again and circle the correct item.

- The three friends were going to
 - India
 - a small village
- As it got dark, the boys
 - lost their way
 - managed to get to the village
- When they heard Abi's story the three friends felt
 - shocked
 - relieved

26 a) Read the story and fill in the sentences (A-E). There is one extra sentence that you do not need.

- We **screamed**, because we were sure it would kill us.
- The **villagers** were expecting us, but we were already four hours late.
- The 'tiger' stood up, and a young man took off the striped skin covering his head and shoulders.
- He ran towards us, pointing **desperately** at a large, dark shape moving through the trees.
- "Tiger!" he **whispered** urgently, pointing at a large, dark shape moving **silently** toward us through the trees.

b) Which is the climax event in the story?



Lost in the Jungle

The **shadows** were **growing** longer and the sky was getting dark as we walked through the **jungle**. My two friends and I felt hot and exhausted. We were heading for a **small village** in northern India. **1** **B** As the last of the daylight disappeared, we began to feel very lost and afraid.

We tried to find our way to the village, but it was hard to tell which **path** we should follow in the **darkness**. All around us, strange **creatures** made terrifying noises as they woke up and began to **hunt** for food. We hoped they wouldn't want to eat us!

Then George, who was in front, stopped suddenly in his **tracks**.

2 We **froze** in horror. George was right. We could see the black stripes and shining yellow eyes of the most dangerous animal in the jungle. We **stared** at the tiger, too scared to move.

After a few seconds that felt

like hours, there was the sound of branches breaking, and the **tiger leapt** at us, **roaring** loudly. **3**

Strangely, though, the tiger stopped – and then I noticed that it had six legs, two of them human!

4 "Hello!" he said, smiling **broadly**. "I'm Abi, from the village. When you didn't arrive, we were worried, so I came to look for you," he explained. "It's traditional for us to wear the tiger skin to **greet** new guests ... and I couldn't **resist** playing a trick on you! I hope you don't mind." **Recovering** from the shock, we began to laugh with **relief**.

We followed Abi to his village, where the villagers gave us a warm welcome. After a delicious meal we sat around the fire, listening to our new friend's **fascinating** stories about the *real* tigers in the jungle. It was a great end to a day full of adventure.



B



E



F

TIP

Read the text for gist, then read the sentences quickly. Re-read the gapped text more carefully and underline in the text words such as time markers, adverbs, names etc which will help you do the task. Finally, check the completed text with sentences filled in to see if it flows and makes sense.

- c) Explain the words in bold.
- d) Underline the adjectives in the story. Suggest opposites. How did you like the story?

27 a) Read the story again and fill in the appropriate adverbs, then make sentences using them.

- 1 to smile
- 2 to move
- 3 to whisper
- 4 to roar
- 5 to stop

b) How do we usually form adverbs? What do they describe?

28 a) Put the sentences in order, then use the pictures to tell the class the story. Use *when, then, first, after that, finally*.

- The tiger leapt at them, roaring loudly.
- They began to feel very lost and afraid.
- Suddenly George stopped. "Tiger!" he whispered.
- The boys were heading for a small village.
- They stared at the tiger, too scared to move.
- They were already four hours late.
- It was a great end to a day full of adventure.
- They noticed the tiger had six legs, two of them human.
- Recovering from the shock, they began to laugh.

b) Read the story again, then take roles and act it out.

Phrasal Verbs

29 Study the table, then fill in the correct particle.

- break down - 1) to stop working (train, car etc), 2) to lose control of feelings (in tears etc)
- break into sth/break in - to enter by force
- break up - 1) to finish school at the end of term, 2) to end a relationship
- bring about - to make sth happen
- bring (a)round - 1) to help sb regain consciousness, 2) to persuade sb to change their ideas or do sth
- bring up - 1) to raise a child (usu.), 2) to mention a subject

- 1 James Parker was brought by his grandparents.
- 2 My car broke in the middle of the road.
- 3 The Beatles broke in 1970.
- 4 I'm trying to bring her to my point of view.
- 5 Thieves broke Natlay's Bank yesterday.
- 6 Schools break in June for the summer.

Vocabulary Practice

30 Fill in the correct words, then make sentences.

- get • news • side • screeching • find
- full • witness • alarm • shining • warm
- follow • greet • fire • play

- 1 noise
- 2 to a robbery
- 3 to our way
- 4 report
- 5 button
- 6 to a path
- 7 road
- 8 name
- 9 to a guest
- 10 to a trick
- 11 to a gun
- 12 eyes
- 13 welcome
- 14 to dark

31 Fill in: from, over, for, about, in, at, of, on, into, then make sentences using the phrases.

1 board; 2 to swerve to the other side the road; 3 to lose control sth; 4 to slam his brakes; 5 to crash a tree; 6 to wait the queue; 7 to pay sth; 8 to shout sb; 9 the darkness; 10 to freeze horror; 11 to stare sth; 12 to head somewhere; 13 to recover the shock; 14 fascinating stories tigers

32 While you were abroad on holiday, you witnessed a car accident. Tell your friend:

- where and when the accident took place
- who was involved
- how it happened
- what the consequences were

33 Underline the correct word.

- Several passengers **died/killed** in the plane crash.
- Can I **borrow/lend** some money from you?
- Laura **missed/lost** the last bus so she took a taxi.
- Jimmy was really **ashamed/embarrassed** about cheating on his test.
- He is **nervous/angry** about flying, so he takes the train.

Writing (a story)

To write a story we first decide on the type of story, the plot and the main characters. Our story can be a comedy, a spy story, a thriller, an adventure story, a detective story, a fairy tale, etc.

In the **first paragraph**, we write when and where the event happened, who the people in the story were, what the weather was like and what happened first.

In the **main body**, we describe the events in the order they happened. One of the events should be the climax event. We can use *so, because, and, also* etc to join our sentences or ideas.

In the **last paragraph**, we write what happened in the end and how the people in the story felt.

We can use a variety of adjectives or adverbs to make our story more interesting. We normally use past tenses in stories.

34 Replace the words in bold with words in the list, then suggest other synonyms.

- terrible • tiny • lovely • extremely • well-behaved

- It was a **nice** May afternoon.
- The room was **small** but clean.
- The weather was **bad**.
- Emma grew into a **good** but lively child.
- They were all **very** happy.

We can start or end a story by:

- asking a rhetorical question (i.e. a question which requires no answer) e.g. *Why did we have to go through so much suffering?*
- addressing the reader directly e.g. *Are you afraid of spiders?*
- referring to moods/feelings e.g. *Ivan was cold, wet and miserable by the time he reached the finishing line.*
- using direct speech e.g. *"I can't wait to go," said Anne.*

NOTE: We can also start a story by describing a person or a place.

e.g. *"I looked at the sweet elderly lady trying to remember who she was. Her round face, white curly hair and friendly blue eyes were familiar to me."* (person)

"I parked the car, got out and locked the door. I looked at Mrs Aston's house. It was a small stone cottage with a colourful garden. I felt relaxed as I walked along the path toward the wooden front door." (place)

35 Match the beginnings and endings. Which techniques did the writer use in each extract?

A The hot Peruvian sun was burning Professor Bingham's bare head as he studied the map of the Andes. He was hot and tired but excited. He knew he was close to finding the hidden city in the mountains of Peru.

B What would you do if a tigress looked at you sadly through the bars of a cage? I couldn't forget that question as Ran, my guide, and I set off to release Tara back into the wild.

1 Breathless but excited, the Professor stood among the ruins of the ancient city. "This is it!" he said. "It wasn't just a legend after all!"

2 As Tara disappeared into the jungle, Ran and I felt relieved. Tara was going to be safe in her new home. She was back where she truly belonged at last.

36 Read the following beginning and ending, then rewrite them applying one or more of the techniques mentioned above.

Ben got up early because he had a long journey ahead of him. He was driving across the country to spend the holidays with his parents. The weather forecast said it was going to snow.

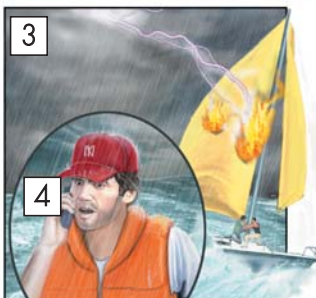
Two days later Ben arrived at his parents' house without his car or his suitcase. He was very tired. His parents were pleased to see him. Ben was happy, too.

37 A popular magazine is holding a short story competition entitled "A Storm at Sea" and you have decided to enter. Use the words in the list to make sentences which match the pictures.

- huge waves were crashing • in danger
- bolt of lightning struck the boat • sailing holiday
- black clouds were gathering • lightning flashed • sink slowly
- stand on the deck • storm • thunder rolled across the sky
- life raft • boat was rocking from side to side • were scared
- radioed for help • mast • burst into flames



A Storm at Sea



38 The last picture of the story is missing. What do you think happened in the end? Listen and check if your guesses were correct. Now draw the last picture of the story.

39 Put the sentences in order, then retell the story. Which is the climax event in the story?

- A The boat was rocking from side to side.
- B 1 Jason was standing on the deck of the boat.
- C They heard the sound of a boat.
- D A bolt of lightning struck the boat.
- E Black clouds were gathering.
- F The mast burst into flames.
- G Lightning flashed.
- H Tony radioed for help.
- I They jumped into the life raft.

40 Now write your story. Write 120-150 words. Use your answers from Exs. 37-39 as well as the plan below. You can use the story in Ex. 26 as a model.

Plan

Introduction

(Para 1) *who, when, where, what happened*

Main Body

(Para 2-3) *events in the order they happened*

Conclusion

(Para 4) *end the story, people's feelings/comments*

41 Read the sentences. What do they mean?

What's in a word?

- All good things must come to an end.
- Every picture tells a story.
- All's well that ends well.

THE ADVENTURES OF HUCKLEBERRY FINN

How It All Started



My name's Huckleberry Finn — but everyone just calls me "Huck" — and this is the story of my adventures. It all started with my best friend, Tom Sawyer ...

1

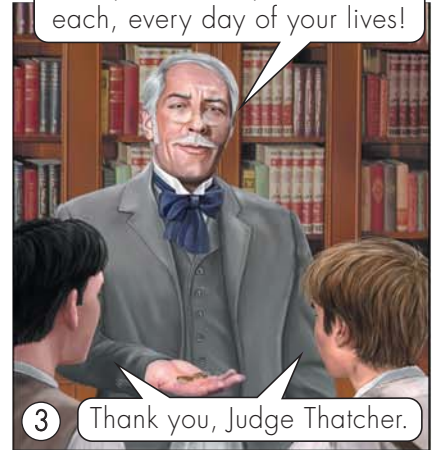
Gold coins, Tom! We're rich!



2

We can ask Judge Thatcher to look after the money for us.

Here you are, boys — a dollar each, every day of your lives!



3

Thank you, Judge Thatcher.

Widow Douglas has got something to say, Huck ...



4

... you live in the woods like a wild animal, and don't go to school ...

Huck, no one has seen your father for a year ...



You need a *real* home, Huck. I want you to come and live with me like my son.



5

A FEW MONTHS LATER ...



6

Well, Huck — how is life at the widow's?

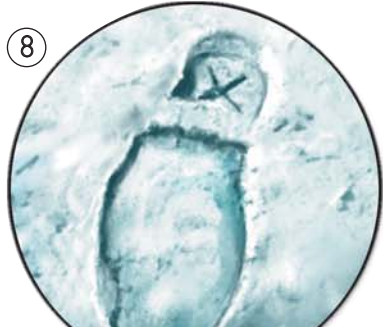
It's hard, Tom! Wearing smart clothes, going to school ... and the widow's sister, Miss Watson, makes lots of rules. I like Jim, though — he's Miss Watson's slave.



7

Jim, I'm scared! My pap has come back!

But Huck, everyone says that your father's dead.



8

Well, everyone's wrong, then. See — that mark is from Pap's boot!



THAT NIGHT ...

Pap!

9



You think you're better than me, don't you? Going to school, sleeping in a fancy bed ... and people say you're rich!

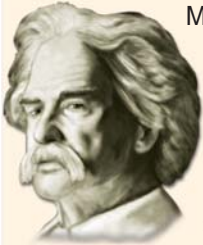
Ow! Please, Pap — don't!

10

Pre-Reading Activities

1 Fill in the gaps with words/expressions from the list.

- After the Civil War
- At the age of 20
- as
- at the time
- a year later
- before long
- like
- When



Mark Twain's real name was Samuel Langhorne Clemens. Born in 1835 in Missouri, USA, he grew up in Hannibal, a small town on the Mississippi River. **1)** his father died in 1847, Samuel left school to start work as a printer. **2)**, he began work on the Mississippi riverboats, and became a riverboat pilot.



3) began in 1861, the riverboats stopped running, and Clemens tried many different jobs. He also started writing humorous stories for various newspapers, and **4)** he was well known as a writer. He wrote his first major book in 1869, and got married **5)** He published *Tom Sawyer* in 1876 and *Huckleberry Finn* in 1884. He was still famous and very popular, both in the USA and Europe, **6)** of his death in 1910.

Huckleberry Finn is set in about 1845-1850, and begins in a small town just **7)** Hannibal. In other words, Mark Twain was writing about the time and place of his own childhood. Many of the characters and events in the story are taken from his boyhood and his life **8)** a riverboat pilot.

2 Look at the pictures. Which show(s):

- 1 Huck wearing a straw hat?
- 2 Tom and Huck at school, wearing smart clothes?
- 3 a footprint in the snow?
- 4 Huck's father, with dirty clothes and long hair?
- 5 Tom holding lots of gold coins?
- 6 a woman, wearing black because her husband is dead?
- 7 Huck walking with Miss Watson's slave, Jim?
- 8 Huck's father beating him?
- 9 Judge Thatcher's library?

Listening & Reading Activities

3 Listen and write Yes or No.

- 1 Huck's best friend is Tom Sawyer.
- 2 Huck lives with his father.
- 3 Widow Douglas wants Huck to live with her.
- 4 Everyone says Huck's father has come back.
- 5 Huck and his father are very happy to see each other.

4 Read the episode on p. 16 and answer the questions using one to three words.

- 1 How much money do Huck and Tom get every day?
- 2 Where does Huck live at the start of the story?
- 3 Who is Miss Watson?
- 4 Who is Jim?

5 Study the rules, then fill in like or as.

We use **like** to say what sb looks like.

We use **as** to say what sb is like.

*He works **like** a slave.* (He isn't a slave)

*She works **as** a nurse.* (She is a nurse)

ALSO: looks like, sounds like, feels like, be regarded as, known as

- 1 Huck started trembling a leaf when he saw Pap.
- 2 Mr Thatcher works a judge.
- 3 He is known the best writer of his time.
- 4 The boys ran the wind.
- 5 Sue looks her sister.

6 Listen to the episode again, then read it out.



Units 1 - 2

Vocabulary & Grammar

1 Fill in the correct word.

- 1 Do you think I should for this job?
- 2 Lawyers require a university
- 3 "What are you for?" "My watch."
- 4 Policemen can work night
- 5 The river its banks and flooded the area.
- 6 Are you interested in a part-time or time job?
- 7 Joan broke when she heard about the terrible accident.
- 8 The doorbell is ringing. Can you please the door?
- 9 The driver lost of the vehicle and crashed into a tree.
- 10 Mr Perkins works a teacher in our school.
- 11 John the 7:45 train to work.
- 12 The policemen interviewed everyone who the accident.
- 13 Where you when the earthquake started?
- 14 A porter is a person carries luggage.
- 15 She was walking it started raining.
- 16 Have you got experience all levels?
- 17 John is always late work.
- 18 Ben start work at 9:00 every day?
- 19 That's the man son lives in Brazil.
- 20 The police were patrol all night.
- 21 A lot of jobs, such teaching, require extensive training.
- 22 Where they go on holiday last year?
- 23 The police use dogs to down criminals.
- 24 Jane was sleeping Tony was reading.
- 25 John is working in the garden at the
- 26 It was a frightening experience. I'm still
- 27 The car burst into
- 28 The train drivers are strike.
- 29 They both gave us a welcome.
- 30 Mary couldn't her way in the dark room.

(30 marks)

2 Circle the correct item.

- 1 The train soon after it left the station.
A tracked B slammed C swerved D derailed
- 2 Steve works with beginners.
A fully-trained C experienced
B absolute D good
- 3 She left the building an hour
A last B then C before D ago
- 4 Fifty people were on when the plane crashed.
A track B air C deck D board
- 5 The boat was from side to side.
A rocking B waving C sinking D crashing
- 6 Paul never to work.
A walking B walk C is walking D walks
- 7 John froze in when he saw the tiger.
A fright B shock C horror D panic
- 8 Is Ann living in Manchester?
A then B still C yet D already
- 9 They were to see their son was OK.
A relieved B interested C exhausted D proud
- 10 She passed out but we her round.
A brought B took C looked D came

(20 marks)

Communication

3 In pairs use the prompts to act out the dialogue.

A	B
Hello! / I speak / Bob? It / be / Steve OK I / call back?	Who / call? hang on / second? Sorry / Bob/ go out Sure / you want / leave / message?
No / that / be OK / I call later Bye	Bye

(20 marks)

Reading

4 Read the story and fill in the missing sentences from the list. There is one sentence which you do not need to use.

Air Adventure

Kate felt very excited as she climbed the steps and boarded the plane. It was the first time she had ever travelled alone and she was looking forward to the adventure. 1

She found her seat and made herself comfortable. She felt a little nervous when the air hostesses told the passengers what to do in an emergency, but once the plane had taken off, she soon forgot her worries. She gazed out of the window in amazement as the English countryside grew smaller and smaller beneath her. 2 She closed her eyes and, before long, she was fast asleep.

Suddenly, a loud roaring noise woke her. She opened her eyes and looked around in panic. 3 They looked scared, but they spoke calmly to the passengers and told everyone not to be afraid. "What's happening?" Kate asked. "There's a small problem with one of the engines," replied one of the air hostesses. "It's nothing to worry about."

Nevertheless, Kate was worried. The roaring sound grew louder and louder and the plane began to rock from side to side. Some of the passengers screamed. 4 Kate fastened her seatbelt and gripped the edge of her seat tightly as the plane went down.

The plane hit the earth with a loud bump and raced along the ground. Kate saw trees and plants rush past her window. 5 Everyone was relieved that the worst was over. Kate smiled as she got onto the bus which would take her to the nearest airport. "Travelling alone really is an adventure!" she thought.

- A Then, the pilot announced that they would have to make an emergency landing.
- B She was going to visit her aunt and uncle in Spain.
- C Kate smiled and went back to sleep.
- D When the plane finally stopped, the passengers cheered.
- E Soon, the plane was high above the clouds and Kate felt relaxed and happy.
- F The air hostesses were walking down the aisle.

(15 marks)

Writing (a narrative)

5 Use the notes to write a short story entitled "A train accident" (120-180 words). Use the notes below as well as your own ideas.

Plan

Introduction

(Para 1) *early Friday afternoon – train station – Tony Smith – look forward to visiting brother in Leeds*

Main Body

(Para 2) *Tony sit – comfortable carriage – half an hour later – hear loud explosion – train stop – people cough crawl towards door*

(Para 3) *bang from outside – door break open – firefighters help people out*

Conclusion

(Para 4) *Tony shocked but happy – safe at last!*

(15 marks)

(Total = 100 marks)



Let's sing!



6 Listen and fill in. Listen again and sing.

Bad Luck Blues

I feel bad this morning
I should **1)**
in bed

I've got a frown on my face
And an ache in my head
I've got the blues
And there is nothing I
can do.

I bought a new house
It **2)**
thousands of pounds
But an earthquake
3)

My home down to the ground
I've got the blues,
And there is nothing I
can do.

I worked in the garden
Planting flowers all day
But a big bad hurricane
4) them all
away

I've got the blues
And there is nothing I
can do.

I had a new sports car
It was painted gold
But I **5)** it
into
a telephone pole
I've got the blues
And there is nothing I
can do.

I feel bad this morning
It's a mystery
Why all this bad luck
Is **6)** me
I've got the blues.
And there is nothing I
can do.

I've got the bad luck
blues
And there is nothing I
can do.

3 Home to Royalty

Listening

Listen and answer the questions.

- 1 Who was born in Edinburgh Castle?
- 2 When is the Military Tattoo, and how long does it last?
- 3 Whose holiday home was Osborne House?
- 4 What was the Swiss cottage used for?

Reading

a) Read the texts and match the headings (A-E) to the paragraphs (1-4) in each text. There is an extra heading you do not need.

- A A lot to see
- B Used by the Army
- C Home to royalty
- D Ancient traditions live on
- E A national symbol

Edinburgh Castle

1 Edinburgh Castle, situated high above the city on Castle Rock, was once the home of the kings and queens of Scotland. The 700-year-old **Crown** of Scotland is still on display there, and the Royal apartments include a tiny room where the future king of England, James I, was born in 1566.

2 The castle was the site of many battles with the English. Over the centuries it **survived** many attempts to destroy it, which is why many Scots see it as a **symbol** of their own survival.

3 Visitors to the castle will see a **military guard** at the gate, because the castle is still the **headquarters** of the army's Scottish Division. The famous Military Tattoo is also held here every August. This is a **spectacular** three-week festival of **bagpipe** and band music, **marching** and displays by Scottish **regiments**.

4 Edinburgh Castle houses exhibitions of Scottish history and a collection of **armour** and **weapons**. As well as what there is to see inside, the castle's hilltop position offers the best views of the city.

Osborne House

1 Osborne House is located on the Isle of Wight, overlooking the sea. A beautiful Italian-style **stately home**, it was the holiday home of Queen Victoria and her family.

2 Osborne House has been kept almost exactly as it was when Queen Victoria lived and died there. The rooms are full of the Queen's personal possessions, including pictures and books. Visitors can also see how the Royal Family spent their leisure time. In the grounds there is a Swiss cottage designed as a **playhouse** for the royal children, as well as beautiful gardens open to the public.

3 One of the **jewels** of Osborne House is the Durbar Room. The beautifully decorated walls and ceiling were made by Indian craftsmen. This room was where Victoria entertained **heads of state**, but it was also where her children used to perform plays for their parents.

4 Queen Victoria saw Osborne House as her home, and its **privacy** was an escape from the **formal** atmosphere of Buckingham Palace.

Today it stands as a **memorial** to Britain's much-loved and longest **reigning** queen.



- A A room for official and family occasions
- B Playground of the rich and famous
- C A holiday home
- D A private place
- E House and gardens

b) Use your dictionary to look up the words in bold. Then, make notes under each of the headings, and use your notes to talk about each building.

c) Read the texts again and find words similar to words in your language.

Speaking

- Which of the two buildings would you most like to visit? Why?
- Briefly describe a historic building from your country. When and why was it built? What can visitors see and do there?