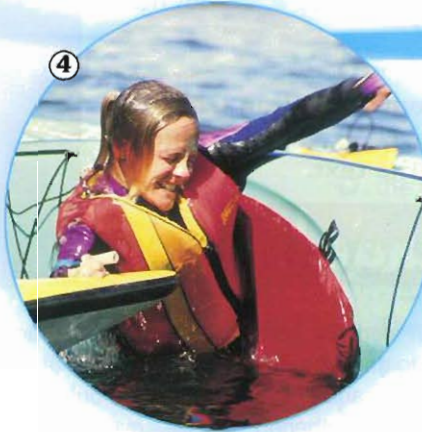


Module 1

Units 1-15



Challenges

► Look at Module 1

- 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
- a cartoon strip
- a diagram of the Earth

► Listen, read and talk about ...

- animal groups & animal sounds
- ways to speak
- disasters
- extreme sports

► Learn how to ...

- express dissatisfaction
- give & react to news
- encourage sb/respond to encouragement
- compare pictures

- make speculations/deductions
- express wants/intentions
- express opinions, agree/disagree
- describe people, objects, places
- use your senses

► Practise ...

- tenses
- 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 reasons why people do extreme sports
- stories

Culture Clip: The Navajo Language – Surviving Against the Odds

Curricular Cut (Science): Standing on solid ground?

Unit

1.1



Lead-in

- 1 The pictures on pp. 6-7 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 - Part 1

- 2 You are going to read a text about an African tribe. For questions 1-8 choose the answer (A, B, C or D) which you think fits best according to the text.



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.

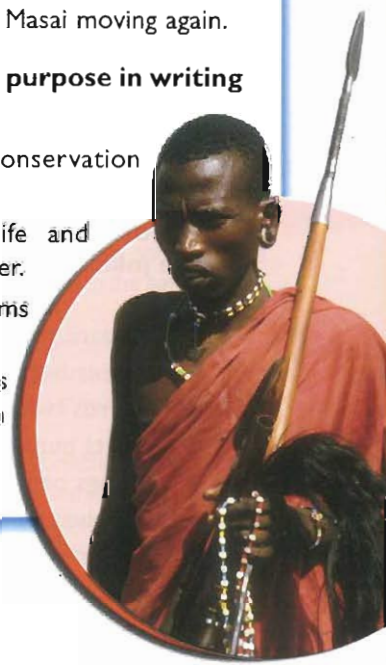
In the Masai village of Endulen women with shaved heads, gleaming silver jewellery and colourful red robes are busy washing clothes in the stream. Tall, spear-carrying warriors hiss at their cattle as they drive them down the dusty main street towards the only water supply in the village. There is a 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 **permanent** 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 cell phone starts to buzz it becomes obvious that the Masai are making the long, slow **transition** to a more modern way of life.

- 1 **What impression does the writer give of this part of the Serengeti?**
- A The animals rule in this region of Africa.
 B People and wildlife exist peacefully there.
 C There are too many people coming to the area.
 D It is one of the few places to see wildlife in Africa.
- 2 **What does the writer say has changed about the Masai way of life?**
- A They have had to accept living with animals and tourists.
 B The Serengeti is no longer large enough to support them.
 C They are no longer allowed to go wherever they want.
 D They cannot continue their traditions in the conservation area.
- 3 **Why does the writer feel the growing Masai population has caused problems for the tribe?**
- A It has made it very difficult to continue their traditions.
 B They are unable to grow enough food to survive.
 C There is too little room for them and the tourists.
 D They do not have sufficient space to graze their cattle.
- 4 **Conservationists want the Masai to move to another area because**
- A there has been a recent fall in the wildlife population.
 B the conservation area was designed to protect animals.
 C the wildlife could be a danger to their way of life.
 D they could disturb the movements of the wildlife.

- 5 **What does the writer find unusual about the village of Endulen?**
- A There are herds of cattle walking through the streets.
 B The community's water supply comes from a single source.
 C The community cannot provide enough water for the residents.
 D 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**
- A a change in lifestyle.
 B a move to a new area.
 C the Masai have become farm owners.
 D the tribe make too many demands.
- 7 **How does the writer feel about the changes in the Masai community?**
- A They are noticeable and unavoidable.
 B They haven't really affected their traditions.
 C They are happening much too fast.
 D They will result in the Masai moving again.
- 8 **What was the writer's purpose in writing the text?**
- A To criticise the conservation authorities.
 B To show how wildlife and people can live together.
 C To describe the problems the Masai are facing.
 D To explain the effects of tourism on African culture.



3 **Fill in:** conservation, breaks, support, use, live, grow, tourism, supply. **Make sentences using the phrases.**

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

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

1 roads; 2 housing; 3 change; 4 thrive; 5 means;
 6 facilities; 7 feed; 8 restricted; 9 made illegal;
 10 wander; 11 rules; 12 steady

Speaking

5 **Listen to and read the text and make notes under the headings. 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 **Fill in:** 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. 6?**

- | | |
|----------------------------|------------------------|
| 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 buzz |
| 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 **Circle 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 **hissed** / **roared** in a threatening voice.

4 **Choose the correct word. Give reasons.**

- 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 preserve 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 Fill in 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 Put the verbs in brackets into the correct present, future or past tense form. Give reasons.

Dear Jane,

Well, here I am in Africa. I 1) (always/want) to come here and now I 2) (finally/make) it. It's much hotter than I expected and it's drier too, but it's so beautiful. I 3) (hear) Kenya was very beautiful but I have to admit I 4) (not/expect) that it would be so thrilling.

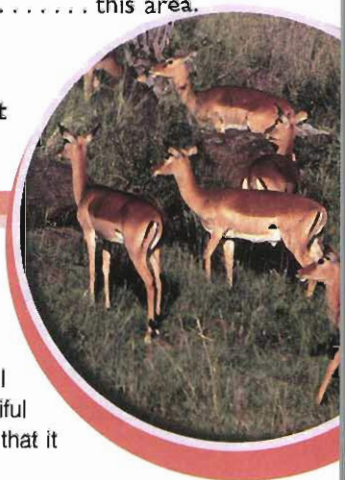
Anyway, we 5) (arrive) yesterday and then we 6) (travel) two hours from the airport to the safari lodge. As we 7) (drive), I 8) (see) some wild animals, mostly antelope and zebra, but I can't wait to see a lion.

The accommodation we 9) (stay) in is lovely and I like it very much. I 10) (consider) staying in a tent for a more authentic experience, but now I am glad I 11) (decide) to stay in a lodge after all. It's much more comfortable.

Well, I 12) (get) some breakfast now and then we are 13) (take) a jeep into the Serengeti National Park. I hope we 14) (see) lots of animals. It's only the first day and I 15) (really/enjoy) myself already.

I 16) (write) to you again soon and keep you posted.

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 (120-180 words).

Lead-in

- 1 **What is a volcanic eruption? What causes it? What is the difference between an active and a dormant volcano? 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 - Part 2

- 4 a) **Seven sentences have been removed from the article. Read it and choose from the sentences (a-h) the one which fits each gap (1-7). There is one extra sentence which you do not need to use.**

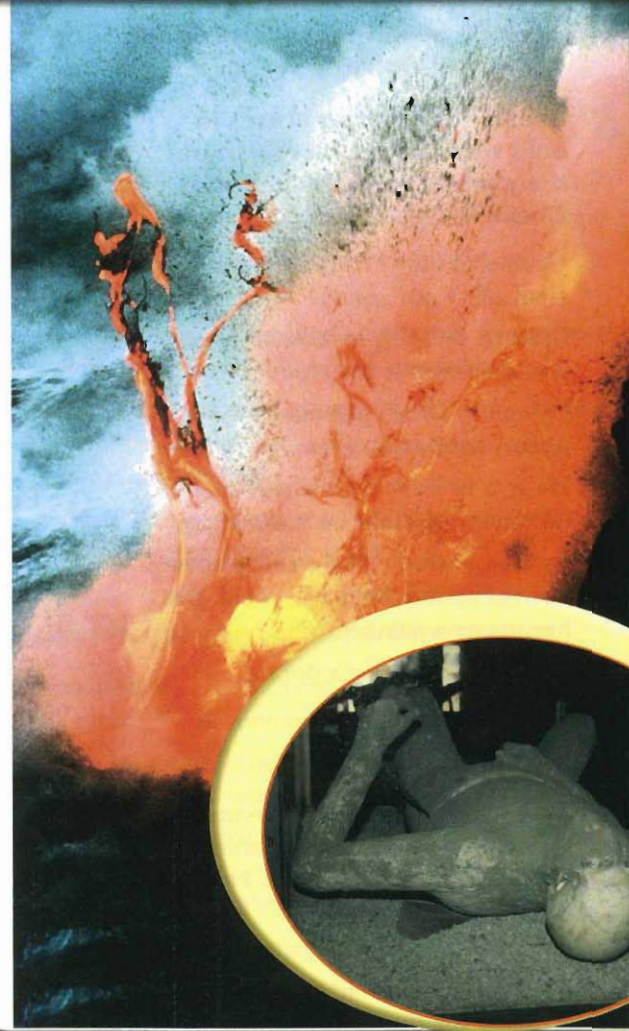
Study Skills

Using text linkers

When you choose 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



- a) It was that of the older man who had tried to escape with the young woman.
- b) Apart from that, it is their hope that the results of their work will serve as a wake-up call to the people of Naples.
- c) Their lungs felt as though they would burst.
- d) This team of professionals needs to find proof that there will, indeed, be future eruptions.
- e) After the remains had been found, anthropologist Pier Patrone and volcanologist Giuseppe Mastrolorenzo were called in.
- f) Many of them would have had no time to flee. Using all their skills, the men managed to accomplish their task in the short time they had been allotted.
- g) Many of these locals chose to run towards what is now the modern-day town of Avellino.
- h)

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.

A 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, working some distance away from her. 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.

1 Unfortunately, this decision led them directly into the eruption's fury. Rocks **pelted down** onto their heads from the skies above, ash filled the air making it more and more difficult to breathe. 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. **2** First the man, then the woman fell to the ground gasping for air. The woman covered her face with her hands, trying to **shield** herself from the ever-thickening ash.

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 lying on a bed of pumice stone. Not long after, during further excavation, the scientists came across a second skeleton. **3** 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. **4** 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. **5** It was the remains of these two unfortunate beings that led to the setting up of a project aimed at investigating the deadly history of Mount Vesuvius.

Working together over the past ten years, volcanologists, anthropologists and archaeologists from all over Italy are on a quest for more information. **6** Without **concrete** evidence that Vesuvius is a disaster waiting to happen, their warnings will fall on deaf ears.

Petrone 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. **7** For, as far as Petrone 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 the words/phrases in the list.

- | | |
|---------------------------------|------------------------------------|
| 1 fell with great force | 6 without conscious thought |
| 2 destroyed completely | 7 thousands of years |
| 3 loud frightening noise | 8 get away |
| 4 specific and definite | 9 way of earning money |
| 5 protect | 10 thoroughly search |


6 Fill in: 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 |

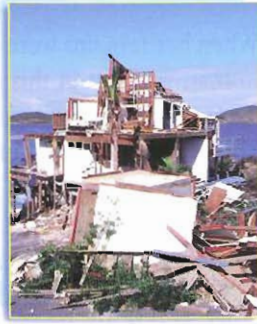
Speaking

- 7**  **Read and listen to the text. Which four things impressed you? Tell your partner.**

Writing

- 8**  **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.**

Unit 1.4



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

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

3 Choose the correct word. Give reasons.

- 1 Countless/Limitless/Unlimited/Extensive people died in the earthquake last week.
- 2 The 2004 tsunami in Thailand demanded/claimed/moved/removed the lives of 200,000 people.
- 3 Their decision led/drove/guided/showed them to leave the country.
- 4 In a(n) trial/attempt/struggle/test to save her cat, the little girl got seriously injured.
- 5 He gulped/gasped/strangled/caught for air and tried once again to put out the fire.
- 6 The theatre was built on the rest/remnants/leftovers/debris of a Roman arena.
- 7 We saw no fact/evidence/proof/signal of damage from the hurricane.
- 8 The rescue worker sat in the shadow/shade/cover/shelter because he felt dizzy.
- 9 There were a lot of patients/targets/victims/sufferers in the flood.
- 10 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	Reacting to good/bad news
<ul style="list-style-type: none"> • Have you heard? • Listen to this. You won't believe it. 	<ul style="list-style-type: none"> • 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 useful 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

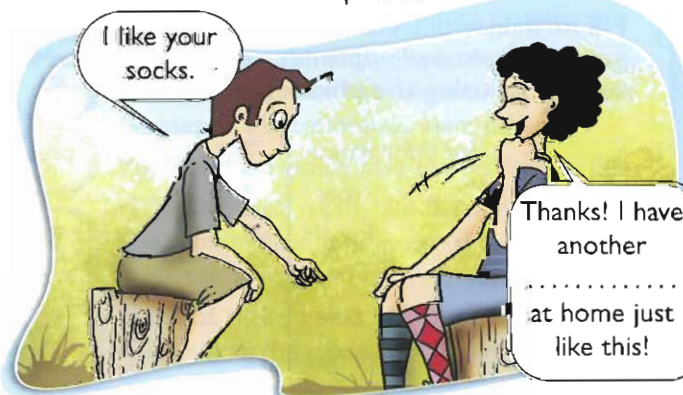
HUNDREDS OF HOMES DESTROYED AS HURRICANE STRIKES

- 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 up to the highest point an attempt to escape from the waves.
- 4 The search aimed locate any people buried under the debris.
- 5 They removed the rocks the site.

- Conditionals – Wishes – Unreal Past

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 area now.
- 4 If only we (**hear**) the weather forecast. We wouldn't be stranded in the village for the last three days.
- 5 When an earthquake hits, the ground (**shake**).
- 6 If he (**have**) a lot of money, he would 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.

USE OF ENGLISH

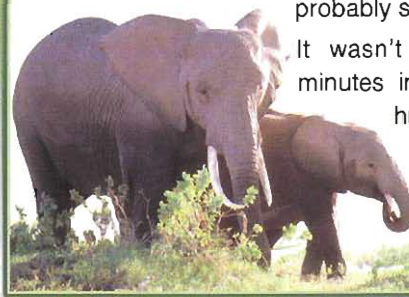
- Open Cloze

10 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Animals in the Know?

If someone were to tell you that animals 0) *had* some kind of sixth sense that allowed them to predict 1) a disaster was about to happen, would you think you were 2) teased? Many people would but an increasing 3) of animal behaviour experts are beginning to suspect that animals have 4) sort of ability to sense impending danger.

As an example of this, it has 5) reported that on the morning of the catastrophic tsunami in Thailand, a herd of elephants that 6) feeding on a beach near the village of Bang Koey seemed to be aware that 7) terrible was about to occur. To the surprise of the villagers 8) were in charge of them, the elephants suddenly stopped feeding, looked up to the sea and then began running 9) higher ground. Mystified by this peculiar behaviour, many of the villagers chose to follow 10), a decision that probably saved their lives.



It wasn't long afterwards, only minutes in 11), that the huge wave swept in from the sea destroying everything in 12) path.

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 What are the sports in the pictures in your language? Choose a picture, use words from below and describe it to the class.

Verbs: jump, race, fly, float, drop off, rush, go down, steer, dive

Equipment: running shoes, board, parachute, goggles, skis, helmet, sunglasses, jacket, bike

e.g. *In picture A a man is free running. He is jumping He is wearing running shoes I think he feels thrilled.*

- 2 Which of the sentences below about extreme sports do you agree with?

- 1 People take part in extreme sports because of the incredible challenge.
- 2 Extreme sports are more fun than other sports.
- 3 You need a lot of expensive equipment.
- 4 You need to be fit and experienced.
- 5 Extreme sports are for people who like to challenge themselves.
- 6 Extreme sports push you to the limits.

- 3 Would you ever try an extreme sport? Discuss with a partner, giving reasons. Use some of the words below.

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

e.g. *A: I'd like to try rock climbing because it's exciting.
B: That might be true, but I think it's also very dangerous.*

Reading - Part 3

- 4 You are going to read an article about extreme sports. For questions 1-15, choose from the people (A-D). The people may be chosen more than once.

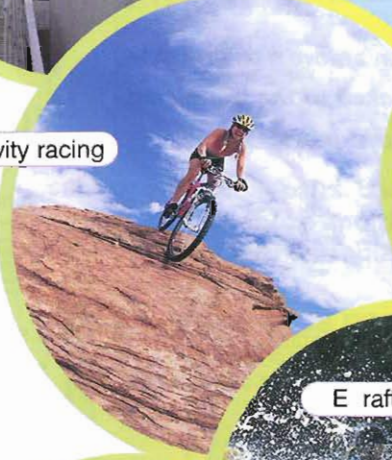
A free running



B snowboarding



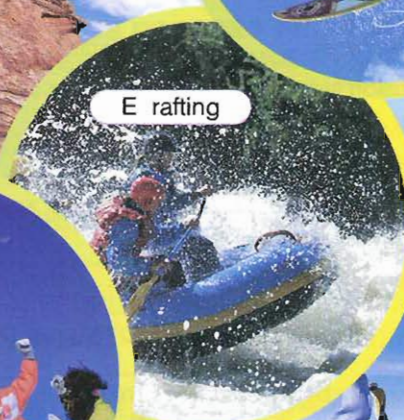
C gravity racing



D kitesurfing



E rafting



F heli-skiing



G skydiving



Which person/people:

nearly had a change of mind about taking part in an event?

1

spend a lot of money on their sport?

2

3

found their sport extremely frightening?

4

is required to have a lot of experience to do their sport?

5

must be very fit?

6

describes themselves as being far from a daredevil?

7

doesn't mind enclosed spaces?

8

needs no specific equipment for their sport?

9

was under supervision while learning their sport?

10

has to be transported to a specific site to be able to do their sport?

11

were trying their sport for the first time?

12

13

learned about their sport through someone they worked with?

14

was unsuccessful on their first attempt at their sport?

15

DO IT, If You Dare!

A Janet Ferguson – Gravity Racer

I'm the kind of person who likes to have fun but without risking life and limb. Having said that, one Saturday I found myself in East Sussex preparing to take part in a **gravity** sports competition. In a nutshell, gravity sports involve going as fast as possible, without using any kind of motor, in almost any type of vehicle. Being a total beginner, I was not driving our vehicle, which was a three-wheel **tricycle**, but merely helping to **steer** it. Before I had time to think better of it, my captain and I took off down an extremely steep hill. Inches from the road, I had only a leather jacket and gloves for protection. To my horror, while **hurtling** along at 80 mph, my visor **fogged up** and I couldn't see a thing. I couldn't hear anything either because the wind rushing past was so strong. On reaching the end of the course, I was shaking uncontrollably. It was an adventure, but I think from now on I'll stick with table tennis!

B Trevor Stevens – Free Diver

I got involved with free diving totally by chance. While on holiday, I met a chap who was doing a course in it in the UK. When I got back home, me being me, I **figured** I'd give it a go. I'm so glad I did. It was more amazing than I could have ever imagined it to be. In my introductory class, though, I made an idiot of myself. I was in this 30-metre deep tank and, of course, I had no breathing **apparatus**. Our instructor had told us to take a deep breath and then float face down for as long as we could. I couldn't even manage a minute. In my fifth class, I'd been floating for about a minute and a half, with my instructor **tapping** my hand every fifteen seconds to see if I was still conscious, when I decided I'd force myself to hold out for two more taps. Two taps later, I raised my head and filled my burning lungs with wonderful, fresh air. I'd accomplished what I'd wanted to and I was over the moon.

C Ken Dodson – Potholer

To begin with, potholing, the exploration of underground caves, is not for people with **claustrophobia**! If you like your extreme sports out in the open, stick with mountain climbing or paragliding. However, if you're a true thrill-seeker like me, then potholing is for you. Although the equipment requires a bit of an **investment**, it's totally necessary because in this sport you're pushed to the limits, both physically and mentally. On expeditions, I have had to climb, crawl, **duck** and scramble through mazes of soaking wet tunnels in surroundings that would have been pitch dark save for the light from my headlamp. There have been times when I've been lying flat on my back with a solid ceiling of rock **mere** inches above my nose and water trickling down my neck. All I can say is, there is no better feeling than taking on one of the most incredible **challenges** in sport, and beating it!


D Judy Bellows – Heli-skier

I had been skiing for years and had done all the big resorts and all the so-called 'big mountains'. I began to feel that my sport had become a bit boring, not as challenging as it had once been. Then a **colleague** told me about heli-skiing. It might cost an arm and a leg, and you have to travel a bit to get to the really good places, but it's worth it! One of my best experiences was in British Columbia, Canada. The company we went with, having very high standards, only accepts well-seasoned skiers, the ones with at least ten years of skiing under their belts. That means you're skiing with some of the best. My fellow skiers and I, there were only five of us, were flown to the **summit** of the mountain in a helicopter and dropped off. What lay below us was a skier's paradise! Mile after mile of powder snow, snow that had never been skied on before! Coming down, waist deep in the white stuff, I knew I was living my dream.

5 **Fill in:** gravity, strong, soaking, steep, true, take, live, total, pushed, introductory, raise, high. **Make sentences using the phrases. Then explain the words in bold in the text.**

- | | | | |
|-----------|---------------|----------|---------------|
| 1 | sports | 7 | wet |
| 2 a | beginner | 8 | class |
| 3 | hill | 9 | a deep breath |
| 4 | wind | 10 | my head |
| 5 | thrill-seeker | 11 | standards |
| 6 | to the limits | 12 | my dream |

Speaking

- 6  Listen to and read the text again. Choose one of the sports from the text and tell your partner what it is like to do the sport.

Writing

- 7 **THINK!** Why do you think people do extreme sports? Spend three minutes writing about it. Compare with a partner. Did you come up with the same reasons?

Unit 1.6

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 Fill in: *spectator, umpire, referee, attempt, presented, 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 Retired football star Kevin Keegan the trophies at our school's sports day.
- 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.

- 1 The top golfers in the world can earn huge amounts in **prize/reward** money.
- 2 Everybody **cheered/approved** with excitement 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 Fill in 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 The construction of the new sports centre is 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? Tick (✓) the correct box. Then use four phrases in sentences of your own.

	a bet	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

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

USE OF ENGLISH

• Word Formation

- Use the word in capitals to form a word that fits in each gap. Compare with a partner.



Go Extreme!

Extreme sports require skill, 0) *ability* and nerves of steel. They are also 1) more dangerous as well as more 2) challenging than regular sports and athletes are judged not only on their 3) but also on how much danger is involved. They also have to cope with 4) variables such as wind, water, ice or snow as well as compete with other athletes. Despite this, their 5) is increasing and more and more people are attracted to the 6) and danger of skydiving, snowboarding and bungee jumping to name a few. Extreme sports even have their own annual 7) called *The X Games* with winter and summer versions. The events are televised, and audience ratings, 8) and 9) have increased over the years since the games started in 1997. There is also a global 10) between continents. So it seems that they are here to stay!

- ABLE
- CONSIDER
- PHYSICAL
- PERFORM
- ENVIRONMENT
- POPULAR
- EXCITE
- COMPETE
- ATTEND
- PARTICIPATE
- CHAMPION

• Key word transformations

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

- Tickets cost the same as they did last year.
changed Ticket prices last year.
- You might get cold, so take a jumper.
case Take a jumper cold.

- We watched TV and didn't go out.
instead We watched TV out.
- The heavy rain caused several roads to be closed.
result Several roads were the heavy rain.
- Jane regrets not going to the match.
wishes Jane to the match.
- He wasn't in the mood to go to the cinema.
like He didn't to the cinema.
- He didn't intend to be late.
intention He had late.
- Rather than walk to the stadium, we took a taxi.
foot Instead, , we took a taxi.

Listening

- 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?

- Extreme sports make you feel alive.
- You get to test your limits.
- Extreme sports give you unforgettable experiences.
- You are risking your life.
- You can get addicted to the danger.
- Extreme sports are a misuse of the emergency services.

Everyday English

- Encouraging/Responding


- 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	Responding
<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 ... 	<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

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


Listening Part 1

1  You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

- 1 You hear a man and a woman talking. What was the woman's opinion of the place she went to yesterday?
 - A It was the same as many other restaurants.
 - B She wasn't keen on the way it had been decorated.
 - C It was cheaper than the place she had visited the week before.
- 2 You overhear a man complaining to his neighbour. Who is he angry with?
 - A The woman he is married to.
 - B The person who sold him his house.
 - C His young daughter, Dawn.
- 3 At a social gathering, you overhear a woman and her daughter talking. Why is the daughter happy?
 - A She found the perfect wedding gown in a bridal magazine.
 - B She has decided where to celebrate her wedding.
 - C Her mother helped her choose her wedding gown.
- 4 You hear a man talking on the radio. What is he giving information about?
 - A How to plan a camping holiday.
 - B The importance of good quality camping equipment.
 - C How to save money when camping.
- 5 You hear someone talking on the radio about a woman's lifestyle. What is unusual about it?
 - A She does work normally done by men in the summer months.
 - B She spends most of her life at sea.
 - C She has to work hard as an office worker.
- 6 You hear a man and woman talking. What does the woman say about her child's nursery school?
 - A It's surprisingly inexpensive.
 - B She thinks it costs too much.
 - C The school has a modern approach.
- 7 You hear a woman talking on the phone. What does she say about the gym?
 - A She finds it very tiring and difficult.
 - B She feels quite enthusiastic about it.
 - C She thinks other members are bossy.

- 8 You hear a vet talking about an animal. What is his main concern?
 - A That the tiger remain stress-free.
 - B That he couldn't film her properly.
 - C That Sookie seems to be uneasy.

Listening Part 2

2  You will hear an interview with a man named Jed Kramer who organises leadership weekends for corporations. For questions 9-18, complete the sentences.



Leadership Weekends

Jed says his job is to 9 to do their best at work.

To create team spirit, Jed puts people in situations where they can display their 10.

Jed says that, when challenged, people discover they have 11 to lead, organise and negotiate.

People take part in programmed 12 which show the importance of teamwork.

According to Jed, one of the most popular events at the camp is 13.

The various activities help people understand where they can best use their 14.


Jed says employees are often given things to do that are not suited to their 15.

After arriving at the camp, clients get together for 16.

At the camp, clients often find they take on 17 roles during activities.


Clients at the camp stay in shared accommodation sleeping 18 people.

Listening Part 3

- 3  You will hear five different people talking about a challenge they have faced. For questions 19-23, choose from the list (A-F) the type of challenge each person faced. Use the letters only once. There is one extra challenge which you do not need to use.

- | | | | |
|---|-----------|--------------------------|----|
| A taking on more responsibility at work | Speaker 1 | <input type="checkbox"/> | 19 |
| B admitting they were wrong | Speaker 2 | <input type="checkbox"/> | 20 |
| C making a career change | Speaker 3 | <input type="checkbox"/> | 21 |
| D changing schools | Speaker 4 | <input type="checkbox"/> | 22 |
| E testing their physical limits | Speaker 5 | <input type="checkbox"/> | 23 |
| F finding the courage to try new things | | | |

Listening Part 4

- 4  You will hear a radio interview with Steve Johnson, an experienced search and rescue volunteer. For questions 24-30, choose the best answer (A, B or C).

- 24 To become a search and rescue volunteer you need
- A outdoor experience.
 - B an eagerness to do the job.
 - C entry-level qualifications.
- 25 Past search missions are recreated
- A to help rescue workers improve their abilities.
 - B to compare with real rescue missions.
 - C to help rescue workers prepare emotionally for rescue missions.
- 26 Why does Steve get angry?
- A because people don't think about what they should take with them
 - B because they don't know how to find their way
 - C because they don't know how to cope in emergencies
- 27 The most useful thing to take with you in the mountains is
- A a GPS device.
 - B a waterproof torch.
 - C waterproof matches.
- 28 Collecting rainwater is reliable
- A only at certain times of year.
 - B only if it is from a safe source.
 - C only in an emergency.

Study Skills

Multiple matching

Read the instructions carefully, then underline 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.

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 a specific purpose. Always check your answers carefully.

- 29 Steve's job these days involves
- A greater skill.
 - B working longer hours.
 - C greater planning.
- 30 According to Steve, climbing is a sport
- A for serious climbers only.
 - B for those who enjoy taking risks.
 - C for everyone to enjoy, provided that they are sensible.



Unit 1.8

Speaking Skills

Speaking Part 1 (3 minutes)

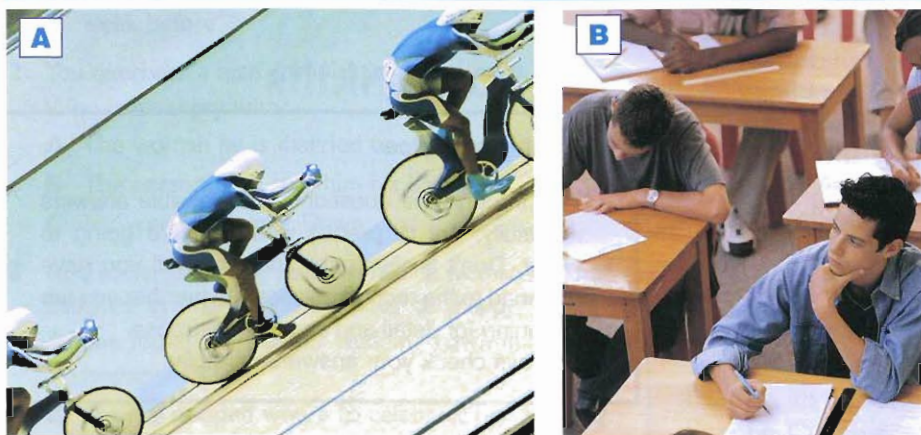
- What do you like about the area where you live?
- What do you enjoy doing when you are at home?
- Would you like to live in another country?
- Which is the most interesting place you have ever visited?

Speaking Part 2 (4 minutes) monologue

Making speculations/deductions

- It seems that ..., it must be ...
- It's likely that ..., it can't be ...
- It's certain/probable/possible ...

Candidate A: Compare the two photographs. What difficulties might people face when preparing for these challenges?



Candidate B: What sort of challenges do you enjoy?

Topic Vocabulary

Competition

- physical challenge
- be well-prepared
- believe in yourself
- be confident
- be fit/in peak condition
- train for long periods

Sitting exams

- mental challenge
- revise/study
- stress/anxiety
- have determination if you want to succeed

Candidate B: Compare the two photographs. How might the people be feeling in these situations?



Candidate A: What do you look forward to doing in the future?

Topic Vocabulary

Graduation

- hold degree
- graduation ceremony
- sense of satisfaction
- take pride in her achievement

Get a job

- feel proud & happy
- sense of relief
- be responsible for
- may feel nervous
- start a career

Expressing wants/intentions

- I'd like (to) ...
- I want ...
- I intend to ...
- I'm thinking of ...
- I'm going to ...



Listen to a model answer. How does each speaker justify his/her points?

Speaking Part 3 (3 minutes) pairwork

A school is planning an adventure weekend for a group of young people aged 13-15. The photographs show some of the activities that have been suggested for the weekend. First, talk together about how challenging the activities are and then decide which two you think would be the most popular.

- How challenging are the activities?
- Which two do you think would be the most popular?

Expressing opinions

- Let's face it, ...
- I think it depends on ...
- I'd say ... are ... in different ways.
- It's a bit difficult to decide.

Agreeing/Disagreeing

- That sounds like a great idea ...
- I think you're right ...
- I don't really agree with that because ...
- I'm not really sure this ...

Topic Vocabulary

camping: relaxing, fun, not challenging

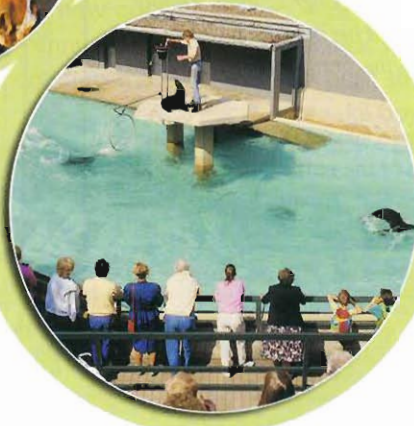
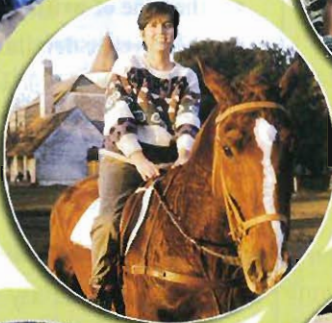
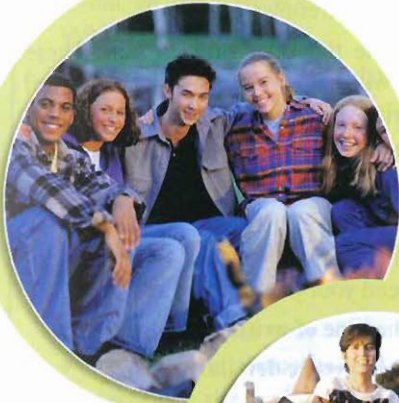
visiting marine park: cruel, keep animals in captivity, entertaining

horse riding: good form of exercise, tiring, difficult

hiking: map, compass, challenging, close to nature, cooperation

canoeing: popular, adventurous, keep your balance, thrilling

riding bikes: calming, good form of exercise



Listen to a model answer.

- Which two activities do the speakers think will be most popular? What reasons do they give?

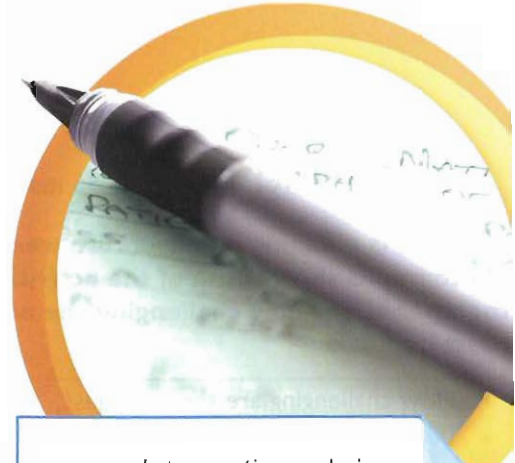
Speaking Part 4 (4 minutes) pairwork

In pairs discuss:

- Would you like to do any of these activities? Why (not)?
- What other activities would you suggest for an adventure weekend?
- What opportunities are there for outdoor adventure activities in your country?
- How important is it for young people to do things like this?
- Do you think that young people today are more or less adventurous than in the past?



Listen to a model answer. Which questions are the speakers asked? What are their answers?



Stories can be written either in the first (I/we) or the third person (he/she/they) and present a series of events either real or imaginary.

A story should consist of:

- an **introduction** in which we set the scene (who was involved, time, place, etc) in an interesting way to make the reader want to continue reading.
- a **main body** which can consist of two or more paragraphs where we develop our story presenting the events in the order they happened leading to the climax event and the climax event itself.
- a **conclusion** in which we write what happened in the end as well as the characters' feelings, comments, etc. Note that a surprising ending makes a long-lasting impression on the reader.

Points to remember

- We normally use past tenses in stories (*He was looking at the old woman as she was entering the house.*) as well as a variety of adjectives (*shocked, deep, huge, etc*) and adverbs (*happily, amazingly, heavily, etc*) to make our story more appealing to the reader.
- We can use direct speech to make our stories more interesting. *e.g. "I can't wait to meet her," said Claire anxiously.*
- Stories describe a sequence of events. We use appropriate sequence words to present the events. *e.g. First, Then/Next, After/Before (that), During/Meanwhile, Finally, As soon as, No sooner ... than, Hardly ... when, while, etc. She put on her coat, grabbed her bag and headed for the door. No sooner had she stepped out of the front door than it started raining.*
- Stories can include descriptions of people, places or objects to create atmosphere or emphasise specific parts of the narration. *e.g. Suddenly he noticed a scared young boy staring at him. He was holding a small black box in his hands.*

PLAN

Introduction

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

Main Body *

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

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

* *The main body may include 2-3 paragraphs.*

Conclusion

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

- Interpreting rubrics

Before you start writing your story, read the rubric carefully.

Underline the key words/phrases. These words will help you figure out what you will write about. Key words indicate:

- the **imaginary situation** you will write about. This can also suggest who you are and what has happened.
- the **imaginary reader** who is going to read your piece of writing.
- the **type of writing**.
- the **specific details**.

Study the example below.

1 Your school magazine has asked its 2 readers to send in stories for the annual short story competition. The competition rules say that the story must begin with the words: 3 'As it was getting very late and the weather was getting worse, they decided to spend the night at the first hotel they came across.'

4 Write your story (120-180 words).

- imaginary reader (readers of the school magazine)
- imaginary situation (short story competition), who you are (a student)
- specific details (3rd person narrative – characters involved – where they were etc)
- type of writing (story)

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

Your teacher has asked you to write a story for the school's English language magazine. It **must begin** with the following words: 'I had been looking forward to it all week' ...

Write your story (120-180 words).

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

- Model analysis

2 Read the model and answer the questions. Which paragraph(s):

- sets the scene?
- includes the climax event?
- describes the main character's feelings?
- includes what happened in the end?
- include(s) direct speech?

I had been looking forward to it all week and now our amazing holiday had finally arrived. Jimmy, Penny and I chatted happily as our friend Tom drove us down to the quaint cottage that we had rented.

By the time we arrived, it was dark and difficult to see. After a short while, I spotted a big white sign saying 'Sea View Cottage' by the side of the road. But strangely, the door of the little cottage wouldn't open. "Don't worry," Tom said cheerfully. "The owner said there's a spare key under the doormat" The big old key unlocked the creaky door immediately. We went inside sleepily and headed straight to bed.

The following morning, I woke up to the loud sound of children's voices. Puzzled, I opened the bedroom door. I screamed loudly! There, standing in the living room, were a terrified-looking couple and two children! "What are you doing in our cottage?" I cried. "Your cottage?" replied the man. "We've just come back from our holiday. We live here!" Suddenly, I realised that we had mistaken the couple's home for our holiday cottage. They obviously kept a key under the doormat too!

We all turned bright red! We were incredibly embarrassed! There was a moment of silence, then the couple burst out laughing. "What a welcome home!" the man said, still laughing.

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

- We unlocked the door with the spare key.
- I spotted a big white sign.
- I heard children's voices.
- I realised we had mistaken the couple's home for our holiday cottage.
- We couldn't open the door of the cottage.
- Some people were standing in the living room.
- Tom drove us to the cottage.
- We went to bed.

4 What adjectives has the writer used to describe the following? Think of other adjectives to describe these words.

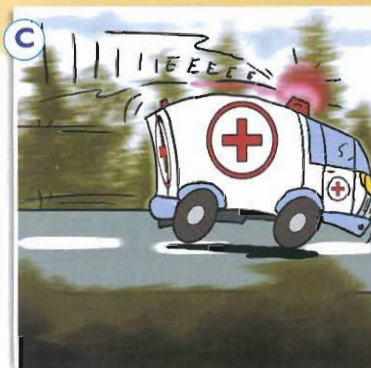
- holiday • cottage • sign • key • door • couple

5 Find all the adverbs the writer has used in the model. Which verbs do they describe?

e.g. *had finally arrived*

6 Look at the pictures and the prompts. Write your story for the school's English language magazine (120-180 words).

- Jack & Steve • camping trip • woods
- nice weather • wake up • explore • hike
- hear sth • boy injured • call police
- take boy to hospital • boy saved
- boy's parents/thank Jack & Steve



- Techniques to begin or end a story

A good beginning is as important as a good ending. A good beginning should make the reader want to read your story. A good ending should leave the reader with a lasting impression.

Ways of **starting** a story:

- using **direct speech**
- asking a **rhetorical question**, i.e. a question which expects no answer
- describing **your/other people's reactions, feelings or mood**
- creating **suspense or mystery**

Ways of **ending** a story:

- using **direct speech**
- asking a **rhetorical question**
- describing **your/other people's reactions, feelings or mood**
- creating **suspense or mystery**

Note: You can use more than one technique to begin or end a story.

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

Beginnings

1

Lisa went for her usual evening walk by the canal even though dark clouds filled the sky. A cool breeze rustled through the trees and a flash of lightning lit up the sky followed by a distant rumble of thunder.

2

Using my last ounce of strength, I took the final steps to reach the summit. I was dizzy and exhausted but the sheer joy I felt at that moment made it all worth it. I had done it!

3

Bill woke up with a throbbing headache. "What on Earth happened?" he thought to himself as he tried to stand up. He struggled to the window to draw the curtains when a harsh voice from behind him said, "I wouldn't do that if I were you."

4

Why do bad things happen to good people? It was a lovely day and we were in the taxi on the way to the airport for two weeks in the sun. We had been looking forward to our holiday all year and couldn't wait for it to begin.

5

Have you ever seen a ghost? Sam was lying in bed late one night in December last year. He wondered what had woken him up and was aware that he felt a bit nervous. He decided to get up and investigate.

Endings

A

It was the worst experience of our lives. We were all exhausted and miserable and wished something like that would never happen to us again.

B

He was surprisingly calm and treated the night's events as nothing serious. If it were me, I would have run away as fast as I could. Wouldn't you?

C

It had been an exhausting and terrifying experience for him. He lay back on the hospital bed and breathed a huge sigh of relief. He was safe at last, or so he thought.

D

"Thank you so much," she said to the rescue workers. "You saved my life!" She had never felt so relieved in her life.

E

It was an experience I would never forget and within weeks after arriving home I was planning my next big adventure. Nothing could stop me now!

• Setting the scene

- When you write a story, you can begin by setting the scene. This is important because it gives the reader vital information such as **where** and **when** the story takes place as well as **who** the story is about. It is also a chance to get the reader's attention and make them want to read more. To do this you can imagine you are looking at a picture and then try to describe the place (**where**), the time (**when**), the characters (**who**), the characters' feelings and the weather. *e.g. It was pouring with rain (weather) as Amy (who) angrily (feelings) pushed her way through the crowds (where).*
- You can use the senses (**sight, sound, taste, touch and smell**) to make descriptions more vivid and make them come alive in the reader's imagination. *e.g. As I stroked its fine fur (touch), the tiny kitten (sight) purred happily (sound).*

2 Match the pictures (1-3) to the beginnings (A-C) and then answer the questions.



A It was a miracle that anyone at all had survived. The flames were rising from the burning wreckage as Harry stood there on the street shocked and horrified. What was left of the downtown area was filled with black smoke that made it difficult to breathe. He realised he had to do something and he ran to a couple who were painfully pulling themselves out of their damaged vehicle.

B How would you feel if you were on a boat in the middle of the ocean in a violent storm? We had been sailing along the Pacific Coast all morning when the storm began. I was shaking with fear and Laura was crying. Only Rob seemed to know what to do.

C It was getting dark. Jim was standing on the platform waiting for the train back home. The rain was getting heavier and heavier. Jim realised he was all alone and shivered. Was it because of the chill in the air?

- 1 When and where did each story take place?
- 2 What was the weather like in each story?
- 3 Who is/are the character(s) in each story and how did they feel?
- 4 Which sentences describe the senses? Which senses?

3 Which techniques have been used in the beginnings in Ex. 2? Choose a beginning and rewrite it using another technique. Then write an appropriate ending.

4 Now look at the picture below and write a beginning that sets the scene. Use the phrases to help you.

- Janet/late for work
- drive past zoo
- to her amazement
- snow-white polar bear
- hungry roar
- Janet/terrified
- cold morning in January



Now, write an ending to the story. Apply any of the techniques presented on p. 24.

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