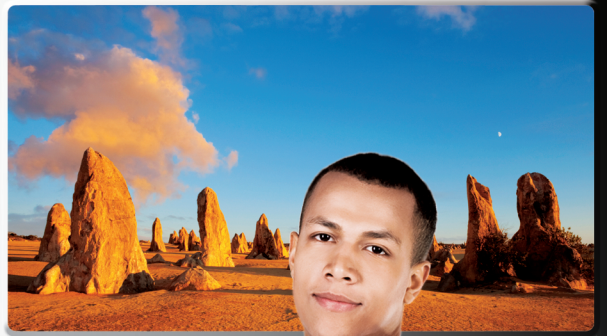
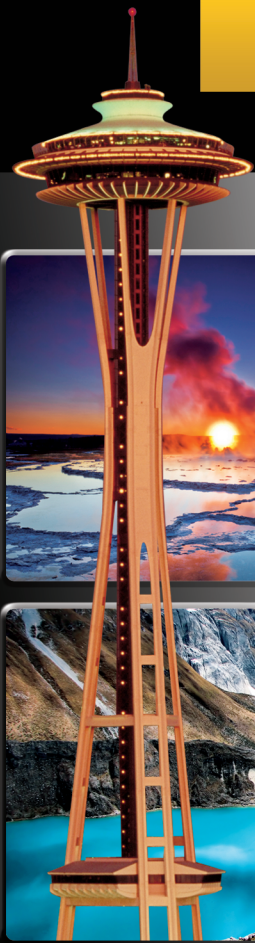




# Discover

Virginia Evans Jenny Dooley



Student's Book & Workbook



Express Publishing

8

# Contents

	Modules	Grammar	Vocabulary
1	<p><b>Extreme facts</b></p> <p>pp. 5-17</p> <p>Skills Practice 1 p. 18 Language in Use 1 p. 19 Revision 1 p. 20</p>	<ul style="list-style-type: none"> <li>• Future tenses</li> <li>• Clauses of Time</li> <li>• Future perfect/Future progressive/Future perfect progressive</li> <li>• <i>-ing/(to)-infinitive</i></li> </ul>	<ul style="list-style-type: none"> <li>• Extreme people, places &amp; activities</li> <li>• Insects/Bugs</li> <li>• Ways of cooking</li> <li>• Extraordinary lifestyles</li> <li>• Extreme Sports</li> <li>• Phrasal verbs with <i>up</i></li> <li>• Prepositional phrases</li> <li>• Word formation</li> </ul>
2	<p><b>Still a mystery</b></p> <p>pp. 21-33</p> <p>Skills Practice 2 p. 34 Language in Use 2 p. 35 Revision 2 p. 36</p>	<ul style="list-style-type: none"> <li>• The passive (personal/ impersonal constructions)</li> <li>• Question tags</li> <li>• Reflexive/Emphatic pronouns</li> <li>• Causative (have + object + past participle)</li> </ul>	<ul style="list-style-type: none"> <li>• Mysterious events/places</li> <li>• UFO tour</li> <li>• Strange Creatures</li> <li>• Ways of looking</li> <li>• Recreating Monsters</li> <li>• Types of books</li> <li>• Phrasal verbs with <i>keep, let, pick</i></li> <li>• Word formation: forming nouns from verbs/adjectives</li> </ul>
3	<p><b>Lifelong learning</b></p> <p>pp. 37-49</p> <p>Skills Practice 3 p. 50 Language in Use 3 p. 51 Revision 3 p. 52</p>	<ul style="list-style-type: none"> <li>• Reported speech (statements)</li> <li>• Reported questions/commands</li> <li>• Relative clauses</li> <li>• Special introductory verbs</li> <li>• Linkers</li> </ul>	<ul style="list-style-type: none"> <li>• Learning experiences</li> <li>• Martial art skills</li> <li>• School subjects</li> <li>• Technology in education</li> <li>• Achievements</li> <li>• Higher education</li> <li>• Phrasal verbs with <i>pass, stick, think</i></li> <li>• Word formation: abstract nouns</li> </ul>

Workbook pp. 53-94  
Writing Bank pp. 96-98

Grammar Reference pp. 99-106  
Word List pp. 107-110

Reading & Listening	Speaking & Functions	Writing	Culture/ Cross-curricular
<ul style="list-style-type: none"> <li>• <i>Waiter, there's a Scorpion in my soup!</i> (missing sentences)</li> <li>• <i>Pushing the Limits</i> (multiple matching)</li> <li>• <i>The Shark Whisperer</i> (multiple choice)</li> <li>• Fill in missing information (listening)</li> </ul>	<ul style="list-style-type: none"> <li>• Give opinions</li> <li>• Intonation: showing hesitation</li> <li>• Inviting a friend to an event</li> <li>• An interview</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences expressing your opinion on eating insects</li> <li>• Description of a scene</li> <li>• A paragraph about inventions</li> <li>• A paragraph about an extreme/dangerous sport</li> <li>• An opinion essay</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Swamp People of Louisiana</i> (multiple choice cloze)</li> <li>• History: <i>Jousting</i> (open cloze)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The Truth isn't Out There ... or is it?</i> (missing sentences)</li> <li>• <i>In Search of Monsters</i> (multiple choice)</li> <li>• <i>Back to Life!</i> (missing sentences)</li> <li>• Multiple matching (listening)</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation: question tags</li> <li>• Booking tickets for a guided tour</li> <li>• Give opinions</li> </ul>	<ul style="list-style-type: none"> <li>• A paragraph about a tour</li> <li>• A summary</li> <li>• Sentences expressing your opinion on extinct species</li> <li>• A presentation on dinosaurs</li> <li>• A description of an experience</li> <li>• A book review</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Room with a Boo</i> (multiple choice cloze)</li> <li>• Literature: <i>The Day of the Triffids</i> (multiple matching)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Training with the Shaolin Monks</i> (missing sentences)</li> <li>• <i>Khan Academy</i> (multiple choice)</li> <li>• <i>The Boy who Harnessed the Wind</i> (multiple choice)</li> <li>• Fill in missing information (listening)</li> </ul>	<ul style="list-style-type: none"> <li>• Give opinions</li> <li>• A radio interview</li> <li>• Intonation: emphatic stress</li> <li>• Borrowing library books</li> <li>• Describe impressions from text</li> <li>• Compare photos</li> </ul>	<ul style="list-style-type: none"> <li>• What someone learned from an experience</li> <li>• An interview</li> <li>• How an inventor feels</li> <li>• A story</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Youth Leadership Program</i> (open cloze)</li> <li>• PSHE: <i>Train your Brain!</i> (open cloze)</li> </ul>

Rules for Punctuation p. 110  
 American English-British English Guide p. 111

Pronunciation p. 112  
 Irregular Verbs

# Module 1

## Extreme facts

**Vocabulary:** extreme people, places & activities; insects/bugs; ways of cooking; extraordinary lifestyles; extreme sports

**Grammar:** future tenses; clauses of time; future perfect/future progressive/future perfect progressive; *-ing/(to)-infinitive* forms

**Everyday English:** inviting a friend to an event

**Intonation:** showing hesitation

**Phrasal verbs:** verbs with *up*

**Word formation:** various

**Writing:** an opinion essay

**Culture Corner:** The Swamp People of Louisiana

**Cross-curricular (History):** Jousting

### Vocabulary

#### Extreme people, places & activities

- 1 a) Fill in: *earned, recorded, weigh, grow, threatening, face*.
- b)  Listen and check.
- 2 Which of these facts did you know? Which of these are new to you?



The Bark scorpion is the only species of scorpion in Arizona which is considered life 1) .....



Great white sharks have been 2) ..... with the most attacks on humans.



Alligators can have up to 80 teeth at one time, and they 3) ..... new teeth to replace worn ones.



The Giant Crystal Cave in Mexico contains natural crystals as long as 36 feet which 4) ..... 55 tons.



Cliff divers 5) ..... death before every dive. The sport is so dangerous that it 6) ..... the nickname *tombstoning*.

**OVER TO YOU!**

Complete the sentences using information from the facts.

I'd love *to visit the Giant Crystal Cave*.

I wouldn't risk .....


Bark scorpions make me feel .....

I dread .....

I wouldn't dare .....

# 1 a Would you dare?

## Vocabulary Insects/Bugs

- 1 a)  Listen and say. Which of these can you see in the pictures? Which are common in your country?
- scorpion • fly • dragonfly • ant • maggot • grasshopper
  - cricket • bee • wasp • beetle • earthworm • butterfly
  - moth • house spider • tarantula • cockroach • flea
  - centipede/millipede • caterpillar • slug • snail • ladybug
- b) How do the pictures make you feel? Would you ever try eating such dishes? Tell your partner.



## Reading

- 2 Read the title of the text and the first and last sentences of each paragraph. Who eats insects these days? What are the benefits? Read the rest of the text to find out.

Waiter, there's a **scorpion** in my soup!  
Are insects the food of the future?



You're at a restaurant and there's a fantastic aroma coming from the kitchen. "I think I'll have the dish of the day," you tell the waiter. Then out comes a huge platter of fried tarantulas and a bowl of grasshopper tacos. "You're going to enjoy that. Bon appetit!" says the waiter. Now maybe this **makes your stomach churn**, but some food scientists are hoping that insects will become a common sight at our dinner tables in the future.

The idea of eating insects (known as entomophagy) certainly isn't new or unusual. **1**  What's more, insects are eaten today in four fifths of countries around the world. In Ghana, bread is made from winged-termites and in China, cooked baby bees are a **delicacy**. In Thailand, the night markets are an insect-eater's dream with deep-fried locusts, giant water bugs, and marinated silk worms as some of the most popular snacks. Some movie-goers in South America even **pop** roasted ants into their mouths instead of popcorn!

The fact is, the food we eat is largely influenced by culture. At a certain point, people in Western countries began to see insects as pests that destroy crops rather than as a food source. Now bugs are mostly only eaten to shock TV audiences. Many Westerners wouldn't hesitate to order shrimp and lobster in a fancy restaurant. **2**  Some even describe them as "the bugs of the ocean."

**3**  Amazingly, we eat a pound of insects each year as insect **contamination** is often

unavoidable when manufacturing foods. By law, chocolate can have up to 60 insect parts in it per 100g, for instance, and tomato sauce can contain up to 30 fly eggs per 100g. You'll probably think twice now before **biting into** your next bar of chocolate!

So insects don't taste terrible, then? Well, apparently not. Fans of the witchetty grub, considered to be the fillet steak of the bug world, say that it tastes like a tasty cheese omelet rolled in dough. Fried crickets have a pleasant nutty taste, and barbecued grasshoppers taste just like roasted peppers. **4**

Not only can insects taste **agreeable**, but they are plentiful too. There are an estimated 40 tons of insects for every human on the planet. So far we know that 1,400 species are **edible** but there are thousands more species out there that we haven't tried eating yet. "Insects are such an **abundant** food source that it seems crazy not to use them," says the head chef of Archipelago. "We've just got to **get over** our fear of eating them!" **5**  They see entomophagy as a cheap and environmentally-friendly solution to the problem of feeding the world's growing population. Insect farming takes a fraction of the resources needed for producing meat. Insects are healthy, too. **6**  A burger, for example, is about 18% protein and 18% fat, while cooked grasshoppers contain 24% protein and just 6% fat.

It seems that dishes such as scorpion soup will start appearing on our Western menus sooner than we think. Certainly many scientists think that by 2020, insects will be available in our supermarkets. **7**  Insects, once seen as pests, might just become our **knights in shining armor** in the very near future.



### Check these words

aroma, platter, common sight, deep-fried, marinated, pop, roasted, pest, contamination, unavoidable, witchetty grub, dough, nutty taste, edible, abundant, fraction of the resources, cholesterol

- 3** Read again. Seven sentences have been removed. Choose from the sentences (A-H) the one which fits each blank (1-7). There is one extra sentence which you do not need to use.
- A Yet these are arthropods, just like insects.
- B The E.U. agrees with him and is soon going to launch a project to promote insect eating.
- C They are soon going to begin research into quality and safety.
- D They are full of vitamins and protein and have low levels of cholesterol and fat.
- E If this seems unlikely to you, remember that eggplants and sushi were once alien foods at the Western table.
- F Ancient Roman and Greek aristocrats, for instance, loved to dine on beetle larvae and locusts.
- G Just don't look at your plate first!
- H You may be surprised to learn that we all already eat insects whether we like it or not.

- 4** Match the words/phrases in bold with their meanings: **eating with enjoyment**, **disgusts you**, **rare/expensive food**, **widely available**, **overcome**, **good**, **harmful contents**, **rescuers**, **put quickly**, **safe to eat**.

### Ways of cooking

- 5** What are the words below in your language? *What is your favorite way to eat: chicken? potatoes? carrots? rice? sliced bread? bananas? steak? eggs? peanuts? fish? shrimp?*
- roasted • deep-fried • chocolate-covered • raw
  - baked • stir-fried • boiled • mashed • barbecued
  - marinated • grilled • microwaved • steamed • toasted
  - scrambled • spiced

*I really enjoy deep-fried chicken.*

### Grammar

#### Future tenses & Clauses of time

- 6** Choose the correct tenses. Give reasons. Check in the Grammar Reference section.
- 1 I visit/'m going to visit the night market tonight.
  - 2 I make/'m making spring rolls when I get/will get home this afternoon.
  - 3 Don't worry about making the reservation for the restaurant. I'll do/'m doing it later.
  - 4 This dish looks delicious. I think I'm going to/'ll eat it.
  - 5 "What are your plans for tonight?" "We're staying/'ll stay in."
  - 6 "There are no eggs left." "OK. I'm going to/'ll go buy some after I finish/finished my homework."
  - 7 I'm hungry. I think I'll have/am having a sandwich.
  - 8 Sue is opening/opens an insect restaurant next month!
  - 9 Look at that pile of dishes ... it's going to/will fall!
  - 10 I'm going to/will go to this year's bug festival. Here are the tickets.
- 7** What are you going to do this weekend? What are you doing tonight? What do you think you will do next summer?

### Speaking & Writing

- 8** 🎧 Listen, and read the article. Say four things you learned from it.
- 9** **THINK!** How are attitudes towards eating insects changing and why? Would you like to eat them? Why?/Why not? Write a few sentences about this, then read them to your partner or the class.

# 1b Science fiction to fact

## Reading

1 Read the introduction and the subheadings. Which device: *can help you travel through time; can make you disappear; enables you to control electrical items using your brain; replicates different foods?*

Listen and read to find out.

2 Read the text again. For questions 1-15, choose from the texts (A-D). The texts may be chosen more than once.

Which development(s):

- make some people concerned about using it?  1  2
- works like something from the natural world?  3
- have not been successfully tested yet?  4  5
- might not be as impossible as many people think?  6  7
- appeared in a public experiment?  8
- use body processes to work?  9  10
- will have been the inventor's main focus?  11
- was originally intended for another use?  12
- can improve life for some groups of people?  13
- can presently only work in a certain way?  14  15

## Vocabulary

3 Fill in: *pay, beam, facial, severely, brain, mind, main, gaming.*

- 1 ..... signals
- 2 ..... movements
- 3 ..... industry
- 4 ..... disabled
- 5 ..... control
- 6 ..... the price
- 7 ..... course
- 8 ..... of light

# PUSHING

## the Limits

Science fiction has always shown us the impossible: colonizing worlds on the other side of the galaxy, meeting alien species, or traveling back to key moments in history. Until now, though, this was all a world of the imagination, but that's changing as new scientific discoveries move closer to science fact!

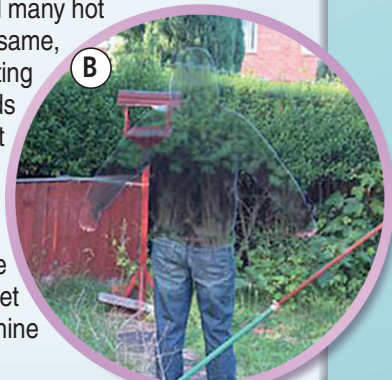
### Jedi mind control device

We probably won't be levitating a spacecraft out of a swamp any time soon, like Yoda, the Jedi Master in *The Empire Strikes Back*, but it is now possible to control electrical items with just a thought using a new device. At first, the Emotiv Headset used brain signals and facial movements to enable the user to wirelessly control video games. However, its possibilities now go far beyond just the gaming industry. It allows the severely disabled to communicate when it's connected to a computer and scientists are even working on a chip that they will insert directly into the human brain! They hope that one day paralyzed people will be walking again simply by thinking about moving their limbs. Some have expressed doubts about all this, however. One scientist asks, "Imagine such a device in your head that you'll be using for mind control – what if people hacked into that, what could they do to you?" The possibilities are mind-boggling!



### Invisibility cloak

Harry Potter's invisibility cloak proved incredibly useful for all his adventures, but how far are scientists from developing this outrageous idea into a real prototype? Well, quite close, actually! Ali Aliev of the University of Texas demonstrated on YouTube how to make something invisible with the flick of a switch using the same principle as a desert mirage. In a mirage, heat bends light out of shape creating the illusion of water, a trick of the light that has fooled many hot and thirsty travelers. Aliev has done the same, but at much higher temperatures. By heating carbon nanotubes which look like strands of thread, he was able to bend light enough to hide the tubes from view. Does this mean that we'll be buying fully working invisibility cloaks some time in the near future? Well, perhaps, and we won't even have to go to Hogwarts to get one! The only problem is, so far the machine only works underwater.



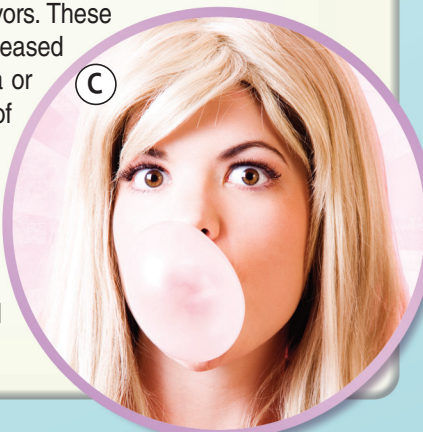
**Check these words**

colonize, galaxy, levitate, swamp, wirelessly, control, disabled, paralyzed, limbs, hack into, mind-boggling, invisibility cloak, prototype, flick, mirage, bend, illusion, fool, nanotube, strand, thread, mouth-watering, crack the secret, nanotechnology, replicate, saliva, far-fetched, circulating, swirl, stir, beam, emerge, skeptical

**Three-course chewing gum**

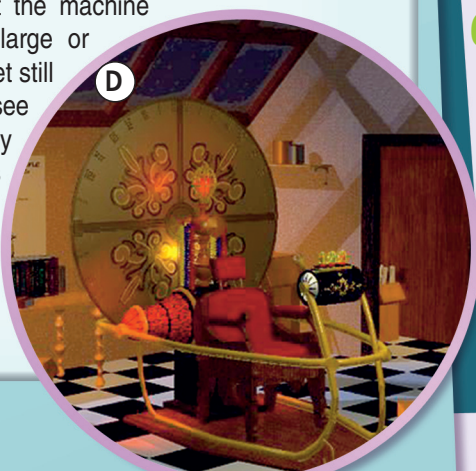
Violet Beauregarde paid the price after she ignored warnings not to eat the sweets in *Charlie and the Chocolate Factory*. The stick of gum that tasted like tomato soup, then roast beef and baked potato followed by a mouth-watering dessert of blueberry pie and ice cream turned her into a huge human blueberry since the invention wasn't completely ready. But now food scientist Dave Hart thinks that soon he will have cracked the secret to turning this weird invention into a reality and creating a similar three-course meal flavor chewing gum. Hart's invention will use nanotechnology to replicate a starter, a main course, and a dessert in that order. "Tiny nanostructures within the gum will contain each of the different flavors. These will be broken up and released upon contact with saliva or after a certain amount of chewing," says Hart.

Unfortunately it could be some time before the gum is created. "The mechanism exists but the technique and flavors need perfecting."



**Time machine**

Traveling back or forward in time in Doctor Who's TARDIS may seem far-fetched, but Einstein stated that time travel was possible in theory. While this hasn't been proven yet, Ronald Mallett, an American professor of physics, believes he can do it with today's technology and for as little as \$250,000. Ronald's plan is to use circulating lasers to swirl space and time around like, "a spoon stirring milk into coffee." The time traveler will step into the beam of light and emerge in the past, but not the distant past – he'll only be able to travel back to a point in time from when the machine was switched on. Some physicists are skeptical, saying that the machine would have to be very large or powerful to work, but Mallett still believes that he'll live to see the first time machine. By the time Mallett creates his machine, he'll have been working on it for most of his life. But then he'll be the most famous inventor in history!



4 Replace the words in bold with these words: *replicated, demonstrated, swirled, levitated, cracked, emerged from, inserted, colonized.*

- 1 The magician **floated** over the Grand Canyon.
- 2 The chip will be **put** under the skin.
- 3 The scientist **explained** how to use the machine.
- 4 They hope they will have **found** the secret code by the end of this week.
- 5 They **reproduced** the scene in search of evidence.
- 6 The space pioneers **lived on** the new planet.
- 7 The seagulls **moved around and around** over the small boats.
- 8 The photographer **came out of** the dark room.

**Grammar**

**Future perfect/future progressive/future perfect progressive**

5 a) Put the verbs in parentheses into the *future perfect, the future progressive, or the future perfect progressive*. Give reasons.

- 1 A: How long have you been experimenting with nanotechnology?  
B: By the end of the month, I .....  
..... **(work)** on it for three years.
- 2 A: ..... **(you/see)**  
Sarah at the lab later?  
B: No. By the time we get there, she .....  
..... **(already/leave)**.
- 3 A: By the end of the century, we .....  
..... **(build)** a time machine.  
B: I'm not sure. I think we .....  
..... **(still/work)** on it.

b) What will you be doing this time next Sunday? What will you have done by the age of 25?

**Speaking & Writing**

6 **THINK!** Which of the inventions in the texts would you like to try out the most? Why? Write a few sentences. Tell your partner.

7 What invention from science fiction would you like to see become a reality in our everyday lives and why? Write a paragraph about this, then read it to the class.



## The Swamp People OF Louisiana

Deep down south in the state of Louisiana, U.S.A., stretches the muddy Atchafalaya Swamp. For many, it is a difficult place to live. The air is thick with moisture making you sweat constantly, and you are **1)** ..... by snakes, frogs, turtles, and wild alligators — all 1.5 million of them! However, the “swamp people” have lived a **laid-back** life along the river here for more than 300 years. They are Cajuns, **2)** ..... of French refugees who moved from Canada in the 18th century. In their stilt houses above the marshes, they grow their own vegetables such as okra and black-eyed peas. But amazingly, their diet also **3)** ..... alligators, frogs, and turtles. It’s a slow **4)** ..... of life except during the alligator hunting season!

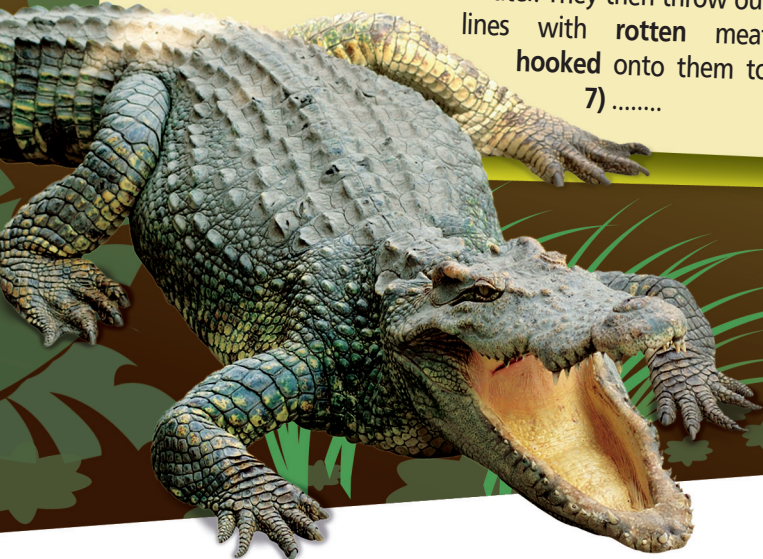
The 30-day alligator hunt takes **5)** ..... in September. Traveling the waterways in their boats, hunters try to

**6)** ..... alligators under the water. They then throw out lines with **rotten** meat **hooked** onto them to **7)** .....

the reptiles. When they’ve caught a ‘gator, the hunters pull it in by hand. They have to be very careful and predict alligator movements. They can easily do a death roll in the water when they **spin** wildly. Despite the danger, the Cajuns **8)** ..... over 30,000 wild alligators during this season.

One alligator hunter, Troy Landry, **9)** ..... as King of the Swamp, once caught 82 alligators in one day. However, he has enormous **respect** for the reptiles. In fact, the swamp people worked with authorities to protect alligators after they almost **10)** ..... extinct in the 1920s when their skins were fashionable. Now, too many alligators upset the balance of the eco-system, so authorities let hunters catch some alligators each season. They give each hunter tags **restricting** the number of alligators they can hunt in order to sell their meat and skins.

The community is **11)** ..... some problems, however. Prices for skins are always changing, which means the hunters have to look for other work such as catching shrimp and giving alligator **12)** .....



### Check these words


stretch, muddy, moisture, sweat, wild, laid-back, refugee, stilt house, marsh, okra, hunting season, waterway, rotten meat, hooked, spin, upset, balance, eco-system, tag, restrict, shrimp

**1** The swamp people are a community of people in the U.S.A. What do you think makes them unique? Read the text to find out.

**2** Read again. For questions 1-12, decide which answer (A, B, C, or D) best fits each blank.

- |    |              |               |              |               |
|----|--------------|---------------|--------------|---------------|
| 1  | A surrounded | B circled     | C covered    | D situated    |
| 2  | A relatives  | B generations | C ancestors  | D descendants |
| 3  | A involves   | B includes    | C holds      | D consists    |
| 4  | A level      | B rate        | C pace       | D speed       |
| 5  | A part       | B position    | C action     | D place       |
| 6  | A spot       | B look        | C glance     | D stare       |
| 7  | A pull       | B appeal      | C attract    | D draw        |
| 8  | A track      | B catch       | C chase      | D follow      |
| 9  | A known      | B famous      | C recognized | D noted       |
| 10 | A grew       | B made        | C became     | D turned      |
| 11 | A dealing    | B facing      | C coming     | D meeting     |
| 12 | A trips      | B voyages     | C tours      | D journeys    |

**3** Match the words in bold with their meanings: *limiting, relaxed, admiration, bad/decayed, fastened, turn fast.*

**4**  Listen, and read the text. Take notes about the swamp people from the text under the headings: *who they are, what they eat, alligator hunting season, hunting problems.* Use the notes to compare your lifestyle to theirs.

*The swamp people live in ... . I live in ... .*

**5** IT Find out information about an unusual community. Tell the class all about them.

## Inviting a friend to an event

1 Look at the posters. What kind of event is each? Which one would you like to go to?

2 Listen and say.

- Are you doing anything this Saturday morning?
- I don't think so. Why?
- To what? What on Earth is that?
- I know, it sounds crazy!
- So what's it all about?
- I went last year and I really enjoyed myself.
- So would you like to come with me?
- Oh come on – it'll be fun!
- OK then, why not?
- I'll speak to you then.

3 The sentences above are from a dialogue between two friends. What do you expect it to be about?

Listen & read to find out.

Hayley: Hey Matt, are you doing anything this Saturday morning?

Matt: Let me see ... um ... I don't think so. Why?

Hayley: Well, I'm thinking of going to Nathan's hot dog eating contest.

Matt: To what?! What on Earth is that?

Hayley: I know, it sounds crazy! It's the U.S.A.'s most famous competitive eating event. It's been taking place since 1916.

Matt: So, what's it all about?

Hayley: Well ... people compete to eat as many hot dogs as they can in ten minutes. Last year the winner managed to eat 68!

Matt: That's unbelievable!

Hayley: I know. I went last year and I really enjoyed it. There were some great performers before the contest too like trampoline shows and live bands. So, would you like to come with me?

Matt: Mmm ... I don't know ...

Hayley: Oh, come on – it'll be fun! It's free and the food is great.

Matt: Well ... OK then, why not?

Hayley: That's great! I'll call you on Friday to make the arrangements.

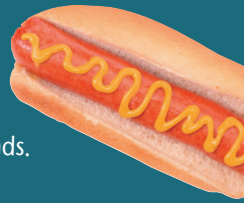
Matt: OK, I'll speak to you then.

**A** Since 1916 ...

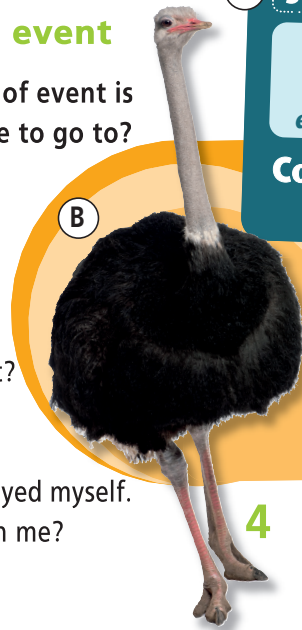
**Nathan's International hot dog eating contest**

**Coney Island, July 4**

Can anyone beat last year's 68 hot dogs in 10 minutes? Pre-contest entertainment will include a trampoline & acrobat show and live bands. (Corner of Surf and Stillwell Avenues, Coney Island, New York)



**B**



**Chandler Ostrich Festival, Arizona**

March 9-11

Pet them, ride them, buy them & yes, eat them!

- ostrich races • floats, clowns & marching bands
- ostrich gifts • ostrich burgers

Adults \$10, children 5-12 \$7

4 Find sentences in the dialogue which mean:  
Give me a moment to think – No kidding! – What's it like? – I had a great time – I'm not really sure. – Why don't you come with me? – I've never heard of this.

## Intonation: showing hesitation

5 a) Listen and say. Which phrases show hesitation?

1 A: Are you doing anything tonight, Suzy?

B: Let me see. Um ... I'm not sure yet.

2 A: Shall we go to the camel race tomorrow?

B: Oh ... well ..., I don't know.

3 A: How about going fishing next weekend?

B: Hmm ... let me think about that.

b) Act out similar exchanges using the prompts:  
*go to the cockroach races, watch the hamburger eating contest, go to the bug eating festival.* Pay attention to the intonation.

## Speaking

6 Use the sentences in Ex. 2 to act out a similar dialogue about the event in poster B.

<b>A</b>	<b>B</b>
Ask if B is doing anything next weekend.	Say you don't think so.
Say what you're thinking of doing.	Ask why.
Explain.	Ask what it is.
Describe the event.	Ask what it's all about.
Say you went last year & ask B to come.	Express surprise.
Encourage B.	Express hesitation.
Make the arrangements.	Agree to go.
	End the conversation.

# 1e Extraordinary lifestyle



## THE SHARK WHISPERER

Stuart Cove takes Adam Higginbotham under the waves to meet his killer cast.

Stuart Cove kneels on the sandy sea bed. One hand rests on a plastic crate filled with chopped fish. When he opens the crate to spear the first piece, perhaps 20 reef sharks appear in the water around us. Twenty minutes later all the fish are gone, and the sharks **drift** away. Over the past 25 years, Stuart has captured and manipulated sharks into various scenes. Tiger sharks are big and aggressive and frequently responsible for attacking humans, but when captured or placed under stress, they **struggle** but then become calm, as if they are half asleep. The sharks can then be released and manipulated for the shot, and this is when Stuart steps in.

Stuart's work includes three James Bond movies, one Jaws sequel, and even a TV advertisement for a Japanese toothpaste which involved getting a shark to hold still underwater while he **scrubbed** its teeth with a 5 ft pink toothbrush! But the movie that made Stuart famous is *Open Water* (2004). Filmed on store-bought digital video cameras, it was about a young couple left behind in the open ocean after a diving boat trip and then **menaced** by sharks. What made the movie remarkable was that it didn't use any **stand-ins** or special effects. "A lot of it wasn't acting. It was real fear. It should have been stunt people," says Cove. "But the budget was too small to do that."

Cove grew up in the Bahamas. At 19, he was an experienced diver, but he had no idea, when he started working on the James Bond movie, *For Your Eyes Only*, that he would have to work with tiger sharks. "One day they said to us, 'OK, we are going to release the shark. If the shark comes to you, jump on its back.' Then they said, 'Stuart, you're one of the guys.' And I thought 'Are you out of your mind?'" But then they said, 'You'll get \$150.' And,

well ... as a teenager in 1979, that's a pile of money." Today, Cove charges around \$10,000 for two to three days shooting with a tiger shark. 35

"Honestly I was scared to death," Cove says. During the first take, the shark escaped – much to Cove's relief. Pretending to look for the lost animal, he was amazed to find it struggling at the edge of the set, **trapped** in a net. "So I **grabbed** it and it tried to bite me, and then it relaxed. I swam it back and suddenly I was the hero who saved the whole day's shooting." After that, Cove became one of the chief shark handlers. He never told anyone he'd found the shark in the net! 40 45

Out at the dive site, I asked him what I should do if I'm actually attacked by one of the sharks he's feeding. "Try taking your arms in," he said, "and avoid moving." But in fact, despite their reputation, many species of shark are very **picky**, eaters. Cove has seen sharks take bait such as chicken or lobster into their mouths, taste it, then spit it out. Same goes for divers; when the sharks accidentally bite the feeders' hands, the animals immediately realize their mistake when they taste a wetsuit. 50

Despite this, Cove himself has been bitten three times by sharks. Once he was bitten on the hand. "It was the worst pain I've ever felt," he says. "The teeth go very deep." Still, he insists that each time he has been doing all the things for the camera you shouldn't do: waving his hands around in the water unprotected. 55 60

For some shoots Cove and his staff have even simulated shark attacks. They strap food between a chain-mail suit and their clothing and let sharks tear it off them. "That's dangerous because they can actually rip your wetsuit and flesh ... yeah, it's not smart. But you know," he says, "fame and fortune. You'll do anything." 65

### Reading & Vocabulary

1 Read the title of the article and the first sentence of each paragraph. What are you going to read about?

🎧 Listen, read, and check.

#### Check these words

kneel, crate, spear, drift away, capture, manipulate, step in, sequel, menace, be out of your mind, to one's relief, picky eater, bait, spit out, strap, tear off

**2** Read again and for each question, choose the correct answer (A, B, C, or D). Compare with your partner. Give reasons.

- 1 Stuart Cove controls the behavior of sharks
  - A while they are feeding.
  - B when they're in a particular state.
  - C by making them angry.
  - D by spending a lot of time with them.
- 2 What was surprising about *Open Water*?
  - A the reactions of the actors
  - B the amazing stunts
  - C how cheap it was to make
  - D how successful it was
- 3 What do we learn about Stuart's first job with sharks?
  - A It came unexpectedly.
  - B He had been training for it for many years.
  - C It was what made him famous.
  - D He refused the offer.
- 4 Why did he agree to do his first shark scene?
  - A He wanted the challenge.
  - B He thought he would lose his job otherwise.
  - C He was too proud to admit his fear.
  - D He liked what he was offered for it.
- 5 Stuart was made a chief shark handler because
  - A he was the bravest diver.
  - B he achieved something no one else could do.
  - C he had a special relationship with the sharks.
  - D he let people believe something that was not true.
- 6 What advice does Stuart give to Adam?
  - A Wave your arms around to deter sharks.
  - B Stay still if a shark attacks.
  - C Feed sharks regularly to keep them calm.
  - D Always wear a wetsuit for protection against bites.
- 7 What does "this" (line 55) refer to?
  - A the divers' behavior
  - B the divers' protective clothing
  - C the sharks' preferences
  - D the way people see sharks
- 8 Stuart believes
  - A his job is less dangerous than people think.
  - B his experience protects him from injury.
  - C safety is the most important consideration.
  - D the danger involved in his job is worth it.

**3** Match the words in bold with their meanings: *difficult to please, fight, threatened, cleaned by rubbing hard, replacement actors, caught, float, seized suddenly.*

**4** Choose the correct word.


- 1 A lot of creatures live on the sea **ground/bed**.
- 2 He **bent/knelt** on the sand to dig a hole.
- 3 They **released/loosened** the sharks from the cage carefully and filmed their behavior.
- 4 Mr. Cove is a **famous/popular** shark whisperer.
- 5 He **costs/charges** \$5,000 for a day of shooting.
- 6 Mr. Cove was **chewed/bitten** on the hand by a shark.
- 7 He soon **understood/realized** his mistake.
- 8 He **waved/signaled** his hand to attract the shark's attention.

### Grammar ing/(to)-infinitive forms

**5** Put the words in parentheses into the correct form of the *infinitive*, *-ing* form, or *infinitive without to*. Give reasons.

- 1 Would you consider ..... (swim) with sharks?
- 2 You mustn't ..... (dive) there.
- 3 Tom has always wanted ..... (swim) with dolphins.
- 4 How about ..... (go) diving today?
- 5 He made us ..... (wear) protective gloves.
- 6 Would you like ..... (come) scuba diving with us today?
- 7 It's too dangerous ..... (go) surfing today.
- 8 I regret ..... (watch) that horror movie; it was scary!
- 9 I can't wait ..... (visit) the Bahamas!
- 10 Brian continued ..... (wave) his arms around, even though I told him ..... (stop).

### Speaking & Writing

**6**  Use the information in the text to act out an interview with Stuart.

**7**  Complete the sentences.

I admire Stuart because ... I find his job ... because

# 1 f Skills



## Vocabulary Extreme sports

- 1 a) List the sports under the categories.



- BASE jumping • rollerblading • kite surfing
- white-water rafting/canoeing • cliff jumping
- archery • free running (parkour) • snooker
- ice climbing • jet skiing • mountain biking
- paragliding • weightlifting • skateboarding
- sand boarding • hockey • windsurfing
- snow boarding • sailing • bungee jumping
- scuba diving • ski jumping • ice skating
- motocross • indoor climbing
- storm chasing

- b) Listen and check. Which are NOT extreme sports? Can you add any more sports to each category?

- 2 Which of the sports above have you tried/would you like to try? Use the ideas below to discuss in pairs, as in the example.

- certain character qualities (brave, risk-taker, fun-lover, etc.)
- physical strength/fitness • a trained instructor
- previous skills/abilities (speed, good balance, gymnastics skills, dance skills, good swimmer, etc.)
- specialized clothing/shoes/equipment (mountain bike, ropes, snorkel, flippers, life vest, goggles, parachute, etc.)
- special weather conditions (wind, snow, ice, etc.)
- a lot of practice/experience

*I haven't tried any of these sports, but I'd love to try bungee jumping. For this you don't really need any special skills but you need to be very brave. Also ...*

- 3 a) Listen to two students comparing pictures A and B. What similarities/differences did they mention?

- b) Now, in one minute, compare pictures C and D and say why you think the people have chosen to take part in these activities. Use the language in the box to help you.

Comparing ideas	Speculating
<ul style="list-style-type: none"> <li>• ... but/whereas/while ...</li> <li>• ... although + clause</li> <li>• However/On the other hand, ...</li> <li>• Neither ... nor .../Both ... and ...</li> </ul>	<ul style="list-style-type: none"> <li>• It may/might/could ...</li> <li>• I'd say it/they etc. ...</li> <li>• I think they are probably ...</li> <li>• Perhaps/Maybe ...</li> <li>• It seems like/as if ...</li> </ul>
Giving reasons	
• One possible reason why ...	• Another reason could be ...

## Listening

- 4 You will hear an interview with a woman who runs extreme sports weekends. For questions 1-10, complete the sentences. Compare your answers with your partner's.

Children under the age of  1 are not allowed to participate.

Anna suggests that participants won't find  2 difficult.

Participants with a  3 will enjoy themselves.

Anna says that the  4 can be dangerous.

She says Pembrokeshire is a great place for avoiding  5.


Coasteering offers you a different  6 every time.

Pembrokeshire coasteering provides all the  7 you need.

Groups stop at  8 for refreshments.

Pembrokeshire Coasteering offers a  9 costing \$325-\$375.

Anna says that  10 do not matter in coasteering.

- 1 What do you know about jousting? What would you like to know? Write down three questions. Then read the text. Does it answer your questions?
- 2 Read the text again and think of the word which best fits each blank (1-12). Compare with your partner.
- 3 Match the words/phrases in bold with their meanings: *becoming popular again, attractive, very exciting, did sth very dangerous, limited.*
- 4 Fill in: *opponent, audience, competitors, spectators.*
  - 1 ..... from 20 countries took part in the race.
  - 2 There were over 10,000 ..... watching the tournament.
  - 3 Tom knocked his ..... off his horse in the first round of the tournament.
  - 4 The ..... clapped and cheered when the actors came out onto the stage.
- 5 Find the main idea in each paragraph, then write a sentence for each. Compare your answers with your partner's.
- 6  Listen and read the text again, then describe the picture. Think about: *location, what's happening, clothes, atmosphere.*
- 7 **IT** Find out about another extreme or dangerous sport that was popular in the past e.g., *Muay Thai (Thai kickboxing), sumo wrestling, the fisherman's joust (Egypt).* Find out: *history, rules, equipment/clothes, the sport today.* Report your findings to the class.

# Jousting



Extreme sports are nothing new. In the Middle Ages, between the eleventh and the fifteenth centuries, medieval knights **risked life and limb** in a thrilling sport called jousting. Two knights

1) ..... horseback, each carrying a lance – a longer, heavier version of a spear – would ride towards each other at high speed. To win, the knight

2) ..... to break his lance on his opponent's shield or knock him off his horse with the lance.

Jousting tournaments 3) ..... often held to celebrate royal marriages and births, or national festivals. Brave knights could be seriously injured or even die for the chance to win large sums of money, and sometimes even a royal marriage.

Jousting was seen 4) ..... practice for war. But when competing, knights replaced their chain mail – small linked metal rings – with heavy armor made of metal plates. They only had small slits in their helmets to see out of, 5) ..... greatly **restricted** their vision. At the same time, though, this protected them. The horses they rode were big and strong.

The popular jousting tournaments took 6) ..... in the "lists", an open field separated by a fence close to a castle. They attracted not 7) ..... royalty and nobility, but also commoners 8) ..... sat alongside the battlefield. In **glamorous** opening ceremonies, knights would ride into the lists and hit the shield of an opponent they wished to challenge. After prizes 9) ..... awarded at the end of the tournament, feasting and dancing would close the event.

Today, partly 10) ..... to TV shows and movies, jousting is **making a comeback**. Surprisingly, little has changed 11) ..... the Middle Ages; it may be a challenge for these modern-day knights to wear heavy armor and control a horse while trying to knock their opponent to the ground, but for the enthusiastic spectators it all adds up to a truly **exhilarating** experience. Now serious jousting is hoping to win enough fans to 12) ..... jousting into the next extreme sport!

**Check these words**

medieval knight, on horseback, lance, spear, at high speed, opponent, shield, knock off, tournament, chain mail, slit, helmet, royalty, nobility, commoner, battlefield

# 1h Writing

## An opinion essay

**1** Mark the statements below *T* (true) or *F* (false) for writing an opinion essay. Correct the false statements. Check in the **Writing Bank**.

- 1 Don't state your opinion in the opening paragraph. ....
- 2 Write three paragraphs in the main body. ....
- 3 Present a separate viewpoint in each main body paragraph. ....
- 4 Present the opposing viewpoint in the second main body paragraph. ....
- 5 Support each viewpoint with reasons/examples. ....
- 6 Start each main body paragraph with a topic sentence. ....
- 7 Restate your opinion in the concluding paragraph using the same words as in the introduction. ....
- 8 Use mostly past tenses. ....
- 9 Link your ideas with linking words. ....
- 10 Use colloquial expressions, everyday language, short verb forms, and chatty language. ....

**2** Read the rubric. Do you agree or disagree with the statement? Why? Compare ideas with your partner.

You have had a class discussion about the following:  
*Extreme sports are too dangerous and should be banned.* Now your teacher has asked you to write an essay giving your opinion on this.  
 Write your **essay** (120-180 words).

**3** Read the essay and list the writer's viewpoints. What reasons/examples do they use to support them? Take notes under the headings.

Johann Friedrich Von Schiller once said, "Who dares nothing, need hope for nothing." While participating in extreme sports can give you a sense of freedom, I strongly believe they should be banned.

To begin with, they involve high risk. Most extreme sports are very dangerous to attempt and can lead to serious injury or even death. This is devastating for people's families and friends.

What is more, extreme sports are very expensive. They often involve buying expensive equipment and traveling to special locations with mountains, snow, or huge waves, for example. This requires large amounts of money.

On the other hand, it can be argued that while there is a certain amount of risk involved, enthusiasts take proper safety precautions. They are well-trained and carry safety equipment which helps to prevent injury. Also, some may argue that everyday tasks are also risky. More lives are lost every year from road accidents or natural disasters than from extreme sports.

All in all, while extreme sports are exciting and fun to some, I feel that they should be banned. They are extremely dangerous and people who take part in them are a danger to themselves. It seems to me that a ban would save the lives of many people.

Viewpoints	Reasons/examples

**4** Suggest your own reasons/examples for the following viewpoints.

- 1 All young people should take part in sports.
- 2 Governments should spend money on promoting insect-eating.

**5** Use the linking words/phrases from the list to complete the table, then find the linking words/phrases in the essay in Ex. 3. Suggest alternatives.

- in the first place • also • for example • to sum up • moreover
- firstly • to begin with • all things considered
- on the other hand • however • apart from this • alternatively
- therefore • for instance • in particular • in addition
- because • since • in contrast • furthermore • lastly
- secondly • while • such as • taking everything into account

To list points: *in the first place*, .....

To add more points: .....

To introduce opposing viewpoints: .....

To introduce examples/reasons: .....

To conclude: .....

- 6 Use your ideas in Ex. 4 and appropriate linking words to write two main body paragraphs. Exchange with a partner and check for mistakes.
- 7 Use expressions from the *Useful language box* to expand the prompts to express an opinion.

### Useful language

#### for giving opinions

- I believe/think/feel (that) ...
- I strongly believe (that) ...
- In my opinion ...
- To my mind ...
- The way I see it ...
- It seems/appears to me (that) ...
- I (do not) agree that/with ...
- My opinion is that ...
- As far as I am concerned ...
- I (completely/totally) agree that/with ...
- I am totally opposed to ...
- I couldn't (dis)agree more that/with ...

- 1 actors/not do/own stunts  
*In my opinion, actors should not do their own stunts.*
- 2 violent movies/affect behavior/some children
- 3 we/not try/travel through time
- 4 BASE jumping/too dangerous/be banned

### Beginnings/Endings

- 8 Read the extracts below. Which are: *beginnings?* *endings?* Which: *addresses the reader directly?* *asks a rhetorical question?* *uses direct speech/a quotation?* How does the writer begin/end the essay in Ex. 3?

**A** Is it possible that letting children play the roles of criminals in violent video games can do them good? To my mind, this really could encourage children to become violent in real life.

**B** All in all, while many people think that competitive sports encourage aggression, I believe that they encourage people to excel. As John Wooden said, "It's not so important who starts the game, but who finishes it."

**C** Have you ever wanted to turn off the TV after seeing a contestant in a reality show covered in cockroaches? As far as I am concerned, reality TV shows often go too far.

### Your turn

- 9 a) Read the rubric and answer the questions.

Your English teacher has asked you to write an essay giving your opinion on the following:  
*Violent sports such as boxing should be banned.*  
Write your **essay** (120-180 words).

- 1 What will you write? In what style?
- 2 Can you name some violent sports?

- b) Which of the viewpoints below agree/disagree with the statement in the rubric? Think of reasons/examples for each viewpoint.

**A** It is a strictly controlled sport with rules and regulations.

**B** It encourages violence in society.

**C** A high percentage of participants get seriously injured.

- 10 Write your essay using your answers from Ex. 9. Follow the plan.

### Plan

- Para 1:** state topic, give your opinion  
**Paras 2/3:** viewpoints & reasons/examples  
**Para 4:** opposing viewpoint & reasons/examples  
**Para 5:** state opinion in other words



## Use of English (key word transformations)

1 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words.

- 1 Jack took up jousting two years ago.  
**SINCE** It .....  
..... Jack took up jousting.
- 2 I'm looking forward to trying bungee jumping.  
**WAIT** I .....  
..... bungee jumping.
- 3 "How about eating a chocolate-covered scorpion?" Tom asked.  
**LIKE** "Would .....  
..... a chocolate-covered scorpion?" Tom asked.
- 4 We were not able to go kitesurfing because of the rain.  
**PREVENTED** The rain .....  
..... kitesurfing.
- 5 Not only are insects nutritious, but they are tasty, too.  
**BOTH** Insects .....  
..... tasty.
- 6 Stuart didn't know he'd be working with sharks.  
**IDEA** Stuart .....  
he'd be working with sharks.

## Use of English (word formation)


2 Read the text and fill in the blanks (1-5) using words derived from the words in capitals.

Z-Burger's in Washington, D.C. held its fourth Annual Independence Day Burger Eating Contest! In July, a group of hungry 1) ..... competed by 2) ..... as many hamburgers as possible into their mouths within ten minutes. The huge platters were brought out and the 3) ..... of food in the restaurant was amazing! After the 4) ..... stuffed their faces, the winner was announced, and I have to say it was very 5) ..... .

**CONTEST**  
**POP**  
**ABUNDANT**  
**COMPETE**  
**ENTERTAIN**

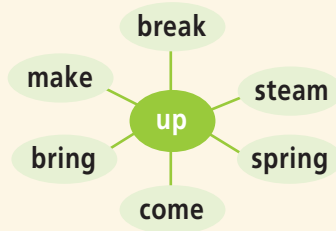
The champion, "Furious Pete" Czerwinski, managed to eat 15 burgers!

## Listening (Multiple choice)

- 3  You will hear people talking in six different situations. For questions 1-6, choose the best answer, A, B, or C.
- 1 You hear someone talking about a man going on an expedition. How does the man feel?  
A He is looking forward to getting away.  
B He doesn't feel prepared for it.  
C He regrets having to leave his family.
  - 2 You hear part of a radio show. Why does the movie star do her own stunts?  
A She is paid well to do them.  
B She believes they are part of the job.  
C She enjoys the challenge.
  - 3 You hear a man talking about eating food from around the world. What does he say?  
A Everyone should try food from different cultures.  
B We should experiment more when cooking.  
C He still appreciates home-cooked meals.
  - 4 You hear part of a speech. Why does the man want a sports center?  
A to make traditional sports more popular  
B to get more young people interested in sports  
C to provide somewhere to participate in extreme sports
  - 5 You hear a man talking on the radio. What is his job?  
A a photographer  
B a scientist  
C a wildlife expert
  - 6 You hear a man talking to his daughter. Why is he talking to her?  
A to give a warning  
B to grant permission  
C to give advice

## Phrasal verbs/Prepositions

- 1 Complete the sentences with the phrasal verbs in the diagram in the correct form.



- 1 Tom always ..... up stories to get himself out of trouble. (**invent**)
- 2 Insect restaurants ..... up in many countries these days. (**appearing suddenly**)
- 3 Dan's parents ..... him up to respect others. (**look after through childhood**)
- 4 On cold days, the windows ..... up. (**be covered in a layer of moisture**)
- 5 During my conversation with Jane, the topic of her friendship with Andy never ..... up. (**got mentioned**)
- 6 Sally and Tim had a big argument and ..... up. (**finished a relationship**)

2 Choose the correct preposition.

- 1 They came across the cave **by/from** accident.
- 2 Sandra just can't get **away/over** her fear of heights.
- 3 New dishes appeared **within/on** the menu.
- 4 Stuart Cove is responsible **to/for** the safety of the divers during filming.
- 5 He succeeded **in/at** raising money to fund his project.
- 6 They managed to find a solution **in/to** the problem.

## Collocations

- 3 Fill in: *exhilarating, medieval, open, scared, growing, hunting, picky, shark, sandy, common, nutty, rotten.*

- |         |            |          |            |
|---------|------------|----------|------------|
| 1 ..... | sight      | 7 .....  | taste      |
| 2 ..... | population | 8 .....  | season     |
| 3 ..... | sea bed    | 9 .....  | meat       |
| 4 ..... | ocean      | 10 ..... | knight     |
| 5 ..... | eater      | 11 ..... | experience |
| 6 ..... | to death   | 12 ..... | attack     |

## Word formation

- 4 Complete each sentence with a word formed from the word in capitals.

- 1 Jousting not only attracted royalty but ..... as well. (**COMMON**)
- 2 Sharks and alligators have very ..... jaws. (**POWER**)
- 3 Mike has a vivid ..... and dreams up amazing science fiction stories. (**IMAGINE**)
- 4 The ..... of mind control technology are endless. (**POSSIBLE**)
- 5 Barney's horse loves ..... around the track. (**RACE**)

## Words often confused

- 5 Choose the correct word.

- 1 Tracy **grilled/steamed** the meat for too long and burned it.
- 2 People doing extreme sports sometimes **threaten/risk** serious injury.
- 3 Alligators can **spin/swirl** around and around in the water.
- 4 In his first movie, Stuart **pretended/imagined** to look for an escaped shark.
- 5 Do you want fried or **scrambled/mashed** eggs?



Read through Module 1 and mark the statements *T* (true) or *F* (false). Then write a similar quiz of your own.

- |   |  |
|---|--|
| 1 By law, chocolate is allowed to have 100 insect parts in it per 100 grams. .... | 5 Only 5,000 species of insects are edible. ....         |
| 2 In China, cooked baby bees are a delicacy. ....                                 | 6 Stuart Cove gets paid \$150 for 2 days' shooting. .... |
| 3 Insects are high in protein. ....   | 7 Stuart Cove works on his own. ....                     |
| 4 Jousting took place in the Middle Ages. ....                                    | 8 Louisiana is in the U.K. ....                          |

# 1 Revision

1 Fill in: *edible, open-minded, invisible, spoiled, sequel, far-fetched, rotten, experienced, trap, raw.*

- The movie was so successful that the studio is going to make a .....
- He managed to ..... the shark in the net.
- Some types of mushrooms are .....
- I don't believe a time machine could work – I think the idea is very .....
- Harry Potter wears a cloak that makes him ..... so he can leave the room unnoticed.
- Elaina's son is really .....; she buys him everything he wants.
- Dave's always willing to listen to others' ideas and opinions; he's really .....
- The chicken needs to be cooked a little longer; it's still ..... in the middle.
- These tomatoes are .....; how long have they been in the fridge?
- Stuart is a(n) ..... shark handler; he's been working with the creatures for years.

10x2=20 points

2 Choose the correct verb form.

- Tim **goes/is going** bungee jumping on Saturday.
- They **are going/will have gone** on an adventure vacation next year.
- Look out! That dog **will be biting/is going to bite** you!
- Scientists **will be finding/will have found** cures for many common diseases by 2100.
- At the end of the month, James **will have been/is going to** teaching for ten years.
- This time next month, Stuart **will be filming/will film** his shark scenes.
- Be careful; you **are going to knock/are knocking** that vase over.
- Justin doesn't think we **will be inventing/will have invented** a time machine by the end of the century.
- My glasses have steamed up; I think I **will take/will be taking** them off.
- I **won't be finishing/won't have finished** my research by the end of the day.

10x2=20 points

3 Complete the sentences with the correct **-ing or (to) infinitive form.**

- You mustn't ..... **(go)** ice climbing by yourself.
- Tom isn't brave enough ..... **(try)** bungee jumping.
- How about ..... **(go)** ice skating this weekend?
- Sophia regrets ..... **(eat)** so much; she has a stomach ache now.
- Alex is considering ..... **(take part)** in a jousting tournament.
- You must ..... **(use)** special equipment for scuba diving.
- Willie told Violet ..... **(not/eat)** the gum, but she ignored him.
- I can't wait ..... **(see)** *Open Water*; it sounds like my kind of movie!
- Gary has always wanted ..... **(visit)** Alaska.
- Would you like ..... **(come)** to the Wild Foods festival with me?

10x2=20 points

4 Match the exchanges.

- |                            |   |                               |
|----------------------------|---|-------------------------------|
| 1 <input type="checkbox"/> | I'm thinking of going to an ostrich festival. | A It's an eating contest.     |
| 2 <input type="checkbox"/> | I'll call you on Tuesday.                     | B OK then, why not?           |
| 3 <input type="checkbox"/> | Come on; it'll be fun!                        | C I don't think so.           |
| 4 <input type="checkbox"/> | What's it all about?                          | D What on Earth is that?      |
| 5 <input type="checkbox"/> | Are you doing anything on Sunday?             | E OK, I'll speak to you then. |

5x4=20 points

5 Write an opinion essay on the topic: **Professional athletes are paid far too much (120-180 words).**

20 points

Total: 100 points

## Check your Progress

- talk and write about eating insects/bugs \_\_\_\_\_
- talk about extraordinary lifestyles \_\_\_\_\_
- invite a friend to an event \_\_\_\_\_
- write an opinion essay \_\_\_\_\_

**GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓**

The logo features a stylized lowercase 'i' inside a circle, positioned above the word 'Discover' in a bold, sans-serif font, followed by a large number '8'.

# i-Discover 8

*i-Discover* is a multi-level English course for adults and young adults. The course combines active learning with a variety of lively topics presented in themed modules.

## Key Features

- an integrated approach to the development of all four language skills
- stimulating, realistic dialogues featuring people in everyday situations
- vocabulary presentation and practice
- variety of reading and listening tasks
- clear presentation and practice of grammar structures
- activities encouraging critical thinking and response as well as web research
- Writing sections containing models and development of writing skills
- realistic pairwork and groupwork activities
- Pronunciation and Intonation sections
- Study tips to help students become autonomous learners
- Culture Corner & Cross-curricular sections
- Language Review & Revision sections at the end of each module
- a Grammar Reference section

Digital support containing documentary-style videos, thematically related to the topics of the course

## Components

Student's Book & Workbook  
Teacher's Edition  
Teacher's Resource Pack  
Class audio CDs  
Student's audio CD  
IWB software (including videos)  
ieBook (including videos)

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