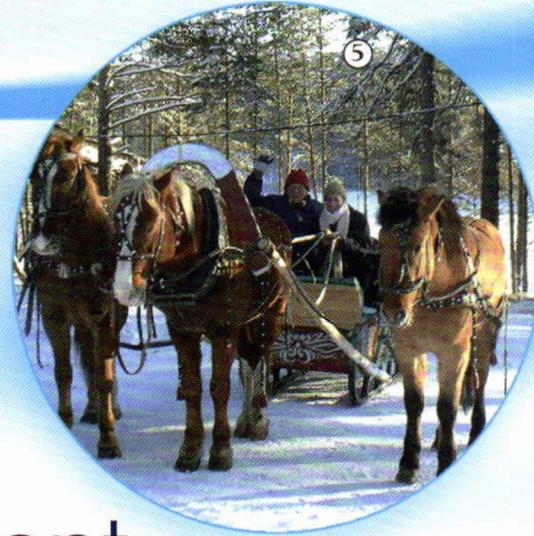
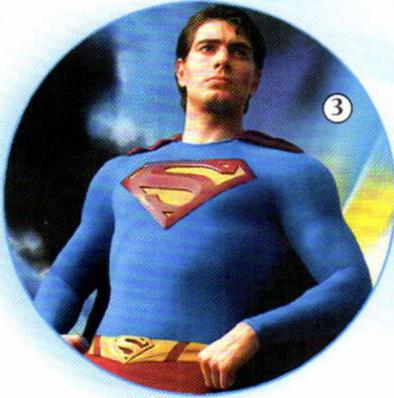


# Module 1

Units 1-13



## Sports & Entertainment

### ► Look at Module 1

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

### ► Find the page numbers for

- a proverb
- an article about a stadium
- a famous magician
- a clown
- beginnings & endings of letters/emails

### ► Listen, read and talk about ...

- sporting activities
- sporting events
- journeys & means of transport
- entertainment

### ► Learn how to ...

- express interest/likes and dislikes/preferences/opinion/attitude
- describe pictures
- contrast ideas
- speculate

- describe objects and places
- give personal information

### ► Practise ...

- present and past tenses
- relative clauses
- comparatives/superlatives
- phrasal verbs: *take, make, set, put, see*

### ► Write/Make ...

- an email about a travel experience
- a paragraph about the means of transport you prefer
- a film review
- a presentation on unusual means of transport
- a short article about how to save energy at home
- a letter/email of complaint

**Across Cultures:** Transport

**Literature:** Journey to the Centre of the Earth

**Green Issues:** Our Energy Resources

# Unit 1.1



## A Journey Under the Sea

Several years ago, my wife and I came upon an advertisement in a travel magazine for an international exchange programme promising “the chance of a lifetime”. Not one to let such an intriguing **opportunity** pass me by, but a bit hesitant about **taking such a leap into the unknown**, I did some research and discovered that the programme involved something called house-swapping.

After much discussion, my family and I decided to, as they say, go for it. Consequently, we were soon setting off for a holiday in the Peak District of England while our exchange partners were settling down for their vacation in our flat back home in Mt Vernon, Washington. The exchange was for a month and the time passed quickly. To end our time away on a high note, we decided to travel to Paris via the engineering marvel known as the Channel Tunnel.

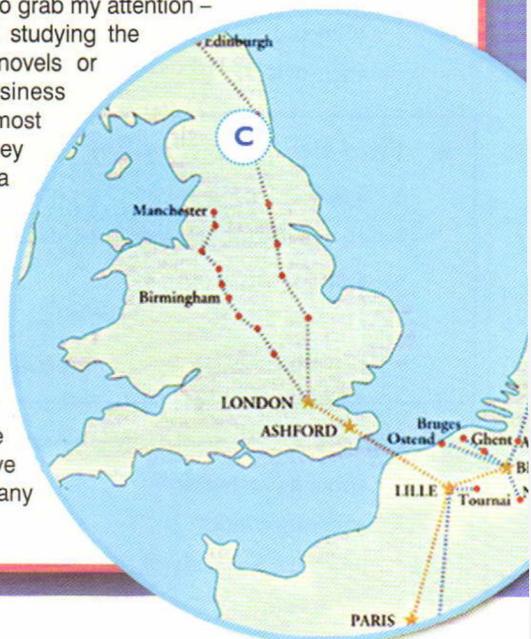
Being on a fairly tight budget, we **opted for** a package deal which included round-trip tickets on the Eurostar passenger train, five nights in a three-star hotel in Paris, Metro passes and **unlimited** use of the Paris bus system. When the package still hadn't arrived after a week, I began to think that perhaps our trip hadn't been such a good idea after all. Maybe it was a sign that we shouldn't go.

The tickets and vouchers eventually arrived and I **scolded** myself for having had such silly thoughts. On the day of departure, with plenty of time to spare, my two teenage children, my wife and I stood waiting eagerly on the platform at Waterloo Station. At exactly 7.57 am, we boarded our train and began our journey through the **picturesque** county of Kent. About an hour into our journey, an announcement, in both English and French, informed us that we were about to enter the Channel Tunnel.

The Eurostar adverts had boasted proudly about the engineering **feat** that was the ‘Chunnel’, and the **convenience** it offered to those travelling between England and the Continent. They had spoken highly of the “lack of rough seas” and to me, a person who gets seasick very easily, this was a major selling point. When all is said and done, however, I must admit that there were moments when I felt quite nervous about travelling 50 metres below the bottom of the English Channel.

Inside the tunnel itself, there really wasn't much to grab my attention – no posters or other artwork – so I busied myself studying the **occupants of** our carriage. Some calmly read novels or newspapers; others quietly looked through business reports and notes. I quickly realised, however, that most of my fellow passengers were like my family in that they looked excited and very happy to be enjoying such a **novel** travel experience.

Our underwater journey ended as quickly as it had begun. All of a sudden, we left the darkness of the tunnel behind and **nosed out** into the light of the pleasant French morning. The tracks being well-built, we quickly **accelerated** to 300 kph, the speed of a Boeing 747 at takeoff. We arrived in Paris' busy city centre a mere 180 minutes after leaving London. That journey, and indeed the whole time that we spent on the exchange programme, have given us all a **yearning for** new experiences, and many wonderful memories that we will cherish forever.



### Reading & Listening

- 1 Describe picture A: where it was taken; time of year; how people feel.
- 2 Look at the map. Which countries can you see? How are the landmarks in picture B related to the map?

3  Read the last sentence in each paragraph. What is the article about? Listen, read and check.

4 **RNE** Read the article again. For statements 1-7, choose A, B, C or D to complete each statement correctly. Then translate lines 27-45 from the text into Russian.

## Study Skills

## Multiple Choice

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

1 **The writer first learned about the house-swapping scheme**

- A from his wife.
- B purely by chance.
- C through a travel agent.
- D by doing research.

2 **The writer uses the phrase 'go for it' (paragraph 2) to express the idea of**

- A taking a risk.
- B going abroad.
- C flying on a jet.
- D having a choice.

3 **The writer chose the package deal because**

- A they wanted to travel via the Channel Tunnel.
- B it included a stay in a top-class hotel.
- C it was cheap for what it offered.
- D it allowed them to use the Metro and bus system.

4 **The writer was most attracted by the fact that the Eurostar train**

- A travelled so far below sea level.
- B was unaffected by sea conditions.
- C offered a convenient way to travel.
- D used such a well-designed tunnel.

5 **During his journey through the tunnel, the writer**

- A studied a business report.
- B looked at the other passengers.
- C read a novel about travelling.
- D wished the journey would end quickly.

6 **We learn from the writer that**

- A the trip from London to Paris took 3 hours.
- B the train accelerates faster than a Boeing 747.
- C the train's top speed is 300 kph.
- D Paris' city centre is busier than London's.

7 **As a result of his experiences, the writer**

- A began to think more about the past.
- B saw the value of doing new things.
- C realised his journey was special.
- D saw that he needn't have worried so much.

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

- passengers in
- chance
- reprimanded
- sped up
- longing for
- achievement
- decided on
- eased forward
- different
- usefulness
- attractive
- doing something without having previous experience of it
- endless

6 **Fill in: high, cherish, rough, travel, tight, grab, package, exchange, business, intriguing. Make sentences based on the text, using the phrases.**

- |                      |                      |
|----------------------|----------------------|
| 1 ..... programme    | 6 ..... seas         |
| 2 on a(n) ..... note | 7 ..... experience   |
| 3 ..... budget       | 8 ..... my attention |
| 4 ..... deal         | 9 to ..... memories  |
| 5 ..... reports      | 10 ..... opportunity |

## Speaking

7 **Work in pairs. Imagine you have been on an interesting journey. Tell your partner about your journey. Say:**

- where you went and which means of transport you used
- how long you went for and the reason for your journey
- what you did during your stay there

**In pairs, ask and answer questions based on the text.**

## Writing

8 **Portfolio: Use your answers from Ex. 7 to write an email to a friend of yours about your travel experience (80-120 words).**