

Right on!

Jenny Dooley

Student's Book

3



Express Publishing

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Express Publishing

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Reading & Listening

Speaking

Writing

- Describing a person
- Expressing likes
- Giving directions

- *Amazing buildings*
- *Imaginary cities*
- Listening: an advert (note-taking)
- Culture: Hobbiton

- Deciding where to go for the weekend
- Discussing what you enjoy doing while on holiday
- **Intonation:** 3-syllable word stress

- A text about a building
- An article about your town/city

- *Eyewitness to disaster*
- *Lost without a trace*
- Listening: a story
- Culture: The Great Fire of London

- A story
- **Intonation:** expressing shock/ surprise

- A diary entry
- A story

- *Dolphin Doc for a day*
- *Maasai Simba Camp*
- Listening: a dialogue (multiple choice)
- Culture: The Peace River Refuge and Ranch, Florida

- Making predictions
- Discussing future intentions
- **Pronunciation:** silent letters

- An article about a job
- An email about your summer plans

- *Trash Art*
- *A festival for all tastes*
- Listening: a dialogue (multiple matching)
- Culture: music festival

- Booking tickets for a performance
- **Pronunciation:** /i:/, /ɪ/

- An article about unusual ways to create art
- An article about a festival

- *Are e-sports the future?*
- *Troubled teenagers*
- Listening: a dialogue (multiple choice)
- Culture: Superbowl

- Giving advice
- At the doctor's
- **Pronunciation:** rhyming words

- An article about an unusual sport
- A forum entry giving advice

- *A warm welcome from EMIEW3*
- *Teen Tech Forum*
- Listening: monologues (matching)
- Culture: Robot academy

- Talking about technology
- Giving instructions
- **Pronunciation:** /ɪ/, /aɪ/

- An article about your robot hotel
- A pros and cons essay

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Daily routines & Prepositions of time

1 a) Complete Emma's timetable with: *chat, get, take, do (x2), go, watch, have*.

SATURDAY TIMETABLE

9:30	1) _____ up
10:00	2) _____ the chores
11:00	3) _____ shopping with Mum
13:00	4) _____ lunch
14:00	5) _____ my homework
16:00	6) _____ a short break
16:30	7) _____ with friends
18:00	have dinner
19:30	8) _____ TV
22:00	go to bed



Note!

Prepositions of time

- **at** + time, periods of time, festivities
- **in** + months, years, centuries, seasons, parts of days
- **on** + days, dates, specific periods of time/days

b) Fill in the gaps with *in, on, at*.

- 1 Emma gets up _____ 9:30 on Saturdays.
- 2 There's no school _____ Saturday mornings.
- 3 Emma usually goes shopping _____ Saturdays.
- 4 She usually watches TV online _____ the evening.
- 5 Emma goes to bed at 10 o'clock _____ night.

Free-time activities

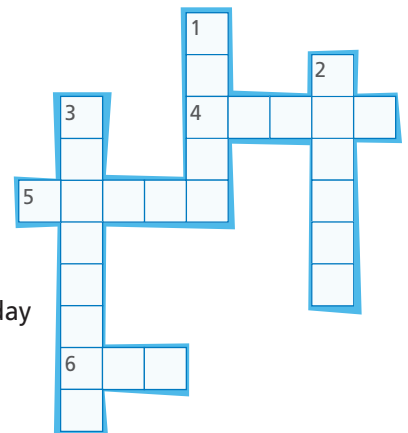
2 a) Complete the crossword.

Down

- 1 I play video _____ with my friends.
- 2 We love going to the _____ to watch films.
- 3 We often go _____ at the mall on Saturday mornings.

Across

- 4 Tom listens to _____ on his MP3 player.
- 5 Sally loves reading _____ in her free time.
- 6 He always surfs the _____ in the evenings.



b) What do you like doing in your free time? Tell your partner.

Pronouns – Possessive case

- 3 Complete the dialogue using the correct pronouns/adjectives. Then choose the correct item.



- Sam** This is a lovely photo. Is this house 1) _____?
- Amy** No, it's not mine. That's 2) _____ 3) **grandparent's/ grandparents'** house. 4) _____ house is near a lake.
- Sam** Really? Do 5) _____ like visiting them?
- Amy** Yeah, 6) _____ is great spending time with my grandparents. I don't see 7) _____ a lot, though.
- Sam** Who stays in that room?
- Amy** That's 8) **Tom's and Jake's/Tom and Jake's** room. My room is at the back with a view of the garden!

Question words

- 4 Form questions for the underlined parts in the text. Use: *when, where, what, how old, who, how often.*

This is my penfriend James. He is 15 years old and he lives in London. His best friend is Harry. They like going to the cinema at the weekend. James also likes playing basketball. He plays basketball twice a week after school.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Shops & Services

- 5 a) Match the shops & services to what people might say there.

- | | |
|----------------|--|
| library ① | o "Open your books on page 34, please." |
| post office ② | b "Could I have half a kilo of cheese, please?" |
| supermarket ③ | c "I'd like to send this package to France, please." |
| clothes shop ④ | d "I'd like to withdraw £300, please." |
| school ⑤ | e "How long can I borrow this book for?" |
| bank ⑥ | f "Have you got this top in a medium?" |
| florist's ⑦ | g "Can I have <i>The Sunday News</i> , please?" |
| newsagent's ⑧ | h "I'd like a loaf of bread, please." |
| baker's ⑨ | i "Where is the emergency room?" |
| hospital ⑩ | j "I'd like some roses, please." |

- b) List the words 1-10 under the headings: *shops – services*. Can you add to the list?

Game!

WHERE AM I?

Say a sentence we can hear in various shops and services. Your partner says where you are.

Food/Drinks

6 List the words below under the headings: *fruit & vegetables* – *meat* – *drinks* – *desserts* – *other*. Which ones can you see in the pictures? In two minutes, think of more words to add under each heading.

- orange juice • steak • carrot • cabbage • pizza • chicken • spinach • ice cream
- lemonade • hot chocolate • apple pie • pear • strawberry • potato
- mushroom • turkey • cornflakes • nuts



Note!

- We use *how many*, *a lot/lots of*, *(too/not) many*, *some*, *a few/few*, *no/not any* with countable nouns.
- We use *how much*, *(too/not) much*, *a lot of/lots of*, *some*, *a little/little*, *no/not any* with uncountable nouns.
- We can use both countable and uncountable nouns after *partitives* (phrases of quantity): *a piece*, *bowl*, *jar*, *cup*, *slice*, *loaf*, *glass*, *carton*, *bottle*.
a glass of water

Countable/Uncountable nouns – Quantifiers – Plurals

7 Write the words from Ex. 6 in your notebook. Which are countable and which are uncountable? Write *C* for countable and *U* for uncountable. Then write the plural forms for the countable nouns.

orange juice, U, –
carrot, C, carrots

8 Complete the dialogue. Use: *some* (x2), *any*, *how many*, *too many*, *lots of*, *a little*, *a few*.

- A** Do you want 1) _____ coffee, Sally?
B Yes, please.
A 2) _____ teaspoons of sugar do you want?
B One's enough for me.
A Milk?
B Just 3) _____ please, thank you.
A I haven't got 4) _____ cake, but would you like 5) _____ biscuits? I've got 6) _____ them.
B OK, I'll have 7) _____, but not 8) _____ – I'm on a diet!

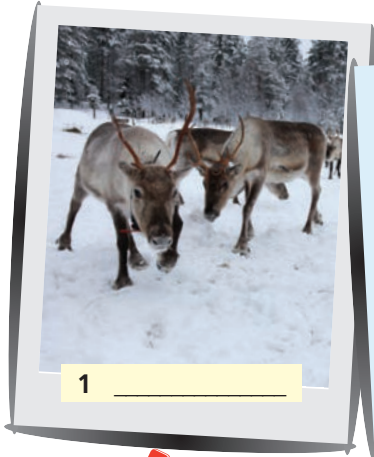
9 Underline the odd word out.

- 1 a slice of: sugar – bread – cake – pizza
- 2 a carton of: milk – apple juice – orange juice – rice
- 3 a bowl of: cereal – soup – sugar – cheese
- 4 a jar of: jam – honey – olives – cola
- 5 a cup of: coffee – meat – tea – milk
- 6 a packet of: biscuits – water – crisps – spaghetti



Animals – both/neither/either

10 Label the pictures. Use: crocodile, monkey, tiger, dolphin, reindeer, polar bear.



Note!

- **both ... and:** not only one, but also the other
- **neither ... nor:** not one and not the other
- **either ... or:** this one or the other one

11 Choose the correct item.

- 1 Both/Either reindeer and monkeys are mammals.
- 2 Either polar bears **nor/or** tigers eat fish. I'm not sure.
- 3 Neither/Both monkeys **nor** polar bears lay eggs.
- 4 There are both crocodiles **nor/and** dolphins at my local zoo.

some/any/no/every & compounds

	Quantifier	People	Things	Place
Affirmative	some	someone/somebody	something	somewhere
Interrogative	any	anyone/anybody	anything	anywhere
Negative	no/not any	no one/not anyone nobody/not anybody	nothing/not anything	nowhere/ not anywhere
Affirmative/Negative/ Interrogative	every	everyone/everybody	everything	everywhere

12 Read the table. Complete the exchanges with *some, any, no, every* and their compounds.

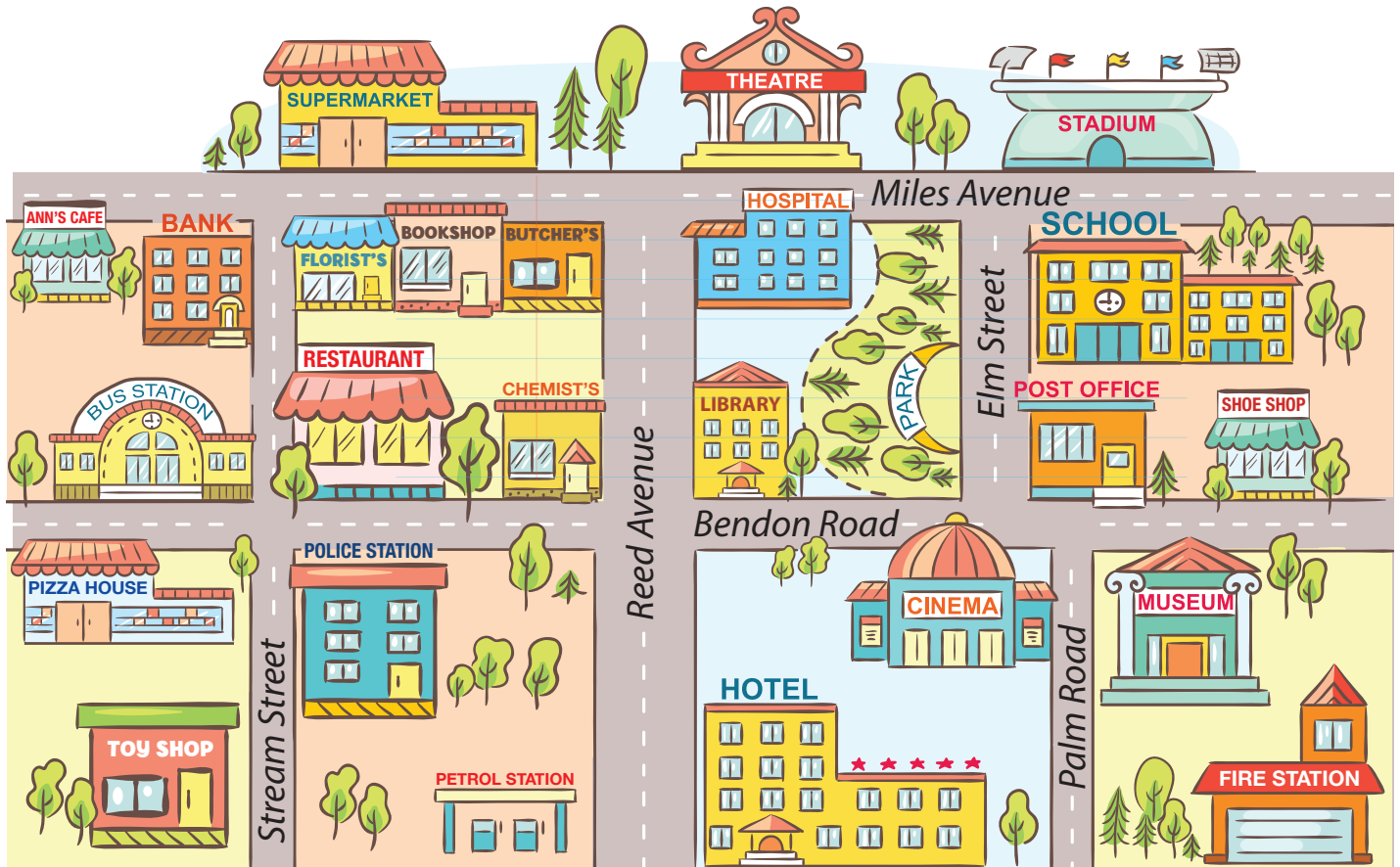
- 1 A: Are you going _____ tonight?
B: Yes, Dad's taking us _____ nice for a meal.
- 2 A: Where has _____ gone?
B: They said they had _____ to do for school.
- 3 A: Does _____ know where I can get a taxi?
B: Yes, there are usually _____ on Hall Street.
- 4 A: What's for dinner? There's _____ in the fridge!
B: Would you like to order _____ fish and chips?
- 5 A: We can go _____ today – it's raining.
B: This happens _____ time we have a free day!

Note!

We can use **some** and its compounds in interrogative sentences to make an offer or a request.

Prepositions of place/movement

13 a) Look at the picture and complete the sentences.



Note!

Prepositions of place: *in, on, behind, between, in front of, opposite, next to.*
Prepositions of movement: *across, along, over, through, towards, out of, into, onto.*

- The library is _____ the hospital.
- The bookshop is _____ the florist's and the butcher's.
- The school is _____ the post office.
- The hospital is _____ the park.
- The restaurant is _____ the police station.
- The toy shop is _____ Stream Street.

b)  Use prepositions of movement and the map to give directions from:


- the police station to the stadium
- the school to the supermarket
- the toy shop to the post office
- the butcher's to the fire station

A: Excuse me, where's the stadium?

B: Go up ... and turn ...



Physical appearance – Clothes & Accessories

14 a)  Complete the table with words from the list.

- young • tall • fair • mid-twenties • wavy • short • suit • slim • curly • old
- blue • plump • shorts • gloves • glasses • brown • straight • long • high heels
- shirt • trainers • scarf • baseball cap • blouse • trousers • middle-aged • bald

Age	
Height	
Weight	
Hair	
Eyes	
Clothes	
Shoes	
Accessories	

b) Look at the pictures. Describe the people to your partner.



1 Sam



2 Zoe



3 Finn



4 Will



5 Kate

Order of adjectives

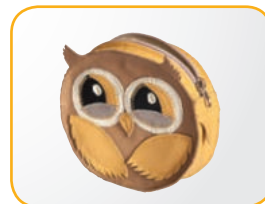
15 a) Put the adjectives in the correct order.



1 a(n) rectangular/
expensive/green bag



2 a striped/woollen/
warm scarf



3 a plastic/round/
yellow owl purse



4 a pair of gold/expensive/
Indian earrings

b) Bring photos of your favourite things. Describe them to the class.

1 • Our World



What's in this module?

• Vocabulary

- geographical features
- shapes
- types of buildings
- places to live
- features of a city

• Grammar

- present simple/ present continuous
- adverbs of frequency
- stative verbs
- present perfect simple/present perfect continuous
- (to-)infinitive/-ing form
- *had better/would rather*

• Speaking

- making plans

• Writing

- an article about a city

• CLIL (Citizenship):

Green Neighbourhood Saturday

• Culture: Hobbiton

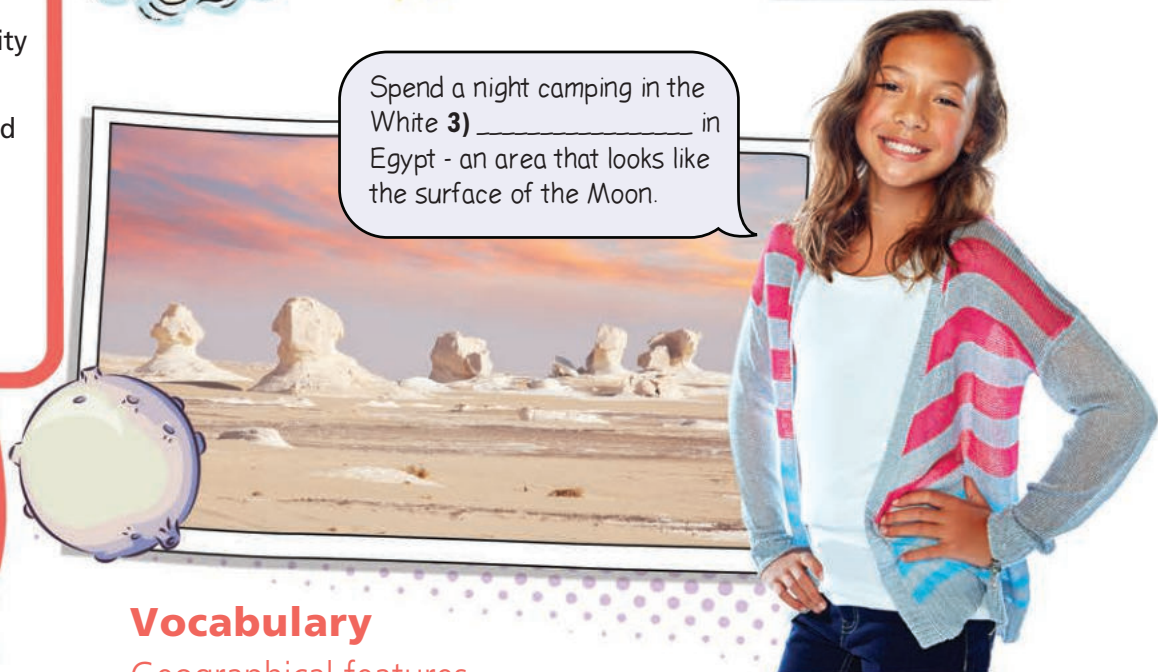
• Values: Cooperation



Swim in the pink waters of 1) _____ Hillier on the coast of Western Australia.



See sea lions on a red sandy 2) _____ on the Galápagos Islands.



Spend a night camping in the White 3) _____ in Egypt - an area that looks like the surface of the Moon.

Vocabulary

Geographical features

1 Complete the sentences with words from the list.

- river • beach • cave • lake • desert • valley

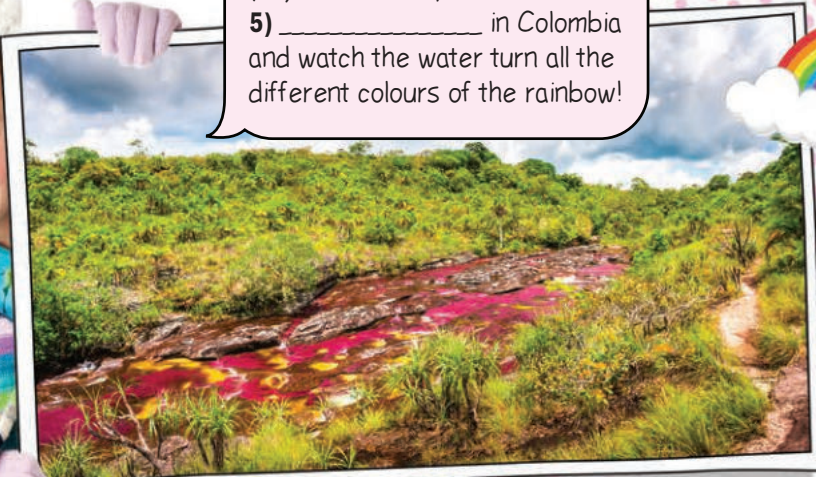


Go hot-air ballooning over a steep 4) _____ in Cappadocia, Turkey, and admire the 'fairy chimneys'.



Explore the Caño Cristales (Crystal Channel)

5) _____ in Colombia and watch the water turn all the different colours of the rainbow!



Go on a boat ride in the exciting underground 6) _____ of Diros in southern Greece.

2 Which of the geographical features in Ex. 1 are in your country? Where are they and what can you do there? Tell the class.

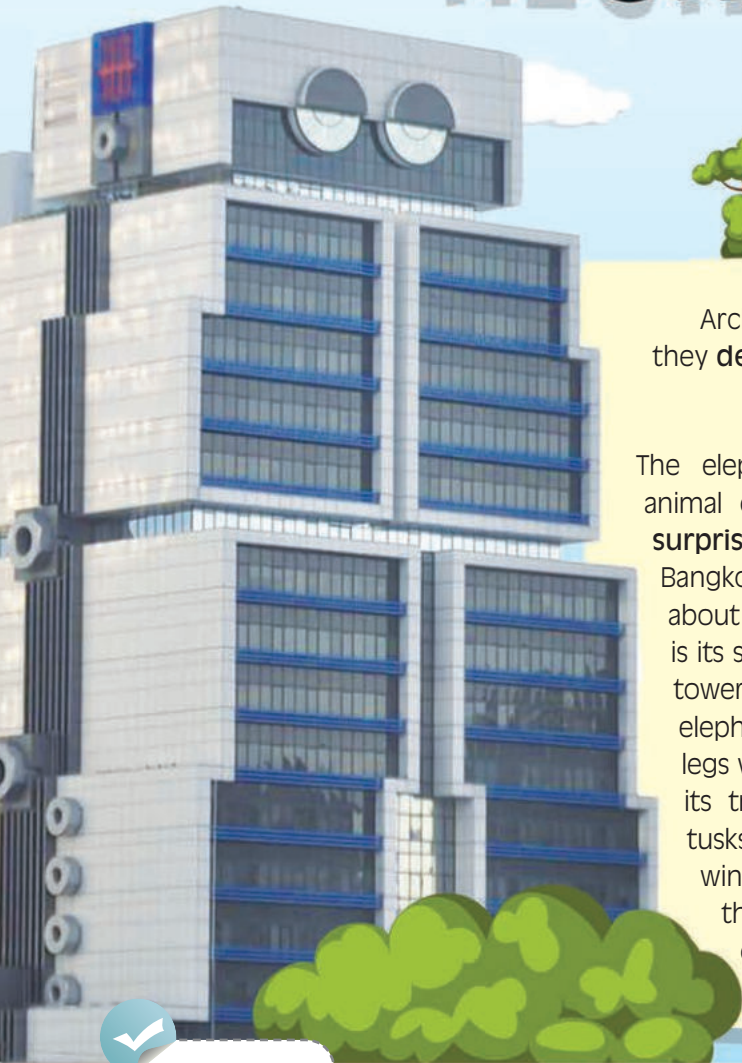


Note!

To talk about shapes of buildings we use:

- triangular (▲)
- circular/round (●)
- rectangular (▭)
- square (■)

BUILDING HIGH



Architects love to experiment with different shapes when they **design** buildings. Here are two buildings that are **definitely** more than just four walls and a roof!

The elephant is the national animal of Thailand so it's no **surprise** to find one in Bangkok. The strange thing about this elephant, though, is its size – it's 102m tall! Two towers **make up** this elephant-shaped building's legs while the other tower is its trunk. It also has ears, tusks and huge **circular** windows for eyes. Inside, there are 32 floors with offices, a shopping mall

and apartments. It's a jumbo sized building!

On the other side of Bangkok **stands** an 83m tall humanoid robot. The Robot Building is a skyscraper with 20 floors. Most of the building is a **bank** while the robot's eyes are a dining and meeting room. The building's architect got his **inspiration** from one of his son's toys. What a great example of a building to show the friendly face of technology!



- experiment
- trunk • tusk
- inspiration

Reading

- 1 1.2 Look at the buildings in the pictures. What do they look like? What shapes can you see in each? What is each building used for? Listen and read to find out.
- 2 Read the text again and answer the questions. Write *E* (Elephant building) or *R* (Robot building). Then explain the words in bold.

Which building:

- | | | | |
|----------------------------------|--------------------------|-----------------------------------|--------------------------|
| 1 is the tallest? | <input type="checkbox"/> | 3 looks like a machine? | <input type="checkbox"/> |
| 2 has a place for people to eat? | <input type="checkbox"/> | 4 has a place for people to shop? | <input type="checkbox"/> |

- 3 **Think** Which building is the most impressive to you? Why? Tell the class.



A lighthouse

Vocabulary

Types of buildings

4 Match the types of buildings (A-F) to what they are used for (1-6). Tell the class, as in the example.

- | | | |
|---|----------------------------|---|
| 1 | <input type="checkbox"/> B | a large building where kings and queens live |
| 2 | <input type="checkbox"/> | a place where you can keep your money |
| 3 | <input type="checkbox"/> | a tall building near the coast that has a light to guide ships at sea |
| 4 | <input type="checkbox"/> | a tall building with lots of offices or flats in a city |
| 5 | <input type="checkbox"/> | a place with machines used to make goods |
| 6 | <input type="checkbox"/> | a building where you can see tropical fish |

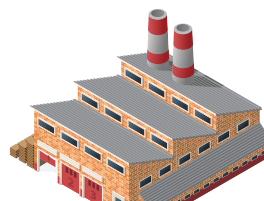
A palace is a large building where kings and queens live.



B palace



C bank



D factory



E skyscraper



F aquarium

5 Read the Word Formation box. Then, form adjectives from the words in brackets to complete the sentences.

- The architect who is designing the new museum is very _____ (create).
- Be careful! It's _____ (danger) to stand too close to the edge.
- Streets in big cities are often very _____ (noise) because of traffic.

Word Formation

We can use these suffixes to form adjectives from nouns and verbs:

- ous (*courage-courageous*)
- ive (*act-active*)
- y (*dirt-dirty*)

Prepositions

6 Choose the correct preposition. Check in your dictionary.

- The Empire State Building is a skyscraper **in/at** New York.
- The Eiffel Tower in Paris is made **at/of** iron.
- Camden Market is perfect **of/for** people who love shopping.
- Danny loves learning **with/about** photography.
- We're staying **on/at** a hotel **of/with** great views of the city.

Design your own building. Think about: location, shape, materials, what there is inside. Present it to the class.

7



Collect information about a famous building in your country. Make notes under the headings: *name – type of building – location – size – shape – unique features*. Use your notes to present the building to the class.



Present simple – Present continuous

We're going to the mall this weekend. We always go there on Saturday mornings.

Do you want to come with us, Jane?



I'd love to, Mona, but this Saturday I'm going on a day trip to Bath.

We use the **present simple** for:

- habits/routines. **I leave my house early every morning.**
- permanent states or situations. **Does he work at the bank? Yes, he does.**
- programmes and timetables. **The gym doesn't open on Saturdays.**
- general truths and laws of nature. **In winter, it snows in the mountains.**

Time expressions: every hour/day/week, etc, in the morning/afternoon, etc, at night/noon/the weekend/5:00, etc, on Monday, etc.

We use the **present continuous** for:

- actions happening now or around the time of speaking. **Is Julie going to the police station now? He's exercising a lot these days.**
- fixed future arrangements. **I'm not visiting the aquarium tomorrow.**
- currently changing and developing situations. **My English is improving.**
- with *always, constantly*, etc to express annoyance. **You're always playing your music too loud!**

Time expressions: now, at the moment, at present, these days, nowadays, etc.

Adverbs of frequency (*always* (100%), *usually* (75%), *often* (50%), *sometimes* (25%), *occasionally* (10%), *seldom/rarely* (5%), *never* (0%)) go **before the main verb**, but **after auxiliary and modal verbs**.

1 Read the theory. Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons.

- A: _____ (your dad/drive) to work every day?
B: Not always. This week, he _____ (take) the train into the city because the traffic is so bad.
- A: _____ (Mia/usually/study) in the evening?
B: Oh yes. Actually, she _____ (do) her homework right now.
- A: _____ (Jack/play) basketball at the park today?
B: I think so. He _____ (often/play) there with his friends.
- A: Who _____ (you/wait) for?
B: John. He _____ (always/come) late!
- A: I _____ (not/go) out tonight. I have to study.
B: That's a pity! We _____ (have) dinner at Jasper's tonight.
- A: _____ (the library/be) open on Saturdays?
B: Yes, but it _____ (never/be) open on Sundays.

2 Put the verbs in brackets into the *present simple* or the *present continuous*. Explain how the verbs differ in meaning.

- a I _____ (not/think) John is coming with us.
b He _____ (think) of going to York this weekend.
- a Molly _____ (have) a spacious flat on the third floor.
b Janice _____ (have) her lunch at the moment.
- a Tom _____ (smell) the fish to see if it's fresh.
b I _____ (smell) something burning!
- a Sam and Eva _____ (see) some of their friends this evening.
b I _____ (see) what you mean.

Note!

Stative verbs describe a state, so they do not have continuous tenses (*want, love, like, prefer, believe, imagine, know*, etc)

Amy likes watching TV. (NOT: ~~*Amy is liking watching TV.*~~)

Some verbs can have continuous tenses when they describe actions, but there is a difference in meaning. **I think Italy is a beautiful country.** (= I believe) **I'm thinking about travelling to Italy.** (= I'm considering)

Present perfect – Present perfect continuous

Albert, I've just finished my Geography project.



I've been working on mine since 4:00 but I haven't finished it yet.

We use the **present perfect** for:

- an action which started in the past and continues up to the present. **I've known Anna since we were young children. I haven't seen Ann since Monday.**
- an action which happened at an unstated time in the past and whose results are visible in the present. **I've lost my smartphone, so I can't call anyone.**
- experiences. **Have you ever tried rock climbing? Yes, I have.**

Time expressions: *for, since, just, already, never/ever, yet, etc.*

We use the **present perfect continuous** for:

- an action which started in the past, continues up to the present and will continue. **She's been working here for five years.**
- for an action which started in the past and has finished, but its result is visible in the present. **So we're finally in Colombia! I've been dreaming about this moment for months.**
- to express anger or annoyance. **I've been waiting here for hours!**

Time expressions: *for, since, how long, all day/morning/month, etc, lately, recently, etc.*

have been/have gone

COMPARE: **She has been to Belgrade twice.** (She has visited Belgrade, but now she is not there.)
Mary has gone to the library. (She hasn't come back yet.)

Game!

Play in teams. Make sentences using: *for, since, just, already, never, ever, yet.*

3 Read the theory. Put the verbs in brackets into the *present perfect* or the *present perfect continuous*. Give reasons.

- A: _____ (you/ever/visit) Lisbon?
B: Yes, I _____ (be) there twice.
- A: How long _____ (you/own) this computer?
B: About 10 years. I _____ (look) for a new one recently.
- A: Paul _____ (travel) around Asia for months.
B: Yes, he _____ (just/leave) Japan and he's going to Thailand next.
- A: How long _____ (you/save) money for your holiday?
B: Not long, but I _____ (already/put) aside £200.
- A: _____ (anyone/see) Kevin?
B: He _____ (go) to the supermarket.

4 Put the verbs in brackets into the correct present tense.

Hi Sam,
I know it 1) _____ (be) ages since I last emailed you, but I 2) _____ (have) such a great time here in New York. Yesterday, we saw the Flatiron Building. It's an amazing triangular building in Manhattan. And tomorrow, we 3) _____ (visit) the Statue of Liberty. I can't wait! Also tomorrow, we 4) _____ (meet) my Uncle Alfie. He 5) _____ (work) here in New York. In fact, he 6) _____ (live) here for nearly three years. We 7) _____ (not/see) all of the city yet, but he 8) _____ (know) some really nice places to visit. Anyway, how are you? 9) _____ (you/arrive) home yet or 10) _____ (you/still/travel) around Europe? Well, I've got to go. Write back soon.
Best wishes,
Mel



Send

Countryside

- quiet & calm
- beautiful scenery
- lack of public transport
 - friendly people
 - clean air
- not much entertainment
 - lack of jobs
 - fresh food
 - little traffic
- not close to shops

City

- lots of schools & universities
 - heavy traffic
- good public transport
- theatres & cinemas
- lots of shops & malls
- lots of job opportunities
 - pollution
- crowds of people
 - tall buildings
- lots of services & facilities

Places to live

- 1 Which features of life in the city/countryside are positive and which are negative? Complete the table with the items from the list above. You can add your own ideas.

	Life in the countryside	Life in the city
Positive		
Negative		


- 2 Use the adjectives from the list and the items from Ex. 1 to make sentences about life in the city and life in the countryside, as in the example.

• stressful • exciting • relaxing • convenient • boring • healthy • difficult

Life in the city can be stressful because there is heavy traffic.

- 3 **Think** Where is the best place for you to live? Why? Tell the class.

Making plans


- 1  1.3 Read the first two exchanges. Where do the friends decide to go at the weekend? Listen and read to find out.

Zara Hey, Phylis, what are you doing this weekend?
Phylis Not a lot. Why?
Zara We could go on a day trip somewhere.
Phylis That sounds good. Where do you want to go?
Zara How about Bath? It's got lots of museums and art galleries.
Phylis Mmm, Bath doesn't sound very exciting. How about going shopping in London? We haven't been there for ages!
Zara That's true, but London is always so busy and noisy. I'd prefer somewhere more relaxing.
Phylis Why don't we go on a two-day trip? We can have one day for shopping in London and one day in Bath to relax.
Zara Now that's a brilliant idea.

Note!

Making suggestions

- *Why don't we ...?*
- *We could/should + inf without to ...*
- *How about + noun/-ing ...?*
- *Let's + inf without to ...*
- *Do you fancy + noun/-ing ...?*

- 2  Take roles and read out the dialogue.

- 3 Complete the sentences with the verbs in brackets.

- 1 How about _____ to the countryside? (**go**)
- 2 We could _____ a walk in the park. (**take**)
- 3 Let's _____ at a Chinese restaurant tonight. (**eat**)
- 4 Do you fancy _____ York this weekend? (**visit**)
- 5 Why don't we _____ something more exciting? (**do**)

- 4  Read the online reviews. Use the information to act out a dialogue like the one in Ex. 1.



Manchester, UK

★★★★★ a day ago

Dave_92 Lots of entertainment. Don't miss the Whitworth Art Gallery and the National Football Museum!



★ a month ago

Liz_97 Too much heavy traffic. Where's the fresh air?



Buxton, UK

★★★★★ 3 months ago

Matt_ZZ Lots of beautiful scenery. Great parks. Very relaxing.



★★★★★ 4 months ago

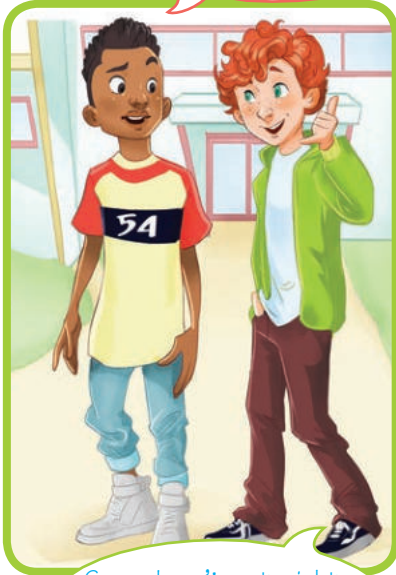
Anna_09 A bit quiet for me. Not so exciting.

Intonation (3-syllable word stress)

-  1.4 Listen and repeat. Underline the syllable with the main stress.

- 1 museum 2 gallery 3 attraction 4 engineer 5 exciting 6 yesterday

What do you want to do tonight, Alan? I suggest going to the cinema.



Sorry, I can't go tonight. I promised to help James with his project.

infinitive/-ing form

We use the **to-infinitive**:

- after the verbs *advise, agree, decide, ask, expect, hope, manage, offer, promise, refuse, plan, seem, want*, etc. **Mary and Anna agreed to go** to London together.
- with *too/enough*. **It's too far to walk** to the train station from here.
- with *would love, would like* and *would prefer*. **I would like to visit** the museum.
- to express purpose. **Hello, I'm calling to book** a room for next weekend.

We use the **infinitive without to** after:

- modal verbs (*can, may, should*, etc.). **We should take** the train there; it's quicker.
- the verbs *let* and *make*. **They made us wait** a long time. (**BUT: He was made to wait**).

We use the **-ing form** after:

- the verbs *admit, appreciate, avoid, consider, continue, delay, deny, risk, suggest, imagine, postpone, forget*, etc. **She's considering taking** the bus instead of the car.
- the verbs *fancy, dislike, enjoy, hate, like, love, prefer* to express general preference. **I love visiting** new places.
- the expressions *be busy, it's no use, it's (not) worth, there's no point (in), can't stand, have difficulty (in), have trouble, look forward to*, etc. **She's looking forward to seeing** the sights.
- **go** when talking about activities. **Melissa wants to go swimming** in the sea.

1 Read the theory box. Choose the correct form. Give reasons.

- 1 Danny decided **to book/booking** the tickets online.
- 2 We should **find/to find** a hotel that allows dogs.
- 3 Rachel hates **stand/standing** in long queues.
- 4 She promised **to meet/meeting** me outside the museum.
- 5 There's no point **to worry/worrying**. Everything's OK.
- 6 We need to set off early **avoid/to avoid** the heavy traffic.
- 7 I'm considering **travel/travelling** to Morocco this summer.
- 8 You can **wait/waiting** here if you want.

2 Put the verbs in brackets into the (to-)infinitive or the -ing form.

- 1 A: Do you want _____ (**come**) to Hanoi with us?
B: Sure! I love _____ (**visit**) places I've never been to.
- 2 A: Harry offered _____ (**show**) us around his new flat, too.
B: Really? Maybe we could all _____ (**go**) together then.
- 3 A: Cathy's gone _____ (**shop**). She won't be long, though.
B: OK. I can _____ (**wait**) until she comes back.
- 4 A: We should _____ (**leave**) now. It's getting late.
B: OK. Let me _____ (**get**) my things first.
- 5 A: Do you fancy _____ (**try**) this local dish?
B: No, thank you! It's far too hot for me _____ (**eat**).
- 6 A: Do you want _____ (**relax**) by the pool today?
B: That's boring! I'd prefer _____ (**swim**) in the sea.



3 Use the words in the boxes to make true sentences about yourself.

• enjoy • like • love • hate • dislike • avoid • would love
• would prefer • want • look forward to

• take/photographs • visit/museums • try/local dishes • go/sightseeing
• buy/souvenirs • go on/guided tours • relax/by the pool • take/taxi

Note!

Certain verbs take the *-ing* form or *to*-infinitive, but their meaning changes.

He forgot to book the tickets. (= didn't remember) **He will never forget visiting Venice when he was a child.** (= will always remember)

I enjoy taking photographs.

4 Put the verbs in brackets in the *-ing* or the *to*-infinitive form. How do the pairs (a & b) differ in meaning?

- a **Remember** _____ (**take**) lots of pictures when you visit Sofia.

b I **remember** _____ (**put**) the camera in my bag, but now I can't find it.
- a She **tried** _____ (**use**) the lift, but it was broken.

b She **tried** _____ (**ski**) for the first time and she liked it.
- a **Stop** _____ (**talk**), please!

b Why don't you **stop** _____ (**rest**) for a while? You look tired.

had better/would rather

- **had better (not)** – strong advice or a warning. **You'd better wear a jacket. It's cold outside.**
- **had better (not)** – suggest something that needs to be done. **I'd better hurry up or I'll be late for work.**
- **would rather (not)** – preference. **I'd rather not go to the theatre tonight.**



5 Read the theory. Rewrite the sentences using *had better*/*'d better* or *would rather*/*'d rather*, as in the example.

- I'd prefer to go skiing this weekend.
I'd rather go skiing this weekend. _____
- You should take the car to the city tomorrow.

- I'd prefer not to go somewhere crowded.

- I want to go somewhere hot for my summer holiday.

- Make sure not to lose your passport.

Places of the Imagination

There's no place like imaginary villages, towns and cities for action and adventure!

Gotham City

The shape of a bat lights up the night sky. It's a sign that the police need Batman. This is Gotham, a city on an island on the east coast of the USA. It's home to a **population** of over 8 million. Three road bridges and several underground train tunnels **connect** it to the mainland. Planes also **land** at the airport, or visitors can catch a ferry into the harbour. There are a lot of tall glass skyscrapers across the city, some older stone buildings, and the mansion of billionaire Bruce Wayne. There are fourteen neighbourhoods in Gotham. The most famous is The Narrows, an island in the Gotham River. You can come across a lot of strange people in The Narrows, and the streets are dark and dangerous. In fact, Gotham is quite a dangerous city, but Bruce Wayne has a **secret**. At night, he becomes Batman and **patrols** the dark alleys to make sure the **residents** of Gotham sleep safely in their beds.

Hobbiton


Not every imaginary place needs a superhero to **protect** its **citizens**. Hobbiton is a very peaceful place. This village, from the books *The Lord of the Rings* and *The Hobbit* by J.R.R. Tolkien, is in The Shire, a quiet area of Middle-earth with green fields, forests and friendly **locals**. Everyone in Hobbiton lives in underground houses with round doors and windows. They grow their own food and keep animals in their gardens.

Hobbiton looks a lot like England in the 18th century. There are tracks and paths instead of roads and there are no cars or buses. Some people ride ponies, or use ponies to pull wooden carts, but most of them travel on foot.

There are hundreds of hobbits* in Hobbiton and they all live very quiet lives. That is, until the wizard Gandalf arrives, and then their **adventures** begin!



*Hobbits are a race of small people that Tolkien imagined.

Reading

1  1.5 Look at the pictures and read the title. What do you know about these two places? Who lives in each? Listen and read to find out.

2 Read the texts again and decide if the statements (1-6) are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Then explain the words in bold.

- 1 The only way to get to Gotham City is by plane.
- 2 There is a river which flows through Gotham City.
- 3 Gotham City is a lot safer than most cities.
- 4 Hobbiton is the smallest village in The Shire.
- 5 Hobbits keep animals in their underground houses.
- 6 The people in Hobbiton don't drive.

3   **Think** Create your own imaginary city or village. Give it a name. Draw pictures and prepare a presentation about it. Talk about: *location – transport – housing – lifestyle*.

• bat • mainland
• harbour • mansion
• peaceful • track
• path • cart

Vocabulary

Features of a city

- 4 Fill in: *friendly, busy, historic, sandy, open-air, local, lively, trendy*.
- You can buy designer label clothes in the _____ shops.
 - Relax on the _____ beach in the mornings.
 - Try the food in the _____ restaurants.
 - Tenerife is famous for its _____ nightlife.
 - Visit _____ buildings for free with the London Pass.
 - Get to know the _____ locals.
 - Buy fresh fruit and vegetables at the _____ market.
 - The _____ streets of Manhattan are always crowded with people.


- 5 Read the Phrasal Verbs box, then complete the sentences with the correct particles.

- Sarah always comes _____ great ideas for day trips.
- Away from the crowds, you come _____ lovely little shops.
- The cost of the museum tickets came _____ £38.

Phrasal Verbs

come across = discover by chance
 come to = reach (an amount)
 come up with = suggest, create

Listening

- 6  1.6 Listen to someone talking about Mexico City and complete the missing information (1-5).

MEXICO CITY

Location: 1) _____ of Mexico

Population: 2) _____ people

Nickname: The City 3) _____

Sights: Angel of Independence, 4) _____

Activities: visit art galleries and 5) _____,
 visit traditional markets, watch live entertainment



Culture Spot

Matamata in New Zealand is home to the Hobbiton movie set. Visitors can take tours of Hobbiton to see the famous Hobbit houses.




Is there a place in your country that has appeared in a film? Find information and write a short paragraph about it.

Study skills

Brainstorming

Before you start writing your article, think of the information you can include. List your ideas under headings.

Writing (an article about a city)

- 7  Collect information about a city in your country. Make notes under these headings: *name – where it is – population – what visitors can see and do*. Use your notes to write an article about it for a travel magazine (100-120 words). Alternatively, do the tasks on p. 110.

1  1.7 Look at the advert. What does it advertise? What events are taking place? Listen and read to find out.



BE PART OF
GREEN
 NEIGHBOURHOOD
SATURDAY
 on 28th June



Hambly Town Council is organising events all over town to raise awareness about the environmental problems in our neighbourhoods. There's lots to see and do, so get involved, and help make your neighbourhood green!

- **Check out** the exhibition of recycled art at the art gallery. Artists will be there to show you how to create your own works of art out of recyclable materials.
- Help plant trees for a new 'green space' behind the town library. Let's create a relaxing place where everyone can enjoy Mother Nature!

Other ways to help

- **Drop off** all your old electrical items at the town hall.
- Organise a neighbourhood clean-up day and **pick up** litter on your street.
- **Cut down on** air pollution by leaving your car at home and walking or cycling. Let the neighbourhoods breathe easy for a day!



And don't forget that going green isn't just for a day, it's a way of life.

For more information, visit the council's website.





- raise awareness
- recycled art
- recyclable material
- breathe

2 Think of another title for the advert.



3 Match the phrasal verbs in bold to their synonyms in the list.

- collect • look at • take something somewhere and leave it there • reduce

4  **Think** Think of one more environmental thing to do during this event.

5   Imagine that it is Green Neighbourhood Saturday. Research online for other suggestions about what people can do to make their neighbourhood green. Think about: *using less electricity – saving water – avoiding food with packaging*. Make a leaflet with your ideas and display it in the classroom.


Project Time 1

- 1   What is your ideal neighbourhood like? Think about: *streets – buildings – parks – transport – facilities*. Draw a map of the area and tell the class.

My ideal neighbourhood is a place ...



- where everyone talks to each other
- where people feel safe on the streets
- with good schools and libraries

- 2  1.8 Listen to two people presenting their ideal neighbourhoods and make notes. Were the features of their neighbourhoods the same as yours?

Presentation skills

- 3 Use your ideas in Ex. 1 to present your ideal neighbourhood to the class.

VALUES

Cooperation

- 4 a) Read the statements. Which do you agree with? Which do you disagree with? Talk with your partner.

Working together ...

- | | |
|---------------------------------|-----------------------------------|
| 1 is fun. | 5 takes more time. |
| 2 brings people together. | 6 encourages people to talk. |
| 3 leads to more mistakes. | 7 means everyone makes decisions. |
| 4 gives people more confidence. | 8 makes the work easier. |

- b)  **Think** Why should people work together? Tell the class.



See Song Section p. 106

1 • Progress Check

Vocabulary

1 Choose the correct word.

- Beth finds crowded places very **stressful/peaceful**.
- It takes a long time to cross the road because there is **trendy/heavy** traffic.
- Jake loves swimming at the sandy **lake/beach** in front of the hotel.
- Tom went to the **mall/bank** to take out some money.
- The big **rectangular/courageous** windows let a lot of light in.

5 x 2 = 10

2 Fill in: *have, miss, explore, head, spend*.

- Let's _____ the day at the beach.
- Don't _____ a tour of the Tower of London!
- They are planning to _____ the city on foot.
- The two cities _____ crowded streets.
- First, visit the tower and then _____ for a boat trip around the island.

5 x 2 = 10

Grammar

3 Put the verbs in the brackets into the correct present tense.

- _____ (Max/see) the view from the top yet?
- You're red in the face! _____ (you/run)?
- She _____ (always/talk) on the phone. It's so annoying!
- We _____ (go) on a day trip to Blackpool tomorrow.
- Tom _____ (think) about moving to a new flat.

5 x 2 = 10

4 Choose the correct item.

- Anna **has gone/has been** shopping, but she'll be back soon.
- I haven't been abroad **for/since** two years.
- Jack hasn't packed his luggage **already/yet**.
- I'm **thinking/think** of going to the bank today.
- She has been packing **recently/all morning**.

5 x 2 = 10

5 Put the verbs in brackets into the correct form, -ing or (to-)infinitive.

- There's no point _____ (cook) tonight. We're not hungry.
- We've decided _____ (hire) a car.
- The tickets are too expensive for us _____ (buy).
- You should _____ (take) more photos when you go on holiday.
- They don't let visitors _____ (eat) in the museum.

5 x 2 = 10

6 Choose the correct item.

- Are you interested **on/in/at** modern architecture?
- The tower is made **for/with/of** steel.
- We came **across/to/over** this restaurant while we were walking around the city.
- The cost of the tickets came **to/up/across** £45.
- No trip there is complete **without/from/of** visiting the tower.

5 x 1 = 5

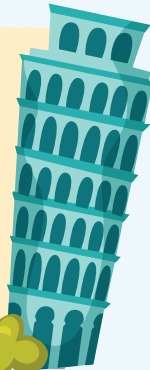


Listening

7 1.9 Listen and fill in the gaps.

THE LEANING TOWER OF PISA

- Located on the 1) _____ of Italy
- Height of about 2) _____ metres with 3) _____ steps
- Get information about when it's open on city's 4) _____
- Children under 5) _____ not allowed



5 x 2 = 10

Reading

8 Read the blog entry and decide if the statements (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

Poppy's Blog
http://www.poppysblog.com

Poppy's Blog

Hi readers,
Sorry I haven't written for so long, but I've moved to the countryside. Let me tell you all about it. I've moved to Haarzuilens in Utrecht. It's a village in the middle of Holland. There aren't many people here. In fact, it has a population of just 224! They say that it is one of the most peaceful villages in Holland. I can believe it! There isn't a lot to do, but it has some beautiful scenery. I love going for long walks in the woods near my house. It makes such a change to be able to breathe fresh air! Also, there's no heavy traffic here. In fact, the only sounds come from the cows and sheep in the fields. There's a castle nearby that's the biggest in the country. There are some great views of the countryside from the top.
I really like living here. Why don't you leave a comment below and say what the place you live in is like? Bye for now!




- It's the first time Poppy has written a blog entry.
- Poppy thinks that Haarzuilens is a quiet place.
- Not many cars pass through Haarzuilens.
- The castle is in the centre of the village.
- Poppy has taken photos from the top of the castle.

5 x 2 = 10

Everyday English

9 Match the exchanges.

- | | |
|---|---------------------------------|
| 1 | We haven't been there for ages! |
| 2 | What are you doing on Saturday? |
| 3 | What about London? |
| 4 | Where do you want to go? |
| 5 | Let's go to the countryside. |

- Not a lot.
- We could go to the seaside.
- I'd prefer somewhere more exciting.
- It's got such a lot of heavy traffic.
- That's true.

5 x 2 = 10

Writing

10 You have just moved from the countryside to the city. Write a blog entry describing your new neighbourhood. Write: *its name – where it is – what activities you do there* (100-120 words). Use the blog entry in Ex. 8 as a model.

15 points

TOTAL: 100 points

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about geographical features ★★★★★
- talk about shapes & types of buildings ★★★★★
- talk about places to live ★★★★★
- talk about features of a city ★★★★★

Reading

- read for specific information (multiple matching) ★★★★★
- read for detail (R/W/DS) ★★★★★

Speaking

make plans ★★★★★

Listening

listen for specific information (gap fill) ★★★★★

Writing

write an article about a city ★★★★★

2 • Truth or legend?



What's in this module?

- **Vocabulary**
 - landmarks & materials
 - natural disasters
 - accidents/disasters
 - feelings
 - weather
- **Grammar**
 - past simple – past continuous
 - *used to* – *would*
 - subject/object questions
 - past perfect – past perfect continuous
 - clauses of result
- **Speaking**
 - narrating an experience
- **Writing**
 - a story
- **CLIL (History):** The Achievements of Ancient Rome
- **Culture:** The Great Fire of London
- **Values:** Achievement



A The Moai, Easter Island, Polynesia

The Moai are 887 **1)** stone/marble statues. Islanders **2)** _____ them between 1250 and 1500 AD. On average, each Moai weighs 14 tons!

B The Parthenon, Athens, Greece

The ancient Greeks constructed this beautiful **3)** metal/marble temple in the mid-5th century BCE. An architect called Phidias **4)** _____ it.



Vocabulary

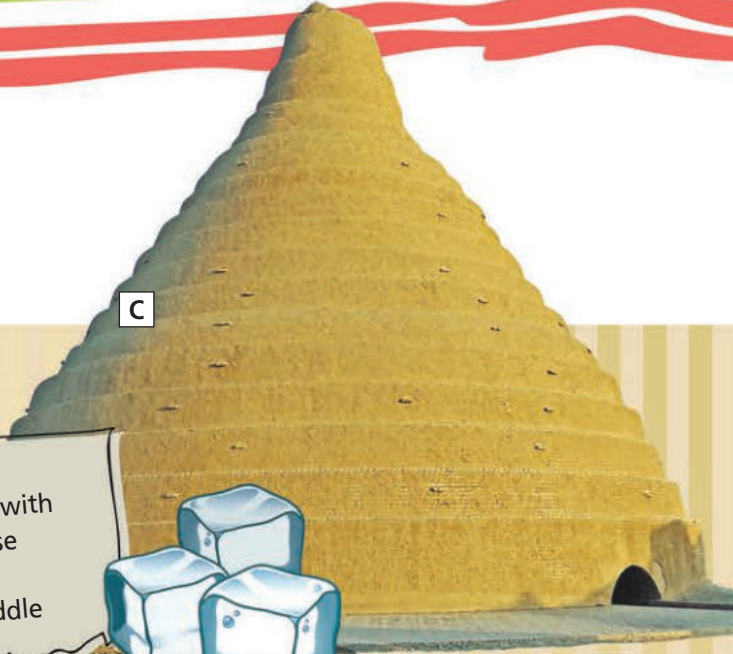
Landmarks & Materials

- 1** For items 1-10, choose the correct word in bold or fill in a verb from the list.
- designed • lead • store • carved • built

Yakhchāl, Yazd, Iran

The ancient Persians made Yakhchāl with mud **5) bricks/stones**. They used these buildings to **6) _____** ice. They even kept ice frozen in the middle of summer.

C



Trajan's Market, Rome, Italy

The Roman Emperor Trajan **7) _____** Trajan's Market with brick and **8) steel/concrete** around 100 AD. It was the world's first shopping mall.

D



E

The Temple of Kukulcan, Yucatán, Mexico

The Maya used metal tools to build this temple from large stone **9) bricks/blocks**. Each side has 91 steps that **10) _____** up to one large step at the top. That's 365 steps – one for each day of the year!



2



1.10

Some of the statements in Ex. 1 are incorrect. Which are *True* and which are *False*? Decide in pairs. Listen to a radio quiz and check if your guesses were correct.

3



Act out dialogues about the landmarks' materials, as in the example.

A: What are the Moai of Easter Island made of?


B: They're made of ...

Study skills


Predicting content

Key words can help you predict the content of the text.

Listening & Reading

1  1.11 Listen to the music and the sounds. Look at the picture and read the words/phrases below. What do you think happened? Tell your partner.

- rivers of lava • dark cloud • room was shaking • flashes of fire • screams
- buried under ash and mud

2  1.12 Listen and read to find out.



Eyewitness to DISASTER

On 24th August, 79 AD, Mount Vesuvius, a volcano in Italy, erupted. It threw rock, ash and lava hundreds of metres into the air. Rivers of lava flowed down the mountain, but residents around the Bay of Naples did not seem to worry. Eighteen hours later, there was another eruption, much bigger than the first. Pliny the Younger, a Roman writer who was staying with his uncle, Pliny the Elder, on the other side of the bay, was an eyewitness to the eruption. Some years later, he wrote to a friend about the events of that terrible day.

It was around one o'clock in the afternoon. My uncle was working on his books when my mother interrupted him. She told him about a dark cloud above Mount Vesuvius. My uncle was curious to find out more, so he decided to take a closer look.

At that moment, he received a message from a friend whose house was at the foot of the mountain. In the note, she asked my uncle for urgent help. My uncle decided to leave immediately as he knew there were a lot of people living in the area. He never came back.

During those hours, I continued studying and then I slept. Suddenly, I woke up. The room was shaking! There had been tremors in the days and hours before, but this was something different. It was stronger and more violent. My mother and I headed outside and waited until morning. Then, we decided to leave.

Behind us we could see a black cloud with flashes of fire which looked like lightning. As I watched, I realised that the cloud was getting closer. The cloud soon caught up with us and hot ash started to fall on us. It was like night. Everyone was terrified. I could hear the screams of men, women and children. Luckily, we managed to find shelter. On 26th August, the cloud disappeared and daylight returned. We were alive, but the cities of Pompeii and Herculaneum were completely buried under ash and mud from the eruption.

3 Read the text and, for questions 1-3, choose the correct answer (A-C).

- 1 When the volcano erupted for the first time, people
 - A began to panic.
 - B weren't concerned about it.
 - C didn't understand what had happened.
- 2 Pliny the Elder
 - A didn't survive the eruption.
 - B lived next to Mount Vesuvius.
 - C wasn't interested in the black cloud.
- 3 When the black cloud arrived
 - A people remained calm.
 - B it dropped ash on people.
 - C the writer continued walking.



- eyewitness • erupt
- rock • ash • lava
- foot • shake
- lightning • buried



1 avalanche



2 volcanic eruption



3 hurricane



4 flood

Vocabulary

Natural disasters

4 1.13 Listen and repeat. Which disasters have you heard of in the news recently?

5 Use the words in the correct form to complete the sentences. Which disaster in Ex. 4 does each sentence match?

• river/overflow • wind/blow • lava/erupt • snow/fall

- The _____ so hard that some trees fell down.
- The _____ and covered the entire town in water.
- Suddenly, _____ down the mountain and trapped them inside the chalet.
- _____ from the top of the volcano and flowed down its sides.

6 Read the Phrasal Verbs box, then complete the sentences with the correct particle.

- Despite the difficult weather conditions, the team carried _____ the rescue mission.
- Dr Jenkins carried _____ research into the causes of extreme weather.
- The fire carried _____ burning throughout the night.

Phrasal Verbs

carry on = continue doing sth
 carry off = succeed in doing sth difficult
 carry out = perform (a task)

Prepositions

7 Choose the correct preposition. Check in your dictionary.

- The earthquake caused a lot of damage **to/on** buildings.
- We saved five skiers **from/of** the avalanche.
- Have you heard **about/for** James? He had an accident.
- The rescue team depend **at/on** dogs to find trapped victims.

Speaking & Writing

8 Ask and answer questions based on the text, as in the example.

A: When was the volcanic eruption?

B: It was on 24th August, 79 AD.

9 **Think** Imagine you were living near Mt Vesuvius when it erupted. Write a paragraph describing *what you did, what you saw and heard, how you felt, and how you survived.*

Past simple – Past continuous

What **were you doing** last night when the storm **started**?



I **was watching TV**.

We use the **past simple** for:

- an action that happened at a definite past time (stated or implied).
When did the volcano erupt? The volcano erupted at 1:17 pm.
- past habits and states.
Rachel didn't study in Milan. She studied in Naples.
- actions that happened one after the other in the past. **I left the house, walked to the bus stop and waited for the bus.**

Time expressions: *yesterday, last week/month etc, two hours/days/weeks etc. ago, How long ago ...?, in 2017, etc.*

We use the **past continuous** for:

- an action in progress at a specific time in the past.
Sally was walking home at 8 pm last night. Was Bob working at 8 pm last night? No, he wasn't. Steve wasn't watching the news when I came back home.
- two or more actions in progress at the same time in the past.
Jake was washing the car while Robby was cleaning the windows.
- a past action in progress (past continuous) when another action interrupted it (past simple). **Max was watching TV when the phone rang.**
- background information in a story. **The sun was shining and a cool wind was blowing.**

Time expressions: *while, when, as, all day/night/morning etc, at 10 o'clock yesterday morning/night, etc.*

1 Read the theory. Then, read the sentences and choose the correct item. Give reasons.

- 1 When she was young, Kate **lived/was living** near the sea.
- 2 At 8:15 am, an earthquake **hit/was hitting** the east coast of the country.
- 3 At 10 am this morning, Alan **walked/was walking** to school.
- 4 Kate put on a life jacket and **jumped/was jumping** from the sinking ship.
- 5 Jane **slept/was sleeping** when she suddenly felt the ground moving.

2 a) Put the verbs in brackets into the *past simple* or the *past continuous*.

Ben's BLOG

Hey, everyone!

Guess what **1)** _____ (**happen**) to me yesterday evening! I **2)** _____ (**study**) in my room when I **3)** _____ (**hear**) a noise in the corridor outside our flat. I **4)** _____ (**open**) the door and saw that smoke **5)** _____ (**come**) out of the flat at the end of the corridor! Old Mrs Galton, who lives there, **6)** _____ (**stand**) outside and she **7)** _____ (**scream**) "Fire! Fire!" I **8)** _____ (**grab**) our fire extinguisher, **9)** _____ (**run**) to the door and **10)** _____ (**look**) inside. The fire was in the kitchen and the flames **11)** _____ (**spread**) quickly. Luckily, I **12)** _____ (**put out**) the fire quite easily. Now, I'm the hero of the block!



b) Ask and answer questions about Ben's blog entry, as in the example. Use these question words: *when, what, who, why, where, how.*

- A: When did the fire happen?
 B: It happened yesterday evening.
 A: What was Ben doing when he heard the noise? etc

used to – would

We use **used to/would** to talk about actions that happened regularly in the past, but don't happen anymore. **He used to/would stay up late in the evening. Did you use to stay up late in the evening? Yes, I did./No, I didn't. Would you stay up late in the evening? Yes, I would./No, I wouldn't.**

We use **used to** or the past simple for past states that are no longer true. **He used to live/lived in Naples.** (NOT: ~~He would live in Naples.~~)

3 Read the theory, then complete the sentences with *used to* or *would* and the verb in brackets. In which sentence(s) can you use both?

- 1 My dad _____ (work) as a firefighter in Rome.
- 2 _____ (you/live) in the same street as us?
- 3 Clare _____ (not/wake up) early when she was young.
- 4 This _____ (be) my grandparent's favourite restaurant.

4 What did/didn't your grandparents use to do when they were young? Use the prompts below as well as your own ideas to tell your partner.

- play computer games • stay up late on school nights
- go shopping with their parents • watch cartoons in the evening
- drink milk for breakfast • use a smartphone

My grandparents used to/didn't use to ...

Subject/Object questions

Subject questions ask about the subject of the sentence. The word order is the same as in statements.

Peter called Anna.

Who called Anna?

Object questions ask about the object of the sentence. The verb is in question form.

Peter called Anna.

Who did Peter call?

Game!

1.14 Listen to the sounds. Use the verbs and your own ideas to continue the story.

- look out • blow
- rain • hear • run
- call • come

Marco looked out of the window.

End the story with:

Thankfully, everyone was OK.

5 Read the theory. Then, write questions to which the underlined words are the answers.

- 1 They took Luke to hospital. Who did they take to hospital?
- 2 The fire destroyed the historic building.
- 3 Tom called the fire brigade.
- 4 Sofia watched the weather forecast in the morning.
- 5 Harry's house collapsed in the earthquake.
- 6 Paul met Elaine.

2C • Vocabulary

Accidents/Disasters

1  Use the verbs to complete the newspaper headlines.

• rescued • sank • crashed • injured • collapsed

A Train Comes off Tracks
17 Passengers _____


B 20 Survivors _____ from
Burning Aircraft

C Six cars _____ into
each other in
M6 pile-up

D Building _____
after Fuel Tank
Blew up

E New Evidence Reveals Why
Ship _____
In The Ocean

2 Match the headlines (A-E) in Ex. 1 to the accidents/disasters below (1-5). Which words helped you decide?



1 car crash

2 train derailment

3 explosion

4 plane crash


5 shipwreck



Culture Spot

The Great Fire of London was a major fire in London in 1666. It started in a bakery in Pudding Lane and over three days it destroyed around 13,200 houses.




 Describe a disaster that has occurred in your country.

Feelings

3 Choose the correct word. Check in your dictionary. Make a sentence using the other word.

- I was **frightened/frustrated** when I saw the hurricane approaching.
- Max was **anxious/amazed** by the speed of the rescue team.
- By the time we got to the top of the volcano, we were **exhausted/worried**.
- Oliver was **shocked/angry** when the volcano suddenly erupted.
- When he heard the explosion, Paul was **terrified/relieved**.

4  **Think** Imagine you witnessed a car crash. What happened? How did you feel? Tell the class.

Everyday English • 2d

Narrating an experience

1 a) The phrases below come from a dialogue about an accident. What type of accident was it?

- driving me to school • traffic lights • loud noise • crashed into one another

b) Complete the dialogue. Use the sentences in the list (A-E). One sentence is extra.

c)  1.15 Listen and check. Was your guess from Ex. 1a correct?



Penny Hi, John. 1) _____

John You won't believe it, but I was there.

Penny Really? Are you alright?

John I'm OK now, but it was awful. My dad was driving me to school. We were waiting at the traffic lights when we heard a loud noise.

Penny Oh dear! 2) _____

John I was terrified! Three cars crashed into one another!

Penny 3) _____

John Luckily, no one was hurt, but the crash completely destroyed the cars.

Penny How awful!
4) _____

John I know. It was such a terrible experience!

- A I bet you were frightened.
- B You were very lucky nothing happened to you.
- C Was everyone OK?
- D The ambulance took them to hospital.
- E Did you hear about the car crash in Hall Street?

2  Act out a similar dialogue. Use the news headline. Follow the diagram.

Car Crashes into Toyshop Window



Intonation Expressing shock/surprise

 1.16 Listen and underline the stressed syllables. Listen again and repeat.

- | | | |
|--------------------------|------------|--------------|
| 1 That's awful! | 3 Oh dear! | 5 How awful! |
| 2 What a terrible crash! | 4 No way! | 6 Oh no! |

I **had been working** on my school project for two hours when the lights went out.



I **had finished** mine by that time.

Past perfect (*had* + past participle)

affirmative	I/You/He/She/It/We/They had finished .
negative	I/You/He/She/It/We/They hadn't finished .
interrogative	Had I/you/he/she/it/we/they finished ?
short answers	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

We use the **past perfect** for:

- an action that happened **before** another action in the past. **I had gone to bed before the storm hit.**
- an action which **finished in the past** and whose **result was visible** in the past. **He had missed his bus, so he was really late.**

Time expressions: *before, already, after, for, since, just, till/until, by, by the time, never, etc.*

1 Read the theory. Then do the task. Last year, a fire destroyed the town library and the mayor decided to rebuild it. Write what the builders had already done and what they hadn't done yet when the mayor visited yesterday.

- | | |
|--|----------------------|
| 1 build walls (✓) They had built the walls. | 4 put up shelves (✗) |
| 2 install the windows (✗) | 5 tile the roof (✓) |
| 3 paint the doors (✓) | 6 plant flowers (✗) |

2  Ask and answer questions using the prompts in Ex. 1.

A: Had they built the walls?

B: Yes, they had.

Past perfect continuous (*had been* + verb *-ing*)

affirmative	I/You/He/She/It/We/They had been working .
negative	I/You/He/She/It/We/They hadn't been working .
interrogative	Had I/you/he/she/it/we/they been working ?
short answers	Yes , I/you/he/she/it/we/they had . No , I/you/he/she/it/we/they hadn't .

We use the **past perfect continuous**:

- to put emphasis on the **duration** of an action that happened **before** another past action or before a stated time in the past. **Anna had been waiting for an hour before the bus arrived.**
- for an action which **lasted for some time** in the past and whose **result was visible** in the past. **He was out of breath because he had been running up the stairs.**

Time expressions: *for, since, how long, before, until, etc.*

3 Read the theory. Then use the phrases in brackets to make sentences, as in the example.

- The rescuers were exhausted. (**looking for survivors all night**)
The rescuers were exhausted because they had been looking for survivors all night.
- Matt's clothes were dirty. (**work in the garden all morning**)
- Kate was sunburnt. (**stand in the sun all afternoon**)
- Tim had a headache. (**work on his computer all day**)
- Lily was bored. (**wait for the train for two hours**)

4 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- The forest fire _____ (burn) for hours before the firefighters arrived.
- Luckily, Anna _____ (return) to the hotel when the avalanche struck.
- The roof _____ (already/collapse) by the time they called the emergency services.
- We _____ (never/see) a volcanic eruption before.
- The pilot _____ (fly) for an hour before he noticed the problem.

5 Put the verbs in brackets into the correct past tense.

18-YEAR-OLD SURVIVES NIGHT ON A MOUNTAIN

Yesterday, a rescue team

1) _____ (find) Janie Daniels, an 18-year-old skier, alive and well. Janie 2) _____ (ski) on Pike Mountain when there was an avalanche. She 3) _____ (miss) for over 18 hours before a helicopter spotted



her. Her family 4) _____ (contact) the emergency services when she didn't call home at the end of the day. The

rescue teams 5) _____ (look) for Janie all through the night, but they 6) _____ (not/find) her until the next day. The unfortunate skier 7) _____ (try) to get away from the avalanche when she 8) _____ (hit) a tree. She 9) _____ (break) her leg and couldn't contact anyone because she 10) _____ (lose) her smartphone. Janie is recovering in the local hospital where she will stay for a few days.

Did you hear about the car crash last night?



Yes! The driver was going **so fast that** he couldn't stop at the traffic lights and crashed into a wall.

Clauses of result

We use **clauses of result** to show the result of an action:

- **so + adjective/adverb + that ...** . The wind was **so strong that** it blew down several trees. He drove **so carelessly that** he almost had an accident.
- **such a/an + adjective + singular countable noun + that ...** . It was **such a powerful earthquake that** lots of buildings collapsed.
- **such + adjective + plural countable/uncountable noun + that ...** . There was **such terrible weather that** the school closed for a week.

6 Read the theory, then complete the sentences with *so*, *such* or *such a/an*.

- The avalanche happened _____ quickly that it caught everyone by surprise.
- There was _____ awful snowstorm that we couldn't leave the house.
- It was _____ bad weather that the roads were closed.
- The rescuers were _____ fast that they managed to save all the people.

7 Join the sentences using the words in brackets.

- Fran was tired. She couldn't walk another step. (so)
- It was a beautiful day. I decided to go hiking in the mountains. (such)
- There was heavy rain. We were worried about flooding. (such)

Lost Without a Trace

On 5th December, 1945, a group of five military aeroplanes left Florida in the USA. Called 'Flight 19', the planes were heading east over the Atlantic Ocean to do some training. Unfortunately, though, they never returned ...


When the planes took off, the sun was shining and a light breeze was blowing. The leader of the flight was Charles Taylor, an **experienced** pilot who had fought in World War 2. The other 13 crew members were students. At first, everything went according to plan. The planes reached a remote **destination** over the ocean and were ready to return home, but then the pilots noticed that their compasses weren't working. By that time, dark clouds had formed in the sky, so they couldn't direct themselves using the sun. Then, the army airport lost radio **contact** with the planes. Immediately, they sent two flying boats to search for them. Soon after they departed, though, one plane lost contact with the airport, too. They never heard from it again. Even today, the army has never found any of the six planes.

The story of Flight 19 is one of many mysterious events which have happened in the Bermuda Triangle, an area in the Atlantic Ocean close to Florida. In 1918, a huge ship, the USS Cyclops, went missing there. In 1937, Amelia Earhart, the famous pilot, **disappeared** while flying over the area.

Many people have tried to explain these events. Some think that the area is around Atlantis, the **mythical** underwater city. They say that somehow Atlantis emits energy beams that affect compasses! Others say that aliens are responsible for the missing ships and planes! Whatever the truth, the Bermuda Triangle continues to **fascinate** us. It might be one mystery that we will never **solve**.




Reading

- 1  **1.17** What do you know about the Bermuda Triangle? What do you think happens there? Listen and read the text to find out.
- 2 Read again and choose the correct item. Then explain the words in bold in the text.
 - 1 The crew members on Flight 19 were going into battle/doing an exercise/travelling abroad.
 - 2 A flying boat disappeared before/at the same time as/after Flight 19.
 - 3 Amelia Earhart travelled through/sailed around/flew over the Bermuda Triangle.

- military
- go according to plan
- compass • direct
- lose contact
- go missing • emit
- affect

- 3  **Think** Which of the theories about the Bermuda Triangle seems possible to you?

Speaking

- 4  **Think** Imagine you were working at the army airport in Florida from where the planes of Flight 19 took off. Use the information in the text to narrate your experience.

On 5th December 1945, I was working at an army airport in Florida in the USA. That day ...



Vocabulary

Weather

5 a) Fill in: *blowing, thick, gentle, heatwave, pouring, heavy, freeze, shining.*

- 1 Take your umbrella. It's _____ down outside!
- 2 It's very cold; I think it will _____ during the night.
- 3 The wind was _____ so hard that I lost my hat.
- 4 Be careful not to get sunburn during the _____.
- 5 The sun is _____ and it's a beautiful day.
- 6 The forecast says we'll have _____ showers all day.
- 7 The clothes I washed dried quickly in the _____ breeze.
- 8 We couldn't see anything in the _____ fog.

b) What was the weather like in your area last weekend? Tell the class.



Word Formation

We can use *-ing/-ed* to form adjectives:

- **-ing** adjectives describe what something/someone is like. *The story was exciting.* (What was it like? Exciting.)
- **-ed** adjectives describe someone's feelings. *Sam was terrified.* (How did he feel? Terrified.)

6 Read the Word Formation box, then choose the correct item.

- 1 What's wrong? You look **worrying/worried** about something.
- 2 The earthquake was very **frightening/frightened**!
- 3 Sally was **disappointing/disappointed** when she missed the school trip.
- 4 Are you **exciting/excited** about your holiday?
- 5 Yesterday was such a **tiring/tired** day!

Listening

7 1.18 Listen to a radio interview and for questions 1-4 choose the correct answer (A, B or C).

- 1 Namibia has got

A the most wildlife in Africa.	B the biggest desert in Africa.
C the oldest desert in the world.	
- 2 When Cassie started the trek in Damaraland, she was

A with her brother.	B with her family.
C alone.	
- 3 The sandstorm hit as they were

A approaching the Skeleton Coast.	B trekking along a dry river.
C walking over mountains.	
- 4 Where did they see the *Eduard Bohlen*?

A in the sea	B in the desert
C on the coast	

Writing (a story)

8 1.18 Listen to the recording from Ex. 7 again and make notes. Imagine you are Cassie Dyer. Write about your experience in Namibia (100-120 words). Start like this: *Last year, I won a radio competition and the prize was a trip to Namibia, a country in Africa. Alternatively, do the tasks on p. 111.*

Study skills

Setting the scene

Start a story by setting the scene. Describe the *place (where)*, the *time (when)*, the *weather*, the *characters (who)*, their *activities* and their *feelings*.

Reading & Listening

1 Read through the text and find at least one achievement of the ancient Romans.

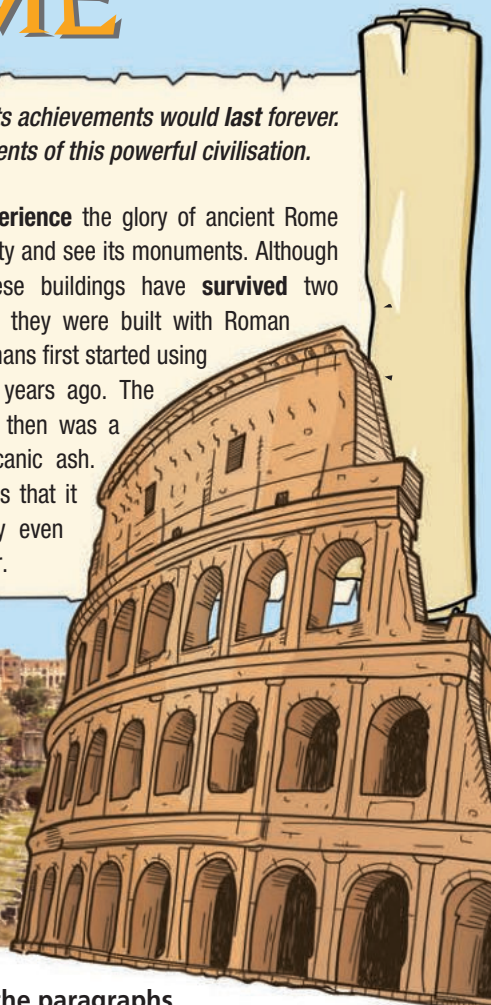
THE ACHIEVEMENTS OF ANCIENT ROME



The ancient Romans called Rome the 'Eternal City'. They thought that the Roman Empire and its achievements would last forever. In the late 4th century, the empire fell, but today we can still admire the amazing achievements of this powerful civilisation.

1 The Roman Empire was **huge**. At its greatest, it covered over one million square miles. Ruling such a large area meant that its armies needed to get around quickly. So, the Romans built high-quality roads. They **realised** that the shortest route between two points is a straight line so, wherever possible, they built their roads like this. By 200 AD, the Romans had built over 50,000 miles of road and many of these still exist today.

2 We can still **experience** the glory of ancient Rome today when we visit the city and see its monuments. Although some are damaged, these buildings have **survived** two millennia mostly because they were built with Roman concrete. The ancient Romans first started using this material over 2,100 years ago. The concrete they used back then was a mixture of lime and volcanic ash. One of its advantages was that it set very quickly, so they even used it to build underwater.



- achievement
- eternal • cover
- route • glory
- millennium
- concrete
- lime • set

2 a) 1.19 Read again and match the headings to the paragraphs. There is one heading that you do not need to use. Listen to check.

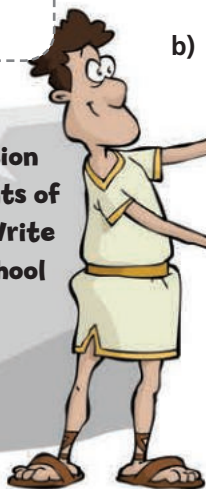
- A How to build an Eternal City
- B Rome wasn't built in a day
- C All roads lead to Rome

b) Explain the words in bold. You can use your dictionary.

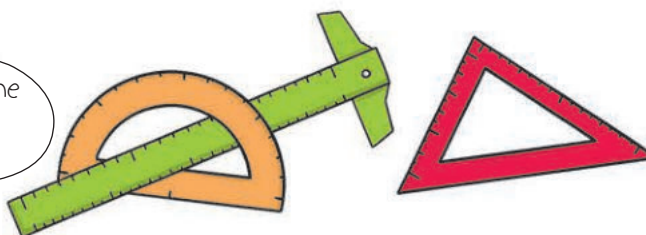
Speaking & Writing

3 **Think** What impressed you from the text? Why?



Collect information about achievements of ancient Greece. Write a text for the school magazine.



We invented the rules of Geometry!



Project Time 2

- 1   Collect information about six achievements of the 20th century. Create a poster. Find pictures and write a few words about each achievement, as in the examples.



In 1903,
Orville and Wilbur Wright
made the first flight ever
in an aircraft.




In 1969,
Neil Armstrong became
the first person to walk
on the Moon.

Presentation Skills



- 2 Choose one of the achievements from Ex. 1 and present it to the class. Talk about: *who – where – when – what happened – what they achieved*. You can prepare a presentation with slides.

VALUES

Achievement

- 3  Read the quotations.
What do you think they mean?

"Genius is 1% inspiration, 99% perspiration."
Thomas Edison

- 4 **Think**   What qualities does it take to achieve great things? Discuss. Use the ideas below as well as your own.

"Only those who dare to fail greatly can ever achieve greatly."

Robert F. Kennedy

- courage • skill • patience • passion • optimism • self-confidence • honesty
- determination • intelligence

See Song Section p. 106

2 • Progress Check

Vocabulary

1 Choose the correct word.

- 1 Firefighters put out the **forest/avalanche** fire.
- 2 I was **exhausted/relieved** that no one got hurt.
- 3 Tom saw a **traffic/plane** accident on his way to school.
- 4 We couldn't see anything through the **gentle/thick** fog.
- 5 The **hurricane/avalanche** blew the roof off the library.

5 x 1 = 5

2 Fill in: *carved, spread, poured, erupted, rescued*.

- 1 It _____ down all weekend!
- 2 The flames quickly _____ through the building.
- 3 People on the island _____ the statues over 500 years ago.
- 4 They _____ them from the avalanche.
- 5 Lava _____ from the volcano.

5 x 2 = 10

3 Choose the correct item.

- 1 The rescue team saved lots of people **of/ from** the hurricane floods.
- 2 I've heard **from/about** the earthquake in Peru.
- 3 He depends **on/to** his dad for his college fees.
- 4 What are you working **at/on**?
- 5 The city was buried **in/under** ash and mud.

5 x 1 = 5

Grammar

4 Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 When the earthquake hit, Penny _____ (chat) online.
- 2 I got up, put on a coat and _____ (leave).
- 3 The sun _____ (shine) while I was walking home.
- 4 The wind _____ (blow) all morning yesterday.
- 5 Harry _____ (go) skiing last Sunday.

5 x 2 = 10

5 Put the verbs in brackets into the *past perfect* or the *past perfect continuous*.

- 1 Before he arrived at the resort, Liam _____ (learn) how to ski for a few months.
- 2 Kelly _____ (already/eat) dinner by the time I got home.
- 3 I _____ (not/wait) for the bus for a long time before it arrived.
- 4 We _____ (arrive) at work before it started to rain.
- 5 Everything was white when I woke up – snow _____ throughout the night. (fall)

5 x 2 = 10

6 Choose the correct item.

- 1 Anya **used/would** to read mystery books.
- 2 Oliver was **so/such** angry that he went red in the face.
- 3 Did they **use/used** to go sailing?
- 4 There was **so/such** a lot to see that we went back to the museum the next day.
- 5 Tom **wouldn't/didn't use to** live near me.
- 6 The rain was **so/such** loud that we couldn't sleep all night.
- 7 Jane **would/used** ride her bike in the park when she was 6.
- 8 It was **so/such** a bad storm that the schools closed.
- 9 As a child, **would/used** you watch cartoons?
- 10 The fire was **so/such** big that we couldn't get near it to put it out.

10 x 1 = 10

Listening

7 1.20 Listen to an interview with someone who says he saw the Loch Ness Monster and complete the gaps.

- 1 Tom Smith was in Scotland on _____.
- 2 When Tom went to the lake, it wasn't _____.
- 3 The monster looked like a _____.
- 4 Tom didn't get a photo because he _____ his phone.
- 5 Tom felt very _____.

5 x 2 = 10

Reading

- 8 Read the text and for questions 1-3 choose the correct answer (A, B or C).

THE MYSTERY OF THE YOWIE

It was a summer afternoon in 1996. Peter and Belinda Garfoot were on a driving holiday on the southeast coast of Australia when they stopped at the side of a quiet road to take a break. Then, Peter saw something strange in the car's mirror – a huge creature, around 2 metres tall, with long arms and a hairy body, was walking upright across the road. They both turned around and watched for around 10 seconds before it disappeared into the forest. They were sure they had seen the Yowie.

The Yowie is a huge ape-like creature that some people think lives in the Australian countryside. The Aborigines, the original people of Australia, have been telling stories about the Yowie for hundreds of years and, every so often, there is a new sighting of this strange creature. Most scientists, though, say there is no evidence which proves that the Yowie exists. The Garfoots, for example, didn't manage to take photos or a video of the creature they saw.

So, who knows what we should believe? Was the creature they saw actually a person dressed up in an ape costume? Was it just a large dog or fox which was walking strangely? Whatever the truth, the mystery of the Yowie carries on in Australia to this day.

- The Garfoots saw a creature
A behind their car. B next to their car.
C in front of their car.
- The Aborigines
A don't believe that the Yowie exists.
B have a long history with the Yowie.
C are the only ones who have seen the Yowie.
- The Garfoots
A took photographs of the creature.
B have video evidence of the creature.
C don't have any proof that they saw the Yowie.

3 x 5 = 15

Everyday English


- 9 Match the exchanges.

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | Are you alright? |
| 2 | <input type="checkbox"/> | I bet you were frightened! |
| 3 | <input type="checkbox"/> | Was everyone OK? |
| 4 | <input type="checkbox"/> | You were very lucky nothing happened to you. |
| 5 | <input type="checkbox"/> | Suddenly, I heard a loud noise. |

- a I was terrified!
- b Oh dear!
- c I know.
- d Luckily no one was hurt.
- e I'm OK now.

5 x 2 = 10

Writing

- 10  1.20 Listen to the recording from Ex. 7 again and make notes. Then write a story about the man who saw the Loch Ness Monster (100-120 words).

15 marks

TOTAL: 100 marks

Competences

Good ★ Very Good ★★ Excellent ★★★

Now I can ...

Vocabulary

- talk about landmarks & materials ★★★★★
- talk about natural disasters and accidents ★★★★★
- describe feelings ★★★★★
- talk about the weather ★★★★★

Reading

- read for detailed information (multiple choice questions) ★★★★★
- identify the main idea (match headings to paragraphs) ★★★★★

Speaking

narrate an experience ★★★★★

Listening

listen for specific information (multiple choice) ★★★★★

Writing

write a story ★★★★★

I have big feet

