



Student's Book

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Module

What's in this module?

Vocabulary

- · jobs & qualities/careers
- daily routines
- · teen problems
- people (character/clothes/accessories)
- · city life vs country life

Grammai

- present simple vs present continuous
- stative verbs adverbs of frequency
- relatives comparisons linkers
- forming adjectives from nouns
- phrasal verbs: look

Reading

· articles; a dialogue

Listening

• an advert; a dialogue

Speaking

- ask for/give advice compare people
- buy/sell clothes
 pronunciation /s/, /ʃ/

Presentation Skills

present a tribe

Writing

· write an opinion essay

Culture Corner: Multi-cultural Britain



Family

Jobs & Qualities

- 1.2 Listen and repeat.
- 2 Match the jobs in the pictures (A-F) to the qualities (1-6). Then tell the class.
 - brave because they perform dangerous acts high up
 - 2 patient because they train animals
 - 3 fit because they do risky stunts
 - 4 cautious because they move large icebergs at sea
 - 5 careful because they work with poisonous snakes
 - 6 funny because they make people laugh

Circus acrobats need to be brave because they perform dangerous acts high up.

Which job would/ wouldn't you like to do? Why? Tell your partner.

I'd like to work as a dog trainer because I like training animals. I wouldn't like to work as a snake milker because I don't like working with poisonous snakes.









1.1 A hard day's work

Vocabulary

Careers at sea

1.3 Listen and repeat.



- What does each person do? Read and say.
 - 1 Max studies the ocean and how it affects the world. He's an oceanographer.
 - 2 James is in charge of a ship.
 - 3 Peter takes pictures in the water.
 - 4 Laura studies ancient objects in the sea.
 - 5 Matthew studies living things in the sea.

Reading

- 3 Describe the picture in the text. What is the person's job?
 - 1.4 Listen and read to find out.

Study Skills T/F statements

Underline the key words in the sentences. Watch out for words such as *always*, *never*, *some*, *not*, etc. Try to think of synonyms. This will help you identify the matching part of the text.

- Read the text and decide if the sentences (1-6) are T (True) or F (False).
 - 1 Bud never dives deeper than 40 metres.
 - 2 Bud owns a tour company in Hawaii.
 - 3 Bud sculpts lava with his bare hands.
 - 4 Bud's sculptures only last for a short time. ___
 - 5 Doug has won prizes for his pictures.
 - 6 Doug believes what they do is safe.



- 5 Answer the questions.
 - 1 What protective clothing does Bud wear when he sculpts lava?
 - 2 Why do Bud and Doug work together?
 - 3 Why is sculpting lava a dangerous activity?

Collocations

a) Complete the gaps. Use: amazing, looks, diving, fishing, ocean, extremely.

1	tours	4	floor
2	sight	5	hook
3	hot	6	like

- b) Make sentences based on the text using the completed collocations.
- a) Think Why do Bud and Doug think their jobs are worth the risk? Tell your partner.
 - b) Think Think of a new job that does not exist.

Being an artist is quite a safe occupation, right? After all, the worst that could happen is that you might get some paint on your T-shirt. Well, Bud Turpin doesn't believe that art should be easy! He **creates** sculptures over 40 metres underwater! But that's not all. The material that Bud works with is red-hot lava!

Bud is a **professional** diver who <u>works</u> for a tour company in Hawaii. He takes people on diving tours off the south coast of Hawaii Island, **close to** Kilauea volcano. This volcano is constantly erupting, so visitors can see lava coming up through the ocean floor! It's an amazing sight – but one day Bud got an idea to make it even more amazing! He decided to try to sculpt the 1,000°C lava into different shapes!

Surprisingly, Bud, or 'the Lava Man' as people call him, doesn't need a lot of equipment to create his lava sculptures. As well as his scuba equipment he usually just <u>brings</u> a large fishing hook and a pair of welding gloves. First, he <u>puts</u> the hook into a lava tube and opens it so the lava can **pour** out. Then, he uses his gloves to twist and turn the lava into different shapes! Unfortunately, the lava soon <u>cools</u>, and this **destroys** the shapes that he makes – but that's why Doug Perrine comes along with him. Doug is an **award-winning** underwater photographer and he takes pictures of each sculpture while they still exist.

Both men know that they <u>are risking</u> their lives every time Bud creates a sculpture. Lava is extremely hot, so they can get terrible burns. Also, they can get hit by a rock in an underwater landslide. But they think it's worth it. They both love nature and want to share its beauty with the world. It looks like 'the Lava Man' and his friend have a great future together! So where <u>are you going</u> on holiday this summer? Why not take a trip to Hawaii? You can join Bud for a dive and **experience** the amazing underwater landscape for yourself!

8 Complete the fact file. Use: award-winning, sculpting, landslide, hook, burnt, occupation, diver.

Name	Bud Turpin
1)	2) and artist
Location	Hawaii
Job description	taking people on diving tours; 3) lava into different shapes
Equipment	scuba equipment, fishing 4), welding gloves
Partner	Doug Perrine – 5)photographer
Possible dangers	get 6)by lava, get trapped in underwater 7)

9 Match the words in bold in the text to their synonyms: near, ruins, makes, amazingly, experienced, flow, top, see.



Grammar

see p. GR1

Present simple/continuous

- Look at the underlined verbs in the text. What tense form is each? Which expresses:

 a routine?

 a fixed arrangement in the near future?

 a general truth?

 a permanent
 - future? a general truth? a permanent state? a process? an action happening around the time of speaking?
- Put the verbs in brackets into the *present* simple or *present continuous*. Give reasons.

1	A:	When
		(the tour/start)?
	B:	The boat usually
		(arrive) at around 9 am.
2	A:	Did you know that lava
		(turn) into rock after it(cool)?
	B:	Yes, I do. Actually, I (write)
		a project on volcanoes at the moment.
3	A:	(Ken/earn)
		much money as a diver?
	B:	Yes. Lately, more and more people
		(join) his diving tours.
4	A:	What(Alice/study)?
	B:	Marine Biology. Actually, she
		(graduate) next month!

Use these time expressions: ■ now ■ in the morning ■ on Sundays ■ at present ■ these days ■ usually ■ never ■ sometimes ■ next summer ■ this weekend ■ every day and the present simple or present continuous to make sentences about you. Tell your partner.

I'm having a lesson now.

Speaking & Writing

Roleplay: Use the completed table in Ex. 8 to interview Bud.

A: Today we've got a(n)
... with us. Bud,
welcome to the show.

B: It's great to be here.

A: Where exactly do you work
Bud?
B: In

A: What do you do at work? etc.

Imagine you are Doug Perrine, Bud's photographer, on a diving trip with Bud. Write an email to your English-speaking friend describing what you do and see (120-160 words).

1.2 Special people

The **Tagbanua**An ancient way of life



Vocabulary

Daily life

- 1 Look at the pictures.
 - 1.5 Listen and repeat.
- The pictures show how the Tagbanua tribe lives. What is their daily routine? Where do they live?
 - 1.6 Listen and read to find out.

Reading

- Read the text and for questions 1-3 choose the best answer (A, B or C).
 - 1 The Tagbanua tribe
 - A live very differently from their ancestors.
 - B enjoy a simple and peaceful way of life.
 - C have just started using electric power.
 - 2 What does the writer say about their daily life?
 - A The children have too much work to do.
 - B Only the men gather food from the sea.
 - C Everyone works together to survive.
 - 3 How does the writer feel about the Tagbanua?
 - A He likes their strong sense of community.
 - B He worries about the effect of tourism.
 - C He is happy they are growing rich.





It's evening and the sun is setting. The families of the village are settling down for the night. One man is lighting his lamp. Another is looking out to sea, checking the weather. A woman is tasting the food that she's cooking. One family are already having dinner. The whole scene looks magical.

The Tagbanua tribe live on a group of **remote** islands in the Philippines. They live in small wood and bamboo houses on or near the sandy beaches and **survive** in much the same way as their ancestors did thousands of years ago. They have no electricity, so when the sun sets they have kerosene lamps for light. Tagbanua families spend most of the day on or by the sea. While the men **sail** in their fishing boats and catch fish and octopuses, women and children collect seaweed and sea cucumbers **on the coast**. The men **trade**

Check these words

set, settle down, tribe, remote, wood, bamboo, survive, ancestor, seaweed, coast, main island, charge, fee, hospitable, tribal fund, fishing equipment, medicine, community

- 4 Answer the questions. Then, explain the words in bold.
 - 1 Why do Tagbanua men travel to the main island?
 - 2 How do the Tagbanua spend the money they receive from tourists?
 - 3 In what way are the Tagbanua today similar to their ancestors?

Vocabulary

Fill in: respect, charge, tribe, lead, trade.

1	The Tagbanua are an ancient		
2	Theyv	ery simple lives.	
3	They catch fish and	it for other food.	
4	They to	urists a fee to visit their	
	islands.		

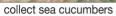
5 They have _____ for nature.

- Think Read the text. Compare the Tagbanua lifestyle to your lifestyle. Talk about: houses daily routine how they earn their living
 - school people's character.

The Tagbanua live in small houses on the beach. We don't live in small houses on the beach. We live in blocks of flats in a big city.









Word formation

their fish for other food or tools on the main island. Tagbanua parents send their children to school when there is one available nearby. However, often there isn't, and instead they help their parents in their **daily tasks**.

These days, more and more tourists are visiting the Tagbanua's islands. The tribe have complete control over these areas, so they **charge** each tourist a fee. But the Tagbanua are friendly, hospitable people and aren't interested in getting rich. Instead, the money goes into a tribal fund which pays for new boats, fishing equipment and medicines for the whole **community**. They are also using it to build schools and **look after** the local environment.

For a lot of people, the ideal holiday destination is a tropical island, but for the Tagbanua, life certainly isn't one long holiday. This ancient tribe of people lead very simple lives and have to work hard to survive. With tourism, their lives are changing, but they have the same **respect** for nature as their **ancestors**.

Grammar

Stative verbs see pp. GR1-GR2

7 Read the theory. Find examples in the text.

Some stative verbs can have continuous forms, but they differ in meaning. The people are friendly. (= character – permanent state) The visitor is being helpful. (= is behaving in a helpful way – temporary state)

Put the verbs (1-4) into the *present simple* or the *present continuous*. How does the meaning differ?

1	th	ink		
	а	l	their way	of life is great!
	b	They	of op	ening a school.
2	ha	ive		
	а	The Tagbanua		no electricity.
	b	The tribe		difficulty in
		finding food.		
3	ta	ste		
	а	Why	_you	the fish?
	b	The octopus _		delicious.
4	lo	ok		
	а	What	he	at?
	b	The way they o	atch fish_	simple.

Forming adjectives from nouns

We use these suffixes to form adjectives from nouns.

-y (wind – windy); -ful (colour – colourful); -less (care – careless); -al (music – musical); -ic (class – classic)

9 Form adjectives from the words in brackets to complete the text.

The Tagbanua live on a group of 1)			
(beauty) islands in the Philippines. They are very			
2)	(energy) and	work hard every day	
catching the 3)	(cc	ount) fish in the seas	
araund tham The		16.1	
around them. The	ey are a 4)	(friend)	
	-	acilities. That's why	
people, but they	lack health f		
people, but they	lack health f	acilities. That's why	

Listening

10 1.7 Listen and complete the gaps (1-5).

VISIT THE	
TAGBANUA T	RIBE

- Cost: 2 weeks for 1 £
- Tours: Kayangan 2
- Activities: swimming or diving with a(n)
- Souvenirs: crafts made from 4 or various types of wood

If you love 5 then this is the holiday for you!



Speaking & Writing

PRESENTATION SKILLS

Watch the **OVIDEO**, read the text in Ex. 2, and make notes under the headings: ■ name of tribe ■ place ■ daily routine. Imagine you are a TV reporter. Present the Tagbanua tribe for a documentary series.

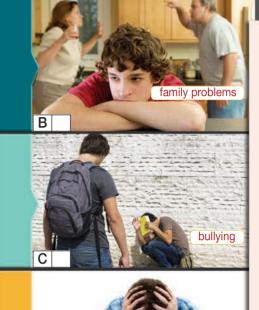
1.3 Teen troubles

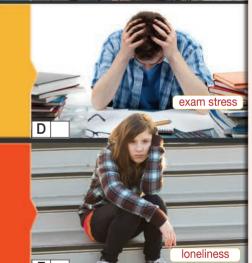
Vocabulary

Teen problems

1.8 Listen and match the problems (A-E) to the speakers (1-5).







Some experts think that it's <u>the biggest</u> teen problem today. No, they're not talking about exam stress or bullying — they're actually worried about teenagers' sleeping habits! Teenagers need around nine and a half hours of sleep a night, but most get far less sleep. For example, 52% of teens in Scotland sleep for under seven hours a night — with similar rates around the world.

So, why are teens not sleeping enough? Well, one reason has to do with teens' bodies. Compared to adults, teenagers feel more energetic in the evening, especially between 9 and 10 pm, so it's more difficult for them to sleep early. Their bodies want them to sleep late and wake up late in the morning — but because of school this just isn't possible! Also, these days, many teens are using electronic devices like smartphones and tablets late at night — and they find it very hard to put them down! These flashing electronic screens make the brain more alert, so it takes longer for teens to relax and fall asleep.

The effects of not getting enough sleep are shocking. Firstly, too little sleep makes a young person less energetic. This means they feel less enthusiastic about exercising, and they can also find it difficult to pay attention in class. Another point is that lack of sleep can affect their mood, which can harm relationships with friends and family. Research also links sleep with learning. During sleep, the brain stores all the information and skills learnt that day so we can remember them later. However, someone who doesn't get enough sleep forgets these things more easily!

So, how can teenagers make sure they get a good night's rest? The <u>most important</u> thing is to go to bed at the same early time every day, even at weekends, and avoid using electronic screens before bedtime. After all, health and well-being are much <u>more important</u> than checking an email or playing computer games late at night!

Check these words

sleeping habits, rate, energetic, brain, alert, fall asleep, enthusiastic, pay attention, lack of, mood, harm, link, store, well-being

2 Think List the problems in Ex. 1 from the most serious to the least. Compare with your partner. Give reasons.

To me, family problems are the most serious because it's important to have a good home environment.

Reading

Read the title and the first sentence in each paragraph. What is the text about?

1.9 Listen and read to find out.

- 4 Read the text again and for questions 1-3 choose the correct answer (A, B or C). Then, explain the words in the *Check these words* box.
 - 1 What is the writer doing in the text?
 - A Describing teens' electronic devices.
 - B Explaining a problem and its solution.
 - C Giving advice on several teen problems.
 - 2 What is one result of a lack of sleep?
 - A bad mood B poor eyesight C too much energy
 - 3 What does the writer say about electronic devices?
 - A Teens should only use them at the weekend.
 - B Teens should use them for short periods only.
 - C Teens shouldn't use them just before sleeping.



Think What is the author's purpose:

to entertain? to inform? to persuade? What
effect did the text have on you?

Prepositions

- 6 Complete with: about (x2), for, with.
 - 1 Talking _____your problems always helps.
 - 2 It's difficult _____ Joe to sleep at night.
 - 3 He is worried _____ not passing his exam.
 - 4 Sally is funnier compared _____ Ann.

Pronunciation /s/ /ʃ/

- 1.10 Listen and repeat. Find more examples in the text.
 - /s/ some seven similar
 - /ʃ/ show wish relationship

Grammar

Comparisons see p. GR2

- Look at the underlined forms in the text. How do we form the comparative/superlative forms of: one-syllable adjectives/adverbs? longer adjectives/adverbs?
- 9 Put the adjectives/adverbs in brackets into the comparative or superlative forms.

3 Today's teens are ____

1	Don deals with stressful situations	
		_ (calmly) than Jack does.
2	Rachel is	(sociable)
	of all her friends.	

- (anxious) than in the past.Peer pressure is one of ______
- (difficult) problems teens have to face.5 Monday is ______ (early) we can finish our project.
- 6 She sleeps _____(many) hours than me.
- 10 Compare the teens.

	Bob	Sam	Ted
energetic	*	**	***
friendly	***	*	**
patient	**	***	*
fit	*	***	**
careful	**	*	***
funny	***	**	*

Bob is **energetic**. Sam is **more energetic than** Bob. Ted is **the most energetic** of all.

Speaking

a) Read the text. Copy and complete the table with ideas from the text.

Problem	Reasons	Results	Solutions/ Suggestions

- b) Use your notes and the phrases to give the class a summary of the text.
- This is because ... One/Another reason for this is ... As a result, ... It would be a good idea to ... It would also help if ...

Lack of sleep is a big problem for teens. This is because As a result, A useful suggestion would be to ...

Everyday English

Asking for/Giving advice

- 1.11 Read and listen to the dialogue. Replace the underlined phrases with ones from the Functions box.
 - A: I feel lonely in my new school. What do you think I should do?
 - B: Why don't you join an after-school club? You can meet a lot of new people that way.
 - A: That's a good idea!
 - B: <u>You should also</u> try to participate in class group activities.
 - A: I'll do that! Thanks for your help.
 - B: You're welcome.

Functions		
Asking for advice	Giving advice	
What should I do?	You should/could (also)	
 What do you 	Why don't you?	
advise me to do?	• Have you thought of (+ -ing)?	
What can I do?	One/Another thing you can do is	

- Roleplay: Your friend can't sleep well.
 Use these ideas and phrases from the
 Functions box to act out a dialogue similar to
 the one in Ex. 12.
 - have a hot drink before going to bed
 - avoid using electronic devices late at night

Writing

Your English friend can't sleep well. Use ideas from Ex. 13 to write him/her an email giving advice on what to do (120-160 words).

1.4 Character

Vocabulary

Personalities

- 1 Look at the pictures (1-8).
 - 1.12 Listen and repeat.
- Match the character adjectives (1-8) to the justifications (A-H). Make sentences.
- A 1 behaves very sensibly Stan is mature. He behaves very sensibly.
- В rarely needs others' help or money
- enjoys talking to people and making new friends
- D tries to enjoy himself all the time
- is always top of the class at school
- never does what others tell her to do
- G is very kind and helpful to others.
- Н people can trust her to do things properly
- 3 Use the adjectives in Ex. 1 to describe you and your friends. Tell your partner. Give reasons.

I'm caring. I'm very kind to others. I'm also quite sociable. I like talking to people and making new friends. My friend ...



mature







Reading

- Read the title and the first and the last sentence in each paragraph. What is the text about?
 - 1.13 Listen and read to find out.

Stan

- In pairs, match the headings (A-F) to the paragraphs in the text (1-5). One heading doesn't match.
 - A THE KID IN-BETWEEN
 - **B** REAL-LIFE EXAMPLES
 - C SAME FAMILY DIFFERENT CHARACTER
 - D OLDEST IN MIND AND BODY
 - E THE ONE AND ONLY
 - BORN TO BE WILD

Check these words

wonder, sibling, household, birth order, come along, encourage, get one-onone attention from, rely on, spoilt



Unlike the oldest child, a middle child never gets one-on-one attention from his parents, even in his early life. So, he learns to rely on them less, and becomes far more independent than the

oldest and youngest child. And since he gets less attention at home, he is much more sociable with people outside the family. 4

Lastly, as everyone knows, the youngest child is usually the spoilt one! He gets a lot of attention from his parents and siblings - and because he is the youngest, he is the least responsible. This means that he is by far the most rebellious and fun-loving in the family!

Many psychologists don't agree with these ideas, though. They think that the way we get our personalities is not as simple as Adler's theory describes. But when we think that J.K. Rowling, Bill Gates and Jim Carrey were the first, middle and last-born children in their families, maybe there is some truth in it after all!

Your PLACE in the FAMILY

Do you ever wonder why siblings who have the same parents and are from the same household often have completely different personalities? One way to answer this question is to think about birth order. This idea looks at a child's place in the family - whether he is the oldest, the youngest or somewhere in the middle. The Austrian psychologist Alfred Adler first had this idea in the early 20th century and today many people still think that your place in the family can form your personality for life.

When the first child is born, he doesn't have any siblings, so he starts behaving like the people around him - his parents! This makes him intelligent and mature in later life. Then, when another child comes along, his parents encourage him to take care of his younger sibling. This means that he becomes very caring.



Vocabulary

m.

1	Henry didn't	with Bob's opinion.
2	Paul doesn't	much attention
	from his family.	
3	Jane has to	care of her sister.
4	Middle children can	friends easily.
5	The experiences you	have as a child can
	your per	sonality for life.

Grammar

Types of comparisons see p. GR2

Look at the picture below and in pairs complete the sentences. Use: less, bit, even, far, as (x2), slightly.

Tom, Sandy and Jane are siblings. Tom is the oldest child and he's 1) far taller than his sisters. Sandy is a **2)** _____ taller than Jane – they're almost the same height. Sandy is **3)**______ slim as Jane while Tom is **4**) _____ heavier than his sisters. Jane has got long hair, but Sandy's hair is **5)** longer. Sandy's clothes aren't _____ fashionable as her sister's. She wears expensive clothes than Jane and prefers to spend her money on other things.





Transformations

8	Complete the second sentence so that it means
	the same as the first. Use two to five words.

1	No one is as responsible as Peter.		
	Peter is	person of all.	
2	Peter isn't as funny as	s his little sister.	
	Peter is	than his little sister.	
3	His siblings are more	sociable than Peter.	
	Peter is	of his siblings.	
4	Peter is slightly taller	than Ann.	
	Ann is a	than Peter.	
5	Peter is much more c	aring than his brothers	
	Peter is hy	his brothers	

Speaking & Writing

9 Use the adjectives: old, short, tall, slim, heavy, fashionable, sociable, fit, funny, patient to compare your friends or family members.

My sister is older than my brother. She's slightly shorter than him.

Complete the table. What is the birth order theory? Do you agree with it? Why/Why not? Discuss.

	first-born	middle	youngest
	child	child	child
personality/ reasons			

- a) **VALUES** Which of the following should/ 11 shouldn't family members do?
 - 1 appreciate and care for each other
 - 2 lie to each other
 - 3 spend little time together
 - 4 share responsibilities
 - 5 trust each other
 - 6 avoid expressing their feelings

Family members should appreciate and care for each other.

> b) Think I In groups think of more ideas. Then, write ten golden rules for happy families.

1.5 Fashion

Vocabulary

Sections, Clothes & Accessories

- 1 Look at the pictures (1-6).
 - 1.14 Listen and repeat.
- a) In which sections (1-6) can you find the items in the list? Think of more items.
 - high heels tie sandals hat
 - football jersey boots cycling shorts
 - tracksuit skirt belt tuxedo suit
 - dress scarf swimsuit leggings
 - hairband flip flops gloves
 - b) Act out exchanges as in the example.
- A: Excuse me, where can I find a pair of high heels?
- B: They're in the footwear department.

Reading

- Bill wants to buy a jacket. How much does it cost?
 - 1.15 Listen and read to find out.

(A: Salesperson – B: Bill)

- A: How can I help you, sir?
- B: Well, I'm looking for a jacket.
- A: Our winter sale starts today, so all our jackets are 25% off!
- B: That sounds great! Have you got anything in black?
- A: What size are you?
- B: A medium.
- A: How about this leather jacket over there?
- B: Hmm, it looks really nice.
- A: Why don't you try it on?
- B: It's just right. It also matches the trousers which I plan to wear.
- A: <u>It looks really nice on you</u>. With the discount, it's just £30.
- B: OK, I'll take it.
- A: Great. How would you like to pay?
- B: Can you put it on my credit card?
- A: Yes, of course.

Check these words

winter sale, try on, discount, credit card









4 Read again and complete the sentences.

1	Bill wants to buy
	All jackets in the winter sales are
3	Bill issize
	The sales person suggests
5	Bill is paying by

Everyday English

Buying/Selling clothes

Replace the underlined sentences in the dialogue with sentences from the Functions box.

Functions			
Salesperson	Customer		
Offering help	Asking for help		
Can I help you with	• I'm looking for (a suit etc)		
anything?	for (a party etc).		
How can I help you?	Could you help me pick		
 Is there anything I can 	out?		
do for you?			
Asking questions	Responding to questions		
What size are you?	I'm a (small/medium/large/		
 What colour do you 	s <i>ize</i>).		
want it in?	Do you have it in (black		
What/How about?	etc)?		
Encouraging	Purchasing		
 It looks really 	OK, I'll take it.		
I			
nice/great on you.	Can I pay by cheque/in cash?		
nice/great on you. It really suits you.	Can I pay by cheque/in cash?Can you put it on my credit		





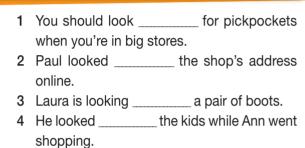


Make sentences about you using relative pronouns or adverbs.

The shop where I buy my shoes closed down.

Phrasal verbs: LOOK

- 9 Read the box below, then fill in the sentences with the correct particle.
- look after = to take care of look for = to search • look into = to examine • look out = to be careful • look up = to search for information (in a book etc)



Grammar

5 footwear

Relatives

see pp. GR2-GR3

accessories

Read the theory. Find an example in the dialogue in Ex. 3.

We use the relative pronouns who(m), which, whose and that and the relative adverbs where, when, why to introduce relative clauses.

The woman who/that is wearing the red dress is my aunt. (defining) The shop, which Jane loves, has the cheapest shoes in town. (non-defining)

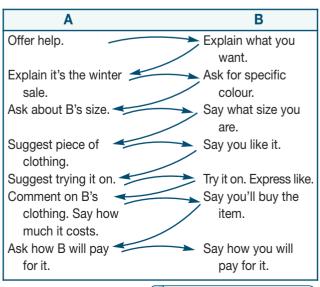
- Fill in with a relative pronoun or adverb. Add commas where necessary.
 - 1 Anna, who is a model, has appeared in many fashion magazines. 2 I liked the skirt _____you wore yesterday.

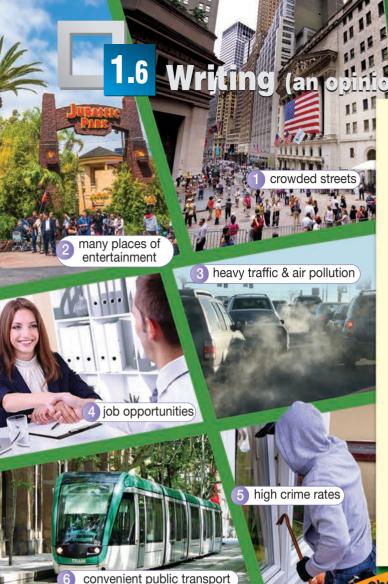
 - 3 Tina and Rachael _____ _ parents own a clothes shop are always fashionably dressed.
 - 4 This is the shop _____ he bought his suit.
 - 5 There are many reasons _____people shop online.
 - 6 Mary is the one _____works at the mall.
 - 7 Linda _____ is only 16 years old is already a famous fashion blogger.
 - 8 Monday is the day _____ the sales start.

Speaking & Writing

10 Roleplay: It's the winter sale. You are a customer, your partner is a shop assistant. Write and/or act out a dialogue similar to the one in Ex. 3. Use language from the Functions box in Ex. 5 and the items in the pictures. Follow the diagram.









It's a City Life for Me

by Mary Spencer

"When a man is tired of London, he is tired of life," Samuel Johnson said. People sometimes describe cities as cold and unfriendly places, but in my opinion, they offer far more advantages than the countryside.

To begin with, there are many places of entertainment to spend your free time. For example, you can visit art galleries and museums as well as amusement parks and cinemas. This means that you can never get bored in a city.

In addition, there are lots of job opportunities in cities. For instance, you can find a job in a wide range of industries. As a result, you can have a successful career in a city and earn a good living.

On the other hand, some people say that living in cities is unhealthy. In particular, they claim that people in cities have to deal with high crime rates and air pollution. This means that they often suffer from stress.

All in all, I strongly believe that living in a city is a much better option. Cities are places where people can work hard and enjoy themselves in their free time. And isn't that what we are all looking for?

heck these words

n essav)

advantage, for instance, a wide range of, industry, earn a good living, option

Vocabulary

City life - Country life

- 1 1.16 Listen and repeat.
- Think Where would you prefer to live: in a city or in the countryside? Why? Use the phrases in the pictures to tell your partner.

I'd prefer to live in a city because there are many places of entertainment. Also, there are better job opportunities than in the countryside.

Rubric analysis

3 Read the rubric. Use the underlined words to answer the questions.

You've had a class discussion about <u>living in the city</u>. <u>Your English teacher</u> has asked you to write <u>an essay giving your opinion on the topic</u> (120-180 words). Think about:

■ entertainment ■ job opportunities.

- 1 What are you going to write?
- 2 Who is it for?
- 3 What should you write about? What points do you have to include?
- 4 How many words should you write?

Model analysis

Linking words/phrases see p. GR3

4 Replace the underlined words/phrases in the model with phrases from the box.

Linking words/phrases

List points: In the first place, Firstly, To begin with, Secondly, Also, Furthermore, Moreover Introduce examples/reasons: For example, For instance, In particular, For this reason Introduce results: As a result, Therefore, This means, In this way, Consequently Introduce opposing viewpoints: On the other hand, However Concluding: All in all, In conclusion, To sum up

- 5 Complete the gaps in texts A and B.
 - As a result
 Firstly
 For example

A	1), cities are usually easy to get
	around. 2), many cities have convenient
	public transport systems with bus and metro lines.
	3), people can travel around cheaply.



• For instance • Consequently • Secondly

B	4), cities often offer more
	educational facilities. 5), in cities
	you have a bigger choice of schools as well as
	libraries and museums. 6), teens
	can have a better all-round education.

6 (1.17) Read and listen to the text. Copy and complete the table with ideas from the text.

Writer's opinion: city life is better than country life		
Viewpoint 1 many places of entertainment	Examples/Reasons	Results
Viewpoint 2	Examples/Reasons	Results
Opposing viewpoint	Examples/Reasons	Results

Use the ideas in the table and linking words from Ex. 4 to summarise Mary's viewpoints.

1.6

Listening & Speaking

a) (1.18) You will hear three people talking. For questions 1-3 choose from the list (A-D) what each person says about life in the countryside. There is one extra letter which you do not need to use.

A Fewer people break the law here.

B You can comfortably enjoy the outdoors.

C Living here isn't good for your social life.

Speaker 1
Speaker 2

D There aren't many services and facilities.

Speaker 3

b) Copy the table in Ex. 6 and complete the first column with the points in Ex. 8a.

1.18 Listen again and complete with the examples/reasons and results each mentions.

Use the points in the table in Ex. 8b and linking words from Ex. 4 to tell your partner why it is good to live in the countryside.

In the first place, living in the countryside \dots . For example, \dots . As a result, \dots .

Writing

a) Read the rubric and underline the key words. What do you have to write? Who is it for? What exactly should you write?

You've had a class discussion about living in the countryside. Now your teacher has asked you to write an essay giving your opinion on the topic (120-180 words). Think about:

healthy lifestyle people.

b) Use the ideas in Exs 8 and 9 to write your essay. Follow the plan.

Plan

Introduction

(Para 1) present the topic & give your opinion Main Body

(Para 2) first viewpoint, examples/reasons & results

(Para 3) second viewpoint, examples/reasons & results

(Para 4) opposing viewpoint, examples/reasons & results

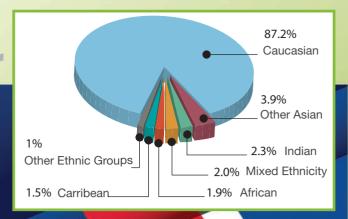
Conclusion

(Para 5) restate your opinion

1 Culture Corner

Multi-cultural Britain

Reggae on your radio, dragons dancing in the street and a spicy curry for dinner – this is what it's like living in Britain today! The country is a cultural 'melting pot' with dozens of ethnic communities!





1 Indian

Today, there are around 1.4 million people of Indian origin in Britain, making them the country's largest ethnic group. And like many other ethnic groups, they brought their cuisine with them to the UK! You can find Indian restaurants everywhere and their spicy dishes, like chicken curry, are now part of British cuisine. In February, people celebrate the Indian festival Diwali all over the country.

2 Caribbean



The first West Indians came to the UK in the 1940s and now the country's Caribbean population is around 600,000. The best place to experience Caribbean culture is at London's Notting Hill Carnival. This is a Caribbean festival with lots of music, brightly decorated floats and colourful costumes. It's also a good time to try Caribbean food like jerk chicken and salted cod.

3 Chinese

Fancy a Chinese? Well, you don't have to search long for some Chinese food in the UK. There are about 433,000 people of Chinese origin living in the country and nearly every town has a Chinese takeaway that serves fried rice and sweet and sour chicken. Also, some big cities have a 'Chinatown' – an area full of shops with Chinese clothes and ornaments. Chinatown in London is the place to be for the Chinese New Year!



check these words
multi-cultural, reggae, spicy,
curry, melting pot, dozen of,
ethnic community, origin,
cuisine, population, float,
jerk chicken, cod, ornament

Reading & Listening

Look at the pie chart. What does it tell you about ethnic groups in the UK?

87.2% of people in the UK are Caucasian. etc.

The pictures in the text show festivals. What do they celebrate?

1.19 Listen and read to find out.

Read the text again and complete the sentences.

1 A lot of Indian dishes are very _____

2 Chinatown in London is famous for ______.3 Caribbean people first came to Britain in _____.

4 At the Notting Hill Carnival people wear _____.

Speaking & Writing

4 Copy and complete the table with information from the text. Use the completed table to give your partner or the class a summary of the text.

Ethnic groups	Population	Food	Events/Festivals
Indian	1.4 million		
Caribbean			
Chinese			

Which ethnic groups make up the people living in your country? In groups, collect information and make notes using the following headings: ethnic groups population food events & festivals.

Write a short article (100-120 words).

Vocabulary

1	Fill in: take, charge, harm, erupt,
	opportunities, heavy, transport, remote,
	wonder, pay.

1	There are more jol	bin big cities.
2	Always	_attention to what he says.
3	Tara uses public _	to go to work.
4	Lenny was late du	ie totraffic.
5	Don't let small arg	umentsyour
	friendships.	
6	They	a fee to explore the island.
7	They live on a(n) _	island.
8	I why	so many teenagers don't
	get enough sleep.	
9	The volcano can _	at any time.
0	Jane loves to	risks.
		$10 \times 1 = 10 \text{ points}$

2 Choose the correct word.

- 1 Some teens find it hard to let/store/rely/put down electrical devices at night.
- 2 Nurses take care/attention/help/time of patients.
- 3 Greg enjoys/results/does/makes a good living.
- 4 A lot of teens don't store/collect/fall/take asleep until after midnight.
- 5 The locals lead/perform/do/offer simple lives. $5 \times 1 = 5 \text{ points}$

3 Choose the correct word.

- 1 Bud turns the lava into/out different shapes.
- 2 She has to look after/on her sisters.
- 3 Kate is looking at/for a part-time job.
- 4 Some experts link sleep with/at learning.
- 5 He worries for/about his exam results.

 $5 \times 1 = 5 \text{ points}$

Form the correct word derived from the words in bold.

1	Liam is av	vaiter who often
	forgets his customers' order	s. CARE
2	The captain was very	
	and welcomed us onboard t	he ship. FRIEND
3	Brian told us about the	
	events on the island. DRAM	A
4	The shop assistants are all ve	y
	to the customers. HELP	
5	New Year's Day is a	holiday.
	NATION	$5 \times 1 = 5$ points

Grammar

5 Put the verbs in brackets into the present simple or the present continuous.

1	A:	why(you/look) at him?
	B:	He(look) so much like Mark.
2	A:	I(think) you need some rest.
	B:	Yes, I (think) o
		going to bed early this evening.
3	A:	(you/go) anywhere tonight?
	B:	Yes, every Wednesday evening I
		(visit) my grandparents.
4	A:	What time
		(the train/arrive)?
	B:	At 4:25, but today it (run
		late.

- 6 Choose the correct word.
 - 1 The Tagbanua live more simply than/from people in modern society.
 - 2 Kate is the more/most sociable of all her siblings.
 - 3 Ann goes to bed earliest/earlier than Bob.
 - 4 Henry is the person who/which works as a stuntman.
 - 5 This is the shop which/where he works.

 $5 \times 2 = 10 \text{ points}$

Everyday English

- 7 Choose the best response.
 - **1** A: What do you think I should do?
 - B: a That's another thing you could do.
 - **b** Why don't you join a club?
 - 2 A: Can I help you with anything?
 - B: a I'm looking for a suit.
 - b That sounds great!
 - 3 A: It really suits you.
 - B: a What do you recommend?
 - b OK, I'll take it.
 - 4 A: What size are you?
 - B: a Do you have it in black?
 - **b** I'm a medium.
 - 5 A: Could you help me pick something out?
 - B: a It looks really nice.
 - b Yes, of course.

 $5 \times 1 = 5$ points



Reading

Read the text and mark the statements *T* (True) or *F* (False).



Teen Fashion in the UK

In the fashion world, British teens are famous for their 'I just threw this on' look. This means that it looks like you dressed quickly without thinking much about your clothes. Usually, though, the opposite is true! Most British teens spend a lot of time coming up with their individual look! British teen style is about being brave and having fun. So, British teens often mix colours, patterns and materials. For example, a British teen girl might wear a leather jacket, a denim skirt and floral pattern wellington boots! And because of the cold rainy weather, they often wear scarves and woolly hats. But where do British teens buy their clothes? Well, for Londoners, the first stop is Oxford Street. Here, you can visit chain stores such as River Island, Primark and Topshop. And the prices aren't so bad. During the sales in January and June, you can get up to 70% off! For reasonable prices all year round, though, a lot of teens prefer to browse through London's street markets. The stalls at Brick Lane Market on Saturdays are packed

with teens looking for new and second-hand clothes.

- 1 Most British teens don't care about what they wear.
- 2 British teens prefer to take chances with fashion.
- 3 British teens rarely wear accessories.
- 4 You can sometimes find bargains in Oxford Street.
- 5 Brick Lane Market is very busy on Saturday.

 $5 \times 3 = 15 \text{ points}$

Listening

9 1.20 You will hear three people talking. For questions 1-3, choose from the list (A-D) what each person says about living in a large family. There is one extra letter which you do not need to use.

- A You learn how to be a giving person.
- B You get help from your siblings.
- C You don't get special treatment from your parents.
- D You can always find someone to do things with.

Speaker 1 Speaker 2 Speaker 3

 $3 \times 5 = 15 \text{ points}$

Writing

Your teacher has asked you to write an essay about whether it is a good or bad thing to live in a large family (120-180 words).

Think about: ■ support from siblings ■ attention from parents.

22 points TOTAL: 100 points

Competences

GOOD 🗸

VERY GOOD 🗸 🗸

EXCELLENT ///

Now I can ...

Lexical Competence talk about:

- jobs & qualities
- teen problems
- sections, clothes & accessories
- city life & country life describe:
- · people's daily routine
- people's personalities

Reading Competence

- identify T/F statements (detailed understanding & main ideas)
- answer questions
- do a multiple choice task (specific information & detailed meaning)
- match headings to paragraphs (identify main idea of a paragraph)
- complete sentences (check understanding)

Listening Competence

- take notes (specific information)
- multiple matching (attitude, opinion, main idea)

Speaking Competence

- give a summary of a text
- ask for/give advice
- · compare people
- buy/sell clothes
- discuss why it is good to live in the city/countryside

Presentation Skills

- present the *Tagbanua tribe*Writing Competence
- write an email: describing a trip; giving advice
- write an opinion essay about living in the countryside
- write a text about ethnic groups in my country

Unique experiences

in Nepal

What's in this module?

Vocabulary

- geographical features
- the tundra
- · unusual natural phenomena
- outdoor activities
- · feelings

Grammar

- · past simple vs past continuous
- past simple present perfect present perfect continuous
- past simple/used to/would
- phrasal verbs: take
- · forming adverbs from adjectives

• a legend; articles; a dialogue; a blog entry; an email; a story

conversations

Speaking

- discuss past habits
 express feelings
- narrate an event pronunciation: /ea/, /ee/

Presentation Skills

• present a legend • present natural phenomena • present the Great Barrier Reef

Writing

· write a story

CLIL (Geography): The Great Barrier Reef



Caring for nature

Geographical features

Complete the gaps. Use: mountain range, canyon, falls, lake, cliffs, rainforest.

1.21 Listen and repeat.

John has been to some of the places in the pictures. When did he go there? Who with?

> 1.22 Listen and choose the correct answer.

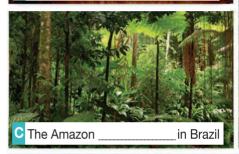
PLACE	WHEN	WHO WITH
A Yes	2012/2013	family/friends
B No		
C Yes	2013/2014	family/schoolmates
D No		
E Yes	2013/2014	aunt/uncle
F Yes	2013/2014	family/schoolmates

Find the page numbers for:

- a myth
 an email
 a blog
- emoticons a ray



The Himalayan





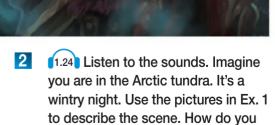




- 3 Use the table in Ex. 2 to discuss, as in the example. Use these adjectives: fantastic, amazing, incredible, thrilling, unbelievable, stunning.
- A: Has John been to/visited ...?
- B: Yes, he has.
- A: When did he go?
- B: In 2012.

- A: Who did he go with?
- B: His family.
- A: What was it like?
- B: It was fantastic.





The tundra is covered in ice and snow. Stars Sparkling Suddenly, in the distance, a violent Lightning I feel

feel?





izards The Battle of the

It's night time in the land of the Sami. The stars shine brightly on the Arctic tundra, which is covered in ice and snow. Sparkling coloured lights are dancing across the night sky. This is the Aurora Borealis, or Northern Lights. "Look, the wizards are at war!" say the Sami children, looking at the lights as they remember a story from long ago.

One wintry night, the wizard Nischergurgje was wandering over the tundra looking for a place to rest and cook. While he was preparing his meal, he heard a strange sound above him. He looked up and saw a horrible face grinning back at him through the branches of a tree. It was Schlipme - the evil wizard in the service of the wicked Moon Daughter. The Moon Daughter ruled the underworld and she wanted Schlipme to kill Nischergurgje. Quickly, Nischergurgje used his powers, and Schlipme fell to the ground.

"Were you trying to kill me, Schlipme?" asked Nischergurgje. "Me? The greatest wizard in these lands?"

"You are no longer the greatest," said Schlipme. "This morning, the Moon Daughter gave me the power of the Moon Spirits. I came to challenge you to a fight to the death!"

"I accept your challenge," Nischergurgje replied. "But you

Reading

- Read the title and the introduction. What is the story behind the Northern Lights?
 - 1.25 Listen and read to find out.
- Read the text and for questions 1-3 choose the best answer A, B or C.
 - 1 What does the text say about Schlipme?
 - A He worked for the Moon Daughter.
 - B He was in charge of the underworld.
 - C He was an old friend of Nischergurgie.
 - 2 What did the good wizard think of Schlipme?
 - A that Schlipme was afraid to accept his challenge
 - B that Schlipme was the greatest wizard in the land
 - C that Schlipme wasn't as strong as he was
 - 3 Why did Schlipme turn into a bird?
 - A He planned to get help from other birds.
 - B He wanted to escape from Nischergurgie.
 - C He was trying to trick Nischergurgie.









won't succeed in beating me."

Schlipme stood up and, using his powers, he grew taller than all the trees in the land. Nischergurgje also grew, until his shoulders were in the dark clouds. His chin pushed the moon aside and his eyes were level with the sun. Next, the two wizards changed into violent storms and began a fierce battle, with lightning and deafening thunder all around.

After a while, the wizards turned into snakes, wrapped their bodies around each other and started fighting again. Schlipme then had an idea to beat the good wizard. He pretended he was injured and as Nischergurgje was about to kill him, he changed into a bird and flew away. Then he could fly back and strike the good wizard easily. But while Schlipme was circling the sky, the good wizard was preparing his own attack. He turned himself into an eagle and chased after the evil wizard. He sank his claws into the wicked wizard's back and threw him to the ground. Schlipme's wounds were so bad that he couldn't fight anymore, so he gave up and returned to the dark underworld.

According to legend, this is why the Northern Lights shine: the wizards are fighting again.

Check these words

wintry, wander, grin, evil, in the service of, wicked, rule, the underworld, power, challenge, fight, chin, push aside, level with, fierce, battle, deafening, turn into, wrap, beat, pretend, fly away, strike, circle, attack, eagle, chase, sink, claws, wound, give up

5 Complete the gaps. Use: sank, grinning, gave, challenged, wandering, used, ruled.

Nischergurgje was 1)	over the tundra.
Suddenly, he saw Schlipme's f	ace 2) at
him. He was the evil wizard of	the wicked Moon Daughter
who 3) the	underworld. Schlipme
4) the good wi	zard to a fight to the death.
The wizards 5)	_ their powers during the
battle. The good wizard	became an eagle and
6) his claws in	nto the evil wizard's back.
Schlipme 7)	up and returned to the
underworld.	

Grammar

see pp. GR3-GR4

Past simple vs Past continuous

- Look at the underlined phrases in the text.

 What tense form is each? Match them to their meanings: an action which was in progress at a certain time in the past past actions that happened immediately one after the other two or more simultaneous actions in the past an action which was in progress when another past action interrupted it.
- Put the verbs in brackets into the past simple or the past continuous. Give reasons.

Dark clouds 1)	(gather) in the sky and
a strong wind 2)	(blow) when Lisa
opened the front door of her hou	se. She 3)
(grab) her umbrella and 4)	(walk) out
the door. As she 5)	(wait) at the bus
stop, she 6)	(hear) thunder rumbling
in the sky. Five minutes later, a he	avy shower 7)
(begin). Lisa 8)	(be) very unhappy.
She 9)	_(hate) rainy weather. Suddenly
a car 10)	(go) through a puddle and
11)(splash) water all over her.

Speaking & Writing

- 8 Think Continue Lisa's experience. Tell the class.
- 9 Use: yesterday, the day before yesterday, all morning yesterday, all day yesterday, last week, a month ago, while and the past simple or past continuous to make sentences about you and your friend. Tell your partner.

I was going to the mall yesterday when it started raining.

PRESENTATION SKILLS

Watch the video, then read the text in Ex. 4. Your teacher has asked you to present a traditional story about natural phenomena to the class. Present the story of *The Battle of the Wizards* to your classmates.







Benny's Backpacking Blog ☑ 🗖

Hello everyone! I've been backpacking around Iceland for three weeks now and I've just arrived in Reykjavik, so I finally have some Internet access! I want to tell you all about something I saw last night. I was sitting outside my chalet when I **noticed** strange red and green lights in the sky. It was the Aurora Borealis - the Northern Lights! It happens when particles from the Sun mix with gases in the Earth's atmosphere. It's an amazing phenomenon like nature's own fireworks display! And I managed to capture a video of it on my phone! (05/02 12:30)

Post a comment

Reading Which of these phenomena (1-3):

appears before an a earthquake? appears at night close to waterfalls? looks like nature's own С

1.26 Listen and read to find out.

fireworks display?

Check these words

go backpacking, access, chalet, notice, particles, gas, atmosphere, capture, nature reserve, memory card, hear of, full moon, remind of, take different shapes, mistake for, predict

Hi Benny! That sounds awesome! Right now, I'm in Zambia on a safari holiday with my family. For the past few days, I've been filming the exotic wildlife in a nature reserve here – the memory card on my camera is nearly full! And yesterday we visited Victoria Falls. There, I also <u>saw</u> a strange phenomenon in the night sky. Have you heard of moonbows? They're like rainbows, but they happen at night during a full moon, especially near waterfalls. I didn't take any photos but I've found lots of images online. Larry_187

These phenomena **remind** me of earthquake lights. I've never seen them myself, but I've been trying to learn about them recently on the Net. They are balls of light that appear in the sky before and during earthquakes. The lights can take many different **shapes** and colours. Some people <u>have mistaken</u> them for UFOs! Scientists have been studying them for years because they could help us to **predict** earthquakes.

Pete12

Posted 07/02 16:07

Posted 06/02 15:34



Which text (A, B or C) best answers the questions (1-5)? Which person:

hasn't witnessed the phenomenon they're writing about? is taking moving pictures of animals? recorded a video of a phenomenon? isn't on holiday at the moment? has read about a phenomenon?

2

3 4 5

- 4 Answer the questions. Then, explain the highlighted words.
 - 1 What causes the Aurora Borealis?
 - 2 When do moonbows usually occur?
 - 3 What colour are the earthquake lights?
- Think Imagine you experienced one of these phenomena. Write: what you saw when the phenomenon happens what it is like how you felt. Tell the class.

Collocations

a) Complete the collocations. Use: wildlife, capture, moon, fireworks, Northern, images, nature, atmosphere, sounds, night, Internet.

1		_access	7	exotic	
2		Lights	8		reserve
3	Earth's		9		sky
4		_ display	10	full	
5		_a video	11		online
6	that				
	awesome				

b) Use the completed collocations to write or say sentences based on the text.

The Aurora Borealis is also known as the Northern Lights.

Grammar

see pp. GR4-GR5

Past simple – Present perfect – Present perfect continuous

Identify the underlined verb forms in the texts.

Which verb form: describes an action which has recently finished? describes an action/experience that happened at an unstated time in the past? puts emphasis on the duration of an action that started in the past and continues up to the present? describes an action/experience that happened at a certain time in the past? describes an action that happened at an implied time in the past?

8	Put the verbs in brackets into the present
	simple, present continuous, past simple,
	present perfect or the present perfect
	continuous.

1	A:	(Lisa/come) with
		us to see the Northern Lights tomorrow?
	B:	As far as I know, she
		(not/decide) yet.
2	A:	How long
		(you/study) earthquake lights?
	B:	For about a year - but we still don't really
		know what(cause) them.
3	A:	(you/think) we might
		see a rainbow today?
	B:	Well, it (rain)
		all morning, so there's a good chance.
4	A:	(you/
		still/pack) for our trip to the waterfall?
	B:	No, I(just/finish).
5	A:	Mike (not/send)
		me pictures of his trip to Iceland yet.
	B:	Really? He(take)
		some amazing ones of the Northern
		Lights while he was there.

Pronunciation ea, ee

9 1.27 Listen and repeat.

/iə/ • appear • near • deer • cheer /iː/ • reach • leave • jeep • speed

/3:/ • earthquake • learn

Speaking & Writing

PRESENTATION SKILLS

Watch the VIDEO . Read the text in Ex. 2 and make notes about the Aurora Borealis under the headings: what it looks like when it happens/what causes it where it occurs. Imagine you are a science teacher. Give a presentation to your class about the Aurora Borealis.

Work in groups. Collect information about tornadoes. Post your comment to Benny's blog (120-160 words).

Write about: ■ what they look like ■ when they happen/what causes them ■ where they occur.



can you explore such different landscapes all in a single day?

Listening

trek through the rainforest

- a) Ted Phillips has gone to a biological reserve. Which of the activities in Ex. 1 has he done?

 1.29 Listen and make notes.
 - b) In pairs discuss, as in the example.
- A: Has Ted climbed a snowy mountaintop yet?
- B: No, he hasn't. Has he ...? etc.

Reading

- Read the text and for questions 1-4 choose the correct answer (A, B, C or D).
 - 1 What is the writer doing in the text?
 - A describing some biological reserves
 - B giving an account of his adventures
 - C encouraging people to visit a place
 - D criticising a travel destination

2 Ted says that the land in and around the reserve

4 see deer (the padú)

- A offers a variety of things to do.
- B is difficult to travel through.
- C has different weather conditions.
- D should become an adventure park.
- 3 What activity did Ted enjoy the most?
 - A birdwatching on horseback
 - B skiing in the mountains
 - C fishing the El Toro River
 - D zip lining in the rainforest
- 4 How did Ted feel about the reserve's facilities?
 - A He was surprised there were so many.
 - B He was pleased they had the basics.
 - **C** He was disappointed there were so few.
 - **D** He was annoyed that they were hard to reach.



highlight, accommodation, peacefully, facilities, include, spa, wooden bridge, all in all, unique, after all 4 Match the words in bold to their synonyms:

snowy mountaintop, glacier, volcano, explore,

- most memorable part, calmly, special, all things considered, stunning, containing, very large, mass of ice, housing.
- 5 Think First write, then tell the class four reasons why someone should visit the reserve.

Grammar

see p. GR5

Past simple vs Present perfect

6 Identify the underlined verb forms in the text. Which expresses an action that: ■ happened at an unstated time in the past?

happened at a stated time in the past?
started in the past and continues up to the present? - is a personal experience?



7	Put the verbs in brackets into the <i>present</i> perfect or the past simple. Give reasons.		•
	1	A:	(you/be) to London?
		B:	No, never, but I(go)

		to Plymouth last summer.	
2	A:	l	(not/hear)
		from John for ages.	

B:	He	(leave) for	York yesterda	ıy.
A:	How long		(y	ou/

/ t. 110 W IC	Jing(your
live) in	the USA?
D: \//o	(maya) hara aiy yaara aga

О.	vve(move) nere	six years aq	JO.
A:		(you/tell)	the

	children that we're leaving in an hour?
B:	Yes, I did. Look – they

		(already/pack)	their suitcases.
5	A:		(you/visit) Spain
		last summer?	

B:	Yes.	We	 (buy)	а	house	there.

Use the time adverbs in the box to make sentences about you and your friends.

Time adverbs with the:

Past simple: ago, last summer, three months ago Present perfect: never, ever, just, already, yet, so far, for, since

I've never been to Chile, but I went to ... last summer.

Speaking & Writing

a) Complete the collocations. Use: local, bird, zip, snowy, tree, holiday, biological, gift, adventure, wide.

1	reserve	6	go watching
2	wildlife	7	golining
3	park	8	stay in a
4			house
	mountaintops	9	shop
5	variety	10	destination

b) Use the completed phrases to describe Ted's experience. Tell your partner or the class.

Ted has been to a biological reserve in Chile.

ICT Find a nature reserve in your country. Imagine you visited it. Write a short article about your visit there (100-150 words). Write:

■ what you did ■ what you saw ■ how you felt.

2.4 Living underwater







Vocabulary

Ocean exploration

1.30 Listen and repeat.

Reading

Who is Fabien Cousteau? How are Jacques-Yves Cousteau, Calypso and Aquarius related to him?

1.31 Listen and read to find out.

- Read again and answer questions 1-3. Then decide if sentences 4-5 are *T* (True) or *F* (False). Explain the words in bold.
 - 1 Where did Fabien spend a lot of time when he was young?
 - 2 How deep did Fabien and his team dive on their 2014 mission?
 - 3 What has their mission achieved?
 - 4 While he was underwater, Fabien lost his appetite. T/F
 - 5 The team came up earlier than planned. T/F

MISSION 31

Exploring the ocean is the Cousteau family business. Both Fabien's father and his grandfather, Jacques-Yves Cousteau, were oceanographers. Fabien took after them. He too had a keen interest in the sea. As a boy, he used to spend a lot of time on his grandfather's research boat *Calypso*. He also took up scuba diving and soon **developed** a love for sharks.

In 1963, Fabien's grandfather, Jacques, spent 30 days in a row in an underwater **vessel**. So, more than 50 years later, Fabien decided to try to beat that record! On 1st June 2014, Fabien along with two scientists and three filmmakers **dived down** 20 metres to the ocean floor off the south coast of Florida. There, they entered *Aquarius*, the only **undersea laboratory** in the world – and their home for the next 31 days!

Living underwater **allowed** them to scuba dive for nine hours a day, so they collected lots of data about the ocean life around them. This helped them study the effects of climate change on coral reefs. They also studied what happens when people live underwater. Fabien noticed that he couldn't whistle and had lost his sense of taste.

The team also communicated with the world above. The lab had Internet access so the team would have educational Skype **sessions** with schools, aquariums and museums about marine wildlife. Fabien also tweeted about the sea creatures that swam past his bedroom window – including eels, octopuses and starfish.

On 2nd July Fabien and his team came up to the surface, **beating** his grandfather's **record** by one day. The mission **raised money** to keep *Aquarius* working and raised awareness about the need to protect the oceans. The team also had a **unique** experience in their underwater home. As one team member said, "In aquariums, people watch the fish. Well, there the fish were watching us!"

4 Think Why is the mission significant? Write and/or tell the class.

Grammar

Past simple/used to/would see

see p. GR5

Read the examples. When do we use *used to*? When can we use *would* instead of *used to*? Find examples in the text.

He used to live/lived in Paris as a child. (NOT: he would live) (past states)
He used to go/would go/went scuba diving when he was a kid. (was
in the habit of – past habits)

He went to France in 1998. (NOT: He used to/would go) (past actions at a stated time)

NOTE: be/get used to + -ing form/noun/pronoun = be/get accustomed to He got used to swimming with the sharks. He is used to working hard. He is used to hard work.



6 Choose the correct item. Give reasons.

wildlife, tweet, sea creatures, eel, octopus, starfish,

surface, raise money, raise awareness

- 1 He is used to/used to staying up late.
- 2 They moved/would move abroad last May.
- 3 Every morning he was used to/would swim in the sea.
- 4 He **used/would** spend a lot of time with his grandparents as a kid.
- 5 Did he **use/used** to go skiing when he was younger?
- What did you use to do during summer as a child? What would you do every morning?

I used to spend my holidays by the sea. I would get up early and go for long walks.

Phrasal verbs: TAKE

8 Read the box, then choose the correct particle.

• take off = 1) (clothes) to remove
2) (planes) to leave the ground • take to = to like

- take after = to be like sb take up = to start (a hobby)
 - 1 Did the kids take up/to the new teacher?
 - 2 Jane takes to/after her mum.
 - 3 The plane took up/off despite the storm.
 - 4 It was warm so Paul took off/up his coat.

Key word transformations

Complete the sentences using the words in bold. You can use up to five words.

1	I've been here for two years.		
	moved	It's two years	here.
2	It's been a	long time since we tr	avelled abroad.
	for	We	
			_ a long time.
3	I went on	beach holidays whe	n I was young.
	used	Ι	beach
		holidays when I was	s young.
4	We've nev	ver travelled on an ae	roplane before.
	time	It's the first	
		on an aeroplane.	

Everyday English

Talking about past habits/states

1.32 Listen, read the dialogue and replace the underlined phrases with phrases from the Functions box.

- A: Where did you use to live before you moved to the city?
- B: I used to live in a small village in the countryside. Every day, I would go for a walk in the woods near our house.
- A: You were so lucky. What else did you use to do there?
- B: <u>I used to go on picnics and sometimes I would</u> go swimming in the river.
- A: I bet you had a lot of fun.

Functions

Asking questions about habits/states in the past

• Where did you use to ...? • What did you use to do?

Replying

I used to/would (go for a bike ride/go to the cinema/ go for a swim/go bowling/visit museums/work out at the gym/go jogging in the forest/go for a run in the park/ have barbecues etc.)

Making comments

- Sounds like you enjoyed it. It must have been great.
- That sounds like fun.
- Roleplay: Work in pairs. You used to live in the city but now you live in the countryside. Use ideas from the Functions box to act out your dialogue.

2.5 Once in a lifetime



Expressing feelings

Use the adjectives in Ex. 1 and the language in the Functions box to act out dialogues, as in the examples.

	Functions			
Comr	nenting	Asking		
 You (don't) look very (happy/sad/upset). You look a bit (fed up/bored). You look shocked/surprised. It's clear you're depressed. Wow, you look excited/scared! 		 What's the matter? What's the problem? What's up? Are you all right? What's wrong? 		
Replying positively	Sympathisi	ng/Encouraging		
Good for you!That's just great!Well done!	· ·	` ", "		

- A: Wow! You look excited!
- B: I am. I've just won a trip to Australia!
- A: Good for you!
- A: What was wrong with Jim? He looked sad when I saw him yesterday.
- B: He had missed his flight to Brazil.
- A: That's too bad.

Reading

- The following words/phrases appear in Alan's email. What is it about?
 - safari Tanzania tour guide park
 - wildlife group of lions jeep didn't start
 - terrified sped away close call

1.34 Listen and read to find out.

Check these words

Subject: Safari in Tanzania

the time of my life, entrance, scary, drive away, fill up, faulty engine, speed away, close call

From: Alan
To: Jane

Hi Jane. I've just returned from Tanzania! I had the time of my life there! The highlight was a safari we went on in Arusha National Park.

My dad had organised it before we arrived at the park, so our tour guide was waiting for us at the entrance. He drove us through the park in a jeep and we were all

excited to see the amazing wildlife around us.

At the end of the tour, though, we had a very scary experience! We <u>had been watching</u> a group of lions when our guide decided that it wasn't safe. But when he tried to drive away, the jeep didn't start! He <u>had filled</u> it up with petrol before we left, so it probably had a faulty engine. We were all terrified as the lions started running towards us! Seconds later, the engine





4	Rea	d the text and complete the sentences.
		Nan was in What he liked most was his visit
	3 T	hey went there in
	4 T	he guide felt worried when he saw
	5 T	he jeep's engine didn't
		hey felt scared when the lions
	7 F	inally the engine started and they
5	,	chink What is the author's purpose in the text: to ertain? to narrate? to persuade? Give reasons.
	b) T	hink Change the ending in Alan's email.
	Pre	positions
6	Con	nplete the gaps. Use: in (x3), on, for, at (x2), from.
		our way home from the station we had an accident
		Ve arrived London late in the evening.
		hey arrived the hotel the next day.
		Paul was waiting us when we got off the train.
		the end of the tour, we all felt exhausted.
		We had a few problems, but the end everyone
		njoyed the holiday.
		Ill the trees in the forest were covered snow.
	8 5	Ben returnedhis holiday in Brazil yesterday.
		see p. GR6
	Pas	st perfect vs Past perfect continuous
7	Whi	k at the underlined verb forms in the text in Ex. 3. ch verb form do we use: for an action that happened are another past action? to put emphasis on the
		tion of an action that started and finished in the past
	befo	re another past action?
8		the verbs in brackets into the past perfect, past simple ne past perfect continuous.
	1 A	x: Why(you/go) on a safari holiday?
		B: Well, we(not/plan) to go on one
		but there was a good deal at the travel agency.
	2 A	x: I bet you(feel) relieved when the
		train arrived in Moscow.
	Е	3: Yes, we(travel) for a whole
		month at that stage, so we were exhausted.
	3 A	x: Why(you/miss) your flight to Tanzania?
	Е	3: When I (arrive) at the airport,
		realised I(leave) my passport at home

(Meg/look) so happy yesterday? B: I guess because she	4	A: Why
B: I guess because she		
(win) a trip to Milan earlier that morning. 9 Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous. I)		
Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous. I 1)		•
Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous. I 1)		` ' '
past simple, past continuous, past perfect or past perfect continuous. I 1)	Q	•
I 1)	9	
I 1)		
I 1)		continuous.
I 1)		► VIDEO
but it 2) (not/be) until last Sunday that my dream finally 3) (come) true. That's when I 4) (board) the Trans-Siberian Railway in Moscow for Vladivostok. On Monday, I 5) (make) my first stop where I 6) (spend) the night in Kazan and 7) (visit) the city's beautiful Kremlin fortress. Then, on Tuesday morning I 8) (get) on the next train to continue my journey. Everything 9) (go) well until the train 10) (stop) at a small snow-covered village in the middle of the Russian countryside yesterday afternoon. I 11) (feel) really hungry because I 12) (not/eat) anything all day, so I 13) (decide) to get off the train to grab a bite to eat. While I 14) (look) for a café at the station, I 15) (hear) the train	т 1\	
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(come) true. That's when I 4)		
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village in the middle of the Russian countryside yesterday afternoon. I 11) (feel) really hungry because I 12) (not/eat) anything all day, so I 13) (decide) to get off the train to grab a bite to eat. While I 14) (look) for a café at the station, I 15) (hear) the train	on th	e next train to continue my journey. Everything
village in the middle of the Russian countryside yesterday afternoon. I 11)	9) _	(go) well until the train
yesterday afternoon. I 11) (feel) really hungry because I 12) (not/eat) anything all day, so I 13) (decide) to get off the train to grab a bite to eat. While I 14) (look) for a café at the station, I 15) (hear) the train	-	
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eat) anything all day, so I 13)(decide) to get off the train to grab a bite to eat. While I 14)(look) for a café at the station, I 15)(hear) the train		
(decide) to get off the train to grab a bite to eat. While I 14)(look) for a café at the station, I 15)(hear) the train		
While I 14) (look) for a café at the station, I 15) (hear) the train	-	
station, I 15) (hear) the train	-	
station, 1 15) (near) the train	Whil	(100K) for a cafe at the
	stati	on, 1 15) (near) the train
· · · · · · · · · · · · · · · · · · ·		•
Fortunately, the train 16)(go) quite slowly, so I quickly 17)(jump)		
onto it. I was glad not to be stuck at that cold		
station.	nntn	it I was alad not to be stuck at that cold

Speaking & Writing

Use the key words/phrases in Ex. 3 to give the class a summary of Alan's experience.

Think of an experience you had. Write an email (80-120 words) to your English-speaking friend. In your email: say where you went describe your experience explain how you felt.

Study Skills

Rubric analysis

Always read the rubric and underline the key words. They give us information about what we need to write about (situation), the type of writing we need to write, the person we are writing to (reader), the style we need to write in (formal or informal) and the number of words.

Rubric analysis

1 Read the rubric. Underline the key words and answer the questions.

> Your English teacher has asked you to write a story. Your story must begin with this sentence: Todd and his friends put on their wetsuits, grabbed their surfboards and started walking along the beach. Write your story (100-160 words).

- **1** What are you going to write?
- 2 What will it be about?
- 3 Who is going to read it?
- 4 Who will the story be about?
- 5 How many words should you write?
- 6 What style should you write in: formal or informal?

Model analysis

- 2 (1.35) Read and listen to the story. Put the events in the order they happened. How did Todd feel in the end?
 - The shark bit Todd on his waist.
 - His friends took him to the hospital.
 - C They jumped into the water.
 - Todd got onto his board.
 - Todd hit the shark around its eyes with his fist.
 - A huge shark appeared.
 - G 1 Todd and his friends went to the beach.
 - The shark attacked again a few minutes later.
 - A group of dolphins started swimming around Todd.
 - Todd started kicking the shark with his leg.
 - Todd reached the shore.



Todd and his friends put on their wetsuits, grabbed their surfboards and started walking along the beach. It was a warm summer morning and they were all looking forward to spending the morning surfing. When they reached their favourite spot, they jumped excitedly into the water!

Todd had been surfing for half an hour when, suddenly, a huge shark shot out of the water and bit him on his waist! Todd used his fists to hit the shark around its eyes. The shark left only to attack him again a few minutes later. Its sharp teeth dug into his leg! Todd started kicking the shark with his other leg until it released him. Then, something amazing happened. A group of dolphins started swimming around Todd keeping the shark away.

Todd quickly lifted himself onto his board and a wave carried him towards the sandy shore. His friends immediately got him out of the water and took him to a nearby hospital.

Todd made a full recovery. He was very relieved that he was alive! The dolphins had saved his life.

Check these words

put on, wetsuit, grab, surfboard, look forward to, reach, excitedly, shoot out of, bite, waist, fist, attack, sharp, dig, kick, release, keep away, wave, shore, full recovery, alive, save

Study Skills

Using adjectives/adverbs

Using a variety of adjectives and adverbs in a story makes it more interesting to the reader.

Complete with the adjectives and adverbs the writer used to describe the following.

1	morning	5	teeth
2	spot	6	lifted
3	jumped	7	shore
4	shark	8	recovery

Use these adjectives and adverbs to replace the ones in bold in the text: extremely, excited, huge, tiny, warm.

Everyone felt 1) good when they arrived at the beach. Bob's little sisters started making a 2) very big sandcastle while his parents lay down on sunbeds. Bob went into the water for a swim. The water was 3) nice and he felt 4) very relaxed as he floated on the surface. Then, suddenly, he noticed a group of 5) very small fish swimming under him in the water ...

Word formation

Forming adverbs from adjectives

We usually add **-ly** to an adjective to form an adverb. quick – quickly

- If an adjective ends in -y, we replace the -y with -i and add -ly. happy - happily
- If an adjective ends in -able, -ible or -le, we replace the -e with -y. terrible - terribly
- If an adjective ends in -ic, we add -ally.
 tragic tragically BUT: public publicly

Some adverbs have the same form as the adjective. early, fast, hard, high, late, near, straight, wrong

5 Read the theory. Find examples in the text. Then, form adverbs from the adjectives in brackets.

Everyone was sitting 1) ______ (comfortable) as the ship moved through the water. The stars were shining 2) _____ (bright) as the ship approached the shore. Then, Peter 3) _____ (accidental) turned the steering wheel in the wrong direction. The captain 4) _____ (angry) grabbed the steering wheel from Peter. He took out his compass and 5) _____ (quick) changed the ship's direction.

Setting the scene



We start our story by setting the scene. To do this, we imagine we are looking at a picture. Then, we describe the place (where), the time (when), the weather, the people involved (who), their clothes, their activities (what) and their feelings.

- 6 Read the introduction to the story in Ex. 2 and answer the questions.
 - 1 Where and when did the story take place?
 - 2 What was the weather like?
 - 3 Who were the main characters?
 - 4 What were they wearing?
 - 5 What were they doing?
 - 6 How were they feeling?

Look at the picture. Use the ideas to write a paragraph setting the scene of a story.



- Great Barrier Reef, Australia summer morning
- warm and sunny John go fishing excited

Listening & Speaking

1.36 Look at the picture. Listen to the dialogue and make notes about what happened to John.



9 Use your notes in Ex. 8 to give the class a summary of the story.

Writing

Read the rubric and underline the key words. What do you have to write about?

Your English teacher has asked you to write a story. Your story must begin with this sentence: John got on his boat that warm summer morning and set sail. Write your story (100-160 words).

Use your notes in Ex. 8 to write your story. Follow the plan.

Plan

Introduction

(Para 1) set the scene

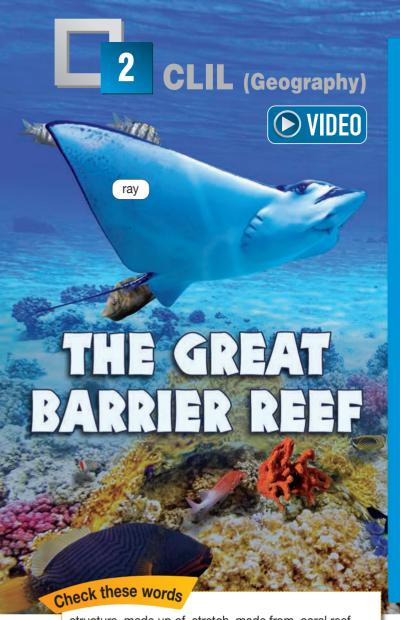
Main Body

(Para 2) events in the order they happened leading to the main event

(Para 3) the main event

Conclusion

(Para 4) what happened in the end & people's feelings



structure, made up of, stretch, made from, coral reef, shelter, marine mammal, coral bleaching, carbon emissions, off limits, over-fishing, experience, generation

Reading & Listening

- Where is the Great Barrier Reef? What problems does it face?
 - 1.37 Listen and read to find out.
- Read the text and mark the sentences as *T* (True) or *F* (False).
 - 1 The Great Barrier Reef is the biggest coral reef system on Earth.
 - 2 Whales are the only marine mammals in the Great Barrier Reef.
 - 3 There was about twice as much coral in the reef in 1985 as there is now.
 - 4 People can only visit 33 per cent of the Great Barrier Reef.
- What do these numbers: 2,900 2,300 20,000 1981 -1,500 134 30 1985 33% refer to?

The Great Barrier Reef is a natural structure like an underwater wall off the east coast of Australia. It is made up of over 2,900 coral reefs stretching for around 2,300 kilometres. Coral reefs are made from billions of dead and living tiny plant-like animals called corals. The coral reefs in the Great Barrier Reef have been growing for around 20,000 years. In fact, the Great Barrier Reef is the world's largest coral reef system – you can even see it from space!

The Great Barrier Reef has been a World Heritage Site since 1981. Its coral reefs provide food and shelter for a huge variety of sea life. It has around 1,500 species of fish, 134 species of sharks and rays, and 30 species of marine mammals like whales and dolphins.

Sadly, though, since 1985, the Great Barrier Reef has lost around half of its coral, mostly because of climate change. The Earth is getting warmer and even small changes in water temperature can cause coral bleaching. This is when coral turns white and dies. Experts say that we need to reduce our carbon emissions now to save the world's coral reefs.

These days, over 33% of the Great Barrier Reef is off limits to visitors. This is to protect it from over-fishing and water pollution. People can still visit the rest of the reef, though, and there are lots of things to do from snorkelling among colourful fish to relaxing on sandy beaches. One thing's for sure – when you experience this amazing wonder of nature, you'll realise how important it is to protect it for future generations.

4 VALUES Read the sentences. Find one more reason in the text.

Coral reefs are important because they ...

- 1 attract tourists
- 2 provide food for people who live near them
- 3 are a natural barrier against storms & hurricanes

Use the ideas to say why coral reefs are important.

Speaking & Writing

PRESENTATION SKILLS

Watch the **● VIDEO** . Read the text and make notes under the headings: ■ *location* ■ *wildlife* ■ *threats*

- action taken. Imagine you are a representative of the Australian government. Give a presentation at a conference about how to protect the Great Barrier Reef.
- Think of a natural feature in your country that is under threat. In groups collect information under the headings in the Presentation Skills box. Use your notes to compare and contrast it to the Great Barrier Reef.

Vocabulary

1	Fi	ll in: <i>released, bea</i>	at, wander, highlight,	faulty
	1	The tribes of the	Sahara	_the
		desert looking fo	r food.	
	2	The evil wizard u	sed magic to try to	
		t	ne good wizard.	
	3	The shark	him and he v	vas
		able to get himse	elf to shore.	

- 4 Our car broke down because of a engine.
- 5 Visiting the Great Barrier Reef was the of our trip to Australia.

 $5 \times 2 = 10 \text{ points}$

Choose the correct word.

- 1 On clear nights, the stars shine/rumble/beat/ deafen brightly in the sky.
- 2 In the UK, it's traditional to watch a particles/ gases/fireworks/northern display on Bonfire Night.
- 3 The Maldives is a popular adventure/local/ colourful/tourist destination.
- 4 Sharks are dangerous creatures with evil/ sharp/wicked/violent teeth.
- 5 After his accident, Mark made a full/wide/ dark/fierce recovery.

 $5 \times 1 = 5$ points

3 Choose the correct item.

- 1 It's easy to mistake Helen of/for her sister.
- 2 Let's explore the area on/at horseback.
- 3 They arrived in/at New York yesterday.
- 4 Why don't you take to/up fishing as a hobby?
- 5 In/At the end all went well.

 $5 \times 1 = 5$ points

Form words derived from the words in bold to complete the sentences.

1	Paul was in the USA RECENT
2	The view from the top is
	SPECTACLE
3	We drove through thelandscape
	SNOW
4	I thought Spain would be like France, but i
	was quite DIFFER
5	I felt very of my brother fo

speaking rudely to the tour guide. SHAME

 $5 \times 1 = 5$ points

Grammar

Put the verbs in brackets into the past simple, past continuous, present perfect, present perfect continuous, past perfect, past perfect continuous.

1	A:		(you/visit) India?
		No, but John	
		last summer.	
2	A:	I'm tired. I	
		(search) for cheap flights	s all afternoon.
	B:	I	(find) some
		good deals online yester	day.
3	A:	l	_(not/try) surfing
		before, but I loved it!	
	B:	You were brilliant! You	looked like you
			(do) it for years!
4	A:	What	(you/do)
		when Jane came home?	•
	B:	I(c	lo) my homework
		while John	(read) a book.
5	A:	So, you managed to tal	ke a picture of a
		moonbow, then.	
	B:	Well, it wasn't easy. I	
		(wait) by that waterfall for	or hours before it
			(appear)!
			5 x 3 - 15 points

Choose the correct word.

- 1 We used/would get up early.
- 2 Did you used/use to have a TV?
- 3 Paul used to/would have a house by the sea.
- 4 Linda didn't use to/used to swim in the river.
- 5 When I was a child, we would live/lived in Rome.

 $5 \times 1 = 5 \text{ points}$

Everyday English

- 7 Choose the correct response.
 - 1 A: I've just booked my holiday to Australia!
 - B: a I'm sure you'll be all right.
 - b Good for you!
 - 2 A: What's the problem?
 - B: a I'm a bit fed up.
 - **b** It's clear you're not in a good mood.
 - 3 A: I bet you had fun in the south of France.
 - B: a Yes, we had a great time.
 - b That's just great!

 $3 \times 2 = 6 \text{ points}$

2 Self-Check

Reading



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

From: anna.b@mail.net
To: kjones@mail.net
Subject: Volcanic lightning!

Hi Katie!

How are you? I've been in Japan for three months now and I'm loving every minute! At the moment, I'm staying on the island of Kyushu. I've just visited the Sakurajima volcano and it was the most amazing experience of my life! Sakurajima has been erupting almost every day since 1955, so I was prepared for something spectacular, but I was still surprised. I saw an incredible eruption and witnessed volcanic lightning! Some people call this a 'dirty thunderstorm'. The phenomenon probably happens when bits of rock, ash and ice hit each other as they erupt from the volcano. This produces the electricity needed to create lightning. It was an amazing sight. I tried to take photos to show you, but even though I had my new camera, I wasn't fast enough to capture the lightning. Luckily, Sarah, one of the other people on my tour, shot a video. Check it out on my blog. See you soon,

Anna

- 1 Anna was surprised because
 - A she hadn't expected the volcano to erupt.
 - B she saw an unusual phenomenon.
 - C the eruption was so spectacular.
- 2 The causes of a dirty thunderstorm are
 - A unknown.
- B not certain.
- C well known
- 3 Why didn't Anna get a good photo?
 - A The lightning happened too quickly.
 - B Anna couldn't use her camera.
 - **C** Sarah took her camera to film the eruption.

 $3 \times 5 = 15 \text{ points}$

Listening

9 (1.38) Listen to Peter telling his friend about a holiday experience and decide if the statements (1-5) are T (True) or F (False).

1	Peter went on a family
	holiday to Switzerland.

- 2 Peter's parents took skiing lessons during their stay at the resort.
- 3 It was Peter's idea to ski outside the resort.
- 4 Peter found where Tim was buried in the snow.
- 5 Peter's parents were upset with the boys.

 $5 \times 3 = 15 \text{ points}$

Writing

Your English teacher has asked you to write a story that starts with this sentence: Peter put on his ski jacket and gloves and left the chalet. Write your story (100-160 words).

19 points

TOTAL: 100 points

Competences

GOOD 🗸

VERY GOOD ✓✓

EXCELLENT ///

Now I can ...

Lexical Competence talk about:

- · geographical features
- the tundra
- unusual natural phenomena
- outdoor activities
- ocean exploration
- feelings

Reading Competence

- do a multiple choice task (specific information & detailed meaning)
- do a multiple matching task (detail, opinion, specific information, implication)
- identify T/F statements (detailed understanding & main ideas)
- complete sentences (check understanding)
- order events (time sequence)

Listening Competence

note-take (key information)

Speaking Competence

- talk about holiday experiences
- talk about past habits
- express feelings

Presentation Skills

present a legend

- present natural phenomena
- present the Great Barrier Reef Writing Competence
- write a summary of a story
- write a comment on a blog
- write an article about a place I have visited
- write an email about an experience I had
- write a story

Grammar in Use



1 Read the text. Put the verbs in brackets into the correct present or past tenses. Give reasons.

Floating Schools of Bangladesh

Most people 1)		
bus or the train in order to get to school, but when Mohammed Rezwan 2)	Most people 1)	_ (take) the
(be) a schoolboy he (have) his own boat! That's because in Bangladesh it (rain) every day during the rainy season and the roads always 5) (flood). This problem 6) (affect) children for years and 7) (stop) many young people from having the education they deserve. That's why in 2002, Mohammed 8) (start) the Floating Schools of Bangladesh so that he could bring children's classes to their villages! The Floating Schools 9) (be) boats with a classroom, laptops and Internet in case students want to study online. Now, these boats 10) (change) the way that children learn every day. Since 2002, they 11) (teach) over 90,000	bus or the train in order to ge	et to school, 🏻 🤻 🔼
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the rainy season and the roads always 5)(flood). This problem 6) (affect) children for years and 7) (stop) many young people from having the education they deserve. That's why in 2002, Mohammed 8) (start) the Floating Schools of Bangladesh so that he could bring children's classes to their villages! The Floating Schools 9) (be) boats with a classroom, laptops and Internet in case students want to study online. Now, these boats 10) (change) the way that children learn every day. Since 2002, they 11) (teach) over 90,000	That's because in Bang	gladesh it
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online. Now, these boats 10) (change) the way that children learn every day. Since 2002, they 11) (teach) over 90,000	The Floating Schools 9)	(be) boats with a
way that children learn every day. Since 2002, they 11) (teach) over 90,000	classroom, laptops and Interne	et in case students want to study
way that children learn every day. Since 2002, they 11) (teach) over 90,000	online. Now, these boats 10)	(change) the
children and continue to offer people a better, brighter future.		

Clauses of purpose

see p. GR6

2 Read the theory. Find examples in Ex. 1.

Clauses of purpose are used to explain why someone does something. They are introduced with: to/in order to/so as to + infinitive, in order that/so that + can/will (present reference) or could/would (past reference), in case + present simple (present/future reference) or past simple (past reference), for + noun/-ing form.

Take some money with you in case you find a bargain. (NOT ... in case you will find ...)

- 3 Use information from the text in Ex. 1 to complete the sentences.
 - 1 Unlike most children, Mohammed used a boat for getting to school during the rainy season.
 - 2 He decided to start Floating Schools to
 - 3 Each Floating School has laptops in case4 Mohammed's charity works so that

Join the sentences. Use the	he words in brackets
-----------------------------	----------------------

1 Tanya turned on her PC. She wanted to do her homework. **(to)**

Tanya turned on her PC to do her homework.

2 The teacher drew a picture on the board. He wanted to show how volcanoes erupt. (so as to)

3	Mr Lee leaves time at the end of a lesson
	Students might have questions. (in case)

4 The scientist is writing a book. He wants to explain climate change to teenagers. (in order to)

5	The students use the library. They research
	their homework assignments there. (for)

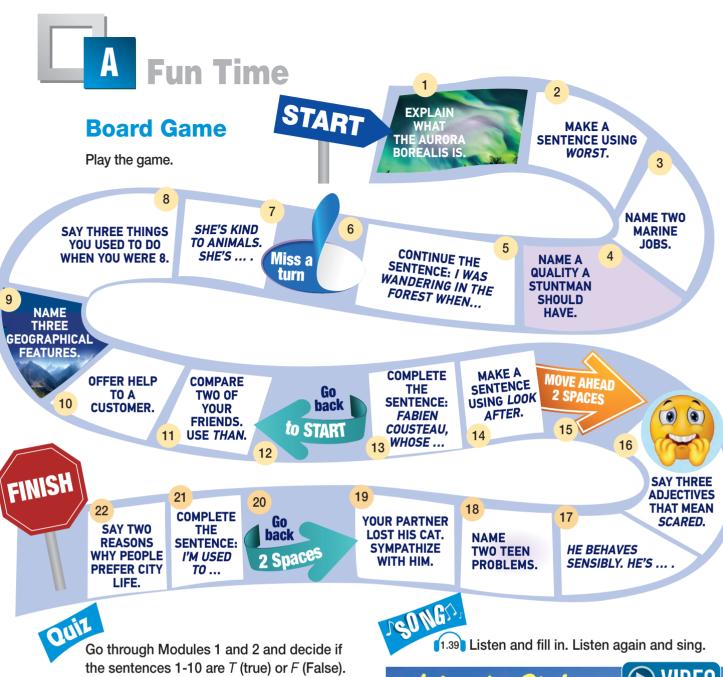
6 The students are studying hard. They want to pass the test next week. (so that)

6

Grammar in Focus (Modules 1-2)

Put the words in brackets into the correct form, choose the correct word or fill in the gaps.

•	One of the 1) (popular) reality shows in recent years is Deadliest Catch, 2)
	follows the lives of crab fishermen off 3)
	coast of Alaska. Few jobs are as dangerous
	4) so/as/than this, as the men fight huge waves to earn
	5)living.
•	Auckland, New Zealand, 6)(appear) in
	many 'Top Cities' lists over the years. People move
	there 7)its climate, among other things.
	But it has one disadvantage. It is located 8)
	a volcanically-active area, and its many volcanoes
	9)(erupt) regularly for the past 90,000 years!
•	Jim Olsen 10) (work) in London for ten
	years when he realised he was unhappy there. He
	decided to travel the world, so 11) as/that/for to figure
	out what he wanted. Hawaii was the place
	12) which/where/whose he felt at home. He had never
	met friendlier people 13) the Hawaiians,
	and he soon moved 14) nermanently



Correct the false statements.

- 1 The Tagbanua tribe live on a group of islands in the Philippines.
- 2 The Tagbanua don't send their kids to school.
- 3 You can find cycling shorts in the swimwear
- 4 Bud Turpin is a professional photographer.
- 5 Around 1.4 million people in the UK are of African origin nowadays.
- 6 The Himalayan mountain range is in Peru.
- 7 Another name for the Aurora Borealis is the Northern Lights.
- 8 Earthquake lights appear during an earthquake.
- 9 Huilo Huilo Biological Reserve is in Chile.
- 10 Fabien Cousteau spent 31 days in an underwater vessel called Calypso.

Look at Modules 1 and 2 and write a guiz of your

