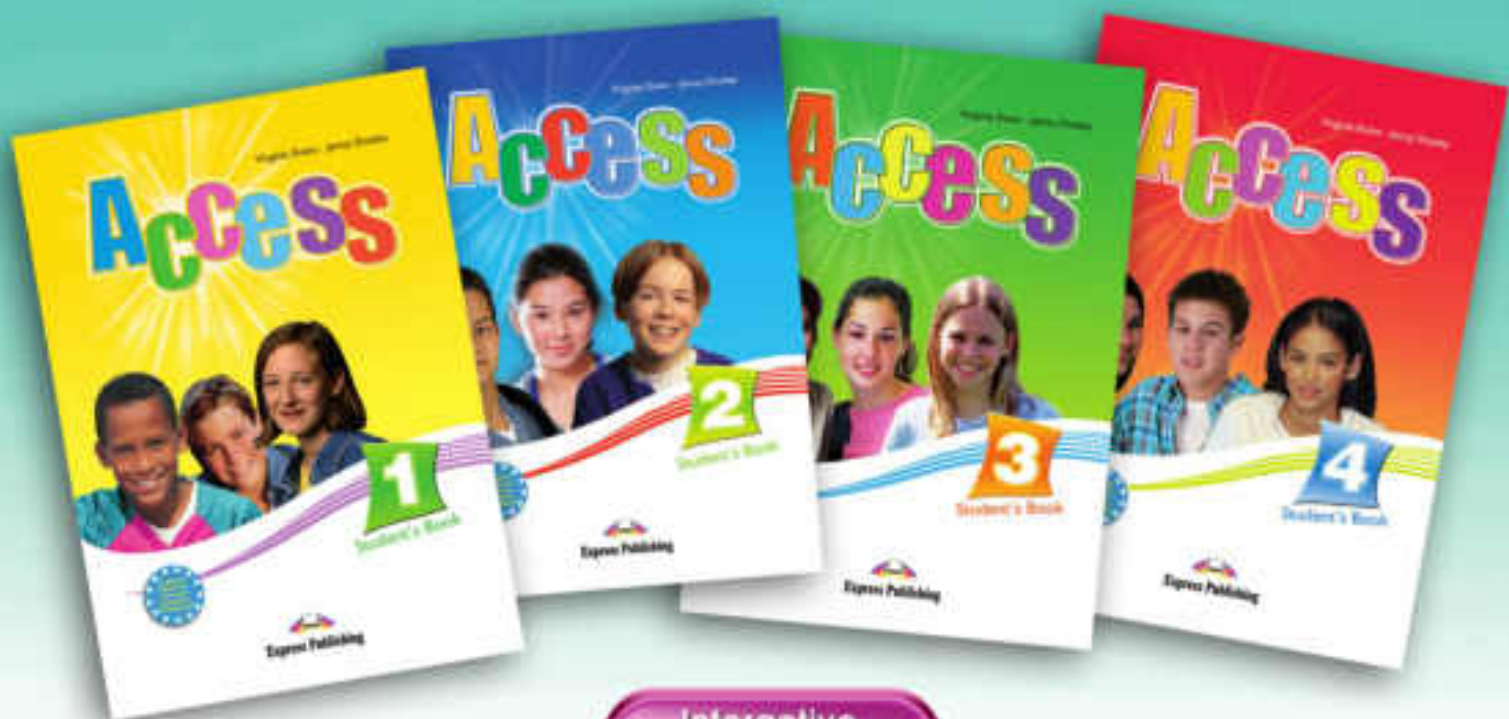


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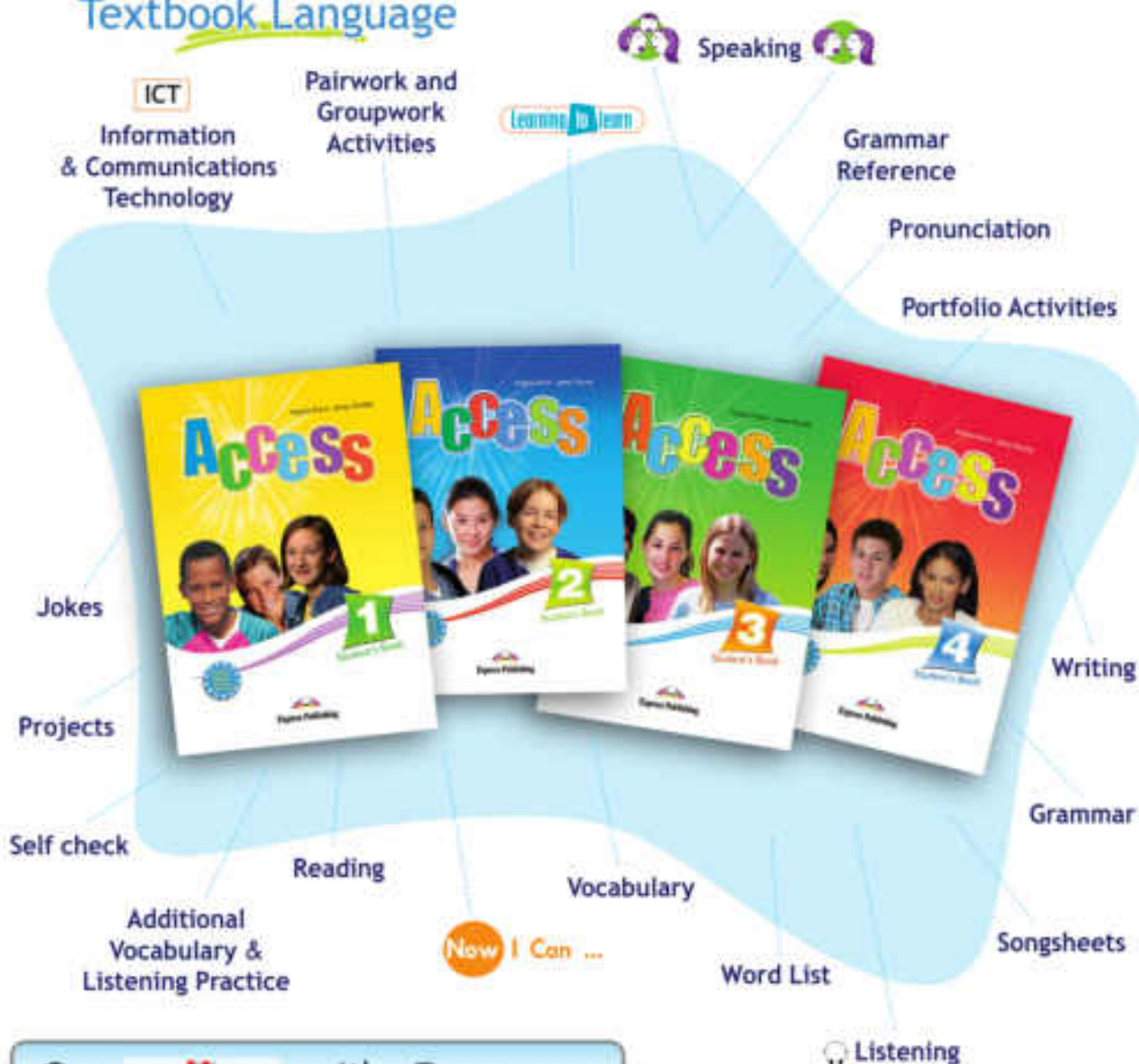
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1
Student's Book



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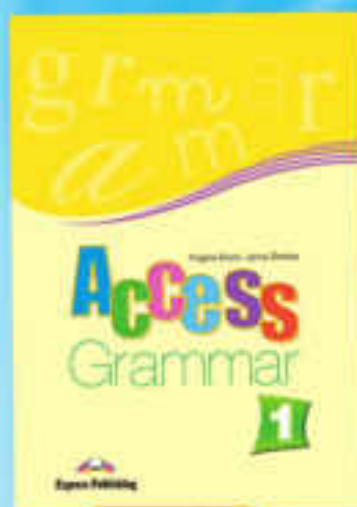
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1	School days pp. 7-15 Self Check 1 p. 16	<ul style="list-style-type: none"> Articles <i>a/an</i> Subject/Object pronouns The verb "to be" 	<ul style="list-style-type: none"> School Subjects/Objects Days of the week
2	My favourites! pp. 17-25 Self Check 2 p. 26	<ul style="list-style-type: none"> <i>have got</i> Plurals <i>This/these</i> <i>That/those</i> 	<ul style="list-style-type: none"> Parts of the body Appearance Personal things Countries & nationalities
3	My home, my castle pp. 27-35 Self Check 3 p. 36	<ul style="list-style-type: none"> <i>There is/There are</i> <i>some/any</i> Possessive adjectives Prepositions of place 	<ul style="list-style-type: none"> Rooms Ordinal numbers (1st - 20th) Furniture and appliances
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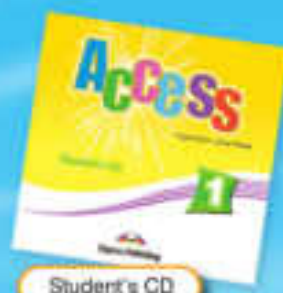
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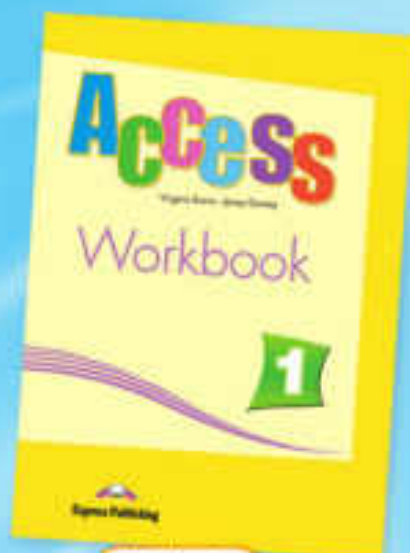
Student's Book



Grammar Book



Student's CD



Workbook



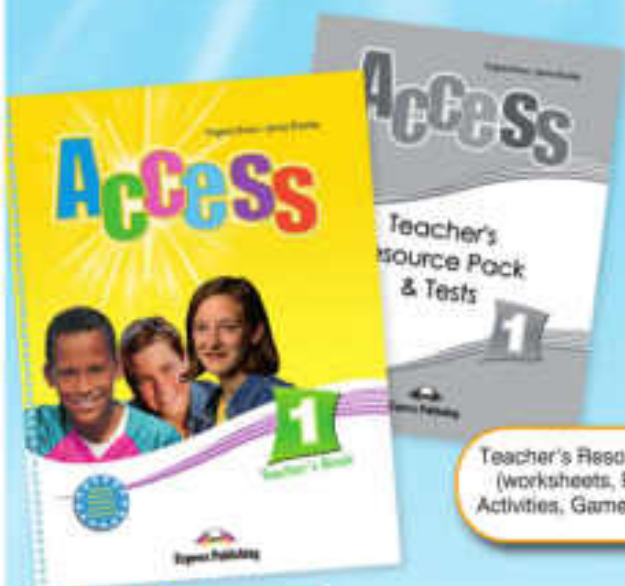
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Interactive eBook



Interactive
Whiteboard
Software



Teacher's Book
(interleaved)



Teacher's Resource Pack
(worksheets, Pairwork
Activities, Games & Tests)



Grammar 1-4
Test Booklet



Test Booklet



My Language Portfolio



Class CDs

Module

4

Strong ties

◆ What's in this module?

- your family
- your daily routine
- describing people
- *can* (ability)
- 's genitive, *whose*
- present simple
- prepositions of time
- linkers (*and, but*)

Find the page numbers for pictures 1-3.

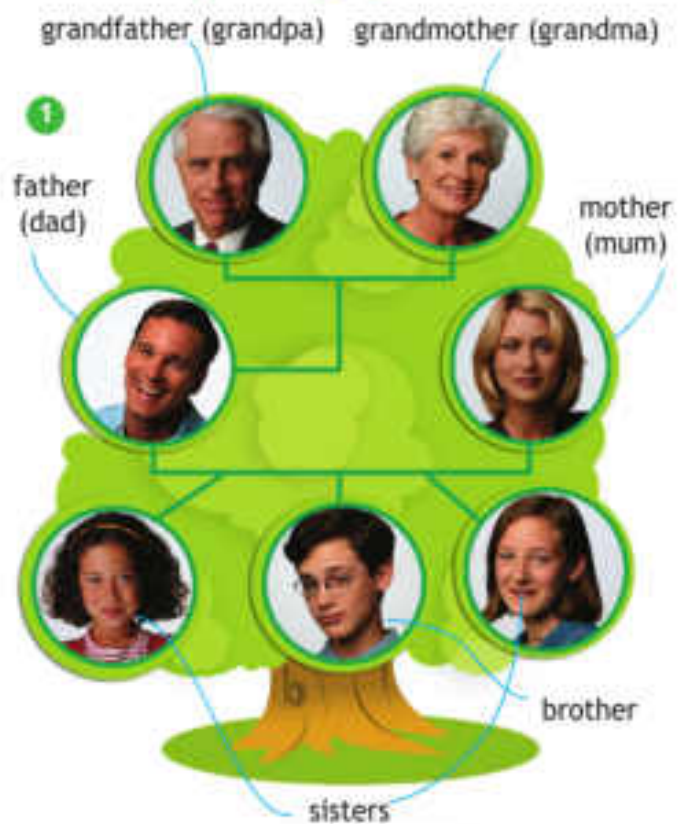
◆ Find the page numbers for

- a diary
- a poem
- a famous footballer

Vocabulary

• Family members

- #### ◆ Listen and repeat. What are these words in your language?



The SIMPSONS

2



3



My family



My Secret Diary

Name: Kate Green

Age: 12

A



My mum's name is Jane. She's 35 and a music teacher. She can play the guitar. She's very clever.

B

This is my dad, David. He's 42 and he's a pilot. He can speak French. He's very cool.



C

Tom is my brother. He's 8 and he's very naughty, but deep-down he's very caring! Playing computer games is his hobby!



D



Lovely cookies, children!

Helen is my grandma. She's 70 years old. She's kind and friendly. She can make biscuits, but she often burns them.

E

This is my grandpa. His name's Ben and he's 72. He's really funny.



F



Emma is my baby sister. She's sweet, but very noisy! She can't walk yet.

Reading

1 Read Kate's diary and answer the questions.

- | | |
|--------------------------------------|-----------------------------|
| 1 Who are the members of her family? | 3 How old are they? |
| 2 What are their names? | 4 What is her father like? |
| | 5 What can her mother play? |

Learning to learn

Using dictionaries

A dictionary provides us with information about the meaning, pronunciation and spelling of words. It also tells us what part of speech each word is.

cool /ku:l/ adj fashionable
My dad's cool and trendy.

Vocabulary


• Character

2 Use your dictionary to explain the words.
What are Kate's family members like?

- | | | |
|---------|------------|-----------|
| 1 cool | 4 clever | 7 funny |
| 2 kind | 5 friendly | 8 naughty |
| 3 sweet | 6 noisy | 9 caring |

► Her father is cool.

Speaking

3  Talk about your family.

- A: What's your sister like?
B: She's sweet and clever.

Grammar see p. 111

• Can (ability)

4 Read the table. Find examples in the diary.

Affirmative	Negative
I/you/he/etc can speak English.	I/you/he/etc can't speak English.
Interrogative	Short answers
Can I/you/he/etc speak English?	Yes, I/you/he/etc can . No, I/you/he/etc can't .

5 Read the text on p. 38. Complete sentences 1-5 with *can* or *can't*.

- Jane play the guitar.
- Emma walk.
- Helen make biscuits.
- David speak Russian.
- Ben make people laugh.

What about you? I but I

• Possessive ('s/s')/whose

6 Read the table. Look at Joe's family tree. Ask and answer questions.

noun singular + 's	noun plural -s + '
Bill's brother Whose brother is Tony?	the boys' ball BUT the men's car

- A: Who's Lyn? A: Whose brother is Joe?
B: She's Kevin's mother. B: Kate and Sally's.



Writing

7 Write a secret diary like the one on p. 38 about your family.

Day in, day out

Fact file

Nickname: Stevie G or Stevie Wonder


Date of birth: 30th May, 1980

Place of birth: Whiston, England

Teams: Liverpool FC & England

Favourite players: Roy Keane & Patrick Vieira

Reading

- 1 Do you know the man in the picture? What is he famous for?
- 2  Read or listen to the text about Steven to answer the questions.
 - 1 What is Steven's nickname?
 - 2 When's his birthday?
 - 3 Who are his favourite players?
 - 4 How does he start his day?
 - 5 Who goes to watch him in every match?
 - 6 What does he do after each match?

Steven Gerrard

"We fear no one"

Before the match

Steven always starts his day with a big breakfast. He loves egg on toast. Before he leaves the house, he always kisses his daughters Lilly-Ella and Lexie for good luck. He always checks his football boots before he puts them on. Why? "Once the players put toothpaste in my boots," he says.

During the match

Steven works hard. He tries his best and never gives up. His fans love him. His dad goes to every match.

After the match

At the end of each match, Steven goes to the fans to thank them. "Our fans are the best. It's like having another man on your team," he says.

Grammar see p. 112

• Present Simple (affirmative)

3 Read the table and the rules. Find examples in the text on p. 40.

I run fast.	We run fast.
You run fast.	You run fast.
He/She/It runs fast.	They run fast.

- repeated actions: *He plays tennis on Mondays.*
- permanent states: *He lives in Barcelona.*
- habits: *I have coffee in the morning.*

3rd person singular - spelling rules

verb + s I eat - he eats, I like - he likes

verb -ss/-sh/-ch/-x/-o + es

I go - he goes, I wash - she washes

verb ending in a consonant y + -ies

I cry - he cries

BUT I play - he plays

4 Write the third person singular.

- | | |
|-------------------|------------------|
| 1 I love - | 5 I say - |
| ▶ <i>he loves</i> | 6 I work - |
| 2 I leave - | 7 I go - |
| 3 I kiss - | 8 I wash - |
| 4 I put - | |

• Prepositions of time

5 Read the box. Complete phrases 1-6. Make sentences using the phrases.

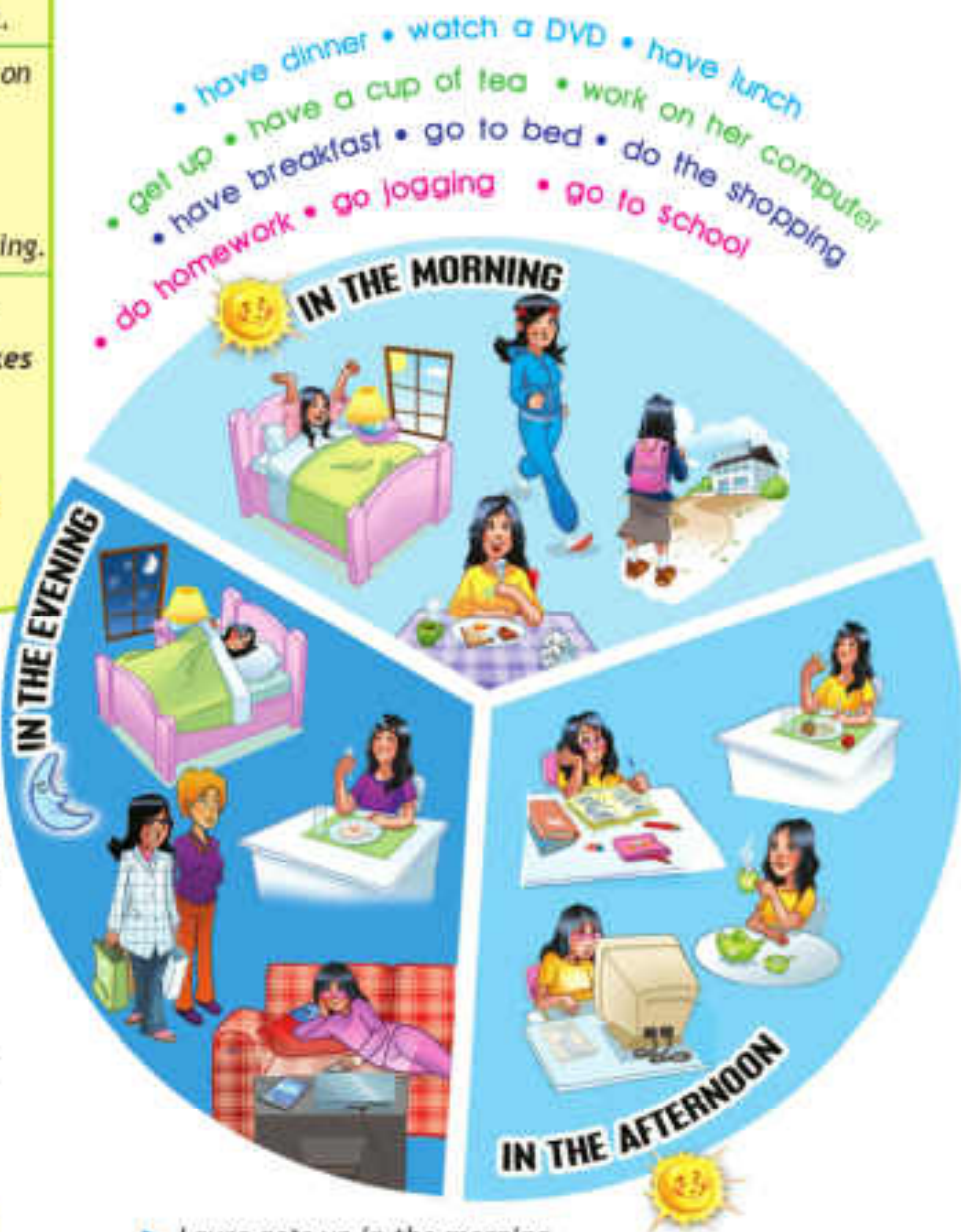
at + the time (*at 3 o'clock*), *at midday/noon/midnight/night*
in + (*in the morning/afternoon/evening*), months (*in May*), seasons (*in the summer*)
on + days (*Monday*), dates (*on 2nd August*), parts of a day (*on Friday afternoon*)

- | | |
|---------------------|---------------------|
| 1 3 o'clock | 4 midday |
| 2 the morning | 5 the evening |
| 3 the winter | 6 Monday |

▶ *I do my homework at 3 o'clock.*

Speaking

6 Look at the pictures. What does Laura do in the morning/afternoon/evening?



▶ *Laura gets up in the morning.*

Writing

7 What's your daily routine? Write a short article for an international school magazine.

Famous people

TEENS' FAVOURITE!!!

She's the world's favourite Latin singer. She's young, she's beautiful, she's got a great voice. She's a 'Woman of Grace'.

Shakira's full name is Shakira Isabel Mebarak Ripoll. She's from Barranquilla, Colombia, South America. Her birthday's on 2nd February. She's got four brothers and four sisters. Shakira can speak five languages. She dances and sings well. She likes painting and listening to jazz music. She doesn't like hip hop. Do you like her?

Reading

- 1 Read or listen to the text. Answer the questions about Shakira.

- 1 What's her full name?
- 2 Where is she from?
- 3 When's her birthday?
- 4 How many brothers and sisters has she got?
- 5 What can she do?
- 6 What does she like?

Grammar see p. 112

- Present Simple (negative & interrogative)

- 2 Read the table. Find examples in the text.

Negative

I/you/we/they **don't** like painting.
He/she/it **doesn't** like painting.

Interrogative

Do I/you/we/they like painting?
Does he/she/it like painting?


Short answers

Yes,	I/you/we/they	do.
No,		don't.
Yes,	he/she/it	does.
No,		doesn't.

- 3 Fill in *do*, *does*, *don't* or *doesn't*.

- 1 you like football? Yes, I
- 2 your friend have a sister? No, she
- 3 they live in Brazil? No, they
- 4 Bob sleep a lot? Yes, he

Speaking

- 4  Ask and answer.

- 1 ► Do you play football? *Yes, I do.*
- 2 your mum work?
- 3 your friend go jogging?
- 4 you live in a flat?
- 5 you swim well?
- 6 your dad get up early?

Writing (an article about an actor/actress)

- 5 Think of your favourite actor/actress. Answer the questions.

- 1 Where is he/she from?
- 2 When's his/her birthday?
- 3 How many brothers/sisters has he/she got?
- 4 What can he/she do?
- 5 Which are his/her most famous films?

Portfolio: Use your answers to write a short article about him/her for the school magazine. (40-50 words)

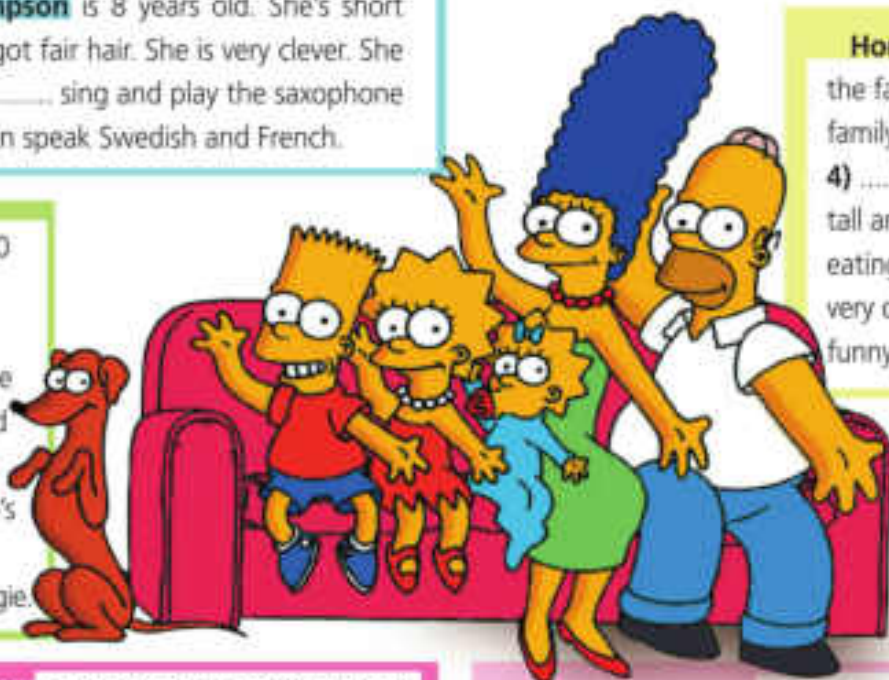
THE SIMPSONS

American TV Families

'The Simpsons' is a very popular TV show, not just in America 0) but all over the world. It is about a funny cartoon family from Springfield, USA.

Lisa Simpson is 8 years old. She's short and she's got fair hair. She is very clever. She 1) sing and play the saxophone and she can speak Swedish and French.

Bart Simpson is 10 years old. He is short with fair hair. He is naughty and noisy. He likes comic books and skateboarding. He can speak French. He's 2) two sisters, Lisa and Maggie.



Homer Simpson is the father of the family. He is 39 years 4) and is tall and plump. He likes eating a lot. He is not very clever, but he's funny.

Maggie Simpson is the baby of the family. She is small and she has got fair hair. She can't walk and she can't talk. She is quiet, friendly 3) very clever.

Marge Simpson is the mother of the family. She is 38 years old. She is tall and slim and 5) hair is blue! She can cook well and she is very patient and kind. She doesn't like aeroplanes.

1 Read the theory. Then fill in *and* or *but*.

Linkers (and, but)

- We use *and* to add something.
He's tall and thin.
- We use *but* to show contrast.
He can dance but he can't sing.

- 1 He's clever friendly.
- 2 She's friendly not very funny.
- 3 He can dance sing.
- 4 She can speak French she can't speak Italian.

2 Read the text and complete the missing words. Listen and check.

3 Ask and answer questions about *The Simpsons*.
• Who's ...? • How old ...? • What does ... look like?
• What is ... like?

- A: Who's Homer?
B: The father of the family. How old is he? etc.

Project

4 Work in groups. Write short descriptions about a TV family in your country.

Who's who?



• Identifying & describing people

1

🔊 Listen and repeat.

- Who is she? • What's her name?
- How old is she? • What's she like?

2

🔊 Listen and read the dialogue. Find Laura in the picture.

Steve: The weather is gorgeous.

Janet: Yes, it is.

Steve: Hey, look at that girl over there.
Who is she?

Janet: The one with the fair hair?

Steve: Yes. What's her name?

Janet: Laura. She's Bill's sister.

Steve: She's very beautiful. How old is she?

Janet: She's sixteen.

Steve: What's she like?

Janet: She's very funny. Come and meet her.

3

Say these sentences in your language.

- 1 Look at that girl over there.
- 2 The one with the fair hair?
- 3 What's she like?
- 4 Come and meet her.
- 5 How old is she?

4



Portfolio: Imagine you are in the school playground. Use sentences from Ex. 1 and 3 to find out about the people there. Use the dialogue in Ex. 2 as a model. Record yourselves.

Pronunciation /s/, /z/, /ɪz/

5

🔊 Listen and tick (✓). Listen again and repeat.

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
lives				writes			
walks				teaches			
goes				relaxes			

Literature

My Family

1 as as a bee

9 as as a lamb

2 as as an owl

8 as as a peacock

3 as as a kitten

7 as as an ox

4 as as a snail

5 as as a mouse

6 as as a mule

My mum's as busy as a bee
Because she looks after my family and me
My dad is as strong as an ox
Because he's got big muscles and he can box
My sis is as quiet as a mouse
Because you can hardly tell when she's in the house
My brother is as slow as a snail
But he's clever and can never fail
I am as stubborn as a mule
'cause I'm headstrong¹ but really cool!

¹ stubborn

1 Explain these adjectives. Use them to complete similes 1-9.

- playful • proud • quiet • wise • busy
- gentle • strong • stubborn • slow

Close your books. Try to remember as many animal similes as you can.

2 Listen and read the poem. What animal similes can you find?

3 Find the rhyming words in the poem (the words that sound similar).

► bee - me

Writing

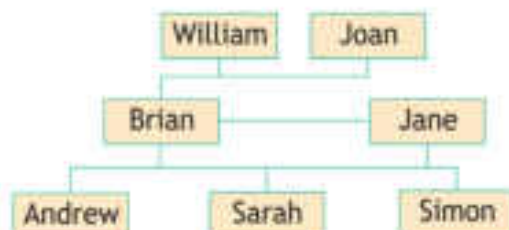
4 Write your own poem about your family. Use animal similes. Read your poem out to the class.

My mum is as busy as a bee.
She's very busy with me.
My dad is as ... as a/an ...
He ... etc.

THINK! Complete the sentence.

My family is important to me because ...

1 Complete the sentences.



- Joan is Brian's
- Sarah is Andrew's
- William is Simon's
- Joan is Sarah's
- Simon is Andrew's

(Points: $\frac{5 \times 2}{10}$)2 Fill in *clever, naughty, funny, sweet or patient*.

- My brother is very and noisy.
- Ann speaks Swedish and Russian. She's
- My baby sister is but very noisy.
- He tells great jokes. He's very
- Grandma never gets angry with us. She's

(Points: $\frac{5 \times 2}{10}$)3 Fill in the gaps with *can/can't*.

-, Mary cook well? Yes, she
- Bill dance? No, he
- Sue play football? Yes, she
- your brother speak French? Yes, he ...
- Tony and Steve paint? No, they

(Points: $\frac{5 \times 4}{20}$)

4 Write questions and short answers, as in the example.

- you / like / football (X)
▶ Do you like football? No, I don't.
- she / walk / to school? (✓)
- they / like / tennis? (✓)
- they / live / in a flat? (X)
- Ann / eat / meat? (X)
- Bob / play / the guitar? (✓)

(Points: $\frac{5 \times 4}{20}$)

5 Put the verbs in brackets into the present simple.

- She (get) up at 7:00.
- She (not watch) a DVD in the afternoon.
- He (have) a cup of tea in the evening.
- He (not/go) to bed at 10:00.
- He (work) on his computer in the afternoon.

(Points: $\frac{5 \times 4}{20}$)

6 Match the questions to the answers.

- | A | B |
|--|---------------------|
| 1 What's her name? | a She's very nice. |
| 2 Where's she from? | b No, she hasn't. |
| 3 How old is she? | c Alice. |
| 4 Has she got any brothers or sisters? | d She's 13. |
| 5 What's she like? | e She's from China. |

(Points: $\frac{5 \times 4}{20}$)(My score: $\frac{100}{100}$)

Now I Can...

- talk and write about my family
- describe people's character
- talk about what I can/can't do
- write a profile of a famous person
- write a text about my favourite TV family
- write my own poem using animal similes

... in English



Virginia Evans - Jenny Dooley

Access



2

Student's Book

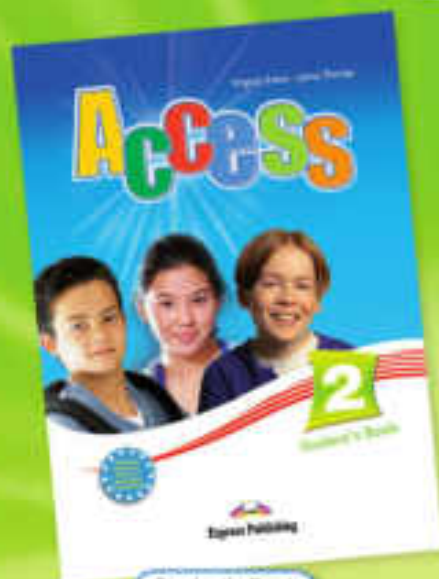


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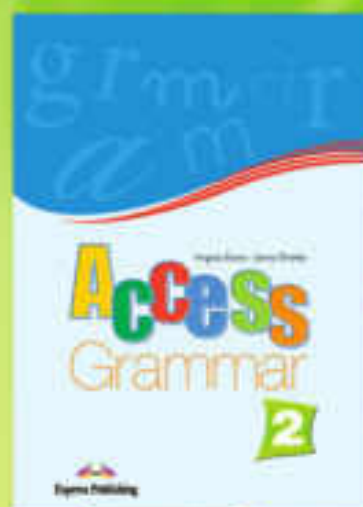
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1	Day after day pp. 11-19 Self Check 1 p. 20	<ul style="list-style-type: none"> • Present simple • Adverbs of frequency 	<ul style="list-style-type: none"> • daily routines/chores • likes/dislikes • free-time activities • days of the week/the time • appearance & character
2	Let's celebrate! pp. 21-29 Self Check 2 p. 30	<ul style="list-style-type: none"> • Present continuous • Present simple vs present continuous • Present continuous (future use) 	<ul style="list-style-type: none"> • celebrations & traditions • special days • weather • fruit • colours
3	Characters larger than life pp. 31-39 Self Check 3 p. 40	<ul style="list-style-type: none"> • Past simple • <i>used to</i> 	<ul style="list-style-type: none"> • abilities • biographies • life events
4	Unexplained mysteries pp. 41-49 Self Check 4 p. 50	<ul style="list-style-type: none"> • Past continuous • Past simple vs past continuous • time expressions to show sequence of events 	<ul style="list-style-type: none"> • emotions • dreams • animals & parts of the body • stories • superstitions
5	Our planet pp. 51-59 Self Check 5 p. 60	<ul style="list-style-type: none"> • <i>will/won't</i> • Conditionals Type 1/2 • Question tags 	<ul style="list-style-type: none"> • environmental actions • wild animals • volcanoes • environmental problems
6	Travel pp. 61-69 Self Check 6 p. 70	<ul style="list-style-type: none"> • Comparative – Superlative • <i>as ... as</i> • <i>too/enough</i> • <i>much/very</i> 	<ul style="list-style-type: none"> • geographical features • places • means of transport • houses
7	Health & Fitness pp. 71-79 Self Check 7 p. 80	<ul style="list-style-type: none"> • Present perfect • Present perfect vs Past simple 	<ul style="list-style-type: none"> • illnesses, aches & pains • injuries • sports & equipment • parts of the body
8	Food & Fashion pp. 81-89 Self Check 8 p. 90	<ul style="list-style-type: none"> • Countable/uncountable nouns • <i>there is/there are</i> • <i>a, an, some, any, every, a lot of, (how) much, (how) many, a few, a little</i> 	<ul style="list-style-type: none"> • products & materials • containers • food/drink • accessories/clothes • shops
9	Modern Life pp. 91-99 Self Check 9 p. 100	<ul style="list-style-type: none"> • <i>can – could</i> • <i>must – mustn't</i> • <i>have to – don't have to</i> • <i>should – shouldn't</i> • relatives (<i>who/which/whose</i>) 	<ul style="list-style-type: none"> • computers • electrical/electronic equipment • electricity
10	Entertainment pp. 101-109 Self Check 10 p. 110	<ul style="list-style-type: none"> • The Passive (present simple – past simple) • <i>going to – will</i> • Present continuous (future use) 	<ul style="list-style-type: none"> • musical instruments • types of music • TV programmes • sound & hearing

Reading & Listening	Speaking & Functions	Writing	Culture/Curricular
	<ul style="list-style-type: none"> greetings & introductions 		
<ul style="list-style-type: none"> Mystery Inc – Do you know them? Busy bee or couch potato? I ♥ Sundays 	<ul style="list-style-type: none"> phone friends tell the time Pronunciation: 3rd person singular present simple /ɪz/, /z/, /z/ 	<ul style="list-style-type: none"> your favourite cartoon character a typical Monday an article about your favourite day capital letters 	<ul style="list-style-type: none"> Teenage Life in Britain (Science) Time Zones of the World
<ul style="list-style-type: none"> postcards from holiday resorts a message board Moon Festival – China 	<ul style="list-style-type: none"> make a speech invite – accept an invitation Pronunciation: /v/, /ʌ/ 	<ul style="list-style-type: none"> a description of a picture of a family celebration festivals a speech sequence connectors 	<ul style="list-style-type: none"> American Food Festivals (Art & Design) Warm/Cold colours
<ul style="list-style-type: none"> Superheroes Superman George Lucas 	<ul style="list-style-type: none"> describe past activities describe a film you saw Intonation in questions 	<ul style="list-style-type: none"> what you did/didn't do yesterday design a superhero a biography 	<ul style="list-style-type: none"> Excalibur (History) Ancient Egyptian Kings
<ul style="list-style-type: none"> Strange Dreams The Flying Dutchman The Voice 	<ul style="list-style-type: none"> narrate past experiences express emotions – respond Pronunciation: Homophones 	<ul style="list-style-type: none"> a strange dream you had a story make your own myth time expressions 	<ul style="list-style-type: none"> Superstitions in the UK (Literacy) Myths: the Minotaur
<ul style="list-style-type: none"> Global warming – Global changes Supervolcanoes Rubbish everywhere 	<ul style="list-style-type: none"> make predictions make suggestions Pronunciation: 'll 	<ul style="list-style-type: none"> predictions about life in 2100 an opinion article an endangered animal 	<ul style="list-style-type: none"> The Bald Eagle (Citizenship) Why should we recycle at home?
<ul style="list-style-type: none"> messages from holiday resorts adverts Taipei 101 mall 	<ul style="list-style-type: none"> describe places describe your holiday Intonation: exclamations 	<ul style="list-style-type: none"> a postcard how you like to travel an article about a building order of adjectives 	<ul style="list-style-type: none"> British landmarks (Geography) The Inuit
<ul style="list-style-type: none"> Craig's Travel Blog The Accidental Hero an email 	<ul style="list-style-type: none"> express concern Pronunciation: /ʌ/, /ɒ/ 	<ul style="list-style-type: none"> email to a friend (opinion) what you have/haven't done this week an interview with a famous skater avoiding repetition 	<ul style="list-style-type: none"> School sports in the UK (PSHE) Healthy eating
<ul style="list-style-type: none"> Construction Fashion Good Enough to Eat My neighbourhood 	<ul style="list-style-type: none"> discuss what to buy give directions exchange clothes Pronunciation: /ɔ:/, /ɜ:/ 	<ul style="list-style-type: none"> describe your clothes an email describing your neighbourhood 	<ul style="list-style-type: none"> Famous markets in London (PSHE) Alcohol
<ul style="list-style-type: none"> Smart people play it safe The WEEE Man Should every teen have a mobile phone? 	<ul style="list-style-type: none"> buy electrical/electronic equipment Pronunciation: linking sound 	<ul style="list-style-type: none"> school rules a for-and-against article a paragraph about a TV series 	<ul style="list-style-type: none"> The Wonderful World of Doctor WHO (Science) Electricity
<ul style="list-style-type: none"> Jamie's picks of the week Jack Hanna's Animal Adventures My favourite band 	<ul style="list-style-type: none"> make arrangements Pronunciation: /æ/, /ʌ/ 	<ul style="list-style-type: none"> your plans for the weekend your favourite TV programme an email about your favourite band using apostrophes 	<ul style="list-style-type: none"> Traditional Musical Instruments: Bagpipes (Science) How our ears work



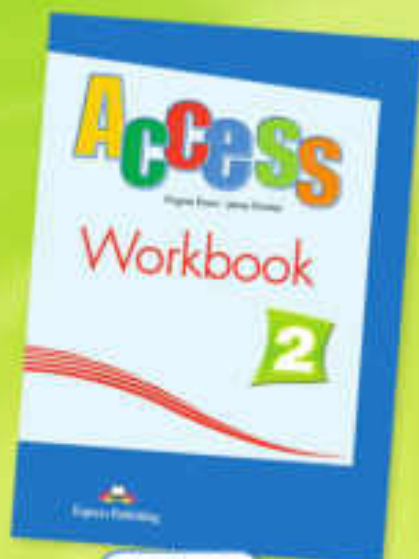
Student's Book



Grammar Book



Student's CD



Workbook



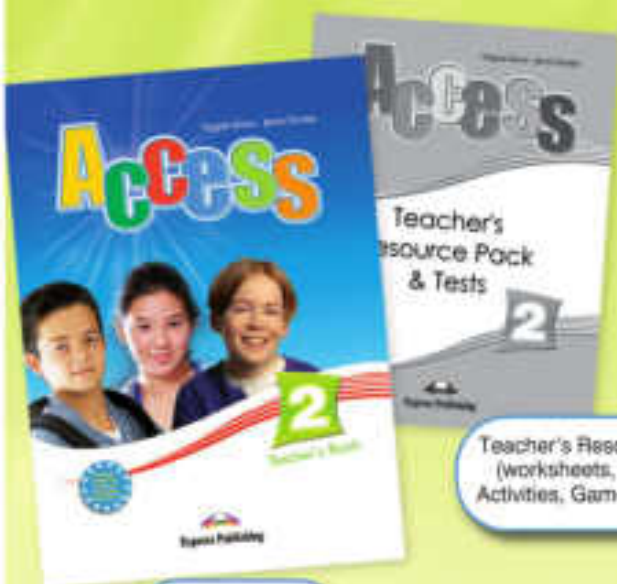
Fully animated DVD



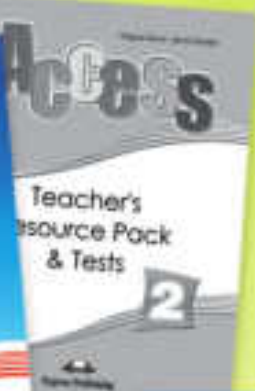
Interactive eBook



Interactive
Whiteboard
Software



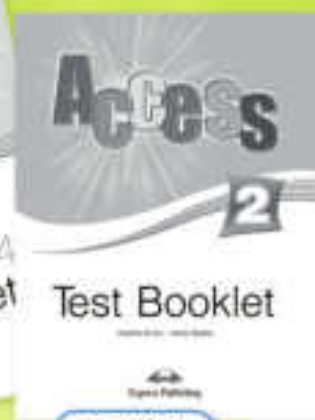
Teacher's Book
(interleaved)



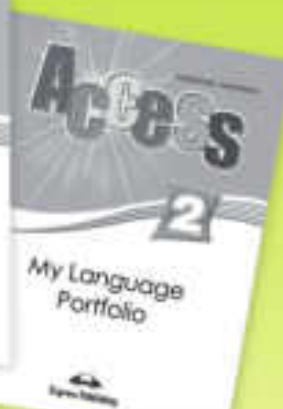
Teacher's Resource Pack
(worksheets, Pairwork
Activities, Games & Tests)



Grammar 1-4
Test Booklet



Test Booklet



My Language Portfolio



Class CDs

Module

3

Characters larger than life

♦ What's in this module?

- abilities
- superheroes
- famous people
- legends
- past simple
- *used to*
- linking words: *so, too, also, because*
- Kings of Egypt

Find the page numbers for pictures 1-4.

♦ Find the page numbers for

- ancient Egyptian kings
- a biography
- a British legend

Vocabulary

• Abilities

♦ Listen and repeat. What are these words in your language?

- spin webs • stretch very far • climb walls
- see through walls • hear very well
- burst into flames • have super strength
- disappear • fight very well



1

Daredevil



2

Superman



3

Spider-Man

4 The Fantastic Four

The Human Torch

The Thing

Mr Fantastic

The Invisible Woman

Which of the activities can the characters in the pictures do? Listen and check.

► Daredevil can hear very well.

Which is your favourite superhero?

Superheroes



Spider-Man

Reading & Speaking

- 1 Do you know the characters in the pictures? Who created them? Listen and read to find out.

SUPERHEROES

What does it **take** to be a superhero? Stan Lee is maybe the best person to **answer** this question. The **creator** of Spider-Man, the X-Men, the Fantastic Four, Daredevil, Iron Man, Captain America and the Incredible Hulk, **created** his **heroes** to help people who need them.

The Incredible Hulk wasn't like the other superheroes. Most superheroes wore red and blue, this one was green and purple. Lee made the Hulk a **scientist**, Dr David Banner, who **changed into** a monster when he got **angry**.

The Hulk looked like a monster but **acted like** a hero. He didn't want to **hurt** people and he didn't talk. He was a good person but people were afraid of him. They **hunted** him and tried to **kill** him. **Still**, the Hulk wanted to help them because he knew it was the **right** thing to do. The Incredible Hulk was so popular that it **became** a **successful TV series**.



The Incredible Hulk



Daredevil



Iron Man

- 2 Read the text and mark the sentences (1-6) T (true) or F (false). Correct the false statements. Why does Stan Lee think the Hulk is a hero?

- 1 Stan Lee created the Incredible Hulk.
- 2 The Hulk wore red and blue.
- 3 The Hulk looked ugly.
- 4 The Hulk changed into a monster when he was afraid.
- 5 People didn't like the Hulk.
- 6 The Hulk was a TV show.

- 3 Explain the words in bold. Find the words in the text which mean:

Para 1: possibly, made, is needed

Para 2: turned into, beast, harm, scared of

- 4 a) Say three things you remember from the text.

b) **THINK!** What is a superhero to you? Spend three minutes writing on this topic.

Grammar see p. 124

• Past simple (affirmative/negative)

5 Read the theory. Are there similar structures in your language?

We use the **past simple** to talk about actions that happened at a specific time in the past.

Regular verbs

Affirmative *The Hulk **wanted** to help people.*

Negative *He **didn't want** to hurt people.*

Irregular verbs

Affirmative *The Hulk **became** a TV series.*

Negative *The Hulk **didn't wear** red and blue.*

Time expressions: *yesterday, last week, a month ago, etc*

6 Write the past simple of the verbs below. Which are R (regular)? Which are I (irregular)? Check in the Irregular verbs list.

- | | | |
|---------------|-------------|----------------|
| 1 create | 6 get | 11 want |
| 2 be | 7 look | 12 know |
| 3 wear | 8 act | 13 become |
| 4 make | 9 hunt | |
| 5 change | 10 try | |

7 Complete the text with the verbs in brackets. Use the **past simple**. Which are irregular?

Stanley Martin Lieber was born in New York City in 1922. His family 1) (not/have) any money.

After he 2) (leave) school, he 3) (get) a job with a publishing company, 'Timely', in the comics department. His first story 4) (be) about Captain America in 1941. He

5) (write) under different names such as Stan Martin, S.T. Anley but he 6) (choose) to keep Stan Lee. 'Timely' 7) (change) its name too, to Marvel Comics. Stan Lee 8) (continue) to create new characters. He 9) (create) the Fantastic Four in 1961 and 10) (follow) them with the Hulk. A year later he 11) (present) Spider-Man.

Daredevil 12) (appear) in 1964. All these characters 13) (make) Lee very successful.



8 Read the text in Ex. 7 again. Correct the statements.

- Stan Lee lived in Montreal as a child.
▶ *Stan Lee **didn't live** in Montreal. He lived in ...*
- His family was rich.
- He worked for DC Comics.
- He wrote about Captain America in 1940.
- He created the Fantastic Four in 1941.
- Marvel Comics published Spider-Man in 1961.

Speaking

9 Use the phrases to make sentences about you. Tell your partner.

watch TV	yesterday
go to the cinema	two days ago
play football	last week
help with housework	last Monday
meet my friends	yesterday afternoon

- ▶ *I **didn't watch** TV yesterday.
I **went to the cinema** two days ago.*

Listening

10 Listen and match the people to what they did yesterday. Say what each person did.

People

- | | |
|-------|-------|
| 0 ▶ D | Mary |
| 1 | Tim |
| 2 | Sue |
| 3 | Jane |
| 4 | Helen |
| 5 | Roger |

Activities

- | | |
|---|-------------------|
| A | play basketball |
| B | watch a DVD |
| C | meet friends |
| D | walk the dog |
| E | surf the Net |
| F | go to the library |
| G | eat out |
| H | read a magazine |

Writing

11 In three minutes, write what you did/didn't do yesterday. Tell your partner.

Reading & Speaking

- 1 Which of the words in the list can you use to describe Superman?

- planet • rocket ship
- bring up • grow up • shy
- reporter • make fun of
- ordinary person • red cape
- blue uniform • fly fast
- superhuman strength
- shoot lasers from his eyes

- 2 How is Superman related to the man below? Listen and read to find out.

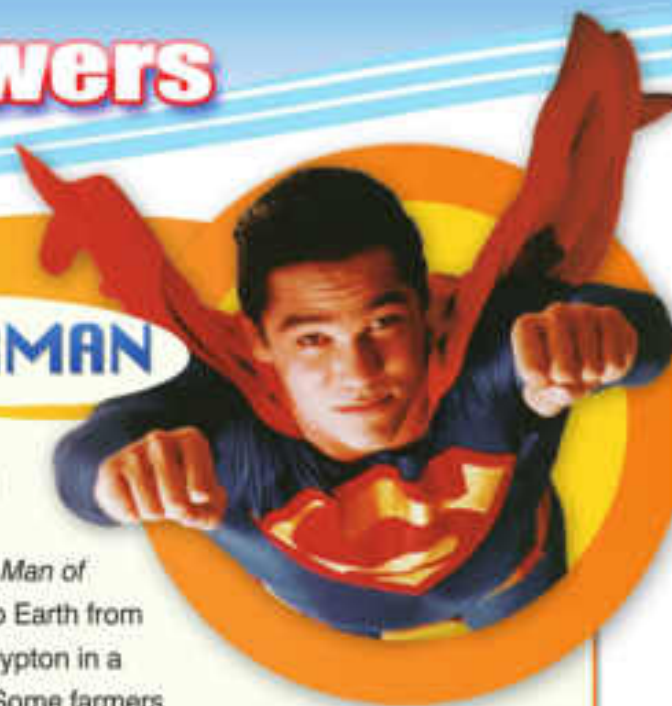


Clark Kent

- 3 Read the text. Use words from Ex. 1 to complete the sentences. Explain the words in bold.

- 1 Superman was from the
- 2 He came to Earth in a
- 3 Some farmers him
- 4 As a teenager he was very
- 5 He got a job as a
- 6 Superman wears a and a
- 7 He wants to people who are in danger.

SUPERMAN



appeared in
1938 in DC

Comics. The *Man of Steel* came to Earth from the **planet** Krypton in a rocket ship. Some farmers found the baby and **brought him up**.

Clark Kent **grew up** to be a tall shy teenager with short dark hair and glasses. He moved to Metropolis and worked as a reporter for a **newspaper** and everyone **made fun of** him. But Clark isn't an **ordinary** person. Dressed in his blue uniform and red **cape** he can fly very fast, he has superhuman **strength**, he can shoot lasers from his eyes and **see through** walls. He is always there to save people from crime and danger and then he **goes back** to his **everyday** life.

- 4 Use the words in Ex. 1 to present Superman to the class.

► *Superman comes from the planet Krypton. He ...*

Grammar

see
p. 124

• Past simple

- 5 Complete the table. Use *did* or *didn't*. Answer the questions.

Questions	
What 1) Superman wear?	
2) Superman work as a teacher?	
3) Superman live in Metropolis?	
Short answers	
Yes, I/you/he/she/etc 4)	
No, I/you/he/she/etc 5)	

- 6 Complete the questions with the verbs in the box. Answer the questions. Listen and check.

• live • appear • have
• create • get • work • come



• Used to

- 10 Read the theory. Are there similar structures in your language?

Affirmative	I, you, he, etc used to play football when I was young.
Negative	I, you, he, etc didn't use to play tennis.
Questions	Did I, you, he, etc use to play football?
We use used to for actions which happened regularly in the past but no longer happen.	

- 11 John is thinking about his childhood. Write sentences. Use **used to/didn't use to**.

- have a dog (✓)
▶ **He used to have a dog.**
- wear shorts (✓)
- play video games (X)
- live in a flat (X)
- have long hair (✓)
- wear glasses (X)
- read books (✓)
- play in the streets (✓)

What **did/didn't** you **use to** do when you were 10? Tell your partner.

▶ **I used to play football. I didn't use to play basketball.**

- 7 Write the questions in the correct order. Answer them.

- you / watch *Superman* / did / last night?
▶ **Did you watch *Superman* last night? Yes, I did./No, I didn't.**
- a red uniform / wear / a / did / *Superman*?
- Superman* / appear / did / in 1937?
- Clark Kent / did / as a photographer / work?
- did / glasses / Clark Kent / wear?
- your friend / read a comic book / did / last week?

- 8 Work in pairs. Find out what your partner did last Saturday.

What time

What

Where

Did

- wake up
- do the shopping
- have lunch
- do your homework
- play video games
- chat online
- meet your friends
- go to bed

- ▶ A: **What time did you wake up?** B: **At 8:30.**

- 9 In pairs, ask and answer questions based on the text in Ex. 3.

- ▶ A: **When did *Superman* appear?** B: **In 1938.**

Project

- 12 Work in groups. Design your own superhero. Decide where he/she lives, what he/she looks like, what he/she does, what special powers he/she has got.

Reading & Writing

- 1 How much do you know about George Lucas? Complete sentences 1-5. Listen, read and check. Explain the words in bold.

- 1 He was born in California/Sacramento.
- 2 He was a good/bad student.
- 3 He worked with Quentin Tarantino/Francis Ford Coppola.
- 4 He made *Star Wars* in 1971/1977.
- 5 *Star Wars* earned six/seven Academy Awards.

- 2 Read the theory. Then rewrite sentences 1-5.

Learning to learn

Linking words (so, because, too, also)
He worked hard because he wanted to become successful. (reason)
He liked the place so he decided to stay. (result)
He studied hard. He won some awards too. He studied hard. He also won some awards. (addition)

- 1 He sings well. He dances well. (too) ► *He sings well. He dances well, too.*
- 2 He didn't come. It was late. (because)
- 3 He didn't have enough money. He didn't buy the car. (so)
- 4 She couldn't sleep. It was noisy. (because)
- 5 He made *Star Wars*. He made *Indiana Jones*. (also)

George Lucas:

A LIFE MAKING FILMS



George Lucas, the famous **director**, was born in 1944 in Modesto, California. George liked **racing cars** a lot. At 18 he had a bad **car accident**, so he decided not to become a racing car driver. After college in 1966 he went to the University of Southern California film school because he wanted to become a film director. He was a very good student. He **won** some **awards**, too.

In 1968, Lucas won a **scholarship** at Warner Bros. There he **met** Francis Ford Coppola. They became friends and started working together. In 1971, he **formed** his own company. *Star Wars* **came out** in 1977. It **broke** all **box office** records. It also **earned** seven Academy Awards. The **rest** is history.



Learning to learn

Reading years

In English we write years as four-digit numbers but we read them as two sets of two digit numbers. **1969: nineteen sixty-nine**
BUT 2005: two thousand and five

- 3 Read the years in the list. Then read the text and make notes to complete Lucas' timeline. Use your notes to present George Lucas to the class.

• 1944 • 1966 • 1968 • 1971 • 1977

Writing (a biography)

- 4 **Portfolio:** Think of a famous person. Collect information. Follow the plan to write a short biography for an international school magazine (60-80 words).

Para 1: name, job, when/where born, studies
 Para 2: career (what he/she did & when)

Legends

Excalibur

A long time ago, so the story goes, a young boy called Arthur became the King of England after he pulled a sword out of a stone.

The sword was Excalibur. It had a lot of **power**. The Lady of the Lake gave it to King Uther but asked him to give her his **first born** child. Uther became **powerful**. When his first child was born, Merlin the **magician** came to take the baby. Uther tried to stop him but **thieves attacked** him. Before he died, he put Excalibur into a stone and asked Merlin to make his son a king. Merlin **promised** that only someone with a **pure heart** could pull it out and become the next **King** of England.

When Arthur pulled the sword out people were **surprised**. Merlin **explained** that Arthur was Uther's son and the people were happy.

Arthur was a good king. He **built** a big **castle**, Camelot, and **ruled** over England with his **knights**. He called them the Knights of the Round Table. Together they made England a strong **country**.



1 🗣️ What do you know about King Arthur? How are these names related to him? Listen and read to find out.

- England • Excalibur • The Lady of the Lake • Uther
- Merlin • Camelot • the Knights of the Round Table

2 Read the text. Replace the words in bold with words from Ex. 1.

1) She gave 2) it to 3) him. 4) He promised to give her his first child. 5) He took his son. When 6) he died, there was no king. The person who could pull 7) it from the stone could become the king. Arthur managed to pull 8) it out. 9) He told Arthur who his father was. Arthur became the king of 10) the country. He lived in 11) there and ruled the country with 12) them.

3 Explain the words in bold. Then use the verbs to tell the class about the legend of King Arthur.

- pull out • give • become
- attack • die • put
- promise • explain • build
- rule • call • make

Project

4 🗣️ Work in groups. Are there similar legends in your country? Write a short text for an international English magazine.

Who stars in it?

• Describing a film

- 1 **Think!** In one minute list as many types of films as possible. Which is your favourite? Why?

► *adventure, action*

- 2 Listen and repeat. Say the sentences in your language.

- What did you see?
- What's it about?
- Sounds interesting.
- There's a lot of action and the special effects are great.
- Who stars in it?
- Where's it showing?
- At the Odeon until Friday.

- 3 Listen to the dialogue and answer the questions. Then, in pairs, read out the dialogue.

- 1 What film did Pat see?
- 2 What type of film is it?
- 3 Why didn't Sally go with Pat?
- 4 Did Pat enjoy the film?

- 4 **Portfolio:** You went to the cinema last weekend. Use the sentences in Ex. 2 to describe the film to your partner. Record yourselves.

STARDUST

- Sally: Hi, Pat. How was your weekend?
 Pat: Great! I went to the cinema. I tried to phone you but you weren't in.
 Sally: Yes. I was out of town. So, what did you see?
 Pat: *Stardust*. It was brilliant.
 Sally: Really? What's it about?
 Pat: It's a fantasy story about a young man who tries to find a fallen star and enters a magical world.
 Sally: Sounds interesting.
 Pat: It is. There's a lot of action and the special effects are great.
 Sally: Who stars in it?
 Pat: Michelle Pfeiffer, Robert De Niro and Claire Danes. Don't miss it.
 Sally: Where's it showing?
 Pat: At the Odeon until Friday.

• Intonation in questions

Yes-No questions: final rising pitch	Wh-questions: final falling pitch
<i>Are you coming today?</i> ↗	<i>Where did you go?</i> ↘

- 5 Read the theory. Listen to the questions and repeat. Is it the same in your language?

- 1 What did you see?
- 2 Did you like it?
- 3 Did he phone you?
- 4 Who stars in it?

History

1 The civilisation of ancient Egypt lasted for over three thousand years. How are the people in the text related to this civilisation? Listen and read to find out.

2 Read again and answer the questions. Explain the words in bold.

- How many children did Ramses II have?
- How many years was Ramses II the Great Pharaoh of Egypt?
- Why is King Tutankhamen called the Boy King?
- What was the curse of Tutankhamen's tomb?

3 Complete sentences 1-4 with the verbs in the list. Use the **past simple**.

• bury • find • build • die

- People him in the Valley of the Kings.
- Ramses II temples and cities.
- Tutankhamen in his teens.
- Howard Carter Tutankhamen's tomb in 1922.

4 Use the words to tell the class what you learnt about the people in the text.

• king • temples • monuments
• died • buried • curse
• archaeologist • tomb • reign

► Ramses II was King for 67 years.

Ancient Egyptian
Kings

Ramses II

(1303 BC -1207 BC)

Ramses II became King when he was only 20 years old. He built **temples, monuments and cities**. He had 8 **royal wives** and over 100 children. He was the Great Pharaoh of Egypt for 67 years. He was 96 years old when he died. They **buried** him in the 'Valley of the Kings'.



King Tutankhamen

(1341 BC -1323 BC)

King Tutankhamen or the 'Boy King' was only 9 years old when he became King. He didn't **reign** long. He died when he was about 18 years old. They buried him in the 'Valley of the Kings'. Howard Carter, a British **archaeologist**, found his **tomb**. A lot of archaeologists went to see the tomb. Some of them got **ill** and died. Was it a **curse**?



5

ICT



Do you want to find out more about ancient Egypt? In groups collect information, then present it to the class.

You can visit this website: <http://www.historyforkids.org>
Click on: Egypt

1 Match the words.

- | | |
|----|----------|
| 1 | climb |
| 2 | film |
| 3 | royal |
| 4 | change |
| 5 | fight |
| 6 | super |
| 7 | ordinary |
| 8 | early |
| 9 | spin |
| 10 | burst |

- | | |
|---|-------------|
| A | thirties |
| B | person |
| C | strength |
| D | webs |
| E | into flames |
| F | director |
| G | shape |
| H | wife |
| I | walls |
| J | crime |

(Points: $\frac{10 \times 2}{20}$)

2 Choose the correct word.

- 1 Superman is a popular/successful superhero.
- 2 The series ran/came for five years.
- 3 People were angry/afraid of Hulk.
- 4 Stan Lee appeared/created many superheroes.
- 5 Spider-Man can fly/climb walls.
- 6 The Hulk looked/changed like a monster.
- 7 The Fantastic Four were heroes/criminals.
- 8 People made/brought fun of Clark Kent.
- 9 Star Wars broke/won all box office records.
- 10 Ramses built many tombs/temples.

(Points: $\frac{10 \times 2}{20}$)

3 Put the verbs in brackets in the past simple.

- 1 Superman (come) from the planet Krypton.
- 2 The Hulk (want) to help people.
- 3 Daredevil (not/wear) a blue suit.
- 4 Spider-Man (not/work) as a reporter.
- 5 David Banner (change) into the Hulk when he got angry.
- 6 The film (become) a big success.
- 7 Batman (appear) in a TV series.
- 8 The film, *Spider-Man*, (star) Toby McGuire.
- 9 Clark Kent (not/work) as a scientist.
- 10 The Fantastic Four (try) to live normal lives.

(Points: $\frac{10 \times 2}{20}$)4 Use *used to* to complete the sentences.

- 1 He play football when he was young.
- 2 she travel by train when she was young?
- 3 People (not/send) emails 100 years ago.
- 4 They (not/play) computer games 100 years ago.
- 5 Most people write letters 100 years ago.

(Points: $\frac{5 \times 4}{20}$)5 Complete the dialogue with: *Who stars in it?, I went to the cinema., It was fantastic!, Where's it showing?, Sounds interesting..*

- A: Hi, Joanne. How was your weekend?
 B: 1)
 A: Really? What did you do?
 B: 2) I saw a great film called *Enchanted*.
 A: 3) What's it about?
 B: It's about fairy tale characters that come to life.
 A: 4)
 B: Susan Sarandon, Patrick Dempsey and Amy Adams.
 A: 5)
 B: At the Odeon until Friday.

(Points: $\frac{5 \times 4}{20}$)(My score: $\frac{\quad}{100}$)

Now I Can...

- talk & write about special powers, superheroes & legends
- write a short biography
- give a presentation on ancient Egypt

... in English



Virginia Evans ñ Jenny Dooley

Access



3
Student's Book

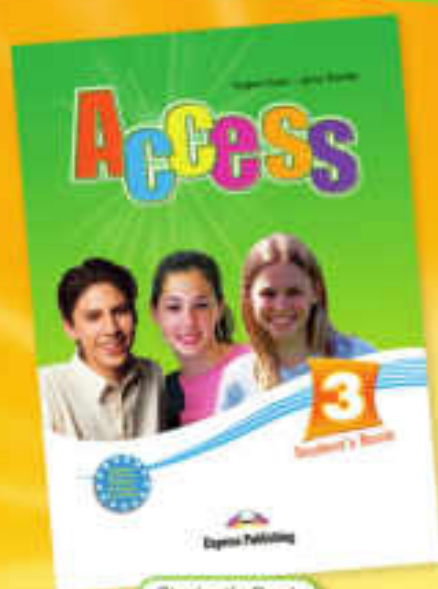


Express Publishing

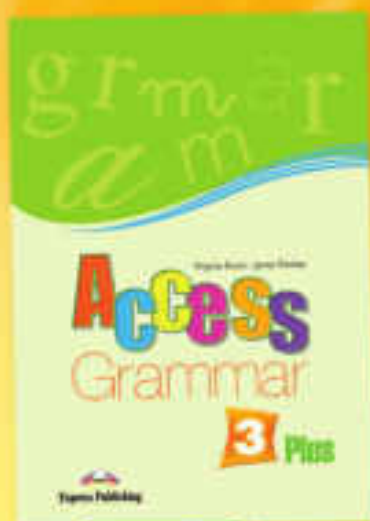
Contents

Modules		Grammar	Vocabulary
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1	Lifestyles pp. 9-17 Self Check 1 p. 18	<ul style="list-style-type: none"> Present Continuous Present Simple vs Present Continuous Relative Clauses 	<ul style="list-style-type: none"> City life – Country life Jobs Personality adjectives Word power: feel
2	Narrow escapes! pp. 19-27 Self Check 2 p. 28	<ul style="list-style-type: none"> Past Simple Forming adverbs Time words 	<ul style="list-style-type: none"> Feelings Natural phenomena Word power: spend
3	Travel pp. 29-37 Self Check 3 p. 38	<ul style="list-style-type: none"> Present Perfect/Present Perfect Continuous already, yet, just, since, for Present Perfect vs Past Simple have been – have gone 	<ul style="list-style-type: none"> Holiday time Types of holidays Means of transport Places to visit Activities Word power: keep
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8	Our precious Earth pp. 79-87 Self Check 8 p. 88	<ul style="list-style-type: none"> a/an – the the passive (present simple, past simple, present perfect, will) the causative 	<ul style="list-style-type: none"> Environmental problems Materials
9	Choices pp. 89-97 Self Check 9 p. 98	<ul style="list-style-type: none"> nouns – singular/plural countable/uncountable nouns – quantifiers 	<ul style="list-style-type: none"> Shopping and products Food/drinks Word power: give
10	It's fun! pp. 99-107 Self Check 10 p. 108	<ul style="list-style-type: none"> -ing/to-infinitive/infinitive without to, would rather, had better Prepositions of movement Some/Any/No/Every + body (one)/thing/where 	<ul style="list-style-type: none"> Sports Music Word power: raise

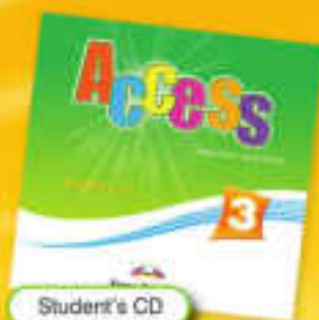
Reading & Listening	Speaking & Functions	Writing	Culture/Curricular
<ul style="list-style-type: none"> A day in the life of OJ Mayo 	<ul style="list-style-type: none"> talking about daily routines asking personal questions 	<ul style="list-style-type: none"> a letter to a new pen friend about your family and your daily/weekly routine 	
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<ul style="list-style-type: none"> The Art of Transformation Life's Turns 	<ul style="list-style-type: none"> applying for a job expressing certainty/possibility Pronunciation /ə/, /æ/ 	<ul style="list-style-type: none"> a short biography a letter of application 	<ul style="list-style-type: none"> Traditions: The Haka Dance Children in Victorian times (History)
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<ul style="list-style-type: none"> Choices ... you make them The right food for the right mood letter of invitation 	<ul style="list-style-type: none"> offering presents expressing thanks Pronunciation /ə/, /z/ 	<ul style="list-style-type: none"> your eating habits a letter of invitation a quiz on Idioms/sayings about food 	<ul style="list-style-type: none"> Let's talk food! The food chain (Science)
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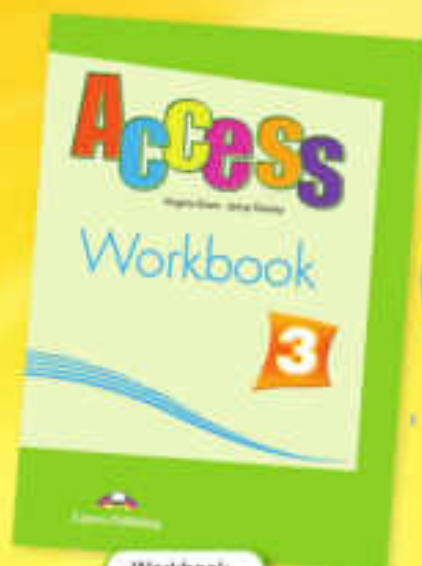
Student's Book



Grammar Book



Student's CD



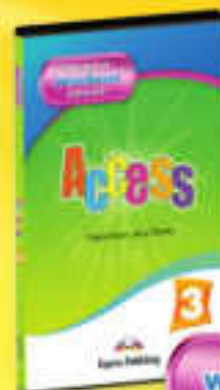
Workbook



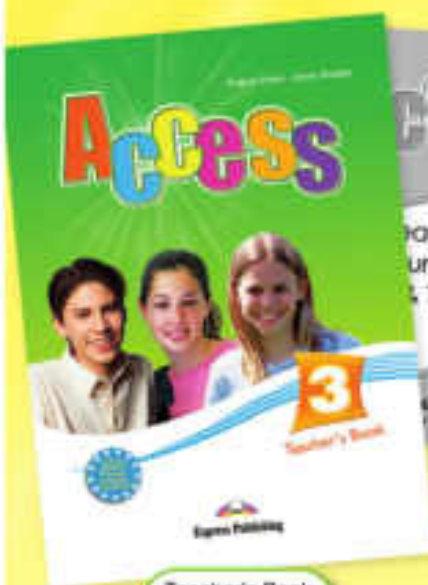
Fully animated DVD



Interactive eBook



Interactive
Whiteboard
Software



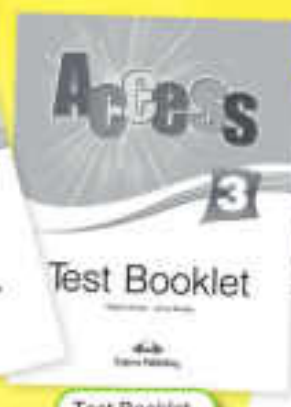
Teacher's Book
(interleaved)



Teacher's Resource Pack
(worksheets, Pairwork
Activities, Games & Tests)



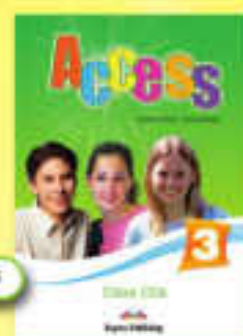
Grammar 1-4
Test Booklet



Test Booklet



My Language Portfolio



Class CDs

Module

2

Narrow escapes!

◆ What's in this module?

- people's experiences & feelings
- natural phenomena
- past simple
- forming adverbs from adjectives
- time words
- sequence of events
- stories

Which of the pictures (1-8) can you find in Module 2?

◆ Find the page numbers for

- an extract from a novel ☐
- a quote ☐

Vocabulary

• Feelings

- ◆  Match the pictures to the words below. Listen and check.

- surprised • relieved • tired • bored • terrified
- worried • calm • excited

What are these words in your language? When was the last time you felt this way?

- *The last time I felt surprised was when my parents bought me a cat as a pet for my birthday.*



TRUE STORIES

The morning of 26th December was warm and sunny on Phi Phi Don Island in Thailand. The sunshine was a welcome change from the wet, rainy weather in London. After breakfast we went to the beach. My parents decided to sunbathe and I ran straight into the crystal clear water. Nothing could prepare me for what was about to happen.

Suddenly, I heard a loud roar. The water under my feet disappeared. I heard people screaming and pointing at the sea. "What's going on?" I wondered as I turned to see a massive wave coming towards me. "Mark, run!" I heard my mum shout before the huge wave swallowed me. I was under the water. I tried to breathe and reach the surface but the force of the water just pushed me down. Then, out of nowhere a hand grabbed me and pulled me up. I gasped for air and looked around. I was in a palm tree with a Thai man. I could see people in the distance running in panic.

I felt like crying but I was too shocked to even do that. The only thing I could do was to sit and watch, unable to move. The hours passed slowly. Suddenly, the Thai man started shouting and pointing to a helicopter. The pilot saw us and came to rescue us. Half an hour later we were safe in the hills. There were a lot of people there. I felt lonely and lost. "Mark, you're safe," I heard my mum's voice say. I don't remember feeling more relieved in my life than at that moment.

Two days later we left the island. We felt lucky to be alive but we were sorry for the locals that lost their homes. It was a terrible experience.

TSUNAMI

Reading

1 The pictures tell the story in the text. What is the text about? Read, listen and check.

2 Check these words in the Word List.

- crystal clear • roar • disappear • hills
- screaming • breathe • surface • safe
- grabbed • gasped for air • relieved

3 Read the text again and complete the sentences. Use two to four words.

- 1 Mark went with his parents.
- 2 The weather there was

- 3 Mark couldn't wait to when they reached the beach.
- 4 A hit him.
- 5 A Thai man managed to a palm tree.
- 6 Hours later, rescued them.
- 7 In the hills, Mark found
- 8 Mark and his family went back to London. They felt very

4 Answer the questions.

- 1 Which natural disaster did Mark experience?
- 2 How did he feel?

Think! How does Mark's story make you feel?

- 5 Match the adjectives to their synonyms. Then explain the words in bold.

1 sunny (l. 1)

2 massive (l. 8)

3 shocked (l. 14)

4 safe (l. 18)

5 lonely (l. 19)

6 relieved (l. 21)

a huge

b horrified

c bright

d calm

e abandoned

f unharmed

Grammar see p. 120

• Past simple

- 6 Read the theory. How do we form the *past simple*?

We use the *past simple* for actions which happened in the past.

They stayed in a hotel. (regular verb)

They went to Thailand. (irregular verb)

They didn't enjoy their holiday.

Did they leave the island?

Yes, they did.

Time expressions: yesterday, last week/month, two days/a week ago, etc

- 7 a) Explain these verbs. Find the past forms of the verbs below in the text. Which are regular? Which are irregular?

- | | | |
|-------------------|------------|----------|
| 1 be ► was | 9 turn | 17 feel |
| 2 go | 10 swallow | 18 pass |
| 3 decide | 11 try | 19 start |
| 4 run | 12 push | 20 see |
| 5 can | 13 grab | 21 come |
| 6 hear | 14 pull | 22 leave |
| 7 disappear | 15 gasp | 23 lose |
| 8 wonder | 16 look | |

- b) 🎧 Copy and complete the table with the past regular forms in Ex. 7a. Listen and check.

/t/	/d/	/ɪd/
► pushed		

- c) Choose five of the verbs and make sentences about yourself.

► *My aunt came to visit us last Sunday.*

- 8 Put the verbs in brackets into the *past simple*.

A I 1) (feel) scared. I 2) (not/know) what to do. People 3) (start) to run and scream but I 4) (not/can) move.

B It 1) (not/take) long to realise it was an earthquake. We quickly 2) (grab) a few things and 3) (rush) outside the hotel.

C The sky 1) (become) grey and cloudy and it 2) (start) to rain. George 3) (try) to radio for help but the radio 4) (not/work). We 5) (be) scared to death.

- 9 🗣️ Ask and answer questions about your funniest, saddest or scariest experience on holiday.

- | | |
|--|-----------------------------|
| 1 where/you go? | 6 what happen? |
| ► A: <i>Where did you go?</i> | 7 who/with you? |
| B: <i>I went to ...</i> | 8 how/you feel? |
| 2 what/weather be like? | 9 what/happen in the end? |
| 3 how/you get there? | 10 how/you feel in the end? |
| 4 where/you stay? | |
| 5 what/you do? (eat local dishes, take pictures, visit museums, etc) | |

Speaking

- 10 Use your partner's answers in Ex. 9 to tell the class about his/her **funniest/saddest/scariest** experience on holiday.

Nightmares

1 earthquake

2 lightning

3 flood

4 tornado

Vocabulary

- Natural phenomena

- 1 Listen and repeat words 1-7.
Which are common in your country?

THINK! Which three of these phenomena do you think are the most dangerous? Give reasons.

Learning to learn

Predicting content

Key words from a text help you predict what the text is about.

Reading

- 2 Read the title and the introduction.
The following words/phrases appear in the text. What is the text about? Read, listen and check. Where could you read this text?

- nightmares about drowning
- water swept me away
- rain heavily
- river burst its banks
- grabbed
- a lamppost
- wet and cold
- relieved
- alive

5 hurricane

6 tsunami

7 volcanic eruption

It could
happen
to you!

You probably can't imagine being caught up in the middle of a tornado, a hurricane or a flood, but don't be so sure that it could never happen to you! We spoke to John about his experience ...

Are you afraid of water? Well, John is! He had terrible 5 nightmares about drowning. "In the nightmares there was always heavy rain," he said, "and then water swept me away. I desperately shouted for help but no one ever came. I woke up very scared, but happy that it was just a bad dream." Last year, while John was on holiday in 10 Cornwall, his horrible dreams came true! One morning, he decided to go for a cup of tea in the village. On his way, he went into a little shop to buy some postcards. As he entered the shop, it started to rain heavily. "Nice weather for ducks," said the lady in the shop. "I hope the river 15 doesn't burst its banks again like last year," she added. John opened the door to leave the shop but as soon as he stepped out, water swept him off his feet and washed him down the road. "Oh no! The river!" he thought, terrified. Then suddenly, he hit a lamppost. 20 He quickly grabbed it and pulled himself out of the water. He was wet and cold but very relieved to be alive!

3 Read the text again and answer the questions. Then explain the words in bold.

- 1 What was John afraid of?
- 2 Where did he go last year?
- 3 What happened to him?
- 4 What did he do?
- 5 How did he feel?

4 Match the pronouns (1-7) from the text with the nouns below.

John the river's the lady in the shop
John's the lamppost

- 1 He (l. 5) ► John, 2 I (l. 8),
- 3 his (l. 11), 4 its (l. 15),
- 5 she (l. 16), 6 him (l. 18),
- 7 it (l. 20)

• Forming adverbs

5 a) Read the examples. How do we form adverbs?

He's a **careful** driver. He drives **carefully**.
The test was **easy**. He answered the questions **easily**.

She's a **terrible** cook. She cooks **terribly**.

He's an **early** bird. He gets up **early**.

He's a **good** swimmer. He swims **well**.

b) Form adverbs from the adjectives. Make sentences.

- slow • happy • safe • fast
• real • complete • good

► He walks very slowly.

• Time words

6 Read the theory. Find examples in the text.

We use as soon as, when, while, so, after, until and then to refer to the time or order in which something happened.
It started raining as soon as he left.

7 Join the sentences. Use the words in brackets.

- 1 They started screaming. They saw the lion. (when)
► *They started screaming when they saw the lion. / When they saw the lion, they started screaming.*
- 2 They walked in the park. It got dark. (until)
- 3 He went on holiday. He finished school. (after)
- 4 The phone rang. She entered the room. (as soon as)
- 5 It stopped raining. They left the office. (and then)
- 6 It was late. He decided to get a taxi. (so)

Listening & Speaking

8 a) Listen and complete the missing words.



10th April 0) ► 1912:

2) April:

15th April:

1st 5) 1985:

left port of Southampton for 1)
hit iceberg in the North Atlantic at 11:40 pm
ship sank at 3) am, more than
4) people died
ship located near Newfoundland, Canada

b) Put the words in the correct order to form questions. Use the information in Ex. 8a to ask and answer the questions.

- 1 When/did/Southampton/the Titanic/leave?
► A: *When did the Titanic leave Southampton?*
B: *On 10th April, 1912.*
- 2 was/What/its destination?
- 3 later/What/days/happened/four?
- 4 the/did/When/sink/ship?
- 5 time/What/was/it?
- 6 people/How many/died?
- 7 they/When/did/ship/locate/the?

9 ICT Work in groups. What other disasters at sea do you know of? Collect information. Then, present it to the class.

You can visit this website: <http://en.wikipedia.org>
Search keyword: Titanic
Go to See Also and click on List of shipwrecks.

Relieved

Reading & Writing

- 1 Look at the picture and listen to the sounds. What do you think the story is about? Read and check.
- 2 Complete Laura's story with phrases (a-e). Listen and check. Explain the words/phrases in bold.

- a and asked us to keep calm
- b when suddenly the sky turned dark grey
- c but she was very scared
- d so we ran quickly inside the house
- e because they couldn't find their dog

- 3 Put the events in the order they happened. Use the plotline to summarise the story for the class.

It began to rain.

They went to the basement.

The wind stopped.

The children were in the garden. ► 1

They closed the windows.

They helped their neighbours.

They went inside the house.

They heard a loud crashing noise.

They went outside again.

Learning to learn

Sequence of events

Write the events in the order they happened. This helps the reader follow your story.



My sister Susan and I were in the garden playing with our neighbours' dog last Saturday afternoon 1) Minutes later, it began to **rain heavily** 2)

Mum asked us to close all the windows. Just as I shut the window in the kitchen, I heard a loud noise. It sounded like a train. Dad took us to the **basement** 3) From there, we could hear the strong wind outside. **All of a sudden**, we heard a loud **crashing** noise and my sister started to cry. We tried to calm her down 4)

After a few minutes, the wind stopped and everything was quiet. We slowly **made our way** up from the basement. The house was full of glass from the broken windows. The real **damage** was outside though. There were trees on the streets and damaged cars all over. Our neighbours were very **worried** 5) We **searched** everywhere and finally found him behind some bushes.

It was a horrible experience and we were relieved it was over. At least we were all OK. (Laura, 15)

Writing (a story)

- 4 Think of an unusual experience you have had. Answer the questions in the plan.

Introduction (set the scene)

- Para 1
- Where were you (school, home)?
 - What was the weather like?
 - Who else was with you?

Main Body (events in the order they happened)

- Para 2
- What happened?
 - What did you/the others do?
- Para 3
- What happened afterwards?

Conclusion (end the story)

- Para 4
- What happened in the end?
 - How did you/the others feel?

Portfolio: Use your answers to write your story entitled 'What an Experience' (80-100 words).