

# Blaze

your own trail to success!



Express Publishing



## Student's Power Pack



Student's Book



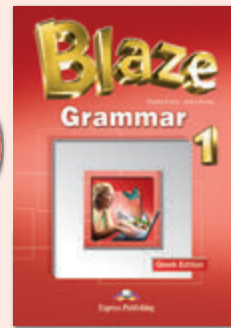
Presentation Skills & Writing Skills



Workbook & Companion



iBook



Grammar



CLIL Reader with offline cross-platform application code

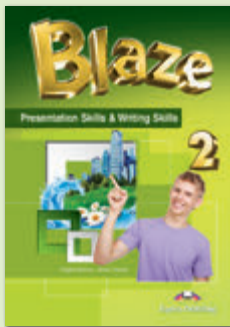
## Teacher's Pack

Teacher's Book, Presentation Skills & Writing Skills Key, Workbook & Companion Teacher's Book, IWB, Class CDs, Grammar, Grammar Key, *Let's Celebrate* – CLIL Reader with offline cross-platform application code

## Student's Power Pack



Student's Book



Presentation Skills & Writing Skills



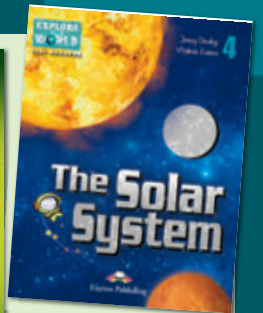
Workbook & Companion



iBook



Grammar



CLIL Reader with offline cross-platform application code

## Teacher's Pack

Teacher's Book, Presentation Skills & Writing Skills Key, Workbook & Companion Teacher's Book, IWB, Class CDs, Grammar, Grammar Key, *The Solar System* – CLIL Reader with offline cross-platform application code

## Student's Power Pack



Student's Book



Presentation Skills & Writing Skills



Workbook & Grammar in Use



Companion



Grammar



iBook



CLIL Reader with offline cross-platform application code

## Teacher's Pack

Teacher's Book, Presentation Skills & Writing Skills Key, Workbook & Grammar in Use Teacher's Book, Companion, Companion Key, IWB, Class CDs, Grammar, Grammar Key, *The Age of Dinosaurs* – CLIL Reader with offline cross-platform application code

# Blaze

1

Virginia Evans - Jenny Dooley



**Student's Book**



Express Publishing



# Contents

	Vocabulary	Grammar	Reading	Listening & Speaking	Writing
<b>Module 1 Hello!</b> (pp. 5-20)					
<b>1</b>			dialogues (matching)	greet people	short dialogue
<b>2</b>	the English alphabet	personal subject/object pronouns		<ul style="list-style-type: none"> <li>monologues (choose correct option)</li> <li>ask about names</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>cardinal numbers</li> <li>colours</li> </ul>	the verb <i>to be</i> (affirmative)	texts (complete sentences)	<ul style="list-style-type: none"> <li>monologues (choose correct option)</li> <li>present yourself &amp; your friends</li> </ul>	a short text about you
<b>4</b>	telephone numbers	<i>what</i> questions	a dialogue (gap fill)	<ul style="list-style-type: none"> <li>a dialogue (take notes)</li> <li>join a club</li> </ul>	a membership card
<b>5</b>	<ul style="list-style-type: none"> <li>countries</li> <li>continents</li> <li>nationalities</li> </ul>		an article (complete sentences)	monologue (complete sentences)	your profile
<b>6</b>	jobs	the verb <i>to be</i> (negative)	an article (correct statements)	present famous people	
Culture Corner: <i>The Union Jack</i> (p. 18)			Self-Check 1 (pp. 19-20)		
<b>Module 2 My World</b> (pp. 21-36)					
<b>1</b>	jobs	<ul style="list-style-type: none"> <li>the verb <i>to be</i> (interrogative &amp; short answers)</li> <li>question words</li> </ul>	a dialogue (gap fill)	<ul style="list-style-type: none"> <li>ask for personal information</li> <li>apply for a post</li> </ul>	an interview
<b>2</b>	family & relatives	<ul style="list-style-type: none"> <li>possessive case</li> <li>possessive adjectives</li> </ul>	an article (answer questions)	<ul style="list-style-type: none"> <li>dialogue (identify relations)</li> <li>present your family</li> <li>identify family members</li> </ul>	sentences about the British Royal Family
<b>3</b>	family bonds	<i>have got</i>	a blog (T/F/DS statements)	<ul style="list-style-type: none"> <li>a dialogue (matching)</li> <li>present Akiane</li> </ul>	an email about your family
<b>4</b>	<ul style="list-style-type: none"> <li>appearance</li> <li>ordinal numbers</li> <li>months &amp; seasons</li> </ul>		an article (answer questions)	<ul style="list-style-type: none"> <li>describe your family</li> <li>people's birthdays</li> </ul>	a text about your best friend
<b>5</b>	adjectives	comparative	an article (complete sentences)	<ul style="list-style-type: none"> <li>compare people</li> <li>present <i>The Avengers</i></li> </ul>	sentences comparing people
<b>6</b>	pets & parts of the body	comparative – superlative	an article (T/F statements)	<ul style="list-style-type: none"> <li>a quiz</li> <li>compare pets</li> </ul>	a post about your pet
CLIL (Geography): <i>The UK</i> (p. 34)			Self-Check 2 (pp. 35-36)		
<b>Module 3 Around the clock</b> (pp. 37-52)					
<b>1</b>	<ul style="list-style-type: none"> <li>everyday activities</li> <li>means of transport</li> </ul>	present simple (affirmative)	a text (gap fill)	a dialogue (multiple choice)	a text about your daily routine
<b>2</b>	work activities	present simple (affirmative – 3rd person singular)	an article (matching)	<ul style="list-style-type: none"> <li>monologues (take notes)</li> <li>talk about your family's daily routine</li> <li>pronunciation: /s/, /z/, /ɪz/ ending</li> </ul>	an email about your family's daily routine
<b>3</b>	<ul style="list-style-type: none"> <li>the time</li> <li>days of the week</li> </ul>		dialogues	<ul style="list-style-type: none"> <li>a dialogue (take notes)</li> <li>ask about/tell the time</li> </ul>	an email about your Monday routine
<b>4</b>	school subjects	present simple (negative)	an article (T/F statements)	<ul style="list-style-type: none"> <li>monologues (multiple choice)</li> <li>present lifestyles</li> </ul>	a paragraph comparing lifestyles
<b>5</b>	job qualities	<i>too – enough</i>	an article (T/F/DS statements)	<ul style="list-style-type: none"> <li>describe job qualities</li> <li>present a job</li> </ul>	a text about a job
<b>6</b>	activities	present simple (interrogative & short answers)	an article (sequence of events)	<ul style="list-style-type: none"> <li>a dialogue (T/F statements)</li> <li>present a person's job</li> </ul>	a poster about jobs around the world
Culture Corner: <i>At school with me ... in the UK</i> (p. 50)			Self-Check 3 (pp. 51-52)		



	Vocabulary	Grammar	Reading	Listening & Speaking	Writing
<b>Module 4</b>	<b>Free Time</b> (pp. 53-68)				
<b>1</b>	sports	can	an article (answer questions)	<ul style="list-style-type: none"> <li>a dialogue (answer questions)</li> <li>present football teams &amp; their mascots</li> </ul>	a poster about football teams
<b>2</b>	sports equipment	must/mustn't – have to	an article (multiple matching)	ask and answer questions	a poster about sports & equipment
<b>3</b>	leisure activities	adverbs of frequency	blog entries (T/F statements)	<ul style="list-style-type: none"> <li>a monologue (specific information)</li> <li>talk about activities</li> </ul>	a blog entry about your free time
<b>4</b>	hobbies	present simple (wh- questions)	an article (T/F/DS statements)	<ul style="list-style-type: none"> <li>present your hobby</li> <li>intonation in wh- questions</li> </ul>	an article about your hobby
<b>5</b>	places to go	preposition of time (at, on, in)	an article (answer questions)	invite/accept – decline	sentences on how to be a healthy teenager
<b>6</b>	extreme sports		an article (multiple choice)	<ul style="list-style-type: none"> <li>a monologue (T/F/DS statements)</li> <li>talk about your favourite sport</li> </ul>	an email about your favourite sport
CLIL (PE): <i>Cricket facts</i> (p. 66)			Self-Check 4 (pp. 67-68)		
<b>Module 5</b>	<b>Rain or Shine</b> (pp. 69-84)				
<b>1</b>	holiday activities	present continuous (affirmative)		<ul style="list-style-type: none"> <li>identify sounds</li> <li>pronunciation of -ing ending</li> <li>describe a picture</li> </ul>	sentences describing pictures
<b>2</b>	carnival activities	present continuous (negative)	a live report (complete sentences)	<ul style="list-style-type: none"> <li>an announcement (take notes)</li> <li>report a live event</li> </ul>	sentences describing a live event
<b>3</b>	the weather	present continuous (interrogative & short answers)	a dialogue (T/F statements)	<ul style="list-style-type: none"> <li>a monologue (multiple choice)</li> <li>describe the weather</li> <li>social expressions</li> </ul>	a dialogue giving news
<b>4</b>	seasonal activities		postcards (matching, answer questions)	<ul style="list-style-type: none"> <li>a dialogue (take notes)</li> <li>talk about seasonal activities</li> <li>pronunciation of /θ/, /ð/</li> </ul>	a postcard
<b>5</b>	clothes	present continuous (wh- questions)	a dialogue (complete sentences)	<ul style="list-style-type: none"> <li>monologues (multiple choice)</li> <li>describe clothes</li> </ul>	sentences describing pictures
<b>6</b>	celebrations	present simple vs present continuous	an email (answer questions, complete sentences)	<ul style="list-style-type: none"> <li>a monologue (multiple choice)</li> <li>pronunciation of /ŋk/, /ŋ/</li> <li>present Halloween</li> </ul>	an email about a celebration
Culture Corner: <i>Guy Fawkes Night</i> (p. 82)			Self-Check 5 (pp. 83-84)		
<b>Module 6</b>	<b>Food for thought</b> (pp. 85-100)				
<b>1</b>	food & drinks	<ul style="list-style-type: none"> <li>plurals – countable/uncountable nouns</li> <li>a/an – some/any – There is/There are</li> </ul>	an article (complete sentences)	<ul style="list-style-type: none"> <li>pronunciation of /s/, /z/, /ɪz/</li> <li>offer food/drinks</li> </ul>	a short text about food/drinks you eat on New Year's Eve
<b>2</b>	<ul style="list-style-type: none"> <li>containers</li> <li>UK currency</li> </ul>	quantifiers	a dialogue (gap fill)	<ul style="list-style-type: none"> <li>a dialogue (take notes)</li> <li>pay for things</li> <li>make a shopping list</li> </ul>	a dialogue making a shopping list
<b>3</b>			an article (T/F/DS statements)	<ul style="list-style-type: none"> <li>dialogue (answer questions)</li> <li>present street food in various countries</li> <li>ask for an order/order food</li> </ul>	a menu
<b>4</b>	supermarket sections		an article (multiple choice)	<ul style="list-style-type: none"> <li>a monologue (take notes)</li> <li>compare shopping habits</li> </ul>	a short text about shopping habits
<b>5</b>	food preparation		<ul style="list-style-type: none"> <li>an article (multiple choice)</li> <li>a recipe (gap fill)</li> </ul>	<ul style="list-style-type: none"> <li>monologue (answer questions)</li> <li>present astronauts' eating habits</li> </ul>	a recipe
<b>6</b>	food verbs	can/could/may (permission – requests)	an article (answer questions)	<ul style="list-style-type: none"> <li>monologue (answer questions)</li> <li>present national dishes</li> </ul>	a text about a dish from your country
CLIL (Science): <i>Why do foods taste different?</i> (p. 98)			Self-Check 6 (pp. 99-100)		

	Vocabulary	Grammar	Reading	Listening & Speaking	Writing
<b>Module 7</b>					
<b>Going places</b> (pp. 101-116)					
<b>1</b>	rooms & furniture	<i>there is/there are</i> (revision)	an article (multiple matching)	<ul style="list-style-type: none"> <li>compare houses</li> <li>present houses</li> </ul>	a paragraph comparing houses
<b>2</b>	shops	<ul style="list-style-type: none"> <li><i>this/these – that/those</i></li> <li><i>one/ones</i></li> </ul>	a dialogue (answer questions)	<ul style="list-style-type: none"> <li>exchanges (identify shops)</li> <li>ask about prices</li> <li>buy clothes</li> </ul>	a dialogue (buying clothes)
<b>3</b>	shops & products	<ul style="list-style-type: none"> <li>prepositions of place</li> <li>the imperative</li> </ul>	a dialogue (answer questions)	<ul style="list-style-type: none"> <li>exchanges (answer questions)</li> <li>ask for/give directions</li> </ul>	sentences comparing areas
<b>4</b>	market products	<ul style="list-style-type: none"> <li><i>was/were</i></li> <li><i>had</i></li> </ul>	an article (multiple matching)	<ul style="list-style-type: none"> <li>a dialogue (multiple matching)</li> <li>talk about past activities</li> <li>present a market</li> </ul>	a blog entry about a visit to a market
<b>5</b>	museums	past simple (regular verbs)	an email (complete sentences)	<ul style="list-style-type: none"> <li>pronunciation of /t/, /d/, /ɪd/</li> <li>present Norwich Castle</li> </ul>	an email about a visit to a museum
<b>6</b>	adjectives describing feelings	past simple (irregular verbs)	blog entries (identify T/F/DS statements)	<ul style="list-style-type: none"> <li>a narration (take notes)</li> <li>tell a story</li> </ul>	a story
Culture Corner: <i>Days out</i> (p. 114)			Self-Check 7 (pp. 115-116)		
<b>Module 8</b>					
<b>What's in your future?</b> (pp. 117-132)					
<b>1</b>	technology in sport	<i>will/won't</i>	an article (multiple choice)	<ul style="list-style-type: none"> <li>an announcement (take notes)</li> <li>pronunciation of 'll and won't</li> </ul>	predictions
<b>2</b>	holiday activities	<i>be going to</i> (affirmative)	a postcard (gap fill)	<ul style="list-style-type: none"> <li>a dialogue (multiple matching)</li> <li>talk about your holiday plans</li> <li>present the Florida Keys</li> </ul>	a postcard about your holiday plans
<b>3</b>	activities	<ul style="list-style-type: none"> <li><i>be going to</i> (negative/interrogative/short answers)</li> <li>present continuous (future meaning)</li> </ul>	messages (answer questions)	<ul style="list-style-type: none"> <li>a monologue (take notes)</li> <li>discuss fixed future arrangements</li> </ul>	a message about your weekend plans
<b>4</b>	celebrations	<i>will – be going to</i>	an email (complete sentences)	<ul style="list-style-type: none"> <li>a monologue (specific information)</li> <li>talk about your plans</li> </ul>	an email inviting your friend to your party
<b>5</b>	films		an email (T/F/DS statements)	<ul style="list-style-type: none"> <li>a dialogue (gap fill)</li> <li>ask about/describe films</li> </ul>	an email inviting your friend to the cinema
<b>6</b>	environmental problems		an article (matching sentences)	<ul style="list-style-type: none"> <li>a lecture (multiple choice)</li> <li>present what the future will be like</li> </ul>	predictions about the future
CLIL (Science): <i>Weather Prediction</i> (p. 130)			Self-Check 8 (pp. 131-132)		
Language Review (pp. 133-140)					
Fun Time (pp. 141-144)					
Irregular Verbs					



# Module

# 1

# Hello!

## What's in this module?

### Vocabulary

- the alphabet
- cardinal numbers (1-100)
- colours
- telephone numbers
- addresses
- countries, continents & nationalities

### Grammar

- personal subject/object pronouns
- present simple of the verb *to be* (affirmative/negative)
- *what* questions
- *a/an*

### Reading

- a dialogue
- articles

### Listening

- a dialogue
- applying for a membership card

### Speaking

- greet people, say goodbye
- ask about names
- ask about/say telephone numbers & addresses

### Presentation Skills

- present yourself & your friends
- present famous people
- present the Union Jack and your country's flag

### Writing

- fill in forms & charts
- write your profile
- write about famous people

**Culture Corner:** *The Union Jack*



Bob  
the USA



Mary  
Canada



Lara  
Argentina



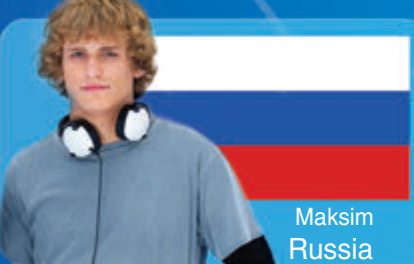
Marta  
Spain



Costas  
Greece



Sab  
Egypt



Maksim  
Russia



Sue  
Australia



Aki  
Japan



Martina  
Chile



Mike  
the UK



Emir  
Turkey



## Countries & Nationalities

**1** a) Write the countries.

- \_\_\_\_\_ – American
- \_\_\_\_\_ – British
- \_\_\_\_\_ – Russian
- \_\_\_\_\_ – Egyptian
- \_\_\_\_\_ – Spanish
- \_\_\_\_\_ – Chilean
- \_\_\_\_\_ – Turkish
- \_\_\_\_\_ – Japanese
- \_\_\_\_\_ – Canadian
- \_\_\_\_\_ – Australian
- \_\_\_\_\_ – Argentinian
- \_\_\_\_\_ – Greek

b) 1.1 Listen and check, then say.

**2** Look at the pictures and say.


Bob's from the USA. He's American. Mary's from Canada. She's Canadian.

**Find the page numbers for:**

- a membership card
- a ticket
- a world map




## Reading

**1** a)  Listen and read the dialogues (A-C). Match them to the people (1-3) in the pictures.

b) Match the headings to the dialogues (A-C).

- Say goodbye
- Greet & introduce others
- Greet & introduce yourself

**2**  Take roles and read the dialogues aloud.

**A**  
 Steve: Hi! I'm Steve.  
 Stella: Hi, Steve. I'm Stella.  
 Steve: Nice to meet you, Stella.  
 Stella: Nice to meet you, too.

**B**  
 Sally: Hi, Ann. How's it going?  
 Ann: Not bad. And you?  
 Sally: I'm fine. This is my friend, Nicky.  
 Nicky, this is Ann.  
 Ann: Hello, Nicky. Nice to meet you.  
 Nicky: Hi, Ann. Nice to meet you, too.

**C**  
 Lyn: Goodbye, Tony.  
 Tony: Bye, Lyn. See you later.  
 Lyn: See you!

1

2

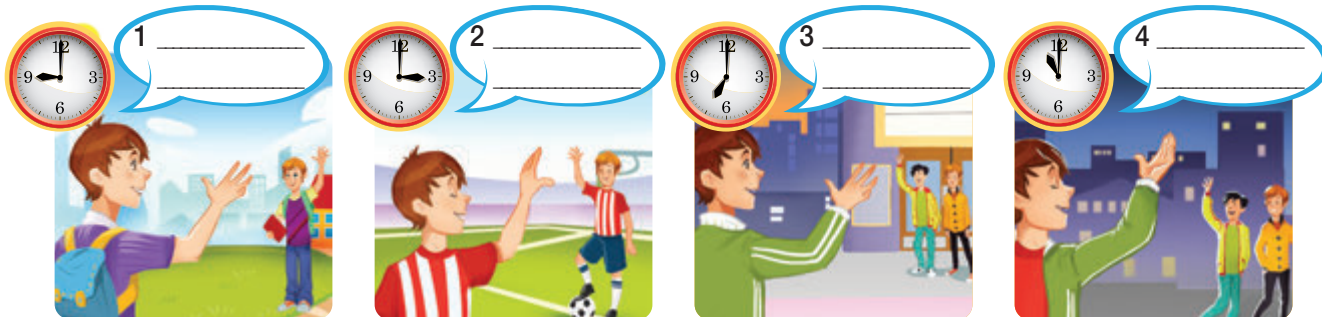
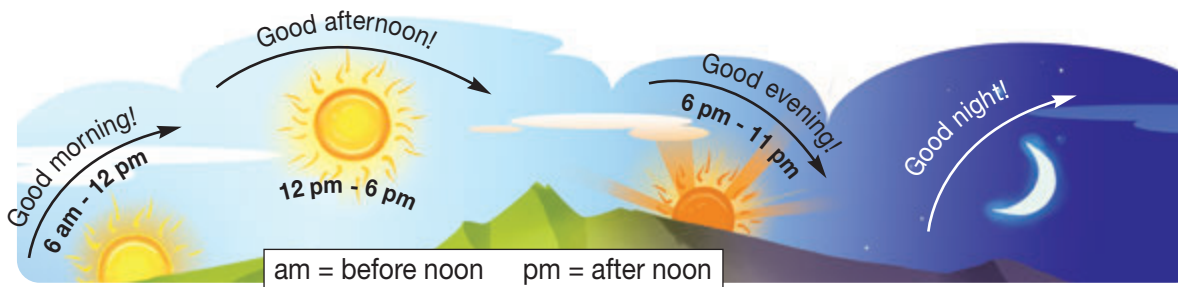
3



# Everyday English

## Greeting people

3 Read the phrases. Then complete the speech bubbles (1-4) with the correct greeting.



## Listening

4 1.3 Listen and circle the correct response.

- 1 a Not bad.  
b Nice to meet you.
- 2 a See you later.  
b So-so.
- 3 a I'm fine, thanks.  
b It's a pleasure to meet you.
- 4 a Good morning.  
b Bye, Sally.
- 5 a I'm Kathy.  
b Fine, thanks.

### Greet people

- Hi! How are you?
- How's everything?
- How's it going?

### Respond

- Great.
- I'm fine, (thanks).
- I'm OK.
- Not bad.
- So-so.

### Introduce yourself

- Hi! I'm ...
- Hello! I'm ...

## Speaking & Writing

5 Look at the pictures. Use the phrases to act out short exchanges, then write short dialogues.

### Say goodbye

- Goodbye.
- Bye.
- See you.
- See you later.
- See you tomorrow.
- Take care.

### Respond

- Nice to meet you.
- It's a pleasure to meet you.

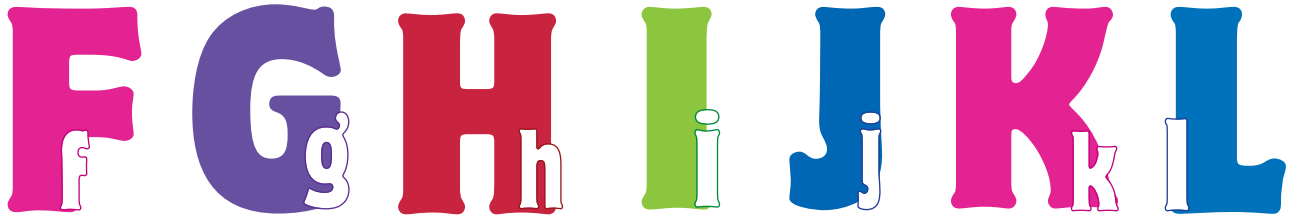
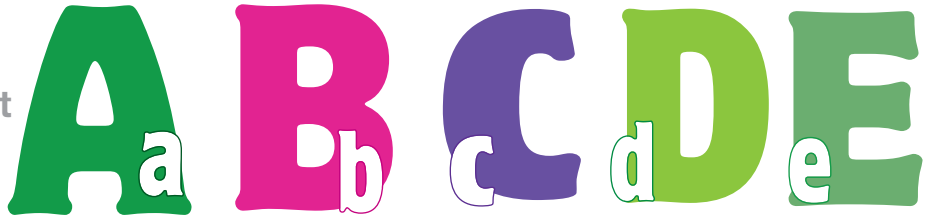


# 1.2 Names

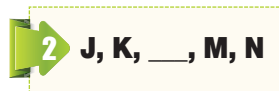
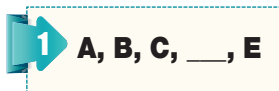
## Vocabulary

The English alphabet

1 a) 1.4 Listen and repeat.



b) Write the missing letter.



c) Now read letters aloud to your partner. Your partner points to the letters he/she hears.

## Listening

2 a) 1.5 Listen and circle the letter you hear.

1 **A** **E**

2 **I** **Y**

3 **P** **T**

4 **S** **X**

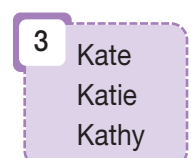
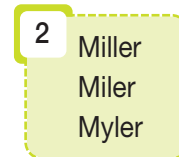
5 **G** **D**

6 **B** **P**

7 **P** **V**

8 **D** **B**

b) 1.6 Listen and circle the name you hear. Then spell each name.





## Grammar

### Personal subject/object pronouns

3 a) Study the table.

SUBJECT PRONOUNS	OBJECT PRONOUNS
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

b) Look at the pictures. Complete the sentences. Use *subject/object pronouns*.

1 Look at *it*.  
It's a bag.



2 Look at \_\_\_\_\_.  
\_\_\_\_\_ 's Lisa.



3 Look at \_\_\_\_\_.  
\_\_\_\_\_ are friends.



4 Look at \_\_\_\_\_.  
\_\_\_\_\_ 's an elephant.



5 Look at \_\_\_\_\_.  
\_\_\_\_\_ 's Mark.

6 Look at \_\_\_\_\_. \_\_\_\_\_ 's an orange.

**Note:**

Proper nouns (names of people and places) start with a capital letter. *Mary, Mexico*

## Everyday English

### Asking about names

4 a) 1.7 Listen and read the dialogue.

A: What's your name?  
B: Anna.  
A: And your surname?  
B: Milles.  
A: How do you spell that?  
B: M - I - double L - E - S.



b) Use the names (1-5) to act out similar dialogues.

1 Estella Gonzales

2 Antony Marques

3 Jim Wheeler

4 Natasha Williams

5 Hoang Li

5 Find pictures of famous people. Write their names, then spell them.



J - E - double N - I - F - E - R    L - O - P - E - Z

# 1.3 Numbers & Colours

## Vocabulary

Cardinal numbers  
(1-100)

1 a) 1.8 Listen and repeat.



b) 1.9 Listen and repeat.

10	ten	24	twenty-four
11	eleven	25	twenty-five
12	twelve	26	twenty-six
13	thirteen	27	twenty-seven
14	fourteen	28	twenty-eight
15	fifteen	29	twenty-nine
16	sixteen	30	thirty
17	seventeen	40	forty
18	eighteen	50	fifty
19	nineteen	60	sixty
20	twenty	70	seventy
21	twenty-one	80	eighty
22	twenty-two	90	ninety
23	twenty-three	100	a/one hundred

c) Read the numbers.



2 a) Write the numbers using words.

1 The number of letters in the English alphabet

2 The number of letters in your surname

3 The number of people in your classroom

4 The number of desks in your classroom

b) Look at the picture for a minute. Cover it and try to remember as many numbers as possible.



## Listening

3 1.10 Listen and circle the numbers you hear.

1 3 13

2 5 15

3 14 40

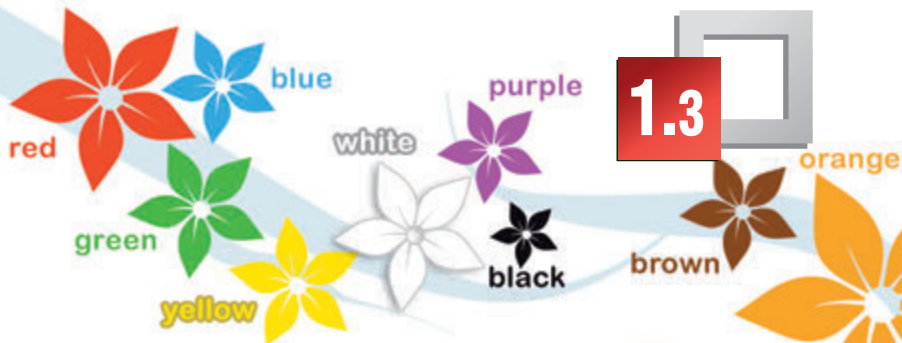
4 13 30

5 19 90

6 18 80

7 16 60

8 17 70



## Colours

4 a) Listen and repeat.

b) What colour is each number? Write the colours in your notebook.



## Reading

6 a) Fill in the blanks with *am*, *is* or *are*.

(A) Hello! My name  
1) \_\_\_\_\_ Vanessa.

I 2) \_\_\_\_\_ twelve years old and I'm  
a student at Greenhill School.

It 3) \_\_\_\_\_ my birthday today. My  
favourite colours 4) \_\_\_\_\_  
yellow and black.



## Grammar

The verb *to be* (affirmative)

5 a) Study the table.

AFFIRMATIVE	
Full Form	Short Form
I am Anna.	I'm Anna.
You are fifteen.	You're fifteen.
This is Bill. He is sixteen.	He's sixteen.
This is Helen. She is ten.	She's ten.
Seven is a number. It is a number.	It's a number.
We are sixteen.	We're sixteen.
You are ten.	You're ten.
They are eleven.	They're eleven.

Name/Subject pronoun + Verb  
 Andy is twelve. He is twelve.

b) Fill in the blanks with *'m*, *'s* or *'re*.

- I'm Pedro and she \_\_\_\_\_ Marta.
- You \_\_\_\_\_ sixteen.
- We \_\_\_\_\_ fifteen and they \_\_\_\_\_ twenty.
- He \_\_\_\_\_ Daniel.
- It \_\_\_\_\_ my birthday. I \_\_\_\_\_ twenty.
- Anna \_\_\_\_\_ nine.
- They \_\_\_\_\_ twenty-eight.
- Mr Brown \_\_\_\_\_ sixty years old.

(B)  
She 1) \_\_\_\_\_  
Clara and he 2) \_\_\_\_\_  
Peter. They 3) \_\_\_\_\_  
friends. They 4) \_\_\_\_\_  
fourteen years old. Their  
favourite colour  
5) \_\_\_\_\_ blue.



b) Listen and check.

c) Read again and complete the sentences.

- Vanessa is \_\_\_\_\_ years old.
- Peter is Clara's \_\_\_\_\_.
- Clara and Peter are \_\_\_\_\_ years old.
- It's Vanessa's \_\_\_\_\_ today.
- Vanessa's favourite colours are \_\_\_\_\_.

## Speaking & Writing

7 **Competences:** Write a text about you. Write:  
 your name age favourite colour. Tell  
 the class.

### PRESENTATION SKILLS

Present yourself and your friends to the class. Say:  
 name age favourite colour.

### DID YOU KNOW?

In the UK the number 13 is an unlucky number. There is often no house with the number 13 in a street.







# 1.4 What's your ...?

## Vocabulary

### Telephone numbers

1 a) 1.13 Listen and read.



Stuart: What's your telephone number, Becky?  
 Becky: (01772) 396882.  
 Stuart: (01772) 396882?  
 Becky: That's right.

b) Write the following telephone numbers in words.

- Betty – (01253) 524448  
\_\_\_\_\_
- Mary – (01768) 239878  
\_\_\_\_\_
- Tim – (01488) 695273  
\_\_\_\_\_
- Alice – (020) 7327-6594  
\_\_\_\_\_

c) Take roles. Use the telephone numbers in Ex. 1b to act out dialogues like the one in Ex. 1a. Then talk about your telephone numbers.

## Grammar

### What questions

2 a) Read the examples.

#### WHAT QUESTIONS

What's your name? Emma Clark.  
 What's your telephone number? (0121) 222-6789.  
 What's your address? 14, Oak Street.  
 What's your email address? Emma@mail.com.

b) Look at the information card and complete the questions and the answers.



Name: **Lauren Newton**  
 Address: **25, Maple Street**  
 Telephone Number: **(0131) 395-6627**  
 Email Address: **Lauren@mail.com**

- A: What's your \_\_\_\_\_?  
B: Lauren \_\_\_\_\_.
- A: \_\_\_\_\_ address?  
B: 25, \_\_\_\_\_.
- A: What's your \_\_\_\_\_?  
B: (0131) 395-\_\_\_\_\_.
- A: \_\_\_\_\_ your \_\_\_\_\_?  
B: Lauren@\_\_\_\_\_  
A: Thank you.

c) Ask your partner questions and prepare a similar card about him/her.

3 Read the information. Which sentences (1-4) are correct? Put a tick (✓) or a cross (x).

Mr (Single/Married)

Ms (Single/Married)  
Mrs (Married)  
Miss (Single)

Functions	
Correct (✓)	Incorrect (x)
• Hello, I'm Cathy.	• Hello, I'm Smith.
• Hello, I'm Cathy Brown.	• Hello, Mr Alex Smith.
• Hello, Ms Brown.	• Hello, Mr Alex.

- Hello, I'm Mary. \_\_\_\_\_
- Hello, Mrs Mary Stevens. \_\_\_\_\_
- Hello, Ms Sanders. \_\_\_\_\_
- Hello, I'm Blackwood. \_\_\_\_\_

## Everyday English

### Giving personal information

- 4 a) Complete the dialogue with the questions (A, B or C).

1.14 Listen and check.



- A: Hello. Can I help you?  
 B: Yes, I'd like to join the club.  
 A: Certainly. 1) \_\_\_\_\_  
 B: Sandy Miller.  
 A: Sorry? Can you spell your last name, please?  
 B: M-I-double L-E-R.  
 A: OK, Sandy. 2) \_\_\_\_\_  
 B: My address is 30, Park Street, Bradford, Yorkshire BD12 0NB.  
 A: 3) \_\_\_\_\_  
 B: It's (0844) 832-5966 (oh-eight-four-four, eight-three-two, five-nine-six-six).  
 A: OK. Here's your card. Welcome to the club.  
 B: Thank you.

- A And your telephone number?  
 B What's your name?  
 C What's your address?

## Reading

- b) Read the dialogue and complete the information card.

First Name: Sandy  
 Last Name: 1) \_\_\_\_\_  
 Address: 2) \_\_\_\_\_  
 Telephone Number: 3) \_\_\_\_\_

## Study Skills

### Listening for specific information

Before you listen, look at the blanks and try to predict what each missing word is (a noun, name, number, etc.). This will help you do the listening task.

## Listening

### Joining a DVD club

- 5 a) Look at the blanks. What kind of words are missing?

1.15 Listen and fill in the missing information on the membership card.

DVDLand
Membership Card

First Name: Jessica

Last Name: 1) \_\_\_\_\_

Age: 2) \_\_\_\_\_

Address: 10, 3) \_\_\_\_\_ Street

Town/City: 4) \_\_\_\_\_

County: 5) \_\_\_\_\_

Telephone Number: 6) \_\_\_\_\_

Membership Number: 9215

- b) Fill in a membership card for your partner.

## Speaking & Writing

- 6  Work in pairs.

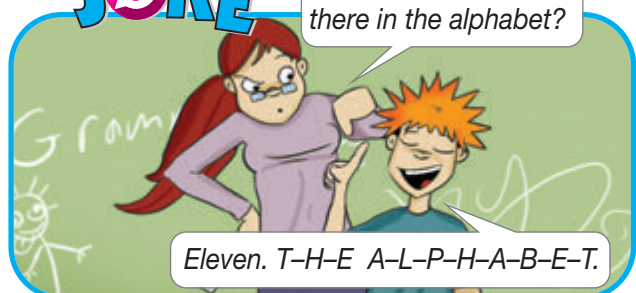
**Student A:** You want to become a member of the DVDLand club.

**Student B:** You work at DVDLand.

Write your dialogue. Act out your dialogue. Use the dialogue in Ex. 4a as a model.

## JOKE

How many letters are there in the alphabet?



Eleven. T-H-E A-L-P-H-A-B-E-T.

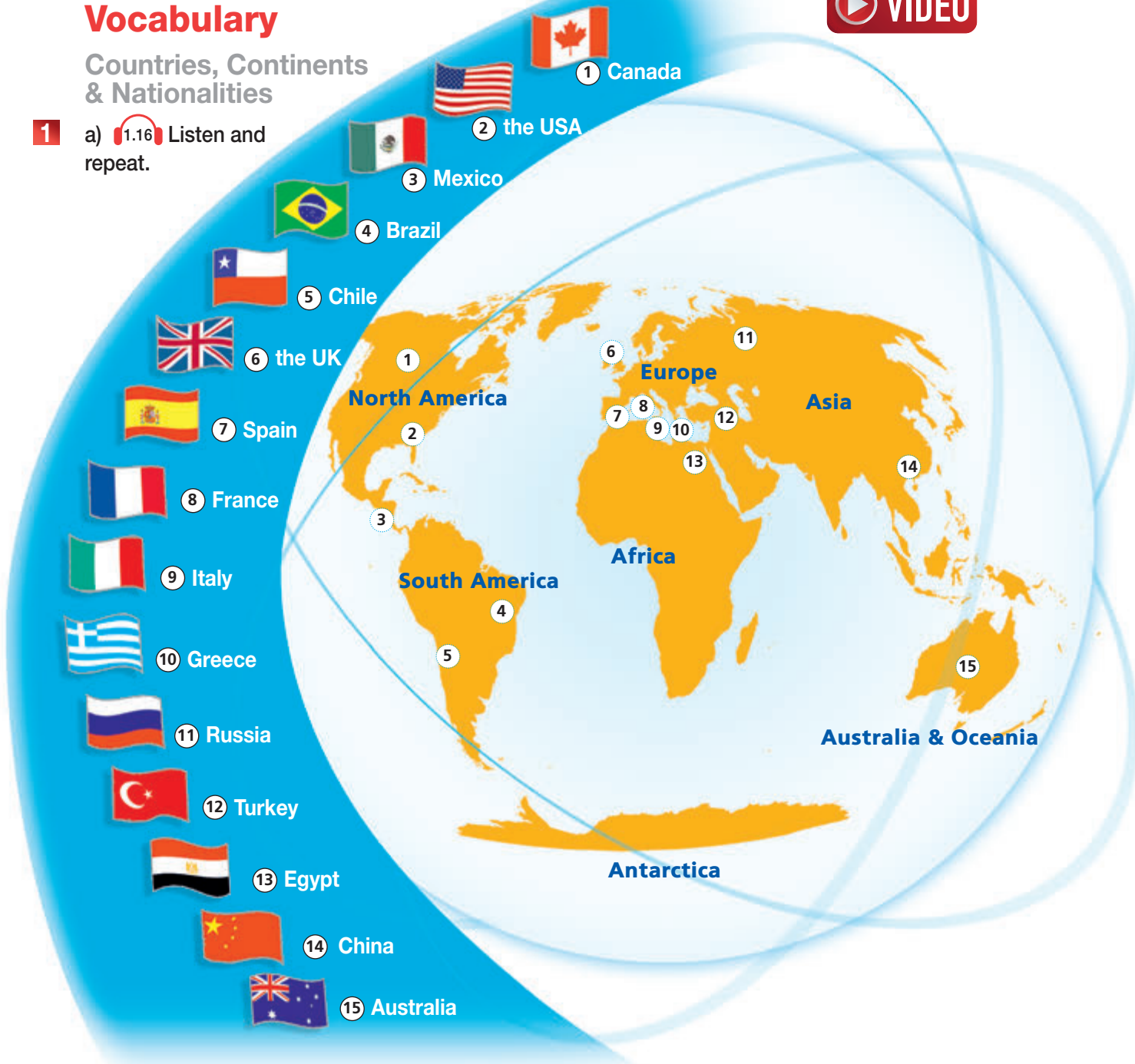
# 1.5 Where ... from?



## Vocabulary

### Countries, Continents & Nationalities

1 a) 1.16 Listen and repeat.



b) In which continent is each country?

Canada is in North America.

2 a) 1.17 Listen and repeat.

Brazilian	French	Canadian	British	Greek
Mexican	Italian	Russian	Australian	American
Chilean	Chinese	Spanish	Egyptian	Turkish

b) Match the countries to the nationalities.

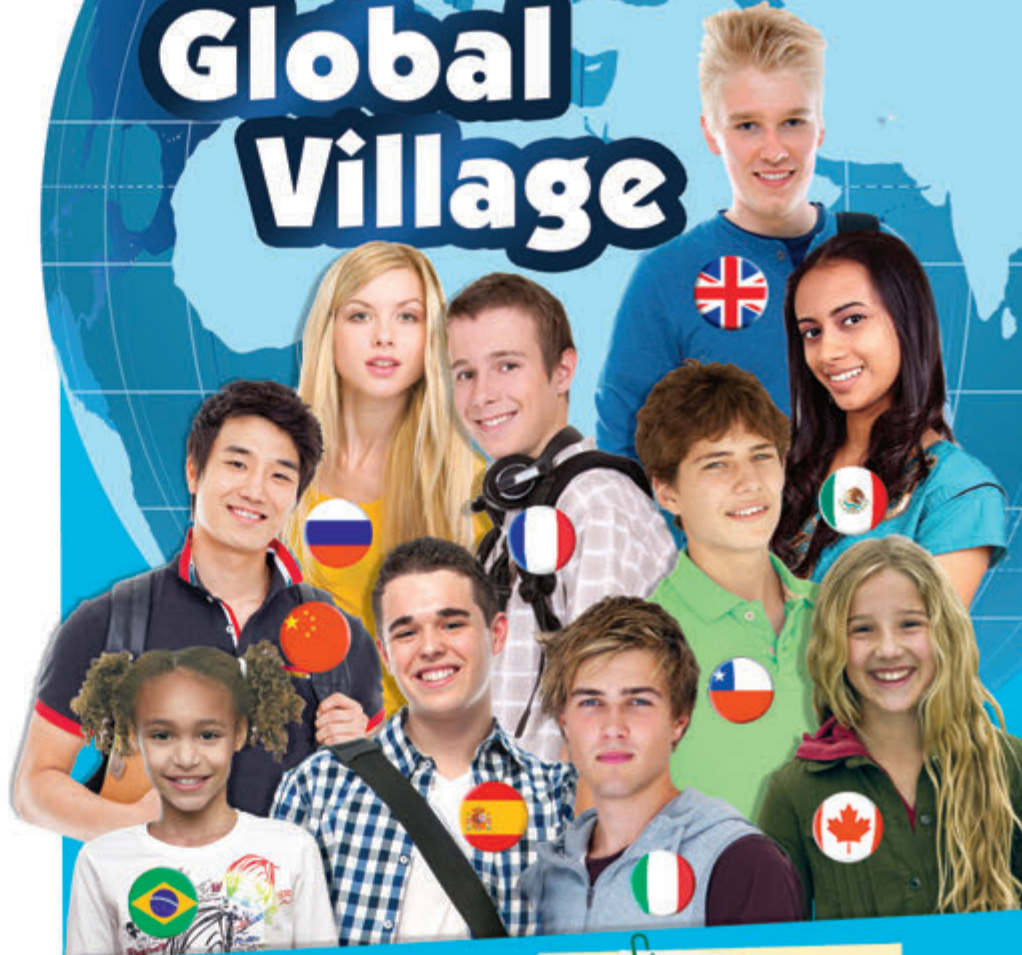
Canada – Canadian

c) Make sentences, as in the example.

The Canadian flag is red and white.




# Our Global Village



**3** Write the correct nationality, as in the example.

- 1 Marta is from Brazil. She's Brazilian.
- 2 Pedro is from Spain. He's \_\_\_\_\_.
- 3 Giuseppe is from Italy. He's \_\_\_\_\_.
- 4 Laura is from Canada. She's \_\_\_\_\_.
- 5 Lee is from China. He's \_\_\_\_\_.
- 6 Olga is from Russia. She's \_\_\_\_\_.
- 7 Pierre is from France. He's \_\_\_\_\_.
- 8 Tony is from Chile. He's \_\_\_\_\_.
- 9 Anna is from Mexico. She's \_\_\_\_\_.
- 10 Mark is from the UK. He's \_\_\_\_\_.

## Reading & Listening

**4** a)  Listen and read the texts (A-D). Write the correct nationality.

- 1 Miguel is \_\_\_\_\_.
- 2 Brenda is \_\_\_\_\_.
- 3 Joe and Susan are \_\_\_\_\_.
- 4 May and Kim are \_\_\_\_\_.

b) Put the people in order from the youngest to the oldest.

## Writing

**5** **Competences:** Imagine you are a member of 'Our Global Village'. Complete the paragraph about yourself.

Hi! My name's 1) \_\_\_\_\_ and I'm 2) \_\_\_\_\_ years old. I'm from 3) \_\_\_\_\_. I'm 4) \_\_\_\_\_.

A



My name's Miguel and I'm 16 years old. I'm from Monterrey, Mexico. Football's my favourite sport.

B



My name's Brenda and I'm 14 years old. I'm from London, England.

C



Hi! I'm Joe. Susan is my sister. I'm 15 and she's 17. We're from Chile.

D



I'm May. I'm 18 and I'm from China. Kim's my friend. She's 19. She's from China, too.

# 1.6 People at work

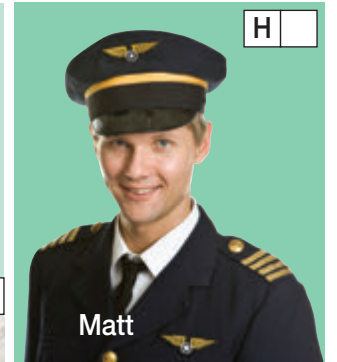
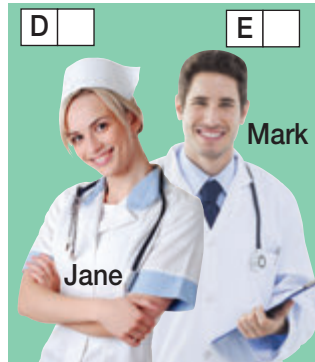
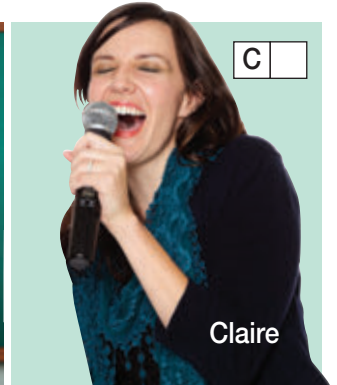
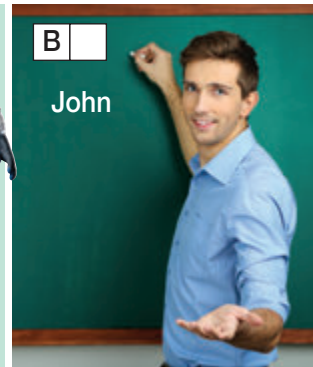
## Vocabulary

### Jobs

1 a) Match the pictures to the jobs.

- 1 nurse
- 2 actor
- 3 astronaut
- 4 teacher
- 5 singer
- 6 pilot
- 7 waiter
- 8 doctor
- 9 actress
- 10 waitress

1.19 Listen and check, then repeat.



**Singular**  
a + noun that starts with a consonant sound (b, c, d, etc.) *He is a doctor.*  
an + noun that starts with a vowel sound (a, e, i, o, u) *He is an athlete.*

**Plural: noun + -s**  
*We are doctors.*

an, a or — ?

- 1 Olive is \_\_\_\_\_ actress.
- 2 Claire is \_\_\_\_\_ singer.
- 3 They are \_\_\_\_\_ pilots.
- 4 You are \_\_\_\_\_ student.

b) Say, then write sentences, as in the example.

*Brad is an astronaut.*

## Grammar

### The verb *to be* (negative)

2 a) Study the table.

NEGATIVE	
Full Form	Short Form
I am not a nurse.	I'm not a nurse.
You are not a doctor.	You aren't a doctor.
He } is not 12 years old.	He } isn't 12 years old.
She }	She }
It }	It }
We } are not students.	We } aren't students.
You }	You }
They }	They }

b) Look at pictures A-J. Fill in the blanks with *is/isn't, aren't*.

- 1 Mark \_\_\_\_\_ a doctor.
- 2 Claire \_\_\_\_\_ a student.
- 3 Matt and Brad \_\_\_\_\_ singers.
- 4 John \_\_\_\_\_ a pilot.
- 5 Stan and Olive \_\_\_\_\_ nurses. Stan \_\_\_\_\_ an actor and Olive \_\_\_\_\_ an actress.

c) Make the sentences true for you.

- 1 I \_\_\_\_\_ from Mexico.
- 2 My teacher \_\_\_\_\_ 30 years old.
- 3 I \_\_\_\_\_ American.
- 4 My friends \_\_\_\_\_ 12 years old.
- 5 I \_\_\_\_\_ a student.





## Reading & Speaking

- 3 a) What do you know about the people in the pictures? What do they do?

b) Read and match the texts (1-3) to the people (A-C).

1.20 Listen and check.

B



Angelina Jolie

1 She is from Los Angeles, California, USA. She is an actress. She is famous for playing Lara Croft. Her nickname is AJ or Catwoman. Her surname means 'pretty' in French. Her favourite colour is black.

2 She is from Houston, Texas, USA. She is a singer. Her nickname is Juju. Her favourite colour is gold.

3 He is from Mogi das Cruzes, Brazil. He is a football player. His nickname is Juninho. His favourite colour is white. His football shirt number is 11.

A



Neymar da  
Silva Santos  
Junior

C

Beyoncé Knowles-Carter

### Check these words

famous for, nickname, mean, pretty, gold, football shirt

- 4 Correct the statements.

- 1 Angelina and Beyoncé are Brazilian.
- 2 Angelina's nickname is Juju.
- 3 Angelina and Neymar are singers.
- 4 Beyoncé's favourite colour is black.

- 5 Neymar's nickname is AJ.
- 6 Neymar is Spanish.

### PRESENTATION SKILLS

Watch the VIDEO and read the text in Ex. 3b. Present the people to the class. Use photos.

## Writing

- 5 **Competences:** **ICT** Think of famous people. Write short texts about them. Write: ■ full name ■ town ■ country ■ job ■ nickname ■ favourite colour.





# 1

## Culture Corner

### Study Skills

#### Matching items

When you match items start with the ones you know and then work on the ones you are not sure of.

### Countries

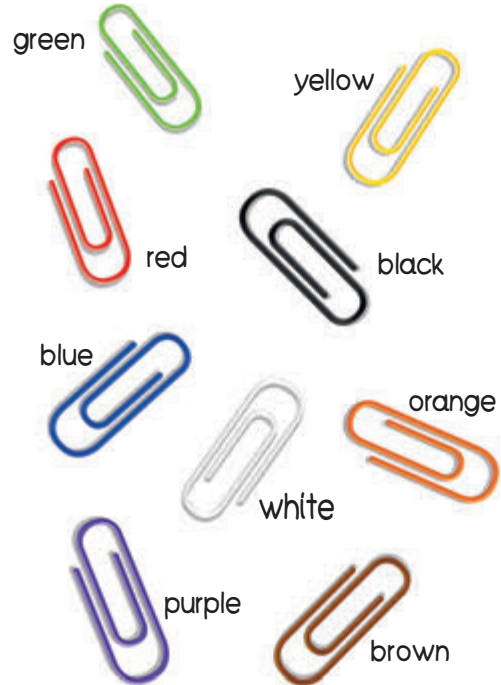
- 1 English is the official language of the seven countries below. Match the countries (1-7) to the flags (A-G).



- 1  the United States
- 2  Australia
- 3  Canada
- 4  Ireland
- 5  the United Kingdom
- 6  New Zealand
- 7  South Africa

- 2 Use the colour guide and say what colours are on each country's flag.

New Zealand's flag is ...



### Reading & Speaking

- 3 Read the following text. Which flag is it about?

### The Union Jack

It is red, white and blue. It is three flags joined into one. These are: a white flag with a red cross, a blue flag with a white x and a white flag with a red x. They represent Saint George of England, Saint Andrew of Scotland, and Saint Patrick of Ireland.

### Writing

- 4 **ICT** Draw your country's flag and write a short text about it. Write: ■ colour(s) ■ what it represents.

#### PRESENTATION SKILLS

Watch the **VIDEO**. Present the Union Jack and your country's flag to the class.







## Vocabulary

**1** Write the numbers.

- 0 11 **eleven**
- 1 25 \_\_\_\_\_
- 2 9 \_\_\_\_\_
- 3 12 \_\_\_\_\_
- 4 80 \_\_\_\_\_
- 5 100 \_\_\_\_\_
- 6 16 \_\_\_\_\_

6 x 1 = 6 points

**2** Write the correct colour.

- 1  \_\_\_\_\_
- 2  \_\_\_\_\_
- 3  \_\_\_\_\_
- 4  \_\_\_\_\_
- 5  \_\_\_\_\_
- 6  \_\_\_\_\_

6 x 1 = 6 points

**3** Write the nationalities.

- 0 Canada **Canadian**
- 1 the USA \_\_\_\_\_
- 2 Brazil \_\_\_\_\_
- 3 the UK \_\_\_\_\_
- 4 Spain \_\_\_\_\_
- 5 France \_\_\_\_\_
- 6 Greece \_\_\_\_\_
- 7 China \_\_\_\_\_
- 8 Australia \_\_\_\_\_

8 x 1 = 8 points

**4** Write the jobs.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

5 x 1 = 5 points

**5** Circle the correct item.

- 1 Mexico is a country / continent in North America.
- 2 Anna is an actress / actor.
- 3 Bob's a waitress / waiter.
- 4 Maria is Greek / Greece.
- 5 Tony is British / America.
- 6 Her first / last name is Miller.
- 7 He's Canadian / Canada.
- 8 Peter is from Brazil / Brazilian.
- 9 Jenny is a nurse / doctors.
- 10 Fine / Nice to meet you.

10 x 1 = 10 points

## Grammar

**6** Write: *he, she, it, they*. Complete the correct subject/object pronoun.



- 1 \_\_\_\_\_'s Tom.  
Look at \_\_\_\_\_.



- 2 \_\_\_\_\_ are friends.  
Look at \_\_\_\_\_.



- 3 \_\_\_\_\_'s Stella.  
Look at \_\_\_\_\_.



- 4 \_\_\_\_\_'s a ball.  
Look at \_\_\_\_\_.

4 x 1 = 4 points

**7** Write *a* or *an*.

- 1 He's \_\_\_\_\_ actor.
- 2 She's \_\_\_\_\_ waitress.
- 3 He's \_\_\_\_\_ doctor.
- 4 She's \_\_\_\_\_ actress.
- 5 He's \_\_\_\_\_ student.

5 x 1 = 5 points

**8** Fill in: *am, 'm not, is, isn't, are, aren't*.

- 1 It \_\_\_\_\_ my birthday today.
- 2 My favourite colours \_\_\_\_\_ blue and green.
- 3 I'm not Italian. I \_\_\_\_\_ Greek.
- 4 Sandy \_\_\_\_\_ 16 years old. She's 15.
- 5 Paul and Sue \_\_\_\_\_ American. They're British.
- 6 I \_\_\_\_\_ 15 years old. I'm 14.

6 x 2 = 12 points





# 1

# Self-Check

## Everyday English

9 Choose the correct response.

- 1 A: Hello, I'm Becky.  
B: a Hello, I'm Sue.  
b Great!
- 2 A: Hi! How are you?  
B: a See you.  
b Not bad.
- 3 A: See you tomorrow.  
B: a Nice to meet you.  
b Take care.
- 4 A: What's your surname?  
B: a Anna.  
b Milles.

4 x 2 = 8 points

## Listening

10 1.21 Listen and circle the correct response.

- 1 a This is Laura.  
b I'm Jane.
- 2 a Nice to meet you.  
b Great.
- 3 a 12, Apple Street.  
b jane@mail.com.
- 4 a He's a nurse.  
b No, he's Spanish.
- 5 a Nice to meet you.  
b See you later.

5 x 3 = 15 points

## Reading

11 Read the text and correct the sentences.

Hello. My name is Amy. I'm twelve years old. I'm from the UK. My favourite colour is blue and my favourite singer is Shakira. My best friend is Laura. She's twelve years old and she's Canadian. Be my email pal!



- 1 Amy is fifteen.
- 2 She's Canadian.
- 3 Her favourite colour is green.
- 4 Laura is her favourite singer.
- 5 Laura is from the UK.

5 x 2 = 10 points

## Writing

12 **Competences:** Write a short email to Sam, your new English pen-friend (30 words).  
Write:

- your name and age
- where you are from
- what your favourite colour is
- who your favourite singer is.

Use the text in Ex. 11 as a model.

11 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

Talk about:

- the alphabet
- numbers
- colours
- countries, continents & nationalities
- telephone numbers

#### Reading Competence

- complete sentences
- correct sentences

#### Listening Competence

- identify responses
- listen for specific information
- take notes

#### Speaking Competence

- greet people
- introduce people
- ask about names
- give personal information
- spell names
- give my telephone number & address

#### Presentation Skills

- present myself & my friends
- present famous people to the class
- present the Union Jack and my country's flag

#### Writing Competence

- write my profile
- write about famous people

# Module

# 2

## My world

### What's in this module?

#### Vocabulary

- jobs
- family & relatives
- physical appearance
- ordinal numbers (1st-30th)
- months & seasons
- pets

#### Grammar

- the verb *to be* (interrogative & short answers)
- question words
- possessive case
- possessive adjectives
- *have got*
- comparative – superlative

#### Reading

- a dialogue
- articles
- a blog

#### Listening

- monologues
- a quiz

#### Speaking

- apply for a job
- describe your family
- describe a person's appearance
- describe pets
- compare people/pets

#### Presentation Skills

- present Akiane and her family
- present *The Avengers*
- present the UK and your country

#### Writing

- write a dialogue
- write a birthday calendar
- write a text about your best friend
- write a post to a forum about your pet

**CLIL (Geography):** *The UK*



### Families & Appearance

**1** a) Look at Jenny's family.

**1.22** Listen and repeat.

b) Complete the sentences.

- 1 Laura is Tony and Jenny's \_\_\_\_\_.
- 2 Chris is Tony and Jenny's \_\_\_\_\_.
- 3 Jenny is Tony's \_\_\_\_\_.
- 4 Tony is Jenny's \_\_\_\_\_.
- 5 Max is Jenny and Tony's \_\_\_\_\_.
- 6 Helen is Tony and Jenny's \_\_\_\_\_.
- 7 Rex is their \_\_\_\_\_ dog.

**2** Look at Sally's friends. Complete the sentences.

- 1 Mark has got \_\_\_\_\_.
- 2 Anna has got \_\_\_\_\_.
- 3 Stella has got \_\_\_\_\_.
- 4 Sally has got \_\_\_\_\_.
- 5 Bob has got \_\_\_\_\_.

#### Find the page numbers for:

- a job advert
- a website
- film characters



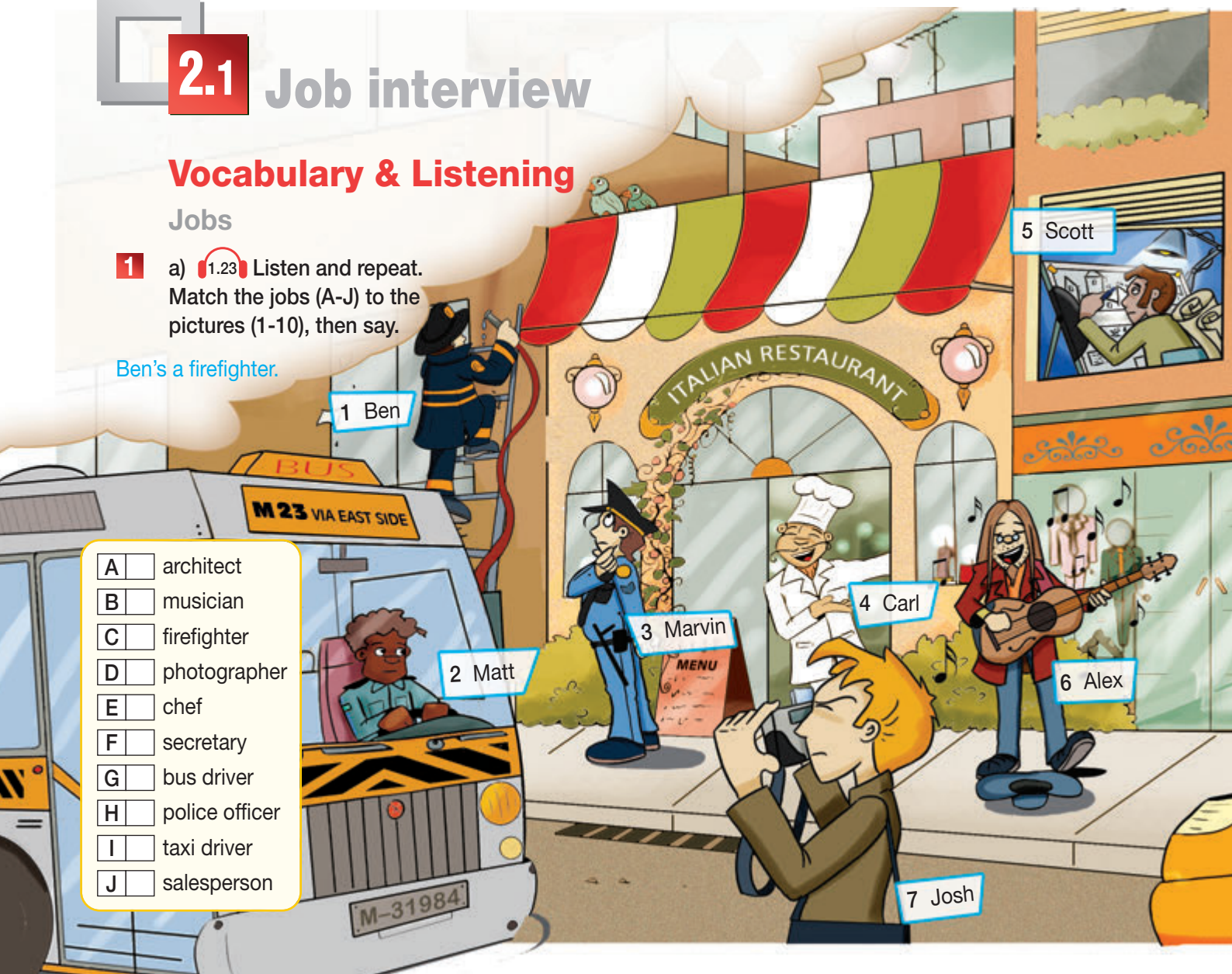
# 2.1 Job interview

## Vocabulary & Listening

### Jobs

- 1 a) Listen and repeat. Match the jobs (A-J) to the pictures (1-10), then say.

Ben's a firefighter.



- A  architect
- B  musician
- C  firefighter
- D  photographer
- E  chef
- F  secretary
- G  bus driver
- H  police officer
- I  taxi driver
- J  salesperson

### Listening

- b) Listen to the people. Write what each person does.

1 Pat   2 Molly   3 Doug   4 Ryan

### Grammar

The verb *to be* (interrogative & short answers)

- 2 a) Study the table.

INTERROGATIVE	SHORT ANSWERS
Am I a nurse?	Yes, I am./No, I'm not.
Are you an actor?	Yes, you are./No, you aren't.
Is $\left\{ \begin{array}{l} \text{he} \\ \text{she} \\ \text{it} \end{array} \right\}$ from Spain?	Yes, he is./No, he isn't. Yes, she is./No, she isn't.
Is $\left\{ \begin{array}{l} \text{we} \\ \text{you} \\ \text{they} \end{array} \right\}$ lawyers?	Yes, it is./No, it isn't. Yes, we are./No, we aren't. Yes, you are./No, you aren't. Yes, they are./No, they aren't.

- b) Fill in the blanks with the correct form of the verb *to be*.

- A: \_\_\_\_\_ you 14 years old?  
B: No, I \_\_\_\_\_.  
I \_\_\_\_\_ 12.
- A: \_\_\_\_\_ Tony from Spain?  
B: No, he \_\_\_\_\_. He \_\_\_\_\_ from Australia.
- A: \_\_\_\_\_ she a singer?  
B: No, she \_\_\_\_\_.  
She \_\_\_\_\_ a teacher.
- A: \_\_\_\_\_ John and Sue from the US?  
B: No, they \_\_\_\_\_. They \_\_\_\_\_ from Canada.
- A: \_\_\_\_\_ he 13 years old?  
B: Yes, he \_\_\_\_\_. He \_\_\_\_\_ a student.

## Everyday English

### Asking for personal information

- 4 Fill in the blanks with: *how, what, where, when, which*.

1.25 Listen and check.



Then read out the dialogue.

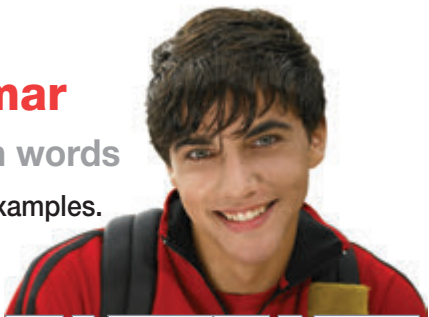
- A: Good morning. Please have a seat.  
 B: Good morning. Thanks.  
 A: 1) \_\_\_\_\_'s your full name?  
 B: Jennifer Smythe.  
 A: 2) \_\_\_\_\_ are you from, Jennifer?  
 B: Canada.  
 A: 3) \_\_\_\_\_ do you do?  
 B: I'm a student.  
 A: 4) \_\_\_\_\_'s your address?  
 B: 34, Bradley Street.  
 A: 5) \_\_\_\_\_'s your phone number?  
 B: (020) 333-26987.  
 A: 6) \_\_\_\_\_ old are you?  
 B: I'm 20.  
 A: 7) \_\_\_\_\_ days can you work?  
 B: Saturdays and Sundays.  
 A: 8) \_\_\_\_\_ can you start?  
 B: This Saturday.  
 A: OK. Come in at 8:30.



## Grammar

### Question words

- 3 Study the examples.



- Who is he? He's my friend.
- What is his name? His name's Tony.
- How old is he? He's fifteen.
- Where is he from? He's from Chile.
- What does he do? He's a student.
- When is his birthday? 9th March.
- Which singer does he like best? Ellie Goulding.

## Writing

- 5 a) Imagine you want to apply for the position in the advertisement below. Write the interview between you and Mrs Brown. Use the dialogue in Ex. 4 as a model.

# Laura's Clothes

## Part-time Salesperson Wanted

Monday-Friday  
afternoons

CALL: Mrs Brown  
on (020) 2261-9958

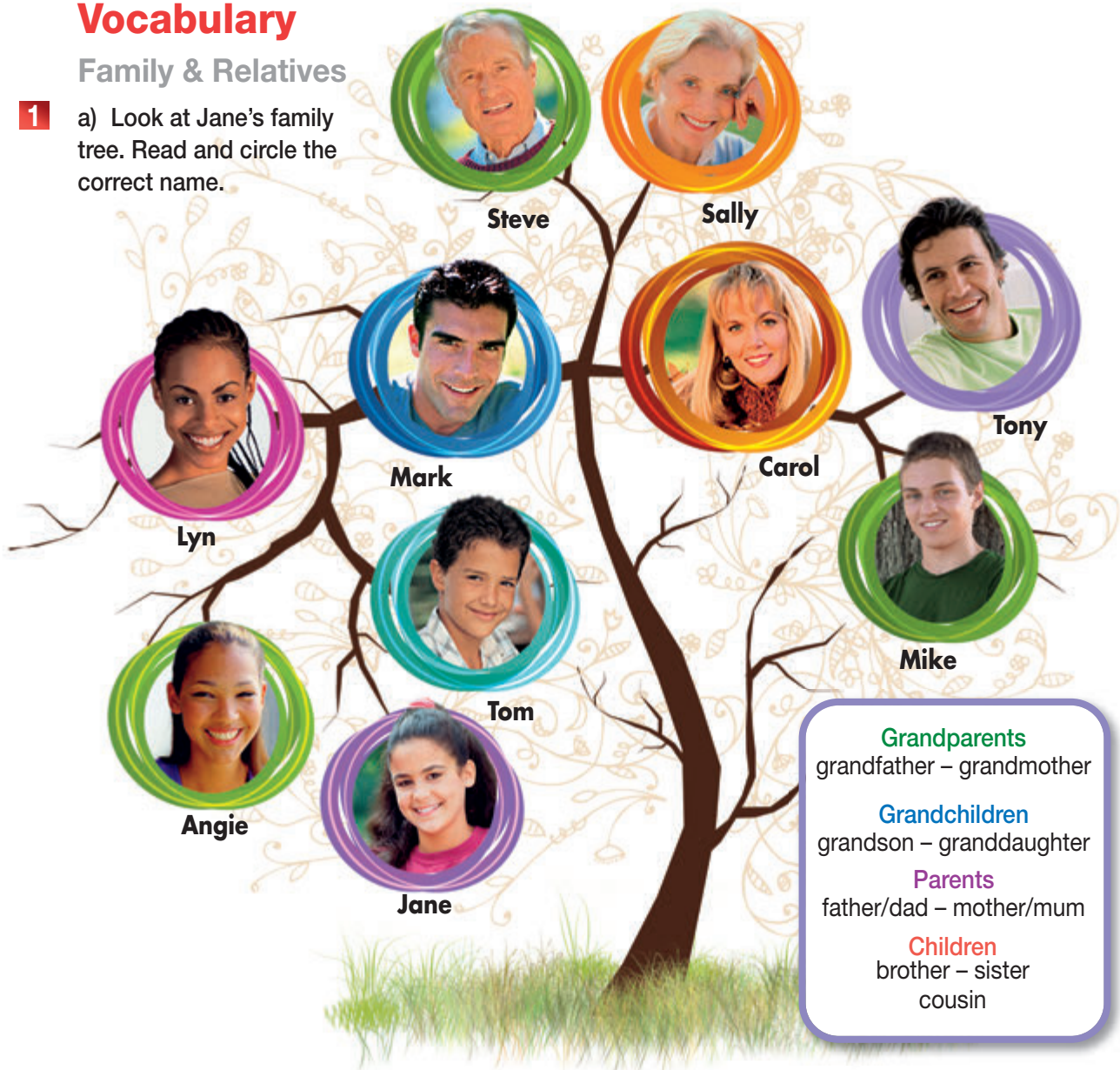
- b) Take roles and act out your dialogue for the class.



## Vocabulary

## Family &amp; Relatives

- 1 a) Look at Jane's family tree. Read and circle the correct name.



**Grandparents**  
grandfather – grandmother

**Grandchildren**  
grandson – granddaughter

**Parents**  
father/dad – mother/mum

**Children**  
brother – sister  
cousin

- 1 Jane's grandmother is Carol / Sally.
- 2 Jane's grandfather is Steve / Mark.
- 3 Jane's dad is Tony / Mark.
- 4 Jane's mum is Lyn / Carol.
- 5 Jane's uncle is Tony / Mark.
- 6 Jane's aunt is Carol / Lyn.
- 7 Jane's brother is Mike / Tom.
- 8 Jane's sister is Angie / Lyn.
- 9 Jane's cousin is Tom / Mike.
- 10 Tom's cousin is Mike / Mark.
- 11 Lyn's husband is Tom / Mark.
- 12 Tony's wife is Carol / Lyn.
- 13 Steve's grandson is Mike / Tony.
- 14 Sally's granddaughter is Angie / Lyn.

b) Answer the questions.

- 1 Who is an only child? **Mike**
- 2 Who are Jane's parents? \_\_\_\_\_
- 3 Who are Jane's grandparents? \_\_\_\_\_
- 4 Who is Lyn's son? \_\_\_\_\_
- 5 Who is Tony's wife? \_\_\_\_\_
- 6 Who is Lyn's husband? \_\_\_\_\_
- 7 Who is Sally's daughter? \_\_\_\_\_
- 8 Who is Angie's cousin? \_\_\_\_\_

## Possessive case

singular noun + 's – **Carol's mum**  
plural noun + ' – **my parents' friends**

c) Now talk about the people in Jane's family.

**Steve is Jane's grandfather.**

## Grammar

### Possessive adjectives

- 2 Fill in the blanks with the correct possessive adjective, as in the example.

#### POSSESSIVE ADJECTIVES

Singular	Plural
I → my	we → our
you → your	you → your
he → his	they → their
she → her	
it → its	

- 1 A: Look at that man. What's **his** name?  
B: Bob.
- 2 A: What's \_\_\_\_\_ address, Trish?  
B: 12, James Street.  
A: Oh. \_\_\_\_\_ house is on James Street, too.  
B: Really?
- 3 A: Who are they? Mark and Lucy?  
B: Yes. And that's \_\_\_\_\_ dog, Rufus.
- 4 A: How old is Julie?  
B: She's 12. It's \_\_\_\_\_ birthday today.

## Listening

- 3 1.26 Listen and say how these names are related to Peter.



## Reading & Writing

- 4 a) 1.27 Listen, read and answer the questions.
- Who is Queen Elizabeth II's husband?
  - How many children have they got?
  - Who's Kate Middleton?

### VIDEO



Queen Elizabeth II is the Queen of England. Her husband is Prince Philip, Duke of Edinburgh. They have got four children, Prince Charles, Princess Anne, Prince Andrew and Prince Edward. Their grandsons Prince William and Prince Harry are very popular! Prince William's wife is Kate Middleton. She's very pretty. Buckingham Palace, in London, is the Queen and Prince Philip's home. The Queen's favourite pets are her corgi dogs. Prince Charles is the next in line to become King of England.

#### Check these words

royal family, queen, prince, popular, palace, home, pet, corgi dog, next in line, become, king

- b) **Think** Write three things you remember about the British Royal Family. Tell the class.

## Speaking

### Identifying family members

- 5 Write the names of the people in your family.



Then ask and answer, as in the example.

- A: Who's Paul?  
B: He's my dad.  
A: And who are Jane and Claire?  
B: They are my cousins.

Who is → Who's  
BUT Who are  
(NOT: Who're)

- 6 Draw your family tree. Present your family to the class.



# 2.3

## Family bonds



ABOUT US | SUPPORT | SERVICES | PROJECTS | CONTACT US

### An amazing talent!

Visit: [www.artakiane.com](http://www.artakiane.com)

*Akiane Kramarik is a very special teenager. She is a painter and a poet. Akiane is from Illinois, USA. Her mother, Foreli, is from Lithuania. Her father, Markus, is a chef. He is American. She has got four brothers, Delfini, Jean Lu, Ilia, and Aurelius. Her family is very special to Akiane. They are all very close.*

**Akiane's motto** "Work hard and believe that you can do it. Don't say that you can't do it; say, 'I will do it!' "

**Akiane's goal** To help poor children around the world.

**Check these words**  
 special, teenager, painter, poet, close, motto, work hard, believe, say, goal, poor, around the world

### Reading

- Look at the picture and read the title. Why is Akiane a special teenager?  
 (1.28) Listen and read to find out.
- a) Read the text and mark the sentences *T* (true), *F* (false) or *DS* (doesn't say).
  - Akiane is American. \_\_\_\_\_
  - Akiane's mother is a painter. \_\_\_\_\_
  - Akiane's father is 45 years old. \_\_\_\_\_
  - Akiane is the only child in her family. \_\_\_\_\_

b) **Think** Compare your family to Akiane's.

### Grammar

*have got*

3 a) Read the table. Say the examples in your language.

AFFIRMATIVE	NEGATIVE
I/You/We/They have got a sister. He/She/It has got a sister.	I/You/We/They haven't got a brother. He/She/It hasn't got a brother.
INTERROGATIVE	SHORT ANSWERS
Have I/you/we/they got a dog?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got a dog?	Yes, he/she/it has. No, he/she/it hasn't.

b) Read the text in Ex. 1 again and fill in: *has got*, *hasn't got* or *have got*.

- Akiane \_\_\_\_\_ four brothers.
- Foreli and Markus \_\_\_\_\_ one daughter and four sons.
- Delfini, Jean Lu, Ilia and Aurelius \_\_\_\_\_ one sister.
- Akiane \_\_\_\_\_ a sister.

4 Fill in *have* or *has*, then answer the questions.

- Has** Delfini got three brothers?  
Yes, he has.
- \_\_\_\_\_ Foreli and Markus got five children? \_\_\_\_\_
- \_\_\_\_\_ Akiane got five brothers? \_\_\_\_\_
- \_\_\_\_\_ you got a brother?  
\_\_\_\_\_

## Listening

5 a)  Listen and write the names.

# My family

Mary

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

name	age	job
Jill	19	teacher
Jack	40	artist
Ruth	6	pupil
Thomas	38	student

b)  Listen again and match the people to their ages and jobs.

## Writing

6 Read the email and complete the chart with information about Scott's family.


	Name	Age	Job
Father	Mark		
Mother			
Brother			
Sister			







Now make a similar chart with information about your family.

Use the chart to write an email to Jane about your family (50-60 words).

### PRESENTATION SKILLS

Watch the  VIDEO. Present Akiane and her family to the class.

 From: Scott  
To: Jane

[REPLY MAIL](#)   

Hi Jane,  
My family is great. My dad is 45 years old and he's a police officer. His name is Mark. My mum is a teacher. Her name's Stella and she's 40 years old. I've got a brother, Tony, and a sister, Eliza. Tony is eighteen and Eliza is sixteen. What about your family?  
Write back soon.  
Scott



# 2.4 People & Birthdays

## Vocabulary

### Physical appearance

1 a) 1.30 Listen and repeat.



### Study Skills

#### Words

Learn adjectives with their opposites. This will help you remember them.

old ≠ young

We use very to emphasize adjectives.

He's tall. He's very tall.

### Speaking

b) Find out about your partner's family.

A: Tell me about your mother.

B: She's a teacher. She's pretty.

A: What about your father?

B: He's a doctor. He's very tall and thin.

### Pronunciation

2 1.31 Listen and tick (✓). Then listen and say.

	/s/	/f/	/tʃ/		/s/	/f/	/tʃ/
teacher				France			
artist				nationality			
Spanish				Polish			
Australia				French			

### Ordinal numbers (1st - 30th)

3 1.32 Listen and repeat.

1st first	9th ninth	17th seventeenth
2nd second	10th tenth	18th eighteenth
3rd third	11th eleventh	19th nineteenth
4th fourth	12th twelfth	20th twentieth
5th fifth	13th thirteenth	21st twenty-first
6th sixth	14th fourteenth	22nd twenty-second
7th seventh	15th fifteenth	30th thirtieth
8th eighth	16th sixteenth	

### Months & Seasons

4 a) 1.33 Listen and say. Then write the missing months.



- 1 July, \_\_\_\_\_, September, \_\_\_\_\_
- 2 April, May, \_\_\_\_\_, \_\_\_\_\_
- 3 \_\_\_\_\_, October, \_\_\_\_\_, December
- 4 \_\_\_\_\_, February, March, \_\_\_\_\_

We write 27th January **BUT** we say: the twenty-seventh of January.  
Compare: in January **BUT** on 27th January

b) Complete the dialogue.

Then act out similar dialogues about the other people.



Mary (24) 2nd August

1  
A: \_\_\_\_\_'s your name?  
B: My name's Mary.  
A: \_\_\_\_\_ old are you, Mary?  
B: I'm \_\_\_\_\_.  
A: \_\_\_\_\_'s your birthday?  
B: It's on \_\_\_\_\_.



Lin & Brenda (15) 1st March



Sam (13) 7th September

### Speaking

5 Find out the birthdays of your partner's family members and best friends. Complete the birthday calendar.

Birthday Calendar		
January	February	March
	Marina (28th)	
April	May	June
July	August	September
October	November	December

A: When's your birthday, Marina?

B: It's on 28th February.

A: When's your mum's birthday?

### Reading

6 1.34 Listen, read the text and answer the questions.

#### My best FRIEND



Melissa Robinson is my best friend. She is twelve years old and her birthday is on 3rd June. Melissa is very pretty. She is tall and thin. Her favourite colour is blue. Melissa is fun to be with and she is a great friend. She is always there for me.

- 1 How old is Melissa? \_\_\_\_\_
- 2 When is her birthday? \_\_\_\_\_
- 3 Is she pretty? \_\_\_\_\_
- 4 Is she short? \_\_\_\_\_
- 5 What's her favourite colour?  
\_\_\_\_\_

### Writing

7 **Competences:** Write a text about your best friend. Write: ■ age ■ birthday ■ physical appearance ■ favourite colour ■ why is he/she special to you.



## 2.5 Characters

### Vocabulary

#### Adjectives

1  Listen and repeat.



### Reading

2 Who are the Avengers? Who is out to destroy them?

 Listen and read to find out.

3 a) Look at the pictures.

Which superhero is ...

- 1 tall with blue eyes and long blond hair?
- 2 huge with green skin and short green hair?
- 3 tall with dark skin, a beard and a moustache?
- 4 young with long red hair?
- 5 young with short silver hair, a beard and a moustache?



## AVENGERS: AGE OF ULTRON

*They're stronger than us, they're faster than us and they're cleverer than us. They're the superheroes and supervillains from Avengers: Age of Ultron. Let's meet some of them!*

Nick Fury is a secret agent. He's nearly a hundred years old but his face and body are like a much younger man's. He's smart and brave. Thor is a god from another world. He's very tall with blue eyes and long blond hair. But in *Age of Ultron*, Thor is in trouble. The humanoid robot Ultron is out to destroy the Avengers.

The Hulk is very big with green skin and green hair. His real name is Bruce Banner. He's a brilliant scientist and a quiet person, but when he gets angry he is very dangerous.

The Scarlet Witch and Quicksilver are twins. The Scarlet Witch is very pretty and strong. Quicksilver is handsome with short, silver hair. He's very fast. The twins are superheroes. Or are they supervillains? See the film to find out!

#### Check these words

superheroes, supervillains, secret agent, nearly, face, body, god, world, blond, in trouble, humanoid robot, is out to destroy, skin, real, brilliant scientist, dangerous, twins, silver, find out

b) Read the text and complete the sentences.

- Nick Fury is a secret agent and Thor is a \_\_\_\_\_.
- The Avengers are \_\_\_\_\_ because of Ultron.
- Bruce Banner is the Hulk's \_\_\_\_\_.
- Bruce Banner is a \_\_\_\_\_.
- The Scarlet Witch is Quicksilver's \_\_\_\_\_.

c) **Think** Tell the class three things you remember from the text.

## Grammar

### Comparisons

4 a) Read the table. How do we form the comparative form of adjectives?

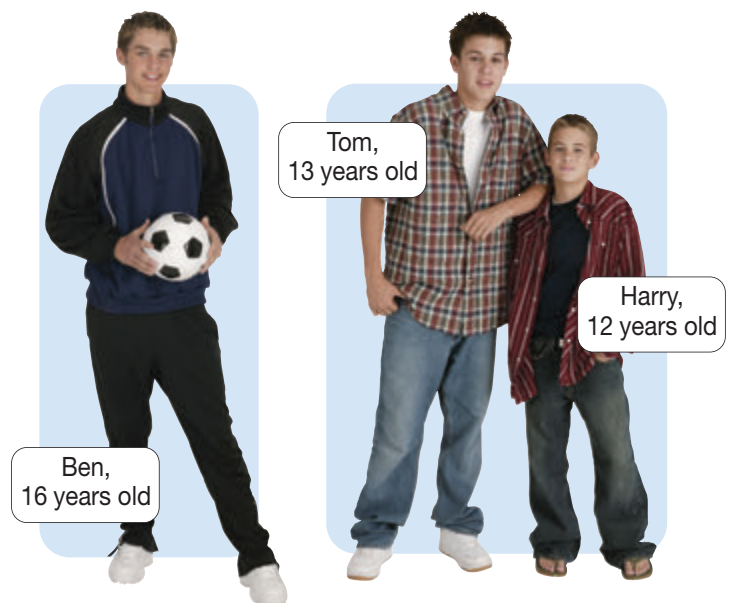
	ADJECTIVE	COMPARATIVE
<b>Short adjectives</b>	young large big pretty	younger (than) larger (than) bigger (than) prettier (than)
<b>Longer adjectives</b>	beautiful	more beautiful (than)
<b>Irregular adjectives</b>	good bad	better (than) worse (than)

**Note:** Adjectives go before nouns but after the verb *to be*. *John's a young boy. He's smart.*

b) Complete the gaps using the adjectives in brackets in the comparative form.

- The Hulk is \_\_\_\_\_ (big) than Nick Fury.
- The Scarlet Witch is not \_\_\_\_\_ (old) than her brother. They are the same age.
- Bruce Banner is \_\_\_\_\_ (clever) than Nick Fury.
- Thor is \_\_\_\_\_ (handsome) than Quicksilver.
- The Hulk is \_\_\_\_\_ (strong) than Nick Fury.
- The Hulk is \_\_\_\_\_ (ugly) than Thor.
- Thor is \_\_\_\_\_ (popular) than Quicksilver.

5 Look at the pictures and compare the people.



1 Harry/short/Tom  
*Harry is shorter than Tom.*

2 Tom/funny/Ben  
\_\_\_\_\_

3 Ben/thin/Tom  
\_\_\_\_\_

4 Tom/tall/Harry  
\_\_\_\_\_

5 Ben/old/Harry  
\_\_\_\_\_

6 Tom's hair/dark/Harry's  
\_\_\_\_\_

7 Ben/handsome/Tom  
\_\_\_\_\_

8 Ben/good at football/Harry  
\_\_\_\_\_

## Speaking & Writing

6 Use these adjectives to compare your friends or members in your family. Write sentences, then tell the class.

- young • old • short • tall • long • pretty
- polite • beautiful • smart • strong • funny
- serious

### PRESENTATION SKILLS

Watch the **VIDEO** and read the text in Ex. 2, then present *The Avengers* to the class.



## 2.6 My pet

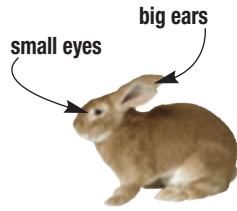
### Vocabulary

#### Pets

1 a)  1.37 Listen and repeat.

b) Choose two pets and describe them to your partner.

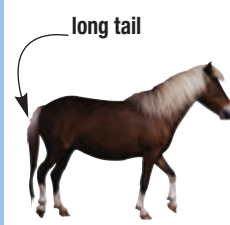
A rabbit has got big ears, small eyes, short legs and a short tail.



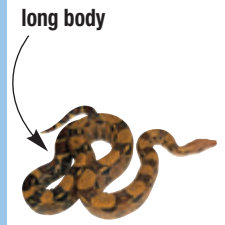
rabbit



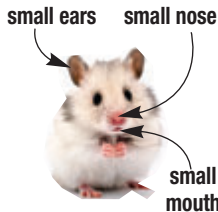
turtle



horse



snake



hamster



canary




monkey



parrot

### Reading

2 Look at the pictures and read the title of the forum. What is strange about these animals?

 1.38 Listen and read to find out.

#### Check these words

strange, common, boring, owner, skunk, friendly, playful, allergic to, smelly, clean, kangaroo, rare, part, jump over, fence, leave, farm, racing pigeon, top speed, gentle, bathing, water bowl, red-kneed tarantula, dangerous, shy, hold

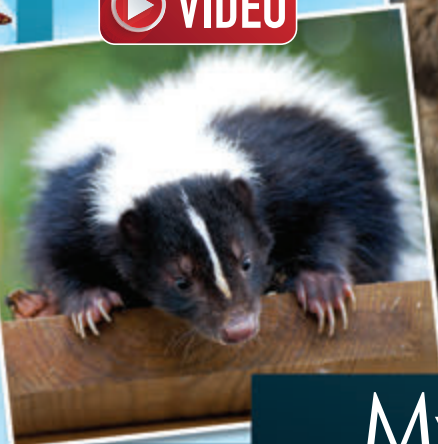
www.animal-world.com

HOME

Animal facts

forum

 VIDEO



## My pet is the strangest!

*Cats and dogs are the most common pets, of course ... but they are a bit boring for some people! These teens are the owners of some unusual pets ...*

Hi! I'm Kate and I'm from Canada. This is my pet skunk, Buddy. He's the friendliest pet and very playful. I'm allergic to cats and dogs but I'm OK with Buddy. Skunks are smelly, but Buddy is the cleanest pet. He's also the smartest!

Hello! My name's Liam and I'm from Australia. This is Bumper, my pet kangaroo. Kangaroos are a rare pet in Australia, but Bumper is part of our family. It's easy for her to jump over the fence and leave. She's the happiest animal on our farm. She is always with my dog Colli. They are the best of friends!

I'm Harry and I'm from England. This is Paddy, my pet pigeon. He's a racing pigeon and one of the fastest in England. His top speed is more than 60 mph. Paddy is quiet and gentle but he's also my funniest pet. His favourite thing is bathing in the dog's water bowl!

Hi! I'm Lilli and I'm from Germany. My pet, Hairy, is a 'Mexican red-kneed tarantula'. He's one of the most dangerous pets, right? Well, no! Hairy's shy and it's OK to hold him in your hands. He's the best pet!

POST A STRANGE PET

3 a) Read the text and decide if the sentences are *T* (true), *F* (false) or *DS* (doesn't say). Correct the false statements.

- 1 Kate is allergic to her pet. \_\_\_\_\_
- 2 Buddy the skunk is a very clever animal. \_\_\_\_\_
- 3 A kangaroo is a common pet in Australia. \_\_\_\_\_
- 4 Bumper the kangaroo is good friends with all the animals on the farm. \_\_\_\_\_
- 5 Paddy the pigeon is best friends with Harry's dog. \_\_\_\_\_
- 6 Lilli's pet isn't dangerous. \_\_\_\_\_

b) **Think** Which pet do you think is the strangest? Why?

## Grammar

### Comparative – Superlative

4 a) Read the table. How do we form the superlative form of adjectives? Find examples in the text.

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
Short adjectives	soft large big heavy	softer (than) larger (than) bigger (than) heavier (than)	the softest of/in the largest of/in the biggest of/in the heaviest of/in
Longer adjectives	careful	more careful (than)	the most careful of/in
Irregular adjectives	good bad	better (than) worse (than)	the best the worst

b) Complete the questions. Use the superlative form of the adjectives in brackets.

Which animal is ...

- 1 \_\_\_\_\_ (fast): a dog, a cat or a kangaroo?
- 2 \_\_\_\_\_ (smart): a kangaroo, a monkey or a horse?
- 3 \_\_\_\_\_ (heavy): a skunk, a hamster or a rabbit?
- 4 \_\_\_\_\_ (dangerous): a tarantula, a snake or a skunk?
- 5 \_\_\_\_\_ (good) swimmer: a snake, a turtle or a monkey?

## Listening

5 Answer the questions in Ex. 4b.

**1.39** Listen and check to see if your answers were correct.

6 Put the adjectives in brackets into the comparative or the superlative.

- 1 A canary is \_\_\_\_\_ (small) than a pigeon.
- 2 Parrots are one of \_\_\_\_\_ (colourful) birds in the world.
- 3 Cats are \_\_\_\_\_ (friendly) animals of all.
- 4 Snakes are \_\_\_\_\_ (expensive) pets to take care of than hamsters.
- 5 Hamsters are \_\_\_\_\_ (playful) than cats.
- 6 Tarantulas are \_\_\_\_\_ (scary) than snakes.
- 7 The Irish Wolfhound is \_\_\_\_\_ (large) dog breed in the world.
- 8 A dog is man's \_\_\_\_\_ (good) friend.

## Speaking

7 Use these adjectives to compare the pets in Exs 1 and 2.

- small • big • playful • funny
- smelly • beautiful • scary
- noisy • fast

A hamster is smaller than a turtle.


## Writing

8 **Competences:** Imagine you have a pet. Write a post about it in the forum in Ex. 2. Write:


- your name
- where you are from
- your pet's name
- what is special about it.



## Listening & Reading

- 1  In pairs, decide if the sentences (1-4) are *T* (true) or *F* (false).

- 1 The United Kingdom is in Britain. \_\_\_\_\_
- 2 There are four countries in the UK. \_\_\_\_\_
- 3 Edinburgh is the capital city of the UK. \_\_\_\_\_
- 4 Cardiff is in Wales. \_\_\_\_\_

 1.40 Listen and check your answers.

- 2 Read the text and label the sentences (1-5) as *C* (correct) or *I* (incorrect). Then present the UK to the class.

## the UK

The United Kingdom of Great Britain and Northern Ireland is in Europe. It is usually called the UK or Britain.

There are four countries in the UK. These are: England, Scotland, Wales and Northern Ireland. London is the capital of England and the UK but the other countries also have their own capital cities: Edinburgh in Scotland, Cardiff in Wales and Belfast in Northern Ireland. There are around 64 million people living in the UK.

## Speaking & Writing

- 3 Answer the questions below about your country.

- 1 Which continent is your country in?
- 2 What is the capital city?
- 3 Which are the largest cities in your country?
- 4 How many people are there in your country?

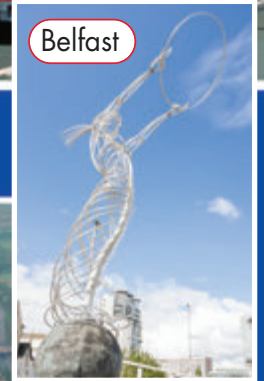
- 4 **Competences:** Write a paragraph about your country using your answers in Ex. 3. Use the text in Ex. 2 as a model.



London



Edinburgh




Belfast







Cardiff

- 1 Around 64,000,000 people live in the UK. \_\_\_\_\_
- 2 There are three countries in the UK. \_\_\_\_\_
- 3 The capital of the UK is London. \_\_\_\_\_
- 4 The capital of Wales is Belfast. \_\_\_\_\_
- 5 The capital of Scotland is Edinburgh. \_\_\_\_\_

### PRESENTATION SKILLS

Watch the  VIDEO. Make notes about the UK and your country under the headings:

-  *where it is*
-  *its capital city*
-  *other main cities*
-  *population.*

Use your notes to present the UK and your country to the class.

# Language Review

**1**

## 1.1

- 1** Fill in: *care, bad, meet, later, pleasure.*
- Nice to \_\_\_\_\_ you.
  - It's a \_\_\_\_\_ to meet you.
  - How are you? Not \_\_\_\_\_.
  - Bye, Sue. Take \_\_\_\_\_.
  - Bye, Tom. See you \_\_\_\_\_.

## 1.2

- 2** Fill in: *surname, name, spell.*
- What's your \_\_\_\_\_? Mary.
  - What's your \_\_\_\_\_? Myler
  - How do you \_\_\_\_\_ it? M-Y-L-E-R

## 1.3

- 3** Write the numbers in letters.
- 0 \_\_\_\_\_
  - 2 \_\_\_\_\_
  - 5 \_\_\_\_\_
  - 11 \_\_\_\_\_
  - 12 \_\_\_\_\_
  - 17 \_\_\_\_\_
  - 20 \_\_\_\_\_
  - 26 \_\_\_\_\_
  - 31 \_\_\_\_\_
  - 48 \_\_\_\_\_
  - 59 \_\_\_\_\_
  - 100 \_\_\_\_\_

- 4** Match the words to the colours.

- red
- green
- blue
- purple
- orange
- white
- brown
- yellow



## 1.4

- 5** Fill in: *address, spell, email, single.*
- Can you \_\_\_\_\_ your last name?
  - My \_\_\_\_\_ address is Ann@mail.com.
  - Ms Smith isn't married. She's \_\_\_\_\_.
  - My \_\_\_\_\_ is 12, Oak Street.

## 1.5

- 6** Write the country or the nationality.
- |                    |                    |
|--------------------|--------------------|
| 1 _____ - Canadian | 6 _____ - Greek    |
| 2 Brazil - _____   | 7 Russia - _____   |
| 3 the USA - _____  | 8 Turkey - _____   |
| 4 Chile - _____    | 9 _____ - Egyptian |
| 5 _____ - Spanish  | 10 _____ - Chinese |

## 1.6

- 7** Label the pictures. Use: *doctor, actor, singer, pilot, teacher, waitress, astronaut, nurse.*



## Prepositions (1.1-1.6)

- 8** Fill in: *with, from, in, at, for, of, to.*
- Here's your card. Welcome \_\_\_\_\_ the club.
  - Neymar Da Silva Santos Junior is \_\_\_\_\_ Brazil.
  - He is famous \_\_\_\_\_ playing football.
  - Angelina Jolie's last name means 'pretty' \_\_\_\_\_ French.
  - China's flag is red \_\_\_\_\_ yellow stars.
  - Patrick is one \_\_\_\_\_ my school friends.
  - Olga is a student \_\_\_\_\_ Tree Hill School.



**Fun Time**

**A**

**Board Game**

**1** Play the game.

**Quiz**

Go through Modules 1 and 2 and complete the sentences.

- 1 Pedro and Marta \_\_\_\_\_ my best friends.
- 2 He's from China. He's \_\_\_\_\_.
- 3 She's \_\_\_\_\_ actress.
- 4 My dad's brother is my \_\_\_\_\_.
- 5 My aunt's daughter is my \_\_\_\_\_.
- 6 Prince William's \_\_\_\_\_ is Kate Middleton.
- 7 Nick Fury is a secret \_\_\_\_\_.
- 8 Parrots have got sharp \_\_\_\_\_.
- 9 Edinburgh is the \_\_\_\_\_ city of Scotland.
- 10 There are four countries in the UK: England, Scotland, Wales and Northern \_\_\_\_\_.

Look at Modules 1 and 2 and write a quiz of your own.

**SONG**

**1** 5.31 Listen and fill in, then sing.

**People of the World**



The world is full of different places,  
Different people, different faces.  
North and South and East and West—  
Where's the place you like best?  
Tall, 1) \_\_\_\_\_, fat or 2) \_\_\_\_\_,  
Different colour hair, eyes and skin,  
Men, 3) \_\_\_\_\_, boys or 4) \_\_\_\_\_.  
We are people of the same world.

**2** **Think** What is the song's main idea?

# Blaze

# 2

Virginia Evans - Jenny Dooley



**Student's Book**



Express Publishing



# Contents

	Vocabulary	Grammar	Reading	Listening & Speaking	Writing
<b>Module 1 Unique characters</b> (pp. 5-20)					
1	superpowers	<i>to be – have got – can</i>	an article (multiple matching)	present <i>The Fantastic Four</i>	a T/F quiz about <i>The Fantastic Four</i>
2	chores	<ul style="list-style-type: none"> <li>present simple</li> <li>adverbs of frequency</li> </ul>	an article (T/F/DS statements)	talking about chores	a paragraph about the chores you do
3	free-time activities	present continuous	an interview (complete sentences)	<ul style="list-style-type: none"> <li>a monologue (take notes)</li> <li>ask about &amp; express likes/dislikes</li> </ul>	an interview about your friend's hobby
4	occupations	present simple vs present continuous	an article (gap fill, correct sentences)	<ul style="list-style-type: none"> <li>a monologue (gap fill)</li> <li>present a person's job</li> </ul>	a short article about a job
5	patterns & materials	order of adjectives	an article (answer questions, replace words with information from the article)	shopping for clothes	
6	<ul style="list-style-type: none"> <li>physical appearance</li> <li>family &amp; relatives</li> </ul>		a blog entry (T/F/DS statements)	<ul style="list-style-type: none"> <li>a dialogue (take notes)</li> <li>identify people</li> </ul>	a blog entry
Culture Corner: <i>Life in the UK</i> (p. 18)			Self-Check 1 (pp. 19-20)		
<b>Module 2 Our World</b> (pp. 21-36)					
1	in the home (rooms, furniture, appliances)	<i>there is/there are – prepositions of place</i>	an article (answer questions)	compare your house to the <i>Walking House</i>	design & present your own <i>Walking House</i>
2	means of transport	comparisons/ <i>too – enough</i>	a postcard (T/F/DS statements)	buy a train ticket	
3	types of buildings	the imperative	a dialogue (multiple choice)	<ul style="list-style-type: none"> <li>a dialogue (mark a route on a map – specific information)</li> <li>ask for &amp; give directions</li> </ul>	
4	tall buildings	<ul style="list-style-type: none"> <li>the superlative</li> <li>adverbs of degree</li> </ul>	an article (multiple matching)	<ul style="list-style-type: none"> <li>a quiz</li> <li>present unusual buildings</li> </ul>	a poster about unusual buildings around the world
5	places in a city	comparative & superlative	an article (correct statements)	<ul style="list-style-type: none"> <li>pronunciation: /h/ pronounced/silent</li> <li>present a city (Barcelona)</li> </ul>	an article about a popular tourist destination in your country
6	sights	<i>a/an – the</i>	a travel brochure (complete sentences)	a monologue (gap fill)	a summary of a travel brochure on Singapore
CLIL (Geography): <i>A lake or a sea?</i> (p. 34)			Self-Check 2 (pp. 35-36)		
<b>Module 3 Long ago</b> (pp. 37-52)					
1	the Aztecs	past simple (affirmative)	an article (multiple matching)	<ul style="list-style-type: none"> <li>pronunciation of /t/ /d/ /ɪd/</li> <li>present the Aztecs</li> </ul>	sentences comparing the Aztecs to the Incas
2	accidents & disasters	past simple (negative – interrogative)	an article (T/F/DS statements)	<ul style="list-style-type: none"> <li>a monologue (multiple choice)</li> <li>give bad news &amp; react</li> <li>present a disaster (the sinking of the Titanic)</li> </ul>	a short text about an experience of yours
3	life in the past	<i>used to</i>	an article (T/F statements, ask & answer <i>wh-</i> questions)	<ul style="list-style-type: none"> <li>a monologue (gap fill)</li> <li>present Abraham Lincoln</li> </ul>	a short biography of John F. Kennedy
4	a UFO encounter	past continuous (affirmative/negative)	a story (put events in the correct order)	<ul style="list-style-type: none"> <li>a dialogue (put events in the correct order)</li> <li>tell a story from another point of view</li> </ul>	a story
5	animals	past continuous (interrogative)	an article (complete sentences)	interview a person	draw & describe of your own Alebrije
6	the Pilgrims	past simple vs past continuous	an article & two postcards (multiple choice)	tell the story of Thanksgiving	write the story of Thanksgiving
Culture Corner: <i>Remembrance Day in the UK</i> (p. 50)			Self-Check 3 (pp. 51-52)		

Vocabulary		Grammar	Reading	Listening & Speaking	Writing
<b>Module</b>	<b>4</b>	<b>What the future holds</b> (pp.53-68)			
<b>1</b>	robot abilities	<i>will/be going to</i>	an article (multiple choice)	express certainty/uncertainty	design & present your own robot
<b>2</b>	environmentalism	conditionals – types 0, 1	blog entries (multiple matching)	a monologue (gap fill)	a blog comment about your green resolutions
<b>3</b>	eco-activities	<i>will/be going to</i> – present simple – present continuous	an email (complete sentences)	<ul style="list-style-type: none"> <li>a monologue (take notes)</li> <li>invite – accept/refuse</li> </ul>	an email accepting/refusing an invitation
<b>4</b>	future cities	conditionals – type 2	an article ( multiple matching)	design & present your own city of the future	
<b>5</b>	school life	adverbs	an article ( multiple matching)	intonation: stressed syllables	an article about your ideal school
<b>6</b>	a myth about the Sun	order of adverbs	a myth (multiple choice)	tell a myth from another point of view	a summary of a myth
CLIL (Science): <i>Endangered</i> (p. 66)			Self-Check 4 (pp. 67-68)		
<b>Module</b>	<b>5</b>	<b>Experiences</b> (pp. 69-84)			
<b>1</b>	festival activities	present perfect (affirmative)	blog entries (multiple matching, complete sentences)	present various festivals	a blog entry about a festival you have visited
<b>2</b>	injuries & parts of the body	present perfect (negative & interrogative) – <i>already/ yet/since/for/just</i>	a dialogue (T/F/DS statements)	give & react to bad news/ express sympathy	a dialogue giving & reacting to bad news
<b>3</b>	experiences	present perfect vs past simple	blog entries (complete sentences)	<ul style="list-style-type: none"> <li>pronunciation of 've/'s</li> <li>a dialogue (multiple choice)</li> <li>narrate the most memorable experience in your life</li> </ul>	a blog entry about a memorable experience of yours
<b>4</b>	teen problems	<i>should/shouldn't</i> (advice)	advice column letters (multiple choice)	ask for/give advice	an email giving advice
<b>5</b>	extreme weather phenomena	past perfect (affirmative & negative)	an article (T/F/DS statements)	<ul style="list-style-type: none"> <li>a dialogue (identify order of events)</li> <li>tell a story from another point of view</li> </ul>	a story based on a natural disaster
<b>6</b>	survival skills	past perfect (interrogative & short answers)	an article (multiple choice)	<ul style="list-style-type: none"> <li>an interview (identify T/F statements)</li> <li>narrate experiences (give an interview)</li> </ul>	a survival story
Culture Corner: <i>The Legend of the Three Sisters</i> (p. 82)			Self-Check 5 (pp. 83-84)		
<b>Module</b>	<b>6</b>	<b>Getting the message across</b> (pp. 85-100)			
<b>1</b>	animal communication	(to)-infinitive	an article (multiple matching)	<ul style="list-style-type: none"> <li>pronunciation of /æ/ /eɪ/ /ɔ:/</li> <li>present how animals communicate</li> </ul>	short texts about animal communication
<b>2</b>	gestures	-ing form	forum entries (T/F/DS statements)	compare gestures in your country & the USA	an article about dos/don'ts for visitors in your country
<b>3</b>	character qualities	reflexive/emphatic pronouns – <i>one/ones</i>	an article (T/F/DS statements)	<ul style="list-style-type: none"> <li>a radio talk (multiple choice)</li> <li>present how to boost the self-esteem of school students</li> </ul>	an essay suggesting ways to boost self-esteem
<b>4</b>	safe cycling	<i>must – have to – can – can't</i>	an article (matching)	<ul style="list-style-type: none"> <li>a monologue (multiple choice)</li> <li>present how to cycle safely on the streets</li> </ul>	a leaflet about how to swim safely in a pool
<b>5</b>	friendship	<i>need(n't) – may/might/ could</i>	an article (multiple matching)	<ul style="list-style-type: none"> <li>a dialogue (matching)</li> <li>ask for – give/refuse permission</li> </ul>	an article about what makes a good friend
<b>6</b>	good/bad manners	modals (revision)	an article (complete sentences)	compare etiquette in various countries	a short article about etiquette dos & don'ts for people visiting your country
CLIL (ICT): <i>Your Digital Footprint</i> (p. 98)			Self-Check 6 (pp. 99-100)		



Vocabulary		Grammar	Reading	Listening & Speaking	Writing
<b>Module 7</b>	<b>Entertainment</b> (pp. 101-116)				
<b>1</b>	festival activities	relative pronouns	an article (T/F/DS statements)	present the Rainforest World Music Festival	an article about a summer festival in your country
<b>2</b>	musical instruments	relative adverbs	an article (multiple choice)	<ul style="list-style-type: none"> <li>a monologue (gap fill)</li> <li>present the Landfill Harmonic Orchestra</li> </ul>	an email about the Landfill Harmonic Orchestra
<b>3</b>	fun activities	defining/non-defining relative clauses	an article (multiple matching)	a monologue (gap fill)	an article about World Waterpark
<b>4</b>	TV programmes	<i>both – either – neither</i>	a dialogue (complete sentences)	<ul style="list-style-type: none"> <li>a dialogue (multiple matching)</li> <li>express preferences</li> <li>decide on a TV programme to watch</li> </ul>	a paragraph about your favourite TV programme
<b>5</b>	places in a mall	the passive (present simple)	an article (multiple matching)		an email about a visit to The Avenues Mall
<b>6</b>	types of films	the passive (past simple)	a film review (answer questions)	buy/sell a cinema ticket	a film review
Culture Corner: <i>Walt Disney World: Where Dreams Come True</i> (p. 114)			Self-Check 7 (pp. 115-116)		
<b>Module 8</b>	<b>Eat well, live well</b> (pp. 117-132)				
<b>1</b>	animals	countable/uncountable nouns	an article (correct sentences)	present food chains	write examples of food chains
<b>2</b>	takeaway food	quantifiers	an article (complete sentences)	<ul style="list-style-type: none"> <li>decide on a shopping list</li> <li>order food on the phone</li> </ul>	a short text on takeaway food
<b>3</b>	restaurants	<i>some, any, no, every &amp; compounds</i>	an article (T/F/DS statements)	<ul style="list-style-type: none"> <li>a monologue (gap fill)</li> <li>present a restaurant</li> </ul>	a review of your favourite restaurant in your town/city
<b>4</b>	food festival activities	<i>it – there – this/these – that/those</i>	an article (complete sentences)	present the Mistura Food Fest festival	an article about a food festival in your country
<b>5</b>	illnesses & natural remedies	question tags	an article (T/F/DS statements)	<ul style="list-style-type: none"> <li>talk about health</li> <li>intonation in question tags</li> </ul>	a text message
<b>6</b>	snacks	direct/reported speech (statements)	an article (multiple choice)	a monologue (take notes)	an article about how the sandwich was invented
CLIL (Science): <i>Unbelievable bees</i> (p. 130)			Self-Check 8 (pp. 131-132)		
Language Review (pp. 133-140) Fun Time (pp. 141-144) Irregular Verbs					

# Module

# 1

## Unique characters

### What's in this module?

#### Vocabulary

- character
- superpowers
- chores, free-time activities & hobbies, jobs
- clothes, patterns & materials
- physical appearance
- family & relatives

#### Grammar

- to be, have got, can
- present simple/adverbs of frequency/ present continuous
- order of adjectives

#### Reading

- articles; an interview; a blog entry

#### Listening

- dialogues

#### Speaking

- express likes/dislikes giving reasons
- talk about chores & free-time activities
- present a person's job
- shop for clothes
- identify people

#### Presentation Skills

- present *The Fantastic Four*
- present life in the UK & your country

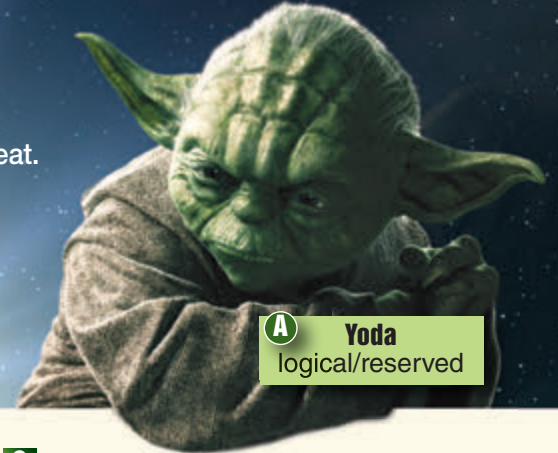
#### Writing

- write a T/F quiz
- write an interview
- write an article about a person's job
- write a blog entry describing your favourite person

Culture Corner: *Life in the UK*

### Character

- 1 1.1 Listen and repeat.



**A** Yoda  
logical/reserved

- 2 Match the descriptions (1-9) to the Star Wars characters (A-I).

- 1  **A** He makes reasonable decisions. He doesn't show his feelings.
- 2  He comes up with new ideas.
- 3  He likes to share his things. He gets hurt easily.
- 4  He wants to learn new things.
- 5  He wants to succeed. He thinks he is better than others.
- 6  She makes decisions quickly. She feels sure about herself.
- 7  He likes doing dangerous things. He helps others.
- 8  He is clever and he behaves in a caring way.
- 9  He is calm and always supports his friends.

Yoda is logical. He makes reasonable decisions. He's reserved, too. He doesn't show his feelings.

**D** Luke Skywalker  
creative

**E** C-3PO  
intelligent/kind

**C** Princess Leia  
decisive/confident

**B** Darth Vader  
ambitious/arrogant

**I** R2-D2  
curious

**H** Han Solo  
a risk-taker/helpful

**F** Jar Jar Binks  
generous/sensitive

**G** Chewbacca  
quiet/loyal

Find the page numbers for:

- a hobby • film characters
- a pet • a dangerous job



# 1.1 Looks

## Vocabulary

### Superpowers

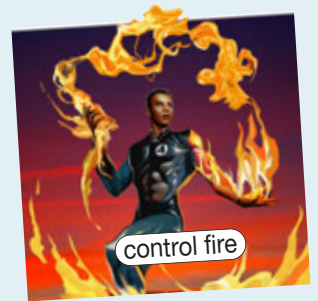
1 1.2 Listen and repeat.

## Reading

2 a) Look at the pictures in the text. Who's got: *long straight fair hair?* *short brown hair?* *a body of rock?*

b) What are these characters' real names?

1.3 Listen and read to find out.



3 Read the text. Who ...

- |                        |                                  |
|------------------------|----------------------------------|
| 1 can disappear?       | 5 doesn't like the way he looks? |
| 2 can use fire?        | 6 is sure of his/her abilities?  |
| 3 can fly?             | 7 is against the Fantastic Four? |
| 4 can change his body? | 8 looks different now?           |



# Fantastic Four

**Four young outsiders are in an experiment to teleport to a different universe! Now back home, they have superhuman abilities.**



Reed Richards is also Mister Fantastic and he is the leader of the group. He's a brilliant scientist and does experiments in his garage. He can become thin like a needle and stretch his way out of trouble. His aim is to use his powers to help people.

The Invisible Woman is Sue Storm. She is intelligent and independent. She's beautiful with long fair hair and she's got two special powers. She can become invisible and generate force-fields.

Johnny Storm is Sue's brother and the youngest in the group, but he's also very confident. People call him The Human Torch. He's a bit of a troublemaker and a thrill-seeker. Johnny can fly faster than sound, shoot fireballs, surround himself with fire and control it.

The Thing is Ben Grimm. He is Reed's best friend. He is sensitive and loyal. After the experiment, he is a huge creature with a body of rock and superhuman strength. He is indestructible and he can lift heavy objects and hold up bridges. He doesn't feel any pain, but he isn't happy with his looks at all. Luckily, he still has his beautiful blue eyes and friendly personality.

Can the Fantastic Four use their abilities to save Earth from a former friend-turned-enemy, Doctor Doom?

4 Fill in: *strength, control, experiment, scientist, creature, universe, abilities, leader, save, torch, invisible, trouble.*

- 1 The Fantastic Four are in a(n) \_\_\_\_\_.
- 2 They teleport to a different \_\_\_\_\_.
- 3 They all have superhuman \_\_\_\_\_.
- 4 Reed Richards is the \_\_\_\_\_ and a brilliant \_\_\_\_\_.
- 5 Reed can stretch his way out of \_\_\_\_\_.
- 6 Sue can become \_\_\_\_\_.
- 7 Johnny Storm or The Human \_\_\_\_\_ can \_\_\_\_\_ fire.
- 8 Ben Grimm is a huge \_\_\_\_\_ with superhuman \_\_\_\_\_.
- 9 They all work together to \_\_\_\_\_ the Earth.

## Grammar

*to be – have got – can*

5 Complete the gaps. Use the verbs *to be, have got* or *can* in the correct form.

- 1 Johnny and Sue \_\_\_\_\_ married. They \_\_\_\_\_ brother and sister.
- 2 \_\_\_\_\_ Reed the leader of the Fantastic Four? Yes, he \_\_\_\_\_.
- 3 \_\_\_\_\_ Reed fly? No, he \_\_\_\_\_. He \_\_\_\_\_ stretch his body.
- 4 Johnny \_\_\_\_\_ fly, but he \_\_\_\_\_ lift heavy objects.
- 5 \_\_\_\_\_ Sue \_\_\_\_\_ short dark hair? No, she \_\_\_\_\_.
- 6 Reed and Sue \_\_\_\_\_ friends and they \_\_\_\_\_ the same enemy.

Mr Fantastic

The Invisible Woman

### Check these words

torch, outsider, experiment, teleport, universe, superhuman, leader, brilliant, scientist, needle, stretch his way out of trouble, aim, powers, invisible, generate force-fields, confident, troublemaker, thrill-seeker, shoot fireballs, surround, control, sensitive, loyal, creature, rock, strength, indestructible, at all, luckily, personality, enemy

6 Use the prompts to ask your partner questions, then tell the class what he/she *can/can't* do.

- run fast • lift heavy objects
- skateboard • speak French
- swim • sing • fly a plane
- make decisions quickly

Ann: Can you run fast?

Sue: Yes, I can.

Ann: Can you swim?

Sue: No, I can't.

Sue can run fast, but she can't swim.

## Speaking

7 a) Match the words in bold to their opposites: *small, overweight, sad, short, light, more slowly, oldest, worst enemy.*

- 1 become thin ≠ **overweight**
- 2 long hair ≠ \_\_\_\_\_
- 3 youngest in the group ≠ \_\_\_\_\_
- 4 fly faster ≠ \_\_\_\_\_
- 5 best friend ≠ \_\_\_\_\_
- 6 huge creature ≠ \_\_\_\_\_
- 7 heavy objects ≠ \_\_\_\_\_
- 8 happy ≠ \_\_\_\_\_

b) Use the phrases (1-8) to make sentences about *The Fantastic Four*.

Mr Fantastic can become thin like a needle.

**Think** Which of these characters do you like most? Why? Tell the class.

## Writing

8 **Competences:** In pairs, use the text to write a T/F quiz about *The Fantastic Four*. Swap with another pair and mark your answers.

### PRESENTATION SKILLS

Read the text in Ex. 2 again and watch the **VIDEO**. Then give the members of a film club a presentation on *The Fantastic Four*.



# 1.2 Around the house

## Vocabulary

### Chores

1 1.4 Listen and repeat.



Jesse the Jack Russell

## Super dog!

For Heather Brook, owner of Jesse the Jack Russell, the phrase 'work like a dog' isn't just an expression. Jesse is an international superstar with his own YouTube channel and he can do nearly every household chore!

Every day, Heather trains her best friend Jesse to do different tricks and chores around the house. He dusts, does the vacuuming, mops, takes out the rubbish, brings in the newspaper, cleans windows, helps to do the shopping and even picks up rubbish at the park. Heather doesn't do many chores at all. Jesse even unties Heather's shoelaces, pulls off her socks and puts them in the washing machine. Jesse learns quickly and sometimes even teaches himself new tricks.

Heather always uses 'clicker training' to teach Jesse. He sets the table or puts his dog bowl in the dishwasher correctly, for example, and she clicks. Then she gives him a treat. Jesse loves the training and never does his chores without a big happy smile on his face! Now millions of people watch the videos of Jesse doing his tricks on his

## Reading

2 Look at the title of the text and the picture. What do you think is special about this dog? Can you guess what he can do?

1.5 Listen and read the text to find out.

3 Read again and decide if the sentences are *T* (True), *F* (False) or *DS* (Doesn't say).

- 1 Jesse doesn't do the washing-up.
- 2 Jesse teaches himself to do all the chores.
- 3 It's difficult for Jesse to learn each chore.
- 4 Jesse is always happy to help with the chores.
- 5 Heather wants to teach other dogs to help people.
- 6 Jesse's favourite chore is making Heather's bed.



YouTube channel. Also, he sometimes appears on TV shows, in adverts or in films like *Beverly Hills Chihuahua 2*. Heather and Jesse make a fantastic team, but Heather's dream for the future is to train dogs to help disabled people at home.

So ... do you usually not feel like making your bed or tidying your room? Maybe it's time to get a pet and train it like Jesse!



### Check these words

owner, expression, channel, nearly, train, do tricks, bring in, newspaper, pick up, untie, shoelace, pull off, washing machine, clicker training, bowl, treat, appear, disabled people

- 4 **Think** What makes Jesse a super dog? Write sentences. Read them to the class.

## Grammar

### Present simple

- 5 a) Read the text. How do we form the affirmative, negative and interrogative of the *present simple*?

Heather doesn't live in Los Angeles. She lives in Arizona. She makes videos starring Jesse's life. Jesse receives a lot of emails from people all over the world every day. Does he enjoy being a superstar? Yes, he does.

- b) Which verb form describes: *a permanent state*? *a routine/a repeated action*?

- 6 Put the verbs in brackets into the *present simple*.

- A: 1) \_\_\_\_\_ (John/help) with chores?  
B: Yes, he 2) \_\_\_\_\_. He usually 3) \_\_\_\_\_ (tidy) his room and 4) \_\_\_\_\_ (walk) the dog.
- A: 5) \_\_\_\_\_ (he/cook) dinner?  
B: No, he 6) \_\_\_\_\_. He's a terrible cook. But, he 7) \_\_\_\_\_ (clear) the table after we 8) \_\_\_\_\_ (finish) dinner. I sometimes cook dinner. We all 9) \_\_\_\_\_ (help) our mum.
- A: What 1) \_\_\_\_\_ (your mum/do)?  
B: She 2) \_\_\_\_\_ (not/work). She 3) \_\_\_\_\_ (stay) home and 4) \_\_\_\_\_ (look after) my twin brothers. When she 5) \_\_\_\_\_ (have) some free time, she 6) \_\_\_\_\_ (help) at the local animal shelter.

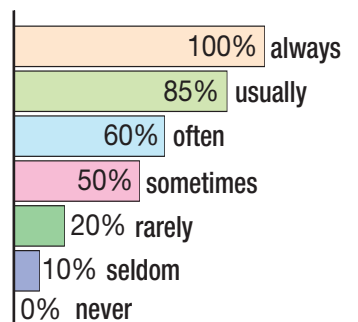
## Speaking

- 7 Put the words in order to form questions. Ask your partner to answer them.

- 1 live/you/in a block of flats/do?
- 2 your mum/does/teacher/work/as/a?
- 3 like/to the cinema/you/do/going?
- 4 your friends/surf/in the evening/the Net/do?

## Adverbs of frequency

- 8 Look at the chart. Use the phrases in Ex. 1 to make true sentences about yourself.



I sometimes clear the table.  
I often do the laundry. etc

## Writing

- 9 **Competences:** Write a paragraph about how often you do the chores in Ex. 1.


I always tidy my room in the afternoon. I do the laundry twice a week. I mop the floor once a month. etc



## 1.3 Fun time

### Vocabulary


#### Free-time activities

- 1  Listen and repeat. Which of these activities do you/don't you like?

I like playing darts. I don't like painting.

### Reading

- 2 a) Read the title of the text and the introduction. What does Stephen's hobby involve?

 Listen and read to find out.



# Building ROBOTS!

It's Saturday afternoon. Stephen Sanders isn't playing basketball or video games with his friends like other teenagers. He's in the garage and he's building a robot guard dog! Today we're talking to him about his very unusual hobby ...

**So, Stephen, you build robots in your free time. Tell us about it. Isn't it a hobby for adults, not teenagers?**

Haha! Actually, robot building is very popular with teens! I'm in a robotics club at school and we design, build and program robots. We're taking part in a big robot-building competition next month. Our robot finds an object on a table, then it pushes it into a goal – like a simple robot footballer! At home, I'm working on my own projects.

**What equipment do you need?**

I've got simple tools, a big box of parts like wheels, switches and motors from old laptops, stereos, TVs and toys and some mini computer controller boards. I program the boards with computer languages and build my robots!

**Would you recommend it?**

Oh yes! I really recommend robot building. You think: 'What do I want my robot to do?' You have a big goal, you make a lot of mistakes, but then suddenly your robot comes alive!

**And finally, Stephen. Do you see robotics in your future?**

Robotics is my passion. My dream is to do something really useful with my skills. For example, some robot builders are building robotic arms for people who have no arms, or robots for NASA to send to other planets. So ... something cool like that!

**We hope Stephen builds a lot of exciting robots!**



b) Read again and complete the sentences.

- 1 Stephen thinks robotics isn't a hobby only \_\_\_\_\_
- 2 Stephen is helping to build a \_\_\_\_\_
- 3 To build his robots at home, Stephen programs \_\_\_\_\_
- 4 Stephen wants to work in \_\_\_\_\_

**Think** Tell the class three things you remember from the text. Do you see robotics in your life? Why?/Why not? Tell the class.

- 3** Fill in: *on, in (x2), with*. Make sentences based on the text using the phrases (1-4).

- 1 \_\_\_\_\_ your free time;
- 2 popular \_\_\_\_\_; 3 take part \_\_\_\_\_;
- 4 work \_\_\_\_\_ a project

### Check these words

guard dog, build robots, adults, popular with, robotics club, design, program, take part in, competition, push, work on, own project, tools, parts, wheel, switch, motor, stereo, controller board, recommend, make mistakes, come alive, passion, useful, skills, robotic arms

**9** building robots

## Grammar

### Present continuous

- 4** Put the verbs in brackets into the *present continuous*. Which verb forms describe an action happening now? a fixed arrangement in the near future?

Hi Sue,  
How are you? It's our school sports day today! I **1**) \_\_\_\_\_  
\_\_\_\_\_ (sit) in the gym right now and I **2**) \_\_\_\_\_  
(watch) my best friend George. He **3**) \_\_\_\_\_  
(take) part in a volleyball tournament. Unfortunately, he  
**4**) \_\_\_\_\_ (not/do) very well. I **5**) \_\_\_\_\_  
\_\_\_\_\_ (not/play) at the moment. Our football match  
starts in half an hour.  
**6**) \_\_\_\_\_ (you/do) anything later? I **7**) \_\_\_\_\_  
\_\_\_\_\_ (go) to the mall. Maybe we can meet there.  
Bye for now,  
Jane

## Everyday English

- 5** **Roleplay:** Use the activities in Ex. 1 as well as your own ideas and the language in the Functions box to discuss in pairs what you like/don't like doing in your free time.

### Functions

Asking about likes/dislikes	Expressing likes/dislikes	Reasons
<ul style="list-style-type: none"> <li>• What do you think of ...?</li> <li>• How about ...?</li> <li>• Do you like ...?</li> </ul>	<ul style="list-style-type: none"> <li>• I'm crazy about it. It's fantastic/fascinating/fun/cool/boring/interesting.</li> <li>• It's cheap. It's creative.</li> </ul>	<ul style="list-style-type: none"> <li>• It makes me feel relaxed/good/happy/special.</li> <li>• It helps me get fit.</li> <li>• It gives me peace of mind.</li> </ul>

A: Do you like playing darts?

B: No, I don't. I think it's boring.

A: How about ice skating?

B: I'm crazy about it. It's fantastic. It makes me feel good.

## Listening

- 6** **1.8** Listen to Clare talking about her hobby. Make notes under the headings: ■ *Hobby* ■ *When she does it* ■ *Equipment* ■ *Why she likes it* ■ *Recommendation*.

## Writing

- 7** a) Work in pairs. Interview your partner about his/her hobby. Ask these questions: *What's your hobby?* *When do you do it?* *What equipment do you need to do it?* *Why do you like it?* *Would you recommend it?*
- b) **Competences:** Make notes of his/her answers, then write an interview for the English school magazine.



# 1.4

## Earn your living

### Vocabulary

#### Occupations

1 1.9 Listen and repeat.



1 farmer



2 coach



3 engineer



4 journalist



5 chemist



6 dentist

2 Find the job, then make sentences.

- 1 I design and maintain machines.
- 2 I collect news and write about it for TV, newspapers, magazines or radio.
- 3 I train people in a sport.
- 4 I treat people's teeth.
- 5 I grow crops.
- 6 I sell medicine.

Farmers grow crops.

### Reading

3 Read the title and the introduction of the text and look at the picture. Why is Mike's job dangerous? Read through to find out.

## Extreme-ly clean!

*Cleaning isn't a dangerous job ... or is it? Mike cleans fish tanks, but it isn't what you think. He earns a high salary, but he risks his life every day at work!*

Right **0) now**, Mike's in the water cleaning a large tank with a sponge. He's wearing a wetsuit and he's using an oxygen tank to breathe. And all around him **1) \_\_\_\_\_** are deadly sharks! "It's important to keep the tanks clean **2) \_\_\_\_\_** that the sharks stay healthy," Mike explains. "But we can't move the sharks somewhere **3) \_\_\_\_\_** – we have to get into the tanks with **4) \_\_\_\_\_**!"

Mike cleans the shark tanks in an aquarium. He works 7 hours a day. His job is well-paid, **5) \_\_\_\_\_** it's very risky. "Before you can **6) \_\_\_\_\_** this job, you have to train for six months and learn **7) \_\_\_\_\_** work with sharks," Mike says.

Mike always works with **8) \_\_\_\_\_** team. "In the tanks we talk to **9) \_\_\_\_\_** other using the equipment inside **10) \_\_\_\_\_** masks. When we think a shark is angry, we all get out of the water." You need to be a good diver to do this job – and very brave!

4 a) Read the text and complete the gaps with the correct word.

b) Read again and correct the sentences.

- 1 Dirty tanks can make the shark tank cleaners ill.
- 2 He works part-time.
- 3 Mike has a poorly-paid job.
- 4 He works alone.
- 5 Shark tank cleaners don't need to be good divers to do this job.

**Think** Would you work as a shark tank cleaner? Why? Why not?

### Grammar

#### Present simple vs Present continuous

5 a) Identify the tenses in bold. Which describes: *a habit/routine?* *a permanent state?* *an action happening now?* *a fixed future arrangement?*

Mike **works** in an aquarium. He **cleans** tanks every day. Right now he's in the tank. He's **talking** to his team through an intercom. A shark **is swimming** behind him right now. Mike isn't afraid of the sharks. He **knows** how to behave with them. Tomorrow, he's **training** some new divers. Mike **likes** his job a lot. He believes he's got the best job in the world.



1.4

tank

shark

mask

oxygen tank

sponge

wetsuit

VIDEO

Check these words

earn, salary, risk, life, breathe, deadly, healthy, explain, move, somewhere else, well-paid, risky, each other, equipment, brave

7 Use the *present simple* or the *present continuous* and the adverbs: *now*, *every day*, *tomorrow*, *at the moment*, *usually*, *next Saturday*, *often* to make sentences that are true for you.

I'm having an English lesson now. My friends go to the park every day after school. I'm seeing my dentist tomorrow.

Listening

8 1.10 Listen to a job description and complete the gaps (1-5).

b) Look at the underlined verb form in Ex. 5a. It is a stative verb. These verbs don't have continuous forms. Find two more examples in the text.

6 Put the verbs in brackets into the *present simple* or the *present continuous*.

- 1 A: What \_\_\_\_\_ (you/do) Sam?  
B: I \_\_\_\_\_ (read) an article about dangerous jobs.
- 2 A: \_\_\_\_\_ (you/do) anything later Bill?  
B: Yes. I \_\_\_\_\_ (go) to the dentist, then I \_\_\_\_\_ (meet) Tom for dinner.
- 3 A: What \_\_\_\_\_ (Ms Smith/do) for a living?  
B: She \_\_\_\_\_ (work) as a journalist. She \_\_\_\_\_ (like) her job a lot because she \_\_\_\_\_ (travel) a lot.
- 4 A: We \_\_\_\_\_ (visit) the aquarium tomorrow. \_\_\_\_\_ (you/want) to come?  
B: Thanks, but I \_\_\_\_\_ (fly) to Madrid tomorrow morning.

Name: Tony Jackson

Job: skyscraper window

1 \_\_\_\_\_

Equipment: 2 \_\_\_\_\_ & bucket with soapy water

Job description: 3 \_\_\_\_\_ windows of tall buildings

Earnings: 4 \$ \_\_\_\_\_ a day

Working hours: 5 \_\_\_\_\_ hours a day

Feelings: enjoy views, afraid when windy



Speaking & Writing

9 1.11 Listen and read the text in Ex. 3 again. Make notes under the headings: ■ job ■ equipment ■ what does at work ■ working hours ■ earnings ■ feelings. Use your notes to present Mike's job to the class or your partner.



Use the notes in Ex. 8 to write a short article about Tony Jackson's job for the school's English website (100-120 words).



# 1.5 Get the look!

## Vocabulary

### Patterns & Materials

1 Listen and repeat.



1 striped tie

2 checked/chequered shirt

3 patterned dress

4 floral blouse

5 spotted top

6 crystal-covered glove



7 woollen scarf



8 leather jacket



9 satin high-heeled shoes



10 cotton T-shirt



11 denim jeans



12 plain skirt

## Reading

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

Listen and read to find out.

3 a) Read again and answer the questions.

- 1 How can you get celebrities' old clothes?
- 2 Why are the celebrities selling them?
- 3 What does Lady Gaga want to do with Michael Jackson's clothes?
- 4 How much does it cost to bid on celebrities' clothes?



# Dressing like the stars!

Michael Jackson

**D**o you ever wish you had the style of your favourite stars? Well, now you can get the look, too! How about Robert Pattinson's checked shirt for example? It could be yours to keep!

Some celebrities are selling their clothes, bags, scarves and shoes on auction sites like eBay. Now you can bid on items like Katy Perry's pink dress, Victoria Beckham's gold satin high-heeled shoes or Justin Bieber's jeans. You can buy the clothes you like and help the stars to raise money for their favourite charities.

It isn't just the fans who buy stars' clothes. Other stars, like Lady Gaga, are buying them, too! Do you know Michael Jackson's famous red leather jacket from his music video *Thriller*? Well, now it's hers! She owns about 50 items of Michael Jackson's, including his white crystal-covered gloves. Lady Gaga is opening a Michael Jackson museum – "to celebrate his life and work," she says.

Of course, bidding for celebrities' clothes is not cheap. Some winning bids are over thousands of dollars. But don't lose heart! There's a good chance that you might find a bargain or two and become the proud owner of something really cool and stylish!



Justin Bieber

Victoria Beckham

Robert Pattinson

Lady Gaga

### Check these words

ever, wish, style, get the look, celebrities, auction sites, bid on, item, raise money, charity, fan, own, include, celebrate, winning bid, lose heart, chance, bargain, proud, owner, cool, stylish, on sale, try on, fitting room

b) Replace the underlined words in sentences 1-5 with words from the text.

- 1 They sell their clothes to help charities.
- 2 It's an auction site.
- 3 He is famous for his special gloves.
- 4 It's one of Jackson's most popular songs.
- 5 She is a fan of Michael Jackson.

**Think** Tell the class four things you remember from the text.

## Grammar

### Order of adjectives

- 4 a) Study the table. Find examples in the text in Ex. 2. What does each adjective describe?

Adjectives describe nouns. When we want to use more than one adjective to describe a noun, we usually put them in the order below. We don't usually use more than three adjectives.

opinion	size/weight	age	shape/pattern	colour	origin	material
expensive	small	old	square □	red	French	leather
cheap	big	new	rectangular ▭	blue	American	silk
beautiful	huge	modern	round ○ triangular △	black	Italian	cotton woollen

- b) Put the adjectives in the correct order.

- 1 leather / expensive / red shoes
- 2 a(n) woollen / old-fashioned / ugly skirt
- 3 a(n) cheap / Spanish / traditional hat
- 4 a(n) blue / old / silk scarf
- 5 a black / square / leather bag

- 5 a) List the words below under the headings: ■ *clothes* ■ *accessories* ■ *footwear*.

- coat • scarf • gloves • cap • boots
- leggings • trainers • top • jacket
- dress • sandals • skirt • shirt
- T-shirt • high-heeled shoes • tie
- trousers • necklace • bag • earrings
- belt • jumper • jeans • sunglasses

- b) Describe what the celebrities in the pictures are wearing.

Victoria Beckham is wearing a long plain white dress and high-heeled shoes.

Katy Perry


## Everyday English

### Shopping for clothes

- 6 Where is Peggy?  
What does she decide to buy?

1.14 Listen and read to find out.

Peggy: Excuse me. How much is this jumper?  
Jane: The striped one? It's £60.  
Peggy: Hm, that's a little bit too expensive.  
Jane: How about this plain blue one?  
Peggy: That's nice. How much is it?  
Jane: It's on sale. It's only £25.  
Peggy: Oh, that's fine. Have you got it in a bigger size? This is a small.  
Jane: Yes, here you are. Would you like to try it on?  
Peggy: Yes, please. Where are the fitting rooms?  
Jane: Over there.  
Jane: It looks really nice on you.  
Peggy: Thanks. I'll take it.

- 7  **Roleplay:** Use the language in the Functions box and the prompts below to act out a dialogue similar to the one in Ex. 6.

- spotted top £30/striped top £20
- patterned jacket £80/plain jacket £45

Functions	
Customer	
• How much is this/are these ...?	• It's a bit expensive. • Have you got it in a (smaller/bigger size – small, medium, large)?
• Yes, please. Where are the fitting rooms?	• Thanks. I'll take it.
Shop assistant	
• It's (only) ...	• How about this one? It's on sale. • Yes, here you are! Would you like to try it on? • Over there
• It looks really nice on you.	

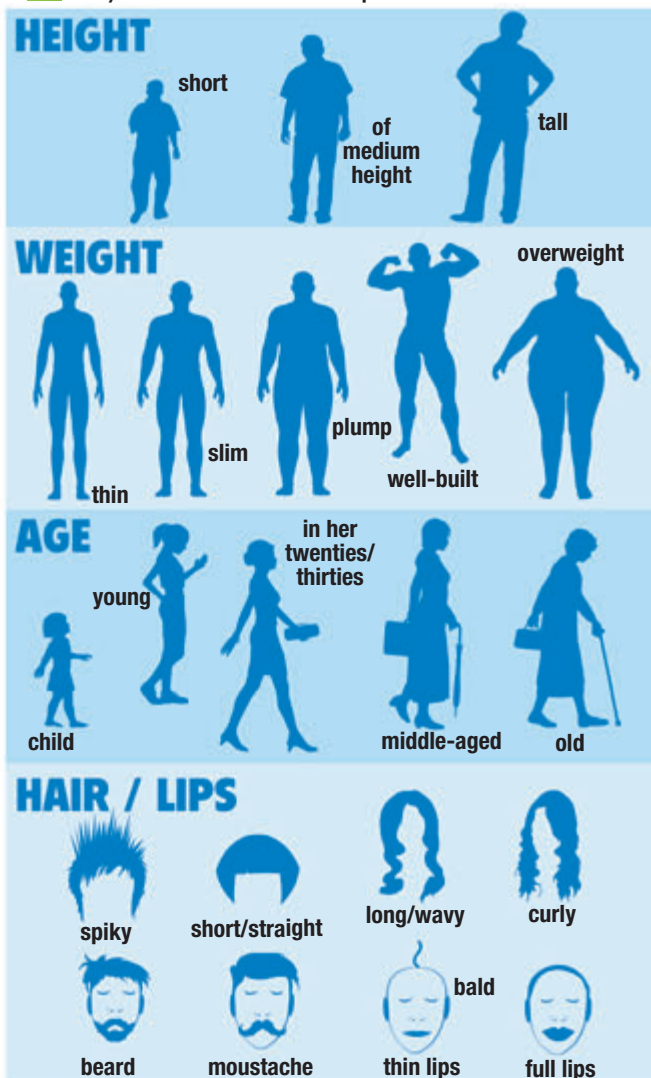


# 1.6 My favourite!

## Vocabulary

### Physical appearance

1 a) 1.15 Listen and repeat.



b) Use words from Ex. 1a to describe your friends and neighbours.

### Family & Relatives

2 a) Complete the pairs, male – female.

- 1 dad – **mum**
- 2 grandfather/grandad – \_\_\_\_\_
- 3 uncle – \_\_\_\_\_
- 4 \_\_\_\_\_ – sister
- 5 son – \_\_\_\_\_
- 6 nephew – **niece**
- 7 cousin – \_\_\_\_\_
- 8 husband – \_\_\_\_\_
- 9 \_\_\_\_\_ – granddaughter

b) 1.16 Listen and check, then repeat.

# School's Blog

Contact us

Family & Friends

Hobbies

School



## My favourite person

Today, 15-year-old reader Jack Hollings is telling us about who he admires ... and why!

Is there a person in your life that makes you smile when you think of them? That person is my Uncle Liam. He is my mum's younger brother. He is a nurse and works with sick children. I think he's great!

Uncle Liam is good-looking. He is in his early thirties, tall with short wavy brown hair, green eyes and a small beard. He usually wears casual clothes like jeans and striped tops and always looks smart and trendy.

Uncle Liam is very caring. At work, all his patients love him because he has time for them and is always smiling. He also has a great sense of humour. He always tells funny stories and we laugh a lot. Uncle Liam can be a bit bossy at times, but I don't mind!

In his free time he likes doing sports. He's the goalkeeper in a local football team and he hardly ever lets in goals! He also has an unusual hobby. He builds model aeroplanes and makes them fly.

## Reading

3 Look at the introduction in the blog entry and the picture. How is the person in the picture related to Jack? What makes him special?

1.17 Listen and read to find out.

4 Read the text and mark the sentences T (True), F (False) and DS (Doesn't say).

- 1 Liam is older than Jack's mum. \_\_\_\_\_
- 2 Liam loves his job. \_\_\_\_\_
- 3 He prefers expensive modern clothes. \_\_\_\_\_
- 4 He often makes people laugh. \_\_\_\_\_
- 5 Liam never tells people what to do. \_\_\_\_\_
- 6 He's good with his hands. \_\_\_\_\_
- 7 He helps Jack with his problems. \_\_\_\_\_

**Think** What makes Liam special to Jack?



Uncle Liam is really special to me. He is always there to help and gives very good advice. I really hope to be like him one day!

*Which person in your life do you really admire? Write and tell us!*

[Click here](#)

**Check these words**

admire, smile, sick, good-looking, early thirties, look smart, trendy, caring, sense of humour, bossy, at times, goalkeeper, local, hardly ever, let in goals, model aeroplanes, give advice

- 5 Complete the sentences. Use: *bossy, early, caring, advice, wavy, sense, beard.*
- Liam is in his \_\_\_\_\_ thirties.
  - He has got short \_\_\_\_\_ hair and a small \_\_\_\_\_.
  - He is \_\_\_\_\_ and always helps others.
  - He's fun with a great \_\_\_\_\_ of humour and always gives good \_\_\_\_\_.
  - My mum says he's \_\_\_\_\_ because he enjoys telling others what to do.

**Everyday English**

**Identifying people**

- 6 a) 1.18 Listen to and read the dialogue. Which of the girls in the picture is it about?

Jenny: Who's that girl, Bob?  
 Bob: Which one?  
 Jenny: The one with the long straight blonde hair wearing the pink T-shirt and the tight jeans.  
 Bob: Oh, that's my cousin, Laura. We call her Brains.  
 Jenny: Brains? Why?  
 Bob: Because she's the smartest one in the family. She's very kind and friendly, too.



- b) **Roleplay:** Find family pictures. Act out dialogues to find out the names of the people in the pictures. Use the language below and the dialogue in Ex. 6a as a model.

Functions	
Identifying people	
Asking	Identifying
<ul style="list-style-type: none"> <li>Who's that (girl/boy etc)?</li> <li>The one with ...</li> </ul>	<ul style="list-style-type: none"> <li>Which one?</li> <li>Oh, that's my (brother/cousin etc).</li> </ul>

**Listening**

- 7 a) Describe the people in the pictures.  
 b) 1.19 Listen to John talking about his family members and relatives. How are the people in the pictures related to him?

**Writing**



Think of your favourite person. Make notes under the headings: ■ name ■ job ■ age ■ appearance ■ clothes ■ character ■ hobbies ■ why special to you. Use your notes to write a blog entry for the school's English magazine (100-120 words).



## 1

## Culture Corner



## Free time

As in many countries, free time goes hand in hand with the telly. This means four hours of television every day watching things like soap operas and reality shows. The British also enjoy listening to music, hanging out with friends, going online or doing a little shopping therapy, both online and in the street shops.



## Families

The typical British family has one or two children. Most families have two parents, while some others are single-parent families.



## Life in the UK

## Holidays &amp; Bank Holidays

The summer is for swimming and relaxing at a UK seaside resort like Blackpool. Some families take a trip abroad. In winter, it's time to put on the skis and find a snowy mountain.

Bank holidays, or public holidays, are not just for banks. British people only celebrate them on Mondays. So, if a holiday is on a Wednesday, for instance, it moves to the following Monday. Brits love long weekends!



## Sports

Football is the most popular sport, however cricket is the national sport. Brits also like playing tennis, badminton, rugby and netball.



## Check these words

go hand in hand, soap opera, reality show, shopping therapy, online, typical, single-parent family, seaside resort, take a trip, abroad, put on, snowy, for instance, move to, long weekend, netball

## Reading &amp; Listening

- 1 Look at the title and the headings of the text. What do you know about life in the UK? What else would you like to know? Write one question for each one of these aspects of life in the UK.

1.20 Listen and read to see if you can answer your questions.

- 2 Read the text again and replace the words/phrases in bold with words/phrases from the text.

- 1 In the summer, the British go to **this place** or they travel abroad.
- 2 A typical **one** has one or two children.
- 3 Brits celebrate **them** on Mondays.
- 4 **They** are their favourite programmes on TV.
- 5 **It's** their national sport.

## Speaking &amp; Writing

- 3 Write down four things you learned from the text about life in the UK. Tell the class.

## PRESENTATION SKILLS

Read the text in Ex. 2 again and watch the VIDEO. Make notes under the headings: Families Holidays Free time Sports & Hobbies.

Also, collect information under the same headings about your country. Imagine it's Parents' Day at school. Prepare and give a presentation about life in these two countries.

## Vocabulary

**1** Fill in: *ambitious, creative, arrogant, decisive, confident*.

- 1 Frankie is very \_\_\_\_\_; he wants to succeed.
- 2 Amy's \_\_\_\_\_; she thinks she's the best.
- 3 Peter is \_\_\_\_\_; he can paint, play the guitar and write his own stories.
- 4 I'm not very \_\_\_\_\_; I can never make up my mind!
- 5 Sue's \_\_\_\_\_; she feels sure about herself.

5 x 1 = 5 points

**2** Fill in: *do, mop, comes, set, make, raise*.

- 1 Please \_\_\_\_\_ the table before dinner.
- 2 We want to \_\_\_\_\_ money for a local charity.
- 3 Can you \_\_\_\_\_ the laundry?
- 4 Try not to \_\_\_\_\_ mistakes.
- 5 Be careful not to leave water everywhere when you \_\_\_\_\_ the floor.
- 6 The park really \_\_\_\_\_ alive at the weekend when it's full of people.

6 x 1 = 6 points

**3** Circle the odd word out.

- 1 glove – bargain – skirt – scarf
- 2 striped – denim – plain – patterned
- 3 casual – leather – satin – woollen
- 4 well-built – slim – plump – round
- 5 coach – engineer – uncle – chemist
- 6 trainers – sandals – boots – earrings

6 x 1 = 6 points

**4** Fill in: *at, of, in (x2), with*.

- 1 I want to take part \_\_\_\_\_ the competition.
- 2 The film is popular \_\_\_\_\_ teens.
- 3 Tom is \_\_\_\_\_ his early twenties.
- 4 \_\_\_\_\_ times he can be bossy.
- 5 I can't think \_\_\_\_\_ a single reason to watch that film!

5 x 1 = 5 points

## Grammar

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

- 1 A: \_\_\_\_\_ (you/be) free on Sunday afternoon?  
B: No, I \_\_\_\_\_ (visit) my grandma.
- 2 A: \_\_\_\_\_ (Dave/play) football this Saturday?  
B: No, he \_\_\_\_\_ (work) every weekend.
- 3 A: What time \_\_\_\_\_ (you/wake up) in the morning?  
B: At 7:30, but tomorrow I \_\_\_\_\_ (need) to be at work earlier.
- 4 A: \_\_\_\_\_ (you/know) where Tony is?  
B: He \_\_\_\_\_ (see) the doctor.
- 5 A: \_\_\_\_\_ (you/do) anything later?  
B: Yes, I \_\_\_\_\_ (cook) dinner for my family.

5 x 2 = 10 points

**6** Put the adjectives in the correct order.

- 1 a cotton / cheap / new T-shirt  
\_\_\_\_\_
- 2 a(n) gold / beautiful / expensive bracelet  
\_\_\_\_\_
- 3 a(n) black / old / silk jacket  
\_\_\_\_\_
- 4 a(n) old-fashioned / blue / silk shirt  
\_\_\_\_\_
- 5 red / modern / leather shoes  
\_\_\_\_\_

5 x 1 = 5 points

## Everyday English

**7** Choose the correct response.

- 1 A: How about going to the photo exhibition?  
B: a Sure. It's a good way to keep fit.  
b Sure. It's very interesting.
- 2 A: Do you like playing darts?  
B: a I'm crazy about it.  
b No, I'm not.
- 3 A: Would you like to try it on?  
B: a Oh, yes please. b Over there.
- 4 A: Have you got this shirt in a medium?  
B: a Yes, please. b Yes, here you are.

4 x 3 = 12 points





# 1

# Self-Check

## Reading



8 Read the text and mark the sentences as *T* (True) or *F* (False).

### Adventures under the Sea

Meet Eric Cheng, underwater photographer. In a typical day, a small shark bites him, a sperm whale chases him or he takes photos of a giant squid. It sounds incredible, but for Eric it's just another day 'at work'!

Eric lives in the USA but he travels all over the world for eight months a year. Every morning, he checks his camera and equipment, then he does two one-hour dives and takes hundreds of photos. Eric dives under Arctic ice, in hurricanes or on coral reefs with poisonous creatures. He gets very close to the animals to capture the best colours.

Eric sometimes puts a small camera into a shark's mouth to get pictures from inside! "It's risky, but sharks aren't usually interested in attacking humans," Eric says.

Everyone thinks Eric is on holiday all the time, but his work day is long and tiring. In the afternoon, he dives two or three more times. After, he downloads and edits his photos, then he eats dinner and watches TV or chats to his family on the phone. Then he goes to bed – and lies awake thinking of ideas for his next amazing photo!




- 1 Eric Cheng's job is often boring. \_\_\_\_\_
- 2 He isn't at home very often. \_\_\_\_\_
- 3 Eric only takes a few photos on each dive. \_\_\_\_\_
- 4 The colours in his photos aren't usually very good. \_\_\_\_\_
- 5 Eric takes some photos from inside a shark. \_\_\_\_\_
- 6 Eric always feels like he's on holiday. \_\_\_\_\_

6 x 3 = 18 points

## Listening

9 Listen to the speaker describing his hobby and complete the gaps (1-5).



**Club:** Underwater

**Usually dives on:** the first  of every month.

**Cost:**

**Equipment:** Tank full of air, special suit and a powerful

**Feelings:**  when finding new things.

5 x 3 = 15 points

## Writing

10 Write an article for your English school magazine describing your best friend (100-120 words).

Write about: ■ appearance ■ character ■ clothes ■ hobbies ■ why you like him/her.

18 points

TOTAL: 100 points

## Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

### Now I can ...

#### Lexical Competence

Talk about:

- character
- superpowers
- chores, free-time activities & hobbies, jobs
- clothes, patterns & materials
- physical appearance
- family & relatives

#### Reading Competence

- do a multiple matching task
- identify T/F/DS statements
- complete sentences
- complete an open cloze text
- answer questions

#### Listening Competence

- take notes
- identify relationships

#### Speaking Competence

- express likes/dislikes
- talk about chores & free-time activities
- present a person's job
- shop for clothes
- identify people

#### Presentation Skills

- present *The Fantastic Four*
- present life in the UK & your country

#### Writing Competence

- write a T/F quiz
- write an interview
- write an article about a person's job
- write a blog entry describing your favourite person

# Language Review

1

## Module page & 1.1

- 1** Choose the correct character adjective.
- 1 I want to do well in life. **ambitious/confident**
  - 2 I'm better than others. **arrogant/creative**
  - 3 I know what to do. **kind/decisive**
  - 4 I keep my feelings to myself. **helpful/reserved**
  - 5 I share with others. **generous/curious**
  - 6 I know what I'm doing. **sensitive/confident**
  - 7 I'm there for my friends. **loyal/logical**
  - 8 I come up with new ideas. **quiet/creative**

## 1.2

- 2** Choose the correct verb.

My brother and I always **1) clear/tidy** our bedrooms, **2) do/make** our beds and help Mum **3) do/make** the laundry. Also, we both **4) do/make** the washing-up and **5) pick/take** out the rubbish. We sometimes **6) dust/clear** the furniture and **7) vacuum/mop** the carpets or **8) clear/mop** the floors. Then, at dinnertime, I **9) set/make** the table and he **10) dusts/clears** it afterwards.

## 1.3

- 3** Fill in: *go, comes, recommend, makes, play, build.*
- 1 These companies \_\_\_\_\_ robots.
  - 2 Everyone \_\_\_\_\_ mistakes.
  - 3 In the film a robot \_\_\_\_\_ alive.
  - 4 We often \_\_\_\_\_ to art exhibitions.
  - 5 They sometimes \_\_\_\_\_ darts.
  - 6 I \_\_\_\_\_ water polo if you swim well.

## 1.4

- 4** Fill in: *risk, maintain, work, stay, train, grow, earn, treat.*
- 1 When you \_\_\_\_\_ in a team, you can help each other.
  - 2 Some journalists \_\_\_\_\_ their lives.
  - 3 They \_\_\_\_\_ very high salaries.
  - 4 We \_\_\_\_\_ in the gym every day.
  - 5 With regular exercise, you \_\_\_\_\_ healthy.
  - 6 Doctors \_\_\_\_\_ illness.
  - 7 Farmers \_\_\_\_\_ crops in their fields.
  - 8 Engineers \_\_\_\_\_ the machines.

## 1.5

- 5** Complete the table with these words.
- gloves • checked • satin • boots • belt
  - scarf • woollen • jumper • sandals • denim
  - spotted • striped • necklace • cotton
  - leggings • trainers • floral • skirt

clothes	
footwear	
material	
pattern	
accessories	

## 1.6

- 6** Choose the correct words.



**1** Jason is a **tall/short, fat/slim** man with **short/long, curly/spiky** brown hair. He has got a great **model/sense** of humour.



**2** Dermot is a **young/middle-aged** man. He's **bald/thin** with a white **beard/moustache**. He always **gives/has** good advice and **tells/says** funny stories.

## Prepositions & Phrasal verbs (1.1-1.6)

- 7** Choose the correct item.
- 1 Ben isn't happy **with/for** his appearance.
  - 2 She has a happy smile **on/at** her face.
  - 3 Skating is popular **with/for** young people.
  - 4 I play water polo **on/in** my free time.
  - 5 She wants to take part **on/in** the competition.
  - 6 They are working **on/at** a project.
  - 7 Buying things **on/in** auction sites is easy.
  - 8 You can bid **on/at** items on eBay.
  - 9 I'll tell you **of/about** my favourite person.
  - 10 Michael has a great sense **of/with** humour.
  - 11 My job can be dangerous **in/at** times.
  - 12 My grandfather is very special **to/about** me.



**Fun Time**

**A**

**Board Game**

Play the game. Choose the word that best describes each picture. Make a sentence.

**START**

1 floral 2 spotted 3 striped  
creative kind helpful

3 traditional sandy large

4 satin woollen cotton

5 logical arrogant risk-taker

6 spiky wavy curly

7

8 thrill-seeker reserved quiet

9 large tall deep

10 **MOVE AHEAD 3 SPACES**

11 long high large

12 old middle-aged young

13 plain denim spotted

14 **MOVE AHEAD 3 SPACES**

15 thin slim plump

16 deep high big

17 patterned striped plain

18 crowded deep huge

19 **Go back 2 spaces**

20 tiring fast cheap

21 expensive traditional colourful

**FINISH**

**Quiz**

Go through Modules 1 and 2 and choose the correct word.

- 1 Reed Richards is also *Mr Fantastic/The Thing*.
- 2 The Human Torch can control weather/fire.
- 3 The Thing is Reed Richard's enemy/best friend.
- 4 Sue Storm can become thin/invisible.
- 5 Jesse the Jack Russell appears in films like *Beverly Hills/Fantastic 4*.
- 6 Cleaning shark tanks is a well-/poorly-paid job.
- 7 Koh Ngai is in Thailand/Singapore.
- 8 The JW Marriott Marquis Hotel/Burj Khalifa is the tallest building in the world.
- 9 La Rambla is a busy street/park in Barcelona.
- 10 Orchard Road is Europe's/Asia's most famous shopping street.

Look at Modules 1 and 2 and write a quiz of your own.

**SONG**

4.42 Listen and fill in. Listen again and sing.

**Home is where the heart is**



You might live in a castle  
Or a 1) \_\_\_\_\_ by the sea  
You might live in a windmill  
Or high up in a tree  
Some people live with 2) \_\_\_\_  
While others live alone  
But we all need a special place  
Where we can 3) \_\_ at home  
Home is where the heart is  
It's comforting to know  
When you're lost and lonely  
You've got somewhere to go  
Your worries disappear  
When you 4) \_\_\_\_\_  
through your front door  
And all your stress and troubles

Don't matter anymore  
Traditional or modern  
In 5) \_\_\_\_\_ or countryside  
A home can keep you safe  
And you can lock the  
6) \_\_\_\_\_ outside  
Home is where the heart is ...  
It may not be luxurious  
But one 7) \_\_\_\_\_ is for sure  
Home's a place where you  
feel 8) \_\_\_\_\_  
And cosy and secure  
It's important to have  
somewhere  
That you can 9) \_\_\_\_\_  
your own  
The smallest terraced house  
Can be a castle if it's 10) \_\_\_\_  
Home is where the heart is ...

# Blaze

# 3

Virginia Evans - Jenny Dooley



**Student's Book**



Express Publishing



# Contents

Vocabulary		Grammar	Reading	Listening & Speaking	Writing
<b>Module</b>	<b>1</b>	<b>Profiles</b> (pp. 5-20)			
<b>1</b>	jobs & qualities	<ul style="list-style-type: none"> <li>present simple</li> <li>present continuous</li> </ul>	an article (T/F statements, answer questions)	an interview	an informal email about a person's job
<b>2</b>	daily life	<ul style="list-style-type: none"> <li>stative verbs</li> <li>form adjectives from nouns</li> </ul>	an article (multiple choice, answer questions)	<ul style="list-style-type: none"> <li>an advert (take notes)</li> <li>present the Tagbanua</li> </ul>	
<b>3</b>	teen problems	<ul style="list-style-type: none"> <li>prepositions</li> <li>comparisons</li> </ul>	an article (multiple choice)	<ul style="list-style-type: none"> <li>give a summary</li> <li>ask for/give advice</li> <li>pronunciation /s/, /j/</li> </ul>	an informal email giving advice
<b>4</b>	personality adjectives	types of comparisons	an article (matching headings to paragraphs)	<ul style="list-style-type: none"> <li>compare people</li> <li>discuss family values</li> </ul>	golden rules for happy families
<b>5</b>	sections, clothes & accessories	<ul style="list-style-type: none"> <li>relatives</li> <li>phrasal verbs: <i>look</i></li> </ul>	a dialogue (complete sentences)	buy/sell clothes	a dialogue
<b>6</b>	city life - country life	linkers	an opinion essay (linkers)	monologues (match speakers to statements)	an opinion essay
Culture Corner: <i>Multi-cultural Britain</i> (p. 18)			Self-Check 1 (pp. 19-20)		
<b>Module</b>	<b>2</b>	<b>Unique experiences</b> (pp. 21-38)			
<b>1</b>	geographical features	past simple – past continuous	a story (multiple choice)	<ul style="list-style-type: none"> <li>continue a story</li> <li>present a story</li> </ul>	sentences using time adverbs
<b>2</b>	natural phenomena	past simple – present perfect – present perfect continuous	a blog (multiple matching, answer questions)	<ul style="list-style-type: none"> <li>pronunciation /ea/, /ee/</li> <li>present natural phenomena</li> </ul>	a blog comment
<b>3</b>	outdoor activities	past simple – present perfect	an article (multiple choice)	describe an experience	an article about a visit to a nature reserve
<b>4</b>	ocean exploration	<ul style="list-style-type: none"> <li>past simple – <i>used to/would</i></li> <li>phrasal verbs: <i>take</i></li> </ul>	an article (answer questions, T/F statements)	talk about past habits/states	sentences about your past habits
<b>5</b>	feelings	<ul style="list-style-type: none"> <li>prepositions</li> <li>past perfect – past perfect continuous</li> </ul>	a blog (complete sentences)	<ul style="list-style-type: none"> <li>express feelings</li> <li>give a summary</li> </ul>	an informal email about an experience you had
<b>6</b>	adjectives/ adverbs	form adverbs from adjectives	a story (sequence of events)	a monologue (take notes)	a story
CLIL (Geography): <i>The Great Barrier Reef</i> (p. 34) Self-Check 2 (pp. 35-36)			Grammar in Use A (clauses of purpose) (p. 37) Fun Time A (p. 38)		
<b>Module</b>	<b>3</b>	<b>Think Earth</b> (pp. 39-54)			
<b>1</b>	eco living	(to)-infinitive/-ing form	article (multiple choice, answer questions)	<ul style="list-style-type: none"> <li>present a floating village; eco-destinations</li> <li>an announcement (take notes)</li> <li>compare places</li> </ul>	an informal email about your visit to a place
<b>2</b>	holiday activities	<ul style="list-style-type: none"> <li>prepositions</li> <li>-ing form/to-infinitive</li> </ul>	a travel brochure (multiple matching)	<ul style="list-style-type: none"> <li>express preference</li> <li>present places</li> </ul>	a postcard
<b>3</b>	endangered animals	<ul style="list-style-type: none"> <li>future tenses</li> <li>phrasal verbs: <i>stand</i></li> </ul>	a blog (multiple choice, answer questions)	talk about future intentions & arrangements	an email about your summer plans
<b>4</b>	extinct animals – dinosaurs	conditionals (0-3)	an article (answer questions, T-F statements, complete sentences)	describe an imaginary situation	a quiz
<b>5</b>	green activities	<ul style="list-style-type: none"> <li>wishes</li> <li>exclamations</li> </ul>	a dialogue (complete sentences)	<ul style="list-style-type: none"> <li>intonation in exclamations</li> <li>an interview</li> <li>talk about ways to make your neighbourhood cleaner</li> </ul>	
<b>6</b>	ways to save on water	<ul style="list-style-type: none"> <li>linkers</li> <li>forming abstract nouns</li> </ul>	an essay suggesting solutions (linkers)	suggest solutions	an essay suggesting solutions
Culture Corner: <i>Kakadu: an ecological treasure</i> (p. 52)			Self-Check 3 (pp. 53-54)		

Vocabulary	Grammar	Reading	Listening & Speaking	Writing
<b>Module</b>	<b>4</b>	<b>Good food, good life</b> (pp. 55-72)		
<b>1</b>	taste	the passive	an article (multiple matching, complete sentences)	<ul style="list-style-type: none"> <li>compare fruit</li> <li>express preference</li> </ul> a short paragraph about fruits
<b>2</b>	foods & cooking methods	<ul style="list-style-type: none"> <li>questions in the passive</li> <li>prepositions</li> </ul>	an online article (T/F/DS, answer questions)	<ul style="list-style-type: none"> <li>present your own dish</li> <li>a monologue (answer questions)</li> </ul> a short text about a dish
<b>3</b>	fruit/vegetables	the causative	an article (multiple choice)	<ul style="list-style-type: none"> <li>an announcement (take notes)</li> <li>an interview</li> </ul> design your own food art
<b>4</b>	parts of the body, symptoms, food allergies	<ul style="list-style-type: none"> <li>reflexive/emphatic pronouns</li> <li>phrasal verbs: <i>bring</i></li> </ul>	an article (answer questions)	<ul style="list-style-type: none"> <li>an interview, ask about health</li> <li>pronunciation /oo/</li> </ul> a leaflet about food allergies
<b>5</b>	parts of plants	forming adjectives from nouns/verbs	an article (T/F statements, multiple choice)	<ul style="list-style-type: none"> <li>a monologue (gap-fill)</li> <li>present a carnivorous plant</li> </ul> a short text about a carnivorous plant
<b>6</b>	GM foods	linkers	a for-and-against essay (listing arguments)	monologues (multiple matching) a for-and-against essay
CLIL (Geography): <i>The Recipe of Life</i> (p. 68) Self-Check 4 (pp. 69-70)		Grammar in Use B (nouns; quantifiers) (p. 71) Fun Time B (p. 72)		
<b>Module</b>	<b>5</b>	<b>Amazing travel</b> (pp. 73-88)		
<b>1</b>	features	modals	an article (T/F statements)	<ul style="list-style-type: none"> <li>a monologue (answer questions)</li> <li>present Madagascar</li> </ul> a leaflet promoting a tourist destination
<b>2</b>	sights & activities	modals	an article (multiple choice, answer questions)	<ul style="list-style-type: none"> <li>a monologue (answer questions)</li> <li>suggest a trip</li> </ul> an informal email about a travel experience of yours
<b>3</b>	holiday problems	<ul style="list-style-type: none"> <li>prepositions</li> <li>tenses of the infinitive – deductions</li> <li>modals</li> <li>-ing/-ed participles</li> </ul>	blog entries (complete sentences)	<ul style="list-style-type: none"> <li>a dialogue (T/F statements)</li> <li>a telephone conversation</li> </ul> a blog comment
<b>4</b>	crime	<ul style="list-style-type: none"> <li>modals</li> <li>phrasal verbs: <i>break</i></li> </ul>	a leaflet (multiple choice)	<ul style="list-style-type: none"> <li>give bad news/express sympathy</li> <li>give advice</li> </ul> a leaflet giving advice to tourists
<b>5</b>	materials	past modals	blog entries (multiple matching)	<ul style="list-style-type: none"> <li>describe monuments</li> <li>an interview</li> <li>present places</li> </ul> an article about Angkor Wat
<b>6</b>	types of holidays	linkers	a blog post (list arguments/examples)	present arguments a blog comment
Culture Corner: <i>Sherwood Forest Faire</i> (p. 86)		Self-Check 5 (pp. 87-88)		
<b>Module</b>	<b>6</b>	<b>Arts &amp; Entertainment</b> (pp. 89-106)		
<b>1</b>	films	direct/reported speech – statements	an article (answer questions, multiple choice)	decide on a plot for a film a biography
<b>2</b>	books (action & adventure)	<ul style="list-style-type: none"> <li>reported questions &amp; commands/requests</li> <li>phrasal verbs: <i>give</i></li> </ul>	extract from 'Moby Dick' (multiple choice/matching)	<ul style="list-style-type: none"> <li>monologue</li> <li>predict ending of a story</li> </ul> write an ending to a story
<b>3</b>	theatre		an article (complete sentences, answer questions)	<ul style="list-style-type: none"> <li>an advert (take notes)</li> <li>book tickets</li> <li>present your ideal theatre</li> </ul> a summary
<b>4</b>	art	special introductory verbs	an article (multiple choice, answer questions)	<ul style="list-style-type: none"> <li>a monologue (predict content)</li> <li>an interview</li> </ul> an informal email about an artist
<b>5</b>	festival activities	<ul style="list-style-type: none"> <li>prepositions</li> <li>forming nouns referring to people</li> </ul>	an article (T/F, statements answer questions)	<ul style="list-style-type: none"> <li>a monologue (answer questions)</li> <li>present a festival</li> <li>comparing festivals</li> </ul> an article about a festival
<b>6</b>	types of music		an email (matching headings to paragraphs)	<ul style="list-style-type: none"> <li>express likes/dislikes</li> <li>agree/disagree</li> </ul> an informal email reviewing a concert
CLIL (Art): <i>Styles of painting</i> (p. 102) Self-Check 6 (pp. 103-104)		Grammar in Use C (clauses of concession) (p. 105) Fun Time C (p. 106)		



Vocabulary	Grammar	Reading	Listening & Speaking	Writing
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Module	7 High Tech (pp. 107-124)				
1	modern technology	question tags	an article (multiple choice, answer questions)	<ul style="list-style-type: none"> <li>an interview (T/F statements)</li> <li>intonation in question tags</li> <li>present a science fiction film</li> </ul>	
2	our solar system	<ul style="list-style-type: none"> <li>a/an – the</li> <li>forming nouns from verbs</li> <li>prepositions</li> </ul>	an article (multiple choice, answer questions)	<ul style="list-style-type: none"> <li>a monologue (answer questions)</li> <li>present Mars</li> </ul>	a quiz
3	instructions	clauses of reason & result	an article (multiple choice, answer questions)	explain how a device works	a thank-you letter
4	technology icons	<ul style="list-style-type: none"> <li>prepositions</li> <li>phrasal verbs: <i>check</i></li> <li><i>it-there-one(s)</i></li> <li>conjunctions</li> </ul>	blog entries (multiple matching)	describe what a week offline would be like	a technology alphabet
5	hotel jobs		an article (T/F statements, answer questions)	<ul style="list-style-type: none"> <li>an advertisement (take notes)</li> <li>book a hotel room</li> <li>present your own high-tech hotel</li> </ul>	
6	e-communicating		a survey report (matching headings to paragraphs, answer questions)	monologues (multiple matching)	a survey report
Culture Corner: <i>Glasgow Science Centre</i> (p. 120) Self-Check 6 (pp. 121-122)		Grammar in Use D ( <i>a/an – the, some/any/no/every</i> & compounds) (p. 123) Fun Time D (p. 124)			
Language Review (pp. 125-131) Prepositions & Phrasal verbs (pp. 132-137) Grammar Reference (pp. GR1-GR20) Irregular Verbs					



### 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

#### Reading

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

#### Listening

- 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*

**VALUES** Caring for nature

A The Himalayan \_\_\_\_\_ in Nepal



B The Grand \_\_\_\_\_ in the USA



C The Amazon \_\_\_\_\_ in Brazil



D Angel \_\_\_\_\_ in Venezuela



E The White \_\_\_\_\_ of Dover in England



F \_\_\_\_\_ Titicaca in Peru

### Geographical features

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

**1.21** Listen and repeat.

**2** 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

**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.



## 2.1 An Arctic legend

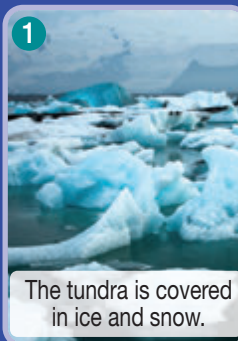
### Vocabulary

#### The tundra

- 1  1.23 Listen and repeat.

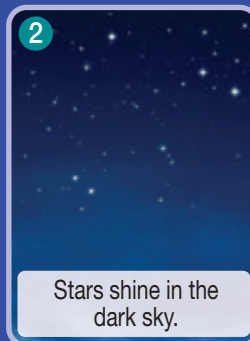


1



The tundra is covered in ice and snow.

2



Stars shine in the dark sky.

## The Battle of the Wizards

*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

- 3 Read the title and the introduction. What is the story behind the Northern Lights?

 1.25 Listen and read to find out.

- 4 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 Nischergurgje.
- 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 Nischergurgje.  
C He was trying to trick Nischergurgje.

- 2  1.24 Listen to the sounds. Imagine you are in the Arctic tundra. It's a wintry night. Use the pictures in Ex. 1 to describe the scene. How do you feel?

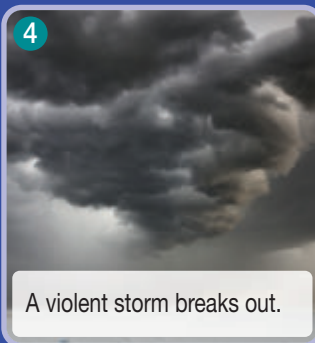
The tundra is covered in ice and snow. Stars ... Sparkling ... Suddenly, in the distance, a violent ... Lightning ... I feel ...

3



Sparkling coloured lights dance across the night sky.

4



A violent storm breaks out.

5



Lightning lights up the sky and thunder rumbles.

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 face **2)** \_\_\_\_\_ at him. He was the evil wizard of the wicked Moon Daughter who **3)** \_\_\_\_\_ the underworld. Schlipme **4)** \_\_\_\_\_ the good wizard to a fight to the death. The wizards **5)** \_\_\_\_\_ their powers during the battle. The good wizard became an eagle and **6)** \_\_\_\_\_ his claws into the evil wizard's back. Schlipme **7)** \_\_\_\_\_ up and returned to the underworld.

## Grammar

see pp. GR3-GR4

### Past simple vs Past continuous

- 6** 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.*
- 7** 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 house. 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 heavy 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.



## 2.2 Natural phenomena

1 The Northern Lights



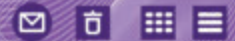
2 moonbows



3 earthquake lights



### Benny's Backpacking Blog



**A** 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

**B** 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 saw 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

Posted 06/02 15:34

**C** 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 have mistaken them for UFOs! Scientists have been studying them for years because they could help us to **predict** earthquakes.

Pete12

Posted 07/02 16:07

### Reading

1 Which of these phenomena (1-3):

appears before an earthquake?

a

appears at night close to waterfalls?

b

looks like nature's own fireworks display?

c

2  Listen and read to find out.

### 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

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

hasn't witnessed the phenomenon they're writing about?

 1 

is taking moving pictures of animals?

 2 

recorded a video of a phenomenon?

 3 

isn't on holiday at the moment?

 4 

has read about a phenomenon?

 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?

- 5 **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

- 6 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 _____<br>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

- 7 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  
/i:/ • reach • leave • jeep • speed  
/ɜ:/ • 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.

- 10   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*.



## 2.3 Outdoor adventures

### Vocabulary

#### Outdoor activities

# Nature Reserves

by Ted Phillips

1  Listen and repeat.

1 climb a snowy mountaintop

3 go zip lining

2 trek through the rainforest

4 see deer (the padú)

Planet Earth is home to some spectacular places, and many of them need our protection. Biological reserves are areas of land that do just that. They protect the landscape in its natural state, and the plants and wildlife that live there. One such reserve is the Huilo Huilo Biological Reserve in Chile, which opened in 1999, and which covers an area of around 600 km<sup>2</sup>. I've just spent a week here and I really don't want to leave!

The reserve protects the local wildlife like the padú, the world's smallest deer. It is also a popular tourist destination. It's like one big adventure park! Most of the reserve is in the Chilean Patagonian rainforest, but nearby there are snowy mountaintops and even a **glacier** and a volcano! And this wide variety of landscapes allows visitors to do a **huge** range of activities!

So far, I've trekked through the rainforest on foot and I've also explored the area on horseback – stopping now and then to do some birdwatching! I've also gone skiing in the snowy mountaintops and fished in the calm El Toro River. The **highlight**, though, was when I went zip lining yesterday. It was scary but amazing to travel high up over the rainforest – just like a bird!

My **accommodation** is also **impressive**. The reserve has eight hotels but I chose to stay in a treehouse! I've never slept so **peacefully** in my life! And even though it's in the middle of a rainforest, the reserve has lots of facilities **including** a gift shop, a spa and even a pizza restaurant! Wooden bridges connect the buildings here, so you walk among the trees to get around!

**All in all**, the Huilo Huilo Biological Reserve is a **unique** holiday destination which is perfect for adventure lovers. After all, where else can you explore such different landscapes all in a single day?

### Listening

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

 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

3 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

- 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.



5 explore an area on horseback



6 go birdwatching



7 sleep in a treehouse



8 fish in a river

Check these words

biological reserve, landscape, deer, destination, snowy mountaintop, glacier, volcano, explore, highlight, accommodation, peacefully, facilities, include, spa, wooden bridge, all in all, unique, after all

4 Match the words in bold to their synonyms: **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 *present perfect* or the *past simple*. Give reasons.
- A: \_\_\_\_\_ (you/be) to London?  
B: No, never, but I \_\_\_\_\_ (go) to Plymouth last summer.
  - A: I \_\_\_\_\_ (not/hear) from John for ages.  
B: He \_\_\_\_\_ (leave) for York yesterday.
  - A: How long \_\_\_\_\_ (you/live) in the USA?  
B: We \_\_\_\_\_ (move) here six years ago.
  - A: \_\_\_\_\_ (you/tell) the children that we're leaving in an hour?  
B: Yes, I did. Look – they \_\_\_\_\_ (already/pack) their suitcases.
  - A: \_\_\_\_\_ (you/visit) Spain last summer?  
B: Yes. We \_\_\_\_\_ (buy) a house there.

8 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

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

- |                      |                         |
|----------------------|-------------------------|
| 1 _____ reserve      | 6 go _____ watching     |
| 2 _____ wildlife     | 7 go _____ lining       |
| 3 _____ park         | 8 stay in a _____ house |
| 4 _____ 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.

10 **ICT** Find a nature reserve in your country. Imagine you visited it. Write a short article about your visit there (100-150 words). Write: ■ where and when you went ■ who with ■ what you did ■ what you saw ■ how you felt.



## 2.4

## Living underwater



live in an undersea laboratory



collect data about ocean life



see eels &amp; starfish

## Vocabulary

## Ocean exploration

- 1 1.30 Listen and repeat.

## Reading

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

- 1.31 Listen and read to find out.

- 3 Read again and answer questions 1-3. Then decide if sentences 4-5 are *T* (True) or *F* (False). Explain the words in bold.

- Where did Fabien spend a lot of time when he was young?
- How deep did Fabien and his team dive on their 2014 mission?
- What has their mission achieved?
- While he was underwater, Fabien lost his appetite. T / F
- 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 p. GR5

- 5 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**.

## Key word transformations

- 9 Complete the sentences using the words in bold. You can use up to five words.
- I've been here for two years.  
moved It's two years \_\_\_\_\_ here.
  - It's been a long time since we travelled abroad.  
for We \_\_\_\_\_  
\_\_\_\_\_ a long time.
  - I went on beach holidays when I was young.  
used I \_\_\_\_\_ beach  
holidays when I was young.
  - We've never travelled on an aeroplane before.  
time It's the first \_\_\_\_\_  
on an aeroplane.

## Everyday English

## Talking about past habits/states

- 10  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: I used to go on picnics and sometimes I would 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.

- 11  **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.

4

study coral reefs



## Check these words

explore, develop, in a row, underwater vessel, beat a record, filmmaker, laboratory, collect data, effect, climate change, coral reefs, whistle, sense of taste, Internet access, educational, Skype session, aquarium, marine wildlife, tweet, sea creatures, eel, octopus, starfish, surface, raise money, raise awareness

- 6 Choose the correct item. Give reasons.

- He **is used to/used to** staying up late.
- They **moved/would move** abroad last May.
- Every morning he **was used to/would** swim in the sea.
- He **used/would** spend a lot of time with his grandparents as a kid.
- Did he **use/used to** go skiing when he was younger?

- 7 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)

- Did the kids **take up/to** the new teacher?
- Jane **takes to/after** her mum.
- The plane **took up/off** despite the storm.
- It was warm so Paul **took off/up** his coat.



# 2.5 Once in a lifetime

## Vocabulary

### Feelings

1 1.33 Listen and say.

- happy**: excited, glad, satisfied, pleased, relieved
- sad**: depressed, unhappy
- angry**: upset, mad, furious, annoyed
- scared**: nervous, anxious, frightened, terrified
- surprised**: shocked, amazed
- bored**: tired, fed up
- embarrassed**: ashamed, uncomfortable, confused

### Expressing feelings

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

Functions	
Commenting	Asking
<ul style="list-style-type: none"> <li>You (don't) look very (happy/sad/upset).</li> <li>You look a bit (fed up/bored).</li> <li>You look shocked/surprised.</li> <li>It's clear you're depressed.</li> <li>Wow, you look excited/scared!</li> </ul>	<ul style="list-style-type: none"> <li>What's the matter?</li> <li>What's the problem?</li> <li>What's up?</li> <li>Are you all right?</li> <li>What's wrong?</li> </ul>
Replying positively	Sympathising/Encouraging
<ul style="list-style-type: none"> <li>Good for you!</li> <li>That's just great!</li> <li>Well done!</li> </ul>	<ul style="list-style-type: none"> <li>Cheer up! • Things can't be that bad!</li> <li>I'm sorry to hear that. • I'm sure you'll be all right.</li> <li>Poor you! • I'm (really) sorry.</li> <li>That's terrible! • That's too bad.</li> </ul>

- 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

3 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

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

**From:** Alan  
**To:** Jane  
**Subject:** Safari in Tanzania

**VIDEO**

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 had been watching 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 had filled 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 finally started and we sped away. It was a close call and we were all relieved to reach our hotel!

Alan

**4** Read the text and complete the sentences.

- 1 Alan was in \_\_\_\_\_.
- 2 What he liked most was his visit \_\_\_\_\_.
- 3 They went there in \_\_\_\_\_.
- 4 The guide felt worried when he saw \_\_\_\_\_.
- 5 The jeep's engine didn't \_\_\_\_\_.
- 6 They felt scared when the lions \_\_\_\_\_.
- 7 Finally the engine started and they \_\_\_\_\_.

**5** a) **Think** What is the author's purpose in the text: *to entertain? to narrate? to persuade?* Give reasons.

b) **Think** Change the ending in Alan's email.

### Prepositions

**6** Complete the gaps. Use: *in (x3), on, for, at (x2), from.*

- 1 \_\_\_\_\_ our way home from the station we had an accident.
- 2 We arrived \_\_\_\_\_ London late in the evening.
- 3 They arrived \_\_\_\_\_ the hotel the next day.
- 4 Paul was waiting \_\_\_\_\_ us when we got off the train.
- 5 \_\_\_\_\_ the end of the tour, we all felt exhausted.
- 6 We had a few problems, but \_\_\_\_\_ the end everyone enjoyed the holiday.
- 7 All the trees in the forest were covered \_\_\_\_\_ snow.
- 8 Ben returned \_\_\_\_\_ his holiday in Brazil yesterday.

### Grammar

see p. GR6

#### Past perfect vs Past perfect continuous

**7** Look at the underlined verb forms in the text in Ex. 3. Which verb form do we use: ■ *for an action that happened before another past action?* ■ *to put emphasis on the duration of an action that started and finished in the past before another past action?*

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

- 1 A: 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: I bet you \_\_\_\_\_ (feel) relieved when the train arrived in Moscow.  
B: Yes, we \_\_\_\_\_ (travel) for a whole month at that stage, so we were exhausted.
- 3 A: Why \_\_\_\_\_ (you/miss) your flight to Tanzania?  
B: When I \_\_\_\_\_ (arrive) at the airport, I realised I \_\_\_\_\_ (leave) my passport at home!

- 4 A: Why \_\_\_\_\_ (Meg/look) so happy yesterday?  
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 **1**) \_\_\_\_\_ (plan) this journey for a year, 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 suddenly start to move! I couldn't believe it! 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.

### Speaking & Writing

**10** 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.*



## 2.6 Writing (a story)

### 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?

- A The shark bit Todd on his waist.  
 B His friends took him to the hospital.  
 C They jumped into the water.  
 D Todd got onto his board.  
 E Todd hit the shark around its eyes with his fist.  
 F A huge shark appeared.  
 G 1 Todd and his friends went to the beach.  
 H The shark attacked again a few minutes later.  
 I A group of dolphins started swimming around Todd.  
 J Todd started kicking the shark with his leg.  
 K Todd reached the shore.

## Shark Attack



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.

- 3 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 |

- 4 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.

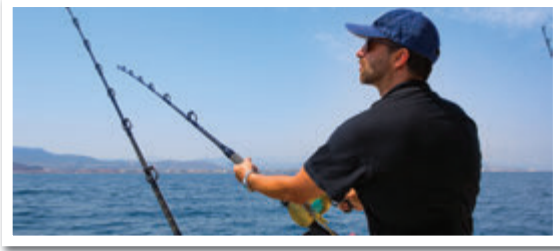
#### Setting the scene

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?

- 7 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

- 8  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

- 10 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).

- 11 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





ray

# THE GREAT BARRIER REEF

## Check these words

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

## Reading & Listening

- 1** Where is the Great Barrier Reef? What problems does it face?

1.37 Listen and read to find out.

- 2** 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. \_\_\_\_\_

- 3** 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.

- 5** **ICT** 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 Fill in: **released, beat, wander, highlight, faulty**.

- The tribes of the Sahara \_\_\_\_\_ the desert looking for food.
- The evil wizard used magic to try to \_\_\_\_\_ the good wizard.
- The shark \_\_\_\_\_ him and he was able to get himself to shore.
- Our car broke down because of a \_\_\_\_\_ engine.
- Visiting the Great Barrier Reef was the \_\_\_\_\_ of our trip to Australia.

5 x 2 = 10 points

2 Choose the correct word.

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

5 x 1 = 5 points

3 Choose the correct item.

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

5 x 1 = 5 points

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

- Paul was in the USA \_\_\_\_\_. **RECENT**
- The view from the top is \_\_\_\_\_. **SPECTACLE**
- We drove through the \_\_\_\_\_ landscape. **SNOW**
- I thought Spain would be like France, but it was quite \_\_\_\_\_. **DIFFER**
- I felt very \_\_\_\_\_ of my brother for speaking rudely to the tour guide. **SHAME**

5 x 1 = 5 points

## Grammar

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

- A: \_\_\_\_\_ (you/visit) India?  
B: No, but John \_\_\_\_\_ (go) there last summer.
- A: I'm tired. I \_\_\_\_\_ (search) for cheap flights all afternoon.  
B: I \_\_\_\_\_ (find) some good deals online yesterday.
- A: I \_\_\_\_\_ (not/try) surfing before, but I loved it!  
B: You were brilliant! You looked like you \_\_\_\_\_ (do) it for years!
- A: What \_\_\_\_\_ (you/do) when Jane came home?  
B: I \_\_\_\_\_ (do) my homework while John \_\_\_\_\_ (read) a book.
- A: So, you managed to take a picture of a moonbow, then.  
B: Well, it wasn't easy. I \_\_\_\_\_ (wait) by that waterfall for hours before it \_\_\_\_\_ (appear)!

5 x 3 = 15 points

6 Choose the correct word.

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

5 x 1 = 5 points

## Everyday English

7 Choose the correct response.

- A: I've just booked my holiday to Australia!  
B: a I'm sure you'll be all right.  
b Good for you!
- A: What's the problem?  
B: a I'm a bit fed up.  
b It's clear you're not in a good mood.
- 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 x 2 = 6 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

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

3 x 5 = 15 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).

- Peter went on a family holiday to Switzerland. \_\_\_\_\_
- Peter's parents took skiing lessons during their stay at the resort. \_\_\_\_\_
- It was Peter's idea to ski outside the resort. \_\_\_\_\_
- Peter found where Tim was buried in the snow. \_\_\_\_\_
- Peter's parents were upset with the boys. \_\_\_\_\_

5 x 3 = 15 points

### Writing

- 10 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

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

## The Floating Schools of Bangladesh

Most people 1) \_\_\_\_\_ (take) the bus or the train in order to get to school, but when Mohammed Rezwan 2) \_\_\_\_\_ (be) a schoolboy he 3) \_\_\_\_\_ (have) his own boat! That's because in Bangladesh it 4) \_\_\_\_\_ (rain) everyday 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 everyday. Since 2002, they 11) \_\_\_\_\_ (teach) over 90,000 children and continue to offer people a better, brighter future.



**4** Join the sentences. Use the 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)  
\_\_\_\_\_

### 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 case \_\_\_\_\_.
- 4 Mohammed's charity works so that \_\_\_\_\_.



### 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) \_\_\_\_\_ permanently.



## Board Game

Play the game.



Go through Modules 1 and 2 and decide if the sentences 1-10 are *T* (true) or *F* (False). 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 section.
- 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 quiz of your own.

1.39 Listen and fill in. Listen again and sing.

## Live in Style



Living close to nature  
Is a lovely way to **1)** \_\_\_\_\_  
Life is quiet and peaceful, too  
It's so relaxed and free

*But everyone is different  
We all have different **2)** \_\_\_\_\_  
Different thoughts of what to do  
And where to **3)** \_\_\_\_\_ our days  
So find the place where you belong  
The place that makes you **4)** \_\_\_\_\_  
The place that gives you what you want  
Where you can live in style*

Living in the city  
Is exciting and it's fun  
There's always lots to do and see  
Something for **5)** \_\_\_\_\_

Where is the best place to be according to the singer?

# 2

## Language Review

### 2.1

**1** Complete with: *sparkled, bent, ruled, wrapped, cast, bleed*.

- 1 The Moon Daughter \_\_\_\_\_ the underworld.
- 2 The wizard \_\_\_\_\_ over to light the fire on the ground.
- 3 The snake \_\_\_\_\_ its body around the tree.
- 4 The stars \_\_\_\_\_ brightly in the sky.
- 5 The blackbird had lots of cuts which started to \_\_\_\_\_.
- 6 The wizards \_\_\_\_\_ many spells.

### 2.2

**2** Match the words to form collocations.

A		B	
1	full	a	reserve
2	nature	b	access
3	capture	c	atmosphere
4	memory	d	a video
5	Internet	e	moon
6	Earth's	f	card

### 2.3

**3** Complete with: *volcano, accommodation, landscape, reserve, unique, facilities, includes, destination*.

Monteverde Cloud Forest is a stunning biological 1) \_\_\_\_\_ in Costa Rica. It's the perfect 2) \_\_\_\_\_ for nature lovers; 10% of the plants there are 3) \_\_\_\_\_ to the area, which means you can't find them anywhere else on Earth. Visitors are sure to be amazed at the 4) \_\_\_\_\_ here, too, which 5) \_\_\_\_\_ forests, mountains and waterfalls. In addition, there are great views of the Arenal 6) \_\_\_\_\_, that stopped erupting in 2010! Monteverde also has 7) \_\_\_\_\_ for up to 43 guests at La Casona hostel, and 8) \_\_\_\_\_, such as an information centre, a gift shop and a restaurant for hungry travellers.

### 2.4

**4** Replace the words in bold with: *beat, vessel, collect, educational, marine, surface, laboratory*.

- 1 He spent a month in an underwater **vehicle**.
- 2 Our trip to the aquarium was **informative**.
- 3 Dr Hanson works in an undersea **workshop**.
- 4 We watched the divers return to the **top**.
- 5 Ted wants to study **sea** wildlife.
- 6 They **gather** data about our world's oceans.
- 7 Fabien **surpassed** his grandfather's record.

### 2.5

**5** Who's: *scared? furious? excited? confused? relieved?*

- 1 I don't understand what's happening.  
\_\_\_\_\_
- 2 Your behaviour was unacceptable! \_\_\_\_\_
- 3 I'm so glad I'm home again. \_\_\_\_\_
- 4 I can't believe we won the trip! \_\_\_\_\_
- 5 I don't want to get on the plane. \_\_\_\_\_

### 2.6

**6** Complete with: *reach, recovery, saved, bite, grabbed*.

- 1 Some puppies \_\_\_\_\_ when they get excited.
- 2 I \_\_\_\_\_ my surfboard and went surfing.
- 3 The doctors \_\_\_\_\_ Erin's life.
- 4 It took us an hour to \_\_\_\_\_ the hotel.
- 5 Kelly was lucky to make a full \_\_\_\_\_.

### Prepositions & Phrasal verbs

**7** Choose the correct item.

- 1 It's perfect **for/with** adventure lovers.
- 2 The bird flew **up/away**.
- 3 Our flight doesn't take **up/off** until 3:30.
- 4 The scenery reminds me **of/about** Yorkshire.
- 5 Put **in/on** a waterproof coat; it's raining.
- 6 People always mistake me **for/with** my sister.
- 7 Ben wants to take **to/up** surfing.





## Prepositions & Prepositional phrases

**1** Fill in: *about (x2), at, for, from, of, on, to (x2), with.*

- 1 Don't blame me \_\_\_\_\_ this. It's not my fault.
- 2 She borrowed a pencil \_\_\_\_\_ Sam.
- 3 The shop was crowded \_\_\_\_\_ people looking for cheap bargains.
- 4 I'm not afraid \_\_\_\_\_ you!
- 5 Please concentrate \_\_\_\_\_ what I'm saying.
- 6 I care a lot \_\_\_\_\_ my family and friends.
- 7 Who do those books belong \_\_\_\_\_ ?
- 8 Don't worry. You don't need to apologise \_\_\_\_\_ me for anything.
- 9 Please don't complain to me \_\_\_\_\_ what happened.
- 10 The first lesson had already started when we arrived \_\_\_\_\_ school.

**2** Choose the correct preposition.

- 1 I'll deal **with/for** the problem.
- 2 The robbers tried to escape **of/from** prison.
- 3 The children were very excited **for/about** going on holiday.
- 4 Paul was fed up **with/for** playing the same game.
- 5 Matt is very fond **of/to** his little sister.
- 6 There's great demand **about/for** this new model.
- 7 If you want to get a dog, you'll have to discuss it **to/with** your parents.
- 8 The sports teacher divided the children **into/to** two teams.
- 9 This island is famous **about/for** its beautiful beaches.
- 10 Our new car is very different **from/with** our old car.

**3** Fill in: *by, for, from, in, of (x2), on (x2), to, with.*

- 1 It was good \_\_\_\_\_ Janet to help us with our homework.
- 2 He was very impressed \_\_\_\_\_ the service.
- 3 Sheila is very keen \_\_\_\_\_ swimming.
- 4 I'm very grateful to Maria \_\_\_\_\_ the help she gave me.
- 5 Charles is very interested \_\_\_\_\_ history.
- 6 Bill insisted \_\_\_\_\_ paying for our cinema tickets.
- 7 Don't be impatient \_\_\_\_\_ him; he's just a little boy.
- 8 I'm a little jealous \_\_\_\_\_ Sue; her parents are getting her a new computer.
- 9 I heard \_\_\_\_\_ Greg in January. He sent me a letter when he arrived in Moscow.
- 10 Are you going to invite the whole class \_\_\_\_\_ your party?

**4** Choose the correct preposition.

- 1 Please listen carefully **at/to** what I'm going to say.
- 2 Our new teacher is very patient **with/for** us.
- 3 My best friend's uncle is married **with/to** my aunt.
- 4 What can we do to protect ourselves **from/of** bullies?
- 5 My sister won all the races; I'm very proud **of/for** her.
- 6 You will be provided **for/with** a computer.
- 7 It was very nice **for/of** you to help us.
- 8 I was mad **for/at** Harry when he lied to me.
- 9 Sorry! It didn't occur **to/at** me to invite Jim to the party.
- 10 I'm really pleased **for/with** the present you gave me!

**5** Fill in: *about, at, by, for (x2), from, of, on, to (x2).*

- 1 Don't worry! You're not responsible \_\_\_\_\_ what happened.
- 2 Eric should spend more time \_\_\_\_\_ his homework.
- 3 I've thought of a solution \_\_\_\_\_ your problem.
- 4 Your idea is very similar \_\_\_\_\_ Kelly's.
- 5 I'd like to remind you \_\_\_\_\_ the promise you made.
- 6 What was your reason \_\_\_\_\_ not going to school?
- 7 Steve was shouting \_\_\_\_\_ everyone. He was really angry.
- 8 He's scared \_\_\_\_\_ dark rooms.
- 9 Ann suffers \_\_\_\_\_ headaches.
- 10 I was really shocked \_\_\_\_\_ what she told us.

# Blaze

# 1



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# 7

## BONFIRE NIGHT



*Remember, remember the fifth of November,  
Gunpowder, treason and plot.  
I see no reason  
Why gunpowder treason  
Should ever be forgot!*



At night, people stand around the bonfire. They eat baked potatoes, hot soup and sausages. They also eat a traditional cake, called Parkin Cake. They put the guy on the top of the bonfire and light fireworks.

Everywhere you look you can see the sky full of lights. It's a great time of year!

Bonfire night in the UK takes place on November the fifth. It is a time when people remember a man called Guy Fawkes and his 'gunpowder plot' - a plan to kill the king of England, King James I, in 1605!

Children love this celebration. They make a 'guy', a model of Guy Fawkes, and ask for 'A penny for the guy' in the streets. They use the money to buy sweets!

**FAST FACT**

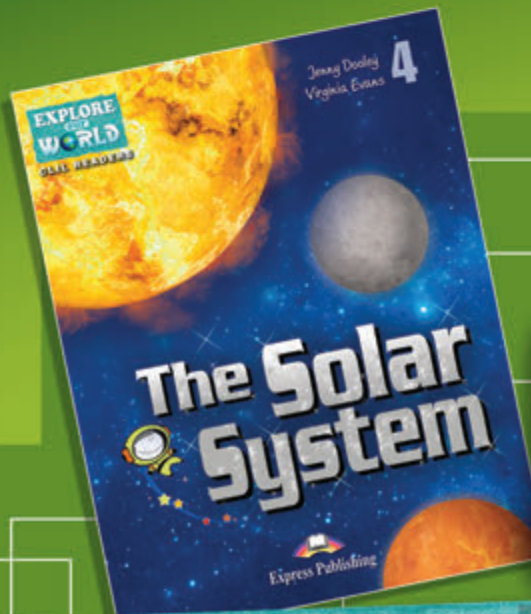
They make the Parkin Cake with oatmeal, ginger and syrup.





# Blaze

# 2



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## LET'S START!

Our **solar system** is made up of the eight planets that orbit our Sun.

There is the inner solar system with the terrestrial planets (*made of rock*) – Mercury, Venus, Earth and Mars.

There is also the outer solar system with the gaseous planets (*made of gas*) – Jupiter, Saturn, Uranus and Neptune.

The solar system has also got dwarf planets, moons, comets and asteroids that orbit our Sun.

Let's take a first look at our amazing solar system!

Here is a fun way of remembering the order of the planets from the Sun!



Find someone to test you!



# Blaze



NEW

# 3

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## Brachiosaurus

A well-known sauropod of the Jurassic period is **Brachiosaurus**. The name Brachiosaurus means 'arm lizard'. Its back legs were shorter than its front legs. This means that it had long 'arms' compared to other dinosaurs.

Brachiosaurus had a very long neck like a giraffe. It also had a wide nose and a big mouth with 52 teeth, shaped like spoons! It ate plants, so its teeth were perfect for ripping away branches and leaves, and it probably ate them whole, without chewing!

Brachiosaurus was 12 to 16 metres tall, one of the tallest dinosaurs ever! It liked to travel in a group, looking for food.



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