

# SPARK

All great ideas start  
with a *Spark!*



Express Publishing



*Spark is a new, innovative course in four levels for students at secondary level*

**For the Student**

## Spark 1



Student's Book



ieBook



Workbook



Grammar Book



Student's Multi-ROM  
(Audio CD &  
Reader DVD)

## Spark 2



Student's Book



ieBook



Workbook



Grammar Book



Student's Multi-ROM  
(Audio CD &  
Reader DVD)

## Spark 3



Student's Book



ieBook



Workbook



Grammar Book



Student's Multi-ROM  
(Audio CD &  
Reader DVD)

## Spark 4



Student's Book



ieBook



Workbook



Grammar Book



## For the Teacher



### Spark 1



Teacher's Book (interleaved)



Class CDs



Workbook



Teacher's Resource Pack & Tests



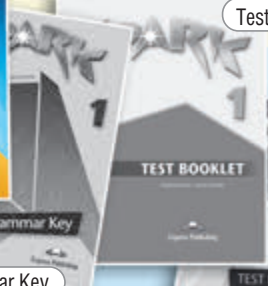
Grammar Book



IWB Software (including videos & Reader)



Grammar Key



Test Booklet



Grammar 1-3 Test Booklet

Test Booklet CD-ROM

### Spark 2



Teacher's Book (interleaved)



Class CDs



Workbook



Teacher's Resource Pack & Tests



Grammar Book



IWB Software (including videos & Reader)



Grammar Key



Test Booklet



Grammar 1-3 Test Booklet

Test Booklet CD-ROM

### Spark 3



Teacher's Book (interleaved)



Class CDs



Workbook



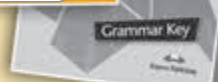
Teacher's Resource Pack & Tests



Grammar Book



IWB Software (including videos & Reader)



Grammar Key



Test Booklet



Grammar 1-3 Test Booklet

Test Booklet CD-ROM

### Spark 4



Teacher's Book (interleaved)



Class CDs



Workbook



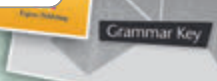
Teacher's Resource Pack & Tests



Grammar Book



IWB Software (including videos & Reader)



Grammar Key



Test Booklet



Grammar 4 Test Booklet

Test Booklet CD-ROM



# SPARK interactive eBooks

The student's interactive study partner!

**"Homework is stress free with the eBook!"**

**Reading-Vocabulary 5a**

1 Listen and see if you can answer them.

The sea is home to millions of amazing animals. They are beautiful and unique, but most people only know a few of them!

**PUFFERFISH** Puffer fish are funny-looking but poisonous fish. They are usually small and round and have got spines. They swim very slowly and are sometimes clumsy, but they are very clever. When another fish tries to eat it, the puffer fish never takes it. It fills its stomach with water so as it looks like a big balloon and it frightens the other fish.

**PARROTFISH** are very colourful. They have a lot of teeth and a mouth like a parrot's beak. In fact, their teeth never stop growing. Parrotfish live near coral reefs. They never come out at night, but hide under or between rocks. Parrotfish even wear goggles at night when it's time to sleep. They cover their body with a thick liquid. It looks like a coat.

**LORFISH** are very beautiful fish. They are usually white and red or brown. They have got a lot of long spines with white spots. Lorfish always live alone. They usually hunt at night. They are very curious fish and they like to when divers take pictures of them. They are not always very nice, though. Their spines are very poisonous, and sometimes they eat their own tails.

- Read-along texts help students improve their reading skills

**Reading-Vocabulary 3a**

1 Look at the pictures. What can you see? What do these buildings look like?

**UNUSUAL Buildings** There are some very unusual buildings around the world!

A In South Africa, there is a house called the **Round House**. It is a house that is round. It has a kitchen, a bathroom and a living room. It has also got a great view from its windows. The outside is all metal and the inside is all wood. In the summer it is cool and in the winter it is warm. The house is built in the shape of a football. "Maybe I'm crazy, but I love football," Jan says.

B In China, there is a great building for music fans. It is an office. It is in the shape of a piano with a table in front of it. There is a lift inside the table to take people up to the next floor. It has got a lot of windows but it hasn't got any bedrooms.

**Check these words:**  
 unusual = building  
 fan = dream home  
 four-story = great view + outside  
 metal = inside + wood  
 cool = summer = warm  
 writer = crazy = office  
 shape = lift = table  
 floor

**Four-story (4/4)** is a building with four floors. e.g. These are beautiful four-story houses.

- Practice and revision of the new vocabulary with definitions, examples & visuals

**Grammar 5b**

The motorbike is more expensive than the bike.

- Animated grammar to study and revise the grammar structures presented in class

**Fun Time 4**

4 Song: What is your daily routine like? Is it the same as the singer's? Listen and read to find out.

**Tick Tock**

I get up in the morning  
 Can't wait to start my day  
 Every day's a new day  
 With time to work and play  
 I'm busy in the mornings  
 And in the evenings, too  
 The weekends are just crazy  
 There's always lots to do

Tick, tick, tick, tick  
 Busy round the clock  
 Tick, tick, tick, tick  
 never, never stop.

I go to school on weekdays  
 I have fun at weekends  
 I ride my bike, I skateboard  
 And hang out with my friends  
 I'm happy when I'm busy  
 I don't want to stop still  
 Every day's exciting  
 With lots of time to fill

- Karaoke songs

**Reading-Vocabulary 7a**

Containers & partitives

4 Complete with:

leaf carton  
 slice piece  
 bag bar  
 bottle glass  
 cup bowl

1 a leaf of bread 6 a slice of pizza  
 2 a bottle of olive oil 7 a cup of cheese  
 3 a carton of milk 8 a bar of tea  
 4 a slice of water 9 a cup of rice  
 5 a cup of sugar 10 a bar of chocolate

- Fully interactive activities to practise and revise grammar & vocabulary

**WORD LIST**

all My Selection by Letter

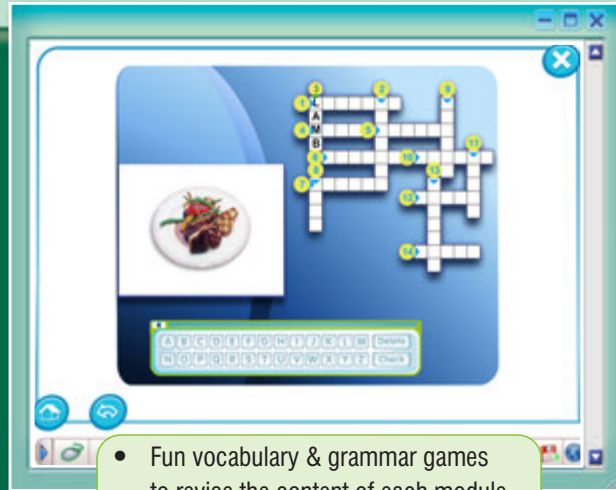
adventure  
 alive  
 alone  
 also  
 amazing

- An easy-to-use Digital Dictionary with audio





- A fully-animated Reader to motivate students



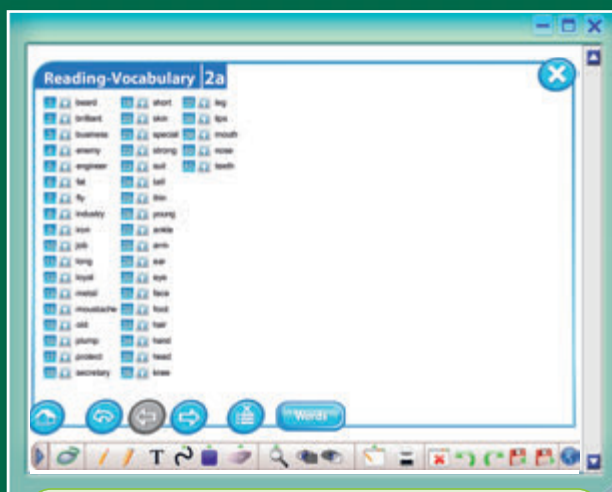
- Fun vocabulary & grammar games to revise the content of each module



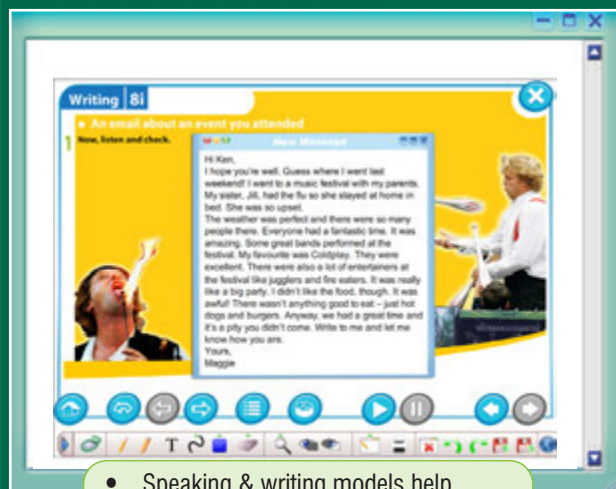
- Authentic videos familiarise students with different aspects of English culture



- A thematic Vocabulary Bank to practise & revise vocabulary through interactive activities



- A vocabulary list with audio in every lesson helps students learn new words and practise spelling and pronunciation



- Speaking & writing models help students correctly prepare homework without parental involvement



# SPARK



The teacher's interactive tool!

Interactive  
**Whiteboard**  
Software

Bring your  
lessons to life!

- Vocabulary presentation through visuals

- Fully interactive Grammar

- ICT (Information & Communication Technology) activities with model answers

- Role-play guide and model dialogues

- Extensive, comprehensive writing sections, with model compositions and plans

- Fully interactive workbook



# SPARK

Virginia Evans - Jenny Dooley

1



**Student's Book**



**Express Publishing**



# Contents

	Modules	Grammar	Vocabulary
	<b>Starter</b> pp. 4-8	<ul style="list-style-type: none"> <li>• A/An - the</li> </ul>	<ul style="list-style-type: none"> <li>• The English alphabet</li> <li>• Numbers</li> <li>• School objects</li> <li>• Colours</li> <li>• Days of the week</li> </ul>
<b>1</b>	<b>Back to school</b> pp. 9-20	<ul style="list-style-type: none"> <li>• The verb "to be"</li> <li>• Subject/Object pronouns</li> <li>• Question words (<i>who, what, where, how old</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• School subjects &amp; classroom objects</li> <li>• Nationalities</li> <li>• Sports</li> <li>• Countries &amp; capital cities</li> </ul>
<b>2</b>	<b>Cool stuff!</b> pp. 21-32	<ul style="list-style-type: none"> <li>• Have got</li> <li>• Possessive adjectives</li> <li>• Plurals</li> <li>• This - These/That - Those</li> <li>• Can (ability)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal things</li> <li>• Appearance</li> <li>• Parts of the body</li> <li>• Abilities</li> </ul>
<b>3</b>	<b>Homes!</b> pp. 33-44	<ul style="list-style-type: none"> <li>• There is/There are</li> <li>• A/An - Some - Any</li> <li>• Prepositions of place</li> <li>• The imperative, Let's</li> </ul>	<ul style="list-style-type: none"> <li>• Rooms, furniture &amp; appliances</li> <li>• Ordinal numbers (1st-23rd)</li> <li>• Bugs</li> </ul>
<b>4</b>	<b>Families</b> pp. 45-56	<ul style="list-style-type: none"> <li>• Possessive ('s/s')/whose</li> <li>• Present simple</li> <li>• Prepositions of time</li> <li>• Like, love, hate + -ing form</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Character adjectives</li> <li>• Daily routines</li> <li>• Jobs</li> </ul>
<b>5</b>	<b>Great animals!</b> pp. 57-68	<ul style="list-style-type: none"> <li>• Adverbs of frequency</li> <li>• Prepositions of time</li> <li>• Comparative/Superlative adjectives</li> <li>• Adverbs of degree</li> <li>• Questions with how</li> </ul>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Parts of animals</li> </ul>
<b>6</b>	<b>Weather &amp; clothes</b> pp. 69-80	<ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Present simple or present continuous</li> <li>• Present continuous (future meaning)</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons &amp; months</li> <li>• The weather</li> <li>• Activities</li> <li>• Clothes</li> </ul>
<b>7</b>	<b>Food</b> pp. 81-92	<ul style="list-style-type: none"> <li>• Countable/Uncountable nouns</li> <li>• A/An/Some/Any</li> <li>• (How) much/(How) many/a lot of/a few/a little</li> <li>• be going to/will</li> <li>• must/mustn't/have to</li> <li>• can/can't</li> </ul>	<ul style="list-style-type: none"> <li>• Food/Drinks</li> <li>• Meals</li> <li>• Containers &amp; partitives</li> </ul>
<b>8</b>	<b>Masters of art</b> pp. 93-110	<ul style="list-style-type: none"> <li>• Was/Were</li> <li>• Had</li> <li>• Could/Couldn't</li> <li>• So/Neither</li> <li>• Past simple (regular verbs)</li> <li>• There was/There were</li> <li>• Past simple (irregular verbs)</li> </ul>	<ul style="list-style-type: none"> <li>• Mythical creatures</li> <li>• Types of films</li> <li>• Adjectives describing films</li> <li>• Describing location</li> <li>• Musical instruments</li> </ul>



	Reading & Listening	Speaking & Functions	Writing	Across Cultures/ Curricular
	<ul style="list-style-type: none"> <li>Classroom language</li> <li>Textbook language</li> </ul>	<ul style="list-style-type: none"> <li>Asking about names</li> <li>Asking about telephone numbers &amp; addresses</li> <li>Asking about age</li> <li>Greetings</li> </ul>		
	<ul style="list-style-type: none"> <li>Students around the world</li> <li>Glasgow School of Sport</li> <li>A school club card (note-taking)</li> </ul>	<ul style="list-style-type: none"> <li>Asking for and giving personal information</li> <li>Greetings/introductions</li> <li>Pronunciation: rhythm, /eɪ/, /æ/</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph presenting yourself</li> <li>A short text about your partner</li> <li>An email to a pen-friend</li> </ul>	<ul style="list-style-type: none"> <li>US education system</li> <li>Countries of the world (Geography)</li> </ul>
	<ul style="list-style-type: none"> <li>Amazing <i>Iron Man</i></li> <li>Extraordinary abilities</li> <li>Abilities (matching)</li> </ul>	<ul style="list-style-type: none"> <li>Describing appearance</li> <li>Talking about possessions &amp; abilities</li> <li>Buying things</li> <li>Pronunciation: word stress, /s/, /z/, /ɪz/</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph about a cartoon character</li> <li>A description of your possessions</li> <li>An email about your collection</li> </ul>	<ul style="list-style-type: none"> <li>Souvenirs around the world</li> <li>Same or Different (Science)</li> </ul>
	<ul style="list-style-type: none"> <li>Unusual buildings</li> <li>Are you home alone?</li> <li>Melbourne Museum (gap fill)</li> </ul>	<ul style="list-style-type: none"> <li>Describing rooms</li> <li>Describing location</li> <li>Talking about your room &amp; your things</li> <li>Pronunciation: intonation in questions, /æ/, /ɑ:/</li> </ul>	<ul style="list-style-type: none"> <li>A short description of your ideal bedroom</li> <li>Facts about insects</li> <li>An email about your new house</li> </ul>	<ul style="list-style-type: none"> <li>Landmarks</li> <li>The London Eye (Art &amp; Design)</li> </ul>
	<ul style="list-style-type: none"> <li>Family &amp; friends</li> <li>A professional look-alike</li> <li>Jobs (matching)</li> </ul>	<ul style="list-style-type: none"> <li>Describing character</li> <li>Talking about daily routines</li> <li>Asking about your family</li> <li>Talking about peoples' jobs</li> <li>Telling the time</li> <li>Making arrangements</li> <li>Pronunciation: /s/, /z/, /ɪz/</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph about your family</li> <li>A short text about your typical weekday</li> <li>An email about your family</li> <li>A blog entry about your favourite singer</li> </ul>	<ul style="list-style-type: none"> <li>Family celebrations</li> <li>A family (Literature)</li> </ul>
	<ul style="list-style-type: none"> <li>Fantastic fish</li> <li>Festive time</li> <li>Fact files about the bald eagle and an animal festival (gap fill)</li> </ul>	<ul style="list-style-type: none"> <li>Describing animals</li> <li>Talking about habits</li> <li>Expressing fear</li> <li>Talking about pets</li> <li>Pronunciation: /ɔ:/, /ɑ:/</li> </ul>	<ul style="list-style-type: none"> <li>A fact file about an animal</li> <li>A short text about an animal festival</li> <li>An article describing your pet</li> </ul>	<ul style="list-style-type: none"> <li>National animals from around the world</li> <li>It's a bird's life (Science)</li> </ul>
	<ul style="list-style-type: none"> <li>In all weathers</li> <li>The balloon fashion show</li> <li>A dialogue (comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>Making suggestions/responding (let's/shall)</li> <li>Talking about activities &amp; the weather</li> <li>Expressing likes/dislikes</li> <li>Buying clothes &amp; accessories</li> <li>Pronunciation: /ɪŋ/, stressed syllables</li> </ul>	<ul style="list-style-type: none"> <li>A paragraph about your favourite season</li> <li>Short descriptions of people's clothes/activities</li> <li>A paragraph about people who wear a uniform</li> <li>A postcard to your pen-friend</li> </ul>	<ul style="list-style-type: none"> <li>Uniforms across the world</li> <li>The four seasons (Literature)</li> </ul>
	<ul style="list-style-type: none"> <li>Weird food</li> <li>Robot kitchen</li> <li>Blue Lagoon (gap fill)</li> </ul>	<ul style="list-style-type: none"> <li>Ordering food/drinks</li> <li>Talking about quantity</li> <li>Talking about eating habits</li> <li>Pronunciation: syllable stress &amp; intonation, /g/, /dʒ/</li> </ul>	<ul style="list-style-type: none"> <li>A short paragraph about the food/drink you like/don't like</li> <li>An email about your eating habits</li> <li>An article describing a celebration</li> </ul>	<ul style="list-style-type: none"> <li>Festive days</li> <li>Germes (PSHE)</li> </ul>
	<ul style="list-style-type: none"> <li>Mythical creatures</li> <li>Hua Mulan</li> <li>Queen Elizabeth I (gap fill)</li> <li>The lost island of Atlantis</li> <li>People and the instruments they play (matching)</li> </ul>	<ul style="list-style-type: none"> <li>Agreeing/Disagreeing</li> <li>Talking about the past</li> <li>Reading years</li> <li>Narrating past events</li> <li>Pronunciation: weak forms (/wəz/, /wɜr/), /t/, /d/, /ɪd/</li> </ul>	<ul style="list-style-type: none"> <li>A short presentation of mythical creatures</li> <li>A paragraph about Queen Elizabeth I</li> <li>A diary entry</li> <li>An email about an event you attended</li> </ul>	<ul style="list-style-type: none"> <li>Famous people</li> <li>Musical instruments (Music)</li> </ul>



# Spark 1

For the Student



Student's Book



Student's Multi-ROM  
(Audio CD &  
Reader DVD)



ieBook (including videos,  
Reader & Interactive activities)



Workbook



Grammar Book

# For the Teacher



Teacher's Book  
(interleaved)



Workbook



Test Booklet



Teacher's  
Resource Pack  
& Tests



Test Booklet CD-ROM



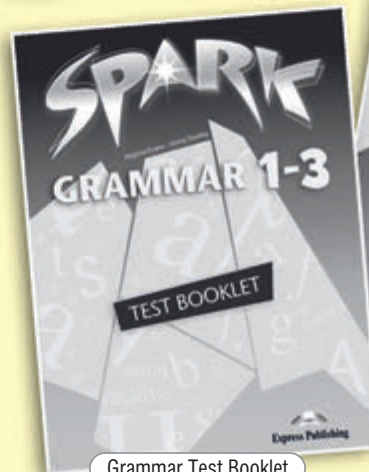
Class CDs



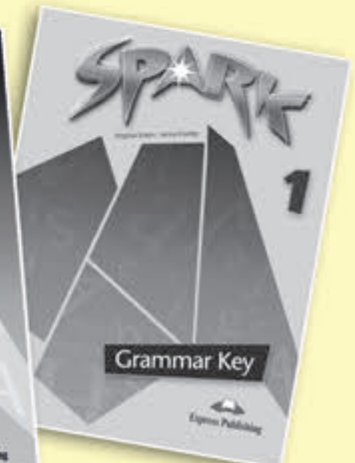
IWB Software (including  
videos & Reader)



Grammar Book



Grammar Test Booklet



Grammar Key



# MODULE 2

## Cool stuff!

### » What's in this module?

- personal things
- parts of the body
- *have got*
- *can*
- plurals
- possessive adjectives
- *this - that / these - those*
- describing appearance
- talking about possessions
- buying things
- writing an informal email about your collection

### Vocabulary

#### • Personal things

- 1 Listen and repeat. What are these words in your language?
- 2 Listen to Peter and complete the sentences.  
He has got ..... and .....  
He hasn't got ..... or .....
- 3 **What have you got?**  
**Complete the sentences.**  
I've got (a) .....  
I haven't got (a) .....



**Find the page numbers for**

- cartoon characters
- a film review
- souvenirs



# Reading 2a



1 Who's the man in the picture? How are the names below related to him?

- Tony Stark • Stark Industries
- Pepper Potts • Iron Monger

Read and listen to find out.



Check these words

- engineer • business • loyal
- secretary • metal suit • fly
- strong • protect • world
- enemy • watch • brilliant
- find out

## Amazing Iron Man

Tony Stark is an engineer in his father's business, Stark Industries in the USA. Pepper Potts is his loyal secretary. Tony has got a special metal suit. When he has it on, he is Iron Man. Iron Man can fly. He is strong and he can protect the world from bad people. Iron Monger is very bad. He is his enemy. Can Iron Man stop him? Can Pepper help Iron Man? Watch this brilliant film to find out.

2 Read the text again and answer the questions.

- |                       |                         |
|-----------------------|-------------------------|
| 1 What is Tony's job? | 4 What has Tony got?    |
| 2 Where is his job?   | 5 What can Iron Man do? |
| 3 Who's Pepper Potts? | 6 Who is his enemy?     |

3 In two minutes write two things you remember from the text.

• Adjectives

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



## • Parts of the body

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



## Listening & Speaking

### • Describing appearance

7 Listen to John describing his favourite Shrek characters. Which two characters is he talking about?

8 Present *Shrek III* characters to the class.

*Merlin is old and thin with ...*

## Writing

9 Write about your favourite cartoon character. Find a picture to decorate your paragraph.

... (name) is from ... (name). ... is (tall/short) with ... hair and ... .

Student's Book: Language Review 2a

Workbook: 2a



Merlin

Prince Charming

Rapunzel

Shrek

Princess Fiona

6 Which character does each sentence (a-e) match?

- a He's big and fat with green skin.
- b She's short and plump with long red hair.
- c She's tall and thin with very long fair hair.
- d He's old and thin with short white hair, a moustache and a long white beard.
- e He's young, tall and thin with short fair hair.



# Grammar 2b

• **Have got**

**1** Read the table.

Affirmative	Negative
<b>I/You have got</b> short hair.	<b>I/You haven't got</b> long hair.
<b>He/She/It has got</b> short hair.	<b>He/She/It hasn't got</b> long hair.
<b>We/You/They have got</b> short hair.	<b>We/You/They haven't got</b> long hair.
Interrogative	Short Answers
<b>Have I/you got</b> blue eyes?	<b>Yes, I/you have./</b>
<b>Has he/she/it got</b> blue eyes?	<b>No, I/you haven't.</b>
<b>Have we/you/they got</b> blue eyes?	<b>Yes, he/she/it has./</b>
	<b>No, he/she/it hasn't.</b>
	<b>Yes, we/you/they have./</b>
	<b>No, we/you/they haven't.</b>

**2** Fill in: *have/has/haven't/hasn't got*.



- Queen Amidala and Princess Leia *have got* long brown hair. They ..... blue eyes.
- Luke ..... a beard. He ..... fair hair.
- Jar Jar Binks ..... a big mouth. He ..... long ears, too.
- Yoda ..... big ears. He ..... a big nose.

**3** Use these phrases to make true sentences about the characters in Ex. 2.

- big/small eyes • thin/full lips
- small body/nose/eyes
- long/short hair

• **Talking about possessions**

**4** Complete the gaps and answer the questions.

- Has Jane got* a helmet?  
*No, she hasn't.*
- ..... Bob ..... a skateboard? .....
- ..... Jane ..... a cap? .....
- ..... Jane and Bob ..... sunglasses? .....
- ..... Jane and Bob ..... cars? .....

**5** **Ask and answer questions to find out what your partner has. Use the objects in Ex. 4.**

- A: *Have you got a bicycle?*  
B: *Yes, I have./No, I haven't.*

## • Possessive adjectives

6 Read the table. Say the possessive adjectives in your language.

Personal pronouns	I	you	he	she	it	we	you	they
Possessive adjectives	my	your	his	her	its	our	your	their

7 Choose the correct word.

- 1 She/Her and she/her brother have a dog.
- 2 He/His has got a scarf.
- 3 I/My parents have got a car.
- 4 They/Their haven't got a bicycle.
- 5 We/Our cat is cute.
- 6 You/Your gloves are very soft.

## • Plurals

8 Read the rules. Are there similar rules in your language?

**noun + -s** *one doll – two dolls*  
**-s, -ss, -sh, -ch, -x, -o + -es** *bus – buses, class – classes, brush – brushes, watch – watches, box – boxes, tomato – tomatoes*  
**consonant + -y → -ies** *lady – ladies*  
**BUT vowel + -y + -s** *toy – toys*  
**-f/-fe → -ves** *leaf – leaves, life – lives*

### IRREGULAR PLURALS

child – children    man – men    woman – women  
 tooth – teeth    foot – feet    mouse – mice

9 Write the plurals.

flag – flags    scarf  
 day    cap    boy  
 student    eye    school  
 ear    match    knife  
 fox    man    baby  
 name    ball    glass  
 foot    child

## • This – These / That – Those

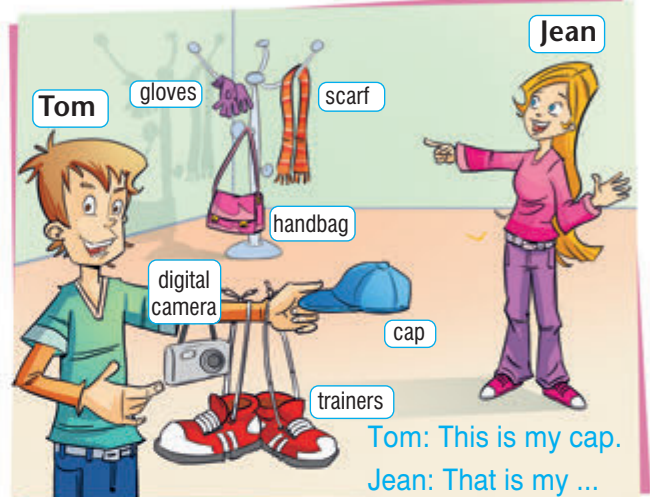
10 Read the rules and the examples. Then write what Jean and Tom say.


We use **this/these** for things near us.

*This is my cap and these are my shoes.*

We use **that/those** for things far away from us.

*That is my bag and those are my sunglasses.*



11  Point to things near/far from you. Your partner makes sentences using **this/these, that/those**.

A: (points to a book)

B: *This is a book.* (points to the window)

A: *That is a window.*

## Pronunciation /s/, /z/, /z/

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

	/s/	/z/	/z/		/s/	/z/	/z/
books				caps			
shoes				glasses			
bikes				watches			

## Writing

13 Write a few sentences about things you **have got** and things you **haven't got**.

*I've got a guitar, a blue cap and red gloves.*

*I haven't got a bicycle.*



# Extraordinary abilities

Can you do something amazing? Have you got a special ability? Here are three people who are very special.



1

Joe Allison from Devon in the UK has got a world record at the age of 9. He can balance 16 spoons on his face at the same time.

2

Michael Kettman from Florida, USA can spin 18 basketballs at the same time. He can do this with a special frame he has on his legs.

3

Oscar Pistorius is from South Africa and he can run very fast. He has got a lot of medals. This is amazing because he hasn't got any legs!



## Reading

1 Look at the pictures. Why are these people special?

✓ Check these words

- amazing • ability
- world record • balance
- spoons • spin • frame
- medals • legs

2 Read the article and match the texts to the pictures.

3 Read the article again and complete the sentences.

- balance • run • abilities • spin • legs • world record

- The people in the text have got special .....
- Joe Allison has got a ..... He can ..... spoons on his face.
- Michael Kettman can ..... 18 basketballs at the same time.
- Oscar Pistorius can ..... very fast.
- Oscar hasn't got any .....

4 **THINK!** Who do you think is amazing? Why? What can he/she do? In three minutes write two sentences. Tell your partner.

• **Can (ability)**

**5** Read the table. Say it in your language.

Affirmative	Negative	Interrogative	Short answers
I/you/he/she/it/ we/you/they <b>can</b> sing.	I/you/he/she/it/ we/you/they <b>can't</b> sing.	<b>Can</b> I/you/he/ she/it/we/you/ they sing?	<b>Yes</b> , I/you/he/she/it/we/you/they <b>can</b> . <b>No</b> , I/you/he/she/it/we/you/they <b>can't</b> .

## Speaking

• **Talking about abilities**

**6** Listen and repeat.



Now, ask and answer.

- A: Can you ride a bike?  
 B: Yes, I can. Can you dance?  
 A: No, I can't.

## Listening

**7** Listen to John telling Anna about what his classmates can do. Match the people to their abilities.

- |                            |       |                   |
|----------------------------|-------|-------------------|
| 1 <input type="checkbox"/> | Tony  | a run very fast   |
| 2 <input type="checkbox"/> | Sue   | b play the guitar |
| 3 <input type="checkbox"/> | Lyn   | c dive            |
| 4 <input type="checkbox"/> | Peter | d dance very well |
| 5 <input type="checkbox"/> | Mary  | e play basketball |
|                            |       | f rollerblade     |
|                            |       | g ski             |
|                            |       | h climb           |

## Writing

**8** In three minutes write what you *can/can't* do. Find someone in the class who *can/can't* do the same things as you.





# Everyday English 2d

## • Buying things

1

a)  Listen and repeat. Which words are stressed?

- What can I do for you? • I want to buy a souvenir.
- How about this cap? • How much is it? • It's \$15.00. • Here you are.

b) The sentences above are from a dialogue at a shop. Who says each sentence: *the shop assistant?* or *the customer?*

 Listen, read and check.

2

a) Read again. What is Mary buying?

Shop assistant: Good afternoon. What can I do for you?

Mary: Good afternoon. I want to buy a souvenir.

Shop assistant: What about **this cap**?

Mary: It's very nice. How much is it?

Shop assistant: It's **\$15.00**.

Mary: Can I have **one**, please?

Shop assistant: Sure. That's **\$15.00**.

Mary: Here you are.

Shop assistant: Here's your change. Have a nice day.

b)  Read the dialogue aloud. Mind the intonation.

3 Say the sentences in Ex. 1a in your language.

4 Find phrases in the dialogue which mean:


1 *How can I help you?*

2 *How much does it cost?*

3 *How about this cap?*

4 *Of course.*

5

 You are at a souvenir shop in the USA. Change the words in colour to act out a dialogue like the one in Ex. 2a. You can use the souvenirs in the pictures.



**1 Look at the souvenirs in the pictures. Which of these countries are they from?**

- the USA • Greece • Mexico • Spain
- Turkey • Scotland • Russia • the UK
- India • Japan • Italy • China • Australia



**Check these words**

- popular • common
- set • inside • other
- stars • stripes • tower

## Souvenirs around the World

Here are some popular souvenirs you can buy around the world while on holiday.

### hat

This is a hat from Mexico. It is a sombrero. Sombreros are very common in Mexico.



### toy dolls

These are Matryoshka dolls. They are from Russia. They are a set of dolls one inside the other.



### stuffed toy

This is a teddy bear. It has got a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.



### mug

This is a mug. It has got the flag of the United States of America on it. The US flag has got stars and stripes.



### key ring

This is a key ring. It is Big Ben, the clock tower. You can see Big Ben in London.



**2 Read the text and answer the questions.**

- |  |  |
|--|--|
| <p>1 Where can you see sombreros?</p> <p>2 What are Matryoshka dolls?</p> <p>3 Where's tartan cloth popular?</p> | <p>4 What has the US flag got on it?</p> <p>5 Where's Big Ben?</p> |
|--|--|

**3 Make sentences like these about the souvenirs.**

*The sombrero is from Mexico. It's Mexican.*

## Project

**4**  **Find/Draw a map of your country. Stick on pictures of souvenirs you can buy in various places. Write a few sentences about each.**



# Across the Curriculum 2f

## Science



Jane



Hans



Kim



Bill



Sam



Pat

## Same or different

The world is a wonderful place and it is full of all types of people. Some have got fair hair and others have got dark hair. There are tall people and there are short people. However, we have all got two eyes and ears, a mouth and a nose. So, we are all different but in some ways we are all the same.

Sometimes, people in the same family are very alike. They have got the same colour hair or eyes. This is because they have got some genes from their grandparents and some genes from their parents. But, they are also different. In fact, we are all unique and even identical twins are not exactly the same even though they are very alike. It really is amazing, isn't it?

- 1 a) Look at the pictures. What is the same and what is different about these people?

*Jane has got the same hair colour as Hans. Kim has got a different hair colour from Pat.*

- b) Have you got any brothers or sisters? In what ways are you the same/different?

- 2 Listen and read the text. Mark the sentences T (true), F (false) or DS (doesn't say).

- 1 Most people have dark hair. ....
- 2 All people have got common features. ....
- 3 People in the same family are alike. ....
- 4 Identical twins are not the same. ....

Check these words

- wonderful
- full of
- However
- alike • genes
- identical twins

- 3 Do a class survey. Complete the table about your classmates. Then make sentences, as in the example.

	Name	Hair colour	Eye colour	Mother's hair colour	Father's hair colour	Mother's eye colour	Father's eye colour
1	Peter	black	green	black	fair	green	blue
2							
3							
4							
5	You						

*Peter has got black hair like his mother's.*

## An email about a collection

✓ Check these words

- mad about • hobby
- football shirts
- collection • team
- proud of

### 1 Complete the text with words from the list.

- proud • shirts • collection • teams

🎧 Listen, read and check.



### Mad about Football

Hi,  
My name's Alberto and I'm from Madrid, Spain. I'm 15 years old. My hobby is collecting football 1) ..... I've got a great 2) ..... of the shirts of all my favourite players. I've also got 3) ..... from Europe, Brazil and all around the world. My favourite one is David Beckham's number 7 Manchester United shirt. It's super!

I like football a lot and I'm very 4) ..... of my collection! What about you? Have you got a collection?

Write back soon.  
Alberto



## Study Skills

### Punctuation

We use a full stop (.) after affirmative & negative sentences.

*I'm Italian. I'm not French.*

We use a question mark (?) after interrogative sentences.

*Are you British?*

We use a comma (,) to separate a list of items. *I've got a cap, a mug and a bag.*

Sentences expressing strong feelings end with an exclamation mark (!). *I like it a lot!*

### 2 Read the text and complete these sentences 1-4.

- 1 Alberto is ..... years old.
- 2 He is from .....
- 3 He's got a collection of .....
- 4 His favourite football shirt is .....

### 3 Punctuate these sentences.

- |                      |                                     |
|----------------------|-------------------------------------|
| 1 Where is John from | 3 He hasn't got long hair           |
| 2 She's Spanish      | 4 He's got a camera a pen and a cap |

## Writing (an email about your collection)

### 4 Portfolio: Answer the questions in the plan, then write a short email about your collection (40-50 words).

**Para 1:** What's your name?, How old are you?, Where are you from?, What is your collection?, What's your favourite one?

**Para 2:** Are you proud of your collection? What about your pen-friend?

Write back,  
(your first name)



# Fun Time 2

**1 Word Detective!** Write the words for the following things. You've got 5 minutes!



- 1 You can put it on your head. It looks very sporty.
- 2 You wear it. It tells you what the time is.
- 3 They're cool! Actors like them a lot. You put these on in the sun!
- 4 Famous brands are *Adidas* and *Nike*. You use these for running!
- 5 Most women have got one of these. You can carry it and put things in it!
- 6 You read it for fun. The characters are cool and it's got a lot of pictures.
- 7 You need a computer for these. They're great fun and kids love them!

## GAME

Choose a person in the class. Students, in teams, ask you three Yes/No questions to find out who the person is.

Leader: *It's a boy.*

S1: *Is he tall?*

Leader: *No, he isn't.*

S2: *Is he thin?*

Leader: *Yes, he is.*


S3: *Has he got blue eyes?*

Leader: *Yes, he has.*

**2 Do the quiz.**

## quiz

- 1 What is on the USA flag?
- 2 Where is tartan cloth popular?
- 3 Which dolls are one inside the other?
- 4 Who's Oscar Pistorius?
- 5 What can Iron Man do?
- 6 Who's Iron Monger?
- 7 Where can you buy a sombrero?

**3**  Look at Module 2 and write a questions and answers quiz of your own.

**4 Song:** Read the title of the song. These phrases are in the song. What is it about?

- take photographs • do shopping
- buy souvenirs • take back home
- lots of fun • spend time away

 Listen and read to find out.

## Holiday Time

Holidays are wonderful  
They're always lots of fun  
You can spend some time away  
And have fun in the sun  
You can take some photographs  
And do some shopping, too  
You can buy some souvenirs  
To take back home with you

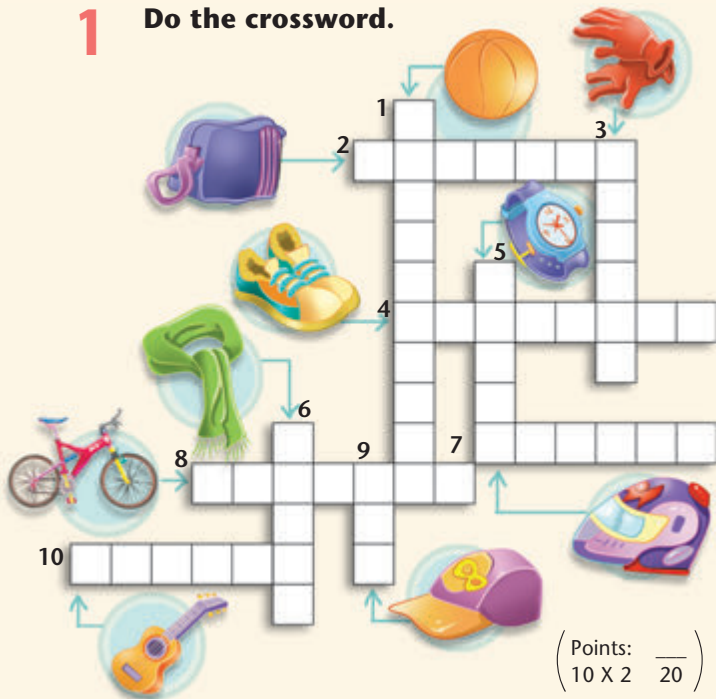
*I always buy souvenirs  
When I go somewhere new  
Why not go on holiday  
And you can buy some, too*

I've got caps from Italy  
A mug from the UK  
I've got dolls from India  
Pens from the USA  
I've got hats from Mexico  
A T-shirt from Peru  
A stuffed toy from Australia  
A mug from Russia, too

**Which countries can you find in the song?  
Which souvenirs can you see in the pictures?**

# Self-Check 2

## 1 Do the crossword.



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

## 2 Write the opposites: *small, short (x2), old, fat.*

- |                      |                     |
|----------------------|---------------------|
| 1 young $\neq$ ..... | 4 big $\neq$ .....  |
| 2 long $\neq$ .....  | 5 thin $\neq$ ..... |
| 3 tall $\neq$ .....  |                     |
- (Points:  $\frac{\quad}{5 \times 2} \quad \frac{\quad}{10}$ )

## 3 Write the words.

- He's got fair h \_ \_ r and a big n \_ \_ e .
  - She's s \_ \_ \_ t and p \_ \_ \_ p .
  - He's got small e \_ \_ s and blue e \_ \_ s .
- (Points:  $\frac{\quad}{3 \times 2} \quad \frac{\quad}{6}$ )

## 4 Complete with: *has, hasn't, have, haven't.*

- ..... they got a computer?  
Yes, they .....
  - ..... he got a sister?  
No, he .....
  - ..... Tom got big ears?  
Yes, he .....
  - ..... you got a skateboard?  
No, I .....
- (Points:  $\frac{\quad}{4 \times 3} \quad \frac{\quad}{12}$ )

## 5 Choose the correct word.

- That/This** boy over there is John.
- This/These** books are Tony's.
- This/These** is our friend, Pete.
- Those/This** gloves are from my mum.
- Is this **your/you** bicycle?
- Where's **my/I** scarf?
- We/Our** have got a pet dog.
- This is **her/she** watch.

(Points:  $\frac{\quad}{8 \times 2} \quad \frac{\quad}{16}$ )

## 6 Write the plurals.

- |                 |                 |
|-----------------|-----------------|
| 1 child - ..... | 5 watch - ..... |
| 2 man - .....   | 6 boy - .....   |
| 3 box - .....   | 7 lady - .....  |
| 4 leaf - .....  | 8 tooth - ..... |

(Points:  $\frac{\quad}{8 \times 2} \quad \frac{\quad}{16}$ )

## 7 Match the exchanges.

- | A   | B                       |
|---|-------------------------|
| 1 <input type="checkbox"/> How about this key ring? | a I want to buy a doll. |
| 2 <input type="checkbox"/> Can I have two, please?  | b It's €2.              |
| 3 <input type="checkbox"/> How can I help you?      | c Sure. That's €4.      |
| 4 <input type="checkbox"/> How much is it?          | d Yes, it is.           |
| 5 <input type="checkbox"/> Is this your new scarf?  | e That's a good idea.   |

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

(My score:  $\frac{\quad}{100}$ )

## CHECK your progress

### Mark.

- describe people/animals ☆☆☆
- talk & write about possessions ☆☆☆
- write about my favourite cartoon character ☆☆☆
- talk & write about abilities ☆☆☆
- write an email about my collection ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★



# Language Review 2

## 2a

### 1 Match the words.


- |                            |           |   |           |
|----------------------------|-----------|---|-----------|
| 1 <input type="checkbox"/> | digital   | a | book      |
| 2 <input type="checkbox"/> | comic     | b | games     |
| 3 <input type="checkbox"/> | video     | c | camera    |
| 4 <input type="checkbox"/> | brilliant | d | secretary |
| 5 <input type="checkbox"/> | loyal     | e | film      |
| 6 <input type="checkbox"/> | father's  | f | business  |
| 7 <input type="checkbox"/> | metal     | g | suit      |


### 2 Fill in the correct word.



- engineer • secretary • fly • strong
- protect • bad • enemy • watch

1 He's an  ..... and she's a  .....

2 Superman is very  ..... and he can  .....

3 Iron Monger is Iron Man's  ..... They aren't friends.

4  ..... *Shrek III*. It's a great film.

5 Superman can  ..... good people fro  .....

### 3 Match the opposites.

- |                            |       |   |       |
|----------------------------|-------|---|-------|
| 1 <input type="checkbox"/> | fat   | a | tall  |
| 2 <input type="checkbox"/> | short | b | young |
| 3 <input type="checkbox"/> | long  | c | thin  |
| 4 <input type="checkbox"/> | old   | d | short |
| 5 <input type="checkbox"/> | big   | e | small |

## 2c

### 4 Match the words.

- |                            |             |   |             |
|----------------------------|-------------|---|-------------|
| 1 <input type="checkbox"/> | world       | a | time        |
| 2 <input type="checkbox"/> | at the same | b | ability     |
| 3 <input type="checkbox"/> | special     | c | record      |
| 4 <input type="checkbox"/> | spin        | d | fast        |
| 5 <input type="checkbox"/> | run         | e | basketballs |

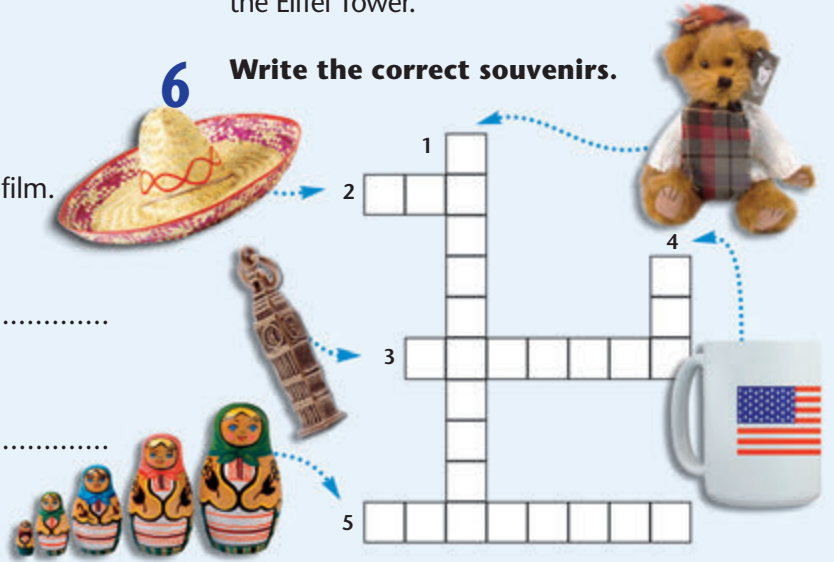
## 2e

### 5 Fill in the correct word.

- tartan • stuffed • key • set • stars
- clock • teddy • popular

- 1 He's got a ..... scarf.
- 2 This is a ..... bear.
- 3 The baby has got a ..... toy.
- 4 This is a ..... of dolls from Russia.
- 5 A sombrero is a ..... souvenir from Mexico.
- 6 Big Ben is a famous ..... tower.
- 7 The US flag has got ..... and stripes.
- 8 This ..... ring has got a picture of the Eiffel Tower.

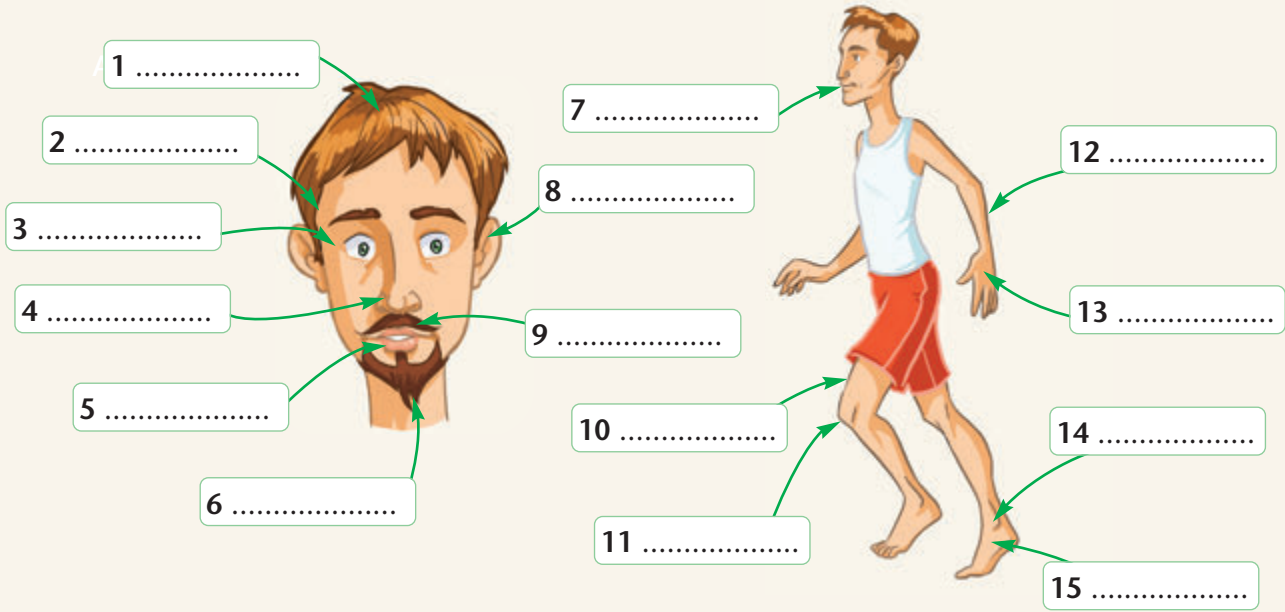
### 6 Write the correct souvenirs.



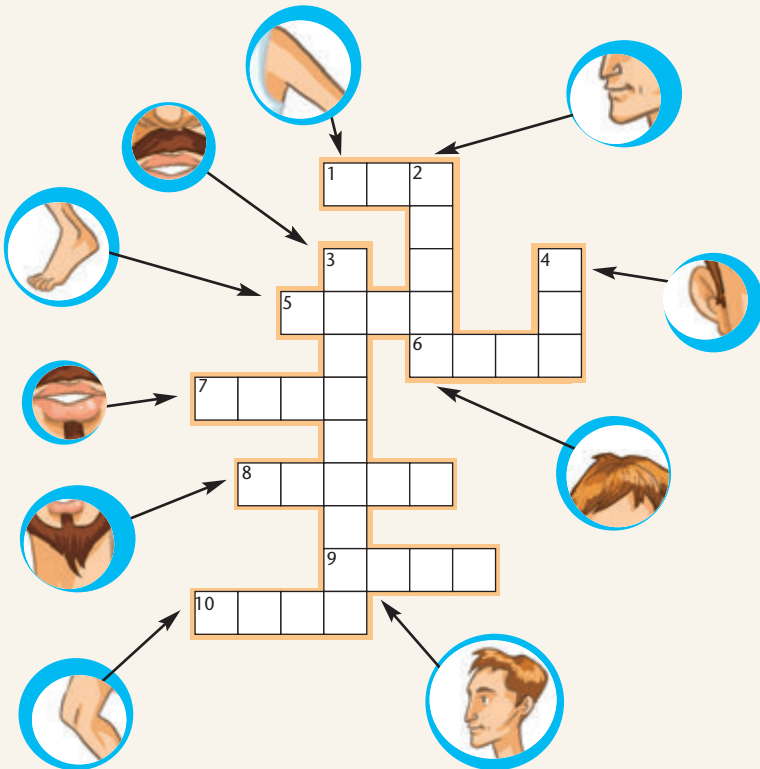
• **Parts of the body**

**1** Write the names of the parts of the body next to the correct number.

- eye • nose • ankle • moustache • head • hair • mouth • leg • arm • hand • lips
- knee • ear • beard • foot



**2** Complete the crossword.



**3** Circle the odd one out.

- 1 nose – mouth – eyes – leg
- 2 arm – moustache – beard – hair
- 3 teeth – mouth – knee – lips
- 4 leg – hand – ankle – foot
- 5 eye – face – ear – arm

**4** Answer the following questions.

- 1 Have you got blue eyes?  
.....
- 2 What colour is your hair?  
.....
- 3 Has your father got a beard?  
.....
- 4 Has your mother got long hair?  
.....



# Vocabulary Bank 2

Sample pages from Spark 1 Workbook

## • Possessions/ Belongings

**1** Label the pictures of the objects using words from the box below.

- guitar • sunglasses
- trainers • notebook
- digital camera
- basketball • helmet
- handbag • gloves
- watch • bicycle
- comic book • cap
- skateboard • scarf
- video game



d.....  
c.....



h.....



b.....



h.....



n.....



t.....



s.....



g.....



g.....



b.....



w.....



c.....

b.....



c.....



v.....

g.....



s.....



s.....

**2** Match the pictures to their definitions. Then write the words.

- 1  You wear this when you ride a bike.  
.....
- 2  You wear these on your feet.  
.....
- 3  You use this to play music.  
.....
- 4  You use this to take photos.  
.....
- 5  You use this to tell the time.  
.....



**3** Look at the pictures. Write sentences about what they have got.

- 1 *Kim has got a bicycle, a handbag and a pair of sunglasses.*
- 2 .....
- 3 .....

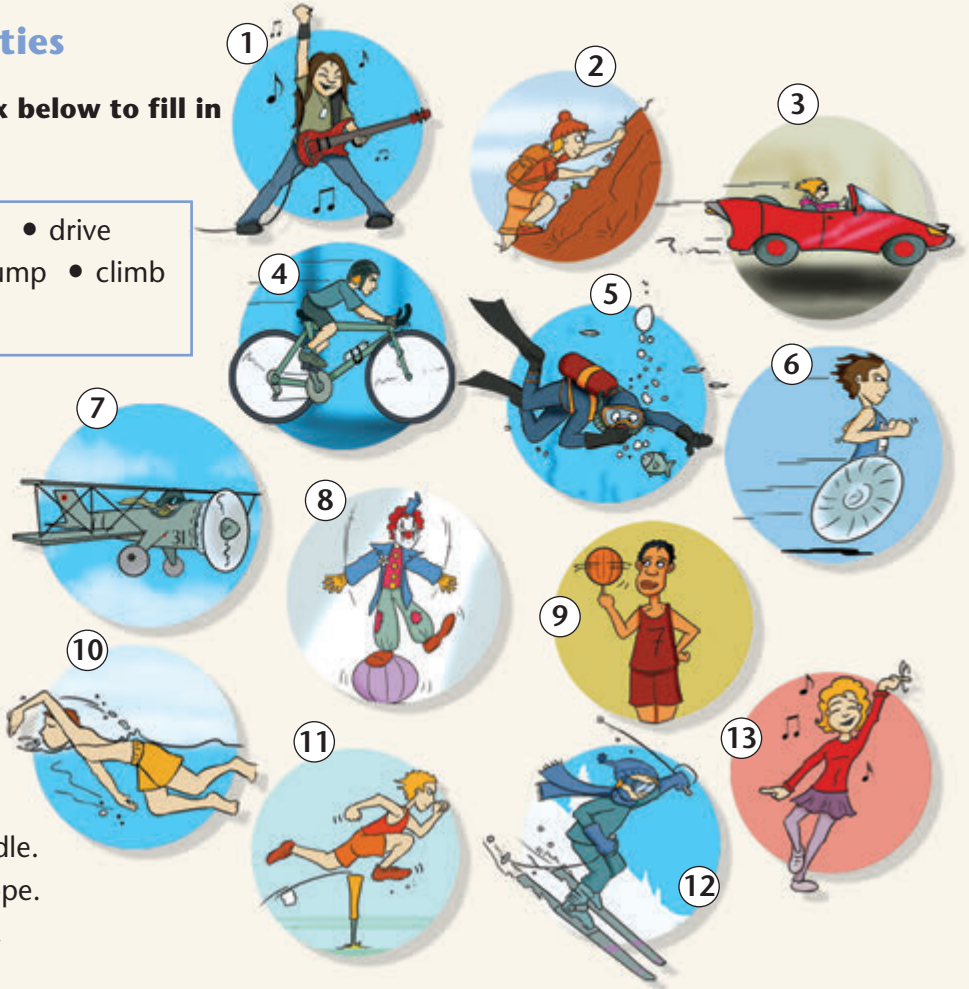


• Free-time activities

1 Use a verb from the box below to fill in the gaps.

- ride • play • dive • spin • drive
- dance • swim • run • jump • climb
- ski • fly • balance

- 1 ..... the guitar.
- 2 ..... a mountain.
- 3 ..... a car.
- 4 ..... a bicycle.
- 5 ..... in the sea.
- 6 ..... fast.
- 7 ..... a plane.
- 8 ..... on a ball.
- 9 ..... a ball.
- 10 ..... in the pool.
- 11 ..... over the hurdle.
- 12 ..... down the slope.
- 13 ..... to the music.



2 Follow the lines. Then say what each person can do.

- Jane Peter Simone George Chloe Tony

- 1 Jane *can dance*.
- 2 Peter .....
- 3 Simone .....
- 4 George .....
- 5 Chloe .....
- 6 Tony .....



3 Answer the questions about yourself.

- |  |   |   |
|--|---|---|
| <ol style="list-style-type: none"> <li>1 Can you spin a ball?<br/>.....</li> <li>2 Can you dance?<br/>.....</li> </ol> | <ol style="list-style-type: none"> <li>3 Can you run fast?<br/>.....</li> <li>4 Can you balance on a ball?<br/>.....</li> </ol> | <ol style="list-style-type: none"> <li>5 Can you ride a bike?<br/>.....</li> <li>6 Can you climb a mountain?<br/>.....</li> </ol> |
|--|---|---|



### have got

We use the verb **have got** to:

- show that something belongs to somebody.  
*Ann has got a red car.*
- describe the characteristics of people, animals or things.  
*Chris has got short brown hair and blue eyes.*
- talk about relationships.  
*They have got two children.*

AFFIRMATIVE	
Long Form	Short Form
I/you <b>have got</b>	I/you've <b>got</b>
he/she/it <b>has got</b>	he/she/it's <b>got</b>
we/you/they <b>have got</b>	we/you/they've <b>got</b>

NEGATIVE	
Long Form	Short Form
I/you <b>have not got</b>	I/you <b>haven't got</b>
he/she/it <b>has not got</b>	he/she/it <b>hasn't got</b>
we/you/they <b>have not got</b>	we/you/they <b>haven't got</b>

INTERROGATIVE	
Have I/you/we/they <b>got</b> ?	Has he/she/it <b>got</b> ?

SHORT ANSWERS	
Yes, I/you/we/they <b>have</b> .	No, I/you/we/they <b>haven't</b> .
Yes, he/she/it <b>has</b> .	No, he/she/it <b>hasn't</b> .

- Note:** In short answers we do not use **got**.  
*Have you got a book? Yes. I have (got).*

### Possessive adjectives

We use **possessive adjectives** before nouns to show:

- that something belongs to somebody.  
*This is my schoolbag.*
- the relationship between two or more people.  
*She is our teacher.*

SINGULAR	PLURAL
I → my, you → your, he → his, she → her, it → its	we → our, you → your, they → their

### Plurals/Irregular plurals

#### Plurals

- Nouns usually take **-s** in the plural.  
*hat → hats, book → books*

- Nouns ending in **-s, -ss, -sh, -ch, -x, -o**, take **-es** in the plural. *bus → buses, class → classes, toothbrush → toothbrushes, match → matches, box → boxes, tomato → tomatoes*
- Nouns ending in a **vowel + -y** take **-s** in the plural. *toy → toys, boy → boys*
- Nouns ending in a **consonant + -y** drop the **-y** and take **-ies** in the plural. *city → cities, strawberry → strawberries*
- Nouns ending in **-f** or **-fe** drop the **-f** or **-fe** and take **-ves** in the plural. *leaf → leaves, wife → wives*

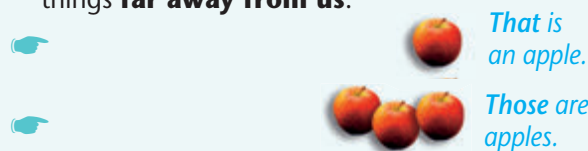
IRREGULAR PLURALS
Singular → Plural
man → men, woman → women, child → children, foot → feet, tooth → teeth, mouse → mice, person → people

### This/These – That/Those

- We use **this/these** to point to people, animals or things **near us**.



- We use **this/these** to introduce people.  
*This is my teacher. These are my friends Pat and Joe.*
- We use **that/those** to point to people, animals or things **far away from us**.



- We use **this/these** and **that/those** in questions. We answer these questions with **it** or **they**.

A: *What's this/that?*

B: *It's a book.* (NOT: ~~This/That is a book.~~)

A: *What are these/those?*

B: *They are books.* (NOT: ~~These/Those are books.~~)

### Can (ability)

- Can** is the same in all persons. The negative of **can** is **cannot** or **can't**. (NOT: ~~can not~~)  
*I can speak German.*

Affirmative	I/you/he/she/it/we/you/they <b>can</b> run.
Negative	I/you/he/she/it/we/you/they <b>cannot/can't</b> run.
Interrogative	<b>Can</b> I/you/he/she/it/we/you/they run?
Short Answers	<b>Yes</b> , I/you/he/she/it/we/you/they <b>can</b> . <b>No</b> , I/you/he/she/it/we/you/they <b>can't</b> .

## have got

### 1 Put the words in the correct order.

- got/not/I/blue/eyes/have  
*I have not got blue eyes.*
- have/you/key/got/a/ring?  
.....
- not/have/crocodiles/got/fur  
.....
- she/got/small/ears/has  
.....
- they/got/sunglasses/have?  
.....

### 2 Correct the mistakes.

- Tom haven't got a skateboard.  
.....
- Has your parents got a car?  
.....
- Suzy have got two brothers.  
.....
- My grandparents hasn't got a big house.  
.....

## Possessive adjectives

### 3 Write sentences, as in the example.

- friend/James  
*That's my friend. His name is James.*
- brother/Billy .....
- mother/Anna .....
- teacher/Miss Jones .....
- sisters/Mary and Jessica .....
- grandparents/Michael and Jean .....

## Plurals

### 4 Write the plurals.

- |                           |                  |
|---------------------------|------------------|
| 1 camera – <i>cameras</i> | 6 child – .....  |
| 2 tomato – .....          | 7 toy – .....    |
| 3 box – .....             | 8 tooth – .....  |
| 4 baby – .....            | 9 knife – .....  |
| 5 brush – .....           | 10 mouse – ..... |

## This/These – That/Those

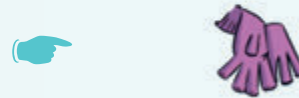
### 5 Complete the sentences with *this, these, that* or *those* and *is* or *are*.



1 *These are* trainers.



2 ..... a cap.



3 ..... gloves.



4 ..... a scarf.

### 6 Circle the correct answer.

- That/Those pens are mine.
- This/These bike is my brother's.
- These/This tomatoes are big.
- That/Those girls are in my class.
- These/This are Jack's CDs.

## Can (ability)

### 7 Ask questions. Answer them.

- she/dance? (✓) *Can she dance? Yes, she can.*
- Ben/fly a plane? (X)  
.....
- your mother/ride a bike? (✓)  
.....
- you/run fast? (X)  
.....



Translate these words/phrases into your language.

## MODULE 1



### School subjects

(Student's Book p. 9)

- English .....
- ICT .....
- Music .....
- History .....
- Maths .....
- Physical Education .....
- Art .....
- Science .....
- Geography .....
- Design & Technology .....



### Countries & nationalities

(Student's Book p. 11)

- Spain/Spanish .....
- the UK/British .....
- the USA/American .....
- Turkey/Turkish .....
- France/French .....
- Russia/Russian .....
- Italy/Italian .....
- Portugal/Portuguese .....
- Greece/Greek .....
- Mexico/Mexican .....
- China/Chinese .....



### Sports

(Student's Book p. 14)

- athletics .....
- badminton .....
- gymnastics .....
- football .....
- swimming .....
- hockey .....
- tennis .....
- basketball .....



### Useful phrases

(Student's Book p. 16)

- How are you? .....
- I'm fine, thanks. .....
- This is Ben. ....
- Nice to meet you. ....
- How about you? .....

Write the sentences in your language.

- 1 I'm Spanish.  
.....
- 2 Anna and Stella are from Mexico.  
.....
- 3 Her favourite subject is History.  
.....
- 4 She's 12 years old.  
.....
- 5 My name's Sergio and I'm from Portugal.  
.....

## MODULE 2



### Appearance

(Student's Book p. 23)

- young ≠ old .....
- short ≠ tall .....
- big ≠ small .....
- plump ≠ thin .....
- thin ≠ fat .....
- long ≠ short .....

# SPARK

Virginia Evans - Jenny Dooley

# 2



**Student's Book**



Express Publishing



# Contents

	Modules	Grammar	Vocabulary
	<b>Starter</b> pp. 4-8	<ul style="list-style-type: none"> <li>• <i>to be, have got, there is/are</i></li> <li>• <i>can</i> (ability), plurals, <i>this/these, that/those</i></li> <li>• prepositions of place, pronouns, 's</li> <li>• Question words</li> </ul>	Personal possessions, parts of the body, furniture & appliances telling the time, clothes
<b>1</b>	<b>At work, at play</b> pp. 9-20	<ul style="list-style-type: none"> <li>• Present simple/Stative verbs</li> <li>• Present continuous</li> <li>• Adverbs of frequency</li> <li>• <i>-ing</i> form, <i>(to)-infinitive</i></li> </ul>	<ul style="list-style-type: none"> <li>• Jobs &amp; Qualities</li> <li>• Character adjectives</li> <li>• Daily routines</li> <li>• Likes/dislikes</li> <li>• Free-time activities</li> </ul>
<b>2</b>	<b>Myths &amp; Legends</b> pp. 21-32	<ul style="list-style-type: none"> <li>• Past simple (regular/irregular verbs)</li> <li>• Prepositions of movement</li> <li>• <i>used to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Historical figures</li> <li>• Appearance &amp; character</li> </ul>
<b>3</b>	<b>Let's party!</b> pp. 33-44	<ul style="list-style-type: none"> <li>• Past continuous</li> <li>• Past simple vs Past continuous</li> <li>• <i>when/while</i></li> </ul>	<ul style="list-style-type: none"> <li>• Festivals/Celebrations</li> <li>• Festive activities</li> <li>• Feelings</li> </ul>
<b>4</b>	<b>Sports &amp; Chores</b> pp. 45-56	<ul style="list-style-type: none"> <li>• <i>have to/don't have to</i></li> <li>• <i>must/mustn't</i></li> <li>• <i>can/could/might/may</i></li> <li>• <i>should/shouldn't/ought to/ought not to</i></li> <li>• Relatives (<i>who/which/whose</i>); defining relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Chores</li> <li>• Free-time activities</li> <li>• Sports</li> <li>• Rules</li> </ul>
<b>5</b>	<b>Our wonderful world</b> pp. 57-68	<ul style="list-style-type: none"> <li>• Comparatives – Superlatives</li> <li>• <i>very, really, too/enough</i></li> <li>• <i>much, as ... as</i></li> <li>• <i>both ... and, either ... or, neither ... nor</i></li> </ul>	<ul style="list-style-type: none"> <li>• Geographical features</li> <li>• Continents</li> <li>• Means of transport</li> <li>• Weather</li> </ul>
<b>6</b>	<b>Out and about</b> pp. 69-80	<ul style="list-style-type: none"> <li>• <i>will/won't/going to</i></li> <li>• Present continuous (future meaning)</li> <li>• 0, 1st, 2nd Conditionals</li> <li>• Adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>• Types of holidays &amp; holiday activities</li> <li>• Tourist attractions</li> </ul>
<b>7</b>	<b>Experiences</b> pp. 81-92	<ul style="list-style-type: none"> <li>• Present perfect</li> <li>• <i>just/already/yet/for/since/ ever/never</i></li> <li>• Present perfect vs Past simple</li> <li>• Question tags</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Experiences</li> <li>• Embarrassing moments</li> </ul>
<b>8</b>	<b>Places around us</b> pp. 93-104	<ul style="list-style-type: none"> <li>• Countable/Uncountable nouns and quantifiers</li> <li>• <i>a/an – some/any/every</i> &amp; compounds</li> <li>• partitives</li> <li>• The Passive (present simple/past simple)</li> </ul>	<ul style="list-style-type: none"> <li>• Shops &amp; products</li> <li>• Places in a city</li> <li>• Food/Drinks</li> </ul>

Language Review (pp. LR1-LR8)

Self-Check (pp. SC1-SC8)

Word List (pp. WL1-WL11)

	Reading & Listening	Speaking & Functions	Writing	Across Cultures/ Curricular
	<ul style="list-style-type: none"> <li>Dialogues (matching)</li> <li>A library card (gap fill)</li> </ul>	<ul style="list-style-type: none"> <li>greetings &amp; introductions</li> <li>asking for/giving personal information</li> </ul>		
	<ul style="list-style-type: none"> <li>Jobs with a difference</li> <li>West Midland Safari &amp; Leisure Park (comprehension)</li> <li>Information about an elephant (specific information)</li> <li>A dialogue (specific information)</li> </ul>	<ul style="list-style-type: none"> <li>describing character</li> <li>talking about daily routines</li> <li>talking about free-time activities</li> <li>Pronunciation: /eɪ/</li> </ul>	<ul style="list-style-type: none"> <li>an interview about someone's job</li> <li>an advert for a leisure park</li> <li>a short text about sports</li> <li>a blog entry about a typical weekend</li> </ul>	<ul style="list-style-type: none"> <li>National pastimes</li> <li>Leisure and sport in the local community (Citizenship)</li> </ul>
	<ul style="list-style-type: none"> <li>Pocahontas (multiple choice)</li> <li>Boudicca (T/F)</li> <li>Finn MacCool and the Giant's Causeway (comprehension)</li> <li>Myths &amp; Legends (gap fill)</li> <li>A biography (gap fill)</li> </ul>	<ul style="list-style-type: none"> <li>describing people's appearance and character</li> <li>talking about the past</li> <li>narrating a story</li> <li>recommending a film</li> <li>Pronunciation: /t/, /d/, /ɪd/, weak forms</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph about a queen</li> <li>a paragraph about your weekend</li> <li>an email about a trip to Ireland</li> <li>a text about a hero</li> <li>an article about an ancient civilisation</li> <li>a biography of Queen Victoria</li> </ul>	<ul style="list-style-type: none"> <li>Heroes</li> <li>The Maya (History)</li> </ul>
	<ul style="list-style-type: none"> <li>A world of parties (comprehension)</li> <li>The Disneyland Dream (multiple choice)</li> <li>A school trip to a theme park (matching)</li> <li>A story (listening for ideas)</li> </ul>	<ul style="list-style-type: none"> <li>asking for/expressing opinions</li> <li>describing Disneyland</li> <li>narrating past events, expressing surprise/regret/sympathy</li> <li>Intonation: high rising tone</li> </ul>	<ul style="list-style-type: none"> <li>an email about the Monkey Festival</li> <li>an email to a pen-friend about a theme park visit</li> <li>a paragraph about a festival</li> <li>a story</li> </ul>	<ul style="list-style-type: none"> <li>Wet festivals</li> <li>The Panathenaia (History)</li> </ul>
	<ul style="list-style-type: none"> <li>Extreme Ironing! (comprehension)</li> <li>Activities (matching)</li> <li>Smart rules to cycle safely (T/F)</li> <li>A dialogue (multiple choice)</li> <li>A dialogue (T/F)</li> </ul>	<ul style="list-style-type: none"> <li>making invitations/accepting/refusing</li> <li>talking about obligation</li> <li>talking about prohibition</li> <li>asking for information</li> <li>Pronunciation: linking sounds</li> </ul>	<ul style="list-style-type: none"> <li>an email about your free-time activities &amp; chores</li> <li>a short paragraph about your favourite sport</li> <li>a short email about rules at a summer school</li> </ul>	<ul style="list-style-type: none"> <li>School rules around the world</li> <li>Eco-Friendly Houses (PSHE)</li> </ul>
	<ul style="list-style-type: none"> <li>Famous places (comprehension)</li> <li>Going to Xtremes (comprehension)</li> <li>A dialogue (comprehension)</li> <li>Short dialogues (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>describing your journey to school</li> <li>talking about the weather</li> <li>buying a train ticket</li> <li>Pronunciation: /ə/, silent letters</li> </ul>	<ul style="list-style-type: none"> <li>a postcard</li> <li>an email from an extreme place</li> <li>a short text about a place of natural beauty</li> <li>a quiz about the oceans</li> <li>an email comparing places</li> </ul>	<ul style="list-style-type: none"> <li>Natural Wonders of the World</li> <li>Earth's Oceans (Geography)</li> </ul>
	<ul style="list-style-type: none"> <li>Destination London UK (multiple choice cloze)</li> <li>London Aquarium (gap fill)</li> <li>A letter (multiple choice)</li> <li>An excursion (multiple choice)</li> <li>A dialogue (T/F)</li> <li>An email (cohesion)</li> </ul>	<ul style="list-style-type: none"> <li>discussing holiday plans</li> <li>talking about future plans &amp; intentions/making predictions</li> <li>talking about fixed arrangements</li> <li>asking for/giving information</li> <li>Pronunciation: contracted forms ('ll/won't), intonation in questions</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph about a tourist destination</li> <li>an email about your school trip</li> <li>a blog entry about a park</li> <li>an email about your holiday</li> </ul>	<ul style="list-style-type: none"> <li>Miniature Worlds</li> <li>Extract from <i>The Time Machine</i> (Literacy)</li> </ul>
	<ul style="list-style-type: none"> <li>Experiences of a lifetime (T/F)</li> <li>A story (gist)</li> <li>Mel's blog (comprehension)</li> <li>A story about an embarrassing event (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>talking about experiences</li> <li>giving bad news/expressing sympathy</li> <li>describing experiences</li> <li>Pronunciation: /i:/, /ɪ/, rhythm</li> </ul>	<ul style="list-style-type: none"> <li>a description of an experience</li> <li>a blog entry about an embarrassing moment</li> <li>a short text for a tourist website</li> <li>a survey report</li> </ul>	<ul style="list-style-type: none"> <li>Amazing Sights!</li> <li>Don't be shy! (PSHE)</li> </ul>
	<ul style="list-style-type: none"> <li>Twin Cities Different Worlds (T/F/DS)</li> <li>Dialogues (matching)</li> <li>Buildings above the Clouds (comprehension)</li> <li>A dialogue (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>making comparisons</li> <li>dialogues in shops</li> <li>expressing likes/dislikes</li> <li>asking for/giving directions</li> <li>Pronunciation (Word Stress: three-syllable words)</li> </ul>	<ul style="list-style-type: none"> <li>a short paragraph comparing your town to Verona</li> <li>completing a paragraph about your shopping habits</li> <li>a paragraph about a market</li> <li>an email about your new house</li> </ul>	<ul style="list-style-type: none"> <li>Markets Around the World</li> <li>A Little Goes a Long Way (Citizenship)</li> </ul>



# Spark 2

For the Student



Student's Book



Student's Multi-ROM  
(Audio CD & Reader DVD)



Workbook



Grammar Book



ieBook (including videos,  
Reader & Interactive activities)

# For the Teacher



Teacher's Book  
(interleaved)



Workbook



Test Booklet



Teacher's  
Resource Pack  
& Tests



Test Booklet CD-ROM



Class CDs



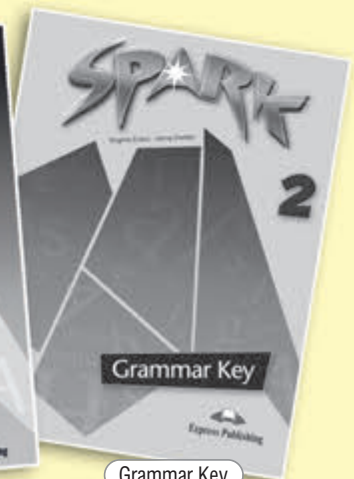
IWB Software (including  
videos & Reader)



Grammar Book



Grammar Test Booklet



Grammar Key



## ► What's in this module?


- historical figures
- appearance & character
- past simple (regular/irregular verbs)
- *used to*
- prepositions of movement
- narrating a story
- recommending a film
- writing a biography

## Vocabulary

### • Historical figures

- 1 **Look at the pictures. Who was a/an:** *Italian painter? Egyptian queen? Mongolian emperor? Scottish warrior? American pilot? Polish scientist? British queen? American president?*

*Leonardo da Vinci was an Italian painter.*

- 2  **Ask and answer.**

*A: When was Leonardo da Vinci born?*

*B: In 1452. When did he die?*

*A: In 1519.*



1. Leonardo da Vinci  
(Italy) 1452-1519



2. Marie Curie  
(Poland) 1867-1934



4. Amelia Earhart  
(USA) 1897-1937



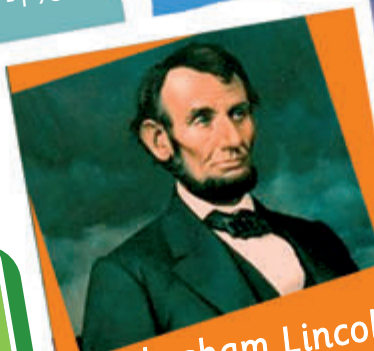
5. Cleopatra  
(Egypt) 69 BC-30 BC



6. Queen Victoria  
(Britain) 1819-1901



3. Genghis Khan  
(Mongolia) 1162-1227



7. Abraham Lincoln  
(USA) 1809-1865



8. William Wallace  
(Scotland) 1270-1305

Find the page numbers for

- a quotation
- a biography
- a film poster



# Reading 2a

## 1 What do you know about Pocahontas? Why do people call her 'a child of peace'?

🔊 Listen and read to find out.

### Check these words

- chief • peace • colonist
- settle • fight • arrest • save
- prison • good manners • ill

## Pocahontas

Pocahontas was the beautiful daughter of Powhatan, a very important Indian chief in Virginia, USA. Her real name was Matoaka and she was very brave and clever.

She tried hard to promote peace between her people and the English colonists who arrived in her country and settled there. Pocahontas managed to learn to speak English. She believed that the English could teach her people a lot of new things.

One winter, the English didn't have any food so she asked her father to give them food. But soon, the Powhatans and the English started fighting again. During a fight the Indians arrested an English captain, John Smith. Pocahontas saved his life. In 1613, the colonists arrested her. Pocahontas stayed in prison for a year. She had such good manners that the English liked her and so they didn't hurt her. In April 1614, she married colonist John Rolfe. This helped end the war between the Powhatans and the English colonists. Unfortunately, while she was in England with her husband and son, Thomas, visiting King James I, she got ill and died. She was only 22.

## 2 Read the text. For questions 1-4 choose the correct answer A, B or C.

- 1 Pocahontas came from a(n) ...  
A rich family.  
B important family.  
C small family.
- 2 Pocahontas wanted to ...  
A save the English colonists from the Indians.  
B unite the Indians and the English.  
C free the Indians from the English.
- 3 She managed to ...  
A arrest an English captain.  
B save an Englishman's life.  
C hurt herself.
- 4 Pocahontas had a ...  
A big family.  
B bad marriage.  
C short life.

## 3 Choose the correct word.

- 1 Pocahontas's father was an Indian **chief/ settler** in Virginia.
- 2 Pocahontas wanted people to live in **war/ peace**.
- 3 The English **fought/arrested** her and put her in prison.
- 4 The English **colonists/captains** settled in Virginia trying to start a new life.
- 5 Pocahontas had good **sons/manners** and the English didn't hurt her.

## 4 Use the names below to give a summary of the text to your partner.

- Pocahontas • Powhatan • Virginia • Matoaka • the Powhatans
- the English • John Smith • John Rolfe • Thomas • King James I

*Pocahontas was the daughter of Powhatan.*

### Famous quotation

*Listen with your heart,  
you will understand.  
(Pocahontas)*



**What makes Pocahontas a person to remember?  
Why should people remember her? In three minutes  
write a few sentences on the topic.  
Read them to the class.**

# Vocabulary 2a

## • Appearance & character

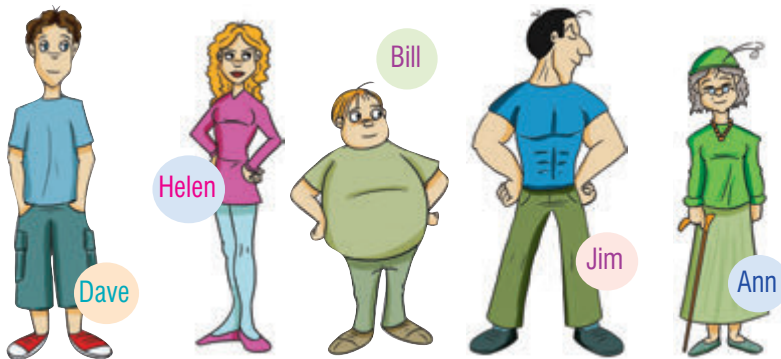
**5 Fill in:** eyes, mouth, hair, nose, face, lips.

- |   |                                    |
|---|------------------------------------|
| 1 curly, wavy, straight,<br>spiky, thick, long, short,<br>brown, fair, grey ..... | 4 big, small, blue, green<br>..... |
| 2 big, long, small .....  | 5 small, wide .....                |
| 3 long, round .....   | 6 thin, full .....                 |

**6 List the words under the headings:** tall, overweight, short, plump, thin, handsome, slim, beautiful, old, ugly, well-built, fat, attractive, young, middle-aged, of medium height.

HEIGHT	AGE	WEIGHT	LOOKS
tall	old	fat	handsome

**7 Use the words from Exs. 5 & 6 to describe the people in the pictures.**



Dave is tall and slim. He's got wavy brown hair and thin lips.

**8 Match the adjectives (1-6) to their opposites (a-f).  
Fill in the gaps with the adjectives (1-6).**

- |  |             |
|--|-------------|
| 1 <input type="checkbox"/> funny       | a lazy      |
| 2 <input type="checkbox"/> brave       | b clever    |
| 3 <input type="checkbox"/> hardworking | c impatient |
| 4 <input type="checkbox"/> stupid      | d dishonest |
| 5 <input type="checkbox"/> patient     | e boring    |
| 6 <input type="checkbox"/> honest      | f cowardly  |

- His dad is ..... . He can wait for hours.
- James is ..... . He works long hours.
- Mary and Jane are ..... . They always make mistakes.
- The clown is very ..... . He plays a lot of tricks.
- John Smith was a ..... captain. He wasn't afraid to fight.
- My sister is ..... . She always tells the truth.

## Speaking

### • Describing people's appearance and character

**9 Find out about your partner's friends and relatives.**

A: What does your best friend look like?

B: He's tall and thin with short straight fair hair, blue eyes and a small nose.

A: What's he like?

B: He's patient and honest.

## Listening

**10** Listen about a warrior queen and mark the statements T (true) or F (false). Listen again and correct the false statements.

### Boudicca

#### Britain's First Warrior Queen

- Boudicca was born in France. ....
- She was tall with short brown hair. ....
- The Romans ruled Britain in the first century. ....
- Boudicca went to war with the Romans. ....
- She died in about 50 AD. ....

## Writing

**11 Complete the paragraph with information from Ex. 10.**

Boudicca was born in ... in the first century. She was ... with ... hair and very ... . She went to war with ... . She died in ... .



# Grammar 2b

## • Past simple (regular & irregular verbs)

### 1 Read the table. How do we form the past simple?

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

#### Regular verbs

<b>Affirmative</b>	I <b>played</b> football yesterday.
<b>Negative</b>	He <b>didn't watch</b> TV last night.
<b>Interrogative</b>	<b>Did</b> they <b>play</b> basketball this morning?
<b>Short Answers</b>	<b>Yes, they did./</b> <b>No, they didn't.</b>

#### Irregular verbs

<b>Affirmative</b>	We <b>ate</b> pizza yesterday.
<b>Negative</b>	She <b>didn't go</b> to the museum last week.
<b>Interrogative</b>	<b>Did</b> you <b>go</b> to the party last Saturday?
<b>Short Answers</b>	<b>Yes, I did./</b> <b>No, I didn't.</b>

**Time expressions used with the past simple:** yesterday, last week/month, etc, a week/month, etc, ago, etc.

### 2 Write the past simple of the verbs below.

🔊 **Listen and check. Which forms are irregular?**

- |          |        |           |
|----------|--------|-----------|
| 1 come   | 6 try  | 11 take   |
| 2 find   | 7 have | 12 give   |
| 3 change | 8 buy  | 13 listen |
| 4 see    | 9 look | 14 want   |
| 5 eat    | 10 go  | 15 make   |

## Pronunciation /t/, /d/, /ɪd/

### 3 Listen and repeat. Listen again and tick (✓). Think of more words with the same sounds.

	/t/	/d/	/ɪd/		/t/	/d/	/ɪd/
watched	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	played	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wanted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	stopped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
liked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	walked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4 Put the verbs in brackets in the past simple. Which are regular? Which are irregular?

Hi Matt,  
How are you? Guess what? My parents  
1) ..... (take) me on a trip to London last weekend! It 2) ..... (be) great! We 3) ..... (visit) the Victoria and Albert Museum and then we 4) ..... (go) shopping in Oxford Street. In the evening, we 5) ..... (eat) at an Italian restaurant. The next day, we 6) ..... (see) amazing wax models of famous people at Madame Tussauds and then we 7) ..... (walk) to Buckingham Palace. I 8) ..... (have) an amazing time!  
Write back soon.  
Alex



### 5 Look at the picture and correct the sentences.



- They went to a theme park. (museum)  
*They didn't go to a theme park. They went to a museum.*
- They went with their parents. (grandparents)
- They wore their school uniform. (jeans)
- They saw an exhibition about the ancient Greeks. (ancient Egyptians)
- Tom took his MP3 player. (digital camera)
- Lucy bought a book from the gift shop. (some pencils)
- They felt bored. (happy)

## 6 Write questions and answer them.

Prince Charles 1558 radium 1503-1506  
 1865 Alexandria fly across the Atlantic Ocean alone

- When/Elizabeth I/become Queen of England? *When did Elizabeth I become Queen of England? She became Queen in 1558.*
- Where in Egypt/Cleopatra/live?
- Who/Lady Diana/marry?
- What/Marie Curie/discover?
- When/Leonardo da Vinci/paint the *Mona Lisa*?
- What/Amelia Earhart/do?
- When/Abraham Lincoln/die?

## 7 Ask and answer, as in the example.

- you/go to a museum/Saturday?  
*A: Did you go to a museum on Saturday?*  
*B: No, I didn't.*
- your dad/drive/you/to school/yesterday?
- your family/have/beach holiday/last year?
- you/have/big breakfast/yesterday morning?
- your friend/send you/text message/last night?

## 8 Write sentences about yourself. Use:

yesterday last night yesterday morning  
 last Sunday two weeks ago

*I went to a museum two weeks ago.*

### • used to

## 9 a) Read the table. Are there similar structures in your language?

<b>Affirmative</b>	I, You, He, etc, <b>used to play</b> football when I was young.
<b>Negative</b>	I, You, He, etc, <b>didn't use to play</b> squash.
<b>Interrogative</b>	<b>Did</b> I, you, he, etc, <b>use to play</b> football?
<b>Short Answers</b>	<b>Yes</b> , I, you, he, etc, <b>did</b> . / <b>No</b> , I, you, he, etc, <b>didn't</b> .

We use **used to** for actions that happened regularly in the past but no longer happen.

## b) What did/didn't Peter use to do when he was 10? Write sentences.

- |  |                        |
|--|------------------------|
| 1 read comics (✓) <i>He used to read comics.</i> | 5 play video games (X) |
| 2 play in the streets (✓)                        | 6 go to bed late (X)   |
| 3 surf the Net (X)                               | 7 ride a bike (✓)      |
| 4 wear glasses (✓)                               | 8 drive a car (X)      |

## How similar to/different from Peter's childhood was yours? Tell your partner.

### • Prepositions of movement

## 10 Fill in the correct preposition of movement.



Charlie was happy when his parents gave him a new mountain bike for his birthday. He put on his helmet and went for a ride. He cycled 1) ..... the road. He went 2) ..... the train station on his left and 3) ..... the tunnel. Then he cycled 4) ..... the forest, 5) ..... to the top of the hill and 6) ..... the other side really fast. He rode 7) ..... the bridge above the river and turned right. He parked his bike and went 8) ..... the street to buy a snack. Then he got on his bike and rode 9) ..... the park.

## 11 Write a short paragraph about what you did last weekend.



✓ Check these words

- giant • fit • surface • legend • powerful • enemy • fight
- huge • terrified • result • volcanic eruption • boiling
- lava • cool • wonder of nature • mysterious • myth

1 Do you know of any tales about giants? Tell the class.

## Finn MacCool & the Giant's Causeway

### What it is

The Giant's Causeway is a bridge of rocks between Ireland and Scotland. It is made up of tens of thousands of tall pieces of rock. Most of the pieces have six sides that fit together and make a surface people can walk on. They can't walk to Scotland though because most of the Giant's Causeway is under the sea! According to an Irish legend, a powerful giant called Finn MacCool built the Causeway.

### The legend


Once, there were two giants. Finn MacCool lived with his wife in Ireland and Benandonner lived across the sea in Scotland. They were enemies, but they couldn't cross the sea to fight. Then, one day Finn had an idea. He threw rocks into the sea and made a bridge. After this, he was very tired so he went to sleep. Over the sea in Scotland, Benandonner started running across the bridge. Finn's wife couldn't wake her husband up so she dressed him in babies' clothes. When Benandonner saw the sleeping baby, he imagined the huge size of the father and was terrified. He ran back home over the Causeway and as he ran, he pulled up the rocks to stop Finn following him to Scotland.

### The science

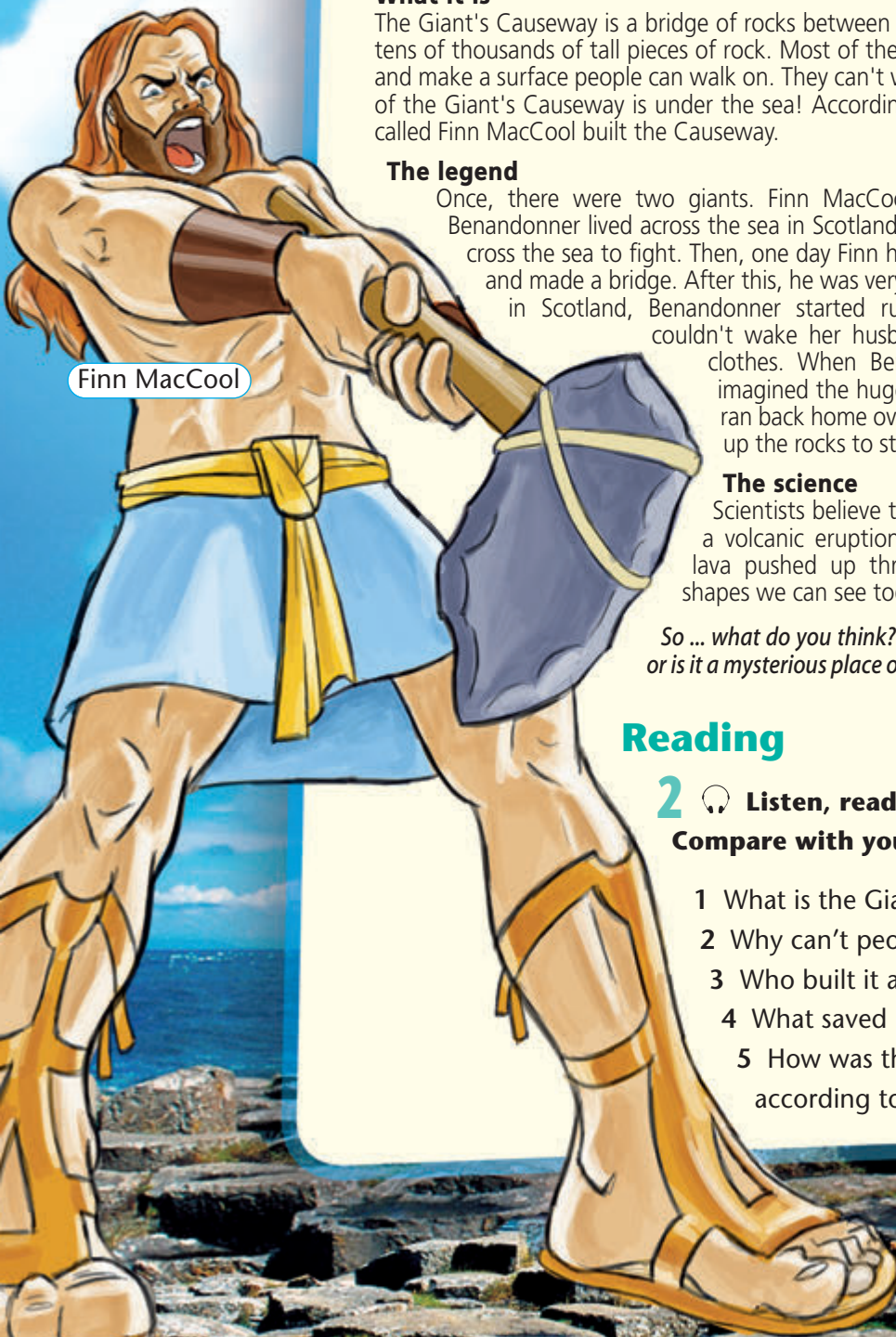
Scientists believe that the Giant's Causeway is the result of a volcanic eruption over 50 million years ago. The boiling lava pushed up through the ground and cooled into the shapes we can see today.

*So ... what do you think? Is the Giant's Causeway a wonder of nature or is it a mysterious place of myth and legend?*

## Reading

2  Listen, read and answer the questions. Compare with your partner.

- 1 What is the Giant's Causeway?
- 2 Why can't people walk on it?
- 3 Who built it and why?
- 4 What saved Finn?
- 5 How was the Giant's Causeway created according to scientists?



Finn MacCool

## 3 Use words from the Check these words section to complete the sentences.

- 1 Finn MacCool was a very ..... giant. Everyone was scared of him.
- 2 He managed to ..... tall pieces of rock together to form a bridge.
- 3 People were ..... when they saw the giant.
- 4 A ..... formed the Giant's Causeway according to scientists.
- 5 The Giant's Causeway is a ..... of nature.
- 6 According to an Irish ..... Finn MacCool built the Causeway.

## Speaking

### • Narrating a story

## 4 a) Take notes from the text about the story of Finn MacCool.

b) Imagine you are a tour guide at the Giant's Causeway and the other class members are tourists. Use these verbs in the *past simple* and your notes

in Ex. 4a to tell the story of Finn MacCool. Use words to show the sequence of events.

- build • live • cross • throw • make • go to sleep • start running
- try/wake up • dress ... in • imagine • run back • pull up

*Once, there was a giant called Finn MacCool ...*

*One day, he ... Then, he ... . In the end ...*

**Finn MacCool and the Giant's Causeway**  
 main characters: *Finn MacCool, a giant & ...*  
 where he/they lived: ...  
 how the story began: ...  
 what happened next: ...  
 what was the main event: ...  
 what happened in the end: ...

## Study Skills

### Telling a story

When telling a story, use words/phrases like *once, one day, after this, then, and then, when, before, in the end*, etc. to show the sequence of events and to help your story flow.

## Myths & Legends

By 1) ... Harris

- New edition with over 100 2) ...
- Over 50 colour 3) ...

• Only £ 4) ...

Find it at your local

5) ... or order

online now at

[www.great-reads.com](http://www.great-reads.com)

## 5 a) Look at the advert for a new book *Myths & Legends*. What do you think is missing in each gap 1-5: a name? a noun? or a number?

b)  Listen and complete the gaps.


## Writing

## 6 Imagine you went to Ireland and you visited the Giant's Causeway. Write an email to your English speaking pen-friend about it (60-80 words). Write: where you went, what it looked like, what the legend says, what you thought/how you felt.



# Everyday English 2d

## • Recommending a film

**1** a)  **Listen and repeat. The sentences are from a dialogue between two friends. What is the dialogue about?**

- How was your weekend? • I'm sorry about that. • What did you watch?
- It was brilliant. • What's it about? • Sounds exciting.
- Who stars in it? • It's a pity. • You can rent it on DVD.

b)  **Listen and read to find out.**

**2** **Read the dialogue and answer the questions. Then, say the sentences in Ex. 1 in your language.**

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 What film did Bill watch? | 3 Which actors were in it?     |
| 2 What type of film was it? | 4 Did Bill like the film? Why? |



**Ann:** Hi, Bill. How was your weekend?  
**Bill:** Not so good. I was ill so I stayed at home.  
**Ann:** I'm sorry about that.  
**Bill:** That's OK. I watched a really good science-fiction film.  
**Ann:** What did you watch?  
**Bill:** *2012*. It was brilliant.  
**Ann:** Really? What's it about?  
**Bill:** It's about the end of the world and how people try to stay alive. There are lots of earthquakes, floods and fires!  
**Ann:** Sounds exciting. What were the special effects like?  
**Bill:** They're amazing. All the disasters looked real.  
**Ann:** Who stars in it?  
**Bill:** John Cusack plays a writer and it also stars Amanda Peet and Danny Glover.  
**Ann:** It sounds great. It's a pity I didn't watch it.  
**Bill:** You can rent it on DVD.

## Smile 3


**Find sentences in the dialogue which mean the following:**

- 1 *Did you enjoy your weekend?*    2 *That's too bad.*    3 *Sounds really good.*

- 4 *Which actors are in it?*    5 *It's a shame I missed it.*



**4**  **Listen to the dialogue. Take roles and read it aloud. Mind your rhythm and intonation.**

**5**  **You watched a good film on TV last weekend. Use the sentences in Ex. 1 to act out your dialogue. You can use the dialogue in Ex. 2 as a model.**



# HEROES

## Across Cultures 2e

### Alexander the Great

was born in Pella in 356 BC. His father, King Philip II died in 336 BC, so Alexander was king at the age of twenty!

He was a very young man, but he was clever and strong. He gathered a big army and attacked the whole Persian Empire! Alexander was a brave and respected leader. In just a few years, he ruled many countries and even reached all the way to India! In 323 BC, Alexander died of a fever in Babylon. He was only 33 years old! All over the world, people remember Alexander the Great as one of the bravest heroes of ancient times.



### William Wallace

was a brave Scottish warrior. At the time, England ruled Scotland. Wallace wanted Scotland to be a free country so he decided to fight against England. People called him 'Braveheart' because he was a brave, strong leader. The king of England, Edward I, hated Wallace and ordered his men to arrest him. Wallace died a cruel death, but people still remember him as a hero of Scotland.

#### Check these words

- gather • attack
- respected • leader
- rule • reach • fever
- free • fight against
- order • arrest
- cruel death

1 a) What's a hero? Can you mention one? What is he/she famous for?

b) Who are the characters in the pictures? What do you know about them? What were they famous for?

🔊 Listen and read to find out.

2 Read the text again and answer the questions.

1 Where was Alexander the Great born?

2 How did he die?

3 Who was William Wallace?

4 Why did he decide to fight against England?



Complete the sentences. Tell your partner.

1 I love my country because ... .

2 I hate wars because ... .

3 I want all people to be free because ... .

4 I want to help the poor because ... .

### Pronunciation (weak forms)

3 🔊 Listen and repeat. Listen again and underline the strong forms in the sentences.

1 Alexander the Great was a brave hero.

2 Was William Wallace Scottish?

3 They were both very brave.

4 Were they both great leaders?

4 **Portfolio** **ICT** Think of a hero from your country. Write a short text about him/her. Present it to the class. Write: who he/she is. – what he/she is famous for. – what he/she did.

### DID YOU KNOW?

- Colin Farrell starred as Alexander in *Alexander the Great* (2004).
- Mel Gibson starred as William Wallace in *Braveheart* (1995).



# Across the Curriculum 2f

## History

- 1 a) Listen to the music. What do you know about the Mayan civilisation? What else do you want to know? Write three questions.  
b) Listen and read to see if you can answer your questions.

2 Read again and answer the questions.

- 1 Where was the Mayan civilisation?
- 2 What were the Maya people like?
- 3 What were they good at?
- 4 What could you see in Mayan cities?
- 5 How long did the Mayan civilisation last?
- 6 How did it disappear?

- 3 Use words/phrases from the Check these words section in their correct form to complete the summary.

The Mayan 1) c..... appeared in Southern Mexico and Central America. The Maya were good people and 2) g..... with people who lived near them. They built 3) t..... and 4) p..... with tall 5) s..... on them that people could see from far away. They disappeared suddenly because of a 6) w..... or a 7) d..... .

**THINK!** Compare Mayan cities to the city/town/village you live in. *There were pyramids in Mayan cities, but there aren't any pyramids in my city.*

- 4 **ICT** Find information about another ancient civilisation and write a short article about it. Include: *where it was and who lived there, what the people were like, what you could see there, how long the civilisation lasted.*

## THE MAYA

Check these words

- civilisation • ancient • get on well
- astronomy • temple • pyramid
- stone building • statue • ruler
- dynasty • tragedy • war • drought

The Mayan civilisation was an ancient civilisation in southern Mexico and other parts of Central America. The Maya got on well with people from other parts of Central America. The Maya were very clever people. They were good at astronomy, architecture and writing. They even had their own system of mathematics. Mayan cities were full of temples and pyramids. These stone buildings were very tall with statues of their gods or their rulers on them. People could see the statues from far away. This large dynasty was around for over 2,000 years until a tragedy happened and they disappeared. Some say there was a war. Others say there was a drought.

## DID YOU KNOW?

The Maya really liked chocolate. They called it 'the drink of the gods' and drank it in many different forms.

## Study Skills

### Writing biographies

When we write biographies, we present the events in chronological order. This helps the reader follow the biography better.

## A biography

1 a) Complete the text with these phrases/dates. Listen and check.

- 19 • the age of 52 • 1836 • on 14th April
- the next day • to this day • 1809

### Check these words

- president • farmhouse
- lawyer • honesty
- courage • elect
- guide • civil war
- shoot • admire

b) Put the events in chronological order and tell your partner about Abraham Lincoln.

Abraham Lincoln was an American president. He was born in a farmhouse in Kentucky on 12th February, 1) .....

When he was a child, Abraham loved reading and learning new things. When Abraham was 2) ....., he left the farm. He worked during the day and studied in his free time. In 3) ....., he became a lawyer and was soon famous for his honesty and courage. At 4) ....., he was elected the 16th President of the United States of America.

While he was president, he guided his country through the American Civil War and stopped slavery. As he promised, "... *this nation ... shall have a new birth of freedom; – and that government of the people, by the people, for the people, shall not perish from the earth.*" 5) ....., 1865, John Wilkes Booth shot him while he was at a theatre. He died 6) .....

Abraham Lincoln was more than just a great leader and a great speaker. He wanted to make life better for everyone. His statue sits in the Lincoln Memorial and, 7) ....., people visit it to admire 'Honest Abe'.

## Listening for ideas

2 Listen and complete the gaps.

Name: Queen Victoria

When/Where born: ....., ..... London

Early years: became queen at age 18; ..... age 21; ..... children

Achievements: British Empire grew, wealthy educated people, ..... 1876

Later years: ruled for .....

Where/When died: Isle of Wight, .....

## Writing (a biography)

3 **Portfolio** Use the answers in Ex. 2 to write a short biography of Queen Victoria for an international school magazine (60-80 words). Follow the plan.

Para 1: name, when/where born

Para 2: early years (*At the age of 18, she ... . When she was 21, ... .*)

Para 3: achievements; later years; date/place she died (*While she was queen, she ... .She died on ... .*)

Para 4: your feelings, comments (*... was a great ...*)

### Checkpoint

in + month/year/season  
*in June, in 2010,*  
*in winter*  
 on + day/date  
*on Monday, on 3rd April*  
 at + time  
*at 3 o'clock*



# Fun Time 2


**1 WHO ARE THEY?** Read the clues and find the person or the people. You've got 5 minutes.

- 1 She was from Poland and she was a scientist. She discovered radium. ....
- 2 They went to war with a clever queen in the first century. ....
- 3 His wife dressed him in babies' clothes to hide him from his enemy. ....
- 4 She was the daughter of an important chief and she helped to stop a war. ....
- 5 He became the 16th President of the USA. ....

**2 Do the quiz. Complete the sentences.**

## quiz

- 1 Abraham Lincoln was .....
- 2 Finn MacCool was Benandonner's .....
- 3 *2012* is a(n) ..... film.
- 4 Matoaka is Pocahontas' .....
- 5 The Maya had their own system of .....
- 6 Abraham Lincoln died in .....


**3**  **THINK!** Look at Module 2 and write a quiz of your own similar to the one above.

## GAME

In teams, use words from the two boxes to make sentences. Each correct sentence gets one point. The team with the most points is the winner.

promote curly  
have good stay in  
round full volcanic  
stone wonder of  
ancient myths and

buildings lips  
person hair face  
peace eruption  
manners nature  
civilisation legends

**4 Song:** Use the words *strong, true, fight, place, around* to complete the gaps.  
 Listen and check.

## HEROES

Heroes are the people  
Who stand up for what is right  
They're there in times of trouble  
And they don't give up the  
1) .....  
They're people you can turn to  
And they'll never let you down  
Whenever they are needed  
They will always be  
2) .....

*We all need a hero  
Someone loyal, brave and  
3) .....  
But take a look inside you  
You could be a hero, too*

Heroes are survivors  
They're courageous and they're  
4) .....  
And everyone feels safer  
When a hero comes along  
They save us and protect us  
From the dangers that we face  
They always do their best  
To make the world a better  
5) .....





# SPARK

Virginia Evans - Jenny Dooley

# 3



**Student's Book**



**Express Publishing**



# Contents

	Modules	Grammar	Vocabulary
	<b>Starter</b> pp. 4-8	<ul style="list-style-type: none"> <li>pronouns; possessive adjectives</li> <li>present simple; adverbs of frequency; prepositions of time/place; question words</li> <li><i>how much/many, a lot of/lots of, some/any, (a) few/(a) little</i></li> <li><i>can/have got</i></li> </ul>	<ul style="list-style-type: none"> <li>daily routines</li> <li>food/drinks</li> </ul>
<b>1</b>	<b>Lifestyles</b> pp. 9-20	<ul style="list-style-type: none"> <li>present simple vs present continuous</li> <li>stative verbs</li> <li>comparatives – superlatives</li> <li><i>very, much, as ... as ...</i></li> <li>singular/plural nouns</li> <li><i>too – enough</i></li> </ul>	<ul style="list-style-type: none"> <li>jobs &amp; qualities</li> <li>appearance/character</li> <li>clothes &amp; patterns</li> </ul>
<b>2</b>	<b>Believe it or not!</b> pp. 21-32	<ul style="list-style-type: none"> <li>past continuous</li> <li>past continuous vs past simple</li> <li><i>used to, would, be used to</i></li> </ul>	<ul style="list-style-type: none"> <li>natural phenomena</li> <li>injuries/accidents &amp; First aid</li> <li>aches &amp; pains</li> </ul>
<b>3</b>	<b>Experiences</b> pp. 33-44	<ul style="list-style-type: none"> <li>present perfect</li> <li><i>just – yet – already – since – for</i></li> <li><i>have been – have gone</i></li> <li>present perfect vs past simple</li> <li>present perfect continuous</li> <li><i>so/such</i></li> <li><i>so/neither</i></li> </ul>	<ul style="list-style-type: none"> <li>extreme sports</li> <li>sports &amp; equipment</li> <li>holiday problems</li> </ul>
<b>4</b>	<b>Safe and sound</b> pp. 45-56	<ul style="list-style-type: none"> <li>past perfect</li> <li>past perfect continuous</li> <li>adjectives (attributive/predicative), <i>-ed/-ing</i> ending</li> <li>adverbs (formation)</li> </ul>	<ul style="list-style-type: none"> <li>breaking the law</li> <li>crime &amp; criminals</li> <li>charities</li> </ul>
<b>5</b>	<b>Our blue planet</b> pp. 57-68	<ul style="list-style-type: none"> <li><i>will/going to</i></li> <li>future continuous</li> <li>present continuous (future meaning)</li> <li>conditionals type 0-3</li> <li>wishes</li> </ul>	<ul style="list-style-type: none"> <li>environmental problems</li> <li>types of weather</li> </ul>
<b>6</b>	<b>Technology &amp; Communication</b> pp. 69-80	<ul style="list-style-type: none"> <li>reported speech (statements, questions, commands/requests)</li> <li><i>said/told</i></li> </ul>	<ul style="list-style-type: none"> <li>means of communication</li> <li>space</li> <li>computers</li> </ul>
<b>7</b>	<b>Entertainment</b> pp. 81-92	<ul style="list-style-type: none"> <li>the passive (present simple, past simple, present perfect, <i>will</i>, modals)</li> <li>the causative</li> <li>reflexive pronouns</li> <li><i>a/an – the</i></li> </ul>	<ul style="list-style-type: none"> <li>TV programmes</li> <li>films</li> <li>types of music</li> <li>musical instruments</li> </ul>
<b>8</b>	<b>Places &amp; Lifestyles</b> pp. 93-106	<ul style="list-style-type: none"> <li>question tags</li> <li>relatives/defining/non defining clauses</li> <li>modals (<i>must(n't)/can/have to, might, don't have to, should</i>)/ past modals</li> <li>making deductions (<i>must/can't</i>)</li> <li><i>-ing/to-infinitive/infinitive without to (make-let)</i></li> <li><i>had better/would rather</i></li> <li><i>some, any, no, every</i> &amp; compounds</li> <li>clauses of concession</li> </ul>	<ul style="list-style-type: none"> <li>city life – country life</li> <li>compass points</li> <li>geography</li> <li>house &amp; home</li> </ul>

Language Review (pp. LR1-LR8)

Self-Check (pp. SC1-SC8)

Word List (pp. WL1-WL11)

Reading & Listening	Speaking & Functions	Writing	Across Cultures/ the Curriculum
<ul style="list-style-type: none"> <li>Making a splash (comprehension questions)</li> </ul>	<ul style="list-style-type: none"> <li>greetings &amp; introductions</li> <li>talking about/comparing your daily routine</li> <li>talking about free-time activities</li> <li>talking about what you eat/drink every day</li> </ul>		
<ul style="list-style-type: none"> <li>Extreme jobs, Extreme looks (multiple matching)</li> <li>Bodies under Construction (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>talking about job routines</li> <li>describing people</li> <li>talking about clothes</li> <li>talking about self-respect</li> <li>stressed syllables</li> </ul>	<ul style="list-style-type: none"> <li>a careers page</li> <li>missing persons descriptions</li> <li>an article describing a person</li> <li>a short text about a teen tribe</li> </ul>	<ul style="list-style-type: none"> <li>Teen Tribes</li> <li>Do you respect yourself? (PSHE)</li> </ul>
<ul style="list-style-type: none"> <li>When lightning loves you (T/F/DS)</li> <li>Against All Odds (multiple choice)</li> <li>A dialogue (comprehension)</li> <li>Multiple choice listening</li> </ul>	<ul style="list-style-type: none"> <li>describing accidents</li> <li>talking about past actions</li> <li>asking/talking about health</li> <li>Pronunciation (homophones)</li> </ul>	<ul style="list-style-type: none"> <li>an email about your accident</li> <li>an email describing a survival story</li> <li>a story</li> <li>a summary of a myth</li> </ul>	<ul style="list-style-type: none"> <li>Sayings related to parts of the body</li> <li>Daedalus &amp; Icarus (Literature)</li> </ul>
<ul style="list-style-type: none"> <li>Shark attack (comprehension questions)</li> <li>Travellers' tales (multiple choice)</li> <li>Holiday problems (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>agreeing-disagreeing</li> <li>asking/talking about experiences</li> <li>narrating past experiences</li> <li>apologising-accepting an apology</li> <li>Pronunciation /tʃ/, /dʒ/, /j/</li> </ul>	<ul style="list-style-type: none"> <li>a summary of a text</li> <li>a short article about a holiday</li> <li>a presentation on sports &amp; diet</li> <li>an email from abroad</li> </ul>	<ul style="list-style-type: none"> <li>My Crazy Travels</li> <li>Food for Sport (PSHE)</li> </ul>
<ul style="list-style-type: none"> <li>Crime Doesn't Always Pay (comprehension)</li> <li>Safe in the Jungle? (quiz)</li> <li>a dialogue (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>narrating an accident</li> <li>asking for/giving information about a safari trip</li> <li>giving an eye-witness statement</li> <li>Pronunciation /æ/, /ʌ/</li> </ul>	<ul style="list-style-type: none"> <li>an email about an accident you witnessed</li> <li>an email about a safari</li> <li>an informal email giving advice</li> </ul>	<ul style="list-style-type: none"> <li>Volunteering for a good cause</li> <li>Bullies (PSHE)</li> </ul>
<ul style="list-style-type: none"> <li>Monuments in Danger (comprehension)</li> <li>an announcement (gap fill)</li> <li>Weird phenomena (T/F/DS)</li> <li>Multiple choice listening</li> </ul>	<ul style="list-style-type: none"> <li>a speech about Stonehenge</li> <li>talking about your favourite type of weather</li> <li>making suggestions – accepting/refusing</li> <li>Pronunciation /s/, /z/</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph about a monument in danger</li> <li>a short diary entry</li> <li>a comment to a blog about an endangered animal</li> <li>a presentation on global warming</li> <li>an essay offering solutions to a problem</li> </ul>	<ul style="list-style-type: none"> <li>Endangered Species Around the World</li> <li>The Ozone Layer (Science)</li> </ul>
<ul style="list-style-type: none"> <li>Greetings from planet Earth (multiple choice)</li> <li>Smarter than the average house (comprehension)</li> <li>people &amp; activities (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>making decisions</li> <li>describing a scene</li> <li>giving advice (<i>should/shouldn't</i>)</li> <li>giving instructions</li> <li>Pronunciation /s/, /ʃ/</li> </ul>	<ul style="list-style-type: none"> <li>a short paragraph about what you would put in a time capsule</li> <li>a graph analysing results of a survey</li> <li>a paragraph on the effects of the Industrial Revolution</li> <li>a for-and-against article</li> </ul>	<ul style="list-style-type: none"> <li>Body Language</li> <li>The Industrial Revolution (History)</li> </ul>
<ul style="list-style-type: none"> <li>Forest School website (film reviews) (T/F/DS)</li> <li>Playing with your food (comprehension)</li> <li>a dialogue (multiple matching)</li> </ul>	<ul style="list-style-type: none"> <li>expressing opinions</li> <li>recommending</li> <li>describing experiences</li> <li>choosing TV programmes</li> <li>Pronunciation /e/, /æ/</li> </ul>	<ul style="list-style-type: none"> <li>an email about your favourite film</li> <li>an email about your favourite TV series</li> <li>a presentation on about a traditional, musical instrument</li> </ul>	<ul style="list-style-type: none"> <li>Musical Instruments Around the World</li> <li>How our eyes work (Science)</li> </ul>
<ul style="list-style-type: none"> <li>Life in a High-tech Society... 40 centuries ago? (T/F)</li> <li>What a strange place to live! (comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>describing location</li> <li>describing your home</li> <li>talking about holidays</li> <li>Pronunciation /ʌ/, /ɔ:/, /əʊ/</li> </ul>	<ul style="list-style-type: none"> <li>a short text about the place you live in</li> <li>a paragraph about your house</li> <li>an article about the place where you live (likes/dislikes)</li> <li>a presentation about life in Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>Let's have Fun around the World</li> <li>Life in Ancient Egypt (History)</li> </ul>

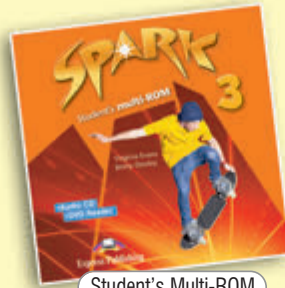


# Spark 3

For the Student



Student's Book



Student's Multi-ROM  
(Audio CD &  
Reader DVD)



Workbook



Grammar Book



eBook (including videos,  
Reader & Interactive activities)

# For the Teacher



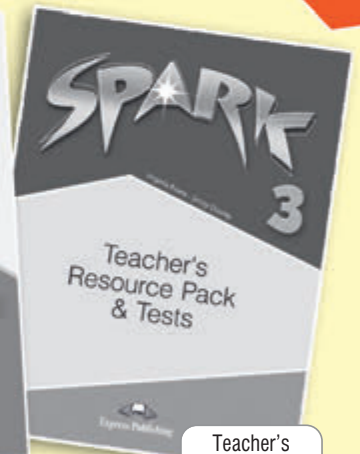
Teacher's Book  
(interleaved)



Workbook



Test Booklet



Teacher's  
Resource Pack  
& Tests



Test Booklet CD-ROM



Class CDs



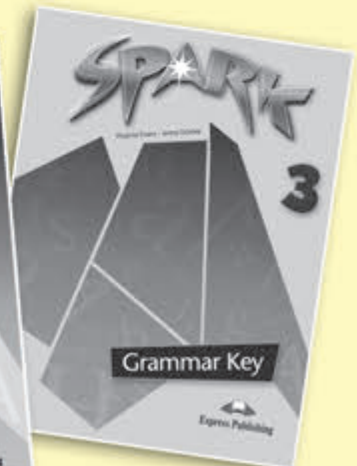
Grammar Book



IWB Software (including  
videos & Reader)



Grammar Test Booklet



Grammar Key



# MODULE 2

## Believe it or not!

### » What's in this module?

- accidents, injuries & first aid
- natural phenomena
- past continuous vs past simple
- *used to – would – be used to*
- asking/talking about health
- narrating past actions/events
- writing a story

### Vocabulary

#### • Natural phenomena

1 Match the natural phenomena (1-9) to the pictures (a-i).

🎧 Listen, check and repeat.

1 <input type="checkbox"/>	flood	5 <input type="checkbox"/>	tornado	7 <input type="checkbox"/>	lightning
2 <input type="checkbox"/>	earthquake	6 <input type="checkbox"/>	volcanic eruption	8 <input type="checkbox"/>	hurricane
3 <input type="checkbox"/>	tsunami			9 <input type="checkbox"/>	drought
4 <input type="checkbox"/>	avalanche				

2 **THINK!** Look at the pictures and say which of these phenomena are/are not common in your country.

*Floods are common in my country.*



- Find the page numbers for
- an ancient Greek myth
  - a timetable
  - a jungle story



# Reading 2a



**1 Read the title and the introduction. The phrases below appear in the text. What is the text about?**

**Listen, read and check.**

- remarkable record • survived seven lightning strikes • was working up a tree
- knocked him unconscious • burned his eyebrows off • damaged shoulder
- burned off his hair • set his hair on fire again
- hurt his ankle • sent him to hospital
- severe burns

**Check these words**

- forest ranger • remarkable
- record • survive
- lightning strike • lose
- toe • knock unconscious
- eyebrow • occur • dump
- cool off • set on fire
- lightning bolt
- severe burn • fortunate

Roy Sullivan was a forest ranger in Virginia, USA. He is in the Guinness Book of World Records for a remarkable record. Between 1942 and 1977, Roy survived seven lightning strikes. His nickname was The Human Lightning Rod.

The first lightning strike was in 1942 as he was working up a tree. On that day, he lost the nail from his big toe. The second strike happened while he was driving on a mountain road. It knocked him unconscious and burned his eyebrows off. The third strike occurred when he was in his front garden and it left him with a damaged shoulder.

The fourth strike took place in 1972 while he was in a ranger station. It burned off his hair.

Roy dumped a bucket of water over his head to cool off. A year later another lightning strike hit him on the head and set his hair on fire again. The sixth strike happened in 1976 while Roy was at a campsite. Roy tried to run away from a cloud which was moving in his direction. This time the strike hurt his ankle. The last lightning bolt hit him while he was fishing, and it sent him to hospital with severe burns to the chest and stomach.

Roy Sullivan was a very fortunate man. The chance of lightning striking a person just once is only one in 600,000. This chance came his way seven times and each time he survived. That's what you call luck!

## Study Skills

### Predicting content

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

**2 Read the text and mark the sentences T (true), F (false) or DS (doesn't say). Read again and give the text another title.**

- |   |  |
|---|--|
| 1 Roy Sullivan worked in the forest. ....               | 5 Strikes burnt Roy's hair twice. ....             |
| 2 He's got seven world records. ....                    | 6 The sixth strike happened in an open space. .... |
| 3 During the second strike Roy lost consciousness. .... | 7 The last lightning strike burnt his hair. ....   |
| 4 The fourth strike happened in the morning. ....       | 8 Roy died of old age. ....                        |

**3 Fill in: set, severe, knock, lightning, forest, damaged, survive, hurt.**

- |                                 |                   |                 |
|---------------------------------|-------------------|-----------------|
| 1 ..... ranger                  | 4 ..... shoulder  | 6 ..... on fire |
| 2 ..... seven lightning strikes | 5 ..... his ankle | 7 ..... bolt    |
| 3 ..... him unconscious         |                   | 8 ..... burns   |

**Use the phrases to write sentences about Roy. Read them to the class.**

*Roy Sullivan was a forest ranger.*

# Vocabulary 2a

## Speaking

4 Use the phrases in Ex. 1 to present Roy's story to the class.

**THINK!** Why does the author consider Roy lucky? What is your opinion? In three minutes write a few sentences. Read them to the class.

### • Injuries/Accidents & First aid

5 In a minute write as many parts of the body as you can think of. Check with your partner.

6 a) What happened to these people yesterday? Use the phrases to tell your partner.



Jane burnt her hand.



b) Listen and repeat. What are these phrases in your language?

rest it    put some cream on it  
 put an ice pack on it    put a bandage on it    clean the wound  
 have an x-ray    wear a plaster cast    put a dressing on it

c) Look at the pictures in Ex. 6a and write sentences, as in the example. Tell the class.

1 Jane burnt her hand, so she put some cream on it.

## Listening

7 Listen to three people talking about accidents they had. Complete the table, then tell the class.

	what happened	how it happened	what they did
Jenny	twisted ankle	was playing basketball	put ice pack on
Tony		was cooking dinner	
Sally		was rollerblading	

Jenny twisted her ankle while she was playing basketball. She put an ice pack on it.

### • Describing accidents

8 Use the phrases to talk about the people in Ex. 6.

- playing basketball
- cooking
- lifting weights
- riding a horse
- playing tennis
- rock climbing
- rollerblading
- doing karate

A: Jane burnt her hand.

B: Really? How did it happen?

A: She was cooking.

B: What did she do?

A: She put some cream on it.

## Writing

9 You had one of the accidents in Ex. 6a. Complete the email to your English pen-friend about your accident.

Dear Matt,  
 You won't believe what happened to me ... (when?). I ... (accident) while I ... (action). I ... (what you did). It's better now. What about you? How are things?  
 Write back,  
 ... (your name)



# Grammar 2b

## • Past simple vs past continuous

**1** Read the theory. Say the examples in your language. Now list all past simple/past continuous forms in the text on p. 22. How do we use each form?

We use the **past simple** for:

- actions which started and finished in the past. The time is mentioned or is implied. *She left an hour ago.* (When? An hour ago.) *He didn't go out last night. She stayed in.* (When? Last night.)
- actions which happened one after the other in the past. *He stood up, got his bag and left the room.*

**Time expressions used with the past simple:** last month/week, etc., yesterday, two days/weeks etc., ago

We use the **past continuous** for:

- actions which were happening at a specific time in the past. *He wasn't sleeping at 7 o'clock last night. He was watching TV.*
- two actions which were happening at the same time in the past. *She was cooking while he was working.*
- an action which was happening in the past when another action interrupted it. The action in progress is in the past continuous. The action which interrupted the action in progress is in the past simple. *They were doing their homework when the phone rang.*

**Time expressions used with the past continuous:** yesterday, last week, while, as, at 10 o'clock yesterday morning

**2** Look at Sandra's timetable for last Sunday. Write sentences, as in the example.

10:30	help Mum in the garden
11:30	tidy my room
1:30	have lunch with Mum & Dad
2:30	go for a walk with Sarah
4:00	watch TV with Dad
6:30	play basketball with my friends
8:00	have dinner
9:00	sleep



- At 11:00 Sandra *wasn't tidying* (tidy) her room. She *was helping Mum in the garden*.
- At 12:00 she ..... (watch) TV. She .....
- At 1:45 the Smiths ..... (sleep). They .....
- At 4:15 Sandra's dad ..... (play) basketball. He .....
- At 6:45 Sandra's friends ..... (have) dinner. They .....

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

- Jane ..... (tidy) her room while Peter ..... (have) a bath.
- When ..... (he/call)? An hour ago.
- She ..... (wait) for the bus when her mobile ..... (ring).
- We ..... (have) a piano lesson at 5 o'clock yesterday afternoon.
- They ..... (finish) cooking and then ..... (go out).
- Peter ..... (play) tennis when it ..... (start) raining.
- The kids ..... (watch) TV while Mum ..... (read) a magazine.
- Jenny ..... (make) dinner when the lights ..... (go out).
- They ..... (drive) to Madrid when their car ..... (break down).
- He ..... (put on) his coat, ..... (grab) his schoolbag and ..... (leave) for school.

## 4 Read the text and put the verbs in brackets in the past simple or past continuous.

Over a decade ago, Binti Jua 1) ..... (become) one of the most famous gorillas in the world. Her aunt, Koko, was well-known at the same time because she 2) ..... (talk) to people in sign language. However, one day in 1996, Binti Jua 3) ..... (rescue) a 3-year-old child to become the biggest celebrity in the family. The boy 4) ..... (climb) a railing at the zoo when he 5) ..... (fall) into the gorilla enclosure. Zoo visitors 6) ..... (scream) in terror while they 7) ..... (watch) Binti approach the young boy. To their surprise, the gorilla 8) ..... (carry) the unconscious boy to an entrance where the staff could help. Binti's own baby, Koola, 9) ..... (hold) onto her back all that time. A visitor 10) ..... (film) the rescue with his video camera.



### • Talking about past actions

## 5 Ask and answer questions. Use the phrases.



- you/read a magazine – 4 o'clock yesterday afternoon?  
A: *Were you reading a magazine at 4 o'clock yesterday afternoon?*  
B: *No, I wasn't.*
- your parents/go to the theatre – last Saturday?  
A: *Did your parents go to the theatre last Saturday?*  
B: *Yes, they did.*
- you/do your homework – 5 o'clock yesterday afternoon?
- you/visit your grandparents – last Sunday?
- you/talk on the phone – at lunchtime yesterday?
- you/watch TV – yesterday afternoon?
- your friends/play basketball – yesterday?
- you/sleep – 3 o'clock yesterday afternoon?

## 6 Complete the sentences. Use the past simple or the past continuous.

- When I left school yesterday afternoon, .....
- At 8 o'clock yesterday morning, .....
- Last summer we .....
- I was ..... while .....
- I ..... when .....
- Last weekend my .....

### • used to – would – be used to

## 7 a) Read the theory. Say the examples in your language.

- Used to** is used for past habits or actions that happened regularly in the past. *He used to go jogging when he was younger. (ALSO: He went jogging.)*
- Used to/Would** are used for repeated actions or routines in the past. *He used to eat/would eat/ate out on Sundays when he lived in London.*
- Used to** isn't used for actions that happened at a definite time in the past. We use the **past simple**. *He left for Madrid yesterday. (NOT: He used to leave ...)*
- Be used to** + noun/pronoun/-ing form is used to express habit. *He is used to working long hours.*

## b) Choose the correct item.

- They **are used/used to** cold weather.
- He **would/used to** live in a cottage by the sea.
- Kate **came/used to come** an hour ago.
- He **used to go/going** for long walks as a child.
- They **flew/used to flying** to London last Monday.
- I'm not **used to wake/waking** up early.
- Did you **used/use to** have long hair as a child?
- We didn't **use/used to** play computer games.

## 8 Complete the sentences about you.

As a child I used to .....

As a child I didn't use to .....

I'm used to .....



## Check these words

- lie • jungle canopy
- search party • critical condition
- suffer from • severe exhaustion
- experienced • wash away
- path • cliff • lizard • confused
- spot • poison • blood • airlift
- keep alive • recover

## AGAINST ALL ODDS

*How a short hike in the jungle nearly cost an Australian man his life.*



Lying on his back and unable to move, Hayden Adcock was not fully aware of the helicopter flying over the jungle canopy. When a few hours later the search party arrived to rescue him, they found him in critical condition. He was suffering from cuts, insect bites, and severe exhaustion after spending 11 days lost in the jungle with no food.

Hayden Adcock was a healthy 40-year-old man and an experienced hiker and traveller. At the end of July, he was in Laos, near Thailand, and he decided to take a short hike to a well-known waterfall. He was wearing a T-shirt, shorts, and walking shoes and carrying only a bottle of water when he started his walk through the national park. As he was visiting a second waterfall, heavy rainfall washed away all the paths. The jungle began to look the same everywhere and Adcock finally realised he was lost.

Adcock was looking for a way out through some trees when he saw a cliff. Suddenly, big lizards appeared and ran towards him. Shocked and afraid, Adcock ran through the forest. As he was running, he cut himself and then fell into a river. Hurt and confused, he decided to stay near the waterfall so that helicopters could easily spot him, and he could drink the water. Night after night insects and animals scratched and bit him. Their poison slowly made its way into his blood. He spent the last three days on his back not able to move his hands or feet.

On 10th August, Adcock was airlifted to a hospital in Bangkok, Thailand. Adcock told reporters that the one thing that kept him alive was the thought of seeing his family and friends again. It will take him some time to recover, but he feels lucky to be alive.

## Reading

- 1 a)  **Read the introduction and look at the pictures, then listen to the sounds. What do you think happened to Hayden Adcock?**  
 b)  **Listen, read and check if your guesses were correct.**

- 2 **Read the text and choose the correct answer A, B or C. Compare with your partner.**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 Adcock wanted to<br/>           A travel through Laos.<br/>           B see a popular sight.<br/>           C explore the jungle.</li> <li>2 He wore the right clothes for<br/>           A an overnight stay in the woods.<br/>           B severe weather conditions.<br/>           C a short walk in the woods.</li> </ol> | <ol style="list-style-type: none"> <li>3 When he saw the lizards, he<br/>           A ran towards them.<br/>           B fell into a river.<br/>           C ran away.</li> <li>4 He managed to stay alive by<br/>           A eating insects.<br/>           B moving his hands and feet.<br/>           C thinking of his loved ones.</li> </ol> |
|---|--|

**List all the past simple forms in the text. Which are irregular?**

## Study Skills

### Multiple choice listening

Read the incomplete statements and possible answers and underline the key words. These will help you focus on the information you need to identify the correct answer choice.

## Listening

### 3 Listen and choose the correct answer A, B or C.

- |  |   |
|--|---|
| <p>1 A person can survive without water for<br/>A three weeks.                      B three hours.<br/>C three days.</p> <p>2 Survival depends on how<br/>A cold it is.                      B fit someone is.<br/>C long someone is lost.</p> <p>3 Before going on a trip, you should<br/>A pack food &amp; water.    B dress well.<br/>C tell someone.</p> | <p>4 The man was not<br/>A prepared.<br/>B found.<br/>C experienced.</p> <p>5 The only thing the man had with him was<br/>A food.<br/>B water.<br/>C a whistle.</p> |
|--|---|

### 4 Fill in: search, confused, bit, lizards, alive, washed, fell, lost, poison, recover.

- |  |   |
|--|---|
| <p>1 Hayden got ..... in the jungle.</p> <p>2 Heavy rain ..... the paths away.</p> <p>3 Big ..... ran towards him.</p> <p>4 He ran through the forest but he ..... into a river.</p> <p>5 He was ..... and didn't know what to do.</p> | <p>6 Insects and animals ..... him and their ..... got into his blood.</p> <p>7 A ..... party came to his rescue and took him to a hospital to .....</p> <p>8 What kept him ..... was the thought of seeing his family again.</p> |
|--|---|

## Speaking & Writing

### 5 Use these words/phrases and the sentences in Ex. 4 to tell the class Hayden's story.

*hike, national park, waterfall, heavy rainfall, was lost, big lizards, started running, fell into river, insects and animals scratched and bit, their poison, not able to move, search party, critical condition, hospital, recover*



How can you make a waterfall?



6



**Imagine you are Hayden. You are near the waterfall unable to move. It's three days before they find you. In three minutes write a few sentences describing your thoughts and feelings during these days. Then read them to your partner.**

7

**Guided Complete the email to your English-speaking pen-friend about Hayden.**

Hi,  
How are you? I read about an Australian man, named Hayden Adcock who stayed in the jungle for eleven days. He was in ... and he decided to ... . While he was ..., he ... . Some lizards ... Hayden fell ... . He stayed there for ... until a ... and took ... . Amazing, isn't it?  
Have to go now,



# Everyday English 2d

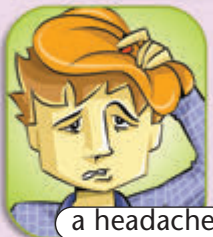
## Aches & Pains/ Illnesses



(a) stomach ache



toothache



a headache



a sore throat



a temperature



a cough



a cold/the flu

## • Asking/Talking about health

1

a) Listen and repeat.

- I feel terrible. • Are you OK? • You don't look well. • What's wrong?
- I can't stand it any longer. • Then you should see a dentist.

b) The sentences are from a dialogue between two friends.

Which of the aches in the pictures are they talking about?

Listen, read and check.

2

Read the dialogue. What is Jenny's advice?  
What is John going to do?

Check these words

- Oh dear • dreadful
- painkiller • can't stand
- dentist • suppose

Jenny: Are you OK, John? You don't look well.

John: I feel terrible.

Jenny: Oh dear! What's wrong?

John: I've got dreadful toothache.

Jenny: Why don't you take a painkiller?

John: I did, but it still hurts.

Jenny: When did you take it?

John: About an hour ago.

Jenny: Well, it should make you feel better soon.

John: I can't stand it any longer.

Jenny: Then you should see a dentist.

John: I hate going to the dentist.

Jenny: I'm sorry, but you have to go.

John: I suppose you're right.

3

Find sentences in the dialogue which mean: *You look awful.* – *I feel awful.* – *What's the matter?* – *I think you are right.*

4

Say the sentences in Ex. 1 in your language.

5



Listen and read the dialogue. Take roles and read it aloud.

6



Act out a similar dialogue. Use the dialogue in Ex. 2 as a model.

**Student A:** Your friend looks awful. Ask what the problem is, then tell him/her what to do.

**Student B:** You have a headache. Tell your partner. Agree to do what he/she advises you to do.

A



To hear something from the horse's mouth.

B



Don't bite the hand that feeds you.

C



Walls have ears.

D



You scratch my back and I'll scratch yours.

**1 Read the dictionary entry. Look at the drawings. What do you think each saying means? Match the sayings to their meanings (1-4).**

**saying** /seɪɪŋ/ a short sentence that people often say that gives advice about life

- 1 You help me and I'll help you.
- 2 You shouldn't be ungrateful to the people who look after you.
- 3 Be careful! Someone might be listening to what you're saying.
- 4 Get information from someone who knows it's true.

**2 a) Complete the sayings with: face, hand, hands, heart.**

- |   |   |
|---|---|
| <p><input type="checkbox"/> A A bird in the ..... is worth two in the bush.</p> <p><input type="checkbox"/> B Home is where the ..... is.</p> | <p><input type="checkbox"/> C Many ..... make light work.</p> <p><input type="checkbox"/> D Only real friends will tell you when your ..... is dirty.</p> |
|---|---|

**b) Match the sayings above to their meanings. Are there similar sayings in your language?**

- |  |  |
|--|--|
| <p>1 It's better to keep what you have, than to risk losing it while searching for something else.</p> <p>2 If we share the work, it becomes easier.</p> | <p>3 You call home the place where those you love are.</p> <p>4 Only those who love you will tell you the truth.</p> |
|--|--|

**3** ICT Find some sayings related to parts of the body from your country. Present them to the class and explain what they mean in English. Illustrate your presentation with drawings or pictures.

## Study Skills

### Homophones

Homophones are words which are pronounced the same but they differ in spelling or meaning. e.g. *peace – piece*

## Pronunciation (Homophones)

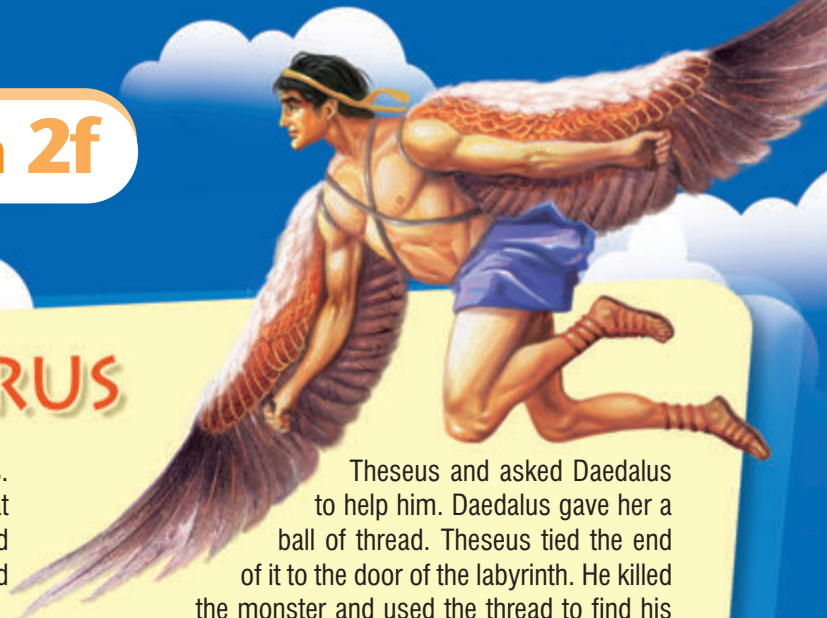
**4** Listen and find the word which does not sound the same as the others. Listen again and repeat.

- itch – its – it's
- hair – here – hear
- saw – so – sew
- eight – ate – eat
- I – eye – high
- sun – son – soon



# Across the Curriculum 2f

## Literacy



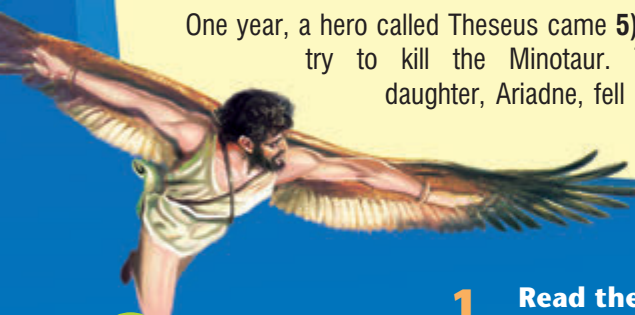
### DAEDALUS & ICARUS

Once there was a powerful king **1**) ... name was Minos. He lived with Queen Pasiphae in a great palace at Knossos, Crete. Daedalus, a famous architect and inventor from Athens, worked **2**) ... King Minos. He lived with his son Icarus at the king's palace.

Minos made the gods angry and later Queen Pasiphae gave birth to a **3**) ... strange monster, the Minotaur. It had the body of a man and the head of a bull. The king wanted to lock the Minotaur up to protect his people from it, **4**) ... Daedalus built a labyrinth under the palace.

One year, a hero called Theseus came **5**) ... Crete to try to kill the Minotaur. The king's daughter, Ariadne, fell in love with

Theseus and asked Daedalus to help him. Daedalus gave her a ball of thread. Theseus tied the end of it to the door of the labyrinth. He killed the monster and used the thread to find his way out. Theseus and Ariadne escaped from the island. Minos was furious and put Daedalus and his son Icarus into the labyrinth. Daedalus was clever, though, and he made wings for **6**) ... and Icarus from birds' feathers and beeswax. They escaped and flew **7**) ... the sea. Icarus was very excited. He didn't listen to his father's warnings and he flew too close to the sun and his wings melted. He fell into the sea and drowned. Today, the place **8**) ... he drowned is the Icarian Sea.



**Check these words**

- powerful
- palace
- inventor
- give birth to
- lock up
- thread
- escape
- furious
- warning
- melt
- drown

**1** Read the title and look at the pictures. Who are these people? What do you know about them? Read through to find out.

**2** Read the text. For each gap choose the correct answer A, B or C.

- |                          |                              |
|--------------------------|------------------------------|
| 1 A that B which C whose | 5 A in B at C to             |
| 2 A to B for C by        | 6 A him B he C himself       |
| 3 A too B much C very    | 7 A across B under C through |
| 4 A then B so C for      | 8 A that B where C which     |

**3** Listen and read the text. Which of the characters below are good? bad? Why?

- Daedalus
- King Minos
- Theseus
- Ariadne

**4** **THINK!** Look at the *Study Skills* box and find the elements of a story in the myth about Daedalus and Icarus. What do you think the lesson of this myth is?

**5** **ICT** Find a myth. Write a short summary of it. Present it to the class. What does the myth teach us? You can use these key words: Animals, Myths & Legends.

### Study Skills

#### Elements of a story

A good story needs the following:



## Study Skills

### Setting the scene

We usually start a story by setting the scene. To do this, we imagine that we are looking at a picture and we describe the scene (place, time, the weather, the main characters, and their feelings).

## A story

### 1 Read the story and fill in the correct preposition.

Listen, read and check.

### Check these words

- set off • look forward to
- shortcut • get stuck • wrap
- run out • lonely • note
- snowmobile • survive • injury
- patience • survival skills

It was a cold but bright Friday afternoon in Seattle and Daryl Jane was very excited. He packed his skis, his sleeping bag, and a few clothes in his jeep and set off to Mount Adams. He was looking forward **1** ..... spending the weekend **2** ..... his friends.

Daryl was familiar **3** ..... the area, so he took a shortcut through a country road. He was driving along in the jeep when the tyres got stuck in the snow. Within minutes, it started snowing heavily. Soon snow began to cover his car. He tried calling for help, but his mobile phone wasn't working. He knew he was **4** ..... trouble. He decided to stay inside the car and he wrapped himself **5** ..... his sleeping bag to keep warm. Daryl had some banana chips, rice cakes and some water **6** ..... him. He hoped they would be enough until someone found him.

The days passed and the food and water ran out. He ran the engine **7** ..... a few minutes every day to melt the snow. He was lonely and scared and he started writing goodbye notes to his family. Then one morning he heard a snowmobile and he knew he was safe. He felt happy and proud **8** ..... himself. He managed to survive for two weeks **9** ..... his car in almost 2 metres of snow without any injury, thanks **10** ..... his patience and survival skills.

### 2 Put the events in the order they happened. Give the class a summary of the story. Then, give the story a different ending.

- |   |                                   |
|---|-----------------------------------|
| A He took a shortcut.                     | E He heard a snowmobile.          |
| B He wrapped himself in his sleeping bag. | F He was safe.                    |
| C The tyres got stuck in the snow.        | G Daryl set off to Mount Adams. 1 |
| D He started writing goodbye notes.       | H He ran out of food and water.   |
|   | I It started snowing.             |

### Listening for ideas

### 3 The pictures (A-C) tell a story.

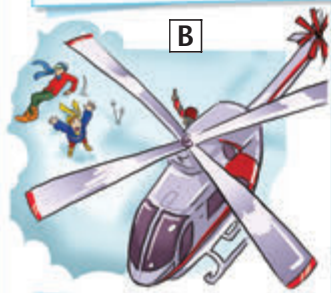
Listen and put the pictures in the order they happened.

### Writing (a story)

### 4 Use ideas from Ex. 3 and the verbs in the box to write your story for your school English magazine (80-100 words). Present the events in the order they happened. Follow the plan.

- ski • hear • see • head down • hit • break
- wait for • start waving • lift

**Para 1:** when & where the story happened – who the main characters were  
**Para 2:** events in the order they happened  
**Para 3:** what happened in the end – characters' feelings





# Fun Time 2

1 Complete the puzzles.

**natural phenomena**

hurricane  
tsunami  
tornado  
earthquake

**illnesses**

sore throat  
cough  
cold  
temperature  
headache

2 Do the quiz. Mark the sentences as T (true) or F (false).

## quiz

- 1 Icarus was an inventor. ....
- 2 The Minotaur looked like a bull. ....
- 3 Laos is near Australia. ....
- 4 Bangkok is in Thailand. ....
- 5 Ariadne was Theseus' daughter. ....
- 6 There is a saying, 'Walls have eyes'. ....
- 7 Roy Sullivan survived seventeen lightning strikes. ....
- 8 Daedalus was from Athens. ....

3 Look at Module 2 and write a T/F quiz of your own.

## GAME: Chain story

Continue the story: *It was a hot summer day. Peter ...*  
S1: ... decided to go to the beach.

4 **Song:** Listen to the song. Is the singer optimistic or pessimistic? Give reasons.



## Get through

Sometimes we all face problems  
And the world can get us down  
But even in the bad times  
You will never see me frown  
I always see the bright side  
I don't give up easily  
I know that I have courage  
And no problem can beat me.

*No matter what may happen  
I know I'll always get through  
As long as I have courage  
There's nothing I can't do.*

Sometimes there are disasters  
They can happen every day  
Sometimes we all feel helpless  
When life's troubles come our way  
But even in the dark times  
I can hold my head up high  
I'll always have my courage  
So I'm sure I will get by.



5 Complete the sentences about yourself.

- 1 Problems ..... me.
- 2 In the bad times I ..... .
- 3 I'm glad ..... .

# SPARK

Virginia Evans - Jenny Dooley

# 4



**Student's Book**



Express Publishing



# Contents

	Modules	Grammar	Vocabulary
	<b>Starter</b> pp. 4-8	<ul style="list-style-type: none"> <li>• A/An – The</li> <li>• Present simple</li> <li>• Adverbs of frequency</li> <li>• Pronouns/Possessive adjectives/ Possessive case</li> <li>• Countable/Uncountable nouns</li> <li>• Quantifiers/Question words – Subject/Object questions</li> <li>• Prepositions of time/place</li> <li>• Plurals/Irregular Plurals</li> </ul>	<ul style="list-style-type: none"> <li>• routines</li> <li>• free time activities</li> </ul>
<b>1</b>	<b>Celebrations</b> pp. 9-20	<ul style="list-style-type: none"> <li>• Present simple</li> <li>• Present continuous</li> <li>• Stative verbs</li> <li>• (to)-infinitive/-ing form</li> <li>• Phrasal verbs (<i>keep</i>)</li> <li>• forming nouns from verbs (-ion, -ance, -ment, -ition, -ation)</li> </ul>	<ul style="list-style-type: none"> <li>• adjectives</li> <li>• festivals</li> <li>• celebrations</li> <li>• superstitions</li> <li>• special days</li> </ul>
<b>2</b>	<b>Strange but true!</b> pp. 21-32	<ul style="list-style-type: none"> <li>• Past simple</li> <li>• Used to/Would</li> <li>• Past continuous</li> <li>• Present perfect</li> <li>• Present perfect continuous</li> <li>• Phrasal verbs (<i>turn</i>)</li> <li>• -ing/-ed participles</li> </ul>	<ul style="list-style-type: none"> <li>• feelings</li> <li>• mysterious creatures</li> <li>• dragons</li> <li>• coincidences</li> </ul>
<b>3</b>	<b>All things high tech</b> pp. 33-44	<ul style="list-style-type: none"> <li>• Will – Going to</li> <li>• Present simple/present continuous (future meaning)</li> <li>• Future continuous/Future perfect</li> <li>• Time clauses</li> <li>• Phrasal verbs (<i>come</i>)</li> <li>• forming abstract nouns from adjectives (-ness, -ity, -ment, -ence, -y, -ength, -dom)</li> </ul>	<ul style="list-style-type: none"> <li>• technology</li> <li>• gadgets</li> <li>• computers</li> <li>• robots</li> </ul>
<b>4</b>	<b>Survival</b> pp. 45-56	<ul style="list-style-type: none"> <li>• Past perfect/Past perfect continuous/past simple</li> <li>• Conditionals (1-3)/Wishes</li> <li>• Phrasal verbs (<i>run</i>)</li> <li>• noun or verb</li> </ul>	<ul style="list-style-type: none"> <li>• accidents/disasters</li> <li>• injuries</li> <li>• survival</li> <li>• dangerous animals</li> </ul>
<b>5</b>	<b>Art</b> pp. 57-68	<ul style="list-style-type: none"> <li>• the passive/reflexive pronouns</li> <li>• the causative</li> <li>• Phrasal verbs (<i>break</i>)</li> <li>• forming compound nouns</li> </ul>	<ul style="list-style-type: none"> <li>• types of art</li> <li>• music</li> <li>• dances</li> <li>• films</li> </ul>
<b>6</b>	<b>Helping Hands</b> pp. 69-80	<ul style="list-style-type: none"> <li>• Comparative – superlative</li> <li>• Clauses of purpose &amp; result</li> <li>• too – enough, very, quite</li> <li>• Phrasal verbs (<i>look</i>)</li> <li>• forming verbs from nouns</li> </ul>	<ul style="list-style-type: none"> <li>• social problems</li> <li>• volunteer work &amp; the environment</li> <li>• emergency services</li> </ul>
<b>7</b>	<b>Challenges</b> pp. 81-92	<ul style="list-style-type: none"> <li>• Modals/Modals of deduction</li> <li>• adjectives/order of adjectives – adverbs</li> <li>• Phrasal verbs (<i>bring</i>)</li> <li>• prefixes to form verbs</li> </ul>	<ul style="list-style-type: none"> <li>• jobs</li> <li>• dangerous jobs</li> <li>• careers</li> <li>• working life</li> </ul>
<b>8</b>	<b>Life &amp; Living</b> pp. 93-106	<ul style="list-style-type: none"> <li>• Reported speech</li> <li>• Some/Any/Every/No &amp; compounds</li> <li>• relatives/concession</li> <li>• question tags/exclamations</li> <li>• Phrasal verbs (<i>carry</i>)</li> <li>• forming adjectives from nouns</li> </ul>	<ul style="list-style-type: none"> <li>• advertising</li> <li>• money</li> <li>• spending money</li> <li>• university education</li> </ul>

Language Review (pp. LR1-LR8)

Self-Check (pp. SC1-SC8)

Word List (pp. WL1-WL11)

	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Across the Curriculum
	<ul style="list-style-type: none"> <li>an email</li> <li>Amazing but true</li> </ul>	<ul style="list-style-type: none"> <li>talk about routines</li> <li>describe location</li> </ul>		
	<ul style="list-style-type: none"> <li>Travel blog (multiple matching)</li> <li>Chinese New Year (comprehension questions)</li> </ul>	<ul style="list-style-type: none"> <li>buy a gift</li> <li>make suggestions/ agree – disagree</li> <li>stress rhythm</li> </ul>	<ul style="list-style-type: none"> <li>a postcard to a friend describing a celebration</li> <li>an article describing an event</li> </ul>	<ul style="list-style-type: none"> <li>Arbor Day</li> <li>Remembrance Day in Australia (PSHE)</li> </ul>
	<ul style="list-style-type: none"> <li>Mysterious creatures (multiple matching)</li> <li>Bizarre coincidences (matching headings to paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>narrate events</li> <li>describe a dream you had</li> <li>express surprise/interest/confusion</li> <li>homophones</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry about a mysterious creature</li> <li>a story (1st person)</li> <li>a short text about a coincidence</li> <li>a story about a mysterious creature</li> </ul>	<ul style="list-style-type: none"> <li>The World Loves Dragons!</li> <li>Extract from <i>The Lost World</i> (literature)</li> </ul>
	<ul style="list-style-type: none"> <li>The Age of Cybernetics (multiple choice)</li> <li>Square-eyed Teens (missing sentences)</li> </ul>	<ul style="list-style-type: none"> <li>make predictions</li> <li>express opinions</li> <li>talk about the future</li> <li>speculate</li> <li>complain about a faulty product</li> <li>Intonation in questions</li> </ul>	<ul style="list-style-type: none"> <li>design your own cyborg</li> <li>an opinion essay</li> <li>a survey about teens and their gadgets</li> </ul>	<ul style="list-style-type: none"> <li>Different cultures, different robots</li> <li>What's in a computer (D&amp;T)</li> </ul>
	<ul style="list-style-type: none"> <li>The Girl Who Fell Out of the Sky (multiple choice)</li> <li>Born Survivor (missing sentences)</li> </ul>	<ul style="list-style-type: none"> <li>give a witness statement</li> <li>pronunciation: /ʊ/, /u:/</li> </ul>	<ul style="list-style-type: none"> <li>a story (3rd person)</li> <li>an article about a survival story</li> <li>a traditional dance of your country</li> </ul>	<ul style="list-style-type: none"> <li>Lethal bites</li> <li>First Aid (PSHE)</li> </ul>
	<ul style="list-style-type: none"> <li>A World of Wonderful Art (multiple matching)</li> <li>MOBA (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>ask about/state preferences</li> <li>invite/accept/refuse</li> <li>pronunciation: strong/weak forms of auxiliary verbs</li> </ul>	<ul style="list-style-type: none"> <li>an email reviewing a film you saw</li> <li>an email describing a visit to a museum</li> <li>a short text about a traditional</li> </ul>	<ul style="list-style-type: none"> <li>Dancing around the world</li> <li>Painting styles (Art &amp; Design)</li> </ul>
	<ul style="list-style-type: none"> <li>Going the extra mile to help (T/F/DS)</li> <li>Man's Best Friend (multiple choice)</li> </ul>	<ul style="list-style-type: none"> <li>call emergency services</li> <li>express feelings</li> <li>pronunciation: /aɪ/, /ɔɪ/</li> </ul>	<ul style="list-style-type: none"> <li>a summary of a text</li> <li>a short text about a place in your country</li> <li>a letter to the editor making suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Voluntourism</li> <li>UNESCO (History)</li> </ul>
	<ul style="list-style-type: none"> <li>Danger is their Business! (T/F)</li> <li>Working in the Big Blue (missing sentences)</li> </ul>	<ul style="list-style-type: none"> <li>give advice careers guidance</li> <li>interview with a careers guidance counsellor</li> <li>ask for information</li> <li>pronunciation: heteronyms</li> </ul>	<ul style="list-style-type: none"> <li>a short paragraph about a dangerous job</li> <li>a letter of application for a part-time job</li> </ul>	<ul style="list-style-type: none"> <li>New traditions</li> <li>Helen Keller (History)</li> </ul>
	<ul style="list-style-type: none"> <li>Celebrity Sells (T/F)</li> <li>Spend wisely (comprehension questions)</li> </ul>	<ul style="list-style-type: none"> <li>report events</li> <li>make decisions</li> <li>bargain</li> <li>express disapproval/doubt</li> <li>intonation in echo questions</li> </ul>	<ul style="list-style-type: none"> <li>a short summary of a text</li> <li>a short text about how you spend your money</li> <li>a for-and-against essay</li> </ul>	<ul style="list-style-type: none"> <li>Coins</li> <li>You and your money (PSHE)</li> </ul>



# Spark 4

For the Student



Student's Book



ieBook (including videos, Reader & Interactive activities)



Workbook



Grammar Book

# For the Teacher



Teacher's Book (interleaved)



Workbook



Test Booklet



Teacher's Resource Pack & Tests



Test Booklet CD-ROM



Class CDs



IWB Software (including videos & Reader)



Grammar Book



Grammar Test Booklet



Grammar Key



# MODULE

# 1

## Celebrations

### ► What's in this module?

- festivals
- celebrations
- superstitions
- present simple vs present continuous
- stative verbs
- infinitive/-ing form
- likes/preferences
- forming nouns from verbs
- buying a gift
- phrasal verbs: *keep*
- writing an article describing an annual event

### Vocabulary

#### • Adjectives

### 1

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

- colourful
- artistic
- serious
- disgusting
- unusual
- exciting
- weird

Use the words to make sentences about the festivals in the pictures. *La Tomatina seems to be a colourful and unusual festival.*

### 2

🔊 Listen and match the descriptions (A-F) to the pictures (1-6). Then talk about the festivals.



1 La Tomatina – Buñol, Spain



2 Omaha Pow Wow – the USA



3 Chinese New Year – China



4 Roswell UFO Festival – the USA



5 Sand Sculpting Festival – Australia



6 Bug Fest – the USA

Find the page numbers for

- a sand sculpture
- a lantern
- a song





# Reading 1a



1

Look at the pictures in the text. Which shows: a white owl? dinosaurs? aliens? an ice palace? Read the headings in the blog. What are these festivals about?

🔊 Listen and read to find out.

✓ Check these words

- last • theme • creature • ton
- sculptor • exhibition
- professional • alien • dress up
- aluminium foil • crowning
- float • come alive

## RECENT BLOG ENTRIES



### Sand Sculpting Festival

I'm here with my family at the Sand Sculpting Festival on Frankston Beach, Melbourne, Australia. We're staying for the weekend. The festival lasts from the end of December to the end of April and the theme of the sculptures changes every year. This year the sculptures show creatures and scenes from the age of the dinosaurs. There are several dozen huge dinosaurs made of 3,500 tons of sand. You might think you are in Jurassic Park! You can watch the sculptors at work, too. It's fascinating. I fancy having a go myself. The exhibition opens every day at 10 am, so tomorrow I'm making my own dinosaur at the Sand Workshop – with a little professional help!

>> [Continue Reading](#)

Posted by Laura on 17th January in *Travel Planet*.

Tags: [Festivals](#), [Sand](#), [Sculptures](#)

6 Comments



### Roswell UFO Festival

My friends and I are having a fantastic time at this year's Roswell UFO Festival in New Mexico, USA. It's a four-day event that takes place every year in early July. Some people believe that an alien spaceship – a UFO – crashed in a field near Roswell in 1947 and the festival celebrates that event. Not everyone believes this story, of course, but the festival is still a lot of fun. Everyone dresses up as aliens for the Alien Costume Competition. The costumes are fabulous and even family pets take part. There are dogs dyed blue and tortoises covered in aluminium foil! Today we're watching the parade down Main Street and tomorrow the firework display starts at 9 pm. They say it's really amazing. So are some of the aliens you meet.

>> [Continue Reading](#)

Posted by Bruce on 2nd July in *All Around*.

Tags: [Festivals](#), [UFOs](#), [Aliens](#)

20 Comments



### Winter Carnival

Here in Saranac Lake, New York it's  $-5^{\circ}\text{C}$  and people are celebrating their Winter Carnival. The festival takes place at the beginning of February each year and lasts 10 days. The local people build an enormous ice palace as a home for Sara the Snowy Owl, the town mascot. The festival begins with the crowning of the Winter Carnival King and Queen. Lots of fun events follow, including races and treasure hunts. Right now we are watching the parade. There are dozens of colourful floats carrying people in fancy costumes. The whole town comes alive. Tonight we're watching the firework display over the Ice Palace. What a 'cool' celebration!

>> [Continue Reading](#)

Posted by Eve on 2nd February in *Travel*.

Tags: [Winter Festivals](#), [Ice Sculptures](#), [Owls](#)

14 Comments

# Vocabulary 1a

## 2 Which festival ...

- 1 offers the chance to see people and animals in weird costumes?
- 2 includes making something yourself?
- 3 celebrates the town's good luck symbol?
- 4 includes a display of sculptures?
- 5 has a competition?

## 3 Answer the questions.

- 1 Why do people enjoy attending Roswell UFO festival?
- 2 How do people celebrate the Winter Carnival in Saranac Lake, New York?

## 4 Find words/phrases in the text which mean: to continue (Text A), to give it a try (Text A), to participate (Text B), huge (Text C), lots of (Text C).

### • Celebrations

## 5 Fill in: dress up, sand, watch, crown, town, fabulous, come, firework, treasure, colourful.

- |                   |                         |
|-------------------|-------------------------|
| 1 .....           | 6 ..... hunt sculptures |
| 2 ..... as aliens | 7 ..... floats          |
| 3 ..... mascot    | 8 ..... costumes        |
| 4 ..... display   | 9 ..... a queen         |
| 5 ..... a parade  | 10 ..... alive          |

## 6 Choose the correct word.

- 1 The festival takes place/part near the lake.
- 2 The events include/contain a parade and a firework display.
- 3 The festival keeps/lasts five days.
- 4 The city comes alive/live.

### • Word formation

## 7 Read the theory. Find examples in the text. Then complete the sentences with the correct noun.

### Forming nouns from verbs

To form abstract nouns from verbs we use: **-ion** (*act – action*), **-ance** (*annoy – annoyance*), **-ment** (*enjoy – enjoyment*), **-ition** (*compete – competition*), **-ation** (*imitate – imitation*)

- 1 They are sending ..... for the party. (invite)
- 2 Dancing is my favourite type of ..... (entertain)
- 3 The theatre ..... starts at 9:00. (perform)
- 4 Canadians celebrate ..... Day on 11th November. (remember)

## 8 Underline the correct word.

The Woodskills Festival in New Zealand is a popular 1) **annual/daily** event and 2) **invites/ attracts** people from all over the country. Every September, the town of Kawerau is busy 3) **making/organising** wood carving competitions and displays. Wood sculptors use their skills to 4) **carve/build** wonderful statues from trees. Cash 5) **awards/prizes** go to the best statues. Anyone from New Zealand can take 6) **place/part** in it.



## Speaking & Writing

## 9 Complete the table with information from the texts in Ex. 1. Use the completed table to present the festivals to the class.

	A	B	C
name	Sand Sculpting Festival		
place	Melbourne, Australia		
time			
activities			



**Which festival would you like to attend? Why? In three minutes write a few sentences on the topic. Read them to the class.**

## 10 Choose a festival and compare it to a festival in your country. Write a paragraph. Read it to the class.



# Grammar 1b

## • Present simple vs present continuous – Stative verbs

### 1 Study the table. Say the examples in your language.

We use the **present simple**:

- for habits/routines. *He wakes up early in the morning.*
- for timetables. *The bus leaves at 8:45 am.*

We use the **present continuous**:

- for actions happening now or around the time of speaking. *They are sleeping now.*
- for future fixed arrangements. *We're going to Portugal this summer.*
- for annoying actions. *She's always coming in late.*

**Note:** Some verbs do not have continuous forms because they describe a state, not an action (*like, love, hate, believe, etc.*). These are **stative verbs**. Some stative verbs can have continuous forms but with a difference in meaning. *I think he's tired.* (= believe), *I'm thinking of going home now.* (= considering)

### 2 Put the verbs in brackets into the present simple or the present continuous.

Dear Sandra,  
Greetings from Venice, Italy! We 1) ..... (have) a great time here. The weather 2) ..... (be) wonderful and we 3) ..... (enjoy) the Redentore Festival! Right now people 4) ..... (dance) in the streets and the bands 5) ..... (play) music. Jane 6) ..... (take) photos with her camera. The gondola races 7) ..... (start) at 9 pm. tonight before the fireworks display at midnight. I can't wait. Archie 8) ..... (be) fine. He 9) ..... (say) hi! We 10) ..... (go) to Lido di Venezia beach tomorrow, but only if Archie's on time. He usually 11) ..... (sleep) all morning! We 12) ..... (come) back on Monday. See you!  
Holly



### 3 Put the verbs in brackets into the present simple or the present continuous. How do the sentences differ in meaning?

- a John ..... (look) happy.  
b John ..... (look) for his costume.
- a She ..... (think) the party sounds great.  
b She ..... (think) of going out.
- a This soup ..... (taste) delicious.  
b He ..... (taste) the soup to see if it has enough salt.
- a He ..... (have) three boxes of fireworks.  
b He ..... (have) a party tomorrow.
- a The sun ..... (feel) hot.  
b He ..... (feel) the jumper to see if it's soft.

### 4 Put the verbs in brackets into the present simple or the present continuous.

- A: Why ..... (you/wear) that costume?  
B: I ..... (go) to Peter's fancy dress party.
- A: You look excited. Where ..... (you/go)?  
B: I ..... (go) to the firework display in an hour.
- A: When ..... (the gondola races/start)?  
B: They start at 9 pm, so we ..... (meet) at 8:30.
- A: What ..... (she/do) to her cat?  
B: Every year she ..... (dress) it up as a witch's cat. She ..... (love) Halloween.
- A: I ..... (think) of going to the beach today.  
B: What time ..... (you/leave)?

### 5 Tell your partner one thing that: is happening now, you often do, you are doing tomorrow, is a fact, is happening these days, annoys you.

• (to)-infinitive/-ing form

**6** Read the theory. Say the examples in your language.

We use the **-ing** form:

- as the subject of a sentence. *Swimming is fun.*
- after *like, love, enjoy, don't mind, hate, dislike.*  
*I like walking.*
- after certain verbs (*avoid, consider, fancy, go,* (+ activities), *imagine, miss, suggest,* etc.).  
*Let's go dancing.*
- after prepositions. *He's good at drawing.*

We use **to-infinitive**:

- to express purpose. *He needs flour to make a cake.*
- after *would like, would love, would prefer.*  
*I'd like to go out.*
- after **too/enough.** *It's too late to go out.*
- after *decide, want, expect, promise,* etc.  
*I want to become a doctor.*

We use the **infinitive without to**:

- after modal verbs (*can, should,* etc.). *He can't go.*
- after *make, let.* *Let me go out, please.*

**Note:** Some verbs take the **to-infinitive** or the **-ing** form with a difference in meaning. *He remembers travelling abroad.* (recalls) *Remember to lock the door.* (Don't forget)

**7** Put the verbs in brackets into their correct form.

- A: Do you want ..... (**buy**) a present for Jim's birthday later?  
B: No, I'm planning on ..... (**buy**) it tomorrow.
- A: Let's ..... (**go**) to the party.  
B: I'd love to, but I'm too tired ..... (**come**) with you.
- A: This crossword is too difficult ..... (**finish**).  
B: I suggest ..... (**call**) Richard. He's good at ..... (**work**) out clues.
- A: I'd like ..... (**go**) to the music festival.  
B: We're always going to musical events. I'd prefer ..... (**visit**) the new museum.

**8** Put the verbs in brackets into the **to-infinitive** or the **-ing** form. How do the sentences differ in meaning?

- a Do you remember ..... (**charge**) the battery for your camera?  
b He always remembers ..... (**charge**) the battery for his camera.
- a Sue tried ..... (**drink**) her tea, but it was too hot.  
b Try ..... (**drink**) coffee if you can't stay awake.
- a Jill has stopped ..... (**eat**); she's full.  
b Jill has stopped ..... (**eat**) now.
- a Joey went on ..... (**talk**) about his holiday for hours.  
b After explaining cell biology, the lecturer went on ..... (**talk**) about DNA.

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

hate  
want  
like  
don't mind  
love  
don't like  
let  
can't  
enjoy  
can't stand  
look forward to

write letters  
run out of money  
talk to boring people at parties  
play the piano  
see the Pyramids in Egypt  
go to the cinema  
be ill  
listen to rock music  
know the time  
stay out late  
take summer holidays every year

**10** Complete the sentences so they are true about your home life.



- |                    |                      |
|--------------------|----------------------|
| 1 I would love ... | 6 I can't stand ...  |
| 2 I can't help ... | 7 I hate ...         |
| 3 I try ...        | 8 It's not worth ... |
| 4 I avoid ...      | 9 I miss ...         |
| 5 I'd rather ...   | 10 I don't mind ...  |



## Check these words

- calendar • gathering
- firecrackers • lantern
- bright • keep away
- bad spirit • tell off
- fortune • symbolise

## Reading

- 1 a)  Listen to the music and look at the pictures. What is happening? How do you feel? Tell the class.
- b) What do you know about Chinese New Year? How are the pictures related to it?  
 Listen and read to find out.

*This is the time when Chinese families celebrate the start of a New Year in the Chinese calendar. It is the most important Chinese festival.*

The Chinese New Year starts with the first new moon, usually in late January or early February. The celebrations last until the full moon – 15 days later! The Chinese celebrate New Year with family gatherings, wonderful foods, firecrackers, lion dancers, street parades and lanterns. There are also a lot of superstitions surrounding the celebrations.

-  Red is a bright, happy colour that keeps away bad spirits. So, to bring good luck for the following year, people decorate their homes with red banners and everyone wears red clothes. Family and friends also give children little red envelopes with gifts of money in them.
-  Children have a great time during the New Year celebrations. They can eat lots of sweets, which the Chinese believe makes the following year 'sweet'. Best of all, parents don't tell them off, even when they are behaving badly, because nobody wants them to start crying. An old superstition says that a child that cries at New Year cries every day of the coming year.
-  There are other things people try to avoid during the New Year celebrations. Before the New Year, the Chinese clean their houses to clear out any bad luck from the previous year. People finish sweeping and cleaning before New Year's Day because they believe you brush away your good luck if you sweep the house on that day.
-  Another thing the Chinese avoid doing during the celebrations is using scissors or knives. It's very unlucky to cut your hair or even to chop vegetables, and no one wants to risk their good fortune for the coming year.
-  On New Year's Eve the Chinese visit relatives and have a large meal together. Typically, they eat eight or nine dishes because these are lucky numbers. They often eat long noodles that symbolise long life.

Chinese  
NEW YEAR

1

2

3

## 2 Read the text again and answer the questions. Label the pictures with words from the text.

- 1 How long do Chinese New Year celebrations last?
- 2 Which colour do the Chinese think is lucky?
- 3 Why do the Chinese eat a lot of sweets at New Year?
- 4 Why don't people sweep their houses on New Year's Day?
- 5 What else don't Chinese people do during the celebrations?

## 3 Fill in: *badly, coming, chop, visit, bring, off, street, long, family, keep away.* Use the phrases to make sentences about Chinese New Year.

- |                      |             |                |
|----------------------|-------------|----------------|
| 1 .....              | gatherings  | 6 behave ..... |
| 2 .....              | parades     | 7 .....        |
| 3 .....              | bad spirits | 8 .....        |
| 4 .....              | good luck   | 9 .....        |
| 5 tell someone ..... |             | 10 .....       |

### • Phrasal verbs (keep)

## 4 Choose the correct particle. Choose two and draw their meanings.

- 1 They covered the food to keep **off/down** the flies.
- 2 He kept **on/out** dancing although he was tired.
- 3 My parents believe it is very important to keep **on/up** family traditions.

## Speaking

## 5 Make notes under the headings: **NAME, TIME, SUPERSTITIONS, REASON.** Use your notes to present the Chinese New Year celebrations to the class.

## Listening

## 6 Listen to two friends talking about superstitions. Mark the sentences **T (True)** or **F (False)**.

- |  |   |
|--|---|
| 1 Nathan doesn't know what the date is. .... | 3 Daniel is too scared to go out. ....    |
| 2 There's a full moon next Friday. ....      | 4 Nathan believes in lucky charms. ....   |
|  | 5 Daniel doesn't walk under ladders. .... |

## Writing

## 7 Do you believe in any superstitions? Why (not)? In three minutes write a few sentences on the topic. Read them to the class.

## 8 Imagine you are in China and it's Chinese New Year. Send a postcard to your English pen-friend describing the celebrations. Use the information in the text.

### Study Skills

#### Phrasal verbs

To learn phrasal verbs, try to make sentences using them. Alternatively, draw pictures of them. This helps you remember them.

**THINK!** Compare and contrast Chinese New Year celebrations and superstitions to the New Year celebrations in your country.





# Everyday English 1d

## • Buying a gift

### 1 Listen and repeat. Pay attention to the stress rhythm.

- Let's buy her a CD instead. • She's not too keen on reading.
- How about a book? • Yes, that's a good idea. • She'd like that.

### 2 The sentences above are from a dialogue between two friends. What is the dialogue about?

 Listen, read and check.

### 3 Read the dialogue. What does Katie suggest they buy? What do Katie and June finally decide to buy?

 Check these words

- hardly • fussy
- keen on • top ten

June: Hi, Katie. What are you up to?  
 Katie: Hi, June. I'm thinking about Judy's 'Sweet Sixteen' party on Friday night.  
 June: Me too! I can hardly wait! But what shall we get her? She's very fussy.  
 Katie: Oh, I know! How about a book?  
 June: I don't think so. She's not too keen on reading.  
 Katie: Oh, I see. Does she like listening to music?  
 June: Yes, she does.  
 Katie: OK, let's buy her a CD instead.  
 June: Yes, that sounds like a good idea.  
 Katie: We could get her the new Beyoncé one. It's in the top ten.  
 June: Great! She'd like that.



#### Making suggestions

- Let's ...
- How about ...?
- We could ...

#### Agreeing

- Yes, that sounds like a good idea.
- Great.

#### Disagreeing

- I don't think so.

### 4 Find sentences in the dialogue which mean: *How's it going?* – I'm really looking forward to it! – She's difficult to please. – She doesn't really like reading. – Oh, I understand.

### 5 a) Say the sentences in Ex. 1 in your language.

 Listen to the dialogue again. Take roles and read it aloud.

### b) Continue the dialogue at Judy's party.

### 6 You and your brother/sister are in a shop.

**Student A:** You want to buy your mother something special. You have an idea for a gift. Tell your brother/sister.

**Student B:** Disagree with your brother/sister and suggest something else.

Record yourselves.

# Arbor Day



1 Read the title and look at the pictures. What is Arbor Day about?

🔊 Listen, read and check.

2 Read the text again and answer the questions.

- 1 When do New Zealanders celebrate Arbor Day?
- 2 How do New Zealanders celebrate this day?
- 3 When is Arbor Day in China?
- 4 What do the Chinese do on Tree Planting Day?

3 Which sentence best matches the main idea of this celebration?

- *Plant the seeds of new life today.*
- *Use wood to survive.*

• *Prepositions*

4 Choose the correct preposition.

**'HOW TO CELEBRATE ARBOR DAY'**

- 1 Organise a concert of songs **about/for** trees and fill the air **in/with** music.
- 2 Encourage neighbours to care **of/for** trees in the street in front of their homes.
- 3 Talk **of/about** the benefits **for/of** planting trees and the impact they have **in/on** our lives.

5 **THINK!** In groups decide on activities for your class to celebrate Arbor Day. In three minutes write down your ideas. Present them to the class.

Arbor Day is the day to celebrate trees. It's a huge tree planting party which people participate in all around the world on different dates to coincide with the best tree planting weather in each country.

In New Zealand, the celebration takes place on 5th June, which is also World Environment Day. Communities, including local businesses and organisations, plant trees. In parks, hundreds of visitors take part in outdoor activities. They have poster competitions and take walks along beautiful nature trails. Schools display students' environmental projects on the protection of trees and collect paper for recycling.

In China, Arbor Day, or Tree Planting Day, takes place on 12th March. Millions of citizens plant new trees around the country. In small villages, where people still use wood for cooking and heating, farmers know how important it is for their survival, and they plant trees on the surrounding mountains. In the cities, schoolchildren label the trees with their names, and many couples choose to marry the day before the annual celebration, and then plant a tree to mark the beginning of their life together and the new life of the tree.

✓ **Check these words**

- coincide with
- outdoor activities
- nature trails
- display
- survival
- label
- annual

6 Complete the table. Use the completed table to present Arbor Day to the class.

	New Zealand	China	My country
Name			
Date			
Activities			



### Check these words

- war • honour
- fighting • memorial
- bugle • silence
- pinned • poppy
- battlefields

**1** What events are important to remember each year: for a person? for a society? Why? What do Australians remember on Remembrance Day?

Listen, read and check.

**2** Read the text again and match the headings to the paragraphs. There is one extra heading which you do not need.

- A Flowers to honour
- B Painful memories
- C An annual event
- D A solemn commemoration

## Remembrance Day in Australia

**1** Australians celebrate Remembrance Day on 11th November every year in honour of the 62,000 Australians who died fighting in World War I. It is also an occasion to honour soldiers who have died in wars since then.

**2** In the morning, the crowds gather at war memorials across the country. People sing songs and read poems. Then, just before 11 am, a musician plays *The Last Post* on a bugle. This slow, sad tune signals the beginning of a two-minute silence. Eleven o'clock marks the end of the First World War on the morning of the 11th November, 1918. Then the bugler plays *The Rouse*. This is the tune which wakes soldiers up in the mornings and, as part of the Remembrance Service, is a sign of hope and of a new beginning.

**3** On this occasion many people wear red paper poppies pinned to their clothes. The poppy is the symbol of Remembrance Day because these flowers grew in such huge numbers on the battlefields in France during World War I.

**3** Complete the sentences with words from the **Check these words** box.

- 1 People celebrate Remembrance Day in ..... of dead soldiers.
- 2 Lots of soldiers died ..... the enemy during the .....
- 3 There is a war ..... in the town to remind people of those who died on the .....
- 4 People stood in ..... for two minutes before the parade started.

**4** How are the following related to Remembrance Day? Use the text to make sentences.

*11th November, two-minute silence, a bugler, World War I*

**5** **Imagine it's Remembrance Day and you are standing in the middle of a field of poppies. How do you feel? Why should we respect those who gave their lives for freedom? Write a few sentences. Tell the class.**

### Study Skills

#### Matching headings

In order to match the headings to the paragraphs, read the text through once, then read each paragraph again and look for words that have the same meaning as some words in the headings.



## Quebec Winter Carnival

### Study Skills

#### Vivid descriptions

To make your description more vivid, interesting and lively, use a variety of descriptive adjectives. *People line the crowded streets.*

- 1 The Quebec Winter Carnival takes place in Canada every year during the months of January and February. This 1) ..... celebration lasts for 17 days and attracts lots of locals and tourists.
- 2 Preparations for the festival begin when the people build a(n) 2) ..... Ice Palace for the festival's mascot, Bonhomme. He is a(n) 3) ..... snowman with a red hat and a traditional belt. The opening and closing ceremonies for the festivities take place at the Ice Palace.
- 3 During the festival, there are exciting events and activities, which include snow sculpture making, canoe races along the St Lawrence River, dogsled races, fireworks and, of course, carnival parades with brightly-4) ..... floats and night-time parties. People dress up in something red and many wear 5) ..... belts like Bonhomme. They blow loudly into 6) ..... red horns and join in the fun.
- 4 The Quebec Winter Carnival is the world's largest winter festival. Despite the sub-zero temperatures it promises everyone 7) ..... moments.



### Descriptive articles about an event

A descriptive article describing an event (a carnival/festival) which takes place every year uses present tenses and normally includes:

- an **introduction** in which we mention the name/type, time and place of the celebration, and the reason we celebrate it.
- a **main body** in which we describe the activities that happen before the actual celebration (*put up decorations, prepare traditional food*) and the actual event, in separate paragraphs.
- a **conclusion** in which we describe people's feelings (*at the end of the day everyone feels tired but happy*) and any other final comments on the event.

### Articles describing events

#### 1 Read the article and match the paragraphs to the headings.

- |   |                                  |   |                                    |
|---|----------------------------------|---|------------------------------------|
| A | final comments/people's feelings | C | name/type, time, place, reason     |
| B | description of celebration       | D | activities before the actual event |

#### 2 Read the Study Skills box. Then fill in the gaps (1-7) in the text with: decorated, wonderful, traditional, amazing, cheerful, long, unforgettable.

### Writing (an article describing an event)

#### 3 a) Read the rubric and underline the key words. What are you going to write? Who for?

A magazine for teenagers has asked its readers to take part in a descriptive writing competition entitled 'Celebrations Around the World'.  
Write your article describing a celebration in your country (120-180 words).

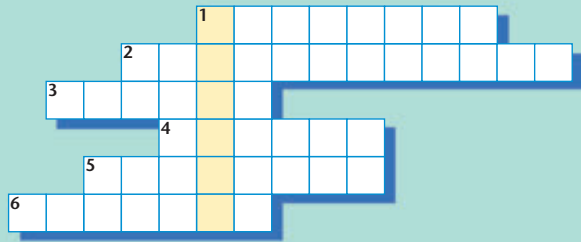
#### b) Answer the questions in the plan. Then write your article.

- Para 1:** What is the name of the celebration? When/Where does it take place? What is the reason for it?
- Para 2:** What preparations do people make before the event?
- Para 3:** What happens during the actual event?
- Para 4:** How do people feel? What final thoughts/comments can you make?



# Fun Time 1

**1 Complete the crossword. What's the hidden word?**




- 1 There's a ..... display tonight. Don't miss it!
- 2 There are some superstitions surrounding the Chinese New Year .....
- 3 Most football teams have a .....
- 4 People are watching the street ..... now.
- 5 Some dancers are wearing weird .....
- 6 Everyone can take part in the ..... provided they are over eighteen.

**2 Do the quiz. Mark the sentences T (true) or F (false). Correct the false statements.**

## Quiz

- 1 The UFO festival in Roswell takes place every summer. ....
- 2 Saranac Lake is in Australia. ....
- 3 The Chinese New Year starts in early January. ....
- 4 Red is a lucky colour for the Chinese. ....
- 5 The Chinese don't sweep their houses on New Year's Day. ....
- 6 Arbor Day is a day to celebrate the Earth. ....
- 7 The Chinese don't celebrate Arbor Day. ....
- 8 Remembrance Day is a day to honour soldiers lost in wars. ....
- 9 The poppy is the symbol of Remembrance Day. ....
- 10 People can watch dogsled races during the Quebec Winter Festival. ....

**3**  **Go through Module 1 and write a T/F quiz of your own.**

**4 Song:** The words below are from a song. What is the song about?

 **Listen and read to find out.**

- laughter • fun • enjoy • friends
- cheer • celebrate

The sound of laughter fills the air  
Now all our friends are here  
So let's relax and all enjoy  
The party atmosphere

*The time is right, we're feeling great  
So come on, everyone  
It's party time, let's celebrate  
Let's all have lots of fun*

The lights are shining everywhere  
So colourful and bright  
Let's listen to the music play  
And dance all through the night

We've got lots of games to play  
And lots of food to try  
Later we can watch and cheer  
As fireworks fill the sky



**5** **According to the singer, what makes a good party?**

**6** **Give the song a title.**

# Self-Check 1

## 1 Fill in: *label, symbolise, keen, dress up, hunt, outdoor, honour, display, last, alive.*

- 1 Remembrance Day is a day in ..... of dead soldiers.
- 2 Let's watch the firework .....
- 3 People ..... in colourful costumes and take part in the parade.
- 4 How long does the festival .....?
- 5 Long noodles ..... a long life.
- 6 The city comes ..... during the festival.
- 7 He's not too ..... on reading.
- 8 Hundreds of people take part in ..... activities.
- 9 Children plant trees and ..... them with their names.
- 10 He wants to take part in the treasure .....

(Points:  $\frac{\quad}{10 \times 3} \quad \frac{\quad}{30}$ )

## 2 Choose the correct item.

- 1 We should all care **of/for** the environment.
- 2 Keep the flies **away/out** from the food.
- 3 The musician kept **on/away** playing all night.
- 4 What can you do to keep evil spirits **down/away**?
- 5 What impact does this have **in/on** their lives?

(Points:  $\frac{\quad}{5 \times 2} \quad \frac{\quad}{10}$ )

## 3 Put the verbs in brackets in the **present simple** or the **present continuous**.

- 1 They ..... (**hold**) a flower festival every spring.
- 2 ..... (**you/go**) to the exhibition tonight?
- 3 These flowers ..... (**smell**) wonderful.
- 4 A: What ..... (**Julia/do**)?  
B: She's a nurse.
- 5 I ..... (**think**) it's a great idea to wear the pirate costume.
- 6 What time ..... (**you/meet**) Darren tonight?
- 7 Why ..... (**Rob/taste**) the soup?
- 8 Mary ..... (**look**) for a new flat these days.
- 9 They ..... (**travel**) abroad this summer.
- 10 I ..... (**think**) of buying her a CD.

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

## 4 Put the verbs in brackets in the **to-infinitive** or the **-ing form**.

- 1 Would you like ..... (**go**) to a concert tonight?
- 2 Emily really enjoys ..... (**dance**).
- 3 Tom suggests ..... (**hold**) a food festival.
- 4 Jill promised ..... (**come**) to the party.
- 5 Would you mind ..... (**give**) me those scissors?
- 6 They are too young ..... (**take part**) in the show.
- 7 You should ..... (**wear**) a costume to the party.
- 8 Kelly is very good at ..... (**write**) poems.
- 9 I don't mind ..... (**help**) you.
- 10 Please remember ..... (**close**) the windows.

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

## 5 Fill in: *How about, We could, What are you up to, Let's, That sounds like a good idea.*

- 1 A: ..... go for a walk.  
B: Sure!
- 2 A: Would you like to go out tonight?  
B: .....
- 3 A: ..... get her a hat as a present.  
B: Oh, I don't think so.
- 4 A: ..... going to the cinema?  
B: All right.
- 5 A: ....., Karen?  
B: I'm going shopping.

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

(My score:  $\frac{\quad}{100}$ )

## CHECK your progress

### Mark.

- talk about festivals and celebrations ☆☆☆
- talk about habits and routines ☆☆☆
- talk about current activities and future arrangements ☆☆☆
- describe an event ☆☆☆
- talk about superstitions ☆☆☆
- make suggestions ☆☆☆
- agree/disagree ☆☆☆
- write an article describing an event ☆☆☆

GOOD ★ VERY GOOD ★★ EXCELLENT ★★★





Express Publishing

Digital Learning Method ©Express Publishing is fully protected under the provisions of intellectual property law.



## Recommended Readers

### Spark 1



### Spark 2



### Spark 3



### Spark 4



Express Publishing

UNITED KINGDOM  
Liberty House, Greenham Business Park, Newbury, Berkshire RG19 6HW  
Tel.: (0044) 1635 817 363 Fax: (0044) 1635 817 463  
e-mail: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk)  
<http://www.expresspublishing.co.uk>