

LEARNING OUTCOMES IN THIS UNIT

- Identify who a text is for
- Understand a TV programme about natural disasters
- Explain and react to news
- Write a fiction narrative

VIDEO: GETTING STARTED



WATCH

Watch the teenagers talking about what their favourite kind of weather is and why. Answer the question.



Vocabulary

Weather

1 Listen and repeat the words in the box. What's the weather like today? 21

blizzard cloudy damp dry foggy hailstones heatwave icy rainy snowy stormy
sunny thunder and lightning warm wet windy

2 Look at the pictures. What's the weather like in each place?

In London, it's cold and foggy.

LOOK!

in spring in summer
in autumn in winter

<p>ATHENS TODAY 10AM</p> <p>27 DEGREES</p>	<p>LONDON TODAY 11AM</p> <p>5 DEGREES</p>	<p>MADRID TODAY 1PM</p> <p>18 DEGREES</p>
<p>NEW YORK TODAY 2PM</p> <p>-1 DEGREES</p>	<p>SYDNEY TODAY 4PM</p> <p>38 DEGREES</p>	<p>TOKYO TODAY 8PM</p> <p>14 DEGREES</p>

3 Read about the weather in Sydney, Australia. Then change the words in **bold** to make the sentences true for your country.

- 1 In spring, it's usually **sunny** and **dry**.
- 2 In summer, it's **very hot** and **windy**.
- 3 In autumn, it's sometimes **rainy** and **foggy**.
- 4 In winter, it's **warm**, but often **stormy**.

4 Work in pairs. Ask questions about weather and activities. Use **play** and **go**.

- go windsurfing • go skiing
- play volleyball • play computer games

When do you go windsurfing?

I go windsurfing on windy days.

Reading

A profile

LEARNING OUTCOME

✓ Identify who a text is for

- 1 Read the profile quickly and decide who the text is for.
 - a) Someone who want facts about avalanche prevention.
 - b) Someone who wants instructions about how to train a dog.
 - c) Someone who is interested in animals and/or safety in the mountains.

- 2 Read and listen to the profile. Discuss which photos a–d you think go with paragraphs 1–6.

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- 3 **Words in context** Look at these words in the profile. How do you say them in your language?

avalanche digging scent disasters
patrols reward

- 4 Read the profile again and choose the correct answers.

- 1 After the avalanche, ...
 - a) the skier got lost in a bad blizzard.
 - b) Tremper was able to rescue the skier.
 - c) Andrew and Tremper didn't know where to look.
- 2 Every day, Tremper ...
 - a) and the other dogs search the slopes at the ski resort.
 - b) makes sure the conditions at the ski resort are safe.
 - c) practises how to save people's lives in an avalanche.
- 3 Dogs ...
 - a) can smell much better than humans.
 - b) can recognize the smell of humans a kilometre away.
 - c) can never smell humans after avalanches.
- 4 When he was young, Tremper ...
 - a) had to find objects hidden in the snow.
 - b) didn't go out in bad weather conditions.
 - c) had to run in the snow while Andrew skied.
- 5 Tremper ...
 - a) prefers having fun to preparing for action.
 - b) sometimes goes in the chairlift.
 - c) usually patrols the ski slopes on his own.

Meet Tremper,



- 1 The situation was serious. A skier was under the snow, buried by an **avalanche**, but nobody knew exactly where. A blizzard was making it difficult to see and time was running out. Andrew Hennigh and his dog, Tremper, were searching the mountain when Tremper suddenly stopped. He started **digging** and three metres under the snow, he found the man – alive.
- 2 Tremper is not an ordinary dog. He is a member of the Mount Rose Avalanche Dogs Search and Rescue team in the USA and he trains daily to save people's lives. At the ski resort, it is Andrew's job to make sure **conditions** for skiers and snowboarders are safe. But when an avalanche happens, Tremper knows what to do.
- 3 A dog's sense of smell is 40 times stronger than a person's. They can recognize a human **scent** in the air, even half a kilometre away! That's why they are so good at finding people after **disasters** like avalanches.
- 4 Tremper began training to become a search-and-rescue dog when he was only seven weeks old. To introduce him to the snowy, icy conditions, Andrew skied down mountains with the puppy inside his jacket. Later, when Tremper was learning how to search, Andrew hid things under the snow for him to find.
- 5 Now Tremper **patrols** the ski slopes with his owner. While Andrew skis, Tremper runs between his legs to protect himself from other skiers. Sometimes he rides in the chairlift! Even when he is having fun, though, he is always ready for action. An avalanche could happen at any time.
- 6 'He's a hero,' says Andrew, of the dog who is not just his work partner, but his best friend. At the end of a busy day, Tremper gets his favourite **reward** – a game with Andrew.

the snow dog



a



b

c



d

5 Work in pairs and write five questions about the profile. Exchange questions with another pair and answer them. What was the most interesting question?

6 **Word builder** Read the information and answer the questions.

ADJECTIVES WITH -Y

We form some adjectives by adding the suffix *-y* to the noun or verb. Sometimes we need to double the final consonant or drop the final *-e*.

rain – rainy sun – sunny
shine – shiny

- 1** Can you find a noun–adjective pair like this and another adjective with *-y* in the text?
- 2** How do you say them in your language?
- 3** Write two sentences about the weather using adjectives ending in *-y*. Check the spelling.

7 Have you ever seen an avalanche on TV or in a film or read about one? What happened?

CRITICAL THINKING

JUSTIFY

Why do we have search-and-rescue dogs? Imagine how hard search and rescue would be without dogs. Think about what dogs can do better than humans.

DID YOU KNOW?

Search-and-rescue dogs either track smells on the ground or in the air. One search-and-rescue dog can do the work of about 30 human searchers!

WEB QUEST

Work in pairs. Make a fact sheet about what you must and mustn't do in an avalanche or another type of disaster.

- 1 Investigate** Find things you must do and things you mustn't do.
- 2 Decide** Write notes and choose the most interesting information.
- 3 Create** Make a fact sheet about surviving the disaster.
- 4 Communicate** Present your fact sheet to the rest of the class.

TIP! When you use a search engine to find information, just enter the main words in the search box – don't write words like *the*, *and*, *a* or *the*.

Grammar

Past continuous: affirmative, negative and questions

VIDEO: FLIPPED CLASSROOM



Watch the Grammar hub presentation and do the task.



- 1 Copy and complete the table with the past continuous form of *snow*, *search* and *dig*.

affirmative

I / He / She / It **was learning** to be a search-and-rescue dog.
We / You / They (1) ... for the man.

negative

I / He / She / It (2) ... in the snow.
We / You / They **weren't standing** in the rain.

questions

(3) ... it ...?
Were we / you / they **skiing**?

short answers

Yes, it **was**.
No, we / you / they **weren't**.

- 2 Choose the correct words to complete rules a) and b).

- a) We use the past continuous to talk about **actions in progress / completed actions** in the past.
b) We form the past continuous with **was / were + -ing / infinitive form of the verb**.

- 3 Read the spelling rules on page 101. Write the *-ing* form of the verbs in the box.

tell do lie get come run

- 4 What were they doing? Write complete questions and answers.

he / ski / run

Was he skiing? No, he wasn't. He was running.

- they / swim in the sea / swim in a pool
- she / get up / sleep
- they / dance / play computer games
- it / lie on the bed / lie on the sofa
- you / watch TV / listen to music
- he / shop / go to the gym

ANALYSE

In English, we usually use the past continuous to talk about temporary situations. When do you use it in your language?

- 5 Copy and complete Tom's email with the past continuous form of the verbs in brackets.

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Hi Emma!

Something really strange happened to me today. I (1) ... (walk) home from school and suddenly lots of fish started falling out of the sky. I couldn't believe it! It (2) ... (rain) fish! Where (3) ... they ... (come) from?

I went home and told my mum and brother, but they said I (4) ... (not tell) the truth. However, that evening, my mum and dad (5) ... (watch) the news on TV and they heard the story. Nobody knows why the fish fell out of the sky, but they did. I (6) ... (not lie)!

See you soon,
Tom



Adverbs

LOOK!

We use adjectives to tell us more about nouns. We use adverbs to tell us more about verbs.

*It was a **bright, sunny** day.*

*The sun was **shining brightly**.*

- 6 Look at the Study guide on page 101. Then copy and complete the table with the adverbs of the adjectives in the box.

noisy bad easy hard careful good

regular (-ly)	regular (-ily)	irregular
	<i>noisily</i>	

- 7 Choose the correct words.

- The roads are icy. Drive **careful / carefully!**
- Take your umbrella. It's raining **hard / hardly.**
- There's a storm. Come inside **quick / quickly!**
- The sun was shining very **bright / brightly.**
- It's snowing! Dress **warm / warmly!**
- When it's foggy you want drivers to see you **easy / easily.** Wear bright clothes!

Vocabulary and Listening

Natural disasters

LEARNING OUTCOME

✓ Understand a TV programme about natural disasters

DIGITAL VOCABULARY FLASHCARDS



Do the matching exercise to discover the new vocabulary.

avalanche drought earthquake famine flood
hurricane landslide tornado tsunami volcano wildfire



A **hurricane** is a storm with very strong winds.



An ... is a large amount of snow which falls down a mountain.



A ... happens in hot weather when an area of forest is very dry.



A ... happens when it rains a lot.



A ... is a mountain that erupts and releases hot liquid.



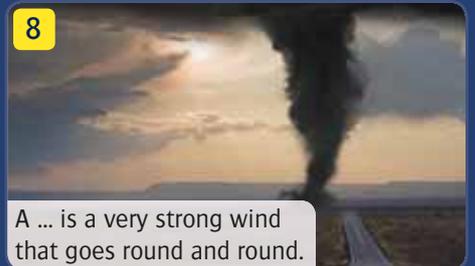
An ... makes the ground move.



A ... is a very big sea wave.



A ... happens when there isn't enough rain.



A ... is a very strong wind that goes round and round.

- 1 Listen and repeat the words in the box above. Which two words can't you see in the photos? » 23
- 2 Copy and complete explanations 1–8 with words in exercise 1.
- 3 What do you know about natural disasters? Read the quiz. Are the sentences true or false?

NATURAL DISASTERS' QUIZ

- 1 Most of the world's volcanoes are in Europe.
- 2 There are over 1,000 tornadoes in the USA every year.
- 3 An earthquake happens somewhere in the world every 30 seconds.
- 4 Landslides can happen because of wildfires.

- 4 Listen to a TV programme about natural disasters and check your answers to exercise 3. Correct the false sentences. » 24
- 5 Listen again and answer the questions.
 - 1 Which two kinds of disaster often happen near the Pacific Ocean?
 - 2 Why don't we always feel earthquakes?
 - 3 Where do some tsunamis start?
 - 4 What can stop a landslide?
 - 5 What do birds sometimes do before a disaster?
- 6 Write three sentences about a disaster that happened in your country. Use words in exercise 1.

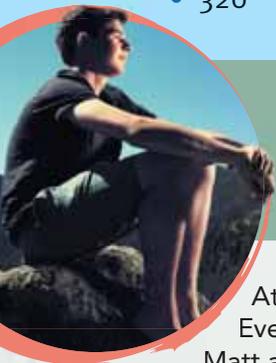
There was a flood in Córdoba. Some people lost their homes. My family and I were safe.

Cultural awareness

Disaster volunteer work

1 Read the article quickly and find these numbers. What do they refer to?

- 320 • 1,000 • 750,000 • 75



EARTHQUAKE!

Matt Moniz is from America. He loves climbing and a few years ago, he had a lucky escape from an avalanche.

At the age of 17, Matt was climbing Everest when there was an earthquake.

Matt and his climbing partner, Willie Benegas, felt the ground **shake**. While the ground was shaking they suddenly saw a 'wall' of snow. It was a huge avalanche and it was coming towards them at about 320 kilometres per hour! They jumped behind a rock and luckily this **saved** them.



Matt and Willie returned to Base Camp*. Everyone worked together to save lives. Willie did first aid work and Matt carried injured people to the clinic.

*Base Camp is the first camp on Everest.

Later, Matt decided to fly to Kathmandu with some other climbers. There was a second earthquake while they were there and they realized how bad things were. Matt and his friends quickly **raised** almost \$100,000. They used the money to take food and medicine to small villages in the mountains. Matt's team used **lorries** and then about 1,000 local people to carry everything up to the villages.

The earthquake destroyed over 750,000 houses in Nepal. Many families had to live in temporary homes until they could start **rebuilding** their homes. Problems with the roads and building materials made this difficult. There still aren't any roads to many mountain villages. The government **estimates** around 75% of homes are now complete or nearly finished.

Matt is in college now and combines his studies with climbing, including trips to Nepal and Everest.

FACT!

Nepal is a small country in Asia in the Himalayas. The capital city is Kathmandu. Mount Everest, the highest mountain in the world, is on its border.

A few years ago, there was a terrible earthquake in Nepal. It killed about 9,000 people.



2 **Words in context** Look at these words in the article. How do you say them in your language?

shake saved raised lorries
rebuilding estimates

3 Read and listen to the article and answer the questions. 25

- 1 Where was Matt when the earthquake happened?
- 2 Where did Matt and Willie go immediately after the avalanche?
- 3 What happened in Kathmandu?
- 4 How much money did they raise to help?
- 5 How many houses did the earthquake destroy?

4 Choose the correct words.

- 1 A **wall** / **rock** saved Matt and Willie from the avalanche.
- 2 Matt's team took food and medicine to **villages** / **the capital city**.
- 3 There **are** / **aren't** roads to all towns and villages in Nepal.
- 4 They used lorries to transport **people** / **things**.
- 5 Matt is now a **student** / **volunteer** worker.

5 Answer the questions about your country.

- 1 Are there any high mountains?
- 2 Do people enjoy climbing as a sport?
- 3 What other sports are popular?

VIDEO: CULTURE BYTE



Watch the video supplied by BBC.

WATCH



Grammar

Past simple and past continuous

1 Look at the table, then copy and complete rules a) and b) with *when* and *while*.

past continuous and past simple

Matt was climbing Everest **when** there was an earthquake.

While the ground was shaking they suddenly saw a 'wall' of snow.

- a) We usually use the past simple after ...
- b) We usually use the past continuous after ...

2 Write sentences using the past simple and past continuous.

Jay's mum / cook / when / she / hear a shout.
Jay's mum was cooking when she heard a shout.

- 1 His brother / eat / when / the lights / go out.
- 2 His dad / walk down the street / when / the ground / move.
- 3 Jay's sister / talk to her friends / when / somebody / shout 'Earthquake!'
- 4 His grandparents / watch TV / when / everything / fall off the shelves.

3 Copy and complete the email with the correct form of past simple or past continuous.

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Hi Ingrid!

We're having lots of adventures on our holiday. While we (1) ... (stay) at a campsite near a river, we (2) ... (have) a terrible experience. There (3) ... (be) a flood while we (4) ... (sleep). When we (5) ... (wake up), we (6) ... (be) wet.

Hope you're having a good summer!

Jack

4 Work in pairs. Think of an emergency you have experienced, or invent one! Ask and answer the questions.

- 1 What were you doing when it happened?
- 2 What did you do next?
- 3 How did you feel while it was happening?
- 4 What did you do afterwards?



Grammar in context: Famous disasters

5 Read the text and choose the correct words. Then answer the questions.

6 Listen and check your answers. 🎧 26

7 Look at the words in blue in the text. How do you say them in your language?

Dinosaurs (1) lived / were living on **Earth** when they suddenly (2) disappeared / were disappearing. Many scientists believe that a natural disaster killed them. How many years ago did it happen?

- a) 5 million
- b) 15 million
- c) 65 million

In the year 79 AD, there was a terrible **volcanic eruption** near an Italian city. Many people were trying to escape (3) **while** / **when** they died. Where was it?

- a) Rome
- b) Pompeii
- c) Venice



In September of this year, London (4) **was** / **were** burning! The **fire** started by accident and it (5) **quick** / **quickly** destroyed large areas of the city. What was the year?

- a) 1444
- b) 1555
- c) 1666

On 1st November 1755, a terrible disaster destroyed the beautiful city of Lisbon in Portugal. However, the people (6) **were rebuilding** / **rebuilt** their city and made it beautiful again. What was the disaster?

- a) an earthquake
- b) a tornado
- c) a flood

On 15th April 1912, a ship was crossing the Atlantic Ocean to the USA when it (7) **sudden** / **suddenly** hit an **iceberg**. The ship sank. What was the ship's name?

- a) The Golden Hind
- b) The Titanic
- c) The Santa María



CLIL TASK

Can you name a natural disaster from the past 10 years?

In the news

LEARNING OUTCOME

✓ Explain and react to news

I love this cold weather!
Do you prefer hot or cold weather?



TASK Talk about a news story

1

Understand a dialogue about news

2

Practise a dialogue

3

Read about news stories

4

Write a dialogue

5

Present a dialogue

Communication kit

- What ...? / Where ...? / When ...? / Why / Why not? • No way! / I can't believe it!
- That's amazing / great / terrible news! • I'm really sorry / pleased. • Congratulations! / Well done!



SPEAKING SKETCH

Hi Chris! Guess what happened (1) **yesterday / last night** during the storm.

Well, I was watching TV when I heard a loud noise.

A huge tree fell down in our (2) **road / street!** It fell in our garden.

No, luckily everybody was OK. We were all inside because of the awful weather.

Well, I've got some good news, too! A reporter from the local TV station came and interviewed us about what happened. I'm going to be on TV (4) **tonight / tomorrow!**

I don't know, what happened?

What was it?

No way! That's (3) **terrible / bad** news. Was anybody hurt?

Great, I'm really pleased about that.

Wow, that's (5) **amazing / fantastic!** I'm definitely going to watch it.

1 Listen

1 Watch or listen to the dialogue.

Why is Lucy excited? **27**

2 Watch or listen again and choose the correct words for 1–5.

2 Speak

3 **Pronunciation** Listen and repeat. Notice how some words connect with the following word. **28**

- 1 What was it?
- 2 It fell in our garden.
- 3 We were all inside because of the awful weather.

4 Work in pairs. Practise the dialogue. Pay attention to the pronunciation of the sentences in exercise 3.

3 Read

5 Newspaper headlines Read the information. Match the headlines and photos a–c with articles 1–3.



1 Students and teachers at Grange Secondary School in the village of Hepworth near Dundee were unable to get home last night because heavy snow was blocking the roads. 'We had to sleep on the floor – it wasn't very comfortable,' said 13-year-old Jamie Banks. But it wasn't all bad. 'The teachers let us play games on the school computers,' Jamie added.

2 Icy conditions were still causing problems all over the country today. However, in the north of England some students were celebrating when their school was closed because of the bad weather. 'This is great! Now I can go and play snowballs with my friends,' said Jessica Watson, a Year 8 student from Durham.

3 A teacher from Mortimer School, Coventry, has come first in a national photography competition. 24-year-old Lucy Preston used her mobile phone to take her winning photo of a frozen lake in winter. What is she going to do with her £500 prize? 'I'm going to use it to buy a better camera!' she laughed.

4 Write

6 Imagine you were at one of the events in exercise 5. Write a dialogue reacting to your news. Use the dialogue on page 36 to help you.

Hi ...! Guess what happened ...?

I don't know! What happened?

Well, I was ... when ...

What ...?

...

No way! That's ... news ...

No, ...

I'm really ... about that.

Well, I've got some good news, too! A reporter from ... came and interviewed us about what happened. ... going to be ...

Wow, that's ... I'm definitely going to ... it.

5 Present

7 Work in pairs. Take turns to practise your dialogues. Then present them to the class.

- Hi, guess what ...
- I don't know! What ...?

Make a video dialogue

↳ **Talking about a news story**

- 1 Choose** a news story to talk about.
- 2 Make notes** about what happened, how you felt, and who came to interview people.
- 3 Write** the dialogue. Remember to include phrases from the Communication kit.
- 4 Practise** your dialogue in pairs.
- 5 Record** your dialogue.
- 6 Present** your video dialogue to the class.

Writing

A fictional narrative

LEARNING OUTCOME

✓ Write a fictional narrative

1 Read the story. What do they need to do before their next walk?

LOST!

(1) ... my friend Rosie and I decided to go for a walk in the mountains. The sun was shining when we set off, but (2) ... the weather changed. It was very foggy and we couldn't see where we were going. (3) ... we were lost.

We didn't know what to do. (4) ... I remembered I had my mobile phone in my bag! I tried to phone my dad, but my phone wasn't working.

(5) ... it was getting dark and we were cold and frightened.

Suddenly we heard the sound of a helicopter. We couldn't believe our luck! It was coming to rescue us.

Everything was alright (6) ... – but we learnt our lesson. Next time, we'll check the weather forecast before we go for a walk in the mountains!

2 **Focus on language** Look at the information and answer the questions about sequencing words and expressions. How do you say these words and expressions in your language?

Sequencing words and expressions

We use the following words and expressions to show the order in which events happened.

One day Sam woke up early and went swimming ...

Soon it was time for breakfast.

Then he went back to the campsite.

By then his family were eating.

Later they all went to the beach.

In the end they stayed at the beach until 10pm.

- 1 Which expression often goes at the beginning of a story?
- 2 Which expression often goes at the end of a story?
- 3 Which expression is often followed by the past continuous?
- 4 What tense do we usually use with the other words?

3 Read the story again. Complete it with sequencing words and expressions in exercise 2.



4 **Focus on content** Look at the story. Put a–f in the order they appear in the text.

- a) How the situation ended
- b) The beginning of the story
- c) What they tried to do to get help
- d) The problem
- e) How they felt
- f) What they learnt

5 Write a story about an eventful day out.

Writing kit

1 **Plan** your story.

- Choose a day to write about.
- Decide what events to include and make notes.

2 **Write** four paragraphs.

- 1 the introduction to the story (who, where, what, weather, etc)
- 2 how the story developed
- 3 the end of the story
- 4 what you will do next time

3 **Useful phrases**

One day ... decided to ...

It was ... and we couldn't ...

We were / felt ...

Suddenly, ...

We couldn't believe ...

Next time ...

4 **Check** your writing.

- use of sequencing expressions like *soon, by then, later*
- correct use of past simple and past continuous
- vocabulary for weather and adverbs
- four paragraphs

REINFORCEMENT & EXTENSION

- Collaborative projects
- Study guide
- External exam trainer
- Pronunciation lab
- Irregular verbs

Making a leaflet

TASK Work in groups of four to create a leaflet about your town.

1 Think Listen and plan **2 Listen and plan** **3 Create** **4 Evaluate**

1 Read the leaflet below. Use a dictionary to check the meaning of the words in the box. Which information is included in the leaflet?

DIGITAL LITERACY When you write a leaflet, remember to:

- include photos to make your leaflet look attractive.
- use different fonts and colours.
- look up words in an online dictionary.

2 Listen and plan

2 Listen to Maria, Ana, Silva and David doing the task and choose the correct answer. (0:20)

1 David wants to ... the leaflet.
a) finish planning b) start writing

2 Maria thinks including information about shopping is ...
a) good ideas. b) boring.

3 When there is a word they don't know, they ...
a) ask the teacher. b) use a dictionary.

4 Silva wants to ...
a) each part of b) about shops c) ... finding information d) They are all

3 Create

3 Complete the content words in the box. Write your answers.

about agree ...

4 Work in groups. Plan your leaflet. Use the Useful Language box to help you.

1 Decide which things you want to include.
2 Decide who is writing about each thing.
3 Find the words you need.
4 Decide when to meet again to look at each other's work.

5 Follow the steps to create your leaflet.

Study guide

4 **5**

Grammar Present continuous

Affirmative

I	'm wearing a new jumper today.
We / She / It	's going home now.
We / You / They	're studying French.

Negative

I	'm not reading a book at the moment.
He / She / It	's not wearing boots now.
We / You / They	're not doing judo now.

Questions and short answers

Are you watching TV? Yes, I am.
Is he / she / it doing ...? Yes, he / she / it is.
Are we / you / they working? No, we / you / they aren't.

Present continuous and present simple

Present continuous Things that are happening now

These men are wearing amazing clothes!
Is that boy wearing a red cap?

Present simple Habits or facts

People sometimes buy new clothes for parties.
Do they often wear woolly hats in the winter?

Rules

- For most verbs, add -ing to the infinitive.
go → going walk → walking
- No verb that ends in -e, omit the -e and add -ing.
write → writing dive → diving
- For one-syllable verbs that end in a vowel + consonant (except w, x, or z), double the final consonant and add -ing.
stop → stopping sit → sitting

Vocabulary Clothes and shoes

boots	jumper	T-shirt
cap	shirt	trainers
coat	shoes	trousers
dress	shorts	
jacket	skirt	
jeans	socks	

Adjectives of character

adventurous	funny	quiet
cheerful	jealous	selfish
confident	lazy	shy
friendly	nice	unfriendly
proud		

Adjectives

formal	high school	traditional
informal	special	special occasion
outdoors	scholarships	
competition	outdoors	
gloves	camp	
tape	wool	

Passive vocabulary

style	leisure	confident
fashion	construction	selfish
casual	scholarship	impressive
wildabout		

Speaking Ask about trying on clothes

Excuse me, I'm looking for a / some ...
Can I try it / them on?
What size are you?
Small / medium / large
It's / They're too big / small / long / short.
I like it / They look great!
I'll take it / them, thank you.
You can pay over there.

LEARNING OUTCOMES

Copy the table into your notebook and add the symbol that's true for you each time.

- Use a dictionary to perfect content
- Understand conversations about food
- Order food
- Write a recipe

Study guide

4 **5**

Grammar There is / There are + a / an, some and any

Singular plural

There's a bowling alley near here. There are three restaurants in town.

There's an apple on the table. There are some cakes, too.

There isn't a park here. There aren't any skate parks.

Countable and uncountable nouns

countable nouns	uncountable nouns
There's a biscuit.	There's some rice.
There are some biscuits.	

Is there ...? Are there ...?

Singular plural

Is there a cinema? Are there any gyms?
Yes, there is. Yes, there are.
No, there isn't. No, there aren't.

How much ...? How many ...?

Uncountable nouns

How much petrol is in the tank? There's a lot.
How many calories are there in jacket potatoes? There isn't many.

Countable nouns

There are a lot. There aren't many.

Vocabulary Places to go

bowling alley	gym	shopping centre
cinema	library	skatepark
football stadium	park	sports centre
restaurant	restaurant	swimming pool

Food and drink

biscuits	fish	peas
cake	juice	potatoes
cheese	milk	rice
chicken	nuts	salad
crisps	orange	yoghurt

Adjectives

excited	relaxed	worried
---------	---------	---------

Words in context

measure outdoor lifestyle
community spirit village
public services allergies
relate spontaneously
get fit second city
survey psychologist
cheerful typical concentration

Passive vocabulary

Speaking Order food

Can I help you?
I'd like a / an / some ... please.
Anything else?
Would you like anything to drink?
Have you got any ...?
Is that everything?
How much is it?
Enjoy your meal.

LEARNING OUTCOMES

Copy the table into your notebook and add the symbol that's true for you each time.

- Use a dictionary to perfect content
- Understand conversations about food
- Order food
- Write a recipe

External exam trainer: Speaking

Your exam preparation

1 Look at the examiner's question in the Model exam. Think of three reasons why eating well is important for young people.

2 Dylan is doing the Model exam. Read and listen to the dialogue below. What three reasons does he give for young people to eat well? Are they the same as your ideas in exercise 1?

EXAM TIP Connect your ideas

Try to use words and phrases to organize and connect your ideas when you give your opinion.

ABOUT THE EXAM

Discussing a topic (2)

The examiner asks you two questions related to the subject of Discussion (1), which you must answer on your own. This tests your ability to express your opinion individually.

3 Read the dialogue again. Which word(s) does Dylan use to ...

- give a reason for something? a) - b) ...
- add another opinion? c) - d) ...

Model Exam

Examiner: Do you think it's important for young people to eat healthily? Why or why not?

Dylan: Yes, I think it's very important because young people need to grow a lot, so the body needs good food. Also, we need to eat well to concentrate at school and do our school work. When you don't eat well, you don't have energy to do physical activity, like sports, and we do a lot of sport at school. I think it's OK to eat some fast food, like burgers, but maybe only once a week, like at the weekend. That's not a problem if you eat healthy food the rest of the time.

Pronunciation Lab

UNIT 1

1 Listen and repeat the words. (0:20)

has	hastn	have	havent	hair
-----	-------	------	--------	------

2 Listen and choose the correct answer. (0:20)

1 a) is b) his
2 a) add b) had
3 a) ear b) hear
4 a) air b) heir

Rhythm and intonation

1 Listen and repeat. Pay attention to the intonation. (0:30)

Are you English?
Yes, I am. "What's your favourite film?"
I like adventure films.

2 Look at the sentences in exercise 1 again. Complete the rule with the correct answer. (0:20)

UNIT 2

Syllables and word stress

1 Listen and repeat the words. Pay attention to the stress of the syllables. (0:20)

1 **stress** + **unstressed** + **unstressed**
2 **unstressed** + **stress** + **unstressed**
3 **unstressed** + **unstressed** + **stress**

2 Copy and complete the table with the words in the box. Then listen and check. (0:20)

1	2	3	4
syllable	syllables	syllables	syllables
or			

UNIT 3

Third person verb endings

1 Listen and repeat the verbs. Can you hear the difference? (0:20)

goes	lives	misses	parties
------	-------	--------	---------

2 Listen and repeat the words. Which two have the 'r' sound? (0:20)

1 teaches 2 performs
3 starts 4 watches
5 likes 6 gets

UNIT 4

ring endings

1 Listen and repeat the words. (0:30)

wear - wearing
go - going
carry - carrying
do - doing

2 Listen and repeat the sentences. (0:30)

1 What are you wearing?
2 I'm wearing blue jeans.
3 She isn't going to a party.
4 Is she going to school?

Irregular verbs in Student's Book 1

Infinitive	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hit	hit	hit
hurt	hurt	hurt
know	knew	known
learn	learned	learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put