

# SPARK

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For the Student

### Spark 1



Student's Book



Student's Multi-ROM



eBook



Workbook



Grammar Book

### Spark 2



Student's Book



Student's Multi-ROM



eBook



Workbook

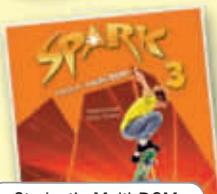


Grammar Book

### Spark 3



Student's Book



Student's Multi-ROM



eBook



Workbook



Grammar Book

### Spark 4



Student's Book



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Grammar Book



# For the Teacher

## Spark 1



## Spark 2



## Spark 3



## Spark 4













Interactive  
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Software

# Interactive Whiteboard Software

## Bring your lessons to life!



Spark Interactive Whiteboard Software can transform your classroom into a dynamic learning environment. Appropriate for use with students at Beginner (A1) to Intermediate (B1+) level, Spark IWB software includes fully interactive, rich media content offering you more than simply PDF-based whiteboard products. Providing your class with a truly interactive, well-structured learning experience, the IWB software engages and motivates learners in order to enhance the learning process!



### Spark IWB Software includes:

- Videos
- All the audio material of both Spark Student's Book and Workbook, with accompanying tapescripts for the listening activities
- Dictionary
- Suggested answers and models
- Enjoyable games
- Visually enhanced Grammar presentation
- Animated songs
- Detailed manual





# SPARK

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# 1



Student's Book



Express Publishing



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	<ul style="list-style-type: none"> <li>Family &amp; Friends</li> <li>A professional look-alike (note-taking)</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 people's 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>A family (Literature)</li> </ul>
	<ul style="list-style-type: none"> <li>Fantastic Fish</li> <li>Fact file about the bald eagle (gap fill)</li> <li>Festive time</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 (the kangaroo – Australia, the Giant Panda – China)</li> </ul>
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	<ul style="list-style-type: none"> <li>Mythical Creatures</li> <li>Hua Mulan</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>Narrating past events</li> <li>Pronunciation: weak forms (/wəz/, /wɔːr/), /t/, /d/, /ɪd/</li> </ul>	<ul style="list-style-type: none"> <li>A short presentation of mythical creatures</li> <li>A diary entry</li> <li>An email about an event you attended</li> </ul>	<ul style="list-style-type: none"> <li>Musical instruments (Music)</li> </ul>



# Spark 1

## For the Student



Student's Book



Student's Multi-ROM



Workbook



Grammar Book



ieBook

## For the Teacher



Teacher's Book (interleaved)

Workbook



Test Booklet



Teacher's Resource Pack & Tests



Test Booklet CD-ROM



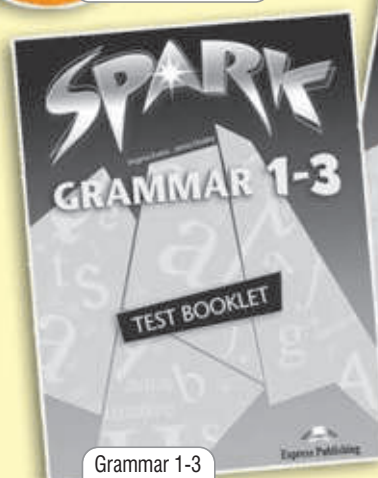
Class CDs



IWB Software (including videos & Reader)



Grammar Book



Grammar 1-3 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) .....



sunglasses



skateboard



notebook



helmet



guitar



comic book



watch



digital camera



scarf



cap



gloves



handbag



video game



trainers



bicycle



basketball

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 **ICT** 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

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.



Shrek

Princess Fiona

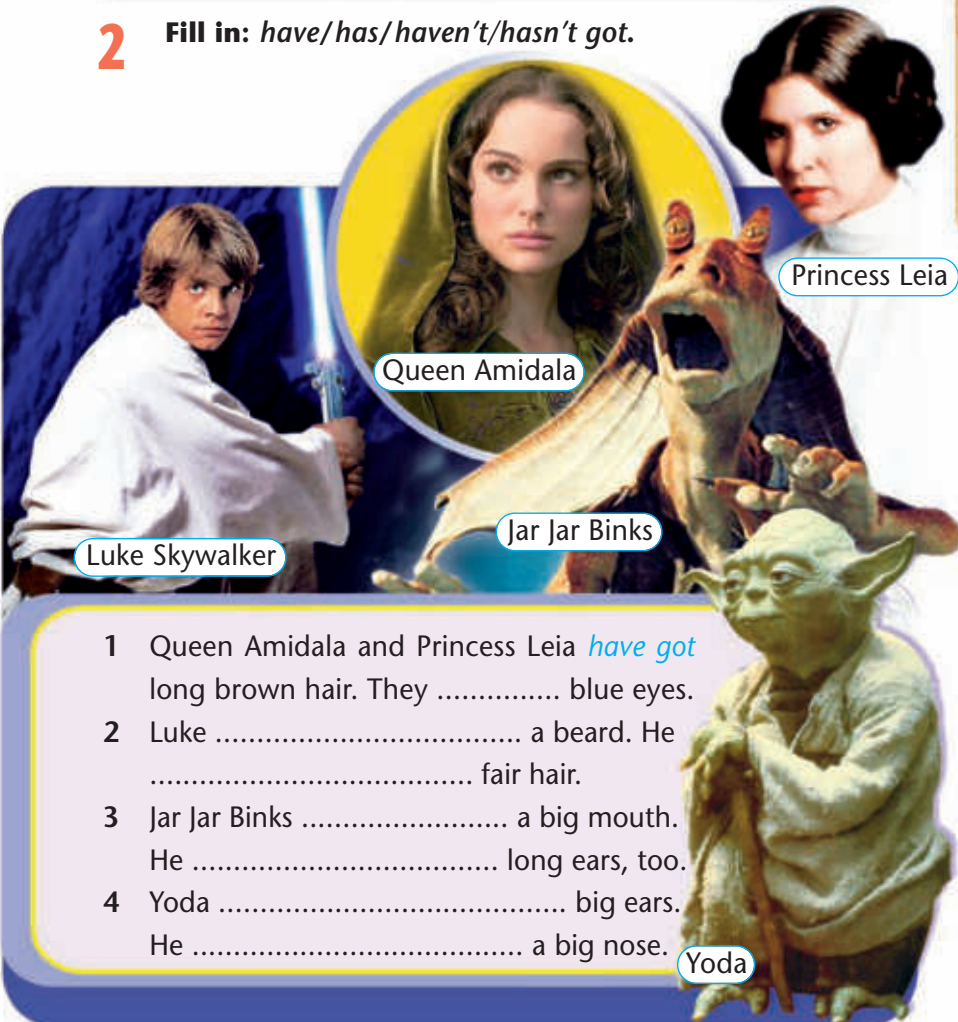
# Grammar 2b

## • 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.

Yoda

### 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.

**Jane** guitar, digital camera, cap, gloves

**Jane & Bob** sunglasses, basketball, watch

**Bob** skateboard, helmet, bicycle

- 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

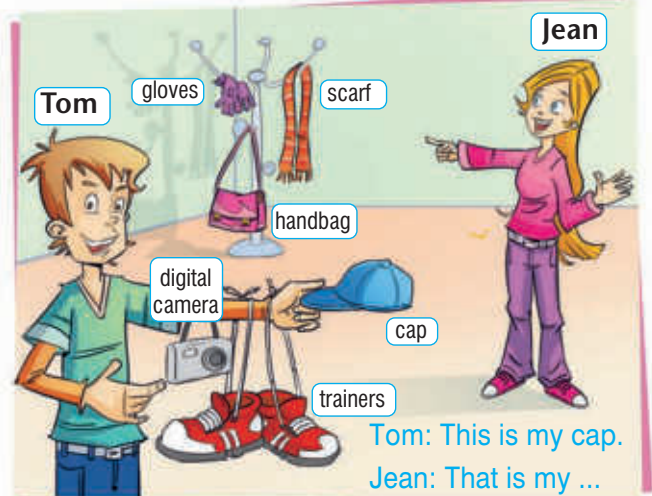
10 Read the rules and the examples. Then write what Jean and Tom say.

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/, /ɪz/

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

	/s/	/z/	/ɪz/		/s/	/z/	/ɪz/
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.*

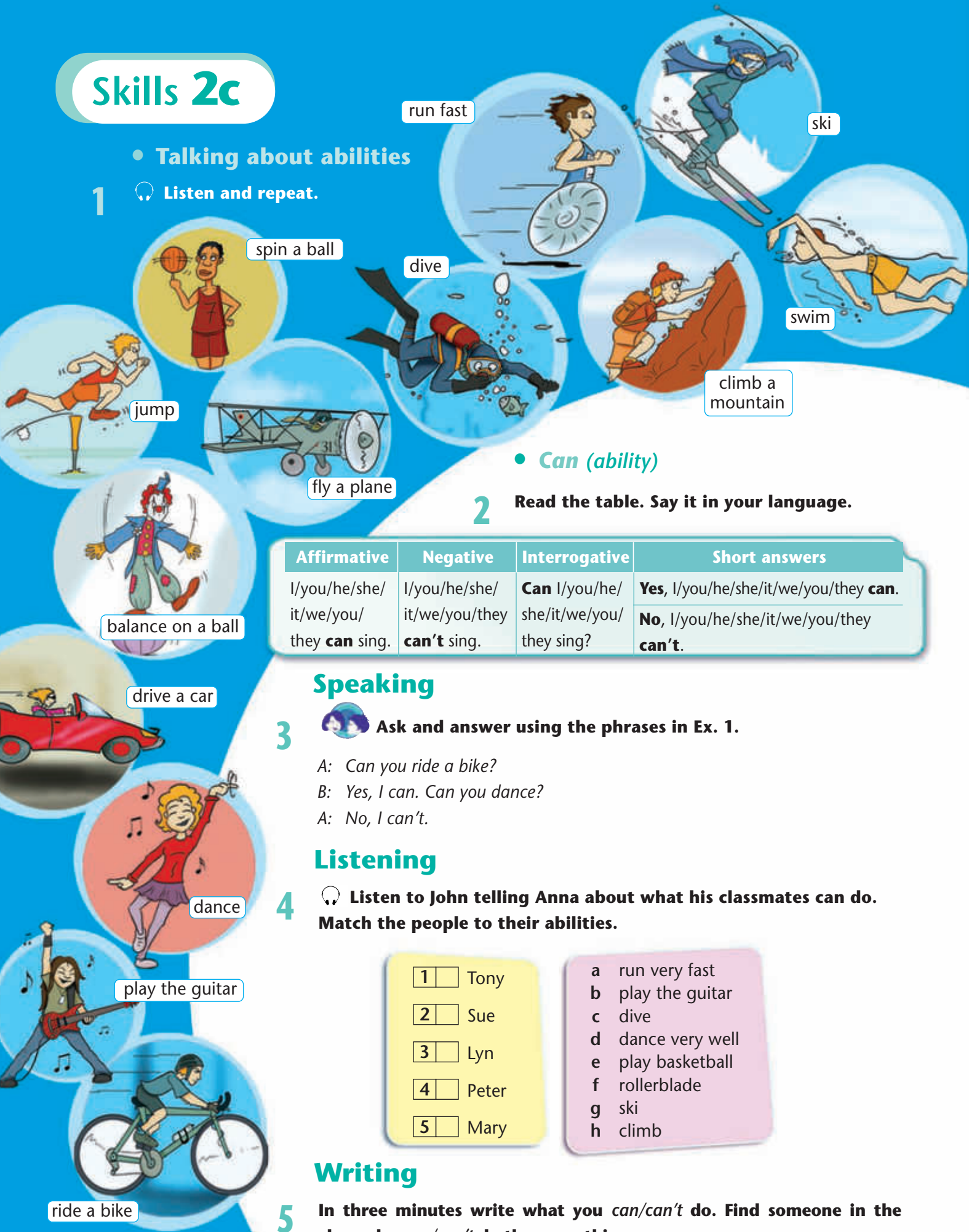
*I haven't got a bicycle.*

# Skills 2c

## Talking about abilities

1

Listen and repeat.



run fast

ski

spin a ball

dive

swim

climb a mountain

jump

fly a plane

balance on a ball

drive a car

dance

play the guitar

ride a bike

## Can (ability)

2

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

3



Ask and answer using the phrases in Ex. 1.

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

## Listening

4

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

- 1  Tony
- 2  Sue
- 3  Lyn
- 4  Peter
- 5  Mary

- a run very fast
- b play the guitar
- c dive
- d dance very well
- e play basketball
- f rollerblade
- g ski
- h climb

## Writing

5

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.



## • Buying things

### 1 a) 🎧 Listen and repeat. Which words are stressed?

- What can I do for you? • I want to buy a souvenir.
- What 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?*

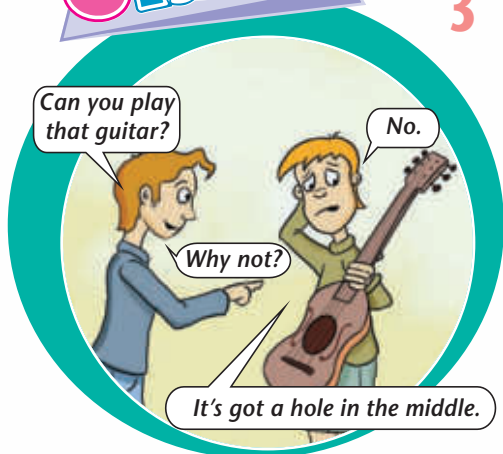
3 *How about this cap?*

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.



Smile





Jane



Hans



Kim



Bill

Sam



Pat



Lee

# 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?

**Check these words**

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

**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).**

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

**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**

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

- proud • shirts • collection • teams

 **Listen, read and check.**

 **Check these words**

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



**Mad about Football**

Hi,  
 My name's Alberto and I'm from Madrid, Spain. I'm 10 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)



# Monstertrackers!

Dear Monstertrackers,  
I'm from Malaysia. People say that a huge hairy creature, Orang Mawas, lives in the jungle here! Can you come? Thank you.  
Angelina

## 2 Orang Mawas







5

No! Why?

Hey, is that your hand, Tracker?

6

Poor Boogey. That isn't Orang Mawas. It's a big monkey.

7

I can't stay in the jungle! Time to boogey back!

Well, something big and hairy is on me. Oh no! It's Orang Mawas!

## Exercises

**1** Look at the pictures. What is the story about?  
 Listen and check.

**2** Read and mark the statements **T** (true) or **F** (false).

- 1 Angelina is from Mexico. ....
- 2 Orang Mawas is short. ....
- 3 Orang Mawas has fur all over its body. ....
- 4 Boogey likes the jungle. ....

**3** Match the words 1-5 with the definitions a-e.

- 1  fur 
- 2  jungle 
- 3  footprint 
- 4  huge 
- 5  monkey 

- a Very, very big.
- b An animal that has a long tail and climbs trees.
- c A place where trees and plants grow closely together.
- d Thick hair that covers an animal's body.
- e The mark that a person's or animal's foot makes.

**4** Fill in the gaps using words from Ex. 3.

The Monstertrackers are in Malaysia. Orang Mawas is a 1) ..... monster. It lives in the 2) ..... It's got 3) ..... all over its body. Its 4) ..... are very big.

## Fact or Fiction?

- Orang Mawas walks on two legs.
- Its feet are nearly 50 cm long.
- It has got four toes on each foot.
- It eats fruit and fish.

# 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 can Iron Man do?
- 2 Who's Iron Monger?
- 3 Has Shrek got a beard?
- 4 Is Merlin young?
- 5 Why do people in a family sometimes have the same colour hair?

**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:  $\frac{10 \times 2}{20}$ )

## 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:  $\frac{5 \times 2}{10}$ )

## 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:  $\frac{3 \times 2}{6}$ )

## 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:  $\frac{4 \times 3}{12}$ )

## 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:  $\frac{8 \times 2}{16}$ )

## 6 Write the plurals.

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

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

## 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:  $\frac{5 \times 4}{20}$ )

(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 ★★★

## have got

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

- a) show that something belongs to somebody.  
*Ann has got a red car.*
- b) describe the characteristics of people, animals or things.  
*Chris has got short brown hair and blue eyes.*
- c) 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:

- a) that something belongs to somebody.  
*This is my schoolbag.*
- b) 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*

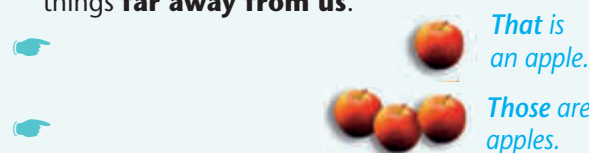
IRREGULAR PLURALS
Singular → Plural
man → men, woman → women, child → children, foot → feet, tooth → teeth, mouse → mice, person → people

## 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.*

<b>Affirmative</b>	I/you/he/she/it/we/you/they <b>can</b> run.
<b>Negative</b>	I/you/he/she/it/we/you/they <b>cannot/can't</b> run.
<b>Interrogative</b>	<b>Can</b> I/you/he/she/it/we/you/they run?
<b>Short Answers</b>	<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.

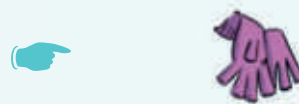
- |                           |                  |
|---------------------------|------------------|
| 1 camera – <i>cameras</i> | 6 child – .....  |
| 2 tomato – .....          | 7 toy – .....    |
| 3 box – .....             | 8 tooth – .....  |
| 4 baby – .....            | 9 knife – .....  |
| 5 brush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

## This/These – That/Those

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



- These are* trainers.
- ..... a cap.



- ..... gloves.
- ..... 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)  
.....

## • Sports

### 1 Label the pictures.

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



### 2 Follow the lines. What's each person's favourite sport?



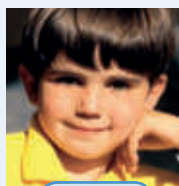
Jane



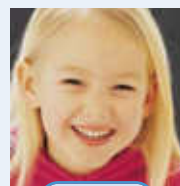
Paul



Sue



Mark



Clare



Jack



athletics



hockey



gymnastics



tennis



basketball



swimming

1 *Jane's favourite sport is gymnastics.*

2 .....

3 .....

4 .....

5 .....

6 .....

### 3 Answer the questions about yourself.

1 Which is your favourite sport?

.....  
 .....  
 .....

2 Who's your favourite sportsperson?

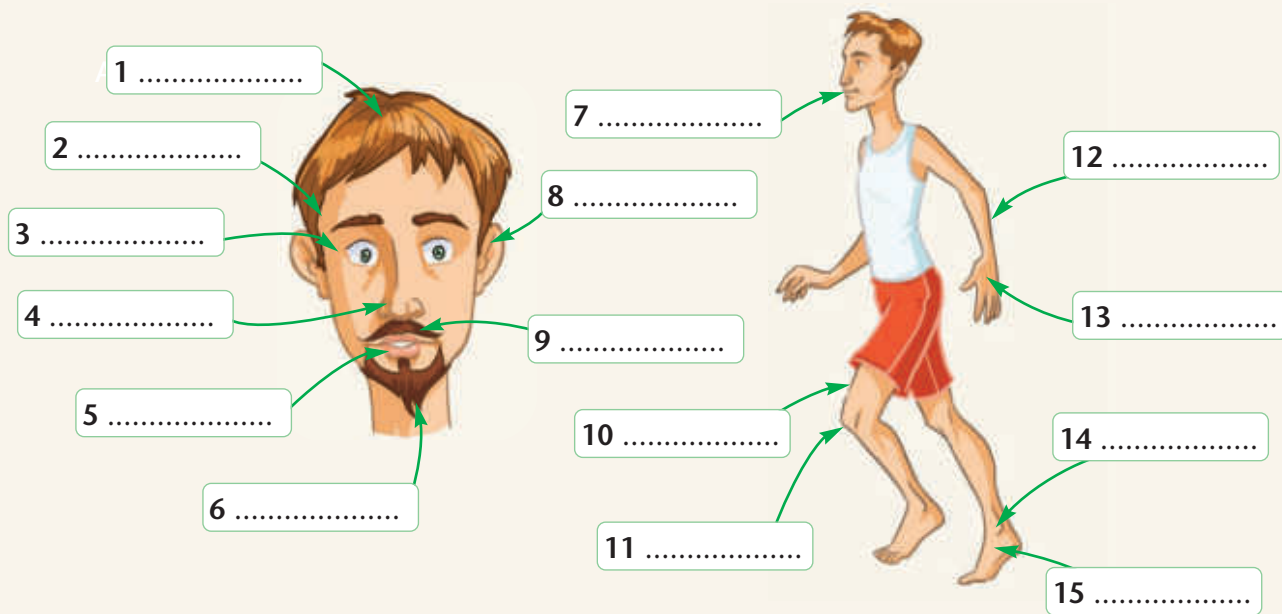
.....  
 .....  
 .....



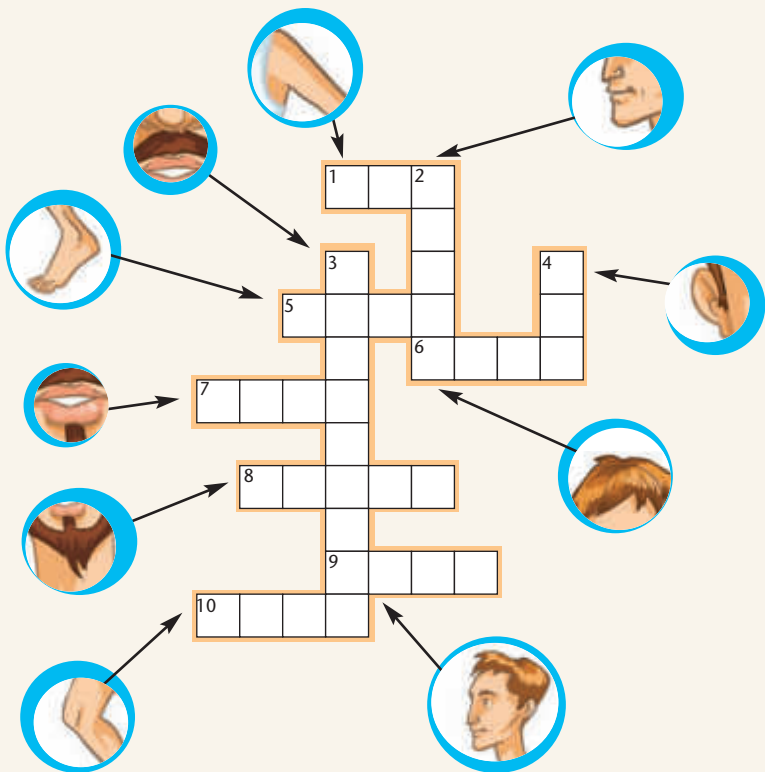
## • Parts of the body

**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?  
.....

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 .....

**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.  
.....



### Sports

(Student's Book p. 14)

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



### Useful phrases

(Student's Book p. 15)

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

## MODULE 2



### Appearance

(Student's Book p. 22)

- 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
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<b>1</b>	<b>At work, at play</b> pp. 9-17 <i>Monstertrackers 1</i> pp. 18-19 <i>Fun Time 1</i> p. 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>
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<b>7</b>	<b>Experiences</b> pp. 81-89 <i>Monstertrackers 7</i> pp. 90-91 <i>Fun Time 7</i> p. 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. 93-101 <i>Monstertrackers 8</i> pp. 102-103 <i>Fun Time 8</i> p. 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-WL10)



	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> <li>telling the time</li> </ul>		
	<ul style="list-style-type: none"> <li>Jobs with a difference</li> <li>West Midland Safari &amp; Leisure Park (comprehension)</li> <li>A dialogue (gap fill)</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>making suggestions</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 a sport</li> <li>a blog entry about your typical weekend</li> </ul>	National pastimes
	<ul style="list-style-type: none"> <li>Pocahontas (multiple choice)</li> <li>Boudicca (T/F)</li> <li>Finn MacCool and the Giant's Causeway (gap fill)</li> <li>Myths &amp; Legends (gap fill)</li> <li>A biography (comprehension)</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>an email about your weekend</li> <li>an article about an ancient civilisation</li> <li>a biography of Queen Victoria</li> </ul>	The Maya (History)
	<ul style="list-style-type: none"> <li>A world of parties (comprehension)</li> <li>The Disneyland Dream (gap fill)</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</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>	Wet festivals
	<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 (T/F)</li> </ul>	<ul style="list-style-type: none"> <li>asking for &amp; giving advice</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 text about how we can protect the environment</li> <li>a short email about rules at a summer camp</li> </ul>	Eco-Friendly Houses (PSHE)
	<ul style="list-style-type: none"> <li>Famous places (comprehension)</li> <li>Going to Xtremes (comprehension)</li> <li>A dialogue (comprehension)</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: silent letters</li> </ul>	<ul style="list-style-type: none"> <li>a postcard</li> <li>sentences comparing places</li> <li>a short text about a place of natural beauty</li> <li>an email comparing places</li> </ul>	Natural Wonders of the World
	<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)</li> <li>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>an email about your holiday</li> </ul>	Extract from <i>The Time Machine</i> (Literacy)
	<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>sharing opinions</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>	Amazing Sights!
	<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 &amp; neighbourhood</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



ieBook



Workbook



Grammar Book

## For the Teacher



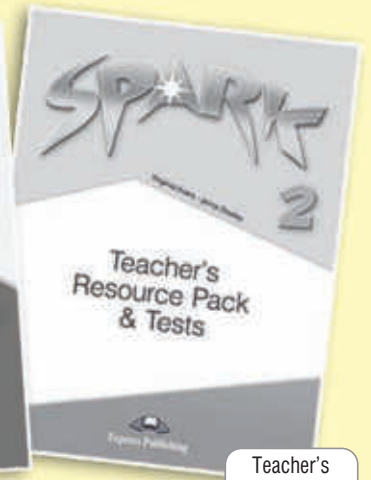
Teacher's Book (interleaved)



Workbook



Test Booklet



Teacher's Resource Pack & Tests



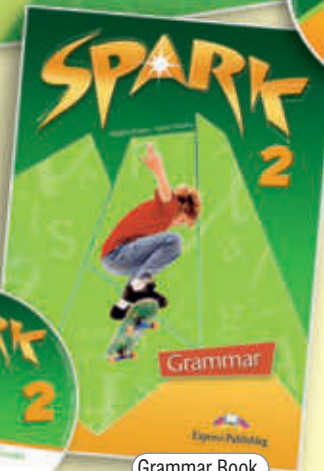
Test Booklet CD-ROM



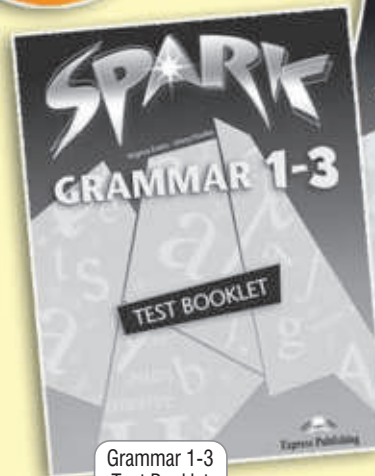
Class CDs



IWB Software (including videos & Reader)



Grammar Book



Grammar 1-3 Test Booklet



Grammar Key



# MODULE 2

## Myths & Legends

### ►► 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



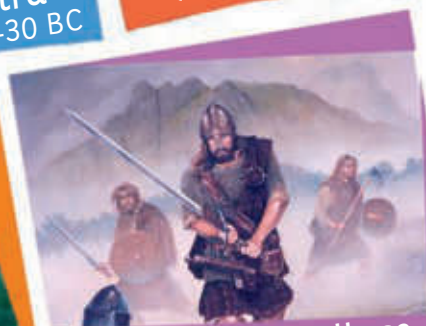
6. Queen Victoria  
(Britain) 1819-1901



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 quotations

*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

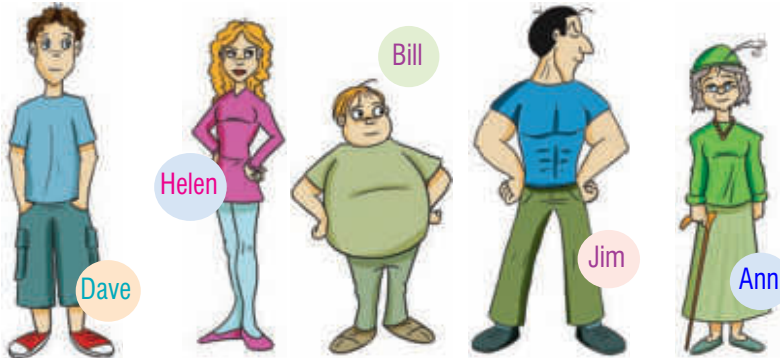
**5** Fill in: eyes, mouth, hair, nose, face, lips.

- |   |                                    |
|---|------------------------------------|
| 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</b> , they <b>did</b> ./ <b>No</b> , they <b>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</b> , I <b>did</b> ./ <b>No</b> , I <b>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

- powerful • mysterious • cool • bridge of rocks • terrified
- wonder of nature • giant • fit together • enemy • huge
- volcanic eruption • surface • Irish legend • cross • fight
- result • size • boiling lava • place of myth and legend

## Reading

1 Fill in the gaps with words from the **✓ Check these words** section.

🔊 Listen and check.

The Giant's Causeway is a 1) ..... between Ireland and Scotland. The rocks have six sides that 2) ..... to form the Giant's Causeway.

People can walk on it but they can't walk to Scotland because it is under the 3) ..... of the sea. An Irish legend says that a 4) ..... giant Finn MacCool lived in Ireland while his 5) ..... Benandonner lived in Scotland, so they couldn't 6) ..... the sea to fight. One day Finn threw rocks into the sea and made a bridge. After this he was tired and went to sleep. Benandonner ran across the bridge. Finn's wife saw him and tried to wake up her husband but she couldn't, so she dressed him in babies' clothes. Benandonner saw it and imagined that it was Finn's baby. He was 7) ..... by the size of the baby and ran back home. As he ran, he pushed down the rocks to stop Finn following him.

Scientists believe that the Giant's Causeway is the 8) ..... of a volcanic 9) .....

## Speaking (Narrating a story)

2 a) 🎧 Listen again and take notes.

b) Imagine you are a tour guide at the Giant's Causeway. Use these verbs

in the **past simple** and your notes in Ex. 2a to tell the story of Finn MacCool. Use these words: *once, one day, after this, then, and then, when, before, in the end.*

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

*Once, there was a giant called Finn MacCool ... . He lived with his wife in ... . One day, he ... . Then, he ... . In the end ... .*

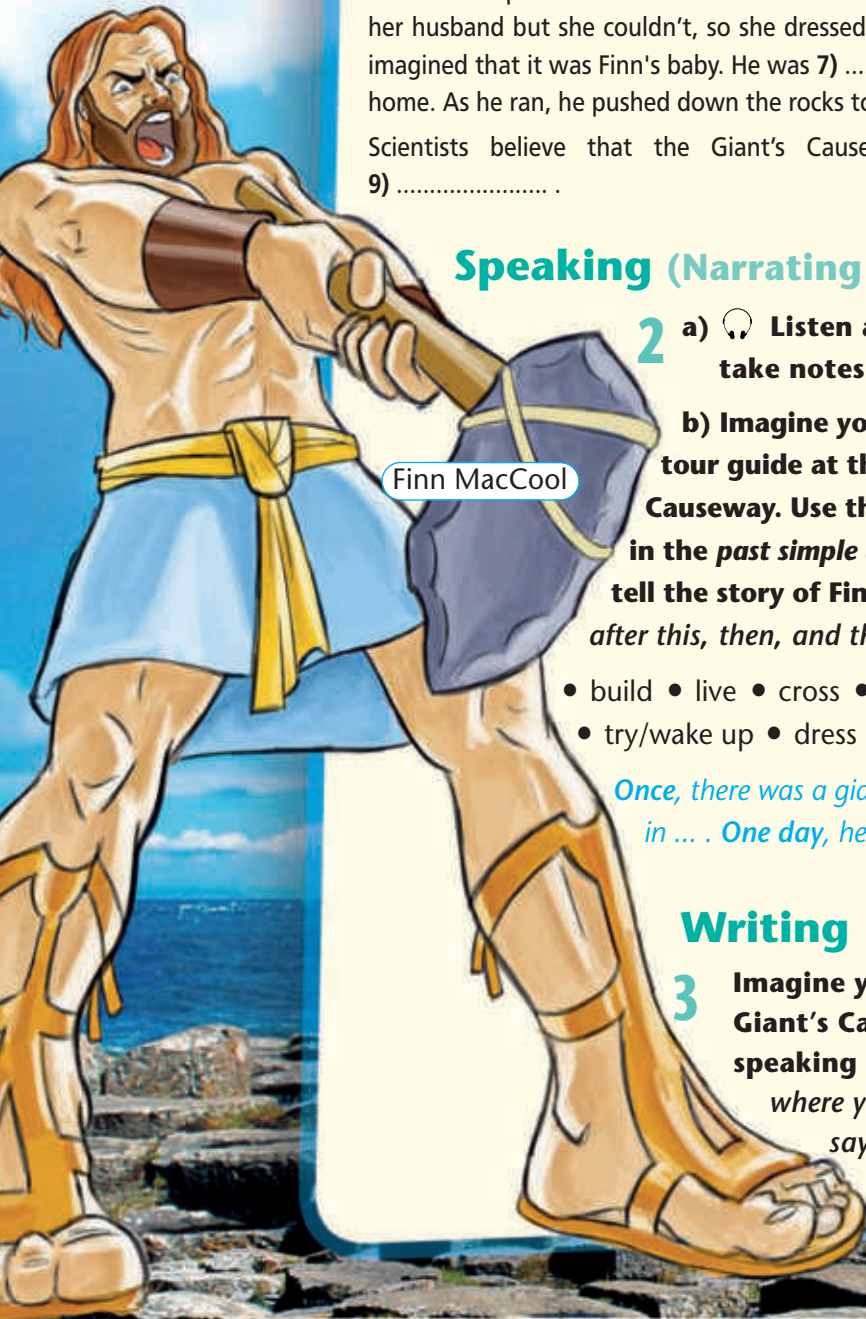
## Writing

3 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.

### Finn MacCool and the Giant's Causeway


- main characters: Finn MacCool, ...
- where he/they lived: ...
- how the story began: ...
- what happened next: ...
- what was the main event: ...
- what happened in the end: ...

Finn MacCool





## • 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.



**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.**



# Across the Curriculum 2e

## 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)



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

## 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*

# Monstertrackers!

Dear Monstertrackers,  
I'm from Andros Island in the Bahamas. Andros is famous for the deep underwater caves, called 'blue holes', near the island. But huge sea monsters live in these holes – the Lusca! They're bigger than whales! Would you like to find out more?  
Edmund

## 2 The Lusca

1 People here say that the Lusca have long tentacles and big eyes. They're like a giant squid or octopus.

Yes. Legend also says that they attack swimmers, grab ships and even pull them to the bottom of the ocean!

2 It was calm when we set out. Now it looks like a storm is coming!

I hope that's not a hurricane on the way!

Me too! I get seasick!

1

GABOOOOM!

3 There's an island. Perhaps we should stop there for a while. Go, Boogey!

I can see a light. That's probably the harbour.

5 It's a Lusca! Somebody do something!

AARGH! Get your hands off me, you monster!

4 Help! Something's got its eye on me!





## Exercises

**1** Look at the pictures. What is the story about?  
 Listen and check.

**2** Read and mark the sentences T (true) or F (false).

- 1 The Lusca live on an island. ....
- 2 They look like whales. ....
- 3 The weather got bad. ....
- 4 The Lusca grabbed Boogey. ....
- 5 The Lusca disappeared in the hurricane. ....

**3** Read again and find words to complete the list.

- sea creatures  
o \_\_\_\_\_, w \_\_\_\_\_
- weather  
h \_\_\_\_\_, s \_\_\_\_\_
- sea travel  
h \_\_\_\_\_, s \_\_\_\_\_

**4** Complete the missing words. Then tell the class the summary of the story.

The Lusca live near Andros Island in the Bahamas. People say they are bigger than 1) w \_\_\_\_\_ . Last month, Monstertrackers went to Andros to find out more about them. While they were sailing the weather changed. It seemed that there would be a 2) s \_\_\_\_\_ soon. They saw an 3) i \_\_\_\_\_ and went towards it. Boogey saw a light and thought it was the island's 4) h \_\_\_\_\_ , but it wasn't – it was a Lusca. The Lusca hugged them with its long 5) t \_\_\_\_\_ . Then a 6) h \_\_\_\_\_ struck. Boogey felt 7) d \_\_\_\_\_ , but the Lusca got scared and went away.

## Fact or Fiction?

The Lusca are up to 60 metres long.



# 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's .....
- 5 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

buildings lips  
person hair face  
peace eruption  
manners nature

**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. 9-17 <i>Monstertrackers 1</i> pp. 18-19 <i>Fun Time 1</i> p. 20	<ul style="list-style-type: none"> <li>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. 21-29 <i>Monstertrackers 2</i> pp. 30-31 <i>Fun Time 2</i> p. 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. 33-41 <i>Monstertrackers 3</i> pp. 42-43 <i>Fun Time 3</i> p. 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. 45-53 <i>Monstertrackers 4</i> pp. 54-55 <i>Fun Time 4</i> p. 56	<ul style="list-style-type: none"> <li>past perfect</li> <li>past perfect continuous</li> <li>adjectives, adverbs (formation), adjectives (attributive/predicative), <i>-ed/-ing</i> ending</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. 57-65 <i>Monstertrackers 5</i> pp. 66-67 <i>Fun Time 5</i> p. 68	<ul style="list-style-type: none"> <li><i>will/future continuous</i></li> <li><i>going to</i></li> <li>present continuous (future meaning)</li> <li>0, 1, 2, 3 conditionals</li> <li>wishes</li> </ul>	<ul style="list-style-type: none"> <li>environmental problems</li> </ul>
<b>6</b>	<b>Technology &amp; Communication</b> pp. 69-77 <i>Monstertrackers 6</i> pp. 78-79 <i>Fun Time 6</i> p. 80	<ul style="list-style-type: none"> <li>reported speech</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. 81-89 <i>Monstertrackers 7</i> pp. 90-91 <i>Fun Time 7</i> p. 92	<ul style="list-style-type: none"> <li><i>a/an – the</i></li> <li>the passive (present simple, past simple, present perfect, <i>will</i>, modals)</li> <li>reflexive pronouns</li> <li>the causative</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. 93-105 <i>Monstertrackers 8</i> pp. 106-107 <i>Fun Time 8</i> p. 108	<ul style="list-style-type: none"> <li>question tags • Relatives/defining/non defining clauses • Making deductions (<i>must/can't</i>)</li> <li>modals (<i>must(n't)/can/have to, might, don't have to, should</i>)/past modals</li> <li><i>-ing/to</i>-infinitive/infinitive without <i>to</i> (<i>had better/would rather/make/let</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>



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>A dialogue (comprehension)</li> <li>Identify a missing person (listening for specific information)</li> </ul>	<ul style="list-style-type: none"> <li>talking about job routines</li> <li>describing people</li> <li>talking about clothes</li> <li>complimenting</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 (topic sentences)</li> </ul>	<ul style="list-style-type: none"> <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 (sequence of events)</li> </ul>	<ul style="list-style-type: none"> <li>Sayings related to parts of the body</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>making suggestions</li> <li>asking/talking about experiences</li> <li>narrating past experiences</li> <li>apologising/accepting apologies</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 (avoid repetition)</li> </ul>	<ul style="list-style-type: none"> <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>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 (proofreading)</li> </ul>	<ul style="list-style-type: none"> <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>an interview</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>an essay offering solutions to a problem (paragraph planning)</li> </ul>	<ul style="list-style-type: none"> <li>Endangered Species Around the World</li> </ul>
<ul style="list-style-type: none"> <li>Greetings from planet Earth (multiple choice)</li> <li>people &amp; activities (multiple matching)</li> <li>Multiple choice listening</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 for-and-against article (topic/supporting sentences)</li> </ul>	<ul style="list-style-type: none"> <li>Body Language</li> </ul>
<ul style="list-style-type: none"> <li>Forest School website (film reviews) (T/F/DS)</li> <li>A dialogue</li> <li>Listening 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>a presentation on a traditional, musical instrument</li> <li>an email about your favourite TV series (understanding rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Musical Instruments Around the World</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>a presentation about life in Ancient Egypt</li> <li>an article about the place where you live (likes/dislikes)</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



ieBook



Workbook



Grammar Book

## For the Teacher



Teacher's Book (interleaved)

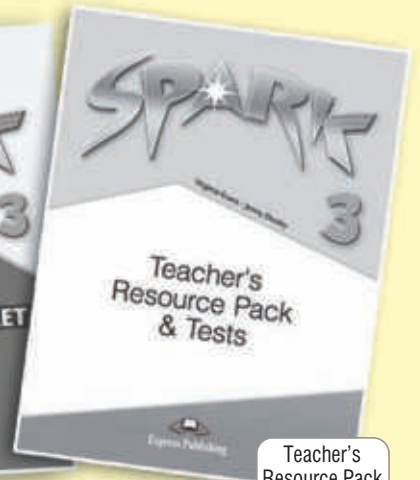
Workbook



Test Booklet



Test Booklet CD-ROM



Teacher's Resource Pack & Tests



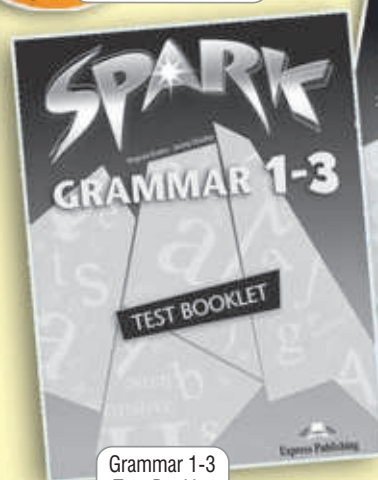
Class CDs



IWB Software (including videos & Reader)



Grammar Book



Grammar 1-3 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 – be used to – would*
- 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

- a paragraph plan
- 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.*



## 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 .....

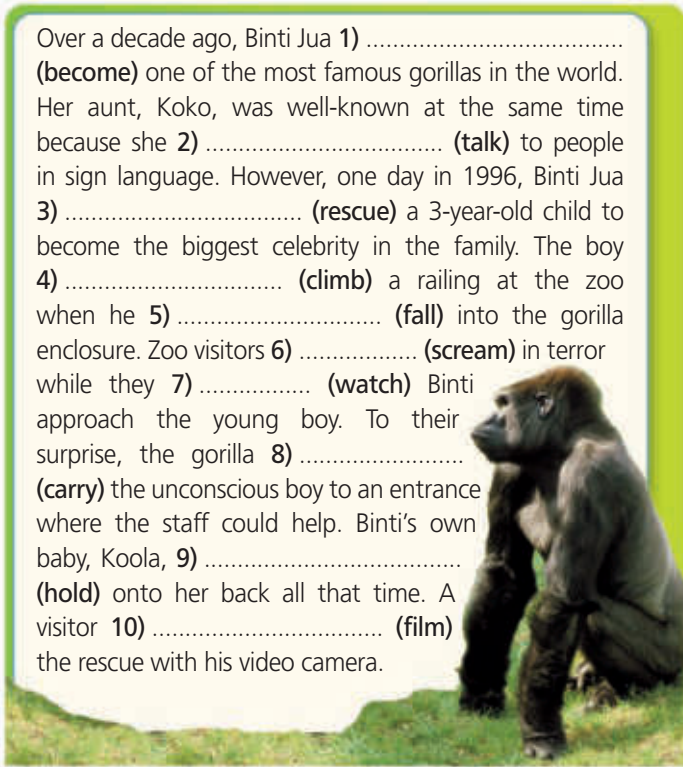
**3** Put the verbs in brackets into the **past simple** or the **past continuous**.

- 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 & Listening

- Read the introduction and look at the pictures, then listen to the sounds. What do you think happened to Adcock?
  - Listen, read and check if your guesses were correct.
- Read the text and choose the correct answer.
  - Adcock wanted to travel through Laos/see a popular sight/explore the jungle.
  - He wore the right clothes for an overnight stay in the woods/severe weather conditions/a short walk in the woods.
  - When he saw the lizards, he ran towards them/fell into a river/ran away.
  - He managed to stay alive by eating insects/moving his hands and feet/ thinking of his loved ones.

## Writing

**THINK!** Imagine you are Hayden. You are near the waterfall unable to move. In three minutes write a few sentences describing your thoughts and feelings. Then read them to your partner.

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

Hi,  
I read about an Australian man, named Hayden Adcock who stayed in the jungle for 11 days. He was in ... and he decided to ... . While he was ..., he ... . Some lizards ... . He fell ... . He stayed there for ... until a ... and took ... . Amazing, isn't it? Have to go now,



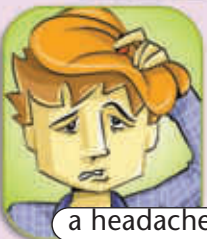
## Aches & Pains/ Illnesses



(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.

# Across Cultures 2e



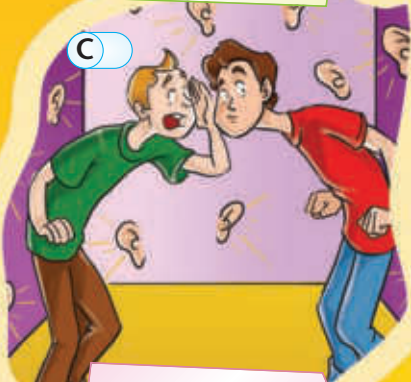
A

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 <input type="checkbox"/> A bird in the ..... is worth two in the bush.</p> <p><input type="checkbox"/> B <input type="checkbox"/> Home is where the ..... is.</p> | <p><input type="checkbox"/> C <input type="checkbox"/> Many ..... make light work.</p> <p><input type="checkbox"/> D <input type="checkbox"/> 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



## 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



# Monstertrackers!

## 2 The Kongamato

Dear Monstertrackers,  
The jungles and swamps of Zambia are full of wildlife, and there's even a flying dinosaur. We call it the Kongamato. It looks like a pterodactyl – it's a large, reddish creature with huge wings and long claws. Do you dare to spend a night in the swamps?  
Nduga







The Kongamato! Watch out!

Look at the size of that thing!

Are you all OK?

That's what I call a dinosaur! Oh no! It's getting ready to attack us!

**BANG**

Yes, we are, but now we haven't got a boat!

No - all we've got now is a banana split!

## Exercises

**1** Look at the pictures. What is the story about?  
 Listen and check.

**2** Read and answer the questions.

- 1 Where are the Monstertrackers?
- 2 What does the Kongamato look like?
- 3 Where have a lot of people seen the Kongamato?
- 4 When does the Kongamato hunt?
- 5 What are the black clouds above the Monstertrackers?
- 6 What happened to the boat?

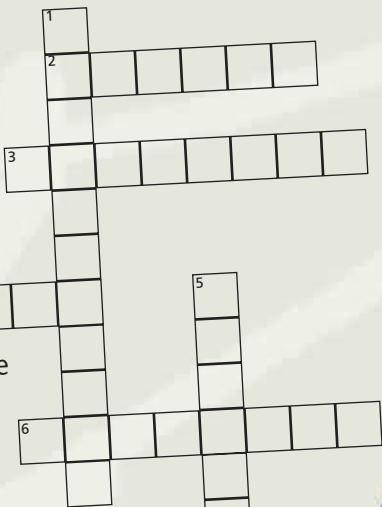
**3** Complete the crossword.

### Across

- 2 to try to hurt using violence
- 3 very good
- 4 areas of very wet, soft land
- 6 animals in their natural home
- 7 animals with long necks and legs

### Down

- 1 a dessert made of halved banana and ice cream
- 5 to search



**4** Write the words in the sentences. Put the sentences in the correct order. Then tell the class the summary.

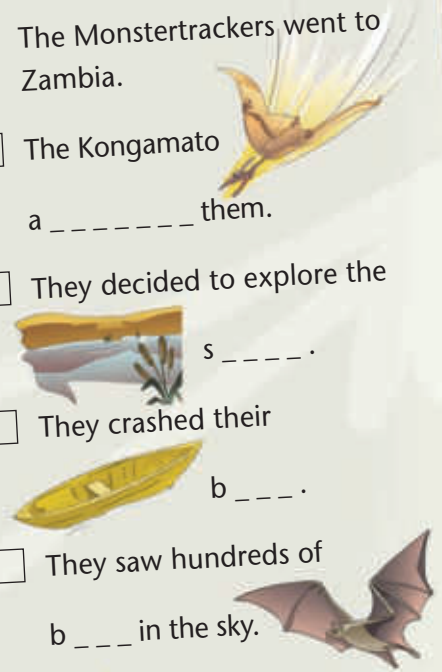
**A**  The Monstertrackers went to Zambia.

**B**  The Kongamato a \_\_\_\_\_ them.

**C**  They decided to explore the s \_\_\_\_\_.

**D**  They crashed their b \_\_\_\_\_.

**E**  They saw hundreds of b \_\_\_\_\_ in the sky.



## Fact or Fiction?

- Kongamato means 'breaker of boats'.
- Its wing span is 4-6 feet.

1 Complete the puzzles.

### natural phenomena

hurricane  
tsunami  
tornado  
earthquake

### illnesses

sore throat  
cough  
temperature  
cold  
headache

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

## quiz

- The chance of lightning striking a person just once is two in 600,000. ....
- Laos is near Australia. ....
- Bangkok is in Thailand. ....
- There is a saying, 'Walls have eyes'. ....
- Roy Sullivan survived seventeen lightning strikes. ....

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.



## Smile

How can you make a waterfall?



3 **THINK!** 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.*

5 **THINK!** Complete the sentences about yourself.

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



# SPARK

Virginia Evans - Jenny Dooley

# 4



**Student's Book**



**Express Publishing**

# Contents

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Language Review (pp. LR1-LR8)

Self-Check (pp. SC1-SC8)

Word List (pp. WL1-WL16)



Reading & Listening	Speaking & Functions	Writing	Across Cultures/ the Curriculum
<ul style="list-style-type: none"> <li>A day in the life of ...</li> </ul>	<ul style="list-style-type: none"> <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: /ɒ/, /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 dance of your country</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



Student's Multi-ROM



Workbook



Grammar Book



ieBook

## 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 4 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
- buying a gift
- 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 for the festivals in the pictures. *The Omaha Pow Wow 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

A



### 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

B



### 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

C



### Winter Carnival

Here in Saranac Lake, New York it's -5°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 fireworks 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



## 2 Read the texts again. Which festival ...

- offers the chance to see people and animals in weird costumes?
- includes making something yourself?
- celebrates the town's good luck symbol?
- includes a display of sculptures?
- offers the chance to look for treasure?
- has a competition?

### • Festivals & celebrations

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

- ..... sculptures
- ..... as aliens
- ..... mascot
- ..... display
- ..... a parade
- ..... hunt
- ..... floats
- ..... costumes
- ..... a queen
- ..... alive

### • Words often confused

## 4 Choose the correct word.

- The festival takes **place/part** near the lake.
- The events **include/contain** a parade and a fireworks display.
- The festival **keeps/lasts** five days.
- Visitors always **have/do** a great time at the carnival.
- The whole city comes **alive/live**.
- Floats **move/carry** people in fancy costumes.

### • Word formation

## 5 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*)

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

## 6 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

## 7 Complete the table with information from the text 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.**

## 8 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 the 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 to the party.
- 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 with fireworks on Saturday.
- 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 fireworks display in an hour.
- A: When ..... (the gondola races/start)?  
B: They start at 9 pm, so we ..... (meet) at 8:30.
- A: Look at Katy. What ..... (she/do) to her cat?  
B: Every year Katy ..... (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	write letters
want	run out of money
like	talk to boring people at parties
don't mind	play the piano
love	see the pyramids in Egypt
don't like	go to the cinema
let	be ill
can't	listen to rock music
enjoy	know the time
can't stand	stay out late
look forward to	take summer holidays every year

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

- I would love .....
- I can't help .....
- I try .....
- I avoid .....
- I'd rather .....
- I can't stand .....
- I hate .....
- It's not worth .....
- I miss .....
- 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.

*It is one of the most important festivals for Chinese families to celebrate the start of a New Year in the Chinese calendar.*

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.

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.





## 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 don't Chinese people do during the celebrations?

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

## 3 Fill in: *badly, coming, chop, visit, bring, off, street, long, family, keep away.* Use the phrases to make sentences about the 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. Check in the Word List. 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, REASON, SUPERSTITIONS.** 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 illustrating their meaning. This helps you remember them.



# 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, you know.  
 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
- label
- survival
- annual

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

	New Zealand	China	My country
Name			
Date			
Activities			

# Across the Curriculum 1f

## PSHE

### Check these words

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

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 and to help
- 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 every year on the battlefields in France during World War I.

### 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.

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 in .....
- 3 There is a war ... in the town to remind people of those who died on the .....
- 4 People stopped talking and 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 **THINK!** 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.





## 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	<input type="checkbox"/>
B	<input type="checkbox"/>

final comments/people's feelings  
description of celebration

C	<input type="checkbox"/>
D	<input type="checkbox"/>

name/type, time, place, reason  
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?

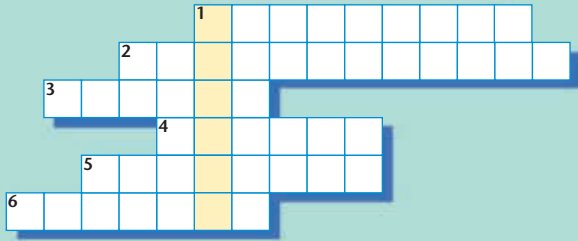
**Para 2:** What preparations do people make before the event?

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

**4 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, symbolises, 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 Eating long noodles ..... 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:  $\frac{\quad}{10 \times 3 \quad 30}$ )

## 2 Choose the correct item.

- 1 We should all care **of/for** their environment.
- 2 Keep the flies **off/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:  $\frac{\quad}{5 \times 2 \quad 10}$ )

## 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 What ..... (**Julia/do**)? 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:  $\frac{\quad}{10 \times 2 \quad 20}$ )

## 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 that 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:  $\frac{\quad}{10 \times 2 \quad 20}$ )

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

# Monstertrackers!

Dear Monstertrackers,  
I come from British Columbia, Canada. Hundreds of people have seen a monster in Lake Okanagan, close to where I live. We call it Ogotopogo, the snake of the lake. Every August we have an Ogotopogo Arts Festival. It would be great if you could come to it – you could look for Ogotopogo and have some fun!  
Glenn

## 1 Ogotopogo



**Tracker:** Boogey, we're going to head for Rattlesnake Island. They say that Ogotopogo lives in an underwater cave near there. We need a boat to get over to it.

**Boogey:** OK! I guess it was time for a change!

**Phil:** What about the festival? Aren't we going to it?

**Candy:** That's not until tomorrow. We've got some time to look for Ogotopogo first.



**Candy:** Wait here for us, Boogey. It's getting dark – we haven't got much time.

**Phil:** Ready, everyone? The water's freezing! Come on, one, two, three ... jump!

**Tracker:** Here goes! Look out, Ogotopogo!



**Tracker:** I can hardly see a thing. It's too deep and dark!

**Phil:** Hey, I can feel something under my feet! What is it?

**Candy:** I think it's just a log, Phil. Let's go back now. We can explore again tomorrow!



**Tracker:** Phil, are you still thinking about that log?

**Phil:** Yeah! I'm glad I'm back on land. That lake's creepy!

**Boogey:** I'm looking forward to the festival tomorrow.

**Candy:** Me too, Boogey. Goodnight, everyone.





5

**Candy:** These Ogotogo boats are amazing! Which one do you like best, Boogey?  
**Boogey:** That one over there! It reminds me of the Loch Ness Monster!  
**Phil:** Let's go over to it and get a closer look.

6

**Tracker:** Hey! That's not a boat – that's Ogotogo!  
**Candy:** Come back, Ogo! I want to take a picture!  
**Phil:** I don't believe it! That monster was trying to fool us all!  
**Boogey:** Now that's what I call a tricky monster!

**Check these words**

- head for • underwater cave • change
- get dark • freezing • look for • deep
- log • explore • creepy • remind
- land • closer look • fool • tricky

**Exercises**

1 a) Look at the pictures. What is the story about?

b) Listen, read and check.

2 a) Read the story and answer the questions.

- 1 Where does Ogotogo live?
- 2 When is the Ogotogo Arts Festival?
- 3 What is the temperature in the lake?
- 4 Why is Phil glad to be onland again?
- 5 What do the Monstertrackers like at the Festival?
- 6 Why does Boogey say Ogotogo is "tricky"?

b) Explain the words in the **Check these words** box.

3 a) Use words from the **Check these words** section to complete the summary, in the correct form.

Ogotogo is a water monster and lives in an 1) ..... in Canada. The Monstertrackers decided to 2) ..... Rattlesnake Island to 3) ..... Ogotogo. Candy, Tracker and Phil went into the water to 4) ..... the lake. Phil stepped on a 5) ..... and got scared. Back on 6) ..... he felt the lake was 7) ..... and was glad to be out of the water. The next day they went to the Festival. They were admiring the boats when Boogey spotted one that 8) ..... him of the Loch Ness Monster. They went over to get a 9) ....., only to find out it was Ogotogo. The monster disappeared in the water. It was a very 10) ..... monster.

b) Look at the pictures and tell the class a summary of the story.

**ICT** Collect information about **Ogotogo**. Tell the class.

**Fact or Fiction?**

- Ogotogo's original name was N'haatik.
- People describe it as "log-like."



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