

## Unit

# 3

# Strange but true!



## Vocabulary 1 Prepositions

- 1 1.29 Listen and repeat the prepositions.

under towards into up across along  
round through over away from out of  
down

- 2 Which prepositions are opposites? Write them in pairs.

- 3 Choose the correct words.

James Bond is always very active in his films. He often jumps (1) **out of** / **towards** aeroplanes and parachutes (2) **over** / **down** to the ground, and then he runs (3) **up** / **under** mountains to the top, dives (4) **into** / **out of** rivers and then swims (5) **under** / **over** the water to the other side. He jumps (6) **into** / **over** obstacles and moves (7) **towards** / **over** his objective. After that, he drives (8) **into** / **away from** his enemies in his Aston Martin car!



We can combine action verbs with different prepositions to indicate the direction of movement, e.g. *swim across, swim over, swim under.*

- 4 1.30 Listen to Dan, Rita and Megan. What are their superstitions?

- 5 **INTERFACE** Work in pairs. Ask and answer the question.

*Have you got any superstitions?*

*I never walk under ladders!*



## Reading 1

- 6 Look at the words below. Do they relate to text A or B?

millionaire hospital ant dive

- 7 1.31 Read and listen. Check your answers.

# CROCODILES IN THE POOL

Patrick Hughes is a millionaire. Last month, he was having a party and he took his guests on a tour of his mansion. In the garden he had an enormous swimming pool with four crocodiles.

'I don't know who to give my money to,' Hughes said.

'I want to give it to a brave person. Can anyone dive into the water, swim across the pool and climb out the other side? I'll give that person anything they want – my money, my house, anything!'

Everyone was looking at Hughes when suddenly there was a loud noise – somebody was in the pool! It was Hughes' lawyer, Mark Flood, an unpopular man. Everyone ran along the side of the pool as they watched Flood.

He ran across the first crocodile, swam under the second and swam over the third one. He was desperately swimming away from the crocodiles. Finally, he climbed out of the pool just before the fourth crocodile reached him.

'You are incredible!' said Hughes.

'Tell me, what do you want?'

'I want to know who pushed me into the pool!'

A

## 8 Read text A again. Are the sentences true or false?

- Patrick Hughes told his lawyer to swim across the pool.
- The crocodiles didn't eat Mark Flood.
- Mark Flood chose to swim across the pool.

## 9 Read text B again and order the events.

- Joan's heart stopped.
- Joan went skydiving. 1
- Joan went to hospital and recovered.
- The fire ants bit Joan.
- Joan's parachute didn't open.
- Joan started skydiving again.
- Joan fell onto a mound of ants.

## 10 Find words 1–4 in the texts and then match them with definitions a–d.

- |                |  |
|----------------|--|
| 1 struck       | a) was able to touch                       |
| 2 crashed into | b) hit very hard                           |
| 3 recovered    | c) occurred                                |
| 4 reached      | d) got better after an accident or illness |

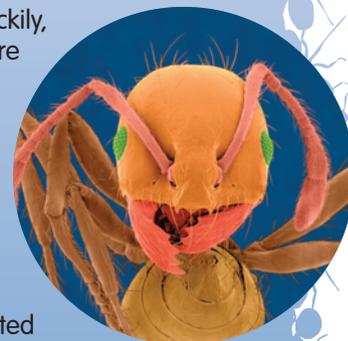


## A LUCKY ACCIDENT

Joan Murray loves adventure and she often goes skydiving. She doesn't normally have any problems, but one day disaster struck as Joan jumped out of the aeroplane.

She was falling towards the ground at a speed of about 200km per hour, when her main parachute didn't open.

At the last moment, her emergency parachute opened just 210 metres from the ground. Joan crashed into a field in north America and her heart stopped. Luckily, she fell onto a mound of fire ants. The ants climbed up her clothes and bit her. Doctors believe the bites from the ants started her heart again. Joan was in hospital for two weeks, but then she recovered completely. The accident didn't stop Joan – she started skydiving again a year later.



B

- 11  **CLASS VOTE** Which story do you think is stranger? Which story is true?

# Grammar 1

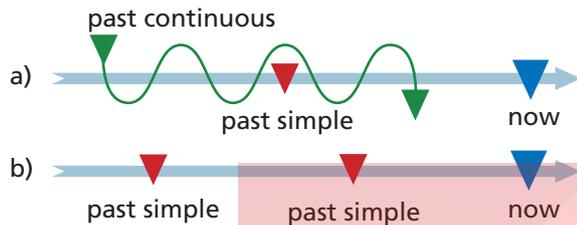
## Past tenses

### past simple and past continuous

Joan **was parachuting** down when her parachute **didn't open**.

Joan **crashed** into the ground and her heart **stopped**.

- 1 Look at the sentences in the table and match them with time lines a and b.

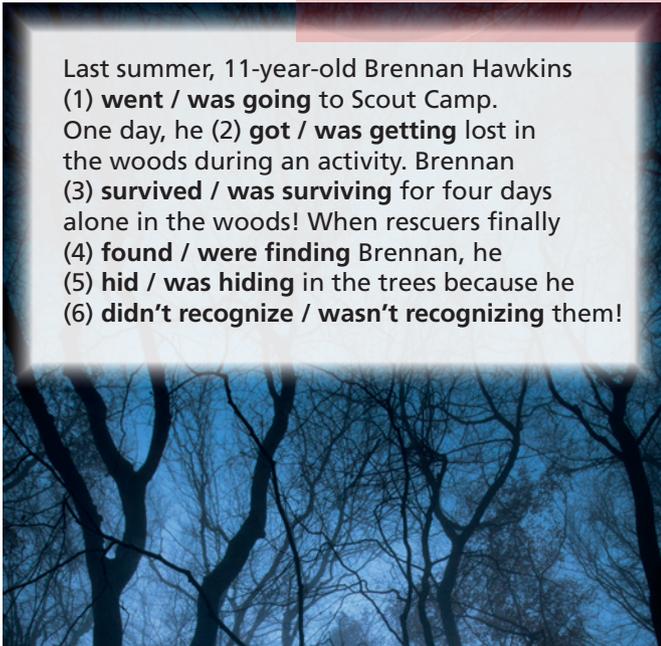


- 2 Complete the rules with *past simple* or *past continuous*.

- We use the ... to describe an action in progress in the past, often interrupted by another action.
- We use the ... to describe a completed action or a sequence of completed actions in the past.

- 3 Choose the correct words.

Last summer, 11-year-old Brennan Hawkins (1) **went / was going** to Scout Camp. One day, he (2) **got / was getting** lost in the woods during an activity. Brennan (3) **survived / was surviving** for four days alone in the woods! When rescuers finally (4) **found / were finding** Brennan, he (5) **hid / was hiding** in the trees because he (6) **didn't recognize / wasn't recognizing** them!



- 4 Read the text in exercise 3 again and answer the questions.

- Where did Brennan go last summer?
- What happened when he went for a walk?
- How many days did he survive alone?
- What was Brennan doing when rescuers found him?
- Why was Brennan hiding?

## Pronunciation

### Sentence stress

- a 1.32 Listen and repeat the sentences. Which syllables are stressed?

- He was watching a film.
- They were listening to music.
- He wasn't hiding in the woods.
- Was he talking to David?

- b 1.33 Listen and repeat the sentences.

### when and while

He was running away **when** the bear attacked.

**While** he was running away, the bear attacked.



- 5 Look at the sentences in the table and answer the questions.

- Which action was in progress?
- Which action interrupted the action in progress?
- Which tense usually comes after *while*?
- Which tense usually comes after *when*?

- 6** Complete the sentences with the correct form of the verbs in brackets. Then rewrite the sentences changing *when* and *while*.

He *was walking* (walk) in the forest when the dog *appeared* (appear).

*While he was walking in the forest, the dog appeared.*

- 1 While the children ... (play), they ... (see) a snake.
- 2 While they ... (sail) along the coast, there ... (be) a storm.
- 3 The plane ... (fly) over the area when the pilot ... (see) the explorers.
- 4 When I ... (arrive), the rescuers ... (look) for the lost girl.
- 5 I ... (have) an accident while I ... (drive) home.
- 6 I ... (see) Hannah when I ... (be) at the shopping centre.

- 7** Write questions with the past simple or past continuous form of the verbs.

what time / you / go to bed / last night?

*What time did you go to bed last night?*

- 1 what / you / do / at 5pm yesterday?
- 2 what / your friends / do / when / you / see / them this morning?
- 3 what / your friend / do / when / the English teacher / arrive / today?
- 4 you / use / a dictionary / while / you / do / your last English homework?
- 5 what / you / think about / when the class / start?
- 6 what / you / watch / on TV / last night?

- 8**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 7.

*What time did you go to bed last night?*

*I went to bed at 11pm last night.*

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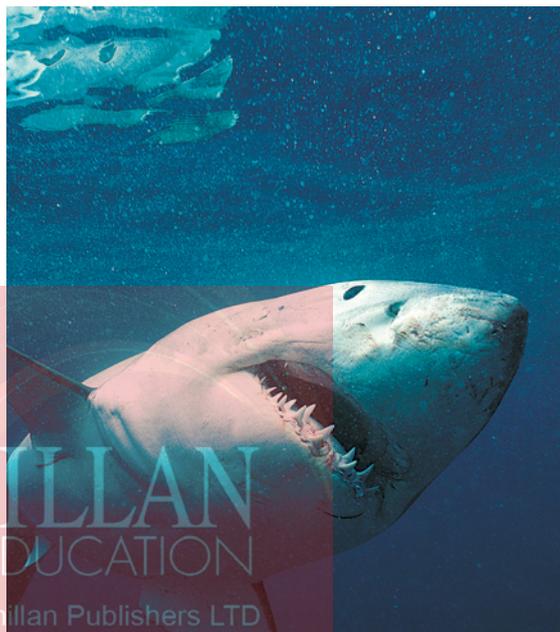
Around 21 different species of shark live off the UK coast. Basking sharks are the most common. They can grow up to 11 metres long.



## Listening Shark attack!

- 9** Look at the picture and the words in the box. What do you think the news report is about?

bodyboard wetsuit attack bite  
swim beach hand leg hip head



- 10**  1.34 Listen and check your answers.

- 11** Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Lydia was swimming when the shark attacked.
- 2 The shark wasn't very big – it was only about one metre long.
- 3 The shark was very aggressive.
- 4 Lydia's brother hit the shark on the head with his bodyboard.
- 5 The shark let Lydia go and she and her brother ran out of the water.
- 6 Lydia is planning to swim again at the beach soon.

- 12**  **INTERFACE** Work in pairs. One of you is a reporter, one of you is Lydia. Ask and answer questions about the shark attack.

*Why did you go to the beach?*

*I wanted to go bodyboarding.*



# Speaking

## Talking with friends



### Listen

1 Look at the torch Dan is wearing. Is this a useful gadget?

2  1.35 Listen to the first part of Dan, Rita and Megan's conversation and answer the questions.

- 1 Why does Dan think the torch is useful?
- 2 What do the girls think of the torch?

3  1.36 Listen to Dan's anecdote. Why was his head torch useful on the camping trip?

4 Read and listen again. Check your answers.



... For one thing, I don't like running or cycling in the dark. With a head torch, you feel safe because drivers can see you.

And it's also great for camping, as I discovered last year on a school camping trip. It was dark and windy when we arrived at the campsite. Jamie and I had head torches and we put our tent up in exactly five minutes; 15 minutes later, even the teachers were having problems with theirs. As you can imagine, it's difficult to put a tent up in the dark when you're holding a torch in one hand. In fact, two kids were holding their torches in their mouths while they tried to put their tents up.

My head torch was also really useful for cooking in the evenings on that camping trip. And it was even more useful for eating in the dark – like the night two huge spiders dropped into my spaghetti! Thanks to my head torch I saw them in time. I'm a vegetarian – I can't eat spiders, can I?



### Practise

5  1.37 Listen and repeat the phrases in the Functional language box.

6 Complete the sentences with the words in the box.

as fact imagine like thanks thing

- 1 In ..., most people wear fluorescent cycling clothes.
- 2 As you can ..., running in the dark can be dangerous.
- 3 For one ..., it's brilliant for camping.
- 4 But I stayed warm ... to my new sleeping bag.
- 5 And it's great for cycling in the dark, ... I discovered last month.
- 6 We were sometimes scared, ... the time the bull attacked us.

### Functional language

#### Telling anecdotes

For one thing ...  
 As I discovered last year  
 As you can imagine ...  
 In fact, ...  
 like the time ...  
 Thanks to ...

## Speaking task

Write a new anecdote.

### Step 1

Use the ideas below or your own ideas.



### Step 2

Think about the details of the anecdote and how to tell it.

*Where were you?*

*Who were you with?*

*What happened?*

*What was the best / funniest part?*

*Let me tell you about the ...*

*Actually, it was quite frightening.*

*It was so easy.*

Think about your friend's reactions.

*I can't believe how brave / stupid / lucky you were.*

*What do you mean?*

### Step 3

Write your anecdote.

### Step 4

Work in pairs. Take it in turns to tell your anecdotes.



## Culture

### Famous writers and books

#### The first English novel?

*Robinson Crusoe* is a novel by Daniel Defoe, published in 1719. It is a fictional autobiography of Crusoe, a man who spends 28 years on a remote tropical island after his ship sinks. Crusoe is rescued at the end of the book, after many adventures. Many people think that *Robinson Crusoe* is the first novel in English.

#### Daniel Defoe (c1659–1731)

Defoe was an English writer and journalist. He wrote more than 500 books and journals on various topics, including politics, crime and psychology. He is famous for *Robinson Crusoe* and for making novels popular in Britain.

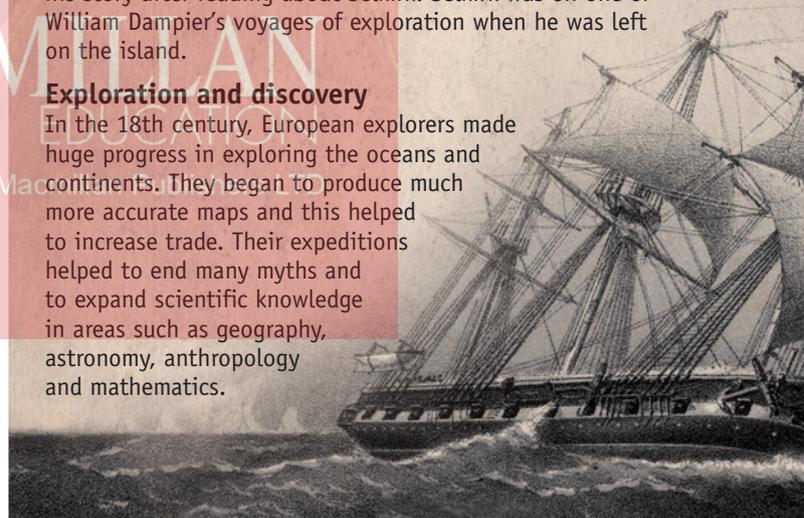


#### Defoe's inspiration

Alexander Selkirk was a Scottish sailor who lived on an island near Chile for four years. After his rescue, his story was in British newspapers. Defoe probably got the idea for his story after reading about Selkirk. Selkirk was on one of William Dampier's voyages of exploration when he was left on the island.

#### Exploration and discovery

In the 18th century, European explorers made huge progress in exploring the oceans and continents. They began to produce much more accurate maps and this helped to increase trade. Their expeditions helped to end many myths and to expand scientific knowledge in areas such as geography, astronomy, anthropology and mathematics.



#### 7 1.38 Read and listen. Answer the questions.

- 1 Why is *Robinson Crusoe* an important book?
- 2 Who was Daniel Defoe and why is he famous?
- 3 Who was Alexander Selkirk?

#### 8 What famous writers are there in your country?

exciting  
tired  
worried  
boring  
surprising

## Vocabulary 2

### -ed / -ing adjectives

1 Look at the pictures and choose the correct word.

- The couple / mountains are frightened.
- The couple / mountains are frightening.

2 Complete the rules with *-ed* or *-ing*.

- We use ... adjectives to describe how we feel.
- We use ... adjectives to describe the thing or person that causes the feeling.

3 Copy and complete the table with the verbs in the box.

frighten bore surprise tire excite  
worry annoy interest

verb	-ing form	-ed form
frighten	frightening	frightened

4 Choose the correct words.

- John is **bored** / **boring** because the film is **bored** / **boring**.
- The results of the experiments are very **surprised** / **surprising**. The scientists are **worried** / **worrying**.
- I'm **annoyed** / **annoying** because my friend is late – again! It's very **annoyed** / **annoying** when people are always late.
- We're **tired** / **tiring** because it's very late, but the documentary is really **interested** / **interesting**.
- They are **frightened** / **frightening** of spiders. They think spiders are **frightened** / **frightening**.

5  1.39 Listen, check and repeat.

6 Complete the sentences so they are true for you.

- I think football is ...
- I think ... is exciting.
- I am bored by ...
- In my opinion, ... is annoying.
- I'm interested in ...
- When I'm tired ...

7  **INTERFACE** Work in pairs. Compare your answers to exercise 6.



## Reading 2

8 Look at the pictures and answer the questions.

- How do you think the people felt in the situation?
- What do you think happened?

9 Match the words and phrases 1–5 with the definitions a–e.

- |              |                            |
|--------------|----------------------------|
| 1 get stuck  | a) care for                |
| 2 look after | b) come back               |
| 3 return     | c) become trapped          |
| 4 work       | d) be able to do something |
| 5 manage     | e) function                |

10  1.40 Read and listen to the text. Answer the questions.

- What happened on the way home?
- Why didn't they use their phones?
- Who did they think about while they were trying to move the car?
- Who did they phone on the way home?
- Are they planning to go again next year?

# Mountain couple get home safely

Keith and Jennifer Lee live in Oregon, America. Every year they go up to the mountains. They don't usually have any problems, but last year things were different. They drove up to the mountains as usual, but as they were driving home they suddenly got stuck in the snow. Unfortunately, their phones weren't working so high up. It was a worrying situation.

While they were trying to move the car, they thought about their four children, aged 8 to 18. A friend, Sophie Smith, was looking after the children. When the Lees didn't return, Sophie became worried. She called the police and a search began.

Two days later Keith finally managed to move the car. They were driving home when they heard about the search for them on the radio. They were surprised! They phoned the police and then phoned Sophie. 'They're safe. They're coming home!' Sophie shouted when she heard the news. Everyone was delighted.

Keith is planning to go back to the mountains again next year, but Jennifer doesn't want to go. It was a frightening experience for her – she thinks they should stay in town!

nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2 Present and past tenses

### present and past tenses

- |   |  |
|---|--|
| 1 | Every year they <b>go</b> up to the mountains.     |
| 2 | They're <b>coming</b> home!                        |
| 3 | They <b>were driving</b> home when they got stuck. |
| 4 | Keith finally <b>managed</b> to move the car.      |

**11** Look at sentences 1–4 above and match the verbs in blue to uses a–d.

- present simple for habits
- present continuous for an action happening now
- past simple for a completed action in the past
- past continuous for an action in progress in the past

**12** Choose the correct words.

- What **do you usually do** / **are you usually doing** on your birthday?
- How often **are you going** / **do you go** to the countryside?
- What **are you do** / **were you doing** yesterday?
- What **are you doing** / **were you doing** when the teacher arrived in class?
- What **are you thinking** / **do you think** about now?

**13**  **INTERFACE.** Work in pairs. Ask and answer the questions in exercise 12.

**14** Complete the text with the correct form of the verbs in brackets.

Vanessa Horrocks *was watching* (watch) TV in her apartment when she (1) ... (hear) a strange noise in the bathroom. She (2) ... (go) to check. She (3) ... (have) a terrible shock when she (4) ... (see) a two-metre long python in the toilet. 'The snake (5) ... (try) to get out of the toilet,' she (6) ... (tell) our reporter, 'so I (7) ... (run) out of the bathroom because I certainly (8) ... (not want) to try and catch it. Then I (9) ... (call) Fred, our building manager. He (10) ... (arrive) quite quickly. He (11) ... (catch) the snake and (12) ... (take) it away.' Vanessa still (13) ... (feel) nervous when she uses her bathroom. 'And I always (14) ... (put) the toilet lid down now,' she said.

Building manager Fred Murray told us: 'Pet pythons sometimes (15) ... (escape) and (16) ... (live) in the water systems of large apartment blocks. We (17) ... (look for) the python's owner now. At the moment it (18) ... (live) in a cage in my flat but it (19) ... (grow) very fast.'

**15**  **CLASS VOTE** Which story in Unit 3 do you think is the most interesting?

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# Writing

## A description of an accident



1 Read and listen to Sam's description of an accident. Put the pictures in the correct order.



Last Saturday evening, I was walking into town with my friend Jenny. It was raining really hard because there was a terrible storm. It was a bit frightening and we were thinking about going back home.

Suddenly, there was a loud noise and a big tree branch fell down into the road! We were trying to move the branch when a car appeared. The driver wasn't driving very fast, but he didn't see the branch and he drove into it. I ran to the car and looked inside. The driver wasn't conscious and there was blood on his head. Meanwhile, Jenny called an ambulance.

An ambulance arrived quite quickly and took the man to hospital. Then, a reporter arrived when we were leaving, so we told her about the accident. The next day our story was in the newspaper – it was really exciting!

### Language focus

#### Time expressions

We were watching TV. **Suddenly**, the phone rang.  
The police evacuated the area. **Meanwhile**, the firemen tried to stop the fire.  
We called an ambulance. **Then**, we helped the accident victims.

2 Look at the Language focus. Translate the words in bold into your language, then find examples in the text.

3 Complete the sentences with *suddenly*, *meanwhile* or *then*.

- 1 The rescuers climbed down to the boy. ..., they took him to the helicopter.
- 2 We were walking through the jungle. ..., we saw a tiger!
- 3 I started making a fire. ..., my friends looked for more wood.
- 4 I was looking at the river. ..., I heard a voice shouting, 'Help! Help!'
- 5 Tom was walking back to the camp. ..., his friends were looking for him.

4 Write a description of an accident (120–150 words).

### Writing a description of an accident

#### Step 1 Plan

Think of an imaginary or real accident. When, where and how did it happen?

#### Step 2 Write

Write your first version. Organize the story into three paragraphs.

#### Step 3 Check

Check your writing for errors. Try to include *suddenly*, *meanwhile* and *then*.

#### Step 4 Write

Write your final copy and hand in your work.

➔ Workbook **Writing guide** page 31



# Literature

## A Sonnet

A sonnet is a type of poem that originated in Italy in the 14th century. Sonnets were often about love. Shakespeare wrote over a hundred love sonnets!

A sonnet always has 14 lines – three verses of four lines and a rhyming couplet at the end. There is usually a definite rhyme scheme of ABAB CDCD EFEF GG. That means the words at the end of the first and third lines rhyme, and the ones at the end of the second and fourth lines rhyme, etc. There are usually ten syllables in each line and the rhythm is da-DA-da-DA-da-DA-da-DA.

### Learning to Write a Sonnet

The sonnet form is old and full of dust  
And yet I want to learn to write one well.  
To learn new forms and grow is quite a must,  
But I will learn it quickly, I can tell.

This is a quatrain = four lines of verse.

And so I sit, today, with pen in hand,  
Composing three new quatrains with a rhyme.  
The rhythm flows like wind at my command.  
The A-B-A-B form consumes my time.

These words rhyme, so the rhyme scheme is ABAB.

But I'm not done until there's fourteen lines.  
One ending couplet, after three quatrains.  
I've tried to write this new form several times.  
The effort's huge; I have to rack my brain.

But I persist, my fourteen lines now done.  
I wrote my poem; my sonnet work is won.

This is a couplet. The last two words rhyme.

by Denise Rodgers

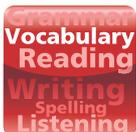


**1.42 Read and listen. Answer the question.**

How many verses does a sonnet have?



**Workbook CLIL activities page 96**



## Vocabulary guide

### Prepositions

### -ed / -ing adjectives



down



out of



up



round



under



through



away from



across



over



into



towards



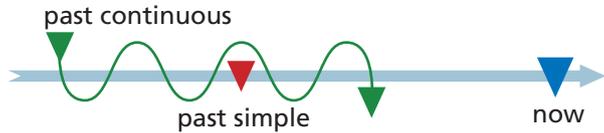
along



frightened / frightening  
bored / boring  
tired / tiring  
excited / exciting  
worried / worrying  
surprised / surprising  
interested / interesting  
annoyed / annoying

# Grammar guide

## Past simple and past continuous



She **was falling** towards the ground when her main parachute **didn't open**.



Joan **crashed** into the ground and her heart **stopped**.

## when and while

He was running away **when** the bear attacked.  
**While** he was running away, the bear attacked.

		present			
		simple		continuous	
+	I / You He / She / It We / You / They	walk walks walk		I You He / She / It We / You / They	'm walking 're walking 's walking 're walking
-	I / You He / She / It We / You / They	don't walk doesn't walk don't walk		I You He / She / It We / You / They	'm not walking 're not walking 's not walking 're not walking
?	Do I / you Does he / she / it Do we / you / they	walk? walk? walk?		Am I Are you Is he / she / it Are we / you / they	walking? walking? walking? walking?

		past			
		simple		continuous	
	I / You He / She / It We / You / They	walked walked walked		I You He / She / It We / You / They	was walking were walking was walking were walking
	I / You He / She / It We / You / They	didn't walk didn't walk didn't walk		I You He / She / It We / You / They	wasn't walking weren't walking wasn't walking weren't walking
	Did I / you Did he / she / it Did we / you / they	walk? walk? walk?		Was I Were you Was he / she / it Were we / you / they	walking? walking? walking? walking?



## Progress check

### Prepositions

- 1** Complete the sentences with the words in the box.

out of   under   up   into   across

- When John woke up, he climbed ... his tent and ate breakfast.
- Then he walked to the river and dived ... the water.
- While he was swimming ... the river to the other side, it started to rain.
- When he reached the other side, he sheltered ... a tree.
- When the rain stopped, he ran ... a big hill.

### -ed / -ing adjectives

- 2** Complete the sentences with the correct form of the words in brackets.

- They are very late. I am ... (worry).
- The film was really ... (bore).
- Were you ... (surprise) when you saw me?
- I'm reading a really ... (interest) book.
- Jackie was very ... (annoy) when Ruth arrived late again.
- I can't find my mp3 player. It's really ... (annoy).

### Past tenses

- 3** Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past continuous.

- John ... (not get up) early yesterday.
- At six o'clock yesterday I ... (do) my homework.
- They ... (not do) anything when I ... (see) them.
- We ... (not go) to the cinema last week because there ... (not be) any good films on.
- Kate ... (meet) Kevin while she ... (walk) to school.
- They ... (get lost) when they ... (look) for the lost boy!

- 4** Complete the questions using the past simple or the past continuous form of the verbs in brackets.

- ... (you / go) to a party last Saturday?
- What ... (you / do) at 3am this morning?
- What ... (you / do) last night?
- What ... (your mother / do) when you ... (wake up) this morning?
- What ... (the other students / do) when your teacher ... (arrive) today?

### Present and past tenses

- 5** Write sentences using the present simple, present continuous, past simple or past continuous.

- Nicky / watch a DVD / when / her friend / arrive.
- I / look for my friends / now.
- We / not relax / at the moment.
- Maggie / go swimming / twice a week.
- They / not usually eat / meat.
- While / they / swim / they / see a shark.

### Grammar build up

1 2 3 4 5 6 7 8 9

- 6** Choose the correct words.

Todd Endris (1) **works / is working** in a laboratory, but he usually (2) **goes / is going** surfing in his free time. He loves (3) **surfing / surfed!** One day last summer while he (4) **is surfing / was surfing** at Marina Beach, an enormous white shark (5) **attacked / was attacking** him. Todd (6) **hit / was hitting** the shark on the nose, but it (7) **didn't release / wasn't releasing** him. He (8) **got / was getting** desperate when suddenly six dolphins attacked the shark and Todd escaped. Two other surfers helped Todd to the beach and (9) **call / called** an ambulance. Todd (10) **was / were** in hospital for a long time, but he recovered. After a shark attack most people are (11) **frightening / frightened** of surfing again, but not Todd. What (12) **does he do / is he doing** at the moment? Surfing, of course!

