

Get INVOLVED!

American Edition

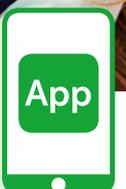
1

Student's Book
with Digital Student's Book



Gill Holley Kate Pickering

Also includes



4

Extremes

WDYT?
(What do you think?)

How does the weather affect the way we live?

Vocabulary: seasons and weather; compound nouns: things to take on a trip

Grammar: comparative and superlative adjectives; modal verbs of obligation, permission and prohibition

Reading: a magazine article about extreme places to live

Listening: instructions for an adventure vacation in Yosemite

Speaking: making and responding to suggestions

Writing: instructions

Project: give weather advice to visitors to your country



Video skills p49



Real-world speaking p55



Project pp58-59

The United States of extreme weather

Seasons and weather

1 Write the words in the box in the correct category.

cold cool fall ~~hot~~ ~~rain~~ snow ~~spring~~
summer sun warm winter

Four seasons: spring

Four adjectives to describe temperature: hot

Three words to talk about the weather: rain

2 Work in pairs. Which is your favorite season? Why?

3 Look at the weather map. Match words 1-6 with definitions a-f.

- | | |
|----------------|---|
| 1 ice | a short periods of rain |
| 2 freezing | b with a lot of rain |
| 3 wet | c with little or no rain |
| 4 thunderstorm | d very, very cold |
| 5 showers | e water that is solid because it's cold |
| 6 dry | f violent weather |

Nebraska: very strong **winds**

Seattle, Washington: **cloudy** for more than 220 days a year

Death Valley, California: **sunny** and **dry**, only 6 cm of rain a year

Great Lakes: snow and **ice** for much of the winter, temperatures below **freezing**

The north east: cold winters with **frost**

New Hampshire: **foggy** in mountain regions 300 days a year

Louisiana: can be **wet** 100 days a year – heavy rain or **showers**

Florida: can have 80-100 days of **thunderstorms** a year

4 Vocabulary

7 Circle the correct option.

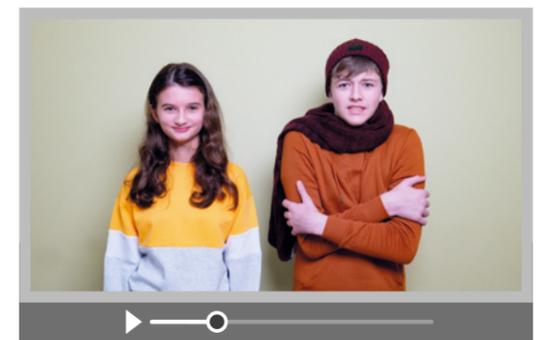
In Phoenix, Arizona, it's never cold. In the spring and fall it's warm and **1 sun/sunny**, and in the summer it's really hot! It hardly ever **2 rain/rains**, it's usually **3 wet/dry**.

In New York, winters are cold and **4 ice/icy**. Sometimes there is **5 frost/frosty** at night in November and April. In the spring, it's often **6 cloud/cloudy**. Summers are hot with the occasional thunderstorm. Fall is cool and sometimes **7 fog/foggy**.

8 Work in pairs and answer the questions.

- What's the weather like where you live ... ?
 - in the spring
 - in the summer
 - in the fall
 - in the winter
- What's the weather like in the north, south, east, west of your country?
- What's the weather like today?

VIDEO SKILLS



9 Watch the video and answer the questions.

- Why is the video called 'Four seasons in a week'?
- What things do you need to be ready for the weather in the UK?

10 Work in pairs. Discuss the questions.

- What do you learn about in the video?
- What more would you like to know?
- Why is video a good way to learn about the weather?

4 Complete the table. What letter do we often add to make adjectives?

Noun	Adjective
1	icy
sun	2
cloud	3
4	windy
fog	5
6	frosty

5 How do you say the words in exercise 4 in your language?

6 Listen. What words can you use to describe the weather?

A magazine article

1 Look at the photos and read the fact files. What is the weather like in Mawsynram and Oymyakon?

2 Match each word with Mawsynram or Oymyakon. Use a dictionary to help you.

bridge freeze reindeer roots umbrella

Subskill: Understanding the main idea

The first time you read a text, read it quickly to get a general idea of what it is about.

3 Read the magazine article quickly. What is it about? Circle the correct option.

- a Weather disasters around the world
- b How the world's weather is changing
- c Living in extreme weather conditions

4 25 Read and listen to the text. Answer the questions.

- 1 When does it rain every day in Mawsynram?
- 2 What do people put over their heads when it rains?
- 3 Why do they make bridges from trees?
- 4 What happens to cell phones in Oymyakon?
- 5 What do people eat there? Why?
- 6 When do schools close?

5 Are the sentences true for Mawsynram, Oymyakon or both?

- 1 People usually stay at home in extreme weather.
- 2 In some months of the year, it's difficult to sleep.
- 3 The days are very short here.
- 4 People use plants and trees to help them.
- 5 The town is a long way from a big city.
- 6 People learn to live with extreme weather.

6 **Word work** Match the definitions to the words in bold in the text.

- 1 a loud sound _____
- 2 breaks completely _____
- 3 a type of plant – it grows in a yard or park _____
- 4 a typical amount of something _____
- 5 continue to exist _____
- 6 the top part of a building _____

7 Complete the sentences with the words in bold in the text.

- 1 You can usually see birds on the _____ of our house.
- 2 My _____ grade at school is 8.5.
- 3 What's that _____? Are you having a party?
- 4 Classes at my school _____ 45 minutes.
- 5 Amy's sitting on the _____ in the yard.
- 6 A tropical storm _____ houses and roads.

CRITICAL THINKING

SUPER SKILLS

- 1 **Remember** List the things that are difficult for the people of Mawsynram and Oymyakon.
- 2 **Analyze** Order the things from most difficult to least difficult in each place.
- 3 **Evaluate** Decide which is the more difficult place to live in. Think about:

clothes daily routines food and drink
free-time activities houses transportation

Research

Find out what the average temperature and rainfall are where you live.

OUR AMAZING WORLD

Today we're looking at extreme weather in two very different places.

Fact file MAWSYNYRAM
Location: north-west India
Population: 237 families
Average rainfall: 11,871 mm



Let's start with Mawsynram in India. It isn't cold there, but it is wet. This is the wettest place in the world. The monsoon season is longer here than in any other place, and it rains every day!

The heaviest rain is at night, so people put **grass** on the walls and **roof** of their homes to stop the **noise**.

They stay at home most of the time in the rainy season. When they go out, they carry bamboo umbrellas over their heads.

They use the roots of living trees to make bridges across rivers. Students use these when they walk to school. The rain **destroys** regular bridges, but these living bridges can **last** for hundreds of years.

Fact file OYMYAKON

Location: north-east Russia
Population: 500
Lowest temperature: -71.2°C



In the winter, Oymyakon in Siberia is the coldest town in the world. The **average** temperature is -50°C, and it's dark for 21 hours of the day.

Life here isn't easy. People can only stay outside for a minute or two, and they can't make a phone call in the street because cell phones freeze!

Vegetables don't grow here, so people usually eat meat and drink reindeer milk. They hardly ever go shopping because the nearest city is two days away by car.

In other countries, students don't go to school when it snows, but in Oymyakon, snow and ice are normal. Here, schools only close when the temperature is lower than -52°C!

Life in Mawsynram and Oymyakon is more difficult than in other places, but the people of these two towns find ways to live with extreme weather every day.



Comparative and superlative adjectives

- 1 Read the examples. Which sentences compare two things? Which compare three or more things?

Siberia is **colder** than India.

This is the **coldest** town in the world.

India is **wetter** than Siberia.

May and June are the **wettest** months.

- 2 Read the sentences again. Complete the rules.

1 To compare two things, use comparative adjective + _____.

2 To compare three or more things, use _____ + superlative adjective.

- 3 Read the Spelling rules on p57. Complete the table.

Adjective	Comparative	Superlative
cold	colder	1
wet	2	wettest
heavy	3	heaviest
difficult	more difficult	4
good	better	best
bad	worse	5

- 4 Complete the sentences with comparative adjectives.

- India is _____ (**hot**) than the UK.
- Perth is _____ (**windy**) than Chicago.
- The Antarctic is _____ (**cold**) than the Arctic.
- Snow is _____ (**good**) than ice for skiing.
- Thunderstorms are _____ (**dangerous**) than showers.

- 5 Write sentences about Brazil and Ecuador with comparative adjectives.

1 Brazil / big / Ecuador

2 Quito / high / Brasilia

3 Summers in Brasilia / hot / in Quito

4 Winters in Quito / cool / in Brasilia

5 Quito / wet / Brasilia



CELEBRITY CORNER

Actor Jessica Biel climbed the highest mountain in Africa for charity. Which mountain is it?

- 6 Complete the quiz questions with superlative adjectives. Then listen and check.

WORLD RECORDS

- Which is the highest (**high**) mountain?
a K2 b Lhotse c Everest
- Which is _____ (**small**) country?
a Andorra b Vatican city c Monaco
- Which is _____ (**hot**) place?
a Tunisia b California c India
- Which is _____ (**popular**) country for tourists?
a Spain b Thailand c France
- Which is _____ (**dry**) desert?
a the Atacama b the Sahara c the Arabian
- Which is _____ (**big**) ocean?
a the Indian Ocean b the Atlantic c the Pacific

- 7 26 Circle the correct answers in the quiz. Listen and check.

- 8 Complete the text with the comparative or superlative form of the adjectives in parentheses.

Dubai has more world records than any other place. The **1** (...) (**tall**) hotel in the world is here, and the **2** (...) (**big**) shopping center. The IMG Worlds of Adventure theme park is **3** (...) (**large**) than any other theme park. It has some of the **4** (...) (**exciting**) rides in the world!

People often think that Dubai is **5** (...) (**expensive**) than other cities, but in fact many things are **6** (...) (**cheap**). Many tourists come here every year and the airport is now **7** (...) (**busy**) than London's Heathrow!

- 9 Answer the question to solve the Brain teaser.

B R A I N TEASER

Antalya and Izmir are two of the hottest places in Turkey. In Antalya, the highest average temperature in July is 34°C. In Istanbul, it's five degrees lower. Rize is one of the coolest places in July. The average temperature there is three degrees lower than in Istanbul.

What's the average temperature in Rize in July?

Compound nouns: things to take on a trip

- 1 Read the brochure and answer the questions.

- What is Outward Bound?
- What type of activities do they organize?
- What do people learn through these activities?

The Outward Bound organization offers outdoor education programs for young people and adults in over 30 countries. Courses last from two days to several months and can include canoeing, climbing and camping.

On this one-week expedition, middle school students walk, cook and spend time in beautiful Yosemite National Park. Teamwork and communication are two of the most important things you learn.

Things you need:

- **backpack**
- **sleeping bag**
- **water bottle**
- **pocketknife**



- 2 Write a list of clothes to take on an Outward Bound trip.

- 3 Read the list of things you need in the brochure. Can you find them in the photos?



- 4 Complete the table using words from the box to make compound nouns.

bag (x2) book (x2) bottle brush (x2) case
screen knife jacket ~~pack~~ paste ~~towel~~

One word	
back pack	hair _____
guide _____	pocket _____
suit _____	tooth _____
tooth _____	sun _____
Two words	
beach towel	waterproof _____
sleeping _____	phrase _____
toiletry _____	water _____

- 5 Match the photos in exercise 3 with the items in the table.

- 6 Work in pairs. Which other things would you take on a trip to Yosemite?

Instructions

- ▶ **Subskill: Using pictures to help you understand**

Before you listen, look at the pictures. Can you name them? What other words could you hear? E.g. camera: take photos

- 7 27 Listen to a guide at Yosemite Park. Order the pictures.



- 8 Listen again and complete the rules.

- Please listen to the guides at all _____.
- You can take _____ but not _____.
- Never give food to any _____.
- Don't leave any food in your _____.
- Put your toothpaste in a special _____.
- It's very sunny and hot so wear a _____ and bring sunscreen and a _____.

- 9 Work in pairs. Would you like to go on a trip like this? Talk about the advantages and disadvantages.

Modal verbs of obligation, permission and prohibition

- 1 Read the examples. Complete the table with **can**, **can't**, **must** and **mustn't**.

You **can** take photos.

You **can't** leave any food in your backpack.

Can we take food into the park? Yes, you **can**.

Can we give food to the animals? No, you **can't**.

All food **must** go in these special boxes.

You **mustn't** take any plants or flowers with you.

Obligation	Permission	Prohibition
1	2	3
		4

- 2 Complete the tables with the examples in exercise 1.

Affirmative and negative			
subject	can/can't/ must/mustn't	verb	
You	can	take	photos.
1			
2			
You	mustn't	take	any plants.

Questions and short answers			
Can	subject	verb	
Can	we	take	food into the park?
3			
Yes/No	subject	can/can't	
Yes,	you	can.	
4			

- 3 Rewrite the sentences using the words and symbols in parentheses.

- You can take photos. (we / ?)
Can we take photos?
- You must bring a small backpack. (you / -)
- You can call home on weekends. (I / ?)
- Can we drink the water here? (you / -)
- Can we wear shorts today? (we / +)
- We mustn't eat here. (you / +)
- You can't wear sneakers for this walk. (we / ?)

- 4 Rewrite the rules using **can**, **can't**, **must** and **mustn't**.

- It's OK to bring your bike. *You can bring your bike.*
- It's OK to come in a group of up to eight people.
- It's very important to come with an adult.
- It's important that you don't stay overnight.
- It's OK to visit from March through November.
- It's important to wear shoes, not sandals.

- 5 Read the school rules and rewrite them so they are true for your school.

- You can use your cell phone in class.
- You must run in the school building.
- You can't use a ball in the playground.
- You can wear your own clothes.
- You mustn't arrive before 9:00.
- You can eat and drink in the classroom.

- 6 Circle the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

My family and I **1 go sometimes/sometimes go** on vacation in the Sierra de Guara. It's a beautiful place, but I love **2 it/him** because it's the **3 best/better** place I know to go canyoning.

Canyoning is a fantastic sport to do in the spring or summer.

First you walk up a mountain with your guide. That's quite difficult because **4 you wearing/you are wearing** a wetsuit! Then you go down the mountain, but it's **5 harder/more hard** than it sounds because you walk in a river! I think canyoning is **6 interesting/more interesting** than other sports because it's a mix of swimming, jumping from rocks and climbing.

If you're very good, you **7 can go/can to go** alone, but **8 we always go/we go always** with a group. Canyoning is a lot of fun but you **9 must listen/can listen** to the guide because it can be dangerous.



Research

Can you go canyoning near where you live?



Making and responding to suggestions

- Look at the photo. Is there a park like this near where you live?
- Watch the video. Is it a school trip or are the friends organizing it?
- Complete the dialogue with the Key phrases. Watch again and check.

Kirsty: I'm really excited about our day out tomorrow.

Sam: Me, too. What time does the zip line open?

Kirsty: Ummm – 8:00. So I think we **1** _____ get the bus at 8:30.

Sam: Really? That's too early! How **2** _____ the 9:00 bus?

Kirsty: OK, **3** _____.

Sam: Do we need special clothes?

Kirsty: Ummm – comfortable clothes, sneakers, but you can't wear sandals.

Sam: What about lunch?

Kirsty: Why **4** _____ take a picnic? It'll be cheaper that way.

Sam: Yes, **5** _____. Oh, this looks awesome. It has the longest zip lines in California!

Kirsty: Look, this one's 2,700 feet long!

Sam: Amazing!



- 4 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Think of a place to visit (e.g. a theme park, water park, a stadium...)
Make notes about times, price, travel, food and clothes/things you need.

PREPARE

Prepare a dialogue to discuss options for your trip. Remember to include Key phrases for making and responding to suggestions.

PRACTICE

Practice your dialogue.

PERFORM

Act out your dialogue for the class.

- 5 Peer review Listen to your classmates and answer the questions.

- Where do they choose to visit?
- Which Key phrases do they use?

Key phrases

Making suggestions: We should (go by train).

Let's (get the bus).

Why don't we (take a picnic)?

How about (getting the 9:00 bus)?

Agreeing with suggestions: OK, fine.

Good idea.

Disagreeing with suggestions: Really? That's too early.

I'm not sure. I don't like (picnics).



sneakers (US) → trainers (UK)

This looks awesome! (US) → This looks brilliant! (UK)

Get it right: HOW TO PACK FOR A CAMPING TRIP

7 When you go on a camping vacation, it's important to pack your backpack well. It's easier to carry the heavier things at the top. The lighter things go at the bottom of the backpack.

TOP SECTION



2 The top of your backpack is for things you need while traveling. This is a good place for your hat, your water bottle and a snack too. The top section also has space to put your waterproof jacket: it's easy to get it out if it starts to rain.

BOTTOM SECTION



3 The bottom section is the biggest and this is where you pack the things you don't need while you are traveling to the campsite. Your sleeping bag is probably the biggest thing you're carrying, but it's also quite light. It's a good idea to pack this first, right at the bottom. After that, pack your clothes, cooking equipment and the rest of your food too.

Instructions

- Look at the diagram and read the packing instructions. Order the paragraphs.
 - The top section
 - Introduction and general information
 - The bottom of the backpack
- Complete the table with the things you pack in each section and why.

	What?	Why?
top		
bottom		

- sleeping bag
- water bottle and waterproof jacket
- clothes and cooking equipment
- because you don't need them during the day
- because it's big but light
- because you use these things while traveling

Subskill: too and also

To add another idea, use words like *too* and *also*.

- Find two sentences with *too* and two sentences with *also* in the text. Complete the rules with *too* and *also*.
 - _____ comes at the end of sentences with a list.
 - _____ comes after the verb *be* and before other verbs.
- Rewrite the sentences with *too* and *also* in the correct position.
 - I normally pack a waterproof jacket and waterproof pants. **(too)**
 - I like surfing and I like going on zip lines. **(also)**
 - We go to Italy on vacation and to see my grandparents. **(too)**
 - My suitcase is very big. It's very heavy. **(also)**
 - I listen to music on my cell phone and I take photos with it. **(also)**
 - The sun's very hot today. You must wear a hat and sunscreen. **(too)**

- Write instructions for how to pack for a beach vacation. You can take a small bag for the trip (carry-on bag) and a suitcase. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

- Think of things to take on a beach vacation. Divide them into two groups:

Carry-on bag	Suitcase
cell phone	shorts

- Compare with a partner. Is anything missing?
- Write sentences about packing these things. Use the information in exercise 1 and the underlined phrases from the text.

It's important to put your cell phone in your carry-on bag.

PREPARE

Organize your notes into paragraphs:

Paragraph 1: general introduction

Paragraph 2: suitcase

Paragraph 3: carry-on bag

WRITE

Write your instructions. Use the example in exercise 1 to help you.

When you go on a beach vacation it's important to pack your suitcase and carry-on bag well.

CHECK

Read your instructions. Answer the questions.

- Do you use *also* and *too* correctly?
- Do you use comparatives and superlatives?
- Do you use modal verbs?

- Peer review** Exchange your instructions with another student. Are the instructions clear and easy to understand? Is anything missing?

Quick review

Grammar

Comparatives and superlatives

To compare two things, use comparative adjective + *than*. To compare three things, use *the* + superlative adjective.

Madrid is warmer than Santander.

Seville is the hottest place in Spain.

Spelling of comparative and superlative adjectives

One syllable adjectives → + -er, -est

If the adjective ends in -e → + -r, -st

cold → *colder* → *the coldest*

white → *whiter* → *the whitest*

One syllable adjectives ending in vowel + consonant → double the final consonant + -er, -est

hot → *hotter* → *the hottest*

Adjectives ending in -y → -y + -ier, -iest

sunny → *sunnier* → *the sunniest*

Adjectives with two or more syllables → *more*, *the most* + adjective

beautiful → *more beautiful* → *the most beautiful*

Irregular

good → *better* → *the best* *bad* → *worse* → *the worst*

Modal verbs of obligation, permission and prohibition

Use *can* to give/ask about permission.

You can ask questions now.

Can we take photos? Yes, you can.

Use *must* to talk about obligation.

You must arrive at 9:00.

Use *can't* and *mustn't* to talk about prohibition.

You can't use a dictionary. You mustn't eat in class.

Affirmative and negative

Use subject + *can/can't/must/mustn't* + verb.

No change for *he/she/it*.

She can swim.

Questions and short answers

For questions, use *can* + subject + verb?

For short answers, use *Yes/No*, + subject + *can/can't*.

Vocabulary

28 Seasons and weather

Seasons: fall, spring, summer, winter

Temperature: cold, cool, freezing, hot, warm

Weather: cloud, cloudy, dry, fog, foggy, frost, frosty, ice, icy, rain, showers, snow, sun, sunny, thunderstorms, wet, wind, windy

29 Compound nouns: things to take on a trip

backpack, beach towel, guidebook, hairbrush, phrase book, pocketknife, sleeping bag, suitcase, sunscreen, toiletry bag, toothbrush, toothpaste, water bottle, waterproof jacket

4 Project

WDYT? (What do you think?)

How does the weather affect the way we live?

TASK: Make a video giving weather advice to visitors to your country.

Learning outcomes

- 1 I can speak about the weather in my country.
- 2 I can listen when I work with other students.
- 3 I can use appropriate language from the unit.

Graphic organizer → Project planner p131

- 1 Watch a video of a student giving weather advice. Which seasons does she talk about?



STEP 1: THINK

- 2 Read the notes about Finland in the Model project and answer the questions.
 - 1 What is the same and what is different from the video?
 - 2 What information can you see about each season?

STEP 2: PLAN

- 3 Work in pairs. Read the tips in the Super skills box and practice saying the Key phrases with a partner.

COMMUNICATION

SUPER SKILLS

Active listening

Tips

- Don't interrupt when your partner is speaking.
- Listen to what your partner says.
- Repeat what your partner says to check that you understand.

Key phrases

- | | |
|--------------------------------|-----------------------------------|
| You go first. | OK, let me check if I understand. |
| So you think ... | Can you explain about ... ? |
| Sorry, can you say that again? | What do you mean about ... ? |

- 4 Work in pairs. Choose a region of your country and make notes about the following (don't write complete sentences). Use the tips and Key phrases in the Super skills box.

- What is the weather like ... ?

in the spring	in the summer
in the fall	in the winter
- What do people do in each season?
- What is it a good idea to bring at each time of year?

STEP 3: CREATE

- 5 Read the *How to ...* tips on p131. Then decide who says what in your video.
- 6 Practice saying your part of the video using notes only.
- 7 Record your video.

Model project

FINLAND

Four different seasons – different but beautiful!



Winter:

December to March, -30°C – 0°C
freezing temperatures, snow
people go skiing, snowboarding, ice-skating
Bring: thick coat, scarf, hat, gloves, waterproof boots



Spring/Fall:

April to May and September to November, 2°C – 15°C
cool, often windy, sometimes rains
people love walking in countryside
Bring: walking boots, a waterproof jacket, jeans, sweaters, a backpack, a water bottle



Summer:

June to August, 1°C – 32°C
warm and sunny
people spend time outside – swimming, fishing, sitting in sun
Bring: shorts, T-shirts, sandals, sunglasses, sunscreen

4 FINAL REFLECTION

- 1 The task

Can you talk about the weather in your country?

Is the information in your video clear and helpful?
- 2 Super skill

How well can you listen to other students? How do you know?
- 3 Language

Do you use language from the unit? Give examples.

STEP 4: PRESENT

- 8 **Peer review** Show your video to other students. As you watch, answer the questions.
 - 1 Is the information clear and helpful?
 - 2 When would you like to visit this region? Why?

Get INVOLVED!

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Building skills for the real world

Empowers students to use English with confidence through collaborative projects

In each unit, the *WDYT?* (*What do you think?*) question encourages learners to reflect on the topic. The end-of-unit Project gives them a meaningful opportunity to use the new language, knowledge and skills in a personalized response to the question.

Introduces social and emotional skills through real-life situations relevant to teens

Personalization activities give students an opportunity to reflect and apply social and emotional skills to their own lives. From simpler, more positive emotions in lower levels to more complex social and emotional situations in upper levels, these skills give students the tools to deal with challenges in and out of the classroom.

Creates an inclusive classroom where everyone reaches their potential

Practical solutions for mixed-ability and mixed-level classes included in the course ensure that those who either need an extra challenge or to catch up get the best opportunities to do so.

Builds super skills to help students thrive in education and in life

The thorough and systematic development of the four Super Skills – *Critical Thinking, Creativity, Communication* and *Collaboration* – complements the comprehensive language skills development in the course.

For the student

- Student's Book
- Digital Student's Book
- Student's App
 - On-the-Go Practice
 - Student's Resource Center
- Workbook
- Digital Workbook

For the teacher

- Teacher's Edition
- Teacher's eBook
- Teacher's App
 - Classroom Presentation Kit
 - Teacher's Resource Center
 - Progress Tracker
 - Test Generator

● Kahoot!



This course supports Education for Sustainable Development and Citizenship

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The Student's App with gamified activities motivates learners to spend more time practicing English to maximize opportunities for better learning outcomes.



The Teacher's App with Classroom Presentation Kit and integrated audio, video and interactive activities helps to deliver stimulating classes. All useful files and documents are available at the click of a button.

COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B2	C1	C2
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