

5

ncredible



Student's Book

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Express Publishing

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Check these words

- wave • drown • relieved • soaking wet
- freak waves • out of nowhere • top deck • fortunately
- cause • damage • disaster • mass of snow
- explosion of gases • flash of light • solar superstorm
- powerful • recorded history • telegraph pylons
- sparks • catch fire • rare • destroy

SMALL TALK • By the way ... • I've got it under control.
• Stay calm. • Thank goodness!

Emma, Mona, Harry and Lee have been to France for the day with their French class. They are on a ferry boat returning to England.

- 1** Emma: I love travelling on the water!
Mona: Yes, Emma, we know!
Lee: That was a fantastic day out in Calais.
Harry: I'm glad we're in Miss Dupont's class.
Emma: By the way, where is Miss Dupont?
Mona: She's over there with the rest of the class.
Lee: What are they looking at?
Mona: Oh no! It's a huge wave! And it's coming straight for the boat!
Lee: Emma, can you do something? We're all going to drown!
Emma: Stay calm, everyone. I've got it under control. Power of Water!

Emma's power has made the huge wave disappear. Everyone is relieved.

- 2** Emma: Don't worry. It's gone now!
Mona: We're all soaking wet!
Miss Dupont: Is everyone OK? Where did that wave come from, Captain?
Captain: They're called freak waves. They just appear out of nowhere. No one knows why.
Harry: Wow! That's serious! Did you see the size of it? It was really scary!
Lee: I know! I was expecting the boat to sink!
Captain: We were lucky it didn't hit the boat.
Miss Dupont: Come on downstairs, everyone. We'll be in Dover soon, thank goodness!

Back in England. A reporter asks Miss Dupont and her class some questions about the freak wave.

- 3** Reporter: What happened?
Miss Dupont: We were standing on the top deck. Suddenly, out of nowhere, a freak wave appeared. There was water everywhere.
Mona: Everyone started screaming. It was huge! We were really scared.
Miss Dupont: Fortunately, it went away, just as quickly as it came!
Reporter: So, it didn't cause any damage? You were very lucky that there wasn't a disaster at sea.
Lee: We were lucky because we had some help at sea!

Reading

- 1 Look at the picture. Read the title and the words below. What is the dialogue about? Guess. Then listen and read to check your answers.

• trip • ferry boat • huge wave • hit
• cause damage • drown • disaster

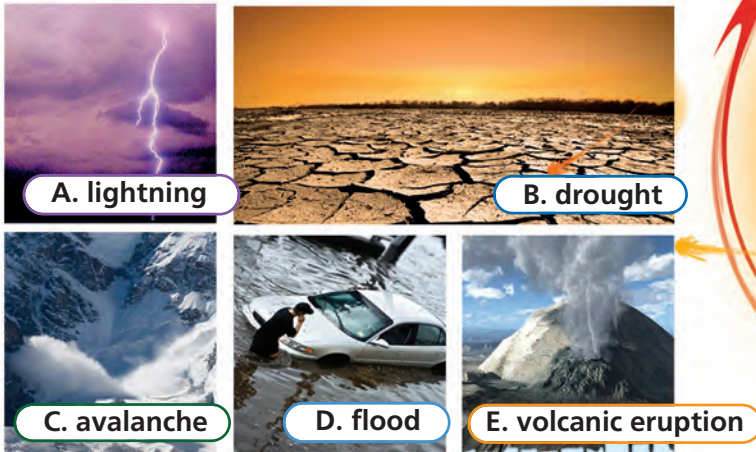
- 2 a) Read the dialogue again. Put the events in the correct order.

- a Everyone started screaming.
b Emma, Mona, Harry and Lee went to France for the day.
c Emma got the situation under control and made the wave disappear.
d They were lucky there wasn't a disaster at sea.
e On their way back, they were all standing on the top deck.
f A huge wave appeared out of nowhere.

- b) Now, tell the summary of the story.

Words Vocabulary

- 3 Listen and repeat. Then, read and match.



- 1 Water which covers the land, usually caused by heavy rain. **D**
2 A mass of snow, ice or rocks that falls down the side of a mountain. _____
3 An explosion of gases and lava from the top of a mountain. _____
4 A flash of very bright light in the sky. _____
5 A long period of time when there is little or no rain. _____

- 4 **Natural Phenomena:** What are these words in your language? Are there any natural phenomena that are/aren't common in your country? Which ones? Tell the class.

• earthquake • tornado • hurricane
• tsunami • storm

Hurricanes and tsunamis are/aren't very common in my country.

Grammar (Past Simple)

- 5 Go through the Grammar box. Then, read the dialogue again and underline the **Past Simple**. How is it formed/used?

*They **went** on a school trip to France last month. (completed action in the past)*

*First it **started** to rain and then the lights **went out**. (actions that happened one after the other)*

Time expressions: yesterday, last week/month, ago, etc.

- 6 a) Read and complete.

The Solar Superstorm

The solar superstorm of 1859 **1) was (be)** the most powerful solar storm in recorded history. It **2) _____ (take)** place on the 1st of September and **3) _____ (cause)** bright lights in the skies all over the world. Telegraph systems all over Europe and North America **4) _____ (fail)**. Telegraph pylons **5) _____ (throw)** out sparks and telegraph paper **6) _____ (catch)** fire! A solar storm is very rare, but it could happen again. If it did, all our electrical systems would be destroyed!

- b) In pairs, ask and answer.

A: *When did the solar superstorm take place?*
B: *It took place in 1859.*

Writing

- 7 **PORTFOLIO @** Find information and write a short paragraph about a natural disaster. Use the key phrase: **natural disaster(s)**.



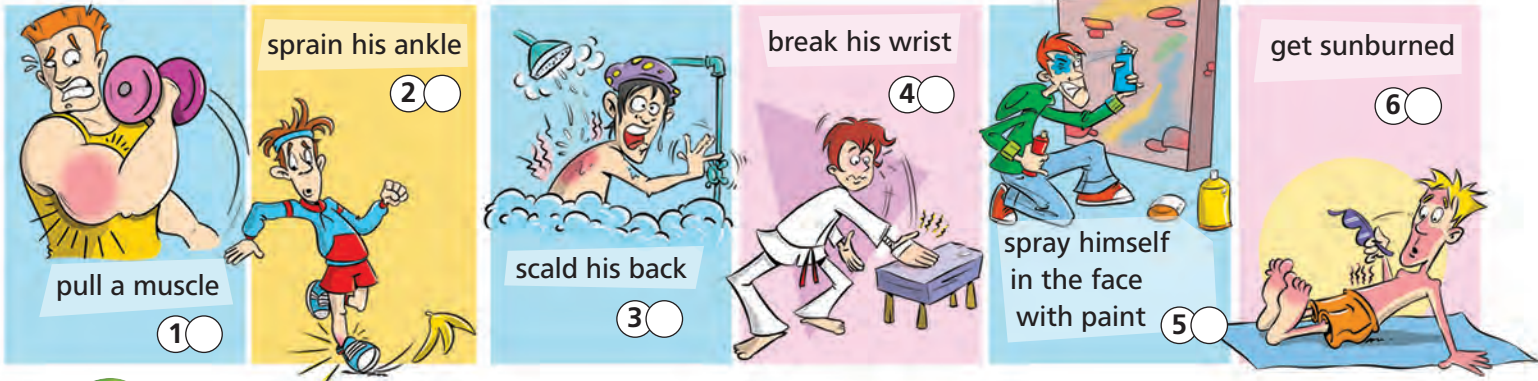
Check these words

Words Vocabulary

1 a) Listen and repeat.

b) Over to you: Have you ever had an accident? What happened? What did you do? Tell the class.

- regular • accident-prone • eye patch • hole • fall off
- knock himself unconscious • sunbathe • sun cream
- build a worktop • steady • boil the kettle • collapse
- contest • my ankle is killing me • poor thing • ice pack
- turn out • wound • bandage • port • wooden leg
- hook • overboard • bite • mast



Reading

2 a) Read and complete the text with words from the Check these words section. Then, listen and check.

b) Read the text again. Which of the accidents from Ex. 1a has Douglas McCorquodale had? Tick (✓). How did they happen? Tell the class.

3 **THINK** Imagine you are Douglas McCorquodale. Why are you the most accident-prone man in Scotland? How do you feel? In three minutes, say and/or write a few sentences.

DOUGLAS the disaster on 2 legs!

Douglas McCorquodale is a 1) regular visitor at the local hospital. He's had so many accidents that he is probably the most accident-prone man in Scotland!

These are some of the accidents Douglas has had so far: He sprayed himself in the face with paint and went to the hospital for an eye 2) _____. As he was leaving the hospital, he fell into a workman's 3) _____ and broke his arm! He once fell 4) _____ his bike, broke his wrist and sprained both his ankles! Another time, he fell out of the back of his van and knocked himself 5) _____! One summer, as he was 6) _____ in Italy, he covered himself with cooking oil instead of 7) _____ and got sunburned really badly. A couple of years ago, he built a worktop in the kitchen, but it wasn't very steady. As his wife was boiling the 8) _____, the worktop 9) _____ and the boiling water scalded Douglas' back!

Douglas is now a finalist in a 10) _____ to find Scotland's most accident-prone person. Perhaps, for once, Douglas will be lucky and win a prize. Let's hope he doesn't have an accident on his way to collect it!

Everyday English (Expressing sympathy)

4 a) Listen. In pairs, read out the dialogue.

Susan: Are you all right, Tom?

Tom: My ankle is killing me. I can hardly walk.

Susan: Oh dear. What happened?

Tom: I sprained it last night while I was playing basketball.

Susan: You poor thing! Did you put anything on it?

Tom: I put an ice pack on it and I'm going to see the doctor this afternoon.

Susan: I hope it turns out to be nothing serious.

Tom: Thanks. I'll let you know.

b) Replace the phrases in bold with phrases from the box. Then, take roles and act out the dialogue.

- | | |
|----------------------------|-----------------------|
| • What's wrong? | • It might not be |
| • Oh no! | that bad. |
| • How awful! | • Poor you! |
| • That's terrible/a shame! | • I don't believe it! |

5 Work in pairs. Think of an injury and choose one of the phrases below. Make your own dialogues. Use: **put an eye patch on**, **put an ice pack on it**, **rest it**, **put a plaster on it**, **have an X-ray**, **clean the wound**, **put some cream on it**, **put a bandage on it**.

Grammar (Past Simple – Past Continuous)

6 Go through the Grammar box. Read the text on p. 24 again and underline all the **Past Simple** and **Past Continuous** tenses. How are they formed/used?

Past Simple

He **went** to the hospital last night. (completed action in the past)

He **fell into** a hole and **broke** his arm. (actions that happened one after the other in the past)

Past Continuous

I **was sunbathing** all day yesterday. (action in progress in the past)

Roy **was riding** his bike while Martha **was reading** a book. (actions happening at the same time in the past)

Past Continuous vs Past Simple

He **was cooking** when he **burnt** his finger. (action in progress in the past when interrupted by a shorter action)

7 Joke time: Read and complete. Use **Past Simple** or **Past Continuous**. Then, listen and check.



An old pirate 1) **was sitting** (sit) by the port. He 2) _____ (wear) an eye patch and he 3) _____ (have) a wooden leg. Instead of his right hand he 4) _____ (have) a metal hook. A young sailor 5) _____ (talk) to the pirate about his life at sea. "So, how 6) _____ (you/lose) your leg?" the young man 7) _____ (ask) the pirate. "Well, you see," said the pirate, "I 8) _____ (clean) the deck one day when I 9) _____ (fall) overboard. A big shark 10) _____ (swim) near the ship and it 11) _____ (bite) off my leg!"

"But you've lost your right hand, too! How did that happen?" "I 12) _____ (climb) the ship's mast when a sail 13) _____ (fall) on my hand."

"And how about your eye?" "I 14) _____ (eat) an orange when some juice 15) _____ (spray) into my eye," said the pirate. "You mean you lost your eye because of some orange juice?" "Yes," said the pirate, "You see, it was my first day with the new hook!"



Check these words

- recycle • reuse
- turn off • appliances
- duty • unpredictable
- make a profit • shelter
- licence • respect
- unique • population
- rapidly • natural habitat
- wondrous

Words Vocabulary

1 a) **Dictionary work:** Listen and repeat. What are these words/phrases in your language?

b) **THINK** Match the solutions below to the environmental problems in Ex. 1.

- 1 use public transport more
- 2 recycle and reuse as much as possible
- 3 use eco-friendly cleaning products
- 4 plant trees
- 5 turn off lights and appliances when not in use
- 6 protect animals' habitats

B

Speaking

2 How can we help the planet? Use the phrases from the box to give the class your opinion.

- In my opinion/view, ...
- I think/believe ...
- As far as I'm concerned, ...

I think people should use public transport more. This will help reduce air pollution.

A deforestation

B air pollution

C endangered species

F energy waste

E water pollution

D rubbish



Grammar (Modal Verbs - Present)

Ability

I **can** dance. (I am able to ...)

Obligation

We **must** protect the animals. (It's our duty to ...)

We **have to** stay in the car while we are in the safari park. (The rule is to stay ...)

You **mustn't** swim here. It's dangerous. (We aren't allowed to ...)

We **don't have to** get up early. It's Sunday. (It isn't necessary for us to ...)

Possibility

We **may/might/could** visit the animal park tomorrow. (It's possible that ...)

Advice

We **should** recycle our rubbish. (It's a good idea to ...)

Deduction

The weather is unpredictable these days. It **must** be because of climate change. (I think it's ...)

The organisation uses all its money for sick animals. It **can't** make any profit. (I don't think it ...)

Go to see them

They might soon disappear

3 Rewrite the sentences.

- I am able to come on Saturday and help you to clean up the beach.
I can come on Saturday and help you to clean up the beach.
- It's possible that many of the animals will disappear in the near future.
- It isn't necessary for you to be rich to care for the environment!
- It's our duty to make sure all animals have food and shelter.
- People aren't allowed to cut down the trees in that forest.
- The rule is to have a special licence to fish in that area.

Reading

- Read the article and circle. Then listen and check.
- PORTFOLIO** Find information about a place that is in danger of disappearing. You can use this key phrase: **places/monuments in danger**.

The **Taj Mahal** is one of India's most popular tourist attractions, but air pollution from traffic 1) **could** / **should** destroy it forever! Nowadays, cars 2) **mustn't** / **don't have to** drive around the area. Visitors 3) **could** / **should** also respect this unique monument and 4) **must** / **might** try not to damage it when they visit it.

Let's Play! (Throw and Go!)

| | | |
|---|--|---|
| 1  Start | 2  concert Tuesday 9 December 9-30 should | 3  have to |
| 6  should | 5  Go Back to Start! | 4  1st prize 1000€ can't |
| 7  might | 8  may | 9  Go Back two Spaces |
| 12  Finish | 11  don't have to | 10  Go Back three Spaces |

The Galapagos Islands

The Galapagos Islands in the Pacific Ocean are an incredible living, natural museum! They are home to exotic birds, animals and plants that you 5) **can't** / **mustn't** see anywhere else. The population of the island is growing rapidly, so the local wildlife 6) **can't** / **could** soon lose its natural habitat. People 7) **mustn't** / **don't have to** cut down the trees to build new homes because this wondrous group of islands 8) **might** / **has to** disappear for ever!



Reading

- 1 Read the competition entry. What is it about? What's the prize?
- 2 Read and complete the text with words from the section. Then, listen and check.



Check these words

- competition entry • environment • prevent
- chemicals • oil • chlorine • cleaners • harm
- insects • drain • breathe • collect • waste
- spread diseases • eventually • end up
- pick up rubbish • clean up • disappearance
- release • poisonous

Be Blue to Be Green

A project by Class 6A

Do you know why water pollution is bad for people and the environment? Do you know how we can prevent water pollution? We've got the answers to the problems!

Competition Students' Ideas for Cleaner Water!

Enter our competition and win the chance to visit Britain's beautiful Lake District! Send your ideas to us TODAY!

Problem: **Chemicals** like oil and chlorine (used for swimming pools), and cleaners can

1) _____ the animals, insects and plants that live in the water. These chemicals can also make people ill when they all run into the sea.

Answer: Make sure you don't let water full of chemicals run down the street and into a 2) _____.

Problem: **Leaves and grass** can take the oxygen out of water and kill the plants and animals that need oxygen to 3) _____.

Answer: 4) _____ the leaves and grass from your garden so that they don't find their way into the drains.

Problem: **The waste from our pets** can 5) _____ diseases to plants, animals and humans.

Answer: Make sure to 6) _____ after your dog when you take it out for a walk.

Problem: **Let's talk rubbish!** The rubbish you throw in the street will eventually 7) _____ on the beach! It is not only ugly to look at, but it pollutes all our water and can make animals ill.

Answer: Throw all your rubbish in a bin and not on the street. Also, always 8) _____ rubbish after a day on the beach.

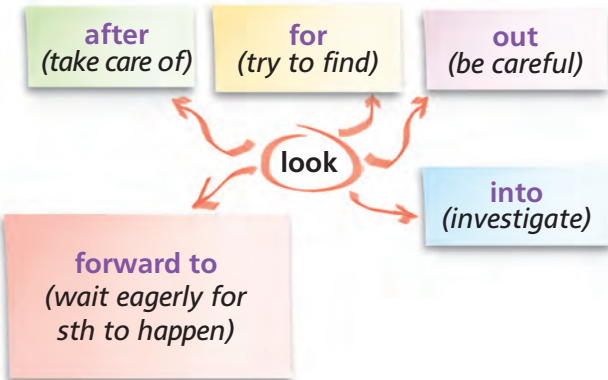


- 3 Read the project again. Answer the questions.
 - 1 Which two chemicals are mentioned in the text?
 - 2 What happens when leaves and grass fall into the water?
 - 3 Why should we clean up after our dogs?
 - 4 What should we always do after a day on the beach?

**Remember:
Cleaner water
means a cleaner
world-and that's
what we all want!**

4 **THINK** What can we do to prevent water pollution? In three minutes, say and/or write a few sentences.

5 a) **WORDWISE** – Phrasal Verbs: Study the spidergram and complete the sentences. How do you say these phrasal verbs in your language?



- I'm looking **forward to** visiting the animal park next week.
- Look _____! There's a car coming!
- The police are looking _____ the disappearance of a koala from the zoo.
- The baby gorilla is looking _____ its mother. I think it's hungry.
- We should look _____ animals. They need our help.

b) Choose two phrasal verbs and make sentences. If you wish, draw pictures to show their meaning.

Pronunciation

6 a) Listen and repeat.

solution

eruption

accommodation

b) Listen and write the words. Then, listen and repeat.

1 _____

3 _____

2 _____

4 _____

Listening and Speaking

7 Listen and complete.

Air Pollution

Problem

too many cars release
poisonous _____

Answer

use public _____ more often

Problem

deforestation, not enough _____

Answer

protect forests, _____
more trees

Problem

_____ fill the air with chemicals

Answer

use special _____

Problem

burning oil and coal _____ the air

Answer

use other forms of _____

8 **Over to you:** What causes air pollution? What can we do to reduce air pollution? Prepare a one-minute talk. Use phrases such as: *For a start...*, *One way to solve...*, *As a result...*, *I think we should...*, the information above, and your own ideas.

Air pollution is a serious problem. For a start, there are ...

Writing

9 Do a class project about air pollution. Use Ex. 1 as a model and ideas from Exs 7 and 8.



Check these words

- ground • gods • war • rule • battles
- goddess • leader • bury
- occasionally • move • escape • occur
- argue • crack • separate
- every now and again

Earthquakes

A lot of cultures around the world have tried to explain earthquakes in different ways. Here are two popular legends about what makes the ground shake!

The Greek Legend

In the beginning of time the ancient gods lived on Mount Olympus in the north of Greece. They fought a terrible war with the Giants to try to rule the world. During one of the battles, the goddess Athena killed the leader of the Giants, Enceladus. Then, she threw the island of Sicily on top of him and completely buried him. Since then, Enceladus occasionally moves and tries to escape from under the island and this, they say, is how earthquakes occur.

1 🎧 Which of the following explanations about earthquakes are given in the texts? Guess. Listen, read and check your answers.

- 1 A group of turtles are arguing.
- 2 The giants are moving furniture around.
- 3 A giant is trying to get out from under an island.

2 a) Read the texts again and write **T** for True and **F** for False. Correct the false statements.

- 1 The ancient gods lived in the south of Greece. _____
- 2 The Great Spirit wanted six turtles to carry the land on their backs. _____
- 3 Enceladus was completely buried under the island of Sicily. _____
- 4 The earth shakes because the turtles sink. _____

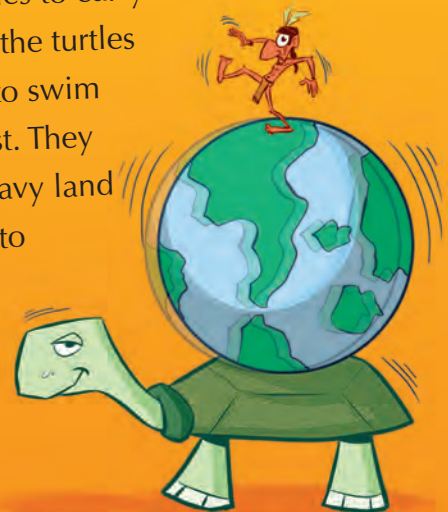
b) **THINK** Tell the class two things that impressed you from each legend.

3 **PORTFOLIO** @ Find another legend about earthquakes. Write a short paragraph about it and illustrate it. You can use this key phrase: **earthquake legends**.



The Native American Legend

The Gabrielino Indians of California believed that when the world was covered in water, the Great Spirit decided to make a beautiful land with lakes and rivers. He told six turtles to carry the land on their backs. One day the turtles argued and three of them decided to swim east, while the other three swam west. They couldn't swim far because of the heavy land on their backs and the earth began to shake and crack. In the end, the turtles understood that they could not separate so they stopped arguing. Unfortunately, every now and again the turtles argue and the earth shakes.



ODD one OUT

1 Find the odd one out. Give reasons.

- 1
- a tsunami
 - b drought
 - c avalanche
 - d cloud



- 2
- a flu
 - b sprain
 - c twist
 - d bruise

- 3
- a patch
 - b muscle
 - c wrist
 - d ankle

- 4
- a storm
 - b ground
 - c tornado
 - d flood

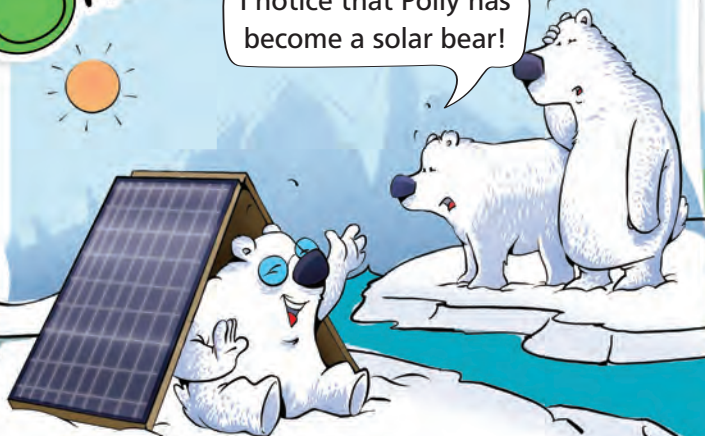


- 5
- a rubbish
 - b fish
 - c pollution
 - d energy waste

- 6
- a lake
 - b river
 - c mountain
 - d ocean



I notice that Polly has become a solar bear!



you're my World

*Planet Earth, a rock, a sphere,
But home to all that I hold dear!
Planet Earth, you float in space,
But you're my world, my special place!*

Where earthquakes shake the ground below,
Where rivers, lakes and oceans flow,
Where breezes blow and raindrops fall
On Planet Earth I have them all!

Where seagulls fly and eagles soar,
Where kittens mew and tigers roar,
Where flowers bloom and trees grow tall
On Planet Earth I have them all!



1 Listen to and read the song. Correct the mistakes.

- | | |
|-------------------------------|-----------------|
| 1 rivers blow flow | 4 seagulls flow |
| 2 breezes fall | 5 tigers mew |
| 3 raindrops fly | 6 eagles roar |

2 **THINK** What images come to mind when you think of Earth? Draw some. Present them to the class.

Did YOU know?

Our planet is 4.5 to 4.6 billion years old!





- be allowed • certain • situations
- overtime • deliver • office work
- promoters • hand out • leaflets
- cosmetic company

Teens at work

This week *KeenTeen MagaZine* answers some of your questions about jobs for teenagers in the UK and in Russia.

Q: 1)



Teenagers must be 13 before they can work.



Children under the age of 16 aren't allowed to work. In certain situations, a child may work at the age of 14 if their parents allow it.

Q: 2)



Teenagers can only work after 7 a.m. and before 7 p.m. On a school day they can only work for up to 2 hours. During school holidays they can work up to 25 hours a week.



Teenagers under the age of 18 are not allowed to work at night or to work overtime. They can't work more than 24 hours in a week unless they are over 16, when they can work up to 36 hours.

Q: 3)



They can do any of the following: deliver newspapers, babysit, help the milkman on his rounds, do office work, wash cars, work in a shop or at a hairdresser's, work in a café or restaurant, etc.



Teenagers in Russia often work in fast food restaurants or cafés. They also work as couriers, promoters (handing out leaflets) or in network marketing for cosmetic companies.

I hope this helps answer some of your questions. If you have any more questions, contact us at KeenTeenMagaZine@teenmail.com



1 Read the Q & A and fill in the questions. Then, listen and check your answers.

- A What kind of jobs can teenagers do?
- B How old do young people have to be before they can work?
- C What times can teenagers work?

2 a) Read again and write the country (the UK or Russia).

- 1 Children under the age of sixteen mustn't work. _____
- 2 During school holidays teenagers are allowed to work more hours a week. _____
- 3 No one must work at night under the age of eighteen. _____
- 4 Teenagers must be thirteen before they work. _____

b) **THINK** Compare teenage jobs in your country to the countries in the text. What are the similarities/ differences? Tell the class.

3 **PORTFOLIO** Write a Q & A for teenagers at work in your country. *How old must they be to work? What kind of jobs can they do? How many hours can they work?*



Check these words

- solar system • circular paths
- orbit • anti-clockwise • inner
- contain • Mercury • Venus
- Earth • Mars • terrestrial
- outer • Jupiter • Saturn
- Uranus • Neptune • gaseous
- asteroid belt • naked eye
- quarter • surface

The Solar System

In our solar system there are eight planets which circle around the sun. The circular paths that they make around the sun are called orbits. All eight planets move around the sun in the same direction – anti-clockwise.

There are two parts to the solar system:

- The inner solar system contains the planets Mercury, Venus, Earth and Mars. These planets are terrestrial, which means they are made of rock.
- The outer solar system contains the planets Jupiter, Saturn, Uranus and Neptune. These planets are gaseous, which means they are made of gas.

An asteroid belt separates the inner planets and the outer planets.

1 How many planets are in our solar system? Can you name some?

2 a) Listen to and read the text. Write T (True), F (False) or DS (Doesn't Say).

- 1 There are seven planets in our solar system. _____
- 2 There is more than one moon in our solar system. _____
- 3 The planets move around the sun in an anti-clockwise movement. _____
- 4 The planets in the inner solar system are made of rock. _____
- 5 Our solar system contains billions of stars. _____
- 6 The planets in the outer solar system are made of rock. _____

b) **THINK** One way to remember the names of the planets in the right order is the following sentence:

My **V**ery **E**ducated **M**other **J**ust **S**erved **U**s **N**oodles!

What do the letters in blue stand for? *M* is for Mercury.

3 **PORTFOLIO** In groups find information about another planet and make a **Did you know?** project or a power point presentation. Present it to the class. You can use these key phrases: **solar system, planets.**

- Mars is the fourth planet from the sun in our solar system.
- It's also called The Red Planet.
- Mars has got two moons: ...

Did you know?

- Venus is the brightest planet in the solar system. You can sometimes see it even with the naked eye!
- Three quarters of the Earth's surface is covered with water!
- The largest volcano in the solar system is on Mars and it's called Olympus Mons.
- Jupiter is the largest planet in our solar system. A day on Jupiter is only 9 hours and 55 minutes long!