1. Listen to Dan, Rita and Megan. What are their superstitions?

2. INTERFACE Work in pairs. Ask and answer the question.

3. Vocabulary 1

   Prepositions

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

   Which prepositions are opposites? Write them in pairs.

   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!

   Word Tip

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

4. 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!

6. Reading 1

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

   millionaire hospital ant dive

7. Read and listen. Check your answers.
8 Read text A again. Are the sentences true or false?

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

9 Read text B again and order the events.

a) Joan's heart stopped.
b) Joan went skydiving.
c) Joan went to hospital and recovered.
d) The fire ants bit Joan.
e) Joan's parachute didn't open.
f) Joan started skydiving again.
g) 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

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.

<table>
<thead>
<tr>
<th>past continuous</th>
<th>a)</th>
<th>past simple</th>
<th>now</th>
</tr>
</thead>
</table>

| past simple | b) | past simple | now |

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

1. We use the ... to describe an action in progress in the past, often interrupted by another action.
2. 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.

1. Where did Brennan go last summer?
2. What happened when he went for a walk?
3. How many days did he survive alone?
4. What was Brennan doing when rescuers found him?
5. Why was Brennan hiding?

Pronunciation
Sentence stress

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

1. He was watching a film.
2. They were listening to music.
3. He wasn’t hiding in the woods.
4. Was he talking to David?

b. 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.

1. Which action was in progress?
2. Which action interrupted the action in progress?
3. Which tense usually comes after while?
4. 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.

Grammar guide page 40

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 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 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 Listen to Dan’s anecdote. Why was his head torch useful on the camping trip?
4 Read and listen again. Check your answers.

Practise
5 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 (1659–1731)**
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.

Workbook Speaking practice page 128
Reading 2

1. Look at the pictures and answer the questions.
   1. How do you think the people felt in the situation?
   2. What do you think happened?

2. Match the words and phrases 1–5 with the definitions a–e.
   1. get stuck
   2. look after
   3. return
   4. work
   5. manage
   a) care for
   b) come back
   c) become trapped
   d) be able to do something
   e) function

Vocabulary 2
-ed / -ing adjectives

1. Look at the pictures and choose the correct word.
   1. The couple / mountains are frightened.
   2. The couple / mountains are frightening.

2. Complete the rules with -ed or -ing.
   a) We use ... adjectives to describe how we feel.
   b) 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.

<table>
<thead>
<tr>
<th>verb</th>
<th>-ing form</th>
<th>-ed form</th>
</tr>
</thead>
<tbody>
<tr>
<td>frighten</td>
<td>frightening</td>
<td>frightened</td>
</tr>
</tbody>
</table>

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

5. Listen, check and repeat.

6. Complete the sentences so they are true for you.
   1. I think football is ...
   2. I think ... is exciting.
   3. I am bored by ...
   4. In my opinion, ... is annoying.
   5. I'm interested in ...
   6. When I'm tired ...


8. Look at the pictures and answer the questions.
   1. How do you think the people felt in the situation?
   2. What do you think happened?

9. Read and listen to the text. Answer the questions.
   1. What happened on the way home?
   2. Why didn't they use their phones?
   3. Who did they think about while they were trying to move the car?
   4. Who did they phone on the way home?
   5. 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!

---

Grammar 2

Present and past tenses

1. Every year they go up to the mountains.
2. They’re coming home!
3. They were driving home when they got stuck.
4. Keith finally managed to move the car.

11. Look at sentences 1–4 above and match the verbs in blue to uses a–d.
   a) present simple for habits
   b) present continuous for an action happening now
   c) past simple for a completed action in the past
   d) past continuous for an action in progress in the past

12. Choose the correct words.
1. What do you usually do / are you usually doing on your birthday?
2. How often are you going / do you go to the countryside?
3. What are you doing / were you doing yesterday?
4. What are you doing / were you doing when the teacher arrived in class?
5. 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) heard a strange noise in the bathroom. She (2) went to check. She (3) had a terrible shock when she (4) saw a two-metre long python in the toilet. ‘The snake (5) tried to get out of the toilet,’ she (6) told our reporter, ‘so I (7) ran out of the bathroom because I certainly (8) didn’t want to try and catch it. Then I (9) called our building manager. He (10) arrived quite quickly. He (11) caught the snake and (12) took it away.’ Vanessa still (13) feels 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) lives in a cage in my flat but it (19) grows very fast.’

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

Grammar guide page 40
Writing
A description of an accident

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

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).

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!

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-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.

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

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.

by Denise Rodgers

Vocabulary guide
Prepositions

- ed / - ing adjectives

- ed / - ing adjectives

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

### Grammar guide

#### Past simple and past continuous

<table>
<thead>
<tr>
<th>Past simple</th>
<th>Past continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You</td>
<td>'m walking</td>
</tr>
<tr>
<td>He / She / It</td>
<td>You're walking</td>
</tr>
<tr>
<td>We / You / They</td>
<td>He / She / It's walking</td>
</tr>
</tbody>
</table>

| I / You          | 'm not walking |
| He / She / It   | 're not walking |
| We / You / They | 're not walking |

| Do I / you | walk? |
| Does he / she / it | walk? |
| Do we / you / they | walk? |

| Am I | walking? |
| Are you | walking? |
| Is he / she / it | walking? |
| Are we / you / they | walking? |

### Present

<table>
<thead>
<tr>
<th>Simple</th>
<th>Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You</td>
<td>walk</td>
</tr>
<tr>
<td>He / She / It</td>
<td>walks</td>
</tr>
<tr>
<td>We / You / They</td>
<td>walk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He / She / It</th>
<th>We / You / They</th>
</tr>
</thead>
<tbody>
<tr>
<td>'m walking</td>
<td>You're walking</td>
<td>He / She / It's walking</td>
<td>We / You / They're walking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He / She / It</th>
<th>We / You / They</th>
</tr>
</thead>
<tbody>
<tr>
<td>'m not walking</td>
<td>You're not walking</td>
<td>He / She / It's not walking</td>
<td>We / You / They're not walking</td>
</tr>
</tbody>
</table>

| Do I / you | walk? |
| Does he / she / it | walk? |
| Do we / you / they | walk? |

| Am I | walking? |
| Are you | walking? |
| Is he / she / it | walking? |
| Are we / you / they | walking? |

### Past

<table>
<thead>
<tr>
<th>Simple</th>
<th>Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You</td>
<td>walked</td>
</tr>
<tr>
<td>He / She / It</td>
<td>walked</td>
</tr>
<tr>
<td>We / You / They</td>
<td>walked</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He / She / It</th>
<th>We / You / They</th>
</tr>
</thead>
<tbody>
<tr>
<td>was walking</td>
<td>were walking</td>
<td>was walking</td>
<td>were walking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He / She / It</th>
<th>We / You / They</th>
</tr>
</thead>
<tbody>
<tr>
<td>wasn't walking</td>
<td>weren't walking</td>
<td>wasn't walking</td>
<td>weren't walking</td>
</tr>
</tbody>
</table>

| Did I / you | walk? |
| Did he / she / it | walk? |
| Did we / you / they | walk? |

| Was I | walking? |
| Were you | walking? |
| Was he / she / it | walking? |
| Were we / you / they | walking? |
Progress check

Prepositions
1 Complete the sentences with the words in the box.
   - out of    under    up    into    across

   1 When John woke up, he climbed ... his tent and ate breakfast.
   2 Then he walked to the river and dived ... the water.
   3 While he was swimming ... the river to the other side, it started to rain.
   4 When he reached the other side, he sheltered ... a tree.
   5 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.

   1 They are very late. I am ... (worry).
   2 The film was really ... (bore).
   3 Were you ... (surprise) when you saw me?
   4 I'm reading a really ... (interest) book.
   5 Jackie was very ... (annoy) when Ruth arrived late again.
   6 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.

   1 John ... (not get up) early yesterday.
   2 At six o'clock yesterday I ... (do) my homework.
   3 They ... (not do) anything when I ... (see) them.
   4 We ... (not go) to the cinema last week because there ... (not be) any good films on.
   5 Kate ... (meet) Kevin while she ... (walk) to school.
   6 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.

   1 ... (you / go) to a party last Saturday?
   2 What ... (you / do) at 3am this morning?
   3 What ... (you / do) last night?
   4 What ... (your mother / do) when you ... (wake up) this morning?
   5 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.

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

Grammar build up
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!