

Vocabulary

A

Weather

I can describe the weather.

1 Complete the adjectives that describe the weather in the pictures.

It's ¹thundery and ²c_____.It's ³s_____ and ⁴f_____.It's ⁵f_____ and ⁶i_____.It's ⁷s_____ and ⁸w_____.It's hot and ⁹s_____.It's cold and ¹⁰r_____.

2 Write the nouns for the adjectives in exercise 1.

- | | | |
|-----------|---------|----------|
| 1 thunder | 5 _____ | 9 _____ |
| 2 _____ | 6 _____ | 10 _____ |
| 3 _____ | 7 _____ | |
| 4 _____ | 8 _____ | |

3 Complete the text with the words below.

blow claps flashes raindrops storm clouds
sunshine thunderstorm

There was a terrible ¹_____ yesterday evening.
We saw big, dark grey ²_____ in the distance.
Then a strong wind started to ³_____
and it began to rain heavily – huge ⁴_____
fell from the sky. We got incredibly wet! There were
⁵_____ of lightning and loud ⁶_____
of thunder. It was quite scary. But then the storm passed and
there was bright ⁷_____!

4 Number the adjectives in order from hottest (1) to coldest (7).

- ☐ cold ☐ hot ☐ sweltering ☐ cool
☐ mild ☐ warm ☐ freezing

5 Write the temperatures in words.

- 1 -5° It's minus five.
2 26°C It's twenty-six degrees Celsius.
3 -15° _____
4 14°C _____
5 -7°C _____
6 32° _____

6 1.14 Listen to people describing the weather. Complete each sentence with one word from exercises 1, 2 or 3.

- 1 a It was rainy all morning.
b It was _____ in the afternoon.
2 a There was thick _____.
b There was _____ on the road.
3 a Most of the day the sky was _____.
b It was mild and _____.
4 a There was _____ on the grass.
b In the afternoon it was _____ and _____.

7 Write a paragraph describing the weather one day last week. Write 15–30 words.

Comparison

I can make comparisons.

1 Complete the table with the comparative forms.

Adjective	Comparative
Short adjectives	
tall	1
large	2
hot	3
early	4
Long adjectives	
powerful	5
spectacular	6
Irregular adjectives	
good	7
bad	8
far	9
Quantifiers	
few	10
much / many	11
little	12

2 Complete the fact file. Use the comparative form of the words in brackets.

FACT FILE: COMETS AND ASTEROIDS

asteroid

comet

3 Compare the weather in the two cities. Write sentences with *as ... as* and *not as ... as*.

London	Edinburgh
	
15°C	15°C
	

1 Edinburgh isn't as sunny as London. (sunny)

2 _____ (warm)

3 _____ (cloudy)

4 _____ (bright)

5 _____ (wet)

6 _____ (windy)

7 _____ (dry)

4 Complete the sentences with *as*, *more*, *much* or *than*.

1 Mist isn't as thick _____ fog.

2 The weather today is _____ wetter _____ yesterday.

3 'Is a hurricane _____ powerful than a thunderstorm?' 'Yes, it's _____ stronger.'

4 The moon isn't _____ bright _____ the sun.

5 Are hurricanes more dangerous _____ tornadoes?

6 'I think maths is much _____ interesting _____ geography.'

'Do you? I don't think it's _____ interesting as geography, but it's _____ more useful.'

- Comets are made of ice and pieces of rock. Asteroids are made of rock and metal, and are ¹ _____ (heavy).
- Most comets are much ² _____ (big) than most asteroids.
- You can find asteroids ³ _____ (close) to the sun than comets. If comets get too close to the sun, they melt. So you can only find comets much ⁴ _____ (far) from the sun, where it is ⁵ _____ (cold) and ice doesn't melt.
- Comets are ⁶ _____ (bright) than asteroids because they have long, white tails.
- Comets are ⁷ _____ (rare) than asteroids. There are hundreds of millions of asteroids in our solar system, but far ⁸ _____ (few) comets – only about 4,000. For this reason, asteroids are ⁹ _____ (dangerous), as one of them is ¹⁰ _____ (likely) to hit the Earth.

Eyewitness

I can identify the context of a dialogue or monologue.

Revision: Student's Book page 43

1 Match the words below with definitions 1–10.

avalanche drought earthquake epidemic famine
flood forest fire mudslide tsunami
volcanic eruption

- 1 A(n) _____ is when the ground shakes and buildings collapse.
- 2 A(n) _____ is when hot rocks, fire and steam suddenly come out of the ground.
- 3 A(n) _____ is when water covers the ground in places which are usually dry.
- 4 A(n) _____ is when snow and ice fall quickly down a mountain.
- 5 A(n) _____ is a long period of time without enough food in a region.
- 6 A(n) _____ is a very large and long wave following an earthquake under the ocean.
- 7 A(n) _____ is when there is no rain for a long time.
- 8 A(n) _____ is a fire that spreads quickly through a large area of trees.
- 9 A(n) _____ is when a serious disease spreads to lots of people.
- 10 A(n) _____ is when a large quantity of wet earth suddenly falls down the side of a hill.

2 Label photos A and B with the natural disaster words from exercise 1.



A _____



B _____

Listening Strategy

It is important to be able to identify the context of the listening, i.e. who is speaking, where and when they are speaking, and what the situation is. This is not always obvious, so listen carefully for clues to help you.

3 **1.15** Read the Listening Strategy. Then listen to two dialogues and answer the questions. Write the clues which gave you the answers.

Dialogue 1

- 1 Where are they? _____
Clues: _____
- 2 What natural disaster caused the damage? _____
Clues: _____

Dialogue 2

- 3 What kind of natural disaster are they discussing?

- Clues: _____
- 4 What time of day is it? _____
Clues: _____

4 **1.16** Listen to four extracts. Match each extract with a natural disaster from exercise 1.

- 1 Natural disaster: _____
- 2 Natural disaster: _____
- 3 Natural disaster: _____
- 4 Natural disaster: _____

5 **1.16** Listen again and choose the correct answers.

- 1 The dialogue takes place
 - a in a shopping centre.
 - b in the street.
 - c in a supermarket.
- 2 The disaster happened while the speaker
 - a was on holiday in Japan.
 - b was in a business meeting.
 - c was in a Japanese lesson.
- 3 The speaker first went to Africa
 - a about three years ago.
 - b about two years ago.
 - c before university.
- 4 The man who is giving information about Mount Bagana is
 - a a guest at the hotel.
 - b an employee at a tourist information office.
 - c an employee of the hotel.

Superlative adjectives, *too* and *enough*

I can use different structures to make comparisons.

1 Complete the facts with the superlative form of the adjectives in brackets and the correct answer, a, b or c.

- 1 The _____ (high) mountain in Europe is ☐.
a Elbrus b Everest c Kilimanjaro
- 2 The _____ (far) planet from the Sun is ☐.
a Earth b Mercury c Neptune
- 3 The _____ (deep) ocean is ☐.
a the Arctic b the Atlantic c the Pacific
- 4 The _____ (sunny) part of England is ☐.
a the north b the south c the centre
- 5 The _____ (polluted) city in the world is ☐.
a New York b New Orleans c New Delhi
- 6 The _____ (common) cause of a tsunami is ☐.
a an earthquake b a volcanic eruption c a storm
- 7 The country with the _____ (long) coast is ☐.
a Russia b China c Canada
- 8 The _____ (large) island in the world is ☐.
a Great Britain b Greenland c Iceland
- 9 The _____ (dry) continent in the world is ☐.
a Antarctica b Australia c Africa

2 Complete the sentences with the correct superlative form of the adjectives in brackets. Then circle *in* or *of*.

- 1 Birmingham is one of the _____ (large) cities *in / of* England.
- 2 Crocodiles are one of the _____ (dangerous) animals *in / of* the world.
- 3 The special effects are the _____ (bad) part *in / of* the film *Terminator 2*.
- 4 In Australia, the _____ (hot) month *in / of* the year is usually February.
- 5 The Dorchester is one of the _____ (expensive) hotels *in / of* London.

3 Rewrite the sentences using *too* or *enough* and the adjective in brackets. Do not change the meaning.

- 1 This game isn't easy enough for me. (difficult)
This game is too difficult for me.
- 2 We're too young to go on holiday alone. (old)

- 3 This bed is too hard. (soft)

- 4 This film isn't interesting enough. (boring)

- 5 It isn't warm enough to go to the beach. (cold)

- 6 His family were too poor to go on holiday. (rich)



4 Complete the dialogue. Use *too* or *enough* with the adjective in brackets or the superlative form.

- Kate** Now we join Brett Simpson for the ¹ _____ (late) news about the wildfires. Brett, what's happening?
- Brett** Well, the police aren't allowing us to get ² _____ (close) to the fires, but I can feel the heat from here.
- Kate** How are the people in the area reacting? It isn't one of the ³ _____ (rich) parts of the country, is it?
- Brett** No, it isn't. Some people are ⁴ _____ (lucky) to have relatives in other cities, so they're leaving. But many are ⁵ _____ (old) or ⁶ _____ (ill) to travel. They're waiting and hoping.
- Kate** What's the ⁷ _____ (good) thing other people can do to help?
- Brett** Well, I asked the police that question. They said the ⁸ _____ (helpful) thing is to stay away from the area. Thousands of people are coming here just to have a look. This is one of the ⁹ _____ (big) and ¹⁰ _____ (spectacular) fires for decades. But these people are getting in the way of the emergency services and their work. And their job is ¹¹ _____ (difficult) without that!
- Kate** What is the ¹² _____ (likely) cause of the fire?
- Brett** It's ¹³ _____ (early) to say. Sometimes lightning can start a fire like this, if the trees are ¹⁴ _____ (dry). But of course, humans are the ¹⁵ _____ (probable) cause.

Phrasal verbs

I can understand and use a variety of phrasal verbs.

Revision: Student's Book page 45

1 Match words from box A with words from box B to make compound nouns. Write them below.

A	B
climate fossil global	caps change energy
greenhouse ice rain	forest fuels gases level
renewable sea surface	temperature warming

- climate change
-
-
-
-
-
-
-
-

2 Complete the sentences with the particles below. You need to use three of them more than once. Are the sentences true (T) or false (F)? Check your answers at the bottom of the page.

down off on out up with

- Factories and power stations give _____ greenhouse gases. ☐
- When we cut _____ trees, we increase the amount of CO₂ in the atmosphere. ☐
- The world's oceans are slowly heating _____. ☐
- The world's supply of gas is likely to run _____ in the next ten years. ☐
- The EU recently decided to close _____ all the nuclear power stations in Europe. ☐
- Solar energy works better in places where you can rely _____ good weather. ☐
- Scientists recently came _____ a car engine that uses only CO₂. ☐
- Many types of animals and plants are dying _____ because the Earth is getting warmer. ☐

3 Write the phrasal verbs which can replace the underlined words. Choose from the list below.

carry on come up with give up go up look after put off set off use up

- I need to think of a good excuse for not handing in my homework. _____
- I'm trying to stop eating junk food. _____
- After running ten kilometres, she was too tired to continue. _____
- He left his job so he could take care of his sons. _____
- Please don't finish all the milk – I need some for my breakfast tomorrow. _____
- The number of people with smartphones is continuing to rise. _____
- We should delay the meeting because nobody can come that day. _____
- Don't stay up late! We need to leave early tomorrow. _____

VOCAB BOOST!

There are hundreds of phrasal verbs in English and many of them are very common. They are easier to learn in small groups. Here are two options:

1 Learn phrasal verbs related to the same topic.

Travel

break down = (a car, a bus, etc.) stop working

go back = return

head for = travel in a certain direction

set off = leave

take off = (a plane) leave the ground, go up in the air

2 Learn phrasal verbs with the same base verb.

look

look after = take care of

look around = explore

look into = study, examine

look up = find in a dictionary or other reference work

4 Use a dictionary to find four phrasal verbs with the base verb turn. Include short definitions.

- _____ = _____
- _____ = _____
- _____ = _____
- _____ = _____



Survival story

I can understand a survival story.

Revision: Student's Book page 47

- 1 Complete the sentences with the correct form of the verbs below.

approach head land reach spin take off

- 1 A snow storm was _____, so we went inside.
- 2 The plane _____ from London at 9 a.m. yesterday and _____ in Paris an hour later.
- 3 It was very late when we _____ Oxford.
- 4 The plane was _____ towards Australia when it disappeared.
- 5 The helicopter began to _____ out of control.

- 2 Read the text, ignoring the gaps. Answer the questions.

- 1 What kind of natural disaster did Diana and Pete experience?

- 2 Where were they when they realised there was a problem?

- 3 Where was Monica?

- 4 In which room did Monica and Diana hide?

- 5 Where did Pete hide?

- 6 How many people died in the disaster?

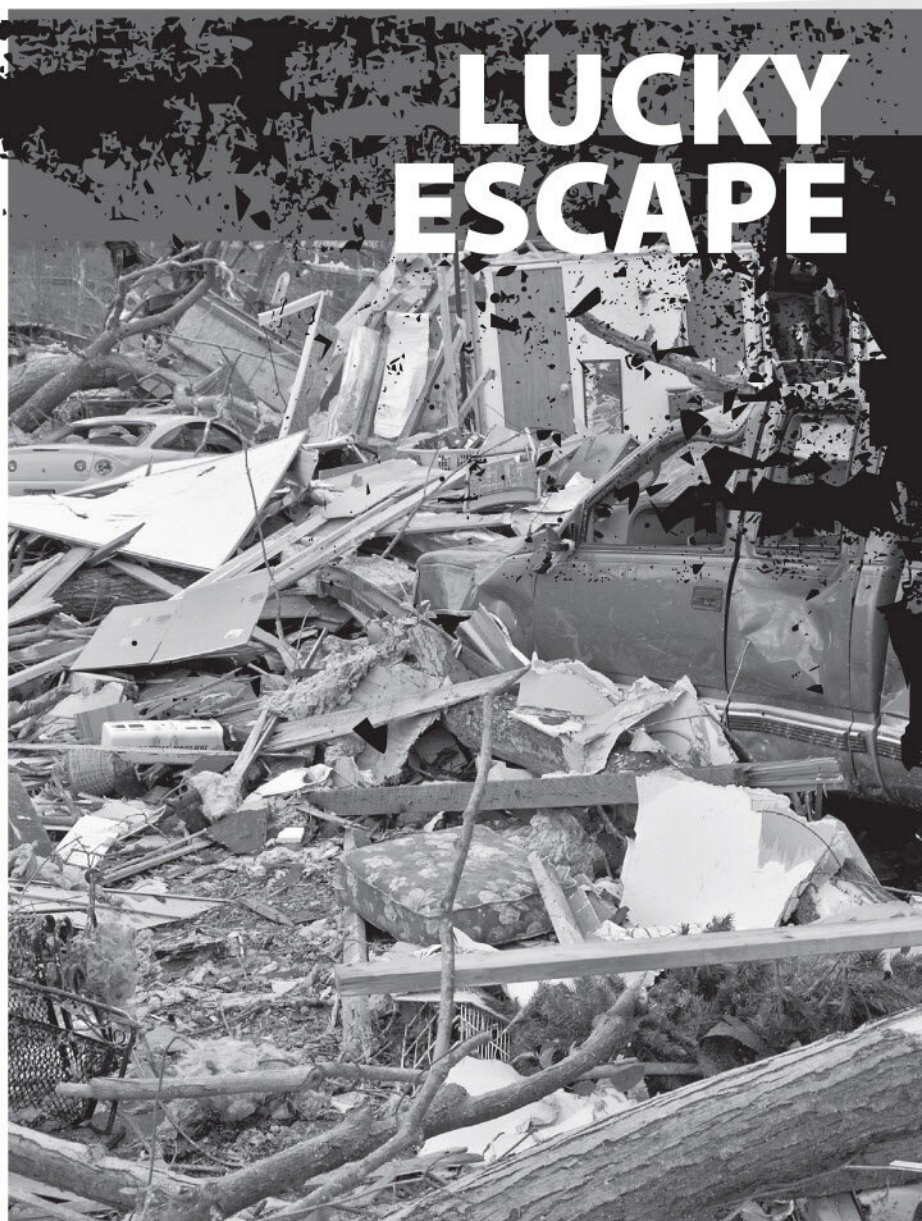
Reading Strategy

To help you decide which phrases fit which gaps, think about the grammar of each sentence. For example, is first word in the gap a verb? Or is a different kind of word needed?

- 3 Read the Reading Strategy. Then match the phrases (A–I) with gaps 1–8 in the text. Check that each phrase fits the grammar of the sentence. There is one extra phrase.

- A spinning around in the air
- B bring her home
- C ran back to their house
- D which warned them that
- E were not as lucky
- F without looking back
- G holding their maths books
- H realised where he was
- I to leave the school

LUCKY ESCAPE



One Monday afternoon in May 2013, Diana Palmore was at home with her husband, Pete, when they heard loud sirens ¹ _____ a tornado was approaching the town. Diana's daughter Monica was at the local school and Diana decided to go and ² _____ before the tornado reached the town. She ran as fast as she could to the school. In her classroom, Monica and her classmates were sitting under their desks, ³ _____ on their heads. Diana ran in and took Monica. ⁵ But the tornado was much closer now and it was too dangerous ⁴ _____. So they hid in a bathroom. When the tornado hit, it ripped the roof from the school. Monica and Diana looked up and saw cars and trees ⁵ _____ above the school. 'It was very scary. The whole school was shaking,' said Monica. ¹⁵

When the storm passed, Monica and her mum ⁶ _____, but it was in ruins. They couldn't find Pete. But they could hear him shouting for help. Then they saw his hand and ⁷ _____ – in a cupboard under the stairs. He ²⁰ couldn't breathe, so they had to get him out quickly. Moments after they pulled him out, the whole house collapsed. The family survived a terrifying experience with only small injuries. But other people in the town ⁸ _____ as the Palmores. Twenty-four people died in the tornado.

Photo comparison

I can describe, compare and contrast photos.

- 1 Complete the phrases with the words below. Tick the phrases that are used for describing differences.

both can contrast first obvious
photos second theme Unlike

- 1 Both _____ show ... ☐
2 In _____ to the first photo, the second photo ... ☐
3 In _____ photos, there are ... ☐
4 In the first photo ..., but in the _____ photo, ... ☐
5 One _____ difference is (that) ... ☐
6 The common _____ in the photos is ... ☐
7 The _____ photo shows ..., whereas the second photo shows ... ☐
8 _____ the first photo, the second photo shows ... ☐
9 You _____ see ... in both photos. ☐

- 2 Look at photos A and B and complete the description with the words below.

children country enjoying fun judging jumping
must see shows throwing wearing

The first photo ¹ _____ two little girls. They are in the ² _____, walking on a path. It ³ _____ be raining because the path is very wet and muddy. In the second photo I can ⁴ _____ a man and a woman. They are playing in the snow.

Both photos show two people having ⁵ _____ in bad weather. In the first photo, the girls are ⁶ _____ in a puddle. In the second photo, the man is ⁷ _____ a snowball at the woman. You can see trees in both photos. In both photos, the people are ⁸ _____ warm coats. The obvious difference is that they are ⁹ _____ in the first photo, but adults in the second. ¹⁰ _____ by their expressions, I'd say they are ¹¹ _____ themselves.



Speaking Strategy

When you do a photo comparison task, follow these steps:

- 1 Describe each photo in general (e.g. mention the people, where they are, speculate about what is happening, etc.).
- 2 Describe any obvious differences or similarities between the photos.
- 3 Speculate about how the people in the photo are feeling, or what they are thinking or saying.

- 3 Read the Speaking Strategy and the task. Then write notes for your answer.

Describe and compare the two photos, C and D.



- 1 First photo: Description _____

- 2 Second photo: Description _____

- 3 Obvious differences and similarities _____

- 4 How are the people feeling? _____

- 4 Now do the task from exercise 3 using your notes.

An article

I can write an article about a global issue.

Preparation

1 Complete the zero conditional sentences with the correct form of the verbs in brackets.

- If you _____ (burn) coal, it _____ (give) off greenhouse gases.
- A rainbow often _____ (appear) if the sun _____ (come) out when it's raining.
- If an earthquake _____ (happen) under the ocean, it sometimes _____ (cause) a tsunami.
- If a hurricane _____ (form) over the Indian Ocean, they _____ (call) it a typhoon.
- If you _____ (eat) ice, it _____ (make) your body cold.
- Floods _____ (happen) if it _____ (rain) a lot more than usual for a long time.

Writing Strategy

When you are expressing your opinions and the opinions of others, give your text a clear structure. For example:

- In one paragraph, give your opinion with two or three arguments that support it.
- In another paragraph, give the opposing view with one or two arguments supporting it. You can then say why you disagree with the opposing view (a counter-argument).

2 Read the Writing Strategy. Then read the task below and the model text. Decide where the second paragraph should begin: A, B or C.

The second paragraph should begin at ☐.



'Young people are doing more to prevent global warming than older people.'
Do you agree?



I do not believe that this is true. Adults make the most important decisions about global warming, not young people. For example, governments have to decide between fossil fuels and renewable energy. [A] Furthermore, adults decide how 'green' their lifestyle at home should be: Do they buy a big or small car? Do they live in a big or small house? And so on. [B] Having said that, young people are often better at remembering to recycle plastic bottles and other containers. What is more, children walk and cycle more often than adults and this causes less pollution. [C] However, they probably walk and cycle more because they are too young to drive, not because they care about the environment! So all in all, I do not think young people are doing more than older people.

3 Add two phrases below to each group (A–D). Then tick (✓) the phrases that are in the model text.

As I see it, ... Having said that, ... However, ...

In my opinion, ... Moreover, ... Nevertheless, ...

On the other hand, ... To be honest, ... What is more, ...

A Expressing an opinion

I think / I don't think that ...

B Presenting an opposing opinion

There are people who believe that ...

C Presenting a counter-argument

In spite of this, ...

D Making an additional point

Furthermore, ...

Writing Guide

4 Read the task and make a plan.

'Individuals can do more to stop global warming than governments.' Do you agree?

Paragraph 1 (my opinion)

- Argument 1: _____
- Argument 2: _____

Paragraph 2 (opposing view)

- Argument 1: _____
- Argument 2: _____
- Counter-argument: _____

5 Write an article like the one in exercise 2. Use your notes from exercise 4 and include phrases from exercise 3.

CHECK YOUR WORK

Have you ...

- ☐ covered all the arguments in your plan?
- ☐ used phrases from exercise 3?
- ☐ checked your grammar and spelling?