

5

What is your dream house?

LEARNING OUTCOMES

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use *(not) as + adjective + as*, *(not) + adjective + enough*, and *have to / don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions, use word families, and a memory journey



Start It!

- 1 Look at the photo. Would you like to live in this house?
- 2 Before you watch, where do you live?
- 3 Why did people build homes in mountains? Watch and check.
- 4 What other unusual homes are there?



Watch video 5.1



Grammar in Action 5.2



Grammar in Action 5.3



Everyday English 5.4



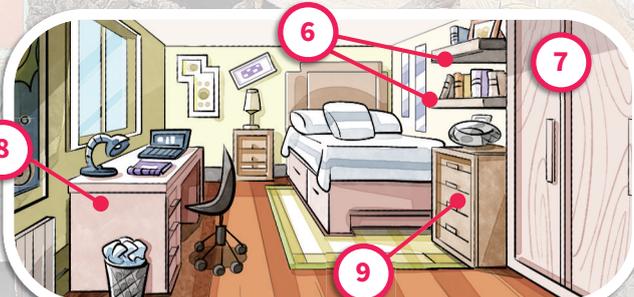
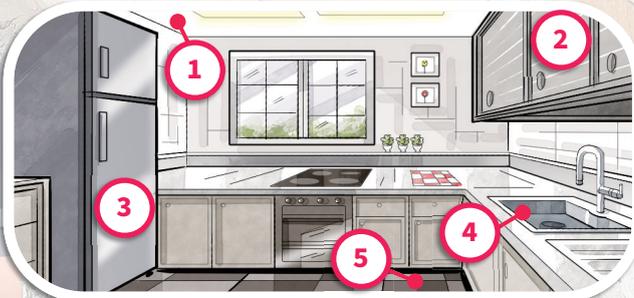
Globetrotters 5.5

VOCABULARY

Furniture

5.01 **1** Match the words in the box with 1–13 in the pictures. Listen, check, and repeat.

| | | | |
|------------------|-------------------------------------|----------|--------------------------|
| armchair | <input type="checkbox"/> | floor | <input type="checkbox"/> |
| bookcase | <input type="checkbox"/> | fridge | <input type="checkbox"/> |
| carpet | <input type="checkbox"/> | picture | <input type="checkbox"/> |
| ceiling | <input checked="" type="checkbox"/> | shelves | <input type="checkbox"/> |
| chest of drawers | <input type="checkbox"/> | sink | <input type="checkbox"/> |
| cupboard | <input type="checkbox"/> | wardrobe | <input type="checkbox"/> |
| desk | <input type="checkbox"/> | | |



5.02 **2** Listen and match the speakers (1–4) with the rooms in the box. There is one extra room.

| | | | | | |
|----------|--------------------------|-------------|--------------------------|-------|--------------------------|
| bathroom | <input type="checkbox"/> | kitchen | <input type="checkbox"/> | study | <input type="checkbox"/> |
| bedroom | <input type="checkbox"/> | living room | <input type="checkbox"/> | | |

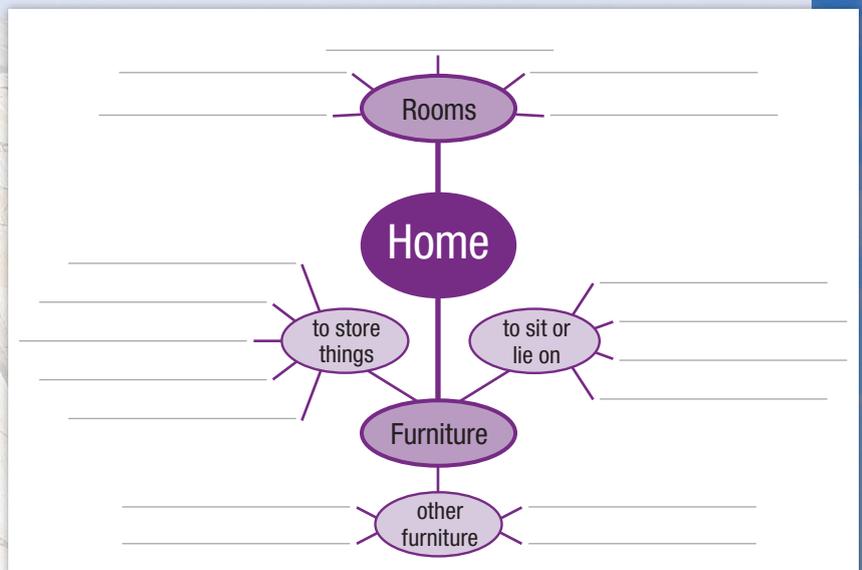
5.02 **3** Listen again and **circle** the words in Exercise 1 that you hear.

LEARN TO LEARN

Using Spidergrams

Recording words in different ways will help you remember them. One way is to create spidergrams.

4 Complete the spidergram using words from Exercises 1 and 2 and your own ideas.



Use It!

5 Describe the furniture in a room in your home. Your partner listens and draws the room.

My bedroom has a wardrobe, a chest of drawers, and two pictures on the wall ...

Explore It!

Guess the correct answer.

The oldest bookcases in the world are ... years old.

a 200 b 400 c 600

Find another interesting fact about furniture.

Then write a question for your partner.



READING

A Magazine Article

1 Look at the pictures. Discuss the questions.

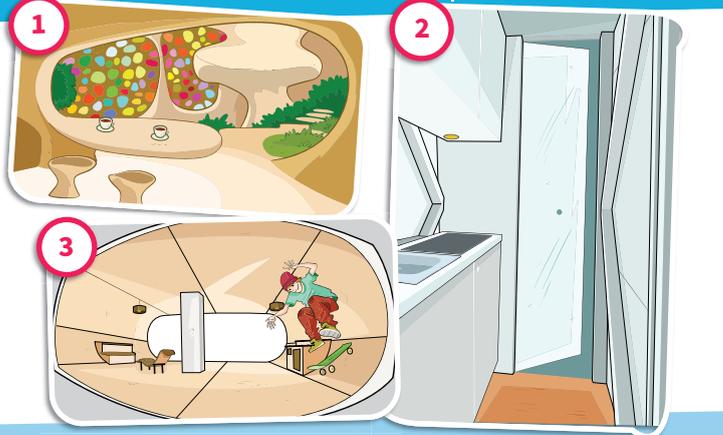
- 1 What's unusual about these homes?
- 2 Who do you think lives in them?



2 Read the article. Match the pictures with the houses.

Amazing Homes

Everyone's home is special, but some homes are really amazing...



Keret House, Poland

A Polish architect designed this house for an Israeli author. **It's** in a space between two apartment buildings in Warsaw. To enter the house, you climb through a trap door in the floor of the living room. The living room is wide enough for a small sofa, but the back of the house is only as wide as a large armchair! There's a tiny bathroom upstairs and a tiny kitchen with a sink and a fridge ... but you need to stand in another room to open **it!**

Nautilus House, Mexico

Nautilus House isn't as tiny as Keret House, but it's also very strange. Its owners – a Mexican couple and their two children – thought ordinary houses weren't close enough to nature. **They** wanted their home to feel like a beautiful, colorful shell. Everything in Nautilus House is curved: the floors, the ceilings, and, of course, all the furniture.

The PAS House, U.S.A.

Lots of kids love skateboarding, but not many kids are as crazy about **it** as Pierre André Senizergues. Senizergues learned to skateboard at school in France and later became the world champion. He designed the PAS House as a dream home for skateboarders. You can skate in every room. You can even skate on the furniture **there**, and your mom won't yell at you!

3 Read the article again and correct the sentences.

- 1 The entrance to Keret House is through the kitchen.
The entrance to Keret House is through the living room.
- 2 Five people live in Nautilus House.

- 3 The rooms in Nautilus House have straight walls.

- 4 The PAS House is in France.

- 5 An architect had the idea for the PAS House.

4 Look at the words highlighted in the text. What do they refer to? **Circle** the correct answers.

- 1 a Polish architect / Keret House
- 2 the fridge / the sink
- 3 ordinary houses / the owners
- 4 the PAS house / skateboarding
- 5 the PAS House / France

5 Match the words with the definitions.

- | | |
|----------------------|----------------------------------|
| 1 architect | a a home for a sea animal |
| 2 author | b a door in the floor |
| 3 apartment building | c a writer |
| 4 trap door | d not straight |
| 5 shell | e a building with homes in it |
| 6 curved | f a person who designs buildings |

Voice It!

6 Discuss the questions.

- 1 Which house do you like most?
- 2 Why do you like it?
- 3 Do you know any other unusual houses? Describe them.



GRAMMAR IN ACTION

(Not) As ... As, (Not) ... Enough



Watch video 5.2
What's wrong with bedroom 1?
Why does the vlogger prefer bedroom 3?

| | (Not) As + Adjective + As | (Not) Adjective + Enough |
|---|---|---|
| + | The back of the house is only ¹ _____ (wide) a large armchair. | The living room is ³ _____ (wide) for a small sofa. |
| - | Nautilus House isn't / is not ² _____ (tiny) Keret house. | They thought ordinary houses weren't / were not ⁴ _____ (close) to nature. |

1 Complete the examples in the chart above with *as ... as* or *enough* and the words in parentheses. Use the article on page 60 to help you.

2 Circle the correct words. Check your answers in the article on page 60.

- Keret House is / isn't as wide as other houses in Warsaw.
- It's / It's not large enough for a kitchen.
- The owners of Nautilus House think that straight walls are / are not as interesting as curved walls.

Get It Right!

We never put adjectives after **enough**.

I'm not tall enough. **NOT** ~~*I'm not enough tall.*~~

3 Complete the sentences with *as ... as* or *enough* and the adjective in parentheses.

- My bedroom isn't as big as my sister's. (big)
- I'm not _____ to reach the top shelf. (tall)
- Is this sofa _____ for three people? (wide)
- That phone is _____ a laptop! (expensive)

4 Complete the second sentence so that it has the same meaning as the first. Use *(not) as ... as* or *enough* and the adjective in parentheses.

- We can't put a sofa in this small room.
This room isn't large enough for a sofa. (large)
- My room is neater than my sister's room.
My sister's room _____ mine. (neat)
- A microwave is quicker than a stove.
A stove _____ a microwave. (quick)
- Enes is 18 now, so he can drive a car.
Enes _____ to drive a car. (old)



5 Complete the text using *as ... as* or *enough* and the adjectives in parentheses. Then listen and check.

Kids' toys aren't cheap these days, but not many toys are ¹ as expensive as (expensive) the Astolat Dollhouse Castle. It's ² _____ (tall) a small Christmas tree and ³ _____ (heavy) a horse.



The castle was the idea of an American artist, Elaine Diehl, and it took 13 years to build. It isn't really a toy. It's a work of art, and it's ⁴ _____ (good) to be in a museum.

The furniture is ⁵ _____ (small) to fit in your hand, and it's ⁶ _____ (beautiful) the furniture in a real palace. The tiny sofas and beds are ⁷ _____ (soft) the real things. The books on the shelves aren't ⁸ _____ (large) to read, but they have real pages. One thing that isn't small is the price – over \$8 million! Are you ⁹ _____ (rich) to buy it?

Use It!

6 In your notebook, write one true sentence and one false sentence about places in the world with *(not) as ... as* or *(not) ... enough*.

The Amazon River is as long as the Nile River.

7 Say your sentences. Can your partner guess which sentence is true?



Finished? p122 Ex. 2

VOCABULARY AND LISTENING

Household Chores

1 Match the phrases in the box with the pictures. Listen, check, and repeat.

- | | | | |
|---------------------------|--------------------------|---------------------|--------------------------|
| do the dishes | <input type="checkbox"/> | make the bed | <input type="checkbox"/> |
| do the ironing | <input type="checkbox"/> | mop the floor | <input type="checkbox"/> |
| do the laundry | <input type="checkbox"/> | sweep the floor | <input type="checkbox"/> |
| dust (the furniture) | <input type="checkbox"/> | vacuum (the carpet) | <input type="checkbox"/> |
| load/empty the dishwasher | <input type="checkbox"/> | | |



2 Complete the note with verbs from Exercise 1. Then listen and check.

Hi kids. Can you please help with some things around the house while I'm out?
Ollie: Please ¹ mop the floor and ² _____ the dishwasher with the plates and cups from breakfast. Can you also ³ _____ the furniture in the living room, please, and ⁴ _____ the carpet?
Mia: ⁵ _____ your bed and ⁶ _____ the floor in your bedroom. Then can you please ⁷ _____ the ironing for me?
 Thanks, kids. I'll see you this evening. Love, Dad

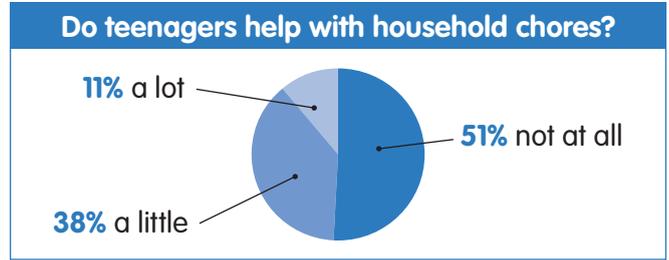
Use It!

3 How often do you do the chores in Exercise 1? Compare with your partner.

I do the dishes every day!

Street Interviews

4 Look at the results of a survey in the UK. Does the information surprise you?



LEARN TO LEARN

Answering Multiple-Choice Questions
 Before you listen, read the questions and options carefully, and try to guess the answers.

5 Read the questions in Exercise 6. Discuss with a partner which answers are probably wrong.

6 **EXAM** You will hear some people talk about doing chores. Listen and circle the correct answers.

- What does Cindy do in the kitchen?
 A She cooks dinner.
 B She loads the dishwasher.
 C She does the dishes.
- When do Kim and her sister do household chores?
 A every morning B on the weekend
 C during school vacations
- What doesn't Kim like?
 A cleaning the bathroom
 B vacuuming the living room
 C practicing the piano
- When Adam does the ironing, what else does he like doing?
 A listening to music B moving around
 C doing his homework

GRAMMAR IN ACTION

Have To



Watch video 5.3
How does Syd from Brazil help in the restaurant?
What does Harumi have to clean?

| | I/You/We/They | He/She/It |
|---|---|--|
| + | I ¹ _____ clean the kitchen. | He has to make his bed. |
| - | I don't have to load the dishwasher. | He ³ _____ do much. |
| ? | ² _____ you _____ do the dishes? Yes, I do . / No, I don't . | Does Jake have to help? Yes, he does . / No, he ⁴ _____. |

> Pronunciation p141-142

1 Complete the examples in the chart above with the correct form of *have to* / *don't have to*.

2 Complete the sentences with the correct form of *have to*.

- Cindy *has to* (+) clean the kitchen.
- Kim and Maisie _____ (+) do a lot of homework.
- They _____ (-) do housework on school days.
- Jake _____ (-) help a lot.
- Adam _____ (+) do the ironing.

3 **Circle** the correct answer.

- I ... do the gardening this weekend because my parents are on vacation.
a has to b doesn't have to
c have to
- ... to do a lot of homework on weekends?
a Does you have b Do you has
c Do you have
- We ... go to school on Monday because it's a national holiday.
a don't have to b have to
c doesn't have to
- Dad ... do the cooking in the evenings because Mom works then.
a has to b doesn't have to
c have to

4 Complete the sentences with the correct form of *have to* and a verb from the box.

do help go work

- The children *don't have to go* to school in summer.
- Sam _____ with chores because he's only four.
- I _____ the ironing on Saturdays, and it's so boring.
- _____ your mom _____ on weekends?

5 Complete the text with the correct form of *have to* and the verbs in parentheses. Then listen and check.

¹Do you *have to help* (help) with the housework?
²_____ you _____ (make) your bed or clean the kitchen? Martha Pinter and her brother, Ben, ³_____ (do) more than most young people their age. They live on a farm in Queensland, Australia, and the whole family ⁴_____ (share) the work. Martha ⁵_____ (get up) early to milk the cows. In spring, she also ⁶_____ (take) care of the new lambs – that's her favorite job. Ben ⁷_____ (collect) the hens' eggs before breakfast. But Martha and Ben ⁸_____ (not catch) the bus to school every day. There isn't a school near their farm, so they ⁹_____ (have) all their lessons at home.



Use It!

6 Think of questions to ask your partner using *have to*. Ask and answer your questions.

Does your dad have to do the ironing on the weekend?

No, he doesn't. I have to do it!

Finished? p122 Ex. 3

SPEAKING

Discussing a Photo

5.11 **1** Listen to the conversation. Who likes the room more, Oscar or Nina?

OSCAR Hey, Nina. Look at this photo – it’s Liam’s bedroom in his new house.



NINA Oh! It looks big enough for two people. Does he have to share it?

OSCAR No, it’s all his. Actually, it isn’t as big as it looks. There’s a large mirror in the ¹background, so it looks bigger.

NINA Oh, yes, I see. ²_____ thing on the wall?

OSCAR It’s a clock. What do you think of the color of the walls?

NINA Hmm. I’m not convinced.

OSCAR Really? I think it looks awesome! I don’t think much of those curtains, though.

NINA: Me neither. And what’s that ³_____ the bottom? Is it a carpet?

OSCAR Yes, I think so. I like it. And I love those pictures ⁴_____ the left.

NINA Me too. They look great.

5.11 **2** Complete the conversation with phrases from the *Useful Language* box. Then listen and check.

Useful Language

at the bottom/top in the background
on the left/right What’s that ... ?

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 5.4 Everyday English

I’m not convinced.
It looks awesome!
Me neither.
Me too.

4 Match the phrases in the *Everyday English* box with the phrases that mean the same.

- 1** I feel the same way (after a positive statement). _____
- 2** I feel the same way (after a negative statement). _____
- 3** I don’t think I like it. _____
- 4** It looks great. _____

PLAN

5 Write about a room. Take notes about the photo below or your own photo.



Who the room belongs to: _____

What is in it: _____

SPEAK

6 Practice discussing your room with your partner. Remember to use adjectives with (*not*) *as ... as* and *enough*, *have to* / *don’t have to*, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

Who the room belongs to: _____

What is in it: _____

WRITING

A Description of a House

- 1 Look at the information about the competition and the photo. What can you guess about Olivia's dream house? Discuss with a partner.
- 2 Read Olivia's description of her dream house. Match the topics a–c with paragraphs 1–3.
 - a What does the house have?
 - b Where is the house?
 - c What is the best thing about the house?

- 3 Read the description again. Draw Olivia's house and yard in your notebook.
- 4 Find and underline the *Useful Language* phrases in the description. Answer the questions.
 - 1 Which goes at the end of a sentence? _____,
 - 2 Which goes before a noun? _____
 - 3 Which often goes before a verb? _____

Useful Language

also as well as well as too

Describe Your Dream House and Win a Digital Camera!



- 1 I'd like to tell you about my dream house. It's near the beach on a sunny island. It has to be near the ocean because I love swimming.
- 2 The house has big windows and a fantastic view of the ocean. There's a lovely yard, too. It's large enough for people to play outdoor games, and it also has a swimming pool. As well as a pool, there's a skatepark. Inside the house, there's a huge fish tank. It's full of beautiful tropical fish.
- 3 But the really special thing about my house is the technology. There are robots in every room. I think they're as intelligent as humans. They cook the meals and do the dishes. They make my bed, and they vacuum the living room as well. I don't have to do any chores.

Olivia Reed (13), Newcastle

PLAN

- 5 Plan a description of your own dream house. Take notes for three paragraphs.
 - 1 Where your house is: _____
 - 2 What rooms, furniture, and other things it has: _____
 - 3 What the best thing in the house is: _____

WRITE

- 6 Write your description. Remember to include adjectives with *(not) as ... as, enough, have to / don't have to*, and phrases from the *Useful Language* box.

CHECK

- 7 Do you ...
 - have three paragraphs?
 - describe what the house has?
 - describe one special thing in the house?

 Finished? p122 Ex. 4



READING

An Encyclopedia Entry

1 Look at the photos of homes on page 67. Where are these homes? What do you know about them?

2 Read the entry. Check your answers.

3 Read the entry again. Match headings a–e with paragraphs 1–5.

- a Why Use Igloos?
- b Keeping Warm
- c Who Are the Inuit?
- d Life Inside an Igloo
- e How to Build an Igloo



Globetrotters

Watch video 5.5
Living in a Ger

- What does “ger” mean in Mongolian?
- Would you like to live in a ger?

Voice It!

4 Discuss the questions.

- 1 Nomadic people have temporary houses, so “home” isn’t a permanent building in a place. How else can people define “home”?
- 2 Besides your house, how do you define “home”?
- 3 How can you appreciate and celebrate your home?

LIFE IN AN INUIT IGLOO



- 1 The Inuit are the native people of the Arctic Circle. Today, they usually live in modern houses in small villages. Until recently, however, they still used their famous houses made of snow – igloos.
- 2 The Arctic isn’t warm enough to farm, so the Inuit had a nomadic life. This means they traveled during the year to find food. Every winter and summer, the Inuit traveled thousands of kilometers across the frozen Arctic ocean. All nomads have to make temporary homes while they travel, and in summer, the Inuit lived in tents made from animal skins, called *tupiqs*. Igloos were their traditional winter homes.
- 3 Snow is a perfect material for building. It’s as light as wood and easy to cut. The snow has to be dry and hard enough to make good blocks because wet snow doesn’t have the strength an igloo needs. The Inuit make a dome shape by putting the snow blocks in a spiral. This is quick to build and creates a very strong structure.
- 4 The heat inside an igloo comes from people’s bodies only, but this is warm enough to keep the igloo comfortable. This is because snow is a good insulator. In other words, it keeps the cold out and the warmth in. The entrance is a tunnel that goes under the walls. The heavy, cold air always stays in the tunnel and the light, warm air stays in the igloo.
- 5 Igloos don’t have windows, but there are small holes in the walls. These let in clean air and let out dangerous smoke from the small oil lamps. Traditionally, the Inuit didn’t have any furniture, but a platform of snow just below the ceiling provided a simple sofa and bed in the warmest part of the igloo. Inuit families spent all winter in small igloos with no furniture, no bathroom ... and no Internet. Just imagine that!

LEARN TO LEARN

Word Families (2)

Many nouns have a related adjective. We usually form the related adjective or noun by adding extra letters. We sometimes need to change other letters, too.

| Noun | Adjective | Extra Letters |
|--------|-----------|---------------|
| beauty | beautiful | -ful |
| truth | true | -th |

5 Complete the chart. Use the encyclopedia entry to help you.

| | | | | | |
|------------------|----------------------|---------|---------|---------|---------|
| Noun | tradition | 2 _____ | comfort | 4 _____ | danger |
| Adjective | 1 <u>traditional</u> | strong | 3 _____ | warm | 5 _____ |

6 Complete the sentences with the correct form of the words in parentheses. Use the extra letters in the box.

-ful -ic -ly -ous -th

- 1 My neighbor isn't very friendly. (friend)
- 2 Andy's room is full of photos of _____ people. (fame)
- 3 Nadir found a _____ website for his homework. (help)
- 4 Ava's yard is the _____ of a soccer field! (long)
- 5 My sister runs a lot. She's really _____. (athlete)



Explore It!

Guess the correct answer.

The Inuit live in Canada, Alaska, and ...

a Iceland. b Greenland. c Norway.

Find three more interesting facts about the Inuit. Choose your favorite fact and write a question for your partner.

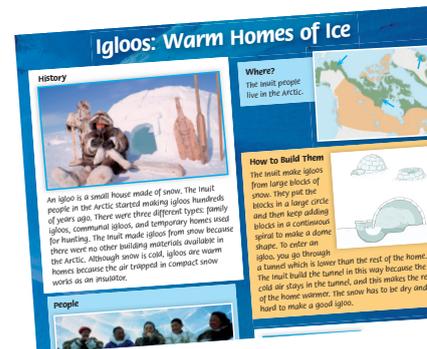


SHAPE IT!

CULTURE PROJECT

A Poster

A poster uses words and pictures to display information.



Teacher's Resource Bank

VOCABULARY

1 Complete the sentences.

- The _____ on my walls are full of books.
- This room needs some nice _____ on the walls.
- Can you put this milk back in the _____ please?
- I do all my homework at the kitchen table because I don't have a _____ in my room.
- We painted the _____ blue. Look up!
- There's a lovely, soft _____ on the floor.

2 Complete the "to do" list from John's mom.

- Please clean your bedroom and make your

1 _____ 

- After breakfast, load the 2 _____ 

- Please do the 3 _____ , but don't do the

4 _____ ! I'll do that when I get home.

GRAMMAR IN ACTION

3 Complete Katy's email with *as ... as* or *enough* and the adjective in parentheses.

Hi Lily,

I'm living in a new house. It isn't ¹ _____ (large) our old one, but it's ² _____ (big) for all of us, and we love it. We're in the middle of the country, but the nearest town is ³ _____ (close) to go shopping or to the movies. We have a big yard. It isn't ⁴ _____ (beautiful) yours, but I like it! Anyway, it's ⁵ _____ (good) for our pet rabbit. He's ⁶ _____ (happy) a baby, running around in the sunshine.

Write soon with your news.

Katy



4 Complete the conversation. Use the words in parentheses with *as ... as*, *enough* or the correct form of *have to* / *don't have to*.

RENA Have you seen Bianca's new house? She told me it isn't ¹ _____ (nice) her old one.

MIKE Really? The yard's amazing. It's ² _____ (large) a soccer field!

RENA Wow!

MIKE Well maybe it's not that big. But it's ³ _____ (big) to play soccer, anyway.

RENA So why isn't she ⁴ _____ (happy) she was in her old house?

MIKE Because now she ⁵ _____ (share) her room with her little sister.

RENA I have a little sister, so I know how she feels! ⁶ _____ she still _____ (take) the bus to school?

MIKE No, her new house is ⁷ _____ (close) for her to walk. She and her sister are pleased because they ⁸ _____ (wake up) as early as before.



Self-Assessment

I can talk about rooms and furniture in a home.



I can talk about household chores.



I can use *(not) as* + adjective + *as*.



I can use *(not) adjective* + *enough*.



I can use *have to* / *don't have to*.



LEARN TO ... USE A MEMORY JOURNEY

A memory journey connects images with words. It can help you remember lists of vocabulary.

- 1 Imagine you're going to use a memory journey to learn the words in the box for a test. Put steps a–d in order.

awesome beautiful dangerous
famous traditional warm

- a Imagine walking around your house, looking at those pieces of furniture.
 - b Think of an image for each word you need to learn, and put it with one of the pieces of furniture. Be creative!
 - c Think of six pieces of furniture in your house, for example, the shelves in your bedroom, the living room carpet, the kitchen sink.
 - d Think of your house.
- 2 Read the example memory journey below. Which steps are included from Exercise 1? Discuss with a partner.

First, I walk through the front door and into the living room. My dad and brother are having an awesome game of soccer on the carpet. Then I go into the kitchen. I see a famous singer cleaning the sink. After that, I go up to my bedroom. There's a dangerous snake on one of the shelves. Next ...

- 3 Follow the steps in Exercise 1 to make your own memory journey for the words in the box.
- 4 Describe your memory journey to your partner. Who has the strangest or funniest images?



SHAPE IT!

- 5 Use rooms and objects in your school to make a memory journey for the words in the box.

comfortable curved friendly
helpful nervous strong

- 6 Close your book. Can you remember the words from Exercise 5? Describe your memory journey to your partner.
- 7 What other places could you use for memory journeys? Discuss with a partner.

6

How can I stay safe?

LEARNING OUTCOMES

I can ...

- understand texts about dangers at the beach and in the desert
- make suggestions
- write a blog post
- understand how to use *should/shouldn't*, *must/must not*, the zero conditional, and the first conditional
- talk about accidents and injuries and parts of the body
- use places to remember words, use pictures to predict a story, and give opinions about your partner's English
- work in a group and make an information pamphlet

Start It!

- 1 Look at the photo. What dangerous thing can you see?
- 2 Before you watch, when do you not have your phone with you?
- 3 Where are there special smartphone lanes? Watch and check.
- 4 Do you use your phone while walking down the street?



Watch video 6.1



p73

Grammar in Action 6.2



p75

Grammar in Action 6.3



p76

Everyday English 6.4

VOCABULARY

Accidents and Injuries

1 Complete the phrases with the words in the box. Listen, check, and repeat.

break bruise burn cut fall off get bitten
get stung hit scratch slip sprain trip over



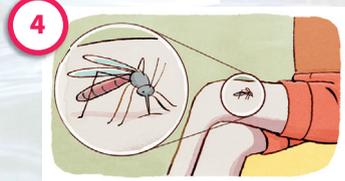
1 _____ your finger



2 _____



3 _____ by a bee



4 _____ by a mosquito



5 _____ your head



6 _____ your hand



7 _____ your arm



8 _____ your leg



9 _____ a chair



10 _____ your horse



11 _____ your ankle



12 _____ your leg

Get It Right!

We usually use words like **my, your, his, her** when we talk about parts of the body.

*I hit **my** head. Did Lisa burn **her** hand?*

2 Listen. Write the accidents and injuries from Exercise 1 that you can hear.

- 1 _____ 4 _____
2 _____ 5 _____
3 _____

LEARN TO LEARN

Using Places to Remember Words

It can help you to remember new words if you think of where they might happen.

3 Think of a place where each accident in Exercise 1 might happen.

trip over a chair - in the classroom

4 Test your partner. Say a place that you thought of in Exercise 3. Your partner guesses the accident or injury you thought of.

The kitchen. Cut your finger?

Use It!

5 Think about a time when one of the accidents or injuries happened to you or someone you know. Tell your partner about it.

My sister sprained her ankle last month.

How did that happen?

Explore It!

Is the sentence *T* (true) or *F* (false)?

All bees can sting.

Find another interesting fact about an animal that bites or stings. Then write a question for your partner to answer.



READING

An Online Article

- 1 Check the meaning of the words in the box. Can you see some of these things in the photos?

animals that sting broken glass large waves
quicksand rip currents shark attack

- 6.03  2 Read the article. Which danger in Exercise 1 is **not** in the article?

- 3 Find words in the article that mean ...

- 1 difficult to find (para. 1) _____
- 2 quickly (para. 2) _____
- 3 something dangerous from an animal (para. 4) _____
- 4 move your body to get free (para. 5) _____
- 5 when the ocean goes in and out at different times of the day (para. 5) _____

- 4 Are the sentences *T* (true) or *F* (false)?

- 1 Some beaches are more dangerous than others. ___
- 2 Rip currents move away from the beach. ___
- 3 Crocodiles don't live near the ocean. ___
- 4 The blue-ringed octopus is a large and ugly animal. ___
- 5 One blue-ringed octopus can kill a lot of people. ___
- 6 All British beaches are safe. ___

Voice It!

- 5 Discuss the questions.

- 1 What other dangers at the beach can you think of?
- 2 What other dangerous places do some people like to visit? Why do they go there?

 Finished? p123 Ex. 1

DANGERS AT THE BEACH

Beaches promise sun, sand, and fun and are usually safe places to go, but accidents can happen. You can slip and break your leg, or step on some glass and cut your foot. Ouch! Some beaches

around the world have hidden dangers, however, and you should take extra care.



AUSTRALIA

Everyone knows that huge sharks sometimes swim near Australian beaches, and crocodiles can also come very near. You must always be careful. Never swim when there isn't a lifeguard on the beach.



Sharks and crocodiles aren't the only danger on Australia's beaches. The beautiful Australian blue-ringed octopus, for example, is as small as your hand. But you must not go near them. They have enough venom to kill ten people!

HAWAII

It's great for surfing, but beaches in Hawaii also have dangerous rip currents. Rip currents happen when water moves swiftly away from the beach. They are difficult to see and can



move very fast. They can take people far out to sea, so swimmers must not try to swim against them. Instead, they should swim sideways along the beach until they get to safer waters.

UK

The sand can be as unsafe as the ocean, and on some British beaches it can kill! Dangerous quicksand is full of water, and it's very easy for people to sink in it. You shouldn't kick or struggle. You must move very slowly and carefully to get out ... before the tide comes in!



GRAMMAR IN ACTION

Should/Shouldn't and Must/Must not



Watch video 6.2
What should you do if you get burnt?
What should you do with a sprained ankle?

| | Should for Advice | Must for Strong Advice or a Rule |
|---|--|--|
| + | You ¹ <u>should</u> take extra care. | You ³ _____ always be careful. |
| - | You ² _____ kick or struggle. | Swimmers ⁴ _____ try to swim against them. |

> Pronunciation p142

1 Complete the examples in the chart above with *should/shouldn't* or *must/must not*. Use the article on page 72 to help you.

2 Correct the sentences about the article on page 72.

1 You shouldn't wear sandals on the beach.

You should wear sandals on the beach.

2 In a rip current, you must swim toward the beach.

3 You should swim near the blue-ringed octopus.

4 In quicksand, you should kick and jump to get out.

3 Circle the correct words.

1 You *should* / *shouldn't* swim here. The water isn't clean.

2 You *must* / *must not* speak while you're doing an exam.

3 I think everyone *should* / *must* play a sport. Exercise is good for you.

4 You *must* / *should* wear a seatbelt in the car. It's the law.

5 I think you *should* / *must* learn to speak another language.

6 You *shouldn't* / *must not* go outside in shorts. It's cold today.



4 Complete the teacher's message with *should/shouldn't* or *must/must not*. Then listen and check.

Mrs. Harrison <jharrison@WGhighschool.org>

To: All students

Subject: Cycling

Hi everyone,

Now that spring is here, I think you ¹ should all think about walking or cycling to school if you can.

Cycling is fun and healthy, but you ² _____ be careful. For example, you ³ _____ ride when the weather is bad, and you ⁴ _____ wear a helmet. That's extremely important. However, you also ⁵ _____ forget that there are rules on the road for cyclists, and you ⁶ _____ learn these rules.

The school website has some good advice, such as which clothes you ⁷ _____ wear when riding your bike, and I think all cyclists ⁸ _____ read it carefully.

One more thing: we need to know which students are cycling to school, so you ⁹ _____ tell Mrs. Jones if you plan to ride your bike. That's a school rule, so you ¹⁰ _____ forget!



5 In your notebook, write rules and advice for staying safe while doing these activities.

ice skating mountain biking rock climbing surfing

6 Read your rules and advice to your partner, but don't say the activities. Can your partner guess them?

You should wear a wetsuit to do this. But you must not do it in bad weather. What is it?

Surfing?



Finished? p123 Ex. 2

VOCABULARY AND LISTENING

Parts of the Body

1 Match the words in the box with 1-12 in the photo. Listen, check, and repeat.

| | | | | | | |
|-------|--------------------------|----------|--------------------------|---|----------|--------------------------|
| cheek | <input type="checkbox"/> | forehead | <input type="checkbox"/> | 1 | shoulder | <input type="checkbox"/> |
| chest | <input type="checkbox"/> | heel | <input type="checkbox"/> | | teeth | <input type="checkbox"/> |
| chin | <input type="checkbox"/> | knee | <input type="checkbox"/> | | toe | <input type="checkbox"/> |
| elbow | <input type="checkbox"/> | neck | <input type="checkbox"/> | | wrist | <input type="checkbox"/> |



2 Complete the sentences with words from Exercise 1.

- Your wrist is between your hand and your arm.
- People have ten fingers and ten _____.
- Children have 20 _____ and adults have 32.
- Your _____ is just above your eyes.
- Your _____ is in the middle of your leg.
- Your _____ is at the top of your arm.

Use It!

3 Point to a part of the body from Exercise 1. Name the part your partner points to.

A Radio Interview

LEARN TO LEARN

Using Pictures to Predict a Story

Before you listen, look carefully at any pictures and use them to imagine a story.

4 Look at the pictures in Exercise 6. With your partner, choose one picture from each set of three and use them to make a story.

5 Listen to the interview. What parts of your story were the same?

6 Listen again. Circle the correct answers.

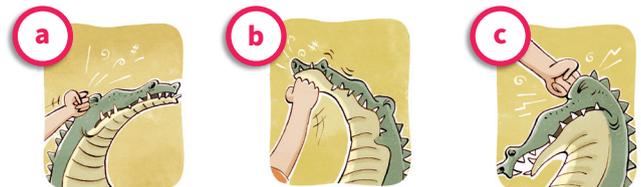
1 What job does Pam do?



2 What was Jamie doing before his accident?



3 What did Jamie do?



4 What injuries did Jamie get?



7 Work with your partner to tell Jamie's story. Use the pictures to help you.

8 **EXAM** Look again at the pictures in Exercise 6. Write Jamie's story in your notebook. Use 35 words or more.

GRAMMAR IN ACTION

Zero Conditional and First Conditional



Watch video 6.3
How can you fall off a skateboard safely?
Is this a good way to fall?

| Zero Conditional | | First Conditional | |
|----------------------------------|---------------------------|------------------------------|---------------------------------|
| Action/Situation | Result | 3 _____ | 5 _____ |
| When a crocodile gets you, | that's the end! | If you swim in safe places, | you won't be in any danger. |
| 1 _____ <i>Result</i> | 2 _____ | 4 _____ | 6 _____ |
| A croc sometimes opens its mouth | if you hit it in the eye. | You won't see any crocodiles | if you're on vacation in Spain. |

1 Complete the headings in the chart above with *Action/Situation* or *Result*.

2 Match 1-5 with a-e. Then complete the results with the correct form of the verb in parentheses.

- 1 When people aren't careful, a
 - 2 If you don't go near a crocodile, ___
 - 3 If a crocodile grabs you, ___
 - 4 When a crocodile wants to cool down, ___
 - 5 If a crocodile loses a tooth, ___
- a accidents *happen* (happen).
 - b it _____ (try) to pull you under the water.
 - c another one _____ (grow).
 - d it _____ probably _____ (ignore) you.
 - e it _____ (open) its mouth.

6.10 3 Complete the email with the correct form of the verbs in parentheses. Then listen and check.

So you're going to visit Queensland. Great idea! If you ¹ *like* (like) beaches and forests, you ² _____ (love) Port Douglas. It's amazing. It usually ³ _____ (take) about an hour to get there if you ⁴ _____ (take) a bus from the airport. Buses are frequent, so if you ⁵ _____ (miss) one, you ⁶ _____ (not have) a long wait. Of course, if you ⁷ _____ (not mind) spending more money, there ⁸ _____ (be) always taxis at the airport, too! If you ⁹ _____ (visit) Four Mile Beach, you ¹⁰ _____ (have) a great time surfing. But be careful! If you ¹¹ _____ (not see) anyone else in the water, it probably ¹² _____ (mean) there are sharks or jellyfish in the ocean! Have fun and take care!

4 Complete the information about the Amazon jungle. Use the words in the box.

go have hide run away

Snakes

Snakes ¹ _____ if they hear people coming. Most snake venom isn't fatal if you ² _____ straight to the hospital.

Bigger Animals

You probably won't see any jaguars because they ³ _____ when they feel threatened. However, if a jaguar ⁴ _____ young cubs, it is more dangerous.



5 Imagine you're planning a jungle vacation. Write what you will do if the following things happen.

- 1 If I see a snake on the path, I'll *wait for it to go away*.
- 2 If I'm very hot and I find a river, _____
- 3 If I get bitten by a spider, _____
- 4 If I get lost, _____

Use It!

6 Say the second half of your sentences from Exercise 5. Can your partner guess the first half?

I'll look for a river to follow.

If I get lost?

Finished? p123 Ex. 3

SPEAKING

Making Suggestions

6.11 **1** Listen to the conversation. Who knows more about mountain bikes, Dan or Hayley?



DAN Awesome mountain bike, Hayley.

HAYLEY Thanks, Dan.

DAN I'd like to get one, too. Do you think I should buy one online?

HAYLEY Not really. Some online stores aren't reliable. Their bikes aren't very safe. Anyway, ¹*make sure you don't* buy one without trying it first. ²_____ try The Bike Shack in town? They're really good.

DAN OK. I'll have a go at it.

HAYLEY And ³_____ buy a good helmet, too. You can really hurt yourself if you fall off, so you must not ride without one.

DAN Good idea. I think I should find some buddies to ride with, too. What do you think?

HAYLEY Sure. ⁴_____ joining my bike club? We go out every weekend.

DAN Yeah! Good job, Hayley. I'll do that.

6.11 **2** Complete the conversation with the phrases from the *Useful Language* box. Then listen and check.

Useful Language

How about ...ing ... ? Why don't you ... ?
 Make sure you don't ... You should definitely ...

3 Look at the *Everyday English* box. Find and underline the phrases in the conversation.



Watch video 6.4 Everyday English

Awesome buddies
 I'll have a go at it. Good job

4 Complete the sentences with the *Everyday English* phrases.

- 1 _____ snowboard, Maya!
- 2 Skateboarding? That sounds hard, but _____.
- 3 You remembered your camera! _____, Beth!
- 4 That's Alfie. He's one of my surfing _____.

PLAN

5 Work in pairs. Choose a sport and think of advice for someone trying it for the first time. Take notes.

What you should or must do: _____

What you shouldn't or must not do: _____

SPEAK

6 Practice a conversation asking for and giving advice about the sport. Remember to use *should/shouldn't* and *must/must not*, vocabulary from this unit, and phrases from the *Useful Language* and *Everyday English* boxes.

CHECK

7 Work with another pair. Listen to their conversation and complete the notes.

What you should or must do: _____

What you shouldn't or must not do: _____

The best suggestion: _____

WRITING

A Blog Post

- 1 Look at the photo. What do you think the blog post is about? Read it and check.

MATT'S BLOG

Thanks for all your comments on my posts. Here are my answers to your questions.

1
There are cheap boards, but it's best to avoid them. If you want a good board, you need to spend more. I'd say at least \$100. Also, make sure you get the right size deck. If you have small feet, you'll need a narrow deck. If it's too wide, you won't be able to control the board.

2
Yes! When you're a beginner, accidents happen. That's why you need a helmet. It must be a proper skateboarder's helmet, and it must be the right size. If it moves when you shake your head, it's too big.

3
If you ask me, the street is too dangerous. A skatepark is the best place, but if there isn't one near you, any park will be good.

That's all for now. Have fun, but stay safe!



- 2 Match questions a–c with paragraphs 1–3.
- a Can I skate in the street?
 - b What board should I buy?
 - c Should I wear a helmet?

- 3 Read the blog post again. Which of these opinions does Matt have?

- 1 Cheap skateboards aren't very good.
- 2 You won't get a good skateboard for less than \$100.
- 3 For some people, narrow skateboards are best.
- 4 Your helmet shouldn't move when you wear it.
- 5 The only safe place for skateboarding is a skatepark.

- 4 Complete the phrases in the *Useful Language* box with words that Matt uses for giving advice.

Useful Language

1 _____ say 3 _____ why
2 _____ sure If you 4 _____ me

- 5 Complete the sentences with the *Useful Language* phrases.

- 1 If you fall off a board, you can really hurt your head. _____ skateboarders wear helmets.
- 2 If _____, all skateboarders should wear knee and elbow pads as well.
- 3 _____ you keep your board in good condition.
- 4 Many people skate on their own, but _____ it's more fun and safer to skate with friends.

PLAN

- 6 Plan a blog post to give safety advice. Choose an activity and think of three questions about doing it safely. Take notes for the answers.

1 _____
2 _____
3 _____

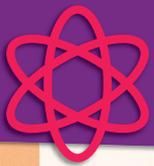
WRITE

- 7 Write your blog post. Remember to include an introduction, three questions and answers, an ending, and phrases from the *Useful Language* box.

CHECK

- 8 Do you ...
- answer each question?
 - use *should/shouldn't* and *must/must not*?
 - use vocabulary from this unit?





An Information Pamphlet

- Look at the information pamphlet. What is it about?
 - The dangers of the desert
 - How animals live in the desert
- Read the pamphlet again. Are the sentences *T* (true) or *F* (false)?
 - All deserts are hot and dry. F
 - Birds can help you in the desert.
 - If you drink water, you won't get heat cramps.
 - A *haboob* is a desert animal.
 - You shouldn't wear sandals in the desert.
 - Scorpions live in dark places.
- Complete the chart. Put the five dangers in the desert in the correct groups.

| Desert Animals | Desert Weather | Our Bodies in the Desert |
|----------------|----------------|--------------------------|
| | | thirst |

How to Work in Groups

- Listen and decide which student worked in these ways. Write *J* (John), *I* (Isla), or *P* (Poppy).
 - The group decided what the different jobs were for the project. Each person did a different job.
 - The group shared the writing on the project. Each person wrote a different section.
 - Each person worked alone first. Then they chose different sections of each person's work to make their poster.
- Which of the ways of working do you think is best? Why? Share your ideas with a partner.

Desert Survival

Fact File

- ❖ A desert is a place with less than 250 mm of rain per year.
- ❖ Around 30% of the land on the Earth is desert.
- ❖ Only 20% of deserts are sandy. Some have snow.
- ❖ Highest temperature in a desert: 56.7°C (Death Valley, U.S.A.)
- ❖ Lowest temperature in a desert: -89.2°C (Antarctica)

Deserts are extremely big, extremely dry, and extremely dangerous! If you are lost in one, here are some of the dangers you should know about.



Thirst

What's the danger?

You can't live without water for more than three days.

What should you do?

Walk slowly and rest often. If you don't, you'll lose a lot of water as sweat.

Drink a little and often.

If you see birds, follow them. They'll take you to the nearest water.

Heat Cramps

What's the danger?

As well as water, your body needs salt. When you sweat, you lose a lot of salt. If you lose too much, your legs and arms will begin to hurt. This is called heat cramp, and in the desert it can be dangerous.

What should you do?

Make sure you carry salt tablets with you. They can save your life!



Sandstorms

What's the danger?

When it gets windy in the desert,

sandstorms happen. In Arabic, these huge walls of sand are called *haboob*. They are sometimes more than a kilometer high and can move at 40 kilometers per hour.

What should you do?

If a *haboob* is coming, you must hide. Sandstorms usually last for a few minutes, but sometimes they last three hours!



Snakes

What's the danger?

If you're in the Arizona Desert and you hear a rattle, it's probably a

rattlesnake, and its bite can kill.

What should you do?

Wear strong boots, not sandals. If you see a snake, move carefully away. If it bites you, you must find a doctor as soon as you can.



Scorpions

What's the danger?

There are 2,000 different types of scorpions and 30 of them can kill.

What should you do?

Scorpions live under rocks, so you should be careful where you put your hands!



PLAN

6 Work in groups to plan an information pamphlet. Choose a remote place. Then follow the steps below.

- Decide how your group will work together.
- Decide on the sections your information pamphlet will include.
- Decide what images and diagrams you could include.
- Make a first draft of your pamphlet.
- Share your first draft with another group to get their feedback.

PRESENT

7 Display your information pamphlet on your classroom wall. Remember to include different sections, interesting facts and pictures, and the tips in *How to Work in Groups*.

CHECK

8 Ask different groups how they worked. Did they work in the same way as you? Who worked in a group best?

VOCABULARY

1 Circle the correct words.

- Sue touched a hot pan and *burned / sprained* her fingers.
- Juan *slipped / scratched* on some ice.
- Jane *bruised / fell off* her bike.
- Andy got *bitten / stung* by a bee.
- Masha *fell off / tripped over* a plant in the garden.
- I *cut / broke* my finger with a knife.

2 Match the words in the box with the descriptions. You can use the words more than once.

cheek chin elbow forehead
heel knee shoulder toe wrist

- We have two or more of these.

- These are parts of your arm.

- These are parts of your leg and foot.

- These are parts of your face.

GRAMMAR IN ACTION

3 Complete the sentences with *should/shouldn't* or *must/must not* and the verbs in the box.

sleep stay talk wear

- You _____ a seatbelt in the car.
- You _____ in the sun too long.
- You _____ for eight hours at night.
- You _____ on your phone while you're riding a bike.

4 Complete the sentences with the zero or first conditional.

- If you _____ (not be) more careful, you _____ (have) an accident.
- When Gina _____ (go) skateboarding, she always _____ (wear) a helmet.
- If someone _____ (break) a leg, it _____ (hurt) a lot.
- If the weather _____ (get) worse, the climbers _____ (be) stuck on the mountain.
- Snakes _____ usually _____ (not bite) you if you _____ (not disturb) them.

5 Circle the best words to complete the notes.

Stay Safe in the Forest

Before you go, you ¹*should / shouldn't* tell someone where you're going. If you get lost, it ²*is / will be* easier to find you.

You ³*must / must not* take a map. If you ⁴*don't / won't* follow a map, you'll probably get lost.



You ⁵*shouldn't / must not* eat mushrooms. Some are very dangerous – if you ⁶*eat / will eat* them, you can get extremely sick.

You ⁷*should / shouldn't* run away from a bear. If you stay calm and walk away slowly, you ⁸*will be / are* OK.



Self-Assessment

I can talk about accidents and injuries.



I can talk about parts of the body.



I can use *should/shouldn't* and *must/must not*.



I can use the zero conditional and first conditional.





LEARN TO ... GIVE USEFUL OPINIONS ABOUT YOUR PARTNER'S ENGLISH

Be polite when you give opinions about your partner's English. You can help each other improve.

- 1 Read the advice about how to give useful opinions. Complete the advice with *should* or *shouldn't*.

What you ¹ _____
do to help your partner
improve their English

You ² _____ ...

- a say what you think in a mean way.
- b talk about your partner's personality.
- c say that something is better or worse than it is.

You ³ _____ ...

- d say what you think, but also be nice.
- e say positive things.
- f give ideas for how your partner can improve.

- 2 Match 1-6 with the advice (a-f) in Exercise 1.

1 Well done! You're a really interesting person.

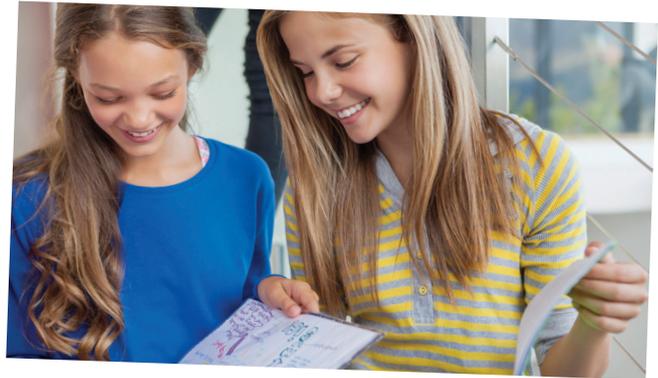
2 That wasn't your best English, but I know you can do better.

3 That was the worst presentation ever!

4 You made some mistakes with the first conditional. Why don't you study the grammar from the unit again?

5 You used a lot of adjectives to describe things. That was really nice!

6 Your English was awful!



- 3 Invent a story about an accident. Use one word or phrase from each box, and think about the answers to the questions below.

crocodile knife mirror
scissors snake

break cut get bitten hit slip

- What were you doing when the accident happened?
- What happened?
- How did you feel?
- Did anybody help you?
- What happened then?
- What should people do to avoid a similar accident?

- 4 Take turns telling your stories. While your partner is speaking, think about what they do well and how they can improve.



- 5 Give three helpful opinions about your partner's English. Use the phrases in the box.

I liked the way you ...
Why don't you ... ?
You made some mistakes with ...
You used ... That was nice!