

SPARK

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3



Student's Book



Express Publishing

Contents

	Modules	Grammar	Vocabulary
	Starter pp. 4-8	- pronouns; possessive adjectives - present simple; adverbs of frequency; prepositions of time/place; question words <i>how much/many, a lot of/lots of, some/any, (a) few/(a) little</i> <i>can/have got</i>	- daily routines - food/drinks
1	Lifestyles pp. 9-20	- present simple vs present continuous - stative verbs - comparatives – superlatives <i>very, much, as ... as ...</i> - singular/plural nouns <i>too – enough</i>	- jobs & qualities - appearance/character - clothes & patterns
2	Believe it or not! pp. 21-32	- past continuous - past continuous vs past simple <i>used to, would, be used to</i>	- natural phenomena - injuries/accidents & First aid - aches & pains
3	Experiences pp. 33-44	- present perfect <i>just – yet – already – since – for</i> <i>have been – have gone</i> - present perfect vs past simple - present perfect continuous <i>so/such</i> <i>so/neither</i>	- extreme sports - sports & equipment - holiday problems
4	Safe and sound pp. 45-56	- past perfect - past perfect continuous - adjectives (attributive/predicative), <i>-ed/-ing</i> ending - adverbs (formation)	- breaking the law - crime & criminals - charities
5	Our blue planet pp. 57-68	<i>will/going to</i> - future continuous - present continuous (future meaning) - conditionals type 0-3 - wishes	- environmental problems - types of weather
6	Technology & Communication pp. 69-80	- reported speech (statements, questions, commands/requests) <i>said/told</i>	- means of communication - space - computers
7	Entertainment pp. 81-92	- the passive (present simple, past simple, present perfect, <i>will</i>, modals) - the causative - reflexive pronouns <i>a/an – the</i>	- TV programmes - films - types of music - musical instruments
8	Places & Lifestyles pp. 93-106	- question tags - relatives/defining/non defining clauses - modals (<i>must(n't)/can/have to, might, don't have to, should</i>)/ past modals - making deductions (<i>must/can't</i>) <i>-ing/to-infinitive/infinitive without to (make-let)</i> <i>had better/would rather</i> <i>some, any, no, every</i> & compounds - clauses of concession	- city life – country life - compass points - geography - house & home

Language Review (pp. LR1-LR8)

Self-Check (pp. SC1-SC8)

Word List (pp. WL1-WL11)

Reading & Listening	Speaking & Functions	Writing	Across Cultures/ the Curriculum
Making a splash (comprehension questions)	- greetings & introductions - talking about/your daily routine - talking about free-time activities - talking about what you eat/drink every day		
- Extreme jobs, Extreme looks (multiple matching) - Bodies under Construction (multiple choice)	- talking about job routines - describing people - talking about clothes - talking about self-respect - stressed syllables	- a careers page - missing persons descriptions - an article describing a person - a short text about a teen tribe	- Teen Tribes - Do you respect yourself? (PSHE)
- When lightning loves you (T/F/DS) - Against All Odds (multiple choice) - A dialogue (comprehension) - Multiple choice listening	- describing accidents - talking about past actions - asking/talking about health - Pronunciation (homophones)	- an email about your accident - an email describing a survival story - a story - a summary of a myth	- Sayings related to parts of the body - Daedalus & Icarus (Literature)
- Shark attack (comprehension questions) - Travellers' tales (multiple choice) - Holiday problems (multiple matching)	- agreeing-disagreeing - asking/talking about experiences - narrating past experiences - apologising-accepting an apology - Pronunciation /tʃ/, /dʒ/, /j/	- a summary of a text - a short article about a holiday - a presentation on sports & diet - an email from abroad	- My Crazy Travels - Food for Sport (PSHE)
- Crime Doesn't Always Pay (comprehension) - Safe in the Jungle? (quiz) - a dialogue (multiple choice)	- narrating an accident - asking for/giving information about a safari trip - giving an eye-witness statement - Pronunciation /æ/, /ʌ/	- an email about an accident you witnessed - an email about a safari - an informal email giving advice	- Volunteering for a good cause - Bullies (PSHE)
- Monuments in Danger (comprehension) - an announcement (gap fill) - Weird phenomena (T/F/DS) - Multiple choice listening	- a speech about Stonehenge - talking about your favourite type of weather - making suggestions – accepting/refusing - Pronunciation /s/, /z/	- a paragraph about a monument in danger - a short diary entry - a comment to a blog about an endangered animal - a presentation on global warming - an essay offering solutions to a problem	- Endangered Species Around the World - The Ozone Layer (Science)
- Greetings from planet Earth (multiple choice) - Smarter than the average house (comprehension) - people & activities (multiple matching)	- making decisions - describing a scene - giving advice (should/shouldn't) - giving instructions - Pronunciation /s/, /ʃ/	- a short paragraph about what you would put in a time capsule - a graph analysing results of a survey - a paragraph on the effects of the Industrial Revolution - a for-and-against article	- Body Language - The Industrial Revolution (History)
- Forest School website (film reviews) (T/F/DS) - Playing with your food (comprehension) - a dialogue (multiple matching)	- expressing opinions - recommending - describing experiences - choosing TV programmes - Pronunciation /e/, /æ/	- an email about your favourite film - an email about your favourite TV series - a presentation on about a traditional, musical instrument	- Musical Instruments Around the World - How our eyes work (Science)
- Life in a High-tech Society... 40 centuries ago? (T/F) - What a strange place to live! (comprehension)	- describing location - describing your home - talking about holidays - Pronunciation /ʌ/, /ɔ:/, /əʊ/	- a short text about the place you live in - a paragraph about your house - an article about the place where you live (likes/dislikes) - a presentation about life in Ancient Egypt	- Let's have Fun around the World - Life in Ancient Egypt (History)

Spark 3

For the Student



Student's Book



Student's Multi-ROM
(Audio CD & Reader DVD)



ieBook (including videos,
Reader & Interactive activities)



Workbook



Grammar Book

For the Teacher



Teacher's Book
(interleaved)



Workbook



Test Booklet



Teacher's
Resource Pack
& Tests



Test Booklet CD-ROM



Class CDs



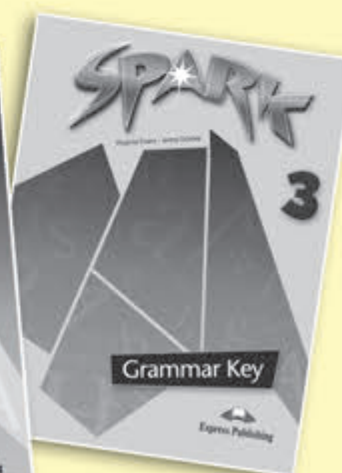
Grammar Book



IWB Software (including
videos & Reader)



Grammar Test Booklet



Grammar Key

MODULE 2

Believe it or not!

» What's in this module?

- accidents, injuries & first aid
- natural phenomena
- past continuous vs past simple
- *used to – would – be used to*
- asking/talking about health
- narrating past actions/events
- writing a story

Vocabulary

• Natural phenomena

1 Match the natural phenomena (1-9) to the pictures (a-i).

🔊 Listen, check and repeat.

1 ☐	flood	5 ☐	tornado	7 ☐	lightning
2 ☐	earthquake	6 ☐	volcanic eruption	8 ☐	hurricane
3 ☐	tsunami			9 ☐	drought
4 ☐	avalanche				

2 Look at the pictures and say which of these phenomena are/are not common in your country.

Floods are common in my country.



Find the page numbers for

- an ancient Greek myth ☐
- a timetable ☐
- a jungle story ☐

Reading 2a

When LIGHTNING loves you

1 Read the title and the introduction. The phrases below appear in the text. What is the text about?

🔊 Listen, read and check.

- remarkable record • survived seven lightning strikes • was working up a tree
- knocked him unconscious • burned his eyebrows off • damaged shoulder
- burned off his hair • set his hair on fire again
- hurt his ankle • sent him to hospital
- severe burns

✓ Check these words

- forest ranger • remarkable
- record • survive
- lightning strike • lose
- toe • knock unconscious
- eyebrow • occur • dump
- cool off • set on fire
- lightning bolt
- severe burn • fortunate

Roy Sullivan was a forest ranger in Virginia, USA. He is in the Guinness Book of World Records for a remarkable record. Between 1942 and 1977, Roy survived seven lightning strikes. His nickname was The Human Lightning Rod.

The first lightning strike was in 1942 as he was working up a tree. On that day, he lost the nail from his big toe. The second strike happened while he was driving on a mountain road. It knocked him unconscious and burned his eyebrows off. The third strike occurred when he was in his front garden and it left him with a damaged shoulder.

The fourth strike took place in 1972 while he was in a ranger station. It burned off his hair.

Roy dumped a bucket of water over his head to cool off. A year later another lightning strike hit him on the head and set his hair on fire again. The sixth strike happened in 1976 while Roy was at a campsite. Roy tried to run away from a cloud which was moving in his direction. This time the strike hurt his ankle. The last lightning bolt hit him while he was fishing, and it sent him to hospital with severe burns to the chest and stomach.

Roy Sullivan was a very fortunate man. The chance of lightning striking a person just once is only one in 600,000. This chance came his way seven times and each time he survived. That's what you call luck!

Study Skills

Predicting content

Key words from a text help you predict what the text is about.

2 Read the text and mark the sentences T (true), F (false) or DS (doesn't say). Read again and give the text another title.

- | | |
|---|--|
| 1 Roy Sullivan worked in the forest. | 5 Strikes burnt Roy's hair twice. |
| 2 He's got seven world records. | 6 The sixth strike happened in an open space. |
| 3 During the second strike Roy lost consciousness. | 7 The last lightning strike burnt his hair. |
| 4 The fourth strike happened in the morning. | 8 Roy died of old age. |

3 Fill in: set, severe, knock, lightning, forest, damaged, survive, hurt.

- | | | |
|---------------------------------|-------------------|---------------|
| 1 ranger | 4 shoulder | 6 on |
| 2 seven lightning strikes | 5 his ankle | 7 bolt |
| 3 him unconscious | | 8 burns |

Use the phrases to write sentences about Roy. Read them to the class.

Roy Sullivan was a forest ranger.

Vocabulary 2a

Speaking

4 Use the phrases in Ex. 1 to present Roy's story to the class.

THINK! Why does the author consider Roy lucky? What is your opinion? In three minutes write a few sentences. Read them to the class.

• Injuries/Accidents & First aid

5 In a minute write as many parts of the body as you can think of. Check with your partner.

6 a) What happened to these people yesterday? Use the phrases to tell your partner.

1 Jane/burn her hand 2 Kelly/sprain her wrist 3 Mary/hit her head
Jane burnt her hand.

4 Steve/cut his leg 5 James/pull a muscle 6 Alex/bruise his eye

7 Martha/twist her ankle 8 John/break his leg

b) Listen and repeat. What are these phrases in your language?

rest it put some cream on it
 put an ice pack on it put a bandage on it clean the wound
 have an x-ray wear a plaster cast put a dressing on it

c) Look at the pictures in Ex. 6a and write sentences, as in the example. Tell the class.

1 *Jane burnt her hand, so she put some cream on it.*

Listening

7 Listen to three people talking about accidents they had. Complete the table, then tell the class.

	what happened	how it happened	what they did
Jenny	twisted ankle	was playing basketball	put ice pack on
Tony		was cooking dinner	
Sally		was rollerblading	

Jenny twisted her ankle while she was playing basketball. She put an ice pack on it.

• Describing accidents

8 Use the phrases to talk about the people in Ex. 6.

- playing basketball • cooking
- lifting weights • riding a horse
- playing tennis • rock climbing
- rollerblading • doing karate

A: *Jane burnt her hand.*

B: *Really? How did it happen?*

A: *She was cooking.*

B: *What did she do?*

A: *She put some cream on it.*

Writing

9 You had one of the accidents in Ex. 6a. Complete the email to your English pen-friend about your accident.

Dear Matt,
 You won't believe what happened to me ... (when?). I ... (accident) while I ... (action). I ... (what you did). It's better now. What about you? How are things?
 Write back,
 ... (your name)

Grammar 2b

• Past simple vs past continuous

- 1** Read the theory. Say the examples in your language. Now list all past simple/past continuous forms in the text on p. 22. How do we use each form?

We use the **past simple** for:

- actions which started and finished in the past. The time is mentioned or is implied. *She left an hour ago.* (When? An hour ago.) *He didn't go out last night. She stayed in.* (When? Last night.)
- actions which happened one after the other in the past. *He stood up, got his bag and left the room.*

Time expressions used with the past simple: last month/week, etc., yesterday, two days/weeks etc., ago

We use the **past continuous** for:

- actions which were happening at a specific time in the past. *He wasn't sleeping at 7 o'clock last night. He was watching TV.*
- two actions which were happening at the same time in the past. *She was cooking while he was working.*
- an action which was happening in the past when another action interrupted it. The action in progress is in the past continuous. The action which interrupted the action in progress is in the past simple. *They were doing their homework when the phone rang.*

Time expressions used with the past continuous: yesterday, last week, while, as, at 10 o'clock yesterday morning

- 2** Look at Sandra's timetable for last Sunday. Write sentences, as in the example.

10:30	help Mum in the garden
11:30	tidy my room
1:30	have lunch with Mum & Dad
2:30	go for a walk with Sarah
4:00	watch TV with Dad
6:30	play basketball with my friends
8:00	have dinner
9:00	sleep



- At 11:00 Sandra *wasn't tidying* (tidy) her room. She *was helping Mum in the garden*.
- At 12:00 she (watch) TV. She
- At 1:45 the Smiths (sleep). They
- At 4:15 Sandra's dad (play) basketball. He
- At 6:45 Sandra's friends (have) dinner. They

- 3** Put the verbs in brackets into the past simple or the past continuous.

- Jane (tidy) her room while Peter (have) a bath.
- When (he/call)? An hour ago.
- She (wait) for the bus when her mobile (ring).
- We (have) a piano lesson at 5 o'clock yesterday afternoon.
- They (finish) cooking and then (go out).
- Peter (play) tennis when it (start) raining.
- The kids (watch) TV while Mum (read) a magazine.
- Jenny (make) dinner when the lights (go out).
- They (drive) to Madrid when their car (break down).
- He (put on) his coat, (grab) his schoolbag and (leave) for school.

4 Read the text and put the verbs in brackets in the past simple or past continuous.

Over a decade ago, Binti Jua 1) (become) one of the most famous gorillas in the world. Her aunt, Koko, was well-known at the same time because she 2) (talk) to people in sign language. However, one day in 1996, Binti Jua 3) (rescue) a 3-year-old child to become the biggest celebrity in the family. The boy 4) (climb) a railing at the zoo when he 5) (fall) into the gorilla enclosure. Zoo visitors 6) (scream) in terror while they 7) (watch) Binti approach the young boy. To their surprise, the gorilla 8) (carry) the unconscious boy to an entrance where the staff could help. Binti's own baby, Koola, 9) (hold) onto her back all that time. A visitor 10) (film) the rescue with his video camera.



• Talking about past actions

5 Ask and answer questions. Use the phrases.

- you/read a magazine – 4 o'clock yesterday afternoon?
A: *Were you reading a magazine at 4 o'clock yesterday afternoon?*
B: *No, I wasn't.*
- your parents/go to the theatre – last Saturday?
A: *Did your parents go to the theatre last Saturday?*
B: *Yes, they did.*
- you/do your homework – 5 o'clock yesterday afternoon?
- you/visit your grandparents – last Sunday?
- you/talk on the phone – at lunchtime yesterday?
- you/watch TV – yesterday afternoon?
- your friends/play basketball – yesterday?
- you/sleep – 3 o'clock yesterday afternoon?

6 Complete the sentences. Use the past simple or the past continuous.

- When I left school yesterday afternoon,
- At 8 o'clock yesterday morning,
- Last summer we
- I was while
- I when
- Last weekend my

• used to – would – be used to

7 a) Read the theory. Say the examples in your language.

- Used to** is used for past habits or actions that happened regularly in the past. *He used to go jogging when he was younger. (ALSO: He went jogging.)*
- Used to/Would** are used for repeated actions or routines in the past. *He used to eat/would eat/ate out on Sundays when he lived in London.*
- Used to** isn't used for actions that happened at a definite time in the past. We use the **past simple**. *He left for Madrid yesterday. (NOT: He used to leave ...)*
- Be used to** + noun/pronoun/-ing form is used to express habit. *He is used to working long hours.*

b) Choose the correct item.

- They **are used/used to** cold weather.
- He **would/used to** live in a cottage by the sea.
- Kate **came/used to come** an hour ago.
- He **used to go/going** for long walks as a child.
- They **flew/used to flying** to London last Monday.
- I'm not **used to wake/waking** up early.
- Did you **used/use to** have long hair as a child?
- We didn't **use/used to** play computer games.

8 Complete the sentences about you.

As a child I used to
As a child I didn't use to
I'm used to

Skills 2c



Check these words

- lie • jungle canopy
- search party • critical condition
- suffer from • severe exhaustion
- experienced • wash away
- path • cliff • lizard • confused
- spot • poison • blood • airlift
- keep alive • recover

AGAINST ALL ODDS

How a short hike in the jungle nearly cost an Australian man his life.

Lying on his back and unable to move, Hayden Adcock was not fully aware of the helicopter flying over the jungle canopy. When a few hours later the search party arrived to rescue him, they found him in critical condition. He was suffering from cuts, insect bites, and severe exhaustion after spending 11 days lost in the jungle with no food.

Hayden Adcock was a healthy 40-year-old man and an experienced hiker and traveller. At the end of July, he was in Laos, near Thailand, and he decided to take a short hike to a well-known waterfall. He was wearing a T-shirt, shorts, and walking shoes and carrying only a bottle of water when he started his walk through the national park. As he was visiting a second waterfall, heavy rainfall washed away all the paths. The jungle began to look the same everywhere and Adcock finally realised he was lost.

Adcock was looking for a way out through some trees when he saw a cliff. Suddenly, big lizards appeared and ran towards him. Shocked and afraid, Adcock ran through the forest. As he was running, he cut himself and then fell into a river. Hurt and confused, he decided to stay near the waterfall so that helicopters could easily spot him, and he could drink the water. Night after night insects and animals scratched and bit him. Their poison slowly made its way into his blood. He spent the last three days on his back not able to move his hands or feet.

On 10th August, Adcock was airlifted to a hospital in Bangkok, Thailand. Adcock told reporters that the one thing that kept him alive was the thought of seeing his family and friends again. It will take him some time to recover, but he feels lucky to be alive.

Reading

- Read the introduction and look at the pictures, then listen to the sounds. What do you think happened to Hayden Adcock?
 - Listen, read and check if your guesses were correct.

2 Read the text and choose the correct answer A, B or C. Compare with your partner.

- | | |
|---|--|
| <ol style="list-style-type: none"> Adcock wanted to <ol style="list-style-type: none"> travel through Laos. see a popular sight. explore the jungle. He wore the right clothes for <ol style="list-style-type: none"> an overnight stay in the woods. severe weather conditions. a short walk in the woods. | <ol style="list-style-type: none"> When he saw the lizards, he <ol style="list-style-type: none"> ran towards them. fell into a river. ran away. He managed to stay alive by <ol style="list-style-type: none"> eating insects. moving his hands and feet. thinking of his loved ones. |
|---|--|

List all the past simple forms in the text. Which are irregular?

Study Skills

Multiple choice listening

Read the incomplete statements and possible answers and underline the key words. These will help you focus on the information you need to identify the correct answer choice.

Listening

3 Listen and choose the correct answer A, B or C.

- | | |
|--|---|
| <p>1 A person can survive without water for
A three weeks. B three hours.
C three days.</p> <p>2 Survival depends on how
A cold it is. B fit someone is.
C long someone is lost.</p> <p>3 Before going on a trip, you should
A pack food & water. B dress well.
C tell someone.</p> | <p>4 The man was not
A prepared.
B found.
C experienced.</p> <p>5 The only thing the man had with him was
A food.
B water.
C a whistle.</p> |
|--|---|

4 Fill in: search, confused, bit, lizards, alive, washed, fell, lost, poison, recover.

- | | |
|--|---|
| <p>1 Hayden got in the jungle.</p> <p>2 Heavy rain the paths away.</p> <p>3 Big ran towards him.</p> <p>4 He ran through the forest but he into a river.</p> <p>5 He was and didn't know what to do.</p> | <p>6 Insects and animals him and their got into his blood.</p> <p>7 A party came to his rescue and took him to a hospital to</p> <p>8 What kept him was the thought of seeing his family again.</p> |
|--|---|

Speaking & Writing

5 Use these words/phrases and the sentences in Ex. 4 to tell the class Hayden's story.

hike, national park, waterfall, heavy rainfall, was lost, big lizards, started running, fell into river, insects and animals scratched and bit, their poison, not able to move, search party, critical condition, hospital, recover



How can you make a waterfall?



That's easy. Throw a bucket of water out of the window.

6



Imagine you are Hayden. You are near the waterfall unable to move. It's three days before they find you. In three minutes write a few sentences describing your thoughts and feelings during these days. Then read them to your partner.

7

Guided Complete the email to your English-speaking pen-friend about Hayden.

Hi,
How are you? I read about an Australian man, named Hayden Adcock who stayed in the jungle for eleven days. He was in ... and he decided to While he was ..., he Some lizards ... Hayden fell He stayed there for ... until a ... and took Amazing, isn't it?
Have to go now,

Everyday English 2d

Aches & Pains/ Illnesses



(a) stomach ache



toothache



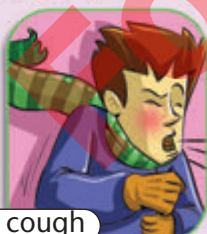
a headache



a sore throat



a temperature



a cough



a cold/the flu

• Asking/Talking about health

1

a) Listen and repeat.

- I feel terrible. • Are you OK? • You don't look well. • What's wrong?
- I can't stand it any longer. • Then you should see a dentist.

b) The sentences are from a dialogue between two friends.

Which of the aches in the pictures are they talking about?

Listen, read and check.

2

Read the dialogue. What is Jenny's advice?
What is John going to do?

Jenny: Are you OK, John? You don't look well.
John: I feel terrible.
Jenny: Oh dear! What's wrong?
John: I've got dreadful toothache.
Jenny: Why don't you take a painkiller?
John: I did, but it still hurts.
Jenny: When did you take it?
John: About an hour ago.
Jenny: Well, it should make you feel better soon.
John: I can't stand it any longer.
Jenny: Then you should see a dentist.
John: I hate going to the dentist.
Jenny: I'm sorry, but you have to go.
John: I suppose you're right.

Check these words

- Oh dear • dreadful
- painkiller • can't stand
- dentist • suppose

3

Find sentences in the dialogue which mean: *You look awful.* – *I feel awful.* – *What's the matter?* – *I think you are right.*

4

Say the sentences in Ex. 1 in your language.

5



Listen and read the dialogue. Take roles and read it aloud.

6



Act out a similar dialogue. Use the dialogue in Ex. 2 as a model.

Student A: Your friend looks awful. Ask what the problem is, then tell him/her what to do.

Student B: You have a headache. Tell your partner. Agree to do what he/she advises you to do.

A



To hear something from the horse's mouth.

B



Don't bite the hand that feeds you.

C



Walls have ears.

D



You scratch my back and I'll scratch yours.

1

Read the dictionary entry.

Look at the drawings. What do you think each saying means?

Match the sayings to their meanings (1-4).

saying /seɪɪŋ/ a short sentence that people often say that gives advice about life

- 1 You help me and I'll help you.
- 2 You shouldn't be ungrateful to the people who look after you.
- 3 Be careful! Someone might be listening to what you're saying.
- 4 Get information from someone who knows it's true.

2

a) Complete the sayings with: face, hand, hands, heart.

☐ A bird in the is worth two in the bush.

☐ Home is where the is.

☐ Many make light work.

☐ Only real friends will tell you when your is dirty.

b) Match the sayings above to their meanings. Are there similar sayings in your language?

- 1 It's better to keep what you have, than to risk losing it while searching for something else.
- 2 If we share the work, it becomes easier.
- 3 You call home the place where those you love are.
- 4 Only those who love you will tell you the truth.

3

ICT Find some sayings related to parts of the body from your country. Present them to the class and explain what they mean in English. Illustrate your presentation with drawings or pictures.

Study Skills

Homophones

Homophones are words which are pronounced the same but they differ in spelling or meaning. e.g. *peace – piece*

Pronunciation (Homophones)

4

Listen and find the word which does not sound the same as the others. Listen again and repeat.

- itch – its – it's
- hair – here – hear
- saw – so – sew
- eight – ate – eat
- I – eye – high
- sun – son – soon



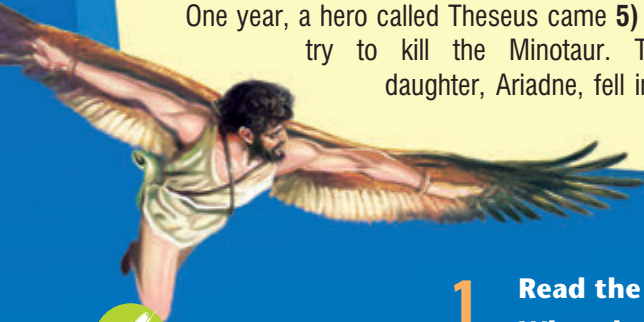
DAEDALUS & ICARUS

Once there was a powerful king **1)** ... name was Minos. He lived with Queen Pasiphae in a great palace at Knossos, Crete. Daedalus, a famous architect and inventor from Athens, worked **2)** ... King Minos. He lived with his son Icarus at the king's palace.

Minos made the gods angry and later Queen Pasiphae gave birth to a **3)** ... strange monster, the Minotaur. It had the body of a man and the head of a bull. The king wanted to lock the Minotaur up to protect his people from it, **4)** ... Daedalus built a labyrinth under the palace.

One year, a hero called Theseus came **5)** ... Crete to try to kill the Minotaur. The king's daughter, Ariadne, fell in love with

Theseus and asked Daedalus to help him. Daedalus gave her a ball of thread. Theseus tied the end of it to the door of the labyrinth. He killed the monster and used the thread to find his way out. Theseus and Ariadne escaped from the island. Minos was furious and put Daedalus and his son Icarus into the labyrinth. Daedalus was clever, though, and he made wings for **6)** ... and Icarus from birds' feathers and beeswax. They escaped and flew **7)** ... the sea. Icarus was very excited. He didn't listen to his father's warnings and he flew too close to the sun and his wings melted. He fell into the sea and drowned. Today, the place **8)** ... he drowned is the Icarian Sea.



Check these words

- powerful
- palace
- inventor
- give birth to
- lock up
- thread
- escape
- furious
- warning
- melt
- drown

Study Skills

Elements of a story

A good story needs the following:



1 Read the title and look at the pictures. Who are these people? What do you know about them? Read through to find out.

2 Read the text. For each gap choose the correct answer A, B or C.

- 1 A that B which C whose
2 A to B for C by
3 A too B much C very
4 A then B so C for

- 5 A in B at C to
6 A him B he C himself
7 A across B under C through
8 A that B where C which

3 Listen and read the text. Which of the characters below are good? bad? Why?

- Daedalus
- King Minos
- Theseus
- Ariadne

4 **THINK!** Look at the Study Skills box and find the elements of a story in the myth about Daedalus and Icarus. What do you think the lesson of this myth is?

5 **ICT** Find a myth. Write a short summary of it. Present it to the class. What does the myth teach us? You can use these key words: Animals, Myths & Legends.

Study Skills

Setting the scene

We usually start a story by setting the scene. To do this, we imagine that we are looking at a picture and we describe the scene (place, time, the weather, the main characters, and their feelings).

A story

1 Read the story and fill in the correct preposition.

Listen, read and check.



Check these words

- set off • look forward to
- shortcut • get stuck • wrap
- run out • lonely • note
- snowmobile • survive • injury
- patience • survival skills

It was a cold but bright Friday afternoon in Seattle and Daryl Jane was very excited. He packed his skis, his sleeping bag, and a few clothes in his jeep and set off to Mount Adams. He was looking forward 1) spending the weekend 2) his friends.

Daryl was familiar 3) the area, so he took a shortcut through a country road. He was driving along in the jeep when the tyres got stuck in the snow. Within minutes, it started snowing heavily. Soon snow began to cover his car. He tried calling for help, but his mobile phone wasn't working. He knew he was 4) trouble. He decided to stay inside the car and he wrapped himself 5) his sleeping bag to keep warm. Daryl had some banana chips, rice cakes and some water 6) him. He hoped they would be enough until someone found him.

The days passed and the food and water ran out. He ran the engine 7) a few minutes every day to melt the snow. He was lonely and scared and he started writing goodbye notes to his family. Then one morning he heard a snowmobile and he knew he was safe. He felt happy and proud 8) himself. He managed to survive for two weeks 9) his car in almost 2 metres of snow without any injury, thanks 10) his patience and survival skills.

2 Put the events in the order they happened. Give the class a summary of the story. Then, give the story a different ending.

- | | |
|---|-----------------------------------|
| A He took a shortcut. | E He heard a snowmobile. |
| B He wrapped himself in his sleeping bag. | F He was safe. |
| C The tyres got stuck in the snow. | G Daryl set off to Mount Adams. 1 |
| D He started writing goodbye notes. | H He ran out of food and water. |
| | I It started snowing. |

Listening for ideas

3 The pictures (A-C) tell a story.

Listen and put the pictures in the order they happened.

Writing (a story)

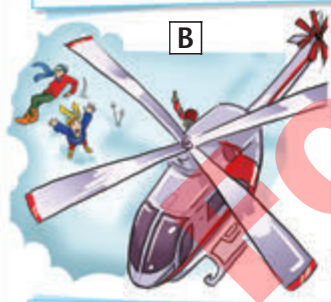
4 Use ideas from Ex. 3 and the verbs in the box to write your story for your school English magazine (80-100 words). Present the events in the order they happened. Follow the plan.

- ski • hear • see • head down • hit • break
- wait for • start waving • lift

- Para 1:** when & where the story happened – who the main characters were
- Para 2:** events in the order they happened
- Para 3:** what happened in the end – characters' feelings



B

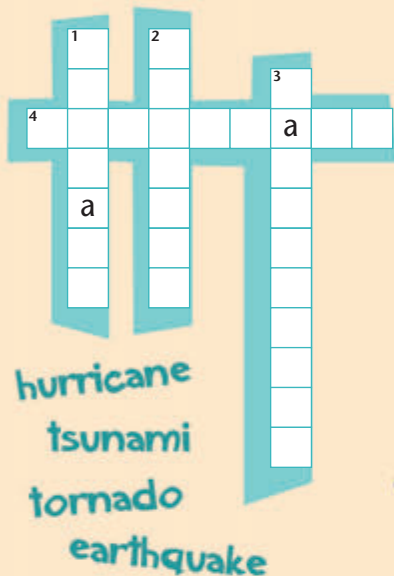


C

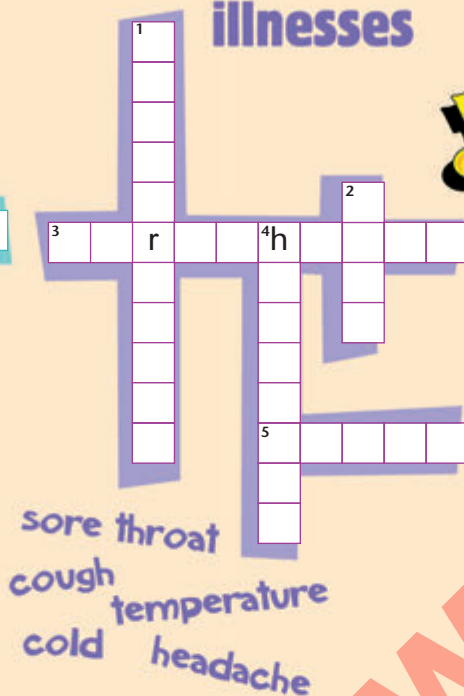


1 Complete the puzzles.

natural phenomena



illnesses



2 Do the quiz. Mark the sentences as T (true) or F (false).

quiz

- 1 Icarus was an inventor.
- 2 The Minotaur looked like a bull.
- 3 Laos is near Australia.
- 4 Bangkok is in Thailand.
- 5 Ariadne was Theseus' daughter.
- 6 There is a saying, 'Walls have eyes'.
- 7 Roy Sullivan survived seventeen lightning strikes.
- 8 Daedalus was from Athens.

3



THINK! Look at Module 2 and write a T/F quiz of your own.

GAME: Chain story

Continue the story: *It was a hot summer day. Peter ...*

S1: ... decided to go to the beach.

4

Song: Listen to the song. Is the singer optimistic or pessimistic? Give reasons.



Get through

Sometimes we all face problems
And the world can get us down
But even in the bad times
You will never see me frown
I always see the bright side
I don't give up easily
I know that I have courage
And no problem can beat me.

*No matter what may happen
I know I'll always get through
As long as I have courage
There's nothing I can't do.*

Sometimes there are disasters
They can happen every day
Sometimes we all feel helpless
When life's troubles come our way
But even in the dark times
I can hold my head up high
I'll always have my courage
So I'm sure I will get by.



5

THINK! Complete the sentences about yourself.

- 1 Problems me.
- 2 In the bad times I
- 3 I'm glad