

Vocabulary: world problems, natural disasters, humanitarian problems, activities for a charity event, ways animals are endangered, activities at an eco-camp

Grammar: Present Perfect, Present Perfect Continuous, *already/yet/for/since/never/ever*, Present Perfect vs Simple Past, -ing/-ed adjectives, Past Perfect, conditional type 3, wishes

Everyday English: Offering & asking for help

Pronunciation: homophones

Writing: a letter giving news

Culture Corner: Comic Relief (a charity event)

Curricular (Geography): The world's oceans

Russia 5: The Siberian Tiger

Module 5

Helping hands



OVER TO YOU!

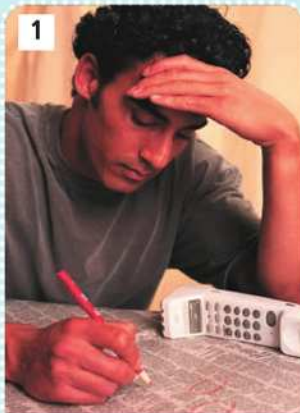
Complete the sentence.

I think and are the two most serious problems in my country.

Vocabulary

World problems

- 1 Listen and say. Which problems are: *social?* *environmental?*
- 2 Listen to three people talking. Which problem is each talking about?



unemployment



racism



pollution



global warming



endangered animals



deforestation





homelessness

5a Disaster!

Vocabulary

Natural disasters



- 1 a)  Match the disasters (A-G) to the pictures (1-7).
 Listen and check, then say.

- A drought
- B flood
- C earthquake
- D forest fire
- E tornado
- F tsunami
- G hurricane


- b) Which of these are common in your country?

Forest fires are common in my country.

Reading & Speaking

- 2 a) Read the first sentence of each entry (1-3) in Suzy's diary. Where is she? What do you think she is doing there?
 Listen and read to find out.
- b)  Now read the diary entries and say if the sentences are *T* (true), *F* (false) or *NS* (not stated).

- 1 Suzy is volunteering in Haiti with friends.
- 2 3 million people are now homeless.
- 3 Natural disasters don't happen often in Haiti.
- 4 The rescue team took seven days to rescue the boy.
- 5 The earthquake only hit Port-au-Prince.
- 6 Suzy's team is helping to give out food.
- 7 Suzy thinks rebuilding will take a long time.

- 3  Use the words from the **Check these words** box to complete the sentences in your notebook.

- 1 He joined a(n) team to help homeless people.
- 2 It was to see so many suffering people.
- 3 They managed to pull a man alive from the ten days after the earthquake.
- 4 We hope will arrive shortly because people are suffering from disease and injuries.
- 5 A(n) is working hard to get the trapped people out.

- 4 **THINK!** Imagine you're in Haiti just after the earthquake. What can you hear, see and smell? How do you feel? In three minutes write a few sentences. Tell the class.

HAITI EARTHQUAKE

1

2

3

4

5

6

7



1 16th January, 2010

I just arrived in Port-au-Prince, Haiti with the Lend-A-Hand volunteer team and I can't believe my eyes! The earthquake that happened four days ago has destroyed most of the buildings. The earthquake has affected three million people. Thousands have lost their lives or have terrible injuries, and even more have lost their homes. Haiti suffers from hurricanes and floods every year, but this is something else! Our team's first challenge is clearing the rubble, which is everywhere!

3 1st February, 2010

The whole world is helping Haiti! Rescue teams have come from places as far away as Iceland and China. We have cleared the main roads of Port-au-Prince, though, so food and medical supplies should get through soon. More volunteers have just arrived. Together, hopefully, we can rebuild Haiti after this awful disaster!

Check these words

volunteer team, destroy, affect, injury, suffer, challenge, clear, rubble, rescue team, wage, conditions, running water, medical supplies, awful

Grammar Present Perfect

see p. GR7

5 Read and complete the table in your notebook. Find examples in the text.

Form: **has/have + past participle**

AFFIRMATIVE	NEGATIVE
I/We/You/They have arrived in Haiti. He/She/It has arrived in Haiti.	I/We/You/They haven't felt an earthquake before. He/She/It hasn't felt an earthquake before.
INTERROGATIVE	SHORT ANSWERS
1) I/you/we/they (ever) climbed a mountain?	Yes , I/you/we/they have . No , I/you/we/they 3)
2) he/she/it (ever) climbed a mountain?	Yes , he/she/it 4) No , he/she/it 5)

We use the **Present Perfect** for:

- actions which started in the past and continue into the present. *She's worked here since last January.* (She still works here.)
- life experiences. *I've visited Haiti.* (We don't know when.)
- actions that happened in the past and we can see the result now. *They've cleared the snow from the road.* (We can see the road is clear.)

Time expressions used with the Present Perfect: so far, this morning, since, for, never, ever, already, yet, this week/month/year, etc.

2 22nd January, 2010

On Tuesday a rescue team pulled a five-year-old boy out from the rubble. He was still alive after seven days! The United Nations has offered a small wage to the people of Haiti for helping to clean up the streets. This helps them to buy food. Conditions are terrible, though. Thousands of people are living in tents with no toilets or running water. The earthquake has also caused tsunamis in nearby fishing villages that have damaged beaches and even swept homes out to sea!

6 Match the infinitives to the past participles. Find more past participles in the text.

- eat • go • tell • have • be • say • give • find
- see • buy • lose
- given • seen • said • bought • told • gone
- had • been • found • eaten • lost

7 Complete the sentences with the Present Perfect form of the verbs in brackets.

- Suzy *hasn't been* (not/be) to Haiti before.
- They (work) as volunteers since 2009.
- (the tornado/destroy) the whole village?
- Lots of people (lose) their lives so far.
- The rescue workers (save) ten people so far.
- The food supplies (not/arrive) yet.

Listening & Writing

8 a) Peter is in a volunteer team after a hurricane hit the Caribbean. Listen and choose the things his team has done.

- clear roads
- bring supplies
- help injured people
- collect money
- take photos

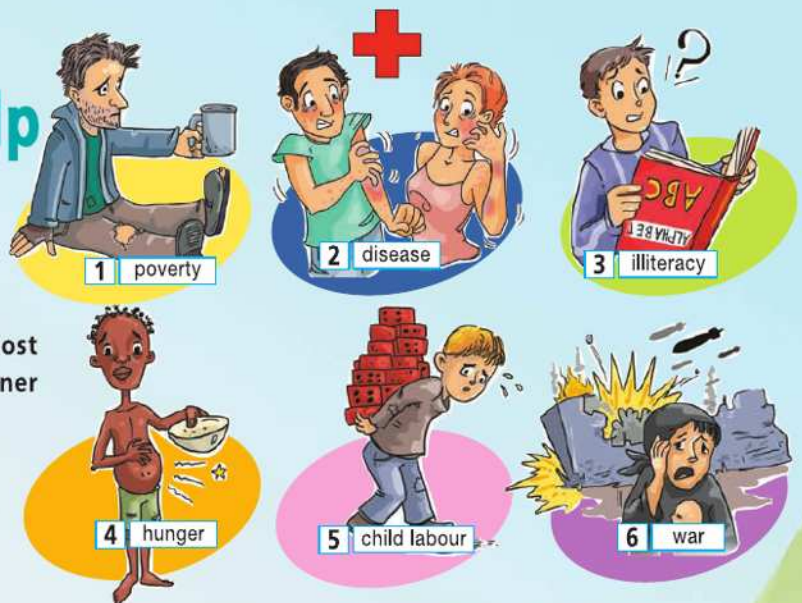
b) Imagine you are Peter. Write a short diary entry. You can use the ideas in Ex. 8a and your own ideas. Read your entry to the class.

Well, here I am in ... and I can't believe my eyes! The hurricane has ... Our team has ... etc

5b Going to help

Vocabulary Social problems

- 1 Listen and say. Which is the most important to you? Tell your partner giving reasons.



Reading & Listening

- 2 a) Read the title and the first sentence of each paragraph in the text. Who is Greg Mortenson? What do you think he did? Read and check.
- b) Read the text again. Five sentences are missing. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence.
 Listen and check.
- c) **THINK!** Complete the sentence.
I admire Greg because

Check these words

achieve, end up, failure, set out, make it, top, stumble, injured, poor, hunger, ground, stick, promise, raise money, peace award, thrilling, proof, courage, best-selling, ignorance, cause, campaign, issue, look after

From **Climbing** Mountains ... to **Moving** Mountains

Greg Mortenson's story began with failure. In 1993, he set out to climb K2, the world's second highest mountain. But Greg never made it to the top. After five days, he stumbled into the village of Korphe in northern Pakistan, injured and hungry. **1**

Greg saw that the villagers were very poor and there was a lot of disease and hunger. Also, the village school didn't have a roof and the children wrote on the ground with sticks. **2** "I'll build you a school," he told the villagers. "I promise."

Greg went back home to the USA to raise money for

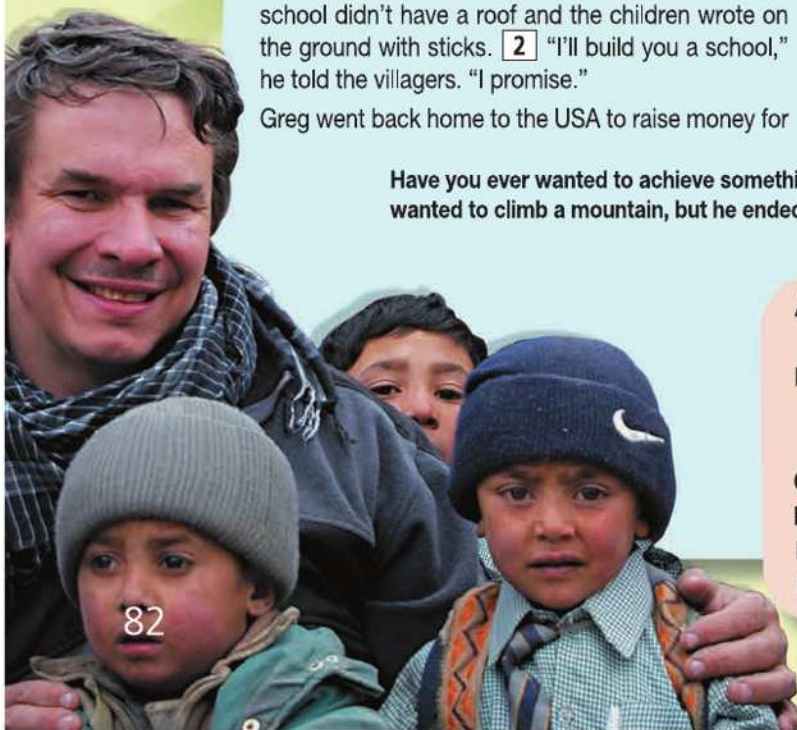
the school. He even lived in his car to save money! **3** But this was just the beginning of something much bigger! Since then, Greg's organisation has built around 80 schools and runs many others in Pakistan, Afghanistan and other countries, too.

Greg hasn't finished yet. **4** He has won many humanitarian and peace awards, but it's the smiles of the children he has helped that makes him happy!

5 It's a thrilling read and proof of what ordinary people can do with courage and determination!

Have you ever wanted to achieve something really amazing in life? Well, Greg Mortenson wanted to climb a mountain, but he ended up helping thousands of people to have a better life!

- A Greg has just written a best-selling book about his story called *Three Cups of Tea*.
- B He believes that poverty, illiteracy and ignorance cause many problems in the world, so he also organises many campaigns to fight these issues.
- C Greg knew he wanted to do something to help.
- D Greg has made a real difference to people's lives.
- E The kind villagers there looked after him for several days.
- F Finally, he went back to Korphe and built the school.



Grammar


see
p. GR8

Yet – already – since – for – never – just

- 3 a) Read the theory. Find examples in the text in Ex. 2.

Yet – Already – Since – For – Never – Just

Jill **hasn't arrived yet**. (We expect her to arrive soon.)
 They've **already** booked their plane tickets. (It's done. They don't have to do it any more.)
 He's lived in Brazil **since** 2007. (starting point)
 We've been friends **for** 5 years. (duration)
 He has **never** travelled abroad. (He hasn't travelled abroad.)
 He has **just** left. (a few minutes ago)

- b)  Choose the correct word.

- I haven't booked my plane ticket to Thailand **just/yet**. I'll do it tomorrow.
- I haven't seen Arkady **since/for** last week.
- He taught in a village in India **since/for** 2 years.
- She's **already/since** left for Moscow.
- He's **yet/just** sent the email and is waiting for an answer.

Present Perfect vs Past Simple

see
p. GR8


- 4 a) Read the theory. Find examples in the text.

Present Perfect vs Past Simple

We use the **Present Perfect** for:

- actions that started in the past and continue up to the present. *Max **has lived** here for three years.*
- experiences. *Fran **has run** a marathon.* (When? We don't know.)

We use the **Past Simple** for actions that started and finished in the past. *I **went** to Argentina last year.* (When? Last year.)

- b)  Put the verbs in brackets into the **Past Simple** or the **Present Perfect**.

Hi Kathy,
 I'm writing to you from India where I'm helping to build a village school! I 1) (be) here for 2 weeks now with my team and we 2) (already/do) so many things!
 The first day, we 3) (go) into a nearby forest and 4) (help) to chop up wood. I 5) (feel) very tired afterwards, but I soon got used to it. 6) (you/ever/do) any volunteer work? It's amazing!
 See you in a month,
 Sam

Present Perfect Continuous

see
p. GR8


- 5 Read the theory. Are there similar structures in your language?

Form: *have/has been + verb -ing*

AFFIRMATIVE	NEGATIVE
<i>I/We/You/They have been sleeping.</i>	<i>I/We/You/They haven't been sleeping.</i>
<i>He/She/It has been sleeping.</i>	<i>He/She/It hasn't been sleeping.</i>
INTERROGATIVE	SHORT ANSWERS
<i>Have I/We/You/They been sleeping?</i>	<i>Yes, I/we/you/they have.</i>
<i>Has he/she/it been sleeping?</i>	<i>No, I/we/you/they haven't.</i>
	<i>Yes, he/she/it has.</i>
	<i>No, he/she/it hasn't.</i>


We use the **Present Perfect Continuous**:

- to put emphasis on the duration of an action that started in the past and continues up to the present. *He **has been working** here for seven years.*
- for an action that started in the past and lasted for some time. It may be continuing or has finished but its results are visible in the present. *He **has been working** in the garden since morning. He's very tired.*

- 6  Put the verbs in brackets into the **Present Perfect** or the **Present Perfect Continuous**.

- We (not/see) Alexei for a week. He's on holiday.
- Their clothes are dirty. (they/play) in the garden?
- They are very happy. They (win) the competition.
- She's very angry. She (wait) since 7 o'clock for Peter to call.
- He (live) in Rome for two years and he still can't speak Italian.
- She (collect) £5,000 for the charity so far.

Speaking & Writing

- 7  Read the text again. Imagine you are interviewing Greg Mortenson for a radio programme. Prepare questions and answers. Read your interview to the class.

Interviewer: Hello and welcome to the programme, Greg. Now, how did your story begin? etc

DOING SOMETHING FUNNY FOR MONEY

FOR

RED NOSE DAY



Check these words

charity event, sort of, laughter, raise money, famine, take place, support, cause, get an education, viewer, make a donation, record a song, appear, celebrity, get involved, silly outfit

So what's it all about?

'Red Nose Day' is part of Comic Relief, a big charity event in the UK that has become a sort of holiday of laughter! In 1985, a famous British comedy writer Richard Curtis organised the first Comic Relief to raise money for the terrible famine in Ethiopia. Since then, Comic Relief has taken place every two years and supports many different causes to help poor people in the UK and around the world, like helping kids in Africa to get an education.

What happens on Red Nose Day?

On Red Nose Day, there are lots of special comedy shows on television and viewers can call in to make donations. Many famous people have recorded songs or appeared in comedy sketches to help. In 2009, a group of celebrities, including the pop singer Cheryl Cole, even climbed Mount Kilimanjaro to raise money! Everything aims to make people laugh and raise money for charity.

How do people get involved?

Anyone can do something funny to raise money for Comic Relief, like wearing a silly outfit to work and collecting donations for it! Also, supermarkets sell red clown noses to wear on Red Nose Day to help raise money. Some people even put red clown noses on their cars!



1 Look at the title and the pictures. What happens on 'Red Nose Day'?

🔊 Listen and read to find out.

2 Read again and say if the sentences are T (true), F (false), or NS (not stated).

- 1 Comic Relief is an annual event.
- 2 All of the money from Comic Relief goes to Africa.
- 3 Cheryl Cole is a celebrity.
- 4 Only famous people can take part in Red Nose Day.
- 5 Nearly everyone in the UK buys a red nose.

3 Use words from the **Check these words** box in the correct form to complete the sentences in your notebook.

- 1 We are organising a 10-km run to for the animal shelter.
- 2 Millions of watch Comic Relief on TV.
- 3 There was a terrible in Sudan in 1998. Over 70,000 people died of hunger.
- 4 You can to the charity in cash or by cheque.

4 You are a TV reporter covering this year's Red Nose Day. Use the text to present it to the TV viewers.

It's Mike Smith live from London. Today we're celebrating Red Nose Day ...

5 **ICT** Is there a similar charity event in your country? Collect information, then make notes under the headings: *name, when it is, what happens*. Compare it to Red Nose Day. Tell the class.

Everyday English 5d

Asking for and offering help

1 Listen and say. Have you or your friends/family members ever done any of these things for an event?

2 a) Listen and say. Pay attention to the pronunciation.

- What are you doing?
- Well, I'm free this afternoon.
- Can I give you a hand?
- Would you mind helping us with that?
- Yes, that's no problem.
- Around six would be great.
- OK, see you at 6 tomorrow.

b) Read the first exchange in the dialogue. What is Carol doing? What does Darren offer to do? What does Carol ask him to do?

Listen and read to find out.

Darren: Hi, Carol! What are you doing?
 Carol: Oh, hi, Darren. I'm just making some banners for the concert tomorrow.
 Darren: Oh, really? Well, I'm free this afternoon. Can I give you a hand?
 Carol: Actually, I've nearly finished. Jim and I are going to put up some posters afterwards, though. Would you mind helping us with that?
 Darren: Of course not!
 Carol: That's wonderful! Oh, there's one more thing. Is there any chance you could come early tomorrow to help sell tickets at the door?
 Darren: Yes, that's no problem. What time?
 Carol: Around six would be great.
 Darren: OK, see you at 6 tomorrow!
 Carol: Great. Thanks, Darren!

3 Find sentences in the dialogue which mean: *I don't have anything to do this afternoon.* - *Do you want me to help you?* - *There's something else you can do.* - *Sure I can.*



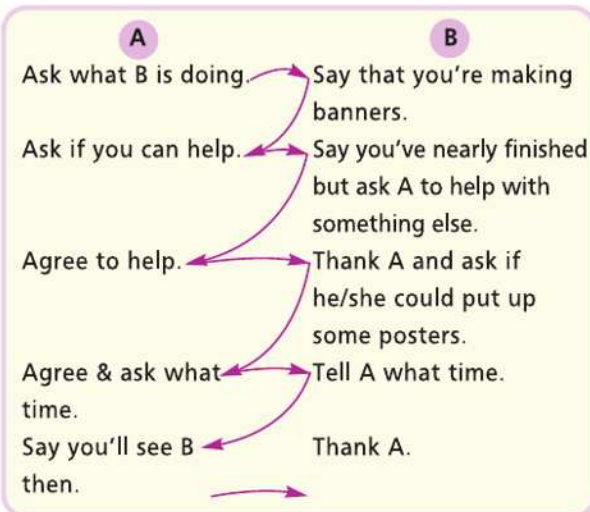
Pronunciation (Homophones)

4 Listen and choose the word that does not sound the same as the others. Listen again and say.

- 1 wait - white - weight
- 2 were - where - wear
- 3 poor - pour - pear

Speaking

5 Imagine your class is helping to organise a school party. Use the sentences in Ex. 2a and your own ideas to act out your dialogue. Follow the plan.





5e Endangered Species

Animal SOS!

Vocabulary

Threats to animal species

- 1  The sentences (A-E) describe ways animals are in danger. Match the sentences to the pictures (1-5).

 Listen and check.

- A Tourists disturb their habitats.
- B They get caught in rubbish or fishermen's nets.
- C Deforestation destroys their habitats.
- D Poachers hunt them for their meat or fur.
- E Pollution poisons the sea or land where they live.



Holidays that have made a difference ...

Did you know that there are more than 5,000 endangered animal species in the world today and at least one species **dies out** every year? Well, these three people decided to do something about it! They've all recently been on a working holiday to help an endangered species. They told us all about their experiences ...

A



Pink River Dolphin

Hayley has just spent three months on a floating house boat in the Amazon Rainforest in Brazil. "I was part of an observation team doing research, and it was amazing!" she says. "Every year, we lose about 10% of these clever creatures. They swim in polluted waters and sometimes get caught in fishermen's nets. There are more than 300 dolphins here and we had to **record** new births and monitor the babies. In the evenings, we sat on the porch and listened to the sounds of the jungle. Then, we went to sleep in hammocks! It was so relaxing!"


Check these words

species, floating, rainforest, observation team, monitor, porch, hammock, track, hunting, steep slope, record, location, cut down, farming, challenging, conservation project, lay their eggs, mistake for, dawn, survey, nest, spectacular, patrol


- 3  Read the text again and choose the name of the animal, *dolphin*, *gorilla*, or *turtle*.

Which animal ...

- 1 faces problems which visitors cause?
- 2 tries to survive in a dirty place?
- 3 is losing its habitat?
- 4 do people sometimes eat?
- 5 eats something dangerous by mistake?
- 6 goes back to a place it has been before?

- 4 a)  Match the words in bold to their meanings: *by mistake*, *disappears forever*, *demanding*, *write down*, *other possibilities*.


Reading & Listening

- 2 Look at the animals (A-C) in the text. Where do you think we can find these animals? Why is each species endangered?
 Listen and read to find out.

Cross River Gorilla

Ryan has just spent 6 months in a tent tracking these gorillas in the rainforests of Cameroon after he saw a documentary about them. He says, "I was very shocked when I heard there are only 300 of these gorillas left because of hunting and deforestation that has destroyed their habitat. Every day, we walked for miles up steep slopes in the rainforest. Our guide was a poacher in the past who hunted the gorillas for their meat! I was so excited when we saw our first gorilla. We recorded lots of information about its location and activities. We also talked to locals and suggested **alternatives** to cutting down forests for farming. This was the most interesting – and **challenging** – experience of my life!"

B

- b)  Complete with: *steep, conservation, spectacular, endangered, working, polluted*. Then use the phrases to write sentences in your notebook based on the text.

- | | |
|------------------------|-----------------|
| 1 animal species | 4 project |
| 2 waters | 5 holiday |
| 3 sunrises | 6 slopes |

Pink River dolphins and Cross River gorillas are endangered animal species.

Grammar see p. GR8 -ing/-ed adjectives

- 5 a) Study the theory. Find examples in the text.


-ing/-ed adjectives

- We use **-ing adjectives** to express **what something is like**. *The holiday was **exciting**.* (What was it like? Exciting.)
- We use **-ed adjectives** to express **how we feel about something**. *I was **excited**.* (How did I feel? Excited.)

Loggerhead Sea Turtle



Mary has just come back from the Greek island of Zakynthos after helping with a turtle conservation project there. She says, "Every summer, thousands of females return to lay their eggs in the sand on the beach. The problem is that tourists often damage their nests **by accident**. They also leave rubbish like plastic bags that the turtles mistake for food. Every day at dawn, our team did a survey of nests and eggs. It was tiring but we saw some spectacular sunrises! During the day, we patrolled the beach and told tourists all about the turtles. I've already told my friends that I'm going back next year – and that they're coming with me!"

C

- b)  Choose the correct adjectives.

- 1 We felt **shocked** / **shocking** after watching the documentary about endangered species.
- 2 I once saw a bear while camping. It was such a **frightened** / **frightening** experience.
- 3 He nearly fell asleep during the film. It was so **bored** / **boring**!
- 4 We were so **tired** / **tiring** after the jungle trek!
- 5 Sally's very **interested** / **interesting** in helping to save endangered animals.

Listening

- 6   Listen to three people talking about conservation holidays they went on. Who felt: *frightened? excited? shocked?* Why?

Mark

Holly

Jess

Speaking & Writing

- 7 a) Read the text again. How has each person helped these animals? Make notes, then tell the class.
- b) **THINK!** Would you go on a working holiday like these people? Why? In three minutes write a few sentences. Read them to the class.

5f Determination

Vocabulary Injuries

- 1 Listen and say. Have you ever had any of these injuries? How did it happen? Tell the class.



Reading

- 2 a) Look at the picture and read the title and the first sentence of the text. What is the story about? Read through to find out.

- b) Read again and complete the gaps 1-6 with the correct word A, B, C or D. Compare with a partner.

- | | | |
|------------|---------------|-----------------|
| 1 A put | 3 A draw | 5 A enough from |
| B made | B happen | B plenty of |
| C set | C reach | C lot of |
| D fixed | D come | D much of |
| 2 A suffer | 4 A more than | 6 A to raising |
| B hurt | B extra from | B to raise |
| C ache | C more from | C raising |
| D pain | D over from | D in raising |

Lead the Way



On 22nd January, 2007, Dave Cornthwaite from Wales, became the first person to skateboard across Australia. He 1) a new world record, by skating a total of 5,823 kilometres. Jack Smith, the previous champ, had skated a total of 4,830 kilometres across the US in 2003. Dave's journey started in Perth and ended in Brisbane travelling on average 60 kilometres per day. It took him five months, 13 pairs of shoes and over a dozen tubes of sunscreen. He went through great physical 2) and he got extremely sore feet.

If Dave hadn't believed in making his dreams 3) true, none of this would have happened. Dave quit his job two weeks after he had bought a skateboard and decided to go on a journey. He wanted this journey to be about something 4) him so he created BoardFree, an association that would raise money for charities. "If people follow my journey and make donations, then I'm doing a lot of people a lot of good," said Dave. This journey had 5) challenges. He travelled across the Australian desert where temperatures reached 48°C in the day and 0° at night. He had a serious accident in Adelaide when he jumped on a piece of metal that cut through his heel. He also had a nasty fall down a hill where he banged his head hard on the pavement and twisted his ankle.

Dave helped 6) more than £50,000 (€74,000) for children's charities, wrote a book and motivated others to follow in his footsteps. I wish we had more people like him leading the way!


Check these words

set a world record, champ, sunscreen, physical pain, dreams come true, quit, association, raise money, make a donation, challenge, desert, nasty fall, motivate

3 a)   Listen to and read the text. Use six words from the **Check these words** box to make sentences about Dave.

b) **THINK!** Imagine you are Dave. In three minutes write four things about your experience. Tell your partner.

Grammar see p. GR8
Past Perfect

4  Read the theory. Then put the verbs in brackets into the *Past Perfect* or the *Past Simple*.

Form: *had* + past participle

AFFIRMATIVE	I/you/he, etc <i>had left</i> .
NEGATIVE	I/you/he, etc <i>hadn't left</i> .
INTERROGATIVE	<i>Had</i> I/you/he, etc <i>left</i> ?
SHORT ANSWERS	Yes, I/you/he, etc <i>had</i> . No, I/you/he, etc <i>hadn't</i> .

We use the **Past Perfect** for:

- an action which happened before another past action or before a stated time in the past. *He had already left when we arrived.*
- an action which finished in the past and whose result was visible in the past. *He couldn't walk because he had broken his leg.*

Time expressions: before, after, already, just, for, since.

Note: The Past Perfect is the past equivalent of the Present Perfect.


He was happy because he had won the race.

He is happy because he has won the race.

- 1 Ivan looked tired. He (**spend**) the whole morning working in the garden.
- 2 They (**already/book**) the tickets before they went to the theatre.
- 3 It (**start**) to rain while we were at the beach.
- 4 She (**not/finish**) typing the letters when he arrived.
- 5 He won first prize for the story he (**write**).
- 6 When (**he/decide**) to join the club?

Conditional type 3

see pp. GR8-GR9


5  Read the theory. Rewrite the sentences as Conditional Type 3 in your notebook.

Conditional Type 3

if + Past Perfect → *would/could have* + past participle
(to express an imaginary situation in the past)
If he had left on time, he wouldn't have missed the bus.
(but he didn't leave on time)

- 1 He didn't play tennis because he had sprained his wrist.
If he hadn't sprained his wrist, he would have played tennis.
- 2 I had a terrible headache so I didn't finish my homework.
- 3 It rained hard so we didn't go out.
- 4 They lost the match because they didn't play well.
- 5 They worked hard and managed to finish their project on time.

Wishes see p. GR9

6  Read the theory. Write wishes for the following situations in your notebook.

- **wish/if only** + Past Simple (wish for something we would like to be different in the present)
I wish I had a flat of my own. (but I don't)
- **wish/if only** + Past Perfect (regret that something happened/didn't happen in the past)
If only I hadn't twisted my ankle. (but I did)

- 1 I don't know how to drive a car.
I wish I knew how to drive a car.
- 2 I want to go to Olga's party, but I can't.
- 3 He didn't study so he failed his exam.
- 4 She lost her cat; she's very sad.
- 5 He feels lonely because he doesn't know anyone in the neighbourhood.

7  **THINK!** Complete the sentences in your notebook. Compare with your partner.

- 1 I wish I were 4 I wish I hadn't
- 2 If only people 5 If only I
- 3 If I had tried

5g Skills

Vocabulary

Activities at an eco-camp

- 1 Listen and say the activities that someone can do at a summer eco-camp.



1 plant trees



2 sit around a campfire



3 cook on a barbecue



4 sleep in wooden huts



5 grow vegetables



6 clean out a pond



7 go on a nature hike



8 collect rubbish for recycling

- 2 Have you ever done any of the activities in Ex. 1? Ask and answer in pairs.

A: *Have you ever planted a tree?*

B: *Yes, I have. I planted one last year on the school's 'Plant a Tree' day. Have you ever ... ? etc*

Study skills

Real-life situations – filling out forms

When you fill out a form, look for any special instructions. Make sure you fill out all the required information. Then carefully check for any errors.

Listening

- 3 Listen to Judy helping Yuri to fill in the form below. Find in the missing information.

GreenPines
ECO_CAMP

Application form for
camp counsellors
* PLEASE USE CAPITAL LETTERS

Full name: YURI 1)

Age: 2) Nationality: RUSSIAN

Email address: YURIAZ@ZMAIL.COM

Tel: 213 - 3)

Preferred camp (please tick (✓))

4) 16th – 31st July 2nd – 16th August

Previous experience: please tick (✓) I've ...

- organised activities for children
- taught sports If yes, which? 5)
- completed a first-aid course

Speaking

Making suggestions/expressing preferences

- 4 You are at Green Pines Eco-camp. Act out exchanges, as in the example.

GreenPines ECO-CAMP - activities

- go canoeing • cook on a barbecue • plant vegetables
- go fishing • play volleyball • go swimming in the lake

Suggesting

- | | |
|---------------------------|------------------------|
| • Would you like to ... ? | • Do you want to ... ? |
| • Why don't we ... ? | |

Replying/Expressing your preference


- OK. That would be fun!
- I'd love to.
- Sure. Why not?
- I'd rather not. I'd prefer to ...
- I don't really feel like doing that. Why don't we ... instead?

A: *Would you like to go canoeing?*

B: *OK. That would be fun!*

An email giving your news


1 Look at the email. Who is it from? Who is it to?

2  Read the email and match the paragraphs to the headings.

- A Thoughts and feelings about the experience
- B Where she is & opening remarks
- C Closing remarks & request to write back
- D Description of camp life/activities

Grammar see p. GR8

Have been/Have gone

3  Read the examples. Then complete the sentences. Use *have/has been (to)* – *have/has gone (to)*.

Alina has gone to Camp Greenfoot. (She's still there.)
Peter has been to Chile twice. (He went to Chile, but he isn't there any more.)

- 1 Dina isn't here at the moment. She the lake.
- 2 Igor on a trip to Moscow. He'll be back next Monday.
- 3 They the park and they won't be back until 6 o'clock.
- 4 Vera and Alexei Greece three times and are planning to go again.

4 Find the informal phrases/sentences in Alina's email that mean:

- 1 How are you doing?
- 2 That isn't the truth.
- 3 What I like best about the experience is that we have the opportunity to help the environment ...
- 4 ... I don't have any problems with the children.
- 5 Please write me a letter when you have time.

Dear Helen,

▶ **1** How are things? I've been at Camp Greenfoot for a week now, where I'm working this summer as a camp counsellor and I really love it here!

▶ **2** Camp Greenfoot is an eco-camp. You probably think that all we do here is learn about recycling, but it isn't like that at all! Yesterday we went on a nature hike with the kids, and last night we all sat around a campfire and sang songs. We also organise lots of fun eco-projects with the kids. We've already planted trees to replace the ones that burnt down in a forest fire.

▶ **3** The best part about this camp is that we help the environment and still have fun. I'm responsible for a small group of kids, and that can be tough (like when I have to wake everyone up in the morning!) but generally they are great kids!

▶ **4** I hope you're having a great summer, too. Write back when you get a chance.

All the best,
Alina



Study skills

Proofreading

Always proofread your work to check for mistakes.

Make sure you have:

- included all the necessary information.
- checked for spelling/grammar mistakes.
- used an appropriate greeting/beginning/ending.
- used correct style: formal or informal.

5 Imagine you are working to help the sea turtles on p. 87. Send an email to your English pen friend describing the experience (100-150 words). Use the plan below. Proofread your work.

Plan

Dear (your friend's first name),

Para 1: greeting, opening remarks (*How are things? I've been ...*)

Para 2: what the job is like & activities you did/have done (*We ... Yesterday, we ... We've also ...*)

Para 3: your thoughts & feelings (*The best part about ...*)


Para 4: closing remarks (*I hope you're ... Write back ...*)

.....

5i Curricular: Geography

- 1 How many oceans are there? How are they in danger?

🔊 Listen and read to find out.

- 2  Read the text and match the headings (1-6) to the paragraphs (A-E). There is one extra heading.


1 Ocean Life 2 The Oceans of the Earth

3 The Future of Our Oceans

4 The Oceans in Danger

5 Protecting the Oceans


6 Why They Are Important

- 3  Use words from the **Check these words** box in the correct form to complete the sentences.

- 1 A dolphin is a(n) that lives in the sea.
- 2 Pollution from factories is very harmful to sea creatures. It them.
- 3 You can often see rubbish floating on the of the ocean.

- 4 a) Tell the class three things you have learned about the world's oceans.

- b) **THINK!** Why are oceans important? In three minutes write a few sentences.

- 5 **ICT**  Collect information about any of the five oceans. Use each ocean's name as a key word in your search. Present your information to the class.

Check these words

cover, surface, make up, water supply, survival, record, mammal, coral reef, majestic, whale, wind pattern, rainfall, ocean current, heat, take out, poison, overfishing, end up, protect

THE WORLD'S AMAZING OCEANS

A

There are five oceans – the Pacific, the Atlantic, the Indian, the Southern and the Arctic Oceans. They cover an amazing 71% of the Earth's surface and make up 97% of its water supply, so they're very important for our survival!

B

We've only explored 10% of the oceans. So far, scientists have recorded more than 230,000 species of living creatures and plants and that's just underwater! Above the waves, there are also thousands of species of seabirds and sea mammals that live around and feed from the oceans.

C

Our oceans are full of amazing beauty, from colourful coral reefs to majestic whales! The oceans help to control wind patterns and rainfall, too, and ocean currents move heat around the world. They also take carbon dioxide (CO₂) out of the air.

D

Unfortunately, pollution from factories is poisoning fish in our oceans. Rubbish such as plastic bags and soda cans – also kills 100,000 sea creatures every year, and, because of overfishing, there are fewer fish every day.

E

To help save our precious oceans, don't buy seafood that is endangered like bluefin tuna. Also, recycle your plastic bottles and cans so they don't end up in the sea. Over 3 billion years ago, life on Earth began in the oceans. Let's protect them together!

Language Review 5

1 Match the problems to the definitions.

- | | |
|------------------|----------------|
| 1 drought | 5 disease |
| 2 homelessness | 6 war |
| 3 global warming | 7 flood |
| 4 illiteracy | 8 child labour |

- A a large amount of water that causes damage
B illness that affects large numbers of people
C a period when there is no rainfall
D children work in badly-paid or dangerous jobs
E the state of not having anywhere to live
F the inability to read and write
G the rise in the Earth's temperature
H fighting between countries and people

2 Complete with: *poor, supplies, running, dawn, rubble, issues, donation, raised, charity, conditions.*

- 1 Dina got up at to see the sunrise.
- 2 They managed to pull a man out from the
- 3 Thousands of people made a on Red Nose Day. They millions of pounds.
- 4 There are about 3 billion people in the world. Many live in terrible and don't have enough to eat.
- 5 During the week, medical arrived for the earthquake survivors.
- 6 Comic Relief is a well-known event in the UK.
- 7 Poverty is just one of the that affects the world.
- 8 After the Haiti earthquake, a lot of people didn't have water.

Collocations

3 Complete with: *conservation, put up, damage, cut down, rescue, fishing, endangered, medical, clear, ocean in your notebook.*

- | | |
|------------------------|--------------------|
| 1 team | 6 the rubble |
| 2 villages | 7 forests |
| 3 their habitats | 8 species |
| 4 project | 9 currents |
| 5 supplies | 10 posters |

Prepositions

4 Choose the correct preposition.

- 1 They ate some poisonous mushrooms **in/by** mistake.
- 2 Loggerhead turtles mistake the bags **to/for** food.
- 3 He's responsible **for/in** patrolling the beach.
- 4 They worked hard to raise money **for/of** charity.
- 5 Greg's schools are proof **of/for** what people can really do.
- 6 Haiti suffers **of/from** hurricanes.

GAME

In teams, make sentences. Use words/phrases from the list below. Each correct sentence gets one point. The team with the most points wins.



- make a difference • deforestation • lay eggs
- swept homes out to sea • collect donations
- steep slopes • volunteer team • organisation
- medical supplies • affected • running water
- best-selling book • challenging experience
- get caught in fishermen's nets • overfishing
- spectacular sunrises • ocean currents
- poisons fish • polluted waters

Quiz

Mark the sentences as *T* (true) or *F* (false). Read through Module 5 and write a quiz of your own.

- 1 The Haiti earthquake happened on 12th January, 2010.
- 2 Greg Mortenson tried to climb Mount Everest in 1993.
- 3 Greg sold his car to save money to build a school.
- 4 Comic Relief takes place every two years in the UK.
- 5 Cheryl Cole climbed Mount Kilimanjaro in 2007.
- 6 The Cross River Gorilla lives in the Amazon Rainforest.
- 7 Rubbish in the ocean kills 230,000 sea creatures every year.


Listening**True/false statements**

- 1  Read the rubric and the statements.
 Then do the task.


Listen to someone talking about his job. Say if the statements 1-5 are *T* (true) or *F* (false).

- 1 Paramedics have different crewmates.
 - 2 Sean always drives the ambulance.
 - 3 Most cases they deal with are not critical for the life of the person.
 - 4 Many calls are for accidents that happen at home.
 - 5 Old patients often wait longer for help.
- 2 **Would you like to do Sean's job? Why? Why not?**

Reading

- 3 a)  Read the rubric, then read through the text. What is it about?

You are going to read a text about a special day. Read the text and say if the statements (1-5) are *T* (true), *F* (false) or *NS* (not stated). Correct the false statements.

- b)  Do the task.

- 1 Ecologists started World Animal Day to protect animals.
- 2 World Animal Day also celebrates animal lovers.
- 3 The biggest World Animal Day takes place in Florence every year.
- 4 On World Animal Day, entrance fees to zoos go to animal charities.
- 5 Some organisations collect quite a lot of money for animals.



Every year on 4th October, a great event takes place when animal lovers around the world come together to celebrate animal life in all its forms.

World Animal Day started in 1931 when ecologists meeting at a convention in Florence decided it would be a good way to highlight the difficult situation of endangered animal species. Since then, it has become a day for remembering and honouring all animals and the important role that they play on the planet and in our lives. It also celebrates the special relationship that man has with animals and honours people who love and respect them.

Animal lovers hold events in all major cities and towns on all five continents to increase awareness of animal welfare and to do something special to help animals in need or in danger. Many zoos and nature reserves open their gates and allow people free entry to see and learn about animals. They also organise educational and fun activities for children. Animal shelters invite people to visit the animals and donate food or money and perhaps even take some lucky animal home. All sorts of organisations participate and do their part to help out. Animal charity organisations, schools, clubs and even shops hold a variety of events including poetry, painting, or photography competitions. Some even hold cycling or running marathons to collect money to help animals.

World Animal Day is a great way to come together and to do something truly worthwhile. If you care about animals, don't miss the opportunity to join in on the next World Animal Day to help make the planet a better place for all living creatures.

Speaking

Study skills

Comparing and contrasting

In order to reach a decision you need to compare and contrast the information given. Check what they have in common then look at the differences between them. This will help you make your decision and justify it. Remember to use language such as: *Both...*, *One shows...*, *whereas the other...*, *On the other hand*, *However*, etc.

- 4 a) The two posters below advertise the plant-a-tree day that Merton School is organising in order to raise money for a local charity. How are they similar? How do they differ?



- b) Listen to someone comparing and contrasting the two posters. What language does he use? Which poster does he choose? How does he justify his opinion?

- 5 Read the rubric. Do the task. Remember to compare the two posters before you reach your decision. Use the language below.

Your English school is organising a charity event to raise money for a local charity. You have to decide which poster would be better to advertise the event.



Useful language

Comparing and contrasting: Both posters show In the same way, Similarly, have in common. One poster ... whereas/while the other On the other hand, Although

Reaching a decision: I personally believe/find/think ... because To me, the best ... because

Writing (memo) (Writing Bank p. WB6)

- 6 a) Read the rubric. Then say if the sentences below are T (true) or F (false).

You are the secretary of the school English club. The club has decided to organise a theatre performance to raise money for the local animal shelter. Write a memo to all members to inform them of the event. In your memo:

- give the reason for the event
- explain what the performance is about
- say where and when it will happen
- ask members to be there

- 1 Memos start the same as letters (*Dear friends, ...*)
- 2 A memo should be clear and concise.
- 3 We sign off using our full name.
- 4 Long chatty sentences should be avoided.

- b) Write your memo.



5

Reading & Listening

- 1 Describe the animal in the picture. Why is it an endangered species?
🔊 Listen and read to find out.
- 2 Read the text again and answer the questions.
 - 1 What is the Siberian Tiger's natural habitat?
 - 2 How is the Siberian Tiger's coat useful?
 - 3 Why does the Siberian Tiger prefer to hunt at night?
 - 4 What does the Siberian Tiger eat?
 - 5 Why is the Siberian Tiger in danger?

Speaking & Writing

- 3 ✍️ Match the words to form phrases. Make sentences about the Siberian Tiger using the phrases in your notebook.

1 endangered	a bears
2 night	b range
3 wild	c coat
4 mountain	d species
5 striped	e vision
- 4 ✍️ Copy the table and make notes near the headings. Use your notes to present the Siberian Tiger to the class.

Name:

Type: *carnivore*

Lives in:

Weight:

Length:

Description:

Food:

Why in danger:

The Siberian Tiger

The Siberian Tiger is the largest cat species on Earth. Almost all wild Siberian Tigers live in the forests of the Sikhote-Alin mountain range east of the Amur River in the southeastern region of Russia. It is a huge and powerful animal that can grow up to three metres in length and weigh up to as much as 300 kg. It has a long thick striped coat that keeps it warm in the winter and also helps it camouflage itself. It has large powerful legs that enable it to run at speeds of up to 80 kmph and its long hind legs help make it a very good jumper. It also has excellent night vision and hunts at night. The Siberian Tiger is a carnivore and hunts deer and wild bears but it can also eat fish or mice. It needs 10 kg of meat a day but it can eat up to 50 kg in one meal.

The Siberian Tiger has suffered because of deforestation and poaching and is an endangered species. It is estimated that the wild population of the Siberian Tiger is between 350 to 450 individuals at most. We should all help this great animal to survive.



Check these words

cat species, region, powerful, striped coat, camouflage, enable, night vision, carnivore, hunt, suffer, deforestation, poaching, endangered species, estimate, individuals

5

ICT



Collect information about another animal in your country. Use the headings in Ex. 4. Make a poster. Present it to the class.