

Lesson 1 Reading

1  What do you know about power cuts? Discuss.

- 1 What happens during a power cut?
- 2 Who can you call for help?
- 3 Have you ever been in a power cut? How did you feel?

2 Look at the text. Where is it from? How do you know?

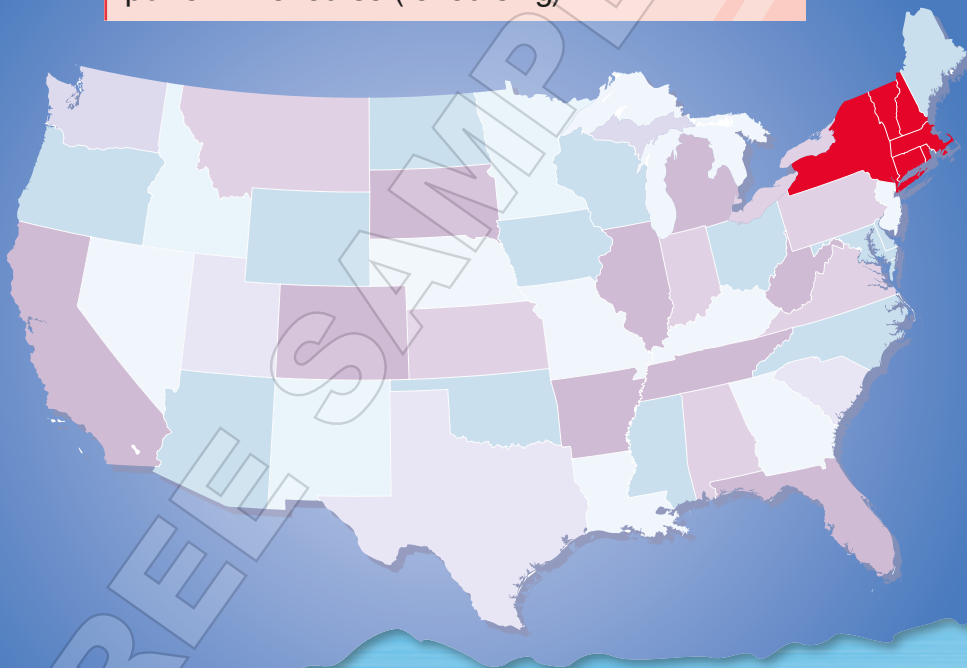
- a a book b a website c a newspaper

3  1.2 Read and check. Find these features. **Be a star!** 

- a the headline c a quote
b the subheading d a caption

4 Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

accident ambulance cooker electricity
embarrassed heating hit million
power rehearse (rehearsing)



THE DAY THE LIGHTS WENT OUT

POWER CUT HITS MILLIONS, NO LIGHT, NO HEAT, NO TRAINS

By Tony De Marchi



New York City in darkness

A POWER CUT HIT NEW YORK STATE YESTERDAY. Millions of people – from New York to Canada – had no light, no heating and no food. Thirty million people had no electricity for 13 hours.

The power cut **hit** at 7 pm while pupils at Thomas Jefferson School were **rehearsing** for a school concert. ‘I was singing when suddenly all the lights went out,’ said 11-year-old Loretta Green.

Across New York City, people were making dinner. ‘I was cooking soup when the **power** went off,’ said Martha Miller, in Manhattan. ‘It was dark everywhere. There was no **electricity** at all. My **cooker** is electric, so it stopped working – we had to eat biscuits for dinner! And it was really cold because there was no **heating**.’

12-year-old Natasha Spendak was travelling home. ‘My train was leaving the station when the lights went out,’ she said. ‘The train went dark, a woman screamed, and then it stopped – in the dark! It was really scary.’

Ambulances and hospitals were busy through the night. ‘The traffic lights stopped working so there were some bad traffic **accidents**,’ said James Fenner of the New York Ambulance Service. ‘There were a lot of problems at home and in the streets. Some people broke an arm or a leg.’

“The train went dark, a woman screamed ...”

There was no moon last night, so travelling by car was very difficult. ‘It was really dark in Times Square,’ said Mario Bolatelli, a police officer. ‘A lot of people left their cars in the street and walked home.’

At New York Zoo, an elephant escaped. ‘The lights went out while we were feeding the animals,’ said Marni Sherlock of the zoo. ‘Someone forgot to close the gate, so the elephant escaped and walked down the road to the supermarket. It’s OK now though, and is safely back in the zoo.’

Why was there a power cut across a large part of North America? The answer is – a squirrel. ‘We’re very **embarrassed**,’ said John Matlock of New York Power. ‘A squirrel jumped on the power lines and they stopped working. It was an accident. We’re very sorry.’



**1 Read the article on page 9 again.
Answer the questions.**

- 1 Where was the power cut?
- 2 How many hours did it continue for?
- 3 Why did a woman scream on the train?
- 4 Why were there some bad traffic accidents?
- 5 Why did people leave their cars in Times Square?
- 6 Why was there a power cut?

2  **Who do you think said these things? Match the quote to a person.** **Be a star!** 

- | | |
|------------------------------------------------|-------------------------------------|
| 1 'A squirrel caused the power cut.' | a a zookeeper |
| 2 'A lot of people had accidents at home.' | b a mother |
| 3 'It escaped through an open gate.' | c an ambulance driver |
| 4 'You couldn't see anything in Times Square.' | d a worker at New York Power |
| 5 'My cooker and heating stopped working.' | e a police officer |

3   **Discuss. Which situation (a or b) is more dangerous? Why?**

- a** The traffic lights stopped working.
- b** The elephant escaped from the zoo.



Learning to learn

Understand nouns and verbs

Some words can be both a noun and a verb. These words name a person, place or thing and also describe an action.

Read and write **N** (Noun) or **V** (Verb).

- | | |
|-----------------------------------------------|-------------------------------------------------------|
| 1 I heard a scream . <u> N </u> | Don't scream ! <u> </u> |
| 2 You'll break your arm! <u> </u> | It was a bad break . <u> </u> |
| 3 Stop the train! <u> </u> | Let's get off at the next stop . <u> </u> |

Other verbs change a little to make the noun. You need to learn these.

- | | |
|-------------------------------------------------------------------|-------------------------------------------------|
| 4 The cooker isn't working. <u> </u> | We couldn't cook dinner. <u> </u> |
| 5 We couldn't heat soup without electricity. <u> </u> | The heating isn't working. <u> </u> |

1  Look and read.

Graphic

Grammar

Past continuous with past simple



past continuous



past simple

He **was feeding** the elephant **when** it **escaped**.

He **wasn't watching** **when** it **ran** away.

2 Circle the correct words.

I ¹ **did** / **was doing** my homework last night when I ² **lost** / **was losing** all my work. It was a power cut! My brother ³ **watched** / **was watching** TV when all the lights ⁴ **went** / **were going** out. My dad ⁵ **made** / **was making** dinner when the electricity ⁶ **went** / **was going** off. My mum ⁷ **had** / **was having** a shower when the water ⁸ **went** / **was going** cold. It wasn't a good evening!

3  There was a power cut at eight o'clock last night. Match and say what you were doing. **Be a star!** 

- | | |
|----------------------------|----------------------|
| 1 rehearse / for a concert | a stop / in a tunnel |
| 2 make / cake | b heating / go off |
| 3 wash / hair | c lights / go out |
| 4 travel home / by train | d cooker / go off |
| 5 sit / in the living room | e water / go cold |



I was rehearsing for a concert when the lights went out.














Lesson 4 Language in use

1 1.3 Listen and say.



alarm	emergency	experiment
fire drill	fire engine	smoke

-  This is exciting! I like fire drills.
-  Me, too.
-  Why are you **wearing goggles**?
What were you doing when the alarm rang?
-  It rang **while I was doing a science experiment**.
-  Oh, I see.
-  Why are you **wearing that old shirt**?
-  It rang **while I was painting** in art class.
-  Look! There's a fire engine!
-  And there's smoke above your classroom.
-  Oh, no! Smoke and a fire engine ...
-  This is a real emergency!

2 Complete the text with *when* or *while*.

There was a real emergency at school today! The fire alarm rang ¹ while I was doing a science experiment. Joe was painting ² _____ he heard it. Mr Carter took all our names ³ _____ we were standing outside. Suddenly, some students ran out of the building. They were rehearsing for a concert ⁴ _____ the alarm rang and they didn't hear it! A boy fell over ⁵ _____ he was running out of the building, but he wasn't hurt. Then a fire engine arrived. Three firefighters ran inside ⁶ _____ we were waiting in the playground. And then we saw the smoke!


Look!

past continuous + when + past simple
OR
past simple + while + past continuous

3 Match the **actions** and the **activities**. Then make a new dialogue. **Be a star!**

 wear a tracksuit  carry a guitar carry a bucket wear headphones hold a knife and fork

 have a music lesson do gymnastics have lunch clean the kitchen listen to music


 Why are you wearing a tracksuit? What were you doing when the alarm rang?

 It rang while I was doing gymnastics.

1  Look at the pictures. Where are they? Match the places to the pictures.

- a at sea b at school c in space




2  1.4 Listen and check your answers. **Be a star!** 


3  1.4 Listen again. Answer the questions for each dialogue.

- 1 What's the problem? 2 Do they need help?

4  1.4 Answer the questions. Then listen again and check.

- 1 a How many fire engines are there?
 b Why aren't there any school dinners today?
 c How do you think the firefighter feels now? Why?
- 2 a What can the astronaut see?
 b Why does she need a torch?
 c How do you think she feels now? Why?
- 3 a Where are they going?
 b How many people are on the boat?
 c How do you think the captain feels now? Why?



 **Values**

What can you do to help in an emergency?

5   Discuss the questions.

- 1 What other types of emergencies can you think of?
 2 Have you ever been in an emergency? What happened?

1  Look at the text on page 9 again. Find paragraph 4 and answer the questions.

- 1 What are the actual words that Natasha said (direct speech)?
- 2 How can you recognise direct speech?
- 3 Why does the reporter use direct speech? Tick (✓) the best descriptions.

a It's accurate. <input type="checkbox"/>	d It shows how people feel. <input type="checkbox"/>
b It's dramatic and exciting. <input type="checkbox"/>	e It's short. <input type="checkbox"/>
c It's clear. <input type="checkbox"/>	

2 A reporter interviewed Mark Kapinski about the power cut. Find the answers in the reporter's notes below.

- 1 What were you doing when the lights went out?
- 2 What happened?
- 3 Where do you live?
- 4 What did you do?
- 5 Who helped during the emergency?
- 6 What's your name?
- 7 What did firefighter Joe Black say?
- 8 How did you feel?



Introduction

(Who? Where?
What was he
doing?)

Main body

(What happened?
How did he feel?)

Conclusion

(How did it end?
What did people
say?)

- a) Mark Kapinski
- b) Brooklyn, New York
- c) 'walking home from football practice / lights went out'
- d) 'went completely dark / couldn't see or hear anything'
- e) 'sat down on a bench to look at the stars'
- f) 'not frightened, excited / beautiful night, lots of stars'
- g) police and firefighters worked through night
- h) 'power cut lasted four hours / there were no accidents'

3 Work in pairs. Write a newspaper article about the interview. Remember to ... **Be a star!** ★

- give your article a headline.
- organise your article into an introduction, main body and conclusion.
- use direct speech.

A power cut hit New York last night. Mark Kapinski, from Brooklyn, New York, was walking home from football practice when ...



Working with words

Adjectives ending with *-ing* or *-ed*

Increase your vocabulary by adding **-ing** and **-ed** to some verbs to make adjectives.

-ing is for things that cause the feeling: 'The fire was terrifying.'

-ed is for people and how they feel: 'I was terrified!'



The fire was **terrifying**.
I was **terrified**!



It was really **embarrassing**.
I was **embarrassed**!

Underline the correct word.

I was ¹ surprised / surprising when the train stopped in the tunnel. At first, it was ² excited / exciting, but after a few minutes I felt a bit ³ worried / worrying. Suddenly, someone screamed. It was ⁴ terrified / terrifying. 'What's happened?' I shouted. 'Don't worry,' a woman explained. 'My little boy was ⁵ frightened / frightening and he touched my face.' I think she was really ⁶ embarrassed / embarrassing because she screamed!

Lesson 7 Speaking

1 Look at the pictures. What's happening? Who are the people?

explain whisper



2 1.5 Match the sentences to the pictures. Then listen and check.

'I'm frightened. Our boat is sinking.'

 1

'There's smoke coming from the engine.'

'Look! It's the rescue boat!'

'Everyone get into the lifeboat, please!'

3 1.5 Listen again. Match the sentences in Activity 2 to the ways of speaking.

a shout _____

b whisper _____

c scream _____

d explain 1

4 Practise saying the sentences in Activity 2 with a partner. Think about how you feel and speak.

5 1.6 Listen to the reporter's questions. Choose the best answer. Number in order.



Yes, I was really worried.

I'm a bit cold and tired.

I was terrified.

 1

I was surprised and excited.

6 Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel. **Be a star!**

Captain: There's smoke coming from the boat. Please send a rescue boat.

Teacher: I can get life jackets for the children.



1 Read the task. What are the three parts of the problem?

You are the director of a rescue team. It's four o'clock in the morning. Last night Mike Dobbs was climbing Misty Mountain when he fell and broke his leg. He needs help from a doctor immediately. Then you need to get him back to base camp as quickly as possible.

2 Look at the picture. What problems do you think there will be if you go to Misty Mountain ...

a on foot?



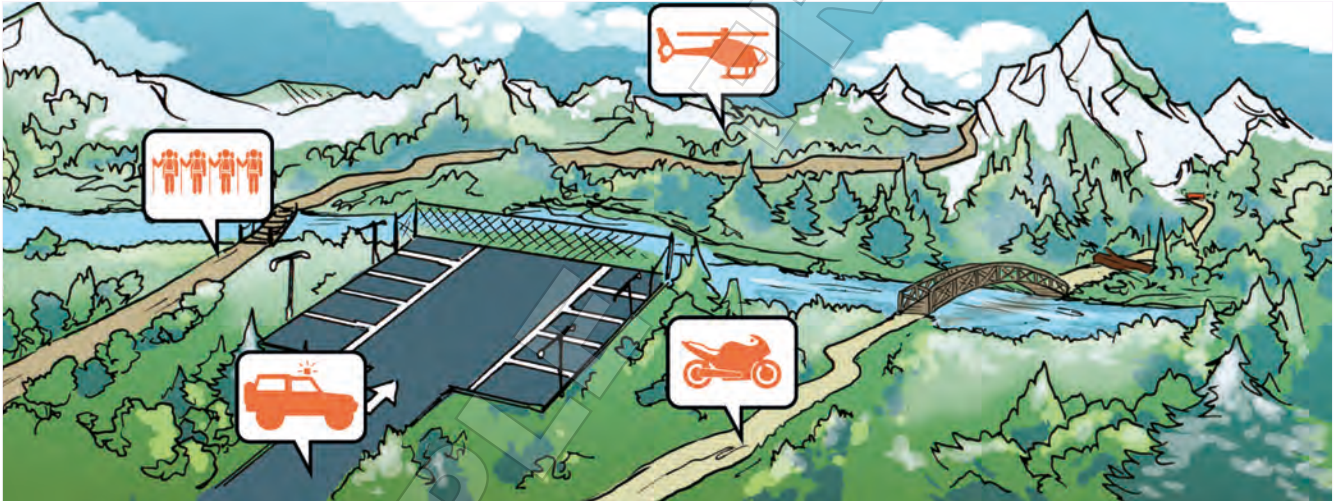
b by ambulance?



c by motorbike?



d by helicopter?



3 Listen and check your ideas. Take notes about the rescue plans.

Positive

Negative

- 1 climbing team can walk all the way _____
- 2 ambulance _____
- 3 motorbike _____
- 4 helicopter _____

4 What is the best way to rescue Mike Dobbs? Work in groups to discuss and solve the problem. You can use two forms of transport! **Be a star!** ★

I think we should send ... first because ...



Reading time 1

- 1  1.8 Read the story on pages 18–20. Who are the main characters? What does the title *The trick* mean?

The **TRICK**

Musa and Hakan lived next door to each other in a small village. They were good friends, but there was one problem. Money was very important to Hakan and, unfortunately, it was sometimes more important than his friends.

One day, Hakan noticed that his horse, Atik, wasn't well. 'I think we should sell Atik,' he told his wife, Pinar. 'He isn't strong and healthy anymore.'

Pinar was surprised. 'Sell a sick horse?' she said. 'That isn't honest. And who will buy a sick animal, anyway?'

'Well,' said Hakan, 'I don't know if Atik is sick, but he used to be stronger. Musa needs to travel to the city soon and he hasn't got a horse.'

'But Musa is your friend,' said Pinar angrily. 'You shouldn't sell an unhealthy horse to anyone, and certainly not to your friend!'

'But Musa hasn't got enough money to buy a horse,' explained Hakan. 'I'll give him a very good price for Atik, so I think I'm doing a good thing for my friend!'

Musa was watering the plants in his garden next door when he heard the last part of the conversation through the open window. 'Aha!' he thought. 'So Hakan is going to try and sell me a sick horse. It's time to teach my friend a lesson!'



The next day, Musa and Hakan were drinking coffee together when Musa asked, 'Do you know anyone who is selling a horse?'

'Why do you need a horse?' asked Hakan.

'I need to travel to the city soon to see my family,' explained Musa.

'Well, it's your lucky day. I'm thinking of selling Atik,' said Hakan.

'He's the strongest and fastest horse in the village. I paid a lot of money for him, but I will sell him to you, my friend, for a very good price.'

Musa loved his friend like a brother, so he didn't say anything. But he had a plan. 'OK,' he said. 'Tomorrow I'll come to your house to buy the horse.'

That evening, while Hakan was having dinner, Musa took a chair and broke it against the kitchen wall. Then he shouted, 'Aaaaargh! Help!' very loudly and lay down on the floor next to the broken chair. Hakan heard his cries and ran to Musa's house.

'Musa! Musa! What's happened?' he shouted, running into the kitchen.



Reading time 1

'I've had an accident,' replied Musa. 'I was taking food from a shelf when I fell off the chair. I think I've broken my leg!'

'You need to go to hospital immediately,' said Hakan worriedly.

'The nearest hospital is thirty kilometres away,' said Musa. 'But how lucky we are to have Atik! You can take me there on the strongest and fastest horse in the village! It will only take three hours.'



Hakan knew that this was an emergency and that Atik couldn't carry his friend for three hours. It was time to tell Musa the truth. He explained that Atik wasn't strong and healthy anymore and offered to buy Musa the strongest and fastest horse in the whole country to take him to hospital.

Musa knew that Hakan was truly sorry. He stood up and showed Hakan that his leg wasn't broken. Hakan understood that Musa had tricked him too. He laughed and laughed, and then he hugged his friend.

'I'm so sorry, Musa. You're the best friend in the world and I'll never try to trick you again.'

Soon after that, Atik got better and Hakan gave the horse to his friend as a present to show him how truly sorry he was.

1 Read the story on pages 18–20 again. Answer the questions.

- 1 Why was Pinar angry with Hakan?
- 2 Why did Hakan think he was doing 'a good thing' for Musa?
- 3 How did Musa know that the horse was sick?
- 4 What accident did Musa say he had?
- 5 What did Musa want Hakan to do?
- 6 Why did Hakan decide to tell Musa the truth?







2 Tick (✓) the main themes in the story.

- 1 You should be kind to friends or you will lose them.
- 2 Never forgive someone who hurts you.
- 3 It's important to be honest.
- 4 You should be kind to animals.
- 5 Sometimes a bad experience can show you that you're wrong.
- 6 It's important to say sorry when you hurt a friend.

3  Discuss the questions. Give reasons for your answers.

- 1 What two tricks happen in the story?
- 2 Do you think both tricks were wrong?
- 3 What did you think of Hakan at the beginning of the story? And at the end? Did your opinion of him change?
- 4 Did your opinion of Musa change during the story?
- 5 Who do you think was a better friend – Hakan or Musa?

4   Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.

5   Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?