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English in Mind

* Student's Book 2



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Module 1

Take it to the limit

| Unit | Grammar | Vocabulary | Pronunciation |
|-------------------|---|---|------------------------------------|
| 1 Explorers | Present simple/continuous & past simple review. | Guessing meaning from context. Everyday English. | Linking sounds in the past simple. |
| 2 That's an idea! | Past continuous. Past continuous vs. past simple. <i>when/while</i> . | Phrases with <i>get</i> . | <i>was</i> & <i>were</i> . |
| 3 She jumped well | Comparative & superlative adjectives. Intensifiers with comparatives. (<i>not</i>) <i>as ... as</i> . Adverbs/comparative adverbs. | Antonyms. Everyday English. | <i>than</i> & <i>as</i> . |
| 4 Our world | <i>will/won't</i> & <i>might / may (not)</i> for prediction. First conditional, <i>unless</i> . | The environment. | /əʊ/ (<i>won't</i>). |

Module 1 Check your progress

Module 2

Different lives

| | | | |
|----------------------|--|--|---------------------------------|
| 5 Canada and the USA | Question tags. Present perfect simple, <i>just/already/yet</i> . | North American & British English. Everyday English. | Intonation in question tags. |
| 6 Growing up | Present simple passive. <i>let / be allowed to</i> . | Describing a person's age. | /əʊ/ (<i>allowed</i>). |
| 7 Have a laugh! | Present perfect simple, <i>for</i> vs. <i>since</i> . | Verb & noun pairs. Everyday English. | <i>have, has</i> & <i>for</i> . |
| 8 A great film! | Verbs + <i>-ing</i> / verbs + infinitive. | Film. | Consonant clusters. |

Module 2 Check your progress

Module 3

Weird and wonderful

| | | | |
|--------------------|---|--|------------------------------------|
| 9 Disaster! | Past simple passive. <i>a, an</i> or <i>the</i> . | Disasters. Everyday English. | 'Silent' letters. |
| 10 A place to stay | <i>too much / many</i> & <i>not enough</i> . <i>will</i> vs. <i>be going to</i> . | Homes. | Sound and spelling: <i>-ough</i> . |
| 11 Your mind | Determiners (<i>everyone / no one</i> etc.). <i>must/mustn't</i> vs. <i>don't have to</i> . | Remembering & forgetting. Everyday English. | <i>must</i> . |
| 12 Music makers | Present perfect continuous. Present perfect simple and continuous. | Music. | Sentence stress: rhythm. |

Module 3 Check your progress

Module 4

Dreams and reality

| | | | |
|----------------------|---|---|-----------------------------------|
| 13 Doctor's orders | Defining relative clauses. <i>used to</i> . | Medicine. Everyday English. | /z/ or /s/ in <i>used</i> . |
| 14 If I had ... | Second conditional. | Information technology & computers. | 'd. |
| 15 Lost worlds | Past perfect. | Noun suffixes: <i>-r</i> , <i>-er</i> , <i>-or</i> & <i>-ist</i> . Everyday English. | <i>had</i> & 'd. |
| 16 Good or bad luck? | Reported statements & questions. Third conditional. | Noun suffixes: <i>-ation</i> & <i>-ment</i> . | <i>would've / wouldn't have</i> . |

Module 4 Check your progress


| Speaking & Functions | Listening | Reading | Writing |
|---|---|--|---|
| Describing temporary & permanent activities, past & present situations. Interview about free time. | Story about the Oregon Trail. | At the bottom of the sea. The Oregon Trail. Story: Here's my phone number. | Filling in forms. |
| Describing past activities. Discussion: jeans. | Stories about famous inventions. Part of a ghost story. | Young girl gets prize. Culture: Jeans. | Story about an invention. |
| Making comparisons. Describing a sports event. Comparing yourself with others. | Information about record-breaking sports people. | Tara's last minute win. Story: Was she pretty? | Magazine report of a sports event. |
| Discussing environmental problems. Predicting future events. Discussion: renewable forms of energy. | Radio interview about different forms of energy. | Our fragile planet. Culture: Energy around the world. | Website article about your town/environment. |
| Checking information. Talking about recently completed activities. | Quiz about Canada & the USA. | Quiz about Canada and the USA. \$1000 for young Vancouver poet. Poem: Whale song. Story: You said 6.30, didn't you? | Email about a holiday. |
| Describing a ceremony. Retelling a story. Talking about permission. Discussion: minimum age limits. | Story about a coming of age ceremony. Dialogue about minimum ages. | From teenager to adult. Culture: Call yourself an adult? | Magazine article about a special day or ceremony. |
| Talking about unfinished situations. Questionnaire: Are you fun to be with? Talking about having fun. | Song: <i>Don't Worry, Be Happy</i> . | An interview with a clown doctor. Questionnaire: Are you fun to be with? Story: Who's going to sing? | Email about how you have fun. |
| Expressing likes/dislikes & preferences. Talking about films. Discussion: film stars & fame. | Dialogue about a film. Dialogue about a Hollywood star. | It was really terrifying Short film reviews. Culture: Hollywood lives. | Film review. |
| Exchanging information. A quiz. Describing a dream. | Interview about a famous earthquake. | Tsunami – the giant wave. Story: Let's talk about it later. | Newspaper story about a forest fire. |
| Describing quantity. Talking about your home. Discussion: stereotypes. | Descriptions of homes. | Want an adventure? Spend ten days in Borneo! An email about a holiday. Culture: Life 'down under'. | Email about a plan for a holiday. |
| What's your strongest intelligence? Discussing memory. | Interview about 'multiple intelligences'. | How to improve your memory. Story: The winners are | Competition entry. |
| Describing recently completed & unfinished actions. Talking about music & instruments. Discussion: pop music & fashion. | People talking about music & musical instruments. | A young winner. Culture: Pop music in Britain & the USA – a brief history. | Letter about your favourite type of music. |
| Expressing past habits. Exchanging information. | Dialogue at the doctor's. Dialogue about Joseph Lister. | Medicine in the past – treating headaches. Story: I used to like Joanne. | Magazine article about a famous scientist. |
| Giving advice. Talking about unreal situations. Discussion: computers & the Internet. | Descriptions of problems caused by computers. | Computers – good for learning, or just for fun? The Goosehead Guide to Life. Culture: Just how great <i>are</i> computers? | Competition entry. |
| Describing events in the past & earlier past. Telling a picture story. | Radio programme about the army of Xi'an. | The discovery of Machu Picchu. Story: I don't think so. | Short story. |
| Reporting statements & questions. Discussion: superstitions. | Dialogue about an unlucky day. Dialogue about superstitions in Britain. | A lucky break for the shoeshine boy. Culture: Where do superstitions come from? | Email to apologise for something. |

Module 1

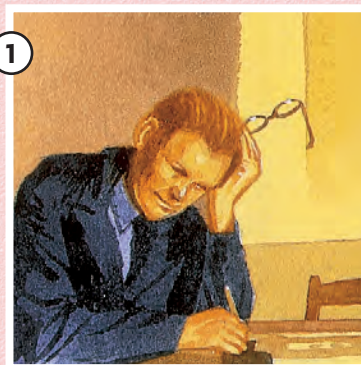
Take it to the limit

YOU WILL LEARN ABOUT ...

- An underwater explorer 6
- The Oregon Trail
- Famous inventions
- Levi Strauss and the history of jeans
- A snowboarder's dramatic win
- The environment and different kinds of energy

 Can you match each picture with a topic?

1



2



3



YOU WILL LEARN HOW TO ...

Speak

- Describe temporary and permanent activities
- Talk about past and present situations
- Compare yourself and others
- Talk about activities which happened in the past
- Describe similarities and differences
- Make predictions about the future
- Discuss environmental problems

Write

- Information to fill in a form
- A story about an invention
- A report about a sports event
- An article about your town environment

Read

- An article about an underwater explorer
- An article about the Oregon Trail
- Short texts about famous inventions
- An article about a young inventor
- An article about the history of jeans
- A web page about a champion snowboarder
- A text about climate changes

Listen

- A dialogue about the Oregon Trail
- Short extracts about famous inventions
- Part of a story about a mystery
- A radio interview about the environment
- Information about record breakers



Use grammar

Can you match the names of the grammar points with the examples?

Present simple vs. past simple

Past continuous vs. past simple

Comparative and superlative adjectives
as ... as comparisons

Adverbs / Comparative adverbs

Modal verbs for future prediction

First conditional and *unless*

She **won't** know unless you tell her.

I **usually** walk to work, but yesterday I **drove**.

I can write **more quickly than** my sister.

These books aren't **as expensive as** those ones.

James **won't** go, but Mary **might be** there.

It's a **bigger** house than mine.

While we **were** working, we **heard** a loud noise.

Use vocabulary

Can you think of two more examples for each topic?

Phrases with *get*

get to school

get angry

.....
.....

Adjectives and
their opposites

easy ↔ difficult

quiet ↔ noisy

.....
.....

The environment

pollution

litter

.....
.....

Explorers

- * Present simple/continuous and past simple review
- * Vocabulary: guessing meaning

1 Read and listen

- a Dr Robert Ballard looks for things at the bottom of the sea. What do you think he looks for? What kinds of things do you think he finds? Read the text quickly to check your ideas.

AT THE BOTTOM OF THE SEA

At the bottom of the seas and oceans, there are hundreds of shipwrecks. There are also ancient cities and settlements and one man wants to find them. His name is Dr Robert Ballard, an American who is famous for finding the Titanic about 3,800 metres down in the cold, dark waters of the North Atlantic.

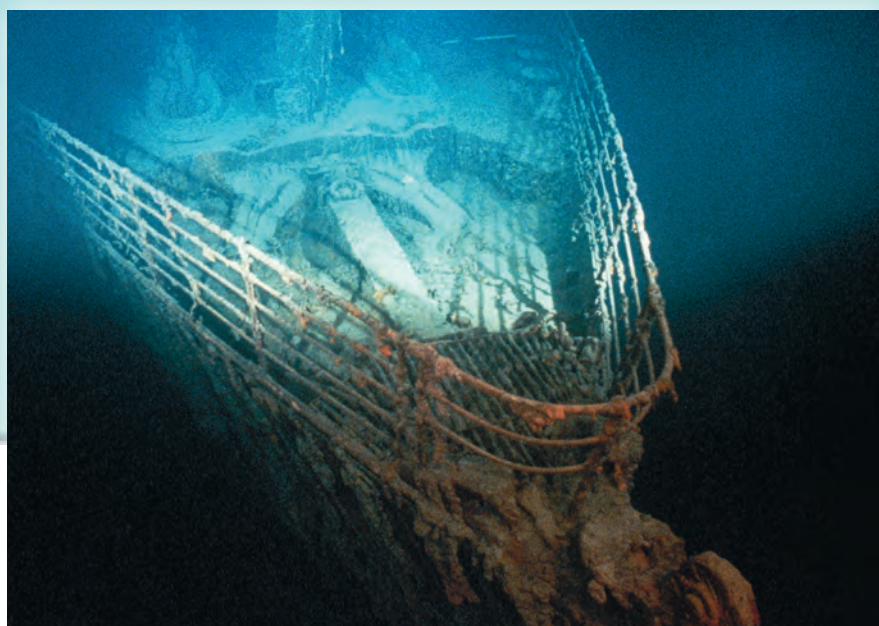
Dr Ballard uses a small submarine, which he can control easily from the ship above, to explore the bottom of the sea. It has a camera that sends back live pictures of the underwater


world, so that Dr Ballard can see the bottom of the sea. He sees different types of fish and coral but sometimes he finds the things he's really looking for, the remains of ancient settlements.

In 2000, Dr Ballard went to the Black Sea. But he didn't want to find a ship. 'We explored an area in the Black Sea,' he says. 'Thousands of years ago, there was land where there is water today. We found what we think is a site of human habitation down there. It may be 7,000 or 8,000 years old, and it was 100 metres under the sea.' Dr Ballard and his team are looking for more things in the site, to find out about the people who lived there.

Dr Ballard is now working on another idea – the world's first underwater

museum. 'There is more history down there in the sea than in all the museums of the world,' says Ballard. 'Imagine a ship at the bottom of the sea. We can put cameras everywhere on that ship, and people all over the world can see the pictures on the Internet.'



- b  Read the text again and listen.



2 Vocabulary

Guessing meaning from context

- a** To help you understand a word, you need to know what part of speech it is. Write *noun*, *verb*, *adjective*, *adverb* or *preposition*, for each of these underlined words.

- 1 Dr Ballard uses a small submarine. adjective
- 2 There are cities and settlements.
- 3 One man wants to find them.
- 4 Imagine a ship at the bottom of the sea.
- 5 He can control it easily from above.

- b** Now find these words in the text and name the parts of speech. Can you say what each word means?

- 1 settlements (paragraphs 1 and 2)
- 2 ancient (paragraphs 1 and 2)
- 3 explore (paragraphs 2 and 3)
- 4 live (paragraph 2)
- 5 remains (paragraph 2)

3 Grammar

Present simple and present continuous

- a** Look at the examples. Then complete the rule.

Dr Ballard **uses** a small submarine to explore the bottom of the sea.

Dr Ballard **is now working** on another idea.

Rule:

- Use the present for permanent situations and routines.
- Use the present to talk about actions happening now, or around now.

- b** Complete the summary of the text about Dr Robert Ballard on page 6. Use the present simple or present continuous form of the verbs.

Dr Robert Ballard looks (look) for things under the sea. But he ¹ (not go) down himself – he ² (use) a small submarine. It has a camera that ³ (send) back pictures of the bottom of the sea.

At the moment, Dr Ballard ⁴ (not look) for a ship – he ⁵ (explore) the settlements in the Black Sea. He ⁶ also (work) on an idea for an underwater museum.

- c** Here are some answers to questions about the text on page 6. Write the questions.

- 1 Where is Dr Ballard from ?
He's from America.
- 2 ?
He is a scientist and explorer. He explores the bottom of the sea.
- 3 there?
He finds shipwrecks and ancient settlements.
- 4 ?
He uses a small submarine.
- 5 ?
It sends live pictures of the bottom of the sea to Dr Ballard.
- 6 shipwrecks?
No, he isn't. He's looking for settlements.
- 7 ?
He's working on an idea for a museum.

4 Speak



Work with a partner. Student A: read the information about Kevin Hayes on this page. Student B: turn to page 122. Ask and answer questions to complete your missing information. Student A: you start.

Student A: *Where does Kevin live?*

KEVIN HAYES is 28 years old. He lives in Kevin loves sport, and he has a dangerous hobby; he climbs waterfalls! How is this possible? The answer is easy. He doesn't climb in summer, but he climbs in , when everything is frozen. At the moment, Kevin is making plans for his next climb. He is planning to the Canadian Rockies next January. He wants to climb a big waterfall there.

Kevin has to be very fit for his hobby, and he is this month. Every day, he runs for an hour, and he goes Many people think Kevin is crazy. 'Maybe I am,' he says. 'But I just love it!'

5 Read and listen

- a** Look at the pictures and answer the questions.
- Which states did the Oregon Trail go through?
 - How long was the trail, do you think?
 - How long do you think a journey took along the Oregon Trail?
 - What problems do you think people had on the journey?
- b** Read the text and check your answers.
- c**  Listen to Karen and Mark talking about an accident that happened on the Oregon Trail. What happened? How did it happen?
- d**  Complete the summary. Then listen again and check your answers.

The accident happened in the year ¹
 The settlers were in the boat because they wanted to ², but the boat was too full and it turned over and sank.
³ people died.
 Too many people were on the boat because the people who had the boats wanted to make ⁴ The settlers paid ⁵ each to get in the boat.

THE OREGON TRAIL

In the 19th century, millions of Europeans emigrated to the USA because they wanted to find a better life. Many of them couldn't find work in cities like New York, so they left and went to find farmland in the west. The people, called settlers, travelled west through the mountains on the 'Oregon Trail'.



Some of these people hoped to find gold in California. The journey sometimes took more than a year. There are a lot of films, called 'Westerns', about the settlers on the trail. In most of the films, we see the Native Americans ('American Indians') attacking the settlers, and the 'Indians' kill thousands of white people. But the truth is that the Native Americans were not the biggest problem for the settlers. In fact, most of them were very helpful to the settlers.

It is true that the settlers' journey was extremely difficult. Many of them walked 3,200 kilometres, the whole length of the trail. They had wagons, but the wagons were often too full, so people could not travel in them. Many parents also had to carry their small children. The people were very poor and many did not even have shoes – they walked the whole trail barefoot, in extremely cold temperatures.

More than 50,000 people, including many women and children, died on the trail. A lot of people died from illnesses like cholera, because the drinking water wasn't clean. There were also a lot of accidents. Many people died under the wheels of wagons, for example, and from accidental gunshots.



6 Grammar

Past simple: regular and irregular verbs

- a Underline examples of past simple regular verbs in the text on page 8. Then complete the rule.

Rule:

- To form the past simple of most regular verbs, add If a regular verb ends in a consonant plus y (study, carry etc.), add
- To form questions in the past simple, use *did* + the without *to*.

- b Complete the table. Check with the list of irregular verbs on page 124.

| | | | | | |
|-------|-----------------|-------|-------|-------|-------|
| be | <u>was/were</u> | find | ..... | see | ..... |
| can | ..... | go | ..... | sink | ..... |
| catch | ..... | have | ..... | take | ..... |
| come | ..... | leave | ..... | write | ..... |

- c Here are some answers to questions about the text on page 8. Complete the questions.

- Why did millions of people go to America in the 19th century ?
Because they wanted to find a better way of life there.
- Where ?
They went west, through the mountains along the Oregon Trail.
- Why ?
Because they couldn't find work in the cities.
- How long ?
It took more than a year.
- ?
Because the wagons were too full.
- ?
More than 50,000 people.

- d Complete the summary of the text on page 8. Use the past simple form of the verbs.

Before 1900, many people left (leave) Europe because they ¹ (hope) to find a new life in America. Some people ² (make) new homes in cities, but others ³ (not find) work, so they ⁴ (decide) to walk west along the Oregon Trail to find work on farmland. The journey ⁵ (be) very hard and sometimes they ⁶ (travel) for a year.

The settlers ⁷ (use) wagons to carry their things, but the wagons ⁸ (not have) a lot of space, so many people ⁹ (walk) and they ¹⁰ (carry) their small children. Some people ¹¹ (not have) shoes, so they ¹² (go) barefoot. Many people ¹³ (die) along the way. A lot of people ¹⁴ (catch) diseases like cholera and others ¹⁵ (have) accidents.

7 Pronunciation

Linking sounds in the past simple

 Turn to page 120.

8 Speak

Work with a partner. Ask and answer questions. Use the present and past simple, and the topics in the box below.

A: *Where do you usually go on holiday?*

B: *I usually go to the beach.*

A: *Did you like your holiday last year?*

B: *Yes, it was great!*

Sport Music TV
Weekends Holidays

Where ... ?

What ... play?

When ... start?

What ... last ... ?

Who ... with?


How often ... ?

Do/Did... ?



Here's my phone number

9 Read and listen

- a**  Where are the people in the story? Who works there? Who is a customer? Read, listen and check your answers.



Dave: Hi. Can I help you?

Joanne: No, I'm just looking, thanks.

Dave: OK. If you need any help, my name's Dave.

Joanne: Hi, Dave. I'm Joanne.

Dave: I see you're looking at Ani DiFranco CDs.

Do you like her music?

Joanne: Too right! Her last album was brilliant.

Dave: Yeah, I thought it was cool, too.

Joanne: So, we like the same kind of music.

Dave: Yeah. Do you live round here?

Joanne: Yes, just a few streets away. And do you work here every day?

Dave: No, only on Saturdays. I'm still at school. Highgrove Comprehensive.

Joanne: Isn't that Nick's school? The bloke from 4Tune?

Dave: That's right. Actually, I'm trying to get a band together myself. I play guitar, my girlfriend Amy sings ... We're going to enter a competition for new bands, in four weeks' time, in London.

Joanne: Really?

Dave: Yeah. The band that wins gets the chance to make a CD with a record company. Then if the record company like it they may give the band a recording contract!

Joanne: Brilliant! Look, if you need a keyboard player, call me. I'm not bad. I sing a bit too.

Dave: All right, I will. Did you say your name's Joanne?

Joanne: Yes, Joanne Willis. Look, here's my phone number ...

Mr Dobson: Dave! Come on! I'm not paying you to do nothing, you know!

Dave: OK, Mr Dobson. I'm coming!

- b** Mark the statements *T* (true) or *F* (false).

- 1 Both Dave and Joanne like Ani DiFranco's music. ☐
- 2 Joanne lives far away from the shop. ☐
- 3 Dave works in the record shop twice a week. ☐
- 4 Dave goes to the same school as Nick. ☐

- 5 In four months' time there will be a competition for new bands. ☐
- 6 The first prize in the competition is a recording contract. ☐
- 7 Joanne wants to join Dave's band. ☐