

RICHMOND

NOW YOU!

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Richmond

**TEACHER'S
BOOK**

1

STUDENT'S BOOK CONTENTS

GET STARTED! page 6 • Classroom language and objects • Prepositions of place • Possessive pronouns

Unit	Grammar	Vocabulary	Speaking	Listening
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3 DIFFERENT PEOPLE  page 28	Plural nouns: spelling Subject pronouns and possessive adjectives	Body parts Body actions Physical appearance	Talking about what people look like  Pronunciation /s/, /z/ and /ɪz/ endings	Descriptions of people
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5 THE GREAT OUTDOORS  page 46	Present simple Adverbs of frequency I	Weather and seasons Outdoor adventure and sports On the farm	Discussing the weather and seasonal activities  Pronunciation /ɪ/ and /i:/	Conversations about weather and seasons
6 OUT AND ABOUT  page 54	<i>There is</i> and <i>There are</i> Third person -s: spelling Adverbs of frequency II	Places in a city Directions Historical monuments	Asking for and giving directions and personal information  Pronunciation /e/	Descriptions of places and routines
7 A SPIRIT OF ADVENTURE  page 64	Adjectives: <i>-ing</i> and <i>-ed</i> Past simple <i>be</i> Past simple <i>be</i>: questions	Adjectives: <i>-ing</i> and <i>-ed</i> Travelling Famous explorers	Talking about interesting people  Pronunciation <i>was</i> and <i>were</i>	Biographical information
8 TELL ME A STORY  page 72	Past simple: regular and irregular Past simple: questions	Time expressions Ghost stories Parts of a story	Telling and retelling stories  Pronunciation /t/, /d/ and /ɪd/ endings	Anecdotes and stories
9 HEALTHY FOOD  page 82	Nouns: countable and uncountable Quantifiers	Food Units of measurement Nutrition	Talking about food, quantities and recipes  Pronunciation compound noun stress	Descriptions of food and recipes

- Saxon genitive
- Articles
- Punctuation

Reading	Writing	Culture and communication	Project
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Language in context: Multiple intelligences Core values Self-awareness	An email Focus on punctuation	The Fringe Festival Idioms and expressions with time Pairwork Interpreting a timetable	
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Language in context: Know your food Core values Healthy eating	A report Focus on quantifiers	Time for a cookout Idioms and expressions with food Pairwork Describing a recipe	Review Mind maps

7 A SPIRIT OF ADVENTURE

Language objectives

Grammar

Adjectives: *-ing* and *-ed*

- Students focus on the differences in meaning and use of adjectives ending in *-ing* and *-ed*.

Past simple *be*

- Students practise affirmative and negative forms of *be* in the past simple.

Past simple *be*: questions

- Students practise *Wh-* and *Yes/No* question forms of *be* in the past simple.

Vocabulary

Adjectives: *bored, boring, excited, exciting, fascinated, fascinating, frightened, frightening, interested, interesting, surprised, surprising, terrified, terrifying*

- Students focus on adjectives to describe emotions and situations.

Travelling: *countries, culture, dangerous, history, maps, places, return home, travel, traveller, trips, visit*

- Students use vocabulary in context related to travelling.

Famous explorers: *brave, conquer, courageous, daring, discover, early life, expedition, explorer, first person, Mount Everest, philanthropy, pioneer, tribute, trip*

- Students use vocabulary in context related to famous explorers.

Idioms and expressions

Experiences: *be face to face with something, be over the moon, it beats me*

- Students look at idioms and expressions related to experiences in the context of a story.

Recycled language

Present simple; Present continuous; *There is/are*

Skills objectives

Speaking

- Students talk about an interesting member of their family.
- Students ask and answer questions on famous explorers.
- Students discuss and order achievements of famous people
- Students tell a story from their childhood or that of someone else they know.

Pronunciation: Students practise strong and weak forms of *was* and *were*.

Pairwork: Students use various mediation techniques in order to answer questions on a famous historical discovery.

Listening

- Students listen and take notes on a famous explorer.
- Students listen for specific biographical information.
- Students listen to idioms and expressions in context.

Reading

- Students skim read a text to understand the gist.
- Students scan a text in order to match vocabulary and definitions.
- Students read a biographical text in order to find out the subject's background and achievements.


Core values: Students learn about and discuss the **achievements** of some well-known people.


Writing


- Students focus on paragraph order in the context of a biography.
- Students plan, write and check a biography focusing on achievements and successes of a well-known person.


Focus on linking language III: *after, as, but, later, so*

Learning to learn tools

 **SPEAKING TOOLS** Students practise using visual images to remember new expressions.

 **LISTENING TOOLS** Students take notes on new vocabulary and make notes on the context.

 **READING TOOLS** Students focus on images included in a text in order to help with understanding.

 **WRITING TOOLS** Students look at ways to avoid repetition of subjects (*he/she*, etc.) when writing a biography.

Project objectives: Memorabilia chest


Task 1 Students make an information card with a summary of a famous explorer.

Task 2 Students make a map and collect information about an explorer.

Task 3 Students write a letter from an explorer.

Audiovisual objectives

 **Vlog:** Students watch and listen to Sarah talk about how her grandma inspires her.

 **Culture:** Students watch and listen to Sarah talk about an African safari her friend has been on.

 **Grammar animations:** Students watch a visual presentation of the unit grammar.

Key competences



Linguistic
pages 64-67, 70, 71



Mathematical and Science and Technology
pages 66-67, 68-69



Digital
pages 64-66, 71



Social and Civic
pages 65, 67, 69, 70, 71



Cultural awareness and expression
pages 64, 69, 71



Learning to learn
pages 65, 68, 70, 71



Sense of initiative and entrepreneurship
pages 65, 67, 70

→ See pages xxx for more on **Key competences**

Resources

- **Workbook**
- **Teacher's i-solutions**

Also available to download from www.nowyou.richmonddigital.net

- Student's Book audio
- Workbook audio
- Vlog and worksheet
- Culture video and worksheet
- Vocabulary worksheets – reinforcement, consolidation, extension
- Grammar worksheets – reinforcement, consolidation, extension
- Tests – consolidation, extension
- Worksheets audio
- Tests audio

7.1 Vocabulary and grammar

A SPIRIT OF ADVENTURE

In unit 7 you will:

- talk about interesting people.
- describe emotions and situations.
- ask and answer questions about the past.
- write a mini-biography.

7.1 Vocabulary and grammar

SARAH'S VLOG: My inspiring grandma



Discuss the questions.

- 1 What hobbies do your grandparents have?
- 2 Can you imagine your grandparents when they were young?
- 3 Do you know any interesting stories about your grandparents?

Read the text and choose the correct option. Listen and check.



FREYA MADELINE STARK (1893–1993)
Freya Stark was born in Paris. She was an explorer and travel writer. She was ¹ **interesting** / **interested** in travelling and making maps of the places she visited. Stark's trips were sometimes ² **frightening** / **frightened** because she was the first European to visit many of these distant countries. She wrote more than 20 books about travel, history and culture. The books also include maps, drawings and ³ **surprising** / **surprised** stories.

Do all exercises in your notebook

Adjectives: -ing and -ed / Travelling / Past simple be

ADJECTIVES: -ING AND -ED

Adjectives that end in **-ing** describe things or events. This film is **frightening**. The camping trip was **boring**. My grandparents' lives were **interesting**.

Adjectives that end in **-ed** describe people's feelings or emotions. They were so **frightened!** She was **bored** on the camping trip. I am **interested** in volcanoes.

Complete the text with the correct option. Listen and check.

bored/boring excited/exciting
fascinated/fascinating surprised/surprising
terrified/terrifying

MARCO POLO (1254–1324)

The explorer Marco Polo was born in Italy. His life was very ¹... He was a good friend of Kublai Khan, the great leader of the Mongols. Polo was ²... by Khan's stories, and he included them in a book, *The Travels of Marco Polo*. In it, he tells tales of ³... events such as finding cannibals. People were very ⁴... by his adventures, and some people think his stories weren't true. Well, they certainly weren't ⁵...



Imagine the following situations and write two sentences about each.

- 1 It's 1271. You're 17 years old and you are travelling to a mysterious land called China. I am **excited**. Travelling is **exciting**.
- 2 You have to fight cannibals who want to eat you.
- 3 You meet Kublai Khan, the leader of the Mongol empire, and talk to him about his life.
- 4 You return home and there is nothing exciting in your daily life.

FAST FINISHERS Imagine you are Freya Stark. Write a story about an amazing place you are visiting.

Grammar and vocabulary 7.1

PAST SIMPLE BE

I	was / wasn't	born in England.
He		20 years old.
She		an explorer.
It		cold in China.
You		born in 1997.
We	were / weren't	excited about the trip.
They		dangerous people.

Grammar reference page 113

LISTENING TOOLS

When you learn several new words in one listening exercise, write them down together and make a note of the context they come from. This makes them easier to remember.

Listen and take notes. Write full sentences using **was** or **were**.

- 1 Name: (Roald Amundsen) His name was **Roald Amundsen**.
- 2 Date of birth: ...
- 3 Country of birth: ...
- 4 Achievements: ...
- 5 Exciting moment: ...



Copy and complete the table. Use **was**, **wasn't**, **were** or **weren't**. Tick (✓) the correct explorer.

	Freya Stark	Marco Polo	Roald Amundsen
1 I ... born in 1872.			✓
2 I ... frightened by the cannibals!			
3 We ... able to travel by dog sled.			
4 I ... the first European to visit some distant countries.			
5 People ... very surprised by my terrifying adventures.			
6 There ... maps and drawings in the books I wrote.			
7 I ... fascinated by stories about explorers when I was young.			

NOW YOU! Talk to your partner about someone interesting in your family.

My aunt was a very good painter.

Really? Where was she born?

PROJECT TASK 1 Memorabilia chest

- Get into groups of four. Your teacher will show you a list of explorers. Each group will choose one explorer.
- Write an information card with a general summary of who your explorer was and find an image of them.
- Look for their country and date of birth, their main achievements, etc.

→ Workbook page 74

Workbook pages 58 and 59

Do all exercises in your notebook

ANSWER KEY

Page 64-65

- 1 1 interested
2 frightening
3 surprising

- 2 1 exciting
2 fascinated
3 terrifying
4 surprised
5 boring

3 Suggested answers:

- 1 I am excited. Travelling is exciting.
- 2 I am terrified. Fighting cannibals is terrifying.
- 3 I am fascinated. Kublai Khan's life is fascinating.
- 4 I am bored. My daily life is boring.

- 4 1 His name was Roald Amundsen.
2 He was born on July 16th, 1872.
3 He was born in Norway.
4 He was the first person to travel to both the North Pole and the South Pole.
5 One of his most exciting moments was when the Inuit people taught him how to use dog sleds to travel faster.

- 5 1 was; Roald Amundsen
2 was; Marco Polo
3 were; Roald Amundsen
4 was; Freya Stark
5 were; Marco Polo
6 were; Freya Stark
7 was; Roald Amundsen

- 6 Student's own answers

LESSON FOCUS

Grammar Adjectives: *-ing* and *-ed*; Past simple *be*

Vocabulary Travelling

Listening Biographical information

Speaking Share biographical information about family members

Project task 1 Make an information card with a summary of a famous explorer

Preparation Vlog worksheet for each student



SARAH'S VLOG: My inspiring grandma

- In pairs, ask students to compare/complete the *Before you watch* exercises on the Vlog worksheet.
- Show students Sarah's vlog and ask them to check/complete the *While you watch* exercises on the worksheet. If students are completing the exercises for the first time, they will need to watch the vlog twice.
- In pairs, students compare answers.
- In small groups, tell students to compare/complete the *After you watch* exercises on the worksheet.

→ See page xxx for **Flipped Learning** ideas

Warmer

On the board write the following adjectives:

interesting surprising exciting terrifying
frightening boring fascinating

Tell students they have one minute to think of as many situations as possible to represent each adjective. When the minute is up, ask different pairs of students for ideas.

- 1 **2.11** Before completing the exercise, ask students to cover the text and look at the photos. In pairs, students guess who Freya Stark was, where and when she lived, and what she did. Students then complete the exercise.

ADJECTIVES: *-ING* AND *-ED*

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference while completing the exercises.

- ▶ Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 113 for further information on form and use.

→ See page xxx for **Flipped Learning** ideas

- 2 **2.12** Ask students to tell you everything they know about Marco Polo; write key words/phrases on the board. Students then complete the exercise.
- 3 Ask students to quickly tell you the difference between adjectives ending in *-ed* and *-ing*. Students then complete the exercise.



FAST FINISHERS Students can complete this exercise alone or in pairs.

PAST SIMPLE *BE*

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference while completing the exercises.

- ▶ Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 113 for further information on form and use.

→ See page xxx for **Flipped Learning** ideas

LISTENING TOOLS



In the centre of the board write the word *Explorers*. Tell students to call out associated words and write them on the board. Tell students to read the **Listening tool** and discuss why this would be helpful.

- 4 **2.13** In pairs tell students to look at the picture of Roald Amundsen and guess the rest of the answers before listening. Once students have listened, tell them to make sure their answers are full sentences.
- 5 Divide the class into groups of three. Give each student in the group the name of one of the explorers to quickly review. Groups can then complete the table together.
- 6 **NOW YOU!** Ask students to think back to Sarah's vlog about her inspiring grandma (show the video again, if needed). Tell students to make notes about an interesting member of their family to discuss with their partner.

PROJECT TASK 1

Organise students into groups of four. Tell students that during this project they will be putting together a memorabilia chest and presenting it to the rest of the class.

Tell students that they need to keep their project notes together in their **Workbook** (page 74) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

FURTHER PRACTICE

Workbook pages 58-59

- **Grammar reference and practice** pages 90 and 95
- **Wordlist and exercises** pages 101 and 104

7.2 Grammar and listening

PAST SIMPLE BE QUESTIONS			
Yes/No questions		Wh- questions	
Was he surprised?	Yes, he was. / No, he wasn't.	Who was a teacher?	Arthur Lakes was a teacher.
Were they bored?	Yes, they were. / No, they weren't.	Where were the fossils?	They were in Colorado.

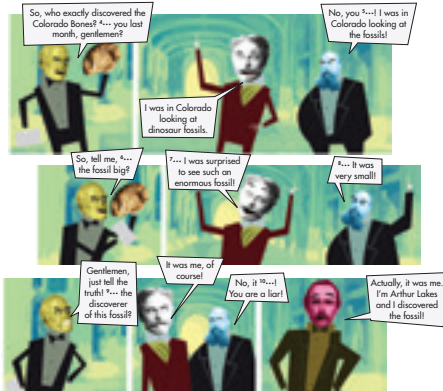
Grammar reference page 113

1 Complete the text. Listen and check.

No, it wasn't. was [x2] wasn't were weren't
Where were Who was who was Yes, it was.

THE BONE WARS

Edward Drinker Cope and Othniel Charles Marsh were two famous American palaeontologists in the mid-1880s. Both of them were dinosaur fossil hunters and they were great rivals. Arthur Lakes was a teacher and geologist from Colorado. Their rivalry over the discovery of fossils in Colorado started the Bone Wars. The big question is – who was the discoverer of the Colorado bones? Cope? Marsh? Or Lakes?



FAST FINISHERS Imagine you are Arthur Lakes. Write a letter to a friend and talk about the fossil you found.

Do all exercises in your notebook

66

Past simple be: questions

Vocabulary and grammar 7.2

2 Complete these questions.

- ... Arthur Lakes? He was a teacher, geologist and fossil hunter.
- ... Arthur Lakes in the mid-1880s? He was in Colorado looking for fossils.
- ... Cope and Marsh friends? No, they weren't. They were enemies.
- ... the fossil big? No, it wasn't. It was small.

6 NOW YOU! Read the text and ask questions in pairs.

When was Isabella Bird born?

She was born in 1831.

ISABELLA BIRD
(1831–1904)



Isabella Bird was an English author, photographer and traveller. She was interested in exploring places all around the world. She started travelling to these amazing places when she was 41 years old. She surprised people because she was a small woman, but she climbed mountains, rode elephants and wasn't afraid of anything. Her adventures certainly weren't boring. They were amazing!

Pronunciation: was and were

3 Listen and repeat. Do the words and were sound weak or strong?

- I was excited.
- Where were you yesterday?
- Yes, I was.
- No, you weren't.

4 Read and complete the questions with was or were.

- When ... Roy Chapman Andrews in Mongolia?
- What ... Mary's surname?
- ... egg fossils discovered in Mongolia?
- Who ... the greatest fossil finder of her time?
- ... Mantell and Anning alive at the same time?
- Why ... Gideon Mantell right?

Roy Chapman Andrews
1923 expedition to Mongolia was a success! There were dinosaur egg fossils!



Gideon Mantell was right!
Dinosaurs were real and they were reptiles! (1822)

Mary Anning (1799-1847)
The greatest fossil finder of her time!



PROJECT TASK 2 Memorabilia chest

- Cut out six pieces of paper and write a question about your team's explorer on each one. Write the answer to the question on the back of the piece of paper.
- Draw maps of your explorer's trips. Find out what navigation instruments existed in their time and print pictures of them.

→ Workbook page 74

Workbook pages 60 and 61

Do all exercises in your notebook

67

ANSWER KEY

Page 66-67

1 1 were

2 was

3 who was

4 Where were

5 weren't

6 was

7 Yes, it was.

8 No, it wasn't.

9 Who was

10 wasn't

2 1 Who was

2 Where was

3 Were

4 Was

3 1 weak

2 weak

3 strong

4 strong

4 1 was

2 was

3 Were

4 was

5 Were

6 was

5 1 He was in Mongolia in 1923.

2 Her surname was 'Anning'.

3 Yes, they were.

4 Mary Anning was.

5 Yes, they were.

6 Dinosaurs were real and they were reptiles.

6 Student's own answers

LESSON FOCUS

Grammar Past simple *be*: questions

Vocabulary Famous explorers

Listening Biographical information

Speaking Sharing biographical information about famous explorers

Project task 2 Make a map and collect information about an explorer

Preparation Paper and scissors for each Project group

Warmer

Ask students if they know what a *palaeontologist* is (a person who studies forms of life from prehistoric times). In pairs, tell students the year is 3000 and that they are both palaeontologists. Students take turns to point out things around the classroom or their personal belongings and their partner must describe what the items were and what they were used for.

PAST SIMPLE BE: QUESTIONS

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference while completing the exercises.

▶ Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 113 for further information on form and use.

→ See page xxx for **Flipped Learning** ideas

1 **2.14** Write *The Bone Wars* on the board and some key vocabulary from the text: *palaeontologists, 1800s, fossil hunters, rivals, Colorado*. In pairs, ask students to guess what the text is about. Students then complete the exercise.

FAST FINISHERS Students can complete this exercise alone or in pairs.

2 Ask students to look at the answers to the questions and decide if they are *Wh-* or *Yes/No* questions and if they refer to people, places or things. Students then complete the exercise.

Pronunciation

3 **2.13** On the board write the strong and weak forms of *was* and *were* in phonetic script and drill.

	Strong	Weak
was	/wɒz/	/wəz/
were	/wə/	/wɜː/

- Before completing the questions, refer students back to the **Grammar table** on page 66. Students then complete the exercise.
- In pairs, students look back at exercise 4 and decide what type of information they need to answer the questions. Students then complete the exercise.
- NOW YOU!** Tell students to read the text and prepare 5 questions about Isabella Bird. Students now close their books and test their partner's memory using their questions.

PROJECT TASK 2

Tell students to get into their groups from Task 1. Remind students they are putting together a memorabilia chest and presenting it to the rest of the class. Tell students that they need to keep their project notes together in their **Workbook** (page 74) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

FURTHER PRACTICE

Workbook pages 60-61

- **Grammar reference and practice** pages 90 and 95
- **Wordlist and exercises** pages 101 and 104

Vocabulary and Grammar worksheets available to download and edit from

www.nowyou.richmondigital.net

→ See page xxx on how to work with **Mixed-ability classes**

7.3 Reading

1 Copy the headings, listen and complete.

1 **Vasco de Gama**
Nationality: ...
Profession: ...
Was famous for: discovering the sea route to India.

2 **Gertrude Bell**
Nationality: ...
Profession: ...
Was famous for: ...

3 **Daniel Boone**
Nationality: ...
Profession: ...
Was famous for: ...

READING TOOLS
Before you start reading, look at the images and think about the information you might find in the text. This will help you to understand when you read.

2 Read the text quickly to find out who Edmund Hillary was. Tell your partner.


3 Match the headings with the paragraphs in the text.

Early life Expeditions Philanthropy
Tributes Who was he?

4 Find the words in the text and match them with their definitions.


1 philanthropist	a paper money
2 expedition	b someone who helps people
3 courageous	c a journey, often for exploration
4 banknote	d brave

EDMUND HILLARY




¹ Sir Edmund Hillary was a mountaineer, explorer and philanthropist. People remember him as the first man to climb Mount Everest, but he wasn't alone on his adventure. A man called Tenzing Norgay, a Sherpa from eastern Nepal, was with him on this expedition. After climbing Everest with Norgay, Hillary became a friend of the Sherpa community for the rest of his life.

² Edmund Hillary was born in Auckland, New Zealand, in 1919. He was a shy child and was fascinated by books. He was interested in mountain climbing from the age of 16, when he went on a school trip to Mount Ruapehu. As a young man, he was also a beekeeper. He did beekeeping in the summer, so he was only able to climb in winter. This was a big advantage for his later career.



³ On 29th May 1953, Hillary and Norgay conquered the 8,850 metres of Mount Everest. They were the first people to climb the highest mountain in the world, and suddenly they were famous! After climbing Everest, Hillary was a member of various other expeditions, including an unsuccessful trip to find a mysterious animal called the 'yeti'. Later, he also went on expeditions to the North and South Poles. He was the first person in history to reach both Poles and the top of Everest.



Do all exercises in your notebook

68 Language in context / Famous explorers

Reading 7.3

5 Read the text again and answer the questions.

- What is Edmund Hillary most famous for?
 - Discovering Mount Everest.
 - Climbing the world's highest mountain.
- Which sentence about Hillary's early life is false?
 - He was an enthusiastic reader.
 - He was always interested in climbing.
- What do we know about his expeditions?
 - He wasn't always successful.
 - Tenzing Norgay was always there.
- What does paragraph 4 tell us about Hillary?
 - He was interested in helping people.
 - He was very brave.
- What is not true about the tributes to Sir Edmund Hillary?
 - You can see images of him printed on money.
 - There is a mountain that has his name.

6 Answer the questions in pairs.


- How was keeping bees useful for Hillary's mountaineering skills?
- Why do you think the expedition to find the Yeti wasn't successful?
- How are famous people in your country honoured after their death?

⁴ Hillary was not only daring and courageous, but also kind-hearted. Once, one of the Sherpas said, 'I wish my children could have an education. This wish had a big impact on Hillary and thanks to his efforts, there are now many more schools and hospitals in the Himalayas.'

⁵ When Hillary died, aged 88, he was one of New Zealand's most loved and respected public figures. His face appears on stamps and on the country's \$5 banknote. There are also many things named after him, including a rugby trophy, a walking track, and even a ridge on New Zealand's highest mountain.

CORE VALUES Achievement

7 In groups of five, order these achievements according to how important they are. Compare your answers with another group's.




Christopher Columbus
European discovery of the American continent.



Charles Darwin
Introducing the theory of evolution.



Martin Luther King Jr.
Encouraging non-violent protests and improving civil rights.



J.K. Rowling
Writing the best-selling book series in history.



Malala Yousafzai
Fighting for the universal right to education.

Do all exercises in your notebook

Workbook pages 62 and 63

ANSWER KEY

Page 68-69

- 1**
- Nationality: Portuguese; Profession: Ocean explorer; Was famous for: discovering the sea route to India.
 - Nationality: English; Profession: archaeologist; Was famous for: her work in the Middle East
 - Nationality: American; Profession: explorer; Was famous for: establishing the first colony in Kentucky.
- 2** Student's own answers
- 3** Early life: 2
Expeditions: 3
Philanthropy: 4
Tributes: 5
Who was he?: 1

- 4**
- 1 b
 - 2 c
 - 3 d
 - 4 a
- 5**
- 1 b
 - 2 b
 - 3 a
 - 4 b
 - 5 b
- 6** Student's own answers
- 7** Student's own answers

LESSON FOCUS

Language in context Famous explorers


Core values Achievement

Preparation Large map of the continents

Warmer



Ask students to name the seven continents of the world: Asia, Africa, North America, South America, Antarctica, Europe, Australia.

Put the continent map on the board. In small groups ask students to list discoveries that were made on each continent.


- 1  **2.16** In pairs, ask students to make notes about what they think they are going to hear and the context of each answer. Students then complete the exercise.


READING TOOLS

Tell students to read the **Reading tool** and discuss why this would be helpful. Tell students to look at the photos in the reading text and decide what they can deduce about the content

- 2  **2.17** Along with their **Reading tool** ideas, tell students to make short notes about the text.
- 3 Before reading the text again, ask students if they can match the notes they made in exercise 2 to the paragraph headings.
- 4 Tell students they have thirty seconds to scan the text for the words before matching with the definitions.
- 5 Tell students to discuss the questions in pairs, then read the text again and answer.
- 6  Before answering the questions, ask students to call out any facts they remember about Edmund Hillary.

CORE VALUES Achievement

- 7  Tell students to write notes on why they have chosen to order the achievements in that particular way before they compare with another group. You may want to make a definitive class order.

 **FAST FINISHERS** Students can complete this exercise alone or in pairs.

FURTHER PRACTICE

Workbook pages 62-63

→ See page xxx for more on **Literature and drama**

7.4 Writing

A mini-biography
Focus on linking language

1 Complete the sentences with the name of a famous person from page 69 and a word from the box.

after as but later so

- ... two years of arguing with the Spanish court, ... was able to make his first voyage.
- ... is famous for introducing the theory of natural selection, ... he was not the first person to propose a theory of evolution.
- ... was an important figure in the Civil Rights movement and Americans wanted to honour him, ... there is now a national holiday in his name.
- ... created the character of Harry Potter on a long train trip to London in 1990. Six years ..., she was one of the most successful writers in the world.
- ... a young girl, ... was a very enthusiastic student.

2 Put the paragraphs in the correct order.

Amelia Earhart (1897–1937)

a Earhart was very good at flying, so the press called her the 'Queen of the Air'. Her biggest achievement was her solo flight across the Atlantic on 20th May 1932.

b Amelia Earhart was an American aviator. She was the first woman to fly solo across the Atlantic Ocean.

c She is an inspiration for everyone who wants to follow a dream.

d Her next big project was in 1937 – to fly around the world. But unfortunately, after flying from Miami to New Guinea, Earhart's plane was lost.

e She was born on 24th July 1897 in Kansas. After a 10-minute flight at age 23, flying was her only passion.

Did you notice?

3 Find the words in the text and match them with their definitions.

- aviator
- solo
- the press
- unfortunately

a journalists or newspapers
 b not with other people, alone
 c somebody who flies an airplane, a pilot
 d sadly, unluckily

NOW YOU! → Workbook page 64

4 **PLAN** Choose one of the people from this unit or think of someone different. Use this plan to make notes.

Paragraph 1: name and main achievement
 Paragraph 2: childhood
 Paragraph 3: early career and first successes
 Paragraph 4: details of main achievement
 Paragraph 5: relevance today

WRITING TOOLS

When writing a biography, don't start every sentence with the subject (he/she). Use the full name or surname, or begin your sentences with the correct linking word.

5 **WRITE** Use your plan and the model to write your mini-biography. Remember to include some linking words.

6 **CHECK** Read your mini-biography and check that it includes everything in your plan. Check that you used the verb *be* correctly.

PROJECT TASK 3
Memorabilia chest

- Find four dangerous, scary or unusual adventures your explorer experienced. Write letters, describing them from your explorer's point of view.
- When you have finished, use a tea bag to wet the paper to make them look like old letters.

→ Workbook page 74

Do all exercises in your notebook

70 A biography / Linking language III

LESSON FOCUS

Focus on Linking language III: *after, as, but, later, so*
Writing Mini-biography

Project task 3 Write a letter from an explorer

Warmer

On the board write the names of the famous people students looked at in the previous lesson and in pairs discuss what they can remember.

Focus on linking language

1 Write the following on the board and ask students to match the words to the famous people in the previous lesson: *Spanish court, theory of natural selection, Civil Rights Movement, Harry Potter, enthusiastic student*. Students can then complete the exercise.

2 Ask students to look at the photo and what initial questions they would ask about her – name, date of birth, etc. Tell students to scan the text for the opening paragraph (b). Students can then order the rest.

Did you notice?

3 When students have finished the exercise, they can choose three more words from the text and write a single word definition.

4 **PLAN** Once students have finished their plan, encourage them to talk it through with a partner.

WRITING TOOLS

Tell students to read the **Writing tool** and discuss why this would be helpful. Tell students that this is something they should remember when they reach the 'check' stage.

5 **WRITE** Before students start writing, make a checklist on the board of any grammar, vocabulary, punctuation and any other language elements they should consider.

6 **CHECK** Once students have checked their own biographies, they can swap with a partner and check theirs.

PROJECT TASK 3

Memorabilia chest

Tell students to get into their groups from Tasks 1 and 2. Remind students they are putting together a memorabilia chest and presenting it to the rest of the class. Tell students that they need to keep their project notes together in their **Workbook** (page 74) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

ANSWER KEY

Page 70

- 1 After; Christopher Columbus
- 2 Charles Darwin; but
- 3 Martin Luther King Jr.; so
- 4 J.K. Rowling; later
- 5 As; Malala Yousafzai

2 b, e, a, d, c

- 3** 1 c
- 2 b
- 3 a
- 4 d

4 Student's own answers

5 Student's own answers

6 Student's own answers

FURTHER PRACTICE

Workbook page 64

Unit 7 Review

1 Read and choose the correct option.

1

Hi Meg,
Why weren't you in school today? We have to work in pairs to write a fact file about an inspiring person. Do you want to come over this afternoon so we can get started?
Bella xx

What should Meg do?
a Tell Bella if she can go to her house.
b Go to Bella's house.
c Write a letter about an inspiring person.

2

To: Rob From: Josh

Hi Rob,
I went to a talk by Professor Jones after school yesterday. He was very enthusiastic about the topic, but I nearly fell asleep. I learnt that I'm not interested in fossils!
Josh

a Professor Jones was bored.
b Josh was bored.
c Josh was boring.

3

THE HISTORY MUSEUM PRESENTS
WORLD EXPLORERS

We are over the moon to present a new exhibition about the men and women who changed our world.

a 'World Explorers' is the name of the museum.
b The new exhibition is about voyages to the moon.
c The museum is excited about their new exhibition.

4


When was J.K. Rowling born?

Text your answer to us before 10pm for a chance to win tickets to a live interview with the incredible author herself!

a You send a text to get tickets.
b You send a text to enter a competition to win tickets.
c You send a text to ask J.K. Rowling a question.

2 Look at the pictures and write a story.

EXAM TIP
Make sure you write a story that makes sense and includes all the pictures. You could make a mini-plot before you start writing.



David Attenborough in your notebook

96 External exam practice


Pairwork

Unit 7 • Student A

1 Imagine that you are Howard Carter, the discoverer of Pharaoh Tutankhamun's tomb in Egypt in 1922. Look at the pictures of the objects you found and answer Student B's questions. Use your knowledge and your imagination!

2 Imagine that Student B is the discoverer of Shi Huang Di's tomb. Ask Student B questions about the objects they found using these prompts:

What / find?
What / look like?
What / tell us about their culture?
What / used for?



Page 102


Pairwork

Unit 7 • Student B

1 Imagine that Student A is the discoverer of Pharaoh Tutankhamun's tomb. Ask Student A questions about the objects they found using these prompts:

What / find?
What / look like?
What / tell us about their culture?
What / used for?

2 Imagine that you are one of the farmers who discovered Shi Huang Di's tomb in China in 1974. Look at the pictures of the objects you found and answer Student A's questions. Use your knowledge and your imagination!



Page 106

ANSWER KEY

Page 96

- 1 1 a
2 b
3 c
4 b

2 Student's own answers

Page 65, exercise 4

2.13 1 Roald Amundsen was born on July 16th, 1872, in Norway. When he was a little boy, he was fascinated by stories about explorers and was interested in tales of adventures. He was the first person to travel to both the North Pole and the South Pole. Many of his trips were dangerous. One of the most exciting moments in Amundsen's life was when the Inuit people taught Roald and his team how to use dog sleds to travel faster.

Page 68, exercise 1

2.16 1 Vasco de Gama was born in the Portuguese city of Sines. He was one of the most famous ocean explorers in history. He was most famous for discovering the sea route to India.

2 One of history's most important archaeologists was Englishwoman Gertrude Bell. She was born in 1868 in County Durham, in the north of England. She was famous for her work in the Middle East.

3 Another important explorer was the American, Daniel Boone. He was famous for establishing the first colony in Kentucky. He died in 1820.

Page 71, exercises 1 and 2

2.18 and 2.19 Hi, I'm Lisa. One day, when I was eight years old, I was in the garden playing with my cousin Rick. There was a beehive hanging just above us from a tree. I was over the moon! Beehives are so interesting! We decided to climb up the tree to reach the beehive. Suddenly, we were face to face with a thousand angry bees! It was really frightening! Why did we decide to climb up that tree? It beats me! Fortunately, we were able to escape the bees because there was a pond nearby and we jumped under the water, but it was terrifying!

8

TELL ME A STORY

Language objectives

Grammar

Past simple: regular and irregular verbs

- Students focus on regular and irregular forms of past simple verbs.

Past simple: questions

- Students practise *Wh-* and *Yes/No* question forms using regular and irregular verbs.

Vocabulary

Time expressions: *after some time, afterwards, as, before long, before that, finally, just after, just before, last weekend, last year, next, one Christmas, one day, one winter, one year, suddenly, then, when*

- Students use the time expressions in conjunction with the past simple to tell a story.

Ghost stories: *believe, blood, curious, ghost, haunted, hear, murdered, noise, plot, stain, story*

- Students use the vocabulary in context related to a ghost story.

Parts of a story: *characters, description, dialogue, drama, punctuate, setting, tension, title, twist*

- Students use the vocabulary to prepare and write a ghost story.

Idioms and expressions

Mysteries: *a shot in the dark, a skeleton in the closet, blood is thicker than water*

- Students look at the idioms and expressions related to telling a detective story.

Recycled language

Past simple *be*: affirmative, negative and questions

Skills objectives

Speaking

- Students compare endings to a story.
- Students deduce the perpetrator of a crime using evidence presented to them.
- Students discuss a ghost story.
- Students use notes in order to compare what they understood of a story.

Pronunciation: Students practise *-ed* endings /t/, /d/, /ɪd/

Pairwork: Students use various mediation techniques in order to provide information about a crime scene.

Listening

- Students listen and identify the main focus of a story, avoiding distractors.
- Students listen and take notes on a story.
- Students listen and complete notes

Reading

- Students use a title and visuals in a text to predict the genre and content.
- Students read a text in detail in order to aid comprehension.
- Students analyse a text and deduce meaning.

Core values: Students discuss what **empathy** is and to what level they are empathetic


Writing


- Students identify the parts of story.
- Students plan, write and check a scary story.


Focus on the past simple: regular and irregular verbs

Learning to learn tools

 **SPEAKING TOOLS** Students look at how to take notes and use them while speaking.

 **LISTENING TOOLS** Students look at the use of distractors and how to focus on the important content of a text. Students listen out for homophones and distinguishing words regarding context.

 **READING TOOLS** Students focus on the main events and general idea of a story in order to follow the plot.

 **WRITING TOOLS** Students look at the use of dialogue in a story to create interest.

Project objectives: Memorabilia chest


Task 4 Students write a role play about an explorer.

Task 5 Students write questions to ask about other explores.

Task 6 Students make a memorabilia chest.

Audiovisual objectives

 **Vlog:** Students watch and listen to George talk about urban myths and his experience.

 **Culture:** Students watch and listen to George talk about Sherlock Holmes.

 **Grammar animations:** Students are presented with visual presentations of the unit grammar.

Key competences

-  **Linguistic**
pages 72-75, 78, 79
-  **Digital**
pages 72, 79
-  **Social and Civic**
pages 73, 75, 76, 78, 79
-  **Cultural awareness and expression**
pages 76-77, 79
-  **Learning to learn**
pages 72, 75, 76, 78, 79
-  **Sense of initiative and entrepreneurship**
pages 73, 75, 78

→ See pages xxx for more on **Key competences**

Resources

- **Workbook**
 - **Teacher's i-solutions**
- Also available to download from www.nowyou.richmonddigital.net
- Student's Book audio
 - Workbook audio
 - Vlog and worksheet
 - Culture video and worksheet
 - Vocabulary worksheets – reinforcement, consolidation, extension
 - Grammar worksheets – reinforcement, consolidation, extension
 - Tests – consolidation, extension
 - Worksheets audio
 - Tests audio

LESSON FOCUS

Grammar Past simple: regular and irregular verbs

Vocabulary Time expressions

Listening Telling stories

Speaking Complete a story using the target language

Project task 4 Write a role play about an explorer

Preparation Vlog worksheet for each student; 6-8 images for the warmer

PAST SIMPLE

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference while completing the exercises.

▶ Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 114 for further information on form and use.

→ See page xxx for **Flipped Learning** ideas

GEORGE'S VLOG: Urban myths

- In pairs, ask students to compare/complete the *Before you watch* exercises on the Vlog worksheet.
- Show students George's vlog and ask them to check/complete the *While you watch* exercises on the worksheet. If students are completing the exercises for the first time, they will need to watch the vlog twice.
- In pairs, students compare answers.
- In small groups, tell students to complete/discuss the *After you watch* exercises on the worksheet.

→ See page xxx for **Flipped Learning** ideas

Warmer

Select 6-8 images of people, places, objects, animals, etc. and stick them on the board. Tell students to work with a partner and that they have 2 minutes to invent a story which includes all the images on the board. Ask volunteers to retell their stories to the class.

LISTENING TOOLS

Remind students that when we tell stories we often include extra information to create interest, although that extra information might not be important. Ask students why people do this. Students then read the **Listening tool** and discuss why it's important to bare distractors in mind.

- 1 **2.20** Before students listen to the stories, ask them to identify what they can see in each picture and what they connection might be.
- 2 **2.21** Ask students to quickly scan the texts for the words in bold and, with a partner, discuss the difference between the options.

FAST FINISHERS Students can complete this exercise alone or in pairs.

Pronunciation

- 3 **2.22** Before completing the exercise, ask students to repeat the three different *-ed* endings in isolation, /t/, /d/, /ɪd/. Remind students that /ed/ is not a past tense ending.
- 4 **2.23** In pairs, tell students to take turns reciting the paragraph to each other.
- 5 Once students have completed the table correctly, they can test each other.
- 6 Tell students to look at the verbs in the box and decide if they are regular or irregular. Students can then complete the exercise.
- 7 **2.24 NOW YOU!** As students listen, encourage them to take notes in order to complete the story.
- 8 In groups, first ask students to compare the notes they took while listening to ensure they have understood the start of the story correctly. Students may wish to compile the endings they have written to make a definitive ending.

PROJECT TASK 4

Tell students to get into their groups from Tasks 1-3 (Unit 7).
Tell students that using the work they did in Tasks 1-3, they are going to prepare a role play.
Remind students that they need to keep their project notes together in their **Workbook** (page 75) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

FURTHER PRACTICE

Workbook pages 66-67

- **Grammar reference and practice** pages 91 and 96
- **Wordlist and exercises** pages 101 and 104

8.2 Listening and grammar

8.2 Listening and grammar

1 Complete the text with the correct form of the verb. Listen and check.

Who was the thief?

Mr Smith: the butler
Mrs Templeton: a wealthy widow
Mr Parker: Mrs Templeton's nephew, who has no money
Miss Scarlet: Mr Parker's girlfriend
Miss Olive: Mrs Templeton's niece, who wants to marry Mr Parker
Mr Davies: Mrs Templeton's old friend
Detective Gregson

Dr Gregson: Did you wear your diamond necklace tonight, Mrs Templeton?
Mrs Templeton: No, I didn't. I ... (think) it would be too heavy, but I ... (show) it to everyone before dinner. Then, when we ... (finish) eating, the lights went out and it disappeared!
Dr Gregson: I see. Where did you go after dinner, Miss Olive?
Miss Olive: I ... (go) to my aunt's room to look for her medicine.
Dr Gregson: Mmm... and you, Mr Parker, why did you leave the room?
Mr Parker: Because I ... (want) to go to the kitchen to get another bottle of champagne for my aunt.
Dr Gregson: Is that true, Mrs Templeton? Did you ask Mr Parker for more champagne?
Mrs Templeton: Not exactly. I ... (ask) him to get more red wine, not champagne. But it's true that I ... (tell) him to go to the kitchen.
Dr Gregson: And you, Mr Davies. Mr Smith ... (see) you hiding something in your jacket after the lights ... (come) back on. What did you hide?
Mr Davies: Uh, well, it's glue for my wig. I didn't want Mrs Templeton to know that I wear one.
Mrs Templeton: Oh, Mr Davies my dear, I ... (know) about that!

2 In pairs, decide who stole the necklace and why.

3 Listen and complete the questions Detective Gregson asks. Did you guess the thief correctly?

1 So, Miss Scarlet, where ... ?
2 Mr Davies, did ... ?
3 Mr Smith, who ... ?
4 Hmm! And did ... ?
5 Well then, tell us, why ... ?

FAST FINISHERS Write questions for Detective Gregson to ask the suspects.

74 Past simple: questions / Homophones

Grammar and listening 8.2

PAST SIMPLE: QUESTIONS

Yes/No questions	Wh- questions
Did you wear your diamond necklace tonight? Yes, I did. / No, I didn't.	Where did you go after dinner, Miss Olive? I went to my aunt's room.
Did she ask Mr Parker for more champagne? Yes, she did. / No, she didn't.	What did he hide? He hid his glue.

Grammar reference page 114

4 In pairs, use the prompts to ask each other questions. Switch partners and tell your new partner the answers you heard.

- Where / go / yesterday afternoon?
- see / an interesting film / last week?
- What / buy / the last time you went to the shopping centre?
- visit / your family / last summer?
- What / do / last night?
- have / Maths class / before English today?

5 Listen and answer the questions.

- When did the man go to the supermarket?
- What did he buy?
- Did he run home? Why?
- What did he eat?
- Did he win something?
- What did he win?

LISTENING TOOLS

Homophones have

- the same pronunciation.
- different spelling and meaning.

ate / eight eye / I
be / bee meat / meet
buy / bye Wales / whales

6 Say the words in bold out loud. Choose the correct option.

- I put some **flower** / **flour** in the cake I **maid** / **made**.
- She didn't comb her **hair** / **hare**.
- He wore a Santa **Claws** / **Claus** costume.
- Angie **flew** / **flaw** to New York with her teddy **bare** / **bear**.

7 Match the pairs of homophones. Listen again and point to the pictures when you hear the words.

1 2 3 4 5 6 7

PROJECT TASK 5
Memorabilia chest

- Look at the list of explorers from project task 1.
- Write four questions for the other groups' explorers. These can be questions about their lives, their experiences, important dates, etc.

→ Workbook page 75

75 Workbook pages 68 and 69

ANSWER KEY

Page 74-75

- 1**
- 1 thought
 - 2 showed
 - 3 finished
 - 4 went
 - 5 wanted
 - 6 asked
 - 7 told
 - 8 saw
 - 9 came
 - 10 knew
- 2** Student's own answers
- 3**
- 1 did you go when the lights went off?
 - 2 you see Miss Scarlet go to the bathroom?
 - 3 did you talk to?
 - 4 you buy an expensive flat in London last week?
 - 5 did you steal Mrs Templeton's necklace?
- 4**
- 1 Where did you go yesterday afternoon?
Student's own answers
 - 2 Did you see an interesting film last week?
Student's own answers
 - 3 What did you buy the last time you went to the shopping centre?
Student's own answers
 - 4 Did you visit your family last summer?
Student's own answers
 - 5 What did you do last night?
Student's own answers
 - 6 Did you have Maths class before English today?
Student's own answers
- 5**
- 1 He went to the supermarket last night.
 - 2 He bought some flour and a meat pie.
 - 3 Yes, he did. He ran home because he wanted to be on time to watch a show on TV.
 - 4 He ate his dinner.
 - 5 Yes, he did.
 - 6 He won a trip to Wales.
- 6**
- 1 flour; made
 - 2 hair
 - 3 Claus
 - 4 flew; bear
- 7**
- 1 (whales) c (Wales)
 - 2 (flower) a (flour)
 - 3 (knight) d (night)
 - 4 (write) e (right)
 - 5 (ate) b (eight)

LESSON FOCUS

Grammar Past simple: Questions




Listening Homophones, A detective story


Speaking Asking and answering questions

Project task 5 Write questions to ask about other explores

Warmer


Ask students if they have ever had anything stolen and how did it make them feel.

- 1  **2.25** Tell students that a robbery has been committed. Someone has stolen a diamond necklace. In pairs, tell students to look at the illustrations of the people involved in the investigation – who are they and what are they like? Ask students to tell you their ideas. Students can then listen and complete the exercise.
- 2  Again in pairs, ask students to look at each of the suspects and decide who they think stole the diamond and necklace and why.
- 3  **2.26** In pairs, tell students decide what other questions would they ask the suspects before listening to the second part of the investigation.



 **FAST FINISHERS** Students can complete this exercise alone or in pairs.

PAST SIMPLE: QUESTIONS

Draw students' attention to the **Grammar table**. Remind students that they can use this as a quick reference while completing the exercises.



 Show students the **Grammar animation** and/or refer students to the **Grammar reference** on page 114 for further information on form and use.

→ See page xxx for **Flipped Learning** ideas

- 4  Give students a couple of minutes to prepare their answers before they speak to a partner.
- 5  **2.27** Tell students write one word notes rather than complete answers while they are listening.

LISTENING TOOLS 

Once students have read the **Listening tool**, drill the words and students if they know of any more examples.

- 6  Before students listen ask them to look at the words in bold and say their meaning.
- 7  **2.28** Before completing the exercise, quickly call out the words and ask students to point to the correct picture.

PROJECT TASK 5 

Tell students to get into their groups from Tasks 1-4. Remind students they are putting together a memorabilia chest and presenting it to the rest of the class. Tell students to read through the **Grammar table** before preparing their questions.

Tell students that they need to keep their projects notes together in their **Workbook** (page 75) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

FURTHER PRACTICE

Workbook pages 68-69

- **Grammar reference and practice** pages 91 and 96
- **Wordlist and exercises** pages 101 and 104

Vocabulary and Grammar worksheets available to download and edit from

www.nowyou.richmonddigital.net

→ See page xxx on how to work with **Mixed-ability classes**

8.3 Reading

1 Read the title and look at the pictures. Answer the questions in pairs.

- What kind of story is this?
- What do you think happens in the story?

2 Read the story and answer the questions.

- Where is the Otis family from?
- Why did people think that Mr Otis was making a mistake?
- What was the red stain on the floor of the library?
- What did Mr Otis hear in the corridor?
- What did he see when he went to investigate?

READING TOOLS
To identify the plot of a story, think of the main events and the general idea. Don't focus on the details.

3 Answer the questions in pairs.

- What is the plot of the story?
- Does Mr Otis believe the house is haunted when he first buys it from Lord Canterville?
- Who do you think the man in the corridor is?
- How does he react to the oil lubricant? Why?

CORE VALUES Empathy


4 In groups of three, decide if the most empathetic answer below is a, b, c or something else.

- What do you do if someone gets angry with you?
 - Defend yourself.
 - Talk to them about the problem.
 - Say sorry.
- If a friend talks to you about a problem, what do you do?
 - Let them talk.
 - Listen and offer solutions.
 - Tell them to be positive.
- Someone tells you ghosts exist. How do you react?
 - Tell them they are wrong.
 - Ask them questions about ghosts.
 - Say you don't believe in ghosts.

FAST FINISHERS Write a summary of what you think happens at the end of the story.

Do all exercises in your notebook

76 Language in context / Ghost stories



Reading 8.3

When Mr Otis moved to England from America and bought Canterville Chase, everyone told him he was making a mistake because it was haunted. In fact, when Lord Canterville sold the house to Mr Otis, he felt it was his duty to mention the ghost.

'My Lord,' answered Mr Otis, 'I will take the house with the furniture and the ghost. I come from a modern country, where we have everything that money can buy.'

So, Mr Otis moved to Canterville Chase with his family. When they arrived, Mrs Umney, the housekeeper, took them into the library. She pointed to a red stain on the floor. She said, 'This is the blood of Lady Eleanor of Canterville, who was murdered on that very spot by Sir Simon of Canterville, in 1575. The blood stain cannot be removed.'

'That is nonsense,' cried Washington Otis, Mr Otis's son. 'Pinkerton's Champion Stain Remover will clean it up in no time,' he said. Before the terrified housekeeper could stop him, he cleaned the stain.

'I knew Pinkerton would do it,' he exclaimed triumphantly, as he looked at his admiring family. Then, a terrible flash of lightning lit up the room and Mrs Umney fainted.

One night, Mr Otis heard a curious, metallic noise in the corridor outside his bedroom. He opened the door and right in front of him there was a terrifying old man. His eyes were red, long, grey hair fell over his shoulders; his clothes were dirty and ragged, and he had heavy, rusty chains hanging from his wrists.

'My dear sir,' said Mr Otis, 'I really must insist you oil those chains. Here, I have brought you some Rising Sun Lubricator!' Mr Otis put a bottle down in front of the ghost and returned to bed. For a moment the Canterville ghost remained motionless in anger. Then, knocking the lubricator over violently onto the floor, he flew down the corridor, crying noisily.

Do all exercises in your notebook

77

Workbook pages 70 and 71



ANSWER KEY

Page 76-77

1 Student's own answers

- 2**
- 1 The Otis family is from America.
 - 2 Because the house was haunted.
 - 3 It was the blood of Lady Eleanor or Canterville.
 - 4 He heard a curious, metallic noise.
 - 5 He saw a terrifying old man.


3 Suggested answers:

- 1 An American buys a haunted house and moves there with his family, but the family are not scared of the ghost. They suggest practical solutions to the problems and this upsets the ghost.
- 2 No
- 3 Sir Simon of Canterville
- 4 He is angry because Mr Otis is not scared of him.

4 Student's own answers


LESSON FOCUS**Language in context** A ghost story**Core values** Empathy**Preparation** 1 minute of spooky, atmospheric music**Warmer**

Tell students to close their eyes and listen to some music. After 20-30 seconds ask students to open their eyes and write down any words they associate with the music. Students can then compare what they have written with a partner.


- 1 Before students answer the questions, ask them if they have heard of Oscar Wilde and if they know anything about him.
- 2  **2.29** Once students have read the story with the accompanying audio and answered the questions, you could ask them to read it again this time accompanied by the music used in the warmer.


READING TOOLS

Tell students to read the **Reading tool** and discuss why this would be helpful. Tell students to discuss with a partner the main events and the general idea of this story.

- 3  Tell students to answer the questions alone before discussing them with a partner.

CORE VALUES Empathy

- 4  Ask students if they or anyone they know believe in ghosts and why or why not. As students discuss the topic, write the word *EMPATHY* on the board. Ask students if they were empathetic to others' opinions and beliefs. Students can then discuss the questions.

 **FAST FINISHERS** Students can complete this exercise alone or in pairs.

FURTHER PRACTICE**Workbook** pages 70-71→ See page xxx for more on **Literature and drama**

8.4 Writing

A scary story
Focus on the past simple

- Complete the sentences with the past simple of the verbs and find the time expression.
 - Some time ago, there ... (be) a man who ... (live) in a cabin by a lake.
 - One stormy night, the doctor ... (decide) to bring his creation to life.
 - Just as the woman ... (open) the window, she ... (see) a thin white hand reaching towards her.
 - Suddenly, the candle ... (go) out and the children ... (be) left in total darkness.
- Read the story and tell your partner why it is scary.

THE RED WRISTBAND

One day, a sick boy went to a hospital where a young doctor worked. The doctor operated on him all night, but the boy died. The doctor was devastated.

When he was leaving the hospital, the doctor started talking to a young woman. They walked to the lift together. As they got in, they saw a boy walking towards them. The doctor pressed the button repeatedly to shut the door.

'What's wrong?' asked the woman.

'That was the boy I was talking about!' said the doctor. 'Didn't you see his red wristband? We put those on patients when they die!'

'You mean like this one?' said the woman, raising her arm.

Did you notice?

- Order the parts of the story.
 - 'twist'
 - description of the setting and main character(s)
 - climax of tension
 - moment where things seem normal
 - moment where something goes wrong
- NOW YOU!** → Workbook page 72
- PLAN** Choose one of the titles for your scary story.

A present for Harriet Hill	The uninvented guest
The box	The house on Craggy Mountain

Think about what the title means and what the twist could be. Use exercise 3 to help you write a plan like the one below.

"Story plan for 'The uninvented guest'."

Main characters: Mr. Grandad, Mum and an old man who knocks on the door.

Something goes wrong: My grandad doesn't like him and leaves the house because he is upset.

Climax: The old man says that he is my real grandfather.

Twist: We realise that my real grandad is gone and Mum's jewellery too.
- WRITE** Use your plan and the model to write your story. Remember to use the past tense and include time expressions.
- CHECK** Read your story and check that it includes everything in your plan. Check your past tenses and time expressions.

PROJECT TASK 6
Memorabilia chest

- Create a memorabilia chest by decorating a shoe box with paints and other materials.
- Summarise your explorer's achievements and life philosophy in a short phrase and write it on the box.
- Next, do the final task on page 80.

→ Workbook page 75

ANSWER KEY

Page 78

- 1 was; lived; some time ago
 2 decided; One stormy night
 3 opened; saw; Just as
 4 went; were; Suddenly
- Student's own answers
- b, e, d, c, a
- Student's own answers
- Student's own answers
- Student's own answers

FURTHER PRACTICE

Workbook page 72

LESSON FOCUS

Focus on Past simple

Writing A story, parts of a story

Project task 6 Make a memorabilia chest

Warmer

Tell students to list all the elements of a scary story – characters, setting, atmosphere, etc. Ask students to call out their ideas and make a list on the board.

- When students have completed the sentences, ask them to think about what happened before and after each sentence.
- Before students read the story, tell them to look at the images and decide what might happen. Ask students to give you their ideas.
- Did you notice?** When students have matched the parts of the story to *The red wristband*, ask them to look at the sentences in exercise 1 again and see if they can identify which part of the story they could be.
- PLAN** This exercise could be done in groups according to story title. Students don't have to write the story as a group, but they can generate ideas together.

WRITING TOOLS

Tell students to read the **Writing tool** and discuss why this would be helpful. Tell students to look again at *The red wristband* for examples of dialogue.

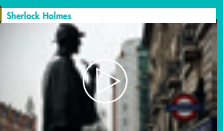
- WRITE** Before students start to write, make a checklist on the board of any grammar, vocabulary, punctuation and any other language elements they should consider.
- CHECK** Once students have checked their own stories, they can swap with a partner and check theirs.

PROJECT TASK 6 Memorabilia chest

Tell students to get into their project groups. As this part of the project is very practical, it may be better for students work on this step outside the classroom, in their own time. Tell students that they need to keep their projects notes together in their **Workbook** (page 74) or in their own notebook.

→ See page xxx for more on **Project-based Learning**

Culture and communication 8.5




Discuss the questions.

- Do you read crime stories?
- How are superheroes and detectives similar? How are they different?
- Do you watch crime shows on TV?
- Who is your favourite fictional detective?

1 Listen to the detectives and take notes using the words below.

boyfriend dog kidnap
prison robbery son



2 In pairs, choose one of the cases in exercise 1 and use your notes to retell the story.

3 Listen again and match the detectives with the idioms you heard and their meanings.


1 Dr Jones	a a shot in the dark
2 Dr Miller	b a skeleton in the closet
3 Dr Smith	c blood is thicker than water

i A hidden, unpleasant secret.
ii To say that family relationships are more important than other relationships.
iii To make a guess without knowing all the facts.

4 NOW YOU! Answer the questions in pairs.

- What was the skeleton in the closet in exercise 1? What other examples can you think of?
- Do you think blood relationships are the most important?
- Do you think detectives in real life take shots in the dark?
- Can you name any famous detectives from books?
- Which of these words describe a good detective? Why?

brave clumsy conspicuous daring
resourceful sophisticated



PAIRWORK
Student A: go to page 102
Student B: go to page 106

Unit 8 Review • page 97
Wordlist • pages 117–120

Idioms and expressions for mysteries

Workbook page 73

LESSON FOCUS

Idioms and expressions Mysteries
Listening Taking notes on a detective story
Speaking Talking about mysteries

Sherlock Holmes

- In pairs, ask students to compare/complete the *What I know...* exercises on the Culture video worksheet.
- Show students the Culture video and ask them to check/complete the *What I learned...* exercises on the worksheet. If students are completing the exercises for the first time, they will need to watch the video twice.
- In pairs, students compare answers.
- In small groups, tell students to complete/discuss the *What I wonder...* exercises on the worksheet.

→ See page xxx for **Flipped Learning** ideas

Warmer

Ask students if they can think of any famous detectives either in literature or TV and film. In pairs, tell students to make a list of characteristics detectives have. Make a list on the board of ideas from the class.

1 **2.30** Before students listen, ask them how they think the words may be associated.

SPEAKING TOOLS

Tell students to read the **Speaking tool** and discuss why this would be helpful for communication to be more natural.

2 Students can first compare their notes in case they are missing any key information. You could ask for volunteers to retell their story to the class, the rest of the groups can check they have included everything.

Idioms and expressions

3 **2.31** Before students complete the exercise, write the idioms on the board and ask students to tell you what each word means and guess the meaning of the idiom.

4 **NOW YOU!** Tell students to look back at the notes they have taken during this lesson before they complete the exercise and remind students of the speaking tool.

ANSWER KEY

Page 79

- Student's own answers
- Student's own answers
- 1 c; ii 2 a; iii 3 b; i
- Student's own answers

FURTHER PRACTICE

- Unit 7 Review page 97
Workbook page 73
- Grammar reference and practice pages 91 and 96
 - Wordlist and exercises pages 101 and 104

Tests available to download from www.nowyou.richmonddigital.net

→ See page xxx for more on **Assessment**



PAIRWORK pages 102 and 106

Tell students that they need to convey as much information as possible to their partner. Once students have finished they can compare their guesses with others.

→ See page xxx for more on **Mediation**



Unit 8 Review

1 Listen and choose the correct option.

1 What did the teacher ask the class to do a project on?

a b c

2 What did the girl buy her brother for his birthday?

a b c

3 What moved in the boy's room last night?

a b c

4 Who stole the diamonds on the detective show?

a b c

2 Read and complete the text. Write one word in each gap.

I'm from a small town in Australia, where the locals believe in a mysterious light called the Min Min. They say if you follow it, you never come back! One day, I ¹ at football training until late and I ² to walk home on my own. Just ³ I left the park, I saw a light on the horizon coming towards me. I ⁴ it was a car at first, but there was no sound. It got closer and closer and I ⁵ very scared. Then it disappeared. ⁶ I see the Min Min? Maybe I'll never know.

3 Look at the pictures and write a story.

EXAM TIP
When you write a text in an exam, remember to write in full sentences and try to show the examiner how much English you know.

External exam practice 97

Do all exercises in your notebook

Unit 8 • Student A

1 Someone stole a statue from the History Museum last night. There are three suspects: a watchman, a cleaning woman and a woman who was visiting the museum. Look at the picture and decide who the robber is and how they stole the statue. Write what happened on a piece of paper, but do not tell Student B!

2 Student B is going to ask you questions about the crime. Then allow Student B to look at your picture once and make one guess at the identity of the robber.

Page 102

Unit 8 • Student B

1 Someone stole a statue from the History Museum last night. There are three suspects: a watchman, a cleaning woman and a woman who was visiting the museum. Student A has written the solution to the crime. Look at the three pictures on this page and write questions you would like to ask Student A.

2 Ask Student A your questions. When you have finished, you can look at their picture once and make one guess at the identity of the robber.

Page 106

ANSWER KEY

Page 97

- 1 1 b 2 a 3 b 4 b
- 2 1 was 3 as 5 was/got
2 decided 4 thought 6 Did
- 3 Student's own answers

Page 73, exercise 7

2.24 This happened to me a couple of years ago. One day I was working alone down on the farm and it started to get dark, so I thought I'd better go back home. Suddenly, the cows all started mooing and running around the field. I couldn't keep them quiet or still, and I didn't know what was making them so nervous. Then I saw something in the sky! I didn't know what it was, but it got closer and closer...

Page 74, exercise 3

2.26 Narrator: Miss Scarlet disappeared before the lights went off. Where did she go? Later, Detective Gregson heard someone talking on the phone about their new, expensive flat in London...

Dt. Gregson: So, Miss Scarlet, where did you go when the lights went off?

Miss Scarlet: I went to the bathroom. Mr Davies saw me there.

Dt. Gregson: Mr Davies, did you see Miss Scarlet go to the bathroom?

Mr Davies: Oh yes! That's exactly what I saw. I also saw Mr Smith on the telephone.

Dt. Gregson: Mr Smith, who did you talk to?

Mr Smith: Err, I spoke to my friend.

Dt. Gregson: Hmm! And did you buy an expensive flat in London last week?

Mr Smith: Err, yes, I did.

Dt. Gregson: Well then, tell us, why did you steal Mrs Templeton's necklace?

Mr Smith: I... I did it because... because... well, because Mrs Templeton owed me a lot of money! More than a year of my salary! When I asked her to pay me, she told me she didn't have any money... and then she bought this necklace! Can you believe it? It wasn't fair at all!

Page 75, exercises 5 and 7

2.27 and 2.28 Last night I went to the supermarket to buy some flour and a meat pie. When I was finished at the supermarket, I ran home because I wanted to be on time to watch a show on TV. I ate my dinner and watched the show. Suddenly, I heard the TV presenter say, 'And the right answer this week came from Pat Robbins!' I was the winner of the competition on the show and I won a trip to Wales!

Page 79, exercises 1 and 3

2.30 and 2.31

Detectives Jones and Miller: Good afternoon, Detective Smith.

Dt Smith: Good afternoon, Detective Jones, Detective Miller.

Dt Miller: Are you working on a case, Smith?

Dt Smith: Yes. I'm just finishing my report. It's not a big case, but it's unusual. My client was worried about her new boyfriend. She suspected that he had a skeleton in the closet, but she didn't know what it was.

Dt Jones: And what did you find out?

Dt Smith: Well, I discovered that he spent fifteen years in prison for bank robbery, and he was released last year. And he didn't tell his girlfriend!

Dt Miller: That certainly is a skeleton in the closet! Well, let me tell you about a case I had last month.

Dt Jones: Go on, Detective Miller. Let's hear it!

Dt Miller: There was a robbery over at the Johnsons' house. You know, that billionaire? Well, someone stole all his wife's jewellery – pearl necklaces, diamond rings – a

fortune! Everybody involved was suspicious, and I wasn't making any progress in the investigation. I had a strange feeling about the son, so I took a shot in the dark and made up a story about how he committed the robbery. And what do you know? I was right and he confessed!

Dt Jones: Wow. That was lucky!

Dt Miller: What about you Jones? Got any interesting cases to tell us about?

Dt Jones: I had a strange case last month. Someone kidnapped a French poodle – you know, one of those little dogs with curly hair. They asked for a thousand pounds! All the accusations pointed to these two brothers. The older brother confessed to the crime, and the younger brother was set free.

Dt Smith: What an easy investigation!

Dt Jones: Not exactly. It turns out the younger brother was the one who really kidnapped the dog. The older brother was innocent, but he confessed because he wanted to protect his younger brother. It's true what they say... blood is thicker than water!

Page 67, exercise 1

2.45

1 Girl: What are you laughing about?

Boy: Do you remember last week we studied animals and we did that project on dolphins?

Girl: Yeah. That sounded interesting!

Boy: Well, this week we're studying countries in the UK, and our teacher asked us to do a project on Wales.

Girl: Did he mean the country Wales?

Boy: Exactly. But David thought he was talking about the animal, so he did the whole project on that.

Girl: Oh no!

2 Boy: How was your brother's birthday?

Girl: It was good. He really liked his present.

Boy: Did you get him that T-shirt you looked at?

Girl: No. I bought him a comic book that he really likes. He's really excited now because they made a film of it and the DVD is coming out soon.

3 Boy: Do you believe in ghosts?

Girl: No. Why? Did you see one?

Boy: Well, last night I was in bed reading. I put my book down on the floor near my bed and I turned the light out. Just as I closed my eyes, I heard a noise in the room.

Girl: What was it?

Boy: I don't know. But when I turned on the light, my book was on the table.

Girl: Are you sure you didn't put it there?

4 Boy: Did you watch that detective show I told you about last night?

Girl: Inspector Harris? Yes, it was great!

Boy: I watched the beginning of it but then I fell asleep. I was so tired. Did you find out who stole the diamonds? You can tell me – I can't watch it again anyway.

Girl: OK. It was the artist. I thought it was the security guard.

Boy: Oh really? So it wasn't the cleaner? He seemed very suspicious.



PROJECT: Memorabilia chest

RECAP

- In this project, you have investigated a famous explorer and designed a memorabilia chest filled with information about their life.
- In units 7 and 8, you learnt how to tell stories, and how to use time expressions and the past tense. You also learnt interesting expressions such as a skeleton in the closet and adjectives like frightening and frightened.
- Now you are ready to show off your new skills!

TASK 1 You made an information card with a summary of your explorer.

TASK 2 You made maps and collected information about your explorer.

TASK 3 You wrote letters from your explorer about their adventures.

TASK 4 You wrote a role play about your explorer.

TASK 5 You wrote questions about the other explorers.

TASK 6 You made a memorabilia chest.

FINAL TASK: Give your presentation

- Use the elements you created in tasks 1-6 to fill your memorabilia chest and prepare a presentation.
- Choose someone to:
 - organise the presentation.
 - explain the memorabilia chest and its contents.
 - read out the information card and the letters.
 - look after the props and direct the role play.
- Present your memorabilia chest to the class.
- Your classmates will ask you the questions they prepared in task 5.

USEFUL EXPRESSIONS

About the explorer's life experiences:

- He/She was a ... person.
- His/Her experiences were amazing/daring/unbelievable.
- Among his/her achievements, we should mention...

About the memorabilia chest:

- This memorabilia collection shows...
- This photo represents...

21ST CENTURY SKILLS

Communication

We can tell stories in many different ways, in written and spoken language and also through videos and photos, art and dance, etc.

Learning to tell stories in another language helps us to communicate and connect with other people. Storytelling also helps you to develop skills such as creativity and memory.

80 Workbook pages 74 and 75

Project • Units 7 and 8

GO BEYOND

WHY STUDY THE PAST?

Historians look for clues that help them to reconstruct and make sense of the past. Historical evidence can be a piece of pottery, a stone or a fragment of glass. Other evidence includes written material and archaeological data.

So why go to all this effort and study history? Why does studying life during ancient Greek, Roman or Medieval times matter, for example? Well, because what people from the past thought and did still influences our modern world. When we study history, we can understand how things have evolved or disappeared. For example, why were there fewer female explorers than male explorers in the 1800s? Questions like this make us think about our future and how we can make things better, by, for example, creating equal opportunities for all. History helps us see beyond our own horizons and understand that there are other ways of thinking and behaving.

Answer the questions in pairs.

- Do you agree that studying history is useful?
- Do you think that understanding history helps us to improve our future? How?
- What can you learn from your explorer's experiences?
- Do your explorer's experiences make you think differently about your own future?

EVALUATION

Answer the questions in your team.

- Did your team work well together? Was everybody in the team happy with the presentation?
- Did one person do more work than the other members? How could you solve this problem?
- Did all the people in the team enjoy the tasks they had?
- Did you have enough time to complete all the work? How can you avoid running out of time?

81

RECAP

Tell students to read the information carefully and make sure that they have all their notes (see **Workbook** pages 74-75) and material.

FINAL TASK: Give your presentation

Students must now put together the memorabilia chest which they will use in their presentations.

Explain that each member of the group will take part in the presentation. Tell students to organise themselves in to the four roles. Give students time to organise and practise their presentation.

USEFUL EXPRESSIONS

Remind students about the key grammar and vocabulary they have looked at in units 7 and 8 along with the language provided.

21ST CENTURY SKILLS

Tell students to read the information and discuss why this would be helpful for their presentation.

EVALUATION

Before students discuss the questions as a group, give students time to prepare notes about their experience in the project. Remind students to be supportive and give constructive criticism if necessary, with ideas on how to make things better next time.

GO BEYOND

Before students read the text, ask them to answer the question in the title, *Why study the past?* Have students volunteer their answers and make a list on the board. You can then compare the list on the board with the text. The questions can be discussed in pairs or the students project groups.

Unit 7 Grammar reference

Adjectives: -ing and -ed

Adjectives that end in **-ing** describe things or events.
This film is **frightening**.
The camping trip was **boring**.
My grandparents' lives were **interesting**.

Adjectives that end in **-ed** describe people's feelings or emotions.
They were so **frightened**.
She was **bored** on the camping trip.
I am **interested** in volcanoes.

Usually, adjectives ending in **-ing** describe a thing or a situation, and adjectives ending in **-ed** describe how a person is feeling.

It's an **exciting** book. The book makes me feel excited.
The story is **shocking**. The story makes me feel shocked.
Be careful!

I am feeling bored: I'm **bored**.
I have a boring personality: I'm **boring**.

Past simple: be

I	was / wasn't	born in England. 20 years old. an explorer, cold in China.
He		
She		
It		
You		born in 1997. excited about the trip. dangerous people.
We	were / weren't	
They		

We use the past simple of the verb **be** to talk about situations or describe events in the past. **Was** and **were** do not have contracted forms in the affirmative.

It **was** a nice day.
They **were** in the classroom.

In the negative, **not** always comes after **was** and **were**. We often use the contracted forms **wasn't** and **weren't**.

He **wasn't** at school yesterday.
We **weren't** invited to your party.

We also use **was** and **were** to say when someone was born.

My sister **was** born in April.
They **were** born in the 1970s.

Past simple: be: questions

Yes/No questions	
Was he surprised?	Yes, he was. No, he wasn't.
Were they bored?	Yes, they were. No, they weren't.

In questions, **was** and **were** come before the subject pronoun, not after.

Was she an explorer?

NOT She was an explorer?

Were you at the museum yesterday?

NOT You were at the museum yesterday?

Wh- questions	
Who was a teacher?	Arthur Lakes was a teacher.
Where were the fossils?	They were in Colorado.

In wh-questions, we add a question word before **was** and **were**.

Why was she at the hospital last week?

Where were you yesterday?

Unit 8 Grammar reference

Past simple: regular and irregular

Affirmative	
Regular verbs	Irregular verbs
start → started	go → went
arrive → arrived	put → put
study → studied	eat → ate
stop → stopped	see → saw
Negative	
He didn't start yesterday.	We didn't go to America.
I didn't arrive on Monday.	I didn't put it there.
We didn't study hard.	You didn't eat much.
She didn't stop until the evening.	They didn't see the dog.

We use the past simple to talk about actions and events in the past.

She **climbed** all the way to the top.

We **got** really good marks in our exams.

They **didn't** know the answers.

With regular verbs, we usually form the past simple by adding **-ed** to the infinitive.

She **played** football yesterday.

We **visited** our grandparents last year.

Kyle **wanted** to go to the pool.

With regular and irregular verbs, the negative of the past simple is formed by putting **did not** or **didn't** before the verb. We usually use the contracted form **didn't**.

She **did not work** today.

We **didn't buy** Laura a birthday present.

I'm sorry, I **didn't** hear you.

We use the infinitive form of the verb after **didn't**.

We **didn't arrive** in time for the concert.

NOT We didn't arrived in time for the concert.

We often use past time expressions with past simple verbs.

I **worked** really hard last year.

My sister **went** to the cinema at the weekend.

He **didn't play** volleyball last month.

Go to page 116 to see a list of irregular verbs in the past simple.

Past simple: questions

Yes/No questions		Wh- questions	
Did you wear your diamond necklace tonight?	Yes, I did. No, I didn't.	Where did you go after dinner, Miss Olive?	I went to my aunt's room.
Did she ask Mr Parker for more champagne?	Yes, she did. No, she didn't.	What did he hide?	He hid his glue.

We use **did + pronoun + infinitive** to form yes/no questions in the past simple.

Did he go to the concert last night?

Did they know the answer?

Did you ask the teacher?

Questions in the past simple are formed in the same way with regular and irregular verbs.

Did you talk about it?

Did you hear the story?

When we give a short answer in the past simple, we do not use the verb.

Did she open the door?

Yes, she **did**. **NOT Yes; she did** open.

To ask for more information about the past, we use wh- question words before **did**. The question words include **how**, **how long**, **how many**, **how much**, **what**, **when**, **where**, **who** and **why**.

How did you travel to Greece?

When did they make the cake?

Why did they cancel the game?

We use the infinitive of the verb in all question forms.

Did they leave after the class?

NOT Did they left after the class?

Where did you go?

NOT Where did you went?

Irregular verbs

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
learn	learnt/learned	learnt/learned

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
told	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Wordlist

UNIT 7

Adjectives: -ing and -ed

bored fascinating surprised
boring frightened surprising
excited frightening terrified
exciting interested terrifying
fascinated interesting

Travelling

countries maps traveller
culture places trips
dangerous return home visit
history travel

Famous explorers

brave early life philanthropy
conquer expedition pioneer
courageous explorer tribute
daring first person trip
discover Mount Everest

UNIT 8

Time expressions

after some time last year
afterwards next
as one Christmas
before long one day
before that one winter
finally one year
just after suddenly
just before then
last weekend when

Ghost stories

believe haunted plot
blood hear stain
curious murdered story
ghost noise

Parts of a story

characters drama tension
description punctuate title
dialogue setting twist

UNIT 9

Food

beans meat poultry
bread milk raisins
broccoli nuts rice
butter oil seeds
cereals onions spinach
dairy pasta tangierinas
eggs peas tomatoes
fish plums vegetables

Units of measurement

a bag of ... a loaf of ...
a bottle of ... a packet of ...
a box of ... a slice of ...
a jar of ... a spoonful of ...
a kilo of ... a tin of ...

Nutrition

calcium fibre salt
calories healthy minerals
carbohydrates nutrients unhealthy
energy protein vitamins
fat

Page 58

- 1 1 excited 3 fascinated
2 surprised 4 bored
- 2 1 interesting 4 boring
2 fascinating 5 frightening
3 interested 6 terrified
- 3 1 fascinating 4 terrifying
2 interested 5 boring
3 excited
- 4 1 bored 2 terrified 3 surprised
- 5 1 d 2 c 3 a 4 b 5 e

Page 59

- 6 1 was
2 was
3 were
4 were / were
5 was
- 7 1 was 6 were
2 was 7 wasn't
3 were 8 was
4 weren't 9 weren't
5 was 10 were
- 8 1 I wasn't excited about the party.
2 It was an interesting trip to the museum.
3 He wasn't born in Spain.
4 We were surprised by the news.
5 The film wasn't as good as they said.
6 Joe and David weren't fascinated by the old maps like I was.

9 Student's own answers.

Page 60

- 1 1 a 2 b
- 2 1 T 3 F 5 F 7 F
2 T 4 T 6 T 8 T
- 3 1 Were 3 was 5 were 7 wasn't
2 Were 4 were 6 Was 8 were
- 4 1 Were 3 was 5 Were
2 Was 4 was 6 was
- 5 1 Who was / was
2 When were / were
3 Where was / was

Page 61

- 6 1 explorer
2 expedition
3 adventures
4 discovered
5 discoveries
- 7 1 Where was he 4 Who was
2 Was he born in 5 Were they
3 Was he always 6 What were the books
- 8 1 He wasn't very famous in the beginning.
2 No, they weren't.
3 We were in the kitchen when we heard the terrifying noise.
4 The trip was dangerous and long. It took half a year to get there.
5 Were you in class yesterday?
6 Where were they when we needed help?
7 Sally was fascinated by their stories.
8 Yes, it was. / No, it wasn't.

9 Student's own answers

Page 62

- 1 **Childhood:** as a child, at the age of 12
Achievements: is famous for, was the first person to
Career: climber, palaeontologist
Personality: brave, shy

2 Text 1

- 1 2
2 3-4
3 9-11

Text 2

- 1 15
2 16-18
3 20-24

- 3 1 TA 3 BC 5 TA
2 BC 4 TA 6 BC

- 4 1 She was born in 1892.
2 She was in France.
3 Yes, she was.
4 No, he wasn't.
5 He was 16.
6 It was about 37 days.

- 5 1 daring 4 successful
2 persistent 5 thrilling
3 inspiring

- 6 1 inspiring
2 successful; persistent
3 daring; thrilling

Page 66

1 1 b 3 a 5 a 7 a
 2 c 4 c 6 b 8 b

2 1 True 2 True 3 False

3 1 winter / spring 5 museum / castle
 2 excited / tired 6 finally / suddenly
 3 before / after 7 Spanish / Italian
 4 wallet / camera 8 grandad / grandma

Page 67

4 1 start / started / R
 2 study / studied / R
 3 go / went / I
 4 eat / ate / I
 5 stop / stopped / R
 6 believe / believed / R
 7 think / thought / I
 8 laugh / laughed / R
 9 realise / realised / R
 10 leave / left / I

5 1 saw 5 got
 2 didn't think 6 didn't matter
 3 realised 7 went
 4 jumped 8 heard

6 1 went 5 sat
 2 started 6 fell
 3 didn't know 7 had
 4 came 8 woke up

Page 68

1 1 b 2 a 3 a

2 1 James's birthday
 2 quiet
 3 beach
 4 before
 5 suddenly
 6 screamed
 7 shoe
 8 trainers
 9 didn't swim

3 1 said 6 didn't want
 2 looked 7 told
 3 didn't recognise 8 thought
 4 asked 9 knew
 5 sat 10 finished

4 Student's own answers

Page 69

5 1 No, we didn't.
 2 Yes, she did.
 3 Yes, I did.
 4 No, they didn't.
 5 Yes, it did.

6 1 did / look
 2 did / see
 3 Did / steal
 4 did / get
 5 did / try

7 1 When did / see
 2 What time did; When did / get
 3 What did / do
 4 Where did / hide
 5 How did / find
 6 Who did / meet

8 1 Wales 3 meet 5 buy
 2 flew 4 ate 6 made

Page 70

1 1 mistake
 2 detective
 3 curtain
 4 diamond
 5 investigate

2 1 himself
 2 diamond
 3 Sherlock Holmes

3 1 T
 2 T
 3 F. He attacked the effigy of Holmes.
 4 F. They started planning to trick Holmes.
 5 T
 6 F. He put some violin music on the record player.
 7 T

4 1 c 2 a 3 d 4 e 5 b

Page 72

1 Student's own answers

2 Student's own answers

3 Student's own answers

Page 73

- 1 1 blood is thicker than water
 2 a shot in the dark
 3 a skeleton in the closet
- 2 1 a skeleton in the closet
 2 Blood is thicker than water
 3 a shot in the dark

UNIT 8 TRANSCRIPTS

Page 66, exercises 2 and 3

36 and 37

Speaker 1 Last spring, I went camping with my mum and dad and my younger brother Tommy. We drove all day so when we finally got to the campsite, we were very tired and it was dark. Just after we arrived, we put up our tent and went to bed. We didn't notice anything unusual. But when we woke up in the morning, we saw that we were not in the campsite at all. We were in somebody's front garden!

Speaker 2 I love taking photos and I always have my camera with me. One day, my friend and I visited an old castle. We spent the whole day exploring the rooms and taking photos. There wasn't anybody else there. The next day, we were very excited to see the photos. But when we looked at them, we were terrified. In each photo, there was a woman dressed in black just behind us. We never went back to the castle again!

Speaker 3 I love collecting things from the past like old books and pictures. One day, I was at my local bookshop, one that sells really old books, when suddenly a book fell off the shelf! I picked it up and opened it. It was a novel by an Italian woman called Rita and inside there was a letter from her. The man in the shop let me take it home for my mother to translate because she was born in Italy. When she read it, she got a big surprise. It turns out that Rita was actually my great grandma!

Page 68, exercises 1 and 2

38 and 39

I remember that summer like it was yesterday! My family and I decided to go to Australia on June 15th. It was our fifth trip there because we love it, and my birthday is on June 16th, so it was a treat for my birthday. Normally we stay in hotels, but this time my mum found us a typical Australian house to stay in. It was in a quiet area near the beach and it had a big swimming pool at the back. My younger brother wasn't happy because he wanted to go camping, but I thought it was great.

One morning, I decided to go for a swim alone. Just before I jumped in, I saw something move suddenly by the side of the pool and enter the water. I thought it was a bird or a mouse but when I looked closer, I saw that it was a huge snake! I screamed and I threw my shoe at it. I was terrified. My dad ran over and asked me what was wrong. I pointed to the water and he screamed too! The woman next door called a snake catcher and he took it away. He told us that we were lucky because it was a very dangerous snake. Afterwards, my parents bought me a new pair of trainers as a present. I spent the rest of the holiday in my room reading a book and I didn't swim again for the entire holiday.

