

## READING

- 1 What do you usually do before and after school? Compare your answers with a partner.
- 2 Read the blog. How is Steffi's day similar to yours?

### An average week

My name's Steffi. I'm 13 years old and I'm from Germany. I live with my parents and my little brother near the centre of Berlin. I always get up at 6.30am during the week. I have a shower and have breakfast, and then I get ready for school. I go to the local secondary school and I leave the house at 7.30am with my brother – we walk to school together.



School starts at 8.15am and finishes at 3.15pm. I get home at about 4pm. I usually do my homework or I look after my little brother until my parents finish work. We all have dinner together at 7pm and then I sometimes watch TV for a bit. I often go online and chat to my friends after that. I always go to bed at 9.30pm during the week.

At the weekends, I meet my friends and we sometimes go shopping or go to the cinema. My brother does a lot of sport and he plays football every Sunday morning. I don't often watch him, but I know he's very good.

What's an average week like for you?

[Post a comment now.](#)

- 3 Read the text again and answer the questions.
  - 1 Where does Steffi live?
  - 2 What time does Steffi get up during the week?
  - 3 What time does she get home?
  - 4 What does she do after dinner?
  - 5 What does Steffi do at the weekends?
  - 6 What does Steffi's brother do on Sunday mornings?

## VOCABULARY

### Everyday activities

- 4 Complete the table with the words below.

breakfast dressed your homework the housework  
online ready for bed to school a snack

do	get	go	have

- 5 Which of the everyday activities does Steffi mention? Can you find any other everyday activities in her blog to put into the table?

## GRAMMAR

### Present simple Adverbs of frequency

Grammar presentation

*I live with my parents. She watches TV after dinner.  
He doesn't do sport at the weekend.  
I don't watch him.*

*Do you go online after school? Yes, I do.  
Does she go shopping with her friends on Saturdays?  
Yes, she does.*

We use adverbs of frequency to talk about how often we do things.

*always – usually – often – sometimes –  
occasionally – not often – hardly ever –  
rarely – never*

Grammar reference page 113

- 6 Write the sentences using the correct form of the present simple.
  - 1 Alicia / live / in Miami (✓)  
*Alicia lives in Miami.*
  - 2 Ferdi / have / lunch / at school (X)
  - 3 your grandparents / live / with you?
  - 4 Alberto's / sister / like / sport (X)
  - 5 how often / Kevin / take the dog for a walk?
  - 6 Holly's dad / work / in a bank (✓)
- 7 Write the sentences with the adverb of frequency in the correct place.
  - 1 We have lunch at school. (always)  
*We always have lunch at school.*
  - 2 I go online after I have dinner. (usually)
  - 3 We're late for our English class. (never)
  - 4 My sister does the housework. (sometimes)
  - 5 They're free on Saturday. (often)
  - 6 My parents go to the cinema. (hardly ever)
- 8 Work in pairs. Ask and answer questions about everyday activities. Use the present simple and adverbs of frequency.

*When do you get up?*

*I get up at 7 during the week, but I usually get up at 9 at the weekend. What about you?*

## LISTENING

1 In pairs look at the street plan. Which of the places below can you find? Compare your answers with a partner.

bank cinema library museum newsagent's  
pharmacy restaurant supermarket theatre



2 Listen and answer the questions.

- Where is Leo from?
- What's his favourite museum?

3 What do you remember? Complete the sentences. Then listen and check.

- He sometimes goes ... in the park at the weekend.
- There aren't any big ... in his area.
- There's a lot of ... in Manchester because it's a big city.
- His favourite coffee shop is near his ...
- He usually has a milk shake and some ...

## VOCABULARY

### Places in a town

4 Match the words below for places in a town.

- |              |           |
|--------------|-----------|
| 1 art        | A alley   |
| 2 bowling    | B café    |
| 3 coffee     | C gallery |
| 4 department | D office  |
| 5 ice        | E rink    |
| 6 internet   | F shop    |
| 7 police     | G station |
| 8 post       | H store   |

5 In pairs, read the sentences and decide where to go in a town.

- You want a cup of coffee and some cake.
- You need to send an email to a friend and you haven't got a computer.
- You need to buy three birthday presents quickly.
- You found a wallet in the street.
- You want to send a letter to your relatives abroad.

## GRAMMAR

### Quantifiers

Grammar presentation

With countable nouns:

*How many museums are there in your town?*

*There aren't any museums. There are some.*

*Are there many parks in this area? Yes, there are lots of / a lot of parks! No, there aren't any.*

*I go there with a few friends on Friday after school.*

With uncountable nouns:

*How much traffic is there? There's a lot.*

*There's very little.*

*Do you have any money? I don't have much.*

*She has some. We don't have any money.*

*I have a little.*

Grammar reference page 113

6 Read the sentences and choose the correct answer.

- There isn't **any** / **some** traffic in the city centre now.
- Are there **many** / **much** supermarkets in your town?
- I've got **a little** / **a lot of** friends and I see them every day.
- There isn't **much** / **a lot** space at this table. Let's find another one.
- How **many** / **much** students are going on the theatre trip next week?

7 Complete the dialogue with the words in the box.

a few a lot a lot of lots of many much (x2) some

**Alice:** How<sup>1</sup> ... people are coming to the party tonight?

**Ben:** About ten!

**Alice:** Ten! That isn't<sup>2</sup> ... people. We need to find some more and quickly!

**Ben:** I only know<sup>3</sup> ... students in the other classes.

**Alice:** But your brother has<sup>4</sup> ... friends. Let's ask them.

**Ben:** I'm not sure. There isn't<sup>5</sup> ... space in my living room. Well, OK. maybe one or two more.

**Alice:** How<sup>6</sup> ... food is there?

**Ben:** There's<sup>7</sup> ... !

**Alice:** Exactly. Right, let's go online. There are<sup>8</sup> ... e-invitations we can send now.

8 In pairs, ask and answer questions about places in different parts of your town.

*Are there any cinemas in your area?*

*Yes, there are lots. What about in yours?*

### WORD ZONE

We often use *loads (of)* to talk about large quantities. It is an informal version of *lots (of)*.

*There are still loads of cars.*



## READING

- 1 **Work in pairs. Write down all the landscape words you remember in English. Which pair has the most words?**
- 2 **Read the blog. Match the people to the activities they are doing.**

1 Hannah, Monday 9am	A sitting at the top of Ben Nevis
2 Benji, Monday 2pm	B kayaking on Loch Linnhe
3 Laura, Tuesday 10am	C climbing Ben Nevis

Home | **Year 9 students** | Blog | News | FAQ

Year 9 students are doing their Duke of Edinburgh Award expedition this week and they're climbing mountains and kayaking in the Scottish Highlands. They're posting their thoughts here all week. Read on and find out what you're missing!




**Day 1**  
9am

Usually, we're in a Maths class on a Monday at 9am but today I'm climbing Ben Nevis. It's very high: 1,344 metres! It's part of a mountain range called The Grampians. Look! That's me.  
*Hannah*

.....

2pm

Here we are! On a Monday at 2pm, I always have an English lesson but today I'm sitting on the top of Ben Nevis. I'm looking down at a forest and a lake. In Scotland, they call lakes, 'lochs'. I'm not sure I'm pronouncing it correctly. I need some practice! It's summer but it's freezing. :-0  
*Benji*

.....

**Day 2**  
10am

We're kayaking on Loch Linnhe today. This is my first time in a kayak and it's really hard work but I'm really enjoying it 😊. The guides are great and they're helping us. Normally, I'm in my History class on a Tuesday at this time. History or kayaking? That isn't a difficult decision. :-)  
*Laura*

- 3 **Read the blog again. Decide if the sentences are true or false. Correct the false sentences.**
  - 1 Year 9 students are on a Geography trip in Scotland.
  - 2 At nine o'clock on Monday mornings, Hannah normally has a Maths class.
  - 3 In Scotland a lake is called a loch.
  - 4 The trip is taking place in summer.
  - 5 Laura has been kayaking before.
  - 6 Laura doesn't like kayaking.

## VOCABULARY Landscapes

- 4 **Look at the words below. Read the blog again. How many of the landscape words can you find?**

beach coastline desert farmland forest hill  
island lake mountain mountain range plain  
river sea stream valley volcano

- 5 **Choose the correct landscape word to complete the text. Then listen and check.**

The Cíes Islands are a group of three <sup>1</sup> **islands** / **volcanoes** off the Galician coast in northern Spain. You can travel by boat from the mainland across to them every day. You can climb <sup>2</sup> **mountains** / **plains**, swim in the <sup>3</sup> **sea** / **desert** or just lie on one of the most beautiful <sup>4</sup> **beaches** / **valleys** in the world and look at the Galician <sup>5</sup> **coastline** / **farmland** and the mainland in the distance. You can stay in the local campsite in the national park and go for a walk in the <sup>6</sup> **forest** / **lake** every day if you want. It's one of Spain's best kept secrets.

## GRAMMAR

**Present continuous & present simple**



*They're climbing Ben Nevis. Are you sitting here?  
On Tuesdays at 2pm I have English.  
He doesn't like kayaking.*

Grammar reference page 113

## PRONUNCIATION /ɪ/

- 6 **Listen and repeat.**

carry – carrying	climb – climbing
kayak – kayaking	sing – singing

- 7 **Make sentences. Use the present simple or continuous.**

- 1 Sara / go / skateboard / at the moment
- 2 Jim / play / basketball / every Saturday
- 3 Paul and Liam / not / listen to / MP3 players / just now
- 4 We / go to / the park / every day after school
- 5 Lidia / have / breakfast / now
- 6 I / not visit / my relatives / every week

- 8 **Imagine you are on an outdoor trip with your school. Write a blog entry about what you are doing and what you usually do at that time.**

**Day 1**

It's 9am and I'm having breakfast in the hostel. I usually have Science now.

## LISTENING

- 1 Look at the map. What do you think is the best way to travel from Rome to Corfu? Discuss your answer with a partner.



- 2 Listen to a conversation between Josh and his older brother Sam, who is inter-railing around Europe. Answer the questions.

- How did Sam travel from Rome to Corfu?
- How long did the journey take?

- 3 Listen again and answer the questions below.

- Why didn't Sam ring or text last week?
- Where was he before he got to Brindisi?
- Where was the hostel?
- When did Sam hire a moped?
- Did he find it easy to ride the moped?
- What does Sam think of Corfu?

## VOCABULARY

### Transport

- 4 Classify the types of transport under the correct heading.

bike bus car coach ferry helicopter hot-air balloon lorry minibus moped motorbike plane ship taxi train tram underground van yacht

Air	Water	Rails	Road
helicopter			

- 5 Complete the sentences with the correct transport word.

- Some people don't like travelling on the ... in London because you can't see the city.
- Crossing the English Channel by ... is the cheapest way to get to France.
- Sailing in a ... can be difficult if there's no wind.
- Steve Fossett was the first man to travel solo in the air round the world in a ...
- A lot of schools use a ... to take students on school trips.
- In New York all the ... are yellow and in London they're black.

## GRAMMAR

### was / were & past simple

Grammar presentation

Where **were** you yesterday? **I was** in Rome.  
**I wasn't** worried.  
 We **travelled** by ferry from Italy to Greece.  
 You **didn't** ring me last weekend.  
 How **did** you do that?

Grammar reference page 113

- 6 Complete the conversation with **was / were**.

**Alicia:** Hi Jody! Where <sup>1</sup> ... you last night?

**Jody:** I <sup>2</sup> ... at home. Why?

**Alicia:** Well, you <sup>3</sup> ... at Lisa's party. I <sup>4</sup> ... worried about you.

**Jody:** Oh, thanks, Alicia. I <sup>5</sup> ... ill. <sup>6</sup> ... it fun?

**Alicia:** Yeah there <sup>7</sup> ... lots of people there. But it <sup>8</sup> ... the same without you.

**Jody:** Oh, thanks, Alicia.

**Alicia:** That's what friends are for. See you tomorrow. Bye!

**Jody:** Bye!

- 7 Complete the email with the past simple of the verbs below.

be buy give go not email  
 not enjoy like not play see watch

Hi Joe!

Sorry I <sup>1</sup> ... you back last week. I <sup>2</sup> ... really busy. So, what's my news?

I <sup>3</sup> ... to the cinema at the weekend with some friends. We <sup>4</sup> ... the new Johnny Depp film. I <sup>5</sup> ... it much but everyone else really <sup>6</sup> ... it.

My grandparents <sup>7</sup> ... me some money for my birthday. I <sup>8</sup> ... some new jeans and a T-shirt.

<sup>9</sup> ... you ... the Liverpool game on TV last night? They <sup>10</sup> ... very well, but a win's a win!

That's about it really. Email me back when you get a minute.

Bye for now,

Kev

- 8 In pairs, ask and answer questions about what you did last weekend. Find three things you did that your partner didn't do.

What did you do on Saturday?


I played basketball in the park.

So did I! Then I went to the cinema with my sister.

Really? Well that's one thing for you. What did you see?

<b>Grammar</b>	Past simple & past continuous   <i>when &amp; while</i>   <i>used to</i>
<b>Vocabulary</b>	The senses   Parts of the body
<b>Challenge</b>	Talk about changes
<b>Interaction</b>	Telling an anecdote
<b>Writing</b>	A story

## READING

- 1  You're going to read what happened to a boy of five who lived in India. What were you like at age five? Discuss the questions below in pairs.

- Could you read and write?
- Did you go to school?
- Did you have any brothers and sisters to play with?
- Who did you play with?
- What were your favourite toys?
- What did you do during the day?

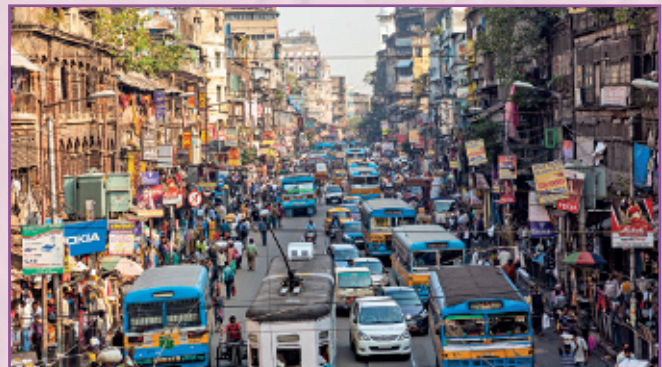
## LOST AND FOUND

Saroo was a five-year-old boy from a town in central India. His family was poor so he didn't go to school as he had to work instead, cleaning trains. One night in 1986, he was working on a train with his older brother when he felt very tired. So he got off the train, sat down and fell asleep.

When he woke up, he rushed back to the train and looked for his brother. Unfortunately, he couldn't find him anywhere. He sat down on the train and fell asleep again. He woke up 14 hours later when the train stopped. He heard the roar of traffic and people shouting. This was the sound of Calcutta, India's third largest city. Saroo was in trouble. He couldn't read or write and he didn't know the name of his hometown. He just had a photo of himself.

Luckily, an orphanage took him in, and an Australian couple adopted him and took him to Tasmania, in Australia. He grew up, took a business degree, and worked for an engineering company.

30-year-old Saroo was happy, but he often thought about his lost family in India. How could he find them again? He only had his childhood memories. Suddenly he had an idea. He calculated that in 14 hours a train could travel about 1,200 km. So he drew a circle on a map around Calcutta. And then he used Google Earth™ to search for train stations.



Incredibly, while he was looking at the photos on his screen, he saw a waterfall where he used to play as a child. He zoomed into the town, which was called Khandwa, and he recognized his family home.

He flew to Khandwa. The sounds and the smells were so familiar. Sadly, his old home was empty – but he showed his photo to people and told his story. Luckily, they knew his mother. So amazingly after 25 years, Saroo and his mother were reunited.

VOCABULARY The senses

2 Read the first two paragraphs about Saroo, and answer the questions about his early life.

- 1 Where did he live? *He lived in India.*
- 2 Did he go to school?
- 3 What job did he do?
- 4 Could he read and write?

3 Read the whole article and complete this summary of the story.

Saroo was a poor <sup>1</sup>...-year-old boy. He was from central <sup>2</sup>... He worked as a cleaner on <sup>3</sup>... One day he fell <sup>4</sup>... on a train. It took him to <sup>5</sup>... – a city about <sup>6</sup>... km away. A couple adopted him and took him to live in <sup>7</sup>... He got a <sup>8</sup>... degree and worked in an <sup>9</sup>... company, but he wanted to find his real <sup>10</sup>... He used <sup>11</sup>... to look at maps, saw a photo of a <sup>12</sup>... and recognized it. It was near a town called <sup>13</sup>... He went to India and found his mother after <sup>14</sup>... years.

4 Read **Word Zone** and find four more adverbs in the article.

WORD ZONE

Attitude adverbs

Use attitude adverbs such as *unfortunately* to communicate attitudes or feelings or to introduce new ideas. Remember, adverbs usually end in *-ly*.

5 Complete the sentences with an appropriate adverb below. Sometimes more than one adverb is possible.

amazingly luckily sadly suddenly unfortunately

- 1 ..., Saroo's family were very poor, so he had to work.
- 2 ..., he still had strong images of his childhood in his mind.
- 3 ..., he remembered the route from the train station to his home.
- 4 ..., when Saroo found his home, it was empty.
- 5 ..., he woke up and heard the noise of a big city.

6 In pairs, write four more questions to ask Saroo about what happened.

*What's the first thing you said to your mother?*

7 Work in groups. Take it in turns to be Saroo. Ask your questions. Be inventive with your answers.

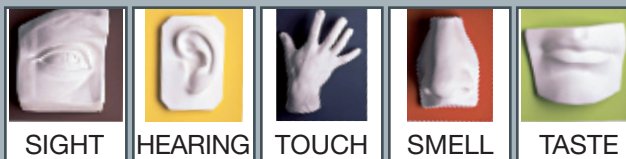
8 Complete the sentences with the correct form of the verbs.

feel hear listen look see smell  
sound taste touch watch

- 1 This drink *tastes* delicious. Try some.
- 2 ... to the rain on the windows. It's so loud.
- 3 We all sat down together and ... a DVD last night.
- 4 The music you're playing ... beautiful.
- 5 Don't ... anything in my room while I am out!
- 6 Your perfume ... nice.
- 7 Excuse me, I can't ... the whiteboard.
- 8 ... at that aeroplane. It's flying very low.
- 9 Shhh. Did you ... a noise?
- 10 He opened the door and ... a cold wind on his face.

9 Read this article and do the task.

Which is your strongest sense?



Perhaps you learn best by looking at things. Or do you need to listen? Or maybe physically moving and using your hands is most important to you. There is no right or wrong way to learn because we are all different.

**TASK** Think of these things, one at a time:

*rain | silk | lemon | a car | a bird  
a mobile phone | the moon | a baby | the sea  
grass | a bus | a rose | coffee | a cat | the road  
a tree | a fish | your best friend | your jacket*

Each time, write the word under the sense you used first. For example for rain, did you hear it? Or did you feel it? Or maybe you saw it?

10 Compare your answers in groups. Are your learning styles similar or different?

11 Ask and answer the questions with your partner.

What's your favourite...?

- smell ● sound ● view ● taste ● thing to touch

*What's your favourite smell?*

*I think it's new books. They smell so fresh.*

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

*Saroo was a five-year-old boy.*

*His family lived in a small village.*

*He didn't go to school.*

*Did they have a TV?*

We use the past continuous to talk about activities in progress in the past.

*He was cleaning a train.*

*Saroo and his brother weren't working in a shop.*

*Was it snowing?*

We can connect past actions with *when* and *while*. We usually use *when* before the past simple, and *when* or *while* before the past continuous.

*They were putting up the tent when it started to rain.*

*I got a text message while I was watching a film.*

Grammar reference page 114

### 1 Choose a verb for each sentence. Then complete the sentences using the past simple.

- Saul *went* to the cinema last week. (✓)
- I ... for my Maths exam last night. (X)
- My dad ... me a fantastic birthday present. (✓)
- We ... homemade pizza last night. (X)
- My sister and I ... to some cool music last night. (✓)
- We ... all our money on ice cream and popcorn. (✓)

### PRONUNCIATION -ed endings

#### 2 Put the past simple verbs into the correct group. Then listen and check.

/t/	/d/	/ɪd/
fixed	missed	needed
opened	played	started
travelled	tried	wanted
	washed	

More practice? page 127

#### 3 Complete the conversations with the verbs below. Use the past simple or the past continuous.

be do drive happen have see visit walk

**Jay:** What<sup>1</sup>... you ... yesterday evening? I called but you weren't at home.

**Zara:** We<sup>2</sup>... my grandparents. Why?

**Jay:** I<sup>3</sup>... a spare ticket for the Adele concert.

**Zara:** Oh no! I love her!

**Theo:** Something really strange<sup>4</sup>... on Friday. I<sup>5</sup>... home when I<sup>6</sup>... my teacher.

**Ben:** Why was that strange?

**Theo:** He<sup>7</sup>... a big new sports car! It<sup>8</sup>... a Ferrari!

#### 4 In pairs, ask and answer past continuous questions. How many of your answers are the same? Use the past simple to give more detailed information.

What / do / yesterday at 6am / 10am / 2pm / 6pm / 10pm / midnight?

What / wear on Saturday / Sunday?

*What were you doing at six o'clock yesterday morning?*

*I was doing my homework because I forgot to do it the night before.*

#### 5 Match the sentence halves using *when* or *while*.

*We were playing football when a dog ran onto the pitch.*

- |                            |                             |
|----------------------------|-----------------------------|
| 1 We were playing football | he was running for the bus. |
| 2 Max dropped his mobile   | she was writing her blog.   |
| 3 Lisa was having lunch    | a dog ran onto the pitch.   |
| 4 The screen went blank    | she bit her tongue.         |
| 5 He was cooking rice      | he was doing his homework.  |
| 6 Nikki fell asleep        | he burned his hand.         |

#### 6 Complete Nathan's dream with the correct forms of the verbs in brackets.

Hi guys  
I had an amazing dream last night.



I<sup>1</sup>... (cycle) along the road. The sun<sup>2</sup>... (shine) and the birds<sup>3</sup>... (sing) in the trees. But then I<sup>4</sup>... (notice) there weren't any other people in the road. That was weird because it was a Monday morning. I<sup>5</sup>... (go) past an old house when I<sup>6</sup>... (hear) a loud noise. I got off my bike and looked around. The front door was open so I<sup>7</sup>... (decide) to look inside. I<sup>8</sup>... (go) into the hall and I<sup>9</sup>... (stop). While I<sup>10</sup>... (stand) there a voice from the living room said, 'Come in.' ...

#### 7 Write a possible ending to Nathan's dream. Use the past simple, the past continuous and *when* and *while*.

LISTENING

Understand people talking about memories



# First memories

1 Some people are going to talk about their earliest memories. Look at the photos. What do you think happened?

2 Read the *Study Skill* and do the listening exercises.

STUDY SKILL

Reading instructions to listening exercises

When you listen to a text, read the instructions for the exercise carefully. If there is more than one exercise, focus on each one in order.

3 Listen and match the stories to the photos. There is one photo you don't need. Did you guess what happened?

4 Listen again and answer the questions. Sometimes more than one name is possible.

Fred

Lily

David

Isabella

- 1 Who felt happy?
- 2 Who heard a noise?
- 3 Who was with a parent?
- 4 Who got hurt?
- 5 Who laughed a lot?
- 6 Who started crying?

5 Listen again and answer these questions.

- 1 Why did Fred get stung by the bee?
- 2 What did Lily see?
- 3 What is David's strongest memory of the day?
- 4 Why does Isabella think it was a cold day?

6 Read the expressions in *Face 2 Face*. Go to page 126 and put them into the dialogues. Listen and check.

FACE 2 FACE



- the funniest thing ever
- kind of
- mad about

Dialogues page 126

7 Think about an early memory and make notes of your answers to the questions below.

- How old were you?
- Who were you with?
- What did you see and hear?
- Where were you?
- What happened?
- How did you feel?

8 Talk about your memories in small groups. Ask questions to get more information.

*I was walking home when I heard a terrible noise.*


*What was it?*

*Did you feel scared?*



1  In pairs, discuss these questions.

- Do you know anyone who is blind?
- What things are difficult if you can't see?
- Could you cycle or play football with your eyes closed? Why / Why not?

2  Read the text quickly to find out the amazing things these blind people can do.**NO LIMITS****SEEING WITH SOUND**

An American, Daniel Kish – ‘the real life batman’ – has changed the way we think about blindness. He became blind when he was a baby, but when he moves it’s as if he can see. He uses echolocation like bats and dolphins. By making clicking noises with his tongue he finds out about obstacles. The echo tells him their size and distance from him. Which ear the sound reaches first tells him the object’s position. So Daniel can identify buildings, cars and even trees, just like a seeing person.

With echolocation, blind people can go mountain biking, tree climbing, or skateboarding, and they can even score goals in basketball! Scientists studied Daniel’s brain with a brain scan and they discovered that when he echolocates, the visual part of his brain lights up. Hearing becomes like seeing.

Daniel calls his method Flash Sonar, and he is President of World Access for the Blind. This association has already helped over 2,500 blind people in 18 countries, teaching them the techniques of echolocation and other mobility skills such as using a cane.

One of Daniel’s students is Sebastian Mancipe. He was born blind and he didn’t use to leave the house, he just used to sit in his room. Then he learned echolocation and now he feels free. He can ride a skateboard and a scooter and plays soccer, too.

Juli Schweizer is from Berlin and was born blind. She learnt echolocation from the age of two. At first Juli used to forget to click and hit obstacles. But she learnt quickly and now she can ride her bike outside safely.



A Flash Sonar mobility teacher, Juan Ruiz from the USA is completely blind. He used to be happy with his own methods before he met Daniel. But he realized that echolocation was better. Now he does risky things, like riding a mountain bike on mountain trails. And he holds a Guinness World Record for the fastest blind bike slalom - you can see him on the internet.

*‘If you guys can see with your eyes, we can see with our ears.’ - Juan Ruiz*

VOCABULARY Parts of the body

3 Read the article again and decide if the sentences below are true or false. Then correct the false sentences.

- 1 Daniel Kish is blind and deaf.
- 2 He acted in a *Batman* film.
- 3 He created a way for blind people to 'see' using echolocation.
- 4 He has been blind all his life.
- 5 He can move around like a seeing person.
- 6 When he echolocates only the hearing part of his brain lights up.

4 Read the article again and make notes about these things and people.

Echolocation  
World Access for the Blind  
Juan Ruiz  
Juli Schweizer  
Sebastian Mancipe

5 Write sentences about Daniel Kish and echolocation.

*Daniel Kish is a blind man from America. He created a new way for blind people to 'see'.*

6 Work in groups. Use your sentences from exercise 4 and 5 to write a short summary of the article.

7 Read *Word Zone*. Then find other examples of *like* in the article.

WORD ZONE

*like*

We can use *like* to compare things and say they are similar.

*He uses echolocation like bats and dolphins.*

8 Complete the quotes with these words. Then write a quote of your own.

artist's canvas bicycle book mirror sea

LIFE QUOTES

Life is like the *sea*. It can be calm or stormy. But it's always beautiful.

Life is like a(n) ... . Each day you add a different colour.

Life is like a(n) ... . Every page has a new adventure.

Life is like a(n) ... . If you smile at it, it smiles back.

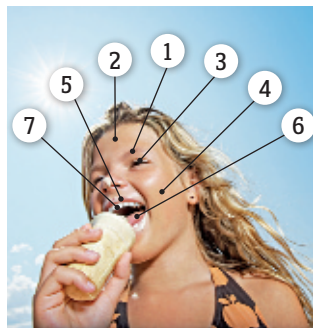
Life is like riding a(n) ... . To stay on, you have to keep moving.

Life is like ...

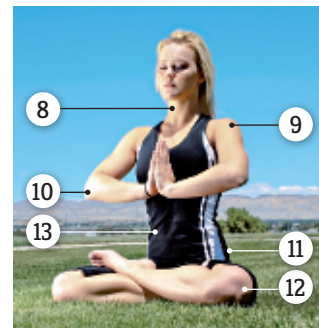
9 Have a class vote on the best quotes.

10 In pairs, look at the photos below and name the parts of the body you know.

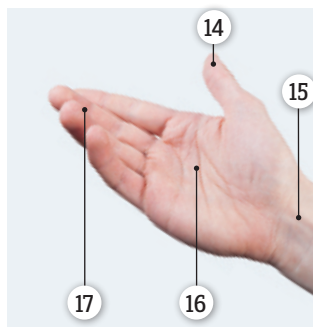
11 Match the words with the parts of the body. Then listen and check.



cheek eyelashes eyebrows  
forehead lips teeth tongue



elbow hip knee neck  
shoulder waist



finger palm thumb wrist



ankle heel toe

12 Listen and follow the instructions.

13 Read the scenarios and discuss them in pairs. How do you think the people are feeling? What does their body language tell you about them?

- 1 Paolo is waiting to see the dentist. He's biting his lip.
- 2 Emma and Antony are talking. Emma's hands are on her hips. Antony is pointing his finger at Emma.
- 3 Jessica and Sarah are classmates. Jessica is sticking her tongue out at Sarah.
- 4 Clara is reading a newspaper. Her eyebrows are raised.
- 5 Ken's arms are crossed. Mary's hand is on Ken's shoulder.
- 6 Billy is in bed. His mum has got her hand on his forehead.



used to

We use *used to* to talk about past habits and old routines. We use it when ...

- the state or action lasted for some time, or happened repeatedly.
- the state or action doesn't happen now.
- it happened a long time ago.

*I used to walk to school, but now I cycle.*

*He used to go to that restaurant a lot.*

*Did you use to swim every day?*

*I didn't use to like cheese, but now I love it.*

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### 1 Read the article and write the correct names. Then complete the article with *used to* or *didn't use to* and the verbs in brackets.

... wrote the Harry Potter novels.

... started Starbucks.

... founded the famous Cirque du Soleil.

## Inspirational people



These three inspirational people had a dream – to change their lives. But what did their lives use to be like? Read on and find out!

Howard Schultz's family <sup>1</sup> ... (have) much money. But Howard <sup>2</sup> ... (dream) of a different kind of life. Fortunately, he was good at sports and he won a scholarship to go to university. Then he started work at a coffee company.

JK Rowling <sup>3</sup> ... (be) one of the richest women in the UK or an important supporter of charities. In fact, she <sup>4</sup> ... (live) in a small apartment in Edinburgh, Scotland. And there she created the character of a young wizard.

Guy Laliberté <sup>5</sup> ... (manage) a famous company. In fact, he <sup>6</sup> ... (play) the accordion on the streets. And he <sup>7</sup> ... (perform) tricks such as eating fire and walking on stilts.

### 2 Read and unscramble the questions.



Hi guys,

This is my interview with my granddad about his early life. He lived in Italy until he was 16. Then his family moved to London in 1964. His name's Giacomo, but we call him Granddad Jack!

Tilly

- did / Italy / where / use to / you / live / in / ?  
*Where did you use to live in Italy?*
- use to / your parents / what / do / did / ?
- live / a house / you / did / in / use to / ?
- you / did / a musical instrument / play / use to / ?
- did / music / you / what / listen to / sort of / use to / ?
- did / free time / use to / you / what / in / your / do / ?

### 3 Match the questions in exercise 2 with these answers. Then complete them with *used to* or *didn't use to* and the verbs below.

hang out listen to live (x2) play (x2) send work

- No, we ... We ... in an apartment in the city centre.
- Well, I liked classical music when I was a boy, so I ... that. But my tastes changed later on!
- Well, I ... video games all the time. And I ... text messages to my friends! I ... with my friends a lot and have fun. We were boys!
- My dad ... in a bank. My mum did all the work at home!
- We ... in Genova, a city in the north of Italy.
- I ... the piano. When I got to London, I bought an electric guitar!

### 4 Think of when you went to primary school. How are you different now? Write eight sentences with *used to* or *didn't use to*. Choose from the verbs below.

draw drink eat have go like listen to  
live play read sleep watch wear

*I used to wear shorts to school.*

*I didn't use to eat much cheese but now I do.*

### 5 Tell your partner how you have changed. Are any of your sentences the same?

*I used to watch The Simpsons on TV.*

*Me too! It used to be my favourite programme.*

# CHALLENGE

Talk about changes

## PREPARATION

- 1 Look at the pictures of Woodgreen today and in 1950. How has it changed? Write as many sentences as you can.

*There used to be fields and animals.*  
*There didn't use to be lots of houses.*  
*There was a little stop but now...*



## DO THE CHALLENGE

- 2 Work in pairs. Think about these questions and complete the table.

- How was life different when your grandparents and great-grandparents were young?
- What did people use to do?
- What were their lives like? Think about:

clothes communication education  
 entertainment food home transport

	In the 1960s	Now
Entertainment	<i>They used to listen to records or the radio.</i>	<i>We download music to listen to on our phones.</i>

- 3 You are going to work in pairs to role play an interview between an elderly person and a journalist for an article in Woodgreen's local newspaper. Follow the instructions below.

- First work in small groups of elderly people and journalists. Read your role cards and prepare your questions and answers together.

### JOURNALISTS

### ROLE CARD

Use your answers in exercise 2 to help you with your ideas.

Plan your questions. Use the past simple and *used to*.

Don't forget to ask simple personal information such as names, age, and number of children and grandchildren.

### ELDERLY PEOPLE

### ROLE CARD

Use your answers from exercise 2 to help you with your ideas.

Plan how you are going to answer. Use the past simple and *used to*.

Make sure you prepare some personal information, for example your name, age, number of children and grandchildren, etc.

- Now find a partner with a different role card from you and do your interviews.

*Where did people use to live?*

*A lot of people used to live in the country. We had small houses and we grew our own vegetables.*

*How did people use to cook?*

*We didn't use to have microwaves. We used to spend more time cooking.*

- The journalist writes notes about the answers.
- The elderly person can sometimes say 'I don't remember!'
- You can change partners after the first four or five questions.

## FOLLOW UP

- 4 Write about your interviews. Follow the instructions below.

**Journalists:** Write a 100–150 word news report for *Woodgreen News*. Choose the information you think is most important. Make sure you give it a headline.

**Elderly people:** Write a letter to *Woodgreen News* telling readers about how the village has changed.

## INTERACTION

## Telling an anecdote

 Express yourself

## Telling an anecdote

Guess what happened to me!

I had an incredible experience.

One day / A few weeks ago / Last year ...

Then / Next / Finally ...

Luckily / Amazingly / Unfortunately / Sadly / Happily ...

So / But / Well ...

## Responding

Really?

Did you? / Were you?

What happened next?

Sounds terrifying!

That's amazing!

## ON THE WAY TO SCHOOL

- 1 Imagine you are seeing a friend for the first time after the summer holiday. What questions do you ask? Write them down.

*Did you have a good summer? Did you go abroad?*

- 2  Now ask your questions to your partner.

*Did you have a good summer?*


*Yeah, it was good fun. I had a great time.*


- 3 Look at the photo. Lauren and Charlie are talking about their summer holidays. What do you think they are saying? How do they feel?



- 4  Listen and answer the questions.

- 1 When did Lauren go on holiday?
- 2 Where did she go?
- 3 Who was she with the day she went sailing?
- 4 What happened on the sailing trip?
- 5 How did Lauren feel?
- 6 How did they get to safety?

- 5  Listen again. Note the expressions from *Express yourself* that you hear. What other expressions can you use?

- 6  Imagine you are Lauren and Charlie. Take it in turns to tell Lauren's story. Try to use the phrases from *Express yourself*.

## YOUR TURN TO SPEAK

- 7 Think about your last summer holiday. Make notes about an interesting thing that happened. If you can't remember anything, invent a story! Think about:

when it happened

where you were

who you were with

what happened

how you felt

how the story ended

- 8  Work in small groups and tell your stories. Remember to show interest and ask questions.

*Guess what happened to me this summer!*

*What happened?*

*Well, last month we went camping in the mountains.*

*Really? Who did you go with?*

1 Read Ben's story. What is he writing about?

# My lucky escape

by Ben Thomson

Last summer, I was camping with my parents on the north coast of Spain.



It was the second day of our holiday and I was sitting outside our tent playing on my phone. But things were about to change. First, I heard a loud noise. It sounded like a large animal. I ignored it. Next, I smelt a strange smell. Then I saw a bright orange light. After that, my neck and my shoulders started to feel very hot. Suddenly, I realized what was happening: it was a forest fire and the trees were burning all around us.

We were absolutely terrified and we ran to the beach. While we were waiting patiently with all the other people from the campsite, planes dropped water on the burning forest. Finally, after hours and hours, we went back to our tent but we couldn't stay on the campsite because it was too dangerous. Luckily, we were able to spend the night at a nearby school.

In the end, we had to go back home to England the next day. We were relieved and grateful to be alive.

2 Read the story again and answer the questions.

- 1 Where was Ben on holiday?
- 2 Who was he with?
- 3 What kind of holiday was it?
- 4 What was Ben doing when he heard the noise?
- 5 What did he think the noise was?
- 6 What was happening?
- 7 What did Ben and his parents do?
- 8 Where did they spend the night?

3 Find the sequencing words and expressions below in Ben's story. Put them in the order he uses them.

after that finally first in the end next then

4 Complete the text below with the sequencing words and expressions from exercise 3.

<sup>1</sup>..., I heard a very loud noise outside the aeroplane window. I didn't think it was anything to worry about. <sup>2</sup>..., I noticed some black smoke. <sup>3</sup>... I heard the captain's voice. <sup>4</sup>..., I don't remember a lot. I shut my eyes tight and waited and waited. <sup>5</sup>..., the plane started to descend and I felt a huge bump when it landed. <sup>6</sup>..., all the passengers got off the plane safely. We never found out what the problem was.

## YOUR TURN TO WRITE

### PLAN BEFORE YOU WRITE

5 Decide what your story is about. Choose from one of these ideas or use your own:

a terrifying / interesting / exciting / funny experience  
a memorable occasion a strange dream

6 Make notes of your answers to the questions below.

- 1 When and where did it take place?
- 2 Who were you with and what happened?
- 3 How did you feel?
- 4 What happened in the end and how did you feel afterwards?

### WRITE NOW

7 Write your story.

- 1 Use Ben's story as a model.
- 2 Use your notes from exercise 6 to write a plan.  
*Paragraph 1: When – Last summer, Where – London*
- 3 Use sequencing words and expressions.
- 4 Use the past simple and past continuous and some attitude adverbs.

### CHECK AND CORRECT

8 Check and correct your story.

- 1 Check that the sequencing words and expressions are correct.
- 2 In pairs, swap your stories and check each other's work.