

Vocabulary

- **Everyday activities:** *do the housework, do your homework, get dressed, get ready for bed, go online, go to school, have breakfast, have a snack*
- **Places in a town:** *art gallery, bowling alley, coffee shop, department store, ice rink, internet cafe, police station, post office*
- **Landscapes:** *beach, coastline, desert, farmland, forest, hill, island, lake, mountain, mountain range, plain, river, sea, stream, valley, volcano*
- **Transport:** *bike, bus, car, coach, ferry, helicopter, hot-air balloon, lorry, minibus, moped, motorbike, plane, ship, taxi, train, tram, underground, van, yacht*

Grammar

- Present simple
- Adverbs of frequency
- Quantifiers
- Present continuous & present simple
- was / were & past simple

Pronunciation

- /ŋ/

Language objectives

- To revise vocabulary related to everyday activities (page 4), places in a town (page 5), landscapes (page 6) and transport (page 7)
- To revise the present simple and adverbs of frequency (page 4), quantifiers (page 5), the present continuous and present simple (page 6) and *was / were* and the past simple (page 7)

Skills objectives

- To read and understand a blog about a teenager's average week (page 4) and an expedition (page 6)
- To listen to and understand a description of places in a town (page 5) and of a journey in Europe (page 7)

Assessment criteria

- Students can use the present simple, adverbs of frequency, quantifiers, the present continuous and present simple, *was / were* and the past simple correctly.
- Students can recognize and use vocabulary about everyday activities, places in a town, landscapes and transport correctly.
- Students can pronounce /ŋ/ correctly.
- Students can read and understand a blog about a teenager's average week and an expedition.
- Students can listen to understand a description of places in a town and of a journey in Europe.

Resources

- Teacher's i-book
- Student's Book CD 1

Key competences



Linguistic competence

Pages 4, 5, 6



Mathematical competence and basic competences in Science and Technology



Digital competence

Page 6



Social and civic competence



Cultural awareness and expression

Pages 4, 7



Competence in learning to learn

Pages 5, 7



Sense of initiative and entrepreneurship

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?

4

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?

Key competences



Pre-reading questions like in exercise 1 help students to understand the purpose of reading a text, because they activate background knowledge of the topic in order to predict content.



Students learn about and reflect on similarities and differences between countries and cultures. They compare what they find out about a German girl's typical week and compare it with their own.


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Warmer

Ask students to think individually of an activity that they do regularly. Put them in small groups, and have them take it in turns to ask questions in order to find out what the activity is. The questions can only be answered by *yes* or *no*. Continue until the activities of each group member have been guessed correctly.

- 1 Tell students that they should focus on their daily routine, e.g. what they do at home, how they get to and from school and who they usually meet, rather than on an activity they might do once a week.

Answers Students' own answers

- 2  1.2 The text is available to listen to. Refer to the title of the article and point out that *average* means *typical* or *normal*. Encourage students to use comparative expressions such as *I also ...*, *but I don't ...*

Answers Students' own answers

- 3 Point out that we use the plural form *at the weekends* and *on Sunday mornings* when we are talking about a routine that happens at those times.

Answers

- 1 She lives in Germany, near the centre of Berlin.
- 2 She gets up at 6.30am.
- 3 She gets home at about 4pm.
- 4 She sometimes watches TV for a bit and she often goes online and chats to her friends.
- 5 She meets friends and they sometimes go shopping or to the cinema.
- 6 He plays football on Sunday mornings.

Extra activity

Write on the board: *How old is Steffi?* (She's 13.) Ask students individually to write five more questions using the information in the text. Then put them in pairs and have them quiz their partner, with books closed. They must answer in full sentences.

Teaching tip

In preparation for the grammar section, ask students to underline all the adverbs of frequency in the text from exercise 2. With books closed, ask them to create a rule for the position of adverbs of frequency in affirmative and negative sentences (they go before the main verb). Don't mention the position of adverbs of frequency with the verb *be* or modals. Tell them to read the text again to check whether their rule is correct.

- 4 To avoid students giving alternative answers such as *get a snack*, point out that each of the verbs is used only twice.

Answers

do: your homework, the housework
get: dressed, ready for bed
go: online, to school
have: breakfast, a snack

- 5 This exercise could be done as a listening activity, if you prefer. Tell students that the other everyday activities in Steffi's blog also use *do*, *get*, *go* and *have*.

Answers

She mentions: have breakfast, do my homework, go online
Other everyday activities to put in the table: get up, have a shower, get ready for school, get home, have dinner, go to bed, go shopping, go to the cinema, do sport

- 6 Check students understand that the ticks and crosses mean that an affirmative or negative form of the verb is needed. Remind them to be careful with the word order in questions.

Answers

- 2 Ferdi doesn't have lunch at school.
- 3 Do your grandparents live with you?
- 4 Alberto's sister doesn't like sport.
- 5 How often does Kevin take the dog for a walk?
- 6 Holly's dad works in a bank.

- 7 Remind students that adverbs of frequency go before most main verbs, but that they go after the verb *be*. Refer to item 6, and point out that *hardly* and *ever* are never separated.

Answers

- 2 I usually go online after I have dinner.
- 3 We're never late for our English class.
- 4 My sister sometimes does the housework.
- 5 They're often free on Saturday.
- 6 My parents hardly ever go to the cinema.

- 8 Read the dialogues. Point out that it is not necessary to use adverbs of frequency with every verb. Tell them that *I get up at 7 during the week* means that the person always does this.

Answers Students' own answers

Starter B

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 ¹ ... people are coming to the party tonight?

Ben: About ten!

Alice: Ten! That isn't ² ... people. We need to find some more and quickly!

Ben: I only know ³ ... students in the other classes.

Alice: But your brother has ⁴ ... friends. Let's ask them.

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

Alice: How ⁶ ... food is there?

Ben: There's ⁷ ... !

Alice: Exactly. Right, let's go online. There are ⁸ ... 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.

FAST FINISHERS Write sentences about your partner's town from your conversation in exercise 8.

5

Key competences



The pre-listening activities in exercise 1 give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening.



The learning process requires effective management of one's learning, including becoming aware of what one knows and what one needs to learn. The focus of the Starter section is to review prior knowledge.

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Warmer

Put students into pairs. Give them three minutes to make a list of the advantages and disadvantages of living in a city compared to a village. Tell them to make notes rather than write full sentences. Have them compare their lists with another pair. Invite individual students to report an advantage or disadvantage, and encourage the class to agree or disagree.

- 1 Have students read the words in the box, and ask them what they can do or buy in each of the places mentioned.


Answers

museum, bank, cinema, pharmacy, restaurant

- 2  1.3 **Transcripts page 28** Before playing the audio, advise students that they will hear a number of museums mentioned. Ask them how we know that Leo is from Manchester (the interviewer refers to Manchester as 'his town', e.g. Leo's).

Answers

- 1 Leo is from Manchester.
- 2 His favourite museum is the National Football Museum

- 3  1.3 **Transcripts page 28** If students can't remember the answers exactly, tell them to complete the sentences with an appropriate word or expression before playing the audio again.

Answers

- 1 skateboarding
- 2 department stores
- 3 traffic
- 4 school
- 5 chocolate cake

- 4 Point out that *store* and *shop* have similar meanings, but we don't say *coffee store*.

Answers

1 C 2 A 3 F 4 H 5 E 6 B 7 G 8 D

Teaching tip

You could increase students' awareness of differences between US and UK English by pointing out that *store* is often used instead of *shop* in the US, e.g. *grocery store* (US) and *grocery shop* (UK). Emphasize that *department store* is used in both countries (NOT *department shop*).

- 5 Check that they understand *wallet* and *abroad*. Invite individual students to explain their choices, and encourage the rest of the class to agree or disagree.

Answers

- 1 coffee shop
- 2 internet cafe
- 3 department store
- 4 police station
- 5 post office

Extra activity

Revise countable and uncountable nouns by playing *I-Spy*. Divide the class into two teams and invite a member of each team to say *I spy with my little eye, something beginning with ...*. The student gives the first letter of the item they are thinking of. Encourage them to use a mixture of countable and uncountable nouns. It would be helpful if there were some extra uncountable items visible, e.g. water, money.

- 6 Remind students that we don't usually use *much* and *many* in affirmative sentences. Point out that we can use *a lot* to refer to both countable and uncountable nouns, e.g. *How many people are there in the garden? There are a lot.*

Answers

- 1 any 2 many 3 a lot of 4 much 5 many

- 7 Remind students that *a lot of* and *lots of* are followed by a noun, but *a lot* isn't. Tell them to read the text carefully, e.g. *I only know a few students* tells us that Ben isn't referring to a large number of students.

Answers

- 1 many 2 a lot of 3 a few 4 lots of 5 much 6 much 7 a lot 8 some

- 8 Draw students' attention to *Word Zone*. Model pronunciation of the sentence and make sure to stress the expression *loads of*. Tell them that they can use it in their dialogues if necessary.

Answers

Students' own answers

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

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 ¹islands / volcanoes off the Galician coast in northern Spain. You can travel by boat from the mainland across to them every day. You can climb ²mountains / plains, swim in the ³sea / desert or just lie on one of the most beautiful ⁴beaches / valleys in the world and look at the Galician ⁵coastline / 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 ⁶forest / lake every day if you want. It's one of Spain's best kept secrets.

GRAMMAR

Present continuous & present simple

Grammar presentation

*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 /ŋ/

- 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 5am and I'm having breakfast in the hostel. I usually have Science now.

Key competences



By listening and repeating sentences, students can imitate the pronunciation, intonation and stress of the language. This will help them to develop natural sounding English.



Students learn what a blog is: a personal website or web page on which an individual records opinions, links to other sites etc., on a regular basis, developing basic skills in ICT.

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Warmer

Tell students to look at the photos in the blog. Ask what activities they can see (walking / hiking and canoeing) and get them to brainstorm more activities that people can do in regions with mountains and lakes.

- 1 Set a time limit for this activity, and tell them to close their books. Invite individual students to write words on the board, and encourage the rest of the class to check the spelling.

Answers

Students' own answers

- 2  1.4 The text is available to listen to. Have students read the blog, and elicit that Ben Nevis is a mountain and that guides are people who introduce us to new places or things. Check they understand that Year 9 students are aged 13-14.

Answers

1 C 2 A 3 B


- 3 When checking answers, ask how students know the answer to item 6 (Laura's final comment: *That isn't a difficult decision*, followed by an emoticon, shows that she thinks the answer is obvious).

Answers

- 1 False. They are doing their Duke of Edinburgh Award expedition.
 - 2 True
 - 3 True
 - 4 True
 - 5 False. This is Laura's first time in a kayak.
 - 6 False. She's really enjoying it.
- 4 You could ask students to check the words in the word pool against the ones they listed in exercise 1. If there are any words they don't know, encourage them to guess the meaning initially.

Answers

mountain, mountain range, forest, lake


- 5  1.5 Point out that *the* is used before *mainland*, not *a*. Tell them that *coast* and *coastline* mean the same thing in this text.

Answers

1 islands 2 mountains 3 sea 4 beaches 5 coastline 5 forest

Extra activity

Put students in pairs or small groups. Ask them to choose a place they know, either in their own country or in a different one. Get them to write five sentences describing the place, using some of the natural features listed in exercise 4. Emphasize that the location should not be a town or city. Monitor and help with vocabulary where necessary. Invite students to read out their sentences, and have the class guess where the place is.

- 6  1.6 Point out that the *i* of *climb* is not pronounced in the same way as the *i* of *sing*. Check also that students are not pronouncing the *b* in *climb* / *climbing*.
- 7 Elicit that they should look at the time expressions when deciding which tense to use in these sentences. Using item 1 as an example, ask which tense we use with *at the moment* (present continuous).

Answers

- 1 Sara is going skateboarding at the moment.
 - 2 Jim plays basketball every Saturday.
 - 3 Paul and Liam aren't listening to MP3 players just now.
 - 4 We go the park every day after school.
 - 5 Lidia is having breakfast now.
 - 6 I don't visit my relatives every week.
- 8 Encourage students to think about how the routine of a hostel would be different from that at home. Tell them to consider what kind of activities they might be doing on an outdoor trip.

Answers

Students' own answers

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-airballoon
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! Where¹ ... you last night?
Jody: I² ... at home. Why?
Alicia: Well, you³ ... at Lisa's party. I⁴ ... worried about you.
Jody: Oh, thanks, Alicia. I⁵ ... ill. ⁶ ... it fun?
Alicia: Yeah there⁷ ... lots of people there. But it⁸ ... 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 I¹ ... you back last week. I² ... really busy. So, what's my news?
I³ ... to the cinema at the weekend with some friends. We⁴ ... the new Johnny Depp film. I⁵ ... it much but everyone else really⁶ ... it.
My grandparents⁷ ... me some money for my birthday. I⁸ ... some new jeans and a T-shirt.
⁹ ... you ... the Liverpool game on TV last night? They¹⁰ ... 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?

FAST FINISHERS Write about a holiday when you used various types of transport.

7

Key competences



Students develop contextual knowledge of the location of globally significant places and interpret a range of sources of geographical information, including the map in exercise 1.



Classifying and categorizing vocabulary in tables can help students to think about how words are related. Ask the students to record the vocabulary from exercise 4 in a notebook and check their work.


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Warmer

Put students into two teams and ask them to think of as many words for means of transport as they can in English. Invite individual students to write the words on the board. Give two points for each one that is correctly spelt.


- 1 Refer students to the map, and check that they know in which countries the places mentioned are located. Make sure they know that Corfu is an island.

Answers Students' own answers

- 2  1.7 **Transcripts page 28** Read the rubric and explain that *inter-railing* is a popular way for young people to travel by train across Europe. Mention that they can use an InterRail ticket to visit up to 30 countries.

Answers

- 1 He travelled by train, ferry and bus.
- 2 It took 10 hours.

- 3  1.7 **Transcripts page 28** Write the words *Awesome!* and *Cool!* on the board. Ask whether these are positive or negative words. When checking answers, ask who said the words (Sam and Josh, respectively).

Answers

- 1 He couldn't get a signal on his phone and then he didn't have any credit.
 - 2 He was in Rome.
 - 3 The hostel was right next to the beach.
 - 4 He hired a moped in the evening.
 - 5 He thinks it's a great place.
- 4 Have students do this activity individually, then get them to compare their answers with their partner.

Answers

Air: helicopter, hot-air balloon, plane
Water: ferry, ship, yacht
Rails: train, tram, underground
Road: bike, bus, car, coach, lorry, minibus, moped, motorbike, taxi, van

Teaching tip

You could mention that some transport words are not the same in the US and the UK. Although *plane* is used in both countries, the longer forms are different: *airplane* (US.) and *aeroplane* (UK.). Point out also that a *lorry* is known as a *truck* in the US.

- 5 Pre-teach the verb *to sail* and the expression *to travel solo*. Make sure that students know where the English Channel is, for item 2.

Answers

- 1 underground 2 ferry 3 yacht 4 hot-air balloon 5 minibus 6 taxis

- 6 Point out that students will need to use *was* and *were* in the affirmative, negative and question forms. Tell them to read the dialogue carefully before deciding which is needed.

Answers

- 1 were 2 was 3 weren't 4 was 5 was 6 Was 7 were 8 wasn't

- 7 Advise students to decide which verb is needed for each space before putting the verbs into the appropriate past simple form. If necessary, point out that *see* and *watch* can both be used when talking about films or shows on TV, but that *see* is more common when talking about films at the cinema.

Answers


- 1 didn't email
- 2 was
- 3 went
- 4 saw
- 5 didn't enjoy
- 6 liked
- 7 gave
- 8 bought
- 9 Did... watch
- 10 didn't play

Extra activity

Play 'Past Simple Tennis'. Ask each student to think of three verbs. Divide the class into two teams, and invite a student from team A to shout out their verb. Nominate a student from team B to give the past simple form, and to spell it. Then repeat. Teams lose a point when they can't give the past simple form or spell it incorrectly. Make sure that the game moves quite swiftly, and continue until all students have participated.

- 8 Revise expressions for responding to information (*Really? That sounds great!*) and for expressing agreement (*So / Neither did I*).

Answers Students' own answers

 1.3 Student's Book page 5, exercise 2 – 3

I = Interviewer, L = Leo

- I We're here today in the centre of Manchester. This is Leo and he's going to tell us all about his town. Hi, Leo.
- L Hi. Welcome to Manchester.
- I Thanks. So, first of all can you tell us how many museums there are?
- L Well, there are a lot here in the city centre. There's the Science Museum and the Museum of Transport but my favourite museum is the National Football Museum.
- I A football museum?!
- L Yes, it's brilliant and the building is amazing too.
- I So, what else is there in Manchester? Are there any nice parks, for example?
- L Yes, there are lots. I often go skateboarding in my local park at the weekend and sometimes I meet my friends there. In winter, there's an ice rink in the park here in the town centre. I'm not very good at ice skating though!
- I What about shopping?
- L Well, in the area where I live, there aren't any big department stores but in the town centre, there are two huge shopping centres and there are some great shops.
- I How much traffic is there?
- L Manchester is a very big city and there are lots of people so there's a lot of traffic. A lot of people use the trams now but there are still loads of cars.
- I Okay, one final question. Are there any nice coffee shops?
- L Yes, of course, there are lots! I think the best one is Home Sweet Home near my school. I sometimes go there with a few of my friends on Fridays. We usually have a milk shake and some chocolate cake. You should try some. You won't regret it!
- I Sounds great! Thanks, Leo. Can you ...

 1.7 Student's Book page 7, exercise 2 – 3

S = Sam, J = Josh

- S Hi Josh. It's Sam.
- J Sam! Where are you? You didn't ring or text last weekend.
- S I'm in Greece. Were you worried?
- J I wasn't, but Mum was really worried.
- S Tell her I'm sorry. I was actually in about three different places last week. I couldn't get a signal on my phone and then I didn't have any credit!
- J Oh well. So, what's inter-railing like?
- S Awesome! Yesterday I travelled by ferry, bus and moped all in one day!
- J No way! How did you do that?
- S Well, we caught the midnight train from Rome to Brindisi in the south of Italy. That took about eight hours. Then we took a ferry across to Corfu, and we got on a bus and went to our hostel. We were there in time for late breakfast at ten o'clock. And the hostel was right next to the beach!
- J Cool! What about the moped?
- S Well, we went straight to the beach but in the evening we hired some mopeds and did a little tour of the island. It was a bit scary at first because I didn't really know how to ride a moped. It's nothing like riding a bike! I learned pretty quickly though! It's a great place. We should all come here for a holiday one year.
- J Yeah, sounds good. I'll tell Mum. Actually, I'll go and get her now ... MUM! See you when you get home!

Workbook page 4

- 1** 1 up 2 go 3 a 4 get 5 have
2 1 B 2 C 3 B 4 A 5 B
3 1 online 2 shower 3 dressed 4 dinner 5 sport
4 1 goes 2 don't live 3 watches 4 starts 5 don't do
 6 doesn't have
5 1 Do you live in Spain?
 Students' own answers
 2 Do you and your friends meet after school?
 Students' own answers
 3 Do your parents go online?
 Students' own answers
 4 Do you do your homework every night?
 Students' own answers
 5 Does your mum speak English?
 Students' own answers
6 Suggested answers
 1 My mum often goes shopping on Fridays.
 2 I usually have a snack after school.
 3 My dad hardly ever does sport.
 4 Our English teacher is rarely late.
 5 School always finishes on time.

Check

- 7** 1 gets 2 does 3 has 4 sometimes watch 5 have
 6 don't 7 has 8 Does 9 does 10 's always

Workbook page 5

- 1** 1 restaurant 2 cinema 3 library 4 newsagent's
 5 museum 6 theatre
2 1 supermarket 2 pharmacy 3 post office
 4 coffee shop 5 bank 6 police station
3 1 B 2 A 3 C 4 B 5 A
4 1 many 2 much 3 any 4 many 5 some
5 1 lots of 2 a lot of 3 a few 4 loads of

Check

- 6** 1 town 2 cinema 3 a lot of 4 any 5 some 6 bowling
 7 few 8 How much 9 How many 10 Loads

Workbook page 6

- 1** 1 lake 2 beach 3 forest 4 plain 5 desert 6 stream
 7 island 8 volcano
2 1 beach 2 island 3 desert 4 stream 5 lake
 6 volcano 7 plain 8 forest
3 1 mountain range 2 mountain 3 coastline 4 sea
 5 valley 6 river
4 1 He isn't watching TV. He's listening to music.
 2 They aren't climbing a mountain. They are sitting at the top.
 3 He's not walking along a river. He's swimming in a lake.
 4 She's not sleeping. She's talking to Petra.
 5 We aren't studying. We are reading a magazine.
 6 It's not raining. It's snowing.
5 1 'm visiting 2 visit 3 watches 4 's watching 5 lose
 6 aren't losing 7 're winning 8 is

Check

- 6** 1 are you doing 2 'm watching 3 visit 4 beach 5 go
 6 do you do 7 mountains 8 rivers 9 's raining 10 rains

Workbook page 7

- 1** 1 TRAM 2 COACH 3 TAXI 4 HELICOPTER 5 FERRY
 6 MINI BUS 7 TRAIN 8 BIKE 9 MOPED
 Hidden word: motorbike
2 1 ship 2 plane 3 yacht 4 car 5 lorry
 6 underground 7 hot-air balloon 8 van
3 1 were 2 were 3 was 4 was 5 weren't 6 was
 7 wasn't 8 was 9 Was 10 was
4 1 went 2 didn't go 3 had 4 didn't have 5 Listened
 6 didn't listen 7 played 8 didn't play 9 watched
 10 didn't watch
5 1 didn't go 2 played 3 did 4 didn't have
 5 didn't watch 6 listened

Check

- 6** 1 Did you have 2 went 3 Was 4 did you get 5 went
 6 wasn't 7 weren't 8 didn't sit 9 Did you go 10 were

Vocabulary

- **The senses:** *feel, hear, hearing, listen, look, see, sight, smell, sound, taste, touch, watch*
- **Parts of the body:** *ankle, cheek, elbow, eyebrows, eyelashes, finger, forehead, heel, hip, lips, knee, neck, palm, shoulder, teeth, thumb, toe, tongue, waist, wrist*
- **Attitude adverbs:** *amazingly, incredibly, luckily, sadly, suddenly, unfortunately,*
- *like*
- **Face 2 Face:** *the funniest thing ever kind of mad about*

Grammar

- Past simple & past continuous
- *while & when*
- *used to*

Pronunciation

- *-ed* endings

Recycled language

- Starter unit content

Language objectives

- To learn vocabulary related to the senses (page 9) and parts of the body (page 13)
- To learn and use the past simple & past continuous, (page 10), *while & when* (page 10) and *used to* (page 14) to talk about experiences in the past
- To use sequencing words and expressions in writing (page 17)

Skills objectives

- To read and understand a text about an Indian boy's incredible story (page 8)
- To discuss our senses (page 9) and bodies (page 13)
- To listen to and understand an interview with people talking about their earliest memories (page 11)
- To read and understand a text about blind people using advanced mobility techniques (page 12)
- To role play an interview between an elderly person and a journalist (page 15)
- To tell an anecdote and respond (page 16)
- To write an interesting story (page 17)








Assessment criteria

- Students can use the past simple & past continuous, *while & when* and *used to* correctly.
- Students can recognize and use vocabulary about the senses and parts of the body correctly
- Students can correctly pronounce *-ed* endings.
- Students can read and understand a text about an Indian boy and mobility techniques used by blind people.
- Students can listen to and understand an interview with people talking about their earliest memories.
- Students can role play an interview between an elderly person and a journalist.
- Students can tell an anecdote and respond in an appropriate way.
- Students can write an interesting story.

Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 1, page 12
 - Vocabulary Consolidation Worksheet Unit 1, page 13
 - Grammar Support Worksheet Unit 1, page 36
 - Grammar Support Worksheet Unit 1, page 37
 - Speaking Worksheet Unit 1, page 60
 - Test Consolidation Unit 1, page 82
 - Test Extension Unit 1, page 86
 - Speaking Test Unit 1, page 217

Key competences


-  **Linguistic competence**
Pages 8, 9, 10, 11, 12, 13, 14, 16
-  **Mathematical competence and basic competences in Science and Technology**
Pages 9, 12, 15
-  **Digital competence**
Page 10
-  **Social and civic competence**
Pages 11, 13, 15, 16, 17
-  **Cultural awareness and expression**
Pages 8, 10, 13, 14
-  **Competence in learning to learn**
Pages 8, 9, 11, 15, 17
-  **Sense of initiative and entrepreneurship**
Pages 14, 16, 17

For a detailed description of the Key competences and how they support students' learning, go to page 15.

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 8 and 12

Listening


The **IWB Listening activities** are designed to help students explore the listening dialogues in greater depth.

- Listening extra, page 11


Writing

The **IWB Writing activities** are designed to give students controlled practice in building a text before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 17

 provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 10 and 14
- Vocabulary, pages 9 and 13
- Pronunciation, page 10

 provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 10 and 14

The High Achievers game: Toronto

Remind students to complete the *More practice* activities at home. If they achieve 80% or more correct answers throughout the unit, they will be given a question about a famous **Toronto** landmark. If they answer correctly, they will receive the first clue out of nine to solve the final challenge.

1

True Stories

- Grammar** Past simple & past continuous | *when & while* | *used to*
- Vocabulary** The senses | Parts of the body
- Challenge** Talk about changes
- Interaction** Telling an anecdote
- Writing** 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.

8

Key competences



Students learn to read extensively using a variety of text types. Check that they can tell you which type of text it is (an article based on a true story) and why they think so.



Students learn about and reflect on India's social problems (for example, poverty and unemployment) and make social and cultural comparisons with their own life and society.



Students use the box at the beginning of each unit to see what they will be doing. This will help students to organize their own learning. Ask students to point out where this information on the page is.

Warmer

Write the following on the board: *City life, Transport, Customs*. Ask students to discuss in groups what they know about these aspects of Indian life. Elicit ideas from the class and write them on the board.

- 1 Get students to take it in turns to ask their partner the questions. Encourage them to expand their answers to yes/no questions, e.g. *Did you go to school? No, I started school when I was six*. Monitor to ensure that they are giving full answers.

Answers

Students' own answers

Teaching tip

You could refer students to the map, photo and title which accompany the reading text. Point out that it can be helpful to use these to predict the topic or content of the text.

Extra activity

In groups, have students compile a list of past simple forms and their opposite meanings, e.g. *lost/found, bought/sold, came/went, started/stopped, caught/threw, gave/received, arrived/left*. Set a time limit, then get groups to test each other by shouting out a past simple verb form. A student in another group must write the verb and its opposite on the board correctly.

Go Digital!


Hot spots: *rushed, roar*

Use the hot spots to highlight potentially difficult words or cultural information before the reading activities.

- Touch the Reading text to access the hot spots.

Extra activity: Jigsaw reading

This activity can be done as a whole class activity or in two teams. Give each team one minute to do as much as possible in their turn at the screens.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- The reading text is mixed up. Students have to put the paragraphs back in order, writing a number next to each one.
- When the activity is completed, use the **Check** button to show the correct answers.
- Encourage students to compare their attempts with the correct answers.

Suggested use: After exercise 2, page 9



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 poor¹...-year-old boy. He was from central²... He worked as a cleaner on³... One day he fell⁴... on a train. It took him to⁵... a city about⁶... km away. A couple adopted him and took him to live in⁷... He got a⁸... degree and worked in an⁹... company, but he wanted to find his real¹⁰... He used¹¹... to look at maps, saw a photo of a¹²... and recognized it. It was near a town called¹³... He went to India and found his mother after¹⁴... years.

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



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?



SIGHT



HEARING



TOUCH



SMELL



TASTE

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.

FAST FINISHERS Write Saroo's diary for the day he met his real mother.



9

Key competences




Students develop this competence when they can adjust their reading behaviour to deal with a variety of situations, types of input, and reading purposes.



Which is the strongest sense? This depends on the person. By finding out which sense they use first in different experiences, students learn and reflect on what their learning style is.



Students learn and apply strategies to acquire, expand and consolidate vocabulary. Use the Word Zone box in exercise 4 to check if they can find more adverbs in the article.

2  **1.8** The text is available to listen to.

Encourage students to use short answers for questions 2 and 4, rather than simply *yes* or *no*. Remind them that we don't use the verb *do* in answer to question 3.

Answers

- 2 No, he didn't. 3 He cleaned trains.
4 No, he couldn't.

3 Remind students that they don't need to know every word. Encourage them to try to understand meaning from the context.**Answers**

- 1 five 2 India 3 trains 4 asleep 5 Calcutta 6 1,200
7 Australia 8 business 9 engineering 10 family
11 Google Earth™ 12 waterfall 13 Khandwa 14 25

4 Refer students to *Word Zone* and ask them whether *unfortunately* expresses a positive, negative or neutral attitude. Do the same for the other adverbs in the text. Ask students which adverb is most similar in meaning to *incredibly* (amazingly).**Answers**

Any four of the following: luckily, suddenly, incredibly, sadly, amazingly

Extra activity

Write the following sentence on the board: *Marco walked out of the shop and started to cross the road.* Underneath this, write *Suddenly, Unfortunately, Luckily, Sadly, Amazingly*. In small groups, have students write five more sentences, each beginning with a different adverb, to make a story. Tell them that they don't have to follow the order of adverbs on the board. Ask students to read out their stories, and have a class vote on the best one.

5 Tell students that they should read the sentence and decide whether a positive, negative or neutral adverb is needed.**Answers**

- 1 Sadly, Unfortunately 2 Amazingly, Luckily 3 Amazingly, Luckily
4 Sadly, Unfortunately 5 Suddenly

6 Tell students that they can look back at the text while preparing their questions. However, they should write questions that require an imaginative answer, and not ask for information that is already there.

Answers Students' own answers

7 Remind students to think about Saroo's attitude and feelings about the situation, not their own.

Answers Students' own answers

Warmer

Tell students to write a food diary with their partner. Tell them to note down everything they ate and drank the previous day, or, if early in the week, what they had on Saturday or Sunday. Have them compare their ideas in groups.

8 Elicit the five verbs in the word pool which we use to describe senses. Remind students that we don't use the verbs *feel*, *look*, *smell*, *sound* and *taste* in continuous tenses when using them to describe senses.**Answers**

- 2 Listen 3 watched 4 sounds 5 touch 6 smells 7 see
8 Look 9 hear 10 felt

Extra activity

Write the sentence stem *It tastes ...* on the board. Elicit or pre-teach a list of adjectives to describe how food tastes (*sweet, sour, spicy, salty, bitter, hot, fishy*). Then, in pairs or small groups, have them write a list of food items that could be described by the adjectives. A student in each group describes the food, using the above stem, and others must guess what it is.

9 Emphasize that there are no right or wrong answers, but that they should do the task quickly in order to record their true first impressions.

Answers Students' own answers

10 Before doing this task, ask students to count how many times they used each sense in exercise 9, to give them a basis for comparison.

Answers Students' own answers

11 Point out the use of the singular form *it's* before both a singular and plural object in the response to this question, i.e. *I think it's new books* NOT *I think they're new books*.

Answers Students' own answers

Continuous assessment**Teacher's Resource Book**

Vocabulary Support Worksheet: page 12, exercises 1–3

Vocabulary Consolidation Worksheet: page 13, exercises 1–3

Go Digital!**Vocabulary** **More practice**

Students take a quiz to practise **the senses**. This can be set for homework: give students a quick demonstration of the game and show them where to find it. Alternatively, you can play it at the end of class.

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: What¹... you ... yesterday evening? I called but you weren't at home.

Zara: We²... my grandparents. Why?

Jay: I³... a spare ticket for the Adele concert.

Zara: Oh no! I love her!

Theo: Something really strange⁴... on Friday. I⁵... home when I⁶... my teacher.

Ben: Why was that strange?

Theo: He⁷... a big new sports car! It⁸... 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.

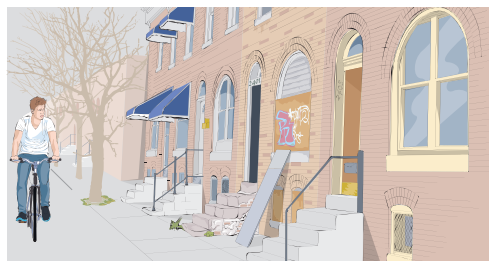
5 Match the sentence halves using *when* or *while*.

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.



I¹ ... (cycle) along the road. The sun² ... (shine) and the birds³ ... (sing) in the trees. But then I⁴ ... (notice) there weren't any other people in the road. That was weird because it was a Monday morning. I⁵ ... (go) past an old house when I⁶ ... (hear) a loud noise. I got off my bike and looked around. The front door was open so I⁷ ... (decide) to look inside. I⁸ ... (go) into the hall and⁹ ... (stop). While I¹⁰ ... (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*.

FAST FINISHERS Read the end of Nathan's dream on page 123.

Key competences



By listening and repeating sentences in exercise 2, students can imitate the pronunciation of different -ed endings in past simple verbs. Listen to the students individually.




Students use the Visual grammar presentation and the More practice game for additional practice of grammar exercises. If possible get the students to manipulate the Visual grammar presentation in front of you.



Exercise 7 allows students to write imaginatively, introducing new ideas and thoughts in their writing and developing their ability to use figurative language.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
-  Visual grammar presentation


Warmer

Tell students that they are going to mime an action that they were doing at a particular time. Write on the board *At ... on Saturday*. Model the activity by writing *midnight* in the gap, and miming 'sleeping'. When you have elicited *You were sleeping*, rub out the time. Ask a student to come to the front. Get them to write their chosen time and perform their mime. The first person to get the right answer goes next.

- 1 Tell students to think about the part of speech (preposition, pronoun, etc.) which comes after each gap.

Answers

2 didn't study 3 bought 4 didn't eat/didn't have 5 listened
6 spent

- 2  1.9 Elicit the infinitive of the verbs listed, and check pronunciation. Remind them that they need to consider the infinitive to decide how to pronounce the past simple ending.

Answers

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

Teaching tip

It is a good idea to check pronunciation of *-ed* endings whenever possible, as this can be problematic for many students.

Extra activity

Explain that each student will in turn call out an infinitive, and will nominate a student to say the past simple ending. If the pronunciation is correct, the nominated student can sit down. Both regular and irregular past simple forms can be practised.

- 3 Point out that in the first sentence (*What ... you ... yesterday evening?*), either tense could be used. However, the second sentence (*I called you but you weren't at home*) provides a context that makes it clear which tense is more suitable.

Answers

1 were ... doing 2 were visiting 3 had 4 happened
5 was walking 6 saw 7 was driving 8 was

- 4 Write the following sentences on the board: *What did you do at six o'clock yesterday morning?* and *What were you doing at six o'clock yesterday morning?* Ask them to explain the difference (past simple = an action that happened at 6 o'clock; past continuous = an action that started before 6 o'clock and continued).

Answers

Students' own answers

- 5 Read out the example and elicit which action started first (we were playing football). Point out that we usually use *when* before the past simple, and *when* or *while* before the past continuous.

Answers

2 when/while he was running for the bus.
3 when she bit her tongue.
4 when/while he was doing his homework.
5 when he burned his hand.
6 when/while she was writing her blog.

- 6 Tell students to read the text silently. Ask them which tense the first verb should be in and why (past continuous, to provide the background to the story).

Answers

1 was cycling 2 was shining 3 were singing 4 noticed
5 was going 6 heard 7 decided 8 went 9 stopped
10 was standing

- 7 Groups of students could compete to create the most imaginative ending, with the best ones written on the board. Refer them to the real ending on p.123.

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1–4

Grammar Consolidation Worksheet: page 37, exercises 1–4

Go Digital!



Grammar

 Visual grammar presentation

 More practice

Students play a fun game which helps them consolidate the learning points for the **past simple & past continuous** and **while & when**. This can be set for homework: give students a quick demonstration of the game and show them where to find it. Alternatively, you can play this game in class and use it to reinforce points of form and use.

Pronunciation

 More practice

This listening activity gives students more practice identifying the three different sounds associated with **-ed endings /t/ /d/ or /id/**.

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?

11

Key competences



Listening is an active process in which students can use visual clues to help them to comprehend better. Ask them how the photos help them to understand the text in exercises 1 and 3.



The communication of feelings is crucial to social relationships. How people express their emotions has implications for their general well-being. Monitor exercise 8 and check how students express feelings.



As well as developing vocabulary strategies, students learn to improve the skills of reading, writing, listening and speaking. Use the study skill in exercise 2 to help students focus on the purpose of the listening tasks.

Warmer


Have students work in pairs comparing their favourite smell, taste, sound or sight. Elicit ideas and write the more unusual ones on the board.

- 1 Elicit a brief description of each photo first. In pairs, ask students to suggest a possible memory for each photo. Encourage them to use different senses when describing the memories, such as how the person felt, what they saw or heard, or what they could smell.

Answers Students' own answers

Teaching tip

Students can feel overwhelmed by longer listening texts. Remind them that they will always hear the track more than once if there is more than one listening exercise. When first hearing the text, they don't need to understand every word, but should focus on the general meaning.

- 2 Tell students that the listening text will be played once for each exercise.
- 3  1.10 **Transcripts page 52** Refer students to the names of the students in exercise 4, and ask them to write the names in their notebook. Tell them to make notes about each person's dream as they listen.

WORDS TO KNOW

Check that students know the following verbs: *buzz*, *sting*, *float*. Read out the verbs and ask which senses are used for each one.

Answers

1 C 2 B 3 E 4 A

- 4  1.10 **Transcripts page 52**

Answers


1 Lily and Isabella 2 Fred and Lily 3 Lily, David and Isabella
4 Fred and David 5 Isabella 6 Fred and David

Extra activity


Write on the board *The funniest thing ever*. In groups, have students write a joke or an amusing true story. Tell them they can use their dictionaries. Monitor to correct any errors, and to ensure that the anecdotes will sound as natural as possible.

Teacher's tip

Students usually write their answers to listening exercises in note form. However, when going over the exercise in class, they should be encouraged to express their answers in full sentences. This helps to highlight any errors in verb forms or sentence structure.

- 5  1.10 **Transcripts page 52** See how much students understood by asking them to do this exercise in pairs, before playing the listening text again.

Answers

- 1 He got stung by the bee because he tried to catch it.
 - 2 She saw a hot air balloon.
 - 3 His strongest memory is that he had a gap between his teeth.
 - 4 She thinks it was a cold day because she was wearing a pink coat.
- 6  1.11 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 126, ask students which one means:
extremely amusing (the funniest thing ever)
type of (kind of)
very interested in (mad about)

Answers

1 kind of 2 mad about 3 the funniest thing ever!

- 7 Tell them they should plan to use both the past simple and past continuous, with *when* and *while*.

Answers Students' own answers

- 8 Emphasize that this discussion will take the form of a conversation rather than individual monologues. Monitor to ensure that students give information in short bursts and that appropriate follow-up questions are asked.

Answers Students' own answers


Fast finishers

Following the group discussion, ask fast finishers to write a description of another person's memory. They can later check with the relevant student that their version is correct.

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Extra activity: Matching information


Students work in pairs or in small groups.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Students match the quotes from the text on the IWB with the speaker. From their knowledge of the text and the context, students attempt to match the information.
- Play the audio asking students to check their guesses.
- Pause and play the audio to give students practice repeating the phrases on the IWB: *'It was magical'*.
- When the activity is completed, use the **Check** button to show the correct answers.
- Encourage students to compare their attempts with the correct answers.

Suggested use: after exercise 4

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

Key competences

Reading strategies can help students to read more quickly and effectively. One of these strategies is to use prior knowledge of the subject matter to predict the content and vocabulary of the text.



Students learn how the echolocation system can help blind people to orientate themselves and give them far greater mobility.

Warmer

Write *Paralympics* on the board and elicit a definition from the class. Underneath, add the phrases *being disabled* and *people with disabilities*. Get students to discuss in groups what public life is like for those with disabilities, e.g. in work, education or on transport. Elicit ideas from the class and write them on the board.

- 1 Point out that we say 'a seeing person' to talk about someone who is not blind.

Answers

Students' own answers

- 2  1.12 The text is available to listen to.

Ask students to describe the two photos. Read out the title and ask them what kind of sound might help someone who is blind (an echo).

Answers

They can go mountain biking and tree climbing, ride a scooter, do skateboarding and play basketball and soccer. They can also take part in bike slaloms.

Teaching tip

If you are not using the audio, you could set a time limit for the first reading of a reading text. This will encourage students to read quickly for general meaning. You can gradually reduce the time limit as students' reading skills improve.

Go Digital!






Hot spots: *cane, slalom*

Use the hot spots to highlight potentially difficult words or cultural information before the reading activities.

- Touch the Reading text to access the hot spots.

Extra activity: Sports and outdoor activities

Do as a whole-class activity. Choose a class representative to do the activity on the screens.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- Students use the **Richmond i-tools**  to highlight the sports and outdoor activities. Point out that they can highlight one or two words next to each other.
- When the activity is completed, use  to show the correct answers.
- Use the feedback stage to reinforce different word categories and forms, such as compound nouns (*mountain biking* etc); collocations with verbs (*ride +skateboard, + scooter* etc).

Suggested use: after exercise 5, page 13

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.

- Daniel Kish is blind and deaf.
- He acted in a *Batman* film.
- He created a way for blind people to 'see' using echolocation.
- He has been blind all his life.
- He can move around like a seeing person.
- 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 ...

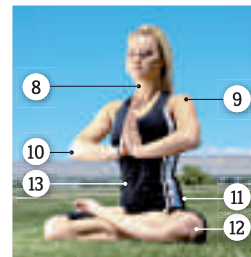
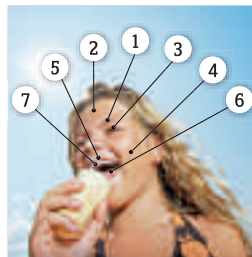
9 Have a class vote on the best quotes.

FAST FINISHERS Imagine you are going to meet Daniel Kish. Write some questions to ask him.



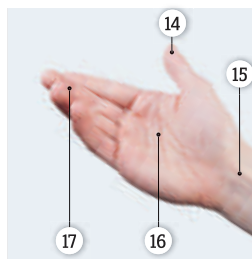
10 In pairs, look at the photos below and name the parts of the body you know.

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?

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

Key competences



Reading and answering comprehension questions will help students to search for, compile and process information. This can be checked by assessing the students' performance in exercises 3-5.



An important way to communicate with others is by using body language. Noticing the signals we send out with our bodies is a very useful social skill.



Explain to the students that a quote is something said by a famous person or characters in fiction that often expresses something of broad cultural significance, and that it is very common to use them in journalism or literature.

- 3 Have students write full sentences, where possible. Elicit the answers and ask students to tell you which words helped them.

Answers

- 1 False. He is blind.
- 2 False. He uses the same system as bats in order to 'see'.
- 3 True.
- 4 False. He became blind when he was a baby.
- 5 True.
- 6 False. When he echolocates, only the visual part of his brain lights up.

- 4 Point out they should not simply scan the text for the relevant words as they may be referred to in other ways, e.g. *it, this, he / she*.

Answers

Students' own answers

- 5 Tell students that they should avoid including information that they have already written in their notes in exercise 4.

Answers

Students' own answers

Teaching tip

Learning how to summarize is a useful skill for students, and can be practised in any text. A good technique is to underline the main points, and then decide how that information is related. The structure of the summary is based on this.

- 6 Advise students to look back at their notes in exercises 4 and 5 and consider how the information could be combined. They should not aim to simply recreate their notes.

Answers

Students' own answers

- 7 Point out that *like* used in this sense doesn't change. In *Word Zone*, it means 'in the same way as', but that when it follows verbs such as *be* or *become* it means 'similar to', e.g. *Hearing becomes like seeing*.

Answers

So Daniel can identify buildings, cars and even trees, just like a seeing person. (paragraph 1)
Hearing becomes like seeing. (paragraph 2)
Now he does risky things, like riding a mountain bike on mountain trails. (final paragraph)

- 8 Check understanding of *artist's canvas*. Read the example and ask which meaning of *like* is used in the quotes.

Answers

Life is like the sea. It can be calm or stormy. But it's always beautiful.
Life is like an artist's canvas. Every day you add a different colour.
Life is like a book. Every page has a new adventure.
Life is like a mirror. If you smile, it smiles back.
Life is like riding a bike. To stay on, you have to keep moving.
Students' own answers

- 9 Tell students that their vote should be based on the truth and originality of the quotes.

Answers

Students' own answers


Warmer

Divide the class into two and allocate each a half of the alphabet (A-M and N-Z). Put each half into small groups, and, with books closed, ask them to list as many parts of the body as they can beginning with their allocated section of the alphabet. A representative from each team shouts out their word(s), and if a student from the other half can add to the list, they get a point. The winner is the group which has collected most points.

- 10 Have students cover the page directly underneath the first two photos, so that the vocabulary in the word pools is hidden. They should do the same for the second two photos.


Answers

Students' own answers

- 11  1.13 Have students give their answers chorally, and check their pronunciation.

Answers

1 eyebrow 2 forehead 3 eyelashes 4 cheek 5 lips 6 tongue
7 teeth 8 neck 9 shoulder 10 elbow 11 hip 12 knee
13 waist 14 thumb 15 wrist 16 palm 17 finger 18 toe
19 ankle 20 heel

- 12  1.14 **Transcripts page 52** Tell students that they will be asked to do a series of actions involving parts of their body, and ask them to stand up, ideally in a circle. If necessary, give them a minute to revise the vocabulary first.

- 13 Ask students what 'body language' means, and why we use it. Ask some of the more expressive students to give examples. When students use past participle forms such as 'frightened', check for correct pronunciation.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4–6

Vocabulary Consolidation Worksheet: page 13, exercises 4–6

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Vocabulary

More practice

Students play a fun game to practise different **parts of the body**. This can be set for homework: give students a quick demonstration of the game and show them where to find it. Alternatively, this game is an ideal extra class activity and could be set with different volunteers coming to the IWB.



GRAMMAR

used to



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?

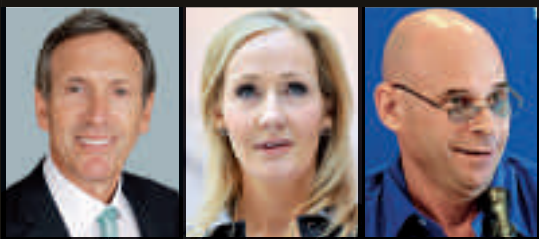
I didn't use to like cheese, but now I love it.

Grammar reference page 114

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 ¹ ... (have) much money. But Howard ² ... (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 ³ ... (be) one of the richest women in the UK or an important supporter of charities. In fact, she ⁴ ... (live) in a small apartment in Edinburgh, Scotland. And there she created the character of a young wizard.

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

14



FAST FINISHERS Write as many of your partner's sentences from exercise 5 as you can remember.

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.

Key competences



Students improve their understanding of grammar and extend their vocabulary when they do grammar exercises, as they learn how languages are organized.




Learning about inspirational people like those in exercise 1 enables students to reflect on their own dreams and ambitions, as well as the values of popular contemporary culture.



To become independent, autonomous learners, students need to be able to generate ideas, give opinions and reflect on themselves. Monitor exercises 4 and 5 to check if they can talk about changes in their lives.

GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 114.
-  Visual grammar presentation

Warmer

Write on the board the heading *Inspirational people*, and ask students what this means (people whose actions make a big impression on others). Divide the class into groups and get them to decide on an inspirational person that everyone knows. Ideally this should be someone from the past in order to practise past simple and introduce *used to*. Each group should write a justification of why their choice is the best. These are then read out, and a class vote is taken.

- 1 Before reading, ask students if they recognise any of the three people in the photos. Ask students to read the text, using a dictionary if necessary. Get them to underline all examples of *used to* and *didn't use to*. Elicit that we use this structure to describe habitual actions in the past.

Answers

- JK Rowling
Howard Shultz
Guy Laliberté
- 1 didn't use to have
 - 2 used to dream
 - 3 didn't use to be
 - 4 used to live
 - 5 didn't use to manage
 - 6 used to play
 - 7 used to perform

Extra activity

Tell students to close their books, and see what they can remember from the text. Individually, ask them to write sentences about the three people, using *used to* and *didn't use to*.

- 2 Refer students to the two photos and ask them to guess the connection between them.

Answers

- 2 What did your parents use to do?
 - 3 Did you use to live in a house?
 - 4 Did you use to play a musical instrument?
 - 5 What sort of music did you use to listen to?
 - 6 What did you use to do in your free time?
- 3 Check understanding of *hang out* (socialize, go out) and ask which preposition follows this verb (with). Point out that many of the dialogues A-F use both the past simple and *used to*. This is because *used to* can be monotonous when repeated too much.

Answers

- A didn't; used to live (3)
- B used to listen to (5)
- C didn't use to play; didn't use to send; used to hang out (6)
- D used to work (2)
- E used to live (1)
- F used to play (4)

- 4 Point out that *used to* implies that the activity described does not happen now. However, we can emphasize the difference between the past and present situation by saying 'but now I do'. Teach the negative form 'but I don't now'.

Answers

Students' own answers

- 5 Elicit that 'Me too!' expresses agreement, and ask how we express disagreement in the past.
'I used to love reading comics' – I didn't.
'I didn't use to like going for walks' – I did.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 5–6

Grammar Consolidation Worksheet: page 37, exercises 5–6

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Grammar

 Visual grammar presentation

 More practice

Students play a fun game to practise forms of *used to*. They complete the sentences with the correct words. This can be set for homework or alternatively as a quick class time filler.

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.

15

Key competences



Students practise mathematical thinking when they use tables and present their results or conclusions in a readable and organized way. Ask them questions about the table in exercise 2.



Role-playing an interview helps students to share ideas and reflect on different topics, and also gives them the opportunity to understand different points of view simply by acting.



Students practise thinking strategies when they observe, analyze and notice the differences and changes in the pictures. They are also making connections and interpreting information.

In this lesson, students compare pictures of a town and role-play an interview between an elderly person and a journalist. Then they write about their interviews in the form of either a news report or a letter, depending on the role adopted.

Warmer

Brainstorm the name of places or structures in a city or town, e.g. *park, bridge, block of flats, railway station, car park, school, leisure, shopping centre, cinema*. Then, tell students to imagine that a company wants to knock down a beautiful old house in the local park and build a big supermarket and car park there. In groups, get them to write some arguments for and against the plan. Write the following structures on the board: *There's ..., There are ..., There isn't ..., There aren't ...*. Give students a time limit of five minutes, then get them to express their ideas.

- 1 Students can work individually or in pairs. Elicit the negative and plural forms of:

There was a ... but now there isn't.

There wasn't a ... but now there is.

There were (some) ... but now there aren't.

There weren't any ... but now there are.

Teach *but there isn't / aren't anymore* as a negative alternative.

Answers

Students' own answers

- 2 Have students copy the table. Tell them to leave enough room to make notes about the six other categories in the word pool. Make sure that each partner is contributing equally. If they aren't sure about the way things have changed, ask them to make a guess. Encourage them to use *used to / didn't use to*. Set a time limit then discuss as a class.

Answers

Students' own answers

- 3 If done as a group exercise, there should be equal numbers of 'elderly people' and 'journalists' in each group, ideally labelled A and B. This could also be done as a pair activity. Ask the A students to stay in their place, and B students to move. Monitor to check that each person is participating in the question and answer preparation stage, and correct any errors. After five to ten minutes, tell the B students to find new partners, and so on. Write on the board useful expressions such as:

We used to ... but now we don't / but we don't anymore.

There didn't use to be a / any ... but now there is / are.

Answers

Students' own answers

- 4 Tell students to keep the same roles they had for exercise 3. Ask them how a news report differs from a letter (a news report is more impersonal and factual, and has a headline; a letter includes the address and a greeting and ending).

Answers

Students' own answers

Fast finishers

Fast finishers could take the opposite role and write up their interview from the other person's perspective.

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 ...
Lucky / 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.

- When did Lauren go on holiday?
- Where did she go?
- Who was she with the day she went sailing?
- What happened on the sailing trip?
- How did Lauren feel?
- 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?

Key competences



This section will help students to learn and apply expressions and functional language, be aware of different types of verbal interaction, and learn language rules.



Speaking activities like exercises 2, 6, and 8 help students to participate collaboratively in conversations, maintaining attention, staying on topic and responding to comments or questions.




Students need opportunities to show initiative and be creative. In exercises 7 and 8, encourage them to be inventive in telling the stories and supportive in responding. Having choices allows students to feel that they have control over their own learning.

The Interaction lessons in this Student's Book feature Charlie, Lauren and Mia, three school friends who live in the UK. In this lesson, Charlie and Lauren are telling each other what they did during the summer holidays.

Warmer

Elicit words for feeling fear, such as *scared*, *frightened*, *terrified*, *afraid*. Write these on the board and ask which are the strongest and weakest adjectives (*terrified* and *afraid*). Point out the difference between *terrified* and *Sounds terrifying*. Ask students *What did you used to be scared of?* and get them to discuss the question in pairs. Compare students' experiences as a class.

 1.15 *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Tell students to think of questions that they would be able to answer themselves, in preparation for exercise 2.


Answers Students' own answers

- 2 Encourage students to expand upon their answers to *yes / no* questions. When listening to their partner's answers, students should be prepared to ask follow-up questions.

Answers Students' own answers

- 3 Ask students questions about the photo, such as *What are the students wearing? Where are they? What's the weather like?* Elicit students' ideas about the body language displayed by the two people.


Answers Students' own answers

- 4  1.16 **Transcripts page 52** Tell students that the answers appear in the same order as the questions, but that they need to listen carefully to ensure that they have all the information they need.

Check that students understand *sail* and *mast* (the large pole that the sail is attached to).

Answers

- 1 Lauren went on holiday a few weeks ago.
- 2 She went to Scotland.
- 3 She was with her father and her brother, Leo.
- 4 The mast broke and the sea was too rough to go too near the coast.
- 5 She was really scared.
- 6 A boat that was nearby came to help them.

- 5  1.16 **Transcripts page 52** Ask students to tell which of the *Express yourself* expressions are in the dialogue, then check against the recording. Write on the board other variations: *That's incredible / terrifying*, *You'll never guess what happened to me!*, *Did you?* and other suitable alternatives suggested.

Answers

I had an incredible experience.
One day ...
Luckily, ...
So ...
Well ...
Really?
What happened next?
Sounds terrifying!
That's amazing!
Students' own answers

Extra activity

Write *terrifying* and *amazing* on the board. Underneath, add *terrified* and *amazed*. Ask students to explain the difference (the *-ing* form describes what something is like, the *-ed* form describes how we feel). In pairs, have students think of other adjectives that work like this, e.g. *bored / boring*, *frightened / frightening*, *surprised / surprising*, *interested / interesting*, *tired / tiring*, *annoyed / annoying*.

- 6 Elicit the rules for forming reply questions (auxiliary / form of *do* + subject), and encourage students to use these in their responses. Write the following useful expressions on the board:
Nothing interesting. / Nothing much.
Sounds terrifying. / Sounds amazing.

Answers Students' own answers

Extra activity

Practise 'reply questions' (*Did you? Was it?* etc) by having each student prepare a statement. This could be about themselves, other people or a situation. Everyone stands up to begin with. Ask one student to stand up and read their sentence, then nominate a person to answer with a reply question. The first student then sits down, and the second student reads their statement. This process continues until everyone is sitting down.

- 7 Refer students to the tabs and elicit that these are indirect questions. Have students give the direct question form, as a class. Tell students to work on their stories in pairs. They can either decide between them whose holiday to describe, or invent one.

Answers Students' own answers

- 8 Elicit from students ways of showing interest (reply questions, use of expressions like *Really?* and *That's ... / Sounds ...*, and the use of follow-up questions). Remind them to use linking words such as *Well ...* and *So ...* to make the dialogue appear more natural.

Answers Students' own answers

WRITING

A story

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?

WRITING SKILL

Sequencing words and expressions

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.

1... , I heard a very loud noise outside the aeroplane window. I didn't think it was anything to worry about. 2... , I noticed some black smoke. 3... I heard the captain's voice. 4... , I don't remember a lot. I shut my eyes tight and waited and waited. 5... , the plane started to descend and I felt a huge bump when it landed. 6... , 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.

Key competences



Students reflect on the consequences of fires for people and on the environment, and on our responsibility for their prevention.



This competence is developed when students learn and use the writing skill: sequencing words and expressions. Check that they have used this properly when correcting their stories.



The final writing activity develops students' skills in planning, execution and checking. Check that they understand the importance of the planning box and that they have checked and corrected their work.

Warmer

Ask: *Have you ever been in a situation in which you felt very lucky? Do you know anyone else who has had a lucky escape? What happened? Did it change you or that person in any way?*
Have a brief class discussion.

Teaching tip

During class discussions in which students compare experiences, encourage them to use expressions for telling an anecdote, such as the linkers *well* and *so*, attitude adverbs, and expressions which set the scene, e.g. *Last year*. If necessary, write suitable expressions on the board.

- 1 Refer students to the title and the photo, and ask them to predict what the story is about. Check that they understand *tent* before they read.

Answers

He is writing about a forest fire that came near to the campsite where he and his parents were staying.

- 2 Encourage students to answer in full sentences. Read question 6 and point out that *happen* is not used in the answer.

Answers

- 1 He was on the north coast of Spain.
- 2 He was with his parents.
- 3 It was a camping holiday.
- 4 He was sitting outside the tent, playing on his phone.
- 5 He thought it was a large animal.
- 6 The trees were burning all around them.
- 7 They ran to the beach and waited there.
- 8 They spent the night at a nearby school.

- 3 Point out that sequencing words and expressions give structure to our writing, and make it more interesting to read. Tell students that *finally* and *in the end* do not have the same meaning: *finally* refers to the last action in a series, whereas *in the end* describes the outcome of a situation.

Answers

first, next, then, after that, finally, in the end

- 4 Tell students they can use the order of the sequencing words from the text in exercise 1 as a guide. However, point out that the order of *next*, *then* and *after that* is not fixed, as their meanings are similar.

Answers

1 First 2 Next 3 Then 4 After that 5 Finally 6 In the end

Extra activity

Ask students to shut their books and ask them in pairs to re-write as much of the story as they can remember from exercise 4. Advise them to leave out the sequencing words for the time being. Get them to compare answers with another pair. Elicit a version of the story and write this on the board. Ask them where the sequencing words from exercise 3 might go. As this is likely to be a shorter story than the original, it may not be necessary to use all the sequencing expressions.

- 5 Tell students that they can invent a story if they can't think of a suitable true experience.

Answers

Students' own answers

- 6 Encourage students to make notes about what happened before the main events of the story, as well as the main events themselves.

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their stories:

- Does your story set the scene by describing the location and people?
- Does your story describe what was happening at the start?
- Have you used the correct tenses for each event in the story?
- Does your story explain how you felt and why?
- Does your story explain what happened in the end?

Answers

Students' own answers

- 8 When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers

Students' own answers



Fast finishers

Fast finishers could choose another of the ideas from exercise 5 to write about.

Go Digital!

Extra activity: Writing preparation

This activity is better done as a collaborative activity, whole class or in groups.

- Touch  to open the extra activity.
- Ask students to close their books or screens.
- The activity has question prompts to help students create their own story on the IWB. There are also sequencing words and expressions they can choose from to help organize their story.
- This can be done as a whole-class activity or in two groups. If done in groups, each should prepare their stories on paper before writing it on the IWB.
- Use the activity to reinforce learning points of the writing model and to discuss ideas.
- Use  to show a writing model for this exercise.
- Get students to assess the model and to compare it with their own attempt.
- Highlight uses of the past and sequencing words and expressions used in the model.

Suggested use: after exercise 4

1.10 Student's Book page 11, exercises 3, 4 and 5

M = Megan, F = Fred, L = Lily, D = David, I = Isabella

- 1
- M Hi, Fred. Listen. I'm doing a school project about people's earliest memories. Can I ask what yours is?
- F Sure, Megan. Well, I think I was about two or three. I was in my bedroom, a small room, nice and cosy but with a big window. The walls were blue and there was a warm pink carpet. I was sitting on the floor, playing with my toy soldiers, when I heard a buzzing noise. I looked around and then I saw it. A big fat bee! It was brown and yellow and buzzing round the room. I thought it was an amazing new toy. And er... I tried to catch it.
- M Bad idea.
- F Very bad! Because it stung me on the arm. I screamed and started crying. It really, really hurt. I erm... I never tried to play with bees again.
- 2
- M What's your earliest memory, Lily?
- L My earliest memory? Erm... I think... yeah... I was walking in the countryside. It was a sunny day. I was only about three or four and the grass seemed really high. My mum was holding my hand. I could smell all the flowers and hear birds singing. I felt so happy. And then I heard a kind of strange noise, like the sound of a cappuccino machine. I looked up and I saw this amazing hot air balloon. It was yellow, orange and black... and it was floating in the sky over my head. It was magical.
- 3
- M What was your first memory, David?
- D Well, I don't know if this is my first memory... but, I remember this really well. I was in my dad's garage. He was doing something to his car and I was running around, pretending to be a racing car. I was mad about Formula One. And er... I fell over. I hit my face on the side of the car and... I knocked out my two front teeth! It really hurt and I started crying. My parents took me straight to the dentist. The thing I remember best, though, is the gap between my teeth. I used to put my tongue in the gap. It felt so strange!
- 4
- M Isabella, what's the earliest thing you can remember?
- I Let's see... erm... I think it was when I was about five or six. My parents took me to the zoo and I was sitting on my dad's shoulders. And er... I was wearing a pink coat. So I think it was a cold day. And I remember I had a bucket of popcorn. I was eating popcorn and looking at all the animals when we stopped by the giraffes. And this giraffe... he leaned over the fence – you know, with his long neck and... He stuck out his tongue and he took my whole bucket of popcorn! I was so surprised – and then I just started laughing. It was the funniest thing ever!

1.14 Students book page 13, exercise 12

- OK, now I want you to listen carefully and follow my instructions.
- Touch your right elbow with your left hand.
- Touch your forehead.
- Cross your arms.
- Put your hands on your hips.
- Touch your toes.
- Put your hands on your shoulders.
- Close your eyes.
- Cover your ears with your hands.
- Lift your left foot.
- Raise your eyebrows.
- Touch your palm with your finger.
- Touch your eyelashes with your thumb.

1.16 Student's Book page 16, exercises 4–5

C = Charlie, L = Lauren

- C Hey, Lauren! It's great to see you!
- L Hi, Charlie. How are things?
- C Cool. How was your summer?
- L My summer? It was really exciting. I had an incredible experience!
- C Really, what happened?
- L Well, a few weeks ago we went on holiday to Scotland. You know my dad loves sailing?
- C Yeah...
- L Well, one day we went sailing off the Scottish coast. We wanted to explore the islands. There are loads of them off the west coast. And it was a beautiful sunny day. So we set sail, just Dad, me and my brother Leo. He's a good sailor, too. We were sailing for about three hours and then the weather changed. The sky grew dark and it got really windy. The waves were incredibly high.
- C What did you do?
- L My dad tried to get to one of the islands. But the sea was too rough – it was dangerous to get too near the coast.
- C Sounds terrifying!
- L Yeah, I was really scared. We tried to sail back to the mainland – but that was a long way away. And then we heard a horrible noise.
- C What was it?
- L The mast snapped. It just broke in the wind! And the sail came down! So we couldn't control the boat! We were just going up and down in the water.
- C What happened next?
- L Well, luckily, another boat was sailing near us. The crew saw we were in trouble and they came to help us. And we were all OK in the end!
- C That's amazing!
- L So what did you do in the summer holidays?
- C Nothing exciting like that!

Workbook page 8

- 1 C
 2 1 B 2 A 3 D 4 C
 3 1 T 2 T 3 T 4 F 5 F 6 F 7 T 8 F
 4 1 Obviously 2 Fortunately 3 Strangely 4 Thankfully
 5 Miraculously
 5 Students' own answers

Workbook page 9

- 6 Mouth
 Noun: taste
 Verb: to taste
 Nose
 Noun: smell
 Verb: to smell
 Ear
 Nouns: hearing, sound
 Verbs: to hear, to listen
 Eye
 Noun: sight
 Verbs: to look, to see, to watch
 Hand
 Noun: touch
 Verb: to touch, to feel
 7 1 smells 2 taste 3 tastes 4 hearing 5 listen 6 watch
 7 hear 8 see 9 feels 10 sight 11 look 12 touch
 8 1 E 2 G 3 D 4 A 5 F 6 C 7 B
 9 1 smelly 2 long-sighted 3 tasty 4 tasteless 5 tasteful
 10 Students' own answers

Workbook page 10

- 1 1 didn't go 2 left 3 went 4 heard 5 sounded
 6 didn't know 7 said 8 replied
 2 1 was standing
 2 was listening
 3 wasn't imagining
 4 was making
 5 weren't stealing
 6 were eating
 3 1 Did Kate go to school yesterday? No, she didn't because she wasn't feeling well.
 2 What time did her parents leave home? Her parents left home at 8am because they went to work.
 3 Did she see any animals in the kitchen? Yes, she saw two cats in the kitchen.
 4 Was Kate reading a book in bed? Yes, she was reading a book in bed.
 5 Were burglars stealing things from the kitchen? No, burglars weren't stealing anything from the kitchen.
 6 What were the cats eating? They were eating the food in her cat's bowl.
 4 1 while he was travelling around India.
 2 when they lost the ball.
 3 while you were making dinner.
 4 when I left the house this morning.
 5 while they were studying in London.
 6 when the teacher came in.

- 5 1 Did you have
 2 were walking
 3 saw
 4 didn't want
 5 fell
 6 was watching
 7 woke
 8 was
 9 was Leo waiting
 10 phoned
 6 Students' own answers

Workbook page 11

- 1 1 E 2 D 3 F 4 C 5 A 6 B
 2 1 The story is about Marina's sister and her sister's husband, Frank.
 2 Frank is Marina's brother-in-law.
 3 1 NO 2 YES 3 NO 4 NO 5 YES 6 NO 7 YES 8 YES
 4 1 Last month 2 Thailand 3 10 4 Small 5 Thai 6 1 hour
 5 Students' own answers

Workbook page 12

- 1 The men are competing in a game of 5-a-side football.
 2 1 1896 2 10,000 3 4,847 4 1944 5 5 6 1920
 3 1 C 2 C 3 B 4 C 5 A 6 A 7 B 8 C
 4 1 free 2 quiet 3 flat 4 blind
 5 1 as blind as a bat.
 2 as flat as a pancake.
 3 as free as a bird.
 4 as quiet as a mouse.

Workbook page 13

- 6 1 FINGERS 2 EYEBROWS 3 WRIST 4 TEETH 5 THUMB
 6 NECK 7 WAIST 8 SHOULDER
 Hidden word: FOREHEAD
 7 1 tongue 2 cheek 3 palm 4 lips 5 toe 6 knee
 7 eyelashes 8 hip
 8 Students' own answers
 10 1 waistcoat 2 earphones 3 lipstick 4 fingernails
 5 toothpick 6 wristband
 11 1 waistcoat 2 lipstick 3 fingernails 4 wristbands
 5 earphones
 12 Students' own answers

Workbook page 14

- 1 1 didn't use to
 2 used to have
 3 used to want
 4 used to
 5 didn't use to
 6 didn't use to
 2 1 didn't use to like sport
 2 used to eat meat
 3 didn't use to speak Spanish
 4 used to travel by bus
 5 used to live in London
 6 used to have a desktop computer
 3 1 used 2 use 3 use 4 used 5 use 6 use

- 4**
- 1 Did you use to live in a different town?
 - 2 Which primary school did you use to go to?
 - 3 Who did you use to play with?
 - 4 Did you and your friends use to walk to school?
 - 5 What toys did you use to play with?
 - 6 Did your mum use to read to you at night?
 - 7 What food did you use to hate?
- 5** Students' own answers

Workbook page 15

Extra Challenge

Students' own answers

Webquest

- 1 Giraffes are native to Africa.
- 2 The Bumblebee Bat is the smallest mammal in the world. It comes from Thailand.
- 3 The average dolphin has between 80 and 100 teeth.
- 4 The capital of India is New Delhi.
- 5 Bollywood is India's version of Hollywood.
- 6 The Montgolfier brothers invented the hot-air balloon.

Puzzle

- 1 Did you study last night?
Students' own answer
- 2 Were you sleeping at midnight?
Students' own answer
- 3 What did you dream?
Students' own answer
- 4 When did you wake up?
Students' own answers

Workbook page 16


Suggested answers

- 1 Guess what happened to me?
 - 2 Happily
 - 3 Incredibly
 - 4 Really? Tell me more.
- 2** 1 what 2 What? 3 Did 4 ago 5 Sounds 6 Happily
7 Were 8 Next 9 That's
- 3** 1 F 2 F 3 T 4 F 5 T 6 T
- 4** Suggested answers
- 1 Did you have a good weekend in London?
 - 2 Really? What did you do?
 - 3 That's incredible!
 - 4 Really? What happened next?
 - 5 Sounds amazing!
- 5** Students' own answers

 1.2 Workbook page 11, exercises 2–3

R = Robert, M = Marina

- R Why are you laughing, Marina?
 M I was just talking to my sister, Sarah, and she told me such a funny story. You know she got married last month?
 R Yeah, to Frank?
 M That's right. Well, they've just come back from their honeymoon.
 R Where did they go?
 M Thailand.
 R Fantastic!
 M Well, they're both mad about scuba-diving and apparently Thailand is one of the best places in the world for it. They dived ten times when they were there. One time they were exploring a shipwreck when they saw a kind of grey triangle.
 R Oh, no! Was it a shark?
 M Yes, it was!
 R What happened?
 M Obviously they felt scared, but they didn't panic and luckily the shark swam away.
 R That wasn't the funny story, was it?
 M No! That happened at the beginning of the holiday when Sarah and Frank were at the airport in Bangkok. They were sitting on the plane but it was still on the ground. It was a small plane and Frank was sitting next to the emergency exit.
 R And ...?
 M Well, the flight attendant was a Thai woman whose English wasn't great and she was talking to Frank about the emergency door.
 R It's part of the safety procedure, isn't it?
 M That's right. Anyway, Frank couldn't understand her very well. Her English was really bad but she kept talking and moving her hands. She was pretending to open the door. Anyway, suddenly, Frank stood up and opened the door!
 R I don't believe it! What happened?
 M It was OK because the plane wasn't flying, but everyone was really angry with him. The flight took off an hour late because of Frank and his misunderstanding!
 R Your poor brother-in-law! That's the funniest thing ever.

 1.4 Workbook page 16, exercise 5

- 1 Did you have a good holiday?
- 2 I had an incredible experience last week.
- 3 Amazingly, I won some money.
- 4 Unfortunately, I was completely lost.