

Unforgettable

1

Vocabulary: -ed and -ing adjectives;
Arts and entertainment

Grammar: used to...; Past
simple vs past continuous

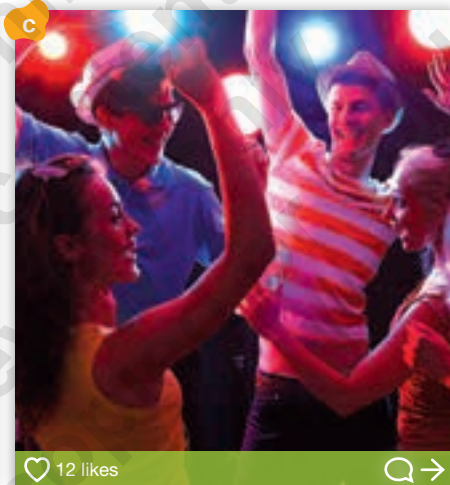
Speaking: Talking
about a past event

Writing: A story

VOCABULARY -ed and -ing adjectives

I can use adjectives ending in -ed and -ing.

- 1 Work in pairs. Look at the pictures a-c. Where are the people and what are they doing?
Match the pictures to the hashtags (#) 1-3.



- 1 #favouritesong #neveragain
#embarrassingdad
- 2 #thebestparty #fun
#amazingnight
- 3 #backtoschool #newfriends
#soexciting

- 2 1.1 Look at the adjectives in lists A and B.
Which list describes a feeling and which describes
something that causes a feeling? Listen and check.

A
amazed amused annoyed bored
confused disappointed embarrassed
excited frightened interested relaxed
surprised tired

B
amazing amusing annoying boring
confusing disappointing embarrassing
exciting frightening interesting
relaxing surprising tiring

- 3 Complete the sentences with the correct -ed or
-ing adjectives from Exercise 2.

Jack felt *disappointed* when Mark forgot his
birthday.

- My brother was f... of the lions at the zoo.
- She never listens to me when I talk. It's very a... .
- We were s... when my aunt suddenly visited us.
- The film was very c... , so we didn't understand it.
- It was a t... day. We left early and got home late.
- The book was very i... . I read every chapter.
- I got b... when I listened to the same song every day.
- We were a... by the comedy show on TV.

Look! Adjectives from verbs

We form some adjectives from verbs.

amaze - amazed/amazing

annoy - annoyed/annoying

bore - bored/boring

- 4 Work in pairs. Complete the questions with the
correct form of the word in brackets. Ask and
answer the questions.

- Are you ... (frighten) by horror films?
- Is learning English more ... (tire) for you than Maths?
- What sport do you think is ... (excite) to watch?
- What is an ... (amaze) place to visit in your country?
- What hobby is ... (relax) for you?

- 5 With your partner, discuss the questions.

- When did you last feel disappointed/frightened/
surprised?
- What situations do you think are amusing/annoying/
relaxing?



Now watch the vlog.

FAST FINISHER

Complete the sentence in as many ways as you can.

It's ... when

It's exciting when your team wins a football match.

Remember that?

READING

I can understand and identify the main idea of a text.

1 Look at the pictures and the words in the box. What type of memories do the pictures show?

family friends hobbies pets school life



2 1.2 Read and listen to the posts. What is the main idea of each post?

Home About New posts Archives Message board

Teenvibe

SHARE THE MEMORIES

Our heads are full of amazing memories. Here are some of your stories.

NAOMI, 16

I was worried about my first day at my new school. I used to be shy, and I was nervous because there were lots of people I didn't know. My first day was better than I expected. Everybody was friendly, and my classes were interesting. I also met Mac. He was really relaxed and chilled. We're best friends now. He tells terrible jokes and he can be annoying, but he's never boring and thanks to him, I'm no longer shy.

My brother Krish and I used to share a bedroom. Did we use to argue? Yes, we did! I was older and tidy; he was younger and very messy. He didn't use to put anything away. One day, I tripped over his dirty football boots. There was mud all over the carpet. I got some tape and made a line across the floor. He was annoyed, but he kept his things on his side of the room. Eventually, I got my own room. It's clean, but I miss sharing with him.

ANIK, 16

JORDI, 15

I was very excited when I got my dog, Tucker. He used to sleep a lot when he was little, but he was also very active. He used to jump up and down and run around the house in the evening. Once, when he was doing this, there was a loud bang in the living room. When we entered the room, we found the TV on the floor. My parents were really annoyed. I had to take Tucker to training classes after that. We used to go every week, and now he's the perfect pet!

3 1.2 Read and listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Naomi was excited about her first day at school.
- Naomi's first day was disappointing.
- Anik and his brother were quite different.
- Anik's brother liked the tape across the floor.
- Tucker was energetic in the evening.
- Jordi's mother taught the dog how to behave.

4 **Word Power** Find pairs of words with opposite meanings in the text.

older / younger, ...

5 **THINK CRITICALLY** In pairs, answer the questions.

What brings back memories for you: a smell, a sound or a picture? What is your earliest memory?

FUN FACT

The nerves we use to detect smells enter the brain in the area responsible for emotions and memories. That's why smells often trigger memories.

GRAMMAR *used to*

I can use *used to* to talk about past habits and routines.

Now watch the grammar animation.

1 Read the rules. Copy and complete the grammar box.

did (x3) didn't didn't use to use (x2) used to

Affirmative	Negative
I used to be shy.	He ² ... put anything away.
He ¹ ... sleep a lot.	
Questions	Short answers
³ ... he ⁴ ... to tidy his room?	Yes, he did . / No, he ⁵ ...
⁶ ... we ⁷ ... to argue?	Yes, we ⁸ ... / No, we didn't .

Rules

We use *used to* to talk about past habits and old routines. We use *used to* when the state or action doesn't happen now.

We use the infinitive *use* (not *used*) in negative sentences and questions.

2 1.3 Complete the dialogue with the affirmative, negative or question form of *used to*. Listen and check.

Laura: Is that a photo of you? That's so cute!

Abel: Yes, it was my birthday. I *used to* love parties.

Laura: That's a great costume. ¹ ... dress up a lot?

Abel: All the time. That was my favourite costume. It's Yoda from *Star Wars*.

Laura: I know. I ² ... have one just like it!

Abel: Have you got any photos of you in it?

Laura: Probably, but not at my birthday parties.

Abel: Why's that?

Laura: I ³ ... have parties. My birthday's in August, so it's always during the school holidays.



3 Complete the sentences with the correct form of *used to* and the verb in brackets.

- I ... (go) to bed at seven o'clock when I was five.
- '... (you / watch) cartoons after school?' 'Yes, I ...'
- My brother ... (not like) basketball, but now he plays every day.
- '... (Ben / play) in a band?' 'No, he ...'
- My best friend and I ... (be) in the same class, but now we aren't.
- Jane ... (love) eating chocolate, but now she hates it.

4 Complete the facts with the correct form of *used to* and the verbs in the box.

drink have not wash not sleep take write

Intelligent and creative, but these famous people had some unusual habits!

The English writer Jane Austen worked completely alone. She *used to write* in a room with a noisy door so she knew when someone was coming in.

Leonardo da Vinci loved sleeping, but he ¹ ... during the night. He slept 15–20 minutes every four hours. That means he ² ... about two hours sleep in total.

The historian and writer Voltaire ³ ... between 40 and 50 cups of coffee every day. He lived until he was 83!

Beethoven ⁴ ... very often and his clothes were dirty. His friends ⁵ ... his clothes away and wash them when he was asleep!



5 PRONUNCIATION *used to* /ju:st tə/

1.4 Listen and repeat.

- They *used to* live in a flat.
- We *used to* meet in the park.
- He *used to* go out a lot.
- I *used to* love rock music.

6 Work in pairs. Write questions with *used to* using the verbs in the box. Ask and answer the questions.

collect dress up drink eat go
like make play sleep watch

A: *Did you use to watch cartoons?*

B: *No, I didn't, but I used to watch ...*

FAST FINISHER

Think about someone in your family. Write three sentences using *used to*.

Carnival time

VOCABULARY and LISTENING Arts and entertainment

I can identify specific information in a podcast.

- 1 Look at the pictures and headings. What are the articles about? Read the texts and check your answers.
- 2 Study the blue nouns. How do you say these words in your language?

WHAT'S ON THIS WEEKEND?

This Week's Events

What a performer Sat 5th

Tracy Dale comes from a family of entertainers. She used to be an acrobat and her grandfather worked in a travelling fair! Tracy owns *The Circus Workshop*. She teaches people to juggle, walk on stilts, do acrobatics and more!

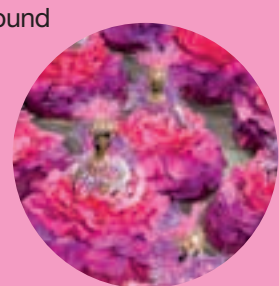
Great entertainment! Sun 6th

The Travelling Theatre Company is in town for our Music and Dance Festival. Don't miss their brilliant performance of *The Lion King*. Members of the audience can meet the actors after the show.

All the way from Brazil Sun 6th

The Rio Carnival is famous around the world for the amazing costumes that people wear in the parade. See them for yourselves at a new photography exhibition of carnival costumes from Rio. Our reporter says the photos are amazing!





- 3 1.5 Copy and complete the table with the blue words from the text. Listen and check.

outdoor events	people	other nouns
festival	audience	entertainment

- 4 Read the introduction to a local news podcast. Why was everybody looking at Zara?

Colourful carnival

Our photographer, Dan, took some great shots of people while they were walking in the carnival parade. Everybody noticed Zara West on her tall stilts. The youth club members were also popular with the audience. When our photographer met them, they were juggling in their bright circus costumes to raise money for a new youth club centre.

In this podcast, we share memories of a great parade!

LISTEN now

- 5 1.6 Listen to the carnival podcast. How was each person feeling when the parade started?



- 6 1.6 Listen again and choose the correct answers.

- 1 How tall was Zara on her stilts?
a 1.5 metres b 2.5 metres c 2.3 metres
- 2 How was Ash feeling at the end of the parade?
a excited b tired c embarrassed
- 3 How much money was in Hugo's bucket?
a £50 b £100 c £200
- 4 What was Leo doing when the parade started?
a barking b running c jumping

GRAMMAR Past simple vs past continuous

I can use the past simple and past continuous to talk about past events.

Now watch the grammar animation.

- 1** Read the grammar box. Copy the rules and choose the correct word to complete them.

Past simple **Past continuous**

Dan **took** photos **while** they **were walking** in the parade.

Past continuous **Past simple**

We **were walking** in the parade **when** Dan **took** photos of us.

Rules

We often use the past continuous and the past simple tenses in the same sentence.

We use the ¹ *past simple* / *past continuous* to describe the completed action.

We use the ² *past simple* / *past continuous* to describe the action that was in progress.

We use ³ *when* / *while* before the past simple.

We use ⁴ *when* / *while* before the past continuous.

- 2** Look at the sentences and decide which action was in progress (1) and which was completed (2).

We were watching (1) the parade when we saw (2) our teacher.

- 1 While I was talking to the reporter, my phone rang.
- 2 Ash was riding a bike when it started to snow.
- 3 We took photos while the band was playing.
- 4 It was still raining when a rainbow appeared.
- 5 When Maya took this selfie, she was having fun at the fair.

- 3** Work in pairs. Use the table to make four sentences with *when* or *while*.

(while)	I was eating a burger	(when)	my friend took a photo
	we were waiting for the teacher		a bird flew into the room
	we were having a test		I dropped my phone
	our teacher was talking		my friend texted me

While I was eating a burger, I dropped my phone.

I was eating a burger when I dropped my phone.



- 4** **1.7** Write the correct form of the verbs in brackets to complete the text. Listen and check.

LATEST NEWS

Local

Global

Office workers ¹ ... (have) a meeting in Minnesota, in the USA, when a racoon ² ... (climb) past their window. Why were they surprised? The office was on the twenty-second floor! The racoon was interesting entertainment, but they were worried for its safety. The racoon was feeling tired and hungry, so it ³ ... (rest) for a while, but then it climbed even higher. When it ⁴ ... (reach) the top, a rescue team ⁵ ... (wait) for it.

In a carnival parade in Melbourne, Australia, Tania Makri ⁶ ... (ride) a pony when it ran into the crowd. Tania said, 'Silver usually loves an audience, but she was frightened by some dogs! At the time, I ⁷ ... (not look) at the crowd, so I ⁸ ... (not see) the dogs. Luckily, everybody was OK.'



- 5** Work in pairs. Make questions using the table below. Ask and answer the questions.

A: *What were you doing at 8.00 this morning?*

B: *I was looking for my homework.*

What was/were	you your friend you and your friends	doing when	the school bell rang? your teacher came into the classroom?
		doing at	9.00 yesterday evening? 8.00 this morning? 2 p.m. last Saturday?

FAST FINISHER

Think about an unusual event you saw. What were you doing at the time? Write three sentences with *when* or *while*.

What's on ...?

READING and LISTENING

I can identify important information in adverts.



Profile

Home



What's on this autumn?



a

Bloxford Skatepark

Sunday 10 October

10 a.m. – 12 p.m. Ages 10–14

1–4 p.m. – Ages 15–18

Join us to learn about graffiti art!

- All paint provided.
- Beware – it gets messy. Bring old clothes to paint in!
- Certificates for all who attend the event.

Tickets:

£5 per person
(includes a snack)

20 interested



b

Bloxford Town Hall

Saturday 16 October

Open until 11 p.m.

Photography competition

- This year's theme is 'Friends'. Free photography course for the winner!

Live entertainment

- Performances from local bands from 6 p.m.
- Handmade jewellery and gifts.
- Food and drink on sale all day.

Fairground rides in the town square: £3 per ride

45 Going



c

Sports Hall

Sunday 24 October

2–7 p.m.

Calling all students aged 15+!

Learn to be happy, positive and calm.

- Loose clothing only, please.
- Free yoga class at 7.30 for all workshop participants.
- Water provided, but bring your own snacks.

Book before 30 Sept and get £2 off!

Tickets: £8 each

34 Going



1 Read the adverts. Match the headings with the adverts.

Autumn Fair Street Art Workshop
Relaxation Workshop

2 Read the adverts again. Match the question with the event.

Which event ...

- 1 offers food in the price of the ticket?
- 2 is only for children and teenagers?
- 3 includes a competition?
- 4 costs less if you buy your tickets early?
- 5 offers evening entertainment?
- 6 suggests you wear something comfortable?

3 Work in pairs. Discuss which event you would like to go to and why.

4 1.8 Listen to the dialogue between Ben and Amy. Answer the questions.

- 1 Which event do they want to go to?
- 2 Why can't they go to it?
- 3 What's Ben going to do?

5 1.9 Listen to the second dialogue. Complete the sentences.

- 1 Ben and Amy went to the workshop because ...
- 2 Ben and Amy don't feel ...
- 3 Ben isn't wearing ...

6 GET CREATIVE Work in pairs or small groups. You are reporters and went to one of the events in the adverts. Write a news report. Choose one person to read it to the class.

SPEAKING

Talking about a past event

I can ask and answer questions about past events.

1 1.10 Listen and read. What did Caleb do at the weekend?

- Olivia:** Hi, Caleb. How was your weekend?
Caleb: It was amazing, thanks. I went to a drum workshop.
Olivia: How did you find out about it?
Caleb: I read about it online. I used to play the drums. I miss it, so I decided to go when I saw the advert for the workshop.
Olivia: That's cool. What was it like?
Caleb: It was very chilled. I kept making mistakes at first, but after a while I felt more confident.
Olivia: Who did you go with?
Caleb: No one. I went by myself.
Olivia: What did you like most about it?
Caleb: The final performance. Anyway Olivia, what about your weekend?

2 1.11 Listen and repeat the Useful language.

Useful language

Asking

How was your weekend / holiday?
 How did you find out / hear about it?
 What was it like?
 Who did you go with?
 What did you like most about it?

Answering

It was amazing / brilliant / tiring.
 I saw an advert / a poster.
 It was chilled / interesting / relaxing.
 I went with my brother / by myself.
 The final performance / entertainment / music.

3 1.12 Copy and complete the dialogue with words from the Useful language box. Listen and check.

- Amy:** Hi, Nathan. ¹ ... Friday night?
Nathan: It was fantastic. I saw the band competition in the park.
Amy: Who ² ... with?
Nathan: I went with my older brother. He's really into music.
Amy: ³ ... hear about it?
Nathan: I ⁴ ... a poster at school. I used to be in a band, so a local competition was interesting.
Amy: Of course. And ⁵ ... the bands like?
Nathan: Some were brilliant. One band was disappointing because the singer forgot his words.
Amy: What ⁶ ... about it?
Nathan: The food! The burgers were amazing!

4 Work in pairs. Prepare a new dialogue. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Choose one of the situations:
 - a local festival
 - a sports competition
 - a rock concert
 - a school talent show
- > Make notes about the event.
- > When was it? How did you hear about it? What was it like?

Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act your dialogue without notes.
- > Swap roles and choose a new event.

Reflect

- > Did you use adjectives to describe the experience?
- > How can you improve next time?



Now play **Keep moving!**

FAST FINISHER

You went to a festival and met an old friend. Write three sentences about it.



a

Frank's BIG IDEA

◆ Nineteenth century

During the nineteenth century, there were many farms and coal mines in the north-east of England.

◆ 1950s

Frank Atkinson was the director of a traditional museum in the north-east of England, but he realized that traditional ways of life were disappearing, so he decided to create a new open-air museum. He wanted to show the lives of ordinary farmers and coal miners and their families, so he started to collect old objects. To do this, he asked local people for any objects, small or large. These included everyday objects and even old homes, buildings and a steam train!

◆ 1970s

Over the next few years, Frank moved miners' homes, a station, shops and a school, to a place called Beamish. He finally opened 'Beamish, the Living Museum of the North of England', in 1971.

◆ Now

Today, over 700,000 people a year visit Beamish open-air museum. To make Frank's idea come alive, there are actors in costumes in many of the buildings, so visitors can ask them questions about life in the 1820s, the 1900s and the 1940s. It's a great way to find out about daily lives in the past.



b Rate your visit



It was a fantastic experience! The Agriculture Festival was a memorable event. We saw lots of farm animals and everybody had a great time, including grandparents and small children.



We liked the mining ponies most! We also enjoyed seeing the miners' houses and the old school. The only disappointing thing was the long queue for the fish and chips.



An exciting museum with lots to explore. The 1900s town was my favourite part. Unfortunately, we arrived at 2.45 p.m., so we only had two hours there. We took some great photos, but we didn't have time to see everything.



Profile

Messages

Board

Local residents remember ...

I used to keep a diary when I was working in the mine. People think mines are cold, but it's very hot ... about 38°C! **Harold**

When I was young, my great grandad told amazing stories about ponies that used to work in the mine when he was a miner. In 1913, about 70,000 ponies worked in UK mines to help bring the coal out. **Flora**

My grandfather used to work on the trams as a ticket collector. He loved his job and he made a scrapbook with some old tickets in it. I still have that scrapbook! **James**



1 Look at the pictures of museums. Which two show ...

- a traditional museum?
- an open-air museum?



2 Work in pairs and talk about the differences between these two types of museums.

3 1.13 Read and listen to the sources of information on an open-air museum (a-c). Match each source to a description.

people's memories facts online reviews

4 Which source of information, a, b or c, mentions these things?

- 1 People you can ask questions about the museum.
- 2 A personal experience of a very difficult job.
- 3 The way local people helped to start the museum.
- 4 Feeling disappointed about waiting.
- 5 How people travelled in the nineteenth century.
- 6 A large family group having fun.
- 7 Not having enough time to do something.

5 Read the sources of information again and answer the questions.

- 1 Where did people work in north-east England in the nineteenth century?
- 2 Why did Frank Atkinson decide to open a museum?
- 3 What did Frank move to Beamish to create his museum?
- 4 Why are there actors in costumes in Beamish?
- 5 What jobs do people remember their family members doing?
- 6 What time does the museum close?

6 Work in groups. Which source do you think is most useful for people who want to learn about Beamish before they visit? Order them 1-3 and explain your reasons.

7 Word Power Some verbs and nouns often go together, for example, *tell stories*. In the sources, find verbs which go with these nouns.

... a diary ... objects ... some photos
... a scrapbook ... time

8 FIND OUT Beamish shows what life was like in the 1900s. What was life like in your town in the 1900s? What jobs did people do and what were the local industries?

9 COMPARE CULTURES An English-speaking friend wants to visit a museum in your country. In groups, choose a museum. Explain what kind of things your friend can see or do there.



Now watch the culture video.

FAST FINISHER

Think of an old object to donate to a museum. Describe it. Who did it belong to? How old is it? What is it like?

A special memory

WRITING A story

I can write about a special event in the past.

1 Read Luna's story. What did she learn to do?

AN UNFORGETTABLE DAY

When I was fourteen, I had a brilliant birthday.

On the day, I woke up at 6 a.m. because I was excited to see my present. However, my parents were still sleeping. While I was waiting for them, I went into the living room. There was just a card on the table, so I felt a bit disappointed. Just then, Mum and Dad came into the room. After that, I opened the card. Inside was a voucher for unicycle lessons at a circus school. I was really surprised!

Later on, I went for my first unicycle lesson. I didn't feel confident at first, so I fell off a lot. After a while, my knees hurt, but every time I fell off I got back on. At the beginning, the teacher held my arm while I cycled. Eventually, I cycled on my own. It was an unforgettable day because it was great fun and I learned to do something new!



2 Answer the questions about Luna's story.

- 1 What was the memorable event?
- 2 What did Luna see on the table?
- 3 How did Luna feel when she opened her present?
- 4 Why did Luna's knees hurt?
- 5 Why was it an unforgettable day?

3 Look at the **Useful language**. How do you say these expressions in your language?

Useful language

Time phrases

On the day, I was ...	At the beginning, ...
Just then, ...	Later on, ...
After that, ...	Eventually, ...
After a while, ...	

4 Read the **Look!** box. Find examples of each connector in the story. Which ones have a comma (,) before them?

Look! Connectors

Connecting similar ideas: *and*

Connecting different ideas: *However, but*

Giving reasons: *so, because*

5 Complete the sentences with the correct connector.

- 1 I wanted to watch TV, ... my dad was watching football.
- 2 My favourite team was playing, ... I decided to watch the match.
- 3 The score was 1-1 at half time. ..., we won 2-1.
- 4 Dad made me a cake ... it was my birthday.
- 5 We all enjoyed the match ... we ordered pizzas to celebrate our win after it finished.

6 Read the advert for a competition and make notes for each question.

BARTON SCHOOL WRITING COMPETITION

We want to hear all about an unforgettable day or special memory.

Was it a special event?

How old were you?

What adjectives best describe it?

What happened?



Upload your story here. You can share your photos, too. There are two cinema tickets for the best story!

7 Write a story about an unforgettable day or a favourite memory. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- Write notes about your special day. Use the questions in the advert.

Write

- Organize your ideas into two or three paragraphs.
- Use the expressions from the **Useful language** box.

Reflect

- Check your grammar: past simple and past continuous with *when* and *while*.
- Check your use of connectors and time phrases.
- Check your spelling.

REVIEW

UNITS 1-3

READING

- 1 Choose the correct answers to complete the article.

ROLL UP, ROLL UP!

Giffords Circus ¹ has entertained / was entertaining more than a million people since it ² began / was beginning almost twenty years ago! Come along and watch our fantastic ³ performances / performers – we have jugglers, acrobats and the ⁴ amazing / amazed clown, Tweedy. Look out for the beautiful horses, too!

Why not eat in *Circus Sauce* – the UK's only travelling restaurant? The chef uses ⁵ carnival / fresh local ingredients and prepares meals for the ⁶ parade / audience to enjoy before or after a show. You can try some delicious ⁷ homemade / ingredients food from the pizza wagon or a freshly ⁸ baked / stir-fried cake during the interval.

⁹ Plan / Book your tickets online now and avoid the ¹⁰ seats / queues when you ¹¹ arrive / depart at the showground. We look forward to welcoming you and your friends and family for an evening full of fun!



- 2 Complete the comments with the words in the box.

costumes disappointed embarrassed
ever haven't been just since started
was waiting went were staying

 I ¹ ... to a circus ² ... I was at primary school. But I've ³ ... been to Giffords Circus. I wasn't ⁴ ...! It was great fun. While I ⁵ ... in the queue, a clown ⁶ ... singing and dancing right in front me! I felt a bit ⁷ ... and turned bright red! But he was funny! Try the pizzas from the pizza wagon – they're SO tasty!

Jody15

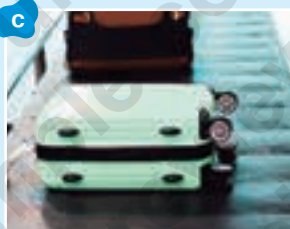
 We ⁸ ... to Giffords Circus last weekend while we ⁹ ... with friends in Oxford. It's the best live show we've ¹⁰ ... seen! The performers' colourful ¹¹ ... were incredible!

the Brown family

LISTENING

- 3  **R1** Listen and match the people with the correct photo. There is one extra photo you do not need.

Carly Josh Ryan



- 4  **R1** Listen again and complete the sentences.

- Carly went ... for the first time.
- Carly felt ... about her family holiday.
- Josh's grandma booked ... for her whole family to go on holiday to New York.
- Josh's grandma ... him stories about her uncle.
- Ryan bought a ... taco from a street food stall.
- Ryan's favourite snack was ... and salty.

- 5  **R1** Are the sentences true (T) or false (F)? Correct the false sentences. Listen and check.

- Carly packed her bag the night before her holiday.
- Carly took the wrong wheelee bag at the airport.
- Josh took part in a parade in New York.
- Josh and his grandma were surprised at some information they discovered at the museum.
- Ryan's taco had fried insects, creamy avocados and spicy chillies in it.
- In Ryan's opinion, the fried insects were disgusting.

▶ SPEAKING

- 6 Work in pairs. Ask and answer the questions using the phrases below with the present perfect, *used to*, the past simple or the past continuous. Ask follow-up questions and find out more information.

HAVE YOU EVER

- 1 ... (eat) an unusual snack?
- 2 ... (watch) a frightening film?
- 3 ... (make) your own pizza?

HAVE YOU

- 4 ... (finish) your homework yet?
- 5 already ... (have) your lunch?

WHAT

- 6 ... you ... (do) at 9 p.m. last night?
- 7 ... you and your friends ... (do) when your English lesson ... (start)?

HOW LONG

- 8 ... (know) your best friend?
- 9 ... (live) in your house?

WHEN

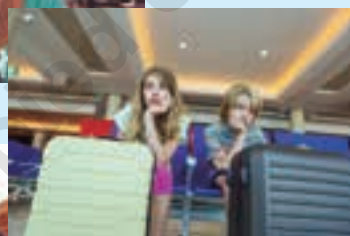
- 10 ... you ... (be) at primary school, ... you ... (dress up) in costumes?

▶ WRITING

- 7 Write a paragraph to describe your best or worst holiday experience. Use the ideas below to help you.

Think about ...

- the journey / transport
- the place
- the people
- an interesting event or entertainment
- the food / a special meal
- your feelings



TEST YOUR MEMORY!

Say what you do before you go on holiday.

Name five things you used to do when you were five.

Make three questions with *How long ...?* Give your answers with *for* and *since*.

Describe three things that happened today. Use *-ed/-ing* adjectives.

Describe a place you've never been to but want to go to.

Say five ways you can cook chicken.

Name five things you see at a carnival.

Say three things you've already done today. Give details.

Make three questions with *yet*.

Describe what was happening when you arrived home from school yesterday.

Name five things you see in a train station.

Describe a snack you never eat. Say why you don't like it.

PROJECT

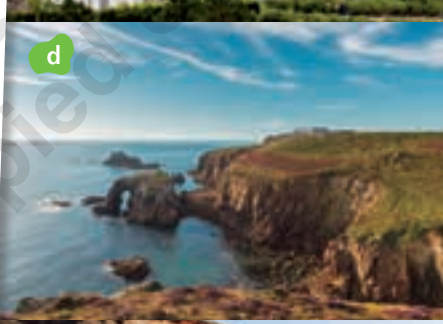
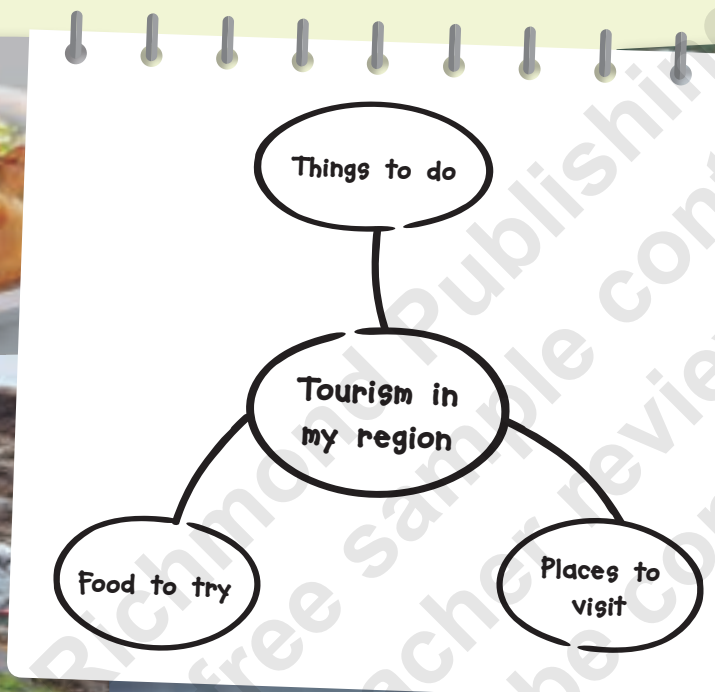
UNITS 1-3

TASK

Create a blog post about the best tourist attractions in your region

I can work in pairs and produce a blog post.

PREPARE



Step 1 Get ideas

- Look at the tourist photos. Do you know which region of which country they show?
- Which photos belong to each category in the mind map?

Step 2 Choose your recommendations

- Think about your region. Copy the mind map above. Think of ideas for each category.
- Work in pairs. Compare your ideas and choose the five best things to do in your region.

Look! Negotiation

If you and your partner have different opinions about the best things to do, food to try and places to visit in your region, compromise by choosing two personal favourites each, and one thing you both like.

21st Century Skills

Compare cultures

Are there any typical foods in your region? Why are they popular? What do people from other cultures say about them?

Step 3 Do your research

- Ask other students to tell you about their experience of the things you have chosen.

Have you ever visited Lands End?

What did you think of it?

When did you go there?

- Find out more information about the things you have chosen on the internet, or in books and magazines.

DO

Step 4 Plan your blog post

- › Decide if your blog post is on a computer or on paper.
- › Look at the blog post below.
- › Decide what information and photos or drawings you want.

Step 5 Write the text for your blog post

- › Write the text for each section of your blog post. Use the **Useful language** box to help you.
- › Give your text to another student to check your spelling and punctuation.

Step 6 Create your blog post

- › Draw your pictures and print or download your photos and text.
- › Put your blog post together.
- › Publish your post to the school blog or display it for your class to see.

REFLECT

Step 7 Evaluate the projects

- › View or look at all the blog posts. Which looks the best? Which has the best information?
- › Say which of the experiences you've already tried. Do you agree with the tourist ratings? Say which experiences you'd like to try and why.

Step 8 Reflect

- › Think about your own project. Is there anything you can improve?

Useful language

Have you ever ...?

Have you visited ... yet?

I've just been to ...

I used to hate ..., but now I love it/them.

When I was ..., I

It was amazing/interesting/relaxing/exciting.

THE FIVE BEST THINGS TO DO IN SNOWDONIA



Snowdonia is a mountainous region in the north-west of Wales.

1 Climb Mount Snowdon



Have you ever climbed a mountain? Mount Snowdon is the highest mountain in Wales. It's 1,085 metres above sea level.

Carrie



I used to hate walking until I climbed Snowdon. Now I love it! I've just come back from my fourth hiking trip in Snowdonia!

2 Travel on the mountain railway



You can also travel to the top of Mount Snowdon by steam train!

Harry



I've loved steam trains since I was five. I travelled up Mount Snowdon by train last month and I wasn't disappointed! It was amazing!

3 Visit Harlech Castle



King Edward I built this castle in the late thirteenth century.

Lily



I went to Harlech Castle because I'm really interested in medieval history. It's brilliant!

4 Camp in woodlands



Make the most of the countryside and stay outdoors!

Ella



We stayed in a tent near the woods when we were visiting Snowdonia last year. So relaxing!

5 Eat Welsh cakes



Have you tried Welsh cakes yet? They're small, round fruit cakes, cooked in a flat frying pan.

Noah



I was cycling in Snowdonia with my cousins, when we stopped at a traditional café. I tried Welsh cakes for the first time. Yum!

LITERATURE

UNITS 1-3

BEFORE YOU READ

1 Work in pairs and answer the questions.

- 1 Do you think ghosts are real? Why/Why not?
- 2 Why do you think people are frightened of ghosts?
- 3 How would you feel if you saw a ghost?

2 Read the outline of *The Canterville Ghost*. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The Otis family are on holiday at Canterville Chase.
- 2 Lord Canterville's family were too frightened to live in the house any more.
- 3 Mr Otis isn't frightened of the ghost when he meets him one night.
- 4 When the twins meet the ghost they run away.
- 5 The ghost is happy that no one is frightened of him.

OUTLINE

The Canterville Ghost

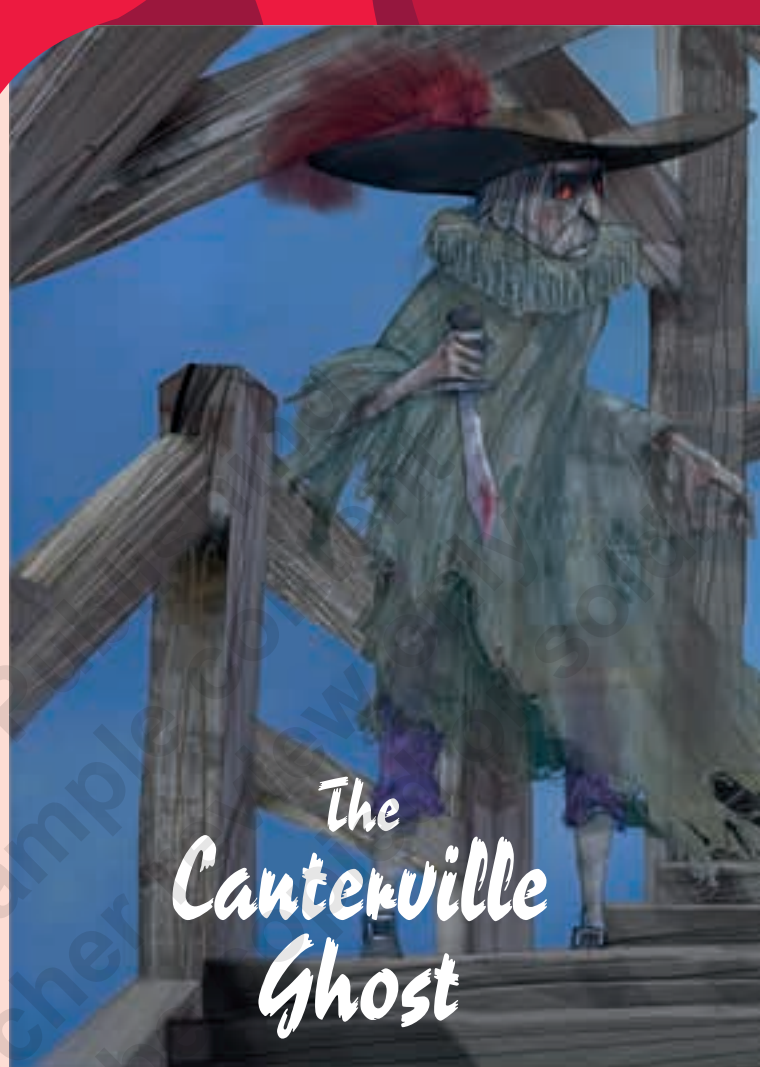
Mr and Mrs Otis and their four children, Washington, Virginia and the twin boys are a rich American family. They have bought Canterville Chase, an old English country house, from Lord Canterville. He decided to sell the house because of a terrible ghost who was frightening his family. But Mr Otis isn't frightened – he doesn't believe in ghosts.

Soon after they move in, Mr Otis wakes up to the sound of the ghost in the middle of the night. The ghost is an old man with red eyes, long, dirty hair and very old clothes. But Mr Otis isn't frightened of him. Later that evening, the ghost meets the twins, who throw something at him. Now the ghost is annoyed that no one is frightened of him and thinks of a plan to frighten them.

READ

3 L1 Look at the picture. Read and listen to the extract from *The Canterville Ghost* and answer the questions.

- 1 Who is the figure in the picture?
- 2 What is he planning to do?
- 3 Does his plan work?



The Ghostly Plan

When he felt better, he decided to try again to frighten the American family. This time, he made very careful preparations.

First, he decided what clothes to wear. He chose a large hat with a red feather. Then he put a white shroud round himself. Finally, he picked up a large, bloodstained knife. In the evening a violent storm broke. A strong wind blew noisily through the old house. The ghost was pleased. It was just the kind of weather he loved.

He went through his plan of action. 'I will go to Washington Otis's room first and make noises at the foot of his bed. Then I will push the knife into myself three times. Slow, sad music will play. When the young man is helpless with terror, I will go to the parents' room. I will put a thin, ice-cold hand on Mrs Otis's head and say awful things in a low, frightening voice to Mr Otis.' The ghost was not quite so certain about his plans for Virginia. She was gentle and pretty, and she had never tried to hurt him. 'A few alarming noises from inside the cupboard in her room will be enough,' he thought.

But he certainly intended to frighten the terrible twins. 'First, I will sit on them heavily so that they cannot breathe. Then I will appear in the form of a dead body, lit by a horrible green light ...'

At half past ten, he heard the family going to bed. For some time there were screams of laughter from the twins' room. But at a quarter past eleven all was quiet and at midnight, the ghost left his room. A barn owl



- 4** Read the extract again. Complete the sentences with the words in the box. There are two extra words.

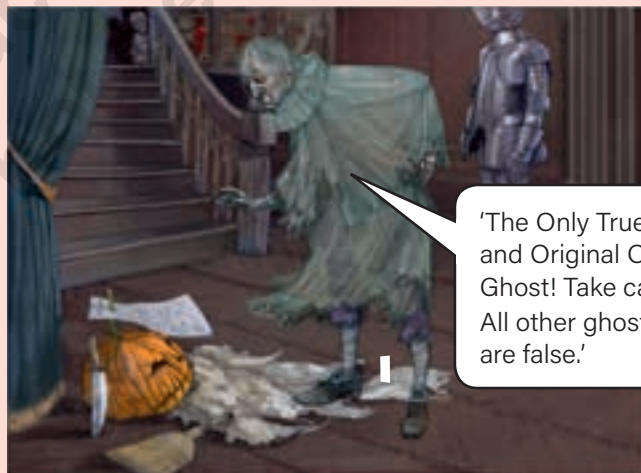
asleep bird crying figure knife
laughter room storm

- The ghost got dressed up and carried a ... with him to scare the family.
- It was very windy and there was a terrible ...
- After the Otis family went to bed the ghost heard ... in the twins' room.
- By 11.15 p.m. the family was ...
- Before he reached Washington's room, the ghost was frightened by a strange ...
- He ran back to his ... and stayed there until the next day.

- 5 Word Power** Find the negative adjectives in the text that describe these things. How many more negative adjectives can you think of?

- a ... voice
- the ... twins
- a ... green light
- a ... smile
- a ... figure

- 6** **L2** Look at the picture and listen to the next part of the story. Answer the questions.



- What did the ghost decide to do in the morning?
- Why did the ghost have a terrible shock when he tried to lift the other ghost up?
- What was the other ghost made from?
- Why did he become angry after reading the notice?
- What did the ghost promise to do when the cock crowed twice?
- What time did the ghost go back to his room?

REFLECT

- 7 GET CREATIVE** Work in groups. Imagine you are the Otis family. What do you think you could do to get the ghost to leave the house forever? Discuss in groups and present a plan to the class.

called softly from a tree outside the window. The wind cried like a lost child through the empty rooms of the house. But the Otis family slept peacefully, unconscious of the coming danger.

The ghost moved quietly through the darkness of the sleeping house. A cruel smile touched his dry, old mouth. He held his bloody knife high in the air. He felt so powerful! He was beginning to enjoy himself.

Still smiling, he turned the corner to reach Washington's room. He stopped with a shout of terror! Directly in front of him stood a terrible, ghostly figure. It was like a madman's worst dream. The large, round head was white and hairless. The fat face was smiling horribly. A strange red fire lit up its eyes and mouth. The awful figure was wearing a white shroud, very like his own. There was a notice on the cloth in strange, old writing. In its right hand, the figure held a large, sharp knife.

The Canterville ghost had never before seen anything like this! He was extremely frightened. He gave the awful thing one last look. Then he ran back to his own room, where he hid under the bed until morning.

Glossary

shroud a cloth, or loose clothing
bloodstained with marks of blood
helpless not able to help yourself
cruel extremely unkind

Extract from **Richmond Readers: The Canterville Ghost and Other Stories** by Oscar Wilde

EXAM PRACTICE

UNIT 1

READING

Multiple matching

Look! About the task

In this reading task, you read descriptions of different people and match them with short texts on a particular topic. There are more short texts than you need.

Useful strategies

- Read the descriptions of the people and underline any important words and phrases.
- Then read the short texts and look for words and phrases that mean the same thing.
- Choose the text that matches all the information in each person's description, not just a word or phrase.

1 Read about Maria and find the important information.



Maria loves music and would love to see a film about the adventures of some well-known musicians on tour. She likes pretending she's a pop star and she doesn't want to see anything too serious.

2 Now read the film description below. Find any words and phrases that match the words you underlined in Exercise 1.

INSIDE

This is the perfect film if you're interested in celebrities! It looks at life for members of Boom – the world's most famous pop band – as they travel through the USA. The film has plenty of comedy moments and fans are encouraged to dress up like Boom members to watch the film.

OUR VERDICT



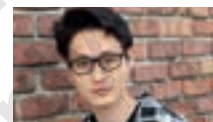
3 Now complete the EXAM TASK. Check that your answer matches all the information in each person's description.

EXAM TASK

For each question, choose the correct answer.

The people below all want to find a film to watch this weekend at their local cinema. Read the five film reviews and decide which film would be the most suitable for the following people.

- 1 Jilani loves films that are set in different locations around the world. He'd like to watch an adventure film and he's very interested in animals, in particular, jungle animals.
- 2 Shani wants to see a film where the people are in dangerous environments. She prefers watching comedy films and likes seeing people while they're at work.
- 3 Ulrika loves watching nature films. It's not important to her whether the actors are famous, but she enjoys seeing films that are part of a series.



FILM REVIEWS

[REVIEWS](#) [ARTICLES](#) [BLOG](#)

A BUSY LIVES

This documentary film is a must see for all animal-lovers out there! You'll learn about the lives of animals in some of Africa's most historical and famous nature parks, and those who work with them, too. There aren't many laughs and it's slightly different from the book, *Busy Lives*, but you'll still learn loads!

B DESERT

If you've seen the first *Desert* movie, the characters in this one will be familiar to you. Set in the Sahara Desert, it follows the travels of three scientists as they learn all about life there. It has some less well-known actors, but that doesn't make it boring.

C THE A GAME

The A Game is so exciting that you'll be on the edge of your seat. Funny in places, there's plenty of action as the team of scientists learn about the creatures they meet doing their research, while travelling through the rainforests of South America.

D THE GILROYS

The prize-winning director of this film is well known for his amazing adventure movies. Sure to make you laugh and with lots of our top film stars, his latest film's set in the jungle, where the Gilroy family find themselves in danger as they make their way through the jungle and avoid unknown animals!

E DEEP BLUE

With a cast full of famous actors, *Deep Blue* is one of this year's funniest films. The characters have many adventures as they do their jobs as a team of divers in difficult conditions deep under water. It has a serious side too, though – they're not safe, as they swim with lots of frightening sharks!

LANGUAGE SUMMARY

UNIT 1

GRAMMAR

used to

Affirmative	Negative
I used to live in Madrid.	I didn't use to be interested in music.
You used to be shy.	We didn't use to watch horror films.
She used to get very excited on her birthday.	They didn't use to watch TV.
Questions	Short answers
Did you use to share a room?	Yes, I did . / No, I didn't .
Did he use to live near here?	Yes, he did . / No, he didn't .
Did they use to go to school here?	Yes, they did . / No, they didn't .

Rules

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

We use *used to* when the state or action lasted for some time or happened repeatedly.

We use the infinitive *use* (not *used*) in negative sentences and questions.

Past simple vs past continuous

Past simple	Past continuous
I found my old camera <u>while</u> I was tidying my room. The phone rang <u>while</u> I was doing my homework,	
Past continuous	Past simple
<u>While</u> I was tidying my room, I found my old camera. <u>While</u> I was doing my homework, the phone rang .	
Past continuous	Past simple
I was tidying my room <u>when</u> I found my old camera. I was doing my homework <u>when</u> the phone rang .	

Rules

We often use the past simple and past continuous tenses in the same sentence.

We use the past simple to describe the completed action.

We use the past continuous to describe the action that was in progress.

We use *while* before the past continuous.

We use *when* before the past simple.

VOCABULARY

-ed and -ing adjectives

amazed / amazing	excited / exciting
amused / amusing	frightened / frightening
annoyed / annoying	interested / interesting
bored / boring	relaxed / relaxing
confused / confusing	surprised / surprising
disappointed / disappointing	tired / tiring
embarrassed / embarrassing	

Arts and entertainment

audience	fair
carnival	festival
costume	parade
entertainer	performance
entertainment	performer
event	reporter
exhibition	workshop

SPEAKING

Talking about a past event

How was your weekend/holiday?

How did you find out/hear about it?

What was it like?

Who did you go with?

What did you like most about it?

It was amazing/brilliant/tiring.

I saw an advert/poster.

It was chilled/interesting/relaxing.

I went with my brother.

The final performance/entertainment/music ...

WRITING

Time phrases

On the day, I was ...	At the beginning, ...
Just then, ...	Later on, ...
After that, ...	Eventually, ...
After a while, ...	

Connectors

I went to the park **and** we had a picnic.

My team played really well. **However**, they lost the match.

The weather was lovely in the morning, **but** it changed after lunch.

I was tired **so** I decided to go to bed.

We had to walk home **because** we missed the last bus.