

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.

LS Language summary: Unit 1 SB p. 127

Unforgettable

1

UNIT 1 OVERVIEW: The topic of this unit is memories. Sts read about the childhood memories of three teenagers and listen to a podcast about a carnival. They read some adverts and learn how to talk about past events. They read about a museum in the UK and finally, they read a story about an unforgettable day and write about a special memory of their own. They also watch a vlog about living in Iceland and a culture video about street art.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
-ed and -ing adjectives; Arts and entertainment	used to; Past simple vs past continuous	used to /ju:st tə/	Understanding and identifying the main idea of a text	Identifying specific information in a podcast	Asking and answering questions about past events	A story

VOCABULARY -ed and -ing adjectives

Sts learn adjectives for describing feelings and things that cause feelings. They practise forming adjectives from verbs, then personalize the vocabulary by talking about themselves.

Vocabulary

-ed adjectives (*amazed, amused, annoyed, bored, confused, disappointed, embarrassed, excited, frightened, interested, relaxed, surprised, tired*); -ing adjectives (*amazing, amusing, annoying, boring, confusing, disappointing, embarrassing, exciting, frightening, interesting, relaxing, surprising, tiring*)

Look!

Adjectives from verbs

Vlog

Tabitha: *Memories of Iceland*

WARMER

Draw a smiling emoji on the board and elicit that it means *happy/funny*. Repeat with a frowning emoji to elicit *sad/upset*. Put sts in pairs to discuss emoji faces that they use in text messages and emails, and what they mean.

- Focus on pictures a–c. Put sts in pairs to describe where the people are and what they are doing. Check answers, then ask sts to match the hashtags with the pictures.

Answers

- They're outside their school. They're on their way to school. They're going back to school. **hashtags 3**
- They're at home. The adults / parents are singing / doing karaoke. **hashtags 1**
- They're at a party. They're dancing. **hashtags 2**

- 1.1 Elicit that adjectives in list A end in -ed and adjectives in list B end in -ing. Explain that some adjectives have two forms with different meanings. Write *I'm amazed. This film is amazing.* on the board. Ask sts to look at the sentences and the lists, and answer the question. Play the audio for sts to listen and check.

Answers

- List A describes a feeling.
List B describes something that causes a feeling.

- Read the example. Sts then copy and complete the sentences in their notebooks. Allow them time to compare sentences in pairs, then check answers.

Answers

- | | | |
|--------------|---------------|----------|
| 1 frightened | 4 confusing | 7 bored |
| 2 annoying | 5 tiring | 8 amused |
| 3 surprised | 6 interesting | |

Read the Look! box. Put sts in pairs and ask them to write the verbs for adjectives in Exercise 2 (*amaze, amuse, annoy, bore, confuse, disappoint, embarrass, excite, frighten, interest, relax, surprise, tire*).

- Ask sts to copy and complete the sentences. Check answers, then put sts in pairs to ask and answer the questions.

Answers

- | | | |
|--------------|------------|------------|
| 1 frightened | 3 exciting | 5 relaxing |
| 2 tiring | 4 amazing | |

- Put sts in pairs to discuss the questions. Elicit answers from around the class.

Vlog

This lesson features a vlog in which someone talks about living in Iceland. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 291 and 309.

FAST FINISHER

Sts who finish early can practise the vocabulary further by completing the sentence *It's ... when ...* in as many ways as possible. Weaker sts could do this in pairs.

- Vocabulary practice: WB p.6**
Sts will find more practice of -ed and -ing adjectives here. Set these exercises for homework.

- Language summary: Unit 1 SB p.127**

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, ...

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.

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?

Remember that?

READING

Sts read about the childhood memories of three teenagers and focus on identifying and understanding the main idea of a text. They learn to use *used to* to talk about past habits and old routines.

Reading text

Three message board posts describing childhood memories

Reading skill

Understanding and identifying the main idea of a text.

WARMER

Ask for a show of hands to see how many sts remember their first day at school. Then use one or two questions to ask individual sts for more information, e.g. *How old were you? Who took you to school? What did you do?* Put sts in pairs to discuss what other events they remember from their childhood, e.g. *parties, holidays, visits to relatives, pets*. Elicit ideas from the class.

- Put sts into pairs to look at the pictures and discuss what is happening in each picture using words from the box. Check answers.

Answers

- hobbies
- friends, hobbies
- family, friends, pets
- friends, school life
- school life

- 1.2 Identifying the main idea of a text** Tell sts that they are going to read three posts on an online message board where teenagers write about memories. Explain to sts that identifying the main idea of a text will help them to understand it better. The main idea is what the writer wants to talk about in the text. It is usually (but not always) the first sentence. The other sentences give details about the main idea. Play the audio for sts to listen and read. Ask them to find the main idea in each post. Allow time to compare ideas, then check answers.

Answers

Naomi was worried about her first day at school.
Anik used to share a bedroom with his brother who was very messy.
When Jordi's dog was little, he was very active.

- 1.2** Read the sentences with the sts and elicit or explain the meaning of *tape* and *energetic*. Ask sts to copy the sentences into their notebooks. Sts read and listen to the article again and decide if the sentences are true or false. They then correct the false sentences. Allow time for sts to compare their answers in pairs, then check answers with the class.

Answers

- F (She was worried/nervous about it.)
- F (It was better than she expected.)
- T
- F (He was annoyed by it.)
- T
- F (Jordi took him to training classes.)

- Word Power** Write *older* on the board and elicit the opposite (younger). Elicit more examples of opposite adjectives from around the class, e.g. *big/small, good/bad, interesting/boring*. Ask sts to read the message board posts again and underline the adjectives, then try to match opposite adjectives. Point out that they won't be able to match all of the adjectives. Sts could work in pairs and use a dictionary to check new words. Go through the answers and check that sts understand all the adjectives.

Answers

amazing, interesting / terrible
worried / excited
nervous, annoyed / relaxed, chilled
friendly / annoying
tidy / messy
dirty / clean



Encourage sts to read this fun fact for pleasure. Teach or elicit the meaning of *nerve*, *brain*, *trigger*. Ask sts what sort of smells might trigger memories, e.g. *perfume, the smell of food*. Sts might be interested to know that one of the most popular smells is the smell of freshly baked bread. Researchers at an Irish university found the smell of bread made 89% of people happy and triggered happy memories for 63%.

21st Century skills



- THINK CRITICALLY**

Demonstrate the activity by talking about your earliest memory and things that bring back memories for you (smells, sounds, pictures). Then put sts in pairs to discuss and answer the questions. Monitor and help with vocabulary. At the end, ask some sts to tell the class something about their partner.

- Reading practice: WB p.7**

You will find more practice for reading here. Set these exercises for homework.

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 .

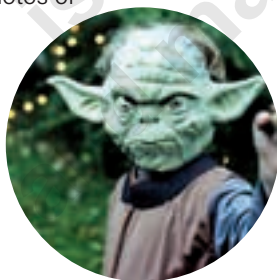
Rules

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*.

GRAMMAR *used to* Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Did you use to make mistakes?*, including the form and use of *used to*. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 314 for animation script.

- 1 Read the grammar box. Ask sts to copy and complete the sentences. Point out that some sentences are from the posts on page 10. Sts could look at these to help them do the exercise. Check answers.

Focus on the infinitive form in negative sentences and questions. Write *He used to have a bike.* on the board. Elicit the negative form *He didn't use to have a bike.* and the question form *Did he use to have a bike?*

Answers

- | | | |
|-----------------|----------|-------|
| 1 used to | 4 use | 7 use |
| 2 didn't use to | 5 didn't | 8 did |
| 3 Did | 6 Did | |

Explain that *used to* refers to things that happened or were true for a long time. When we talk about something that happened once, we use the past simple *I went to the cinema yesterday.* NOT *I used to go to the cinema yesterday.*

Ask questions to check concept.

Concept check questions: *I used to play tennis.* – *Do I play tennis now?* (no). *Did I play tennis for a long time?* (yes). *I used to play tennis last week.* – *correct or incorrect?* (incorrect – *I played tennis last week*). *He used to play football.* – *correct or incorrect?* (incorrect – *He used to play football.*). *Can you make this negative?* (*He didn't use to play football.*). *And a question?* (*Did he use to play football?*). *Yes, he used.* – *correct?* (no – *Yes, he did.*)

- 2  1.3 Pre-teach *costume* and *dress up*. Sts read the dialogue and write the correct forms of *used to* in their notebooks. Play the audio for them to listen and check. See TG page 274 for audio script. Go through the answers and check sts used the infinitive (*use*) in items 1 and 3.

Answers

- | | | |
|------------------|-----------|-----------------|
| 1 Did you use to | 2 used to | 3 didn't use to |
|------------------|-----------|-----------------|

- 3 Go through the sentences and teach any new vocabulary. Sts copy and complete the sentences with the correct form of *used to* and the verb in brackets. Check answers with the class.

Answers

- | | |
|-------------------------------|----------------|
| 1 used to go | 5 used to be |
| 2 Did you use to watch, did | 6 used to love |
| 3 didn't use to like | |
| 4 Did Ben use to play, didn't | |

- 4 Ask sts to read the text quickly and not worry about the gaps. Elicit why the four people mentioned are famous (*Jane Austen* – writer, *Leonardo da Vinci* – artist, *Voltaire* – writer/historian, *Beethoven* – composer). Sts then complete the text with the correct form of *used to* and the verbs in the box. Allow time for them to check answers in pairs, then elicit answers from the class.

Answers

- | | |
|-----------------------|----------------------|
| 1 didn't use to sleep | 4 didn't use to wash |
| 2 used to have | 5 used to take |
| 3 used to drink | |

5 **PRONUNCIATION** 1.4

Model and drill the pronunciation of *used to* /ju:st tə/ in isolation. Point out that *use to* and *used to* sound the same. Play the audio for sts to listen and repeat the sentences.

- 6 Read the example. Write *Did you use to watch ...?* on the board and elicit different ways to complete the question, e.g. *cartoons, films, news programmes, sport*. Allow sts time to write questions with the verbs in the box. Monitor and help with vocabulary. Put sts in pairs to ask and answer the questions. At the end, ask one or two sts to tell the class something interesting about their partner, e.g. *Andy used to collect toy cars when he was younger.*

 FAST FINISHER

Sts who finish early can practise the grammar further. Sts think of someone in their family and write three sentences about that person using *used to*. Weaker sts could write three sentences about themselves, using the verbs in Exercise 6.

G Grammar practice: WB p.8

Sts will find more practice of *used to* here. Set these exercises for homework.

LS Language summary: Unit 1 SB p.127

Carnival time

VOCABULARY and LISTENING Arts and entertainment

I can identify specific information in a podcast.

- Look at the pictures and headings. What are the articles about? Read the texts and check your answers.
- 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!



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

outdoor events	people	other nouns
<i>festival</i>	<i>audience</i>	<i>entertainment</i>

- 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!



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



- 1.6 Listen again and choose the correct answers.

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

Carnival time

VOCABULARY and LISTENING

Arts and entertainment

Sts study vocabulary for arts and entertainment. They listen to a podcast about a carnival and practise identifying specific information in a podcast. They learn to use the past simple and the past continuous to talk about past events.

Vocabulary

Arts and entertainment (*audience, carnival, costume, entertainer, entertainment, exhibition, event, fair, festival, parade, performance, performer, reporter, workshop*)

Listening text

A podcast about a town carnival

Listening skill

Identifying specific information in a podcast

WARMER

With books closed, put sts in pairs and ask: *What special events happen in your town/country?* Give sts time to discuss, then elicit ideas, e.g. *festivals, concerts, sports events*. Take the opportunity to revise *-ed/-ing* adjectives from page 9. Ask: *Why do people go to these events? How do they feel? Do people taking part in an event feel the same?*

- 1 Arrange sts in pairs. Ask them to look at the pictures and headings and decide what the texts are about. Elicit ideas but do not confirm or correct. Allow time for sts to read the texts and check their ideas. Check answers.

Answers

What a performer: a circus workshop

Great entertainment: a theatre company attending a music and dance festival

All the way from Brazil: a photography exhibition

- 2 Focus on the blue nouns. Put sts in pairs to discuss how to say the words in their language. Then, elicit the answers from the class. Model the pronunciation of each word for sts to listen and repeat.

- 3 **1.5** Read through the table with the class. Sts copy the table into their notebooks and complete it with the correct words, then compare their completed tables in pairs. Play the audio for sts to listen and check answers with the class.

Answers

outdoor events: festival, fair, carnival, parade

people: audience, performer, entertainer, reporter

other nouns: entertainment, performance, workshop, event, exhibition, costume

- 4 Teach or elicit *shot, stilts, youth club, juggle, raise money*. Ask sts to read the introduction to the news podcast and answer the question. Allow time for them to compare answers in pairs. Check the answer.

Answer

because she was walking on stilts

- 5 **1.6 Identifying specific information in a podcast** Explain to sts that they are going to listen to the rest of the news podcast. Focus on the question and point out when sts are listening for specific information in a podcast, they don't need to understand every word. Explain that when they listen for specific information, it helps to think about what sort of words they're listening for before they listen. For example, adjectives, verbs, numbers, names, etc.

Tell sts that they will hear interviews with four young people from the carnival. Write: 1 Zara, 2 Ash, 3 Hugo, 4 Gina on the board. Ask: *What specific information do you want to find?* (how each person was feeling when the parade started). *What sort of words describe feelings?* (adjectives that end *-ed*). Play the audio once for sts to listen and write the answers. See TG page 274 for audio script. Allow time for sts to compare answers, then play the audio again for confirmation. Check answers with the class.

Answers

Zara: disappointed
Ash: excited

Hugo: surprised
Gina: nervous

- 6 **1.6** Read through the questions with the class. Focus on question 1 and ask: *What information do you need to listen for?* (a number). Repeat with question 2 (a feeling), question 3 (a number), and question 4 (an action). Play the audio again for sts to answer the questions. Check answers with the class.

Answers

1 c 2 b 3 a 4 a

- V L Vocabulary and Listening practice: WB p.9**
Sts will find more practice for listening, and practice of vocabulary for arts and entertainment here. Set these exercises for homework.

- LS Language summary: Unit 1 SB p.127**

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.

- While I was talking to the reporter, my phone rang.
- Ash was riding a bike when it started to snow.
- We took photos while the band was playing.
- It was still raining when a rainbow appeared.
- 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*.

GRAMMAR Past simple vs past continuous

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I was having lunch when Ben called*, including the form and use of past simple and past continuous. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 314 for animation script.

- 1** Read the grammar box examples. Point out that *took* is the past simple and *were walking* is the past continuous. Explain that we form the past continuous with *was* or *were* + verb + *-ing*. We use *was* with *I/he/she/it* in affirmative sentences and questions (*I was walking. Was I walking?*) and *were* with *you/we/they* (*They were walking. / Were they walking?*) We use *wasn't/weren't* in negative sentences.

Explain that we use the past continuous to say what was happening at a particular time in the past, e.g. *I was doing my homework at 4 o'clock*. We can use the past simple and continuous together to show how two actions are connected, e.g. *He phoned while I was working*. The past simple, (*He phoned*), describes a shorter, completed action that interrupted a longer action in progress (*I was working*).

Point out that we use *when* before the past simple and *while* before the past continuous. Ask sts to copy and complete the rules, then check answers.

Answers

- | | |
|-------------------|---------|
| 1 past simple | 3 when |
| 2 past continuous | 4 while |

Ask questions to check concept.

Concept check questions: *I saw Sammy. – a completed action or an action in progress in the past? (a completed action). I was walking to school. – a completed action or an action in progress in the past? (an action in progress). I was seeing or I saw Sammy while I was walking to school.? (saw). The phone rang while they had or were having dinner.? (were having). We were waiting for the bus while or when it started to rain.? (when). While or when we were waiting for the bus, it started to rain.? (while).*

- 2** Read the example, then go through the sentences and explain any new words. Ask sts to copy and complete the exercise. Allow time for them to compare their answers in pairs. Check answers.

Answers

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

- 3** Focus attention on the table and read the example. Put sts in pairs and ask them to write four more sentences. Check answers by asking pairs to read some of their sentences to the class.

Example answers

While I was eating a burger, ... my friend took a photo / a bird flew into the room / I dropped my phone / my friend texted me.

I was eating a burger **when** ... my friend took a photo / a bird flew into the room / I dropped my phone / my friend texted me.

While we were waiting for the teacher, ... my friend took a photo / a bird flew into the room / I dropped my phone / my friend texted me.

We were waiting for the teacher **when** ... my friend took a photo / a bird flew into the room / I dropped my phone / my friend texted me.

Our teacher was talking when... a bird flew into the room / my friend texted me / my friend took a photo / I dropped my phone.

- 4**  **1.7** Use the photo to teach *raccoon*, then explain or elicit the meanings of *floor*, *safety*, *pony*. Ask sts to complete the text with the correct form of the verbs in brackets. Allow time for them to compare their answers in pairs, then listen and check answers. See TG page 275 for audio script.

Answers

- | | |
|---------------|------------------|
| 1 were having | 5 was waiting |
| 2 climbed | 6 was riding |
| 3 rested | 7 wasn't looking |
| 4 reached | 8 didn't see |

- 5** Focus on the table and the example. Use the example question (*What were you doing at 8.00 this morning?*) to elicit answers from one or two sts. Put sts into pairs to make questions, then ask and answer them. Monitor and help as necessary. When sts have finished, ask one or two sts to tell the class about their partner.

FAST FINISHER

Sts who finish early can practise the grammar further. They think of an unusual event they saw and write three sentences with *when* and *while*. Weaker sts could write three sentences about things they did today, e.g. *I watched TV while I was having breakfast*.

Grammar practice: WB p.10

Sts will find more practice of the past simple and past continuous here. Set these exercises for homework.

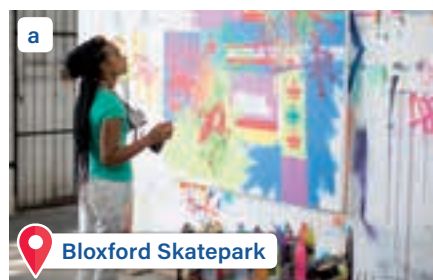
Language summary: Unit 1 SB p.127

What's on ...?

READING and LISTENING

I can identify important information in adverts.

What's on this autumn?



a

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

Saturday 16 October

Open until 11 p.m.

Photography competition

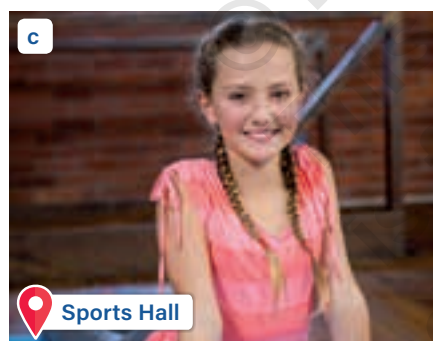
- This year's theme is 'Friends'. Free photography course for the winner!

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

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.

What's on ...?

READING and LISTENING

Sts read a website advertising different autumn events and discuss which event they would like to go to and why. They listen to two dialogues. In the first dialogue, Ben and Amy choose an event to go to. In the second, they discuss what happened at the event. Sts then practise talking about a past event. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan.

WARMER

Ask: *What sort of things do teenagers do after school / at the weekend?* If necessary, prompt sts with questions, e.g. *What clubs do you go to? What after-school activities do you do?* Elicit some ideas, e.g. *go to youth clubs, do sports, join a drama club, have music/dance classes, do arts and crafts.* Choose one or two students who do sports. Ask: *Do you enter competitions? What prizes do you win?* Elicit more examples of competitions for teenagers. Then, ask sts to think of other events that teenagers take part in.

- 1 Read through the headings. Ask sts to read the adverts and match the headings with the adverts. Elicit the answers and ask sts which words helped them to decide. Then help with any vocabulary that sts don't know, e.g. *beware, theme, handmade gifts, participants.*

Answers

- a Street Art Workshop (graffiti, art, paint)
- b Autumn Fair (fairground rides)
- c Relaxation Workshop (happy, calm, yoga)

- 2 Focus on the webpage again. Ask: *What information can you find in the adverts?* Elicit: *type of event, place, date, time, age, price, what you need / don't need to take.* Go through the questions. Ask sts to read the webpage again and choose the correct advert, a, b, or c. Allow sts time to compare answers in pairs. Check answers with the class and elicit which part of the advert confirms each answer.

Answers

- 1 a 2 a 3 b 4 c 5 b 6 c

- 3 Ask sts to look at the adverts and decide which event they would like to go to and why. Then, put them into pairs to discuss their answers. Ask individual sts to tell the class which event they chose and why.
- 4  1.8 Tell sts they will hear two friends, Ben and Amy, discussing an event on the webpage. Go through the questions, then play the audio once for sts to listen and answer the questions. See TG page 275 for audio script. Allow sts time to check answers in pairs. Play the audio again for confirmation, then check answers.

Answers

- 1 Event c (the relaxation workshop)
- 2 The workshop is full.
- 3 He's going to send a message to say he wants to do the next workshop.

- 5  1.9 Explain that Ben and Amy went to the workshop and sts will now hear a dialogue at the workshop. Ask sts to copy the sentence starters. Play the audio for sts to listen and complete the sentences. See TG page 275 for audio script. Check answers.

Answers

- 1 two people are ill, and they were the first names on the waiting list
- 2 (very) relaxed
- 3 loose/comfortable clothes

21st Century skills



6 GET CREATIVE

Read out the task, then put sts into pairs or groups to choose one of the events from the webpage. Elicit examples of information to include in their news report: *the name of the event, when and where it was, the price, what happened, how they felt, their opinion of the event (interesting, boring, exciting, etc.)*

Give sts time to prepare their report. Monitor and help while they are working. Then ask one person from each pair/group to read their news report to the class.

EXTRA PRACTICE

Arrange sts in pairs or small groups and focus on the adverts. Ask pairs/groups to think of a fun activity for summer and design an advert which includes all of the important information about the activity, e.g. *type of activity, day, date, time, location*, etc. At the end, display the adverts around the classroom for other sts to see, or ask one person from each pair/group to tell the rest of the class about their activity. You could use a show of hands to decide which activity sounds the most interesting.

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.

SPEAKING Talking about a past event

- 1 1.10 Ask sts questions about what they did at the weekend, e.g. *How was your weekend? What did you do? Where did you go? Did you have a good time? Why? / Why not?*

Focus on the question. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. See TG page 275 for audio script. Check the answer.

Answer

He went to a drum workshop.

- 2 1.11 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. For more practice, you could tell sts to cover the audio script in Exercise 1, then elicit Olivia's questions and Caleb's answers.

- 3 1.12 Ask sts to copy the dialogue in their notebooks and complete it using the Useful language from Exercise 2. Play the audio for sts to check answers. See TG page 275 for audio script. Then put them in pairs to practise the dialogue.

Answers

- | | |
|---------------|---------------------|
| 1 How was | 4 saw |
| 2 did you go | 5 what were |
| 3 How did you | 6 did you like most |

- 4 Sts follow the steps in the Speaking plan to practise asking and answering questions about a past event.

Speaking plan

Prepare

Go through the list of events. Put sts in pairs and ask them to choose an event and prepare a new dialogue. They decide on an event and make notes about when it was, how they heard about it, and what it was like.

Speak

Pairs choose their roles and create a dialogue using phrases from the Useful language box. They can practise with, and then, without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations. When they finish, they swap roles and make a new dialogue about a different event.

Reflect

Discuss as a class how sts could improve next time. For example, by including more adjectives to describe the event. Encourage them to be honest and open about the things they did well and the things they could do better. Ask them to use their recordings to help them think of how they could improve next time.

EXTRA PRACTICE

Think of an event that you went to or an activity you did recently. Tell sts that they have to find out what you did, by asking questions. They can ask a maximum of 15 questions and they must all be yes/no questions. For example, *Did you travel to another city? Was the activity outdoors? Were there a lot of people? Did you watch a film?* Play the game until sts guess what you did, or until they have reached the limit of 15 questions. If you have time, sts could continue playing the game in groups.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Fast finishers can practise the useful language further. They imagine that they went to a festival and met an old friend, and write three sentences about it. Weaker sts could write three sentences about one of the events they talked about in Exercise 4.

Speaking practice: WB p.11

You will find more practice of talking about a past event here. Set these exercises for homework.

Language summary: Unit 1 SB p.127

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**



A museum with a difference

Sts learn about a popular museum in the north-east of England. They practise evaluating three different sources of information. They research life in the 1900s in their town and describe a museum in their own country. They also watch a culture video about street art.

 WARMER

Ask: *Do you enjoy visiting museums?* Elicit what sts like / don't like about visiting museums. Prompt them with more questions if necessary, e.g. *When did you last visit a museum? Why did you go? What was the best/worst thing about your visit?*

BACKGROUND INFORMATION

Beamish open-air museum is in the north-east of England. It covers a large area and all the buildings are original (the museum moved them from their original locations to Beamish). They include a 19th century farm, a train station, a 1900s town, and a farm from the 1940s. There is also a 1900s mining village. Coal mines were often in isolated areas, so mine owners built villages for their workers.

Beamish is one of a number of open-air museums. They are sometimes called living museums, folk museums, or heritage museums, and they focus on how ordinary people lived in the past. One of the reasons they are popular is because there are activities for visitors to see and take part in. For example, at Beamish, visitors can dress up in different costumes, taste old-fashioned sweets, ride on a tram, and meet the ponies that worked in the mines.

If your sts have access to the internet in class, they could find out more about Beamish by looking at the museum website (www.beamish.org.uk). Arrange sts in pairs to find out what they can see and do at the museum, then ask them to choose three things that they would like to do on a visit to the museum. Put sts in groups to compare their ideas and find out what activities were the most popular.

- 1** Focus on the pictures of museums. Elicit which two pictures show a traditional museum and which two show an open-air museum.

Answers

A traditional museum: 1 and 2

An open-air museum: 3 and 4

- 2** Ask for a show of hands to see how many sts would prefer to visit the open-air museum, and elicit reasons why. Repeat with the traditional museum. Put sts in pairs to discuss the differences between the museums, then elicit ideas.

Example answers

open-air museum: live animals; people are wearing old-fashioned clothes; you can often touch things; visitors can go to many different buildings; visitors can take part in traditional activities

traditional museum: no live animals; objects are behind glass – you can't touch them; things are in rooms, so visitors go from one room to the next

- 3**  **1.13** Go through the descriptions in the box and elicit some examples of things that these might include. For example: *I remember...*, *When I was a child...*, (people's memories); dates and years (facts); *It was interesting/boring/exciting*, *We enjoyed the ...*, *I had a good time...* (online review). Then play the audio for sts to listen and read the sources of information, and match each source with a description. Check answers.

Answers

a facts b online review c people's memories

- 4** Go through the sentences with the class. Elicit/Teach the meaning of *coal mine* and *tram*. Sts could do this exercise in pairs, or work alone and then compare answers. Check answers and elicit which part of the text confirms each answer.

Answers

- 1 a (*there are actors in costumes ... visitors can ask them questions*)
- 2 c (*I used to keep a diary ...*)
- 3 a (*he asked local people for any objects*)
- 4 b (*the only disappointing thing was the long queue for the fish and chips*)
- 5 c (*my grandfather used to work on the trams*)
- 6 b (*everyone had a great time, including grandparents and small children*)
- 7 b (*we didn't have time to see everything*)

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?

REAL CULTURE!

- 5 Focus on the questions. Ask sts to read the sources of information again and answer them, then compare their answers in pairs. Check answers.

Answers

- 1 on farms and in coal mines
- 2 because traditional ways of life were disappearing
- 3 miners' homes, a station, shops, a school
- 4 to answer visitors' questions about life in the past
- 5 miner, ticket collector
- 6 4.45 p.m.

- 6 Put sts in small groups and focus on the question. Give sts time to discuss their ideas and monitor while they work. Ask one person from each group to present the group's ideas.

- 7 **Word Power** Remind sts that some verbs and nouns go together. Look at the example, then elicit some more examples from sts, e.g. *have breakfast, do homework, write an essay*. Go through the nouns and ask sts to find the verbs that go with them. Check answers.

Answers

keep a diary, collect objects, take some photos, make a scrapbook, have time (to do something)

EXTRA PRACTICE

Write the verbs from Exercise 7 on the board (*collect, have, keep, make, take*). Arrange sts in pairs and set a time limit of two minutes for them to think of more nouns that go with each verb. With a weaker class, you could put some nouns on the board and get pairs to match them with a verb using their dictionaries.

Examples might include:

collect: stamps, toys, information

have: breakfast/lunch/dinner, a meal, a drink

keep: a pet, a secret, a promise

make: a cake, a sandwich, a mistake

take: a test, a break, a taxi

21st Century skills

8 FIND OUT

Set this exercise for homework if you prefer. However, if you have time, you could brainstorm some ideas with the class that they can research later. For example: what the important industries were; what housing was like; how people travelled around; what they did in their free time. Sts can find more information out about the topic by looking online or in other media, or by asking other people.

21st Century skills

9 COMPARE CULTURES

Ask: *What museums are there in your country?* Elicit some ideas and write them on the board. Put sts into small groups and ask them to choose a museum from the list that they know about. If possible, encourage groups to choose different museums. Ask them to brainstorm a list of things that visitors can see and do at the museum. Monitor and help with vocabulary where needed. Give groups time to organize their ideas, then ask one person from each group to tell the class about their museum. At the end, you could get the class to decide on the best museum to visit.

Culture video

This lesson also features an optional culture video about street art: see SB page 17. You can watch this in class if you have time and access to a computer or tablet or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Super street art* on TG pages 300 and 312.

FAST FINISHER

Sts think of an old object to donate to a museum. They describe the object and say who it belonged to, how old it is, and what it is like. Weaker sts could do the activity in pairs.

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 happened?

What adjectives best describe it?

 **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.

A special memory

WRITING A story

Sts read a story about a special event in the past. They learn useful language to describe when things happened and study connectors. They then follow the steps in the Writing plan to write a story about an unforgettable day or a favourite memory.

Writing

A story

Useful language

Time phrases (*On the day, I was ..., Just then, ..., After that, ..., After a while, ..., At the beginning, ..., Later on, ..., Eventually, ...*)

Look!

Connectors (*and, However, but, so, because*)

WARMER

Ask: *What do you like to do on your birthday? What are the best/worst kinds of birthday presents?* Encourage as many sts as possible to contribute their ideas.

- 1 Explain or elicit the meaning of *unicycle* and *voucher*. Ask sts to read Luna's story and answer the question. Check answers.

Answer

She learned to ride a unicycle.

- 2 Go through the questions. Ask sts to read Luna's story again and answer the questions. Give them time to compare answers, then check answers with the class.

Answers

- 1 her fourteenth birthday
- 2 a card
- 3 surprised
- 4 She fell off the unicycle a lot.
- 5 It was great fun and she learned to do something new.

- 3 Read the time phrases in the Useful language box with sts. Put sts in pairs to discuss how they say these expressions in their first language. Sts then read Luna's story again and find examples of time phrases that she used.

- 4 Read the Look! box with sts. Refer sts back to Luna's story to find examples of each connector.

Explain/Elicit that we use *However* at the beginning of a sentence to connect it to a previous sentence. We use *and, because, so, but* to connect ideas in the same sentence or give reasons. They don't usually go at the beginning of a sentence. Point out that *However* is followed by a comma, then ask sts to identify which connectors have a comma **before** them. Check answers.

Answers

but, so

- 5 Ask sts to copy and complete the sentences in their notebooks. Allow time for them to compare their answers with a partner, then check answers.

Answers

1 but 2 so 3 However 4 because 5 and

- 6 Ask one or two questions about the advert to check understanding, e.g. *What is it advertising?* (a writing competition). Go through the questions, then ask sts to think of an unforgettable day or a special memory they have and make notes about it for each question.
- 7 Sts write a story following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals and make notes for their story. Monitor and help with vocabulary if necessary. Remind them to answer all the questions.

Write

Explain that sts should organize their stories into paragraphs. Focus on the story in Exercise 1 to see how Luna organized her story. Elicit what information she included in each paragraph and look at the past tenses she used. Sts write their story using Luna's story as a model. Encourage them to use time phrases from the Useful language box and connectors from the Look! box. They can also use adjectives from page 9.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap stories with a partner and give feedback on the use of past tenses, *while* and *when*, and connectors. Remind sts to be positive and encouraging when they give feedback, and always find some aspects to praise.

W Writing practice: WB p.12

Sts will find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.84

E Exams: Unit 1 SB p.118

LS Language summary: Unit 1 SB p.127