

Vocabulary

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

Grammar

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

Pronunciation

- *-ed* endings

Recycled language

- Starter unit content

Language objectives

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

Skills objectives

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

Assessment criteria

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

Resources

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

Prepare for Cambridge Exams

Writing page 122

- Writing a story from a title

Prepare for the TOEFL Junior® Test

Reading Comprehension page 123

- Academic text

Go Digital!

Teacher's i-book

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

 offers additional IWB practice to reinforce the lesson content:

Reading

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

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

- Reading extra, pages 8 and 12

Listening

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

- Listening extra, page 11

Writing

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

- Writing extra, page 17



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

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



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

- Grammar, pages 10 and 14

1

True Stories

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

READING

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

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

LOST AND FOUND

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

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

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

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



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

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

Warmer

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

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

Answers

Students' own answers

Teaching tip

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

Extra activity

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



VOCABULARY

The senses

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

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

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



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

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

WORD ZONE

Attitude adverbs

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

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

amazingly luckily sadly suddenly unfortunately

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

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

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

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

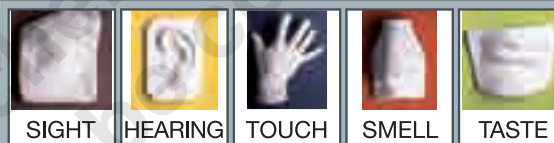
- 8 Complete the sentences with the correct form of the verbs.

feel hear listen look see smell
sound taste touch watch

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

- 9 Read this article and do the task.

Which is your strongest sense?



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

TASK Think of these things, one at a time:

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

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

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

- 11 Ask and answer the questions with your partner.

What's your favourite...?

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

What's your favourite smell?

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

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

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

Answers

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

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

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

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

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

Extra activity

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

Ask students to read out their stories, and have a class vote on the best one.

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

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

6 Tell students that they can look back at the text while preparing their questions. However, they should write questions that require an imaginative answer, and not ask for information that is already there.**Answers** Students' own answers**7** Remind students to think about Saroo's attitude and feelings about the situation, not their own.**Answers** Students' own answers**Warmer**

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

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

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

Extra activity

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

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

Students' own answers

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

Students' own answers

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

Students' own answers

Continuous assessment**Teacher's Resource Book**

Vocabulary Support Worksheet: page 12, exercises 1–3

Vocabulary Consolidation Worksheet: page 13, exercises 1–3



GRAMMAR

Past simple & past continuous | *while* & *when*



Past simple & past continuous *while* & *when*

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

Saroo was a five-year-old boy.

His family lived in a small village.

He didn't go to school.

Did they have a TV?

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

He was cleaning a train.

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

Was it snowing?

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

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

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

Grammar reference page 113

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

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

PRONUNCIATION -ed endings

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

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

More practice? page 147

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

be do drive happen have see visit walk

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

Zara: We² ... my grandparents. Why?

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

Zara: Oh no! I love her!

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

Ben: Why was that strange?

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

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

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

What / wear on Saturday / Sunday?

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

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

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

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

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

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

Hi guys

I had an amazing dream last night.



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

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



GRAMMAR OPTIONS

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

Warmer

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

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

Answers

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

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

Answers

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

Teaching tip

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

Extra activity

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

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

Answers

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

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

Answers

Students' own answers

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

Answers

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

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

Answers

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

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

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1–4

Grammar Consolidation Worksheet: page 37, exercises 1–4

LISTENING

Understand people talking about memories



First memories

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

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

STUDY SKILL

Reading instructions to listening exercises

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

- 3 Listen and match the stories to the photos. There is one photo you don't need. Did you guess what happened?
- 4 Listen again and answer the questions. Sometimes more than one name is possible.

Fred

Lily

David

Isabella

- Who felt happy?
- Who heard a noise?
- Who was with a parent?
- Who got hurt?
- Who laughed a lot?
- Who started crying?

- 5 Listen again and answer these questions.

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

- 6 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

FACE 2 FACE



- the funniest thing ever
- kind of
- mad about

Dialogues page 146

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

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

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

I was walking home when I heard a terrible noise.

What was it?

Did you feel scared?

Warmer

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

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

Answers Students' own answers

Teaching tip

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

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

WORDS TO KNOW

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

Answers

1 C 2 B 3 E 4 A

- 4  **1.10 Transcripts page 52**

Answers

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

Teacher's tip

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

Extra activity

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

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

Answers

- 1 He got stung by the bee because he tried to catch it.
- 2 She saw a hot air balloon.
- 3 His strongest memory is that he had a gap between his teeth.
- 4 She thinks it was a cold day because she was wearing a pink coat.

- 6  **1.11** These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 126, ask students which one means:
extremely amusing (the funniest thing ever)
type of (kind of)
very interested in (mad about)

Answers

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

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

Answers

Students' own answers

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

Answers

Students' own answers

Fast finishers

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



READING

1 In pairs, discuss these questions.

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

2 Read the text quickly to find out the amazing things these blind people can do.

NO LIMITS

SEEING WITH SOUND

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

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

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

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

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



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

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

Warmer

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

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

Answers

Students' own answers

- 2  1.12 The text is available to listen to.

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

Answers

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

Teaching tip

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



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

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

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

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

- 5 Write sentences about Daniel Kish and echolocation.

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

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

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



like

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

He uses echolocation like bats and dolphins.

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

artist's canvas bicycle book mirror ~~sea~~

LIFE QUOTES

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

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

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

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

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

Life is like ...

- 9 Have a class vote on the best quotes.

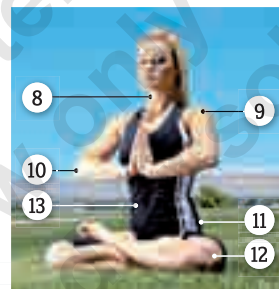
VOCABULARY Parts of the body

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

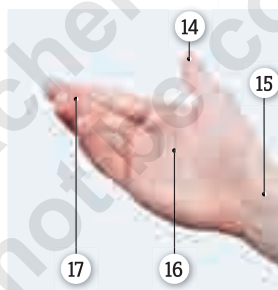
- 11 Match the words with the parts of the body. Then listen and check.



cheek eyelashes eyebrows
forehead lips teeth tongue



elbow hip knee neck
shoulder waist



finger palm thumb wrist



ankle heel toe

- 12 Listen and follow the instructions.

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

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



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

Answers

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

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

Answers

Students' own answers

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

Answers

Students' own answers

Teaching tip

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

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

Answers

Students' own answers

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

Answers

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

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

Answers

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

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

Answers

Students' own answers

Warmer

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

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

Answers

Students' own answers

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

Answers

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

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

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

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4–6

Vocabulary Consolidation Worksheet: page 13, exercises 4–6



GRAMMAR

used to



used to

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

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

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

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

*Did you **use to** swim every day?*

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

Grammar reference page 113

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

... wrote the Harry Potter novels.

... started Starbucks.

... founded the famous Cirque du Soleil.

Inspirational people



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

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

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

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

2 Read and unscramble the questions.



Hi guys,

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

Tilly

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

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

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

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

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

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

I used to wear shorts to school.

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

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

I used to watch The Simpsons on TV.

Me too! It used to be my favourite programme.



GRAMMAR OPTIONS

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

Warmer

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

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

Answers

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

Extra activity

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

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

Answers

- 2 What did your parents use to do?
- 3 Did you use to live in a house?
- 4 Did you use to play a musical instrument?
- 5 What sort of music did you use to listen to?
- 6 What did you use to do in your free time?

- 3 Check understanding of *hang out* (socialize, go out) and ask which preposition follows this verb (with). Point out that many of the dialogues A-F use both the past simple and *used to*. This is because *used to* can be monotonous when repeated too much.

Answers

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

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

Answers

Students' own answers

- 5 Elicit that 'Me too!' expresses agreement, and ask how we express disagreement in the past.

'I used to love reading comics'. – I didn't.

'I didn't use to like going for walks'. – I did.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 5–6

Grammar Consolidation Worksheet: page 37, exercises 5–6

CHALLENGE

Talk about changes

PREPARATION

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

There used to be fields and animals.

There didn't use to be lots of houses.

There was a little stop but now...



DO THE CHALLENGE

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

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

clothes communication education
entertainment food home transport

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

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

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

JOURNALISTS

ROLE CARD

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

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

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

ELDERLY PEOPLE

ROLE CARD

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

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

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

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

Where did people use to live?

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

How did people use to cook?

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

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

FOLLOW UP

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

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

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

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

Warmer

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

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

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

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

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

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

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

Answers

Students' own answers

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

Answers

Students' own answers

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

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

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

Answers

Students' own answers

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

Answers

Students' own answers

Fast finishers

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



INTERACTION

Telling an anecdote

Express yourself

Telling an anecdote

Guess what happened to me!

I had an incredible experience.

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

Then / Next / Finally ...

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

So / But / Well ...

Responding

Really?

Did you? / Were you?

What happened next?

Sounds terrifying!

That's amazing!

ON THE WAY TO SCHOOL

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

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

- 2 Now ask your questions to your partner.

Did you have a good summer?

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

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



- 4 Listen and answer the questions.

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

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

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

YOUR TURN TO SPEAK

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

when it happened

where you were

who you were with

what happened

how you felt

how the story ended

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

Guess what happened to me this summer!

What happened?

Well, last month we went camping in the mountains.

Really? Who did you go with?

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

Warmer

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

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

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

Answers Students' own answers

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

Answers Students' own answers

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

Answers Students' own answers

- 4  **1.16** *Transcripts page 52* Tell students that the answers appear in the same order as the questions, but that they need to listen carefully to ensure that they have all the information they need.
Check that students understand *sail* and *mast* (the large pole that the sail is attached to).

Answers

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

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

Answers

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

Extra activity

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

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

Answers Students' own answers

Extra activity

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

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

Answers Students' own answers

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

Answers Students' own answers

WRITING

A story

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

My lucky escape

by Ben Thomson

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



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

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

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

2 Read the story again and answer the questions.

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

WRITING SKILL

Sequencing words and expressions

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

after that finally first in the end next then

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

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

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

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

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

6 Make notes of your answers to the questions below.

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

WRITE NOW

7 Write your story.

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

CHECK AND CORRECT

8 Check and correct your story.

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

Warmer

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

Teaching tip

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

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

Answers

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

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

Answers

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

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

Answers

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

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

Answers

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

Extra activity

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

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

Answers

Students' own answers

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

Answers

Students' own answers

- 7 Give students the following checklist to help them complete their stories:
- Does your story set the scene by describing the location and people?
 - Does your story describe what was happening at the start?
 - Have you used the correct tenses for each event in the story?
 - Does your story explain how you felt and why?
 - Does your story explain what happened in the end?

Answers

Students' own answers

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

Answers

Students' own answers

Fast finishers

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

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

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

1

M Hi, Fred. Listen. I'm doing a school project about people's earliest memories. Can I ask what yours is?

F Sure, Megan. Well, I think I was about two or three. I was in my bedroom, a small room, nice and cosy but with a big window. The walls were blue and there was a warm pink carpet. I was sitting on the floor, playing with my toy soldiers, when I heard a buzzing noise. I looked around and then I saw it. A big fat bee! It was brown and yellow and buzzing round the room. I thought it was an amazing new toy. And er... I tried to catch it.

M Bad idea.

F Very bad! Because it stung me on the arm. I screamed and started crying. It really, really hurt. I erm... I never tried to play with bees again.

2

M What's your earliest memory, Lily?

L My earliest memory? Erm... I think... yeah... I was walking in the countryside. It was a sunny day. I was only about three or four and the grass seemed really high. My mum was holding my hand. I could smell all the flowers and hear birds singing. I felt so happy. And then I heard a kind of strange noise, like the sound of a cappuccino machine. I looked up and I saw this amazing hot air balloon. It was yellow, orange and black... and it was floating in the sky over my head. It was magical.

3

M What was your first memory, David?

D Well, I don't know if this is my first memory... but, I remember this really well. I was in my dad's garage. He was doing something to his car and I was running around, pretending to be a racing car. I was mad about Formula One. And er... I fell over. I hit my face on the side of the car and... I knocked out my two front teeth! It really hurt and I started crying. My parents took me straight to the dentist. The thing I remember best, though, is the gap between my teeth. I used to put my tongue in the gap. It felt so strange!

4

M Isabella, what's the earliest thing you can remember?

I Let's see... erm... I think it was when I was about five or six. My parents took me to the zoo and I was sitting on my dad's shoulders. And er... I was wearing a pink coat. So I think it was a cold day. And I remember I had a bucket of popcorn. I was eating popcorn and looking at all the animals when we stopped by the giraffes. And this giraffe... he leaned over the fence – you know, with his long neck and... He stuck out his tongue and he took my whole bucket of popcorn! I was so surprised – and then I just started laughing. It was the funniest thing ever!

1.14 Students book page 13, exercise 12

OK, now I want you to listen carefully and follow my instructions. Touch your right elbow with your left hand.

Touch your forehead.

Cross your arms.

Put your hands on your hips.

Touch your toes.

Put your hands on your shoulders.

Close your eyes.

Cover your ears with your hands.

Lift your left foot.

Raise your eyebrows.

Touch your palm with your finger.

Touch your eyelashes with your thumb.

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

C = Charlie, L = Lauren

C Hey, Lauren! It's great to see you!

L Hi, Charlie. How are things?

C Cool. How was your summer?

L My summer? It was really exciting. I had an incredible experience!

C Really, what happened?

L Well, a few weeks ago we went on holiday to Scotland. You know my dad loves sailing?

C Yeah...

L Well, one day we went sailing off the Scottish coast. We wanted to explore the islands. There are loads of them off the west coast. And it was a beautiful sunny day. So we set sail, just Dad, me and my brother Leo. He's a good sailor, too. We were sailing for about three hours and then the weather changed. The sky grew dark and it got really windy. The waves were incredibly high.

C What did you do?

L My dad tried to get to one of the islands. But the sea was too rough – it was dangerous to get too near the coast.

C Sounds terrifying!

L Yeah, I was really scared. We tried to sail back to the mainland – but that was a long way away. And then we heard a horrible noise.

C What was it?

L The mast snapped. It just broke in the wind! And the sail came down! So we couldn't control the boat! We were just going up and down in the water.

C What happened next?

L Well, luckily, another boat was sailing near us. The crew saw we were in trouble and they came to help us. And we were all OK in the end!

C That's amazing!

L So what did you do in the summer holidays?

C Nothing exciting like that!

Workbook page 8

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

Workbook page 9

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

Workbook page 10

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

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

Workbook page 11

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

Workbook page 12

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

Workbook page 13

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

Workbook page 14

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

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

Workbook page 15**Extra Challenge**

Students' own answers

Webquest

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

Puzzle

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

Workbook page 16

Suggested answers

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

1.2 Workbook page 11, exercises 2–3

R = Robert, M = Marina

R Why are you laughing, Marina?

M I was just talking to my sister, Sarah, and she told me such a funny story. You know she got married last month?

R Yeah, to Frank?

M That's right. Well, they've just come back from their honeymoon.

R Where did they go?

M Thailand.

R Fantastic!

M Well, they're both mad about scuba-diving and apparently Thailand is one of the best places in the world for it. They dived ten times when they were there. One time they were exploring a shipwreck when they saw a kind of grey triangle.

R Oh, no! Was it a shark?

M Yes, it was!

R What happened?

M Obviously they felt scared, but they didn't panic and luckily the shark swam away.

R That wasn't the funny story, was it?

M No! That happened at the beginning of the holiday when Sarah and Frank were at the airport in Bangkok. They were sitting on the plane but it was still on the ground. It was a small plane and Frank was sitting next to the emergency exit.

R And ...?

M Well, the flight attendant was a Thai woman whose English wasn't great and she was talking to Frank about the emergency door.

R It's part of the safety procedure, isn't it?

M That's right. Anyway, Frank couldn't understand her very well. Her English was really bad but she kept talking and moving her hands. She was pretending to open the door. Anyway, suddenly, Frank stood up and opened the door!

R I don't believe it! What happened?

M It was OK because the plane wasn't flying, but everyone was really angry with him. The flight took off an hour late because of Frank and his misunderstanding!

R Your poor brother-in-law! That's the funniest thing ever.

1.4 Workbook page 16, exercise 5

1 Did you have a good holiday?

2 I had an incredible experience last week.

3 Amazingly, I won some money.

4 Unfortunately, I was completely lost.