



Lesson 1

Aims

- To learn and use prepositions of place to describe location.
- To read two articles about accidents with animals.
- To use paratext and context to guess the meaning of unknown words.

Initial phase

Divide the class into two groups and invite a student from group A to the front. Have this student spell out the past form of any verb – regular or irregular – for a student from group B to say the verb aloud and make a sentence with it. If the second student says the verb correctly and makes an accurate sentence, the group is awarded five points and this student goes out to the front to proceed in the same way with the opposite group.

MIXED ABILITIES

Weaker students may be allowed to have a look at the verb list on page 128 of the Student's Book.

Core Vocabulary 1

Prepositions

- 1 1.35 Revise 'on', 'in', 'under' and 'to' in reference to students' routines, eg: 'Where did you put your backpack this morning?' 'How do you usually come to school?' As students use these prepositions, write them on the board. Then ask the class to match pictures 1–6 with some of the prepositions in orange. Use gestures and drawings on the board to teach the unknown words. Then play the track for the class to listen and repeat. Check pronunciation if necessary paying special attention to 'through'.

Answers

1 out of; 2 along; 3 under; 4 into; 5 across; 6 down

- 2 Ask students to choose the correct words. Check orally.

Answers

1 out of; 2 through; 3 down; 4 into; 5 through; 6 away from

TEACHING TIP

If students are not aware of what a preposition is, you can easily explain that it is a word that usually comes before a noun or pronoun and expresses a relation to another word, eg: 'the man on the platform', 'the cat under the chair', 'they come in winter', etc.

- 3 Have students complete the sentences with the prepositions in exercise 1. Check orally and write the answers on the board to avoid mistakes.

Answers

1 out of; 2 into; 3 along; 4 through; 5 under; 6 down

PHASES EXTRA

Students make sentences using the prepositions in orange to describe the pictures in exercise 1.

- 4 1.36 Write the word 'superstition' on the board and ask the class if they are superstitious or not and why. Also, ask what traditional superstitions they know of: black cats, walking under a ladder, etc. Then play the track for the class to listen to Dan, Rita and Megan and identify their superstitions.

Audioscript/Answers

Dan Hey, Megan, have you got any funny action superstitions?

Megan What do you mean?

Dan Well, for example Rita never walks under ladders. She thinks it's bad luck.

Megan Well, I usually jump over lines in the road, I don't walk on them. What about you?

Dan Me? I don't have any superstitions, I ...

Rita That's not true! You always walk away from black cats. And you never dive into a swimming pool first. First, you get in, then you swim across, then you climb out of the pool and then – only then – you dive into the pool!

Dan Those aren't superstitions. They're just my routines!

- 5 Students work in pairs to ask and answer the question as in the example.

▶▶ **Workbook page 35**

Reading 1

A surprising discovery/Crocodiles in the pool

- 6 Pre-reading: ask students to look at the pictures and predict what each text might be about. Then discuss what precious stones are, where they belong to and, after that, discuss what a wild animal is and what the characteristics of domestic animals are. Ask students if they would like to keep something they discover or give it to authorities. Ask them to say if they would like to

have a wild animal as a pet, eg: a baby lion or an alligator. Then have the class look at the words in orange and associate them with text A or B, or both. Discuss why.


- 7 Ask students to gist read both texts to check their answers.

PHASES EXTRA

- Many minerals form beautiful crystals, but the most prized of all are gemstones. Uncut gems often look fairly ordinary-like rocks. It's only when they are cut and polished that they obtain the brilliance and luster that gives them their value.
- Historically, gems have been divided into precious and semiprecious classes. There are a number of semiprecious gems, many quite beautiful, but diamonds, rubies, sapphires and emeralds continue to qualify as 'precious'.
- Learn more at <https://www.nationalgeographic.com/science/earth/inside-the-earth/minerals-gems/>

PHASES EXTRA

Have students think of a general title for the reading section, eg: 'You would not believe', 'Heavens above', etc. Explain that they can find more idiomatic expressions for texts like this. 'You would not believe' and 'Heavens above' are from a thesaurus dictionary. These expressions express being surprised. See more in <https://www.macmillandictionary.com/thesaurus-category/british/ways-of-saying-that-you-are-surprised-or-shocked>.

- 8  1.37 Ask students to read the texts again and say if the statements are true, false or not mentioned. Invite students to correct the false ones. Correct orally and write the answers on the board to avoid mistakes.

Answers

1 false (It was near the top of the mountain.); 2 false; 3 false; 4 false (He was unpopular.); 5 false (He wanted to know who pushed him into the pool.); 6 not mentioned

PHASES EXTRA

Have students choose three important content words from the text such as 'money', 'unpopular', 'swim', etc and write them down on a sheet of paper. Collect all of them and put them in a bag. Ask a student to pick out a sheet of paper, read the three words on it and invite three classmates to make sentences about the text using those words. Proceed in the same way until most of the words have been used.

Closing phase

Students ask and answer questions about the two texts using prepositions, eg: Student A: 'Did Hughes swim away from the crocodiles?' Student B: 'No, he didn't. Hughes' lawyer fell into the pool and swam away from the crocodiles.'

Lesson 2

Aims

- To learn the past continuous and use it to talk about actions in progress in the past.
- To focus on and practise sentence stress.
- To listen about a couple who get home safely.

Initial phase

Play 'Who did what?' to revise the past simple. Make instruction cards with these imperative sentences: 'Walk away from your desk.' 'Run out of the classroom and come back quickly.' 'Jump to the teacher's desk.' 'Get under your desk.' 'Walk along the front of the classroom.' 'Put your book into a classmate's backpack.' 'Look through the window.' Divide the class into two groups. Give the cards to students in group A, one by one. They are to perform the actions on the cards. Students in group B pay attention and remember the actions performed and the order. Have students in group B retell what their classmates in group A did and in which order. Elicit the use of linkers such as 'First', 'Then', 'After that', etc.

Core

Grammar 1

Past continuous

- 1 Use the two texts in exercise 7 on page 41 to contextualize your presentation of the past continuous tense. Present the affirmative form

first and write an example on the board. Ask a student to read the example aloud. Have the class look for more examples in the texts on page 41. Present the negative form in the same way and elicit more examples asking the class what was not happening when they arrived at school, eg: 'When I arrived at school this morning, my classmates were not waiting for me at the school door.' Copy an example onto the board and ask a student to read it aloud. Draw students' attention to the grammar tables and have them read the affirmative and negative examples. Have them look at the picture in exercise 3 on page 42 and elicit affirmative and negative sentences. Then teach the question form and ask the class to read the table to complete the rules in exercise 1. Check orally. To finish the systematization, ask the class to copy the examples on the board into their folders under the heading 'Past continuous: was/were + -ing (actions in progress in the past)'.

Answers

a progress in the past; b verb + '-ing'; c 'Was'/'Were'; d subject + 'was'/'were' + 'not' + verb + '-ing'

- 2 Invite students to order the words to make sentences to answer the question. Check orally.

Answers

1 My sister was watching TV in the living room. 2 My baby brother was sleeping. 3 My parents were listening to the news. 4 My brother was chatting with his friend.

- 3 Ask the class to complete the questions with the words in orange in the correct form and then look at the picture to answer them. Check orally.

Answers

1 building, Yes, he was. 2 Was, swimming, No, he wasn't. 3 Were, sleeping, Yes, they were. 4 Was, wearing, No, she wasn't. 5 Were, looking, Yes, they were.

PHASES EXTRA

Give the class three minutes to write true and false sentences about the texts on page 41, eg: 'Everybody was eating when there was a noise.' (False; Everybody was looking at Hughes when there was a loud noise.) Discuss their sentences orally.



- 4 Have the class complete the questions with some of the words in orange and ask them to look at the picture in exercise 3 again to match questions 1-4 with answers a-d. Check their work orally and write the answers on the board to avoid mistakes.

Answers

1 Who c; 2 Why d; 3 doing b; 4 were, doing a

Pronunciation

Sentence stress

- A  1.38 Play the track for students to listen, repeat and underline the stressed words. Discuss orally.
- B  1.39 Play the track for the class to listen and repeat the sentences.

Audioscript

Was Brennan alone?

He wasn't at home.

He was hiding in the trees.

He was running away when the bear attacked.

TEACHING TIP

All words have got some kind of stress and often more than one: long words tend to have a primary and secondary stress but these vary in connected speech for the sake of rhythm. Rhythm is fairly constant in English, so it is very important to make students aware of sentence stress. One way of doing this is clapping hands or snapping one's fingers on the stressed syllables as we listen to a sentence.

PHASES EXTRA

Play a memory game. Give the class three minutes to memorize the pictures in exercise 7 on page 33 in Unit 3. Divide the class into two groups and have the two groups ask and answer past continuous questions about the pictures, eg: Student A: 'What was the lady wearing in picture 1?' Student B: 'She was wearing a big hat.'

- 5 Have students correct the sentences using the negative form and the words in brackets. Check orally.

Answers

1 My parents weren't having pizza at a new Italian restaurant at 9 pm yesterday. They were having dinner at a Mexican restaurant. 2 Our cats weren't playing in the garden yesterday afternoon. They were fighting. 3 I wasn't cooking all morning. I was studying. 4 The ship wasn't sailing too fast at the time of the accident.

In order to study and monitor their own learning, refer students to the Language Database on pages 121 & 122.

►► **Workbook pages 36 & 37**

UPGRADE

- A** Ask the class to look at the picture and write what the people on the ship were doing yesterday evening using the verbs in the box. Check their work orally.

Answers

Tim was singing. The Captain and his wife were dancing. Mr and Mrs Quinn were listening to Tim singing. The baby was crying. The dog was eating. Mr and Mrs Black were celebrating. Lee was walking.


- B** Have students read and complete the text with only one word. Discuss orally and write the answers on the board to avoid mistakes.

Answers

1 was; 2 were; 3 crying; 4 running; 5 looking; 6 doing; 7 standing; 8 were


Listening

Tree couple get home safely

- 6**  1.40 Pre-listening: draw students' attention to the pictures and elicit the actions shown in them. Invite students to answer the questions about the illustrated situations. Then play the track for students to check their answers.

Answers

1 They wanted to get a tree for Christmas. 2 A bird wanted to attack them and then they got stuck in the snow.

- 7**  1.40 Play the track again for students to answer the questions.

Audioscript

Keith and Jennifer live in Oregon, America. Every year they go up to the mountains and get a tree for Christmas. They don't usually have any problems but last year things were different. They were looking for a tree when a big bird appeared and wanted to attack Jennifer. It was frightening! They were putting the tree on the roof of their car while the bird was flying around and looking at them. Jennifer was getting worried.

Then, they were driving home on a remote mountain road when the car got stuck in the snow. For some minutes, Keith was pushing the car while his wife was sitting at the wheel. While they were trying to move the car, they were thinking about their four children, aged 8 to 18. Unfortunately, their phones weren't working up on the mountains. It was a worrying situation.

A friend, Sophie Smith, was looking after the children. When the Lees didn't return, Sophie became worried. She called the police and a search began.

Two days later Keith finally moved the car. The couple were driving home when they heard about a search for them on the radio. They were surprised! They phoned the police and Sophie. Everyone was delighted.

Keith is planning to go back to the mountains again next year but Jennifer doesn't want to go. She wants to buy a Christmas tree next year!

Answers

1 They go up to the mountains to get a tree for Christmas. 2 The car got stuck in the snow. 3 Their phones weren't working up on the mountains. 4 They spent two nights in their car. 5 They phoned the police and Sophie, a friend who was looking after the children. 6 Keith is planning to go back to the mountains again next year but Jennifer doesn't want to go.

PHASES EXTRA

Ask the class to write a paragraph about the shark attack in the listening exercise. Check some of the paragraphs orally.

Closing phase

Play 'Stop!': ask the class to choose an action they can perform from their desks and do it until you shout 'Stop!' When you shout 'Stop!', different students have to describe what their classmates were doing. Possible actions students can perform: look through the book, send a text message, look through the window, write in their folders, etc.

Lesson 3

Aims

- To learn and use '-ed' and '-ing' adjectives.
- To read an anecdote about some friends sailing on a boat.
- To contrast the past simple and the past continuous using 'when' and 'while'.

Initial phase

Have students work in pairs. One student goes to page 102 and the other to page 107 to do Communication Activity 3. The aim is to practise the past simple tense, affirmative and negative and questions. Invite the class to work in pairs and decide who will be Student A and who will be Student B. Invite them to look at the corresponding picture and explain that they have two different pictures. They have to make their partner 'Yes/No' questions to discover the differences. Give the class three or four minutes to write the questions. To make this activity more productive, you may ask the class to write a paragraph stating what their partners did or didn't do this morning.


Core Vocabulary 2

-ed/-ing adjectives

- 1 Have the class circle the correct option. Use gestures, definitions and examples to present the unknown words.

Answers

1 bored, boring; 2 surprising, worried; 3 annoyed, annoying; 4 tired, interesting; 5 frightened, frightening

- 2  1.41 Play the track for students to listen, check their work and repeat, paying special attention to the final sounds.

Audioscript

- 1 John is bored because the film is boring.
- 2 The results of the experiments are very surprising. The scientists are worried.
- 3 I'm annoyed because my friend is late again! It's very annoying when people are always late.
- 4 We're tired because it's very late but the documentary is interesting.
- 5 They are frightened of spiders. They think spiders are frightening.

- 3 Have the class complete the sentences so they are true for them. Accept different answers.

- 4 Have the class complete the sentences with the correct adjective.

Answers

1 interested; 2 bored; 3 worried; 4 sad; 5 tired; 6 worried

▶▶ **Workbook page 38**


PHASES EXTRA

Provide different nominal phrases for students to associate with the adjectives in exercise 1, eg: T: 'boring' Student 1: 'The Simpsons is a boring programme.' Student 2: 'Tango is boring.' Student 3: 'History is a boring subject.'

Reading 2

Sailing

- 5 Pre-reading: draw students' attention to the picture and invite students to predict what the text might be about. Teach the word 'sink'. Then ask students to gist read the text, find out the countries involved in Mark's rescue and choose the best title. (Best title: Mobile phone rescue call) (Three countries involved in the rescue: Wales: Alex, the friend, was there when he got the call, England: Alex called the Maritime Rescue Centre for help and Puerto Rico: it is a US territory, American rescue planes flew over the zone).

- 6  1.42 Play the track and ask students to read the text on page 44 again and answer the questions. Check their work orally.

Note: Question 5 should have been, 'Why do you think Alex knew what to do?'. This mistake will be corrected in the first reprint of the Student's Book.

Answers

1 Problems began when he was sailing from Grenada to Puerto Rico. 2 He was with two friends. 3 Because there was no electricity and they were too far from the coast. 4 He was shopping in town. 5 Accept all reasonable answers. 6 It took three hours.

Grammar 2

Past simple and past continuous with *when* and *while*

- 7 Use the text in exercise 5 to contextualize the contrast between the two tenses with 'when' and 'while'. Write an example with each on the board and explain the differences. Draw a line graph to clarify meaning:


_____ X _____
(past continuous + 'when' for a long action in the past interrupted by a short action)

_____ X _____
(past continuous + 'while' + past continuous for two simultaneous actions in the past)

Ask the class to look at the sentences in the table and answer the questions. Discuss orally:

Answers

a past simple; b past continuous; c 'while'; d 'when'

 **TEACHING TIP**
It is worth pointing out that past continuous actions are seen as long while past simple actions are perceived as short. Compare with students' L1.

- 8 Have students complete with the verbs in brackets in the past simple or continuous. Check orally.

Answers

1 was walking, appeared; 2 began, were sailing; 3 was driving, had; 4 were you doing, were playing; 5 were you going, met


PHASES EXTRA

Play 'The alibi game': explain that something terrible happened at school last Saturday and they are all suspects. The situation is: somebody jumped into the classroom through one of the windows and left three rats! Divide the class into two and have group A play the role of detectives and group B suspects. They have to ask and answer questions. Students who answer properly are set free but those who fail to answer correctly and soon enough may be detained for further questioning. Students may swap roles and you may go on for as long as you feel students are motivated.

- 9 Ask students to match beginnings 1–5 with endings a–e. Check their work orally and copy the answers onto the board to avoid mistakes.

Answers

1 b; 2 e; 3 a; 4 d; 5 c

- 10  Students work in pairs to ask and answer the questions in exercise 9.

In order to study and monitor their own learning, refer students to the Language Database on page 122.

▶▶ **Workbook pages 39 & 40**

Closing phase

Give the class three minutes to practise reading out the text in exercise 5 on page 45. Pick three students to act as jury members and divide the class into two. Invite students from each group to take turns to read each of the paragraphs. Ask the jury to decide who the winner is and why.

Lesson 4**Aims**

To develop speaking skills: An anecdote.

To read about an accident.


To write a description of an accident.

Initial phase

Read this story for students to take down notes: 'Last weekend, I was not feeling well. I was in bed. I was bored, so I switched on the TV. I was watching *Criminal Minds* when I began to feel hot, so I got out of bed and opened my bedroom window. I went to bed again. My dog was sleeping near my bed. While I was watching the end of the programme, I heard


a strange noise. I was surprised and my dog was frightened. I didn't know what was happening. Was a thief opening the front door? I got out of bed again and went to the living room. There was a black cat. It was running wildly around when it broke a vase and a picture. I opened the door and it rushed out.' Ask students to say what they remember about the anecdote. Ask a strong student to reconstruct the whole story.

Core Speaking**An anecdote**

- 1  1.43 Discuss the meaning of the word 'anecdote'. Then tell students that Connor is going to tell Sarah one. Play the track and ask students to answer the question.

Answer

It's good for running or cycling in the dark.

- 2  1.43 Play the track for students to listen again and say why it was useful on the camping trip. Discuss orally.

Answer


Because thanks to it he didn't eat the spider that was on the spaghetti.

- 3 Play exchange by exchange for students to listen and repeat, so they can practise the dialogue. Then invite them to act it out.

PHASES EXTRA

Give the class three minutes to write as many questions as possible about the anecdote in exercise 1. Then have them ask and answer the questions orally. Have students invent another similar anecdote to justify why the torch was useful to them.

Speaking Task

- 4  Invite the class to prepare an anecdote following the advice in the three steps. First, ask students to invent a story using the sequence of pictures given. Then have the class jot down the details of the anecdote and how to tell it to their classmates. The questions suggested may be of great help. Finally, in pairs, students take turns to tell their partners the anecdote.

▶▶ **Unit 4 Speaking Task**
(see Teacher's Resource Centre)

Writing

A description of an accident

LOOK!

Draw students' attention to the text in the Look! box and make sure they understand how to use the time linkers in it. Elicit others and write them on the board as a reminder, eg: 'after that', 'in a matter of seconds', 'right at that moment', etc. Revise or teach the meaning of the linker 'meanwhile', as they will have to use it in exercise 5.

- 5 Pre-writing: ask the class if they have ever had or witnessed an accident. Ask what they remember about it and then invite students to read and complete the text with only one word. Check orally. Ask a few questions to check comprehension.

Answers

1 because; 2 were; 3 suddenly; 4 when; 5 but; 6 didn't; 7 wasn't; 8 Meanwhile; 9 took; 10 Then; 11 next

- 6 Ask the class to complete the sentences with 'suddenly', 'meanwhile' or 'then'. Discuss their work orally.

Answers

1 Then; 2 Suddenly; 3 Meanwhile; 4 Suddenly; 5 Meanwhile

Writing Task

Ask students to think about an accident, imaginary or real. Explain they are going to write a description of that event, and as they are going to retell a past event, they will have to use past tenses.

- 1 Tell students to write down information about the time and place, that is, where it happened, when it happened, what the weather was like and how they felt. Ask them to make notes about the accident. Suggest retelling in order, from the beginning to the end. Remind them that if actions are interrupted by others, they will have to use past simple for the shortest action, or the one that interrupts. Also, ask them to describe how the situation, or problem, was solved. Then ask students to read the model text in exercise 5 again and use their notes to write a first draft, paying special attention to the use of verb forms, punctuation marks, time linkers and paragraph organization.
- 2 Once the plan and draft are finished, tell them that it is time to start working on the final version. Explain that they will have to organize the narrative into three paragraphs. In the first one, they will set the reader in time and place. In the second one, they will have to describe all the events that took place that day. Here, in this part, they will probably need to include more than one time linker to have all the events ordered.

Remind them to use 'when' and 'while' to describe the exact moment when actions occurred. And finally, in the third one, they will have to explain how the situation was solved. Refer them to page 128 if they don't remember the past of a verb. Students may exchange descriptions with their classmates for peer correction. Check two or three samples orally and make a point of correcting the rest for the following lesson.

- 3 Tell students to go over their narratives and see if they have used the grammar topics and vocabulary correctly. Invite volunteers to share their descriptions with the rest of the class. Discuss organization, use of time linkers and mistakes.

►► **Workbook page 42**

Closing phase

Have students work in pairs. One student goes to page 102 and the other to page 107 to do Communication Activity 4. The aim is to ask and answer questions about the past in order to write a report. Tell the class they have to write a report about what their partners did when they were younger. Provide an example with a verb that is not in either box, eg: 'go to church on Sunday'. Give them a few minutes to decide how to make up the questions they need to ask. Ask them to ask and write down the answers. Give students ten minutes to write a report on what their partner did when he/she was younger. Check one or two samples orally and remember to correct the rest later.

Lesson 5

Aims

To learn factual information about famous writers and books.

To visit a website to find specific information about writers in your country.


To integrate what students have learnt so far.

Initial phase

Write on the board a two-column table with the head 'Books' and 'Writers'. Ask students to work in groups of three or four and list books in English and famous writers they know. Mention Daniel Defoe and ask if they know him and have read anything by him. Tell them that he wrote *Robinson Crusoe*. Then invite them to read their lists aloud to see if they can make a top 5 of books to read. Invite some students to the front to describe their favourite book.

Core Culture

Famous writers and books

- 1  1.44 Tell students that now they are going to learn about Daniel Defoe. Play the track for students to listen and answer the questions. Check orally.

Answers

1 Daniel Defoe. 2 Because many people consider it to be the first novel in English. 3 He was an English writer and journalist. He's famous for writing *Robinson Crusoe*. 4 He was a Scottish sailor who lived on an island for four years. 5 No, he wasn't.

PHASES CULTURE

In September 1704, Selkirk was travelling on board the *Cinque Ports* when the captain stopped at the uninhabited archipelago of Juan Fernández, 600 km off the coast of Chile, for a mid-expedition restocking of fresh water and supplies. Selkirk was seriously concerned about the seaworthiness of the *Cinque Ports*. He would rather be left on Juan Fernández than continue in a leaky vessel. Therefore, Captain Stradling decided to leave the sailor with all his personal belongings on an island. Selkirk was right because the *Cinque Ports* did indeed later sink off the coast of what is present-day Colombia and some of the crew members died. Selkirk was rescued by William Dampier.


PHASES EXTRA

Give the class a few minutes to memorize the text in exercise 1 on page 48. Read it adding false information (which is in bold in the text): *Robinson Crusoe* is a novel by **Ferdinand** Defoe. It is about a man who spent **59** years on a remote tropical island. Crusoe's ship sank and he lived on the island. He ate fruit and fish. Defoe wrote more than **100,000** books and articles about **mobile phones**. Apparently, Defoe based his story on **an astronaut** called Alexander Selkirk. This man lived on an island near **the USA** for four years. Invite students to raise their right hand when they notice some wrong information and check it.

- 2 Students read the text again and say if the statements are true, false or not mentioned. Ask them to correct the false ones. Monitor their work and check orally.

Answers

1 false (It's a novel.); 2 false (He's rescued.); 3 not mentioned; 4 true; 5 not mentioned; 6 false (Selkirk was on one of William Dampier's voyages of exploration.)

- 3  **ABOUT YOU** Ask students to speak about some famous writers in their country. Depending on their knowledge of the subject, they may be asked to investigate different writers in different social contexts and their most important works for homework and deal with the activity some other time.

Webquest

Students investigate about famous writers in their country. They have to include details about where they live and what they wrote. Invite them to share their information with their classmates.

Possible answers

Famous writers from Argentina
Jorge Luis Borges (1899–1986): He lived in the City of Buenos Aires, in the city centre, but then he moved to Palermo. He died at the age of 86 in Geneva. Some of his works are *Inquisiciones*, *La muerte y la brújula*, *El Aleph*, *El libro de arena*, *Ficciones*, *El informe de Brodie*, *El idioma de los argentinos*, *Para las 6 cuerdas*, *Prólogos con un prólogo de prólogos* and *Historia de la eternidad*.
Others might be Julio Cortázar (1914–1984) or Ernesto Sábato (1911–2011).

Closing phase

Give students two minutes to go through this unit in their books and then ask them to mention one thing they have learnt or they remember from the unit, eg: '*Robinson Crusoe* is a novel by Daniel Defoe.'

Progress check

Answers

- 1 down; 2 out of; 3 into; 4 across; 5 through
- 1 worried; 2 boring; 3 surprised; 4 interesting; 5 annoying
- 1 was crossing; 2 was, playing; 3 were playing, was making; 4 were watching; 5 was running, was crying
- 1 didn't get up; 2 didn't do, saw; 3 didn't go, weren't; 4 met, was walking
- 1 I was eating when the telephone rang this morning.
2 My sister was having a shower while my mum was getting breakfast ready. 3 We were putting up our tents while the teachers were organizing the afternoon activities. 4 All the tourists were listening to the guide when it began to rain.
- 1 were, doing; 2 Was, sleeping; 3 was, going, met; 4 were, doing, arrived

Integration

- 1 works; 2 goes; 3 surfing; 4 was surfing; 5 attacked; 6 hit; 7 didn't release; 8 was getting; 9 called; 10 was; 11 frightened



Revision 2

Initial phase

Write several verbs on the board, eg: 'think', 'start', 'sit', 'attack', 'swim', etc. Divide the class into teams of four and ask each to choose two of the verbs. They have to make up one sentence using both verbs and the word 'when'. They write the sentences on the board. If the sentences are correct, they get a point, eg: 'I was thinking about my maths exam when the football match started.'

Core Vocabulary

Students play the vocabulary game in pairs. They have to guess each word in the shortest time possible. When one student fails to guess the word, his or her partner takes the chance. The student who guesses more words is the winner. Check all the words orally once the class has finished and elicit sentences for further practice.

Answers

brave; funny; wise; friendly; carry; cross; pushing; through; along; frightening; exciting; worried

Reading

- 1 Pre-reading: write on the board 'Legend of Blackbeard' and these verbs: 'was', 'fought', 'met', 'captured' and 'killed'. Make sure students understand the meaning of the verbs on the board and have the class predict what the legend is about. Then ask them to read for global comprehension: invite the class to read the article about the legend of Blackbeard to answer the questions. Check orally.

Answers

1 Blackbeard. 2 Because there was a war in Europe. 3 They became friends, captured ships, killed many men and stole a lot of money. 4 He had a long, black beard. He was cruel and dangerous.

- 2 Have students decide if the sentences are true, false or not mentioned. Discuss their answers orally and write them on the board to avoid mistakes.

Answers

1 false; 2 true; 3 false; 4 false; 5 not mentioned

PHASES EXTRA

Ask students to add one sentence to each paragraph. One way of doing this is to ask oneself questions about what else we would like to know about the text. If we ask ourselves, 'How did some men fight for their country?', we can add the following sentence: 'They fought from big war ships.'

Grammar

- 3 Have students write sentences using 'there was', 'there wasn't', 'there were' and 'there weren't' about their country in the 17th century. They should use the words in orange. Discuss their work orally.

Answers

There were no cars. There was/wasn't a king. There were important cities. There weren't bicycles. There was a Viceroy. There wasn't a TV studio.

- 4 Ask the class to choose the correct words. Check on the board.

Answers

1 was shining; 2 were playing; 3 saw; 4 were hiking

- 5 Have students complete the text with the correct form of the verbs in brackets. Check on the board.


Answers

1 decided; 2 made; 3 got; 4 drove; 5 were; 6 was; 7 weren't; 8 got; 9 wasn't; 10 were climbing

PHASES EXTRA

Invite students to work in pairs to change ten words from the text in exercise 5. Discuss their work orally, eg: 'Last Wednesday' instead of 'Last weekend', 'made some biscuits' instead of 'made some sandwiches', 'there was a narrow river' instead of 'there was a beautiful lake' etc.

Listening

- 6  1.45 Tell the class they will listen to the legend of a cat in Allington Castle. Elicit what verbs they expect to hear, eg: 'climbed', 'was', 'ate', etc. Play the track for the first time for the class to listen and check if their predictions were right and to tick the correct answers. Check their work orally.


Audioscript

England has got many legends and myths. One of them is about a cat that saved a man's life. Legend says that when Richard III was king of England, he ordered his men to catch Henry Wyatt and put him in the tower. At that time, the Tower of London was a prison. The food in the tower was not very good. In fact, prisoners only received some water and some bread. They never ate meat, chicken or salad. One night, when Henry was in his cell, he felt cold and hungry. He was

worried. He was dying! But one day he saw a cat climbing into the cell through a small window. Henry slept with the cat that night and he felt warmer but in the morning, the cat left through the window again. In the evening, the cat returned with a pigeon in its mouth. The animal gave Henry the pigeon as a present. A guard cooked the bird in secret, so Henry ate the pigeon and slept with the cat on his feet. The animal did the same every night and Henry was not hungry or weak any more. When Richard III died, Henry II became the new king and Henry Wyatt was set free. The new king gave Henry a castle for his family. Legend says that now, people in Allington Castle can see the ghost of a cat walking in and out through the castle windows ...

Answers

1 c; 2 a; 3 b

- 7  1.45 Play the track a second time for the class to listen and tick the correct sentences. Have them correct the false ones.

Answers

Correct sentences: 1, 2, 3, 6

4 He wasn't worried about the cat, he was worried because he was cold and hungry and he was in prison. 5 The cat slept on his feet. 6 He was set free, he didn't die in prison.

PHASES EXTRA

Give the class a few minutes to invent an ending to the legend. You may ask them these questions: 'How did the poet react?' 'What happened after Fionn sucked the juice and got the knowledge?'

Collaborative Task – Legends in your country

1 Ideas

Invite students to investigate two different legends from their country and make notes about their findings based on the questions given.

2 Group work

Organize the class into groups and invite them to discuss their findings to choose two of the legends, make notes and get or make pictures to illustrate them.

3 Writing

Ask the groups to organize their notes into paragraphs paying special attention to the use of past tenses and trying to use 'when' and 'while' as well as time linkers. Invite students to provide an original title too.

4 Presentation

Students check their work and read it to their classmates. Have them vote for the best piece of writing.

Closing phase

In groups, students discuss other legends presented by their classmates.

Upgrade for Exams

Initial phase

Have a strong student retell the story on page 45, exercise 5 in the first person as if he or she were Mark using the plural form, eg: 'I was sailing from ...' Have a second student retell the description of the accident in exercise 5 on page 47 using the third person singular. He or she may invent a name to retell the story, eg: 'Rory was walking into town ...'

Core

- 1 Have the class choose the correct words. Check on the board.

Answers

1 C; 2 B; 3 C; 4 C; 5 A; 6 A; 7 C; 8 C

- 2 Students read the text again and match questions 1–5 with some of the answers a–i. Give some time for students to do the match and then write the answers on board to avoid mistakes.

Answers

1 d; 2 e; 3 b; 4 a; 5 c

- 3 Ask students to choose the correct answers. Discuss orally.

Answers

1 b; 2 a; 3 c

- 4 Pre-writing: invite the class to work in pairs to make up a story about what happened to Anna Horrocks yesterday evening and to take down notes of the actions. Then ask them to work individually to write the anecdote using the past simple and the past continuous as well as 'when' and 'while' and time linkers.

Closing phase

Play 'What were you going when ...?': in groups of three, students will have to pantomime actions. One member of the team is going to make up a question like 'What were you doing when I was in my tennis lesson?'. Then, the other classmate is going to pantomime the answer. The third member has to guess the action and say it, like 'She was taking a shower when you were in your tennis lesson.' Then they swap roles and repeat the sequence.