

# Overview

## Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to action verbs with prepositions and *-ed / -ing* adjectives (C1)
- Identify the gist and main ideas of some news reports of unusual incidents (C1) (C5)
- Understand, contrast and use correctly grammar structures related to past simple and past continuous with *when* and *while* and present tenses (C1) (C7)
- Identify the main events in a news report through a listening (C1) (C5)
- Ask and answer questions about past events (C1) (C7)
- Use appropriate functional language when telling an anecdote (C1)
- Identify the general content of a text about a famous writer and novel (C1) (C3) (C6)
- Write a description of an accident using appropriate tenses and time expressions (C1) (C8)
- Assimilate the learning tips and study the Vocabulary guide and Grammar guide from the unit (C1) (C7) (C8)

### Key competences C1–C8

C1 – Competence in linguistic communication

C2 – Mathematical competence

C3 – Competence in knowledge of and interaction with the physical world

C4 – Competence in processing information and use of ICT

C5 – Competence in social skills and citizenship

C6 – Artistic and cultural competence

C7 – Learning to learn

C8 – Autonomy and personal initiative

## Linguistic contents

### Main vocabulary

Action verbs and prepositions: *under, towards, across*

*-ed / -ing* adjectives: *frightened, frightening; bored, boring*

### Grammar

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

Contrast of past and present tenses

### Functional language

Telling anecdotes

### Pronunciation

Sentence stress

## Skills

### Reading

Read three news reports about lucky escapes  
Read a text about a famous writer  
Read a model text about an accident

### Writing

Write a description of an accident in four steps:  
plan, write, check and write

### Listening

Listen to a conversation about superstitions  
Listen to a news report about a shark attack  
Listen to an anecdote

### Speaking

#### Spoken interaction

Ask and answer questions about past events  
Exchange information about superstitions  
Role-play an interview with a reporter

#### Spoken production

Express opinions  
Prepare and tell an anecdote following a model

## Other areas of learning

### Learning strategies

Skimming texts for key words

### Socio-cultural aspects

Superstitions in different countries  
A famous British writer  
Curious events around the world

### Cross-curricular contents

Literature: famous writers and novels  
Language: narrative devices – discourse markers  
Natural science: sharks

### Values

Interest in news stories from different countries

## Further materials and evaluation

Digital Student's Book

### Workbook

Vocabulary plus: Natural phenomena, page 101  
Grammar reference and exercises: pages 112–113  
CLIL activities: Literature, page 96

### Tests and Exams Multi-ROM

Progress Test Basics  
Progress Test Standard  
Progress Test Extra  
End of term test

### Recommended web links

<http://www.woodlands-junior.kent.sch.uk/customs/questions/superstitions.htm>  
<http://www.bbc.co.uk/dna/h2g2/A9083360> – for information on Joe Simpson's *Touching the Void* extreme experience  
<http://www.teara.govt.nz/en/sharks-and-rays/5>

# Vocabulary 1

## (page 30)

**Lesson Aims:** Students learn and practise prepositions of place, and how to combine them with verbs of movement.

### Prepositions

#### Warmer

Revise the basic prepositions. Take a coin and put it in different places – on the table, under the table, in front of the board, between the table and the chair, behind the door, etc. Elicit sentences from the class by asking *Where is the coin?*

#### 1 CD1 track 29

- Explain that prepositions don't only indicate the static position of an object but can also describe movement. Give an example with *under*, *the man is under the bridge* (he is not moving) or *the man is going under the bridge* (he is moving).
- Look at the other prepositions and ask students to translate them.
- Students listen and repeat the words.
- Highlight the vowel sounds, especially /aʊ/ in *round*, /ɔ:/ in *towards*, /u:/ in *through*, /əʊ/ in *over*.

- 2**
- Ask students to work in pairs and match up the opposite prepositions.
  - Check answers on the board.

#### Key

|         |           |
|---------|-----------|
| under   | over      |
| towards | away from |
| into    | out of    |
| up      | down      |
| across  | round     |

- 3**
- Read the tip box together. Make sure students understand that we can use different action verbs, such as *walk*, *fly*, *run*, *swim*, *jump*, with the prepositions.
  - Check students understand *to parachute*.
  - They read the text about James Bond and choose the correct words.
  - Check answers together.

#### Key

|          |             |
|----------|-------------|
| 1 out of | 5 under     |
| 2 down   | 6 over      |
| 3 up     | 7 towards   |
| 4 into   | 8 away from |



**Fast finishers add a final sentence to the James Bond text.**

#### 4 CD1 track 30

- Elicit some popular superstitions from the students. If they don't know any, tell them some well-known ones, eg breaking a mirror or walking under a ladder brings bad luck, knocking on wood brings good luck.
- Check students understand *ladder*, *dive*.
- Play the CD and ask students to listen for the superstitions mentioned.
- Let them listen again before checking answers together.

#### Key

Rita doesn't walk under ladders.  
Megan doesn't walk on the lines in the road.  
Dan always walks away from black cats and doesn't dive into pools when he first gets in.

- 5**
- Give students time to think about the question: what they do before exams, special clothes they wear for good luck, etc.
  - In groups of three they describe their superstitions. Encourage them also to ask questions with *Do you ever ...?* and to answer using adverbs of frequency.
  - Ask some groups to give feedback to the class. Decide who is the most superstitious person in the class.

#### Extra activity

Students write five to ten questions to ask a family member or friend to find out how superstitious they are. They bring the results to the next class.



#### Homework Workbook page 25.

For mixed ability classes use the grading symbols (★, ★★, ★★★) to help set appropriate homework for each student.



#### Cultural note

In the United States and most European countries, a black cat passing in front of you mean that you will have bad luck. In the United Kingdom or in Japan however, a black cat crossing your path means that good fortune is on its way.

# Reading 1

## (pages 30 & 31)

**Lesson Aims:** Students practise skimming texts for key words, and read to find the main events.

### Warmer

Books closed. Jumble the two article titles and write them on the board (*the accident pool a lucky crocodiles in*). Tell students to try and find two headlines from the jumbled words.

- Tell students to skim the texts quickly and see if they can pick out the words in the exercise.
- Emphasize that they should not attempt to read every word or to worry about understanding it all.

#### Key

A millionaire, dive  
B hospital, ant

### 7 CD1 track 31

- Check they know the words *skydiving* and *ants*.
- Play the CD. Students read and listen to the stories.

- Tell students to read the sentences first.
- They read text A again and decide if the statements are true or false.
- Check answers together.

#### Key

1 f 2 t 3 f

- Students read the events.
- They read *A lucky accident* again and order the events.
- Check answers together.

#### Key

1 b 2 e 3 a 4 g 5 d 6 c 7 f

- Ask students to look for the words in the texts.
- They match them with the definitions.
- Check answers together.
- Clarify the meaning of any other words in the texts, encouraging students to try and guess from the context.

#### Key

1 c 2 b 3 d 4 a



Fast finishers read the texts again and find all the verbs + prepositions of movement.

- Ask the class which story they prefer and why. Ask them if they think the stories are true. Tell them that the story about the crocodile is in reality a kind of joke.
- Ask them to raise their hand to vote for the story they think is stranger.

### Extra activity

Students choose one of the texts and study it for a few minutes. Then they cover the text and try and tell the story in their own words to their partner.

# Grammar 1

## (pages 32 & 33)

**Lesson Aims:** Students contrast the past continuous and past simple with *when* and *while* and practise using them.

### Past tenses

#### Warmer

Students look back at the texts on page 31 and find examples of the past continuous and past simple.

- Read out the sentences and ask students to match them with the time lines.

#### Key

First sentence matches a.  
Second sentence matches b.

- Students read and complete the rules.
  - Check answers together.
  - Emphasize the fact that we use the past simple for finished actions and not the past continuous, even if the action lasted a long time, eg *I waited two hours for the bus* (not *I was waiting*); *I lived in Barcelona for five years* (not *I was living*).

#### Key

1 past continuous                      2 past simple

- Students look at the photo of the dark wood. Ask if they would like to spend the night there alone.
  - Check they understand *survive* and *rescuers*.
  - Tell them to read the text. Ask them what it is about.
  - Individually, they choose the correct tense for each sentence.
  - Check answers together.

#### Key

1 went                                      4 found  
2 got                                        5 was hiding  
3 survived                                6 didn't recognize

- Ask students to work in pairs and take turns to ask and answer the questions.
  - Check answers in open pairs across the class.

#### Key

1 He went to Scout Camp.  
2 He got lost.  
3 He survived alone for four days.  
4 He was hiding in the trees.  
5 Because he didn't recognize them.

### Pronunciation: sentence stress

- CD1 track 32

- Students read the sentences silently.
- Students listen to the CD and mark which syllables they think are stressed.
- Check answers with the whole class.

#### Key

a He was watching a film  
b They were listening to music  
c He wasn't hiding in the woods.  
d Was he talking to David?

- CD1 track 33

- Play the CD and ask students to repeat the sentences.
  - Drill the sentences, making sure the stress is in the correct place.
- Ask a student to read out the sentences in the grammar table.
    - Students read the questions and think silently about the answers.
    - Check answers together.
    - Explain to students that it is also possible to have two past continuous verbs in one sentence, eg *She was watching TV while I was cooking dinner*.

#### Key

1 he was running away                      3 past continuous  
2 the bear attacked                        4 past simple

#### Extra activity

Students ask and answer the questions in exercise 4 in pairs but this time in the first and second person, with one student playing the role of Brennan.

- Look at the example together. Remind them of the rule for *when* and *while*.
  - Students complete the exercise individually.
  - Check answers with the class, encouraging students who read out their answer to pronounce *was* and *were* with /ə/.

#### Key

1 were playing, saw / The children were playing when they saw a snake.  
2 were sailing, was / They were sailing along the coast when there was a storm.  
3 was flying, saw / While the plane was flying over the area, the pilot saw the explorers.  
4 arrived, were looking / I arrived while the rescuers were looking for the lost girl.  
5 had, was driving / When I had an accident, I was driving home.  
6 saw, was / I saw Hannah while I was at the shopping centre.

- 7 • Look at the example together.
- Ask students to write the questions.
- Check the answers together.

**Key**

- 1 What were you doing at 5pm yesterday?
- 2 What were your friends doing when you saw them this morning?
- 3 What was your friend doing when the English teacher arrived today?
- 4 Did you use a dictionary while you were doing your last English homework?
- 5 What were you thinking about when the class started?
- 6 What were you watching on TV last night?



**Fast finishers write some more questions.**

- 8 • Read out the question and answer, then ask a few students the question.
- Tell students to ask and answer questions 1 to 6 from exercise 7 in pairs.
- Correct the pronunciation as appropriate while some pairs repeat the questions and answers in open class.

**Extra activity**

Teams of four. Give a team two verbs. They have to invent one sentence using the verbs – one in the past continuous and one in the past simple. They write the sentences on the board. If the sentences are correct, they get a point. The next team has two different verbs.



**Homework Workbook page 26–27.**

For mixed ability classes use the grading symbols (★, ★★, ★★★) to help set appropriate homework for each student.

# Listening (page 33)

**Lesson Aims:** Students predict the content of a news report from key words, and then listen for the main events in the report.

## Shark attack!

**Warmer**

Ask students if they know any stories about sharks or about people being attacked by sharks.

- 9 • Ask students to read the words and check they understand them.
- In pairs, they try and use some or all of the words in a sentence to say what the news report is about.

**Key**

A shark attack.

**10** CD1 track 34

- Play the CD and see if their ideas were correct.

**11** CD1 track 34

- Give students time to read the true / false statements and check they understand.
- Students listen again and decide if the statements are true or false.
- Students correct the false sentences.
- They can check answers in pairs before checking together.

**Key**

- 1 f Lydia was standing in the water when the shark attacked.
- 2 f The shark was about three metres long.
- 3 t
- 4 f Lydia hit the shark on the head with her bodyboard.
- 5 t
- 6 f Lydia doesn't intend to swim at the beach again.

- 12 • Read the instructions together and the example question and answer.
- Give students time to think of some questions. They can do this together as a whole-class activity.
- Students decide their roles and act out the interview. Monitor as necessary.
- Ask two students to perform their interview.



**Cultural fact**

Read the Cultural Fact together. Tell students it is not very common to see sharks near the coast in the UK, but in countries like Australia and New Zealand it is very common.

# Speaking

## (pages 34 & 35)

**Lesson Aims:** Students listen to an anecdote and learn how to tell one.

### Talking with friends

#### Warmer

Ask students if they ever go camping. What gadgets are essential when camping? Elicit the word *torch*.

### Listen

- 1** • Students look at the picture of Dan and say what they think about the torch. Ask them when they think it could be useful.

- 2**  CD1 track 35
- Ask them to read the questions.
  - Play the first part of the conversation.
  - Check the answers together.

#### Key

- 1** Because you can use it without holding it in your hands.  
**2** That it is ridiculous, funny and uncool.

- 3**  CD1 track 36
- Read the question together.
  - Tell students to cover the text and play the CD. Make sure they understand they only have to listen to answer the question, not understand every detail.
  - Elicit some of their answers.

#### Key

It was dark and windy and they could put up their tent more easily with head torches.

- 4**  CD1 track 36
- Play the CD. This time students read and listen to the anecdote and see if they were right.
  - Help with any problems of understanding.

### Practise

- 5**  CD1 track 37
- Look at the expressions in the Functional language box.
  - Students listen and repeat the expressions.
- 6** • Students complete the sentences with the words from the box and repeat them.
- Check the answers together.

#### Key

- |           |          |
|-----------|----------|
| 1 fact    | 4 thanks |
| 2 imagine | 5 as     |
| 3 thing   | 6 like   |

### Speaking task (page 35)

- Step 1:** Make sure students understand that an anecdote is a short, often funny, story about something that happened to you or someone you know. Look at the pictures together and ask students to describe what is happening. Help with any vocabulary they might need. Tell students that they can invent their own anecdote or tell a true one if they prefer.
- Step 2:** Go through the prompt questions and expressions with the class. Teach the expression *In the end ... as* as a way of ending the anecdote. You could also add *Really!* to the friend's reaction as a way of expressing surprise. Ask students to think about their anecdote.
- Step 3:** Give students plenty of time to write notes to organize their ideas. Monitor and help them with the language they need to express their ideas. Tell students to practise telling the anecdote to themselves. They can look at their notes but they should try and tell it naturally and not just read it.
- Step 4:** In pairs, students take turns to tell each other their anecdotes. They should repeat the process several times, changing partner each time and trying to tell it more naturally and if possible from memory. Ask some pairs to perform for the class.

#### Extra activity

Record the students telling their anecdotes and invite another class to watch the recording or exchange anecdotes with another class at the same level. Alternatively students could record themselves at home and send you the recording.

 **Homework Workbook page 128**

# Culture (page 35)

**Lesson Aims:** Students learn about the writer Daniel Defoe and some facts about his famous novel *Robinson Crusoe*.

## Famous writers and books

### Warmer

Write *Robinson Crusoe* on the board and ask students what they know about it. Elicit the fact that it is a novel about a man stranded on a desert island. Ask if they have read the book or seen any films of *Robinson Crusoe*.

### 7 CD1 track 38

- Students read the questions.
- Play the CD. They read and listen to the text.
- They discuss the answers in pairs.
- Check answers together.

#### Key

- 1 Because it is considered by many to be the first novel in English.
- 2 He was an English writer and journalist. He's famous for writing *Robinson Crusoe*.
- 3 He was a Scottish sailor who was a castaway on an island for four years.



**Fast finishers write another question about the text.**

- 8** • Discuss together famous writers from the students' country and see if they have read any of their works.

### Extra activity

Students find four words in the text that they don't understand. Together with a partner they try to work out the meaning. Allow them to use dictionaries if they have them. Then discuss the words with the class and clarify any doubts.



**Homework Workbook page 32**



### Cultural note

There are many film versions of the book. The first was a silent movie made in 1927. Other well-known versions are *The Adventures of Robinson Crusoe* directed by the Spanish film director Luis Buñuel (1954), *Robinson Crusoe on Mars* (1964) and the 1997 version with Pierce Brosnan playing the part of *Robinson Crusoe*.



# Grammar 2

## (page 37)

**Lesson Aims:** Students revise and contrast the use of present and past tenses and practise their use.

### Present and past tenses

#### Warmer

Write some key words on the board from the mountain story. Ask a student to start telling the story from memory. Then ask another student to repeat what the previous student has said and add a bit more to the story. Continue until the last student tries to tell the whole story from memory using the other students' contributions and adding the final sentence.

- 11**
- Ask students to look at the sentences in the grammar table and then read the four uses.
  - They match the sentences to the uses.
  - Check answers together.

**Key**  
1 a 2 b 3 d 4 c

- 12**
- Students choose the correct tense to complete the sentences.
  - Check answers in pairs and then with the whole class.
  - Clarify any confusions about the tenses.

**Key**  
1 do you usually do      4 were you doing  
2 do you go              5 are you thinking  
3 were you doing

- 13**
- Before students practise the questions in pairs, drill each question with the whole class. Remind students of stress and weak forms.
  - Students ask and answer in pairs. They should both answer all the questions.
- 14**
- Ask students to read the text quickly and find out where the story took place and what dramatic thing the man in the story did.
  - Now tell them to read the story slowly and decide individually on the correct verb forms. Give them time to complete the exercise.
  - Ask them to check their answers in pairs.
  - Check answers together.

#### Key

|                |                    |
|----------------|--------------------|
| 1 heard        | 11 caught          |
| 2 went         | 12 took            |
| 3 had          | 13 feels           |
| 4 saw          | 14 put             |
| 5 was trying   | 15 escape          |
| 6 told         | 16 live            |
| 7 ran          | 17 are looking for |
| 8 did not want | 18 is living       |
| 9 called       | 19 is growing      |
| 10 arrived     |                    |



**Fast finishers can add another sentence to the story about the python.**

- 15**
- Ask students to look back at all the stories in the unit and give each one a mark out of 5 depending on how interesting it is. They should try and think of a reason why they think the story is interesting or not.
  - Read out the title of each story and ask students to raise their hand if they have given it the highest mark.
  - Ask some students to justify their choice.



**Homework Workbook page 29 and Workbook Grammar reference pages 112–113.**

For mixed ability classes use the grading symbols (★, ★★, ★★★) to help set appropriate homework for each student.

#### Extra activity

Find out which story students think is the least interesting by asking them to raise their hand again. Again ask them to justify their choice.

# Writing (page 38)

**Lesson Aims:** Students write a description of an accident, and practise using time expressions.

## A description of an accident

### Warmer

Students look at the pictures but cover the text. Brainstorm vocabulary that they could use to tell the story and write it on the board. Encourage them to come up with vocabulary from the unit. Teach *branch*.

### 1 CD1 track 41

- Ask students to read the text and see if any of the words on the board are in the story.
- Play the CD. They read and listen to the description and order the pictures.
- Check answers together.
- Ask students to read the story again and look at the examples of past simple and past continuous tenses.

#### Key

Order: 2, 1, 4, 3

- ### 2
- Read the Language focus box and ask students to translate the words in bold.
  - Emphasize that these words make it easier to follow the events in the story.
  - Make sure students understand the difference between *meanwhile* and *while*, eg we cannot say *Meanwhile we were watching TV, the phone rang*.
  - Point out the use of the comma in all three cases.
  - Ask students to find more examples in the text.

- ### 3
- Do question 1 together.
  - Students choose the correct word to complete the other sentences.
  - Check answers together.

#### Key

|             |             |
|-------------|-------------|
| 1 Then      | 4 Suddenly  |
| 2 Suddenly  | 5 Meanwhile |
| 3 Meanwhile |             |

- ### 4
- Ask students to read the step box.
    - Step 1: Read Step 1 together and brainstorm some ideas with the class. Encourage them to make up the story and use their imagination. Ask students to note down their answers to the *Wh*-questions.
    - Step 2: Look again at the model text and point out the function of each paragraph: 1) Background to the story; 2) What happened; 3) The consequences. Ask students to write their first version, following the same structure. Remind them to use the past continuous and past simple and the time expressions. Help as necessary.
    - Step 3: Ask students to check their work very carefully for spelling mistakes and mistakes with the past tenses.
    - Step 4: Ask students to copy out their stories carefully. Collect the texts in for marking and feedback.

### Extra activity

Students exchange stories with different partners and read and comment on each other's work.



Homework Workbook pages 30–31

# CLIL

## (page 39)

**Lesson Aims:** Students read and listen to a text about a sonnet.

### Literature

#### Warmer

Write the following letters on the board and ask students to rearrange them to make the surname of a famous author.

H E K E R S A P A S E

(Shakespeare)

Brainstorm facts about Shakespeare and write them on the board.



CD1 track 42

- Write the following incomplete sentence on the board and ask students to fill in the missing word.  
A sonnet is a type of \_\_\_\_\_.  
(poem)
- Ask students if they know what makes a sonnet distinctive. (They may know very little or nothing about sonnets.)
- Ask students to read the text about a sonnet and answer the question.
- Put students in pairs to compare their answers.
- Now ask students to read and listen to check their answer. Play the CD.
- Check the answer with the class.

#### Key

A sonnet has three verses.

- Ask students to write their own sonnet. This can be done in pairs or small groups if it will be difficult for some students. Ask students to use the information given in the text to help them write their sonnet. Once students have finished their sonnets they can either read them out for the class or they can be displayed on the classroom wall.

#### Extra activity

Ask students to do some internet research on the sonnets of Shakespeare. Ask them to find their favourite Shakespeare sonnet and bring it in to share with the class. A good website for them to visit is: [www.shakespeares-sonnets.com](http://www.shakespeares-sonnets.com)



Homework Workbook page 96

# Progress check

## (page 41)

**Lesson Aims:** Students revise and practise further the grammar and vocabulary of the unit.

### Warmer

In pairs, students take turns to mime the action verbs and prepositions from page 30 and guess each other's mime.

- 1 • Ask students to read all the sentences first.
  - They complete them with the correct preposition.
  - Check answers together.

#### Key

- |          |         |
|----------|---------|
| 1 out of | 4 under |
| 2 into   | 5 up    |
| 3 across |         |

- 2 • Remind students of the rule for *-ed / -ing* adjectives and elicit some examples.
  - Ask them to complete the sentences with the correct form.
  - Check answers together.

#### Key

- |             |               |
|-------------|---------------|
| 1 worried   | 4 interesting |
| 2 boring    | 5 annoyed     |
| 3 surprised | 6 annoying    |

- 3 • Ask students to read the sentences and say what tense they think goes in each gap.
  - They complete the sentences with the verbs in brackets.
  - Check answers together.

#### Key

- 1 didn't get up
- 2 was doing
- 3 weren't doing, saw
- 4 didn't go, weren't
- 5 met, was walking
- 6 got lost, were looking

- 4 • If the class is quite weak, do the same as in exercise 3 – ask them to identify the correct tense for each gap.
  - Students complete the questions.
  - Check answers together.

#### Key

- 1 Did you go
- 2 were you doing
- 3 did you do
- 4 was your mother doing, woke up
- 5 were the other students doing, arrived

- 5 • Tell students to look at the sentence prompts and find the clues which tell them what tense to use (*when, now, at the moment, twice a week, etc.*).
  - Ask them to identify the correct tense for each sentence.
  - They write the complete sentences in their notebook.
  - Check answers together.

#### Key

- 1 Nicky was watching a DVD when her friend arrived.
- 2 I'm looking for my friends now.
- 3 We aren't relaxing at the moment.
- 4 Maggie goes swimming twice a week.
- 5 They don't usually eat meat.
- 6 While they were swimming, they saw a shark.

- 6 • Ask students to look at the photo and identify the animal (a dolphin).
  - They read the text and say what it is about.
  - Do the first two verbs together.
  - Tell students to read the text again carefully and choose the correct verbs.
  - Check answers together.

#### Key

- |               |                  |
|---------------|------------------|
| 1 works       | 7 didn't release |
| 2 goes        | 8 was getting    |
| 3 surfing     | 9 called         |
| 4 was surfing | 10 was           |
| 5 attacked    | 11 frightened    |
| 6 hit         | 12 is he doing   |

### Extra activity

Students retell the story in the first person as if they were Todd Endris.

➔ **Homework** Ask students to write 10 questions of their own. You can use these for revision later in the course.

➔ **Homework** Workbook pages 33–34.  
For mixed ability classes use the grading symbols (★, ★★, ★★★) to help set appropriate homework for each student.

# Unit 3 audioscript

## Page 30

### CD1 track 30 audioscript, exercise 4

- Dan** Hey, Megan, have you got any funny 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!

## Page 32

### CD1 track 33 audioscript, Pronunciation b

- Was Brennan alone?  
He wasn't at home.  
He was hiding in the trees.  
He was running away when the bear attacked.

## Page 33

### CD1 track 34 audioscript, exercise 10

And here is the 6 o'clock news. Authorities in New Zealand are worried about swimmers and surfers after a shark attack this afternoon. A shark attacked a teenage girl but she hit it over the head with her bodyboard and escaped.

Fourteen-year-old Lydia Ward was bodyboarding with her brother at Oreti beach on South Island. She was standing in only one metre of water when the shark attacked. The shark was about three metres long and it was very aggressive. It bit Lydia's hip.

A few weeks ago Lydia read a story about a surfer who fought off a shark attack with her board. She knew that she had to use her bodyboard and defend herself. She hit the shark over the head many times. Finally, the shark let her go and swam away. Lydia and her brother ran out of the water fast and the shark disappeared. Lydia was very lucky. She was wearing a wetsuit when the shark attacked. The wetsuit protected her body and Lydia didn't have to go to hospital.

Lydia often swims at the beach, but she was very frightened by the attack. She is planning to swim in rivers and lakes in the future – she doesn't intend to swim at the beach again.

## Page 34

### CD1 track 35 audioscript, exercise 2

- Megan** What is THAT? New fashion accessory?  
**Rita** You look ridiculous!  
**Dan** You're just jealous. Look, it's really useful. It works like this – hands free.  
**Rita** Ooh, that IS cool. You can go exploring dark caves.  
**Megan** Yeah no one can see you wearing it then.  
**Dan** You can laugh, but this little gadget is the most useful thing I've got and I never go anywhere without it!

### CD1 track 36 audioscript, exercise 3

For one thing, I don't like running or cycling in the dark. With a head torch, you feel safe because drivers can see you.

And it's also great for camping, as I discovered last year on a school camping trip. It was dark and windy when we arrived at the campsite. Jamie and I had head torches and we put our tent up in exactly five minutes; 15 minutes later, even the teachers were having problems with theirs. As you can imagine, it's difficult to put a tent up in the dark when you're holding a torch in one hand. In fact, two kids were holding their torches in their mouths while they tried to put their tents up.

My head torch was also really useful for cooking in the evenings on that camping trip. And it was even more useful for eating in the dark – like the night two huge spiders dropped into my spaghetti! Thanks to my head torch I saw them in time. I'm a vegetarian – I can't eat spiders, can I?

# Revision 1

## Vocabulary

### (page 42)

**Lesson Aims:** Students revise vocabulary from units 1–3 through a crossword.

#### Warmer

Books closed. Give students three minutes to think about what they have done in units 1–3, eg vocabulary areas, grammar points, text topics, dialogues, writing, etc.

Collect feedback on the board and see how many items they come up with. Then tell them to open their books and check to see what items they forgot to mention.

- 1 • Ask students to look at the *Across* clues and think about the answers.
  - They compare their answers in pairs.
  - Ask them to complete the *Across* clues.
  - Repeat the process with the *Down* clues.
  - Check the answers together.

#### Key

| Across         | Down           |
|----------------|----------------|
| 2 tired        | 1 stick        |
| 4 making       | 3 round        |
| 8 worrying     | 5 across       |
| 9 bored        | 6 funny        |
| 12 interesting | 7 frightening  |
| 14 chat        | 10 excited     |
| 15 send        | 11 adventurous |
| 16 annoying    | 13 generous    |

#### Extra activity

Students cover the clues and look at the crossword. In pairs, they take turns to choose a word from the crossword, without saying which word, and define it. They try and guess each other's words. Weaker classes could also use mime or drawing to help get the meaning across.

# Revision 1

## Grammar

### (page 43)

**Lesson Aims:** Students read a text about a famous inventor and revise present and past verb forms and uses.

#### Warmer

Ask if students remember any facts about the origins of the internet which they discussed in unit 2.

- 1 • Ask students to look at the photo, read the first paragraph and say who the man is and what he does.
  - Write the following fact file headings on the board.  
Date of birth:  
Hobby:  
University:  
Invention:  
Place of residence:  
Awards:
  - Students scan the text and find the relevant information to complete the fact file. Tell them they shouldn't think about the verbs at this stage. Give them a time limit of two minutes.
  - Elicit the answers together and write them on the board.
  - Ask students to read the text again and choose the correct verb forms.
  - They check answers in pairs.
  - Check answers together.

#### Key

|               |                |
|---------------|----------------|
| 1 is          | 9 built        |
| 2 do you know | 10 created     |
| 3 was         | 11 didn't make |
| 4 were        | 12 works       |
| 5 playing     | 13 live        |
| 6 studied     | 14 has         |
| 7 was working | 15 gave        |
| 8 invented    | 16 came        |

- 2 • Elicit the answer to question 1 and write it on the board.
  - Tell students to work alone and write sentences 2–6 correctly in their notebooks. Tell them the mistakes relate mainly to verb forms but also to spelling and punctuation (capital letters).
  - They check answers together.
  - Check answers with the class. Ask a student to write the correct sentences on the board.

#### Key

|                 |                  |
|-----------------|------------------|
| 1 usually chats | 4 were; Saturday |
| 2 'm; French    | 5 Were you       |
| 3 making; is    | 6 was; arrived   |



Fast finishers write some more incorrect sentences for the class to correct.

- 3 • Students work in pairs and write the ordered sentences in their notebooks.
  - Check answers together on the board.
  - Clarify any problems.

#### Key

|  |
|--|
| 1 Do you like playing computer games?      |
| 2 What were you doing at 8pm last night?   |
| 3 Are you relaxing at the moment?          |
| 4 Did your parents buy anything yesterday? |
| 5 Does your teacher usually speak English? |
| 6 Are you doing a sport now?               |

#### Extra activity

Students write some comprehension questions about the *Master of the Web* text. Invite them to come and write their questions on the board. When there are about 10 questions on the board, have a race to see who can answer them all first (in their notebooks).



#### Cultural note

A *knighthood* is an honour awarded by the Queen to men who are UK citizens who have achieved something very special. After being awarded a knighthood, men are entitled to be addressed as Sir instead of Mr. Women are not made knights but are made dames and can use the title Dame instead of Miss or Mrs.

# Revision 1

## Sketch

### (page 44)

**Lesson Aims:** Students listen to, prepare and act out a sketch.

### The technology-phobe

The sketch may need two lessons in order for students to rehearse properly and perform.

#### Warmer

Write the title of the text on the board – *The Technology-phobe* – and see if students know what it means. Ask them if they know any technology-phobes. Why do they think some people hate technology?

### Prepare to act

- 1  CD1 track 43
  - Tell students to cover the text and read the true / false statements.
  - Play the CD.
  - Elicit the answers but don't say if they are correct.

#### Key

- 1 f James has got a new mobile phone.
- 2 t
- 3 t
- 4 t

### Sketch

- 2  CD1 track 43
  - Play the CD. Students read and listen to the sketch and check their answers.
  - Ask them if there is anything they don't understand in the sketch.

### Act!

- 3
  - In groups of four, students decide who will play each role.
  - Play the sketch again. Stop after each line so that the students playing that role can repeat the line.
  - Encourage them to copy the stress and intonation.
  - Ask students to think about what props they need for the sketch and ask them to bring them to the next class if possible.

- Tell them to plan together the positions and movements.
- Allow enough time for them to rehearse. Let them hear the recording again if they want to.
- Ask each group to perform in turn.

#### Extra activity

Record the sketches and either upload them on to a class website, invite another class to watch them or watch them with the class and provide some feedback on their performances.

# Revision 1

## Project

### (page 45)

**Lesson Aims:** Student prepare a poster or presentation about an electronic gadget.

### My technology world

The project may take two lessons to complete. You will need to provide card, scissors and glue to make the posters.

#### Warmer

Revise the names of all the technology gadgets and associated expressions. Ask one half of the class to think of technology equipment and the other to think of associated words and expressions. A volunteer from each group can write the words on different sides of the board. When they have finished, ask them to match the gadgets with the expressions, eg *digital camera – take photos*.

- Read through the six steps quickly together to give students a clear idea of what they have to do.

### Ideas

- 1 • Ask students to read the questions and give them a few minutes to write their answers.
  - Ask some students to tell the class their answers.

### Group work

- 2 • Ask the students to get into groups of a maximum of four and to choose a spokesperson.
  - Tell them to read and discuss the questions one by one.
  - The spokesperson should note down their answers.
  - Ask the spokesperson from each group to share their group's answers with the class.

### Write

- 3 • Students decide in their groups what each person is going to write about.
  - Individually, students write a short paragraph, answering the questions in the Write box and adding any more relevant information. Tell them to end the paragraph with their personal opinion about the gadget.

### Check

- 4 • Ask students to exchange their paragraph with a partner and read and correct each other's work. They can also suggest ways to improve their partner's work by adding interesting adjectives or adverbs.

### Visuals

- 5 • Ask students to take photos or draw their gadget. They can do this at home.

### Display

- 6 • In the next class, give groups time to assemble their poster or rehearse their presentation.
  - Display the finished posters and / or listen to the group presentations.
  - Have a class vote to decide on the best poster and / or best presentation.