

1

Family histories

1A A life story

YOU FIRST!

When and where were you born? Find the person in the class with the nearest birthday to you.

This is our grandad, Peter.



c live in



b

1950



d



1966

e

Vocabulary Life stages

- Look at the pictures. Whose life story is this?
- a Match the pictures (a–l) with the words in the box. Which word is not in the pictures?

be born die get a job get married go to college
grow up have children leave school live in
meet your future partner move to retire start school

b 1.07 Listen and check. Practise saying the words.

3 a Read the questionnaire. Write answers that are true for you.

Imagine! Your future life

- Do you want to go to university?
- At what age would you like to get a job?
- Where would you like to live?
- Would you like to move to another city or country?
- Do you want to get married? At what age would you like to meet your future partner?
- Do you want to have children? Why? / Why not?

b **Over to you!** Work with a partner. Ask and answer the questions.

Do you want to go to university?

Well...

▶ **Workbook** page 2, exercises 1–2

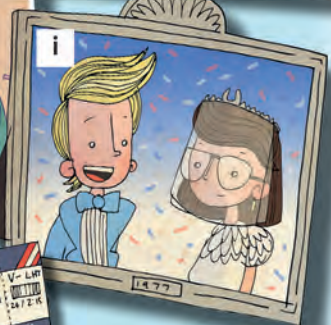
g



f



h



i

j move to



k



l

2015

1 Family histories

Unit objectives

use expressions to talk about the stages of a person's life
use verbs to describe movement
talk about things you *used to* do
use the past simple and past continuous to talk about actions in the past
give and respond to news
write about a past event

Language

Grammar: past simple: regular and irregular; *used to*; past continuous; past simple and past continuous

Vocabulary: life stages; verbs of movement

Everyday English: giving and responding to news

Project: A biography

Culture: Family celebrations

Learn through English: Famous people in history

1A A life story

Supplementary materials

Workbook: pages 2–3, exercises 1–6

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

OPTIONAL LEAD-IN To revise close family vocabulary, draw your family tree on the board. Put 'grandparents', 'parents', 'aunts', 'uncles', 'cousins' on it. Ask Sts questions, e.g. *What are my grandfathers' names? What are my aunts' names? Have I got any cousins?* Tell Sts to draw their family tree up to 'grandparents'. They then tell their partner about their family.

You First

Set a time limit, e.g. one minute, and tell Sts to do the task. Find out where Sts were born and if any Sts weren't born in the city you are teaching in. Check the ending of the number in dates (1st, 2nd, 3rd, 4th, etc.) and remind Sts how the date is said, e.g. *the fourth of May*. Check the pronunciation / spelling of the months. Then find out which months have the most / fewest birthdays by a show of hands.

LANGUAGE NOTE Teach *I / he / she was born, you / they / we were born* as an expression. When talking about the place or date of birth, the past simple is used, e.g. *Where / When were you born? I was born in Oxford in 2005.*

EXTRA IDEA Ask Sts to stand in order of their birthdays and tell you the date of the birthday nearest to theirs.

Vocabulary Life stages

1

- Ask Sts what they think the most important events in someone's life are. Elicit *be born, grow up, start school*, etc. In pairs, tell them to write down three or four events, then get feedback.

- Give Sts time to complete the task in pairs.
- Check answers and ask Sts to give reasons for their answers.

It's Peter's life story. Peter is Tasha and Simon's grandad. The photos show a baby with the date 1950, one with 04/54 and another in 1966, where the people are leaving school.

2a

- Give Sts time to complete the task.
- Check the answer to the question only.

There is no picture for *die*.

EXTRA SUPPORT Pre-teach or elicit *get a job, get married, go to college / university, have children, leave school, meet your future partner, move to* and *retire*. Model and drill the pronunciation.

Ask Sts to say the phrases to decide where the stress is before they practise: *be born, get a job, get married, go to college, grow up, have children, leave school, live in, meet your future partner, move to, retire, start school*.

b 1-07

- Play the audio for Sts to listen and check.
- Check answers.

a be born **b** grow up **c** live in **d** start school **e** leave school **f** go to college **g** meet your future partner **h** get a job **i** get married **j** move to **k** have children **l** retire

EXTRA IDEA Ask Sts for an example of what could follow each phrase: *be born (in 2003, in Peru), grow up (in the 1990s, in Paris), live in (the country, Poland), start / leave school (in 2009), go to college (in Berlin, in 2015), get a job (in an office), meet your future partner (at a party), get married (to Jim, in 2016), move to (York), have (one child), retire (in 2017).*

- Play the audio again, pausing for Sts to listen and repeat. Practise any expressions Sts find difficult to pronounce, modelling and drilling as necessary.

LANGUAGE NOTE Nowadays *partner* often means your husband or wife, or the person you are living with, e.g. *Tom is Betty's partner*. It can also mean one of the people who own a business, e.g. *John and I are partners in a small engineering company*. We also use it when talking about dancing, a *dance partner*, or sports, a *tennis partner*.

3a

- Give Sts time to complete the task. Ask them to think about reasons for their answers.

b

- This activity could also be done in small groups. Tell Sts to ask follow-up questions to find out the reasons for their partner's answers.

EXTRA CHALLENGE Ask Sts to change partners and report what they found out about their first partner.

EXTRA CHALLENGE Ask Sts to write a paragraph about their partner, using the vocabulary from the lesson.

► **Workbook** page 2, exercises 1–2

Grammar Past simple regular

4a 1-08

- Explain that the text is about Peter, the man in exercise 1. Before playing the audio, check Sts know the meaning of *ambition* and *passion*. Play the audio for Sts to read and listen, then answer the question. Tell them not to worry about the gaps in the text and not to write anything.
- Check the answer to the question.

Peter's passion is (racing) cars.

b

- Give Sts time to complete the task.
- You could play the audio again to check answers.

1 lived 2 started 3 liked 4 studied 5 loved 6 moved
7 travelled 8 retired

5

- Sts can do this individually or in pairs.
- Check answers.

1 We usually add **-ed** / **-d** to the base form of the verb.
2 She didn't speak; it didn't matter
3 **1 Did he start** school at five? **No, he started school when he was six.**
2 What subject **did** he **study** at university? **He studied Engineering.**

Past simple irregular

6

- Give Sts time to complete the task, then check answers.

be / was grow up / grew up go / went meet / met
get / got have / had

7a

- You may want to quickly revise past simple question forms and short answers before doing the exercise.
- Give Sts time to complete the task, then check answers.

2 Did you go to school? What time did you get up?
3 Did you ride a bike? Where did you go?
4 Did you go to the cinema? What film did you see?

b

- Give Sts time to complete the task.

EXTRA IDEA To help Sts learn irregular verbs, play *Irregular verbs bingo*.

➔ Irregular verbs list, go to the back of the **Workbook**.

used to

8a

- Sts complete the sentences, then check their answers in the text.

1 used to spend 2 used to play

b

- Elicit the answer from the class.

We **didn't use to have**...

c

- Give Sts time to complete the task, then check answers.

2 **Did he use to** study in Vienna? **Yes, he did.**
3 **Did he use to** study History? **No, he didn't.**

d

- Complete the rule as a class.

We use *used to* to talk about things that were true in the **past**, but aren't true now.

Additional grammar notes

We don't use **used to** just to say what simply happened in the past, or how long something took or how many times it happened. We can say *I used to live in Lima*, but NOT *I used to live in Lima for three years*.

Common errors Sts make are with spelling, e.g. *Did you used to study English?* *He didn't used to play tennis.*

e

- Give Sts time to complete the task in pairs or small groups.
- Get some feedback.

EXTRA SUPPORT Write suggestions on the board, e.g. 'play with teddies', 'bite my nails', 'be afraid of the dark', 'not like vegetables', and example sentences, e.g. 'When I was younger I used to play with my teddies, but now I play video games.' Sts write their three sentences and then work in pairs.

EXTRA CHALLENGE Ask Sts to find out when and why their partner stopped doing what they used to do.

➔ **Workbook** pages 2–3, exercises 3–5

➔ **Photocopiable** Grammar and Vocabulary

Listening and Speaking

9 1-09 Audio script pT86

- Ask Sts what an adventurer is. Give Sts time to read the notes to see what they are listening for. Elicit what *PE* stands for (Physical Education).
- Play the audio for Sts to listen and complete the notes.
- Then play the audio again for Sts to listen and check.
- Check answers.

1 1960 2 6 3 16 4 Geography 5 ski instructor
6 1984 7 1992 8 2010 9 1995 10 1
11 the United States 12 No / Never

EXTRA SUPPORT Model and drill how to say years, e.g. 1960 (*nineteen sixty*), 2010 (*twenty ten / two thousand and ten*), etc.

10a

- Sts prepare their interview questions.

b

- Before Sts start the role-play, model one or two questions and answers with a strong pair.

Extra

Sts can either do this in class or as a homework task.

Grammar Past simple regular

- 4 a  1.08 Read and listen.
What is Peter's passion?



My name is Peter Goldman. I was born in 1950 and grew up in Austria. I ¹ ___ in Vienna with my family. I ² ___ school when I was six. I ³ ___ school and ⁴ ___ hard, but I ⁵ ___ cars even more! I used to spend all my spare time at the local garage. My big ambition was to work on racing cars, so I went to the University of Vienna to study Engineering.

When I was a student, I met my future wife, Elaine. She was a student at a music school in Vienna, and she used to play the piano in a café. She was from London and didn't speak much German, but it didn't matter! We got married two years later and had two children quite soon after that.

We didn't use to have much money, but then I got my dream job with a Formula 1 racing team! So, we ⁶ ___ to Oxford. I ⁷ ___ all over the world with my job and I finally ⁸ ___ in 2015. But I can still watch the racing whenever I want!

- b Complete the text with the verbs in the box.

liked lived loved moved
retired started studied travelled

- 5 Look at the verbs in exercise 4b and answer the questions.

- How do we form the past simple of regular verbs?
We usually add - ___ to the base form of the verb.
- Find two examples of the past simple negative in the text.
- Complete and answer these past simple questions.
 - ___ he ___ school at five?
 - What subject ___ he ___ at university?

Past simple irregular

- 6 Find the past simple irregular form of these verbs in Peter's life story in exercise 4a.

be grow up go meet get have

- 7 a Write questions about last week.

- you/read a book? → What book/you/read?
- you/go to school? → What time/you/get up?
- you/ride a bike? → Where/you/go?
- you/go to the cinema? → What film/you/see?

- b **Over to you!** Work with a partner. Ask and answer the questions in exercise 7a.

Did you read a book last week?

Yes, I did.

What book did you read?

I read Harry Potter.

used to

- 8 a Complete these sentences from the text in exercise 4a.

- I ___ all my spare time at the local garage.
- She ___ the piano in a café.

- b Find a negative form in the text.

- c Look at the question with *used to*. Then complete and answer the other questions.

- Did Peter use to go to university? Yes, he did.
- ___ he ___ study in Vienna? ___
- ___ he ___ study History? ___


- d Choose the correct words to complete the rule.

We use *used to* to talk about things that were true in the *past/future*, but aren't true now.

- e Say three things that you used to do as a child.

► **Workbook** pages 2–3, exercises 3–5

Listening and Speaking

- 9  1.09 Listen to the interview with an adventurer. Complete the information.

Janna Piedmont

Adventurer

Place and year of birth: France in ¹ ___

Age started school: ² ___

Age finished school: ³ ___

Favourite subjects: PE and ⁴ ___

First job: ⁵ ___

Top three adventures:

- climbed Everest without oxygen in ⁶ ___
- rowed across Pacific Ocean in ⁷ ___
- swam down Amazon River in ⁸ ___

Married in: ⁹ ___

Number of children: ¹⁰ ___

Moved to: ¹¹ ___

Retired?: ¹² ___



► **Workbook** page 3, exercise 6

- 10 a  **Get ready to speak** Work with a partner. Write questions to interview Janna.

- b Role-play the interview.

Janna, you're an experienced adventurer. Can you tell me about a time you were scared?

Yes. It was in the...

EXTRA

Write some questions that you would like to ask your older family members or friends. Then find out the answers and report back to the class.

1B One sunny day...



What activities did you do last weekend?
Did anything funny happen?

Vocabulary Verbs of movement

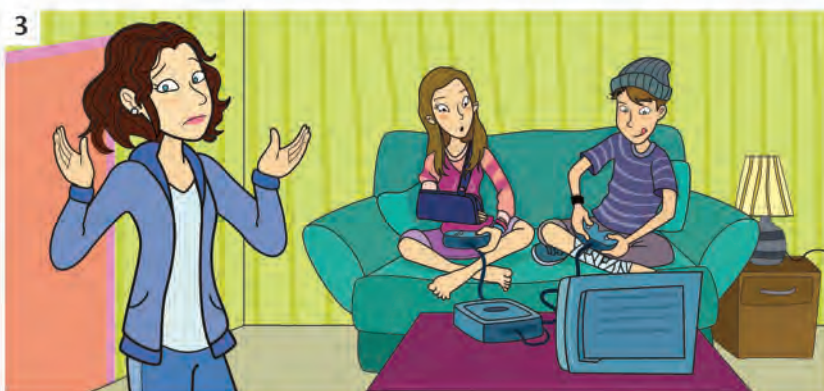
1 Look at the verbs in the box. Can you find people or animals doing these things in picture 2? Which three verbs are not shown?

catch chase climb crash cycle drive fall fly
jump pull push run skateboard throw walk

Reading and Listening

3 a 1.10 Cover the text. Look at picture 1. What were Tasha, Simon and their mum doing? Listen and check.

b 1.11 Look at picture 2. Was Simon good at skateboarding? Were Tasha and Simon enjoying themselves? Listen and check.



2 **Over to you!** Work with a partner. Describe the pictures. Make sentences with the verbs in the box in exercise 1.

Some birds are flying in the sky.

A cat is...

Some people are...

► **Workbook** page 4, exercises 1–2

c 1.12 Work with a partner. Discuss what you think happens next. Listen and check.

d 1.13 Look at picture 3. How does the story end? Listen and check.

It was a lovely day. The sun was shining and birds were flying in the sky. But Tasha and I weren't paying any attention. We were playing a video game and it was really exciting. But what was Mum doing? She was getting our bike and skateboard out. 'Get off the computer, both of you!' she said. 'You need some fresh air! And take Freddy with you. He needs a walk.'

Half an hour later, we were in the park. Families were walking around in the nice weather. I was cycling, Simon was skateboarding, and Freddy was chasing us. Surprisingly, we began to enjoy ourselves. Simon was getting more confident on the skateboard. 'Hey, how can I go faster?' he asked. And I had a good idea...



Half an hour later, Mum was driving us both to the doctor's. Mum kept saying, 'I just don't believe it. All I wanted was for you both to get out of the house for a bit.' And two hours after that, Simon and I were sitting in the house again. Now we could finish our exciting game!

1B One sunny day...

Supplementary materials

Workbook: pages 4–5, exercises 1–5

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Set a time limit, e.g. one minute, and get Sts to tell each other what they did last weekend. Then ask them if anything funny or unusual happened.

EXTRA IDEA In pairs, Sts find out if they did the same things as their partner. Tell them to ask two follow-up questions to find out as much as they can.

Vocabulary Verbs of movement

1

- Give Sts time to complete the task.
- Elicit the three verbs that aren't shown. Check the meaning of the other verbs and model and drill pronunciation.

The verbs not shown are **crash, drive** and **fall**.

EXTRA IDEA Ask Sts to think of as many things as they can that they can do in the park or playground, e.g. ride a bike, play football, take the dog for a walk, etc.

2

- Give Sts time to complete the task in pairs.
- Elicit answers.

Suggested answers

Picture 2

A cat is climbing a tree. Some people are pushing a pram. A girl is cycling. A boy is skateboarding. A dog is chasing the boy. A girl is throwing a ball for a dog. A dog is jumping.

LANGUAGE NOTES Point out the use of the present continuous for descriptions. Ask Sts how to form the present continuous (subject + *be* + verb *-ing*). If necessary, model and drill one or two sentences, e.g. *Simon and Tasha are playing a video game*.

When we tell a story, however, we generally use past forms, e.g. *It was a lovely day. Mum was standing in front of the house, etc.*

EXTRA CHALLENGE Tell Sts to cover the box and take turns telling their partner what is happening in the pictures.

► **Workbook** page 4, exercises 1–2

Reading and Listening

3a 1-10

- Tell Sts who the characters are in picture 1 (*Mum, Simon, Tasha and Freddy the dog*). Tell them this was last weekend and elicit what they were doing.
- Play the audio for Sts to listen and check.

EXTRA SUPPORT Read through the scripts and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Tasha and Simon were playing a video game in the living room. Their mum was getting their bike and skateboard out. She was standing in front of the house and speaking to Tasha and Simon.

EXTRA IDEA Ask Sts to talk about what they like to do when it's a lovely sunny day, e.g. play tennis; when it's cold, e.g. go for a walk; or when it's raining, e.g. play games indoors. In pairs, they talk about where they do the activity, how good they are at it, and why they like it.

b 1-11

- Elicit ideas for picture 2.
- Play the audio for Sts to listen and check.
- Check answers.

Yes, he was. Yes, they were.

c 1-12 Audio script pT86

- Tell Sts to look at pictures 2 and 3. Ask them what differences they notice. To help, you could ask *Where are Simon and Tasha in picture 3? What are they doing? What do you think happened to Simon's leg and Tasha's arm?* In pairs, Sts imagine what happened between picture 2 and 3.
- Elicit some ideas, but don't tell Sts if they are right at this stage.
- Play the audio for Sts to listen and check.
- Check the answer.

Tasha, Simon and Freddy the dog had an accident. Tasha was pulling Simon along while she was cycling when Freddy jumped up at the bike. Tasha crashed into Freddy and fell over. The skateboard crashed into the bike and Simon fell onto Tasha and Freddy.

EXTRA SUPPORT You could ask some questions to check comprehension, e.g. *Who was cycling? Who was skateboarding? What did Freddy do? Did anyone fall? Why?*

d 1-13

- Do this as a whole-class activity.
- Play the audio for Sts to listen and check.
- Check the answer to the question.

Tasha and Simon finish their video game.

EXTRA IDEA Write the events on the board in random order and ask Sts to put them in the correct order:

- 'Simon was getting more confident on his skateboard.' (2)
- 'Simon was holding Freddy's lead.' (3)
- 'Simon, Tasha and Freddy went to the park.' (1)
- 'Simon fell on top of everybody.' (6)
- 'Freddy jumped at Tasha's bike.' (5)
- 'Tasha was cycling fast.' (4)

EXTRA CHALLENGE You could ask Sts to write an email to a friend as Mum, Tasha or Simon retelling what happened in the park from that person's point of view. Tell them to write about:

- 1 what day it was, and what the weather was like
- 2 why they went to the park
- 3 what everyone was doing in the park
- 4 how the accident happened
- 5 what they did when they got home

Grammar Past continuous

4a

- Ask Sts how the story started, e.g. *What was the weather like? What were Simon and Tasha doing?* Then give them time to complete the sentences.
- Check answers.

1 was shining, were flying 2 were playing

b

- Give Sts time to complete the rule.
- Check the answer to the question.

We make the past continuous with **was** or **were** and the *-ing* form of the verb.

c

- Tell Sts to find the examples. They can check their answers in pairs.
- Check answers.

Suggested answers
 – Tasha and I weren't paying any attention.
 ? But what was Mum doing?

d

- Give Sts time to complete the task.
- Check answers. Ask them if they can remember any verb forms from the part of the story they only listened to (*was flying; was running*).

Suggested answers
 were playing; was getting; were walking; was cycling; was skateboarding; was chasing; was driving; were sitting

e

- Give Sts time to complete the task.
- Check answers, eliciting how the *-ing* form is spelled.

chase – chasing; cycle – cycling; fly – flying; get – getting;
 shine – shining; sit – sitting; walk – walking

f

- Ask Sts to look back at all their sentences and choose the correct words to complete the rule.
- Check the answer to the question.

We use the past continuous to talk about **an action in progress** in the past.

EXTRA IDEA Ask Sts to think about yesterday. Tell them to make a note of something they were doing in the morning, in the afternoon and in the evening. They take turns asking each other what they were doing, e.g.

A What were you doing yesterday morning?

B I was playing football in the park.

or

A Were you playing football in the park yesterday morning?

B No, I wasn't. I was practising the piano.

5a

- Give Sts time to imagine a wonderful weekend they just had.
- Sts complete the diary.

b

- Ask Sts to find out what their partner was doing at the weekend. Monitor Sts' answers.
- Find out who had the most exciting weekend.

EXTRA CHALLENGE Tell Sts to ask two more questions to find out as much as they can about their partner's weekend activities.

► **Workbook** pages 4–5, exercises 3–4

► **Photocopiable** Grammar and Vocabulary

Speaking and Writing

6a

- Give Sts time to look at the picture to see who everyone is and what they are doing. Sts then make questions using prompts 1–6.
- Check answers.

1 Was Sam taking photos of his friends?
 2 Was Mark skateboarding?
 3 Were Izzy and Katie lying in the sun?
 4 Was Jenny talking to Katie?
 5 Was Fido chasing a ball?
 6 Were Sam and Mark looking at Fido?

b

- Sts ask and answer the questions. If they answer *No*, they should give the correct information.
- Monitor and then check Sts' answers.

1 No, he wasn't. He was taking photos of ducks.
 2 Yes, he was.
 3 Yes, they were.
 4 No, she wasn't. She was talking on her phone.
 5 Yes, he was.
 6 No, they weren't. Sam was taking photos of ducks and Mark was skateboarding.

► **Workbook** page 5, exercise 5

7

- You could tell Sts to cover their questions and answers in exercise 6 when they write about what happened in the park last Sunday. Tell them to start the story describing the weather and who was in the park, and what they were doing. Remind them to use the past simple or continuous to tell the story. They can look back at Simon and Tasha's story to see how to use the two past forms.

EXTRA IDEA Tell Sts to tell their partner about what they did last summer. They can talk about where they went on holiday and when they went, what they did every day and one special thing that happened to them on holiday, e.g. *Last July we went to England on holiday. We stayed in a place called Lyme Regis. Our hotel was near the beach and we went swimming every day. One day, my parents were sunbathing and my brother and I were swimming in the sea. It was really warm and sunny. We were really enjoying ourselves. Suddenly, it began to rain. Our parents told us to come back to the hotel. It rained for the next three days, so we played games. I liked England, but the weather wasn't great.*

Extra

Sts do the activity in pairs in class.

Grammar Past continuous

4 a Complete the sentences from the story.

- The sun _____ and birds _____ in the sky.
- We _____ a video game.

b How do we form the past continuous? Look at the examples in exercise 4a and complete the rule with the correct form of *be*.

We make the past continuous with _____ or _____ and the *-ing* form of the verb.

c How do we make the negative and question forms? Find one example of each in the story.


d Find eight more examples of the past continuous in the story.

e Write the *-ing* form of these verbs.

chase cycle fly get shine sit walk

f When do we use the past continuous? Choose the correct words to complete the rule.

We use the past continuous to talk about a completed action / an action in progress in the past.

5 a  Imagine you had the most exciting weekend ever. Write what you were doing for each part of the day in your diary.

Saturday	Sunday
Morning <i>I was windsurfing in the Mediterranean Sea.</i>	Morning
Afternoon	Afternoon
Evening	Evening

b **Over to you!** Work with a partner. Ask and answer the questions.

What were you doing on Saturday morning?

I was windsurfing in the Mediterranean Sea. What were you doing?

I was visiting New York!

► **Workbook** pages 4–5, exercises 3–4

Speaking and Writing

6 a **Get ready to write** What was happening in the park last Sunday? Look at the picture and make questions about the people.



- Sam / take / photos of his friends ?
- Mark / skateboarding ?
- Izzy and Katie / lie / in the sun ?
- Jenny / talk / to Katie ?
- Fido / chase / a ball ?
- Sam and Mark / look at / Fido ?

b **Work with a partner.** Ask and answer. Give the correct information when necessary.

Was Sam taking photos of his friends?

No, he wasn't. He was...

► **Workbook** page 5, exercise 5

7 Write about the park last Sunday. Remember to use the past continuous and the past simple when necessary.

It was a lovely Sunday. The sun was...and the birds...

In the park, people were...

Unfortunately, Sam didn't see...

What a disaster!



Write five true / false sentences about the picture in exercise 6. Close your books. Test your partner's memory!

Mark was cycling in the picture.

False!

Katie was wearing...

1C How they met



When and how did you meet your oldest friend?

Reading and Listening

- 1 a Look at the photos. Who can you see?
- b Read and match the photos (1-4) to the website posts (A-D).



13:18 30%

Rate our readers' stories

Add new story

Josh, Birmingham, UK
11.5.20 10.48 a.m.

A

I moved school last year. I was nervous because I didn't know anybody. I was sitting in class on my own when another student walked in. He came up and said, 'Hi, I'm Dom White.' 'And I'm Josh Green,' I said. 'Well,' he said, 'that means that we are going to be good friends.' 'Why? Just because both of our surnames are colours?' I asked, laughing. 'Yes,' he said. And, actually, now we are.

How many stars? ★★★★★

Kate, Texas, USA
14.6.20 06.20 a.m.

B

I was ten years old. I was training in my karate class when Ben came in. Ben was 12 and very tall! While he was showing us some moves, I watched carefully. I really wanted to be as good as him. For years we went to the same competitions, but of course he never spoke to me because I was just a little girl. Four years later, he finally said 'hi' and I was so surprised! Now we are teammates – and the best of friends.

How many stars? ★★★★★

Simon, Oxford, UK
21.6.20 15.18 p.m.

C

My grandad was an engineering student in Vienna. He was sitting in a café when this girl walked in. She was English and a music student. She sat down at the piano and started to play. When she finished, he got up to speak to her. But while he was walking across the room, he slipped and landed under the piano! He was so embarrassed, but fortunately my grandmother still agreed to go out with him! They got married more than 35 years ago.

How many stars? ★★★★★

Loella, Michigan, USA
28.6.20 08.12 a.m.

D

My aunt and uncle met at the airport while they were waiting for different planes. While they were chatting, they discovered that they lived in the same town. Later, my aunt was standing in the queue for her plane. My uncle suddenly appeared again and asked if he could phone her. Much later, my aunt found out that while he was asking for her number, he missed his plane! But my uncle says it was worth it!

How many stars? ★★★★★

1C How they met

Supplementary materials

Workbook: pages 6–7, exercises 1–7

Workbook: Grammar summary Unit 1

Photocopiable worksheets: Grammar and Vocabulary, Communication

You First

Before Sts start, you might want to explain what *oldest* means here (= known the longest). Set a time limit, e.g. one minute, and tell Sts, in pairs, to answer the question. You could ask some questions, e.g. *How old were you when you met? What were you doing? Did you like each other immediately? Why? / Why not?* You could help by modelling the activity yourself.

EXTRA IDEA Ask Sts, in pairs, to say what made them friends with their best friend. Help by asking some questions, e.g. *Do you do the same things? Do you go to the same school? Do you live close to each other?*

EXTRA IDEA Ask Sts to think of three things they like about their best friend, e.g. *They're kind / funny. They're good at sports.* Then Sts work in pairs, taking turns to talk about their best friends. Tell them to give an example of their friend being kind, funny, etc.

Reading and Listening

1a

- Tell Sts to look at the photos and the profile photos on the website posts and work out who they can see.
- Elicit the answer to the question.

Simon (post C) and his grandfather Peter (photo 3) from Unit 1A

EXTRA IDEA Bring in a photo of someone, it could be one of your friends. Tell Sts to work in pairs and think of three questions about the person, e.g. *How old is he / she? Where was he / she born? What sport does he / she play? Is he / she married? Does he / she have a job? If so, what is it? When did you meet him / her? Why are you friends?*

Get Sts to ask you their questions. Give as much detail as possible.

EXTRA IDEA Ask Sts to look at the four photos and in pairs decide where and when each pair met. Tell them to give a reason for their answers.

b

- If you didn't do the **Extra idea** above, point out the title of the lesson and tell Sts they are going to read four stories about how people met.
- Give Sts time to complete the task and compare answers in pairs.
- Check answers. Ask Sts what helped them decide, e.g. age, clothes, etc.

- 1 B (They are wearing karate suits.)
- 2 D (They are a couple and are young, so more like an aunt and uncle.)
- 3 C (They are a couple and are older, so more like grandparents. In fact, they are Simon's grandparents.)
- 4 A (Two teenage boys are chatting in the photo.)

EXTRA SUPPORT Pre-teach the vocabulary you think may be unfamiliar to your Sts, e.g. *on your own, slip (slipped), land, embarrassed, a queue, miss (a plane)*. Model and drill pronunciation.

EXTRA IDEA Sts cover the posts. Write four columns on the board with the headings 'A New school', 'B Karate', 'C Grandad', 'D Aunt and uncle'.

Say the expressions below and tell Sts to write which posts they are from (the answers are in brackets):

- 1 *standing in a queue* (D)
- 2 *sitting on my own* (A)
- 3 *training in my class* (B)
- 4 *started to play* (C)
- 5 *surnames are colours* (A)
- 6 *missed his plane* (D)
- 7 *slipped* (C)
- 8 *teammates* (B)

EXTRA CHALLENGE Sts cover the posts. On the board write the start of the phrases and ask Sts, in pairs, to complete them (the answers are in brackets):

- 1 'I was sitting' (*on my own*)
- 2 'I was training' (*in my karate class*)
- 3 'I really wanted to be as' (*good as him*)
- 4 'she sat down at the piano and' (*started to play*)
- 5 'he slipped and landed' (*under the table*)
- 6 'he was so' (*embarrassed*)
- 7 'my aunt was standing' (*in a queue*)
- 8 'he missed' (*his plane*)

EXTRA IDEA Tell Sts to choose one of the stories and write a short dialogue about the meeting. Tell them to think about what they might say when they meet someone they don't know, e.g. *Hi, I'm Ben. Is this your first class?* They can then answer and continue the conversation.

Ask Sts to act out the meetings for the class. For post A, they will have to go beyond what is in the paragraph.

2 1•14

- Give Sts time to read the questions, then play the audio for them to listen and follow.
- In pairs, Sts complete the chart.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

A 1 Josh and Dom 2 In Josh's new school 3 Josh was sitting on his own in class. Dom came into the room.
4 Good friends

B 1 Kate and Ben 2 In a karate class 3 Training in a karate class 4 Teammates and best friends

C 1 Simon's grandparents 2 In a café in Vienna 3 Simon's grandfather was sitting in the café. His grandmother was playing the piano. 4 Married for more than 35 years

D 1 Loella's aunt and uncle 2 At an airport 3 Waiting in queues for different planes 4 Husband and wife

3

- Give Sts time to complete the task, explaining their ratings.
- Elicit some opinions.

Grammar Past simple and past continuous

4

- Give Sts time to complete the task, then check answers.

1 was sitting, walked 2 sat, started

In sentence 1 the past continuous is used to show an action in progress (*was sitting*) when the second action happened (*walked in*).

In sentence 2 the single actions followed each other (*sat down, started to play*). They did not happen at the same time.

5a

- Give Sts time to complete the task in pairs, then check answers.

The past **continuous** shows an action in progress when another action happened in the past.

The past **simple** shows one or more completed actions in the past.

EXTRA SUPPORT Explain that timelines are used to show the similarities and differences between how tenses are used.

b

- Give Sts time to complete the task, then check answers.

1 I was sitting in class on my own **when** another student walked in.

2 I was training in my karate class **when** Ben came in.

3 **While** he was showing us some moves, I watched carefully.

4 He was sitting in a café **when** this girl walked in.

5 **When** she finished, he got up to speak to her.

6 But **while** he was walking across the room, he slipped and landed under the piano!

7 My aunt and uncle met at the airport **while** they were waiting for different planes.

8 **While** they were chatting, they discovered that they lived in the same town.

9 Much later, my aunt found out that **while** he was asking for her number, he missed his plane!

The linkers, *when / while* can go at the beginning of a sentence, or at the beginning of a clause inside a sentence.

6

- When Sts have finished the task, ask them how they chose the verbs.

1 looked, was snowing 2 was doing, arrived 3 started, were living 4 saw, was waiting

7a

- Sts choose a friend, not the one from **You First**, and make notes using the questions.

b

- Tell Sts to ask one or two follow-up questions.
- Elicit some feedback from various pairs.

► **Workbook** pages 6–7, exercises 1–7

► **Photocopiable** Grammar and Vocabulary

Listening and Speaking

8a  1•15 Audio script pT86

- Tell Sts they will only hear sounds and they have to work out what John was doing and what then happened.
- Play each sound and get Sts to complete the table in pairs.

EXTRA SUPPORT Decide if you need to pre-teach any new lexis before Sts do the exercise.

b

- Give Sts time to complete the task. Remind them to use *when* and *while*.
- When Sts have finished, elicit the sentences.

1 John was having a shower **when** he fell. / John fell **while** he was having a shower.

2 He was running **when** he got tired and stopped. / He got tired **while** he was running and then he stopped.

3 He was watching TV **when** the phone rang. / **While** he was watching TV, the phone rang.

4 He was frying his lunch **when** he burned his hand. / He burned his hand **while** he was frying his lunch.

5 He was sleeping **when** the alarm clock went off and he woke up. / The alarm clock went off **while** he was sleeping and he woke up.

EXTRA CHALLENGE In pairs, Sts cover their sentences and take turns saying the sentences from the notes in the table.

9a

- Put Sts in pairs, **A** and **B**, and tell Sts **A** to go to p.86 and Sts **B** p.87.

- Give Sts time to complete the task.

EXTRA SUPPORT Pre-teach or elicit (**A**) *bear, forest, bushes and trainers*; (**B**) *notice, sign, beware and huge*.

b

- Tell Sts to go back to the main lesson 1C.
- Monitor as Sts practise in their groups. Make sure they stress the correct words, pause in the right places and build up to the last line.

10

- After they have told their jokes, get the class to vote to find out which joke was funnier.

Extra

Sts do this activity in pairs in class.

2 **1.14** Work with a partner. Read and listen to the posts (A–D). Answer the questions.

	A	B	C	D
1 Who are the people?				
2 Where did they meet?				
3 What were they doing when they met?				
4 What is their relationship now?				

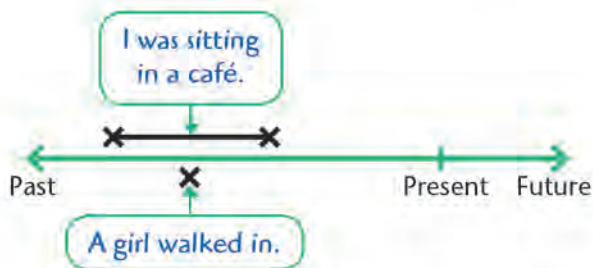
3 **Over to you!** Work with a partner. How did you rate the stories (1–5 stars)? Compare your answers.

Grammar Past simple and past continuous

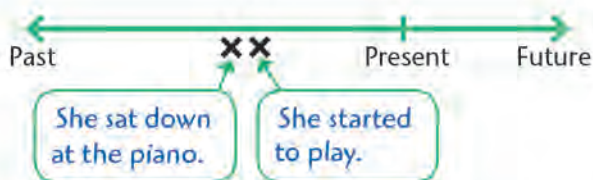
4 Complete the sentences from the posts in exercise 1. Then answer the questions.

- He ___ in a café when this girl ___ in.
 - She ___ down at the piano and ___ to play.
- Why are the tenses different in sentence 1? Why are they the same in sentence 2?

5 a Look at the timelines. Read and complete the rules with the correct past tense: simple or continuous.



The past ___ shows an action in progress when another action happened in the past.



The past ___ shows one or more completed actions in the past.

b Find nine sentences with *when* and *while* in the website posts in exercise 1. Where can they go in the sentence?

6 Choose the correct verbs.

- When I *looked* / *was looking* out of the window, it *snowed* / *was snowing*.
- I *did* / *was doing* my homework when she *arrived* / *was arriving*.
- When I *started* / *was starting* school, we *lived* / *were living* in the old house.
- I *saw* / *was seeing* Jo while she *waited* / *was waiting* for the bus.

7 a Think of the first time you met a good friend. Answer these questions. Make notes.

- Who was it?
- Where were you?
- What were you doing when you first met him/her?
- What happened after that?

b **Over to you!** Tell your partner your story.

Workbook pages 6–7, exercises 1–7

Listening and Speaking

8 a **1.15** Work with a partner. Listen to the sounds. What was John doing? What happened after that? Complete the table.

What / doing?	What happened?
1	
2	
3	
4	
5	

b Work with a partner. Write sentences about John.

9 a **Get ready to speak** You are going to tell a joke.

Student A Look at page 86. Read the joke about the dangerous bear.

Student B Look at page 87. Read the joke about the dangerous dog.

b **Student As** work in a group. **Student Bs** work in a group. Practise reading your joke together.

10 Work with a partner from the other group. Tell your joke to your partner. Which joke is funnier? Have a class vote.

Think of a joke you know in your own language. Can you tell it in English? Tell it to a partner.



1D Gossip



If you are gossiping, what are you doing?
What do people gossip about?



1 a **1.16** Read and listen to the dialogues.
What did Simon tell Tasha? What did he tell Zoe?

Zoe ...That's what she said! And then he said to her...
Oh, hi Simon.

Simon Hi girls! Who said what? What are you two talking about?

Tasha We can't tell you, sorry.

Simon Why not?

Tasha It's got nothing to do with you.

Simon You're gossiping!

Zoe No, we aren't! We're just sharing news about other people.

Simon That's the same thing!

Tasha No, it isn't! Anyway, we're going now. See you later.

Simon Hmm.



2 Next day



Simon Did you hear that Zoe met a boy yesterday?

Tasha No, I didn't! Tell me more. What else did you hear?

Simon I heard that she was waiting at the bus station and a good-looking guy got off the bus and hugged her.

Tasha Really? But why didn't she tell me? I'm her best friend!

Simon Maybe he's a relative or something.

Tasha I know all her relatives!

Simon Well, it seems Zoe has a new boyfriend!

Tasha Huh! It also seems I'm not her best friend any more!



Simon Hey Zoe. Did you know that Tasha was planning a party all day yesterday?

Zoe No, I didn't. Without me?

Simon Yes, I heard that she talked to Becky about it.

Zoe What do you mean? To Becky? But I'm her best friend!

Simon I'm pretty sure it's next weekend. But I'm sure she'll invite you, Zoe.

Zoe Well, I'm not sure I want to go!

b Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The girls were gossiping in the kitchen.
- 2 They told Simon what they were talking about.
- 3 Simon first told Tasha that Zoe met a relative.
- 4 Simon told Zoe that Tasha was planning a party.

2 a Spoken English What do these expressions mean?
How do you say them in your own language?

It's got nothing to do with you. That's the same thing!

What do you mean? ...or something.

Huh!

b Work in a group. Practise the dialogues.

Workbook page 8, exercise 1

1D Gossip

Supplementary materials

Workbook: pages 8–9, exercises 1–7

Photocopiable worksheets: Everyday English, Pronunciation
Online Practice

Note

The story can be used in class as a reading and listening task, a video task or both.

OPTIONAL LEAD-IN Play *Chinese Whispers*. Write a short sentence on a piece of paper. Set a time limit to keep the game fast, so Sts can only say the sentence once. Whisper the sentence in the ear of one student. Make sure only that student can hear. Start with a strong student, and then this student whispers it to the next person and so on all the way round the class. The final student says the sentence out loud. Show the class the original sentence. See how close they are, and what, if anything, has changed as it went round the class. Ask Sts if they are surprised by the differences. Elicit what changed.

You First

Do the first question as a whole-class activity and then give Sts time to discuss their ideas to the second question. Ask them if they can think of any problems that gossip could cause. Ask *What might happen when something is reported by a lot of different people? Do people like to gossip? Why? / Why not?*

1a 1-16

- Ask Sts who they can see in the photos (*Tasha, Simon and Zoe, their friend*).
- Play the audio for Sts to listen, follow and answer the questions. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

Simon told Tasha that Zoe met a boy the day before. He told Zoe that Tasha was planning a party for next weekend.

EXTRA SUPPORT To check comprehension, play each part of the dialogue and pause.

For **Dialogue 1** ask, e.g. *Do you think Simon likes gossiping? (Probably not)*

For **Dialogue 2**, e.g. *Did Tasha know what Zoe did yesterday? (No), Was she happy? (No)*

For **Dialogue 3**, e.g. *Who is planning a party? (Tasha), Did Zoe know about the party? (No)*

b

- Give Sts time to complete the task.
- Play the audio again for Sts to listen and check. Tell them to correct the false sentences.
- Check answers, getting Sts to correct the false answers.

- 1 T
- 2 F (They said it had nothing to do with him.)
- 3 F (He said Zoe met a boy, and then suggested he might be a relative.)
- 4 T

EXTRA IDEA Tell Sts to think about what Simon told Tasha and Zoe. Ask *Why did he do that? (Was he just gossiping? Was he trying to break up friendship? Was he annoyed he was left out of the first conversation?), How do you think Tasha and Zoe felt after Simon spoke to them? (unhappy, angry, upset), Was Simon was right to tell them what he knew in the way he said it?* Tell Sts to remember their answers for later in the lesson.

2a

- Give Sts time to complete the task, then check answers.

It's got nothing to do with you. = It's none of your business.

It is the same as 'Don't be so nosy' and is quite rude.

That's the same thing! = There's no difference, calling it another name doesn't change it. Can sound a bit impatient or argumentative.

What do you mean? = Here it means: What exactly are you saying? Be clearer. Can sound rude or angry depending on intonation.

...or something. = Very vague. You don't want to say exactly what you think. Often leaves the person listening unsure and worrying about what they don't know.

Huh! = expresses annoyance, anger, impatience or disgust.

LANGUAGE NOTE All of these phrases are very informal and can sound rude or impatient. Warn Sts to be careful when they use them and who they use them with. Generally, we use them with friends, people we know well or people our own age. We don't use them to teachers, bosses or people we don't know.

EXTRA SUPPORT Play the audio again for Sts to listen and follow. Pause after each section and ask Sts to listen carefully to how Simon, Zoe and Tasha say the phrases. Ask *Do the phrases sound rude, angry, annoyed?* Tell them to notice how the listeners react to the phrases. Model and drill the pronunciation / intonation.

b

- Sts practise in groups of three. Tell them to think about how the people feel as they hear what is said and try to sound like the people in the audio – angry, upset, annoyed, etc.

EXTRA SUPPORT Split the dialogues by photo so there are three groups: one group does Dialogue 1 with Zoe, Tasha and Simon; the next does Dialogue 2 with Simon and Tasha; and the last group does Dialogue 3 with Zoe and Simon. You could play the audio again for them to hear how the people sound. Monitor, model and drill with each group. Get three groups then to act out their dialogues together.

EXTRA CHALLENGE In pairs, Sts do parts of the dialogue with the **Student's Book** closed. You could write a flow chart with key words on the board to help Sts. You could ask different groups to act out the different dialogues for the class.

► **Workbook** page 8, exercise 1

Note

To further exploit the video in class, you could use some or all of the suggested activities on page Tviii.

3a

- Give Sts time to think about what will happen next. Then in pairs they discuss their ideas. Remind them what they thought about Simon when they heard the dialogues in exercise 1.

EXTRA SUPPORT Help Sts by asking *What do you think Tasha says to Zoe? What does Zoe answer? How do Tasha and Zoe feel? What do you think Tasha and Zoe say to Simon the next time they see him?*

- Elicit some ideas, but don't tell Sts if they are right at this stage.

b 🎧 1•17 🎧 Audio script pT86

- Play the audio for Sts to listen and check. Alternatively, show the class the video of the story on the DVD-ROM.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check the answer to the question.

Tasha and Zoe find out that Simon lied to both of them. There is no secret boyfriend or party.

4

- Give Sts time to complete the task.
- Get some feedback and start a class discussion.

Suggested answers

- 1 To show them that gossiping can cause arguments and difficulties between people. It can even destroy friendships.
- 2 Students' own answers. Simon was playing a trick on Tasha and Zoe. In the end it was fine, but it could have backfired. Zoe and Tasha might have stopped speaking to each other, and the friendship could have been broken.
- 3 Students' own answers.

Everyday English Giving news

5a

- Ask Sts if they can remember how the speakers sounded when they were saying the phrases.

b 🎧 1•18 Audio script pT86

- Play the audio for Sts to listen and repeat.

LANGUAGE NOTES Remind Sts that using the right intonation is essential to sound interested. We often use very flat intonation to sound bored or make fun of someone or something.

! In informal spoken English after verbs like *know, hear, seem, tell* and *think*, we often don't use *that*. There are examples of this style in the dialogues. There aren't any rules and both examples are correct. It's a matter of personal choice, but Sts are sometimes confused when *that* is dropped.

EXTRA IDEA Tell Sts to practise saying the sentences first with *that* and then without, e.g. *I heard that she was waiting for me. / I heard she was waiting for me.*

➡ **Photocopiable** Everyday English

Pronunciation

6a 🎧 1•19

- Play the audio for Sts to listen and repeat the words, and decide how many syllables there are.
- Play the audio again if necessary.

EXTRA SUPPORT Check Sts know what a syllable is by saying words and asking them how many syllables there are. You could beat out the syllables as you say them to help. Then write words from the dialogues on the board, e.g. 'invite' (2), 'sorry' (2), 'friend' (1), 'yesterday' (3), 'good-looking' (3). Tell Sts to work in pairs, saying the words and deciding on the number of syllables.

b

- Tell Sts to say the words aloud to count the syllables. They could do this in pairs.
- Give Sts time to complete the table.

c 🎧 1•20

- Play the audio again for Sts to listen and check.
- Check answers.

one syllable: hugged, jumped, planned, thought
two syllables: needed, waited, wanted, wasn't

d

- In pairs, Sts repeat the verbs and try to work out the rule.
- Check the answer to the question.

We pronounce *-ed* as a separate syllable /ɪd/ after /d/ or /t/.

➡ **Workbook** pages 8–9, exercises 2–6

➡ **Photocopiable** Pronunciation

Listening and Speaking

7a 🎧 1•21 Audio script pT86

- Tell Sts to read the eight pieces of news.
- Play the audio for Sts to listen and complete the task.

EXTRA SUPPORT Read through the script and decide if you need to pre-teach any new lexis before Sts listen.

- Check answers.

1, 4 and 8

b 🎧 1•21 Audio script pT86

- Play the audio again for Sts to listen and complete the task, then elicit some more information.

- 1 The woman's brother and Emily want to get married next year. Her mum is not happy because she thinks they're too young. Her brother is 25.
- 4 Amy's dad has got a new job in Los Angeles. Amy's not happy about it.
- 8 Mike wants to get a job. He wants to be a model.

➡ **Workbook** page 9, exercise 7

8a

- Give Sts time to choose their pieces of news or invent their own and add the extra information for each one.

b

- Sts take turns, in pairs, giving and responding to news.

EXTRA SUPPORT Remind Sts of the **useful phrases** from exercise 5a.

c

- When Sts feel confident enough, tell each pair to role-play a dialogue for the class.

Extra

Sts can either do this in class or as a homework task.

3 a What do you think will happen next?

b 1.17 Listen and check.

4 **Over to you!** Work with a partner. Answer the questions.

- 1 Why did Simon do it?
- 2 Was it a good thing to do? Why?/Why not?
- 3 People generally gossip. Is it a problem?

Everyday English Giving news

5 a Look at the useful phrases. Find examples in the dialogue in exercise 1.

Useful phrases: giving news

Did you know...? Did you hear (that)...?

I heard (that)... It seems (that)...

I'm pretty sure (that)...

Useful phrases: responding to news

Really?

What else did you hear?

We can use a short answer in response to *Did you...?*

Did you hear...?

No, I didn't.

b 1.18 Listen and repeat. Copy the intonation.

Listening and Speaking

7 a 1.21 Listen to three conversations. Which of the pieces of news do you hear?

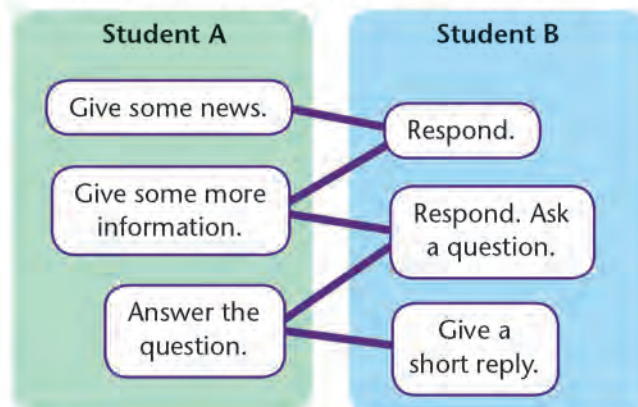
- 1 My brother's getting married.
- 2 Sally went on holiday to Brazil.
- 3 Dan passed all of his exams.
- 4 Amy is moving to America.
- 5 My aunt is having a baby.
- 6 Jack won the lottery.
- 7 Sally passed her driving test.
- 8 Mike isn't going to university.

b 1.21 Listen again. Write two extra pieces of information for each piece of news.

▶ **Workbook** page 9, exercise 7

8 a **Get ready to speak** Choose three pieces of news from exercise 7a or use your own ideas. Write extra information about each one.

b Work with a partner. Role-play giving your news and responding. Use different expressions every time. Use this chart to help you:



Did you hear that Dan passed all of his exams?

No, I didn't. That's great. Tell me more!

c Role-play one of your dialogues for the class.

EXTRA

What do Tasha and Zoe say to Simon? Write the conversation.

Tasha Simon! We're very annoyed! Why did you say those things?

Simon Hey, I was just...



Pronunciation

6 a 1.19 Listen and repeat the words in the box. How many syllables are there?

didn't heard hugged jumped
needed planned thought
waited wanted wasn't

b Put the words from exercise 6a in the correct column.

one syllable	two syllables
heard	didn't
_____	_____

c 1.20 Listen and check.

d When do we pronounce -ed as a separate syllable?

▶ **Workbook** pages 8–9, exercises 2–6

1 Revision

Vocabulary Life stages

1 Complete the life story with the correct form of the words in the box.

be born get a job get married
go to university have leave school
live meet move to start school

I ¹ was born in Scotland in 1975. Our family ² ___ in the centre of Edinburgh. I ³ ___ at five. When I was nine, we ⁴ ___ a village on the coast. I studied hard and loved languages. I ⁵ ___ at 18, and I ⁶ ___ to study French and German. When I was 22, I ⁷ ___ as a teacher. Alastair and I ⁸ ___ in the school where we both worked. He taught Art. We ⁹ ___ in 2003 and we ¹⁰ ___ twins in 2005. We are still working at the same school and our children go there, too!

Verbs of movement

2 Write eight sentences about the picture with the verbs in the box.

chase climb crash into
cycle fly jump run walk



1 He's cycling.

Grammar Past simple

3 Complete the dialogue with the correct form of the verbs in brackets or a short answer.

A ¹ ___ you ² ___ Ellen at school this afternoon? (see)

B No, I ³ ___ . ⁴ ___ she ⁵ ___ home? (go)

A I'm not sure. I ⁶ ___ her in the morning, but she ⁷ ___ well. (see/look)

B ⁸ ___ you ⁹ ___ to her? (speak)

A Yes, I ¹⁰ ___ . But she ¹¹ ___ anything about going home. (say)

B Let's call her after class.



Past continuous

4 What was happening at home yesterday evening? Write the questions and answers.

- 1 Mike / listen to music? **Was Mike listening to music? No, he wasn't. He was sleeping.**
- 2 Rob and Mum / play video games?
- 3 Dad / cook dinner?
- 4 Jill / play / with her dog?

Past simple and past continuous

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 When Emma ___ (hear) the news, it ___ (start) to snow.
- 2 While we ___ (shop), we ___ (meet) John.
- 3 While he ___ (work) on his computer, it ___ (crash).
- 4 The teacher ___ (come in) while we ___ (play) cards.

Everyday English Giving news

6 Complete the dialogue with the words in the box.

didn't hear told Really else

A Did you ¹ ___ that Tom is moving school?

B No, I ² ___ ! What ³ ___ did you hear?

A Someone ⁴ ___ me that he wants to go to sports college.

B ⁵ ___ ? When?

A I'm not sure.

Learning to learn Organizing your English notebook

You will need a notebook for your English lessons. Organize it carefully and it will help you to revise.

- 1 Always write the day and date of the lesson and the unit and page of the Student's Book.
- 2 Write new grammar and examples clearly so you can understand it when you revise.
- 3 Make your own mini dictionary at the back of your book with the new words on one side and the meanings on the other.

> **Workbook** pages 10–11, exercises 1–7

Revision

Supplementary materials

Workbook: pages 10–11, exercises 1–7

Online Practice

Unit test 1

- You could write up one page on the board as in Points 1 and 2 to help Sts organize their work.
- It is a good idea to check regularly that they are keeping their grammar and vocabulary up to date.

► **Workbook** pages 10–11, exercises 1–7

Vocabulary Life stages

1

2 lived 3 started school 4 moved to 5 left school
6 went to university 7 got a job 8 met 9 got married
10 had

Verbs of movement

2

Suggested answers

- The dogs are chasing the cat.
- The cat is climbing up a lamp post.
- She's running (on the grass).
- She's crashing into a car.
- He's walking (across the road).
- The birds are flying.
- She's jumping.

Grammar Past simple

3

1 Did 2 see 3 didn't 4 Did 5 go 6 saw 7 didn't look
8 Did 9 speak 10 did 11 didn't say

Past continuous

4

- Were Rob and Mum playing video games? No, they weren't. Rob was watching TV and Mum was using her laptop.
- Was Dad cooking dinner? Yes, he was.
- Was Jill playing with her dog? No, she wasn't. She was playing with her cat.

Past simple and past continuous

5

- When Emma **heard** the news, it **started** to snow.
- While we **were shopping**, we **met** John.
- While he **was working** on his computer, it **crashed**.
- The teacher **came in** while we **were playing** cards.

Everyday English Giving news

6

1 hear 2 didn't 3 else 4 told 5 Really

Learning to learn Organizing your English notebook

- Draw Sts' attention to the **Learning to learn** box.
- Check they all have English notebooks.

My project

Project checklist

Before the lesson

- Arrange for Sts to use computers with access to the internet and Microsoft Office PowerPoint, or a similar program to make a presentation with slides.
- If you cannot arrange for computer access, Sts can do internet research about the subject of their biography as homework before the lesson. Alternatively, they can bring books, magazines or other resources to the lesson.
- Ensure the materials listed below are available for use in the lesson.

Materials for the lesson

- Computers with internet access and a program to make a slide presentation.
- Without computer access, Sts can create their presentation on paper. You will need A3 paper (one piece per 'slide' for each presentation), coloured pens and pencils, and thumb tacks or tape (to display the finished projects).

You First

Set a time limit, e.g. one or two minutes. In pairs, ask Sts to say what they expect to read in a biography, e.g. where and when the person was born, the person's childhood and family, about his / her education, career and achievements, why the person is famous and perhaps when the person died. Find out if any Sts have read the same biographies.

EXTRA IDEA Ask Sts if they wear trainers. Ask them if they know any of the brands, e.g. Adidas, Puma, Nike, Reebok, Converse. Ask *Why do people buy these trainers? What do you think of them?*

1a

- Sts choose who to write about, someone famous or someone they know. If it is someone they know, tell them to choose someone who is older as there will be more to write about. If it is someone famous, check who they are writing about, so there are not too many biographies of the same person.

b

- Sts find information about the person they have chosen using the internet, books, magazines, or interviewing the person if it is a family member or friend.

c

- Check Sts understand and can pronounce *career* and *achievement*.
- Give Sts time to complete their notes.

EXTRA SUPPORT If Sts are interviewing someone they know, then check they know what questions to ask for each heading, e.g.

What's your full name? Where do you come from?

When and where were you born?

Where did you live when you were a child?

When did you start school? Were you a good student? When did you leave school?

What did you do when you left school?

Did you get married? When did you get married?

Did you have children? How many?

What was your first job?

What are the greatest achievements in your career? In your life?

2

- Sts read the Dassler brothers' biography and the information in the **Look!** box.

EXTRA SUPPORT You could just get Sts to read the biography and then draw a timeline on the board. Put the dates along the line: '1898', '1900', '1920s', '1936', '1939–1945', '1970s', '2009'. Tell Sts to copy the line and dates and fill in what happened for each date.

Sts compare notes in pairs and discuss what happened at each date. Then get them to focus on the **Look!** box.

- Sts look back at their notes and see if they can make sentences using *as*, *because*, *as a result* and *so that*.
- Monitor what Sts have written. Check they have used the information in the **Look!** box correctly, or make suggestions as to where they could improve sentences by using the linkers.

3a

- Point out that biographies generally start with an introduction as to why the person is famous or why the student wants to write about him / her and then moves on to the stages in his / her life.

b

- Ask Sts to check what Timo put in the Dasslers' life – every event or only the main stages and achievements?
- They then organize and write their biography.

c

- Remind Sts to try to use linkers of cause, result or purpose in their writing.

4a

- While Sts are writing up their project, monitor and correct mistakes where necessary. When they are satisfied with their work, tell them to write the project on a piece of paper, and if possible find some pictures or photos of the person they have written about.

b

- Sts take turns presenting their biography to the class. Sts who are listening should think of a question they would like to ask about the subject of the biography.
- When all the biographies have been presented, Sts decide which life is / was the most interesting. They should give a reason for their choice.

EXTRA IDEA When they have presented the biographies, ask Sts to put the biographies with the pictures on the class walls so that the other Sts can read them. Then Sts can vote which biography is the most interesting and give a reason for their choice.

EXTRA IDEA Sts may prefer to do the biographies as interviews in pairs. Sts **A** are the interviewers and Sts **B** are the person they chose for their biography, or a relative of the person if the person is dead. Elicit the question forms Sts need to use if the person they have chosen is dead or alive – they will be similar, but use past tenses. Sts then interview each other.



What's a biography? Do you ever read biographies of famous people?

A biography

A biography of the Dassler brothers



The Dassler brothers are famous for two brands of trainers. They are also famous for a family argument which lasted for 60 years.

Date and place of birth

Rudolf (Rudi) Dassler was born in 1898 and Adolf (Adi) Dassler was born in 1900, in Germany.

Early life and education

The brothers grew up in the town of Herzogenaurach. They learned to make shoes because their father worked in a shoe factory.

Marriage and early career

By the 1920s, Adi was designing trainers and Rudi was selling them for their Dassler Brothers Sports Shoe Company. They each got married, but their wives didn't like each other!

Career history and achievements

In 1936, at the Berlin Olympic Games, American Jesse Owens won four gold medals while he was wearing Dassler trainers. Now everybody wanted them. But the brothers had an argument during the Second World War, and as a result they never spoke again.

The brothers divided the business and each developed a successful company – Adidas (from Adi Dassler) and Puma. Each company had a factory in Herzogenaurach. As the brothers were employing most of the townspeople, the whole town was divided. Adidas employees couldn't marry Puma employees!

Date of death

The brothers died in the 1970s. Finally, in 2009, Adidas and Puma had a friendly football match so that they could end the argument.



Look! Linkers of cause / result and purpose

We use linking words to connect ideas in a sentence.

Result → **Cause**: *as, because*

Result

They learned to make shoes.

Cause

Their father worked in a shoe factory.

They learned to make shoes *as / because* their father worked in a shoe factory.

Find an example with *as* in the text.

Cause → **Result**: *as a result*

The brothers never spoke again *because* they had an argument during the Second World War.

OR But the brothers had an argument during the Second World War, and *as a result* they never spoke again.

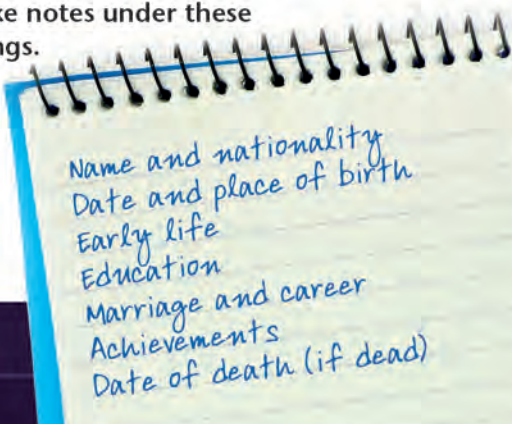
Purpose: *so that*

Adidas and Puma had a friendly football match *so that* they could end the argument.

1 a Get ready to write Choose a person that you would like to write about. It can be a famous person or an older member of your family.

b Find information and pictures about your chosen person – from home, on the internet, or from books and magazines.

c Make notes under these headings.



2 Read Timo's project, then read the Look! box. Look at your notes in exercise 1. Where can you use the linkers?

3 a Start writing Write a sentence to introduce your person.

b Organize your notes into sentences underneath each heading.

c Try to use one or two linkers from the Look! box.

4 a Complete your project Put your project on a piece of paper with your pictures.

b Present your project to the class. Whose life is / was most interesting?





Why do Americans celebrate Thanksgiving?
What do the Scottish call New Year?

Family Celebrations

Thanksgiving



Thanksgiving is a family celebration in the USA. Every November, millions of Americans travel home to celebrate with their families and to give thanks for the harvest. They have a traditional dinner of turkey, root vegetables and pumpkin pie.

The story behind Thanksgiving is about an early group of settlers called Pilgrims. They came from England in 1620, and for the first year they were really hungry. A Native American tribe showed them how to grow food. So, the next year they gave thanks for their first harvest by sharing their feast with the Native Americans. They were celebrating for three days!

But it was not a tradition yet. However, Sarah Hale, a magazine editor, thought it was important for the USA to have a Thanksgiving holiday every year. She wrote regular letters to every president for 40 years! Finally, in 1863, President Lincoln made the last Thursday in November the national day of Thanksgiving. It is now America's biggest holiday.

Hogmanay



Everyone celebrates New Year, but Scottish families celebrate it the most. They call it Hogmanay.

First, families clean their houses to start the new year fresh. Then most families have parties where houses are open and everyone is welcome. At midnight, everyone stands in a circle to welcome the New Year. They sing 'Auld Lang Syne', written by Scots poet, Robert Burns. Another tradition is that the first person who comes in the door after midnight should bring a piece of coal, cake and whisky. This is called 'first footing' and brings good luck for the next year.

New Year is a special time for the Scots because for 400 years the Scottish Church didn't allow a holiday at Christmas. This didn't change until 1958! So the Scots worked at Christmas, and New Year was the family holiday to give presents to the children. Scotland still has two days of national holiday at New Year. And in Edinburgh, the capital city, there are street parties and an amazing fireworks display from the castle.



Glossary

harvest pumpkin settlers fresh coal

- 1 Look at the photos. What can you see?
- 2 a Work with a partner.
Student A Read about Thanksgiving.
Student B Read about Hogmanay.
b Ask and answer the questions.
 - 1 What is the celebration and where does it happen?
 - 2 What do people traditionally do?
 - 3 When did the celebration start and why?
 - 4 Why did it become a national holiday?
 - 5 Why is it important?
- c What do you think was the most interesting fact in each text?

- 3 Over to you! What are your country's biggest celebrations? What does your family do to celebrate? What traditions do you have?

Culture

Supplementary materials

Photocopiable worksheets: Culture, Video

CULTURE NOTES Below are some additional details about the celebrations in the texts.

Thanksgiving or **Thanksgiving Day** is a public holiday celebrated in the United States on the fourth Thursday of November.

Thanksgiving originated as a harvest festival. When British settlers arrived in Plymouth (now in Massachusetts) in the early 17th century they found the first year very hard. The Native Wampanoag Indians taught the settlers to grow corn and catch fish. In 1621, the first British colonists and Wampanoag Indians shared an autumn harvest feast that is acknowledged today as one of the first Thanksgiving celebrations in what later became the United States. Traditionally everyone wants to be at home with their families for Thanksgiving.

Hogmanay /ˌhɒɡməˈneɪ/ is the Scots word for *New Year's Eve*. Its origins are not clear, but the customs seem to have Norse and Gaelic roots. It's traditional to clean the house before New Year's Eve, so you start the year properly. Customs in Scotland include the tradition of 'first-footing', the first guest of the New Year who enters your house after midnight. The first-footer should be a tall, dark haired man. He shouldn't have red hair as that isn't lucky. He is supposed to bring gifts including a piece of coal, salt, shortbread, whisky and fruit cake. These all bring different kinds of good luck for the following year. Different parts of Scotland have different traditions around the first-footer's gifts. Most families have a party to welcome the New Year and at midnight everyone crosses their arms and holds hands to sing *Auld Lang Syne*, a traditional song based on a poem by Robert Burns (1759–1796).

Many people go out to firework displays on Hogmanay. Many Scottish cities have all-night celebrations. The Edinburgh display is one of the biggest New Year celebrations in the world.

You First

In pairs or as a class, Sts discuss what they know about Thanksgiving in the USA and New Year in Scotland.

EXTRA SUPPORT Show images of a traditional Thanksgiving dinner and a first-footer if possible, and do **You First** as a whole-class activity. Photos can be found on the internet.

1

- Do this as a whole-class activity.

A family having dinner together; children, parents and grandparents all together
People outside at a firework display at night

2a

- Check Sts understand the words in the **Glossary**, and pre-teach or elicit *celebration*, *traditional* and *poet*. Model and check pronunciation.
- Put Sts in pairs, **A** and **B**, and tell them to read their texts.

b

- Working individually, Sts answer the questions for the text they read.

EXTRA CHALLENGE Sts could cover their text and see if they can answer the questions. If they can't, they should quickly check in the text.

- Then, in their pairs, they ask and answer the questions about both texts.

Thanksgiving

- It's a harvest celebration and a family celebration. It happens in the USA.
- People travel home to be with their families. They have a traditional dinner of turkey, root vegetables and pumpkin pie.
- It started in 1621, when the first settlers and Native Americans celebrated the settlers' first harvest.
- Sarah Hale, a magazine editor, decided it should be an annual national holiday, so she wrote to every president for 40 years. In 1863 President Lincoln made it a holiday.
- It's America's biggest holiday, and an important time for families to be together.

Hogmanay

- It's New Year's Eve and it happens in Scotland.
- People clean their houses, have parties, and sing *Auld Lang Syne*. Visitors bring a piece of coal, cake and whisky to bring good luck. In Edinburgh people have street parties and watch the fireworks.
- New Year became important around 400 years ago when the Scottish Church didn't allow the Scots to celebrate Christmas, so they celebrated New Year instead.
- It became a national holiday because the Scots didn't have a holiday at Christmas.
- Because there are two days of national holiday and children get presents.

c

- In pairs, Sts decide what the most interesting fact was.
- Elicit some feedback. You could ask the class to vote on the most interesting fact. You could ask if any of the traditions of Thanksgiving or Hogmanay are similar to those in their country.

3

- Sts work in small groups, discussing the questions.
- Tell them to describe to the group any special things their family does on the day.
- Each group reports back any interesting or unusual facts they discussed.

EXTRA SUPPORT Remind Sts of the questions in exercise 2b and tell them to answer them about their country's national holiday.

EXTRA CHALLENGE In small groups, tell Sts to find out about a national holiday in another country. Tell them to use the questions in exercise 2b to make notes about it. They can find the information on the internet or in books. When they have the information, the group can present their country's celebration to the class.

Video *Chinese New Year*

- As an extension to the Culture topic, watch a short film about Chinese New Year and do the exercises on the accompanying photocopiable worksheet. You can either do this in class or set it as optional homework. The film is available on the DVD-ROM or on the Online Practice.

Learn through English

Supplementary materials

Photocopiable worksheet: Song

Additional subject notes

Elizabeth I (1533–1603) was the youngest daughter of Henry VIII and Anne Boleyn. She became queen in 1558. Her father broke with the Catholic Church to divorce his first wife, marry Anne Boleyn, and start the Church of England. He beheaded Anne when Elizabeth was two, and she was afraid of being arrested and executed while she grew up. While she was queen, England became very successful in commerce, the arts and in war. William Shakespeare lived during her reign. She never married and as she had no children the Tudor dynasty died with her.

Henry VIII (1491–1547) was the son of King Henry VII. He became king in 1509. He is famous because he married six times. Because he wanted a son, and he and his first wife, Catherine of Aragon had one daughter, he divorced Catherine and married Anne Boleyn. This meant he disagreed with the Pope, so Henry broke with the Catholic Church and made himself head of a new English Protestant Church. His third wife, and some think the wife he loved most, Jane Seymour, died after giving birth to his only son who later became King Edward VI. His sixth wife, Catherine Parr, outlived him.

Marie Curie (1867–1934) was born in Poland and moved to Paris at the age of 24 to study at university. Her outstanding achievements included the development of radioactive isotopes, and the discovery of polonium and radium. She became the first woman to win a Nobel Prize and has actually won two Nobel Prizes. In 1903 she shared the Nobel Prize in Physics with her husband, Pierre Curie, and with physicist Henri Becquerel. In 1911 she won the Nobel Prize in Chemistry. She founded the Curie Institutes in Paris and Warsaw, which remain major centres of medical research today. During WWI, she developed mobile radiography units to provide X-ray services to field hospitals. She died aged 66 of aplastic anaemia, which she acquired due to her work on radioactivity.

Irene Joliot-Curie (1897–1956) was the daughter of the scientists, Marie and Pierre Curie. She became a scientist and during World War I she worked in field hospitals with her mother, working with early X-ray equipment. Irene worked with her husband, Frédéric Joliot-Curie, in the field of radioactive elements in the 1920s and 1930s. They were awarded the Nobel Prize for Chemistry in 1935 for the discovery of artificial radioactivity. As both her parents had also been awarded Nobel Prizes, they are the family with the most Nobel prizes. Irene died of leukaemia, which she acquired due to her work.

Paloma Picasso (1949–) is the youngest daughter of Pablo Picasso and French writer Françoise Gilot. Paloma is a French and Spanish fashion designer and businesswoman, best known for her jewellery designs and her signature perfumes. She began designing jewellery in Paris in 1968 and joined fashion designer Yves Saint Laurent in 1969. She began working for the world famous jeweller, Tiffany and Co., in 1980. At the same time, she started producing perfumes and cosmetics. She is famous for her use of the colour red.

Pablo Picasso (1881–1973) is possibly the most famous and influential artist of the 20th century. Picasso was born in Spain, but because of the political situation there he spent most of his adult life in France. He had many different styles of painting in his life, among them his 'Rose period' and his 'Blue period'. He is famous for founding Cubism and was also very influential in Surrealism. His most famous painting, *Guernica*, was painted in 1937 and showed his anger and horror at the destruction by aerial bombing of the town during the Spanish Civil War. Along with his painting, Picasso was also a sculptor, a stage designer, a ceramicist, and a poet.

You First

Ask Sts to think of as many famous people in their country's history. You can suggest kings, queens, presidents, artists, sportspeople, composers, musicians, writers, etc. Ask them to tell you one thing they know about each person if they can.

1a

- Give Sts time to complete the task in pairs.
- Elicit ideas from the class.

b

- Give Sts time to complete the task.
- Elicit some ideas, but don't tell Sts if they are right as they listen to the audio to check the answers.

2a 1-22 Audio script pT87

- Play the audio for Sts to listen and check.
- Check answers.

1 Queen of England 2 1491, wives 3 1867, radium
4 Scientist, Chemistry 5 1949, Designer 6 1881, Cubism

b

- In pairs, Sts compare any other information they learned.
- Elicit feedback.

3a

- Give Sts time to complete the task.
- Check answers. You could ask some questions about the timeline, e.g. *Who was born first? (Henry VIII), Who was the oldest when they died? (Pablo Picasso), Who is still alive? (Paloma Picasso), etc.*

Henry VIII, Elizabeth I, Marie Curie, Pablo Picasso, Irene Joliot-Curie, Paloma Picasso

b

- Sts add three famous people from their country to the timeline.
- Ask them why they chose these people.

EXTRA IDEA In small groups, Sts choose another parent-child relationship from history. They can look for pictures or photos of the people. The group then presents their findings to the class. Sts can then decide who they think was the most interesting person, who did the most good, who they would / wouldn't like to meet and why.

1-23 Song *Whatever*

- Play the audio for Sts to listen to the song and complete the Song photocopiable worksheet.
- Check answers.



Who are some important people in your country's history?

Famous people in history

1 Elizabeth I

Born: 1533	Died: 1603
Job: _____	


Famous because... England was a very successful country when she was queen. She never got married.



4 Irene Joliot-Curie

Born: 1897	Died: 1956
Job: _____	

Famous because... She won a Nobel Prize for _____. She became ill and died of cancer because of her scientific work.



2 Henry VIII

Born: _____	Died: 1547
Job: King of England	


Famous because... He had six _____. He disagreed with the Pope, so he started a new religion.



5 Paloma Picasso

Born: _____	
Job: _____	


Famous because... She became a very successful fashion and jewellery designer and businesswoman. She is a style icon.



3 Marie Curie

Born: _____	Died: 1934
Job: Scientist	


Famous because... She discovered _____. She won the Nobel Prize twice – for Chemistry and later for Physics. She was the first person and the only woman to win two Nobel Prizes.



6 Pablo Picasso

Born: _____	Died: 1973
Job: Artist	

Famous because... He changed people's ideas about art. He invented a new style of art called _____.



1 a Look at the photos. Do you know anything about these people? What do you think are the relationships between them?

b Work with a partner. Complete the biographies with the information in the box.

1867 1949 1881 1491
 Scientist Designer Queen of England
 Cubism wives radium Chemistry

2 a 1.22 Listen and check.

b What did you get right? What other information did you learn?

3 a Put the people on a timeline in order of birth.



b Add three famous people from your country.