Students turn to page 113 of the Language File to check their answers.

**Answers**
was waiting saw asked was recovering
simple continuous

Check that students have completed the tense descriptions accurately and ask students Which verb describes longer activities? (was recovering) Which describes background to events? (was waiting).

Highlight spelling rules:
- most verbs ending in e drop the e before adding -ing e.g. taking
- but verbs ending ee don’t drop the final e, e.g. seeing
- most one syllable verbs ending vowel + single consonant double the final consonant before adding -ing (except if the final consonant is w, x or y).

Drill examples in chorus for pronunciation and stress. Highlight the weak pronunciation of was /waz/ and were /wə/, encouraging students to put greater stress on the main verb rather than these auxiliaries.

Optional activities
* Put short sentences from the article on the board including verbs in both past simple and past continuous. For example, Bethany was surfing, she won her first national championship. In pairs students put the sentences in chronological order, reconstructing the story. Encourage students to link phrases with when, while, suddenly, etc.
* Give students a spelling test on -ing forms. Dictate verbs such as seeing, swimming, taking, being, for students to write down.

**Follow-up activities**
* Tell the students that some of them will be journalists interviewing Shane and Bethany. Brainstorm possible questions that the journalists could ask each person, e.g. How did you learn to surf again so quickly? Divide students into groups of three, one to be a journalist and the other two to be Shane and Bethany. Journalists choose which of the three questions they are going to ask each person. Other students re-read their story and plan what they are going to tell the journalist. Journalists interview the other two. If there is time, journalists could report back to the whole class.
* Students make a wordmap for water. Write words in a circle in the centre of the board and lines connecting it to categories such as water sports, weather, things that live in water. Students then sort words to each category, e.g. scuba diving, underwater, octopus, looking back through the unit to help them.

**HOMEWORK**
Students invent their own Lucky escape in the water story. Give students the questions Where were you? What were you doing? What happened? How did you escape? How did you feel? and ask them to include their answers to these questions in their own story.
**Integrated Skills**

**Describing a significant event**

**Skills**
- **Reading** Connecting when it all started on a bus
- **Speaking** Interviewing
- **Writing** Describing a significant event

**Learner Independence**
- Learning Diary
- Word creation: prefixes dis- and un-
- Vocabulary
  - Feelings
  - Use useful expressions

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**WARMER 1**

If you set the homework from the last lesson, ask students to read each other's Lucky escape stories in groups of four students. Each student should think of one question about the story to ask the writer, who should answer as a group they could vote on the best story.

**WARMER 2**

Lead in to the theme of the unit by putting names, places or dates associated with some important events on the board, e.g. Neil Armstrong, Nelson Mandela, July 4th, 1776. Elicit what happened in each case, e.g. the moon landing, the first black president of South Africa, American independence. Ask if the students know any other important events like these.

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**OPENER**

- The aim is to set the context for the reading.
- Ask students to work individually and choose three important international, national or local events that happened during the last five years. Ask them to work in pairs and compare their ideas.
- Ask each pair to give key information such as names, dates or places to the whole class and the other students guess what the important events were.

**READING**

- Books closed. On the board write the headline It all started on a bus. Explain that this is the headline to a story about a very important event. Elicit suggestions from the class. Then ask them to read the text quickly and check their predictions.
- Ask students to read the seven questions carefully and then to read the text and find the answers.
- Encourage them to guess unfamiliar words from context but not worry about the highlighted words at this stage.
- Students listen to the recording to check their answers.

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**LISTENING**

- Ask students to look at the photos. The aim is to set the context for and predict the content of the listening.
- Use the photos to elicit the following vocabulary from the students: ice-hockey, skates, wolf, wild animal, moon, polar bear, iceberg.
- Students listen to the recording and match each one with a photo. More confident students can note down any vocabulary which helped them reach a decision. Less confident students can read the texts as they listen.
Recording and answers

1. I'll never forget the first time I was close to a wild animal. It happened when I was 16. I was on a camping holiday with my parents on Vancouver Island in Canada. It was a fine night and we were sleeping in the open around the fire. Suddenly I woke up in the middle of the night. The stars were really beautiful and I felt so happy. But what woke me? Then I realised something was sitting by the fire, only a metre away from us. It was a wolf! I was really frightened - in fact I was terrified. Then the wolf stood up and slowly walked away. I couldn't believe it! And I couldn't go back to sleep. In the morning I was very tired. But when I told my parents about the wolf, they didn't believe me!

2. I'll always remember when I first played for the school ice hockey team. It was November 23rd - I can't forget the date! I was 15 and I was wearing a new pair of skates I got for my birthday. It was a home game and lots of people were watching. I felt quite nervous at the start, but I soon relaxed. The crowd were cheering and screaming. And when we scored a goal the noise got even louder. It was an amazing experience. I didn't score a goal, but that didn't matter. I was part of the hockey team now - that was the important thing.

Answers
1 C 2 B

Optional activities
- Ask students to read the two texts and try to predict/remember the words that go in the gaps.
- Students listen again and complete the gaps. Ask them to compare their answers with a partner and then check the answers as a class.

6 GUIDED WRITING

- Ask the students to write a paragraph about a significant event. More confident students could think of another event, while other students could use the example from exercise 5. Encourage all students to refer to the models and the questions in exercise 5 and check they have included all the points covered in exercise 5.
- Students exchange writing, read for interest and to check each other's work for spelling, grammar and punctuation.

7 LEARNER INDEPENDENCE

- The aim is to encourage students to reflect on what they have learnt and how to consolidate their learning for the future.
- Ask students to copy the headings into the back of their notebooks and write a first Learning Diary entry.
- Remind students that they can add new entries to their Learning Diary as often as they like.

Optional activity
Students could share their ideas with a partner for the My plan and what I did outside class sections. Then each pair suggests their best idea(s) to the rest of the class, who write them down for future reference, and choose their favourite idea to add to their current diary entry.

8 WORD CREATION

- The aim is for students to recognise the meaning of the two prefixes and extend their vocabulary.
- Write the sentence from exercise 1 on the board with a gap: She didn't enjoy her holiday - she was _______. Ask students to remember the missing word unhappy.
- Before looking at exercise 8, put the prefixes un- and dis- on the board and ask students if they know any words starting with these prefixes.
- Ask students to choose the correct prefix for the words in the box. Students can check back in the book or dictionaries, before checking as a class.

Answers
disagree disappear uncomfortable unfriendly unhappy unlucky unpopular unusual

- Students use the words to complete the sentences, reminding them they may have to change the tense.
- Check the answers as a class. Drill examples in chorus for pronunciation and stress.
Answers
1 unusual 2 agreed 3 disagreed 4 unhappy 5 unpopular
6 uncomfortable 7 disappeared 8 unfriendly

Optional activities
- Fast finishers can write their own sentences using words from the exercise.
- Ask the students to use dictionaries to find three more words which begin with the prefixes dis- or un-
- Game Left or right? Follow the instructions in Unit 1, Lesson 2, p32. In this game you will read out words without a prefix. Students decide if the prefix is dis- or un-. With a confident class, the game could be continued with words not on the list, e.g. unhappy, unfashionable, disadvantage, dishonest.

Optional activity
Students begin a Personal Phrasebook, copying the phrases from this exercise, together with any other new phrases learnt. Be ready to help with explanations as necessary.

Follow-up activities
- Give students the question stem Can you remember the first time you...? and a list of verbs in the infinitive form, e.g. eat, see, hear. Students choose five verbs to put into past simple and make questions of their choice, e.g. Can you remember the first time you went to a football match? Students then circulate, asking students their questions and trying to find five different people who answer yes to their questions. Confident students should ask further questions about their experiences.
- Game Vocabulary race Divide the class into groups of four or five students. Give each group three words from the Vocabulary box. The group must work together to write three sentences including each of the three words, without turning them over to look at the definitions or translation. The first group to write three correct sentences wins the game.

PHRASEBOOK
- Play the recording for the students to listen and repeat the idiomatic expressions.
- Ask students to find the expressions in Unit 1.
- Students find which expressions have the meanings 1-4.

Recording and answers
I can't wait! (Sophie, L1, ex2)
I'm fed up with... (Sophie, L1, ex2)
Once or twice a month (Sophie, L1, ex2)
Everything went wrong. (Joni, L2, ex2)
I didn't care. (Joni, L2, ex2)
I'll never forget the first time I... (Speaker 1, L4, ex4)
I couldn't believe it! (Speaker 1, L4, ex4)
I'll always remember when... (Speaker 2, L4, ex4)
If I didn't care.
2 I couldn't believe it!
3 I can't wait!
4 I'm fed up with

HOMEWORK
Students find the lyrics to a favourite song on the Internet and use dictionaries to look up five unknown words. They should copy these words and definitions/examples into their vocabulary notebooks.
Students put into action the My Plan section of their Learning Diary.

WEBLINK
Students may like to visit www.famoushistoricalalvevents.net to find out more significant events in world history.

Revision and Extension p19

Workbook Unit 1 Lesson 4 pp8-9
**Language Links**

- Books closed. Write *hello* on the board. Ask students if they know how to say this in other languages – apart from their own language of course! Elicit some examples and write them on the board. Then write the word *polyglot* on the board. Elicit that a polyglot is a person who can speak several languages.
- Ask students how many languages there are in the world. Elicit different suggestions from the class. Then ask how many languages they think one person can speak. Again, elicit different suggestions but do not give any answers at this point.
- Students open their books and look at the eleven ways of saying *hello*. Ask if they recognise any of these languages (Portuguese, Spanish, Italian, French, German, Turkish, English, Czech, Swedish, Polish and Swahili). Explain the task. Students should read the text and find examples of people who speak or spoke many languages and how many languages they can or could speak.
- Check answers with the whole class. Point out that *claim* means to say something is true but without proof or evidence.
- Ask students to read the two questions at the bottom of the text. Give them a couple of minutes to think about their answers and make notes. Ask them to compare their answers in pairs. Then ask each pair to report to the whole class, e.g. Peter’s father speaks French and German. His grandparents can speak Italian.

**Optional Activities**
- In pairs, one student closes their book and their partner tests them on the pairs of opposites, by saying only one of each pair. Their partner must say the opposite.
- **Game** Stress patterns. Draw a stress pattern on the board, making sure that the students understand the shapes represent syllables, with the larger shape being the stressed syllable, e.g. *0 o important*; *0 o boring, trendy*. In pairs, students find as many examples as possible of words from the maze which follow the given pattern. The pair with the most wins.

**SKETCH THE MIRROR**

- The aim is for students to enjoy using their English while also getting valuable stress and intonation practice. Ask the students to look at the cartoon and establish that the sketch is about a man looking at a man in a mirror.
- With a more confident class, play the recording with books closed. Then play it again with books open. With a less confident class, play the recording once while the students follow in their books, and then once again with books closed.

**Optional Activity**
- Recording
  - See text on page 18 of the Student’s Book.
  - Divide the class into two equal groups and play the recording again, with one group repeating in chorus as Man 1 and the other group as Man 2. Encourage students to exaggerate stress and intonation.
  - Ask the students to close their books and play the recording again. Then ask the students to work in pairs and read the sketch aloud. Choose several pairs to act out the sketch in front of the class.

**REVISION**

**Lesson 1**
- If necessary, point out that Rob’s profile is made up of three paragraphs and ask students to identify which questions from the Teenage Life questionnaire are answered in each paragraph.

**Lesson 2**
- If necessary, point out the different formation of subject questions (Who hated every minute of her holiday?) and object questions (Who did Joni miss?)
Suggested questions and answers
Who was Joni on holiday with? Her best friend, Sara.
Who phoned Joni? Her mum.
Who did Joni miss? Sara.
Who did Sara and Joni meet on the first day? New friends.
Who didn't Joni like? Sara's new friends.
Who did Joni like? Her new friend.
Who felt sad and lonely? Joni (and possibly Sara too).
Who did Joni see when she was on the phone to her mum? Sara, also on the phone.

Lesson 1
- Refer students to the first half of the article on page 11. Encourage students to re-read, taking notes on what Alana saw and how she probably felt. Also refer students to Feelings vocabulary on page 13.

Lesson 3
- Refer students to the blog on page 12. If necessary, give students a first line to start the dialogue, for example: Hello, Joni. It's Mum. How are you enjoying your holiday?

Lesson 3
- Refer students to the stories in Lesson 3. Encourage students to make notes first about where they were, what happened, and how they escaped. Remind students to take care when choosing between the past simple and continuous.

YOUR CHOICE!
- Ask students to look back at the learning styles table on page 7 and remember which learning style they were. Divide the class into groups according to their learning style to do the relevant activity: Construction, Reflection, Action or Interaction.
- Monitor and help groups. Check answers if necessary, or provide written answers for groups to check their own work against.
- Encourage students to experiment with other learning styles and try one of the other activities of their choice.

CONSTRUCTION
- Students complete the gaps with the verbs in past simple or continuous.

Answers
1 rode 2 was staying 3 was cleaning 4 asked
5 said 6 was going 7 heard 8 was shouting
9 put 10 fell

REFLECTION
- Students complete the gaps.

Answers
Past simple
-ed (students' own example, such as walked)
-d (students' own example, such as lived)
-t (students' own example, such as carry)
(students' own example, such as play)
Past continuous
was/were (students' own example)
(students' own example, such as take -taking)
-ing (students' own example, such as seeing)
Doubling consonants
(students' own examples, such as stop)
-ing or -ed (students' own examples)

ACTION
- Divide the class into groups of four. With an uneven number, have a group of three with one student taking the role of students A and D.
- Elicit an example with one verb. Students then follow the instructions in their groups.

INTERACTION
- Ask two confident students to read the example out loud.
- Ask students to work in small groups and ask each other similar questions following the model. Remind students to use the past continuous for the longer/background activity they were doing at that time, and to use a range of feelings adjectives.

Workbook Unit 1 Inspiration EXTRA! pp10–11
Women in the world

Useful information

Valentina Tereshkova was born in Russia in 1937. She spent nearly three days in space in her spacecraft, Vostok 6.

Aung San Suu Kyi was imprisoned under house arrest by the Burmese military government for 15 years before her release in November 2010.

Junko Tabei was the first woman to climb Mount Everest, but since then more than 75 women have reached the summit of the world's highest mountain.

Jennifer Murray's solo flight took a total of 99 days and covered a distance of nearly 60,000 kilometres.


Indira Gandhi was prime minister of India from 1966 to 1977 and again from 1980 to 1984. She was assassinated in 1984.

Margaret Thatcher was born in 1925 and studied chemistry at university. She was prime minister for 11 years from 1979 to 1990.

Benazir Bhutto was prime minister of Pakistan twice – from 1988 to 1990 and 1993 to 1996. She was leader of an opposition party that was favourite to win the next election when she was assassinated in 2007.

1 READING

- Ask students to look at the picture. Ask where these women are and what they are doing. (In Jodhpur, India – they're breaking up bricks.)
- Students do the True or False quiz individually. Ask them to compare their answers in pairs. Point out that all the statements are, in fact, true. Check students understand illiterate (unable to read and write).
- Ask students to read the information in the three texts and note down the most surprising facts. Ask them to compare their answers in pairs or small groups. Elicit from the class which facts are the most surprising.
- You could ask students to listen to the recording and follow in their books.

WEBLINK

For more information on women in the world, students may like to visit www.womeninworldhistory.com

Workbook Culture pp12–13