

2

Life's Great Mysteries



Unit plan

Reading:

multiple choice, answering a question in your own words to avoid being distracted by the answer choices

Vocabulary:

words related to mysteries, phrasal verbs, commonly confused words, collocations & expressions

Grammar:

past simple, past continuous, *used to*, *would*, *be/get used to*

Listening:

note taking, predicting what kind of words are missing

Speaking:

discussion and decision making, talking about local history and mysteries, saying what you think and expressing preference

Writing:

story, making it lifelike, using the senses to bring your story to life

Unit Opener (SB page 17)

- Ask students to read the title of the unit and explain what it means (*The title is 'Life's Great Mysteries' and it refers to things that are mysterious and which we don't fully understand.*).
- Ask students to work in pairs or small groups to come up with as many mysteries as they can think of.

1

- Ask students to look at the main picture and describe the mood of the place shown (*spooky, creepy, dark, mysterious*). Then ask them how they would feel if they were in this place (*scared, terrified*).
- Ask students to read the instructions and check that they understand what they have to do.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

The picture is of a graveyard or cemetery. Most people would probably find it scary because dead people are buried here.

crow = the black bird sitting on a tombstone

full moon = behind the unit title

grave = one of the places where the people are buried

spirit = a ghost, on left-hand side of picture

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the three pictures and tell you what they can see (*In picture A there is an old map, a compass, and what could be a pirate ship; picture B seems to be of a desert; in picture C there are pyramids which have got steps.*).
- Ask students to read the descriptions and explain anything they don't understand.
- Students work individually to match the photos to the descriptions.
- They then check their answers in pairs before checking as a class.

Answers

Background information

Area 51 is an airbase that is located in the state of Nevada (USA) and is the most famous secret military installation in the world. For many years, the existence of Area 51 was denied by the US government. This fired the imaginations of conspiracy theorists and UFO hunters, who believed UFOs were being hidden there. Recently, the CIA revealed that it had been the site for developing and testing US spy planes.

Teotihuacan is situated 50 km north-east of Mexico City. The city is believed to have been established around 100 BC and continued to be built until approximately 250 AD. It is characterised by its huge monuments – in particular, the Temple of Quetzalcoatl and the Pyramids of the Sun and the Moon. Archaeologists believe it had a population of some 125,000 or more, which meant it was among the largest cities of the world in its time. The Aztecs who came across the abandoned site were so awestruck that they named it Teotihuacan ('the place where the gods were born'). They didn't know who built it and neither do we.

The Bermuda Triangle is an area in the Atlantic Ocean which varies in size from 1,294,994.06 square kilometres to 3,884 982.17 square kilometres. It is said that many planes and boats have disappeared there without a trace. Many theories have been put forward to explain the disappearances including huge sea creatures like giant squid, extra-terrestrials, abductions by aliens, a mysterious 'third dimension', huge waves and methane explosions. However, the most likely causes are nature, human error, poor workmanship or design of craft, and misfortune.

TOP TIP

When a topic, such as mysteries, generates great interest, exploit the opportunity for further work and discussion by assigning a project. In Unit 2, the class could be divided into three groups and each one assigned a place of mystery from the ones above. They can be asked to find pictures, facts and lore connected with the sites. Each group then presents their findings to the class.

Let's talk about it!

- Have you ever had a spooky experience?
- Do you believe in ghosts and spirits?
- Are there any mysterious places in your country?
- Do you think science can explain most strange events?

DVD 2

Summary of DVD 2: The video is titled 'Bermuda Triangle: What happened to Flight 19?'. It looks at the group of five aircraft that went missing on December 5th, 1945 and were the first of thousands to disappear inside the Bermuda Triangle. This was the event that began the myth of the Bermuda Triangle. Flight 19 was a routine training mission. The planes took off from Fort Lauderdale, Florida at 2.10 pm. Four hours later, they had vanished. A rescue plane that was sent to locate them also disappeared. Since then, thousands of planes and ships have gone missing in the area and no wreckage has ever been found.

DVD link: <http://www.youtube.com/watch?v=FfsQBxWktU>

Answer

Bermuda, Miami and Puerto Rico

Reading (SB pages 18-19)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to tick the creatures they believe in.
- They then discuss their answers in pairs before discussing as a class.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.
- Ask students to justify their answers.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

EXTENSION ACTIVITY

Ask students to compare two of the creatures from 1. They can choose them themselves or you can tell them which to compare. They can compare the way the creatures look and what they are commonly thought to do. Go around the class until each student has had a turn.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the text and look for any of the creatures listed in 1.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answer as a class.

Answer ghosts

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when dealing with multiple-choice questions, it's a good idea to read the question and look for the answer in the text before reading the answer options. Explain that the answer options can distract them and cause confusion.
- Once they think they have the answer, they can then compare it to the options and choose the best one.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task and to read the question and look for the answer in the text before reading the answer options.
- Students work individually to choose the best answers.
- They then check their answers in pairs before checking as a class.

Answers

- 1D ... a strange obsession awaited her ...
2A ... her family was being haunted by the ghosts of American soldiers and others killed by Winchester rifles. Supposedly the deaths of her daughter and husband had been caused by these spirits ...
3B There, in 1884, she bought a small unfinished farmhouse and over the next thirty-eight years, she employed builders around-the-clock to add on room after room, and storey after storey.
4C She also used to visit the Blue Room ... to communicate with the good spirits ... and ask them for guidance on her construction plans.
5A A year after Sarah's death ... Since then, many people have described strange experiences

▶ EXTENSION ACTIVITY

Ask students to work in pairs. They must write a one-line summary for each of the paragraphs in the Reading text. When they are ready, they read it out and the rest of the class must find which paragraph it summarises.

Suggested answers

Paragraph 1: *Moving to the other side of the country*

Paragraph 2: *The cause of her problems*

Paragraph 3: *A very strange house*

Paragraph 4: *An eccentric person*

Paragraph 5: *The weird events continue*

Paragraph 6: *The mystery remains*

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Point out that the words for which they must choose the correct definition are in the article and ask them to find and underline them.
- Explain that when they don't know the meaning of a word, they can often work it out by looking at the sentence it is found in.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 passion
- 2 makes contact with
- 3 ghost
- 4 suffers
- 5 a narrow corridor
- 6 an event

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task (*choose the ending of the story and write a dialogue*).
- Ask students to read the text and the endings and explain anything they don't understand.
- Students work individually to choose the ending.
- Check answer as a class.
- Ask and answer question as a class.
- Ask students to write their dialogues.
- While students are writing their dialogues, monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Students work individually to write their dialogues.
- Ask students to perform their dialogues for the class.

Answers

c

Students' own answers

▶ EXTENSION ACTIVITY

Write a class ghost story. Begin the story by writing this opening line on a piece of A4 paper:

Give the piece of paper to a student who must read the opening sentence and write one that logically follows on the line below. That student then folds the paper so that the opening line is not visible and passes it to another student who, in turn, reads the first student's sentence and adds another. Continue in this fashion until all students have contributed to the story. Remind the last student to 'wrap it up' and bring the story to an end. Choose a student to read out the completed story to the class.

a-2 Vocabulary 1 (SB page 20)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences and explain anything they don't understand. Elicit that the words are all nouns.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|-----------------|
| 1 spirit | 5 Historians |
| 2 evidence | 6 aliens |
| 3 theory | 7 archaeologist |
| 4 practical joke | 8 myth |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the words in bold with their meanings.
- Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Elicit that they are all adjectives used to describe things that are strange or scary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct option, *a* or *b*, that explains the meaning of the word in bold.
- Ask students to read the items and explain anything they don't understand.
- Elicit that all of the words in bold are verbs.
- Check pronunciation by saying each of the verbs to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before

Answers

1a 2b 3a 4b 5b 6a 7b 8a

▶ EXTENSION ACTIVITY

Ask students to write a sentence using a noun from 1, an adjective from 2 and a verb from 3. For example, *The **archaeologist discovered** some **remarkable** ruins in the jungle.*

Extra Task (for early finishers)

See photocopiable material on page 148.

⚙ Grammar 1 (SB page 21)

Before you read the Grammar box

- Revise the different forms (affirmative, negative, question) and short answers of these two tenses with the class. Then elicit some time expressions that are used with each tense.
- Ask students to give you some examples of the tenses by telling you what they did yesterday, and what they were doing at a particular time.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board and ask students to match them with the uses of the past simple and past continuous tenses in the grammar theory.

Past simple

- 1 *Sarah lived in Connecticut.*
- 2 *In 1884, Sarah bought a small unfinished farmhouse.*
- 3 *Sarah never slept in the same bedroom two nights in a row.*
- 4 *They built the house over a hundred years ago.*
- 5 *She left her home, went to California, bought a house and employed builders to extend it.*

Past continuous

- 6 *The wind was blowing and the trees were swaying.*
- 7 *Mrs Smith was brushing her teeth while her husband was putting on his pyjamas.*
- 8 *Mr and Mrs Smith were sleeping when they heard a bell ring loudly at midnight.*
- 9 *The neighbours were getting ready for bed at ten o'clock last night.*

Answers

Past simple

something that started and finished at a stated time in the past: *They built the house over a hundred years ago.*

past routines and habits: *Sarah never slept in the same bedroom two nights in a row.*

situations or states which were true in the past, but are no longer true: *Sarah lived in Connecticut.*

actions that happened one after the other in the past: *She left her home, went to California, bought a house and employed builders to extend it.*

past actions which won't happen again: *In 1884, Sarah bought a small unfinished farmhouse.* →

Past continuous

actions that were in progress at a stated time in the past: *The neighbours were getting ready for bed at ten o'clock last night.*

two or more actions that were in progress at the same time in the past: *Mrs Smith was brushing her teeth while her husband was putting on his pyjamas.* giving background information in a story: *The wind was blowing and the trees were swaying.*

an action that was in progress in the past that was interrupted by another: *Mr and Mrs Smith were sleeping when they heard a bell ring loudly at midnight.*

2

- Ask students to read the sentences quickly. Explain that they mean approximately the same thing, but that one of them is grammatically incorrect.
- Then ask them to work individually to complete the task and check the answers as a class.

Answers

Students should identify *was wanting* in sentence a and *was looking* in sentence b as the main verbs. Both sentences use the past continuous. Sentence a is incorrect because *want* is a stative verb and we don't use it in continuous tenses.

Read 2.1-2.2 of the Grammar Reference on page 163 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must circle the correct tense.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at the first sentence and elicit what clues will help them to choose the correct tense (*at seven o'clock yesterday* – a stated time in the past) and elicit that they will need the past continuous here.
- Ask students to read the rest of the sentences carefully and to underline any time expressions or other clues in the sentences that will help them to choose the correct tense.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 wasn't watching
- 2 directed
- 3 brought, opened
- 4 was reading, was surfing
- 5 Did they solve
- 6 knew
- 7 came, walked, disappeared

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the title of the text and the picture and to tell you what they know about Pandora's box. (It was a mythical box that contained evils.)

things were released into the world, but the box also contained hope.).

- Ask students to read through the text once without writing their answers. Ask them to underline any words or clues that will help them to choose the correct tense.
- Students work individually to complete the text.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|-----------------|
| 1 lived | 10 ordered |
| 2 was working | 11 was sleeping |
| 3 told | 12 opened |
| 4 listened | 13 woke up |
| 5 made | 14 was crying |
| 6 named | 15 opened |
| 7 sent | 16 saw |
| 8 wanted | 17 thanked |
| 9 gave | 18 flew away |

Extra Task (for early finishers)

See photocopiable material on page 148.

a-z Vocabulary 2 (SB page 22)

1

- Ask students to read the instructions and check that they understand what they have to do (*circle the correct phrasal verb*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- 1 leave me behind
- 2 brought back
- 3 passed away
- 4 dug up
- 5 fell for
- 6 reading up on

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the phrasal verbs not used in 1 with their meanings, and then they must use the phrasal verbs in sentences.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

Answers

- 1 fall into
- 2 pass down
- 3 read out
- 4 leave out
- 5 dig in
- 6 bring about

Example sentences:

- 1 I **fell into** my job by accident.
- 2 My grandmother **passed down** lots of family stories.
- 3 Jake **read** his story **out** in class.
- 4 I'm the youngest child and my sisters always **leave me out**.
- 5 Mum put the sandwiches down on the table and we all **dug in**.
- 6 Technology **has brought about** many changes in everyday life.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are pairs of words which are commonly confused because they look similar or have similar meanings.
- Ask students to read the words and the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------|------------|
| 1a odd | 4a prices |
| 1b rare | 4b prizes |
| 2a last | 5a shade |
| 2b latest | 5b shadow |
| 3a power | 6a effects |
| 3b strength | 6b affects |

EXTENSION ACTIVITY

Individually, students write gapped sentences using the pairs in 3. They then swap with a partner who must write the correct words in the gaps.

4

- Explain to students that in this exercise they will be looking at expressions with *time*.
- Ask students to read the instructions and check that they understand what they have to do.
- Check pronunciation by saying each of the expressions in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 no time like the present
- 2 be just like old times
- 3 time and time again
- 4 At times
- 5 have the time of your life
- 6 Time waits for no man

Extra Task (for early finishers)

See photocopiable material on page 148.

Grammar 2 (SB page 23)

Before you read the Grammar box

- Revise the different forms of *used to*, *would*, *be used to* and *get used to* (affirmative, negative, question) and short answers for these with the class.
- Ask students to look back at the Reading text and find examples of sentences with *used to* and *would* (*She also used to visit the Blue Room ...; She would ring a bell at midnight ...; She would wear one of 13 special coloured robes ...*).

1

- Read through the grammar theory with the class.
- Ask them what form follows *used to* (*bare infinitive*), *would* (*bare infinitive*), and *be/get used to* (*a gerund or a noun*).
- Make sure students understand the difference between *used to*, *would*, *be used to* and *get used to*. Ask them to write sentences using all four structures. Tell them they may look at the sentences in the grammar theory to help them. Check to make sure students understand fully before moving on to 2.

2

- Ask a strong student to explain in L1 the different meanings of *used to*, *be used to* and *get used to*.
- Then ask students to match the sentences to their meaning.
- Check answers as a class.

Answers

1c 2b 3a

Read 2.3-2.5 of the Grammar Reference on page 164 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Remind them that in the second part of the task they need to find the sentences where *would* can also be used.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 used to go
 - 2 used to dress up
 - 3 used to write
 - 4 Did you use to believe
 - 5 didn't use to like
 - 6 used to sit
- Sentences 1, 2, 3 and 6 could also use *would*.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the situations and the prompts in order to work out whether to use *be used to* or *get used to* in the correct form.
- Ask students to read the situations and the prompts

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 The Smiths are getting used to living in the countryside.
- 2 The Smiths aren't used to owning such a big building.
- 3 The Smiths are getting used to hearing bizarre sounds at night.
- 4 The Smiths are used to seeing ghosts in the garden.
- 5 The Smiths are used to getting a lot of curious visitors.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogues and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------------------|---------------|
| 1 is getting used to | 4 used to |
| 2 Did Mr Bones use to | 5 get used to |
| 3 isn't used to cooking | 6 would |

EXTENSION ACTIVITY

Ask students to write a few more sentences about the Smith family in 4. They should write about what the family are/aren't used to, what they have/haven't got used to, what they would/wouldn't do and what they used/didn't use to do.

Extra Task (for early finishers)

See photocopiable material on page 148.

Listening (SB page 24)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear someone talking about Robin Hood.
- Ask students to read the sentences and explain anything they don't understand.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 Sherwood Forest
- 2 friends
- 3 wanted by
- 4 enemies
- 5 rich

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will answer questions about the items in 3.
- Explain to students that the questions in 2 will help them to analyse the main task in 3 and predict what sort of answers are required in the sentences.
- Ask students to read the questions in 2 and the sentences in 3 and explain anything they don't understand.
- Students work in pairs to complete the task.
- Check answers as a class.

Answers

- 1 travellers, heroes
- 2 Question 3: a period of time or number of years; Question 5: a date which is a number of years later than 1284.
- 3 stories, facts, history, memories, beliefs
- 4 north, south, east or west
- 5 Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out that they have already guessed what kind of information is missing and instruct them to now underline any key words in 3 before they listen to the whole speech about Robin Hood.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences again quickly, paying attention to the words they have underlined.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 travellers: ... *stealing from rich travellers who passed by.*
- 2 heroes: ... *although Robin Hood and his men were criminals, they have always been considered ... heroes ... because ... they used to steal money from the rich and give it to the poor.*
- 3 700 years: *People have been fascinated by the legend of Robin Hood for over 700 years.*
- 4 news and stories: *In the days before television, radio and even books, news and stories would be passed down in this way ...*
- 5 1327: ... *King Edward II, who ruled from 1284 to 1327.*
- 6 north: ... *south Yorkshire, which is a little way north of Nottingham.*
- 7 a (whole) century: ... *connecting a Robert Hood with King Edward II, but later theories connect him to a different king, King John, who ruled a whole century earlier.*
- 8 common people: *Many films and TV series have been made about the outlaw who fought for the common people and against the rich rulers of the time.*



Speaking (SB page 25)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers



TOP TIP

Exploit opportunities for class discussions by increasing the scope of the topic area. For example, in Unit 2, a discussion of ghosts can naturally lead to a discussion of scary films or books the students are familiar with. Don't hesitate to go in a slightly different direction if you see that the discussion is of interest to students.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct comparative or superlative form in situations where there is a comparison of ideas. Remind students that we use the comparative form to compare two or more people, animals or things or two groups of people, animals or things, and that we use the superlative form to compare one or more people, animals or things with a group of people, animals or things.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------|----------|
| 1 better | 4 less |
| 2 as interesting | 5 than |
| 3 most | 6 prefer |

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Stress that in this type of task they must discuss all of the options before rejecting some and deciding which two are the best.

3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them.
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of the options within the context of the task (*How can we find out about local mysteries?*), and that they are

them to reach a decision about the two most useful ideas for research and information gathering. Point out that there are no right or wrong answers.

- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 26-27)

Stories: Making it lifelike

- Ask students to read the information on stories and how to make characters lifelike.
- Explain to students that characters in a story should seem real in order to make them interesting for the reader.
- Point out to students that two ways in which characters can be brought to life are by writing what they say and think, and describing how they feel.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they have to pair a verb and an adverb to complete the sentences. Point out that the pairs describe ways in which different characters are speaking.
- Ask students to read the verbs, adverbs and the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 whispered, nervously
- 2 shouted, excitedly
- 3 screamed, angrily
- 4 told, decisively
- 5 sighed, happily

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences and explain anything they don't understand.

Answers

- 1 astonished
- 2 terrified
- 3 relieved
- 4 exhausted
- 5 desperate

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and elicit that they have to write a story and that the story must begin with the sentence given and include an old woman and a surprise.
- Ask students to look at the task again. Ask them the questions as a class.
- After the questions have been discussed, stress the importance of following the specifications of the task.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that they have to answer questions about the specifications of the task, and questions about the story.
- Ask students to read the story and the questions and explain anything they don't understand.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Yes.
- 2 Yes.
- 3 Six.

Students should circle: *determined, nervously, hopefully, in panic, astonished, happy* in the model in 4.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Make sure students understand what the words for the five senses mean by asking a strong student to explain, or by pointing to your eyes, ears, nose and tongue, and by rubbing your fingers together or running them over a book.
- Students work individually to find the examples.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline the following in the model in 4.

*admired the house's beautiful rose garden
a wonderful, sweet smell of cooking was coming from the kitchen
she heard a soft cry
she stroked the old lady's soft white hair
she was astonished to see a birthmark
in the house listening to old family stories
eating delicious cake*

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must imagine they are on a beach.
- Ask them what they can see, hear, smell, taste and feel there. Demonstrate by saying, 'I can hear the squawk of seagulls,' 'The hot sand is burning my feet,' etc.
- Students work in pairs to complete the task.
- Ask one pair to demonstrate the task in front of the class. Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers



EXTENSION ACTIVITY

Students work individually to write sentences about what they can see, hear, smell, taste and touch in different settings. For example, at a farm, on a mountain, in a busy city centre, etc. Students can choose their own settings. Once they have written their sentences, they can show them to a partner or read them out to the class who must guess the setting.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words and phrases and explain any unknown words.
- Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their stories.
- Remind them to use descriptive language for feelings, ways of speaking and thinking, and the senses to make their characters lifelike.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write a story.
- Ask students the following question in order to analyse the task:
What are the three things you must do when you write this story? (begin with the specific sentence; include a message or a map; include a surprise)
- Go over the *Plan* with the students. Stress the importance of setting the scene. Remind them to use descriptive language for feelings, ways of speaking and thinking, and the senses to make their characters lifelike.
- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Tell students this box acts as a reminder for what they have to do.
- Remind them to look back at 4 for an example of a

- Stress the importance of making the characters come to life by describing their feelings, using direct speech and also using the senses.

Reload 2 (SB page 28)

Objectives

- To revise vocabulary and grammar from Unit 2.

Revision

- Tell students that Reload 2 revises the material they saw in Unit 2.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words for mysteries and strange events by writing them all on the board and asking individual students to give sentences using them.
- 2: Write the first letter of each adjective on the board and then read out the definitions one by one. Students must tell you the word for each definition.
- 3: Ask the following questions about the verbs and point to individual students for answers.
 - 1 What can someone solve? (a mystery, a riddle, a puzzle, etc)
 - 2 What can someone inherit? (money, house, jewellery)
 - 3 What can someone prove? (a theory, a fact)
 - 4 What can someone investigate? (a mystery, a disappearance, a crime)
 - 5 Name something you can observe. (people, events, the stars)
 - 6 Name something that someone has discovered. (penicillin, DNA, X-rays, the truth)
 - 7 Name something that can confuse someone. (directions, instructions, maths)
 - 8 Name something that has disappeared. (people, planes, ships, objects)

Vocabulary 2

- 1 and 2: Practise phrasal verbs. Write these phrasal verbs on the board: *leave sb out, leave sb behind, bring back, bring about, pass down, pass away, dig up, dig in, fall for, fall into, read up on sth, read out*. Then ask individual students to come to the board and write sentences using the phrasal verbs.
- 3: Practise commonly confused words. Write these pairs of words on the board and ask students to tell you the difference between them. They can give you definitions or use them in sentences that show the difference: *odd/rare, last/latest, strength/power, prizes/prices, shade/shadow, affects/effects*.

expression is completed with *time* or *times*, and to give you an example sentence.

at times, be just like old times, have the time of your life, no time like the present, time and time again, time waits for no man

Grammar Revision

Grammar 1

Practise the past simple and the past continuous.

- Ask students to tell you when we use the past simple and the past continuous. Elicit that the past simple is used, often with a definite time expression, to talk about something that started and finished at a stated time in the past, past routines and habits, situations or states which were true in the past, but are no longer true, actions that happened one after the other in the past, and past actions which won't happen again. Elicit that the past continuous is used to talk about actions that were in progress at a stated time in the past, two or more actions that were in progress at the same time in the past, when giving background information in a story, and to talk about an action that was in progress in the past that was interrupted by another.
- Ask students to tell you which time expressions we use with each tense. Write them on the board in two columns. Or, write the time expressions on the board (in mixed up order) and ask students to tell you which are used with each tense.
- Ask students to give you examples for each of the uses of the tenses.

Grammar 2

Practise *used to*, *would*, *be used to* and *get used to*.

- Remind students that *used to* and *would* cannot be used interchangeably. Ask them to tell you when we can use *used to*, but not *would* (to talk about a state). Ask them when *used to* changes form (after *did* and *didn't*).
- Ask students to explain the difference between *be used to* and *get used to*. Ask students for example sentences.
- Tell them to be careful and not confuse *used to*, *be used to* and *get used to*. Explain that *used to* can only refer to the past.
- Students are now ready to do Reload 2.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2a 3d 4a 5d 6a 7b 8b 9d

Grammar

1a 2d 3c 4c 5a 6c 7a 8b 9c

Objectives

- To revise vocabulary and grammar from Units 1 and 2.

Revision

- Tell students that Progress Review 1 revises the material they saw in Units 1 and 2.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise words for people.

- Unit 1, Vocabulary 1, Exercise 1: Read out the words and ask individual students to give you definitions for them.

peers: people of the same age and same social group as you

stranger: a person you do not know at all

coach: a person who trains you in sport

colleague: a person you work with

classmate: a person in the same class as you

enemy: the opposite of a friend; someone who hates you or who you hate

relatives: people connected to you by blood or marriage; family members

partner: a person you own a business with

Revise verbs for ways of speaking.

- Unit 1, Vocabulary 1, Exercise 2: Write the words on the board and then read out the sentences one by one. Ask individual students to tell you which verb best describes the content or the way you are speaking.

accuse, advise, argue, criticise, discuss, gossip, grumble, praise

- 1 I saw him with Jenny! Yes, they were holding hands! (gossip)
- 2 Well done! What excellent work! (praise)
- 3 You stole it! I know you did! (accuse)
- 4 You wear too much make-up and it doesn't suit you! (criticise)
- 5 If I were you, I'd talk to him about it. (advise)
- 6 Poor me! Nothing ever goes right ... (grumble)
- 7 Yes, I agree with you to a point, but don't you think we could ... (discuss)
- 8 'There are no such thing as unicorns!' 'Yes, there are!' 'No, there aren't!' (argue)

Revise adjectives.

- Unit 1, Vocabulary 1, Exercise 3: Write the adjectives

checked, ask individual students to give you sentences using the adjectives.

ashamed, calm, cheerful, frustrated, guilty, miserable, proud, respectful

Positive: calm, cheerful, proud, respectful

Negative: ashamed, frustrated, guilty, miserable

- Unit 2, Vocabulary 1, Exercise 2: Read out the adjectives one by one and ask individual students to write them on the board. Ask the rest of the class to check the spelling. Once all the words have been written and checked for spelling, ask other students to use them in sentences.

bizarre, haunted, remarkable, ridiculous, spooky, unusual

Revise words for mysteries.

- Unit 2, Vocabulary 1, Exercise 1: Write the words on the board and then ask the questions. Ask individual students for the answers.

aliens, archaeologists, evidence, historians, myth, practical joke, spirits, theory

- 1 Which three are connected to the past? (archaeologists, historians, myth)
- 2 Which two may or may not exist? (aliens, spirits)
- 3 Which two mean 'an idea' and proof that it is true? (theory, evidence)
- 4 Which one is a trick you play on someone? (practical joke)

Revise verbs.

- Unit 2, Vocabulary 1, Exercise 3: Write the words on the board and then ask the questions. Ask individual students for the answers.

confuse, disappear, discover, inherit, investigate, observe, prove, solve

- 1 What can confuse you? (a complex idea, directions, instructions, etc)
- 2 What can disappear? (almost any object; a person)
- 3 What can be discovered? (a place, a substance, a scientific fact)
- 4 What can people inherit? (money, houses, etc)
- 5 Who investigates a crime? (the police)
- 6 What can we observe in the night sky? (stars, comets, planets)
- 7 What can be proved? (a theory, the truth)
- 8 What can be solved? (a problem, a crime, a mystery, an equation)

Revise collocations and expressions.

- Unit 1, Vocabulary 2, Exercise 1: Write the gapped collocations on the board and ask students to complete them with *do* or *make*.

- 1 _____ trouble (make)
- 2 _____ the laundry (do)
- 3 _____ time (make)
- 4 _____ the beds (make)
- 5 _____ the housework (do)
- 6 _____ lunch (make)
- 7 _____ chores (do)
- 8 _____ the washing-up (do)

- Unit 2, Vocabulary 2, Exercise 4: Write the expressions on the board and ask students to use them in sentences.

at times, just like old times, have the time of your life

Revise phrasal verbs.

- Unit 1, Vocabulary 2, Exercises 2 and 3: Write these phrasal verbs on the board and ask students to use them in sentences in the correct form.

fall apart, fall out, get along, get back at, get by, get together with, go away, go out, pile on, pile up

- Unit 2, Vocabulary 2, Exercises 1 and 2: Write these phrasal verbs on the board. Then read out or write the definitions and ask students to match them with the correct phrasal verb.

bring about, bring back, dig in, dig up, fall for, fall into, leave out, leave behind, pass away, pass down, read out, read up on

- 1 *die (pass away)*
- 2 *learn about something (read up on)*
- 3 *find in the ground (dig up)*
- 4 *not include somebody (leave out)*
- 5 *make something happen (bring about)*
- 6 *believe something that isn't true (fall for)*
- 7 *give to the next generation (pass down)*
- 8 *start eating hungrily (dig in)*
- 9 *not take somebody with you (leave behind)*
- 10 *say the words you are reading aloud (read out)*
- 11 *come back with something (bring back)*
- 12 *start doing something by chance (fall into)*

Revise word formation.

- Unit 1, Vocabulary 2, Exercises 4 and 5: Read out the nouns one by one and ask individual students to write the adjective forms on the board.

- 1 *apology (apologetic)*
- 2 *biology (biological)*
- 3 *dust (dusty)*
- 4 *fantasy (fantastic)*
- 5 *filth (filthy)*
- 6 *option (optional)*
- 7 *person (personal)*
- 8 *reality (realistic)*
- 9 *smell (smelly)*

Revise commonly confused words.

- Unit 2, Vocabulary 2, Exercise 3: Write the words and brief definitions on the board and ask students to match them.

- 1 *odd / rare very uncommon / strange*
(odd = strange) (rare = very uncommon)
- 2 *last / latest most recent / final*
(last = final) (latest = most recent)
- 3 *strength / power ability / physical force*
(strength = physical force) (power = ability)
- 4 *price / prize award / cost*
(price = cost) (prize = award)
- 5 *shade / shadow shelter from the sun / a dark shape*
(shade = shelter from the sun) (shadow = a dark shape)
- 6 *affects / effects verb / noun*
(affects = verb) (effects = noun)

Grammar Revision

Revise the present simple, the present continuous, stative verbs.

- Write these gapped sentences on the board. Ask individual students to come to the board and write the correct tense – present simple or present continuous – of the verb given.
- Ask them to justify their answers.

- 1 *I don't think you _____ (tell) me the truth! (are telling)*

- 4 *I _____ (see) what you mean about Julie; she is really strange. (see)*
- 5 *Harry _____ (not cook) dinner tonight; he's too busy. (isn't cooking)*
- 6 *Right now, I _____ (have) too much work to do, so I can't meet you. (have)*
- 7 *_____ (you / think) of visiting France this summer? (Are you thinking)*
- 8 *Mum usually _____ (jog) early in the morning before work. (jogs)*
- 9 *The sun _____ (set) every evening. (sets)*
- 10 *Oh, grow up! You _____ (be) very immature now. (are being)*

Revise relative clauses.

- Write these gapped sentences on the board and ask students to complete them with the correct relative pronoun. They must also tell you if the relative pronoun can be omitted.

- 1 *The old house _____ we visited had ghosts! (that/ which/-)*
- 2 *The woman to _____ we spoke disappeared the following day. (whom)*
- 3 *Santorini is _____ I want to be right now! (where)*
- 4 *Phoebe, _____ is very shy, doesn't like meeting new people. (who)*
- 5 *I dislike my aunt; that's the reason _____ I rarely visit her. (why)*
- 6 *The old man _____ house was haunted didn't mind at all. (whose)*
- 7 *He's the police detective _____ solved the crime. (who/that)*
- 8 *Is Italy the country in _____ your grandparents were born? (which)*
- 9 *The person _____ I most admire is my Uncle Bill. (who/that/-)*
- 10 *Summer is the time _____ we don't go to school. (when)*

Revise the past simple and the past continuous.

- Write these gapped sentences on the board. Ask individual students to come to the board and write the correct tense – past simple or past continuous – of the verbs given.

- Ask them to justify their answers.

- 1 *When I _____ (read) the ghost story, I _____ (hear) a scream! (was reading, heard)*
- 2 *While Wilma _____ (shop), Bob _____ (take) his lunch break. (was shopping, was taking)*
- 3 *Joe _____ (put on) his pyjamas and then he _____ (go) to bed. (put on, went)*
- 4 *When Kim _____ (clean) the attic, she _____ (find) a strange book. (was cleaning, found)*
- 5 *When it _____ (begin) to get dark, I _____ (turn) on the lights. (began, turned)*
- 6 *They _____ (not be) quiet when the principal _____ (walk) in. (weren't being, walked)*
- 7 *When Jim _____ (work) full-time, he _____ (make) a lot of money. (was working, made)*
- 8 *A ghost _____ (appear) in the old library, _____ (scare) the students and then _____ (vanish) into the night. (appeared, scared, vanished)*

Revise *used to* and *would*.

- Write these gapped sentences on the board and ask students to complete the gaps with *used to* or *would*. If both are possible, they must write both forms.

- 1 *She _____ (watch) a lot of crime shows on TV. (used to/would watch)*
- 2 *We _____ (be) scared of the old lady who lived next*

- 4 Sally ____ (enjoy) watching horror films. (used to enjoy)
- 5 I ____ (not see) my cousins a lot when I was younger. (didn't use to)
- 6 Jenny ____ (wear) black clothes all the time, even in summer. (used to/would wear)

Revise *be used to* and *get used to*.

• Write these gapped sentences on the board and ask students to complete them with the correct form of *be used to* or *get used to*. Ask individual students to read out their answers. They must justify them.

- 1 We didn't like the food because we ____ eating so much meat. (weren't used to)
- 2 Don't worry; it doesn't take long to ____ the local accent. (get used to)
- 3 My friends ____ the strange noises in their new house – they terrify them! (aren't used to)
- 4 At the start, it was hard for Max to work at night, but he ____ it now and doesn't mind at all. (is used to)
- 5 Betty was in Tokyo for six months, but she ____ the crowds. (didn't get used to)
- 6 We lived near the airport, but we never ____ the noise from the planes. (got used to)

- Students are now ready to do Progress Review 1.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

- | | | |
|---|---------------------------|------------------|
| 1 | 1 doing | 6 lifts a finger |
| 2 | 2 get along with | 7 grumble |
| 3 | 3 do their fair share | 8 piles up |
| 4 | 4 makes | 9 Make |
| 5 | 5 do | 10 proud |
| 2 | | |
| 1 | 1 time and time again | |
| 2 | 2 the time of his life | |
| 3 | 3 was sick (and tired) of | |
| 4 | 4 fell out | |
| 5 | 5 passed down | |
| 6 | 6 got back at him | |
| 3 | | |
| 1 | 1 shadow | 5 apology |
| 2 | 2 contact | 6 colleague |
| 3 | 3 reality | 7 evidence |
| 4 | 4 myth | 8 passion |
| 4 | | |
| 1 | 1 archaeologists | 5 power |
| 2 | 2 spirits | 6 read out |
| 3 | 3 investigated | 7 rare |
| 4 | 4 theory | 8 proved |

Grammar

Answers

- | | |
|----|---|
| 1 | 1 wrote |
| 2 | 2 introduced |
| 3 | 3 created |
| 4 | 4 became |
| 5 | 5 appeared |
| 6 | 6 passed away |
| 7 | 7 feels |
| 8 | 8 is writing |
| 9 | 9 appears |
| 10 | 10 thinks |
| 11 | 11 was reading |
| 12 | 12 decided |
| 2 | |
| 1 | 1 that |
| 2 | 2 when |
| 3 | 3 where |
| 4 | 4 whose |
| 5 | 5 why |
| 6 | 6 for which |
| 7 | 7 which |
| 3 | |
| 1 | 1 used to be |
| 2 | 2 didn't use to stay |
| 3 | 3 is used to |
| 4 | 4 would always say 'welcome' |
| 5 | 5 is getting used to |
| 6 | 6 Did Grandpa use to live |
| 4 | |
| 1 | 1 Did ... find, were searching |
| 2 | 2 were watching, happened |
| 3 | 3 looked / was looking, saw, screamed |
| 4 | 4 were investigating, was disappearing |
| 5 | 5 used to play / would play / played, would win / won |
| 6 | 6 didn't like / didn't use to like, believed, were |